

Hobart and William Smith Colleges

Self-Study

Prepared for

the
Middle States Commission
on Higher Education

April 2004

EXECUTIVE SUMMARY

Since 1994, the last Middle States team visit, much has changed at Hobart and William Smith Colleges. The Colleges have among other things

- Increased the number of applications for admittance by 28% while decreasing the acceptance rate from 73% to 64%.
- Raised the quality of students with improved SAT scores and class rank
- Added 11 tenure track lines for faculty
- Grown the endowment from \$48,348,989 to \$126,589,065
- Moved from a trimester to a semester system
- Implemented a system of goals in 1996 to replace distribution requirements
- Transformed off-campus study to global education
- Broadened the curriculum by adding 21 departments and programs
- Replaced the Center for Academic Support Services with the more broadly defined Center for Teaching and Learning
- Strengthened the residential education, co-curricular and extra-curricular programs
- Built 9 buildings including academic centers, sports facilities and housing; and renovated 4 buildings in addition to various classrooms and student residences

It is with pride that we say Hobart and William Smith Colleges is an institution on the move.

Our accomplishments are the result of hard work and planning on the part of the administration, faculty, staff and students. The self-study presented here reflects the care and attention that this community gives to providing a comprehensive liberal arts education in a coordinate, residential setting. The Colleges' mission statement and *HWS 2005*, the planning document completed in 2001, all focus on creating an intellectual community that is rigorous, cutting-edge and committed to excellence. The broad goals cited in *HWS 2005* have become the foundation upon which this institution has structured its work activities, its financial and programmatic planning; and its quest for excellence. There are those among us, particularly those who have joined us since 2001, who may not be well acquainted with the document itself but, they all understand the goals and objectives outlined in *HWS 2005* because they underlay every decision.

The self-study that follows takes as its foundations the Colleges' mission statement and *HWS 2005*. It is a comprehensive examination of the institution following the context of the fourteen standards set forth in *Characteristics of Excellence*. The major findings of the Self-Study are:

- There is a high degree of congruence between and among the Colleges' mission statements, *HWS 2005*, and the various academic, programmatic and operational initiatives undertaken across campus over the past several years.
- During the past two years, the Colleges have invited outside reviewers to evaluate programs and departments (Center for Academic Support Services, Women's Studies, Media and Society, Modern Languages, Off-Campus Programs, Information Technology, Theatre Program, and the Science Division). These external reviews are an important assessment mechanism and have resulted in a variety of changes on campus.
- Although Hobart and William Smith Colleges has not instituted a comprehensive outcomes assessment plan at present, the institution does collect extensive qualitative and quantitative data about student life and learning. Although that data has not been used for planning or evaluation, the Colleges are in the process of developing a cohesive assessment plan that will fit into overall strategic planning.

- In response to concerns over the number of temporary faculty employed at the Colleges, the institution has embarked upon a five year plan to increase the size of the permanent faculty by 25. Currently, staffing levels are on a par with peer institutions.
- Historically, the curriculum has stressed the importance of interdisciplinarity within traditional disciplines. This emphasis was recently reaffirmed by the requirement that all students complete a disciplinary or interdisciplinary major and an interdisciplinary or disciplinary minor.
- The institution's overall fiscal management practices have been independently evaluated and found to be sound. In December 2002, the Colleges received an "A" bond rating from Standard & Poor. The broad fiscal goals and objectives that have guided the Colleges since the late 1990s were recently reaffirmed in *HWS 2005* and by an external assessment regarding capital campaign readiness.

What do we foresee for the future? In short, we want to do even better what we already do well. We anticipate a financially sound college that attracts top quality student – one that is dedicated to a global, interdisciplinary, diverse and excellent liberal arts education. This education will link what is learned in the classroom to the world beyond through internships, study abroad, and community service. It will encourage students to have conversations about what they learn with those who inform their lives: classmates, teachers, parents, mentors, coaches. It will simultaneously demand disciplinary rigor with interdisciplinary flexibility. It will focus on the whole student through integrated academic, co-curricular and extra-curricular programs. It will attract the creative and curious; transform the reluctant and apathetic; and celebrate the best in each individual.

As we look beyond *HWS 2005*, we know that we face challenges. Our vision will not be achieved unless we work vigilantly to meet and conquer the obstacles before us. We believe that those challenges are:

- Increasing the endowment to \$200,000,000 or more
- Attracting and retaining students of outstanding quality
- Building an inclusive and diverse community of faculty, staff and students
- Continuing a policy of informed strategic planning
- Creating a campus-wide assessment program that not only collects and benchmarks data but uses it constructively
- Empowering departments and programs
- Strengthening student services so that no student lacks the attention and care they deserve
- Maintaining and expanding campus facilities
- Providing cohesive advising to students and offering a vibrant First Year seminar program
- Sustaining a curriculum that is rigorous, diverse, interdisciplinary and global

These challenges are not for the faint-hearted. Nevertheless, those who make up the community of Hobart and William Smith are ready for the task. We seek to provide our students with a liberal arts education that will equip them with the knowledge, skills and flexibility they need to maneuver through an increasingly complex and diverse 21st century world.

Table of Contents

Self-Study for the Middle States Commission on Higher Education

Executive Summary	i
Eligibility Certification Statement	iii
Table of Contents	iv
List of Appendices and Appended Documents	ix
Introduction	xi
Frequently Used Abbreviations	xiv
Standard 1: Mission, Goals and Objectives	1
1.1 Mission and <i>HWS 2005</i>	
1.2 Goals and Objectives	
1.3 Goals for Students	3
Standard 2: Planning, Resource Allocation, and Institutional Renewal	5
2.2 Planning and Resources	
2.3 Institutional Resources	
Standard 3: Institutional Resources	7
3.1 Introduction	
3.2 Resource Allocation	
3.3 The Budgeting Process	8
3.4 Assessment of the Budgeting Process	
3.5 Budget Monitoring	9
3.6 Facilities and Infrastructure	
3.6.1 Buildings and grounds	
3.6.2 Equipment replacement	10
3.7 Auxiliary Operations	
3.7.1 WEOS	
3.7.2 College Store	
3.7.3 Post Office and Central Services	11
Standard 4: Leadership and Governance	12
4.1 Standards for leadership and governance	
4.2 Board of Trustees	13
4.2.1 Role of Trustees	
4.3 Faculty Governance	14
Standard 5: Administration	16
5.1.1 Colleges' President	
5.2 Colleges' Senior Administration	
5.3 Coordinate Colleges	
Standard 6: Integrity	18
6.1 Relations with Students	

6.2	Relations with Employees, Faculty and Staff	20
6.3	Diversity	22
6.4	Honesty In Relation To Its Internal And External Constituencies	24
6.5	Intellectual and Academic Freedom	26
6.6	Respect Toward Its Own Members and the Members of t he Broader Community	
6.7	Assessment Of Institutional Integrity	28
Standard 7: Institutional Assessment		29
7.1	Introduction	
7.2	Assessment Background	
7.3	Assessment Planning	
Standard 8: Student Admissions		30
8.1	Historical Context	
8.2	Admissions Office Policies	
8.3	Marketing and Recruitment Strategies	
8.4	Selecting The Class	32
8.5	Financial Aid: Managing Resources in Support of t he Institutional Mission	33
Standard 9: Student Support Services		36
9.1	Student Support Services at HWS	
9.1.1	Challenges Facing Student Support Services at HWS	38
9.2.	Academic Support Services – Office of the Provost	
9.2.1	Center for Teaching and Learning	
9.2.2	Registrar	40
9.2.2.1	Registering Students	
9.2.2.2	Access to Records	41
9.3	Student Support Services – Deans	43
9.3.1	Department of Residential Education	
9.3.1.1	Housing	
9.3.1.2	Residential Education Supervision	
9.3.1.2.1	Residential Education Co-Curricular Programs	44
9.3.2	Office of Alcohol and Other Drug Programs	45
9.3.2.1	Programs and Services	
9.3.2.2	Program Effectiveness and Assessment and Program	46
9.3.3	Hubbs Health Center	
9.3.4	Counseling Center	47
9.3.5	Career Services	48
9.3.6	Student Disciplinary System	49
9.3.6.1	Disciplinary Boards or Committees	
9.3.6.2	Process Guidelines	50
9.3.6.3	Sanctioning Process	
9.3.6.4	Areas of Concern	
9.3.7	Office of Student Life and Leadership	
9.4	Other Support Services - Vice President for Administrative Services	52
9.4.1	Department of Campus Safty	
9.4.1.1	Campus Safety Responsibilities and Services	
9.5	Computer Support Services	53
Standard 10: The Hobart and William Smith Faculty		54
10.1	Faculty Mission	

10.2	Qualifications and Numbers of Faculty	
10.2.1	Qualifications and Numbers	
10.2.2	The Composition of the HWS Faculty According to Rank and Service	
10.3	Self-Governance	55
10.3.1	The Committee on Committees	
10.3.2	Assessment	56
10.4	Curriculum Design	
10.4.1	The Role of the Committee on Academic Affairs	
10.4.2	Major Changes since 1994 and Future Plans	58
10.5	Faculty Development and Excellence in Teaching	
10.6	Hiring, Retention, and Promotion	60
10.7	Part-time and Adjunct Faculty	61
10.8	A Three Year Plan for Academic Integrity	63
10.9	Academic Freedom and Conflict Resolutions	65
10.9.1	AAUP	
10.9.2	Faculty Grievances	
10.9.3	Ombudspersons	66
10.9.3.1	History of Ombudsperson at HWS	
10.9.3.2	Concluding Assessment	67
	Standard 11: Educational Offerings	68
11.1	Curriculum and Mission	
11.1.2	Appropriateness	
11.1.3	Coherence	
11.1.4	Outcomes	
11.1.5	Evaluation	69
11.2	Disciplinary Departments and Programs	
11.3	Other Curricular Offerings	
11.3.1	Reader's College	
11.3.2	Individual Majors	
11.3.3	Honors Program	72
11.3.4	Center for Global Education	
11.3.5	S.A.O.P	73
11.3.6	Collaborative Internship Program	
11.3.7	Service Learning	
11.3.8	Center for Teaching and Learning	
11.3.9	Summer Research	
11.4	Co-Curriculum	74
11.4.1	Recreation and Wellness	
11.4.1.1	Wellness	
11.4.2	Residential Education	
11.4.2.1	Alcohol and Substance Abuse Awareness Program	75
11.4.3	Health Professions	
11.4.4	Athletics	
11.4.4.1	Napier Student-Athlete Leadership & Management Seminar	
11.5	Non-Traditional Programs	
11.5.1	Joint Degree Programs	
11.5.1.1	Engineering	
11.5.1.2	Business	
11.5.1.3	Architecture	76
11.5.2	Health Professions	

11.6	Learning Resources	
11.6.1	Campus Library Resources	
11.6.2	Information Technology	
Standard 12: General Education		78
12.1	General Education Program Description—Structure and Delivery	
12.1.1	The First Year Seminar Program	
12.1.2	Writing Requirement	79
12.1.3	Major and Minor (or second major), Disciplinary and Interdisciplinary	
12.1.4	The Colleges' Eight Educational Goals and Objectives	80
12.1.5	General Education Advising	81
12.1.6	Summary of General Education Structure and Delivery	
12.2	Incorporation of values, ethics and diverse perspectives	
12.3	Official Description of General Education Requirements	82
12.4	Assessment of General Education	
12.4.1	First Year Seminar Students	83
12.4.2	First Year Seminar Instructors	
12.4.3	Faculty Mandated Writing Requirement	84
12.4.4	Disciplinary/Interdisciplinary Requirement	
12.4.5	Goals	
12.4.6	Advising	
12.4.7	Other Assessments	
12.5	Concerns	85
Standard 13: Related Educational Activities		86
13.1	Basic Skills	
13.1.1	First Year Advantage	
13.1.2	Center for Teaching and Learning (CTL)	
13.1.3	Higher Education Opportunity Program (HEOP)/ Summer Academic Orientation Program (SAOP)	
13.1.3.1	HEOP Admissions Process	
13.1.3.2	Summer Supportive Services	87
13.2	Certificate Programs	88
13.2.1	Distribution Requirements for Certification	89
13.2.2	Childhood Teacher Certification (1-6)	
13.2.3	Childhood Education/Special Education Childhood (1-6)	
13.2.4	Adolescence Teacher Education Program (7-12)	
13.3	Experiential Learning	90
13.3.1	Education Field Placements	
13.3.2	Public Service Program	
13.3.2.1	Public Service Program Curriculum	91
13.4	Non-Credit Offerings	
13.5	Off Campus Programs (Also see 11.3.4.)	92
13.5.1	Program Development	
13.5.2	Program Impact and Supervision	
13.5.3	Program Assessment	94
13.6	Affiliated Providers	95
Standard 14: Assessment of Student Learning		96
14.1	Expectations of student learning	
14.2	HWS Assessment Plan	

14.2.1	Elements of the Draft Plan for the Assessment of Student Learning	97
14.2.1.1	Goals	
14.2.1.2	Methods	
14.2.1.3	Timelines	98
14.2.1.4	Assignment of Responsibility	
14.2.1.5	Description of connections	99
14.2.1.6	Allocation of Resources	
14.2.1.7	Process for Using Results	
14.3	Utilization Of Student Learning Assessment Information	100
14.4	Use Of Student Learning Assessment Information As Part Of Institutional Assessment	

Appendices

- Appendix 1.3 The Eight Goals of the HWS Curriculum
(from *2002-2004 Catalogue*, pages 21-22, also see Appendix 14.1.1)
- Appendix 3.6.1 Sample Building Maintenance List
- Appendix 5.2 Hobart and William Smith Colleges' Organization
- Appendix 7.3 Staff Assessment Form
- Appendix 8 Race of Entering Students at HWS
- Appendix 8.1.1 List of Internal Reports used by Admissions
- Appendix 8.2 List of Guidelines for Admissions Staff
- Appendix 8.3 Admissions Marketing and Recruitment Strategies
- Appendix 8.4.1 Policies followed by Admissions in "Selecting the Class"
- Appendix 8.4.2 Admissions Ten-year Snapshot
- Appendix 8.5 Financial Aid Policies: Managing Resources in Support of the Institutional Mission
- Appendix 9.3.1.2 Job Responsibilities of Residential Education Area Coordinators
- Appendix 9.3.1.2.1 Residential Education Monthly themes
- Appendix 9.3.2.1 Office of Alcohol and Other Drug Programs
- Appendix 9.3.4. Counseling Center Report
- Appendix 9.3.6.1 Disciplinary Boards or Committees
- Appendix 9.3.6.2 Summary Process Guidelines for all Judicial Bodies
- Appendix 9.4.1 Campus Safety Services (non-criminal)
- Appendix 11.2 Departments and Programs
- Appendix 11.2.1 Department Enrollment and Staffing History: 1990 -90 to 2002 -03
- Appendix 11.6.1 The Library and Learning Resources
- Appendix 11.6.2 Division of Information Technology (IT)
- Appendix 12.1.1 Special Course Proposal Form
- Appendix 12.1.2 Goal 3 Quantitative Reasoning Certification Form
- Appendix 12.1.3 Goal 4 Scientific Inquiry Certification Form
- Appendix 12.1.4 Goal 5 Experience of a Fine or Performing Art Certification Form
- Appendix 12.1.5 Goal 6 Understanding Difference Certification Form
- Appendix 12.1.6 Goal 7 The Multiplicity of World Cultures Certification Form
- Appendix 12.1.7 Goal 8 Ethical Judgement and Action Certification Form
- Appendix 12.1.8 Baccalaureate Plan
- Appendix 12.4.1 First Year Seminars course evaluation form
- Appendix 12.4.1.2 First Year Seminar Evaluations 1998 through 2002
- Appendix 12.4.2 First Year Seminar Instructor's Evaluation Form
- Appendix 12.4.7 Curriculum Subcommittee's Student Survey
- Appendix 12.4.7.1 Curriculum Subcommittee's Analysis of Student Survey??
- Appendix 13.5 Center for Global Education Memoranda of Understanding
- Appendix 14.1 Graduation and the Goals
- Appendix 14.1.1 "Student's Guide To The Curriculum," from *The Guide: On-line Student Catalogue*, a subsection of the website link to "Academic Advising." Revised 3/18/03.
- Appendix 14.1.2 Survey Data of Graduating Seniors for 2004 Middle States Review

Appended Documents

- 1
 - 1.1 *HWS 2005: A Commitment to Excellence*
 - 1.1.1 *Hobart and William Smith Colleges Catalogue 2002-2004*
 - 1.2.1 *Strategic Plan for Information Systems and Technology (2003 – 2008)*
 - 1.2.2 *HWS 2005: 2001-2002 Annual Review*
 - 1.2.3 *HWS 2005: 2002-2003 Annual Review*

- 2
 - 2.2.1 *Campus Space Needs Analysis and Migration Recommendations*

- 3
 - 3.1.1 *Harvard Project on Faculty Appointments*
 - 3.1.2 "Report on Faculty Size at Hobart and William Smith Colleges."
 - 3.5 Reports of External Program Reviews
 - 3.6 *Campus Plan*

- 4
 - 4.2 (Board of Trustees) *By-laws*
 - 4.2.1 Board of Trustees *Directory*
 - 4.2.2 Board of Trustees *Handbook*
 - 4.3 *Faculty Handbook*

- 5
 - 5.3 *Middle States Periodic Review Report of 1999*

- 6
 - 6.1 *Handbook on Community Standards, 2002-03*
 - 6.3 *The Hobart and William Smith Colleges Faculty Recruiting and Hiring Handbook*
 - 6.7 "Diversity Initiative Implementation Plan."

- 9
 - 9.2.2 *HWS Guide to Student Life*
 - 9.2.3 *Registration Handbook and Schedule of Courses*
 - 9.3 *Institutional Benchmark Report from the National Survey of Student Engagement*

- 12
 - 12.1.5 *First Year Advisor's Handbook*
 - 12.1.5.2 *Advisor's Guide to the Curriculum*
 - 12.3.1 *HWS Curricular What, When, and How*
 - 12.3.2 *Students' Guide to the Curriculum*

Hobart and William Smith Colleges
Self-Study
for the
Middle States Commission On Higher Education

Introduction

Hobart and William Smith Colleges are coordinate, private, liberal arts institutions located on a 170 acre campus in Geneva, New York, the heart of the Finger Lakes region. The Colleges have a combined enrollment of 1,800, Hobart College for men and William Smith College for women, share a president, provost, faculty, facilities and curriculum, but maintain separate deans' offices, athletic programs, student governments and traditions.

The Colleges are a student-centered learning environment featuring interdisciplinary study that is globally focused and grounded in the values of equity and service, developing citizens who will lead in the 21st century.

The self-study conducted at the Colleges in preparation for the April 2004 visit of the Middle States Commission Evaluation Team is the latest effort in an on-going program of assessment carried out by the institution to measure its progress in meeting the goals it has established for itself.

I. Nature and Scope of Self-Study

Hobart and William Smith Colleges has undertaken a Comprehensive Self-Study in the context of the standards in *Characteristics of Excellence*, published by the Middle States Commission on Higher Education in 2002 and *HWS 2005: A Commitment to Excellence*, a planning initiative adopted by the Colleges in 2001.

In 2000, through consultation with the Board of Trustees, members of the Committees on Faculty and Academic Affairs, students, alumni/ae and other campus constituencies, eight study groups were organized around a series of critical issues. A combination of individual study group meetings, full planning cohort meetings, campus-wide electronic forums, and student questionnaires were conducted during the Fall 2000 semester. Specific topic areas that emerged from these forums were considered and presented to the President and Board of Trustees in the Spring of 2001.

The resulting plan, *HWS 2005: A Commitment to Excellence*, expressed the Colleges commitment to providing a student-centered learning environment that is globally focused, grounded in the values of equity and service, and pledged to developing citizens who will lead in the 21st century.

This Comprehensive Self-Study assesses the Colleges' progress in meeting the aspirations outlined in that plan and the standards established by the Middle States Commission on Higher Education.

II. Organizational Structure of the Steering Committee and Subcommittees

A. **The Steering Committee** is made up the following faculty, students and administrators appointed by the President:

Committee Co-Chairs:

Marie-France Etienne	Professor, Modern Languages and Associate Dean of Faculty (from 7/1/03) (until 7/1/03, Chair, Committee on the Faculty)
Dunbar Moodie	Professor, Anthropology/Sociology

Members:

Paul Bringewatt	Vice President, Administrative Services
Scott Brophy*	Professor, Philosophy and Chair, Committee on Academic Affairs (from 7/1/03)
Chip Capraro	Associate Dean, Hobart College
Pat Collins	Professor, Education
Bill Crumlish	Chief Librarian

Iva Deutchman	Professor, Political Science and Chair, Committee on Academic Affairs (until 7/1/03)
Roy Dexheimer	Member, Board of Trustees
Valerie Gunter	Assistant Dean, William Smith College
Evan Hourigan	Student, Hobart College ('03)
Kristen Mogilnicki	Student, William Smith College ('03)
Wes Perkins	Professor, Anthropology/Sociology
Molly Rider*	Student, William Smith College ('05)
Brian Schubmehl*	Student, Hobart College ('07)
Patricia Stranahan	Provost and Dean of Faculty
Lynne Wiley	Vice President, Planning and Executive Affairs
Jonathan Wolff	Associate Provost

(*joined Committee for academic year 2003-2004.)

The Steering Committee established the following guidelines for the self-study:

1. The Comprehensive Model was chosen for the self-study with assessment to be measured against HWS 2005 in the light of the Middle States Commission on Higher Education's "Standards for Accreditation."
2. Three subcommittees consisting of faculty, students and administrators were established, reflecting the diversity of the institution. Each Subcommittee was charged with evaluating specific areas as they relate to HWS 2005, the Mission of the Institution (as described in the Colleges' *Catalogue, 2002-2004*) and appropriate "Standards for Accreditation" as outlined on pages viii-x of *Characteristics of Excellence in Higher Education*. The Subcommittees were also charged with developing an inventory of resources to be made available in an office set aside for this purpose in the Colleges' main administrative building.
3. Some members of the Steering Committee also served on the Subcommittees and acted as liaison between committees.
4. A time-table was established to guide the Subcommittees in the collection of data and submission of analysis to the Steering Committee and to guide the Steering Committee in developing a final report, based on the submissions of the Subcommittees.
5. Each Subcommittee submitted written reports to the Steering Committee analyzing those aspects of the institution that were the subject of their investigation. The reports were submitted in electronic format.
6. The report was submitted to all constituencies for final review and made available in written and electronic formats. The final report was submitted to the Colleges' faculty for endorsement before submission to the Middle States Commission on Higher Education.

