Hamilton College
Self-Study Report

DRAFT for Submission to:
The Middle States Commision on Higher Education
September 1, 2020

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Executive Summary

Introduction to Hamilton College

Founded more than 200 years ago in 1793 as the Hamilton-Oneida Academy and chartered in 1812 as Hamilton College, we are the third oldest college to be established in New York State. Hamilton is both a traditional four-year residential, small liberal arts college (organized in academic departments and interdisciplinary programs) and a progressive institution, providing internships, experiential learning, career exploration, and leadership opportunities to extend our teaching mission. Two thirds of Hamilton students study abroad, most often during the junior year. Hamilton College is a national leader in teaching students to write effectively, to learn from one another, and to think for themselves.

Hamilton College prepares students for lives of meaning, purpose, and active citizenship. Guided by the motto "Know Thyself," the College emphasizes intellectual growth, flexibility, and collaboration in a residential, academic community. Hamilton students learn to think independently, embrace difference, write and speak persuasively, and engage issues ethically and creatively. One of America's first liberal arts colleges, Hamilton enables its students to effect positive change in the world.

At Hamilton, we promise to assist students in creating a program of study that meets their individual interests and goals through our open curriculum. Hamilton is one of the few U.S. colleges with an open curriculum, which means students have the freedom to choose courses that reflect their interests, while still fulfilling the faculty's expectation that they study broadly across the liberal arts. Hamilton offers 43 concentrations and 57 total areas of study. Some students know exactly what they want to study and can't wait to get started; Hamilton's open curriculum provides that flexibility. Others explore different options before choosing their concentration; our open curriculum works for them, too. But an open curriculum is not for everyone. It is best suited for students who are independent, motivated, and committed to the ideals of a broad-based liberal arts education. Recognizing the increasingly diverse student body choosing Hamilton, we have committed ourselves both to principles of inclusive excellence in our pedagogy and to the development of a four-year advising curriculum in the ALEX initiative (Advise, Learn, EXperience).

Hamilton's 1,350-acre campus is situated on a hilltop overlooking the picturesque village of Clinton. The College is eight miles southwest of Utica, 45 minutes east of Syracuse, one hour from the Adirondack Park to the northeast, and 90 minutes west of Albany. The College is named after Alexander Hamilton, U.S. statesman, first secretary of the U.S. Treasury, and member of the first Board of Trustees of the Hamilton-Oneida Academy. Hamilton College is highly selective, with an admissions rate under 20% **(**16% of applicants were accepted to the Class of 2023; 18% were accepted to the Class of 2024).

Since 2010, Hamilton has practiced need-blind admission and meets the full demonstrated financial need of every student it accepts. Approximately 50% of our students are on financial aid, and the average 2020-21 financial aid award (scholarship, student loan, work-study) was $51,770. Hamilton is budgeting $47.6 million for financial aid in the 2020-21 academic year.

The college endowment and planned gifts as of June 2018 was $1,012,841,469, equaling an endowment per student of $544,538.

Hamilton College's athletic teams compete in the NCAA Division III New England Small College Athletic Conference (NESCAC), which also includes Amherst, Bates, Bowdoin, Colby, Connecticut College, Middlebury, Trinity, Tufts, Wesleyan, and Williams. Hamilton's athletics' nickname is the Continentals, and the school colors are buff and blue.

Hamilton takes pride in a number of accomplishments. In the last fifteen years we spent $324 million on improvements to facilities, including new buildings for the sciences, social sciences, and the arts, and a new museum of art. In the same period of time our athletes have won 14 National Athletic titles (1 individual/men's cross country; 8 individual/men's track and field; 4 individual/swimming and diving; and 1 team/women's lacrosse). Hamilton has approximately 23,100 alumni, who ranked in the top 1% of all U.S. colleges and universities in terms of giving. We have had 129 students win Fulbright Awards and 20 Goldwater Scholarships since the year 2000. Over 200 students conduct Hamilton-funded research or internships each year and approximately 83% of seniors graduate with at least two internships and/or research experiences. Nearly all graduate with at least one career-exploratory experience such as an internship or research collaboration.

Hamilton takes pride in bringing influential speakers to campus, for public events and classroom visits. Recent, past speakers/performers in the Sacerdote Great Names Series include: David Cameron, Hilary Rodham Clinton, Tina Fey, Derek Jeter, Condoleezza Rice, Susan Rice, Neil deGrasse Tyson, and the Nobel laureates Shirin Ebadi and Bernard Kouchner. Recent distinguished writers, scholars, and artists visiting campus include Dorothy Allison, Margaret Atwood, Jimmy Santiago Baca, A. S. Byatt, Michael Chabon, Jeffrey Gibson, Bob Moses '56, Yun Fei-Ji, Julia Jacquette, Louis Menand, Naomi Shahib Nye, Viet Thanh Nguyen, Jayne Anne Phillips, Kamila Shamsie ('94), Elias Sime, Zadie Smith, Art Spiegelman, and Colson Whitehead.

Self-Study Process

The College's last accreditation through the Middle States Commission on Higher Education (MSCHE) occurred in 2011. Because reaccreditation review was set on the prior ten-year cycle, the College administration has been gearing up for the self-study now for several years (and will be ready for subsequent reviews on the new 8-year cycle). The process formally began when the self-study co-chairs and one of the working group chairs attended the Middle States Self-Study Institute in November 2018. Subsequently, we formed the steering committee and five working groups, with each beginning the work of gathering data, interviewing students, faculty, and staff, and assessing the degree to which the College has met each of the standards. Most importantly, we all appreciate that the self-study is giving us the collective opportunity to understand the ways in which the College has evolved and grown, to recognize the areas in which we've succeeded and not yet succeeded, to affirm our existing goals, and to develop and articulate new goals and strategies.

Timeline of Preparation for 2021 Middle States Evaluation Visit

Fall, 2018

- Co-Chairs and Working Group Chair attended the Middle States Self-Study Institute (Nov 5-7, 2018)

- Reported to faculty and other constituencies an overview of the process

- Selected Accreditation Steering Committee (ASC) members based on the 7 Standards Working Group members appointed by President Wippman

- Began developing outline of design report

- Started collecting documents, reports, and data

- Started setting up shared folders and evidence inventory

- Scheduled Middle States VP liaison visit (Dr. Ellie Fogarty April 30, 2019)

Spring, 2019

- Sent check in email to the Working Groups

- Meeting held with ASC – kickoff, discuss design report, and working groups

- Assigned working groups and developed research questions

- Continued and finished design report due to Middle States VP Ellie Fogarty April 19, 2019

- Middle States liaison VP Ellie Fogarty visited campus on April 30, 2019

- Scheduled August retreat for working groups to discuss standards and evidence inventory (August 16, 2019)

Summer, 2019

- ASC Co-Chairs compiled documents, reports, and data

- Populated preliminary evidence inventory for Working Groups

Fall, 2019

- August retreat held for working groups to discuss standards and evidence inventory (August 16, 2019)

- Self-study kickoff

- Working Groups began deliberations

- Progress report presented by VPAA/DOF at October Trustee Meeting

- Working Groups check-in November with ASC

- Co-Chairs/Dean reported out to faculty and constituents - December Faculty Meeting

Spring, 2020

- January 24, 2020 mid-year progress report to ASC for each Working Group

- Working Groups' final reports received by the Co-Chairs April 20, 2020

- Drafting self-study report began

- Co-chairs/Dean report out to faculty and constituents (May Faculty Meeting)

- Progress report presented by VPAA/DOF at June Trustee Meeting

Summer, 2020

- Self-study report drafted by Co-Chairs, DoF/VPAA, Senior Staff, and President

Fall, 2020

- Self-study circulated to the Hamilton Community September 1, 2020

- Preliminary visit President Wendy Raymond (Chair, Visiting Team) scheduled for remote participation October 13, 2020

- Completion of HEA compliance report by Office of Institutional Research and Assessment

Winter, 2020-21

- Submission of Self-study report to Middle States Commission on Higher Education

Spring, 2021

- Visiting team on campus

- Middle States response to team report

Accreditation Steering Committee (ASC)

Nathan Goodale (Co-Chair, Steering Committee), Associate Dean of Faculty and Associate Professor of Anthropology

Penny Yee (Co-Chair, Steering Committee and Co-Chair, Standards III and IV), Associate Dean of Faculty and the James L. Ferguson Professor of Psychology

Shari Whiting (Former Co-Chair, Steering Committee), Former Interim Director for Institutional Research and Assessment

Gordon Hewitt, Former Associate Dean of Institutional Research and Assessment (Former Co-Chair and member of the Accreditation Steering Committee)

Tina Hall (Co-Chair, Standards I and II), Professor of Literature and Creative Writing

Ian Rosenstein (Co-Chair, Standards I and II), Associate Professor of Chemistry

Onno Oerlemans (Co-Chair, Standards III and IV), Elizabeth J. McCormack Professor of Literature

Tara McKee (Co-Chair, Standard V), Associate Dean of Students for Academics and Associate Professor of Psychology

Chau Fang Lin (Co-Chair, Standard V), Assistant Director of Institutional Research and Assessment

Joe Shelley (Chair, Standard VI), Vice President for Library and Information Technology Services

Kevin Grant (Chair, Standard VII), the Edgar B. Graves Professor of History

Working Group for Standards I and II

Tina Hall (Co-Chair), Professor of Literature and Creative Writing

Ian Rosenstein (Co-Chair), Associate Professor of Chemistry

Catherine Beck, Assistant Professor of Geosciences

Gordon Jones, Litchfield Professor of Astronomy

Jeff McArn, College Chaplain

Alexandra Plakias, Assistant Professor of Philosophy

Steve Stemkoski, Director of Human Resources

Working Group for Standards III and IV

Onno Oerlemans (Co-Chair), Associate Dean of Faculty and Professor of Literature

Penny Yee (Co-Chair), the James L. Ferguson Professor of Psychology

Jennifer Ambrose, Director of the Writing Center

David Thompson, Director of the Charlean and Wayland Blood Fitness and Dance Center and Campus Wellness and Professor of Physical Education

Jeff Landry, Associate Vice President for Student Affairs

Peaches Valdes, Dean of Admission

Amanda Kim – Former Student Assembly President

Working Group for Standard V

Chau Fang Lin (Co-Chair), Assistant Director of Institutional Research and Assessment

Tara McKee (Co-Chair), Associate Dean of Students for Academics and Associate Professor of Psychology

Emily Conover, Associate Professor of Economics

John Eldevik, Associate Professor of History

Amy Gaffney, Director of the Oral Communication Center

Janine Oliver, Associate Director, Career Development

Ben Smith, Former Director of the Quantitative and Symbolic Reasoning Center

Andrea Townsend, Associate Professor of Biology

Working Group for Standard VI

Joe Shelley (Chair), Vice President, Library and Information Technology Services

Katherine Brown, Associate Professor of Physics

Paul Hagstrom, Professor of Economics

Karen Leach, Vice President, Administration and Finance

Michelle LeMasurier, Associate Professor of Mathematics

Roger Wakeman, Associate Vice President for Facilities and Planning

Nicholas de la Riva, Assistant Dean for Finance and Resources in Academic Affairs

Working Group for Standard VII

Kevin Grant (Chair), the Edgar B. Graves Professor of History

Alistair Campbell, Associate Professor of Computer Science

Mike Debraggio, Associate Vice President of Communications

Courtney Gibbons, Associate Professor of Mathematics

Gbemende Johnson, Associate Professor of Government

Gill King, Chief of Staff and Secretary to the Board of Trustees

Lea Haber Kuck, Charter Trustee

Executive Summary: Requirements of Affiliation

The evidence provided in this introduction addresses compliance with the following Requirements of Affiliation (ROA):

ROA 2. The institution is operational, with students actively enrolled in its degree programs.

ROA 4. The institution's representatives communicate with the Commission in English, both orally and in writing.

Standard I: Mission and Goals

1.1 Clearly Defined Mission and Goals

Hamilton College's mission statement was developed by faculty, students, and staff, adopted by the Board of Trustees in June 2015, and is consistent with the long-held principles of a Hamilton education:

> *"Hamilton College prepares students for lives of meaning, purpose, and active citizenship. Guided by the motto "Know Thyself," the College emphasizes intellectual growth, flexibility, and collaboration in a residential academic community. Hamilton students learn to think independently, embrace difference, write and speak persuasively, and engage issues ethically and creatively. One of America's first liberal arts colleges, Hamilton enables its students to effect positive change in the world."*

The Mission and Educational Goals are encapsulated in the College's motto to "Know Thyself" and in the College's Open Curriculum (S1.C1.1). Both identify for students how the mission and goals structure the open curriculum. See Figure 1 below.
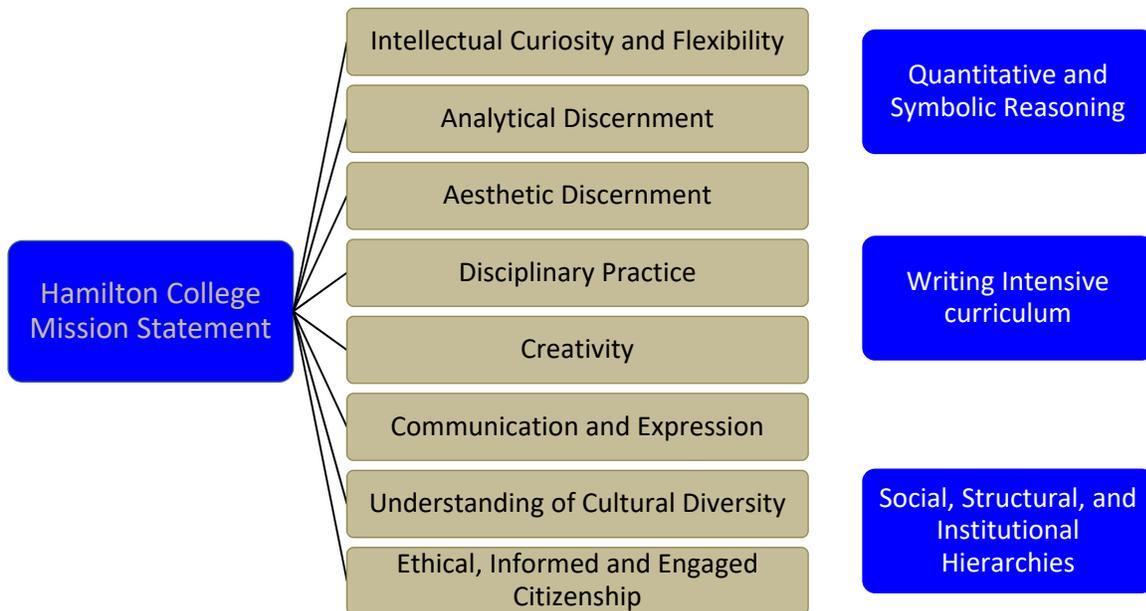
Figure 1. Flow chart demonstrating the relationship between the components of Hamilton College's mission (blue and buff), educational goals (buff and black), and foundational requirements (blue and white). All of these components influence how our institution interacts with our students.

Mission Statement

The mission statement (S1.C1.2) appears in online materials and in the faculty handbook and is the guiding principle of the 2018 Strategic Plan. The College's senior staff use the mission statement to guide their communications with their departments and the initiatives and continuing programs they oversee.

The mission statement was developed over the course of 2014 and 2015 in response to a recommendation that arose from work on the 2010 Middle States Accreditation. Prior to this, the College had more diffuse expressions of its mission, included in various ways in catalogues over the years. For instance, catalogues from the 1940s had a section on "Purpose," catalogues from the 1950s into the 1960s articulated "The Hamilton Idea," catalogues from the 1970s described "The Nature and Origin of the College," and catalogues from the 1980s had a section on "Academic Purposes and Goals," which evolved in the 1990s and 2000s into "College Purposes and Goals."

After the 2010 Middle States Accreditation, the College worked to consolidate the community's understanding of "Purposes and Goals" into a cogent and condensed mission statement to guide the work of the College. In fall of 2014, the Campus Planning Committee (a standing committee made up of students, faculty, and staff) surveyed the campus about the themes and characteristics that should be included in the mission statement. The committee then circulated three drafts of a mission statement to the campus as a whole for comment in February, April, and May of 2015. The March 2015 meeting of the Board of Trustees included discussion of the draft mission statement. In June of 2015, the Board of Trustees approved the College's current mission statement.

1.2 Educational Goals

The College's educational goals were adopted by the Faculty in 2011 after a year-long examination of the educational mission by the Committee on Academic Policy, prompted by recommendations arising from the 2010 Middle States Accreditation process and the 2009 Advising Task Force (S1.C1.3). The preamble to the Educational Goals was revised in May 2020 by faculty vote, after the results of the Senior Program Assessment conducted during the 2018-19 and 2019-20 academic years were presented by the dean and discussed in three Committee of the Whole discussions in Faculty Meetings.

> *"Hamilton College is committed to the intellectual and personal development of students. We seek to nourish a love of learning, a creative spirit, and an informed and responsible engagement with an ever-changing world. To promote these qualities, the College challenges all of its students to work with their advisors to devise an educational program **(including credit-bearing courses, co-curricular work, and extra-curricular activity)** that fosters the fulfillment of the eight educational goals."* **New language in bold,** revised May, 2020.

Intellectual Curiosity and Flexibility — examining facts, phenomena and issues in depth, and from a variety of perspectives, and having the courage to revise beliefs and outlooks in light of new evidence.

Analytic Discernment — analyzing information, patterns, connections, arguments, ideas, and views quantitatively and symbolically.

Aesthetic Discernment — evaluating quality and value in a variety of artistic and other intellectual domains.

Disciplinary Practice — engaging in the focused and sustained practice of disciplinary techniques and methodologies in order to acquire mastery of a specific ability or craft.

Creativity — imagining and developing original ideas, approaches, works and interpretations, and solving problems resourcefully.

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.

Understanding of Cultural Diversity — critically engaging with multiple cultural traditions and perspectives, and with interpersonal situations that enhance understanding of different identities and foster the ability to work and live productively and harmoniously with others.

Ethical, Informed and Engaged Citizenship — developing an awareness of the challenges and responsibilities of local, national and global citizenship, and the ability to meet such challenges and fulfill such responsibilities by exercising sound and informed judgment in accordance with just principles.

In pursuing these goals, students should progress meaningfully along a path toward fulfilling their potential for being thoughtful, responsible and purposeful individuals with the capacity to make a positive difference in the world."

The educational goals are evident in all layers of the educational experience. For instance, the educational goals guide the masthead copy of the Areas of Study for the College. Individual professors' syllabi note the goals emphasized in their courses. The request form for inviting speakers to campus requires an assertion of the goals to be advanced by the visit. As the faculty recently discussed, our educational goals are often advanced by co-curricular enhancements such as bringing classes to the exhibits at the Wellin Museum (Aesthetic Discernment and Understanding of Cultural Diversity), by extra-curricular activities such as participation in Community Outreach and Opportunity Programs (Ethical, Informed and Engaged Citizenship), and by the many lectures and events that faculty and students organize for one another's edification (Disciplinary Practice and Intellectual Curiosity and Flexibility). Beyond the faculty-governed curriculum, student life initiatives reflect the centrality of the educational goals. Student Life is piloting parts of a Residential Curriculum in Fall 2020 that draw upon the mission and educational goals as the backbone for a new framework for student engagement and learning within the residence halls that aims to centralize some of the co-curricular resources, support structures, and learning opportunities that exist at Hamilton. The Career Center has also developed a curriculum based on the mission and educational goals, in which they focus on four areas: Know Thyself, Explore, Communicate, and Connect (S1.C1.4). The newly developed ALEX Initiative (Advise, Learn, and EXperience) will support students' connection of their

intellectual development to their future-readiness, emphasizing their *"informed and responsible engagement with an ever-changing world"* through enhanced experiential learning.

Institutional Goals

Each division has clearly articulated missions and goals that are consistent with the College Mission: Academic Affairs (S1.C2.1), Administration and Finance (S1.C2.2), Admission and Financial Aid (S1.C2.3), Advancement (S1.C2.4), Communications and Marketing (S1.C2.5), Division of Student Life (S1.C2.6), Library and IT Services (LITS) (S1.C2.7). Below, we highlight some of the current initiatives that emphasize the institution's ongoing support of these divisional missions.

Strategic Plan

Guided by the College Mission Statement, Hamilton's 2018 Strategic Plan (S1.C2.8) was developed in three phases with direct participation of faculty, staff, students and trustees and included multiple opportunities for community input. The first phase involved three committees of faculty, staff, students, and trustees charged by the president with studying the following topics: challenges and opportunities for higher education in general and residential liberal-arts colleges specifically; future directions for Hamilton's academic programs; and ways to improve the overall student experience at Hamilton, focusing especially on co-curricular activities. The second phase noted overlaps and themes developed in the first phase and appointed working groups in three areas: current and digital foundational skills; experiential learning; and health and wellness. The third phase included two all-campus discussions and an additional session for faculty; a survey gauging community members' priorities; opportunities for online and email feedback; and discussion at two Trustee meetings.

The planning process identified three areas of focus, each with a major new initiative, while simultaneously targeting several existing commitments for expansion. The three new initiatives are as follows:

> *Digital Hamilton* focuses on building a campus-wide digital learning community via four new tenure-track hires and other forms of curricular support, including the possibility of a "digital intensive" designation for classes. It also includes an enterprise-wide endeavor to model commitment to taking advantage of new technologies, including creating a data warehouse to streamline processes at all levels and across all divisions of the College and modernizing business operations.

> *Residential Hamilton* develops a residential model that focuses initially on a student's first year and then expands programming for students in subsequent years. These initiatives include an individualized, integrated advising network (ALEX), a year-long orientation program, and renovation of residence halls to create more community gathering spaces. Commitment to health and wellness manifests in an expansion of programs and support in the newly constructed Johnson Health and Wellness Center and the adoption of the "Community of Care" initiative. The plan recommends a comprehensive review of campus social life and the establishment of programmatic initiatives fund for the Dean of Students.

Experiential Hamilton aims to align the existing programs with experiential components under one organizational structure, to connect experiential learning opportunities more clearly to the Educational Goals, to provide curricular support for experiential opportunities, including the possibility of an "experiential intensive" designation for classes, and to expand experiential opportunities on and off campus.

The three existing commitments we want to expand are:

Teaching: The Strategic Plan recommends a proposed exploration of redefining the "fifth course." [After a semester of study in 2018 of alternatives moving towards a 4+ or 4.5 teaching load, this project was postponed as financially infeasible.]

Advising: The Strategic Plan recommends developing an individual, integrated advising network, creating an advising syllabus, and pursuing enhanced training for advisors. [In progress: this project combined with Experiential Hamilton (above) to become the ALEX initiative.]

Diversity, Equity, and Inclusion: The Strategic Plan recommends implementation of the curricular-wide Social, Structural, and Institutional Hierarchies requirement, hiring a new associate dean of students for diversity and inclusion in the Division of Student Life, strengthening inclusion programming for the campus, and growing the partnership with QuestBridge. [Adopted.]

All but one of these initiatives are already underway. They are discussed in Standards III and IV.

Capital Campaign

Another initiative guided by the College mission and goals is the Capital Campaign, "Because Hamilton" which began in November 2018. The campaign articulates a series of promises rooted in the College's mission and goals, stating: "We pledge to smart, ambitious students interested in a rigorous liberal arts education that Hamilton will enable them to: Study What You Love, Be Who You Are (and be Respected for What You Believe), and Find Your Future." The Campaign goes on to reinforce the College's commitment to need-blind admission: "For students from families unable to pay Hamilton's comprehensive fee, we make an additional promise: If you are a U.S. student applying for fall admission, we will evaluate your application without considering your financial circumstances (i.e., need-blind admission), and, once you are accepted, we will meet your full demonstrated need for all four years."

The priorities set by the Capital Campaign (S1.C2.9) reinforce the College's mission and goals, while pursuing initiatives identified in the Strategic Plan. The priorities include: Financial Aid (to continue to support need-blind admission and provide resources for the increasing number of students receiving a Hamilton-funded scholarship); Digital Leadership (to invest in additional faculty, technologists, a new digital learning hub, and research incubator to increase students' digital fluency and train them in this essential mode of communication); Learning and Living (to continue enhancements to living and common spaces, increase programs focused on wellness and leadership, and create an integrated advising network); Career Exploration (to continue to fund unpaid internships and create an experiential learning center); Humanities (to renew academic facilities devoted to the Humanities); and the Hamilton Annual Fund.

1.3 Administrative, Educational, and Student Support Services

The mission and goals of the institution are supported via a wide variety of existing programs and initiatives. For example, in the area of diversifying our campus, the College employs a need-blind admission policy, participates in Posse, QuestBridge, and HEOP (a program of New York State), and has appointed a Chief Diversity Officer who sets goals and implements programs for the campus (e.g.. developing training sessions on diversity and implementing unconscious bias training for those who will serve on hiring committees). Additionally the College has recently hired an Associate Dean of Students for Diversity and Inclusion and a new Director of the Days-Massolo Center (S2.C3.1) and has recently re-affirmed the Statement of Community developed by the Student Assembly in 2009 regarding diversity (S2.C3.2). The College continues to support the research and training of its faculty and staff via start-up funds, educational programs, Autonomous Hamilton Affinity (AHA!) group faculty development grants from the Dean of Faculty, and conference and research travel funds, among other initiatives. Several centers on campus support the open curriculum including the Nesbitt-Johnson Writing Center, the Oral Communication Center, the Quantitative and Symbolic Reasoning Center, the Language Center, the English for Speakers f other Languages (ESOL) program, the Levitt Public Affairs Center and the Maurice Horowitch Career Center (S1.C3.3). ALEX will build a team approach to student advising, supplementing the academic advising provided by faculty, and will advance the strategic plan's goals for integrated advising and experiential learning. Many of these initiatives are further discussed in Standards III and IV.

1.4 Assessment of Mission and Goals

The College's mission and goals are assessed by a variety of means. Large-scale assessments are built into intermittent processes such as the Strategic Plan and the Capital Campaign. More regular assessment of institutional goals occurs in many ways. For instance, in the case of educational goals and curriculum, the Committee on Academic Policy (CAP) (S1.C4.1) not only examines newly proposed courses, but also performs a rolling review of the curriculum through self-studies and external reviews of academic programs. In 2016, the CAP subcommittee on the curriculum visited every department and interdisciplinary program of the College to discuss curricular issues. Departments were asked about their satisfaction with the educational goals and overwhelmingly, departments were satisfied with the goals. In 2018 all academic departments and programs either reaffirmed (one third) or revised (two thirds) their curricular goals for their concentrations and minors, revising their departmental and program website mastheads after CAP review.

The Committee on Academic Standing registers academic exceptions and proposes policy changes when practices do not align with goals. Hamilton's Senior Survey asks students about their engagement with the educational goals. Every three years, the National Survey of Student Engagement (NSSE) asks about student engagement. Senior project assessments provide direct measures of graduating students' engagement with Hamilton's educational goals (please refer to Standard V for further discussion of direct assessment of student learning and supplementary assessment). The annual budget process, which includes input from faculty, staff, trustees, and students, serves to evaluate and reinforce College priorities (please refer to Standard VI). Additionally, the Senior Staff have a retreat each summer during which they review the previous year and set divisional and institutional priorities for the upcoming year. Recent retreat topics

have included facilities, need blind admission, personnel transitions, and Board composition and engagement.

Standard I: Requirements of Affiliation

The evidence provided in this standard addresses compliance with the following Requirements of Affiliation (ROA):

ROA 7. The institution has a statement of mission and goals, approved by its governing board that defines its purposes within the context of higher education.

ROA 10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

Standard I: Institutional Suggestions

1. We suggest reaffirmation by each division of its mission and goals every five years. This would allow the community as a whole to assess how priorities are aligned with the mission of the institution and to consider any changes that should be implemented.

Standard II: Ethics and Integrity

Hamilton is committed to creating an environment that provides all students, faculty and staff with an opportunity to realize their potential. This commitment is embedded in Hamilton's mission statement and guides all who make up the Hamilton community: the Board of Trustees, the senior officers of the College, faculty, administrators, staff, and students. In this chapter, we will demonstrate Hamilton's commitment to upholding high standards for ethics and integrity by examining the ways in which we recruit students, faculty and staff to join the campus community, and the environment we provide for each of these groups once here. Finally, we will comment on the policies and procedures that are in place to provide a framework for defining our community and upholding our community's adherence to state and federal laws.

2.1 Academic Freedom, Intellectual Freedom and Freedom of Expression

Hamilton is committed to academic freedom, affirming in its "Statement on Freedom of Expression and Dissent," that the "right to search for truth, to express both popular and unpopular opinions, and to criticize existing beliefs and institutions is the foundation of intellectual life in a democratic society. Academic citizenship carries with it the added responsibility of preserving free inquiry and open expression for all members of the community" (*Faculty Handbook* IX. J.). In most cases, ownership of intellectual property is left to individual faculty members (S2.C1.1) and, when speaking or writing as individuals faculty are guaranteed freedom to speak for themselves so long as they do not claim to be speaking for the College. Hamilton does not censor expression; indeed "Members of the Faculty are encouraged to express their views on all matters, including controversial, political issues in the public domain. The College furthers this end best by serving as a forum where ideas may be debated and discussed" (*Faculty Handbook* IX. J.). As an example, Hamilton continues to reaffirm this commitment in the case of seminar speakers. Fifteen years ago, Hamilton found itself in the national spotlight due to controversy over two invited speakers. Rather than moving to a top-down system where speakers are vetted, the College has continued to give faculty the freedom to choose whom they invite to campus. Under the current system, the Dean of Faculty Office coordinates the funding of all invited speakers in order to ensure equitable access to funds and to give the College a chance to prepare for controversial talks, but there remains no vetting process. In 2017, President Wippman introduced "Common Ground," a series of talks designed to model respectful disagreement by bringing together speakers with opposing viewpoints. Speaker pairs have included Susan Rice (national security adviser under President Obama) and Condoleezza Rice (Secretary of State and national security adviser under President G.W. Bush), and David Axelrod (senior advisor to President Obama) and Karl Rove (senior adviser to President G.W. Bush). These events have drawn audiences of both campus constituencies and local community members.

While Hamilton has maintained its commitment to academic freedom on campus, social media has increased the pressures on academic freedom from the outside. Faculty have been publicly attacked for their views and cyberbullying is likely to get worse over time. The Dean's Office is aware of the problem and addressed it in a faculty meeting in 2019, reminding faculty of Hamilton's commitment to academic freedom and its security protocols when potentially threatening targeting occurs. The Communications and Marketing Office, created in 2019, may

need to provide further guidance to the campus community as the importance of social media grows.

2.2 College Climate Fosters Respect among Students, Faculty and Staff from a Range of Diverse Backgrounds

Recruitment of Students, Faculty and Staff

The past two strategic plans prioritized diversity and recommended the allocation of resources to initiatives aimed at increasing diversity among Hamilton's students, faculty and staff (note that the College also recognizes the need to diversify the Board of Trustees. Efforts to change the breadth of representation on the Board are addressed in the chapter on Standard VII). The College mission statement asserts that "Hamilton students learn to think independently, embrace difference, write and speak persuasively, and engage issues ethically and creatively." In order to "embrace difference," our students must have opportunities to engage with students, faculty and staff who represent a broad range of backgrounds and perspectives. To "engage issues ethically," students must gain an understanding and an appreciation of the broader impact of those issues on people who may be affected in different ways due to the circumstances of their lives. To live up to our mission statement, our community must reflect the diversity of American, and even global, society.

Students

In March 2010, Hamilton announced that it would adopt a need-blind policy for admissions. Going need-blind had been identified as a "long-term goal" in the strategic plan that was put forth in 2009, with the expectation that it would take years to raise the funds necessary to accomplish the goal. President Joan Hinde Stewart (2003-2016) had a deep belief in increasing access to all students and, inspired by her leadership, a number of trustees pledged generous gifts to the College at the quarterly meeting in December 2009 that provided the bridge funding to make it possible immediately. Alumni, parents and friends quickly gave $40 million more in a period of about 18 months, to build an endowment to sustain the additional financial aid needed to remain need-blind in admission.

