

# Connected Hamilton

## INTRODUCTION

Hamilton College is one of America's finest liberal arts colleges. Just as we continue to expect more from the smart and talented students we are privileged to attract to College Hill, we seek to strengthen further the academic, co-curricular, and extracurricular programs that draw them to our historic campus. This plan outlines how we expect to fulfill our ambitions, maximize the resources entrusted to us, and make Hamilton even stronger. We build from our fundamental mission as a residential liberal arts college and the educational goals defined by our faculty.

The pages that follow identify new initiatives with the potential to transform a student's education on College Hill. Most of these ideas will be implemented during the five-year timeframe of this plan; others will take longer. But students enrolling at Hamilton in the future will find an academic program that better prepares them for life in a world of rapid technological, demographic, and social change; 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.

## ABSTRACT

Hamilton prepares students for lives of meaning, purpose, and active citizenship by emphasizing three educational priorities: rigorous study in the liberal arts; residential and co-curricular learning experiences; and abundant opportunities for experiential learning. This plan targets one major new initiative in each area because we believe these changes have the potential to transform each student's education on College Hill:

- *Digital Hamilton*: Hamilton will transform the way we teach, learn, and operate the College with digitally intensive courses and emerging digital technologies
- *Residential Hamilton*: Hamilton will develop a model residential experience that provides students with extensive opportunities for leadership and engagement, and intellectual and personal growth
- *Experiential Hamilton*: Hamilton will establish 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

At the same time, this plan reaffirms and expands existing initiatives that are already changing students' lives:

- *Teaching at Hamilton*: Hamilton will expand opportunities for students to have meaningful interactions with their professors by rebalancing faculty members' time for teaching, scholarship, and service
- *Advising at Hamilton*: Hamilton will continue developing a model program for academic and co-curricular advising and mentorship
- *Diversity, Equity, and Inclusion at Hamilton*: Hamilton will continue strengthening its recruitment of, programs and resources for, and commitment to diverse students, faculty, and staff

This plan, then, is about helping students take full advantage of the remarkable learning model that is a pre-eminent residential liberal arts college. It is consistent with our mission to educate students not just for a career, but to serve as leaders and innovators in a world of increasing complexity, difference, and dissent.

## **MISSION**

Our 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.*

## **CONTEXT FOR PLANNING**

American colleges and universities face new and persistent challenges in the 21<sup>st</sup> century, and liberal arts colleges in particular are encountering increased scrutiny. Despite these headwinds, Hamilton may be as strong a college as at any point in its more-than-200-year history. We are not immune to the challenges facing higher education, but we are positioned well to address them.

### **A Rising Trajectory**

On nearly every measure, Hamilton has been on an upward trajectory since before the turn of the century. Enrollment has been steady or growing, applications are at an all-time high, admission selectivity is increasing, the faculty and student body are more talented and diverse than ever, budgets are balanced, the endowment is at a record high, new facilities have enhanced the extraordinary beauty of the campus, and the College’s reputation continues to grow.

Much of the momentum Hamilton currently enjoys was created by the successful execution of our previous strategic plan, *Foundations for Hamilton’s Next 200 Years*. Since the adoption of that blueprint in January 2009, we have invested almost \$175 million to modernize our physical plant, including new venues for athletics competition and spectacular new teaching facilities for the arts; attracted an even more talented and significantly more diverse student body; became need-blind in our admission practices and secured \$61 million in new endowment to help sustain it; and raised more than \$230 million for current operations, new facilities, and new programs.

To fulfill other objectives identified in *Foundations*, we strengthened academic advising for students, improved governance, increased opportunities for experiential learning and student research, expanded the off-campus orientation program so that all students could participate, achieved full integration in the New England Small College Athletic Conference for all varsity sports, and opened the Days-Massolo Center to serve as the locus for activities that support our increasingly diverse community. In the area of student life, we completed planning and construction for the Sadove Student Center; opened Morris House, which enabled us to achieve the longtime goal of providing on-campus housing for all students; and began construction for a new health and counseling center.

We remain committed to and will build on these recent accomplishments, even as we identify new ways to make Hamilton more attractive to prospective students and employees.

## Challenges in the Future

We undertake this renewed focus on planning mindful of new challenges. Criticism of American higher education is widespread, interest in the liberal arts is declining, traditional sources of revenue are strained, and longtime employees are retiring in large numbers. But these forces present new opportunities for those ambitious colleges that can adapt with vision, creativity, and confidence.