B. Self-Study Subcommittees

1. Institutional Context Committee (Standards 1-7)

Steven Lee, Chair	Professor, Philosophy
JoBeth Mertens	Assistant Professor, Economics
Roy Dexheimer	Member, Board of Trustees & Middle States Steering Committee
Martha Bond	Director, Office of Grants
Matthew Johnston	Student, Hobart College
Barbie Feldmann	Student, William Smith College

2. Educational Effectiveness Committee (Standards 8-13)

Eugen Baer, Chair	Professor, Philosophy
Bill Crumlish	Chief Librarian & Middle States Steering Committee

Mara O’Laughlin	Director of Admissions
Marilyn Jimenez	Professor and Chair, Modern Languages
Lynne Wiley	Vice President, Planning and Executive Affairs & Middle States Steering Committee
Oscar Barney	Student, Hobart College
Chevon Stewart	Student, William Smith College

3. Assessment Committee (Standard 14)

Wes Perkins, Chair	Professor, Anthropology/Sociology & Middle States Steering Committee
Debra DeMeis	Dean, William Smith Colleges
Brooks McKinney	Professor and Chair, Geosciences
Paul Bringewatt	Director of Administrative Services & Middle States Steering Committee

III. Working Committee Assignments

In consultation with the Steering Committee, the working Committees developed their own structures for the study as outlined below. Please note that as an explicit “assessment plan” was not in place at the time of the beginning of the study, formulation of such a plan has been left to a committee to formed by the Vice President for Planning and Executive Affairs. The work of this committee will be added by the Steering Committee to the work of the Assessment Committee in addressing Standards 7 and 14.

Each Committee submitted final reports in writing and in electronic format, addressing separately each standard reviewed. The Committees also provide d all submitted reports, questionnaires, and supporting documents and materials gathered in the course of the study.

Frequently Used Abbreviations

CGE Center for Global Education **CGE** administers off-campus programs and works with CoGE to evaluate existing programs and develop new opportunities. CGE also provides services to international students.

CoGE Committee on Global Education **CoGE** is a committee of the faculty that works with CGE and members of the faculty to develop and evaluate off-campus programs.

CoAA Committee on Academic Affairs One of five standing faculty committees (see *Faculty Handbook*, page 21-24), **CoAA** establishes academic goals, curricula, and standards of scholarship; oversees the general curriculum, including the Colleges' off-campus programs; reviews and advises on the relation of the athletic program and minority support programs to the academic program; and staffs, administers, and oversees the following subcommittees:

- i. Committee on Honors
- ii. Committee on Individual Majors
- iii. The Committee on Off-Campus Study (advisory to the Dean of Faculty and Provost)
- iv. Committee on Athletics
- v. Committee on Admissions and Retention

CoFAC Committee on the Faculty One of five standing faculty committees (see *Faculty Handbook*, page 18-21), **CoFAC** acts as a consultant committee to the Dean of Faculty and Provost on policy and matters of academic freedom, faculty research, faculty workload, faculty working conditions, faculty compensation, and overall faculty and Colleges goals, including the following: the presentation and administration of the instructional budget; faculty recruitment; guidelines for promotion and tenure reviews; the Dean of Faculty and Provost's supervision of the instructional activities of the faculty. CoFac also staffs, administers, and oversees the following subcommittees:

- i. Committee on Faculty Research and Honors
- ii. Committee on Equity and Affirmation Action
- iii. Committee on Faculty Salary and Compensation
- iv. Committee on the Library (advisory to the Colleges' Librarian)

CoC Committee on Committees One of five standing faculty committees (see *Faculty Handbook*, page 25), **CoC** is charged with keeping an up-to-date list of all faculty and their current and past committee assignments, including standing committees, subcommittees, advisory committees, and ad hoc committees; activating the nomination process; presenting to the faculty nominations for all standing committees; consulting with administrators in the appointment of faculty to ad hoc and institutional committees; reviewing committee structures for preparing and presenting to the faculty necessary changes in charges of faculty committees.

CoTap Committee on Tenure and Promotion One of five standing faculty committees (see *Faculty Handbook*, page 24), **CoTap** Advises the President in matters of faculty appointments, promotions, tenure decisions, and termination of appointments, according to criteria established by the faculty. In consultation with the Committee on the Faculty, CoTap establishes procedures to be followed by departments in evaluating new faculty members and in making third-year contract renewal decisions; monitors departmental adherence to those guidelines; and establishes, updates, and publishes procedures to be followed by departments and Individual Committees in preparing promotion and tenure cases.

CTL Center for Teaching and Learning **CTL** works with students to enhance their study skills and with those seeking or requiring help in meeting their academic responsibilities. This includes direct support and appropriate referrals within the institution. It coordinates services for students with

disabilities, professional writing support, and peer-support services in specific content areas, and services to students whose primary language is not English.

IT Division of Information Technology **IT** provides a wide range of technical support services related to data storage and network connectivity and support, support for computer-related issues throughout the Colleges, technology training, and AV media services.

HEOP The Higher Education Opportunity Program **HEOP** is a New York State program administered by the Office of Intercultural Affairs, designed to improve the educational opportunities available to economically and educationally disadvantaged students who have demonstrated potential.

PSO Public Service Office **PSO** undertakes programs to connect students with volunteer service opportunities on-campus, in the area surrounding Geneva, and outside the local region.

SAOP The Summer Academic Orientation Program **SAOP** is a pre-college program to provide comprehensive academic and non-academic preparation for college study. The primary goal of SAOP is to give students an early exposure to the rigors and expectations of academic course work.

SL&L Office of Student Life and Leadership **SL&L** supervises and coordinates student activities at HWS. The SL&L staff provides on- and off-campus social and academic activities for the HWS community and a wide variety of resources to the many clubs and organizations on campus.

Standard 1: Mission, Goals, and Objectives

1.1 Mission and *HWS 2005* Hobart and William Smith Colleges' (hereafter, HWS) formal mission statement is, in the words of the 1994 Middle States Evaluation Review Team, "audacious and audaciously different." By this, reviewers meant that the mission statement is not only much longer than most, it is also "more conceptual, and more conceptually difficult, than most." "These characteristics," it went on to explain, "coupled with it not being rooted in, or anchored to, a fully developed and explicit philosophical position or context gives it a certain free-floating quality. We nevertheless conclude that it serves you well. It does, indeed, reflect your hopes, your desires, your dreams."

Although lengthy, the statement encompasses and expresses the multiple values and attributes that are embedded in an HWS education: a co-ordinate structure; and a liberal arts curriculum that combines the traditional and the innovative, depth and breadth of knowledge, interdisciplinarity, awareness of global interdependence and intercultural understanding. An HWS education also values experiential learning, community service and civic engagement. Adopted by the faculty in 1993 and by the Board of Trustees shortly thereafter, this mission statement continues to reflect the values, strengths, character, and individuality of these Colleges.

In 1999, at the end of his first year as President of Hobart and William Smith, Mark D. Gearan initiated a new comprehensive planning process. After consultation with the Board of Trustees, members of the Committees on Faculty (CoFAC) and the Committee on Academic Affairs (CoAA), and other campus constituencies, eight study groups were organized around a series of critical issues. A combination of individual study group meetings, a full planning cohort meeting, campus-wide forums, and student questionnaires were conducted during the Fall 2000 term. Specific topic areas that emerged from these forums were considered and presented to the President and the Board of Trustees in the Spring of 2001.

Eighty-five people participated in the eight study groups, 68 percent of whom were either graduates of Hobart and William Smith Colleges or currently enrolled students. The study groups met on

campus for almost twenty hours, held thirty two conference calls, and hosted twelve off-campus roundtable discussions involving 141 alumni and alumnae. Eighty-two e-mails and 232 student questionnaire responses were received.

From this broad and inclusive process emerged a more concise version of the Colleges' mission statement, as well as a series of recommendations from which specific institutional goals and objectives have subsequently been developed. The re-fashioned mission statement reads as follows: "Hobart and William Smith Colleges are a student-centered learning environment committed to excellence, globally focused, grounded in the values of equity and service and developing citizens who will lead in the twenty-first century."

It is significant that, when asked about the Colleges' mission statement, members of the HWS community frequently refer to both versions of it. It is reasonable to conclude that many value the longer version as a robust expression of institutional aspirations, while simultaneously embracing the shorter version as a tightly focused articulation of the Colleges' goals. Together, the two statements provide the foundation upon which the institution's academic, programmatic, and operational goals have been developed, and are refined, monitored, and evaluated.

Many of the Colleges' departments, programs, administrative divisions, and offices also have their own mission statements, as do the alumni/alumnae associations, the athletic departments, various campus support services, and WEOS (the campus radio station). Predictably, these statements vary widely in focus, length, and style. Nonetheless, based on the reviews conducted through this self-assessment process, it can be concluded that these statements reflect and re-affirm the overall mission of the Colleges as contained in *HWS 2005* and in the Colleges' *Catalogue*.

1.2 Goals and Objectives The Colleges' institutional goals are most clearly articulated in *HWS 2005* where they are grouped into one of three categories: Academic Program, Student Life, and Physical and Financial Resources (See appended *HWS 2005*). Over-arching goals are articulated for each of these areas. Within each of these topics is a series of more specific goals and

operational objectives to be pursued by the Colleges. For example, following the overall goal of enhancing academic engagement, *HWS 2005* identifies the following objectives: “Increase Faculty/Student Contact,” “Create a Center for the Teacher/Scholar,” “Publicize Student Accomplishments and Faculty Scholarship,” “Strengthen our Diverse Community,” “Create a Global Studies Center,” “Create a Visiting Scholars Program,” “Enhance Service Learning,” “Create a Geneva Initiative,” “Explore the Creation of a Finger Lakes Institute,” “Review and Enhance Academic Advising,” and “Commit to an Aggressive Admissions Recruiting Plan.” Within the overall goal of improving student life engagement, *HWS 2005* specifies the following objectives: “Appoint a Task Force on Student Life,” “Assess and Enhance Student Social Space,” “Develop Programs that Address the Needs and Challenges Associated with the Sophomore Year,” “Seek Efficiencies in the Delivery of Services to Students,” “Involve More Alumni/ae in Campus Courses and Events,” and “Enhance the Center for Career Strategies and Experiential Learning.” Finally, under the broad goal of enhancing the Colleges’ physical and financial resources, are articulated the following objectives: “Safeguard and Enhance Financial Resources,” “Implement a Five Year Compensation Plan,” “Implement the Campus Master Facilities Plan,” and “Emphasize Technology.”

HWS 2005 does not set out quantifiable goals or objectives, nor does it define the specific activities that would need to be undertaken to achieve the goals or to implement its recommendations. Furthermore, the document also does not assign responsibility for implementation of the goals or objectives to any specific individual, program, or department, nor does it specify a time-table for their accomplishment. Those tasks and activities necessary to the implementation of objectives have evolved over the past several years through a series of concerted individualized planning initiatives undertaken by discrete groups of faculty, administrators, and volunteers. The following examples illustrate this point.

1) Responsibility for the objective of “implementing the campus Master Facilities Plan” has, appropriately, fallen to the President, who must garner Trustee endorsement and high-level support for specific projects; the Vice-President of

Administrative Services, who must oversee the operational process of sequencing construction projects, obtaining design proposals, letting contracts, securing permits, monitoring progress, overseeing budgets, etc.; the Vice-President for Institutional Advancement, who must secure needed financial support from alumni/ae, friends and foundations, and a host of other staff. The Colleges have completed Stern Hall, the new academic building; renovated Trinity Hall, home of the Salisbury Center for Career Development, the Office of Public Service, and the Center for Global Education; and 601 South Main Street, home of the recently established Finger Lakes Institute. The Colleges also built a new boathouse in fall 2003 and are in the process of building new dormitories and planning an addition for studio art.

2) Responsibility for implementing the objective of “emphasizing technology” has fallen to the Chief Information Officer, the IT staff, and an advisory committee composed of faculty and staff. In recognition of (1) the extent to which the Colleges are challenged by the technological imperative, (2) the critical necessity to become competitive with our peer institutions in terms of IT capability, and (3) our limited resources, the former CIO worked with various advisors to develop a strategic plan to address the Colleges’ IT needs. The “Strategic Plan for Information Systems and Technology (2003 – 2008),” which was presented to the HWS Board of Trustees in April 2003, assessed IT strengths and weaknesses; it used comparative data from peer institutions to illustrate needs; it presented an array of options, with cost estimates; and it made recommendations to guide institutional decisions in the IT arena. The document attempted to align the Colleges’ technology strategic goals and plans with the mission, vision, and strategic plans of the Colleges. The Colleges have recently hired a new CIO who will undoubtedly review this plan before implementing it.

3) Development of the Finger Lakes Institute is primarily the responsibility of the President, who must secure fiscal support; the Director of the Environmental Studies Program, who must articulate the FLI’s objectives, program components, staffing and equipment requirements, and research priorities; and the Provost, who must support it academically. Significant progress has been made toward implementing this objective with \$1 million committed from the State of New

York; \$20,000 committed from the NYS Department of Education; as well as grants from the Triad and John Ben Snow Foundations. Currently, the Colleges are working with Congressman James Walsh to have the Finger Lakes Institute included in an upcoming federal appropriations bill.

Two reviews of the progress made toward achieving the goals listed in *HWS 2005* have been conducted, posted on the Colleges' website, distributed in hard copy across campus, and shared in meetings and in correspondence with various other constituencies. (See *HWS 2005: 2001-2002 Annual Review*, *HWS 2005: 2002-2003 Annual Review*.) Each review describes the many activities and initiatives undertaken during those years to address the broad range of institutional recommendations articulated in the strategic plan. The annual reviews not only assess progress, but are used by the President and senior staff to define priorities for the budget, and by the Vice President for Institutional Planning and the faculty to aid in institutional and student learning assessment. During the 2000-2001 year, a draft copy of the strategic plan was circulated widely for public comment, and a final copy prepared after extensive review and feedback. During the next year, the Colleges will begin the process of updating *HWS 2005*, culminating in the preparation of a strategic plan that will guide the institution through another five-year period. Building on the concepts and goals identified in *HWS 2005*, the Colleges will target areas of growth and opportunity that have been identified through the strategic planning process and will allocate resources to support that vision.

The accomplishments reported in these documents indicate that the Colleges' Board of Trustees, administration, faculty, and staff are well aware of the vision contained in *HWS 2005*. Virtually all cite *HWS 2005* goals and objectives in their own mission statements and structure their work activities to address them. There is also a high degree of congruence between and among the Colleges' mission statements, *HWS 2005*, and the various academic, programmatic, and operational initiatives undertaken across campus over the past several years. The mission statements simultaneously express the fundamental values of

these Colleges and guide the institution in its priority-setting and decision-making processes.

1.3 Goals for Students In addition to the Colleges' institutional goals, the Hobart and William Smith curriculum is based on a set of eight academic goals that are intended to address a set of skills, areas of knowledge, and qualities of mind and character deemed necessary to a liberal arts education. (See Appendix 1.3. Goals.) In order to receive a Bachelor of Arts or a Bachelor of Science degree from Hobart and William Smith, a student is required to complete a course of study, designed in consultation with a faculty advisor, that demonstrates

1. The essential skills that serve as a foundation for effective communication;
2. The essential skills that serve as a foundation for critical thinking and argumentation;
3. The ability to reason quantitatively;
4. The experience of scientific inquiry and an understanding of the nature of scientific knowledge;
5. An understanding of artistic expression based in the experience of a fine or performing art;
6. An intellectually grounded foundation for the understanding of differences and inequalities of gender, race, and class;
7. A critical knowledge of the multiplicity of world cultures, as expressed, for example, in their languages, histories, literatures, philosophies, religious and cultural traditions, social and economic structures, and modes of artistic expression; and
8. An intellectually grounded foundation for ethical judgment and action.

The faculty's intention in adopting this curricular plan is to make sure that students achieve breadth and coherence in their programs of study by working with faculty advisors to construct programs that simultaneously explore the student's interests and concretely address the Colleges' educational objectives through formal academic work. The requirement that this program include both disciplinary and interdisciplinary work reflects the Colleges' intention that students learn to see the world in its complexity, and at the same time acquire the essential critical skills of a specific area of inquiry. One measure of its success is that 47% of graduates have completed an advanced degree and another 9% are pursuing

one according to “The 2003 Post-Collegiate Life Survey of Graduates of Hobart and William Smith Colleges.” (Appendix 14.1.3)

A more substantial discussion of these goals, as well as an assessment of the extent to which the Colleges are successful in achieving them, is addressed in a subsequent section of this report.

Standard 2: Planning, Resource Allocation, and Institutional Renewal

2.1 *HWS 2005* establishes the framework within which programmatic and facilities planning takes place and upon which resource allocation decisions are made. The Colleges' Board of Trustees and administration are acutely aware of the relationship between our fiscal and physical resources and our ability to achieve our programmatic and academic goals.

2.2 Planning and Resources To achieve the fine balance between our plans and our resources, *HWS 2005* makes four key recommendations (See *HWS 2005*, page 9):

1. Safeguard and enhance financial resources;
2. Implement a five-year compensation plan;
3. Implement the campus master facilities plan;
4. Emphasize technology.

As evidenced by the several documents appended to this report, the Colleges have made impressive progress over the past several years to implement these recommendations. (See appended documents 2.2.1 *Campus Space Needs Analysis and Migration Recommendations* and 2.2.2 *Strategic Plan for Information Systems and Technology 2003-2008*.) The *Space Needs Analysis*, for example, is predicated on identifying faculty needs and locating facilities that may be built, both in the near term and long term. This goal is to promote rational campus growth, to assure that the academic core, student residences, pathways, and pedestrian patterns all are designed in a manner to maximize communication among faculty, staff, and students, with appearance of the campus kept as a significant consideration.

2.3 Institutional Resources The growth of Hobart & William Smith's endowment over the past decade has been significant. Since 1992, the endowment has more than tripled from \$42 million to over \$132 million. Much of this increase can be attributed to a comprehensive capital campaign that ran from 1991-1998. The goal of this campaign was \$75 million; \$102 million was raised. Of this, \$50 million was used to increase the endowment. While this growth has been significant, HWS' endowment levels still lag well behind those of its peer group. It is hoped that this gap can be narrowed somewhat through a new

campaign, now in its "silent" phase, that will have much of its proceeds designated for endowment.

The growth in the endowment—even during the last several years of economic turbulence—in combination with other positive indicators and solid management processes resulted in the Colleges' being granted an "A" rating in 2003 by Standard and Poor's. In their credit report, S&P highlighted the following institutional strengths:

- A long history of positive operating performance;
- Extraordinary stable demand and enrollment;
- A talented and well-focused management team;
- A large increase in endowment over the last decade due to strong fundraising;
- Adequate levels of unrestricted monies; and
- A unique structure that combines separate men's and women's colleges on a single campus.

The S&P review analyzed the planning, resource allocation, and management of the Colleges and concluded that "the stable outlook anticipates a continuation of sound financial performance and steady enrollment while the tuition discount rate remains at current levels. Success with the planned comprehensive campaign would be viewed positively." (*Ratings Direct*, January 2003, p. 1)

The S&P "A" rating has several consequences for the Colleges. The most immediate of these was the Colleges' success in securing a \$20 million bond to implement the Colleges' master plan for residential education—one of the key objectives related to institution renewal.

In addition to prudent management of its existing fiscal base, the Colleges' ability to secure additional revenue from external sources is an extremely important determinant of their financial future. Both the annual amount contributed by and participation rate of alumni/ae are critical factors, as is the degree to which the Colleges implement an effective program of planned giving, attract major gifts from individuals, are successful in securing grants to support faculty research interests and institutional priorities, develop a strong level

of parent support, and effectively communicate the Colleges' needs and successes through written and electronic vehicles. These programs and initiatives fall within the scope of the Office of Institutional Advancement, a division of the Colleges that has undergone considerable change and growth in the past several years. While not yet having developed as mature an administrative unit as is desirable, the leadership of Institutional Advancement has been cited by outside consultants as "putting into place a fundraising program that has internal coherence and is aligned with the Colleges' financial needs; staff members are engaged, positive, and working together toward a common goal." This judgment was part of an overall study conducted in late 2002 by the firm of Grenzebach Glier & Associates engaged to (1) assess the Colleges' readiness to launch a new capital campaign and (2) recommend a feasible campaign goal.

A number of trends and indicators suggest that the Colleges' capacity to increase the level of external support is growing.

- The rate of alumni/ae giving to the Annual Fund has grown from 35% in 1999-2000 to 39% in 2002-2003; the amount contributed to the Annual Fund has grown from \$2,221,754 to \$2,310,426 over the same period of time.
- The rate of faculty/staff giving to the Annual Fund has increased from 25.9% in 2000-2001 to 30.1% in 2001-2002; the amount contributed to the Annual Fund has increased from \$51,327 to \$82,478 over the same period of time.
- The rate of Trustee giving has increased from 93% in 1999-2000 to 100% in 2001-2002.
- Total gift income in the last fiscal year marked a 16.9% increase over the previous year (\$6,793,363 in FY02 to \$7,944,271 in FY03).
- An increase both in the number of proposals submitted by individual faculty and the institution to outside funding sources and in the amount of funding received.

Positive though these trends are, the fact remains that the Colleges continue to be disproportionately dependent on tuition income. Annual revenue is derived from the following sources:

Endowment	11%
Tuition & Fees	52%
Annual Fund	4%
Government Funds	3%
Foundation/Corporate Grants	3%
Auxiliary Enterprises	24%
Other (Investments)	3%

Standard 3: Institutional Resources

3.1 Introduction Prudent and effective management of all resources—human, financial, and physical—is required for the Colleges to achieve its mission and goals. For HWS, that importance is compounded because of a limited endowment. Because it is highly reliant on tuition, the Colleges must be vigilant to insure not only that resources are used where they will be most productive but also that the institution must not yield to the temptation to adopt policies that may temporarily increase revenues at the cost of the long-term academic viability of the institution.