For Hamilton, need-blind admissions means that domestic first-year applicants' candidacy will be considered without using their family's financial need as a factor in the admissions decision (financial need may be a factor in admissions decisions for students admitted to start in January, for transfer applicants, and for international students). Hamilton has long had a tradition of meeting all of its aid-eligible students' demonstrated need with financial aid, a policy that has not changed with the move to a need-blind policy.

While the need-blind policy has likely had the most significant impact in changing the composition of the Hamilton student body, several other initiatives have also played important roles. In recent years, the Hamilton Admission Office has increased its outreach efforts to build a more robust and diverse pool by increasing the admission officer travel to secondary markets and more diverse communities, partnering with dozens of community-based organizations, doubling the number of Diversity Overnight programs on campus, expanding the number of fly-in opportunities for prospective and admitted students who would not otherwise have the

opportunity, utilizing the division's new Customer Relationship Management (CRM) system to segment communications and messaging (for all candidates) in a more personalized way, and intentionally recruiting more diverse currently enrolled students to be involved with the Admission Office (as tour guides, fellows, and hosts) while also establishing a new student ambassador program (DART: Diversity Admission Recruitment Team).

Hamilton also has a number of formal partnerships and pipeline programs that augment the Admission Office's efforts by providing support to applicants who might not otherwise consider Hamilton and then supporting those students after their enrollment to help ensure they achieve their potential and thrive at Hamilton. The longest standing of those partnerships is Hamilton's HEOP/OP program, which recently celebrated its 50th anniversary. Hamilton enrolls approximately 35-40 students annually (of whom roughly 15 are NYS HEOP eligible) into the program, which includes a summer session before the start of the first year and counseling and academic support throughout all four years. In 2001, Hamilton began a relationship with the Posse Foundation, admitting a first cohort of ten students from the Boston area. In 2010, a second cohort of students from Miami was added. The Posse cohorts are highly multicultural, and the students are provided with both faculty and mentor support throughout their four years to help them develop their leadership skills, as well as a full-tuition scholarship (regardless of financial need) and additional financial need, if applicable. In 2018, Hamilton reduced its commitment from two Posses to one by discontinuing the Boston Posse. Given how much more diverse the applicant pool had become, with the college's other diversity initiatives bringing greater socioeconomic and geographic diversity in addition to ethnic diversity, the College reallocated those resources to other diversity recruitment initiatives (many listed above), as well as to a new partnership that the College began in 2017 with the QuestBridge Scholars program. QuestBridge provides students from low-income families (more than half of whom are also ethnically diverse) from across the United States the opportunity to attend prestigious colleges and universities. As a result of the partnership, Hamilton receives applications (500-700 in recent years) of strong candidates who are interested in Hamilton, and the College can elect to "match" (similar to Early Decision) with as many as they would like in any given year, as well as admit and enroll others through Regular Decision. The class enrolling in 2020 will include 29 QuestBridge finalists, who will join roughly 50 others who joined Hamilton in the first two years of the partnership.

The impact of these efforts on the composition of the Hamilton student body has been significant, with all measures of diversity substantially increased. Table 1 provides numbers of several measures for the classes admitted for the Fall of 2009, before the need-blind policy was established, the Fall of 2014 and the Fall of 2019. These numbers only provide snapshots, but they indicate the general trends. See Enrollment by Racial/Ethnic Status (S2.C2.1) for data for the entire student body over a ten year period.

Table 1. Trends in Measures of Diversity- Freshmen Cohorts. [1]From Planning Notebook, Admission Table 3: Admission Master, [2]From Dashboard November 2018 v.2, [3]Final Talking Points for the Class of 2023.

	% Pell Grant Recipients	% First Generation	% Domestic Students of Color	% International Students
Fall 2009	13%[3]	13.3%[1]	19.7%[1]	5.6%[1]
Fall 2014	17%[2]	14.5%[1]	22.8%[1]	4.7%[1]
Fall 2019	21%[3]	16%[3]	27%[3]	8%[3]

Increasing access to a Hamilton education for lower-income students, students of color, and students from geographically diverse backgrounds has been a priority, as demonstrated by many of these recruitment initiatives. Additionally, the College is committed to removing barriers in the application process. For example, students may now self-report standardized test scores (to save the expense and hurdle of having to submit them through a testing agency) and the application fee is waived for first-generation students. The overarching goal in all of these efforts is to expand the pool of strong students who can consider Hamilton (and vice versa), with the hope that it more closely resembles the changing demographic of our country and the world that our graduates will enter.

Faculty and Staff

The College is committed to diversity in its workforce among faculty, administration, and staff and to ensuring equal opportunity and non-discrimination in all of its employment practices as stated in the Affirmative Action Policy (S2.C2.2).

Diversifying the faculty is one of the most noticeable and difficult of the College's goals. A diverse faculty is essential to our educational mission and we are committed to carrying out the recruitment of new faculty without discrimination. The College has been committed to diversifying its faculty for a long time, but the attention to the issue has increased over the last decade. The increased visibility and the difficulty were highlighted in 2015 by the demands of a student protest group called "The Movement," which included a statement demanding "an immediate increase in Faculty of Color on campus." Developing a diverse faculty is essential to our students, but it is difficult to attract diverse faculty to a small college in a remote location, and difficult to change the makeup of any faculty in a short amount of time. Hamilton has stepped up its efforts toward this goal, resulting in considerable gains in hiring women and faculty of color. Over the past ten years of tenure track hires, 65% have been women and almost 40% have been people of color (Affirmative Action Report, Table I, S2.C2.3).

Beginning in 2013, the College hired Romney Associates to run annual workshops geared toward developing strategies to increase the likelihood of hiring faculty from underrepresented

groups. While the College stopped using Romney's services in 2018, faculty from departments running a search in a given year are still required to attend similar workshops run by the Dean of Faculty Office, and many new faculty search processes have been instituted using knowledge gained from the Romney workshops. The current workshops cover the whole hiring process, from targeted advertising and careful construction of job descriptions to removing bias from the hiring process. The large number of faculty attending these workshops over the years has also increased the awareness of the challenges and the need for active measures to draw underrepresented faculty to Hamilton. Since 2015, search committees have included a diversity advocate, and they are encouraged to include faculty from a cognate field to increase the diversity of the committee. The Dean's Office reviews advertising and recruiting strategy with an eye toward our affirmative action policy and also thoroughly reviews hiring short lists to ensure that their makeup is in line with the applicant pool and the demographics of the discipline, as indicated by the Survey of Earned Doctorates. The Dean of Faculty has also become more involved in the final hiring decisions. Departments are now asked to submit a narrative list of acceptable candidates after the interviews, instead of recommending one candidate for an offer, and it is the Dean who makes the final hiring decision.

The difficulty in attracting faculty of all backgrounds is compounded by the difficulty that spouses have finding work in central New York. Spousal hiring was identified as an important issue for faculty on the COACHE surveys in 2015 and 2018 (S2.C2.4). In 2015, the faculty Committee on Appointments (COA) surveyed peer institutions about spousal hiring practices. Though the COA survey did not find any easy solutions, the College has increased its support for faculty spouses in the last few years. When a one-year visiting position opens in a department because of a faculty sabbatical or administrative leave, qualified partners and spouses are given preferred consideration when they apply as candidates. These positions typically are full-time or nearly full-time and corresponding benefits are provided. In addition to more prominent advertising of local jobs through the Higher Education Recruitment Consortium (HERC) Hamilton has partnered with M3 Placements, a service discussed in section 2.5. In addition, members of the Human Resources staff can provide job search assistance for spouses or partners of faculty members and the Dean of Faculty website has resources to assist prospective faculty and their spouses/partners (S2.C2.5).

The College has implemented an approved New York State training program to educate all employees about issues of workplace harassment, in compliance with a recently passed New York state law. This training was successfully administered to all employees for the first time in 2019 by EVERFI and will be administered annually thereafter (S2.C2.6).

2.3 Grievance Policy

The College has a set of policies and procedures in place that allow students and employees the opportunity to address specific grievances. To ensure an atmosphere of mutual respect and cooperation, policies such as the Harassment and Sexual Misconduct policies (S2.C3.1) and the grievance procedure under the Americans with Disabilities Act (S2.C3.2) protect students and employees from unlawful discrimination and harassment and establish procedures for promptly addressing allegations. The Code of Student Conduct (S2.C3.3) identifies standards of conduct and helps to establish expectations for appropriate student behavior. The Financial Misconduct Policy (S2.C3.4) addresses issues of financial impropriety and procedures for reporting known

instances. Employees can address grievances that adversely affect working conditions and job satisfaction in a number of ways (S2.C3.5). Ideally, problems are resolved through meetings with a senior officer and/or Human Resources, but the College also provides other options such as EthicsPoint for anonymous reporting, an Employee Assistance Program (EAP) through Bridges located in Oneida, NY, or access to the Director of Community Standards, who also serves as the College's Title IX Coordinator. In addition, the College has a negotiated agreement with the unionized Facilities Management employees that outlines specific grievance procedures that are made available to each union employee (S2.C3.6).

2.4 Conflict of Interest

The College provides candidates a fair and consistent process for applying to job vacancies and uses Interfolio as the platform to collect and provide access to application materials. The College setting presents an environment that is welcoming to relatives, spouses, and partners. The College is careful to recognize the potential for conflicts of interest among employees and ensures that both applicants and employees are aware of the College's Employment of Relatives Policy (S2.C4.1) to mitigate any potential conflicts of interest (S2.C4.2). In addition, key employees of the College, as well as all Trustees, are required to read the Conflict of Interest Policy and sign the appended Conflict of Interest Statement annually (S2.C4.3).

2.5 Fair and Impartial Practices in Hiring, Evaluation, Promotion, Discipline and Separation of Employees

Staff

Recruiting staff is an integral part of the College's mission and strategic plan, with the focus on facilitating an employee lifecycle for all College employees that is positive, enriching, and fair. Included in this lifecycle are activities such as selection and staffing, compensation and benefits, employee relations, training and development, and policy and procedure development and interpretation. Ensuring that staff vacancies are handled in an appropriate and ethical manner is extremely important to the College.

Recruitment and selection has many components and the College employs a consistent process by using the College's Recruitment Authorization Form (S2.C5.1). For all vacant staff positions requested for replacement, the hiring supervisor, along with the senior officer, must answer a series of questions based on need and expectations. The form then receives review by Human Resources, which performs a compensation analysis, using Colleges and Universities Professional Association (CUPA) data, and a budget review, identifying the proper general ledger codes. The completed recruitment authorization packet then undergoes review by the entire Senior Staff. If approved, the job description, which has been reviewed and updated as part of the packet, is posted to the Hamilton Job Opportunities website.

The College carefully considers various locations to post job vacancies in order to attract a talented, diverse pool of candidates. The College tries to ensure that job placements are well thought out and uses a number of subscriptions to recruiting tools such as LinkedIn recruiter (made available by request through our Human Resources Office) that further promote and market the College's vacancies. Depending on the nature of the position, a recruitment team may

be assembled and a diversity liaison appointed. The diversity liaison receives the job description and meets with the Chief Diversity Officer for feedback on diversity matters and attends unconscious bias training.

The College communicates the benefits it offers to candidates and employees through the Human Resources website as well as through a publication titled, *The Hamilton College Benefits Summary* (S2.C5.2). Candidates who are on campus for interviews receive the summary, which helps attract prospective employees. The Benefit Summary pairs with the Benefits Guidebook distributed to all employees annually.

The College has partnered with M3, a local placement and partnership firm, (S2.C5.3) to provide the resources necessary to welcome, both professionally and personally, new and prospective members of the Hamilton community. The M3 Relocation Program offers confidential conversations tailored to such things as dual career support, acclimating to a new community, and cultural transitions. In addition, M3 also provides custom consultations specific to coaching and career goals and ongoing engagement to collaborate with a spouse or partner, as well as various transitional needs. M3 continues to exceed the expectations of participants while reassuring Hamilton's commitment to fostering a culture that cares about its community.

Beginning in 2016, New York State has been gradually increasing the minimum wage, moving towards an eventual goal of $15 per hour. As New York State continues to adjust the minimum wage at different cycles for various parts of the state, the College will continue to take the necessary steps to ensure employees and student workers are at or above minimum wage.

Faculty

Hamilton is committed to impartiality in faculty evaluation, promotion, and conflict resolution. All continuing faculty are evaluated yearly, submitting an annual report in February and receiving a written evaluation from their department chair a month later. The department evaluation is submitted to the Dean of Faculty as part of the salary determination process, and becomes part of tenure and promotion files. Beginning in 2017, the annual reviews for junior faculty on the tenure-track and faculty at the rank of Associate Professor include as signatories all department and/or committee members who will vote on tenure or promotion, indicating that they have seen and been consulted about the evaluation. This new policy helps to flatten fluctuations in annual reviews as department chairs change, and it keeps the voting members of the department more involved in the progress and mentoring of their colleagues.

Just before the last Middle States review, each department was asked to develop publicly available reappointment, tenure and promotion guidelines (S2.C5.4). These documents are used by the faculty elected Committee on Appointments (COA) and the Dean as a guide to apply the general teaching, scholarship, and service criteria in the Faculty Handbook to individual disciplines. In fall 2019, the Dean asked departments to review these documents, make any necessary revisions to update them to reflect changes to their discipline, and discuss them with untenured faculty. Reasserting that departmental guidance could not conflict with the evaluative principles embedded in the Faculty Handbook, she asked departments to consider whether their disciplines had altered attitudes towards online publications, public scholarship, and collaborative co-authorship, for example. This discussion has served to make tenure-track faculty

aware of the documents and the expectations they articulate and to clarify any ambiguities. All departments have either submitted revised guidelines, reaffirmed their guidelines, or are in the process of making revisions, indicating both that the guideline system is being used and that the system is flexible enough to change as disciplines change. Departments currently reviewing a member for tenure or promotion were requested to postpone this exercise to a year without such a process. The discussions with tenure-track faculty have added a measure of transparency to an inherently stressful process.

In the past five years, some recently-hired faculty have become concerned about bias in student teaching evaluations and about their effect on reappointment, tenure, and promotion. In September 2019, this concern led to the creation of a self-nominated ad-hoc faculty committee to review the whole teaching evaluation process, the Committee on Evaluating Teaching. The committee has begun to consider our current practice, procedures at our peer institutions, best practices, and the effects of bias on evaluation. The committee is expected to bring recommendations to the faculty sometime during the 2020-21 academic year. Teaching is currently evaluated yearly by each department as part of the annual review and salary determination, and at reappointment, tenure, and promotion, following a process outlined in the *Faculty Handbook.* Currently, the COA, Dean, and President follow the general evaluation criteria in the *Faculty Handbook* (S2.C5.5), with additional guidance from department tenure and promotion guidelines. To evaluate teaching in the tenure and promotion process, the COA uses the candidate's personal statement as a guide to evaluate teaching materials, department annual reports, solicited letters from fifteen random students and from fifteen students selected by the candidate, course evaluations, grade distributions, and when appropriate, comments from outside reviewers.

Though the numbers are small, there is some evidence that women faculty of color leave the College at a higher rate than other faculty. However, with such small numbers, it is hard to identify a single cause, or even if the effect is statistically significant. In response to this possible trend, and to increasing difficulty of finding senior mentors in a period with many retirements, the new faculty mentoring program has been overhauled (S2.C5.6). In the past, a series of meetings with all of the new faculty at the start of the year gave way to meetings with a single senior faculty mentor outside of the home department. The variety of new faculty needs were not always met by a single, somewhat arbitrarily assigned senior mentor. In the new system, small groups of new faculty are grouped roughly by discipline and paired with two senior faculty mentors and a seasoned junior faculty mentor. New faculty are encouraged to find a mentoring relationship with one or all of the group, depending on their needs. The new system provides more support for new non-tenure track faculty, as well, and is more flexible for new tenure track faculty. The system also provides a network outside of their departmental homes for new faculty. We also subscribe to the National Council for Faculty Development and Diversity (NCFDD), for online mentoring support for diverse faculty.

2.6. Honesty and Truthfulness in Public Relations Announcements, Recruiting and Admissions Materials

The Communications and Marketing Office was created as a separate division of the College in 2019. The office provides leadership, direction and support for developing and sharing Hamilton's core messages and works collaboratively to foster relationships and shape favorable

impressions of the College in print, digital and interactive media. Guiding principles of the office of Communications and Marketing (S2.C6.1) drive this effort. The internal workflow for producing public relations announcements on behalf of the College includes rigorous review and fact-checking processes.

Admissions works collaboratively with the Communications Office in developing written and on-line materials used to inform prospective students about the College's programs and facilities. These messages are developed in consultation with many people on campus and all materials are reviewed by Monica Inzer, Vice President of Enrollment Management. Communications conducts regular focus groups with students to understand the messages they are receiving from recruiting materials. This includes an annual focus panel with first year students in the first month of their time on campus to get their impressions while they are still fresh.

The Varsity Blues scandal has shaken up the admissions process nationwide. Hamilton has not been directly affected but has taken action to minimize the risk of unethical behavior in the future. Beginning with this most recent admissions cycle, Admissions Officers and athletic coaches have been required to sign a conflict of interest statement for each recruited candidate. Admissions has also asked coaches to provide third-party documentation that recruited athletes are genuine, for example finding web sites providing a history of performance times for track or cross country.

2.7 Services and Programs to Promote Affordability and Accessibility

Financial aid at Hamilton is based on demonstrated financial need determined by calculating the difference between the expected family contribution and the cost of attendance. We are committed to meeting fully demonstrated financial need for all four years. The budget for financial aid has increased from $26.3 million in 2010-11 to $47.6 million in 2020-21. The comprehensive discount rate has increased from 26.5% to 33.8% over that same period. Hamilton awards a mix of scholarships, loans, and work study. The average indebtedness of graduating students is shown in Table 2.1.

Average Student Debt by Graduating Class

Year	Amount
2010	$16,982
2011	$20,262
2012	$18,568
2013	$19,426
2014	$18,941
2015	$16,479
2016	$21,143
2017	$19,380
2018	$20,413
2019	$17,447
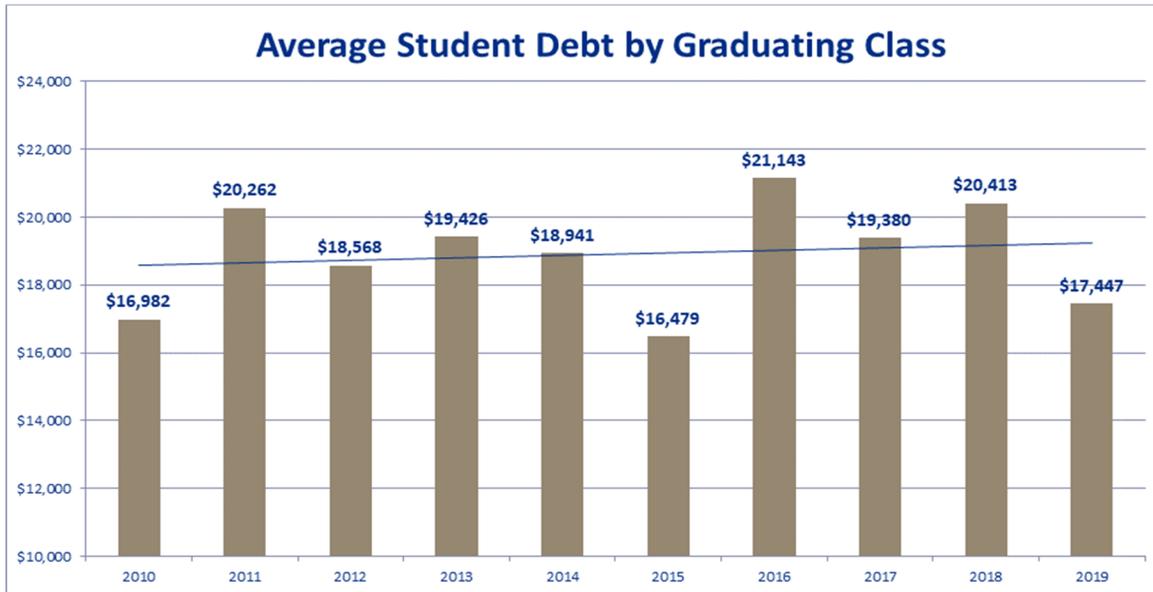
Table 2.1. Average student debt by graduating class.

Applicants have access to two net price calculators on the Financial Aid Admissions website. The College fully discloses how loans and work study are used in packaging financial aid; both calculators are tailored to reflect this and are heavily tested to insure accuracy. In addition, admitted students receive a New York state-mandated Financial Aid Award Information Sheet that provides details of the financial aid award for the first year, gives estimates of costs for the remaining three years, and provides additional data, including information on graduation rate and student indebtedness.

2.8 Compliance with all Applicable Federal, State and Commission Reporting Policies and Regulations

Discussions after College representatives attended a Middle States workshop led to the creation in 2016 of the Compliance Oversight Leadership Team (COLT). COLT's role is to thoroughly review and maintain College policies and make them available to the College community to promote practicality, compliance and accountability. The COLT webpage (S2.C8.1) contains a central link to College policies and provides the community with guidance on the steps necessary to develop a policy. Examples of policies that COLT has directly initiated or worked with the appropriate committees to revise include:

- revising the conflict of interest policy and ensuring that it is presented annually to key employees across the institution to create awareness of potential conflicts;
- establishing a policy that prohibits romantic and sexual relationships between employees and students;
- revising what was initially a policy on scientific research misconduct to cover misconduct in research, scholarship, and creative activity across all disciplines.

Hamilton is committed to establishing policies that allow students, faculty and staff to work and live in an environment that gives everyone an opportunity to realize their potential while

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ensuring compliance with both federal and New York State laws. Below are examples of policies and procedures that have been created or revised recently.

Student conduct policies are regularly reviewed and revised.

- The Student Code of Conduct, which sets out prohibited behaviors and defines procedures and sanctions for policy violations, was revised in 2016 to update the points system that defines penalties for violations, and was further revised in 2018 to redefine Judicial Board procedures. This latest revision also made major changes to the language in the policy, making it more educational and less punitive.
- The Honor Code, which regulates issues of academic integrity, was reviewed in 2016 and modified to clarify and simplify the list of possible violations, and to modernize language, in addition to other changes. Further review of the Honor Code occurred during the 2019-20 academic year, extending expectations for academic integrity beyond graded assignments.
- The Harassment and Sexual Misconduct policy has undergone multiple revisions as federal and state law and guidance have changed frequently in recent years, most recently in summer 2020.

Multiple actions have been implemented to address information security.

- The position of Information Security Officer (ISO) was formally created in 2019. The current ISO serves as the co-chair of COLT.
- All faculty and staff must now use multi-factor authentication to access College resources online that connects to sensitive information.
- Faculty access to student information (schedules, grades, etc.) is now restricted to only those students who are formal academic advisees of the faculty member.

As suggested by the previous Middle States review, the College's three non-faculty employee handbooks (administrators, staff, and maintenance and operations) have been consolidated into a single handbook. A recently updated version of the handbook has been completed and is being formatted by the College's Communications and Marketing department with distribution anticipated in 2020.

The College has performed an exempt vs non-exempt audit to ensure all positions on campus are classified correctly and consideration is given to New York State's minimum salary requirements for exempt positions (currently at $46,020), which currently exceeds the federal standard. As in any exempt vs non-exempt audit, the College applies the federal testing guidelines to assess the proper classification for positions across campus and continues to apply the testing standards to any position description posted for recruitment.

The College routinely makes determinations with respect to whether an individual should be classified as an employee or an independent contractor. The classification is based on facts and circumstances and the College follows the IRS 20 Factor Checklist to make the determination (S2.C8.2). The College considers an individual to be an employee of the College unless proven to be an independent contractor.

To comply with IRS regulations, the Executive Compensation Sub-Committee of the Board of Trustees meets annually in June to assess performance and compensation for officers and key employees of the College. The Sub-Committee is provided with historical and comparative data from CUPA and Sullivan Cotter, two specific compensation surveys in which the College participates. Sub-Committee members also review performance appraisals and presidential expenses to ensure oversight and compliance.

A retirement committee, composed of key members of the staff, shares fiduciary responsibility for oversight of the College retirement plan with co-fiduciary, Cammack Retirement Group, advisors to the plan. The College has moved from two record keepers (Fidelity and TIAA) to a sole record keeper (TIAA). The College performs quarterly reviews of the funds available to employees, annually files IRS Form 5500, works with the Bonadio Group to audit the plan annually, and performs periodic reviews of the plan expenses. The College has been an active partner in making sure its retirement plan is in good standing in the event of an IRS audit.

Members of the Human Resources team conducted a thorough internal audit of I-9 forms for employment eligibility verification 2019. The purpose of this audit was to ensure that the forms received and on file at the College are accurate and complete in accordance with U.S. Citizenship and Immigration Services regulations.

On May 6, 2020, the federal Department of Education issued updated Title IX regulations. In accordance, Hamilton College revised its Sexual Misconduct Policy to conform to the requirements mandated by the federal government and affirmed alignment of all of our sexual misconduct policies to a preponderance of evidence standard. In May 2020, the faculty voted to amend the Faculty Handbook to clarify that the process (briefly described there) employs a preponderance of the evidence standard. The revision of the full policy was then reviewed and discussed by the Hamilton community in a virtual gathering on June 15, 2020, hosted by President Wippman, Dean of Students Terry Martinez, Director of Community Standards Catherine Berryman, and our outside counsel, Phil Zaccheo. President Wippman and Dean Martinez wrote to the community invitation "As has been widely reported, the updated Title IX regulations limit the response required from colleges and universities in many instances of potential sexual and gender based misconduct. Nonetheless, colleges and universities retain considerable discretion in how they define and address potential policy violations. In revising our policy, Hamilton remains committed to addressing conduct that is currently prohibited under that policy. We also remain committed to supporting our community members and administering a fair, timely, and thorough process for resolving formal allegations of policy violations. A preliminary list of FAQs has been added below. We ask our community members to submit questions in advance of the online forum so that we can respond within the meeting."

2.9 Periodic Assessment of Ethics and Integrity

Staff

The College is committed to being an employer of choice and takes considerable steps to ensure those who work at the school feel valued and respected. The College collects data regarding employee satisfaction by administering a climate survey every three years (S2.C9.1). The survey uses core questions established by Gallup as the optimal questions to measure and predict

employee engagement and satisfaction. The survey asks employees to also consider providing comments/feedback that would be beneficial for the school to review. The data is compiled, scores are compared to the previous survey, and results are typically shared in aggregate with the community. Evaluating comments, scores and classifications helps the College determine general themes and/or specific items the College can improve upon. As an example, feedback from employees suggested the College find additional ways to bring employees together. As a result of this feedback, the College brainstormed various options and developed summertime community picnics for employees. The picnics have been a major success and have been in place for a number of years (though they had to be suspended during summer 2020 in response to public health guidance during the COVID-19 pandemic).

In addition to collecting data through the climate survey, the College also routinely collects data through an out-processing procedure that gives employees who have resigned or retired a chance to provide feedback to help improve employee morale and culture. The Human Resources office analyzes the data for common themes and shares feedback with the appropriate senior officer.

In 2013, the College formed the Staff Assembly, which is composed of volunteer staff members from many different offices on campus. Its mission is to promote, strengthen, and facilitate a sense of community and mutual respect (S2.C9.2). The Staff Assembly communicates employee updates and informative items that can help to facilitate a positive working environment. Within the Staff Assembly, a number of sub-committees have been formed, such as the Wellness committee, the Employee Development committee, and the Communication committee. All committees have specific charges with the common objective of improving employee engagement. The monthly Staff Assembly Meetings provide convivial occasions for introductions of new employees and discussions of College initiatives.

Students

The Cooperative Institutional Research Program (CIRP) Senior Survey provides a means of distilling Hamilton students' impressions of their time on campus into a few broad quantitative measures. This survey shows that overall satisfaction of seniors with their Hamilton experience is high, although the percentage of students who are either "Generally Satisfied" or "Very Satisfied" has decreased from 88.8% in 2014-15 to 84.5% in 2018-19. Despite the decrease in students' satisfaction with their general experience, satisfaction with the quality of academic instruction remains consistently high. The percentage of students who reported being either "Generally Satisfied" or "Very Satisfied" was 94.4% in 2014-15, and 94.3% in 2018-19 (S2.C9.3).

It is likely that the decrease in overall satisfaction is partially due to the changing demographics of the Hamilton student body. As the makeup of the student body becomes less homogeneous, across a wide variety of measures, students' experiences are expected to become less homogeneous, as well, making it more difficult for the College to provide an environment that will facilitate a high level of satisfaction for all students. As discussed above, recruitment of a more diverse student population has been a priority in the last two strategic plans. In the 2009 strategic plan, the goal was simple: recruit a more diverse student body. Once initial progress towards this goal was made, however, it was recognized that it is not enough to just bring a more diverse population to campus. The College began to put people and programs in place to provide

support for all students and furthering this effort is prioritized in the most recent strategic plan, as discussed below.

One major diversity-related initiative that affects all students is the addition in 2017-18 of the Social, Structural, and Institutional Hierarchies requirement to the foundational requirements of a Hamilton education. Perhaps unique to Hamilton, the coursework students must enroll in to satisfy this requirement is specific to their concentration(s). The faculty decided that issues of diversity and inclusion would be more meaningful for students if they encountered them in the context of their academic interests. Each concentration defines what students must do to satisfy the requirement. In some concentrations, students take a half- or full-credit course designed specifically to address relevant topics; in others, discussion of these topics is spread through multiple courses within the concentrations' curricula. By 2019-20 all concentrations had implemented their SSIH requirement and fine-tuning based on the first round of student responses and faculty experiences has already begun.

The Dean of Students Office has undergone significant reorganization in the past few years, specifically to provide better support for all Hamilton students. Terry Martinez was hired in 2017 as Vice President and Dean of Students and a year later she was named the College's Chief Diversity Officer, in charge of coordinating efforts to foster an inclusive environment across the divisions of the College. In addition, a position was created in the Dean of Students Office for an Associate Dean for Diversity and Inclusion to coordinate efforts on a day-to-day basis. The Days-Massolo Center (DMC) was dedicated in 2011, with the mission to "serve(s) as a central resource for exploring intersections between gender, race, culture, religion, sexuality, ability, socioeconomic class and other facets of human difference." A full-time director of the DMC was hired in 2019 to coordinate a full range of programing that includes panels, lectures and workshops, as well as serving as a resource and mentor for students from multicultural backgrounds.

The College has a long-standing association with the Posse Program and has learned valuable lessons through Posse about students who may need support in ways different from Hamilton's traditional student base. As mentioned earlier, Hamilton has recently established a relationship with QuestBridge for recruiting academically strong students from low-income families and from more diverse geographical backgrounds. Applications from diverse students from the Boston area are strong, and QuestBridge allows Hamilton to recruit socio-economically disadvantaged students from all over country, including distant and remote areas from which we have had relatively few applicants in the past. While not required by QuestBridge, some of the support structure fundamental to the Posse model has been implemented for the QuestBridge students. Hamilton also has two long-standing, interrelated Opportunities Programs that provide academic and personal skills support for lower-income students from New York State (with state funding) and from outside of New York State (Hamilton funded). Reorganization in the Dean of Students Office has also allowed for one member of the staff to take a more active role in programs to support international students.

With the change to need-blind admissions, the number of students from lower income families has increased. Hamilton has recognized that students with fewer financial resources might need access to resources in ways that are different from more privileged students. Two programs highlight efforts to address this. The first is the Student Emergency Aid Society (SEAS)

(S2.C9.4). SEAS was established through a grant from the Hearst Foundation and endowed largely by donations from trustees and others. Students can apply for small grants for emergencies or exceptional needs. For example, a student may be provided funds to cover the cost of emergency dental work or to purchase a suit to wear for job interviews. The second program is the Joan Hinde Stewart Scholars Program. This program connects 30-35 lower-income students in each incoming class with resources in the Career Center early in their time at Hamilton and provides funding for students to do an internship during the summer after their first year, an experience that can jumpstart their efforts to secure internships or jobs in future summers that will help them to define and achieve their post-graduation goals.

