An invitation to apply for the position of:

Vice President for Academic Affairs and Dean of Faculty
Hamilton College
Clinton, NY

THE OPPORTUNITY

Hamilton College (“Hamilton” or “the College”), a preeminent co-educational, residential, liberal arts college, seeks a collaborative Vice President for Academic Affairs and Dean of Faculty (dean). As institutions of higher education continue to grapple with the impacts of the pandemic, Hamilton is emerging in a position of strength, enjoying strong endowment returns, record student interest, and the recruitment of a significant number of new faculty. The next dean will join in the final stages of a pedagogically innovative and student-first strategic plan, which has worked to increase digital fluency across the curriculum, introduce a uniquely holistic and individualized advising network, and address faculty recruitment in light of significant retirements. In partnership with the senior leadership team, the next dean will help bring this current strategic plan to completion and, in the next three-to-five years, will assist in envisioning and executing the College’s next plan. Aligned with the distinctive nature of the Hamilton educational experience, the next dean will value and uphold Hamilton’s tradition of creativity, exploration, and student and faculty voices, while recognizing the importance of an interdisciplinary and equitable education.

Known for providing a transformative experience to its roughly 2,000 students, Hamilton continually endorses its motto of “Know Thyself” throughout its academic, residential, and extracurricular programs. One of the few U.S. colleges supporting an open curriculum, the College entrusts students to serve as architects of their own intellectual and personal development. This educational approach creates conspicuously purposeful and engaging classroom environments. As a result, Hamilton attracts a diverse, intellectually motivated, and self-directed student body, and the campus community collectively helps students discover a life of meaning, purpose, and active citizenship.

Since the start of President David Wippman’s tenure in 2016, the College has welcomed new perspectives and advanced an innovative and integrated liberal arts education. Hamilton’s five-year strategic plan – Connected Hamilton – launched in 2018 and concludes in 2023, and represents a major milestone of President Wippman’s tenure. Guided by the strategic plan, the College has celebrated the launch of two ambitious initiatives: Digital Hamilton, a technologically focused update to the curriculum, and Advise, Learn, EXperience (ALEX), an individualized and holistic advising network that connects a student’s academic advising with their cocurricular and extracurricular experiences. Additionally, a national search is currently underway for Hamilton’s first full-time chief diversity officer, a recommendation stemming from the Diversity, Equity, and Inclusion Advisory Council. This leader will join the senior leadership team and will work in close collaboration with the dean. As the
leader in the academic affairs division, this next dean of faculty will oversee the modification and updating of remaining goals from the strategic plan, including but not limited to further expansion of ALEX and the Digital Hamilton initiative. The next dean will also work closely with President Wippman and a talented and collaborative senior leadership team on other broad campus issues, including progress toward the College’s diversity, equity, and inclusion goals.

Reporting directly to the president, the dean serves as the chief academic officer and the primary voice of the faculty. The dean is charged with supporting faculty scholarship and development, promoting excellent teaching in the classroom, enhancing curricular innovation, incorporating diversity and inclusion across academic domains, supporting the academic success of students, and fostering Hamilton’s intellectual community. This distinctive opportunity demands visionary leadership, an uncommon ability to build consensus, and a strong commitment to shared governance.

In particular, the next dean will: advance the faculty recruitment, promotion, and tenure processes; foster a strong faculty culture during generational change; manage and maintain accreditation and assessment processes; collaboratively develop and execute a future-oriented vision for Hamilton’s academic programs; further incorporate diversity and inclusion into classroom objectives and beyond; continue the meaningful integration of curricular and cocurricular experiences; effectively manage resources while honoring constituent input; and serve as a trusted member of the president’s senior leadership team. Experience in faculty development, data-informed decision making, and program and policy implementation are necessary, as are financial acumen and a demonstrated commitment to the values of equity, diversity, and inclusion.