The Colleges have been vigilant in this effort, as demonstrated by the decision in 1994 to reduce the size of the first year class to a target of around 500. This was to take pressure off having to admit more students from a decreasing applicant pool, reflected in a growing disparity in quality of enrolled students between Hobart College and William Smith College. At that time, the Colleges hired one person to manage admissions and financial aid for both colleges, put financial aid in his charge, and allowed more financial aid to be spent on the new class to help enroll better students. As a result of those decisions HWS has been able to increase its applicant pool, reduce its acceptance rate, and close the quality gap between men and women who are enrolling. (See Appendix 8.4.2 for admissions statistics.)

The Board of Trustees and the administration have taken the leading role in developing the overall strategy for resource utilization at the Colleges. The strategy is set forth in the following published documents: *HWS 2005*; the *Campus Plan*; the *Harvard Project on Faculty Appointments*; and the “Report on Faculty Size at Hobart and William Smith Colleges.”

Proper management of the endowment is necessary to ensure adequate faculty, staff, and administration to achieve the Colleges’ mission. To that end, the Board has spearheaded the efforts to increase strategic investment planning. For example, during 2001-2002, HWS undertook an extensive study of its investment portfolio. As a result, a new asset allocation formula was proposed and adopted by the Board of Trustees. The guidelines specify targets and ranges for the distribution of assets related to domestic and

foreign equity, fixed income, and alternative investments. Further, the Colleges took several important moves to diversify in the alternative investments sector, by adding selected absolute return funds and an additional total return fund, and rebalancing domestic equities across management styles. As a result, HWS earned a total return of minus 4 percent for the twelve months ending June 2002, compared with minus 18% for the S&P for the same period (*HWS 2005 Annual Review 2001-2002*).

Despite restricted finances, the Board has agreed to increase faculty salaries over a five-year period in order to assure that HWS salaries reach the middle range of peer institutions. There has been concern among both the faculty and the administration over the number of adjunct and temporary faculty employed at the Colleges. Over the last decade, the Colleges have relied on 30 to 50 temporary faculty each year to meet enrollment demand and curricular needs. At the request of the President and the Board of Trustees, the Provost’s Office prepared a report on faculty. (See “Report on Faculty Size at Hobart and William Smith Colleges.”) The report concluded that the size of the permanent faculty needed to be increased from 128 positions to 153. With that report, the Provost and the Associate Dean of Faculty submitted a plan to convert 25 temporary lines into tenure track lines over the next five years. The Board accepted that plan and it is now being implemented.

Allocating faculty positions and approving courses are an integral issue in efficient allocation of resources. Under the current system, CoFAC and CoAA make recommendations to the Provost on new positions, but the decision ultimately lies with the Provost.

3.2 Resource Allocation Broad fiscal goals and objectives were laid out in the late 1990’s by the Colleges’ administrative and Trustee leadership. Recently these have been reaffirmed and refined both in *HWS 2005* and by the external assessment regarding campaign readiness conducted in 2002 by the consulting firm of Grenzbach Glier. The upcoming campaign will seek to allocate to endowment approximately two-thirds of total funds raised. There is broad and deep consensus across campus that increasing the endowment to \$200M is required if the institution is to sustain and enhance its priorities to provide scholarship

support, to attract and retain exemplary faculty, to build its electronic infrastructure, and to maintain and upgrade its physical plant including classrooms, residences, labs, and athletic facilities. These goals are deeply congruent with the Colleges' academic purpose to provide a first-class liberal arts education to its young men and women.

3.3 The Budgeting Process Responsibility for preparation of the annual operating budget rests with the Vice President for Finance, working with the President, the Provost, and senior staff officers in cooperation with the Board of Trustees' Committee on Business and Financial Affairs. The primary work of beginning to project income and assess the budgetary requirements of operating expenditures occurs annually between October and January, during which time the Vice President for Finance works with senior staff members to project enrollment to determine recommendations with respect to tuition, fees, and general salary policy.

In November, after discussions with the Board of Trustees, senior staff, faculty groups, and the Administrative Advisory Committee and based on the plan set forth in *HWS 2005*, the President prepares a budget guidance letter that sets his priorities for the next fiscal year. This letter is sent to senior staff to guide them in their budget preparation. Senior staff are given a projected "not to exceed" budget amount, based on a model prepared by the finance staff. At the Board's recommendation, the budget process now includes planning for possible budget deficits. The staff is asked to prepare an austerity budget of at least 5% less than the "not to exceed" budget. In this way, if there are revenue shortfalls, staff has already thought about where cuts would be made, and budgets are not reduced in an ad hoc fashion.

A preliminary budget is presented to the Board of Trustees at its winter meeting in late January. At that meeting, the Board reviews the budget blueprint and sets the tuition and room-and-board rates for the next year. In February and March, the final estimates for the number of students and financial aid amounts are finalized, as are departmental budgets, and salary increases are determined. During the next few months, income projections become fixed, and policies allocating expenditure among principal categories (salary, basic service contracts, health insurance, utilities)

are established. A final budget is presented to the Board at its April meeting for the new fiscal year that begins June 1. The Board then approves this final budget and the salary increases for the next year. Prior to the final approval by the Board, the budget is discussed at two meetings of the Board's Business and Financial Affairs Committee.

While most of the budget emphasis is on the next fiscal year, the budget includes five-year plans so that the long-range effects of budget decisions can be determined. This process involves consultation among the President, senior staff, Finance Office, and the Board of Trustees. Departmental input comes through the Provost and the President, who consult with department chairs and faculty committees during the process. Departments develop three-year plans for staffing requirements and course offerings, but do not do multiple-year full budgets.

3.4 Assessment of the Budgeting Process

Because HWS does not have a tradition of strong department chairs, departmental level budgeting is probably the weakest link in the budget process. There is some concern over a lack of accountability for budgeting matters at the department level. For example, long distance telephone charges are handled centrally through the Department of Information Technology (IT), which simply pays the bill. Departments never receive a long distance charge, and have no way of knowing what their long distance expenses are. This, many believe, is an inefficient way to allocate the Colleges' limited resources.

This issue points to a general lack of transparency in budgeting at the departmental level of the Colleges. While tremendous improvements have been made in regularizing the institution's overall budget process through earlier budget preparation and deficit planning (as mentioned earlier), the next step is to improve the budgeting and review process at the departmental and programmatic levels. The Provost has begun the process by requiring annual budget requests from each program as well as departments (formerly only departments were given formal budgets) and is developing procedures for systematic review and assessment of budgetary issues.

All offices involving Student Life, including the Athletic Departments of Hobart College and

William Smith College receive a budgeting memorandum each fall from their supervisors, the Dean of Hobart College and Dean of William Smith College, which contains budget guidelines and priorities. Each office is responsible for preparing worksheets for their operating budgets, which include any specific requests for projects or new staffing. The process continues with discussions as updated information becomes available to the Deans. Ultimately, the Deans make the decision on total allocation to each department. The directors then make the decisions for the distribution of the budget among teams and support areas.

3.5 Budget Monitoring A process of regular monitoring is in place at many points for the budget. On a monthly basis, responsible persons in the various departments (i.e., department chairs and program directors) and senior staff receive reports to review actual expenditures compared to budget projections. Monthly review also takes place for the institution as a whole by the Vice President for Finance. The Board's Business and Financial Affairs Committee compare the budget projections to actual expenditures on a regular basis as well. The Committee is provided with a detailed analysis of the budget, comparing the annual forecast to actual expenses. Regular review allows the Colleges flexibility to change course if necessary to continue on target to achieve their goals.

While monthly budget reports are good in theory, the format of the reports issued at HWS needs to be improved. Many complain that they are unintelligible. It is hoped that the new Vice President for Finance will create, in order to make budget monitoring effective, a better reporting document that provides useful and accessible information. In addition, some departments have in place systems to track department encumbrances and expenditures in real time, some quite sophisticated. What is lacking is linkage between individual departmental systems and the institution-wide financial reporting system.

At the close of each fiscal year, the Colleges have an independent audit performed by PricewaterhouseCoopers. The Colleges receive unqualified or "clean" audit reports as well as an annual management letter detailing observations and recommendations of the auditors for areas of

improvement in process, operations, or internal controls. Each year the Colleges evaluate the recommendations and respond to each with a plan of action. For example, in the audit for fiscal year 2002, PricewaterhouseCoopers raised an issue regarding the reconciliation of gift records. A detailed procedure was implemented as recommended by the auditors. In another matter, the Colleges responded to the management letter and the question was resolved when the accounting firm agreed that the procedures utilized were sufficient.

The Colleges have also employed consultants to examine their resources, departments, and programs. These outside consultants provide the Colleges with an evaluation of various functions of the institution that have proven to be valuable in the planning process. For example, outside reviewers have recently examined the Center for Academic Support Services (now the Center for Teaching and Learning), the Media and Society program, the Department of Information Technology, the Department of Modern Languages, Off-Campus Programs (now the Center for Global Education), and the Women's Studies program. A separate internal review was also conducted for Off-Campus Programs. (See appended documents 3.5.)

3.6 Facilities and Infrastructure In 2001, the Colleges commissioned Ayers/Saint/Gross, Architects and Planners, to develop a master *Campus Plan*. According to the Final Report, "The process was one of information gathering—looking, walking, and listening. Numerous meetings were conducted with groups including faculty, staff, students, alumni, town officials, and neighbors. The work was accomplished over several months and provided the solid foundation needed to produce the conceptual planning for HWS' new physical framework for development." This plan has provided the Colleges with an overall vision that is being implemented, beginning with construction of Stern Hall, the new academic facility, and new student residences. This *Campus Plan* is an integral part of *HWS 2005* and is evidence of the long-range focus that President Gearan and the Board have emphasized.

3.6.1 Buildings and grounds The allocation of institutional resources for buildings and grounds is done in several ways. Every three to five years a

thorough examination of all 102 buildings that the Colleges own takes place and a list is compiled of the maintenance and repair deficiencies in those buildings. These are then prioritized for improvement over a five-year period. (See Appendix 3.6.1 for sample.) This information, combined with requests from users and maintenance staff, determines projects for each fiscal year within amounts budgeted for building repair.

Each year as part of the budget process, department heads for the Bookstore, Food Service, Buildings and Grounds, Security, Post Office, Central Services, and Risk Management assess priorities for the year, and develop budgets that allow for 5% increases or decreases. After discussion with the Vice President for Administrative Services, money is allocated based on institutional priorities.

All building projects on campus are considered learning experiences and include consultation and review by various classes and student groups. For example,

1. environmental and architecture classes tour new construction;
2. each year an Environmental Studies class, in conjunction with Buildings and Grounds, studies a building to make energy use improvement recommendations;
3. the campus environmental group, Campus Greens, furnished an office in Stern Hall;
4. an Environmental Studies class worked on the planning for the renovation of the building to house the Finger Lakes Institute.

3.6.2 Equipment replacement Computer equipment replacement has been on a rotating 4-year cycle when funds are available. This has meant that when IT or an individual department finds itself at the end of the year with “extra” funds, old computers are replaced, but there has been no budgetary item for routine computer replacement. IT has developed a replacement policy for all computers, servers, printers, etc. The issue is, of course, funding, and the Board of Trustees is currently addressing that issue.

For science lab equipment, art equipment, and the like there has not been a formal replacement policy, but one is currently being developed. This past fall, the President and the Provost announced the

President’s Science Initiative that makes available \$149,000 for the purchase of equipment and supplies in the sciences and a Performing Arts Initiative that provides \$50,000 for materials, equipment, and other infrastructure improvements over the next five years. Departments have funds for purchase of less expensive items.

3.7 Auxiliary Operations Auxiliary operations on campus comprise: WEOS (the Colleges’ radio station), the College Store, the Post Office, and Central Services. WEOS is the only unit that has some budgetary authority. All expenditures for each of these operations are handled through the central business office.

3.7.1 WEOS WEOS serves to promote the Colleges’ events and provides a valuable public service to the community at large through its public radio programming.

It is funded from Institutional Allocation and Salaries, Indirect Institutional Support, Student Tax Allocation, The Corporation for Public Broadcasting, donations from the public and businesses, and some ancillary income from sales of tapes, studio rental, and other miscellaneous sources. WEOS’ budget from all income sources for Fiscal Year 2002 was \$211,000, with expenses of \$204,000. An independent audit is performed each year.

One difficulty in resource allocation for WEOS is that the station does not “fit” into any operational department. Part outreach, part student activity, part public relations arm, the station does not have one distinct identity nor does it cleanly fit into any existing department. Currently, WEOS falls under the Hobart Dean for reporting requirements. As the radio station is more than a student service, this reporting arrangement is less than optimal. It might make more sense for the radio station to fall under the jurisdiction of publications. With the tenure of President Gearan, communication has improved because he has recognized the potential for the radio station and the role it can play in community involvement and outreach. The radio station is being better integrated into the campus community.

3.7.2 College Store The purpose of The College Store is to provide for the sale of books and supply requirements connected with the academic programs of the Colleges and the sale of other

related supplies and services to support the academic mission as it is determined from time to time. It is an institutionally owned and operated facility.

The fiscal year for The College Store coincides with the fiscal year for the campus—June 1 through May 31. The budget for The College Store is established through preliminary meetings between the Vice President for Administrative Services and the store manager. This information is submitted to the Vice President for Finance. Final budget information is submitted to the controller. The Controller generates monthly budget statements, which are reviewed with a one-month lag. This statement is used for reconciliation of monthly cash deposit totals, accounts receivables, licensing expense and royalty income, accounts payable, overall sales, vouchers, journal entries, miscellaneous deposits of revenue based on commissions, and gift certificate purchases and redemptions. Industry standards and operational evaluation are conducted periodically by outside sources such as the National Association of College Stores or College Bookstore Consulting, Inc.

3.7.3 Post Office and Central Services Both the Post Office and Central Services are covered under the umbrella of Administrative Services. Personnel from each department meet several times a year to discuss budget matters. Both offices receive budget reports each month from the business office, and they are routinely checked to discover any discrepancies.

Standard 4: Leadership and Governance

4.1 Standards for leadership and governance

The *Characteristics of Excellence in Higher Education* set out the standards for leadership and governance. These require roles to be clearly defined, both for creating policy and for making decisions. There is an expectation of an active governing body (i.e., the Board of Trustees) and that institutional governance will be consistent with the stated mission of the Colleges. At HWS, academic integrity is considered a priority of the Trustees, the President, the Provost, and the faculty. Appropriate protocols for assessment and orientation are essential, and there must be a positive relationship between the governing body and the President of the Colleges. Benchmarks illustrating these attributes include By-Laws, student input, diversity in all aspects of the Colleges, appropriate resources, orientation, and assessment activities.

Standards only take on their context if there is a clearly understood strategic plan. That strategic plan has identified **engagement** as one of its priorities: the Colleges must engage in meaningful ways with its students (and other constituencies), and, more importantly, must help students engage fully with their worlds. In addition, and building on the notion of engagement, there is the need for increased **civic responsibility**. Whether as undergraduates on the campus or participating adults in communities, or even as players on the world stage, the Colleges expect Hobart and William Smith men and women to believe in and act upon the need to translate engagement into civic responsibility. Because none of these laudable goals can be reached without a dependable array of support systems, the strategic plan calls for **fiscal prudence**. Without sufficient resources, wisely managed and skillfully applied, few of these goals will be fully realized.

A number of participants in the life of the Colleges were asked about the challenges of leadership and governance. Responses came from the Provost, the Board Chair and Vice-Chair, the Deans of the Colleges, the Athletic Directors of the Colleges, the Vice-President for Institutional Advancement, the President of the Alumni Association, the Bishop of the Episcopal Diocese of Rochester (a Trustee), a student leader, and from the Committee on the Faculty.

In sum, here are those responses.

The **Provost** believes that the mission and its accompanying protocols are both clear and appropriately followed,

The **Board Chair** states that there is close and admiring cooperation with the President, and that a high degree of participation from faculty and students in the making and implementation of policy, and decisions related to policy has been nurtured.

The Board's **Vice-Chair** speaks of clear, good protocols, 100% participation from Board members in fiscal support of the Colleges, and an increasingly intense effort to follow assessment guidelines.

The **Deans** understand the roles and the mission and the strategic plan very well, and believe all are making terrific progress. However, there is a sense of a need for improvement in communication and clearer definition of authority.

The **Athletic Directors** note that the President models good communication skills, using as one example the campus informational meetings that follow a Trustee meeting.

The **Vice-President for Institutional Advancement** believes that the communications on and off the campus are transparent and unambiguous.

The **President of the Hobart Alumni Association** finds that reporting and communications are clear and useful.

The **Bishop of the Rochester Diocese**, who automatically serves as a Trustee, has found that he is well-informed and believes that, through his committee participation, he is very much in focus with what is important to his role as a Trustee.

The **Committee on the Faculty** (responding with regard to faculty governance and leadership) speaks positively about the blend of junior and senior faculty in decision making, the good balance of gender, and the positive impact that

committee reports on topics such as salary and faculty size have had on the Colleges. The Committee does express concern about the campus's slow progress in achieving diversity.

In short, the majority of respondents believe that the Colleges do have a **mission** that is clear and followed in decision making; that the Colleges do have a **strategic plan** in *HWS 2005* that is understood and endorsed by all the key players, and that HWS leadership is providing a stability and inspiration that is rare, both in the history of these Colleges and in comparison to peer institutions.

4.2 Board of Trustees The Board of Trustees for Hobart and William Smith Colleges takes its role in the governance of these colleges seriously. Although the Board, according to the current version of *By-Laws*, is entitled to have 42 voting Trustees, in the spring of 2003 there were 37 members. (See appended document 4.2 *By-laws*.)

Trustee positions are filled in a variety of ways. The President of the Colleges serves as a voting Trustee. The Presiding Bishop of the Episcopal Diocese of Rochester serves as a voting Trustee (Hobart College is affiliated with the Episcopal Church). The Alumni Association for Hobart College elects four voting Trustees in rotating four-year terms, as does the Alumnae Association for William Smith College. Each College has a voting Trustee elected from the senior classes, a tradition that is more than three decades old. There is also a reasonable variety on the Board of Trustees. Thirty of the current Trustees are graduates of either Hobart or William Smith. Six are parents of students who either will graduate or who have recently graduated from the Colleges. Ages range from the students to Honorary Trustees in their 80's, with the majority of the Trustees in their 50's and 60's.

In addition to voting Trustees, there are seventeen non-voting Honorary Trustees, and two third-year non-voting Student Trustees-elect. The Honorary Trustees are all former Trustees, appointed for the quality and loyalty of their service. They provide a unique perspective on the historical progress of the Colleges and have earned the respect of their colleagues.

4.2.1 Role of Trustees The Board meets three times a year (October, February, April), beginning on a Thursday evening and ending with the formal Board meeting on Sunday morning. Standing and Ad-Hoc Committees also meet during these weekends, and occasionally between meetings if there is a reason. An Executive Committee (the officers and chairs of the major committees) is empowered to meet and to act between meetings. The Board may call special meetings if the need arises.

The Board Chair sets the agenda and acts as the chief liaison between the Trustees and the President. Chairs generally remain in place for the full stewardship years of a President, a decade on average. Although no rule exists to define the ranks of those eligible to be Board Chair, an Alumnus has always been elected (no Alumna as yet, although several Vice-Chairs, including the current incumbent, have been William Smith graduates). The Board Chair's relationship with the President of the Colleges is acknowledged to be enormously important and is respected by every Trustee.

Almost every Trustee committee has students, faculty, and the administrative staff members (See the committee rosters in the current *Directory*, appended document 4.2.1). Special groups are invited to Trustee events or to make presentations during Trustee meetings. These may include Honors' Project students, faculty leadership, newly appointed faculty, administrative staff, or student performance groups.

Trustees understand and honor the notion of "showing up." They attend the annual Commencements, the Convocations, Student Trustee Forums, Blackwell Award ceremonies, and many student events in the performing arts and athletics. Frequently, during Trustee Weekends, they also attend classes. Trustees also often attend Alumni and Alumnae events in their regions.

Obviously, fiscal stewardship is critical. Trustees currently contribute at 100% of membership, and, in many cases, very generously. There is scant evidence that Trustees micro-manage, and it is clear that a member may be highly regarded and very influential even though not likely to ever be a lead donor in a major project. Experience and

common sense dominate the discussion in committees and Board meetings.

New appointments to the Board of Trustees have been more diverse in recent years. Several appointees have been persons of color (and graduates of the Colleges). Many of the more recent appointees, not elected or appointed from the Alumni or Alumnae ranks, have been recruited to fill special perceived needs on the Board: e.g., higher education and regional business. Alumni/ae, who are appointed also are solicited artfully to meet expressed needs of the Board, e.g., technology, accounting and finance, Wall Street financial knowledge, or marketing skills.

New Trustees are given a copy of a Trustee *Handbook* and, when practical, a tour of the campus. (See Trustee *Handbook*, document 4.2.2.) The Chair assigns an experienced Trustee as mentor to each new Trustee.

The Board does an annual evaluation of the President of the Colleges, the results of which are shared with the President and form the basis for his compensation. The Board is not as strict about self evaluation, although it has done evaluations from time to time. The usual strategy is to do a self assessment, based upon established expectations to define a truly participating Board member.

Obviously, one of the Board's most important functions is the recruitment, selection, and appointment of a new President. This function has been carried out in partnership with a consultant, and involves a very inclusive representation from all constituencies. The recommendation of a candidate is by consensus of the search committee after extensive interviewing and must be ratified by the full membership of the Board.

Each Board meeting begins with an Executive Session that includes a report to the Board from the President. The report is presented within the context and language of the *HWS 2005* guidelines. These remarks put the remaining days of the meeting into a framework for decision making.

While it is difficult to measure Trustee time and involvement for these Colleges against other similar colleges, there are indicators that Trustee involvement and performance is at a high level. The attendance at meetings is excellent (many

Trustees coming, at their own expense, from long distances), the contributions of personal resources are generous and frequent, the care with which new members are selected for and then added to the Board is evident, and the results of the Board's careful stewardship of resources and investments in staff are manifest.