Hamilton had not regularly gathered data to specifically assess the campus climate for students from underrepresented backgrounds but has recently begun to do so by participating in the Higher Education Data Sharing Consortium (HEDS) Diversity and Equity Campus Climate Survey (S2.C9.5). The 2018-19 survey data shows that student perceptions of the campus climate at Hamilton is very similar to that at three other participating institutions in the NY6 Consortium. However, the data show that students of color and LGBTQ+ students have a less positive view of campus climate and are more likely to have experienced discrimination or harassment than white and heterosexual students. The hope is that these differences will decrease over time as the new initiatives discussed above become fully established and as overall faculty diversity improves.

One other area of concern is the prevalence of sexual assault on campus. Hamilton participates in the HEDS Sexual Assault Campus Climate Survey every other year (S2.C9.6). For the 2015-16 and 2017-18 surveys, the percentage of students experiencing sexual assault and the number of assaults per hundred students were higher at Hamilton than the average at the ninety-five small colleges that were used as a comparison group. (Note that the data show that female students are much more likely to experience sexual assault than male students.) Furthermore, both measures had increased overall between the first survey and the second. Significant changes have been made to address issues of sexual assault on campus in the last three years. Through 2018, the position of Title IX Coordinator was held by a member of the administrative staff who had other significant, non-related responsibilities. In 2018, the College committed to defining a position in the Dean of Students Office as Director of Community Standards to act as the Title IX coordinator. This position oversees the College's Harassment and Discrimination Policy, Code of Student Conduct, and Sexual Misconduct Policy as well as coordinating the activities of the Harassment and Sexual Misconduct Board and the Judicial Board, which deals with other disciplinary issues. The Director of Community Standards works with an assistant, another recently established position, who is responsible for developing educational resources and programs to engage students throughout the academic year on sexual assault awareness and prevention. This is a big change from a few years ago when education on this issue was primarily limited to new student orientation. It may take some time to dramatically change the culture around sexual assault, but the HEDS surveys show one indication of success. Between the 2015-16 and 2017-18 surveys, the incidence of sexual assault among female students rose for sophomores, junior and seniors, but for first year students, the only cohort who had only been on campus in the time since major changes were first instituted, the incidence of assault dropped. Reducing sexual assault and misconduct remains an area of intense focus for improvement.

Standard II: Requirements of Affiliation

The evidence provided in this standard addresses compliance with the following Requirements of Affiliation (ROA):

ROA 5. The institution complies with all applicable government (usually federal and state) laws and regulations.

Standard II: Institutional Suggestions

1. Continue initiatives to diversify the faculty, staff, administration, and students by periodically evaluating their effectiveness, and look for opportunities for improvements. Focus, especially, on ways to increase retention of faculty, staff, and administrators of color.

2. Continue to emphasize the College's commitment to academic freedom.

3. Follow through with programs that have recently been implemented to educate students about sexual assault and reduce its incidence on campus.

Standard III: Design and Delivery of the Student Learning Experience

Hamilton College emphasizes its academic programs and curricula as the formal and structured ways in which faculty teach students, and in which students have learning experiences that are characterized by rigor and coherence. The College's eight educational goals are comprehensive and varied. They enable students (assisted by their faculty and professional staff advisors) to navigate a path through their four years of academic work that maximizes their ability to attain a truly liberal education. Hamilton's Open Curriculum delivers foundational education by replacing lists of required courses with programs that teach central skills and concepts across multiple departments, and thus puts a special emphasis on careful advising. The Open Curriculum makes students responsible for directing and choosing their way through our broad array of course and program offerings. Our foundational programs include courses in writing, quantitative and symbolic reasoning, and social, structural, and institutional hierarchies across the disciplines. Students choose concentrations (majors) in their sophomore year. We offer a broad array of concentrations, both in traditional liberal arts disciplines and in newly evolving interdisciplinary areas. All concentrations have their own specific requirements and goals, and each culminates in a capstone senior project. All of our programs and departments, and the faculty who teach in them, are carefully evaluated on a regular basis to ensure the continuing quality of our academic mission.

In this chapter we provide a summary of the educational experience at Hamilton College. We also examine the progress the College has made since the last Middle States report in 2011 and describe new initiatives laid out by the College's most recent Strategic Plan. We demonstrate that, since the previous Middle States review, the College has done significant work in: 1) developing educational goals and student learning outcomes for both the College as a whole and for individual departments and programs, as well as means of assessing them; 2) enhancing the diversity of faculty, academic offerings, and support in order to better serve our increasingly diverse student populations; and 3) enhancing student support through the coordination of resource centers and improvements to advising that contribute to the development of the holistic ALEX program, still in the early stages of development. Additionally, the College's current Strategic Plan contains several components that will directly affect its academic mission. Planning and implementation are already underway, especially in the areas of: 1) enhancing our offerings in digital learning and education; 2) integrating advising across all areas of the College; and 3) further enhancing our ability to serve our diverse student populations.

3.1 Undergraduate Programs Leading to a Bachelor of Arts Degree

The Open Curriculum and Foundational Programs

It has been almost 20 years since Hamilton College adopted the Open Curriculum in 2001 for its Bachelor of Arts degree. Its success and coherence has been affirmed by our last Middle States Accreditation, and it has become a crucial aspect of the identity and success of the College. Directed by our Mission Statement, faculty, students, and administrators have embraced the combination of student self-determination and responsibility and faculty guidance that the curriculum produces, and it is the means by which we prepare students for lives of meaning, purpose, and active citizenship by emphasizing intellectual growth, flexibility, and collaboration in a residential academic community. Hamilton students learn to think independently, embrace

difference, write and speak persuasively, and engage issues ethically and creatively. The core idea of the open curriculum is that students positively choose all of their courses, in discussion with their faculty advisors and others. Students welcome the affirmation of their freedom and responsibility, and faculty believe strongly in the fact that no student is in any way forced to take any specific course.

Collectively, our educational goals stress that students choose courses that allow them to explore, take risks, and be prepared for citizenship, while also developing areas of expertise. While the Open Curriculum offers students a great deal of freedom, there are still several critical ways in which a student's academic experience is guided, measured, and assessed. Most basically, students are required to take 32 courses over their four years to graduation. A course equates to 150 minutes of class-time and 10 hours of out of class work per week over each 15 week semester to meet the federal credit hour definition. Students are also required to fulfill the requirements of at least one concentration (described below), which is normally declared in the second semester of the sophomore year. Our foundational programs focus on core competencies, guided by the principles articulated in our educational goals, and they are met in a variety of ways (S3.C1.1). First, our Writing Program (S3.C1.2) requires that students are required to take at least three writing-intensive courses, normally before their junior year, and in at least two different departments. Writing-intensive courses are offered by nearly every department. The College's Writing Program is robustly supported by our Writing Center, which has enormous support and buy-in from faculty and students. Enrollment caps for writing intensive (WI) courses have recently been reduced from 20 to 18 in recognition of best practices for intensive writing instruction. Second, students must take at least one course designated as QSR – Quantitative and Symbolic Reasoning (S3.C1.3). Such courses are also offered by many departments, again emphasizing that these skills/ways of thinking/learning are not discipline-specific but are foundational, and it is robustly supported by the QSR Center. Third, students must fulfill a discipline-integrated Social, Structural, and Institutional Hierarchies (SSIH) requirement (S3.C1.4). The goal of this requirement is to give students an understanding of structural and institutional hierarchies based on one or more of the social categories of race, class, gender, ethnicity, nationality, religion, sexuality, age, and abilities/disabilities within their chosen discipline(s) in which they have declared a concentration. Fourth, students must fulfill the Senior Project requirement--also specific to each concentration (S3.C1.5). Finally, students must take at least three Physical Education courses, a swim test, and a fitness assessment designed to encourage students to think about aspects of physical and mental well-being as well as helping develop lifetime interests in a wide variety of athletic skills and sports (see physical education requirement S3.C1.6). The developing emphasis in wellness aligns with one of the goals of our current strategic plan.

The faculty recently approved the creation of speaking-intensive (SI) designated courses, which identify those courses that "will provide explicit instruction in effective oral communication through assigned readings, lectures, class discussions, or other instructional features of the course. Oral communication instruction should introduce strategies that improve students' effectiveness as speakers and listeners." Although this kind of course is not required for graduation, it does provide students with explicit support in meeting the College's educational goal of enhancing communication and expression. The Oral Communication Center provides support for these courses, and for oral presentations in all classes and events.

In the fall of 2019, the faculty passed a new designation, along with guidelines, for courses to be designated as experiential learning (EL). Our experiential learning program initially focuses on four types of EL opportunities: 1) mentored research and creative work, 2) internships/other direct career experiences, 3) off-campus study, and 4) community engagement opportunities. Through credit-bearing and co-curricular experiences (not all of which are necessarily transcripted), we want to support our students in experiencing at least three of these four activities and to enable students to make connections between their more traditional academic experiences and those that will enable them to find meaningful and civically-engaged work outside the campus.

Moving forward, experiential learning courses are supported through the Advise, Learn, EXperience (ALEX) program with the hire of Dr, Kathy Wolfe, the new Dean of Engaged Education, and the planned hire in the near future of a Director of Experiential Learning (more on this below).

Over the past 10 years, the percentage of matriculated students who graduate within four years averages 87.7% and those students graduating within six years averages 91.6%. For the most recent year that we have data, the percentages are 87.2% and 93.3% respectively (S3.C1.7).

3.2 Student Learning Experiences that are Designed, Delivered, and Assessed by Faculty (full-time or part-time) and/or other Appropriate Professionals

Exceptional Faculty and Staff Support Students' Learning Experiences

Hamilton's educational program is supported by teams of highly qualified faculty – 192 full-time and part-time faculty, of whom 97% possess a doctorate or other terminal degree within their field. We collect the terminal degree transcripts of faculty at the time of hire and administer a background check as part of the hiring process. These faculty numbers allow for a 9:1 student to faculty ratio to provide students opportunities for close interaction with faculty and to develop strong mentoring relationships. Hamilton recognizes the value of retaining full-time tenured/tenure-track faculty to support the academic program; consequently, only a small percentage of courses are taught by adjuncts or part-time instructors (3.5% over the past five years). Complementing the work of faculty are the highly qualified staff, who support and enrich other parts of students' learning experiences. As discussed in the Self-Study, there are numerous Academic Resource Centers (ARCs) on campus that serve to support and enrich student learning. Staff in charge of the ARCs are highly trained (doctorate or master's degrees) and experienced in their fields. Several ARC Directors teach courses within their areas of expertise to heighten their level of engagement and to broaden the learning experience for students.

As a whole, Hamilton faculty are accomplished teachers and scholars. We have tenure and promotion guidelines at both the institutional level (S3.C2.1 pp 23-49 for faculty and pp 50-60 for faculty in Physical Education) and at the department/program level (S3.C2.2) that establish clear expectations for teaching excellence, significant levels of scholarly activity, and expectations of service to the department, institution, and one's discipline. Many faculty hold leadership roles within their professions (e.g., journal editors, officers for professional organizations). They are also active in securing external grant support for their scholarly activities (since 2017 we have had 105 applications resulting in 37 awards totaling $1,754,710).

Faculty regularly hone their pedagogical practice through participation in workshops and conferences on and off campus, and their success in teaching is reflected in a variety of measures including student responses on faculty approved course evaluation forms, student letters (solicited at reappointment, tenure, and promotion), peer visitations of the classroom (S3.C2.3), and self-reflection in their personal statements. Overall, the students rate the faculty very highly. Based on responses to quantitative items on the evaluation form, between 87-90% of our faculty's courses score between "agree" to "strongly agree" on the questions designed to get feedback from students on the quality of courses, the communication of goals and expectations between faculty and students, the communication of course materials, how the faculty helped the student to think critically, the standards that faculty set, and the degree to which students agreed that the faculty member was an effective teacher (see Tables 3.1 and 3.2 below for data from 2019).

Table 3.1. Aggregate data from student responses on Spring 2019 teaching evaluations.

TEACHING EVALUATIONS

Please see the links to the right for reporting options.

Term: 19/SP ▾

19/SP: ENTIRE COLLEGE   View All Departments ▾

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL
Based on your assessment, mark the extent to which you agree that the quality of the course was high.	117 (1.77%)	184 (2.79%)	468 (7.10%)	1823 (27.65%)	4001 (60.69%)	6593 (100%)
The instructor clearly communicated goals and expectations for student work.	91 (1.31%)	214 (3.09%)	533 (7.69%)	1874 (27.03%)	4222 (60.89%)	6934 (100%)
The instructor communicated course material effectively.	96 (1.39%)	207 (2.99%)	524 (7.57%)	1739 (25.11%)	4360 (62.95%)	6926 (100%)
The instructor helped me to think in analytical, critical, or creative ways.	98 (1.42%)	208 (3.01%)	577 (8.34%)	1608 (23.25%)	4425 (63.98%)	6916 (100%)
The instructor set high standards.	53 (0.77%)	103 (1.49%)	529 (7.65%)	1862 (26.92%)	4369 (63.17%)	6916 (100%)
Based on your assessment, mark the extent to which you agree that the instructor was an effective teacher.	112 (1.63%)	184 (2.67%)	450 (6.53%)	1755 (25.47%)	4389 (63.70%)	6890 (100%)

Table 3.2. Aggregate data from student responses on Fall 2019 teaching evaluations.

TEACHING EVALUATIONS

Please see the links to the right for reporting options.

Term: 19/FA ▾

19/FA: ENTIRE COLLEGE   View All Departments ▾

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL
Based on your assessment, mark the extent to which you agree that the quality of the course was high.	101 (1.38%)	206 (2.82%)	563 (7.71%)	2030 (27.81%)	4399 (60.27%)	7299 (100%)
The instructor clearly communicated goals and expectations for student work.	95 (1.26%)	240 (3.18%)	582 (7.71%)	2052 (27.18%)	4581 (60.68%)	7550 (100%)
The instructor communicated course material effectively.	112 (1.49%)	226 (3.00%)	606 (8.04%)	1924 (25.52%)	4672 (61.96%)	7540 (100%)
The instructor helped me to think in analytical, critical, or creative ways.	110 (1.46%)	197 (2.62%)	700 (9.30%)	1767 (23.48%)	4753 (63.15%)	7527 (100%)
The instructor set high standards.	67 (0.89%)	90 (1.20%)	566 (7.52%)	2106 (27.99%)	4694 (62.40%)	7523 (100%)
Based on your assessment, mark the extent to which you agree that the instructor was an effective teacher.	100 (1.33%)	211 (2.81%)	520 (6.92%)	1892 (25.19%)	4788 (63.75%)	7511 (100%)

Faculty Oversight of the Curriculum Defines the Academic Core of Students' Learning Experience

Because Hamilton hires faculty who are experts within their fields, the faculty own the curriculum in that they define the course of study for students within their respective disciplines. As a collective body the faculty are central in designing, approving, delivering, and assessing the effectiveness of the academic program. The curriculum is overseen by the Committee on Academic Policy (CAP), a faculty-elected standing committee, that reviews "... educational policies and requirements for the baccalaureate degree and recommend[s] to the Faculty changes to the curriculum; formulate[s] procedures to carry out educational policies voted by the Faculty" (S3.C2.4). Departments and programs wishing to make changes to their concentration requirements or course offerings must receive approval from the CAP. Furthermore, revisions to

the curriculum that require changes to the academic regulations or graduation requirements that appear in the College Catalogue must be approved by a two-thirds majority of the faculty. The most recent curricular development is highlighted in the current strategic plan, and, as mentioned previously, involves the development of a "campus-wide digital learning community with curricular and other initiatives intended to enable all students to understand and acquire the modes of thinking and the basic skills necessary to communicate and work effectively in an increasingly digital world." The CAP was central in conceptualizing a strategy for integrating digital learning across the curriculum, including a separate allocation process of four expansion faculty FTE dedicated to the Digital Hamilton Strategic Initiative. All four new Digital FTEs were allocated to support learning in the humanities, arts, social sciences, and sciences. The CAP "...also advises the Dean of Faculty and the President on the allocation of faculty positions to departments and programs of instruction." CAP bases its recommendations for allocation decisions on curricular and student enrollment merits (S3.C2.5).

Hiring Process/Faculty Allocations and Tenure and Promotion Process

Hamilton continues its practice of recruiting nationally and internationally to secure high-caliber faculty for full-time tenure-track positions. Since the last Middle States review, the Dean of Faculty office conducted a series of studies on faculty allocation and hiring practices that were tied to long-term curricular planning. This was motivated by the high number of anticipated retirements (55 faculty; 29% of our full and part-time faculty) to occur between 2009 and 2019. Indeed, the pace of hiring has been unusually high in recent years with 72 tenure-track hires over the last ten years (2009- 2019), representing approximately 37.5% of the full-time faculty. The anticipated turnover presents challenges and opportunities for the institution, and the purpose of the efforts has been to ensure that current and ongoing practices and policies at the institution would maintain continuity in delivering a high quality academic program for our students.

In fall of 2014 an *ad hoc* committee consisting of representatives from the COA, CAP, and Dean of Faculty (DOF) conducted a study to improve on-going/long-term management of departmental and program personnel and curricula. Of concern were issues related to planning for the high number of anticipated retirements, improving structures to support interdisciplinary programs, and improving policies to ensure good departmental management. Recommendations were intended to encourage more mid- and long-term planning and to improve communication between the DOF office, COA, CAP, and academic departments and programs. One of the outcomes of the joint committee work was the creation of an *ad hoc* sub-committee of the CAP, the Long-Term Planning Committee for the Curriculum (LTPCC), in spring 2015. The LTPCC was charged with examining issues regarding Hamilton's curriculum over the next 10 years. The work of these two committees complemented each other well and resulted in recommended changes related to policies on matters such as the faculty allocation process used by CAP, the curriculum, and Tenure and Promotion review practices. The recommendations and following actions included:

- Formalized guidelines for creating *ad hoc* committees for faculty whose departments have insufficient numbers of senior faculty to form a tenure/promotion committee

- Requiring requests for faculty positions to specify anticipated curricular needs for a 3-year window, instead of 1 year, thus enabling CAP to prioritize upcoming requests

- Departments' annual reports should discuss curricular and personnel plans for the upcoming 2-5 years. These plans are shared when appropriate with CAP and COA

Hiring Diverse Faculty

Hamilton is committed to creating a campus community that is inclusive and welcoming to people of all ethnicities, cultures, and backgrounds. Our admissions and financial aid policies (e.g., need blind and meeting demonstrated financial need) are important drivers in increasing the diversity of our students. The high number of faculty who have retired over the past decade has allowed us to hire faculty who more closely reflect our current and future student demographics. Since the last Middle States review, we have revised the recruitment and faculty development strategies to incorporate practices to attract and retain higher numbers of diverse candidates. For example, since 2013 every department conducting a faculty search has appointed a "diversity advocate" from the search committee who attends workshops by Romney Associates, Inc. Amherst, MA. Attendance at the workshops is mandatory for Diversity Advocates and the Chairs of each search; other members of the search committee were encouraged to attend and many did. Workshops were conducted throughout the year on topics designed to coincide with the search cycle. Topics included all aspects of the search process from advertising the position, building the pool, evaluating applications, interviewing candidates, to on-boarding and retaining new faculty hires once they arrive on campus. Romney run workshops were offered from 2013 to 2018 and were effective in shifting the hiring practices on campus. All departments and programs that hired tenure-track faculty completed these workshops across the five years and established a genuine shift in the mindset and culture around faculty recruitment. In 2017 the Dean of Faculty office developed in-house materials based on Romney's themes and has continued to require search chairs and diversity advocates to attend these internally sponsored workshops on hiring diverse faculty. To further ensure the openness of our searches, the Associate Deans of Faculty review the applicant pools for each search to determine whether they match the demographic data provided in the Survey of Earned Doctorates (SEDs) database. Searches are delayed or closed if the pool is not representative of the larger national pool. These efforts have been successful in increasing the diversity of our applicant pool while maintaining the high quality of our faculty hires. Since implementing these practices the diversity of our faculty increased from 18.8% in 2010 to 23% in 2019 (Figure 3.1). Also worth noting is that our percentage of women on the faculty has substantially grown over the past 10 years and now represents nearly half of our faculty (Figure 3.1).

Figure 3.1. Percentage of Faculty who Identify as FOC / Women

Shown for Tenured and Tenure-Track Faculty
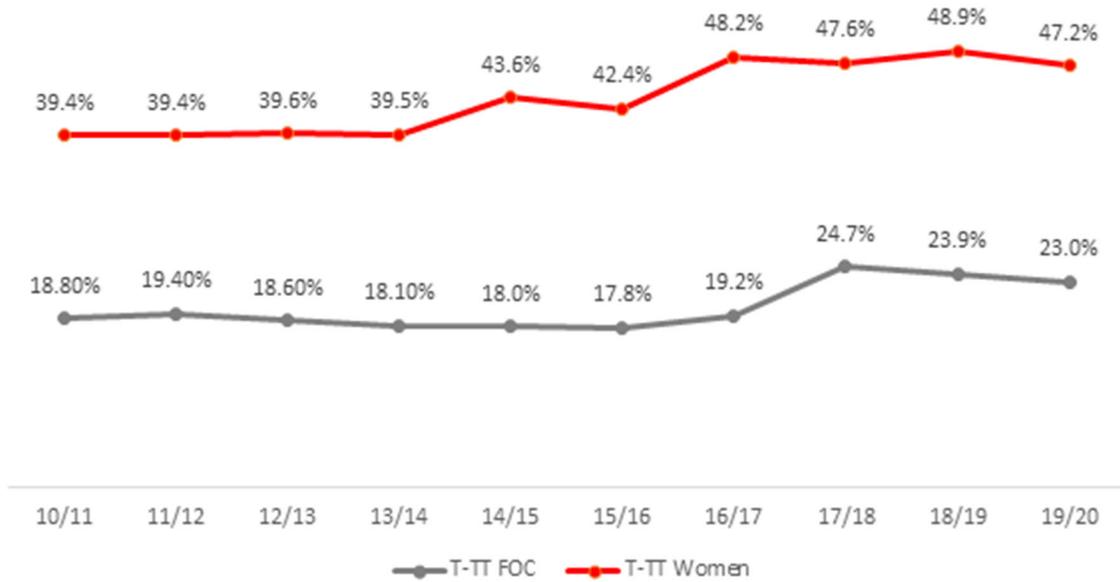
Figure 3.1. Faculty of Color and Women Faculty in tenure-track positions at Hamilton College over the last ten academic years.

Support for Faculty Development

Once new faculty arrive on Hamilton's campus, the College supports their transition to the institution, the region, and their continued success as teacher-scholars (S3.C2.6).

Support for New Faculty

With the increasing number of new faculty joining Hamilton, additional attention has been directed to supporting faculty to meet successfully their new responsibilities. Faculty are encouraged to remain active and engaged teacher-scholars, and the DOF office supports these efforts in a variety of ways, including financial support for research and pedagogical innovation and for leave time. New tenure-track faculty hires have access to generous start-up funds to support their scholarship for their first 4 years at Hamilton (S3.C2.7). In addition, new faculty receive a one-course reduction in teaching in their first year and a pre-tenure one-semester leave in their fourth year at full pay. All faculty are eligible for a one-semester periodic leave at full pay after every 10 semesters of full-time teaching. If faculty opt for a full-year pre-tenure or post-tenure leave, they will receive half of their annual salary, and they can also apply for support from the College's Grant Activity Fund to supplement their salary up to an additional 25%, depending upon their grant application activity and rank (S3.C2.8).

To facilitate their transition to Hamilton, new faculty participate in a multi-day orientation to the campus that takes place each fall before classes commence. This orientation program was revised in fall 2017 and now involves a year-long faculty mentorship program in which junior faculty convene monthly in small groups with more senior faculty mentors to discuss professional development topics and to ease the transition to Hamilton's culture and practices (S3.C2.9). This organizational structure to the mentorship program also provides new faculty with a network of colleagues at the College who are outside their home department or program. Topics covered have included syllabus preparation, interpreting student evaluations, jump-starting scholarship while teaching full-time, and balancing professional life and personal life. This program replaced an earlier practice in which each junior faculty member was paired with a single senior member from another department.

All departments are also expected to mentor their incoming faculty, with department chairs overseeing this process. Indeed, allocation requests for new positions or filling vacated FTEs are expected to include information about mentoring plans. The chairs' annual reviews of tenure-track faculty must also be read and signed by all senior faculty in the department, to help ensure that mentoring duties are shared by several faculty members in each department.

Ongoing Support for Pedagogical and Scholarly Development of Faculty

A number of programs sponsored by the DOF office help faculty excel in areas of teaching, scholarship and service (S3.C2.10). Many of these are open to visiting as well as tenured and tenure-track faculty. Some examples include support for ongoing collaborative opportunities during the academic year, such as the AHA! Autonomous Hamilton Affinity Groups (S3.C2.11), while others support faculty work during sabbatical or the summer months for pedagogical enhancements or scholarly work such as the Christian A. Johnson Teaching Enhancement Award and the Class of 1966 Career Development Award (S3.C2.12). The CA Johnson Professorship is particularly relevant to the current strategic plan focus of digital and experiential initiatives and the DOF office has established Digital Pedagogy Fellowships to promote the development of a campus-wide digital learning community (S3.C2.13). The DOF also funds faculty writing workshops and writing retreats for faculty.

The College has generous operating and endowed budgets to support faculty scholarship and curricular development. Faculty can apply for conference expense reimbursement, speaker funds, field trip expenses, research-related travel, and publication costs. All faculty are guaranteed one trip to a professional meeting per year, and many are supported for a second trip when they are presenters on the conference program and funds are available. (Note: During the ongoing COVID-19 pandemic, no Hamilton College funds have been spent on nonessential travel, including trips to conferences or professional research travel.) Additional faculty development opportunities are sponsored by the Academic Resource Centers. These centers regularly offer faculty workshops and brown bag series on topics that address the needs and expanding interests of faculty. Topics range from providing creative ways to incorporate speaking assignments into courses and developing rubrics for evaluating oral presentations (OCC), integrating quantitative and symbolic reasoning content into coursework (QSR) to demonstrating a tool (e.g., Gradescope) to streamline the process of grading student work (sponsored by LITS).

The College also supports scholarship by providing administrative support for grants (budget management, in addition to grant development and submission). In 2017, the administrative position for Sponsored Grants was moved from Advancement to the DOF office to better support the faculty's scholarly endeavors. Shifting this position to the division of Academic Affairs increased access and communication between faculty and grant support services. Activities of the office include alerting faculty to potential sources of funding, supporting grant submissions (e.g., preparing budgets, reports, facilities statements, and submitting proposals), and sponsoring workshops on grant preparation. This enhanced channel of communication has been particularly helpful during this period of increased faculty hiring. Since that move there has been more engagement in terms of outreach and workshop opportunities that target faculty needs and interests.

Support for Faculty Development in Meeting their Service Responsibilities

Faculty in tenure-track appointments normally begin advising students in their second year at Hamilton. In response to faculty feedback, more extensive advisor training workshops were introduced to help first-time advisors get up to speed on advising policies and practices in the spring before their advising responsibilities actually start. We also conduct an advising workshop in August, before our new students arrive on campus, focused on the nuts-and-bolts of advising to current best practices. This timing allows new faculty sufficient time to learn about their new responsibilities and as a refresher for faculty who have been advising for a while. As we transition to the new ALEX integrated advising model, we anticipate additional enhancements to advisor training for faculty and staff.

The responsibilities of department chairs have grown substantially as more emphasis is placed on interdisciplinary collaboration, assessment, and mentorship of junior faculty. Support for faculty serving in these important leadership roles has expanded over the last ten years. In addition to the development of a website with consolidated information and a Department Chair Handbook revised during the summer of 2019 (S3.C2.14). Hamilton has collaborated with the New York Six Liberal Arts Consortium (NY6) to offer a new chair training workshop series in alternating years (S3.C2.15). The Associate Deans of Faculty also run several workshops for new chairs in the fall of every year.

Review of Faculty

Faculty and academic programs are regularly reviewed and assessed in a variety of ways.

Tenure and Promotion

In depth assessment of faculty occurs during the reappointment, tenure, and promotion process. In this process faculty prepare a personal statement to contextualize their teaching, scholarship, and service record, and a portfolio of supporting evidence. The DOF office also solicits supporting letters from students and professional colleagues (both on and off campus). These materials are evaluated by the department, three external reviewers, the Committee on Appointments (COA) and the DOF/VPAA. The criteria for tenure and promotion for each department are readily available on-line (See S3.C2.2) and college wide guidelines are available in the Faculty Handbook.

Annual Review Process

In addition to the tenure and promotion cycle of assessment, faculty are assessed annually through the annual review process (S3.C2.16). On February 1 of each year, faculty prepare a written summary and reflection of activities of the preceding calendar year that is shared with their department chair. Faculty then receive from the chair written feedback, signed by all faculty in the department who are senior to the faculty member. This feedback is reviewed with the faculty member during an in-person meeting with the chair. The DOF reviews both the faculty member's annual report and department's letter to determine merit raises for the following year.

Teaching Assessments

In addition, faculty receive feedback through student evaluations (on every course with more than five students enrolled), classroom visitations by colleagues, and the annual review process. Each department has developed policies for guiding peer evaluations of teaching based on classroom observations (S3.C2.3).

In 2019, a committee of faculty was established to conduct an in-depth study of student evaluations of teaching because of increasing concerns around their validity due to their susceptibility to bias. This committee is examining Hamilton's practices, practices of other institutions (with an emphasis on peer institutions S3.C2.17), and research that explores sources of bias in student evaluations of teaching. Also being examined is the role that these instruments play in the tenure and promotion process at Hamilton.

3.3. Academic Programs of Study that are Clearly and Accurately Described

Departments, Concentrations, and the Senior Program

The structure of the College's academic curricular offerings is provided by its 29 academic departments, each of which offers one or more concentration of 8 to 12 courses in its discipline(s). We also have 19 programs, many of which offer interdisciplinary concentrations, for a total of 43 possible concentrations (S3.C3.1). Our departments and offerings are very similar to those of other liberal arts colleges of a similar size, with a complete range of programs in the arts, humanities, social sciences, and sciences. Strategic planning and Middle States accreditation processes provide periodic opportunities to assess this broad structure, just as external reviews of departments and programs offer more focused assessment of our educational offerings. Each department or interdisciplinary program has been reviewed, or is in the process of being reviewed every ten years, a cycle that is in the process of being accelerated to an external review every seven years to mirror the changes in the Middle States accreditation review.

In keeping with Hamilton College's culture of a high degree of autonomy for students, faculty, and departments, our Senior Program, instituted in 1987, requires that each concentration culminate in a capstone experience for seniors, allowing all students to demonstrate attainment of the educational goals of the department as well as, to a lesser degree, the more general educational goals of the College. Each department has a great deal of latitude in determining what kind of senior experience suits their discipline and department. Some require senior seminars that lead to a long essay or research project; others require guided independent research

and a thesis; some involve combinations of these. Nonetheless, all have goals for fulfilling and measuring general education goals as well as those of the concentration. For the former, the senior project enables students to demonstrate the development of certain skills and intellectual maturity beyond just the completion of a set of courses. It makes students more responsible for acquiring the skills they will need to complete their projects. It acts as a "proficiency examination" in general education. Within each concentration, the senior program demonstrates a measure of proficiency in the field of study, gives students an exposure to the discipline similar to that of a practitioner, and encourages exploration of the concentration with clear direction toward the method and subject of a culminating project.

A 2017 external evaluation of the senior program found that "There was almost unanimous agreement between faculty, students and alums that the SP [Senior Program] provides students with a usefully culminating experience. It is both something that draws together what they've already learned, and also provides, in students' final year of the undergraduate career, new challenges." One of the great strengths of the program is that in virtually every department, seniors work one-on-one with faculty to develop their final project, whether it be an essay, a research project, a scientific paper, a creative exhibition, or a performance piece. This kind of close mentorship and collaboration lies at the heart of the small liberal arts college experience. Moreover, the College has recently begun assessing the degree to which students' senior projects actually demonstrate their fulfillment of our educational goals. The results were very encouraging, as discussed in Standard V.