Liberal arts education dominated higher education in the United States for much of the country's early history. But economic and social trends following World War II, including the surge in college attendance generated by the GI Bill and the growing financial return of a college degree, fundamentally changed the higher education landscape. As a result, liberal arts colleges have been declining in number and impact. By the 1990s, students at American liberal arts colleges could "fit easily inside a Big Ten football stadium: fewer than 100,000 students out of more than 14 million."<sup>1</sup> That decline has continued. With growing interest in STEM fields and pre-professional education, the number of true residential liberal arts colleges has continued to shrink, by one estimate, from 212 in 1990 to fewer than 130 today.<sup>2</sup> As fewer people experience the value of the high-touch, high-impact form of education we provide, the harder it may become to convince future students of its value. At the same time, the number of high school students in Hamilton's traditional markets is shrinking and the need for scholarship aid is growing.

Hamilton faces other challenges. Due to the large number of professors hired in the 1970s and 1980s, half of the Hamilton faculty (about 90 senior professors) will have reached the average retirement age of 68 between 2015 and 2025. Other colleges are also hiring as the baby boom generation retires, resulting in heightened competition for America's best teachers. We plan mindful that the decisions we make today will have an effect on the faculty we recruit tomorrow.

We also recognize that throughout the United States, today's undergraduates are experiencing remarkably high levels of anxiety, depression, and stress. According to the American College Health Association, 62 percent of students – nearly two-thirds – surveyed for a 2016 study felt overwhelming anxiety at some point during the previous 12 months, and 87 percent felt overwhelmed by all they had to do.

Finally, we must confront escalating cost pressures. The full cost to attend Hamilton exceeds the median family income, and that gap is growing. The College has responded by sharply increasing its expenditures on financial aid, putting further pressure on our budget. Even with an endowment of more than one billion dollars and an endowment-per-student that ranks in the top 30 of all private U.S. colleges and universities, Hamilton's endowment-per-student is still about \$100,000 less than the mean for our peer group, with which we compete to attract the best students and faculty.

Notwithstanding these challenges, we believe the residential liberal arts education we provide remains the gold standard in American higher education. Indeed, in a world of increasing complexity, one in which our graduates will change jobs and even fields more frequently than ever before, the breadth, flexibility, and rigor of a liberal arts education is the best preparation they could have.

But to continue to thrive, we must take steps to ensure that a Hamilton education responds to the world students will enter when they graduate, that it combines the best of learning experiences inside and outside the classroom, and that it helps students achieve a healthy balance among their academic, curricular, and social endeavors. This plan identifies strategies to achieve those goals.

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<sup>1</sup> Michael McPherson and Morton Schapiro, "Economic Challenges for Liberal Arts Colleges," in *Distinctively American: The Residential Liberal Arts College*, edited by Steven Koblik and Stephen R. Graubard (Transaction, 2000), pp. 47–75

<sup>2</sup> <http://www.aacu.org/publications-research/periodicals/where-are-they-now-revisiting-brenemans-study-liberal-arts>

## **THE PLANNING PROCESS**

Planning involved the direct participation of faculty, staff, students, and trustees, with multiple opportunities for input and reaction from the community. It began in January 2017 and occurred in three phases:

### **Phase I: January to May 2017**

Planning began with the creation of three committees of faculty, staff, students, and trustees charged by the president with studying the following:

- The Imagining Hamilton Committee took a 30,000-foot look at the challenges and opportunities facing higher education in general and residential liberal arts colleges in particular. The committee engaged the Hamilton community in conversations intended to elicit big ideas that might transform the direction or operations of the College and the education it provides its students. The committee looked in particular at strategies that might encourage new collaborations among different functions, e.g., academic programs and student life.
- The Academic Vision Committee examined future directions for Hamilton's academic programs in light of the changing composition of our faculty and staff and the challenges facing higher education. In that context, the committee considered the curriculum and the needs and interests of students to recommend priorities for the near future.
- The Student Success Committee identified ways to improve the overall student experience at Hamilton, with a particular focus on co-curricular activities. As Hamilton welcomes and embraces an increasingly diverse student population and strives to prepare students for lives of meaning, purpose, and active citizenship, the committee examined the educational challenges and opportunities that exist beyond Hamilton's formal classrooms.

The three groups prioritized the suggestions they received, and each group forwarded about 10 ideas to the Steering Committee. These ideas were discussed at the June 2017 Board of Trustees meeting.