To conduct this search, President Wippman has named an 11-member search committee that includes faculty, senior administrators, and a member of the Board of Trustees. The committee is assisted by the national executive search firm Isaacson, Miller. Inquiries, nominations, and applications, which will remain confidential, should be directed to the search firm, as indicated at the end of the document.

THE ESSENTIAL FACTS ABOUT HAMILTON

Originally founded in 1793 as the Hamilton-Oneida Academy, Hamilton College received its charter from the regents of the State University of New York in 1812. In the late 19th and early 20th centuries, the College built a classic and beautiful campus that endures to this day. For its first 150 years, the College remained relatively small and all male, with a powerful teaching tradition and an emphasis on both written and oral communication.

Starting in the late 1960s, Hamilton took a series of bold steps that forged its modern identity. In 1968, all-male Hamilton created Kirkland College, an independent women’s college physically adjacent to Hamilton’s existing campus. Kirkland complemented Hamilton. In addition to being an all-women’s college, its curriculum was more experimental; its buildings were modern; its emphasis was on the fine and performing arts; and it stressed creativity, self-direction, and interdisciplinary learning. Kirkland struggled financially and, in the increasingly coeducational world at the time, the trustees of both colleges united the two in 1978. The merger took time and generated conflict, but the cultural fusion molded Hamilton’s identity. Hamilton today retains its teaching commitment, as well as a distinctive culture that blends the traditions of both institutions. Over the years, Hamilton has continued to evolve through an enhanced physical plant, updated curriculum, and renewed emphasis on integrating experiential learning to create a transformational educational experience for students.
Campus

Hamilton sits on a hill overlooking the village of Clinton, New York. The campus consists of the original Hamilton campus and the Kirkland campus built in the mid and late 1960s. The former is made up of architecturally consistent stone and brick buildings laid out in classical terms. The original Kirkland campus is composed of 1960s-era architecture, while the newer buildings have accessible, open spaces and glass and steel exteriors.

In the last 15 years, largely funded by alumni and parent donors, the College has invested about $340 million in new construction, renovations, and landscaping improvements. The campus has grown from 1.5 million to more than 2 million square feet across 1,350 acres. Academic space has been greatly expanded and upgraded with technology, art, and scientific equipment. Each new structure has been painstakingly sited and designed to conform to the existing architecture and to avoid overwhelming the historic charm of the campus.

Hamilton has welcomed new spaces for teaching and learning, the result of a comprehensive and deliberate process that seeks to match facilities with existing and emerging pedagogy. The 200,000-square-foot Taylor Science Center, dedicated in 2005, has increased opportunities for undergraduate science education and research that have often led to published papers and conference posters with students as co-authors. The building has an open floor plan that invites observation, engagement, and experimentation. Beyond the Taylor Science Center, many Hamilton students join ongoing faculty research, gaining firsthand research experience across all disciplines. Mostly through endowed funds, approximately 120 students receive grants each summer to conduct research in the arts, sciences, humanities, and social sciences.

The Wellin Museum of Art (2012) and the Kennedy Center for Theatre and the Studio Arts (2014) have provided a fittingly updated and expanded space for the visual and performing arts on campus. In 2009, Hamilton also renovated and expanded the Kirner-Johnson Building to provide new facilities for the College’s social science departments, as well as space for Hamilton’s signature programs in writing (the Nesbitt-Johnston Writing Center), oral communication (the Oral Communication Center), and public policy (the Arthur Levitt Public Affairs Center).

Looking to the future, Hamilton has developed a long-range capital plan that includes an average of $11 million per year for the renewal of existing facilities. In addition, several programmatic enhancement initiatives are underway, including a new Digital Gateway building that will serve as the home for computer science and digital innovation programs. Major repurposing and renovations for humanities facilities have been accomplished, with more planned over the next three years. Recent projects have also focused on the improvement of athletics facilities, with several more upcoming, including a full renovation of the aquatics facility. The scope of building projects over the next decade is expected to be more modest given competing strategic priorities.