Recent Curricular Change and Success

While there is relative stability in the departmental structure of the College, and in the course offerings within each department, both evolve over time, responding to a number of internal and external factors. For instance, the English and Creative Writing Department merged with the Comparative Literature Department to become the Department of Literature and Creative Writing, with an entirely new curriculum, one that reflects the increasingly comparative and global nature of the study of literature. Based on the recommendation from an external review, the German and Russian Department has become the German, Russian, Italian, and Arabic (GRIA) Department, signaling a welcome consolidation of language teaching; in 2019-20 three tenure-track positions were allocated to Arabic, German, and Italian, adding stability to the offerings. The Mathematics Department has become the Mathematics and Statistics Department, having created a new minor in statistics. There are also relatively new programs in Jurisprudence, Law, and Justice Studies and in Digital Arts. The programs in Environmental Studies and Asian Studies have hired faculty for the first time; indeed, with three full-time faculty (including two on the tenure-track), Environmental Studies is on the way to potentially becoming a department in its own right. In contrast, the Communications Department, always very small in terms of faculty, currently no longer has any faculty, and was eliminated from the list of departments the College supports during the spring of 2020, its educational mission being filled instead by the relatively new interdisciplinary program in Cinema and Media Studies and by Speaking Intensive courses across the curriculum.

The curricula and personnel of all our departments and programs are regularly reviewed, and nearly all make steady, incremental changes in their course offerings and requirements in order to stay abreast of new developments in their fields, and to reflect the teaching and research

interests of newly arriving faculty. It's worth noting in this context, that the College has hired 72 new tenure track faculty over the past 10 years, with 55 retirements. Moreover, the strategic plan's digital initiative, seeks to "build a campus-wide digital learning community with curricular and other initiatives intended to enable all students to understand and acquire the modes of thinking and the basic skills necessary to communicate and work effectively in an increasingly digital world." As a first step, the administration approved four new additional faculty in areas of interdisciplinary digital scholarship and pedagogy and CAP allocated these based on proposals to digital arts, digital humanities, environmental data analysis, and ethics-based digital research and pedagogy. These new positions reflect not just important developments in scholarship in new technologies, but also increasing interdisciplinarity; all of these positions were allocated on the condition that the new teacher-scholars would assist in cross-departmental collaborations in areas of digital pedagogy and scholarship.

There have been many other noteworthy recent developments in our teaching and curricula, as reported by Dean of Faculty Suzanne Keen in an address to a faculty meeting on February 2, 2020:

> In a conversation with department chairs and program directors this past fall, I heard about the team-based learning employed in Philosophy and Psychology. I learned about the bespoke senior capstone research projects carried out by computer science majors. All concentrations have strategies for delivering the new SSIH requirement, some of which are being fine-tuned in their second iteration. The Biology faculty have redesigned their curriculum with inclusive pedagogy and the high impact practice of the small class in mind. Our First-Year courses and smaller Writing Intensive classes also support goals of retention as well as Hamilton's educational goals in communication. The Chemistry faculty model being a scientist, from initial lab reports to scientific paper-writing, in a curriculum that puts writing front and center. Working with big data has become a feature of work in many science disciplines, supplementing traditional labs and fieldwork. Experiments with flipped classrooms challenge students to absorb material that used to occupy class time prior to gathering, so more active engagement can occur when students and faculty meet, without sacrificing the content conveyed by lectures, which they can access through recordings. This strategy makes curricular space for community-based learning, especially in areas where students can contribute consequential analyses that could impact public policy, for example in our localities' efforts to develop climate resilience. The arts are also a beehive of creative pedagogy. This past summer a group of sculpture students assisted Elias Sime in fabricating the large peony installed on the Wellin terrace. Literature and Creative Writing students work with our letterpress, in hands-on learning of the craft of printing, newly supported by a Book Arts endowment created by Michael Lang.
>
> Dynamic, interactive pedagogy in the target language is the mode of instruction in our modern languages, with lively co-curricular programs, field trips, and study abroad experiences making new knowledge stick. The STEM faculty have an active learning AHA! group that is making a difference in the inclusive pedagogy of science classes. Computer Science is adding labs to its intro courses, and History has added a bundle of quarter credit courses inviting students to acquire traditional and digital skills to augment their research and writing. Students in Religious Studies and Music employ virtual

worlds as a way of visualizing temple spaces or practicing orchestral conducting, while student collaborators on digital archives such as the American Prison Writing Project help build a repository of new knowledge contributed by writers behind bars, cultivating empathy by engaging with the testimony of the incarcerated. Students in both Anthropology and Classics participate in faculty-led digs in the summer, while scores of students work in faculty labs here on campus, and others travel to get to foreign archives or to locales where they undertake IRB-approved research projects.

Our interdisciplinary programs and departments, such as Africana Studies, emphasize multiple paths to learning as students learn to inhabit and speak from new roles explored through stimulating reading and discussion. Students participate in crowd-sourced editing projects, as they do in Latin American Studies' Wikipedia editing jam, or devise alternative senior projects with experiential components, as they do in Women's and Gender Studies. Students collaborate with the Levitt Center to embed experiential learning in their coursework, such as studying poverty and illiteracy, elections or service projects organized by the Law and Justice Lab. Soon we will have a new Director of Experiential Learning to help support and extend our curricular and co-curricular efforts to connect students' new-won knowledge with the real-world engagement that yields commitment, critical awareness, and even calls to vocations. The ALEX project will support faculty in making those connections, and we look forward to new space in a possible Center for Emerging Technology (depending on fundraising for the Digital Initiative), but faculty are not waiting around: you are already developing new courses, assignments, minors, and concentration curricula. CAP just saw a terrific proposal for a redesigned Environmental Studies major, for instance. Recently Economics devised a whole new curriculum, with an early SSIH course focused on inequality and more active learning across the board. Digital proficiency and data analysis in Econ and in other social science fields will be supported by a new Data Science Librarian. That search is going on now, thanks to Joe Shelley's willingness to repurpose a LITS position to meet faculty and student needs. Not all but many of the innovations I am aware of have a digital element. In addition to the new Statistics minor, the Theatre Department has made acquisition of digital skills a regular feature of their program and Music has a digital proficiency requirement.

3.4-5. Sufficient Learning Opportunities and Resources to Support Students

Hamilton College provides many resources and support structures to advise students through the Open Curriculum, helping students to fulfill degree requirements and meet the institution's educational goals.

Advising at Hamilton

Faculty-supported academic advising has existed at Hamilton College for many years, but the development of the Open Curriculum has put a new onus on the College to enhance and assess the role of advising in the student academic experience. Many of our educational goals require a breadth of course-work and other forms of educational experience in which all students need at least some guidance, and some need persuasion, to achieve. The mechanics and distribution of advising has regularly been improved and updated, both before and since the implementation of

the Open Curriculum. Our previous Middle States self-study documents many changes and enhancements made to advising over the first 10 years of the Open Curriculum. Since then, there have been several other developments in our academic advising system including: employing First-Year Course Instructors as faculty advisors, so as many first-year students as possible get an advisor who is also an instructor of one of their first courses at Hamilton; running summer registration/advising for first-year students; implementing new course registration software with advising tracking capacity; piloting student evaluation of faculty advising; enhanced training of faculty advisors; consolidation of advising resources; and revising the survey instrument used to assess academic advising.

However, we also recognize that students get information and make decisions about their educational experiences at Hamilton from a wide range of sources, not just or even primarily from their appointed faculty advisors. A major new initiative, just getting under way, and a crucial part of the College's 2018 strategic plan, is to develop a more integrated and multifaceted advising system, focusing on the whole student, in all aspects of their lives on campus with the ALEX (Advise, Learn, EXperience) Program. Our aim, as stated in the plan, is to develop

> an individualized advising network that connects students' academic advising with their co-curricular and extracurricular experiences. This network will assist students with forming partnerships throughout the campus that help them identify their academic, personal, and career passions; think broadly and critically; develop skills for successful lives beyond their time on College Hill; and pursue happy and fulfilled lives. The network might bring together faculty members, student life professionals, career counselors, health and fitness counselors, and alumni.

The new ALEX Program also involves an expansion of our existing first-year program, which includes a pre-matriculation orientation program (recently expanded to involve all incoming students instead of just a majority of them) and a first-year-course (FYC) program that acculturates students to the challenges of college-level academic work, in small disciplinary-specific seminar classes. Over the course of the past two years, a steering committee appointed by President Wippman has been developing and strategizing the roll-out of ALEX. The Steering Committee began its work during the summer of 2018 with a cohort of the group attending a NACADA: The Global Community for Academic Advising, summer institute. The committee has since expanded to include members from across the College who have direct or indirect responsibilities in advising students.

The ALEX Program will onboard eight ALEX Advisors (through a mix of grant-sponsored, reorganized, and new FTE positions), each of whom will have a caseload of 250 student advisees. Ideally, the students will remain with their ALEX Advisors for the duration of their four years at Hamilton. Students will also be assigned a faculty academic advisor and our goal is that the advisor will also be their professor for one course during their first semester at Hamilton. We also plan that the ALEX Advisors will be incorporated in some way into First Year Courses to bridge the curricular and co-curricular aspects of student life. Hamilton will integrate new advising software that will connect the students advising network, but with an emphasis on data sharing on a need-to-know basis determined by advising role(s). A new Dean of Engaged Education has been hired to oversee the ALEX Program as an institutional endeavor (although the new Dean will report through Academic Affairs). A new Director of Experiential Learning is

planned to be hired in the 2020-21 academic year to oversee growth and coordination of Experiential Learning.

ALEX is a large project that combines several facets of Hamilton's current Strategic Plan. The phased rollout of the plan began with the first phase concurring with the start date of the new Dean of Engaged Education on July 1, 2020. We anticipate the second phase of rollout to occur during the 2021-22 academic year with the implementation of new advising software (after testing platforms from Starfish and Salesforce, Hamilton decided to sign a contract with Starfish and during the fall 2020 will begin implementation), the hire of the new Director of Experiential Learning, and a pair of ALEX Advisors for the incoming class of 2025.

As students pursue their educations in Hamilton's open curriculum in the company of gifted peers, they develop communication and analytical skills, experience deep dives into a subject or interdisciplinary area through concentrations, form broad interests and grow intellectually. The ALEX initiative will ensure that students understand and test the transferrable attitudes and capabilities that set them up for lives of impact and prosperity. It is an investment in consistency in advising and student support, achieved through coordination and technology-assisted record-keeping and communication. We see the ALEX advisors as a system for giving *all* students guidance that, at the moment, only some students seek out and receive. We want to give all Hamilton College students, from the very start of their college careers, support to explore and develop their future-readiness and capabilities that will equip them for success.

Off-Campus Study

Another significant realm of student academic experience occurs during off-campus study, which is an important aspect of experiential learning and part of the ALEX initiative. There is broad agreement amongst students and faculty advisors that studying for a semester or year abroad is a valuable component of a liberal arts education. Hamilton College runs/oversees three of its programs overseas, in Paris, Madrid, and Beijing, and currently runs domestic programs in New York City, Washington, D.C, and the NECC program outside of Boston. In 2018, 66.9% of Hamilton's graduating class studied off campus for one or more semesters, nearly always during the junior year. Of these, 4% studied abroad on more than one program.

The previous Middle States Accreditation report suggested (as a non-binding finding for improvement) that

> Hamilton should continue its discussion of the administration of off-campus study and develop more appropriate staffing levels and structure for the support of what has become a very important part of the College curriculum. As noted, Hamilton should engage faculty in a discussion of the goals for off-campus study both at the institutional level and at the level where it intersects with concentrations and minors. In addition Hamilton should examine and clarify the leave status of students in off-campus programs (should they be classified as on academic leave or be classified as enrolled students, but in an off-campus program), and strategies for improved management of on-campus enrollment.

Several steps have been taken since that report to address these suggestions. A new full-time Assistant Dean for Off-Campus Study was hired in 2014. For the last six years, the newly

reconstituted Off-Campus Study Office has been overseen by the VPAA/Dean of Faculty. Under VPAA/DOF leadership, the Off-Campus Study Office has grown by one full-time Assistant Director. As reported in the office's self-study from 2018, "In the short period of time since its reconfiguration, the Off-Campus Study Office has focused its attention upon strengthening advising, encouraging academic integration of Off-Campus Study by partnering with departments and interdisciplinary programs, and assuming a variety of new responsibilities within the College that range from standardizing emergency protocols and assessing risk management, undertaking diversity initiatives, to attending to January admits who spend a GAP Semester abroad." The major goals of the Assistant Dean and the revised office have been curricular integration and risk management. The Assistant Dean has had many discussions with faculty and departments about how specific off-campus programs can benefit students within Hamilton programs. The Dean has met with individual departments, sent faculty to vet off-campus programs relevant to their disciplinary or interdisciplinary programs, and examined and curated the list of approved off-campus programs. The off-campus study office also staged the "Global Liberal Arts in the 21st Century Conference" at Hamilton College in September 2016. The Dean for Off-campus study has also been instrumental in bringing modern risk-assessment strategies to off-campus study and travel--overseeing new developments in travel insurance, revising directors' handbooks, and instituting new student management software (viaTRM).

What the Off Campus Study program still lacks (as reported in its self-study and confirmed by a subsequent external review) are clear educational goals or a mission statement for the OCS office. Instead, the program is currently designed around individual student desires, rather than clearly articulated College goals. Off-campus study clearly helps students to meet several College's educational goals, especially "Understanding Cultural Diversity" and "Communication and Expression," and it offers a fundamental type of experiential learning. In response to the report, the Dean of Faculty has revitalized the Global Education Advisory Committee, and tasked it with developing such a statement, with clear educational goals. The new Dean of Engaged Education is the *ex officio* Chair of this advisory committee. The external review also suggested that greater attention be paid to reintegrating students back to campus after studying abroad, and to better management and organization of the OCS office.

Student-Faculty Research

An important area of student academic experience is the opportunity for student research with faculty, a priority for many students who come to Hamilton. According to the CIRP Freshman Survey, 85.7% of incoming freshmen believe there is some chance or a very good chance of working with a professor on a research project. Nearly all senior projects are built around this goal, but there are many other opportunities for students to work closely with faculty to conduct research. The most significant are summer research programs, funded by a variety of College-run grants and endowed funds in the sciences, humanities, arts, and social sciences (S3.C4-5.1). In a typical summer, over 120 students work one-on-one with faculty to conduct research, much of it later presented in conferences or publications.

Support Services for Student Learning

Hamilton provides numerous co-curricular resources that reinforce the rigor of its academic programs and support student learning within the open curriculum. These include offices that

directly support students' academic progress through tutoring, offices that expand the learning experience beyond the classroom through directed opportunities for experiential learning, and offices that supply the institutional framework necessary to ensure that academic programs operate effectively and that all students have equal access to and chances for success within those programs.

Hamilton's Academic Resource Centers (ARCs) directly support the delivery of graduation/curricular requirements and the College's educational goals. These resources include the Nesbitt-Johnston Writing Center (WC) (S3.C4-5.2), the Oral Communication Center (OCC) (S3.C4-5.3), the Quantitative and Symbolic Reasoning Center (QSR) (S3.C4-5.4), the Language Center (S3.C4-5.5), and the Library's Research and Instructional Design program (R&ID) (S3.C4-5.6). The College also maintains academic support offices that specifically serve diverse student populations, including the ESOL Program (S3.C4-5.7) and the Hamilton College Opportunity Programs (S3.C4-5.8), which comprises The Arthur O. Eve Higher Education Opportunity Program (HEOP) for low-income New York State residents and the Hamilton College Scholars Program for students who fall outside the HEOP eligibility requirements.

These academic support resources have grown and changed in tandem with Hamilton's curricular decisions and educational mission. For example, the Nesbitt-Johnston Writing Center was founded in 1987 specifically to support the faculty's decision to adopt a Writing Across the Curriculum program and writing-intensive graduation requirement; the Center was envisioned as a way to promote both student success and faculty teaching within that program. The Quantitative and Symbolic Literacy Center was established in 1990, evolving out of the pre-existing Quantitative Literacy Project, which had been funded by a grant from the IBM Corporation in 1978. It became the Quantitative and Symbolic Reasoning Center in 2010, in support of the College's new QSR-course requirement. Hamilton's Oral Communication Center was approved by the faculty in 2002 to support the College's long standing tradition in public speaking. It assists teachers of and students in Speaking Intensive courses, as well as public speaking in general. Other academic support centers and programs have been similarly implemented and expanded over time to support graduation requirements and changing curricular focuses. The College's 2018 strategic plan, which promises that Hamilton students will encounter "a college that purposefully integrates learning inside and outside the classroom; a more robust, coordinated, and expansive experiential learning program; a more diverse and inclusive campus; and a community with greater opportunities for intellectual engagement and personal growth and well-being," aims to further improve the effectiveness of these resources and their ties to the academic program by more closely aligning the offices of learning and teaching support that exist across campus. The Centers comprise an important element of the supports coordinated through the ALEX initiative.

Academic Support Resources

ARCs play an important role in maintaining the rigor of Hamilton's academic programs. While each is autonomous and offers services specific to its mission and goals (stated on their websites), they directly support student learning through one-on-one and group academic tutoring (available in most ARCs every day of the week except Saturday) and additional workshops and events. Many also support faculty pedagogy through assistance with course and assignment planning, teaching development workshops, and online resources. These resources

are exceptionally well utilized by both students and faculty. The largest of these Centers (WC, QSR, and OCC) hold thousands of tutoring appointments each year and serve a significant portion of the student population across the curriculum. In the 2018-19 academicy year, for example, the WC held 2,825 writing conferences serving 1,471 unique users writing in all levels from first year through senior thesis and in 27 out of 28 departments and 11 out of 18 programs in the College. That same year, the QSR held 2,920 tutoring sessions serving 422 unique users, and the OCC held 1,019 appointments serving 689 unique users. A significant portion of the appointments in all three Centers are voluntary, indicating the degree to which such academic support is part of the College's culture of learning: students of all abilities see the ARCs as a consistent and important component of their learning experience. There is also significant buy-in from faculty; working in conjunction with the directors of the WC and OCC, faculty regularly require students to have conferences for assignments in their courses (in the WC, over 40% of annual conferences are required), and they work with the QSR director to schedule subject-based review sessions led by QSR tutors.

With the exception of Research and Instructional Design (RID), the ARCs report directly to the Dean of Faculty's office and submit annual reports detailing their activities and providing data and assessment regarding student usage and the effectiveness of their services. They also undergo a regular process of external review. With the retirement of both the Writing Center and Oral Communication Center directors in 2016, the College conducted national searches for individuals with the requisite experience and academic credentials (PhDs) to further enhance the student and faculty support provided by these resources. In the spring of 2020 the Director of the QSR Center resigned to accept a position at a higher rank at another institution and the College is currently searching for his replacement, to be a person with an advanced degree in a quantitative discipline and professional educational experience.

Collaboration across ARCs

The 2011 Middle States review noted the strength of these academic support resources and the quality of the services they provide to promote students' foundational skills in writing, oral communication, quantitative and symbolic reasoning, and language learning, observing, "The needs for such services have increased as the College has become more diverse," and "While there is currently an impressive level of academic support for students, these efforts appear to be largely separated without sufficient coordination or collaboration." The review team commented that the College could find ways to better integrate the ARCs and the programs within the library that support instructional technology and information literacy.

In response, the Dean of Faculty instituted regular meetings, chaired by an Associate Dean of Faculty, for Center Directors to share information about programming and brainstorm opportunities for collaboration. As a result, over the past three years, the ARCs have coordinated projects to advertise their services across campus, to refer students across those services, to standardize expectations for data and assessment, to make meaningful comparisons across Centers, and to develop partnerships more effectively to support student learning. Some notable examples include the WC and RID collaboration to offer research tutoring within the Writing Center, with the goal of helping students learn to substantiate and develop their writing and argumentation through the analysis of evidence and the critical use of sources. The OCC and QSR have collaborated with faculty in the Mathematics and Statistics Department to provide a

mock oral exam for students in Math 235: Differential Equations—students meet with an OCC and a QSR tutor simultaneously so that the QSR tutor can ask content-based questions from material supplied by faculty and the OCC tutor can provide feedback on the clarity and delivery of the student's responses. The WC and OCC directors have created in-class workshops in which they jointly teach material about how to move from written to oral forms of communication (and vice versa). Finally, a new endowment will support faculty activity aimed at cultivating improved writing pedagogy, beginning in 2021.

In addition, in 2016 the ARCs and programs collaborated to create a joint training session for their peer tutors, with the end goal of furthering consistently professional performance and to help tutors envision their work within the broader context of the College's academic mission to provide rigorous learning experiences for all students. Equally important, and aligned with the College's commitment to supporting the growing diversity of its student population, the joint session was designed to focus on the centrality of empathy and inclusion to the work of peer tutoring. Facilitated by the Director of Opportunity Programs, the session will, in the future, involve the Associate Dean of Diversity and Inclusion and the Director of the Days-Massolo Center.

Moving forward, the ARCs will be included in the ALEX initiative, substantially contributing to the "L" portion of the program (Learning). Since July 1, 2020, the learning center directors have reported to the new Dean of Engaged Education, who will advance coordination and collaboration under the ALEX umbrella.

More Robust Assessment of Academic Support Resources

Since 2011, each ARC/Program has developed a mission statement (communicated on its website) and has undertaken articulation of goals that reflect how its services support students in meeting the academic expectations of the College. These steps inform decisions about future data collection and assessment of academic services in the learning centers.

In addition, the WC, OCC, and QSR directors collaborated over a 2-year period with campus partners including LITS and the Registrar to purchase and implement a digital scheduling and data collection system, called TutorTrac, that could be used jointly by all three Centers (and which could be expanded for use by other ARCs/Programs in the future). This system was implemented fully in all three Centers during the 2019-20 academic year and has simplified the process by which students locate and schedule appointments for academic skills support, providing a single digital platform across all three Centers. Prior to this, each Center used a different scheduling system, and some systems were not digital; the inconsistency and lack of digital access was confusing and inefficient, making it more difficult for students to obtain support.

This system has also greatly expanded and improved the reliability of data collection and assessment. It includes functions through which students may provide feedback after every tutoring appointment, and it allows the directors to run reports that measure usage across multiple demographic variables, as well as easily comparing those results across Centers. The data obtained will be used to create a more consistent and robust assessment of academic support resources, directly addressing the recommendations of the 2011 MS Review regarding

coordination across these resources and the development of a "coherent, systematic approach to assessment" across campus. As Hamilton looks toward implementing new and robust advising software, we are considering how this could also facilitate the work in our ARCs.

Adoption and Assessment of Student Learning Outcomes for Curricular Requirements

Hamilton's mission and educational goals emphasize the importance of communication and expression, analytic discernment, and disciplinary practice in a liberal arts education; these goals include building students' foundational skills in writing, speaking, quantitative and symbolic reasoning, and information literacy. The importance of these basic competencies is reflected in the College's graduation requirements; within the open curriculum, all students regardless of area of concentration must take at least three Writing Intensive and one Quantitative and Symbolic Reasoning course.

The 2011 Middle States review noted, "For several of these capacities, there is evidence of a curricular strategy designed to promulgate the desired competency. For example, there is a well-articulated writing requirement (supported by an excellent Writing Center with an innovative peer writing tutor program) designed to enhance Hamilton students' writing abilities. There is also direct evidence (through the Mellon Writing Project) of Hamilton's success in teaching writing." However, it noted a lack of systematic, outcome-oriented assessment related to these capacities and recommended that the College "fully articulate learning goals" and "develop appropriate outcome measures for general learning objectives, some of which directly measure the extent to which… student[s] succeed in achieving the expected level of competency."

In response to this recommendation, the DOF charged the Writing Advisory Committee (WAC), composed of a faculty representative of each of the College's major divisions, a tenure-track faculty member, and the Writing Center director to develop Student Learning Outcomes and related assessment tools for the College's Writing-Intensive (WI) classes (S3.C4-5.9). The Committee researched recommendations from national organizations, models used at peer institutions, and current best practices in the field of writing pedagogy. It then considered how best to adopt these to the specificities of Hamilton's strong Writing Across the Curriculum program, which ensures that students have the opportunity to fulfill the WI graduation requirement through classes in almost every department, from introductory through advanced levels.

The committee drafted four Student Learning Outcomes (SLOs) for the WI program and, in consultation with the DOF, solicited broader faculty feedback on those outcomes via an open forum and discussion on a faculty listserv devoted to curricular issues. The finalized SLOs were voted in by the faculty in May 2019. The SLOs are now part of the Writing-Intensive Guidelines required of all classes taught toward this graduation requirement (S3.C4-5.10) and are posted on WI course syllabi or Blackboard sites. They are available to all faculty via the CAP and Writing Center websites and are distributed during a training session facilitated by the Writing Center Director each August for all new faculty who will teach WI courses.

The WAC then moved to develop assessment tools for these outcomes and to begin systematic and regular assessment of the WI program in Fall 2019. To assess the first SLO, which requires evidence that "students will refine their writing through a recursive process that involves

drafting, revising, and receiving feedback from readers," the DOF collects and reviews syllabi from all WI courses each semester. To assess SLOs 2-4, the WAC has developed a rubric and a system to collect samples of student writing. These samples include a first and final papers from one randomly selected student in every WI class with first-year or sophomore students every semester in order to assess the degree of growth in writing skills related to each SLO. Anonymized and randomized across semesters, courses, students, and assignment order (first vs. final), the sample papers undergo annual assessment, beginning in 2019-20. See Standard V for baseline results on the WAC assessment from the 2019-20 academic year. The Spring 2020 sample collection was suspended because of the disruption to courses caused by the COVOD-19 epidemic, but the fall samples constitute a statistically significant set of first and last papers written byfirst-year or sophomore students towards fulfillment of their Writing Intensive requirements. The WAC has also discussed future programmatic assessment models that could include faculty and student surveys, focus groups, and long-term assessment of student growth via comparison of work from first through final year.

In 2019, the DOF charged the Quantitative and Symbolic Reasoning Advisory Committee with the same mission regarding development of SLOs (S3.C4-5.11) for the QSR graduation requirement (S3.C4-5.12). The committee conducted a review of literature and current practices at peer institutions and then implemented the Quantitative Literacy Reasoning Assessment (QLRA) as a step toward developing SLOs; these were adopted by a vote of the faculty in Fall 2019. The committee is currently establishing assessment plans that would include following campus-wide analysis with course-level evaluation of SLOs and their implementation. Although the College does not yet have a graduation requirement for Speaking Intensive courses, in the academic year 2019-20, the Speaking Advisory Committee developed SLOs (S3.C4-5.13) for SI classes that have been approved by the CAP. With these initiatives, the College has taken a significant step toward systematic and robust assessment of student learning directly related to its graduation requirements.

WAC and QSR Advisory Committee Oversight of Associated Curricular Programs

In order to further strengthen the College's delivery of its educational goals, the ARC directors and their advisory committees have worked closely with faculty committees including the Committee on Academic Policy (CAP) and the Committee on Academic Standing (CAS) to clarify and communicate policies related to curricular requirements and courses that support those requirements. For example, while all newly-proposed courses must be approved by the CAP, those proposed with a WI or QSR designation have historically required little additional explanation regarding how they will meet the guidelines for such courses. The DOF reviewed all fall WI course syllabi and shared the results with the WAC. All WI courses taught in Fall 2019 met the faculty's 2012 guidelines in terms of syllabus structure, attention to writing techniques, feedback, opportunity to revise, and frequency and weight of writing assignments. Also in Fall 2019, the Writing Advisory Committee recommended to the CAP that courses proposed with WI designation be vetted by the WAC in collaboration with the CAP. This recommendation was accepted; the Writing Center Director's professional expertise will now be incorporated to ensure that all new WI courses meet the requirements set for such courses. The WAC is now reviewing the proposal submission process to determine whether additional requirements should apply to WI course proposals and will work with the CAP to establish procedures for timely review and return of such proposals. A similar system will be developed for QSR Advisory Committee

oversight of proposals with a QSR designation, and it has been proposed that the SAC review proposals for courses with an SI designation.

Aligned with the College's move since the 2011 Middle States review more effectively to articulate and communicate academic policies, in 2019 and 2020 the WAC worked with the CAS and DOF to clarify various policies related to WI credit, including how transfer credit may be applied to the WI graduation requirement, whether students may take the Cr/NC option for courses in fulfillment of the WI requirement, and how many foreign language and/or math courses designated WI may count toward the WI graduation requirement. Some of these conversations are ongoing and will be brought to faculty vote when necessary.

Experiential Learning Support Resources

A wide array of campus offices and programs support student learning beyond the classroom, providing experiential and other learning opportunities that serve the College's mission to "nourish a love of learning, a creative spirit, and an informed and responsible engagement with an ever-changing world." This programming directly serves the 2018 Strategic Plan initiative around "Experiential Hamilton," which has led to adoption of an Experiential Learning (EL) course designation in Fall 2019 and the associated creation of the ALEX program. The ALEX program will emphasize four types of EL that will help students to gain experience outside of the traditional academic classroom and to apply what they have learned in the classroom to real-world contexts. Coordinating the efforts of a variety of offices that support EL already under the ALEX umbrella will assist students in identifying their options to fulfill at least three out of four types of EL during their academic careers.

Hamilton is committed to ensuring that experiential learning opportunities are robust, rigorous, and accessible to all students. Offices that support EL programming often work closely with faculty to ensure that their co-curricular student learning opportunities meet the College's academic standards and link directly to what students learn in the classroom, with critical reflection. Some notable examples of offices that provide experiential support resources include the following:

Levitt Public Affairs Center

The Levitt Public Affairs Center's (S3.C4-5.14) mission is to help students "develop the academic knowledge and practical skills necessary to understand and address persistent social problems in innovative, effective and ethical ways." The Levitt Center focuses on helping students to expand their "creativity, understanding, self-awareness and empathy" through experiential learning opportunities that are directly tied to the College's educational mission and curriculum and which help students apply their academic study to an exploration of complex social problems and possibilities for meaningful change.

The Center's programming engages students, faculty, and other community members in this endeavor and includes grants to support mentored and collaborative student/faculty research on persistent social problems and course development grants (S3.C4-5.15) sponsored in collaboration with the DOF to support "a curriculum that fosters ethical, informed, and engaged citizenship as well as creativity." Also included are social innovation fellowships and post-

graduate fellowships, a speaker series, and engaged citizenship programs that include workshops and experiential learning opportunities in support of academic work. Many of these programs are credit-bearing; in academic year 2019-20, the Center supported ten community-focused experiential learning courses including a Leadership Institute (S3.C4-5.16) and two other leadership courses (S3.C4-5.17), the Highlander political organizing course, two Electoral Politics/Campaign Internship courses (S3.C4-5.18),and Project SHINE (S3.C4-5.19) and VITA (S3.C4-5.20). In 2019, the Center joined the Shepherd Higher Education Consortium on Poverty (SHECP), a collaboration with 26 higher education institutions to integrate classroom study of poverty with internship and co-curricular opportunities (S3.C4-5.21). The Center also worked with faculty in government to launch a new (Spring 2020) Law and Justice Lab to provide research and experiential learning opportunities in support of a newly-developed minor in Jurisprudence, Law and Justice Studies (S3.C4-5.22).

Ruth and Elmer Wellin Museum of Art

The Ruth and Elmer Wellin Museum of Art (S3.C4-5.23), which opened in 2012 as a teaching museum, provides a venue through which students and faculty may pursue "learning through interaction with works of art and material culture from a wide variety of regions and eras." Its Director notes that a focus on the importance of art and object-based learning "has been an integral part of a Hamilton education for well over a century," and this focus reflects the College's current educational goals of aesthetic discernment, creativity, communication and expression, and understanding of cultural diversity. The Museum's focus on experiential learning is emphasized on its website, which notes that "At the core of [the Wellin Museum's] mission are exploration and experimentation. The museum is designed to be a teaching tool and a laboratory, with multiple spaces for engagement and for students to develop critical thinking and aesthetic discernment that will serve them throughout their lives."