4.3 Faculty Governance The faculty is a self-governing body and meets regularly, as a body of the whole, when the Colleges are in session. A special meeting of the faculty may be called by the chair of a standing committee for consideration of an appropriate issue. Binding action can be taken only if a quorum is present and the faculty has been duly informed in writing of the specific issues at least three days in advance.

An Executive Committee of the Faculty is composed of the Presiding Officer (who acts as chair of the Executive Committee), the Chairs of the Standing Committees of the Faculty, and one untenured faculty member. The Secretary of the Faculty is also a member of the Executive Committee with voice but no vote in meetings and deliberations of the Committee.

The Executive Committee is charged with the following:

- identifying issues that require faculty consideration and bringing them before the faculty as a whole;
- insuring communication between committees and the faculty as a whole and the efficient discharge of committee responsibilities;
- creating the agenda for faculty meetings.

There are five standing faculty committees. These and their subcommittees are designated as follows. Other subcommittees may be created as the occasion arises. Subcommittees designated as "advisory" serve in a consultative capacity to an administrative officer and report periodically to their parent committee. These include the following:

Committee on the Faculty (CoFAC)
Committee on Academic Affairs (CoAA)
Committee on Tenure and Promotion (CoTap)

Committee on Standards (CoS)
Committee on Committees (CoC)

For detailed information see *Faculty Handbook* and Standard 10.

CoFAC acts as a consultant committee to the Dean of Faculty and Provost on policy and matters of academic freedom, faculty research, faculty workload, faculty working conditions, faculty compensation, and overall faculty and Colleges goals. It also staffs, administers, and oversees the following subcommittees: Faculty Research and Honors; Diversity, Equity and Social Justice; Faculty Salary and Compensation; and the Library. It includes three faculty members, one from each division when an eligible faculty member from the division is willing and able to stand for election to an open position. At least two of these members must be tenured. Ex-officio members include the President and the Dean of Faculty and Provost.

CoAA establishes academic goals, curricula, and standards of scholarship; oversees the general curriculum, including the Colleges' off-campus programs; reviews and advises on the relation of the athletic program and minority support programs to the academic program; and staffs, administers, and oversees the subcommittees on Honors, Individual Majors Global Education, Athletics, Retention and Admissions. It includes four faculty members, including at least three tenured faculty, at least one member from each division when willing and able to serve, and at least one man and at least one woman. One student from Hobart and one student from William Smith shall each have one half a vote. The Dean of Faculty and Provost, the Dean of Hobart College, the Dean of William Smith College, and the Registrar serve ex-officio.

CoTap advises the President in matters of faculty appointments, promotions, tenure decisions, and termination of appointments, according to criteria established by the faculty.

CoS insures the integrity of the Colleges' academic rules, policies, and standards, and establishes procedures for academic review and for implementing academic probation and suspension at Hobart College and William Smith College; and acts as the Hobart Dean's Committee and the William Smith Dean's Committee for the purpose

of reviewing individual students' academic performance and advising their respective deans on matters of academic and social conduct and academic probation and suspension.

CoC is keeping an up-to-date list of all faculty and their current and past committee assignments, including standing committees, subcommittees, advisory committees, and ad hoc committees; activating the nomination process; Presenting to the faculty nominations for all standing committees; consulting with administrators in the appointment of faculty to ad hoc and institutional committees; and reviewing committee structures for preparing and presenting to the faculty necessary changes in charges of faculty committees.

Through the faculty committees, faculty also has members who sit on the Board of Trustee's committees on compensation and finance.

To assess the success of the administration, each year the president conducts a review of each member of senior staff. In preparing for these reviews, he asks each senior staff member to set goals for their units within the framework of *HWS 2005* and to provide detailed outcome evaluations of the previous year. Periodically, the faculty conducts reviews of the president, provost, associate provost, and the two Deans of the Colleges that are submitted to the person or group (in the case of the president) to whom the person under review reports.

The faculty also has input into student affairs through its Committee on Standards and the Student Sexual Harassment Grievance Board, both of which will be addressed in more detail in Standard 9.

See also Standard 10, page 54.

Standard 5: Administration

5.1 As a liberal arts, four-year college, HWS endeavors to ensure that all students achieve a well-rounded education that includes the humanities, sciences, and social sciences. One of the hallmarks of a HWS education is linking formal classroom work to students' daily life experiences.

5.1.1 Colleges' President The leadership of the president is paramount in institutions of higher learning. Mark D. Gearan, President of Hobart and William Smith Colleges, has the combination of experience and training appropriate to the institution's mission. With a law degree from Georgetown University, President Gearan served at the White House as Assistant to the President and Director of Communications, as well as Deputy Chief of Staff, during the Clinton administration. Prior to coming to HWS, he served as Director of the Peace Corps and has brought his interest in community engagement with him. As President, Gearan is active in the National Campus Compact, the New York Campus Compact Executive Committee, and the Independent College Fund of New York. He has embraced the mission of the Colleges and has worked to expand opportunities that link classroom learning to the world beyond. His firsthand experience with diverse cultures and the field of civic engagement has been an essential part of his support for study-abroad programs and community projects. This background and proven skills, along with his ability to interact easily with the students, makes President Gearan not a typical choice for a college president but the right choice for HWS at this juncture in its history.

5.2 Colleges' Senior Administration The Hobart and William Smith Colleges' Administrative bodies are led by a President as a chief executive, the Provost as chief academic officer, a Vice President for Finance, and the Deans of Hobart College and William Smith College. (See Appendix 5.2 HWS Organizational Chart.)

Patricia Stranahan serves as Provost and Dean of Faculty. At Hobart and William Smith Colleges, the Provost is responsible for administration of all academic functions including allocation of funds, oversight of the faculty, faculty hiring and

reappointment, and discipline of faculty. The Provost is also responsible for all academic departments such as The Center for Teaching and Learning, Center for Global Education, the Registrar, and the Library, and for oversight of all academic support services and the curriculum. The Provost serves as the chief administrator of the colleges in the absence of the President. Dr. Stranahan has been Provost and Dean of Faculty since 2001. She received her Ph.D. and M.A. from the University of Pennsylvania and MBA from the University of Pittsburgh. Her teaching experience includes appointments at University of Pittsburgh, Texas A&M University, Swarthmore College, Grinnell College, and the University of Pennsylvania.

The position of Vice President for Finance is held by Peter Polinak, who had previously served as HWS Budget Director for 6 years. He has nearly 30 years of finance experience, beginning his career as an accountant in the United States Air Force, followed an appointment as assistant dean of financial and administrative services at Finger Lakes Community College (FLCC). He was controller and assistant vice president at VIA Health-Newark Wayne Community Hospital before joining Hobart and William Smith Colleges.

5.3 Coordinate Colleges Structurally, Hobart College and William Smith College are two colleges in one institution, with one President, Provost, and Board of Trustees. It served by a single financial and technical administration and a single academic structure under the Provost. Men attend Hobart; women attend William Smith. Students of both schools attend the same classes, taught by the same faculty, under the same curriculum. These two coordinate colleges for men and women form one learning community. Each college has its own traditions and campus government, maintains its own athletic program and its own alumni/ae association, and grants its own degrees. Each college also maintains its own dean's office.

Debra DeMeis, Dean of William Smith College, and Clarence Butler, Dean of Hobart College, and their respective staffs are responsible for the academic and personal well-being of their students in the achievement of their educational goals. PhD scholars in their own right, they offer information and a variety of support services in academic

concerns, residential education, and co-curricular programs.

Dean of Hobart College supervises office of Intercultural Affairs; Athletic Directors for both Hobart College and William Smith College; Health Center and health-related services; and WEOS Radio. The Hobart Dean is also responsible for the Counseling Center and the Office of Alcohol and Other Drug Program.

Dean of William Smith College supervises the offices of Residential Education; Career Development; Student Life and Leadership; Public Service; and Orientation. The William Smith Dean also serves as advisor to the Pre-Health and Pre-Law programs.

In the realm of decision-making at the colleges' the *Middle States Periodic Review Report of 1999* stated the following:

Efforts to enhance communication across various campus constituencies and to share information and decision-making within administrative units are ongoing. We are particularly proud of efforts to enhance trustee/faculty interaction represented in involvement of faculty members in retreats with Board members in November of 1998 and beyond. Faculty, Trustee, and administrative partnership in a planning process continues efforts to bridge constituencies within our community. Involvement of student trustees in this planning process as well as their development of student trustee forums which strengthen interactions between students, trustees, and senior staff are also notable. Likewise, the development of the Administrative Advisory Council is notable (p. 25).

Since that time, there has been a number of changes made in the administration, the most notable being the hiring of a new President, Provost, the Vice President for Finance, the Vice President for Institutional Advancement, and the CIO.

The Board of Trustees and the President's senior staff together serve as an administrative body that makes and implements decisions affecting the

Colleges. Some of the decisions made by the Board of Trustees include appointing a President, establishing tuition, and room and board fees, determining salary increments and appointment to position of tenure, or the assumption of debt. The senior staff determines the policies that will allow the faculty and staff to effectively carry out the mission of the Colleges.

Standard 6: Integrity

With an educational institution, as with an individual, the most important characteristic for it to exemplify is moral integrity. Integrity must infuse a quality educational institution. Integrity should exhibit itself both formally and substantively. Formally, the rules, policies, and practices of the institution must be applied fairly across the board. Like cases should be treated alike and unlike cases treated differently. Substantively, the rules, policies, and practices must adhere to high moral standards.

The desideratum of integrity is implicit in the Colleges' mission statement, which calls for an institution "grounded in the values of equity and service." The Colleges have emphasized many aspects of integrity in its basic planning document, *HWS 2005*. The document asserts, for example, that "we aim to provide a learning environment where values of equity and service underlie all that is taught, and where students develop into citizens who are committed to serve and lead." Equity is a matter of formal integrity, and service is one aspect of substantive integrity.

This discussion will be divided into seven areas, meant to cover all of the fundamental elements for the standard: (1) the institution's relations with its students; (2) the institution's relations with its employees, faculty, administration, and staff; (3) the institution's diversity; (4) the institution's honesty in relation to its internal and external constituencies and, conversely, the need for the institution to selectively withhold information in respect of individual privacy; (5) the institution's respect for intellectual and academic freedom; (6) the institution's demonstration of respect toward its own members and the members of the broader community; (7) an assessment of institutional integrity.

6.1 Relations with Students The integrity of the institution in its relations with its students may be measured in different areas, including student disciplinary procedures, evaluation of student course work, and the opportunity for students to have input into decision-making processes. In addition, however, integrity for an educational institution lies not only in the integrity of its actions, but also in the adequacy of its efforts to educate about integrity, to provide students with a

model and understanding of integrity. The discussion will begin with this aspect.

First, integrity should be addressed as a matter of content in the curriculum. Providing such an understanding is integral to a liberal arts education. Issues that relate directly or indirectly to an understanding of integrity are examined in many courses at the Colleges, and the importance of this is formally recognized in the curriculum in terms of the goals. Goal 8 requires that students take course work that provides "an intellectually grounded foundation for ethical judgment and action." In addition, Goal 6 requires course work that provides "an intellectually grounded foundation for the understanding of differences and inequalities of race, gender, and class." The student's success in achieving these goals is determined through discussions between student and advisor, which culminate in the advising session in which the senior audit is completed. Students need to show to their advisors' satisfaction that the courses the student has taken or plans to take in his or her senior year will satisfy the goals. In addition, *HWS 2005* emphasizes the connection between two special features of our curriculum and students' moral development: "Those who participate in meaningful service activities and study abroad experiences report a growing sense of self-esteem and develop an ethic of caring."

Second, integrity should be a subject in the co-curriculum as well. Co-curricular efforts to educate students on matters of moral integrity include the acquaintance-rape prevention workshops given by the Deans' offices to all first-year students. Each office works with counselors from our Counseling Center in order to train student facilitators who run the workshops. The workshops, conducted by gender and in each residence hall floor, are required of all first-year students. Students who fail to participate are given an opportunity to make up the missed session, and those who do not do so may be placed on probation (with serious consequences, e.g., ineligibility for off-campus study). These workshops are conducted between the second and third weeks of the fall term and facilitators are trained in the spring so that we may offer the workshops as soon as possible. Issues covered include the influence of alcohol and other drugs in the decision-making about sexual activity, the concept of consent, especially when one's

faculties have been clouded by substances, and a review of social norms and socialization by gender. Over the past several years, 100% participation has been achieved. In addition, the athletic departments provide workshops for athletes in the areas of drug, alcohol, and gambling awareness, and academic integrity, under the aegis of the Core 20 and Student Athletic Advisory Council, Napier Seminars, and the MVP program.

Integrity in student disciplinary processes requires fair and impartial procedures to address student grievances and respond to student transgressions. Student judicial policies and procedures are overseen by the Deans of Hobart and William Smith. The current policies and procedures, as spelled out in the *Handbook on Community Standards, 2002-03*, have been established through a review of the policies of other institutions, a consideration of past practices at the Colleges, and consultation with legal counsel. To quote the *Handbook*, “the judicial process is yet another aspect of the educational process at the Colleges.” (p. 103) As spelled out in the *Handbook*, judicial forums for students include the Committee on Standards, a student hearing board for each of the Colleges, the Sexual Harassment Grievance Board (SHGB) for student complaints against faculty and staff, and the Student Sexual Harassment Grievance Board (SSHGB) for student complaints against students. The Committee on Standards (COS), as explained in the *Faculty Handbook* (pp. 24-5), is composed of three faculty and two students, each chosen by their peers, along with a representative from each dean’s office, and hears cases involving both alleged violations of academic standards and the more serious cases involving alleged violations of social and safety standards. (Many cases of student plagiarism are handled by the individual faculty members, at their discretion, rather than being brought before the COS.) Like other judicial and quasi-judicial processes, these procedures seek to address student concerns in an equitable and impartial manner, and in a timely way. For example, the SSGHB procedures require that a process observer (often an ombudsperson) be present during the sessions, and the SSHGB often makes Herculean efforts to hear recently-raised cases at semester’s end in order not to let the issue remain unresolved over the break between semesters. The *Handbook on Community Standards* is available on the Colleges’

website, and a supply of paper copies is always available outside the deans’ offices.

There are at least two areas in which these processes for addressing student grievances are in need of refinement. First, the SHGB, although it is “on the books,” often does not have a constituted membership because the faculty fails to elect members to it. Second, the SSHGB has proven frequently to be a very contentious forum because it has involved a clash of the concerns of the two deans’ offices. The students involved, as well as the committee members, often feel caught in the middle. Part of the reason for this is that the SSHGB, as a forum, is stuck between a legal model and a therapeutic model. We are, collectively, not sure what we want the group to do, and this needs to be decided.

Evaluation of student course work is another area in which integrity requires equitable treatment. An adequate system in this regard rests the final decision making about a course grade with the instructor, but allows a student an appeal process in which any grievances about a grade may be presented. The institution’s policies regarding grading are stated in the *Faculty Handbook* (p. 65), and repeated in the *Handbook on Community Standards* (pp. 30-31). The assignment of grades is the “prerogative of the instructor,” but students may appeal what they believe to be an unfair grade, first to their dean, and second to the COS. The dean and/or the Committee will hear the student’s appeal and seek where appropriate to resolve the student’s concern with the instructor. In the end, instructor makes the final decision.

Part of the moral integrity of an institution is its democratic character, the degree to which it provides its members with formal channels of input into decision making. To the extent consistent with the obligation of the faculty to set curricular and graduation standards, students should have a say in institutional decisions relating to their education. This is achieved at the Colleges by having voting student representatives on the faculty’s CoAA, as well as some of its subcommittees, and on faculty search and review committees (*Faculty Handbook*, pp. 68, 21, 23). The student presence on the CoAA, which oversees the curriculum, helps to insure the equitable nature of the process of curricular improvement. In addition, there are student

representatives on the Board of Trustees. The student voice is heard, the policies are the better for it, and students receive more than just an intellectual understanding of integrity.

Finally, an institution's integrity in regard to its students exhibits itself not only in its dealings with current students, but also in the care with which it husbands its material and financial resources upon which its ability to serve future students depends. Integrity in this area commonly goes under the name of stewardship. The institution's commitment to this form of stewardship is addressed in *HWS 2005*: "It all comes back to enriching engagement at every point of intersection on and off campus, then acting as careful stewards of the resources that can support our efforts."

6.2 Relations with Employees, Faculty and Staff

The institution's integrity in relation to its employees, faculty, administration, and staff, requires that it exhibit fairness and impartiality in the processes of hiring, evaluation, promotion, retention, and dismissal, among other areas.

In the case of the faculty, this aspect of integrity includes the fairness of the tenure and promotion process, the fairness of the compensation system, and the fairness of grievance procedures.

The fairness of the tenure and promotion process is in the hands of the faculty through its Committee on Tenure and Promotion (CoTap). CoTap, consisting of six tenured faculty members, functions independently from the President and Provost in preparing its recommendations to them. Recommendations are presented orally to the senior administrators, with a brief letter containing the recommendation presented at the same time, in a meeting involving all members of the committee and both senior administrators. The meeting can involve considerable discussion, pointed questions and responses, and a close evaluation of the work done by the Departmental committee that grounds its recommendations. These meetings take place in January for tenure candidates, in late February or early March for candidates for promotion to full professor, and in April for the first review of faculty (Review I). The *Faculty Handbook* in its sections on By-laws and Procedures provide guidance for the review process (pp. 8-12, 30-39). The *Faculty Handbook* also spells out CoTap's

role and the fact that it recommends for or against tenure or promotion to the Provost and the President (p. 24). Both administrators then make recommendations to the Board of Trustees for final approval.

CoTap has full responsibility for evaluating the work done by departments in preparing the reviews of their candidates for promotion and tenure. When CoTap speaks with one voice, the President and Provost have traditionally followed its recommendation. If its final decision is split, they have felt free on several occasions not to follow the recommendation of the majority of its members. CoTap does not work under a quota or limit for those who can be promoted or tenured. The role of the Provost in this process is complex. The Provost is fully involved in discussing and evaluating CoTap's report, but CoTap has no knowledge of the extent or nature of discussions between the Provost and President that may follow their meeting with CoTap. At times CoTap recommends that the Provost communicate suggestions from CoTap to candidates, and this is presumably done in an office conversation following a review. Should a candidate not gain promotion or tenure, it is this administrator who deals with angry department members and/or candidates. CoTap members do not discuss their recommendations with candidates.

The termination of a tenured faculty member must be through a showing of adequate cause. "Adequate cause for termination of the services of a faculty member shall include: incompetence, moral turpitude, bona fide financial exigency . . . , and discontinuance of a program or a department of instruction not mandated by financial exigency." (*Faculty Handbook*, pp. 14-15).

Faculty compensation is based on a "step system." The faculty salary scale defines all steps relative to the base salary of Assistant Professor, which is step 1. Normal progression is one step each year. The virtue of this system is that all members of the faculty know exactly where they are on the scale and why they are there. The integrity in the system is its impartiality. It avoids both the reality and the appearance of discrimination in compensation. A faculty member has no need to attempt to curry favor from, nor fear sanction from, an individual or group of individuals who are entitled to decide whether and how much he or she advances in

salary from year to year. But there is, of course, a downside to the system. It is equitable, in the sense that all are treated equally, but it may not be equitable in the sense that those who may deserve more, and in other compensation systems might be awarded with merit pay increases, receive less than their due. In addition, from a practical point of view, while the Provost has some discretion in assigning a step based on experience, the system may hamper the institution's ability to hire well in disciplines where market forces allow academics to command higher salaries. The faculty has had a number of discussions over the years about the step system, and, despite the recognized negatives, it has always received strong support. The policy, with its sense of equity, is clearly part of the faculty's culture.

Faculty grievances are handled by an elected faculty committee, the Grievance Committee. Individual faculty members may request an examination of any decision adversely affecting their faculty status if they believe the decision was made with inadequate or improper consideration or involved a violation of their academic freedom (*Faculty Handbook*, p. 26). The committee consists of nine members, so as to allow the fair choice of a panel of three to hear a case. The panel is selected from among committee members by the elimination of two members by the aggrieved and two by the object(s) of the grievance.

Also available to assist faculty members with potential grievances and other concerns is an elected group of four ombudspersons. Through the efforts of the Equity Task Force, a large group composed of various constituencies on campus that wished to work for equitable treatment for all campus members, it was decided in 1988 to establish an ombudspersons program. The purpose of the ombudspersons program is to deal both formally and informally with interpersonal problems among faculty, administration, and staff. Optimally, these problems are worked out privately in conversations and arrangements facilitated by the ombudspersons. In the experience of the ombudspersons, the vast majority of cases, most of which are resolved through dialogue, do not indicate that the conflicts that arise are caused by unfair working conditions or the institution's inattention to issues of individual respect or cultural diversity. The conflicts generally pertain to personal styles of

management, which become, over time, difficult to reconcile with one another.

The ombudspersons program has been quite successful, but there is room for improvement. First, there needs to be a better effort to insure that newly-elected ombudspersons are professionally trained. Second, the members of the Faculty need to be made better aware of the availability of ombudspersons to assist them. Third, faculty committees should abandon their policy of calling on ombudspersons to serve as process observers in disciplinary cases, given the role that the ombudspersons program is intended to play. The fourth concern is not peculiar to the program at the Colleges, but is endemic to the nature of the ombudsperson's role. The most difficult line that ombudspersons must walk is the reconciliation of the code of confidentiality, morally and practically crucial for their work, with the need to make the process transparent to all who are involved. In the process of reaching a workable solution, the grieving parties need to be informed of each other's motives and given opportunities to consider options toward reconciliation. It is essential that all parties concerned in resolving disputes – the grieving individuals, the mediators, and the administrators who may be asked to institute solutions, broker openly and honestly with one another. No party should be left in the dark as to how and why decisions are being made.

The discussion now shifts from the Colleges' relationship with faculty to its relationship with administration. One important consideration is administrative review. Under established procedures, the administrators subject to review are the President, the Provost/Dean of Faculty, the Associate Provost, and the Deans of the two colleges (*Faculty Handbook*, pp. 68-69). A Special Committee is established for each review consisting of four tenured faculty members. The purpose of the reviews is to improve, wherever possible, the quality, effectiveness, and responsiveness of the administration.

