An invitation to apply for the position of:

Vice President for Diversity, Equity, and Inclusion
Hamilton College
Clinton, NY

THE OPPORTUNITY

Hamilton College (“Hamilton” or “the College”), a pre-eminent coeducational, residential, liberal arts college, seeks a visionary, collaborative, and transformational leader to serve as the Vice President for Diversity, Equity, and Inclusion. As a direct report to the president and member of the president’s executive leadership team, the vice president will serve as an active catalyst for constructive and collaborative change, guiding and educating campus stakeholders and championing transparency and shared accountability for the advancement of diversity, equity, and inclusion (DEI) initiatives at the highest levels of leadership and governance. This leader will develop and deepen meaningful partnerships with community members across the College and in the community and facilitate the creation and implementation of Hamilton’s strategic vision for DEI.

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 with the help of a strong advising system. This educational approach creates 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.

Working in tandem with the senior leaders, and with a dedicated support team, the vice president will direct and coordinate diversity, equity, and inclusion efforts campuswide. This leader will stay abreast of DEI best practices to provide training for students, faculty, and staff promoting a shared language and orientation toward DEI. This leader will help to infuse DEI into Hamilton’s instruction, curricula, services, outreach, and research to advance the tenants of inclusive excellence. The vice president will also oversee the Division of Diversity, Equity, and Inclusion which will provide direct oversight of the College’s comprehensive DEI strategy and educational efforts.

Hamilton College has retained Isaacson, Miller, a national executive search firm, to assist in the recruitment of the new vice president. Inquiries, nominations, and applications, which will remain confidential, should be directed to the search firm, as indicated at the end of the document.
THE CURRENT CONTEXT

While experiencing the impact of a renewed movement for racial justice and equity alongside a public health crisis, the Hamilton community has not been excepted from the experiences of bias and exclusion of underrepresented individuals, including those who identify as BIPOC (Black, Indigenous, and People of Color) and across different gender identities. In 2020, President Wippman launched a new Advisory Council on Diversity, Equity, and Inclusion to explore how the College could stand in greater solidarity with Black and other historically marginalized community members. 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 DEI efforts throughout the Hamilton community. This recent work reinforces the College’s commitment to DEI evident in its current strategic plan.

President Wippman and the senior leadership team are personally committed to working collaboratively with the vice president to advance DEI in their areas and throughout the institution, particularly as it relates to overall inclusion and an enhanced sense of belonging for students, faculty, and staff. The establishment of this dedicated, critical role also comes at a time of senior leadership transitions in Academic Affairs and Student Life. The College sees this as a positive opportunity to further align philosophy and to collectively advance DEI in each of these key areas and across the institution.

THE ROLE

As a member of the president’s senior leadership team and reporting to President David Wippman, the vice president will provide strategic leadership and counsel to the president and other senior leaders, guiding the College’s commitment to DEI by facilitating thoughtful and intellectual conversations, transparently assessing the campus climate, and monitoring and maintaining the shared accountability necessary to effect substantive, systemic progress and change. This leader will function as an integrator and connector, collaborating with staff, faculty, and academic leadership to enhance DEI within and across the institution. The vice president will also serve as a visible participant in Hamilton’s rigorous academic culture by assisting in efforts to expand inclusive curricula.

The vice president will provide leadership, oversight, and strategic vision for policies and initiatives to promote an inclusive and equitable learning and working environment for students, faculty, and staff. This leader will ensure that the strategic planning and vision for inclusion and belonging at Hamilton is well integrated into the overall institutional planning process and will bring visibility and organizational focus to campuswide DEI efforts. The vice president will oversee the Division of Diversity, Equity, and Inclusion, which will provide direct oversight of the College’s comprehensive DEI strategic vision and will establish robust measurements of accountability. This new division will also provide guidance to Academic Affairs as it responds to ADA concerns, partner closely with the Division of Student Life, collaborate with Human Resources to enhance affirmative action and equal opportunity hiring practices, and work to collaboratively sustain Hamilton’s non-discrimination and anti-harassment processes. Hamilton is committed to ensuring adequate resources and staffing support to facilitate the sustainable future of DEI work at the College and the VP will have considerable influence over the design and scope of the division.
The vice president will support the engagement of Hamilton’s rich and committed alumni body, celebrating the College’s institutional history and distinctive culture. The successful vice president will understand that these characteristics can both enhance and limit the development of an inclusive College culture and will adopt a strengths-based and positive approach, acting with sensitivity and diplomacy in order to engage stakeholders in important exploration about how to best leverage tradition while also remaining open to retiring unsustainable and non-inclusive practices to promote a diverse and inclusive campus experience. This new position offers an accomplished professional the opportunity to meaningfully engage the College community in knowledgeable dialogue, critical self-reflection, and transformative action to ensure that all students, faculty, and staff reach their fullest potential individually and collectively.

KEY OPPORTUNITIES AND CHALLENGES FOR THE VICE PRESIDENT FOR DIVERSITY, EQUITY, AND INCLUSION

Hamilton’s aspirations for a diverse, inclusive, and equitable community require a leader who brings together broad-based coalitions and alliances with the aim of making the College’s intellectual environment, community, and student experiences richer, more robust, and more inclusive. The vice president will identify gaps in access, equity, and support across the institution and work collaboratively with College leaders to address them. They will also work with senior leadership and others to make DEI a shared responsibility. To be successful, the next Vice President for Diversity, Equity, and Inclusion will need to address the following key leadership opportunities and challenges:

Provide strategic diversity, equity, and inclusion leadership

The ideal candidate will possess the intellect, energy, and diplomacy necessary to mobilize and guide their colleagues. As an executive-level advisor and strategist in this dedicated role, working with faculty, staff, and the student body as an institutional change agent and advocate, the vice president will design, lead, coordinate, enhance, and oversee the College’s DEI efforts and facilitate the creation and implementation of Hamilton’s DEI strategic plan. The vice president will lead with clarity and passion, influencing how the College defines diversity, equity, and inclusion and how changes in process and policy are implemented across intersecting identities and roles. The vice president will assist in the establishment and articulation of new initiatives, procedures, policies, and outcomes and will guide and advocate the allocation of resources within each respective division to support DEI efforts. The vice president will assess and evaluate all DEI initiatives and empower others to carry out their responsibilities through collaborative oversight and support. Working in close collaboration with Human Resources and Student Life, the vice president will develop and implement an institutional DEI learning program that will help to enhance the community’s skills and provide opportunities for stakeholders to build inclusive mindsets through learning.