The Wellin offers numerous opportunities for such engagement and experiential learning, from docent training to student assistantships in collections and exhibitions, its education department, and social media and outreach as well as through the student-run Wellin Initiative for Student Engagement (S3.C4-5.24). It also provides co-curricular support for faculty who wish to use its current exhibitions and permanent collection in order to extend their classroom teaching in a variety of disciplines. Museum staff are available to help faculty design class sessions "to enhance student understanding of course content and advance critical thinking, problem solving, oral communication and visual literacy skills." Since its opening, "over 220 class sessions have been held at the Wellin. These courses come from over 25 subjects ranging from physics, anthropology and French to American history and environmental studies." The Museum's 2018-2023 Strategic Plan (S3.C4-5.25) seeks to further strengthen these experiential opportunities through its strategic goal to "Advance Interdisciplinary Teaching at Hamilton College."

These and other contributing programs to experiential learning undergo regular review processes and submit annual reports to the DOF or DOS to ensure their educational effectiveness and to identify new areas of support for student engagement.

Hamilton also offers a wide variety of credit-bearing courses that use experiential learning methods to promote linkages between disciplinary studies and meaningful engagement with the society-at-large. Any Hamilton credit-bearing course using experiential learning methods

engages rigorous and structured college-level learning with disciplinary and/or programmatic content and focus, and a complementary pedagogy. Within these courses students must demonstrate achievement of learning goals through a synthesis of experiential learning and other course content.

- On-campus courses using experiential learning methods incorporate labs, productions, exhibits, and research studies.

- Off-campus learning opportunities integrated into courses use methods such as field studies, research studies and theoretical applications and can be found at a distance (e.g., Adirondack Park, New England Center for Children, New York City, and Washington, D.C.) or close by within the local community (e.g. schools, social initiatives, and other diverse organizations).

- For a sampling of those courses that provided credit for experiential learning opportunities see (S3.C4-5.26).

3.7 Adequate and Appropriate Institutional Review by Third-Party Providers

Off-Campus Study supervises agreements and programming offered to Hamilton's first year GAP semester program affiliation with Arcadia University in London and an offshore research program with SEA Semester. Off-Campus Study maintains a "preferred programs" list of pre-approved study abroad programs sponsored by third-party providers.

Off-Campus Study created and has implemented a Site Vetting Form (S3.C7.1) that is used by faculty and OCS staff who visit study abroad sites. The form is comprehensive. Site visits entail getting to know housing, local staff, policies, and health and safety protocols as well as looking at academic quality and pedagogy. Faculty and staff who visit and assess programs offered by third party providers provide a detailed report based on the Site Vetting Form (S3.C7.2, S3.C7.3, and S3.C7.4). OCS also meet at least annually with all institutional relations representatives on the Hamilton Campus and attend training events sponsored by our provider partners. The Assistant Dean sits on the SIT Partnership Council, the Arcadia Guild, and The Swedish Program Advisory Board and meets regularly with the New York 6 International Deans and Directors. OCS partners intensely with provider partners abroad and we are well acquainted with risk management, health and safety staff in these programs. It is quite clear that having these partners abroad enables the College to ensure that there are qualified personnel at the ready in most of our study abroad sites. This greatly lessens our risk exposure and ensures rewarding academic experiences for Hamilton students entrusted to third-party providers' programs.

Study Abroad Site Assessment

Staff and faculty have embraced a thorough-going program of site visits since 2014.

- OCS has supported two to four *staff* site visits to study abroad programs annually.

- Extensive support of *faculty* site visits has had the effect of unprecedented direct engagement in review and assessment of study abroad programs, as well as in

development of new recommended study-abroad opportunities within academic disciplines.

- Site reports or incidents raising risk concerns receive attention, coordinated with Health and Safety Personnel at the site and at provider headquarters.

As a result of this effort, OCS has developed deep familiarity with personnel, philosophy of support and risk management, and the quality of operations of our partner providers.

Incident Response

Working with a small staff, OCS has expanded its capacity to manage a wide range of incidents abroad ranging from parent concerns, health emergencies, mental health evacuations, and a number of small but urgent issues pertaining to health, finances, theft, and housing problems, all the way to international crises, such as the most recent terrorist attacks in Paris and the COVID-19 pandemic. In order to handle these situations the Assistant Dean needs to be available 24/7 and is usually the primary responder. The Assistant Director takes on that role when the Assistant Dean is not available, and our incident reporting forms enable us to "tag team" some issues. Nonetheless, the high reliance on continuous availability of the Assistant Dean is a source of stress in a position that is already working on overload. It is possible that this incident response coverage will evolve to a truly shared and interchangeable responsibility between the Assistant Dean and the Assistant Director but will require further training and codification of protocols. The Assistant Dean has asked international program directors of Hamilton programs in China, France, and Spain to inform her of all incidents and to work as a team in solving them. The Program Director responds to the immediate needs of students, with guidance from the Assistant Dean, who helps coordinate appropriate responses with campus authorities, administrators at sending colleges, parents, and other key stakeholders.

3.8 Periodic Assessment of the Effectiveness of Student Learning Programs

Hamilton College is regularly engaged in the assessment of the effectiveness of student learning programs. In the past, all degree awarding concentrations were reviewed by external evaluators once every 10 years. We have now shifted this rotation of self-study and external review to every seven years to prepare for Middle States' new eight year cycle. Recent assessments have included external reviews of the Career Center, Disabilities and Accommodations, and Off Campus Study, as well as programs that span the curriculum, such as the Writing Program and the Senior Program. Direct assessment of student learning takes many forms, including assessment of Writing Intensive SLOs, and annual assessment of the Senior Program, required in every concentration in relation to Hamilton's educational goals. The efficacy of academic advising has been regularly evaluated through an indirect assessment employing surveys administered over the past four years. Developing more robust, direct assessment of advising will be a project of the new ALEX initiative, working with the faculty committees charged with advising oversight.

Standard V includes details regarding Hamilton's assessment of the effectiveness of student learning programs and changes that have resulted from those assessments. At Hamilton, we

realize that assessment is an ongoing process with the ultimate goal of striving to provide the best educational experience for our students.

Standard III: Requirements of Affiliation

The evidence provided in this standard addresses compliance with the following Requirements of Affiliation (ROA):

ROA 8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.

ROA 9. The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.

ROA 10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

ROA 15. The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.

Standard III: Institutional Suggestions

As the ALEX initiative is developed, piloted in 2020-21, and launched in Fall 2021 with the entering class of 2025, plans for direct and indirect assessment of its efficacy should be built in to its curricular and programmatic designs from the outset.

Standard IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience and fosters student success.

4.1 Student Success and the Institutional Mission

Hamilton College finds itself in a complex and competitive market place where the number of small, private, liberal arts institutions is shrinking and those still committed to this form of education are vying for the same small pool of talented students. Since the College's last Middle States review, we have implemented numerous strategic initiatives to recruit, admit, retain, and support the student curricular and residential experience. In 2009, the College's strategic plan, *Foundations for Hamilton's Next 200 Years,* articulated our core values over the next 200 years and shaped our mission and goals for the next 10 years. The strategic plan stated the following:

> *"Over the course of the planning process, we have come to recognize our greatest strengths to include inspired teaching, a supportive, nurturing community, an alumni body of exceptional loyalty, and a campus graced by natural and architectural beauty. We have also recognized that insufficient funding for financial aid is a significant weakness."* (S4.C1.1)

In the 2009 *Foundations for Hamilton's Next 200 Years* and again in the 2018 strategic plan, *Connected Hamilton* (S4.C1.2), the College reaffirmed its commitment to recruiting and enrolling the most talented and diverse pool of students through its need-blind admission policy. In addition, the College has stated as a core value, the need to support students in their academic and personal lives.

- "Student services that encourage and support personal development and responsibility."

- "Financial aid that meets the demonstrated need of every student, and a long-term goal of being need-blind in admission."

- "Members of our community operate in a high-achieving environment with many demands on their time and energy, both in the classroom and in the many other ways they contribute to life on College Hill. We will make our community a leader in developing the health and wellness of its members. Strengthening our focus and support on individual health and well-being will help community members manage stress and become more responsible and self-reliant."

Hamilton College is committed to the delivery of a world-class liberal arts education as demonstrated in our educational goals and curriculum: *"Hamilton College is committed to the intellectual and personal development of students. We seek to nourish a love of learning, a creative spirit, and an informed and responsible engagement with an ever-changing world."* The

institution provides a rigorous academic program and robust learning opportunities through a variety of modalities. To this end, the College recruits and enrolls a talented, diverse, and ambitious student body, who are eager to engage in the challenges provided.

In Standard IV, we address the College's process for recruiting and admitting students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. We also provide an overview and evidence of how the College's efforts support the retention, persistence, completion, and success of each student.

Since the 2009 Middle States Report, Hamilton has continued its commitment to create an academically talented and diverse study body (S4.C1.3). For example, in the recently enrolled Class of 2024, 26% were students of color from the United States, 6% were international, 50% received need-based, financial assistance, 18% were Pell-eligible, and 15% were from the first generation in their family to attend college. The students hailed from 45 states and 46 countries and were admitted in the most selective year on record (16% accept rate), and posted record-high average standardized testing range of 1450-1530 for the SAT and 32-34 for the ACT.

Hamilton competes in a market where the number of small colleges are decreasing and the value of a liberal arts curriculum is under critical scrutiny. However, the College has been very fortunate to attract a consistent increase in applications over the last ten years. As noted in the 2009 Middle States Report, the applicant pool for the Class of 2014 was 4,339. Ten years later, the College saw the applicant pool to the Class of 2023 double in size to a record-high 8,339. Partnerships focused on creating access, application enhancements intending to remove barriers, and the College's generous financial aid commitment coupled with a need-blind admission program have enabled Hamilton to attract and enroll a global community that reflects the world in which our graduates will work and live.

Partnerships

The College partners with several outside organizations that focus on the whole student experience, not solely on creating access at the recruitment stage of the admission process. Through these collaborations the College provides financial, academic, and social services to ensure that each student associated with these partnerships thrive both in and out of the classroom.

Posse

Since 2001, Hamilton has had a successful partnership with the Posse Foundation (S4.C1.4) and the city of Boston (S4.C1.5). In 2010, the College expanded and included a second site in Miami, FL. In 2018, the College made the decision to reduce the number of future Posse cohorts on campus beginning in fall 2019. Resources were directed to enhance diversity outreach to other parts of the country and world. With this change, the College chose to continue to accept Posse Scholars from Miami.

QuestBridge

In 2017, the College partnered with QuestBridge (S4.C1.6) to build on its long-standing commitment to access and affordability. QuestBridge seeks to match high-achieving, low-income students with highly selective colleges and universities (S4.C1.7).

HEOP/College Scholars Program

In 2019, the College celebrated its 50th anniversary of Higher Education Opportunity Program (HEOP).This commitment has positively impacted the lives of top-performing students from New York State who meet the economic eligibility requirements based on state-mandated low-income guidelines (S4.C1.8). The 77 HEOP/NYS Scholars currently on campus may not have the traditional admission profile, but demonstrated to the Admission Committee (and since then, to our faculty) that they could thrive at Hamilton with the appropriate support. The Admission Committee, in partnership with the Opportunity Programs Office, seeks to bring 12-15 HEOP students each year as members of the incoming first-year class.

In addition to HEOP scholars, the College also selects students every year known as Hamilton College Scholars. These students have similar academic profiles to their HEOP counterparts, but are not financially eligible or are not from New York State. Similar to the HEOP scholars, Hamilton College Scholars admission is contingent upon the successful completion of a required five-week summer program prior to their move to campus. The total program size, including both HEOP and Scholars, is 35-40 students annually.

Application Enhancements to Increase Access

First Generation Fee Waivers

Students whose parents did not attend and complete their education at a four-year college or university automatically receive a waiver to the $60.00 application fee.

Self-Reported Standardized Test Scores

Beginning in the 2018-2019 application cycle, the Office of Admission permitted students to submit self-reported standardized test scores such as the SATs, ACT, and Advancement Placement Tests (S4.C1.9). Due to the significant expense to provide official test scores to each school that a student applies to, a student is now only be required to submit official scores once they are admitted and enrolled at the College.

Financial Commitment

Hamilton practices need-blind admission for all first-year domestic applicants, meaning an applicant's financial need will not be a factor in the admission decision.

Need-Blind Admission

Hamilton is celebrating its 10th year with a need-blind admission policy (S4.C1.10) and has earned the reputation as a "school of opportunity." For U.S. citizens and U.S. permanent

residents a student's financial need will not be considered when making an admission decision. To date, the College's financial aid budget has grown to $46 million to support its students. Hamilton is among a small population of U.S. colleges and universities that are able to be need-blind and meet 100% of the demonstrated need of each admitted student.

Student Emergency Aid Society (SEAS)

Hamilton maintains its commitment to provide access and opportunity to all of its students and has developed an infrastructure to financially support students once on campus. In Spring 2010, the Hamilton Student Emergency Aid Society (SEAS) Fund was established through a grant from the Hearst Foundation and gifts from the Hamilton community (See S2.C9.4). Students who have significant financial barriers and require funds for emergencies or exceptional needs will submit a request form to be reviewed by the SEAS Committee. Previous SEAS requests have consisted of unmet medical expenses, emergency travel costs, or career-related activities.

Expenses/Costs

The Office of Financial Aid provides a breakdown of both the direct and estimated costs for one year at the College (S4.C1.11). These are determined by the Board of Trustees in the spring. Students who qualify for financial assistance will have their needs met through a combination of family contributions and financial aid.

2020-21 DIRECT COSTS:

Tuition: $57,930

Room: $8,120

Board (Meals): $6,740

Student Activity Fees: $580

Total Comprehensive Fee: $73,370

2020-21 ESTIMATED COSTS

Books and Supplies: $800

Miscellaneous Personal Expense: up to $1,000

Travel Allocation: up to $1,500

Financial Aid

As a school of opportunity, Hamilton's goal is to accept the most talented and deserving students and provide them with the financial aid that will enable them to have an exceptional educational experience regardless of their financial background. Hamilton's first-year financial aid awards

consist of Hamilton scholarships, student employment and federal, subsidized student loans (S4.C1.11).

To help prospective families determine their eligibility for financial aid, the College participates in two financial aid estimators: MyinTuition, a quick college cost estimator, along with a more comprehensive Net Price Calculator to estimate a family's potential costs at Hamilton (See S4.C1.11).

Students' financial aid packages are determined by the Office of Financial Aid after a thorough review of their application materials. Those admitted to Hamilton are provided a financial aid package with their acceptance materials. Students can refer to the FAQs on the Office of Financial Aid website and the *Understanding Your Statement of Financial Aid* insert, which accompanies their financial aid award letter to better understand their package. In the situation where students and their families do not believe that the financial aid will meet their needs, they are provided the opportunity to appeal the decision and provide additional information that may not have been available during the initial review. The Office of Financial Aid is committed to working with students and their families to make their Hamilton educations possible, not just at the point of admission, but for all four years.

Scholarships/Grants/Loans-Repayment

Hamilton is committed to meeting 100% of every admitted student's demonstrated financial need, through awarding need-based scholarships, work-study, and loans (S4.C1.12). In meeting students' demonstrated financial need, Hamilton includes federal subsidized loans for domestic students, which are adjusted annually in accordance with the federal loans table. Some international students, including Canadian citizens, may be awarded an institutional loan in alignment with the federal loans table. Repayment on loans begins six months after the student graduates or drops below half-time enrollment.

Hamilton awards need-based scholarship and grants to those admitted to the College including:

- Hamilton Endowed Scholarships
- Federal Pell Grants: Since the 2009 Middle States Report, the College increased its percentage of recipients of Pell Grants from 13% to 21% with the Class of 2023.
- Tuition Assistance Program (TAP) Awards
- Outside Scholarships and Tuition Benefits

Refunds

The College's policy on the refund of payments to students is restricted to those who withdraw voluntarily or due to illness, or who are dismissed during any semester (S4.C1.13). They will receive a refund based on the date when the student, parent or guardian notified the Dean of Students of the withdrawal. In cases where withdrawing students are financial aid recipients, they have their aid reevaluated and possibly adjusted. In addition to a potential adjustment of their institutional resources, the financial aid adjustment includes any required return of Federal, State or other funds a student has earned from outside the college. For withdrawals prior to the first day of classes, 100% of tuition, room and board is refunded, less any nonrecoverable costs incurred by the college.

Tuition Insurance Plan

Students enrolled at the College are automatically enrolled at the beginning of each academic year in the Tuition Insurance Plan (S4.C1.14), and have the option to opt out if their family chooses not to participate. This resource protects students and families from the loss of tuition, room and board should a student withdraw from the College due to medical/illness or accident.

Additional Support Services

The College's continuing efforts to diversify its student body is accompanied by the expectation that support services will be provided to assist in the academic and social success of each student. Hamilton offers a variety of resources to support students who have the ability to be successful but may require additional support. Two examples of these support structures exist within the Hamilton College Opportunity Program. As mentioned above, this program is comprised of two academic programs: the Arthur O. Eve Higher Education Opportunity Program and the Hamilton College Scholars Program. Each intends to increase access to higher education for the student whose academic profile may differ from the typical Hamilton student profile, and who demonstrates the ability to compete successfully in Hamilton's academically competitive environment. Staff members in this program provide academic counseling and personal support to the students by helping with curricular choices, bringing academic opportunities to their attention, aiding in their transition to college life, and offering the following services:

- The Academic Center for Excellence (ACE) provides individual or group coaching in building study skills, assistance with coursework, time management, grammar review, and English conversation tables.

- Academic Support Counseling is designed to support the faculty advising process, investigate curriculum choice, inform students of academic/study opportunities, as well as aiding in the transition to the cultural and academic environment.

- Financial Assistance helps toward the cost of books and travel, and provides assistance with preparing and submitting required general financial aid forms.

- Advocacy Activities works to inform and educate the college community about HEOP/Scholars program purpose and goals, and includes lobby efforts targeted at informing legislators on critical issues confronting opportunity programming.

- Personal Support ensures that program students are provided the critical "link to familiarity" which aids in a successful transition to Hamilton.

In addition to the services provided by the Opportunity Program, all Hamilton students have access to our Academic Resource Centers as discussed in Standard III. Hamilton has designed its academic support centers to help students write more persuasively, speak more clearly, calculate more precisely, understand more deeply, research more effectively, and make connections more easily. The College provides significant resources to support student success and tutoring is provided, free of charge, in an array of academic disciplines.

Each fall, Hamilton welcomes approximately 500 new students and their families to campus. This group includes new students enrolling for the fall semester, transfer students, and approximately 45 students who will defer their enrollment until January (a three day modified Orientation Program takes place prior to the beginning of the spring semester for these 45 students).

Hamilton offers a robust Orientation program in August that lasts approximately 8 days and is designed to introduce our new students and their families to the culture of the College and the academic and co-curricular programs that will enrich their experience. The Orientation Program (S4.C1.15) consists of three components, an Orientation Adventure Trip (S4.C1.16) which is a four-day program that takes a group of ten students and two Orientation leaders to many locations off-campus to engage in small-group activities and discussion. This adventure is followed by a four-day on-campus program designed to help new students transition to the College community. This on-campus program features workshops and lectures about various safety issues as well as many opportunities to interact with their academic advisors, other faculty, staff, and administrators as well as their peers. Over these four days, students are introduced to key academic and co-curricular resources that will aid in their transition while meeting new friends and learning about opportunities to get involved in service, outdoor adventures and the rich culture surrounding the College. A third component of the Orientation Program is the First-Year Experience Program (FYE). The FYE Program (S4.C1.17) aims to create spaces and opportunities for new students to connect with the campus, explore new interests, and engage with a variety of people and ideas. The program emphasizes social connections, balance, and campus resources. Typical events include a dinner and discussion series, off-campus outings, and student panels on getting involved, all designed to help new students transition into the Hamilton community. A redesigned Orientation program was devised for students entering Hamilton during the COVID-19 epidemic.

For the past 18 months, the Office of Residential Life, the Office of Orientation and First Year Programs, and other important stakeholders have been designing a *Residential Curriculum,* and portions of it will be introduced to the first-year class beginning in the fall of 2020. The Residential Curriculum is a long-range initiative aimed at transforming residential staffing, advising, and programming. The program will include a new vision of the first-year experience, redefining the use and purpose of common spaces, engaging students in increasingly diverse communities, and better coordinating with the current First Year Courses (FYC). The curriculum will be guided by the following three domains of student development and each successive year of the Residential Curriculum will build upon the skills, competencies, and foundational understandings of the previous year with specific goals:

Residential Curriculum: Purpose and Competence

- Challenge students to explore their personal and social identities, abilities and limitations,

- Introduce problem-solving skills, tools and resources

- Provide concrete opportunities for students to practice identifying and advocating for their own needs and the needs of others

Residential Curriculum: Community and Relationships

- Explore the interconnectedness of people and communities, and how personal actions can impact others

- Connect students with opportunities to become actively engaged in the Hamilton and/or surrounding communities

- Engage diverse perspectives, stories, and experiences

Residential Curriculum: Life-Long Learning

- Challenge students to practice thinking critically and creatively

- Present regular, structured opportunities for students to practice reflective thinking

- Emphasize co-curricular experiences as essential learning and growth opportunities, and help students to articulate that learning

Hamilton's current academic advising system helps students make responsible, informed decisions about their intellectual development (S4.C1.18). Working with a faculty advisor, students craft an educational plan reflecting their particular interests and abilities, taking into account the College's purposes and goals. The plan, which typically evolves over time, balances the freedom of our Open Curriculum and the breadth of a liberal arts education.

Academic advisors provide not only curricular support, but also guidance to students as they navigate their college experience. Advisors work with various offices within the institution including the Dean of Faculty office, the Registrar, the Dean of Students office, and the Academic Resource Centers to assess and respond to issues that may impact student retention and their progress toward graduation.

To support and enhance the academic advising system, the College has created a new program that will consolidate the many things the College is already doing well, organizing and augmenting student support. The ALEX program (discussed above in Standard III), will develop new processes, content, and programmatic initiatives to support this new generation of students by focusing on integrated advising, support for learning, and access to high-impact educational experiences such as experiential learning. The ALEX curriculum will be further refined during the Fall 2020 and Spring 2021 terms, with an anticipated launch date for entering first-year students of Fall 2021. Each will have an ALEX Advisor (in addition to a faculty advisor). The ALEX advisors will employ a developmental curriculum, staged over four years of supportive sessions and conversations, that touches on study skills, internships, study abroad, community-based learning, collaborative research with faculty, and all sorts of co-curricular and extra-curricular experiential learning possibilities that enable career and vocational exploration. The ALEX advisor will serve as a first point of contact who will refer students to expert, specialized advice and support, such as health professions advising, career placement in key industries, and civic engagement. The ALEX advisors will be organized and cross-trained by the new Dean of Engaged Education. By the time students approach graduation, they will have had the opportunity to fulfill at least three of four experiential pathways to future readiness, as a

supplement to their liberal arts educations. Situated in Academic Affairs, the ALEX initiative involves significant collaboration with Career Services and Student Affairs.

Over the past five years, the College has focused its attention and resources on creating or bolstering its student support offerings. In 2019, Hamilton opened the Johnson Center for Health and Wellness (S4.C1.19), a state-of-the-art complex, housing the College's Health Center (S4.C1.20) and Counseling Center (S4.C1.21). The Center demonstrates Hamilton's commitment to enhancing the well-being of our students by providing resources that help set the foundation for a healthy and productive life. It also functions as a space for students to think about their physical and emotional wellness, and how the two impact their academic success, social success, and personal satisfaction.

In addition to academic advising, the health center, and the counseling center, students may also seek support from a variety of other resources on campus. Students who are unsure of the type of support they need or the resources that are available to them may meet with the Associate Dean of Students for Student Support Services or the Case Manager, both housed in the Dean of Students Office. These two positions are part of a new case management program that addresses the needs of students who are experiencing significant difficulties related to mental health, physical health, and/or psycho-social adjustment. When needed, our staff will provide direct case management services including interventions, referrals, follow-up services, and will work in close collaboration with faculty, faculty advisors, health care providers, Student Affairs colleagues, and parents and will manage relationships with internal and external stakeholders as needed. Additional Student Affairs support services for the well-being of students outside the classroom are provided by the Accessibility office (S4.C1.22), Department of Residential Life (S4.C1.23), the Chaplaincy (S4.C1.24), and the Days-Massolo Center (S4.C1.25).

Office of the Registrar

The Office of the Registrar (S4.C1.26) is responsible for class registration, including requests to withdraw from courses; grade processing; declaration of a concentration; transfer credit evaluation; verification of enrollment; and student records and transcript requests. The Registrar supports the College community in providing a quality liberal education to our students and strives to deliver quality service.

Library and Information Technology Services

The mission of LITS (S4.C1.27) is to empower all members of the Hamilton Community to use information and technologies to engage in intellectual exploration, make informed decisions, and create and share knowledge. Members of LITS help build connections between the Hamilton Community (faculty, staff, students, prospective students, parents, alumni, etc.) and the information and technology resources they need to succeed. LITS professionals made the transition to remote learning in March 2020 possible by meeting the technological needs of students, faculty, and staff and training an entire community in best practices in that challenging educational environment.

Processes to Ensure Student Success

The College Catalogue (S4.C1.28), the Admission website (S4.C1.29), as well as the websites of individual academic departments (S4.C1.30), offer detailed information regarding majors and minors. Students meet with their academic advisor to identify the degree program that best meets their career objective. During Orientation, students will meet with their academic advisor to create an academic plan to guide them toward a timely degree completion.

The faculty assumes that every student admitted to Hamilton will be able to qualify for graduation. However, the opportunity to continue at Hamilton is a privilege that a student must earn by academic achievement. Students who are not completing satisfactory work in a course may receive an academic warning. Instructors may at any time during the term submit written reports for all students whose standing in a course is unsatisfactory (borderline or failing). Students and their advisors receive copies of these warnings. A student who receives two or more such warnings in the same semester must consult with the Associate Dean of Students for Student Support or Case Manager who will assist the student in developing a plan for success or take other appropriate action.

Throughout their time on campus, students are encouraged to meet with the Career Center (S4.C1.31) and all students are assigned a Career Advisor. The Career Center's mission is: *To help students integrate their liberal arts education into a lifetime of career achievement and satisfaction*. Specifically, the Career Center assists current students to explore career options, obtaining career-related experience, and securing their first job or acceptance into a graduate/professional school program; teaching students the process and skills that will enable them to manage their careers throughout their lifetime; and facilitating alumni engagement with the college by connecting them with students and each other for the purpose of professional development. The Career Center achieves its goals through taking students through a career related curriculum designed to be iterative and developmental, by providing students access to the correct information at the right time.

In 2011, the New Vision Task Force put forth "A New Vision for 'Best in Class' Career Services at Hamilton." In brief, the Task Force called for fully integrating career preparation with the Hamilton experience and creating a culture that valued career preparation along with academics and co-curricular activities as an integral part of learning. As a result, the Career Center began several initiatives that led to its current model, including significantly increasing the use of student staff in paraprofessional roles and improving intentionality around alumni engagement with students' career development. In 2015, under new leadership, the Career Center revamped its model in several significant ways, in order to engage students earlier and in more intentional ways, by:

- transitioning from industry-specific to generalist advising to establish stronger, long-term advisor relationships and accountability

- formalizing the Find Your Future curriculum by utilizing content that had been developed over three years and packaging it into an easy to communicate model

- creating the Discovery Team (peer advisors who teach career development skills and help build student awareness of the Career Center) and Connect Team (network associates who plan events for students to learn from alumni and other professionals), building off the Career Center's peer advisor and peer presenter teams, and therefore increasing the size of the student staff from around 30 to over 75.

These progressive efforts, starting at the time of the New Vision Task Force Report and culminating in the 2015 restructure, strategically responded to students' desire to engage with the Career Center early in their time at Hamilton. These changes increased bandwidth for student engagement dramatically. Total engagement has nearly tripled over ten years (2692 to 8888 total engagements of students through appointments, workshops and other programs as of the 2018-19 academic year), largely due to increased use by first and second year students.

While many of the specific goals of the New Vision Task Force have been addressed, the most critical recommendation by the Task Force – to create a culture that values career preparation with academics and co-curricular activities as an integral part of learning – has yet to be realized. In particular, the Task Force emphasized that to achieve 'best in class,' career preparation should not be the sole responsibility of the Career Center, but rather everyone at Hamilton should actively participate in preparing students for their professional lives. The New Vision Task Force recommended relationship building and a sense of ownership across students, faculty, staff, alumni, parents and employers to achieve its goals. The Career Center went under an external review process this spring, which revisited some of these recommendations although at this time we are still discussing a path forward. Generalist advisors in the Career Center will comprise the first three or four ALEX Advisors, bringing their experience with a curriculum for career exploration into the knowledge base in which all eight ALEX Advisors will eventually be cross-trained.

4.2 Policies and Procedures for Transfer Credit

Students who choose to transfer from Hamilton College will typically begin that process through their academic advisor, the Registrar, or the Associate Dean of Students for Academics. This process is student initiated and our offices and services work to help a student transfer to another institution. The number of students who transfer to other institutions from Hamilton is relatively small, ranging from 3.6-9.3% of an entering class of students from 2007-2012 entering cohorts (data lags behind eight years because of reporting) who we could actually verify did enroll at another institution.

Transfer credit may be awarded for applicable coursework prior to or after enrolling at Hamilton (S4.C2.1).

- Attention to policies governing transfer of credit is important in order to avoid any problems with credit being accepted. Hamilton awards credit for coursework that meets the definition of the liberal arts and that is completed with a letter grade of C or better, or for exams, has the minimum score established by the faculty.

- Transfer credit, in any form, is counted toward the total number of units/courses required for the degree, but the grades are not included in the student's Hamilton GPA and do not affect class rank.

- Once credit is applied to a student's Hamilton record, it cannot be removed.

4.3 Policies and Procedures for Student Records

Through the Information Security Program (S4.C3.1), Hamilton College has developed a policy and procedure for maintaining and sharing information and data pertaining to the institution, its students, faculty and staff. The mission of the information security program is to protect the information assets of Hamilton College thereby reducing institutional risk. These assets include the data that Hamilton collects from its faculty, staff, students, alumni, parents, and others doing business with the College, as well as intellectual property created by members of the Hamilton College community.

- Records maintenance and security (S4.C3.2)

- Release of academic information (S4.C3.3)

4.4 Physical Education and Athletics

A robust, broad-based athletics program is an integral component of Hamilton's liberal arts education and provides an important complement to students' residential and academic experience. Students enjoy numerous options for athletic, fitness, and wellness activities, including intramurals, club sports, wellness programming, and intercollegiate athletics sports teams. In addition, physical education is one of the few graduation requirements that must be fulfilled by all students. Just as we prepare students to think, write and speak after college, we emphasize that they learn the basics of healthy living, fitness, mental health, and physical conditioning. The College's diverse athletics program therefore functions as an educational partner to the academic mission. It plays a significant role in recruiting high-quality students and provides a positive social platform and varied opportunities to bring our diverse communities together, joining students, faculty, staff, parents, alumni and local residents in the spirit of health, fitness, fun, and competition.

The mission of the Department of Physical Education and Athletics is to make a maximum contribution to the liberal arts education of each student (S4.C4.1). It emphasizes that all phases of physical education (instructional classes, intramural sports, intercollegiate athletics, recreational and club activities) are integral to this process. Departmental policies reflect the educational philosophy, mission, and ideals of the College, and department members are committed to the intellectual, physical, and personal development of all students. The Athletics Department recognizes that the academic life of each student is primary. We provide programs that respect this priority so that students can properly engage in the rigors of academic life in balance with other interests.

At Hamilton, coaches are teachers. Most coaches are voting members of the faculty. They attend faculty meetings, participate in campus-wide committees, and teach classes in the physical education program. They are hired, evaluated and reappointed similarly to the academic faculty,

as outlined in the Faculty Handbook. Their leadership serves as an extension of and enhancement to students' educational experiences. We expect our student athletes to excel to their highest potential in the classroom and to be held to high standards of academic achievement by our coaches. We also expect them to make responsible choices about their time, to demonstrate campus leadership, and to contribute to a positive liberal arts experience for the entire community.