The hiring and evaluation of the professional staff are activities handled primarily by the Office of Human Resources (HR). In regard to hiring, the senior staff member proposing the hiring submits a HR form that needs the subsequent approval of the Budget Director and the President. The informal salary hiring range must conform both to the

budget and to HR's scrutiny of fairness vis-à-vis other comparable jobs at HWS. HR meets with the hiring department either by phone or in person to discuss the search. Initially, almost all of the positions are internally posted. Exceptions are made by the HR Director only. Following the internal posting, if the resulting pool of candidates is small or not considered adequate, the HR Director will advise the department as to how best to proceed. It is at this juncture, that we most often open the search to outside candidates.

When candidates are invited to campus, the invitation is extended by the hiring department which may utilize a full search committee or a sequence of several interviews. The department and the senior staff member of the area then recommend a candidate, and the President has the ultimate approval by virtue of an appointment letter. An appointment letter is prepared and signed by the President in each hire or internal transfer. Once hired, an individual falls under a performance appraisal system. This is mentioned in each appointment letter and the statement is included in the letter that the individual is an "at will" employee. The appraisal system is called Performance Dialogue.

In regard to evaluation and discipline, the Colleges use what is called progressive discipline, a common form of handling employee problems and concerns. Progressive discipline starts with the supervisor using coaching and counseling techniques with an employee as the supervisor identifies and attempts to correct what he or she perceives to be a problem. In the early stages, the process is collegial and attempts to focus the employee on what the problem is and to counsel her or him on how best to alleviate the problem. The process becomes increasingly formal, if the problem continues. The first real level of discipline is the verbal warning. If there is no sustained improvement, the next stage is a written warning whereby the seriousness of the concerns and the expectations are formalized into a signed document. The final stage is the final warning. If the individual does not make the improvement necessary, the employee is terminated from the work force. There is adequate time permitted between stages, and HR works with the department to set up periodic meeting between the employee and supervisor as the process continues. The employee is asked to sign and is given the

opportunity to respond in writing to the formal written document at each step starting with the written warning. This process guarantees that the employee is informed of the supervisor's concerns and is given ample opportunity to improve. In the experience of our HR personnel, sixty to seventy percent of the employees for whom the progressive discipline process is initiated turn their situation around and return to become productive members of the staff. If the conflict is irreconcilable, the Colleges have excellent documentation to support necessary action. (Note: A significant number of staff are members of a collective bargaining unit with conditions of employment established by contract.)

Fairness and nondiscrimination in regard to all employees is promoted by the Colleges' adherence to Title IX of the Education Amendments Act of 1972. The Vice President for Finance is the designated Title IX officer. The institution's adherence to Title IX is spelled out in the section on "Human Rights Policies" in the *Handbook on Community Standards*, as well as in the *Faculty Handbook*.

Equitableness in institutional governance and management is promoted by the role of the faculty in this area. Faculty governance is largely on the basis of direct democracy at monthly faculty meetings all faculty are eligible to attend. (Faculty committees have some discretion to decide matters on their own, so faculty democracy is also partly representative. But committees must put major decisions to faculty vote.) This faculty role promotes equity because it allows all members to participate in the decisions.

6.3 Diversity Citizens of the United States live in a diverse society, a society trying, with mixed results, to cope with the fact of its diversity in the light of its commitment to liberty and justice for all. Higher education plays a crucial role in these coping efforts. It must both make clear the nature and need for society's accommodation to its diversity and serve itself as a model of such diversity. Its efforts in this regard are an important part of its integrity. That this is the case at the Colleges is clear in the mission statement, which commits the Colleges to the value of equity. *HWS 2005* commits the Colleges to this goal: "[We] affirm the importance of diversity throughout our community. [We must] consider how we can best

attract a diverse faculty and staff, allocate additional resources to ensure support for the search process, [and] call upon all members of the community to assume responsibility for this imperative.” An important part of this overall effort is the Colleges’ active commitment to promoting human rights, to fighting discrimination, and to encouraging diversity in its employment and admissions practices. But part of the effort to achieve diversity is a serious discussion of the definition of diversity: we must know what we are trying to achieve. The Colleges’ has chosen to define diversity in its broadest form. All job announcements contain the following: “Hobart and William Smith Colleges are committed to attracting and supporting faculty and staff comprised of women and men that fully represent the racial, ethnic, and cultural diversity of the nation and actively seek applications from under-represented groups. The Colleges do not discriminate on the base of race, color, religion, sex, marital status, national origin, age, disability, veteran’s status, or sexual orientation or any other protected status.”

The Colleges’ commitment to diversity was affirmed in a letter sent by the President and the Provost to the entire campus community (October 25, 2002): “Every HWS graduate must be prepared to step into a diverse world and function comfortably within it. . . . We write to you today to reinforce our commitment to making HWS a diverse campus. . . . We advocate a curriculum that makes diversity a priority. We seek to open our campus to students and scholars from home and abroad who can teach us about new cultures and ideas. We support our Center for Global Education in its efforts to provide enriching off-campus opportunities nationally and internationally for every HWS student. We endorse programs and centers on campus that host speakers and visiting scholars of different races, ethnicities, religions, sexual orientations and political ideas. We strive to commit the necessary resources to hire and retain excellent and diverse candidates for faculty positions.”

In the past decade, the Colleges have taken a number of steps as part of a diversity initiative. For example, in 1993, the faculty adopted a resolution indicating a commitment to a policy of affirmative action and requesting the appointment of an affirmative action officer. As a result, the existing

Subcommittee on the Hiring and Retention of Women and Minorities was reconstituted as the Subcommittee on Equity and Affirmative Action, a subcommittee of COFAC. The faculty also adopted an affirmative action plan. In 1995 a task force on diversity was established by the Colleges’ President, Richard Hersh. The charge to the task force were (1) to assess the vigor of the Colleges’ commitment to diversity; (2) to compare this stated commitment to actual practices; and (3) to make recommendations to improve our efforts with regard to diversity.

Last year, as part of the Colleges’ decision to aggressively implement a diversity initiative, the Subcommittee on Equity and Affirmative Action was renamed the Subcommittee on Diversity, Equity and Social Justice with the intent of emphasizing the commitment to action. The new name reflects the Colleges’ decision to pursue diversity in its broadest form. The committee consists of three faculty members appointed by CoFAC, including at least one man and one woman. Its primary responsibility is to work with the Provost to ensure compliance with the Colleges’ policy on diversity and best practices. This includes monitoring the performance of each division and its constituent departments, reviewing position requests and search plans for compliance with approved policies and procedures, submitting written recommendations to the Provost and CoFAC, advising departments on search plans and strategies, and providing faculty consultants to search committees. The Provost’s Office has issued a diversity statement on the HWS webpage – a statement that is included in every position advertisement. At its October 2003 meeting, the Board of Trustees passed a resolution requiring the President to report annually on the diversity initiative.

In its efforts to carry out its charge, the Subcommittee has recently created a list of action items that members presented to the President and the Provost. It has received funds from the Provost’s Office for faculty to attend diversity conferences and workshops and, in conjunction with the Provost’s Office, it has organized a workshop on best practices in diversity hiring and a series of “Diversity Awareness Meetings” where faculty members discuss issues related to diversity. Working together the Subcommittee, the Provost, the Colleges’ attorney, and a consultant created,

during the summer of 2003, *The Hobart and William Smith Colleges Faculty Recruiting and Hiring Handbook*. (See appended document 6.3.) The handbook outlines the policies and procedures required to implement inclusive and diverse departmental and program searches. All searches must follow these guidelines. The Subcommittee created a web page "Committing to Diversity at HWS," and is currently working with the Associate Dean of Faculty to ensure that these policies and review procedures are followed and that comparative data is collected, so that the Colleges can assess their progress. It plans to conduct a campus climate survey in the spring of 2004.

Efforts at promoting diversity are, of course, not limited to the activity of faculty committees. One major initiative of the Colleges' in recent years has significantly enhanced the promotion of diversity. This is the Colleges' commitment to service and service learning, greatly strengthened by the efforts of President Gearan and the Office of Public Service. Because the Geneva community is so diverse, in some ways a microcosm of the racial and ethnic diversity of the nation, the Colleges' reach into the community has the effect of strengthening an understanding of diversity on campus, and especially among students. Another example of diversity efforts is the role of the Office of Human Resources in helping to launch CityScan, a new Geneva organization devoted to promoting work-place diversity. The office has sponsored lunch meetings and taken a leadership role in conducting a recent workshop on "Resume Writing and Job Search Techniques" which was open to the Geneva community. But it is characteristic of diversity efforts on campuses that there is often a lack of sufficient follow-through to noble and ambitious plans, and this is a problem for the Colleges as well. In this regard, the Provost has stated: "the theory is in place but the reality is not." For example, in 1996, the Diversity Task Force recognized that some progress had been made, in that the Colleges were a more diverse community than they had been ten years earlier and that there was generally a high level of understanding and acceptance of the Colleges' commitment to diversity. But it also outlined a series of concerns regarding the depth to which that commitment had been acted upon, citing student survey results that questioned the faculty's commitment to diversity and calling attention to

some faculty practices that indicated insensitivity to issues of diversity.

Perhaps one underlying problem in our past efforts was that responsibility for implementation of the recommendations of the Diversity Task Force had not been adequately assigned, with the result that they have not been satisfactorily fulfilled. The success of the Colleges' diversity efforts is difficult to assess because benchmarks or timelines have not been formulated. The Subcommittee on Diversity, Equity and Social Justice's proposed action plan establishes benchmarks, responsibilities, and timelines. It allows the Colleges to evaluate progress on a yearly basis. Despite the lack of overall accountability, different sectors of the Colleges have created their own initiatives, so that Admissions, Intercultural Affairs, Peer Education and Human Relations, and Alumni/ae Relations have provided new programs or modified existing programs to open the discussion about diversity and make it a larger focus at the Colleges. To secure diversity within our student body, the Office of Intercultural Affairs monitors the state-supported Higher Education Opportunity Program, which seeks out students who are academically and socially disadvantaged and provides them with a pre-matriculation summer enrichment program. In addition, the Colleges sponsor, as part of the General Curriculum, the Peer Education in Human Relations Program, which strongly supports the philosophy of diversity. In Student Affairs offices, staff members have made a concerted effort to seek diverse representation on hiring committees, policy committees, residential student staff, and work study students. All student clubs, including social fraternities, in order to receive funding must agree to be bound by the Colleges' non-discriminatory policies. While there are efforts during Orientation to introduce students to the concept of diversity and its prominent place in the curriculum and co-curriculum, this needs improvement.

6.4 Honesty In Relation To Its Internal And External Constituencies Integrity is, importantly, a matter of honesty. It is essential that an institution of higher learning be honest and forthcoming with the individuals and groups - inside and outside itself - with which it deals. In addition, it must be honest with itself. It must not engage in self-deception. This Self-Study is an effort to

achieve the latter, and part of the Self-Study is a consideration of the extent to which this institution achieves the former. But an important and necessary limitation on openness is privacy. A basic element of respect for persons is respect for their privacy, and an institution demonstrates its integrity by striking a proper balance between openness and respect for individual privacy.

The policies and practices of the Office of Communication ensure openness with the external communities with which the Colleges deal. It strives for accuracy in all of its dealings with the media; the staff sends drafts of releases and articles for fact-checking and approval to sources and places a high degree of emphasis on the dissemination of accurate, timely information to a variety of media outlets. This information is also available to our campus community through our database of press releases found at

<http://www.hws.edu/news/update/newsrelease.asp>

and sports releases found at

<http://www.hws.edu/news/sports/newsrelease.asp> ,

our press clippings found at

<http://www.hws.edu/news/update/webcliprelease.asp> , sports clips found at

<http://www.hws.edu/news/sports/webcliprelease.asp> ,

and alumni/ae press clips found at

<http://www.hws.edu/alumni/alumnews/webcliprelease.asp> .

Recruitment and admissions materials are handled through the Office of Admissions, which works with an outside agency on their publications.

Much of the openness of internal communication rests on policies and practices of the Office of Human Resources (HR). HR has attempted to communicate directly with faculty and staff through a variety of methods. HR facilitated the establishment, first under President Hersh and now extended to President Gearan, of read-out sessions following each Trustees meeting. Shortly after each Board weekend, the President conducts two meetings for staff back-to-back as well as a separate meeting for faculty members and takes questions at each session. The sessions are well attended and the discourse is not limited to the topics considered by the Board of Trustees. As a small but important office, HR sought to greatly increase its effectiveness and reach by utilizing this tool. HR in the late 1990s sponsored concentrated computer training for all staff and faculty. As a result of the proliferation of personal computers at the Colleges, HR began to expand its

presence on the web, beginning by including faculty, administrative staff, and hourly position openings on the web site. HR went on to add to the site information on policies and benefits, copies of blank forms, and links to key vendors or institutions like TIAA-CREF, Rochester Blue Cross Blue Shield, Vanguard, Fidelity, T Rowe Price, the IRS, and the Tuition Exchange.

One problem following a commitment to openness is information overload. Each department has much information to dispense and multiple outlets available for its dissemination, such as the web site, memos, faculty/administrator and staff e-mail listservs, e-mails, mass mailings, telephone, bulletin boards, and others. This proliferation creates the problem of efficiently and effectively getting messages through to their intended recipients. While the institution is increasingly effective in getting internal messages out, in many cases they may be falling on deaf ears due to the cacophony. The intended receiver of the information is often overwhelmed, distracted, or loses interest in filtering through the flood of messages. HR has sought to address this problem by sending fewer but essential messages over the email medium and by limiting written communications to employees at home or at work to those communications that are key, seeking to avoid the impression that there is an endless stream of information emanating from the office.

In regard to matters of privacy, consider the practices of five of the institutional areas in which privacy is of greatest moment. In the Office of Human Resources, increased concerns over privacy matters and identity theft have led to a recent review and revamping of its handling of current and archived information. A large shredder is used to destroy certain documents and all file cabinets have been re-keyed and made part of an overall security system. A special locked room was built to archive information that is kept in compliance with various retention considerations. In the Office of Financial Aid there is a strong awareness that through the financial aid application process, a family reveals significant details regarding its personal financial situation. It is the policy of this office to process this information with strict confidentiality, using a secure, stand-alone server for the data and a filing system that is also secure. Paper applications, including income tax returns, are shredded and

destroyed once they have passed the U.S. Department of Education record-keeping requirement. The office adheres to the privacy restrictions outlined in FERPA (Family Educational Rights and Privacy Act). The office maintains a policies and procedures manual that respects student and family privacy.

The third area is that of judicial procedures. All matters of student judicial concerns, e.g., regarding the Committee on Standards and the Student Sexual Harassment Grievance Board, are treated with confidentiality. Results and proceedings are reported only in the aggregate, not with reference to specific students. Decisions are not published in the student newspaper, although, depending on the nature of the offense, the offense and the decision are reported to Campus Safety and Security for external reporting as required by law. One difficulty is that, though the above-mentioned committees are bound by confidentiality, students who come before the committees are not, so that decisions, often distorted, are known in the HWS community. A fourth area where confidentiality is especially important is the Career Development Center. The Center's policy is that disclosure of student information to organizations off-campus is made only at the request of the student.

6.5 Intellectual and Academic Freedom

Intellectual and academic freedom should be the hallmark of an institution of higher learning. It must have this characteristic in order to achieve all else that it seeks and is meant to achieve. Liberal learning is based on the idea that received truth is always open to challenge, and this idea can be realized only when the members of the institution, especially its faculty, feel free to voice any opinion and are not sanctioned for doing so.

Hobart Dean Clarence Butler has stated, "The principle of academic freedom is followed by my office. For example, students choose from their ranks students to address the body at Charter Day and Commencement. No restrictions are placed on the content, although parameters are suggested."

According to Board of Trustees Chair Charles Salisbury, "The Board is comfortable in leaving faculty governance and curricular reforms and the right to speak and act freely to the folks most affected by those things. We are proud of our curricular diversity in the interdisciplinary studies

and the global studies and the gender studies, as well as our Coordinate structure."

6.6 Respect Toward Its Own Members And The Members Of The Broader Community

Respect for others is a key to ethical integrity, and educational institutions must show respect not only for their own members, but for others as well. This involves respect for members of the broader communities in which the institution exists and with which it interacts. The communities include not only those social and political communities in which the institution is nested, the city, state, national, and global communities, but also the environmental community in which the institution resides, and such special communities as the human and animal individuals that are experimental subjects in the research performed by the institution's faculty and students. *HWS 2005* speaks to the importance of outreach to the Colleges' mission. One of its central recommendations is that the Colleges "build stronger relations with the City of Geneva to develop a better sense of the educational, social, and service opportunities the region has to offer." To this end, the document calls for a number of specific efforts.

One of the key activities of the Colleges regarding contact and interaction with outside political and social communities is its exceptional emphasis on student service and service learning. In keeping with the traditional mission and role of a liberal arts education in the United States, the mission of Hobart and William Smith Colleges includes producing graduates who will be educated and engaged citizens, active in their communities. *HWS' Catalogue's* discussion of the Colleges' mission specifically calls for an explicit link between formal classroom learning and student experience and affirms the importance a commitment to service. (See *HWS Catalogue*, p 10.)

Through the activities of the Public Service Office (PSO), HWS attempts to fulfill the community outreach and citizen education portion of its mission statement. Believing that civic engagement is a critical component of a quality liberal arts education, the PSO strives to connect students with service opportunities on campus, in Geneva, and outside the local region as well. Through service to others, students gain a better

understanding of themselves and of the responsibilities of a liberally educated person in today's society. They further gain a practical application of classroom learning and have a chance to develop leadership, teambuilding, and management skills. Part of the PSO's job is to assist instructors who teach courses with a service-learning component in finding placements for the students. In these courses, students receive an orientation to the community and agency they are working with. At the end of the semester, they are evaluated by the community partner in terms of their interactions with the organization and its constituents. In programs such as Day of Service, Geneva Heroes, and Alternative Breaks, students take significant leadership roles in their organization and execution.

In order to fulfill this mission, the PSO develops and coordinates a number of programs including the America Reads Federal Work Study Program, Service-Learning/American Commitments classes, Day of Service, Alternative Fall and Spring Break service trips, Community Service House, the Rural Literacy Project, Geneva Heroes, Jumpstart, the First-Year Orientation Service-Learning Project, the Colleges' participation in the Community Lunch Program, the annual Holiday Project, campus blood drives, the year-end clothing and food drive, and a number of other limited or short term projects. The office consists of a full-time director and assistant director, as well as work-study staff. In 2001-02 HWS students provided an estimated 24,299 hours of service to the community. Over 250 students took part in service-learning classes. Over one hundred students tutored 140 students in the America Reads Program. Thousands of books have been given to area agencies and children as part of the Rural Literacy Project.

The various agencies, organizations, and individuals with which the Colleges' work are viewed as community *partners*. We work with them to identify community needs and projects. It is not a case of the Colleges' deciding what it is going to do *to* the community. In all interactions with the community, the PSO attempts to develop ways that can bring the Colleges' resources, most notably students, to bear on the identified needs. Community members are treated with respect and viewed as people who have knowledge and lessons to impart to the students. For those agencies

working with students as part of a service-learning class, an orientation to the HWS service-learning program is provided during the summer.

With the service-learning program and Public Service Minor, the PSO supports the academic mission of the institution by providing the link between the classroom and community as well as resources for faculty. Files exist for over 70 area agencies and organizations where students can potentially be placed. As a member of NY Campus Compact, HWS offers opportunities for faculty development in the areas of service-learning and civic engagement.

Another set of communities to which respect is due is that composed of the people and animals that are subjects in experimentation performed by faculty and staff as part of the institution's efforts to educate its students and to advance knowledge. The *Faculty Handbook* lays out the Colleges' policies in this regard clearly. In the case of human subjects (*Faculty Handbook*, pp. 75-76), "The use of human subjects in research by either faculty or students is regulated by U.S. Department of Health and Human Services 45 CFR 46. This applies to all research conducted within the institution, whether or not it is sponsored by a government or other agency." There is not a single committee at the Colleges overseeing such research, but faculty members conducting such research are asked to forward copies of their research proposals and research instruments to their department chairs and to insure that subjects in their and their students' work are, for example, "informed that they are participating in research (exception: the observation of naturally occurring, licit behavior), that their participation is voluntary, that their identity will be protected, and that they are not exposed to any risk of adverse outcomes." The Provost is charged with overseeing the institution's efforts in this regard. Faculty submitting proposals involving the use of human subjects to federal and other agencies for funding are required to consult with her in advance of submission.

While the importance of the use of animals in research and teaching is recognized, concern for the welfare of the animals leads the Colleges to encourage alternatives to their use whenever possible. The Colleges maintain compliance with regulations of the Animal Welfare Act (PL-89-544), Public Health Service Policy, and New York

State Public Health Law (Article 5, section 504). These regulations require that all uses of living nonhuman animals within the institution, by faculty or students, be approved by the Institutional Animal Care and Use Committee (IACUC), and they govern the Committee's composition and responsibilities.

6.7 Assessment Of Institutional Integrity

Institutional efforts at integrity must be regularly assessed for scope and adequacy. The achievement of institutional integrity is an on-going process, and areas in which improvement is necessary must be identified and acted upon. In this section, the institution's efforts to assess its commitment to diversity are discussed.

Currently, CoFAC and its Subcommittee on Diversity, Equity and Social Justice are working with the Provost's Office to implement a more aggressive campus-wide diversity initiative. The Board of Trustees and the President have endorsed the initiative and, in an October 2003 resolution, the Board asked the President to report annually on diversity at HWS. The initiative is broad-based and seeks answers to such questions as How well does HWS adhere to principles of nondiscrimination? Are the policies adequate? Is diversity an important goal for the institution? How is the Colleges' initiative defined and is it being implemented successfully? One finding of the Subcommittee has been that, in the past, the Colleges' policies to ensure inclusive searches were not followed systematically. Communication among the Subcommittee, the Provost, and departments or programs has not always been effective, so enforcement of the procedures lacked consistency. There are several possible explanations for this. Members of both CoFAC and the Subcommittee change from year to year so there is inherent in the system a lack of continuity. Furthermore, until this year, the Colleges' guidelines and procedures for diverse searches have not been systematically distributed to search committees. The new *HWS Faculty Recruiting and Hiring Handbook* is an attempt to correct these deficiencies.