### **Phase II: May to August 2017**

Upon receiving the original three committees' final recommendations, the Steering Committee noted overlaps and grouped the ideas into three major areas: current and digital foundational skills, experiential learning, and health and wellness. It appointed working groups composed of members with expertise in each area, and these groups met during the summer to refine and prioritize suggestions. The Steering Committee received final reports from the groups at the end of August and began identifying resources needed for the various ideas.

### **Phase III: September 2017 to present**

The Steering Committee hosted two all-campus discussions and an additional session for faculty, sent out a survey asking about community members' priorities, and solicited online and email feedback. The trustees discussed our progress at their October and December meetings.

The planning process identified three areas of focus, each with a major new initiative, while simultaneously targeting several existing commitments for expansion and growth.

## **THREE NEW INITIATIVES**

During the next five years, Hamilton will pursue three core initiatives to ensure every student's education remains rigorous, relevant, and comprehensive. Individually and collectively, these three initiatives will dramatically transform students' experiences at Hamilton and readiness for life when they leave College Hill. Each is consistent with the College's educational goals and responds directly to the challenges facing American higher education in general and Hamilton specifically.

## **1. Digital Hamilton**

Digital technologies and modes of thinking are changing the world. While many current students are “digital natives” accustomed to finding information and socializing online, most have little familiarity with recent developments in algorithmic thinking, machine learning, artificial intelligence, big data, data analytics, coding, and the ways these new technologies and developments are transforming society and virtually every field of endeavor. A 2013 Oxford University study concluded that “nearly half of U.S. jobs are at risk of automation within the next twenty years.” Higher education must adapt or risk graduating students ill-prepared to participate in the world they will inherit.

Hamilton will respond in two ways: First, the College will 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. Among other objectives, we want students to understand the power and limits of computing processes; the potential uses of data, analytics, and computer modeling in different fields; the use of digital media to communicate and collaborate; the privacy, security, and other ethical and societal implications of an online world; and the basics of information fluency, including how to find, organize, evaluate, and interpret online information.

Because technology changes rapidly and interests and needs vary widely, Hamilton will not prescribe a specific set of skills all students should acquire. Instead, the College will encourage faculty to innovate with technology-enabled pedagogies, infuse digital competencies into new and existing courses across the curriculum, and explore the impact of technology through their classroom instruction and assignments. Existing examples of digitally intensive courses include those focused on chemical simulations, bioinformatics, polling analytics, and digital arts. New courses might examine ethical issues around the use of technology, the impact of digital devices on cognitive processing, or digital technology’s transformation of the economy.

We believe it is important pedagogically and strategically to teach digital fluency across disciplines, so we will:

- Develop a digital learning hub and research incubator to foster digital innovations and support faculty and student efforts to create, share, and explore digital learning and research
- Hire four faculty content experts, one in each of the College’s academic divisions, to teach courses, help establish the hub and incubator, and assist in the development of digital initiatives
- Provide the support necessary for faculty to create digitally focused courses throughout the curriculum and to develop pedagogical strategies to support this focus
- Consider designating approved courses as “digital intensive,” similar to the “speaking-intensive” designation applied to courses that emphasize oral communication and the “writing intensive” designation to courses that emphasize written expression
- Explore the possibility of adding a digital-intensive requirement akin to the requirements that currently exist for writing and quantitative and symbolic reasoning
- Link, as appropriate, digitally focused courses with new experiential learning opportunities

Second, Hamilton will foster an enterprise-wide culture that models our commitment to understanding and taking advantage of rapid changes in technology, information management, and computing. Just as students studying writing and oral expression expect the College to demonstrate high standards in its own communications, so too should students seeking to achieve digital fluency expect the College to take advantage of technology in its own business operations. We will move forward by:

- Creating a data warehouse and related information systems to aggregate, analyze, and streamline business operations and foster data-informed decision-making and planning at all levels and

across all divisions of the College, including those that serve Admission, Advancement, the Business Office, Institutional Research, and Student Life, among others

- Improving institutional effectiveness through the use of customer relationship management tools in Admission and Advancement, and similar business operations enhancements
- Modernizing business operations through automation, replacing paper with digital products, enabling telework, increasing use of the cloud for services, and focusing even more on cybersecurity
- Committing to a renewal strategy for the College's enterprise systems