Academics

At the turn of the 20th century, Hamilton was known for emphasizing written and oral communication. The curriculum prioritized rhetoric and written expression, and the College required all students to give a speech in the Chapel. Over time, the College has continued to reinforce and build upon its emphasis on critical thought and elegant expression, while also expanding the breadth of its curricular offerings. Hamilton today offers 44 majors and 57 areas of study, and the faculty is in the process of
adopting a fully articulated set of learning objectives. The rigorous and well-regarded centers for writing, oral communication, and quantitative and symbolic reasoning both mentor students and are home to pedagogical innovation. The First-Year Experience Program conveys knowledge, strategies, and skills to facilitate students’ successful transitions to college. The senior program requires independent, closely advised work, often in connection with faculty scholarship, to demonstrate a student’s mastery of their concentration. In recent years, Hamilton has also dedicated much focus to expanding digital pedagogy, strengthening the awareness and practice of inclusion and equity in its curriculum, and supporting the fusion of the curricular and cocurricular.

The Digital Hamilton initiative represents a broader effort to prioritize digital pedagogy. Digital Hamilton seeks to equip students with the ability to use digital media to effectively communicate and collaborate, including understanding the privacy, security, and other ethical implications of living within an ever-growing technological world. The program also emphasizes basic information fluency, including how to find, organize, evaluate, and interpret digital information, and helps students develop an understanding of computer processing and the potential uses of data, analytics, and computer modeling. To this end, the College has hired scholars with a specific focus on digital pedagogy across multiple disciplines. Digital Hamilton remains a priority in the College’s current campaign, aiming to bring in new faculty leaders and technologists, expand course offerings, and create spaces that foster a cross-disciplinary environment of innovation and technology-enhanced learning.

In 2016, Hamilton’s faculty approved a new curriculum requirement in which all concentrations (or majors) must include work that focuses on inclusion and inequity. The initiative is flexible and embedded in each concentration, allowing faculty to develop student understanding of social, structural, and institutional hierarchies in keeping with their disciplinary practices. The goal is to help students gain an understanding of hierarchies based on one or more of the social categories of race, class, gender, ethnicity, nationality, religion, sexuality, age, and abilities/disabilities. This groundbreaking initiative received national press for its innovative approach to integrating diversity into the curriculum. Throughout the course of this academic year, Hamilton is performing an assessment of the current requirement.

An initiative that seeks to integrate and improve holistic advising, academic support, and experiential learning opportunities, the ALEX (Advising, Learn, EXperience) program provides the diverse community of Hamilton College students with a collaborative network of support to guide them as they navigate multiple learning pathways. ALEX advisors (professional staff) use a holistic and developmental approach to assist students and connect them with resources as they explore possibilities, set goals and priorities, make informed decisions, integrate and apply their curricular and experiential learning, and reflect on their growth. ALEX connects partners across the College, creating a collaborative learning community that guides students to make choices with intentionality. ALEX supports the College’s mission by encouraging students to participate in their communities, adapt to change, and skillfully discern, articulate, and pursue their purpose. ALEX formally launched in fall 2021 with the Class of 2025, and will be fully phased in with the class of 2028. ALEX reports to the academic affairs division and collaborates extensively with student affairs and career development.

**Faculty**

Hamilton has the equivalent of 203 full-time faculty members, of whom 107 are tenured, giving it a student-to-faculty ratio of 9-to-1. There are more than 50 contingent faculty, which Hamilton defines as term positions (i.e. visiting positions), created to meet various curricular needs for the College.
Thirty-four percent of classes have nine or fewer students. In addition to bearing responsibility for the curriculum, faculty spend time working closely with students, while also conducting research. Fifty-two percent of the faculty are women, and 24 percent are people of color. Between 2015 and 2025, 49 percent of the faculty will have reached the average retirement age. This generational turnover has contributed to a high number of pre-tenure faculty. This marks an opportunity for the next dean to invite innovative faculty into the community and to provide them with mentorship and empowerment, while maintaining the high caliber of teaching that defines Hamilton’s academic landscape.