Physical Education

The Physical Education Program is part of Hamilton's graduation requirements (S4.C4.2). Students must pass a swim test, complete a fitness assessment, and pass three lifetime activity classes. Hamilton is among a shrinking group of schools with such a requirement. However, this expectation sends a strong message to our students that physical fitness, lifetime activities and wellness are an important component of the liberal arts education, providing a healthy balance to the pressures of college life, enhancing learning, and enriching students' lives after graduation.

The Department has implemented a number of changes to its offerings and procedures to better support students. For example, it has moved from a "fitness test" to a "fitness assessment" in order to minimize student anxiety around this requirement and highlight support. It offers a wide range of classes taught throughout the academic day. The majority of classes are introductory so that they are accessible to all students. Over the last few years, the Department has introduced a number of wellness classes that include mental health components to support the College's strategic initiatives in this area and to evolve to support current student concerns. The Department is also discussing the possibility of incorporating a mandatory wellness class into the physical education curriculum. Finally, the Department is rethinking credit options and the possibility of awarding credit for fitness classes (wellness programming), activities such as outdoor recreation and club sports, and participation on varsity teams. Physical Education faculty and academic faculty team affiliates have banded together to form a DOF-funded AHA! Group, "Integrative Advising Allies," recognizing that for the significant number of students who are varsity athletes, coaches are important advisors.

Intramural Sports

The intramural program (S4.C4.3) provides structured playing opportunities for students in a wide variety of sports. Recent improvements in the indoor practice facility and the addition of artificial turf fields have vastly improved these activities. The program is supervised by a full-time staff member who oversees a student committee that provides seasonal game scheduling, playoff organization, and peer supervision. The Department is exploring ways to partner with Residential Life and Student Activities to provide services more effectively.

Club Sports

Club sports (S4.C4.4) are intended for students who seek competition with other institutions, but not at the NCAA level. The Department offers club sports in rugby, sailing, curling, water polo, equestrian, marathon canoe racing, fencing, ultimate frisbee, soccer, ice hockey, figure skating, nordic and alpine skiing, and cycling. These activities receive funding for travel, lodging, equipment, fees, and in some cases, coaching.

Wellness Programming

Originally initiated for employees, the Wellness Program (S4.C4.5) has recently been expanded to support students as well. It features a twelve-part lecture series, a variety of fitness activities including yoga, cardio classes, spinning, Zumba, swimming, tai chi, and co-movement, as well as weekly stress management sessions. Special programming is offered for self-defense, nutrition, and positive psychology. Partnerships with the offices of DOS, DOF, and the Counseling Center have helped facilitate programming including guest speakers on sleep and body image and nutrition, an annual wellness fair, all-campus triathlon, and annual 5k run/walk. The Program has also initiated a 6-week life skills program available for all students that provides coaching in time management, coping skills, conflict resolution, resiliency, and stress management.

Athletic Facilities

The Athletics Department makes every effort to maximize facility availability for use by students, faculty, and staff (S4.C4.6). Athletics facilities are open daily during the school year as well as during breaks. Recreational equipment is available to students for checkout, and the Recreation office provides scheduling and support for a variety of special events, games, and tournaments.

Intercollegiate Athletics Program

Intercollegiate Athletics is arguably the most visible program on campus (S4.C4.7). It attracts prospective students and brings together Hamilton students, faculty, and staff as well as alumni and local community members, who take great pride in the performance of our teams. Hamilton participates in the New England Small College Athletic Conference (NESCAC) comprised of 11 schools, all regularly ranked in the top 25 of America's small liberal arts colleges in all 29 sports (having recently added women's golf). The results of competitions are covered by local and national media and are highlighted on the College's website.

Student athletes receive strong support which usually begins before they arrive. The recruiting process connects prospects to coaches, faculty, and students for as much as a year prior to matriculation. These contacts help students become familiar with the curriculum and form important relationships that serve them over their four years. The Athletics Department and the Office of Admissions partner to ensure that scholar athletes meet the requirements for admission and reflect the qualities and characteristics of the College's overall applicant pool. This collaboration also ensures that we execute NESCAC's stated policies and practices. When student athletes arrive on campus, they immediately encounter opportunities to connect with teammates, coaches, alumni and other support personnel and to participate in service projects, fundraising efforts, and organizations such as the Student Athlete Advisory Committee, Leadership Academy, and Athletes of Color Initiative. Academic support is available through faculty and campus affiliates.

The Faculty Affiliate Program (S4.C4.8) is designed to strengthen the relationship between student athletes and the broader Hamilton community with the goal of fostering the athletic and

academic success of student athletes. The program is crucial to integrating athletics and academics and demonstrating how athletics supports the College's educational mission. Hamilton also has a Student-Athlete Advisory Committee (SAAC) (S4.C4.9). The first of these was formed by the NCAA in 1989 to "enhance the total student-athlete experience by promoting opportunity, protecting student-athlete welfare and fostering a positive student-athlete image." The Hamilton College SAAC provides a platform for student-athletes to voice their opinions, collaborate on their ideas, and initiate change. SAAC members are committed to creating a diverse and inclusive athletics program and pledge to give back to the community through service and outreach efforts.

Over the last four years, Hamilton's intercollegiate program has made significant competitive improvement. Prior to 2008, Hamilton athletics struggled in NESCAC competition, and morale was low. In Spring 2013, a task force was formed to investigate ways to better support and enhance the overall student athlete experience. A committee composed of members of the Board of Trustees and senior administrators conducted a comprehensive 18-month review of the Department and Program. This review focused on staffing, policies/procedures, budget, facilities, and the relationship between Admissions and recruiting. It compared findings with data from our NESCAC peers. Outcomes included:

- Staffing moved to full-time assistant coaches and more experienced head coaches.

- Facilities improved: renovation of team rooms and locker rooms, recreational equipment room, office spaces, and Emerson Lobby. State-of-the-art facilities for field hockey, baseball, softball, tennis, golf practice facility, and renovations to Steuben Field, Scott Field House, Love Field, and Alumni Gym.

- Budget aligned to position Hamilton more competitively with peers.

- Athletics webpage (Presto Sports) and webcasting (Northeast Sports Network) outsourced.

- Communication between Admissions and Recruiting improved to increase competitiveness in recruiting.

- Development of the Hamilton College Leadership Academy (S4.C4.10)

- Digital Learning/Virtual Learning program launched: As part of the Digital Hamilton Campaign, Athletics and the Library's Research and Instructional Design Team are collaborating on a golf simulator project that will be used for teams as well as physical education classes. This collaboration will provide opportunities for data analysis, new courses, research, and senior theses in the growing field of Sports and Data Analysis.

- The Athletes of Color Initiative (S4.C4.11) for student-athletes of color supported: provides an opportunity for students to stand in unity through mentorship, advocacy, and community engagement.

- Women's Coaching Symposium (S4.C4.12) planned and hosted: extends support for women student athletes and coaches.

The results of these efforts have been impressive. Hamilton teams are now regularly ranked among the top third in the NESCAC conference. Several teams have competed for league championships and represented the College in NCAA championships. The Department winning percentage has increased from 29% in 2011-12 to 54% in 2017-18. No other NESCAC program comes close to this improvement over this period. In the last four years, Hamilton's student athletes have also become consistent members of All-Region, All-Academic, and All-American teams. Several have been named top rookies and top performers in their respective sports. Coaches have received conference and regional recognition. Finally, many of our teams have GPAs above the school average, including our men's hockey program cumulative 3.68 GPA. In 2018-19, our teams logged 5,800 hours combined in community service for organizations in the Mohawk Valley.

4.5 Assessment of Third-Party Providers

Hamilton uses minimal student support services contracted through third party providers. The Counseling Center does utilize ProtoCall for on-call, crisis, and in-the-moment distress services. ProtoCall provides 24/7/365 coverage that can be accessed by students whether they are on or off-campus and during semester breaks. Services are coordinated with Counseling Center staff in a number of ways, including developing protocols specific to our campus needs and collaborating with Counseling Center staff on specific calls as needed. We continually evaluate these services on several different levels. One example is examining how often these services are utilized, which can be up to 20 calls a week during peak times. We also track call response times, which are provided by ProtoCall on a monthly basis.

4.6 Assessment of Programs that Support the Student Experience

Beginning in the fall 2019 semester, the Division of Student Life has initiated a review and assessment process for each of its 15 departments or programs. The initial assessment of each department/program will review the mission statements, goals, and objectives of each program to ensure that they are working to support the mission and goals of the division of student life and of the College. Upon completion of the self-study, an external review of each program will be conducted by either three peer reviewers (from institutions similar to and different than Hamilton) or by a team from NASPA Advisory Services (S4.C6.1). Below is a timeline of the process.

- June 1 - February 1: Using the CAS standards (Council for the Advancement of Standards in Higher Education) for the department undergoing the assessment to engage in a Self Study.

- February 1 - March 1: The department will recruit up to three experts in their field and prepare for an external review.

- March 1: External Review process begins.

- May 1: External Review report is due, leaving the summer to execute the recommendations.

- 2019-20: Campus Safety, Student Activities, Accessibility

- 2020-21: Health Center, Orientation, Chaplaincy

- 2021-22: Case Management, Counseling Center, Academic Support

- 2022-23: Community Standards, Residential Life, DMC

- 2023-24: Outdoor Leadership, International Students, Student Affairs

- 2024-25: Restart the Process

Standard IV: Requirements of Affiliation

The evidence provided in this standard address compliance with the following Requirements of Affiliation (ROA):

ROA 8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.

ROA 10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

Standard IV: Institutional Suggestions

1.   Integration of the ALEX initiative across the student experience with robust assessment of the program.

Standard V: Educational Effectiveness Assessment

5.1 Clearly Stated Educational Goals

Hamilton has clearly defined goals for the delivery of its education at every level, from our institutional mission statement and educational goals, to the mission statements of our academic resource centers and the mastheads of our academic departments, to our individual course syllabi. At the institutional level, we evaluate our success not only in terms of our own goals, but also in comparison to benchmarks set by our peer institutions to ensure that we are setting and meeting appropriate expectations. We use a combination of formal and informal assessments to evaluate the success with which we meet these goals, identify areas for improvement, and make adjustments. Hamilton College uses a myriad of assessment tools employed among departments across the College (S5.C1.1). We also have a host of institution-wide assessment initiatives such as participation in various national surveys (e.g., NESSE, CIRP) and assessment of academic advising and the Senior Program. Our assessment strategy includes a combination of direct (e.g., evaluating the extent to which senior projects meet the College's educational goals) and indirect (e.g., evaluating a student's perception of their advising experience) measures. Hamilton has increased its investment in self-assessment in the past 10 years, expanding its Office of Institutional Research and Assessment (OIRA) staff to include an assistant director and additional student support. Moreover, our new Dean of Faculty, who moved to Hamilton from an institution in the Southern Association of Colleges and Schools accrediting region in 2018, has been working with the faculty to develop new strategies for assessment efforts and to increase the use of direct assessment tools, especially with respect to student learning.

In Standard V, we examine various assessment strategies that have been instituted to evaluate the success of our senior projects and advising. We then describe tools for assessment used both for the traditional curriculum and also for Hamilton's strategic initiatives (digital and experiential), as well as those used to evaluate student learning outcomes in writing, oral communication, and quantitative and symbolic reasoning competencies. Finally, we examine Hamilton's use of assessment to evaluate overall indications of student success, both at Hamilton (e.g., retention, graduation, and transfer rates) and beyond a student's time at Hamilton (e.g., assessment of career placement rates, further education, and other indices of "lives of meaning, purpose, and active citizenship"), as well as the methods used to communicate these findings to our constituents. Throughout Standard V, we emphasize ways in which assessment is used to adjust our strategies and increase success at achieving our goals.

5.2 Educational Goals Assessment

Every student at Hamilton is required to complete a capstone experience, which is called a Senior Project Program, as part of their concentration (est. 1987-88). Such a requirement provides an important opportunity to evaluate the extent to which our students have met the College's educational goals. In the early fall of 2017, an internal self-study (S5.C2.1) and external review report (S5.C2.2) of the Senior Project Program were conducted. The external review indicated that one of the strengths of this requirement was the various ways in which departments approached it. However, one of the challenges that arose from having diverse

approaches, appropriate for each concentration, was assessing the Senior Project Program as a whole. In the fall of 2018, the new Dean of Faculty saw an opportunity to combine direct assessment of departmental curricular goals with the College's Educational Goals through a more uniform assessment of the Senior Project Program across departments. Each department/program was asked to reaffirm its goals, with two-thirds of departments responding by revising and often rewriting their goals (and one third affirming satisfaction with them). The Committee on Academic Policy (CAP) reviewed and approved goals for all departments/programs. The Assessment Advisory Committee was then tasked with developing a direct outcomes assessment instrument (S5.C2.3) that evaluates performance in the Senior Project with respect to department/program goals and the institution's educational goals. The instrument consists of a series of questions, where a faculty member in the student's concentration (but not the student's Senior Project professor whose responsibility is to grade the project) evaluates to what extent the student's project (e.g., presentation, paper, and portfolio) indicates fulfillment of these goals. The results gathered using this assessment instrument were envisioned to be used in aggregate, and as discussed by the CAP, to advise the faculty on possible improvements. The intention of the assessment was "not [to] aim for perfect success (but) rather for aspirations and programs for change."

The instrument was presented to the faculty in the fall of 2018 and first implemented at the end of that semester. Additional data have been collected every semester since. A report (S5.C2.4) from the initial outcomes of the first year was initially circulated among department chairs early in the fall of 2019 and then shared with the whole faculty at a meeting in September 2019. Data were gathered from 33 of 37 (83%) concentrations representing 513 student assessments (some students were assessed twice because they had double concentrations). During the 2019-20 academic year the response rate increased to 100% of concentrations graduating seniors were assessed through the Senior Program assessment. Results indicated that the Senior Project Program demonstrates realization of the educational goals *Intellectual Curiosity, Analytic Discernment, Disciplinary Practice, Creativity, and Communication and Expression,* as well as the curricular goals of the concentration in the departments and programs. Three educational goals received a higher proportion of N/A scores: *Aesthetic Discernment, Understanding of Cultural Diversity,* and *Ethical and Engaged Citizenship*. This variability indicated difficulties that some departments and programs had with their focused Senior Projects as evidencing competency in the full set of Educational Goals. The initial results were presented to the faculty who discussed other ways that students may have demonstrated competency outside the Senior Project. The Dean of Faculty held three Committee of the Whole discussions at faculty meetings during the 2019-20 academic year (S5.C2.5). During each meeting, faculty discussed one of the three educational goals that had garnered higher proportions of N/A scores, and the appropriateness of using the Senior Project alone to demonstrate students' competence in *Aesthetic Discernment, Understanding of Cultural Diversity,* and *Ethical and Engaged Citizenship*. As a result of these discussions, the preamble to the College's Educational Goals was revised explicitly to state that they could be achieved through co-curricular and extra-curricular experiences, as well as through coursework. A motion was approved by the faculty in May 2020 to amend the language of the educational goals (S5.C2.6). *Aesthetic Discernment,* for example, might be better evaluated through exposure to and interest in the Arts (e.g., student tickets sold per year for arts performances average 700; students attending Wellin Museum exhibits each year, etc.). *Ethical and Engaged Citizenship* might be better evaluated through student participation in groups such as HAVOC (Hamilton Association for Volunteering,

Outreach and Charity) and COOP (Community Outreach and Opportunity Project) each year. Additionally, there was a suggestion to apply the assessment instrument to a random sample of students within each concentration, rather than to all of them, to allow for a more thorough evaluation of the education Hamilton students receive. The Assessment Advisory Committee has been tasked with reviewing the Senior Project assessment on a periodic basis and recommending revisions. For example, in the spring of 2020 when classes had to be delivered online for the last 6 weeks of the semester due to COVID-19, the option of responding to an audio/video recording of a presentation and an audio/video recording of a performance was added to the assessment instrument.

During the Committee of the Whole discussion about the educational goal of *Understanding of Cultural Diversity* some faculty noted that the College's new Social, Structural, and Institutional Hierarchies (SSIH) requirement could more appropriately fulfill the goal than the Senior Program. The SSIH requirement was created through a grassroots process of several dozen faculty meeting regularly and discussing strategies for exposing students to content to help them understand structural and institutional hierarchies based on one or more of the social categories of race, class, gender, ethnicity, nationality, religion, sexuality, age, and abilities/disabilities. The proposal that eventually made its way to the faculty was approved with overwhelming support in May 2016. A subcommittee of the Committee on Academic Policy worked with departments to review and revise their proposals to align with the SSIH goals. All final proposals were approved by the Committee on Academic Policy in Spring 2017 and the requirement was implemented starting with the class of 2020. The Committee on Academic Policy has been interested in outcomes related to the SSIH requirement, and has initiated a potential evaluation of it by using student responses to the CIRP and NSSE surveys to determine if students have demonstrated any changes in their beliefs and views on diversity since the requirement was implemented. The motion passed by the faculty in May 2016 included a review of the implementation of the requirement in the academic year 2021-2022.

In addition to the Senior Program, Hamilton encourages breadth in academic study through one-on-one advising with faculty members who are trained to show students how to formulate an educational plan and thoughtfully explore the Open Curriculum with the aim of fulfilling the College's Educational Goals. This strategy is ultimately quite successful, as demonstrated by the percentage of students who take courses from across the (unofficial) four divisions of the college. The percentage of students who took at least one course in STEM/Science, Humanities, and Social Science has been rising since 2008 to over 95% (Figure 1). The Arts lag slightly behind with 82.9% of students taking at least one course in this division. Looking at students who took at least two courses in each division, the number drops, but still 97.0% and 96.4% of students take at least two courses in the Humanities and Social Sciences, 83.7% in STEM, and 65.8% in the Arts (Figure 2). These data are regularly reviewed by various stakeholders (e.g., senior staff, Committee on Academic Policy) to confirm that Hamilton students are obtaining a broad-based education.
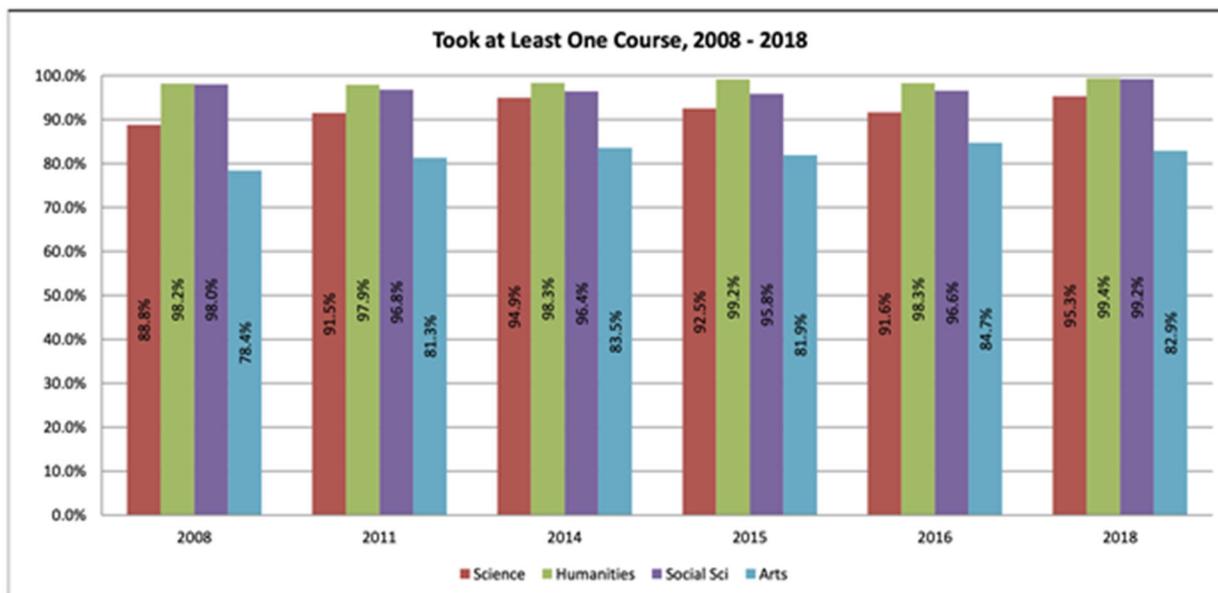
Figure 5.1. Percentage of students by class year who took at least one course in each division
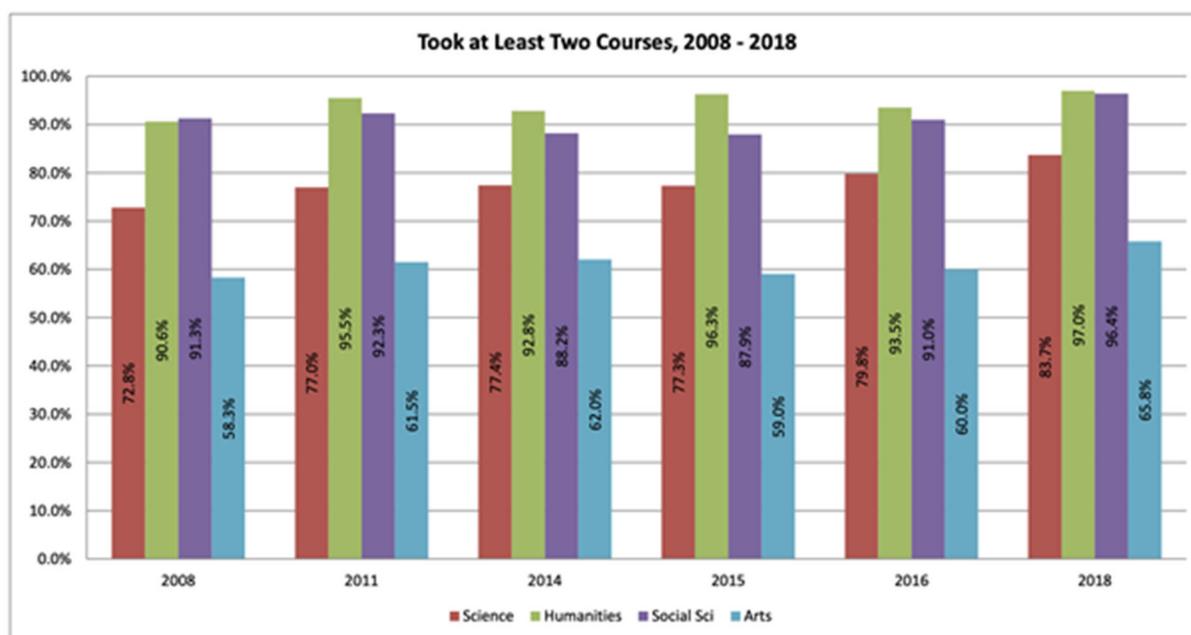
**Figure 5.2.** Percentage of students by class year who took at least two courses in each division

5.3 Assessment to Improve Educational Effectiveness

Advising Assessment

Because Hamilton's Open Curriculum gives unusual freedom to students as they craft their educations, faculty advisors play a vital role in informing and guiding them as they make their own choices.

When students matriculate at Hamilton they are assigned an academic advisor with whom they meet one-on-one to discuss the College's educational goals and the student's broader educational plan (e.g., off campus study, choice of concentration). When students declare their concentration in the spring of their sophomore year, they are assigned a new academic advisor in the department/program of that concentration. Advisors are offered regular training in the nuts and bolts of advising (e.g., how to navigate software) as well broader topics (e.g., how they can support the work of the career center, strategies for advising particular types of students). In 2016 the College started an Advisory Committee for Academic Advising, consisting of faculty as well as one of the Associate Deans of Faculty and the Associate Dean of Students for Academics. The advisory committee is responsible for training new advisors, running the advising continuing education program, and regularly updating various faculty resources such as first-year advising syllabus (S5.C3.1), resource brochure (S5.C3.2), advising guidebook (S5.C3.3).

Assessment and improvement of advising has been an important focus in the last decade. In 2012, the DOF formed an *ad hoc* advising assessment committee that was charged with developing one or more assessment tools for advising as well as improving the advising system more broadly. Their work eventually encompassed a re-definition of academic advising at Hamilton, faculty approval of statements on expectations for advisors and advisees, the development of advising resources, and a summer registration process for entering students in order to maximize the number of students who had as their assigned advisor a professor teaching one of their classes.

In May 2014 the faculty approved implementation of two advising evaluation tools (one for sophomores and one for seniors) (S5.C3.4) for a trial period of three years, starting in the spring of 2015. Advisors were provided with individual feedback from their advisees and were expected to include information about advising in their annual reports.

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; along with one of the Associate Deans of Faculty and the Associate Dean of Students for Academics, they conducted an online survey to solicit feedback about these advising evaluation tools from all faculty who were assigned advisees (S5.C3.5).

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; instead of assessing the effectiveness of the advising system, the tools seemed to be more an assessment of satisfaction with one's advisor as an individual. Based on the results from the three-year trial period and assessment of the effectiveness of these tools, the *ad hoc* Committee proposed revisions to the 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. Any approach should support faculty in having continual developmental 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 had already approved (motions from December 2013 and March 2014, which can be found on pp. 2-3 of the Advising Guidebook (See S5.C3.3).

Ideas for a revised evaluation tool were shared with the faculty in March 2019. The *ad hoc* Advising Committee gathered additional feedback on the revised tool and presented a motion to adopt the revised versions (one for sophomores and one for seniors S5.C3.6) in May 2019, which was approved to begin in Spring 2020. The expectations are that the results from these tools will be compiled by department/program and shared with the chair/director of each department/program in addition to aggregate data for the College. Then, chairs and directors will be responsible for having discussions with faculty about the results, comparing their aggregate data to College averages, and reflecting on how to improve, with a summary of those conversations explained in the yearly Department/Program Annual Report. In addition, the Advisory Committee for Academic Advising 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. The first report will be offered to the faculty in the fall of 2020 (S5.C3.7) (FORTHCOMING). The Advisory Committee for Academic Advising will also be responsible for routinely assessing the evaluation instruments and bringing any future revisions of the tools to the Faculty for consideration.

Teaching and Learning Assessment

Assessment of Faculty

The delivery of our curriculum, including co-curricular and other educational initiatives, is evaluated at many points, from assessment of individual faculty in the classroom, up to the departmental and institutional level. Assessment of educational effectiveness begins with student evaluations (S5.C3.8) of each course and instructor completed at the end of each semester. Student course evaluations are made available to the instructor, as well as their department chair and the Dean of Faculty. These evaluations are used alongside other evaluative practices, such as in-person class observations, to shape an overall picture of teaching effectiveness in annual reviews for each faculty member prepared by department chairs, reviewed with individual faculty, and submitted to the Dean of Faculty. Individual faculty are also invited to comment upon any feedback they have received from students in their own annual reports to the Dean, and, based on the totality of information, the Dean provides comments on both areas of strength as well as any areas in need of attention in annual salary letters to each faculty member.

Teaching effectiveness is also assessed by the College at key advancement stages in a faculty member's career. The Faculty Handbook contains general principles on teaching expectations. In addition each department and program housing tenure-track faculty maintains guidelines for reappointment, tenure, and promotion that state explicitly what standards of teaching effectiveness are expected and how teaching assessments will be carried out (See S3.C2.2). Per the Faculty Handbook (Sec. F.1), each voting member of a department "should be in a position both to assess from firsthand knowledge" the classroom effectiveness of any instructor on whose reappointment, tenure, or promotion they will be voting. The Committee on Appointments and the Dean of Faculty refer to these guidelines in their evaluation of individual reappointment, tenure, or promotion dossiers and collect a wide array of data on the candidate's teaching effectiveness. The Faculty Handbook states (F.1) that "[l]etters of evaluation from students selected by the candidate, as well as letters from former and current students randomly selected by the Registrar, shall be submitted to the Dean, the department, and the Committee on Appointments." In letters of reappointment, tenure, and promotion, the Dean generally gives the

faculty member feedback on their overall record and, particularly in cases of reappointment, specific guidance on any areas of teaching that should be addressed over the course of the next evaluation period.

The faculty has recently initiated a College-wide conversation about teaching assessment and, in particular, the role student course evaluations should play in that process. The formation of an ad-hoc Committee on Evaluating Teaching to study best practices in assessment of teaching, to examine the growing body of research on student evaluations reflecting implicit biases, and to make appropriate recommendations was approved by the faculty in Fall 2019. The Committee on Evaluating Teaching provided an interim report to the faculty in April 2020 and identified areas where work needs to be done. The CET group will continue their work during the 2020-21 academic year and offer recommendations for proceeding with teaching evaluation and how to improve student learning.

Assessment of Departments and Programs

In addition to the evaluation of individual faculty members, departments/programs and off-campus study programs regularly undergo an external review process (S5.C3.9) to assess the delivery and educational effectiveness of their curricula in light of current best practices in their respective fields. External review teams are tasked by the Dean of Faculty and the Committee on Academic Policy with evaluating the structure of each department or program's concentration, and consider departmental goals, course syllabi, and other teaching materials in their assessments and recommendations. The Committee on Academic Policy and the Dean of Faculty use these external reviews to make decisions about resource allocations and approve changes to department and program curricula. When requesting a reallocation or a new allocation of a faculty position (S5.C3.10), departments and programs are asked to show how they have responded to the recommendations made in their most recent external review. This request encourages departments proactively to integrate recommended changes into their curriculum and teaching practices and to address concerns prior to petitioning to retain or gain teaching resources (FTEs). Recently, several departments have used the feedback from external reviews to make changes to their curricula and pedagogy. The History Department, reviewed in 2016, adjusted its requirements for 100-level classes to make it easier for first and second-year students to access the concentration, and revised its 300-level seminars to address the need to better prepare students for the senior thesis exercise. Likewise, the Chemistry Department made significant changes to the way its curriculum covers analytical chemistry, and the Computer Science Department added a lab section to its introductory course, both in response to recent external reviews.

One office that serves multiple departments and programs across the College is Off-Campus Study. The 2010 Middle States review identified a lack of effective curricular integration between what students were learning and experiencing abroad and their academic work upon return to Hamilton. As a result, the office of Off-Campus Study (OCS) was reorganized in 2014, first by moving it from the Division of Student Life to Academic Affairs, and second by appointing a new director at the rank of Assistant Dean who could more effectively coordinate curricular integration. All off-campus academic programs, not just those located abroad, were brought under the auspices of OCS, which also provided improved advising and risk-assessment protocols for any academic programming or activity that takes students away from campus. A

2018 external review of Off Campus Study noted the progress that had been made in these areas and recommended that the College develop a set of specific goals around global learning outcomes. In response to this recommendation, the Global Education Advisory Committee was tasked with coordination of conversations around curricular integration and challenged to create a set of specific learning outcomes for global learning. Begin in 2019-20, that conversation will continue under the leadership of the new Dean of Engaged Education, who now chairs the committee.

Over the past several years, OCS has been working with individual departments and programs to curate approved lists of off-campus study programs that would best serve their students and offer the most opportunities for curricular integration. The office has provided resources for faculty to travel abroad to meet with program providers and evaluate their effectiveness in terms of meeting departments' and students' specific curricular needs. Faculty meet with program directors, instructors, and students on site to determine whether academic and experiential offerings are adequate (See Standard IV). These practices have resulted in inadequate programs being removed from the pre-approved list (e.g. The Slade program for Art), and a host of programs being added to the list where students can continue their study of a discipline at a level that is consistent with Hamilton's expected level of academic rigor.

Assessment of Strategic Planning Initiatives

Several new large-scale pedagogical initiatives at Hamilton have been launched as a result of using both formal and informal planning processes to identify critical gaps in our curriculum and think about ways of addressing them. During our recent Strategic Planning initiative, the Digital Working Group recommended (S5.C3.11) that the College needed to incorporate digital technologies and thinking into its curriculum in a way that "involve[d] a multi-pronged approach, connecting with faculty and students through changes that are structural, curricular, and programmatic" and that would "enable students to draw broadly from their education at Hamilton to cross disciplinary boundaries." The current Strategic Plan, adopted in 2018, contained the Digital Hamilton Initiative, which "will transform the way we teach, learn, and operate the College with digitally intensive courses and emerging digital technologies." The Trustees subsequently approved the creation of four new, interdisciplinary tenure-track faculty lines in Digital Studies designed to foster innovative collaborations between departments and programs. The Committee on Academic Policy has now allocated all four digital positions, and three of the tenure-track posts have been filled. The LITS committee, a standing campus committee composed of LITS staff and faculty, has been tasked with planning and coordination of the curricular aspects of the Digital Initiative. In 2019, the LITS committee created a working group of interested faculty to develop an academic plan around the Digital Initiative, including whether or not to adopt a set of specific learning outcomes for digital courses, whether to create a new course designation, and to consider the feasibility of a digital hub. In March 2020, this digital working group circulated a survey to all departments asking about the place of digital pedagogies in their curriculum to gather information about these questions. Using the results of this survey, the working group is expected to issue a set of recommendations to the Dean, which should include recommendations for assessment of Hamilton's digital curricular initiatives.