Assess the campus climate and enhance readiness related to diversity, equity, inclusion, and belonging

Collaborating with the senior team, the vice president will oversee initiatives to equitably integrate diversity, inclusion, and related issues, including culturally competent pedagogy, into the curriculum and co-curricular activities. The vice president will implement and support programs that promote the continual development of culturally competent leadership skills among Hamilton administrators, supervisors, administrative teams, faculty, and student leaders. The vice president will be committed
to continuous improvement, establish systems of accountability, and promote the ongoing evaluation of institutional and unit-level diversity and inclusion goals using data-driven metrics to measure success and disseminate information. This includes working collaboratively to identify appropriate metrics for assessing those goals over time and implement regular analysis of assessments related to campus climate in collaboration with other key stakeholders.

**Partner across campus to support the recruitment, development, and retention of a diverse faculty, staff, and students**

In partnership with other key stakeholders, the vice president will help coordinate and support the institutional effort to recruit, retain, and develop a diverse faculty, staff, and student body. Efforts to advance this work will include the development of guidelines and training to reflect best practices and current research in recruiting and hiring. Hamilton has made successful investments to increase diversity on campus and remains committed to making continued progress in efforts to increase faculty, staff, and students from diverse backgrounds. To achieve this, the vice president will support efforts to continue to recruit and retain diverse students, faculty, and staff as well as assist Student Life in its continued enhancement of efforts to increase student inclusion and belonging.

**Design and promote engaging and constructive community conversations**

Strengthening inclusion and belonging requires intentional strategy and coordination that provide stakeholders with varied opportunities to engage across differences. It also requires shared language and commitment to engage even when uncomfortable. The vice president is expected to think deeply about ways to further build philosophical and practical engagement with DEI and the impact they have and will continue to have on campus culture and climate. As a credible leader and educating voice in the campus community, the vice president will have command of the language and literature on DEI and belonging and an appreciation of how these issues intersect with the core academic mission and the student experience. The vice president must possess a deep understanding of the academy and stimulate important institutional discussions in the face of opposition, posing challenging questions and insightful solutions on difficult topics that will guide nuanced thinking by and thoughtful interactions with Hamilton leadership.

**QUALIFICATIONS AND CHARACTERISTICS**

Hamilton College seeks a highly qualified individual who is collaborative, influential, and has in-depth experience working in DEI, preferably within a higher education environment. The successful candidate will have a strong commitment to Hamilton’s mission and liberal arts education, and will bring many of the following skills, experiences, and qualities to the position:

- Ph.D., Ed.D., or terminal degree (preferred).
- Seven to ten years of leadership experience including a strong record of accomplishment in developing, implementing, and championing strategic diversity and inclusion initiatives, preferably in a higher education setting.
- Demonstrated understanding of the liberal arts college tradition, passion for the mission of the College, and alignment with institutional values.
- Proven ability to provide visionary strategic leadership; experience guiding the implementation of a strategic plan, establishing metrics, and measuring progress; exceptional organizational skills with the ability to attend to and prioritize projects while adapting as necessary.
Exemplary supervisory skills, and a track record of successfully recruiting, training, mentoring, and retaining staff who bring a variety of backgrounds, skills, and experiences.

- Broad and contemporary understanding of diversity, equity, and inclusion scholarship, as well as a working knowledge of related equal employment opportunity and discrimination issues.
- Experience working cross-culturally utilizing sophisticated relational abilities and influencing skills, strong emotional intelligence, and experience working across a wide range of constituencies with a high degree of diplomacy.
- Successful record of experience in administrative leadership working collaboratively with administrators, faculty, staff, students, trustees, and other stakeholders to advance diversity and inclusion initiatives in higher education.
- A life-long learner with talent for designing opportunities for engagement across stakeholders (i.e., across generational and intersectional identities, etc.).
- Crisis management experience, particularly related to DEI, and the ability to provide intellectual and emotional leadership bringing communities together during challenging and sometimes public or high-profile circumstances.
- A strengths-based and developmental approach to the work, with a sense of positive energy and enthusiasm, and ability to meet people where they are.
- Demonstrated and consistent behavior that follows the highest ethical standards and personal professional integrity.

**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:

Keight Tucker Kennedy, Partner  
Afi Tettey-Fio, Senior Associate  
www.imsearch.com/8325  
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.*
THE ESSENTIAL FACTS ABOUT HAMILTON

Originally founded in 1793 as the Hamilton-Oneida Academy, Hamilton College received its charter from the Board of 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 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 enhanced facilities, 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 conference posters and published papers with faculty and 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.

ALEX (Advise, Learn, EXperience) is a new initiative that seeks to integrate and improve holistic advising, academic support, and experiential learning opportunities. The 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 Life and the Career Center.

**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 Hamilton’s next dean of faculty (a search is underway) 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 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 its next academic 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 a 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 the College 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 increasing the endowment for financial aid.

Athletics 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.
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.

**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.

**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 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.