Hamilton faculty are first-rate teacher-scholars with a pronounced dedication to both their students and their scholarship; both innovative teaching and scholarly work are deeply ingrained in faculty culture. Hamilton has a tradition of strong shared governance, and that commitment must be maintained – and even enhanced – under this next leader. Faculty members also share a powerful commitment to the College through their service on elected and appointed committees and to their students through mentorship, research opportunities, and effective academic advising.

The College provides faculty with generous support for research, travel, collaborative projects with students, and attendance at conferences. These supports aid faculty recruitment efforts. The education sector is a leading driver of the New York State economy, and there are several colleges and universities within commuting distance of Hamilton, including Colgate University, Syracuse University, Utica College, SUNY Polytechnic Institute, and Mohawk Valley Community College. Even so, Hamilton's size and rural location can be challenging for dual-academic families, and it is sometimes difficult to recruit and retain a more diverse faculty.

**Students**

From its founding generations, Hamilton has operated like a small village on the hill, with the feel of a close community. Hamilton has a socially and intellectually diverse campus life that invites a student body with a broad spectrum of interests. The community retains a cheerful and engaging quality, with an increasingly rich array of academic, athletic, artistic, and cocurricular activities.

Hamilton’s most recent entering class was selected from a record-high applicant pool of 9,380, resulting in the lowest admit rate on record (14.1%), and is the most ethnically and socioeconomically diverse class in the College’s history. Thirty-three percent of the first-year class identify as U.S. students of color, 7% as international citizens, and 22% as Pell Grant recipients, and 18% of first-year students are the first generation in their families to attend college. Hamilton is need-blind in admission decisions for domestic applicants and meets 100% of the financial need for all admitted and enrolled students. Hamilton’s current financial aid budget of $49.2 million supports roughly half the student body, with an average financial aid award of $51,749 and an average grant of $48,324. Overall, students hail from 49 states and 46 countries; 27% of the total student body identify as U.S. students of color and 6% as international citizens.

Hamilton has long been committed to access and opportunity, but nearly a dozen years ago made that commitment even clearer by joining roughly four dozen colleges that pledge to be need-blind in admission, in addition to meeting 100% of demonstrated financial need. Since that momentous decision, Hamilton has attracted classes of unprecedented academic ability and talent, seen record applications and selectivity, increased diversity of all kinds, and improved retention. This stance has helped the College attract and retain excellent leaders and teachers who want to be at an institution that admits and supports the very best students. To ensure that Hamilton sustains this financial aid promise,
the largest component of Hamilton’s current and most ambitious fundraising campaign is allocated to the financial aid endowment.

Athletics falls under the dean’s portfolio, and coaches are part of the College’s faculty, teaching in the Department of Physical Education. Students meet physical education requirements that encourage lifelong interest in fitness and wellness activities. Hamilton is a founding member of the Division III New England Small College Athletic Conference (NESCAC), an affiliation defining not only established athletic competition, but also a group of small liberal arts colleges similar in status and mission. These colleges agree that athletics should be integrated and in sync with the academic program and that all student athletes are representative of the overall body. As a member of NESCAC, the College encourages participation in athletics, and roughly one-third of its students are varsity scholar-athletes on one or more of Hamilton’s 29 intercollegiate teams, excelling in both the classroom and in their chosen sports. Even more students are involved in intramural and club sports on campus, and wellness is an important priority for the entire community.

Typically, nearly two-thirds of Hamilton students spend at least one semester studying off campus, a number that has grown significantly in the past decade, barring interruptions from the pandemic. The College sponsors highly regarded programs in France, Spain, China, Washington D.C., and New York. Hamilton also maintains an extensive list of other approved programs. Approximately 150 students study off campus in a typical year.