A second major initiative related to improving teaching and pedagogy outlined in the Strategic Plan involves establishing "a new organizational framework that evaluates, consolidates, and

strengthens existing – and creates new – experiential and community learning opportunities that connect students to society and strengthen their problem-solving skills." Work by the Advising and Experiential Learning planning committees, as well as information gathered at a number of points such as advising assessments and feedback from admitted students in the Admissions Office, suggested that students wanted a more integrated approach to planning their academic and post-graduate careers. Furthermore, students valued close working relationships with faculty and opportunities for experiential learning in particular. Such findings led to the creation of ALEX (Advise, Learn, EXperience), an integrated program that will coordinate advising resources across campus (academic, career, and student affairs) with support for learning (academic resource centers and disability services) and a new experiential learning program. In spring 2020, the College conducted a national search for a new Dean of Engaged Education to oversee this initiative. One of the new Dean's responsibilities is to coordinate a team of dedicated ALEX Advisors who will, along with faculty academic advisors, help students seek out the resources, services, and programs that will support them throughout their four years and offer guidance related to academic success, career exploration, experiential learning, and personal growth. This new Dean will also oversee the Director of Experiential Learning, who will be in charge of growing the College's experiential learning program to accomplish the goal of having students fulfill at least three out of four of the following experiential learning modes:

- Experiential learning embedded in credit-bearing coursework

- Immersive off-campus study (either domestic or international)

- Career exploration or work experiences, such as internships or summer funded research opportunities

- Community-based learning, including extracurricular and co-curricular projects.

In 2019, the faculty approved a new course designation (EL) (S5.C3.12) for courses featuring experiential learning opportunities that will include specific assessment of student learning outcomes in that area.

Hamilton's strategic plan also reaffirmed a commitment to the three pillars that form the foundation of a Hamilton education: writing, speaking, and quantitative and symbolic reasoning. Courses can be approved as being "intensive" in one of these three areas. In recent years, we have increased the attention to these designations and the processes by which we assess them. Faculty wishing to teach in a foundational area must have a course approved by the Committee on Academic Policy to fit within the guidelines for that area. The guidelines for each area are periodically reviewed and updated. Writing Intensive (WI) guidelines were updated in 2012 and then again in 2019 to add Student Learning Outcomes (SLOs) and decrease the class size for WI courses from 20 to 18 to be more in line with best practices for courses focused on teaching writing. The QSR guidelines were adopted in 2011; SLOs were then added in 2019. The Speaking-Intensive guidelines were adopted in 2016 and SLOs were approved by the Committee on Academic Policy in Spring 2020. The impetus for creating SLOs for each area was two-fold: a previous Middle States report recommended a more systematic approach to assessment of curricular elements, and there was an internal desire for more consistent ways to understand the impact of these curricular elements. The Dean of Faculty tasked the faculty advisory committees

for each area (writing, speaking, and quantitative and symbolic reasoning) to develop their SLOs. In cases where there is an embedded graduation requirement (such as WI and QSR) the SLOs were voted on and passed by the faculty.

Currently, advisory committees are developing and implementing assessment plans related to the SLOs. After each SLO is assessed and reported upon to the faculty, the advisory committees will make recommendations based on both the content of the assessment and the assessment process. Each of the advisory committees is undertaking its own efforts. In the fall of 2019 the Dean of Faculty reviewed WI syllabi and found that 100% of the 81 syllabi submitted demonstrated that students "practice writing as a recursive process that involves drafting, revising, and receiving feedback from readers," which is one of the SLOs for WI courses. During the 2019-20 academic year, the Dean of Faculty's office began the process to assess the other WI SLOs by asking faculty to submit the first and last papers from a randomly sampled student in each WI course. This project is being conducted during the summer of 2020 because of the disruption of on-campus instruction due to COVID-19. The Writing Advisory Committee (which includes the Writing Center Director) and the Dean of Faculty are currently working on this assessment project with results expected early in the 2020-21 academic year.

During the 2019 academic year, the QSR Advisory Committee began exploring ways in which quantitative and symbolic reasoning could be evaluated at a campus level. After reviewing literature, and current practices of peer institutions, the committee decided to implement the Quantitative Literacy Reasoning Assessment (QLRA). Utilizing the 2014 version of the instrument, the QSR committee was able to map specific inventory items to the QSR SLOs passed by the faculty in Fall 2019, with the goal of eventually being able to conduct pre/post comparative analyses on every cohort of Hamilton students. The committee intends to follow the campus-wide analysis with a course-level evaluation of SLOs and how they are meaningfully implemented, utilizing the results of the QLRA. To start this long-term project, in the Spring of 2019 a pilot of a campus-wide post assessment was conducted to evaluate the broader quantitative reasoning abilities of graduating seniors and again in the Fall of 2019 with incoming first-year students. With participation of approximately 10% for each pilot, work is ongoing for transitioning this approach from a sampling method to a full-scale assessment.

The 2016 Middle States self-study outlined an ambitious project to assess student improvement in oral communication at Hamilton. However, that plan was put into place during a time of transition from one Oral Communication Center director to the next. The limited data that were collected were not appropriate for the types of questions being asked in the assessment. With the newly developed Speaking Intensive SLOs, the Speaking Advisory Committee will identify a means by which we can record Senior Project presentations as a source of data, develop and validate rubrics to fit the SLOs, and begin a robust examination of students' speaking abilities employing direct assessment methodologies. The committee also plans to use first-year courses, which often have a presentational element, as a source of data for establishing students' initial abilities.

Assessment of Resources to Assist Students in Improving their Learning

Hamilton students have many academic resources aimed at assisting their growth (see Standard III). This section will present assessment efforts meant to further develop these resources on

campus, including how we have addressed previous Middle States reports and are looking toward the College's new focus on Digital Hamilton.

The Middle States team suggested in the 2011 review that the Academic Resource Centers be better coordinated. As noted in the 2016 interim self-study, the Associate Dean of Faculty and Director of Institutional Research conducted a needs assessment that resulted in monthly meetings of the directors of the Writing Center, Oral Communication Center, Quantitative and Symbolic Reasoning Center, Language Center, Opportunity Programs, English for Speakers of Other Languages, and Research and Instructional Design from Library and Instructional Technology (LITS). Other changes undertaken include a streamlining of annual reports and reporting of some common statistics. Another change occurring in the summer of 2020 is that all Academic Resources Centers will now form the "L" in ALEX, and the director of each center now reports to the new Dean of Engaged Education.

Hamilton has undergone substantial changes in faculty due to retirement; likewise, the Writing Center and Oral Communication Center have new directors who were selected strategically as educational professionals. Throughout the changes in leadership, the centers all maintained a commitment to supporting students and faculty. Because of the autonomy enjoyed by center and program directors, tutor orientation and training varies to reflect the varied staffing and needs. Individual center directors draw on their own discipline's best practices as well as the broader literature around learning assistance. Each center maintains its own feedback mechanisms from students. However, broadly, the support provided to students is viewed positively as demonstrated by the most recent CIRP Alumni Survey (S5.C3.13), which includes a question about graduating students' impressions of "tutoring or other academic assistance." Hamilton students were overall very satisfied or satisfied (77.1%) with the tutoring.

We also offer examples of "closing the loop," where feedback and other session information are used to adjust operating procedures within centers. Each student who has an Oral Communication Center appointment is asked to complete a brief satisfaction survey about the experience. Additionally, students are asked on the same anonymous form whether the appointment was individual or for a group presentation and whether the appointment was required or voluntary. Those surveys are reviewed regularly by the center director in order to identify any problematic patterns and to provide just-in-time training to individual tutors. Additionally, the surveys are used to identify collective strengths and weaknesses. For example, the surveys from Fall 2016 showed a significant difference in students' responses to the statement "the consultant I worked with was supportive of me" based on the individual or group status of the appointment. Students who visited the center for a group appointment felt less supported. Therefore, when tutors returned to campus in January 2017 for a new semester, their additional training was focused on working with groups. Since that year, additional work on group appointments has been woven into fall training as well. Subsequent years showed a decrease in the gap between individual and group appointments on this feedback.

The QSR Center employs a similar feedback mechanism. Through the QSR Center's satisfaction survey, students are asked to identify the quality of their experience along with what they expected to experience in a variety of categories, such as Center hours/schedule, tutor subject expertise, tutor friendliness/personality, tutoring impact on course performance, and their overall experience at the QSR Center. For the six years that this survey has been administered, students

have rated all categories positively on average, but results from the Spring 2014 surveys indicated a large difference between experience and expectation in tutor expertise. As a result, training for the fall was adapted to focus more readily on role modeling academic behaviors and more general principles of customer service. In Fall 2014, the gap in tutor expertise showed a decrease from the previous Spring.

Beyond the Academic Resource Centers, support for student learning is provided by the Research and Design team in LITS. In support of the current Digital Hamilton strategic plan, LITS was able to run an analysis on data they had collected on the nature of faculty requests for support in digital areas. Three main themes emerged: algorithmic thinking, design thinking, and data/analytic thinking. Based on this demonstrated need, LITS has undertaken the development of pedagogical modules to support both student and faculty development of these skills. For example, a module supporting Python was developed with a series of lessons that include learning, practice, and self-assessment. Furthermore, in an effort to support the algorithmic and data/analytic thinking of both faculty and students, a new Data Science/Analytics Research Librarian position has been approved and finished with a successful hire in the spring of 2020. This new research librarian will provide support to faculty and students in analytical digital projects with an emphasis in the social sciences. This person will also manage a cadre of trained, undergraduate peer tutors to provide assistance to students in collaboration with the QSR Center. LITS's analysis of its support for faculty and students' digital pedagogy and learning (respectively) led to Hamilton joining the Liberal Arts Consortium for Online Learning (LACOL), which is in the process of developing their own online modules for students. During the summer of 2020 we enrolled the first cohort of ten Hamilton students in a LACOL-sponsored data science course, taught by a faculty member from Haverford College.

Assessment Related to Improving Key Student Success Indicators

Various offices on campus have responsibility for the different indicators that Hamilton considers important for student success. From the time applicants apply to the College through graduation and beyond, these offices evaluate students and their progress on a continual basis.

Before applicants even become students, the Vice President for Enrollment Management and her team in the Office of Admission work to improve student success by first selecting the students who show the most potential for succeeding at Hamilton and then supporting these students while they are here. The test flexible policy at Hamilton is one way in which the Office of Admission supports this goal; students have a menu of options for submitting standardized test scores for Admission's consideration. Previous institutional data have shown that SAT alone is not the best predictor of success as measured by Hamilton's grade point average (GPA). Instead, at Hamilton, the admission rating scale has been shown to be the best predictor, with SAT II scores or AP scores as the second best predictor, followed by ACT scores, and finally SAT scores. The VP for Enrollment Management assesses the data informing this testing policy every other year. To ensure that students will be successful, the institution has maintained a policy of required test score submission, but we have also built in flexibility on the accepted test score to afford as broad a range of students as possible the opportunity to succeed at Hamilton. As with most other institutions, during the admission cycle for high school students graduating in 2021, Hamilton waived the standardized test requirement in response to COVID-19 (S5.C3.14).

Once applicants arrive on campus as students, Hamilton provides many types of support for the student experience. The implementation of universal orientation trips for all incoming first-year students in Fall 2014 came as a result of data showing that students who participated with an orientation trip were more successful. The Director of Orientation and First-Year Programs regularly assesses the impact of these programs on key indicators through analysis of students responses from the Your First College Year (YFCY) Survey and working with the Office of Institutional Research and Assessment (OIRA) to determine the retention rates of students who participate in these programs. Furthermore, an analysis of students who participated in first-year courses showed that they continue to the second year at a higher rate than students who do not participate in these courses.

Additionally, the VP of Enrollment Management works closely with OIRA to assess different groups of students by attributes on a rotating basis. The two offices regularly analyze indicators such as first-year retention rates, six-year graduation rates, and GPAs of groups of students such as transfer-ins, ethnically and socioeconomically diverse students, January admits, and students eligible for funds through the Student Emergency Aid Society (SEAS). While many of these data have shown satisfactory student progress (e.g., stable first-year retention rates), some data indicate otherwise. For example, these data have shown an upward trend of six-year graduation rates (See S3.C1.7) and relatively low attrition rates among students who transfer out of Hamilton. Similarly, student satisfaction data from the National Survey of Student Engagement (NSSE) (S5.C3.15) and qualitative data from focus groups indicate that students of color at Hamilton are satisfied academically but not necessarily socially. This finding has led to the creation of a position, the Associate Dean of Students for Diversity and Inclusion, who partners with the director of the Days-Massolo Center (the Hamilton equivalent to a multicultural center) to support these students through graduation.

The College continues to develop methods of assessment to improve these key indicators. In the Office of Admission, the VP of Enrollment Management has enlisted an outside consulting firm, Human Capital Corporation, to determine how to attract students differently and to identify messaging to attract the students who will be successful. In the Division of Student Life, the Vice President for Student Affairs seeks a more seamless way to integrate information about students from a variety of sources (e.g., faculty, work supervisors, residential life staff) so that many different angles of a student's life and experiences can be understood at once to determine the support that they need. Finally, the division of Library and Information Technology Services has begun working with a team of data science experts to develop dashboards that will inform the Senior Staff of these types of data. The College will be able to use these data to address areas of student experience that affect the key indicators and adjust their response accordingly to support students' success across multiple areas of college life.

Assessment Related to Post-Hamilton Preparation

Hamilton's Career Center plays a large role in preparing students for successful careers, meaningful lives, and further education. In alignment with the Career Center's commitment to engage students early in proactive ways, total student engagement has nearly tripled over the past ten years. The Career Center recognizes that student interests and career choices change through their time at Hamilton; therefore, to meet first-years and sophomores where they are in the career exploration process, the Career Center's model has shifted significantly in the last five years.

Three major elements comprise this shift: the change of career advisors' roles from industry specialists to generalists, the formalization of the Career Center curriculum, and the expansion of the use of alumni and industry professionals in campus career events.

Career advisors are generalists who help students reflect and think strategically about their exploration, and how students articulate their skills, interests, values, experiences, and decisions. They also focus on helping students connect to professionals (especially alumni) who have pursued areas that might interest them as sources of advice and mentorship. Additionally, Hamilton's Career Center has increased transparency of career education through a structured curriculum. This curriculum, which is based on teaching life-long career development skills, easily communicates to students that career development is more than writing a resume and applying for jobs; instead, it is a process of progressively more involved exploration, reflection, and decision making. Finally, the Career Center has expanded student exposure to different industries by increasing programming with alumni and other professionals through remote programs and blogs.

By streamlining the curriculum and identifying key development modules for each class year, the Career Center has been better able to prepare students for their post-Hamilton lives. Through the aforementioned changes, the Career Center has aimed to increase student exploration in the academic, extracurricular, and career realms as well as participation in practices such as informational interviews, shadowing, and experiential learning or career-related experiences. One example of this is the Explore 101 workshop. Based on peer benchmarking information, the Career Center recognized this program as a key module for sophomores because of the skills that students learn and the opportunity to explore different careers that students gain from it. To encourage participation with this module, the Career Center designated the module as a prerequisite for access to the alumni directory for first years and sophomores. As a result of these measures, the Career Center has shown an increase in student career exploration. Participation in the program among first-years and sophomores has increased from 15% for the class of 2017 to over 70% in the class of 2022. Additionally, the Career Center has measured the number of career-related student experiences through a survey that seniors complete at the conclusion of the senior year, which has shown that 96-97% of Hamilton students report participating in 1 or more internships and 81-83% report participating in two or more. These values are consistently higher than the Liberal Arts Career Network peer group (mean of 78% participation in one or more experiences).

Furthermore, the Career Center also provides Hamilton students with pre-health advising and assistance with post-graduate grant opportunities. The pre-health advisor serves to educate students about fulfilling requirements for application to medical school. As part of the advising, the pre-health advisor asks students to complete a self-assessment on their progress towards their goal. Additionally, the pre-health advisor annually compares Hamilton rates of medical school acceptances with peer institutions as a way to benchmark for medical school acceptances. The Student Fellowships Coordinator works with students to reflect and assess their accomplishments in anticipation of applying for a fellowship. In this way, the Coordinator is able to help students make informed decisions about their viability as candidates for the competitive awards.

Finally, several offices across campus use data from a variety of campus-wide and institutional surveys to inform decisions on their approach to students' experiences. One example of this is in

the Senior Staff's use of College Senior Survey Data to indicate overall student satisfaction (S5.C3.16) on their dashboard of strategic indicators. The Senior Staff use this metric as an overall "finger to the wind" to determine whether further assessment should be conducted in their areas.

Assessment Related to Communications to Appropriate Constituents

The Communications and Marketing division at Hamilton has primary responsibility for keeping our constituents informed about our programs and institutional assessment results. In recognition of the importance and complexity of their task, the Communications Office was separated from the Advancement Office and Hamilton hired its first Vice President for Communications and Marketing in the fall of 2019. Hamilton's Board of Trustees made this separation as a reflection of how college communication needs (including crisis communications) have grown across the country. This Vice President has been charged with writing a comprehensive communications plan with the goals of developing key objectives and methods for their assessment. Groundwork for development of this plan includes survey research with constituencies and student focus groups.

Tools to assess the success of communications goals are likely to develop in concert with the new communications plan. However, Communications already has in place many tools to assess its efficacy in reaching constituents. The extent and quality of online content engagement is tracked using Google Analytics, Critical Mention media tracking, Cision, and the Slate software systems. Communication uses these tools to assess viewer interest and prioritizes content updates to those pages first. For example, Slate recently indicated that prospective students frequently sought information about engineering at Hamilton, so those pages were updated to make sure it was easy to understand and that we were attracting students who understood what we could (and couldn't) offer them in that area of study. These tools are also used to assess the accuracy of perceptions about the institution. For example, formal and informal surveys indicated that Hamilton was losing ground to its peers on perceptions about student outcomes, even though outcomes for our students remained strong. Admission and Communications determined that the mismatch arose after Admission stopped producing a separate "Outcomes" brochure, which prompted the return of such a brochure. Early indications are that perceptions of student outcomes among prospective students and their families have returned to their previous level.

These data described above are compared informally with similar data from our peer institutions and used to assess the extent to which we are effectively transmitting information in line with Hamilton's educational and strategic goals. Communications also uses traditional media to transmit information to its constituents, including "Just the Facts" (an overview of the institution's vital statistics for prospective students) and *Impact*, a magazine for alumni that reports statistics about current students (e.g., enrollment, student demographics, acceptance and retention rates), the academic programs (e.g., student majors in each division; indices of faculty and student research productivity), and student outcomes (e.g., geographic distribution; advanced degrees).

5.4 Assessment of Third-Party Providers

As noted in Standard IV, the Counseling Center utilizes ProtoCall for on-call, crisis, and in-the-moment distress services. ProtoCall provides 24/7/365 coverage that can be accessed by students whether they are on or off-campus and during semester breaks. We continually evaluate these services on several different levels. One example is how often these services are utilized, which can be up to 20 calls a week during peak times. We also track call response times, which are provided by ProtoCall on a monthly basis. Finally, we track student satisfaction through semester based client satisfaction surveys. We have engaged ProtoCall since 2016 and have found their services to be a valuable complement to the array of services we provide. Students and staff are satisfied with the services and they have met our clinical needs nicely.

Off-Campus Study supervises agreements and programming offered by third party providers to Hamilton's first year GAP semester program affiliation with Arcadia University in London and an offshore research program with SEA Semester. Off-Campus Study maintains a "preferred programs" list of pre-approved study abroad programs sponsored by third-party providers. Off-Campus Study created and has implemented a Site Vetting Form that is used by faculty and OCS staff who visit study abroad sites. The form is comprehensive. Site visits entail getting to know housing, local staff, policies, and health and safety protocols, as well as looking at academic quality and pedagogy. Faculty and staff who visit and assess programs offered by third party providers provide a detailed report based on the Site Vetting Form (See Standard III.7 for examples). We also meet each year with all institutional relations representatives (often twice a year) on the Hamilton Campus and attend training events sponsored by our provider partners. The Assistant Dean sits on the SIT Partnership Council, the Arcadia Guild, and The Swedish Program Advisory Board and meets regularly with the New York 6 International Deans and Directors. OCS partners intensely with provider partners abroad and we are well acquainted with risk management, health and safety staff in these programs. It is quite clear that having these partners abroad enables the College to ensure that there are qualified personnel at the ready in most of our study abroad sites.

5.5 Assessment of Assessment Practices

Assessment at Hamilton College is a continuous effort. As demonstrated above, those who have current assessment practices in place regularly evaluate those practices to maintain the integrity of their assessment. The implementation of new initiatives has necessitated the development of new assessment protocols such as those instituted for the Senior Project Program assessment and the assessment of SLOs for foundational skills. The new Dean of Faculty discovered upon arrival that one of her predecessors had launched discussions of the assessment of student learning twenty years ago, but after a Mellon Grant to study and implement assessment ended, decanal interest in continuing the project had evidently been sporadic. Within departments, a rotating leadership structure may have impeded longer term assessment; a lack of continuity in departmental leaders has disrupted knowledge of previously methods of gathering data, uses of that data, and intentions for future actions. Encouraging integration of assessment plans into new initiatives from the start could change the College's culture from the sporadic or intermittent attention of the past to the more continuous, iterative approach of the present.

Several areas of the College show potential for effective use of assessment tools to improve their programs and the efficacy of their work and inform their decision making. The senior leadership at the College has chosen to implement a new analytics tool and data warehouse to address these

areas. Leaders of their respective offices, divisions, and programs would have the ability to conduct their own analysis and assessment. This type of self-service analytics will be an asset to administrators and senior staff by giving them the ability to look at several disparate data points at once to identify programs that are not meeting targets and should be discontinued. Sunsetting programs/initiatives is a task that Hamilton has struggled with in the past, but data could help individuals be more decisive. The VP for Enrollment Management is also planning to implement a tool from the College Board that will give more context to a student's situation as they enter into their undergraduate experiences thereby giving the Dean of Students Office more information on ways that the office can support different students. Likewise, the Dean of Students office would benefit from the integration of many disparate data points that are related to one student to assist their staff in identifying students of concern. Within Opportunity Programs, the staff will work to use time-series cross-sectional data of each cohort to evaluate key indicators such as retention and graduation rates as a measure of success. Finally, the implementation of the ALEX initiative will prompt the new Dean of Engaged Education to develop a host of new assessment measures to evaluate use of the program and impact on outcomes. In turn, these data will be used to help further define and shape the new program.

Standard V: Requirements of Affiliation

The evidence provided in this standard addresses compliance with the following Requirements of Affiliation (ROA):

ROA 8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.

ROA 9. The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.

ROA 10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

Standard V: Institutional Suggestions

Hamilton should endeavor to build in assessment plans for new initiatives from the planning stages, so that their strengths and weaknesses can be honestly evaluated in an ongoing fashion.

Standard VI: Planning, Resources, and Institutional Improvement

6.1 Clearly Stated and Assessed Institutional Objectives

Guided by our institutional mission that Hamilton "prepares students for lives of meaning, purpose and active citizenship," the College engages in periodic strategic planning to create objectives that align College resources with the mission and emerging needs of our academic community. The strategic objectives identified through this process are implemented through shared governance, involving robust faculty governance in the academic arena, administrative action by divisional vice presidents, and a supportive Board of Trustees.

The most recent strategic planning process was initiated by President Wippman and the Board of Trustees shortly after the President joined the College in 2016. The strategic planning process was composed of three distinct phases and featured broad engagement with students, faculty, staff, alumni, and other constituent groups (see Standard I [S1.C2.8]). The resulting strategic plan responds to our assessment of the previous strategic plan by re-affirming continuing commitment to excellence in advising, teaching, and diversity. The new strategic plan adds three new initiatives:

- Transform the residential experience
- Emphasize opportunities in experiential learning
- Enhance opportunities for students to learn digital skills

Progress on the strategic goals is assessed in several ways, as discussed in Standard V. Our continued emphasis on instructional assessment informs teaching practices, and ongoing data analysis and survey results inform progress on diversity goals (discussed in Standard II). Several working groups have completed studies of key aspects of residential life, such as the residential curriculum, alcohol strategies, and Greek life on campus, culminating in reports with recommendations (S6.C1.1). Furthermore, a completed planning effort resulted in new programming for experiential learning and the creation of a new position, the Director of Experiential Learning (to be filled in 2020-21). Lastly, Libraries and Information Technology Services (LITS) are advised by two committees, both including faculty, regarding investments and services for the Digital Humanities Initiative (S6.C1.2).

All of these reflective practices yield findings that inform annual resource allocation processes and ultimately appear as priorities in the campus budget.

6.2 Clearly Documented and Communicated Planning and Improvement Processes

In 2010, Hamilton College made a strategic decision to adopt a need-blind admission practice and meet full financial need for admitted students. This strategy was designed to increase the diversity of the class while simultaneously improving other success measures (academic excellence, athletics, etc.). This decision represented a huge investment in financial aid and is assessed with each admitted cohort through data analysis. Results of these assessments are used to improve the Admission practices each year to achieve these goals. Examples of resulting process improvements include: implementing a new Admissions IT system (Technolutions Slate); joining Posse, QuestBridge, and the American Talent Initiative to improve diversity; allowing students to self-report SAT and ACT scores to remove friction in the application

process; and waiving the application fee for first-generation applications. The increasing diversity of our incoming first-year classes illustrates the efficacy of these practices. In the fall of 2009, our first-year cohort was 19.7% US students of color and in the fall of 2019, our first-year cohort was 27% US students of color (Refer to Table 1 in Standard II).

6.3 A Financial Planning and Budgetary Process that is Aligned with the Institution's Mission and Goals

Hamilton develops a financial plan for both the near and long term. The annual budget is developed through an iterative process, supported by the Business Office, that responds to advice from the Faculty Committee on Budget and Finance, Senior Staff, trustees and others. The budget process begins in October with budget managers entering proposed budgets into an online budget tool (S6.C3.1). Vice Presidents of each area review and submit their final requests in early December and the Business Office begins the process of pulling it all together for Senior Staff review in mid-December. Further discussions take place in January with key stakeholders, until consensus is reached and a balanced budget is achieved. (*Nota bene*: for the first time in a generation, as a consequence of the COVID-19 crisis, we are projecting a deficit budget for academic year 2020-21.) There are many tradeoffs during this process to best deploy the resources available. The proposed budget is presented by the Vice President for Administration and Finance to the Board of Trustees for approval in March of each year. The annual budget is developed and approved in the context of a multi-year forecast that takes into consideration what is known about strategic initiatives and is based on a given set of assumptions about revenues, financial aid, endowment performance, and, on the expense side, possible efficiencies and reallocations that are expected or planned (S6.C3.2).

6.4 Fiscal and Human Resources and the Physical and Technical Infrastructure Adequate to Support Operations

Hamilton is fortunate to have a large endowment-per-student ratio (S6.C4.1). The College has the dubious honor of being a school subject to the recently enacted "endowment tax," a burden that is unfortunate since the endowment supports financial aid as well as numerous high-quality programs and services that the College provides. Nevertheless, the fact that the College is subject to the tax shows that we have considerable resources to bring to bear on student education and provision of staffing and facilities to accomplish it. Even so, we cannot, of course, do all that we would like to do and we must make choices (S6.C4.2).

The decision to offer need-blind admission is one that drives our focus and is among our highest priorities. Other core values include paying employees to market for the work that they do, protecting the quality of our programs and services, and continuing to invest in and maintain College facilities. The strategic plan then drives new initiatives that are layered on top of the core values through new funding, from increased fees or fundraising, or reallocation. Resources are examined and planned over a multi-year period. For instance, large construction projects, which are often substantially funded with gifts, are not undertaken until we have the funding in hand.

In March 2020, when we sent students home and refunded pro-rated room and board for a term that was concluded through remote instruction, we also halted all major construction projects, deferred taking out a bond, and exerted fiscal discipline to conserve cash. Securing renewal of

our line of credit, which we did not tap, we reduced spending radically, thus avoiding laying off or furloughing employees. Although we did not give raises (beyond contractual obligations), we also did not, at the time of this writing, reduce or eliminate retirement contributions. Although we project a deficit in 2020-21, due to the costs of COVID-19 testing, acquiring augmented technology, and building a temporary new modular dormitory, we are hopeful that our habits of fiscal discipline and cross-divisional collaboration will stand us in good stead for a return to balanced budgets in the near future.

6.5 Well-Defined Decision-Making Processes and clear Assignment of Responsibility and Accountability

The Board of Trustees has the ultimate fiduciary responsibility for the College. The annual budget process is highly collaborative, leading to a financial plan that is presented to the Board for formal approval. Information about needs and desires is collected from budget managers across all programs. Senior Staff review and manage the allocation of resources in their respective areas, but Senior Staff as a team discuss budgets in depth and support each other in top-level decision-making to accomplish the agreed-upon priorities. The Budget Committee, comprised of faculty, administrative support and a student representative, meets with key stakeholders throughout the planning process and makes recommendations on resource decisions.

The College policy for signature authority on contracts and other documents ensures that there is the appropriate level of review before committing the College to financial obligations. Construction contracts in excess of $250,000 must be approved by the Board of Trustees. Any contracts involving the purchase of information systems or related services must be reviewed by the Director of Enterprise Information Systems and/or the Information Security Officer to assure that the providers comply with information security, accessibility and legal requirements. Any contracts requiring non-budgeted funding or funding more significant than the budget amount initially approved for the project must be approved and signed by the Vice President for Administration and Finance (S6.C5.1).

As discussed further in 6.8, open faculty and staff positions are returned to the appropriate governing body for re-authorization, re-allocation, or termination, thereby making collaborative decisions on the best use of resources.

Faculty participation on committees and boards is an important component of the shared governance at Hamilton. The shared governance structure ensures that faculty have a voice in decision making and clear responsibilities in the participation of decisions (S6.C5.2).

6.6 Comprehensive Planning for Facilities, Infrastructure, and Technology that Includes Consideration of Sustainability and Deferred Maintenance

Planning for facilities, infrastructure, and technology is framed in long-term (5 and 7 year) and short-term (annual capital budget) plans and is determined by an evaluation of financial sources and proposed uses, requiring program needs to define facilities objectives (S6.C6.1 and S6.C6.2). The College faces numerous challenges related to program needs assessment, land use, space allocation/utilization, and project prioritization/sequencing. A Facilities and Property Planning

Working Group was formed in 2017 to address these challenges and to serve as the primary planning and coordination team for issues related to facilities master planning (S6.C6.3). Members of this group include campus stakeholders from Facilities, the Dean of Faculty Office, Residential Life, Athletics, LITS, the Business Office and Advancement. The group's charge is to evaluate and manage the campus master planning process, identify needs for new, repurposed, or renovated space with a focus on program needs and space allocation, develop recommendations for space allocation and project prioritization, and provide input/recommendations on proposed uses, resource allocation, and fundraising priorities.

The Buildings, Grounds, and Equipment (BG&E) committee of the Board of Trustees serves as the guidance and approval body for major planning and project initiatives. The committee normally meets as part of the quarterly board meetings.

Facilities planning incorporates the results of Facilities Condition Assessments (FCA) and identifies the annual contribution to capital renewal (reduction of deferred maintenance). Planning decisions are also connected to the work of the Sustainability Working Group (SWG), with sub-committees focused on Facilities/Energy and Land use. Long range planning incorporates the objectives of the most recent strategic plan by identifying potential projects as specific line items.