The Subcommittee is also concerned that the institution is not making sufficient strides forward in hiring and retaining a diverse faculty. In 1993, for example, data from the "Affirmative Action Plan" reported that out of 139 faculty members,

9.7 percent of faculty in tenure-track and on-going lines were self-identified as Hispanic or persons of color, while 35.2 percent were women. Ten years later, in the fall of 2003, data shows that there are 123 tenured or tenure track faculty (out of 169 full-time faculty). Of those 123 faculty members, 8.9 percent self-identified as either Hispanics or people of color, while 57 percent were women. (See appended document 6.7, "Diversity Initiative Implementation Plan.")

Standard 7: Institutional Assessment

7.1 Hobart and William Smith Colleges do not, at present, have a cohesive outcome assessment plan. They are, however, in the process of creating one, and that assessment plan will fit into the institution's overall strategic planning. To oversee this and other planning efforts, President Gearan has appointed a Vice President for Planning and Executive Affairs. She will oversee the strategic planning process and develop the outcome assessment plan.

7.2 Assessment Background Despite the fact that the colleges do not currently have an outcome assessment plan, the Colleges are deeply involved in assessment. In the spring of 2000, faculty, staff, trustees, students and Geneva residents participated in discussions that led to the creation of the strategic plan, *HWS 2005*. The plan addresses academic program engagement, student life engagement, and physical and financial resources, and is the road map by which the institution makes decisions regarding planning, allocation, and renewal. The collaborative process through which *HWS 2005* was devised allowed all the principal stakeholders to be heard. It resulted in a document that was both realistic and supportable.

In 2001-2002, the first of what will be yearly reviews of *HWS 2005* was completed. It addressed the way in which each of the plan's recommendations was being implemented. While not quantitative, it is a careful qualitative assessment of the progress we are making in achieving the goals set forth in the document. Recently, the 2002-2003 review was completed and is now on the HWS website. This has allowed faculty and senior staff to determine where the colleges stand in achieving goals set forth in the original plan. In preparing their budgets for the 2004-2005 academic year, senior staff members were required to show how their budgets were fulfilling the goals of *HWS 2005*.

7.3 Assessment Planning Based in large part on the success of this planning document, the Colleges are creating a program of outcome assessment. The Vice President for Planning is responsible for creating an assessment plan. Interestingly, the institution does gather and analyze a lot of quantitative data about students and their experiences at the Colleges but it has, to

date, not regularly used it for planning and evaluation college wide.

The Colleges have also implemented a policy of performance evaluations for all staff members. Beginning this year, all staff members will undergo reviews. While some units do reviews, there has been no college-wide evaluation form used, so no basis for uniform comparison. This past year all staff reporting to the Provost's Office (library, registrar, faculty secretaries, Center for Global Education, Center for Teaching and Learning and Peer Education in Human Relations) underwent review using the new forms. (See Appendix 7.3.)

In addition, the Colleges have established a Center for Teaching and Learning (CTL). The goal of the Center is to ensure faculty and student success by enhancing the environment on campus for teaching and learning. Until recently, the Center for Academic Support Services (now replaced by the Center for Teaching and Learning) had focused almost exclusively on students with learning disabilities. The new Center provides help for students with special needs while at the same time offering peer tutoring, assistance, and learning workshops for all students. For faculty, the Center will offer workshops and programs that focus on good teaching.

In sum: although HWS does not have a formal quantitative assessment plan, it does have a system of institutional assessment that allows the administration and faculty to plan effectively and responsibly for the future. We understand our mission and goals and have a record of how we are working to achieve them. The new Vice President for Planning and Executive Affairs has experience in assessment and will be taking the lead in coordinating and expanding HWS' assessment activities. As indicated by the establishment of the CTL, the President and Provost are ready to commit resources to support appropriate learning and outcomes for all our students.

Standard 8: Student Admissions

Hobart and William Smith Colleges seek to admit students whose interests, goals and abilities are congruent with our mission.

The Offices of Admissions and Financial Aid have, over time, developed policies and strategic plans, which support our institutional mission. Together, the offices have direct responsibility for the recruitment, admission, and financial aid of students. In addition, this enrollment planning involves overall strategic planning and direct responsibility for promotion, marketing, and research. The planning for each first-year class involves consideration of aggregate class size; degree of selectivity; admission standards; range of diversity (geographic, socio/economic; ethnic and racial, with attention also given to gender); amount of financial aid to be offered; and a target discount rate. Since decisions made in any one of these areas have important ramifications in others, we try to strike a balance in ways best suited to preserve our mission and be consistent with overarching policies that guide these functions. For self-reported diversity of entering students see Appendix 8.

8.1 Historical Context In the ten years since our last Self-Study, the Office of Admissions has undergone a complete restructuring. In 1994 the Colleges totally reorganized the operation from one which supported each College individually to a combined operation in which one Director of Admissions and one Director of Financial Aid report directly to the Dean of Admissions and Financial Aid. He or she reports directly to the President.

The now-merged admissions staffs were reorganized into a regional configuration. The staff is organized into four groups, each with a major and a minor market (Upstate NY/Midwest; Metro NY/Southwest; Mid-Atlantic/Southeast; New England/Far West). The regional structure assists the Admissions Office as it seeks to build a class with as great a geographic range as possible. In addition, one staff member oversees transfer and international students. Besides a geographic responsibility, each staff member has a functional responsibility, i.e. communications, multicultural recruiting, alumni/ae volunteers, and so forth.

The Admissions Office now has a wealth of data and reports that allow it to plan, strategize, and measure its efforts in as wide a swath as a region or as narrow as any individual high school or even an individual student. We have developed an elaborate system of internal reports, which are available for the last ten years (See Appendix 8.1.1, for a complete list.)

Internal reports, produced on a daily, weekly, monthly, and annual basis, provide the Admissions Office with the data needed to set its strategies. For example, knowing the first source of contact with a prospective student determines the communication strategy to be used with that individual. Annual reports provide a capsule look at the highlights of the past year and offer analysis of the year's data. Producing the annual report also offers the opportunity to set goals and objectives for the coming year. In addition, profiles are created of the applicant group at four critical stages: the total pool, the accepted pool, those who have made deposits, and those who actually matriculate.

In short, the Admissions Office is much better equipped to analyze the past and plan for the future than it was prior to its reorganization.

8.2 Admissions Office Policies All of the work of the Office of Admissions supports the Colleges' overall mission to provide a first-rate liberal arts education in a residential, coordinate setting. To insure that an appropriate cadre of new students (both first-year and transfer) enrolls each year, the work of the admissions staff is directed by a range of policies that support the larger institutional mission, including the professionalization of the staff; assisting students in understanding HWS decision making; bringing attention to diversity issues; and acting as a resource for the institution in response recruitment and admissions concerns. (For a more substantial listing see Appendix 8.2.)

8.3 Marketing and Recruitment Strategies HWS marketing and recruitment efforts, similarly, are guided by some basic policies, which are in support of the overall institutional mission (See Appendix 8.3 for detailed list). Each class is actively recruited over approximately a two-year period. The "formal" recruitment cycle begins with a direct mail campaign via sources such as the College Board's Student Search Service. Direct

mail provides an initial inquiry base that meets the criteria we have set. Both high school juniors and sophomores are contacted.

Staff travel in the spring then begins the “formal” contact with students who will enroll 18 months later. Through the dozens of sources of contact the Office has (school visits, college nights, telephone, coach referrals, alumni/ae referrals, etc.), it typically creates an inquiry base of approximately 30,000 names for each entering class. Realistically, not even a third of those are serious prospects or likely to apply.

History has taught the Colleges that certain sources of contact produce applicants in far greater numbers than others. It has, therefore, segmented its pool and have devised strategies appropriate to the presumed level of interest of the candidates in each segment dubbed “Cool,” “Warm,” “Hot,” and “Very Hot.” Strategies at various points of contact are designed to move students into a higher interest group and ultimately, to generate an application.

The Office’s work is ongoing, proactive, always in search of a new idea. Travel is now, literally, a twelve-month effort, tours are both real and virtual, and communication is built around positioning statements and market strategies. Recruiting activities, for the most part, take place on or in four “venues”: off-campus, on-campus, in print, and on our web site.

Off-Campus: In addition to visiting nearly 700 high schools nationwide, the admission staff (assisted by a cadre of alumni/ae volunteers) represents the Colleges at over 300 college fairs. Augmenting these traditional activities are “dinner dates” and “live chats” – both ways to connect staff and/or current students in small groups with prospective students in their communities. In addition, we have greatly expanded opportunities for personal interviews with a staff member at the student’s school or in his/her community (over 100 such interview sessions were scheduled last year.) Once the class is selected and, again, once students have made deposits, off-campus activities are created in a number of communities to build affinity and keep those accepted from choosing to go elsewhere.

On-Campus: Since there is a much better chance of enrolling a student if s/he has visited campus,

for the past few years the Colleges have conducted no fewer than eight Open House programs for prospective students, as well as two more in April for accepted students. Traditionally, Hobart and William Smith offered personal interviews, initially as part of the selection process, but as admissions “heated up” nationwide, interviews became more and more a part of its recruiting plans. It still chooses to invest a great deal of time and resources to this one-on-one effort so that Hobart and William Smith’s curriculum and academic programs can be most carefully and fully explained. Over the last ten years, the Colleges have expanded upon (or created anew) merit scholarship programs (Trustee, Arts, Blackwell) designed to attract top students, or those with creative abilities and non-traditional students aspiring to careers in medicine. Each is designed to bring students to campus, to connect them with faculty and students, and to expose them to the physical landscape. The Colleges reach out to the most talented local students through its Finger Lakes Scholars program and to students of color through Multicultural Weekend.

In Print: Now in its second year, the print communication strategy, built around the intriguing question “Are You A Hedgehog or Are You A Fox?,” would seem to be a success. While it is always difficult to measure the cause-and-effect-relationship between printed material and applications, the Colleges have to believe that the stunningly different approach it is taking is making an impact. Applications increased in 2002 to a near-record 3108 and in 2003 we received 3266. The strategy is designed around asking students to assess themselves rather than the Colleges. If what they find out about themselves matches what HWS is then it might be a place to consider. The first communication (through the Student Search alluded to above) asks them to look in the mirror. Then the lens is turned on the institution and tells its story - in a series of mini-viewbooks - through individual stories, stories of “foxes” whose multidimensional selves found their match at an institution that celebrates such “multiple dimensions.” In addition to viewbooks, the fox/hedgehog motif appears on our web site, our travel piece, poster, and the like. This repetitive connection to an intriguing concept should, over time, position us as the college for students who have multiple interests. All admission publications are reviewed and revised annually to insure that

the most accurate and up-to-date information is being shared with prospective students.

On the Web Site: HWS' strategies extend to the now one-year-old redesigned and reconceived web site, www.hws.edu. It boldly proclaims that HWS is "totally and ferociously liberal arts." The Admissions Office has managed to sprinkle the fox/hedgehog motif through the "Fox Quiz" and the "Fox Gallery." In addition, the articles written for the online newsletter, "*Currents*," subtly carry the message. However, the real value of the new web site extends far beyond carrying the positioning. Through the LiquidMatrix ActiveAdmissions software program, HWS is using the web as an admissions tool. The web site offers us three principal "tools" for our strategic planning.

1. Students may now apply online, on the web site, on the Colleges' own application (alternatively, they may submit the Common Application online.) Appropriate applications, supplements, and full instructions are available to first-year candidates, transfer candidates, and international students. As of this writing, electronic applications account for 44% of the total, a significant increase over last year when HWS' own application was not as yet online and electronic application accounted for 22% overall.
2. The content of the web site is vastly improved over the previous site, as is the navigation.
3. The most important tool in the LiquidMatrix arsenal, however, is the capability to communicate specifically to certain populations, addressing their interests and alerting them to campus news of interest. This is accomplished when a prospective student personalizes our site, thus giving us the information we need to send targeted messages. In addition, we are able to add students to the LM database who came to us through any means other than personalizing (i.e. college nights, phone calls, etc.)

The website has become the principal vehicle for communicating the most current information about the Colleges. In addition, our profile data, curriculum, admissions policies, and other relevant data are provided to dozens of commercial vendors whose websites are visited by countless numbers of prospective students. This has become, and will continue to be, one of their primary sources of information. It is the responsibility of the Director

of Admissions to insure that all of these commercial sites have the most up-to-date information.

8.4 Selecting The Class Ultimately, the entering class is shaped not only by strategies for gathering inquiries and applications and disseminating information, but by those selected for admission. Policies developed by the Office of Admissions support a selection process that is designed to meet enrollment goals, respect the coordinate structure, and continually improve the Colleges' competitive position. A multi-variable rating scale is used which includes Scholarship; Accomplishments – academic, artistic, athletic, service; Leadership; and HWS Institutional judgment regarding mission, character, and fit. Based on the applications, regional coordinators present a slate of applicants to the Dean and Director for final decisions. (See Appendix 8.4.1 for a more detailed policy outline.)

There is, perhaps, no more important work done by the admissions staff than that of ultimately selecting the class. HWS has seen real improvements in the profile of the entering class since the last Middle States review. When the new mode of operations was begun in 1993, the Colleges were challenged to improve the overall quality of the student body and to bring the profiles of the entering students from each college into closer alignment. Faculty noted that there was too wide a range of ability in each classroom, making for real pedagogical challenges. In order to achieve that goal, the Colleges needed to take some rather drastic measures, if it was to improve the overall quality of the class, the quality of the Hobart class in particular would have to improve.

In the fall of 1992 the Colleges welcomed a class of 557 (299 Hobart, 258 William Smith) that was selected from 2542 applications. In order to enroll that class 78% of the applicants were admitted. Their combined SAT's were 1090. Most problematic was the fact that 25% of the Hobart students came from the bottom third of their high school class. Closer analysis revealed that many students from independent schools, particularly in New England, were coming to HWS from the lower reaches of their class. Complicating the issue was the fact that many of them were students able to meet the costs of attending. The Colleges initiated a strategy to improve the quality of the classes with the assumption that, in the long run,

better students would attract better students, although we realized that there would, in all probability, be a cost in financial aid dollars.

Over the next two or three years the Colleges literally cut out the students from the bottom third of their classes and expanded merit-based scholarship plans. In the late '90's and into the first years of this new century, there have been other changes, as well. The on-campus and off-campus recruiting activity was greatly expanded. The new web site and positioning strategy described above were put into place.

The result of this ten-year admissions strategy has been a 28% increase in applications (3,266 in 2003); we admitted 62% (a 16% decrease in percentage of total applications). (See Table 8.4 below.) Quality indicators show a dramatic improvement with virtually no students (less than 2%) now from the bottom third of their high school classes and an SAT mean score of 1160 (+80 points.) The persistence from first year to sophomore in the Hobart class improved as well. A ten-year snapshot is appended to this report. (See Appendix 8.4.2.) In all categories, the profile – and the selectivity – has shown significant gains.

Ongoing communication with the Colleges' deans remains vital to ensure an appropriate match between the institution and those whom we enroll. To this end, prior to the arrival of each class the admissions staff reviews the entire class with the deans in order to raise awareness of individual needs and to review the group as a whole, and our staff meets regularly with the deans to assess the performance of the class.

8.5 Financial Aid: Managing Resources In Support Of The Institutional Mission

Policies and procedures for dispensing grant monies, merit monies, non-need grants, and loans

and other forms of self-help are critical to the integrity of the institution and to meeting enrollment goals. Financial aid is critical in support of the overall institutional mission. Funds are distributed on the basis of need, merit, and non-need criteria. Eligibility under both need-based and non-need-based criteria is determined through a consistent and equitable analysis using standard federal and/or institutional methodologies and the financial information provided by the family through the Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service (CSS) Profile applications.

The Office of Financial Aid currently administers the following sources and amounts of financial assistance in an effort to enroll students according to The Colleges' mission and enrollment goals:

\$20,375,000	institutional aid
\$11,000,000	federal aid
\$ 1,550,000	state aid
<u>\$ 2,500,000</u>	private/other aid
<i>\$35,425,000</i>	<i>total</i>

Institutional grant aid is allocated in a way that meets the multiple goals of increasing access for those who meet our educational characteristics, improving diversity, filling the class with the highest quality, and assuring financial stability. Here, too, a clear set of policies have been established. (See Appendix 8.5.)

The Office of Financial Aid has developed various publications and written communiqués to provide families with comprehensive information about the total cost of attendance, the ways financial aid eligibility is determined and distributed, what sources of financial aid are available, and how to apply for and renew awards. Students applying for financial aid must file applications each academic year. It is the policy of Hobart and William Smith Colleges to maintain financial aid awards

Table 8.4: HWS Admissions

	92	93	94	95	96	97	98	99	00	01	02
Applications	2642	2696	2991	2786	2805	2831	2596	2634	2764	2926	3108
Accepts	2042	2083	2186	2117	2197	2147	1951	2007	2028	2031	2010
Rate	77%	77%	73%	76%	78%	76%	75%	76%	73%	69%	64%
Enrolled	566	488	520	460	534	549	486	501	523	545	525
Yield	28%	23%	24%	22%	24%	26%	25%	25%	26%	27%	26%
Discount	36%	34%	41%	42%	43%	46%	48%	46%	44%	41%	41%

providing there is no substantial change in the family's financial condition.

Strategies have been developed for awarding and leveraging the Colleges' limited resources to meet enrollment goals. The strategies are reviewed annually among the Vice President for Admissions and Financial Aid, the Director of Financial Aid, the Vice President of Finance, and a member of the Board of Trustees. An analytical model is used that categorizes students across various levels of eligibility greater than zero, students who apply but do not qualify, and students who do not apply at all. Beginning a few weeks before admissions/financial aid decisions are sent, data on the applicant pool is reviewed weekly according to the analytical model. This process continues through June 1st when the fall enrollment is, for the most part, set. The analytical model looks at headcount and dollar count separately and predicts enrollment and expenditures using historical yields that are adjusted based on prior year trends for summer attrition and appeals activity. This weekly review provides the opportunity to refine the strategies when or if the data is predictive of potentially undesirable results. The applicant pool is distributed according to financial aid status and academic rating, with a yield determined for each individual quadrant based on prior year behavior. Experience over the past ten years of analysis has shown the applicant pool to be fairly stable and consistent throughout this distribution.

For students with a high need for financial assistance, maximum awards are set based on the strength of a student's academic and non-academic criteria. Students receive a composite rating of 1, 2, or 3, with 1 being the highest. Maximum grant levels are defined for each rating level.

For middle-income families, full financial need is met with grant funds first; then self-help (loans/work) and entitlements (federal/state grants) are added. Experience shows that middle income families fall into the proverbial "catch 22" – they make too much to qualify for entitlements and not enough to afford higher education. Our strategy is tied directly to this predicament and typically results in approximately \$4,000 more grant aid per student in an attempt to make attendance at Hobart and William Smith affordable.

For families with a low financial need (i.e. \$11,000

or less), we award a flat grant of \$11,000 and add self-help and entitlement aid. While self-help and entitlement aid alone would normally meet the low need level of many of the families in this category, experience shows this is not adequate for families in this income bracket. There has been a favorable response in enrollment by providing this low level of assistance.

For families with no demonstrated financial need, grants are awarded based on the admissions rating of 1-3 with more grant money offered to higher quality students. An extensive array of merit-based financial aid is awarded at all levels of need described above, as well as to students who do not apply for financial aid. Examples of merit aid are the Hersh, Wood, Trustee, Faculty, Presidential Leader, Arts, and Blackwell scholarships. International students are awarded a competitive grant based on both academics and need, along with a low interest loan guaranteed by the Colleges. Particular attention is also paid to minority student applications throughout all strategies. Also, several years ago we instituted the Hobart and William Smith Loan program with Nellie Mae as the lender and Sallie Mae as the service. This partnership provides what is arguably the lowest rate/fee private loan in the current market, exclusively offered to Hobart and William Smith students. This loan has allowed us to have an affordable resource to assist students who may be struggling to pay the costs, while significantly reducing the stress on institutional grants.

Either the Director or the Associate Director individually reviews every financial aid application received. The size, cost, and mission of the Colleges are supported by the Office of Financial Aid in its individual attention to each application. One-on-one counseling is provided to assist families to complete applications as well as to provide debt counseling and assistance with financing options such as payment plans and loans to parents. It is the priority of the Director and Associate Director to relieve the overwhelming and confusing nature of the financial aid process, listen to a family's concerns, and offer confidential and non-judgmental assistance in order to make attendance affordable. Families have the opportunity to appeal a financial aid decision and discuss their eligibility in greater detail. The entire staff is sensitive to the confidentiality, degree of confusion, and defensiveness that come with

talking about personal finance. The written communication supports the oral communication in providing information regarding financial aid that is clear and easy to understand and defines the policies by which financial aid is awarded and renewed. Information is distributed to prospective and current students, that defines both their unique and common processes. The admissions and financial aid databases are integrated to provide an avenue for detailed enrollment reporting for information and analysis, as well as a consistent communication flow to students.

Standard 9: Student Support Services:

9.1 Student Support Services at HWS Given the coordinate nature of the Colleges - one for men and one for women - it follows that many student services are decentralized across the Colleges. This being said, the bulk of the student services here are the responsibility of the Dean of Hobart College, a men's college founded in 1822 under the auspices of the Episcopal Church, and the Dean of William Smith Colleges, a nonsectarian college for women founded in 1908. In addition, the Provost as chief academic officer is responsible for academic support services including faculty advising, and the Vice President for Administrative Services has, as is customary, responsibility for auxiliary services to students such as the bookstore, dining services, and campus security.