Hamilton alumni are committed to supporting current students and other alumni in their quest for meaningful pursuits after college. Many work closely with the Maurice Horowitch Career Center to assist students in determining career goals and accessing internships and other career-related opportunities off campus. The Hamilton connection remains strong long after graduation, with the College consistently placing in the top one percent of national alumni giving levels.

**Diversity, Equity, and Inclusion**

Hamilton has long been attentive to the changing needs of students and employees, and will continue to ensure that diversity, equity, and inclusion are integrated into all aspects of campus life, including academics. Hamilton’s most recent work in this area has been informed, in part, by the work of the Diversity, Equity, and Inclusion Advisory Council to President Wippman. In March 2021, this group published proposals that span four areas of action: people, planning, and practices; pedagogy and research; relationships; and reporting. These proposals focus primarily on structural changes and will enhance earlier diversity, equity, and inclusion efforts throughout the Hamilton community. As previously noted, a national search is currently underway for Hamilton’s first full-time chief diversity officer, a direct report to the President. Working in tandem with the senior officers, and with a dedicated support team, the chief diversity officer will direct and coordinate diversity, equity, and inclusion efforts campus-wide.

**Finances**

Hamilton’s endowment has been exceptionally well managed for an extended period of time. As of June 2021, the endowment and planned gifts stood at $1.4 billion. The College’s endowment is often listed among the top 150 of all 3,200 non-profit colleges and universities in the United States. The College’s current and most ambitious campaign in institutional history, **Because Hamilton**, exceeded
$330 million at the end of 2021, bringing it more than 80 percent of the way toward its $400 million goal with 18 months remaining.

Leadership

David Wippman became the 20th president of Hamilton College on July 1, 2016. He arrived at Hamilton after serving as the dean of the University of Minnesota Law School. Before Minnesota, Wippman was a professor and associate dean at Cornell Law School and vice provost for international relations at Cornell University. He earned a bachelor’s degree at Princeton University and a master’s degree in English literature and a law degree from Yale. President Wippman’s tenure has been defined by high visibility, engagement, and learning that has translated into the current strategic plan and a highly successful capital campaign that concludes in 2023. Under President Wippman’s direction during the pandemic, the College avoided faculty and staff layoffs, furloughs, and cuts to retirement, representing a deep commitment to members of the Hamilton community.

Outgoing dean Suzanne Keen joined Hamilton College on July 1, 2018. She arrived at Hamilton after serving as dean of the college at Washington and Lee University. She earned a bachelor’s degree in English literature and studio art from Brown University, a master’s degree in creative writing from Brown, and a second master’s degree and Ph.D. from Harvard University, both in English language and literature. During her tenure at Hamilton, Dean Keen guided the College through large numbers of faculty and staff hiring; led the institution through its successful Middle States reaccreditation; implemented student learning outcome assessments of Hamilton’s education goals; promoted diversity, equity, and inclusion across the faculty and curriculum; and helped seize momentum for the ALEX (Advise, Learn, EXperience) program.

Location

The Hamilton campus is set on a hilltop that overlooks the Oriskany and Mohawk valleys of Central New York, in close proximity to the Adirondack Park where hiking, biking, fishing, kayaking, skiing, and snowmobiling are popular. The immediate surroundings are rural and lush, consisting of rolling terrain, gentle hills, wooded glens, dairy farms, fine old homes, and tree-lined streets, yet Hamilton is within an easy half day’s drive of New York, Toronto, Boston, and Philadelphia. There is a surprisingly rich variety of cultural opportunities on campus and in nearby Utica (10 minutes), Syracuse (50 minutes), and Cooperstown (55 minutes). Residents can be in Niagara Falls in three hours, the Finger Lakes in 90 minutes, the southern border of the Adirondack Park in an hour, and midtown Manhattan in four hours. Residents also enjoy access to Syracuse International Airport, just 50 minutes away.