*Assessment:* We will assess the effectiveness of this program by establishing baselines and then measuring progress in the number of digitally intensive courses, the growth in the percentage of students enrolled in digitally intensive courses, and increases in the number of alumni self-reporting satisfaction with how Hamilton prepared them to understand, use, and develop digital modes of thinking in their careers. At the same time, Hamilton will assess progress on incorporating digital practices into general business operations at the College. The core components of this objective are the creation of a data warehouse to foster data-informed decision-making and the adoption of customer relationship management tools in Admission (in process), Advancement (in the exploratory phase), and Student Life. Other offices will follow. Implementation of these practices, adoption of these tools, and renewal strategies are to be phased in during the next five years and completed by June 30, 2023.

## **2. Residential Hamilton**

At Hamilton, we believe that learning takes place whenever individuals from different backgrounds who are open to new ideas and experiences encounter one another. Such interactions take place most directly in the classroom, but they may also occur in the dining hall, in student residences, in meetings, at lectures and concerts, on athletic fields, and in chance encounters throughout the day. The special advantage of the residential liberal arts college is the opportunity to develop a program that more purposefully provides a diverse array of students with extensive opportunities for leadership, engagement, and intellectual and personal growth that supplement what is taught in the classroom. Furthermore, we will take into account trends affecting wellness and personal well-being, so that students can perform at the high level they expect of themselves and develop the skills that will help them achieve balance and success throughout their lives.

Our planning process identified the Hamilton community's interest in developing a residential model that focuses initially on the student's first year on campus and then expands programming for students in subsequent years. This major new initiative will be led by the Division of Student Life and will transform residential staffing, advising, and programming; revamp the first-year experience; redefine the use and purpose of common spaces; and engage students in increasingly diverse communities.

Research shows that first-year students benefit from traditional residence hall environments that promote interaction and a sense of community and programming focused on social opportunities, inclusion, wellness, academic resources, and community engagement. Hamilton's reimagined residential experience will begin transforming first-year students' transition to the College by:

- Developing an individualized advising network that connects a student's 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. More information about advising appears on page 10.
- Identifying expectations and helping students make connections as part of an orientation program that extends throughout a student's entire first year on campus

- Identifying student’s developmental needs in each of their years at Hamilton and creating developmentally appropriate co-curricular opportunities
- Redefining the roles and expectations of residential life staff members (both students and professionals) so that students consider the residence hall as a laboratory for developing skills such as communicating effectively, clarifying values, setting boundaries in relationships, and managing emotions. In such a setting, students test and fail, learn and grow, and ultimately develop greater resiliency and self-assurance.
- Renovating existing residential halls, first to establish informal, centrally located gathering spaces, especially in first-year residence halls, to build community and host programs. Such spaces would replicate the reasons for including lounges and common spaces in recently remodeled academic buildings (e.g., the Wellin Atrium and departmental lounges in the Taylor Science Center, or the Wilhelm Atrium, KJ Commons, and the study rooms in the Kirner-Johnson Building)
- Considering the introduction of special interest housing, with associated costs for renovation where necessary

At the same time, 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. New initiatives include:

- Expanding the Health and Counseling Center currently under construction and reviewing current staffing levels and new models to deliver services (e.g., online counseling that complements existing group, individual, and crisis therapy)
- Fully adopting the “Community of Care” initiative, launched in fall 2017 to address anxiety and mental health, by creating programs that establish more meaningful and substantive connections among faculty, students, and staff

As part of its focus on developing a model residential program Hamilton will preserve the meaningful and often long-term connections among students that occur during off-campus orientation trips (Adirondack Adventure, Exploration Adventure, Outreach Adventure), study campus climate, and enable the dean of students to respond quickly to evolving student life issues by:

- Conducting a comprehensive review of campus social life, including the role of athletics, fraternity and sorority life, and existing social spaces and programming
- Establishing for the dean of students a programmatic initiatives fund to launch new programs when special needs are identified

*Assessment:* Success will be measured by improved retention and graduation rates and periodic surveys designed to measure student’s personal growth and satisfaction with different facets of their Hamilton experience.

### **3. Experiential Hamilton**

Experiential learning complements and supplements traditional classroom instruction. It provides opportunities for students to test what they have learned in their courses, reassess their ideas, improve their thinking, and then start the process again. Experiential learning often complements the concepts taught in the classroom with the hands-on application of theory and knowledge in the laboratory, studio, community, or workplace and helps position students for success after college. It often has the added benefit of fostering social responsibility by putting students in position to problem-solve around community issues.