Those providing student support services are many and varied, e.g. The Office of the Dean of the College (for academic and social advising, and most critical, the Student Disciplinary System); the Center for Teaching and Learning (CTL, formerly named the Center for Academic Support Service, CASS), The Higher Education Opportunity Program (HEOP), the Office for Intercultural Affairs, the Office of Alcohol and Other Drug Programs, the Counseling Center, the Hubbs Health Center, Career Services (encompassing career development, internship, externships, public service, pre-health, pre-law), Residential Education, Department of Peer Education and Human Relations, and Hobart Academic Student Support Program. While it may appear diffuse in structure, in fact the staff members involved in providing student support services work in very close coordination. For example: first-year orientation activities in many colleges is assigned to a director of orientation, but here at the Colleges, orientation activities for first-year students are planned and carried out by a number of staff members working collaboratively. What would be done at many places by a single director, at the Colleges is done by a staff working group.

Each department has a director or assistant dean responsible for the working of the office or department. These departments are represented in bi-weekly meetings in a group that is called informally "Joint Deans." The purpose of these meetings is to keep different departments informed

about the workings of other offices that deal with student concerns, to promote new program initiatives and review of existing programs, and to provide a more comprehensive and connected service to students. The integration of student services is appreciated when, for example, a member of the faculty contacts the Dean's Office, or the Counseling Center, or an athletic coach regarding a student or group of students. Often confidentiality dictates discreet handling of student issues that may appear on the surface to detach departments from other parts of the educational process. Greater integration and acknowledgment of student services indeed could be made.

The Colleges convey to students the necessity of taking an active role in the educational process through written materials and advisor and deans' conferences with students. At the same time, various efforts across the Colleges stress the role and responsibility of students in the educational process, e.g., Napier Leadership Institutes for athletes (the importance of academics for athletes), Peers Educating Peers Program (Alcohol and Other Drug Program), Acquaintance Rape Prevention Workshops (led by student-peers who are trained by Counseling Center staff and deans), counseling for students on probation, advising students eligible for prestigious fellowships, Writing Colleagues, and student peer tutors.

Although additional staff could be well used in virtually every area of student services, the institution is aware, for both on- and off-campus students, of the range of student life issues, e.g., Counseling Center, Campus Safety and Security, Center for Global Education with its international monitoring. The Office of Intercultural Affairs, HEOP, and Student Life and Leadership, together with programs for Black Student Union, Caribbean Student Association, LAO, ASIA, Pride Alliance address issues of diversity. The CTL supports students with physical and learning disabilities and is actively moving toward a model that integrates this community with the development of study skills for the entire student body. The Center for Global Education, the Public Service Office, and the Office of Career Services deal with off-campus educational experiences.

The Colleges maintain a wide range of support services to promote students' academic, personal, and social development. Although not a perfect

division, the range of services could be divided into those that are universal, necessary for all students, and those that target groups with specific concerns. All offices support the Colleges' mission by working to enhance students' understanding of the complex world in which they live and to foster their personal and academic growth through experiences outside the classroom. (See Appendix 14.1.2, Table 4 for student evaluation of campus services.)

Offices that provide support for all students include Residential Education, Career Development, Student Life and Leadership, Alcohol and Other Drug Programs, Hobart Deans, and William Smith Deans. Virtually no student could attend these Colleges without directly working with, receiving programming from, or being known to these offices. In each office, the goal is to create a coherent program that addresses the different developmental needs of students across their four years and provide students with opportunities outside the classroom that involve increasing responsibility and challenge.

Offices that serve more targeted groups include William Smith Athletics, Hobart Athletics, Counseling, Hubbs Health, Public Service, Pre-Health, Pre-Law, Center for Global Education, and the Office of the Chaplain. Although all students may access these offices and make use of their services, it is the student's choice; not all students will choose to do so. The targeted groups of students range from intercollegiate athletes to international students to students with specific career goals. The efforts of these offices are supportive of the wider mission of the Colleges, even as they focus on particular groups of students. Hubbs Health Center sees education as important as treatment when working with the students who seek services. It should be understood that while some of these offices directly support only a limited number of students, their impact on the student body may be extensive, e.g., many students attend athletic competitions although they are not athletes themselves.

Two offices that have functioned to meet the needs of certain students are the CTL and Intercultural Affairs. The CTL has replaced the Center for Academic Support Services, which made available to all students tutoring services, offered workshops and counseling regarding study habits and skills,

and coordinated services and accommodations for students with disabilities. This change in mission was a major recommendation of *HWS 2005*. The vision for the Center is now much broader, seeking to improve study skills for all students and also to focus on the development of a faculty program that supports better teaching. Thus, the impact of the new center should extend to the entire campus community, to all students and all faculty members.

The Intercultural Affairs Office has a mission of outreach that also extends to all students. In theory, the office is to lead the work on multiculturalism and diversity, although the impact of the office in practice has been less expansive. In student affairs, the primary work has been with students of color; as a result, other students do not know about the office's existence or programming. The office should not be faulted; the Colleges have not created the structure that would make this office more prominent or influential and have only now begun the implementation of a clear agenda with regard to diversity.

Directors of the various student support offices have an academic background and/or considerable experience in their areas. Many directors and staff members who have more recently joined the Colleges were hired as the result of competitive, national searches. Most staff members hold advanced degrees that prepare them for their responsibilities. Before the beginning of each academic year, the deans meet with the directors who report to them and review the goals, objectives, and plans for their office to ensure that they are consistent with the Colleges' mission, that students' needs and interests will be addressed, that resources will be used effectively, and that appropriate collaborations with other offices will occur.

The deans typically hold two retreats each year, a one-day retreat over the break between semesters and a two-day retreat over the summer for members of all of the offices for which they are responsible. A retreat may have many purposes: to set common goals for all areas; to begin work on common programming; to provide ongoing staff development; and to create a sense of collegiality among members of different offices. When appropriate, members of offices whose interests intersect with the topic of discussion are also invited to the retreat. To continue the work begun

during the retreats and to ensure a cohesive and integrated approach across offices during the year, directors or their representatives and deans meet biweekly to share information and discuss common projects.

9.1.1 Challenges Facing Student Support Services at HWS

Two challenges exist in providing student services. The first, common to many campuses, is connecting more closely the work of the faculty and student affairs. Communication channels between the two groups are limited, and opportunities for true dialogue are too infrequent. The second is finding ways that encourage students to use the range of available services. The issue of participation is an ongoing concern for student affairs staff and a priority in planning each year. During recent years, offices have tried to increase their accessibility and use by altering hours of operation, by advertising, and by increasing services and outreach programming.

Faculty and administrators have entered a new era that holds high promise for a more productive working relationship to enhance student support services. Since the arrival of a new President, Dean of Faculty and Provost, and Chief Information Officer, a more inclusive decision-making process has been set in order to develop and enhance our systems and services to students and faculty. The Colleges have clarified and implemented appropriate roles in the planning and decision making process with regard to support services. This is outlined in the *HWS 2005* planning document. There has been considerable expansion in recent years of faculty and administrators (faculty and administrative committees and subcommittees) who examine our effectiveness in the area of student support and provide recommendations to enhance our services.

9.2. Academic Support Services – Office of the Provost

9.2.1 Center for Teaching and Learning (also see 13.1) The Center for Teaching and Learning (CTL), established in 2003, builds on and has replaced the Center for Academic Support Services (CASS), which was established in the 1980's with the responsibility of ensuring that all students seeking or requiring help in meeting their academic responsibilities receive that assistance. This includes direct support and appropriate referrals within the institution. The CTL

coordinates services for students with disabilities, professional writing support and peer support services in specific content areas, and services to students whose primary language is not English. The Center has a full-time director, a full-time coordinator of student services, a three-quarter time learning specialist, a half-time disability specialist, a part-time adjunct instructor in ESL and a part-time secretary. Responsibilities vary with each position, but in general all the staff members work with students: tutoring them, accommodating their testing needs or providing accommodations for students with disabilities (including taping textbooks and coordinating note-takers); recruiting and training tutors and providing general study-skills support to any student, regardless of whether he or she seeks help individually or is referred by others. Given its ambitious goals, the CTL is currently understaffed, a situation recognized by the President and Provost.

The CTL staff work with students individually or in small groups according to their needs. The peer tutoring program works with students recommended by faculty to meet individual student's requests. For example, in ECON-160, the professor has selected a student to be the tutor for group sessions. In some cases, a faculty member helps the student prepare tutoring information that is specific to upcoming assignments, exams, and quizzes and guides the tutor throughout the course on how best to help the participating students be successful. In other courses, such as Chemistry-110, Japanese, and others, the faculty refer to the CTL specific tutors who can best meet the needs of the current students, and work with the tutors to provide information that is supportive and helpful to the students. Course-specific tutoring is available to all students at no cost. Tutoring (individual or small group) is provided by trained, well-qualified peer tutors. Tutors have previously completed the courses in question and have performed very well. The CTL works with the professors and students to select the appropriate tutor. This process has often been used with international students and ESL students, but it has been used with traditional students as well.

Other services available to students with disabilities include note-taking, alternate test locations, text on tape, etc. Over the years, the

retention rate for identified learning disabled students is almost 82% since 1997.

In general, students are referred to CTL by professors, advisors, counselors, deans, the Office of Intercultural Affairs, the Summer Academic Orientation Program (SAOP) (see below), writing workshops, coaches, parents, roommates, and orientation partners. Students with disabilities often self-identify and come to CTL on their own for assistance. More than 210 self-identified students with documented learning disabilities make use of CTL services.

Students are offered

- one-to-one writing assistance
- peer tutoring (groups or individual)
- professional tutoring
- workshops for ESL students
- workshops on note taking, time management, and other study skills.
- individual meetings scheduled to help with time management and study skills.

Supplemental instruction is provided in a limited number of courses. In these courses (generally introductory courses), a student assistant attends all class sessions and offers weekly group study sessions throughout the term.

Writing assistance is available for students who need extra help organizing and writing papers. The main objective of the tutorials is to support students in the writing process so that they become more confident, conscientious, and effective writers. Professional staff members as well as trained peer writing tutors are available to help students at any stage of the writing process, from overcoming persistent errors in basic skills (punctuation, syntax, and spelling) to discovering their theses, developing their ideas, finding supporting evidence, and producing, evaluating, and revising drafts. The tutorials are one-to-one conferences. Students are encouraged to make appointments and to leave their papers for review before their appointments. Writing conferences can be scheduled during regular office hours as well as on evening hours and weekends. A CTL specialist assists students with assignments ranging from writing mechanics (grammar, punctuation, and sentence structure) to essays, critiques, and research papers. This assistance is available for writing assignments from any course and at any

stage of the writing process, from brainstorming for ideas through drafting and revising to final editing. Writing assistance is offered as needed for ESL students as well.

English as a Second Language tutoring can be provided for students who need assistance in the reading, writing, and speaking of English. A writing workshop is also offered through the center each semester (registration and permission are required). Students for whom English is a second language are encouraged to take this course.

A CTL specialist is available to assist students with academic skills strategies such as reading comprehension, test-taking strategies, test-management, problem-solving, note-taking, and time management which can help improve their academic performance.

A learning specialist also works with students in the five-week Summer Academic Orientation Program (SAOP) experience, required for all first-time enrolling students enrolled in the Higher Education Opportunity Program (HEOP). This Summer program gives students a foundation in writing and math to help them be at an appropriate academic level when they start the semester.

The Center for Teaching and Learning is committed to ensuring equitable participation in and full integration of students with disabilities to all programs and activities of the Colleges. First-year students who have self-disclosed a disability are contacted, and individual sessions are set up for them with the disability specialist during the first two weeks of classes to discuss accommodations and services available to them. Students with disabilities are offered services such as tutoring and academic success skills training, as are traditional students. However, they also, depending on their documentation, are allowed to receive classroom notes, books on tape, extended test time, readers for exams or writing assignments, the use of computers for essays on exams, and the use of CTL testing rooms for a distraction-free environment for exams or studying.

One of the goals of the new Center for Teaching and Learning is to be seen as a source of academic support services for all students on campus and to do a better job of tracking the effectiveness of its services.

9.2.2 Registrar The Registrar's Office is an office of the faculty, supporting the academic mission of the Colleges by providing guidance to the academic community in accordance with academic policies and procedures established by the Colleges, in conjunction with rules and regulations established by accrediting agencies, state and federal law. The office is charged with implementing and administering academic policy established by the faculty (and its committees) in conjunction with the Provost, the Deans, and other academic officers. The Registrar's Office participates and plays a key role in the review, development, and enforcement of goals, objectives, and work plans of the Colleges. The Registrar is often called upon by faculty and administrative committees to identify services that can be improved; to identify problems and offer solutions by analyzing data; and to assess information provided and maintained by this office.

The Registrar's Office plays a key role in advancing the Colleges through technology and is responsible for the integrity, accuracy, security, and confidentiality of academic records. The office also maintains a complex integrated database, advances significant systems and operational enhancements, and supports enrollment management and institutional research. It also serves as a repository of faculty information and schedules, course enrollments, course offerings, student records, grades and degrees conferred. Such records are maintained using information systems and web-services designed to enable students, academic advisors, staff, departments, and programs to conduct their professional duties in an environment that optimizes potential.

A service organization, the Registrar's Office offers a wide range of academic and administrative services associated with records, registration, advising, academic space management, and scheduling for students, faculty, and staff. Its work is effective because it is the nature of the Registrar's Office to be involved with students and faculty on a daily basis. One of the ways they measure their effectiveness is by surveying students and faculty and keeping records of the service demands placed on the office for assessment purposes and future planning.

Based on the 2002 HEDS Senior Survey, designed to assist the Colleges in learning more about the undergraduate experiences and future plans of our students, the average percentage of graduates who were satisfied with services provided by the Registrar's Office from our peer institutions came to 74.6%. The HWS classes of 2002 indicated that 77.4% of HWS graduates were satisfied with services provided by the Registrar's Office (2.8 percentage points higher than the average of the peer group). The Registrar has prepared goals to be achieved in the next academic year to improve services and address those not satisfied. (See Appendix 14.1.2, Table 4.)

Another way the Office measures "effectiveness" can be quantified by the frequency of requests for information made to the Registrar's Office by various faculty and administrative committees. In order to make sound strategic decisions, the Registrar is asked for many reports. Reports are used to channel information into effective discussions and decision-making. Since the last self-study, the Registrar has provided countless reports and academic data and information used for various studies and ad-hoc reporting to various faculty committees. This ranges from the number of students who have yet to complete specific degree requirements (i.e. the Goals) to the number of students by major, to student retention data/attrition data.

9.2.2.1 Registering Students One of the primary functions of the Registrar's Office is to register students for classes. This seemingly simple task involves great complexity and huge amounts of paper. A few years ago, students and faculty individually, and often in groups, came to the registrar with problems regarding course registration. Too often, students who lacked certain criteria, such as specific class standing, a specific declared major or minor, a specific grade criteria, or previous course work, would register for classes for which they did not qualify. Registration lines seemed endless.

Together, the Registrar, the Deans, our faculty, and IT professionals totally re-engineered the registration process by way of implementing a web-registration system, making the process more user-friendly and more responsive to student needs. This system eliminated student lines and frustrations and provides a much more efficient

and responsive system of course registration, including on-line pre-requisite checking. The web-registration system provides extended hours of registration. HWS students may register and adjust their schedules via the web system.

By spreading registration times out more evenly throughout the semester, students are able to take advantage of a longer advising period and have experienced higher quality, less rushed advising sessions.

One of the key advantages to instituting a continuous course registration system via the web is that it allows students to make schedule adjustments as their needs or individual circumstances change. The web registration system was installed at the time when the Colleges converted from a trimester calendar system to a semester calendar, causing students to make changes in their program well into the drop/add period. More class periods were added to the academic day as a result of semester conversion. This allowed for a wider, more equitable range of course availability spread throughout the academic day. The Registrar's Office worked closely with academic departments and programs and the Deans' offices to provide a variety of support services to help students caught in the semester transition and monitored the registration system accordingly and as needed.

The web-system increased enrollment at registration time, and developed a student body that now regularly uses Student Information System (SIS) to conduct business. These improved service levels increased the number of concurrent students allowed to register through the on-line system. This new technology enabled the Registrar's Office to extend hours of registration by 25 hours per week. Formerly registration ended at 6:00PM. Registration is now available through the web system daily 7:00AM – 11:00PM. The new hours recognize that students often work later into the night, and the 11:00PM hour captures the three-hour difference on our west coast. Staying open until 11:00PM allows students in our off-campus programs in Los Angeles, California and the Pacific Rim countries, access to registration during more of their daytime hours

Due to an increased demand from students to be able to access their academic transcripts and

semester grades on-line, the registrar now provides this service to students via the web. Students are now able to access their grades and transcripts electronically via the web.

Recognizing that effective academic advising is critical to student success and retention, the Registrar implemented an automated on-line degree audit system to track student's progress towards degree requirements. On-line degree audits are available to students on the web.

Recognizing the need for students, faculty, and staff to access classroom availability on-line, a budget request was made for a new web-classroom scheduling system. The request has been funded, and a new web-classroom scheduling system will be complete and ready for the fall of 2004 new web-classroom scheduling system.

Other web services made available to students include on-line search for open courses, web-access to student class schedules, web-access to the semester schedule of courses, drop/add, and on-line course descriptions. Such web-services provide a faster service to students while eliminating hard copy forms and mailers. The office experienced a significant reduction in costs for printing and producing hard copy forms.

Having these services available to students on the web eliminated the need to mail out grades and student class schedules three times a year, a significant savings in postage. With these improved service levels, the Registrar's Office noticed a reduction in the number of students entering the office during "high-traffic" periods such as registration and grading time.

The Student Information System (SIS) is now available for viewing all the time. Students can look up grades and other student academic records seven days a week. Another enhancement is that all "registrar forms" are available to students and faculty on a "forms website". Also, faculty can go to their on-line class list for the current semester, e-mailing and sending communications to their students in the class.

9.2.2.2 Access to Records Policies have been developed and implemented for the safe and secure maintenance of student records. With the ever-

Table 9.2.2: Online Registration System Rating Summary

	Outstanding	Excellent	Good	Satisfactory	Marginal	Unsatisfactory	Never Used
1 st yr	3	10	18	16	5	1	46
2 nd yr	13	30	16	11	2	1	2
3 rd yr	6	17	22	9	1	0	4
4 th yr	5	21	25	8	0	1	4
Total	27	78	81	44	8	3	55

increasing emphasis on collecting student information electronically, Hobart and William Smith Colleges utilize the highest standards of reasonableness both in providing students access to their records and in assuring the confidentiality of these records in terms of their release to third parties.

HWS has established and published a “Guide to Release of Student Information.” The guidelines were established according to federal law (the Family Educational Rights and Privacy Act, or FERPA) and addresses the release of directory information, restricted information (as defined by FERPA), and exceptions to the rule as permitted by law. Independent expertise was sought from the Colleges’ legal counsel, who assisted in the development, implementing, auditing, and reviewing of privacy policies, strategies and procedures. The policy provides guidance to students, faculty, and staff on releasing and protecting student information. It serves as a privacy notice sent to students, faculty, and staff in the beginning of the year that explains the colleges’ privacy practices. Information is regularly sent to students and faculty advisors notifying them (as users) of their rights to review and/or change the information. These policies are printed in the *Handbook of Community Standards*, the *HWS Guide to Student Life*, the *Registration Handbook and Schedule of Courses*, and made available on the Registrar’s web-site. Copies of the policy are also available in the Registrar’s Office.

The Student Information System (SIS) manual to faculty advisors outlines the kinds of information collected and viewable on specific screens. These screens are accessible to advisors through the development of a secure functional access system driven by individual user accounts and passwords.

The manual offers advice to advisors on how to safeguard confidential information.

A separate policy and procedure was established for the disclosure of student information to parents, under the Family Educational Rights and Privacy Act. This policy is made available to students in acceptance materials, first-year mailings, and through the *Handbook of Community Standards*.

An HWS policy on the new USA Patriot anti-terrorism act was recently approved by senior staff. In order to comply with federal statutes that may compel the Colleges to release information regarding students despite the privacy protections afforded by FERPA, it became vital that the Colleges have a response-ready policy in place centralizing the receipt of and response to legal documents that request information regarding our students. HWS has adopted a policy that sets forth who has the authority to accept service of legal documents and who has the authority to act on such documents. The Registrar’s Office also maintains a detailed set of procedures that govern responses to such documents. Those who are authorized to respond to legal documents, such as senior staff members, are provided copies of these procedures and are expected to consult with them as necessary. The HWS Policy for Response to Legal Actions addresses the following:

- privacy of student records
- information technology
- environmental health and safety issues
- who may accept service of a subpoena or of any legal documents
- who may act on a subpoena or any other legal documents
- who may respond to requests from the Immigration and Naturalization Service
- who must be notified of subpoenas, court orders, and other legal documents
- what should be done if the FBI or another investigator comes on campus
- storage of documents and documentation

9.3 Student Support Services – Deans

9.3.1 Department of Residential Education The Residential Education Department is attentive to an appropriate range of student life issues, for both our residential, and off-campus students. One of the main goals of the Residential Education Department is to help each student develop his or her full potential by creating a supportive and innovative residential climate for all. Because HWS is a residential college, it is paramount for our Residential Education staff to understand and meet the needs of the entire student population. Residential Education recognizes the fact that learning occurs outside the classroom as well as inside. In order to foster students' knowledge about the many issues and topics that affect our society, it has developed a unique and interesting housing system.

9.3.1.1 Housing An example of this goal is the many living options that are provided to HWS students. More specifically, theme and theme cooperative houses have had a positive impact on students, allowing those with common interests the opportunity to live together. A committee consisting of students, faculty, and staff approves each house. When a theme house is chosen, it is the responsibility of those living in the house to provide programming centered around their theme to the HWS community. Each house has a house manager who is responsible for ensuring that the house is fulfilling its programming requirements and that members of the house are contributing in an active and positive manner. In an effort to ensure that all houses are successful, an advisor is required for each house. The advisor, who can be a faculty or staff member of the HWS community, supports the residents of the house in meeting their goals.

Examples of themes for the 2002-2003 academic year were Substance Free House, Gender Dialogues House, Music Appreciation House, Writers House, Athletes in Action House, AIDS Awareness House, and Community Service House and, for the current year, Music Appreciation, Performing Arts, Wellness & Awareness, Film and Society, AIDS Awareness, Caribbean, Community Service, Jewish Culture, La Maison Francophone, Students Against Drunk Driving, Spanish Culture, and Writers House. An area of great importance to the theme house program is offering groups of students from similar backgrounds a chance to

celebrate their culture. Houses supporting this goal include Jewish Culture House, Sankofa House, Caribbean Student House, French House, and Spanish Language House.