Clinton is a safe, picturesque village with quaint shops, an award-winning school district, and a proud 235-year history. Additional shopping and other amenities are located 10 minutes away in New Hartford and Utica (pop. 65,000), which is home to an outstanding regional art museum with an impressive collection; an AHL hockey team affiliated with the New Jersey Devils; the popular Utica Boilermaker 15K road race that attracts runners from around the world; and the historic 3,000-seat Stanley Theatre, the city’s cultural hub that hosts world-class performances, concerts, entertainment, and the Broadway Theatre League of Utica. A diverse array of restaurants and shops reflect the city’s culture, cuisine, and traditions, which can be traced to its reputation for welcoming immigrants and more recently its designation as one of the country’s primary refugee resettlement communities. A $1 billion silicon carbide fabrication facility at Marcy Nanocenter at SUNY Polytechnic Institute is scheduled to start production later this year.
THE ROLE

As a member of the president’s senior leadership team and the chief academic officer, the dean is charged with broad oversight of the academic program at Hamilton, including recruitment and evaluation of faculty. The office also oversees all instructional departments and the curriculum; supervises instructional budgets, including grants and equipment; and supports faculty members in their pedagogical, scholarly, and creative development.

The dean oversees a broad and diverse portfolio that spans the full range of the faculty and student experience. The position has 11 direct reports, eight of whom work in the Dean of Faculty Office: two associate deans of faculty, the dean of engaged education, the assistant dean of academic finances and resources, the director of sponsored programs, and three administrative assistants. The Dean of Faculty Office also oversees several academic resource centers on campus, including the Oral Communication Center, the Nesbitt-Johnston Writing Center, and the Quantitative & Symbolic Reasoning Center. Additional reports to the dean include the director of athletics, the registrar, and the director of the Ruth and Elmer Wellin Museum of Art. In addition, all department chairs formally report to this leader. The dean oversees an annual operating budget of $11.6 million, excluding salaries, and often actively engages with the Board of Trustees and its Committee on Academic Affairs.

KEY OPPORTUNITIES AND CHALLENGES FOR THE NEXT VICE PRESIDENT FOR ACADEMIC AFFAIRS AND DEAN OF FACULTY

The dean will join a talented and collaborative senior team and will enter a community enthused by the current trajectory of the College, including greater integration of critical campus components and resources, along with the prospect of shaping a new generation of faculty. The Hamilton community seeks a dean who will build on the institution’s many strengths to ensure that Hamilton remains an innovative leader in delivering an outstanding liberal arts education to its students. This leader will also ensure that all faculty are brought along in this endeavor to strategically position Hamilton for success.

The primary opportunities and challenges for the dean include the following:

Advance faculty recruitment, promotion, and tenure processes

Much of Hamilton’s success over the past 40 years is due to the hard work and commitment of its esteemed faculty. Recently, the COVID-19 pandemic has accelerated a pre-pandemic wave of retirements and significant hiring of new faculty. The dean will be charged with managing a record number of tenure and promotion cases, as well as recruiting and developing teacher-scholars who are eager to help build on the existing vibrant faculty culture. This transition period presents an opportunity, with the Committee on Appointments, to refine policies and procedures related to non-tenured faculty, ensuring that there is clarity and consistency across academic departments related to promotion, tenure, and service expectations. The dean will further existing strides in hiring and retaining a more diverse faculty, attracting those who bring new scholarly interests and innovative new pedagogical practices to campus. The dean will also, with fairness and transparency, oversee the evaluation of faculty for merit increases.