Hamilton already offers a large number of diverse, highly regarded experiential learning opportunities (e.g., internships, off-campus study, community service, research, etc.). But these programs are often managed and assessed independently, which makes it burdensome for students to understand and navigate their options. To help students take full advantage of the experiential learning options available to them, Hamilton will:

- Align the 60 or more existing programs that include experiential components under one organizational structure to provide greater awareness of such opportunities, more consistent implementation, better assessment, new options for synergy and outreach, and more intentional connection to postgraduate career opportunities
- Establish a layered experiential learning program for students that considers opportunities on campus; in the local community; nationally as part of our programs in Washington, Boston, New York, and the Adirondacks; and globally in conjunction with our programs in Spain, France, and China, and with our more than 100 study-away partner programs
- Link more clearly our experiential learning opportunities with the College's eight educational goals
- Expand the New York City program to better accommodate student interest
- Consider designating courses that fulfill a clearly defined experiential pedagogy as having an "experiential component"
- Explore implementing a program that asks students to fulfill at least three of the following four types of experiential learning opportunities: internships, off-campus study, faculty-student research projects, and community engagement
- Integrate students' experiential opportunities more intentionally with their advising experience

Our focus will be on better managing our existing experiential learning opportunities, but several new programs will be pursued. These might include:

- Establishing an off-campus program that responds to student interests, academic initiatives, and societal trends (e.g., a program focused on technology, perhaps in Silicon Valley, within the next five years to complement our goal of fostering digital fluency)
- Adding more two-week and semester-long faculty-led educational experiences in the U.S. and abroad
- Increasing opportunities for exchanges or research and teaching partnerships with international organizations and educational institutions
- Exploring new options for applying academic credit to experiential learning programs
- Creating more experiential opportunity stipends for students

*Assessment:* This initiative comprises two primary components: The first creates a single organizational structure (with appropriate space) to provide consistent implementation, greater logistical support, and better assessment for the College's more than 60 experiential learning opportunities; the second explores the feasibility of establishing new off-campus programs, including one focused on technology. Our goal is to implement the new organizational structure within the next two years. We also will examine expansion and creation of new experiential programs with the goal of putting one or more of them in place by June 30, 2020.

### **THREE CONTINUING INITIATIVES**

Three current initiatives that cross divisional boundaries help differentiate Hamilton and are already changing students' lives on College Hill. We reaffirm their importance and commit to expanding their place on campus. These initiatives include faculty-student interaction, advising, and diversity and inclusion.



## **1. Teaching at Hamilton**

The heart of the educational experience at Hamilton is the interaction that takes place in the classroom, laboratory, and studio, where skilled and conscientious teachers work intensively with smart, motivated, and enthusiastic students. Hamilton faculty members commit to teaching, scholarship, and service to support the College's educational mission. It is sometimes difficult to achieve balance in all three areas, and the new initiatives outlined in this plan will add to that pressure.

### Redefining the Fifth Course

To enhance the educational program for students, we will seek to rebalance how professors spend their time to allow more emphasis on new and creative ways for faculty members to engage with students inside and outside the classroom, especially through advising, actively mentoring student research and independent studies, and developing new courses or experiences that fall outside the traditional curriculum and advance interdisciplinary work. Increasing student-faculty interaction around the initiatives in this plan (i.e., digital learning, advising, experiential learning, diversity and inclusion) is also anticipated.

Teaching remains the priority at Hamilton, but the College – and new faculty hires – also have heightened expectations for a robust research program, especially when it involves students, and this understanding will make Hamilton even more competitive when hiring tenure-track professors and recruiting students who expect to work closely with faculty on substantive projects. In the coming years, we will pursue a strategy to redefine the teaching load from five courses to a four-plus-one model for tenured and tenure-track professors. Under this model, the fifth course may be redefined to include some combination of classroom teaching, advising, supervision of student research, or College service. To manage the curricular impact of a shift away from the traditional five-course load, we will pursue some or all of the following steps:

- Hiring additional faculty members, possibly including renewable, non-tenure-track professors
- Reducing the number of course releases
- Hiring visiting faculty members, who would continue to teach five courses, to replace faculty on one-semester leaves
- Reviewing the minimum class size
- Reviewing the curriculum at the departmental and program level, possibly adjusting the number of credits required for concentrations

*Assessment:* This initiative will require further study by the incoming dean of faculty and appropriate faculty committees to determine the best options among those identified above to rebalance how faculty allocate their time, with the aim of increasing student-faculty interaction. We will create a faculty task force to review previously identified options, consider others, and make recommendations by June 30, 2019.