The College uses Sightlines for facilities benchmarking and analysis S6.C6.4 and Competitive Energy Services to provide sustainability metrics and planning (S6.C6.5).

6.7 An Annual Independent Audit Confirming Financial Viability with Evidence of Follow up on any Concerns Cited in the Audit's Accompanying Management Letter

An independent audit firm performs an annual audit of the College each year. The financial statements, prepared by Business office staff during the summer, along with the auditor's report, are presented to the Audit Committee of the Board by the auditors and the Controller at its fall meeting (S6.C7.1). The Audit Committee reviews the financial statements in detail and recommends their acceptance to the Board of Trustees. Management letters have raised no concerns in a number of years. The Audit Committee meets privately with the audit firm to address any issues of a confidential nature regarding the audit or staff support.

6.8 Strategies to Measure and Assess the Adequacy and Efficient Utilization of Institutional Resources Required to Support the Institution's Mission and Goals

Senior staff engage in a focused process around non-faculty staffing. For example, every open position is returned to senior staff for approval. Refilling the position is justified in writing and senior staff recommend reauthorization of the position or reallocation to a new role. Vice Presidents often reorganize their own divisions to accomplish institutional priorities. In both formal and informal ways through outside reviews and connections to professional colleagues the College routinely gathers data about staffing levels at other schools to compare both adequacy and efficiency. In recent years, positions have been added to support new programs and initiatives such as support for ALEX, data intelligence, support for the Digital Humanities Initiative, a Title IX position, and positions in the Dean of Students area to support wellness and diversity initiatives. Additionally, positions have been added in Advancement to support the

Capital Campaign and Communications to establish a separate Communications and Marketing division of the College (S6.C8.1). Faculty staffing is managed by the Dean of Faculty office in conjunction with the Committee on Academic Policy (CAP). Every continuing open faculty position is "returned" to CAP for allocation. Departments prepare rationales for allocation of positions to their departments, including the curricular advantages, responses to recent external reviews, and enrollment patterns. This method allows CAP to move positions in response to waxing and waning student demand or to move the curriculum in a desired strategic direction (See S1.C4.1). This process does not mean that faculty FTEs are insulated from general allocation of FTEs at the College but that FTEs are interchangeable across divisions. New programs generally have a built-in pilot period, (such as the Adirondack program discussed in 6.9), so that their viability and effectiveness can be assessed before committing to continuing the program.

The College uses key financial metrics to measure fiscal health such as:

- Composite Financial Index (CFI): Originally designed by the Big 4 accounting firm, KPMG, key benchmarks were established to assess the financial health of universities and colleges.
- Primary Reserve Ratio: This ratio explores whether an institution's resources are sufficient and flexible or liquid enough to support its mission.
- Net Operating Revenues Ratio: This ratio looks at whether operating results show that the institution is living within its available resources.
- Return on Net Assets Ratio: This ratio examines how well the institution's asset performance and management supports its strategic direction.

Additionally, the multi-year forecast that is developed along with the annual budget helps to inform the viability of the decisions we make today and the impact they may have in the future.

6.9 Periodic Assessment of the Effectiveness of Planning, Resource Allocation, Institutional Renewal Processes, and Availability of Resources

Hamilton uses a variety of strategies to assess the effectiveness of planning and resource allocation across all programs. Academic support programs are also externally reviewed as needed. For example, the Hamilton Career Center was externally reviewed in 2019. The results of this review have contributed to a plan to redistribute resources to better link the Career Center with our strategic plan initiatives for integrated advising and experiential learning. As discussed above, internal reviews of various aspects of Residential Life were undertaken in 2019, resulting in a list of recommendations, from programing changes to hiring additional staff.

The College also uses processes to pilot programs and initiatives where assessment is built into the pilot as a condition for continuing. In 2013-2014, the College piloted merging the Library and Information Technology Services (ITS) departments into a single new division. For a year, the Vice President for ITS served in an interim capacity as a leader of both the Library and ITS while the idea of a merged division was piloted. After the successful pilot, the merger was made permanent and the College created a new division of Library and IT Services (LITS). This outcome has enabled improved integration of technology into the Library's instruction and research support services and has helped to enable the College strategic plan for Digital

Hamilton. Examples of successful technology applications in teaching and research include augmented virtual reality, 3D printing and modeling, work with drones, and faculty fellowships for cultivating digital pedagogy (S6.C9.1). Consolidated technological and pedagogical expertise in LITS made the pivot to online learning in March 2020 remarkably effective. In another example, the College piloted (for five years) an off-campus study program called the Adirondack Program, with the expectation that the program must meet educational goals and enrollment targets (S6.C9.2). When the pilot was unable to meet the enrollment targets specified, the program was suspended.

Programs are also monitored by advisory committees to provide for continual assessment and improvement of existing activities while simultaneously informing future planning. For example, the College uses campus-wide advisory groups to monitor, assess, and plan for campus capital facilities initiatives and for major technology investments (S6.C9.4). Both of these groups help align planning priorities and resource allocation with Hamilton's strategic plan. The technology advisory group is, in particular, focused on planning for and assessing the college's strategic Digital Initiative. The campus' physical assets are evaluated through periodic facility condition assessments and a review and analysis of capital renewal funding adequacy. Annual and long-range capital plans are used for project planning and execution, and these are monitored by a cross-functional facilities planning group (see discussion above).

The annual College-wide budget planning process also provides a comprehensive annual assessment and review of all resource allocations. The College employees zero-based budgeting, so all budgets are zeroed out annually and reviewed for re-allocation by each division head, the Business Office, and the full College Senior Staff. The findings from all program monitoring and assessment processes mentioned here are employed as evidence for decision-making in the annual budgetary process in order to provide a comprehensive strategic view of program performance and resource distribution. The annual budget approval process concludes with review and approval by the Board of Trustees.

Standard VI: Requirements of Affiliation

The evidence provided in this standard addresses compliance with the following Requirements of Affiliation (ROA):

ROA 8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.

ROA 10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

ROA 11. The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.

Standard VI: Institutional Suggestions

1. Continue to ensure that the budget process is transparent and utilize the Staff Assembly to present the budget each year, promoting understanding among staff about decisions and tradeoffs.

2. Improve communication of College goals and priorities to the Campus community, especially to the staff.

3. Implement a process for periodic internal or external reviews of key departments, divisions, and programs (beyond the academic departments) to ensure that we are meeting the goals and objectives stated in the strategic plan.

Standard VII: Governance, Leadership, and Administration

Hamilton College is governed and administered in accordance with its mission and goals, as articulated most recently in the 2018 strategic plan *Connected Hamilton*. The system of governance is directed toward education as the College's primary purpose, benefitting the students, the College community of faculty and staff, and the institution as a whole.

7.1 Governance Structure

The main constituencies of Hamilton College governance are the Board of Trustees, the administration, the Faculty, and the students. These constituencies and the organizational structures that connect them are documented in the Hamilton College Charter, the Bylaws of the Board of Trustees, and faculty and employee handbooks that are discussed in Standards II and III. The Board exercises fiduciary responsibility for the College through oversight by ten standing committees and the Executive Committee and through deliberation and voting by the general Board. The administration, led by the President, manages the College's curricular program and its Faculty and College operations and staff. While the Board and the administration work together on matters of general college policy, the Board respects the autonomy of the President and the administration in all curricular matters. The Faculty is responsible for the specific terms of the college's academic governance processes and delivery of the curriculum, which it controls by vote through the *Faculty Handbook*, subject to the Board's approval. The Faculty is also responsible for the content of the curriculum, which it controls by vote through its Committee on Academic Policy and through the College Catalogue. Curricular content is developed by faculty members in consultation with department chairs. Proposals for new courses or any changes in departmental course requirements are approved by the elected faculty Committee on Academic Policy. Students collaborate with the administration and the Faculty in the governance of the student body through two elected branches: The Executive Branch, comprised of the Central Council of the Student Assembly, and the Judicial Branch, comprised of the Judicial Board, the Honor Court, and the Appeals Board.

There is regular engagement among the four constituencies of college governance. The Board mainly engages with the administration through the President, who is a voting *ex officio* board member, the Secretary to the Board of Trustees, and the Vice President for Administration and Finance. The administration mainly engages with the faculty through *ex officio* membership on most of the faculty standing committees and through participation in faculty meetings by the President and the Vice President for Academic Affairs and Dean of Faculty, both of whom are voting members of the faculty. The administration engages with student government through the President's regular meetings with the Student Assembly president and vice-president, and through the Vice President and Dean of Students' oversight of the Student Assembly and the Judicial Branch of student government. The faculty mainly engages with student government through elected membership on the Judicial Board, the Honor Court, and the Appeals Board. In addition, the Student Assembly Treasurer is an *ex officio* member of the faculty Committee on Budget and Finance, and the Student Assembly President attends faculty meetings as a non-voting observer.

7.2 A Legally Constituted Governing Body: The Board of Trustees

Board of Trustees Mission

The Board of Trustees affirmed the following mission statement, developed by faculty, students, and staff, in June 2015:

Hamilton College prepares students for lives of meaning, purpose, and active citizenship. Guided by the motto "Know thyself," the College emphasizes intellectual growth, flexibility, and collaboration in a residential academic community. Hamilton students learn to think independently, embrace difference, write and speak persuasively, and engage issues ethically and creatively. One of America's first liberal arts colleges, Hamilton enables its students to effect positive change in the world.

This statement, reproduced in the 2018 strategic plan *Connected Hamilton*, defines the mission of Hamilton College and guides the college's planning.

Fiduciary Responsibility

The Board of Trustees has ultimate fiduciary responsibility and accountability for the management of the affairs of the College. The board governs academic quality, the awarding of degrees, planning, and the fiscal well-being of the institution. These fiduciary responsibilities, as well as the Board's administrative structure and rules, are documented in the *Charter of Hamilton College*, which is granted by the University of the State of New York (S7.C2.1), the *Bylaws of the Board of Trustees* (S7.C2.2), and the *Statement of Commitment and Responsibilities of the Members of the Board of Trustees of Hamilton College* (S7.C2.3). Trustees meet four times each year, three times on campus and once in New York City. Meetings to conduct regular business are usually scheduled in early October, early December in New York City, early March, and the first weekend of June. The December meeting is held in conjunction with the 1812 Leadership Circle Weekend, which honors Hamilton's most generous donors and volunteers.

The Board oversees academic quality through its appointment of the President of the College, who is responsible for Hamilton's educational program and the appointment of faculty and staff, and through its review and approval of faculty candidates for tenure and for promotion to full professor in the March and June Board meetings respectively. In addition, the trustee Committee on Academic Affairs stays informed about a broad range of academic issues and advises the President and the Board as a whole. While the President, the other administrative officers, the faculty, and students are responsible for the general governance and discipline of the student body, this responsibility is subject to the Board's oversight as well. The trustee Committee on Student Affairs is informed about relevant issues in student life and advises the President and the Board as a whole. It is further noteworthy that Board members have participated in recent reviews of Greek life and the Career Center.

Six of the Board's ten standing committees may invite students and appointed faculty to attend their regular meetings as non-voting members. These committees include the Committee on Academic Affairs; the Committee on Buildings, Grounds and Equipment; the Committee on Budget and Finance; the Committee on Advancement; the Committee on Student Affairs; and

the Committee on Enrollment. Students and faculty may not participate in meetings of the Committee on Investments, the Committee on the Audit, the Committee on Nominations, and the Committee on Board Governance and Affairs.

The Board authorizes the President to certify the awarding of Bachelor of Arts degrees, while the awarding of honorary degrees is determined by the Board upon the recommendations of its Committee on Board Governance and Affairs, who consider input from faculty and students.

The Board participates in long-term college planning through the periodic process of strategic planning, in cooperation with faculty, staff, and students. It oversees annual planning through committees including the Committee on Buildings, Grounds and Equipment, the Committee on Advancement, and the Committee on Enrollment, which advise the President and the Board as a whole.

The Board oversees the fiscal well-being of the college through its appointment, upon the recommendation of the President, of the Vice President for Administration and Finance. Among the Vice President's duties, are provision of budget updates to the Board and collaboration with the President and other administrative staff in preparing the annual budget, which must be reviewed by the Board's Committee on Budget and Finance and approved by the Board at its March meeting. The Board furthermore ensures the fiscal well-being of the college through the Committee on Investments and the Committee on the Audit.

The Committee on Investments exercises control over all funds and securities of the College, other than real estate. In executing its responsibilities, the Committee on Investments complies with the New York Prudent Management of Institutional Funds Act of September 2010 (NYPMIFA) (S7.C2.4). NYPMIFA requires that "each person responsible for managing institutional funds act in good faith and with the care an ordinarily prudent person in a like position would exercise under similar circumstances." The Act provides that in managing and investing an institutional fund, an institution shall consider the purposes of the institution and the purposes of the institutional fund. Furthermore, the Investment Committee is responsible for establishing an Investment Policy Statement to guide and maintain a long term orientation in the investment of the Endowment assets and establishing investment objectives that are consistent with the financial needs of the College and the risk tolerance of the Board of Trustees.

The Committee on the Audit has oversight of the following: the integrity of the College's internal and external financial statements; the independent accountants' qualifications, independence and performance; and the College's internal accounting and financial control systems. Committee members shall be independent and at least one member shall be considered financially literate (S7.C2.5). In addition, the Committee on the Audit reviews the college tax return and related schedules, (S7.C2.6) and oversees and may investigate "any matter of or activity involving financial accounting and reporting, internal controls, or legal and regulatory compliance" (*Bylaws*, Article 5, Section 11, and the *Audit Committee Charter*). The Committee on the Audit must report the results of any such investigation to the Board's Executive Committee. Board members further ensure the fiscal well-being of the College by participating in fundraising and making regular leadership gifts.

Board Membership

The terms of Board membership are documented in the *College Charter*, *The Bylaws of the Board of Trustees*, and the *Statement of Commitment and Responsibilities* of board members. The current membership is publicly listed on the College website (S7.C2.7).

The Board consists of a maximum of 42 members and no fewer than 18 members. Twenty-nine Charter trustees may be elected by the Board for renewable six-year terms. The President is an *ex officio* Charter trustee. The recruitment and nomination of Charter Trustees is managed by the Committee on Nominations, which is responsible for ensuring that nominees have relevant expertise. The Committee furthermore strives for representative diversity. Twelve Alumni Trustees are elected by the Alumni Association for four-year terms, which are not renewable. Candidates are proposed by the Alumni Council's Committee on Nominations and are voted onto the Board by the alumni body. Three Alumni Trustees are elected each year. The mandatory retirement age for elected Charter and Alumni trustees is 68. A Charter Trustee, having served at least seven years, may be elected as a Life Trustee, at the discretion of the Board. Life Trustees do not have voting privileges at full meetings of the Board but can serve on committees.

The Board's Work to Increase the Diversity of its Membership

The diversification of the Board's membership has been a longstanding priority. The Board recognizes that its demographic composition is not representative of Hamilton's increasingly diverse student body, and it has undertaken new initiatives to address this issue. The *Hamilton College Self-Study Report, 2010-2011* acknowledged that "…identifying qualified women and people of color [for Board membership] continues to be a challenge and an area of focus" (*Self-Study*, 2010-2011, p. 50). The report recommended that the Board should seek assistance from faculty members in identifying alumni of color, in particular, as potential trustees (*Self-Study*, 2010-2011, p. 61). The Middle States review team and the authors of the subsequent *Periodic Review Report, 2016* observed the importance of this issue. The *Periodic Review Report* states:

> *Hamilton suggested in the self-study [of 2010-2011] and the team agreed that they should increase the diversity of the board of Trustees. In five years, the college has increased the percentage of women serving on the board from 21% (2011) to 28% (2016). They acknowledge that increasing racial and ethnic diversity has been more of a challenge—the percentage has remained relatively constant at 4%. But, they have responded by putting a structure in place via the Multicultural Alumni Relations Committee (MARC) to identify diverse alumni and to encourage their involvement in the life of the college with the expectation that these alumni will eventually join the Board of Trustees.*

> *The readers commend Hamilton for implementing a structure that will assist in the goal to increase the diversity of the Board of Trustees. The readers suggest that the college implement a strategy to monitor this approach and empower appropriate individuals and committees to implement alternative and/or additional plans if this approach proves unsuccessful. (Periodic Review Report, 2016, p. 4-5)*

In 2017-18, ten trustees formed the Governance Working Group to address the diversification of the Board and overall Board Governance. The group reported to the full Board in June 2018. The

Working Group proposed to expand the Board membership from 36 to 42 and to reduce the retirement age for Charter Trustees from 70 to 68 in order to facilitate diversification. The Board approved these recommendations, and the *Charter* and the *Bylaws* were amended. The Working Group also recommended that the Committee on Nominations strengthen its efforts to increase the diversity of the Board in terms of race, gender, age, and background, apply more rigorous standards to the re-nomination process for Board members, provide greater transparency in the nomination process, and encourage the Alumni Council to consider younger and more diverse alumni in its selection process for the Board. Toward this end of fostering more diverse alumni leadership, as well as a more broadly inclusive community, the Alumni Council formed the Equity and Inclusion Committee in 2018. This committee is composed of the chairs and vice chairs of the Multicultural Alumni Relations Committee, Women's Leadership, and Spectrum (LGBTQ+). As stated on the College website, the committee's "mission is to inform the strategic planning of the Council by promoting cross-cultural awareness and increased understanding of all alumni and foster beneficial relationships across the Hamilton community" (S7.C2.8).

On the bases of these initiatives and new policies since 2016, the Board has continued to make progress in diversifying its membership. It has also expanded its conceptualization of diversity to include not only race and ethnicity but also sexual and gender orientation. At present, 32.5% of the voting members of the Board are women, and 12.5% are from diverse backgrounds. The diversity of the Board has increased from 10.0% to 12.5% over the past year (and includes 1 Latinx, 3 Asian-Americans, and 1 LGBTQIA) (S7.C2.7).

Table 7.1. Composition of the Voting Board of Trustees as of July 1, 2020.

	Charter	Alumni	Total
% Female	20.0%	12.5%	32.5%
% Diverse	5.0%	7.5%	12.5%

Observing Principles of Good Practice on the Board

The principles of good practice observed by the Board are documented in the *Charter of Hamilton College*, the *Bylaws of the Board of Trustees*, and the *Statement of Commitment and Responsibilities of the Members of the Board of Trustees of Hamilton College*.

In fall 2018, the College initiated an annual orientation program for new Board members. They are instructed in the principles and policies articulated in the College documents above, and they meet with the Chair of the Board, the President, and all of the College officers to clearly identify their roles, duties, and working relationships. Each new Alumni Trustee is assigned a mentor from among the current Charter Trustees, while each new Charter Trustees is given the option of having a mentor.

The Board ensures that members have independence, and that they act upon their primary responsibility to the institution, by requiring all to sign an annual conflict of interest disclosure, which is sent to the Chair of the Board and the Committee on the Audit for review (S2.C4.3). Members must report any unforeseen conflict of interest directly to the Chair, who must then refer the matter to the Committee on the Audit for investigation.

Board members are clearly instructed to respect the autonomy of the President and the faculty in conducting the College's regular business (*Bylaws*, Article VII; *Statement of Commitment and Responsibilities*, Section 8). They are likewise instructed to recognize the President as the public spokesperson for the College (*Commitment and Responsibilities*, Section 11). The autonomy of the President and the faculty, and of the whole institution, is broadly ensured by the terms of the *Charter*, which states in the amendment of 1972: "The corporation [Hamilton College] is a nonstock corporation organized and operated exclusively for educational purposes, and no part of the net earnings of the corporation shall inure to the benefit of any individual, except [in] reasonable compensation for services." The *Charter* further states in this section that the College shall not engage in political lobbying or in political campaigning (*Charter*, p.9).

The Committee on Nominations, in consultation with the Committee on Board Governance and Affairs, assesses individual Board members' compliance with the Board's duties and rules. As the *Statement of Commitment and Responsibilities* indicates, "These assessments occur during the third and fifth year of a Charter Trustee's term, during the third year of an Alumni Trustee's term, and periodically at the Committee's discretion for Life Trustees" (*Statement of Commitment and Responsibilities,* Section 11).

Appointment and Assessment of the Chief Executive Officer

The Board conducts a national search for the President, employing an external search firm and appointing a search committee composed of Board members, faculty, staff, and students. The Board enjoins the search firm to construct a diverse pool of candidates, and it conveys the College's Equal Opportunity Policy in the job prospectus. The search committee ultimately puts forward a single recommendation on which all Charter and Alumni Trustees vote.

The President is assessed and reappointed by the Board on an annual basis. The Secretary of the Board sends an email to all trustees in May, inviting them to write to the Chair of the Board with comments on the President's performance. The Chair conveys these comments to the Subcommittee on Compensation, which is a standing subcommittee of the Executive Committee. This subcommittee is composed of the Chair and the Vice Chair of the Board, the Chair of the Committee on Budget and Finance, and the Chair of the Committee on the Audit. The subcommittee takes account of the comments by trustees, evaluates the President's performance in the terms of the written job description of the office, determines the President's salary, and agrees upon talking points that the Chair will address in meeting with the President regarding his or her performance.

7.3 The Chief Executive Officer

The President of the College is responsible for Hamilton's educational program, the appointment of its faculty and staff, and the general administration of the institution. The President serves as the college's spokesperson and collaborates with the Board of Trustees and the Vice Presidents to ensure the financial, reputational and emotional well-being of the college and its Faculty, staff and students. There are seven Vice Presidents who report to the President. They oversee Administration and Finance, Libraries and Information Technology, Academic Affairs, Enrollment Management, Advancement, Communications and Marketing, and Student Life (S7.C3.1).

The President ensures that the Vice Presidents have appropriate expertise and experience by conducting national searches to fill these positions. The members of the administration are evaluated on an annual basis (see discussion at 2.8), and the general capacity of the administration, including its support staff, technology, and information systems, is evaluated during the annual budgetary process.

7.4 The Administration

The Administration's Engagement with the Faculty

The administration has regular engagement with the faculty in advancing the institution's goals and objectives. The institutional relationships between the administration and faculty are documented in the *Faculty Handbook* and the *Department Chair Handbook*. Faculty participate in administrative decisions by serving on advisory committees to the administration (S6.C5.2). Five of the Vice Presidents serve as *ex officio* members of these standing committees. The Vice President for Administration and Finance sits on the faculty Committee on Budget and Finance and the faculty Library and Information Technology Committee; the Vice President for Libraries and Information Technology sits on the faculty Committee on the Library and Information Technology; the Vice President for Academic Affairs and Dean of Faculty sits on the Committee on Budget and Finance, the Academic Council, the Committee on Academic Policy, the Library and Information Technology Committee, and the Committee on Admission and Financial Aid; the Vice President and Dean of Students sits on the faculty Committee on Academic Standing; and the Vice President for Enrollment Management sits on the faculty Committee on Admission and Financial Aid. Furthermore, both the President and the Vice President for Academic Affairs/Dean of Faculty address the faculty and take questions in each of the monthly faculty meetings during the academic year.

The Vice President for Academic Affairs and Dean of Faculty is responsible for faculty personnel matters. This Vice President sits on the faculty Committee on Academic Policy and is advised by its elected faculty members in allocating faculty positions to departments and programs, subject to the approval of the President. The Vice President and the two Associate Deans of the faculty participate in all faculty searches and hiring, coordinating with the chairs of departments and programs and also consulting with Human Resources to ensure compliance with federal and state laws, College regulations, and best practices. The Vice President oversees the annual reviews of all faculty and determines merit increases in salary in accordance with written criteria. The Vice President is informed by the faculty members' written annual reports and thewritten annual reviews by department and program chairs. In the review processes for tenure and promotion, the Associate Deans coordinate with chairs in collecting the materials that constitute each candidate's file. The faculty Committee on Appointments reviews tenure and promotion files in confidence, then advises the Vice President regarding the merits of each case. The Vice President makes recommendations to the President, who makes recommendations to the Board of Trustees for approval.

In addition to working with department and program chairs on personnel matters, the Vice President for Academic Affairs and Dean of Faculty chairs the Academic Council as an *ex officio* member. Here, the Vice President works with two elected officers of the Faculty, the Faculty

Chair and the Faculty Secretary, who are also *ex officio* members, and with three more elected faculty to establish the agendas for faculty meetings and to address policy matters.

The Administration's Engagement with the Students

The institutional relationships between the administration and students are documented in the *Student Assembly Constitution and Bylaws* (S7.C3.2). Students share responsibility with the faculty and administration of the College for creating and maintaining an atmosphere that is conducive to learning and personal growth and respectful of the rights of others. The Vice President and Dean of Students oversees the Student Assembly and bears administrative responsibility for student discipline. The Honor Court and the Appeals Board, both of which handle student disciplinary issues, are composed of elected students and faculty. The Honor Court conducts hearings regarding alleged academic infractions, and the Appeals Board hears student appeals of cases previously heard by the Judicial Board and the Honor Court, as well as cases from the Harassment and Sexual Misconduct Board. The Vice President may attend meetings of the Honor Court as a non-voting member. The Director of Community Standards, who is also the Title IX Coordinator, oversees another component of student government, the Judicial Board, which conducts hearings regarding alleged infractions of non-academic rules. The President has discretionary authority over the cases heard by these bodies.

In addition, the President has meetings every two weeks with the President and the Vice President of the Student Assembly.

The Administration's Work to Promote Diversity

Hamilton's commitment to promoting a more diverse and inclusive community was reaffirmed as a tenet of the 2018 strategic plan, *Connected Hamilton*. College policies and regulations on diversity are overseen by the Chief Diversity Officer, a position created in 2010. The current Chief Diversity Officer is the Vice President and Dean of Students, who is supported in this work in her office by the Associate Dean of Students for Diversity and Inclusion, who oversees the chaplain and the Director of the Days-Massolo Multicultural Center, and by the Assistant Dean of Students for International Students and Accessibility. The Chief Diversity Officer also works with the Director of Community Standards, who, as the Title IX Coordinator, oversees the College's Harassment and Discrimination Policy, Code of Student Conduct, and Harassment and Sexual Misconduct Policy. The Director coordinates the activities of the Judicial Board, as indicated above, and the Harassment and Sexual Misconduct Board.

The Chief Diversity Officer, in cooperation with other senior officers and staff, is overseeing the development of a Diversity Strategic Plan that is in the early stages of implementation. This is a critical step in a broader process through which the Chief Diversity Officer is distributing responsibility for diversity policies across all of the college's divisions, following a "diffuse model" of education, management, and enforcement. The Chief Diversity Officer is overseeing the other Vice Presidents in the creation of divisional goals for diversity and will hold them accountable for working to achieve those goals. The Vice Presidents have been charged with getting feedback from their staff on the development and implementation of a diversity policy and then convey this feedback to the Chief Diversity Officer. The premise of this model is that diversity and inclusion are relevant to the goals and practices of all divisions of the college.

In the wake of the killing of George Floyd and other African-Americans by police and the nationwide protests that ensued, in June 2020 the President formed an advisory council to help create a more equitable and inclusive campus community at Hamilton. Comprised of students, alumni, faculty, administrators, staff, community members, and trustees, the Council includes the Chief Diversity Officer, the Chair of the Alumni Equity and Inclusion Committee, and the mayor of the Village of Clinton. In addition to expediting the implementation of the Diversity Strategic Plan, the President committed $200,000 per year for the next five years from his discretionary fund to increase support of the College's equity and inclusion initiatives, especially with respect to Black and Latinx members of Hamilton's community. The initiatives may include but will not be limited to expanded microaggression and implicit bias training for community members, additional resources for the development of inclusive pedagogies, and additional funding for the recruitment and retention of faculty, students, and staff of color.

Hamilton's commitment to a diverse student body and access for all who desire a college degree, inspired the College's need-blind admission policy, which was adopted in 2010. The College also promotes diversity in the student body through budgetary and staff support for Posse, QuestBridge, and Opportunity Programs. This combination of policy and programs has had positive results. Refer to Table 1 in Standard II for progress in this effort. See Enrollment by Racial/Ethnic Status (S2.C2.1) for data for the entire student body over a ten year period.

Given the College's on-going commitment to diversity, and in view of the financial challenges posed by a need-blind admission policy, the College has determined that a central objective of the current capital campaign will be to increase endowments supporting financial aid.

At the same time that the College has worked to diversify its student body, it has worked to diversify its faculty and staff. Due to faculty demographics, the College has seen a relatively high level of retirements and recognizes a unique opportunity to increase faculty diversity. The opportunity has heightened the College's commitment to recruit and hire more broadly representative faculty. Every faculty personnel request must address how the petitioner's office, department, or program is working to promote diversity. All job listings include a statement of the College's equal opportunity policy. Beginning in 2013, members of faculty search committees were required to attend Romney Associates Workshops, in which they learned about best practices designed to maintain an open and inclusive hiring process. The instruction of faculty in these best practices is now handled by the Associate Deans of the Faculty and the Chief Diversity Officer. The Associate Deans furthermore designate a member of each search committee to serve as the "diversity advocate." This diversity advocate is responsible for ensuring that best practices are observed and reports on these matters to the appropriate Associate Dean. The procedures for faculty searches, as described in the *Department Chair Handbook*, prioritize methods of recruitment and evaluation that foster diverse pools of candidates (S7.C4.1). For example, after the deadline for job applications has closed, the Associate Dean of Faculty, in coordination with the search committee chair, reviews the list of candidates to ensure that their demographic profile, in terms of gender, race, and ethnicity, corresponds to the profile of people completing Ph.D.s in the given field in recent years from the Survey of Earned Doctorates (SEDS). All job candidates who visit the campus meet with the Vice President for Academic Affairs and Dean of Faculty, who addresses issues of diversity and inclusion, interviewing each candidate on their techniques for pursuing inclusive pedagogy. In the last faculty meeting of each academic year, the Vice President of Academic Affairs or an

Associate Dean of Faculty reports to the faculty on the current diversity of the faculty and the diversity of candidates hired. Refer to Figure 3.1 in Standard III for progress on faculty diversity over a ten year period.

In 2017 the College instituted a mentoring program for new faculty that is managed by a tenured member of the faculty in cooperation with several other tenured members who assume responsibility for small, interdisciplinary groups of new faculty. Through workshops and informal dinner conversations, the new faculty receive multifaceted professional support as well as assistance in establishing a productive work-life balance. While this mentoring program is not directed specifically toward issues of diversity, it ensures that all faculty have access to the same information and guidance as they begin their academic careers. Hamilton also subscribes to the National Council for Faculty Development and Diversity (NCFDD), for online mentoring support for diverse faculty.

Standard VII: Requirements of Affiliation

The evidence provided in this standard addresses compliance with the following Requirements of Affiliation (ROA):

ROA 12. The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being accomplished.

ROA 13. A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/system or other chief executive officer shall not serve as the chair of the governing body.

Standard VII: Institutional Suggestions

1. The Board should consider reframing the description of the duties of Board members to acknowledge that Trustees may contribute to the college in a variety of ways, in addition to making generous financial contributions. While trustees' financial contributions clearly play a vital role in the development of the college, the diversification of the Board will be slowed if the Board requires significant wealth and disposable income for Board appointments. In order to promote diversity, the Board must strike an effective balance between wealth and wisdom in its selection of new members.

2. The *Self-Study Report of 2010-2011* recommended that the Board of Trustees establish a system through which to solicit from faculty the names of alumni who could diversify the Board's membership. The Board should revisit this proposal, which was not put into effect.

3. The President should continue to assess whether the role of the Chief Diversity Officer should be filled by a Vice President who has other major administrative responsibilities. Given the College's commitment to diversity, demands upon the Chief Diversity Officer may continue to

grow and, therefore, may necessitate a separate appointment. It is noteworthy that the position of Chief Diversity Officer has changed significantly since it was created in 2010, when it was filled by a tenured faculty member who reported directly to the President with a broad mandate to oversee efforts in the area of diversity and to help build an inclusive and welcoming community.

4. The President, the Vice President for Academic Affairs and Dean of Faculty, and the Chief Diversity Officer should consider undertaking a study of the retention of faculty of color with the goal of instituting specific policies and procedures to improve retention in this area. This would be a reasonable step, following the successful creation of systematic policies and procedures directed toward the hiring of a more diverse faculty over the past decade.