Foster a strong faculty culture during generational change

Though faculty retirements represent a notable loss of institutional knowledge, they also present an opportunity for the next dean to profoundly shape the faculty culture and future direction of Hamilton. With a wave of younger faculty, the dean will need to develop strategies to welcome new faculty into Hamilton life, coalesce the insights and ideas of younger faculty with the longstanding knowledge and experiences of more senior faculty, and help guide all faculty in finding the proper balance between teaching, research, and service. This need becomes more pressing as many longtime faculty members with deep service records begin to retire and more junior faculty members with high research expectations join the campus community. The dean will further the conversation around faculty teaching loads, service commitments, and compensation models in partnership with elected faculty representatives and associate deans. This leader will also support an existing mentoring program for junior faculty, along with efforts to reduce bias in teaching evaluations. The dean must support the faculty, both psychologically and materially, so that they can achieve the College’s academic aims.

Manage and maintain accreditation and assessment processes

In 2021, Hamilton successfully achieved reaccreditation through the Middle States Commission on Higher Education. The next dean will sustain a commitment to accreditation and will continue advocating for its importance amongst the faculty and academic resource programs, emphasizing its critical ties to student learning outcomes. This leader will ensure that departments complete required annual assessments, guiding faculty through the implementation of the student learning outcome assessments of Hamilton’s Educational Goals, including annual assessments of senior projects and departmental learning outcomes.

Collaboratively develop and execute a future-oriented vision for Hamilton’s academic programs

Hamilton has long been a leader in developing innovative pedagogy to enhance student learning, while also remaining true to the traditional liberal arts experience. The next dean will join with a strategic plan already underway and will be charged with collaboratively executing an academic vision for Hamilton, working alongside the faculty and the president to do so. This vision must align with the College’s history and recognize important changes in the higher education landscape, including demands for an education that prepares students for careers after graduation. This vision must retain Hamilton’s high standards for faculty teaching and student learning, with a particular emphasis on developing excellence in writing and communication across the curriculum, while recognizing the increasingly interdisciplinary work required of graduates. To this end, the dean will further grow the Digital Hamilton initiative, with the goal of building technological fluency across the curriculum.

Further incorporate diversity and inclusion into the classroom and beyond

Hamilton has made great progress in becoming a more diverse learning community in recent years, with much work still to be done. The Days-Massolo Center, founded in 2011, promotes community inclusion, facilitates intercultural dialogue, builds collaborations, and establishes partnerships that help make Hamilton a welcoming community for faculty, staff, and students. Building on the work of the Days-Massolo Center, the next dean will collaborate with academic departments to further progress in recruiting and retaining a diverse faculty, and will work with President Wippman to identify opportunities to accommodate dual-academic families. Additionally, the College plans to welcome a chief diversity officer, with a national search currently underway. As members of the president’s senior
leadership team, the chief diversity officer and dean will collaborate closely to make Hamilton a leader in diversity and inclusion practices.

**Continue the meaningful integration of curricular and cocurricular experiences**

Cognizant of the importance of the holistic student journey at Hamilton, the dean will promote a vision of a fully integrated student experience at the College, enhancing connections between classroom experiences and learning opportunities outside the classroom to ensure better alignment between the academic and non-academic dimensions of campus life. Several parts of the dean’s portfolio incorporate student life and learning beyond the classroom, such as athletics and the Wellin Museum. These departments are invaluable to many communities on campus and represent rich offerings for student and faculty engagement. The next dean will identify, nurture, and allow for creative opportunities to continue incorporating these departments into the academic life of campus, ensuring a seamless and integrated experience for students. Similarly, this person will seek opportunities to meaningfully engage faculty in student life and will work closely with the Vice President and Dean of Students to ensure that all students have knowledge of and access to the resources and services they need to be successful on campus. The new ALEX (Advise, Learn, and EXperience) program is a fantastic addition to these efforts, and the next dean will aid in its continued rollout, giving this leader an opportunity to create one of the best advising programs in the country.