## **2. Advising at Hamilton**

In fulfilling its previous strategic plan, Hamilton has made significant improvements to its academic advising system, including the faculty's adoption in 2011 of eight educational goals for students. We recognize the need to do even more – especially for co-curricular advising – if we are to transform Hamilton's current advising practices into a national model. A broader, more holistic, and individualized advising network that recognizes and supports both formal academic advising and the advising and mentoring that occurs in other areas will provide a more connected experience of academic and co-curricular balance for students. We will explore developing an individualized advising network for each student. At the same time, as Hamilton welcomes a significant number of new faculty and staff colleagues, we seek to improve orientation programs and introduce more robust mentoring relationships for new employees. Other advising initiatives under consideration include:

- Establishing an individualized advising network that develops, manages, and incorporates all the ways students get advice during their four years on campus (e.g., academic, career, off-campus study, wellness, etc.). More information about an expanded advising program appears on page 7.
- Developing an advising syllabus to help structure first-year advising, perhaps in the context of a partial credit course
- Instituting development workshops and training for advisors
- Expanding the use of technology to support collaborative advising and revamping our current web advising program
- Considering a class dean model to enhance advising and help students connect more clearly their academic and co-curricular programs

*Assessment:* The implementation of an individualized advising network has the potential to meaningfully, holistically, and more purposefully combine, for the first time, students' curricular and co-curricular lives at Hamilton. This program will build on the significant progress already made with academic advising. We will create a task force comprised of representatives from the faculty, student life, counseling, athletics, and advancement (career center and alumni relations) to explore options and make recommendations for the individualized advising network by June 30, 2019.

### **3. Diversity, Equity, and Inclusion at Hamilton**

In *Foundation's for Hamilton's Next 200 Years*, the strategic plan adopted in January 2009, we identified four priorities, including: An inclusive community whose demographics reflect those of the coming generation of faculty and college-bound students. We have made significant progress toward that objective: U.S. students of color and international students comprised 16.5 percent and 5.3 percent of the student body, respectively, in 2008-09; they represent 24.2 percent and 6.4 percent today. For all full-time faculty, the percentages are 19.0 percent in 2008-09 and 24.1 percent today. At the same time, as the cost for a Hamilton education has grown, so too has our commitment to remaining a school of opportunity for deserving students unable to afford our fees. In addition to becoming need-blind in admission, we have increased spending on financial aid 75 percent since 2008-09.

Despite the progress, increasing diversity, in all its forms, remains a College priority. But our success must be measured not just in attracting a more diverse community; we must also do more to ensure that every member of our community has the opportunity to take full advantage of what Hamilton offers. Furthermore, learning from individuals who have different backgrounds and life experiences (e.g., racial, ethnic, cultural, socioeconomic, gender, political, etc.) should be embraced as an integral component of our academic program and residential community. To maximize the learning that a diverse community provides we will:

- Strengthen our inclusion programming for students and employees
- Add a new associate dean of students for diversity and inclusion in the Division of Student Life
- Fully implement the recently adopted across-the-curriculum requirement for social and structural institutional hierarchies
- Increase scholarship resources for talented students from the U.S. and abroad
- Grow our partnership with QuestBridge as funding permits

*Assessment:* We will continue efforts to diversify our community, but the focus of this initiative is ensuring that all students have the opportunity to take full advantage of what Hamilton offers. We will establish baseline measures by conducting a campus climate survey by December 31, 2018, which will help us identify programs and establish goals to address the needs of our increasingly diverse student community. The climate survey will be repeated in 2020 and 2022 to assess progress. At the same time, we will ensure socioeconomic diversity by increasing our endowment for student scholarship aid.

## CONCLUSION

We did not enter into this planning process needing to correct shortcomings or deficiencies. Our goal has been to continue propelling Hamilton forward by responding thoughtfully and strategically to new challenges at a time of deep skepticism of American higher education. We believe the ideas outlined in this plan introduce new pedagogical directions, increase opportunities for student learning, improve students' co-curricular options, and ultimately help students achieve a healthy balance in their academic, residential, and social life so that they can lead lives of meaning, purpose, and active citizenship.