**Effectively manage resources while honoring constituent input**

The dean will manage the largest division and budget at Hamilton and must be a strong steward of these assets. While Hamilton has a healthy endowment compared to many of its peers, resources must be used to the greatest impact on the academic mission of the College. The division often faces constraints, and tradeoffs must be made. The dean will carefully weigh proposals from faculty and staff and will communicate decisions in a transparent way that maintains respect, builds trust, and encourages continued innovation. Despite being the bearer of bad news in some instances, the dean must be – and be seen as – an advocate on behalf of these constituencies. The dean should ensure that all faculty and staff are heard, valued, respected, and recognized. The dean will also work in partnership with the Vice President for Administration and Finance to align academic planning and financial planning. This person will be expected to help secure new resources, primarily through supporting faculty-sponsored grant-seeking. President Wippman and the trustees hope the dean will also play an important role in the current capital campaign by building understanding among donors of academic programs and initiatives.

**Serve as a trusted member of the president’s leadership team**

The dean will join President Wippman and an accomplished and close-knit senior leadership team. The dean will work collaboratively with the president, senior staff, and trustees to provide leadership informed by a broad view and nuanced understanding of the academic landscape. The dean will contribute to the College’s strategic discussions and will represent the faculty’s best interests, serving as a principal advisor to the president on decisions that affect faculty. The dean will also be a key voice in the implementation of the current strategic plan. The strategic plan provides a framework of outstanding goals and leaves significant latitude for the next dean to identify creative pathways for achieving medium- and long-term institutional goals.
QUALIFICATIONS AND CHARACTERISTICS

The successful candidate will bring a proven record of leading change in higher education. The next dean will be excited by the prospect of helping to create a truly diverse and inclusive campus climate, and will exhibit flexibility, nimbleness of mind and action, and emotional intelligence. The new dean will be an intellectual leader, with the operational and administrative experience to guide nearly 200 engaged and involved members of the faculty.

Accordingly, the next dean will bring many of the following professional qualifications, skills, experiences, and personal qualities to the position:

- An earned doctorate or equivalent terminal degree and a record of distinguished scholarship and undergraduate teaching, requisite for an appointment as a tenured full professor;
- A deep understanding of and commitment to the liberal arts and the undergraduate residential liberal arts college;
- A demonstrated ability to collaboratively execute a vision and build energy around it;
- Substantial and successful experience in the development, leadership, and management of academic programs, projects, committees, or departments;
- Strong management, planning, and financial skills, including setting financial and programmatic priorities that balance near- and long-term objectives;
- Exceptional academic judgment and high standards, including a history of recruiting, developing, and retaining a world-class faculty;
- A track record of advancing diversity and fostering an inclusive environment. Sensitivity and broad experience with diverse students, faculty, and communities;
- A strong commitment to shared governance and faculty voice;
- Curiosity and open-mindedness. A receptive, broadly intelligent person, capable of serving as an intellectual leader for the entire campus community;
- Superb communication skills, both oral and written. An active listener, facilitator, convener, and mediator, equally effective in learning from others, translating thoughts for broader consideration, managing by influence, building unity around difficult issues, and explaining one’s own views;
- Sophisticated interpersonal skills and diplomacy, combined with a commitment to broad consultation and transparency.
TO APPLY

Hamilton has engaged Isaacson, Miller, a national executive search firm, to assist with this search. Inquiries, nominations, and applications should be directed electronically and in confidence to:

Natalie Leonhard, Partner
Berkley Burke, Senior Associate
Diana Carmona, Associate

Isaacson, Miller
www.imsearch.com/S8-197
1300 19th Street, NW, Suite 700
Washington, DC 20036

Hamilton College is an Affirmative Action, Equal Opportunity employer and encourages diversity in all areas of the campus community. The community recognizes its collective responsibility to acknowledge its colonial history. Hamilton’s campus is located on the ancestral and traditional lands of the Oneida Nation. The community commits itself to engaging in solidarity with the Oneida Nation and to ensuring that the perspectives and cultures of Indigenous peoples are honored and embraced.