The positive influence this program has on students is also illustrated by the theme houses that continue from year to year. Examples of these houses are Film and Society House, Students Have A Choice House, SADD House, Performing Arts House, Community Service House, AIDS Awareness House, French House, and Writers House.

Meeting our students' needs through co-operative housing is another way the Colleges support development. Co-ops, as they are called, are unlike theme houses in that the members of the house are responsible for cooking, cleaning, and shopping for the community. Additionally, the house manager is responsible for ensuring that the residents are fulfilling their obligations and responsibilities to support the entire house.

Theme houses and Co-ops are not the only types of housing in which our students can choose to live. Traditional residence halls, fraternities, and suites and apartments are additional housing types available on campus. By providing a variety of housing options, the hope is that HWS students are prepared to enter the "real world" that exists outside our community.

9.3.1.2 Residential Education Supervision The work of the Department of Residential Education is supervised and provided by qualified professionals. The Department consists of a staff of five professionals and one support assistant. The group is made up of a director, associate director, three area coordinators and a residential education coordinator. All members of the professional staff except the Residential Education Coordinator live on campus, with the area coordinators living within the residence halls. Each area coordinator is responsible for maintaining and providing a healthy and safe living environment for their area. The area coordinator, a full-time, twelve-month live-in position, is responsible for supporting the departmental mission through the supervision of 17-19 paraprofessional staff members and the administration of a residence area of approximately 500 students. Special emphasis is

Table 9.3.1: Numbers of students in each residence for Fall Semester 2003

Suites and Apartments	230
Traditional Residence Halls	1035
Fraternities	79
Themes & Co-op	261

placed upon the role of the area coordinator as an educator, promoting a meaningful integration of academic and residential life. The area coordinator reports directly to the director and associate director. (For specific job responsibilities see Appendix 9.3.1.2.)

In conjunction with the professional staff, there are student resident advisors (RA's) also assist the department in achieving its goals by working toward providing environments which are conducive to learning and community building. RA's are selected through a process where they have the opportunity to demonstrate their skills in both an individual and group setting. Once hired, they receive an intensive training program prior to students' returning. Areas in which they are trained include community development, crisis intervention, programming, understanding difference, and conflict resolution. Through this training, the hope is that they will enhance their critical thinking skills and provide a positive environment for their community. "The 2003 Post-Collegiate Life Survey" found that 42% to 51% of each cohort believed their residential experience to be "very important" or "one of the most important aspects" of their learning experience. (See Appendix 14.1.3, p.8.)

An important part of the Colleges' crisis intervention program is the on-call structure. One professional staff member is on-call on a weekly basis and is available 24-hours a day, seven-days a week to respond to all student emergencies. The purpose of this program is to provide a safety net for our students. As necessary, the on-call staff member can contact other professionals to assist with the problem at hand. Departments that may be called upon for assistance during crises include the Counseling Center, Security, and the Department of Buildings and Grounds. If a crisis arises that may need the support of the Deans' Offices, the on-call staff member can contact them directly for assistance. RA's are also on-call to assist with crises for their specific areas. RA's

complete rounds throughout the area and carry a radio that they can use to contact Security.

9.3.1.2.1 Residential Education Co-Curricular Programs The co-curricular programs provided by Residential Education closely parallel the goals of academic programs. Residential Education uses a thematic programming model, with each month having a specific theme around which the RA's must program. These programs provide an out-of-class academic and/or social experience, and most reflect themes occurring in the larger campus setting. Requiring each RA to develop a program around the same theme creates continuity both across campus and between curricular and co-curricular programs. In addition to the active program, each RA must also complete a passive program (e.g., a bulletin board) that reflects and sustains the theme throughout the course of the month. Themes include Making Connections; Alcohol Awareness; Educational & Academic Success; Cultural Celebration; Women's History; and Men's Issues. (See Appendix 9.3.1.2.1.)

Each program is designed in such a way that every month, there is a campus office, staff/faculty member, or theme house that can assist the RA in presenting the program. RA's are not expected to present these programs by themselves. This system is also a positive way to allow other offices and individuals on-campus an opportunity to reach our students in the residence halls. Under this system, everyone contributes to the development and education of an HWS student.

To provide physical comfort, Residential Education has a strong partnership with Buildings and Grounds to maintain clean, comfortable living spaces. Maintenance needs are handled as quickly as possible to help students feel more at ease in their rooms. To help students feel more comfortable emotionally, Resident Advisors work with their floors to develop an Agreement of Community Expectations and roommate contracts at the beginning of the academic year. RA's are

also active in helping settle roommate disagreements, thus allowing students to feel supported emotionally in their halls or houses. If a student begins to feel uncomfortable or unaccepted in his or her living arrangement, Residential Education works with that student to find a more appropriate place to live.

Residential Education also assists in providing physical security through a number of proactive safety precautions. For example, this year a new key system was developed that has significantly reduced the number of break-ins and thefts across campus. In addition, fire safety maps were placed in every student's room displaying evacuation routes and safe exits. As further fire-safety precautions, Residential Education works with the Department of Campus Safety to conduct periodic fire drills in residence halls and small houses. Health and safety inspections are also performed on a regular basis and those students found with illegal items (candles, grills, etc.) are judicially reported.

9.3.2 Office of Alcohol and Other Drug Programs The Office of Alcohol and Other Drug Programs takes a proactive approach to providing the education, prevention, and confidential counseling necessary for students and the larger Hobart and William Smith community to make responsible choices concerning alcohol and other drugs. The Director of the Office has a Master's degree in Clinical Psychology and is a New York State Credentialed Alcohol and Substance Abuse Counselor (CASAC). The Director has been in the prevention and mental health field for sixteen years and has worked in a variety of mental health, substance abuse, and higher education settings.

The Office incorporates "social-norms marketing" and a harm reduction approach to engage students concerning their use of substances. By providing students with current and accurate information regarding the actual norms at Hobart and William Smith Colleges, students are challenged to rethink their perceptions regarding how often and how much their peers use alcohol and other drugs. In addition, by viewing behaviors along a continuum, this approach seeks to motivate students towards those behaviors that maximize their intellectual and personal growth as they reduce the negative consequences associated with high-risk drinking and drug use.

Students seeking confidential counseling are given an informed-consent form that outlines confidentiality, risks of counseling, referrals, and what to do if they have concerns regarding the department. To ensure the confidentiality of student records, all records are locked in file cabinets at all times. No one has access to the records and they are the property of the department. These records are not part of the student's permanent academic record. In accordance with New York State Mental Hygiene law, records are maintained for six years from the date of last contact with the department and are then destroyed.

9.3.2.1 Programs and Services During Orientation weekend, all first-year students to HWS are exposed to a variety of positive messages through social programming, educational skits, and novelty items in an attempt to get students thinking about the actual campus culture and how their choices impact their health and wellness. Students are able to interact with our multimedia computer based program ("Campus Factoids") to gain information about the actual norms regarding alcohol and other drugs, academics, and campus life. Each year approximately 300-400 first-year students during Orientation have contact with the department during the Orientation weekend. Other programming includes

FYI- First Year Initiative: a program in the residence hall for all first-year students;

Alcohol and Other Drug Seminar (AOD Seminar): a two-hour educational group designed for first-time violators of the alcohol and other drug policy;

PEP- Peers Educating Peers: a program comprised of student volunteers trained by the Office of Alcohol and Other Drugs to provide peer based programming across campus;

Individual Counseling: individual, couple, and group counseling to all full-time students who are concerned about their own substance use or who are concerned about the substance use of a family member, friend, or significant other;

Substance Abuse Education and Prevention Committee (SAEP): the Committee plays a leadership role in making sure that the Colleges are taking a proactive approach in addressing the substance abuse issues students encounter; is

responsible for ensuring that all alcohol and other drug education and prevention is coherent and comprehensive and is also charged with the goal of evaluating community-wide programming to ensure that all students benefit from the most up-to-date prevention strategies that are based on effective outcomes;

Substance Free Housing: a theme house providing a living environment that is free from alcohol, tobacco, and other drugs for students choosing this type of lifestyle;

Campus-wide Programming: a week of activities for National Collegiate Alcohol Awareness Week in October, Safe Spring Break Activities in March, and National Alcohol Screening Day in April;

Social Norms Campaign: a collaboration with the Alcohol Education Project to produce posters and *Herald* advertisements in order to reduce harmful misperceptions about student drinking norms.

(See Appendix 9.3.2.1)

9.3.2.2 Program Effectiveness and Assessment and Program The “social norms marketing campaign” has consistently produced positive outcomes over the past five years. The Alcohol Education Project collects data three times a year, during Orientation, at graduation, and in a cross-sectional study in the spring semester. As a result of the multi-media social norms campaign, the consequences of drinking showed a reduction in the following areas: (1) property damage down by 36%, (2) missed class down by 31%, (3) inefficient in work down by 25%, (4) unprotected sex down by 40%, and (5) memory loss down by 25%.

Over the past four years, participants who have attended the AOD seminar or who were seen for individual counseling have been tracked regarding whether or not they continue to violate the alcohol and other drug policy. The vast majority of students (75-80%) have not violated the policy a second time after either attending the seminar or engaging in individual counseling with the department.

Evaluations regarding the outreach programs sponsored by the department have allowed students to give feedback regarding the effectiveness of the programs as well as to provide an avenue for student suggestions. The department

reaches out to students through focus groups, web-based surveys, and through a community assessment survey conducted in the fall in collaboration with Residential Education. Combining the most update research in the field with student input, the programs within the department are reviewed and evaluated in order to meet the ever-changing student population.

The department is and has been a place for students to provide suggestions and comments regarding policy, programming, and how to get help for oneself or fellow students regarding alcohol and other drugs specifically, but there is also the opportunity for students to get information and referral to other services within the Colleges such as academic (Deans, faculty advisors, and/or CTL), campus connection (Public Service and/or Student Life & Leadership), diversity issues (Intercultural Affairs), physical health (Hubbs Health Center), mental health (Counseling Center), self-exploration (Career Services), and wellness (Sport & Recreation Center).

Student feedback has produced changes in (a) the Colleges’ alcohol and other drug policy, (b) the content of the PEP training, (c) the content and design of the PEP program outline, (d) the content and design of the AOD seminar, and (e) social norms messages for print, electronic, and novelty multimedia campaigns.

9.3.3 Hubbs Health Center The Hubbs Health Center provides a wide spectrum of services to support the health of the campus community. Services which are offered are reflective of Hubbs’ commitment to integrate preventive and public health care as well as clinical and wellness services. Mental health services are offered by The Counseling Center.

The Hubbs medical staff is a health-care team consisting of a full-time board certified nurse practitioner, serving as the Clinical Coordinator of Hubbs Health Center, a full-time board certified physician assistant, a part-time board certified physician consultant, licensed professional nurses, and a full-time secretary receptionist. The nursing staff includes the equivalent of three full-time nurses, one permanent part-time nurse and several per diem nurses who serve on an as-needed basis. This staff is the anchor that keeps Hubbs open from 8:00AM – 11:00PM weekdays.

Hubbs Health Center offers student visits on both a walk-in and appointment basis. The staff is committed to and demonstrates sensitivity, the guarantee of confidentiality, acceptance, and understanding of students from diverse backgrounds and cultures. These students represent varied racial, ethnic, religious, social, and sexual orientations.

The Hubbs Health Center is involved in on-going self assessment. To effectively offer appropriate and current awareness of the students' health perceptions, needs, expectations, and grievances a service satisfaction survey is completed by patrons on a regular basis. Upon reviewing the survey results of the 2001-02 academic year it became clear that there were additional needs of the students which could be met in a more effective manner by the Hubbs Health Center and its staff. Subsequent changes included the structuring of a midday satellite health care clinic in the Student Activities Center and expanded appointment options and services for women's health care. Additionally a semiformal partnership between Hubbs and Women's Collective was implemented and a Student Health Advisory Committee was established. It is the philosophy of the Hubbs medical staff that its liaisons with student groups offer a valuable piece of quality assurance to the overall function and service of Hubbs Health Center.

To fully meet the needs of the college population, the Hubbs Health Center actively maintains an external network throughout the campus and the surrounding community. The network, including clinical referrals, involvement in campus recreation and residential life, and student support services is a collaborative, integrative representation of shared goals.

In 2003 Hubbs expanded the health and wellness and disease prevention education offerings, including information and clinics on an ongoing basis on topics such as smoking cessation; women's health care; exercise and weight management; STD prevention (small group); HIV counseling and testing; and a foreign travel immunization clinic.

In addition, the Hubbs staff has designed and written brochures specifically for the HWS

students with titles ranging from "You can quit smoking" to "Your first pelvic exam."

Hubbs Health Center, while complying with applicable institutional, local, state, and federal laws and regulations also strives to provide services that meet needs of the students at a particular time in their lives as they identify, define, and pursue their own set of experiences that constitutes, for each of them, a "college education."

9.3.4 Counseling Center Counseling Center promotes the psychological wellbeing of HWS students, to enhance their personal and academic functioning. The services provided to students include counseling, psychological consultation, 24-hour crisis intervention, and psycho-educational programming. The Center also offers psychological consultation to faculty, staff, and the parents and families of students. (see Appendix 9.3.4.)

Clinical Services The Counseling Center's clinical services take the form of walk-in sessions, intake appointments, ongoing counseling sessions, crisis sessions that occur during regular work hours, and after-hours crisis interventions. Two hundred and thirty-five different students—12.5% of the student body—attended a total of 1,366 walk-in, intake, counseling, and crisis sessions during regular work hours in 2002-2003. This student utilization rate of 12.5% compares favorably with the national average for counseling centers of 9.3%, and is close to the 14.7% rate reported by smaller colleges and universities (with enrollments under 2,500). Our 5.8 average number of sessions per student is also comparable to figures reported by other counseling centers—the national average is 5.2 sessions per student, and the average at smaller schools is 6.1.

Walk-in Service As implemented in 2002-2003, the center's walk-in hours are designed to allow ready access to center services. Any student who contacted the center about services was encouraged to attend our walk-in hours, and any HWS staff, faculty, or parent who referred a student to us was encouraged to send the student to our walk-in hours. Walk-in sessions typically last about 20 minutes, and are designed to give a quick assessment of problems followed by a disposition to follow-up counseling and/or other services (e.g.,

health, career, academic tutoring, etc.). One hundred and eighty different students attended a total of 216 walk-in sessions, for a total of 82 hours of walk-in sessions in 2002/2003. The time-slot chosen for walk-in hours appears to have been a good one—only thirteen of our walk-in sessions had to be accommodated outside of the regular 3:30 - 4:30 pm, Monday-Friday walk-in hours.

Intake sessions Intakes are essentially initial counseling appointments that provide counselors an opportunity to gather information about their clients and then formulate a treatment plan. One hundred and seventy-eight different students attended 181 intake sessions in 2002-2003, each of which lasted about one hour.

Counseling sessions One hundred and sixty-three different students attended a total of 928 ongoing counseling appointments, for a total of 906 hours of ongoing counseling provided in 2002-2003.

Crisis sessions (during work hours) Twenty-seven different students attended a total of 41 different crisis appointments, for a total of 42 hours of crisis sessions during regular work hours.

After-hours interventions Counseling Center staff were contacted 18 different times in 2002-2003 for urgent, after-hours consultations and interventions (note that several of these episodes actually involved multiple telephone calls and pages, but all about the same discrete situation). As a result of these contacts, Counseling Center staff arranged for four face-to-face after-hours sessions with students. The end result for the other fourteen contacts were consultations offered by telephone; seven of these were directly with students, and the remainder were with persons concerned about a student, including two Deans, one coach, and one parent.

Psychiatric Hospitalizations Counseling Center staff were involved in four psychiatric hospitalizations of two students in 2002-2003 (each student was hospitalized twice; one of the hospitalizations occurred while the student was actually away from campus).

An observation by Clarence Butler, Dean of Hobart College, who indicated that concerns about confidentiality can make the Counseling Center seem like “a black hole,” spurred a series of

initiatives designed to enhance the center’s working relationship with key entities on campus. The initiatives included the following.

1. A policy of formally asking every student who was referred to the center for **permission to acknowledge the referral**.
2. A **Campus Liaison Program**, whereby each member of the center’s staff was responsible for initiating contact and maintaining a working relationship with key HWS entities involved in the lives of students.
3. In cooperation with the HWS bookstore and library, a series of “recommended” **self-help books** readily available to the campus community.
4. The Dean of William Smith College asked the Center to work with representatives from several campus offices in developing a “Protocol for Managing Dangerous or Suicidal Students.” The discussions that ensued provided a welcome opportunity to carefully review with these representatives the circumstances under which counseling center staff can and cannot breach the confidentiality of student clients.

Psycho-educational Programming Much of the Center’s psycho-educational programming occurred as part of our Campus Liaison Program. Key components of the Campus Liaison Program included a presentation for faculty during one of their Friday luncheons, presentations to the HWS coaching staffs, presentations for several academic departments, and a presentation to representatives of the HWS student governments. In addition, a Center staff member taught one of the “First Year Advantage” courses, played a key role in training the facilitators for the William Smith College’s rape prevention program, represented the Counseling Center during the orientation for new HWS faculty, developed a brochure for faculty titled “How to make a referral to the Counseling Center,” and provided training on “active listening skills” for the HWS Alcohol and Other Drug Programs’ peer educators. Center staff directed the Hobart College’s rape prevention program, and provided an “in-service training” for the HWS resident assistants.

9.3.5 Career Services Career Services supports first-year through senior-year students, alumni, and alumnae with their career education and development. Services and resources are provided

with a comprehensive developmental focus to facilitate an individual's exploration of career choices and opportunities. Career Services focuses on training individuals to learn lifelong skills relating to each phase of the career planning process. This involves formulating career ideas, gaining career-related experience, and making the transition from Hobart and William Smith Colleges by conducting an effective job or graduate school search.

The four-person staff of the office provides educational programming; advising on careers, internships and graduate school; resources for success after graduation and a unique method of networking opportunities. Services are designed to meet the needs of three main groups: students, alumni/ae, and employers of graduates. Services for these groups generally fall into the three main thrusts of the office: career education (workshops, advising, career resources); experiential education (summer jobs, internships, student employment); and career opportunities (career fairs, interviews, resume referral). These services are available to all students and alumni/ae. Career Services has a plan of action for each of their four years at the Colleges.

The educational development of students is a major part of staff duties and responsibilities. Career Services begins outreach efforts from the moment students arrive to campus as first-years. They participate in orientation to introduce the staff and services to students. Work-study listings are maintained so that students who receive Federal Work Study or are looking for jobs on campus immediately become familiar with Career Services. Two professional staff members volunteer to teach the First Year Advantage course each fall; this six-week course is designed to help first-year students acclimate themselves with the campus and gives us a way to promote our services to the students. In addition to teaching the class, presentations are offered in each First Year Advantage section.

Throughout the students' four years with the Colleges, Career Services strives to assist students with their development through job shadowing, internships, summer jobs, work study, and a variety of networking events with alumni, alumnae, and representatives from a variety of organizations, culminating with full-time employment

opportunities and graduate/professional school visits during the senior year.

Career Services complements the academic experience through experiential opportunities that allow students to witness, practice, and test the theories learned in the classroom. Students are able to connect with professionals in their fields of interest to help them prepare for life after graduating and learn how to market their liberal arts degrees to employers and graduate/professional school admissions teams.

Every spring a survey is distributed on the day students pick up their caps and gowns. This mandatory process collects important data regarding students' post-graduation plans. That data is entered into an online database through Surveyor, with pre-designed reports readily available. Career Services also sends out a one- and five-year-out survey to graduates. Alumni and alumnae have the option to mail the form back in or enter their information online through Surveyor. Reports are, again, readily available through pre-designed reports.

9.3.6 Student Disciplinary System The resource for students, administrators, and faculty alike, aside from common law and expectations of civility, is the Hobart and William Smith Colleges' *Handbook of Community Standards*. This *Handbook*, published by the Deans, is revised each year, with each in-coming new student receiving a copy. The *Handbook* is available also on-line. This manual replicates and further elucidates, in its seven major divisions, policies of the State of New York and the federal government that require publication, as well as policies that govern the common life of HWS, many of which are printed in the *Catalogue*.

9.3.6.1 Disciplinary Boards or Committees (for further description see Appendix 9.3.6.1)

- A. Mediation (p. 103)
- B. Hobart Student Court / William Smith Judicial Board (p. 106f.)
- C. Inter-Fraternity Judicial Board (IFC-Jud Board)
- D. Fraternity Accreditation Review Board (FARB) (p.99f.)
- E. Residential Education (Area Coordinators)
- F. Administrative Review and Role of the Dean (Dean's Office) (p.104)

- G. Committee on Standards (COS), a standing committee of the faculty, established by the faculty to advise the deans in their capacity as academic and student affairs professionals. (p. 104)
- H. Student Sexual Harassment Grievance Board (SSHGB) (p. 1f.)

9.3.6.2 Process Guidelines Charges can be initiated by individual students, Residential Education Staff, the Dean's Offices, faculty members and staff members. An investigation of charges includes an examination of Security reports/questioning (voluntary); submitted statements; interviews with deans and physical evidence (e.g., damage). Guidelines for all judicial bodies or committees that have jurisdiction over student conduct are found in the *Handbook*. The SSHGB has applied additional restraints (p. 12 - 15). For a summary see Appendix 9.3.6.2.

9.3.6.3 Sanctioning Process The dean normally follows the recommendation of the hearing body. Should the dean wish to amend the sanction, the dean consults with the hearing body. Factors in choice of sanction include a student's previous disciplinary record (repeat violators receive more stringent sanctions) and degree of seriousness (safety of self or others; commissions of offenses that are similar to felonies frequently result in suspension or permanent separation). The range of sanctions includes

1. Referral to appropriate health professional
2. Verbal or written apology
3. Restitution/fine
4. Educational activity
5. Warning
6. Reprimand
7. Sealed letter
8. Probation
9. Required leave of absence (suspension)
10. Permanent separation

9.3.6.4 Areas of Concern

A. Sexual Harassment Grievance Board (SHGB) (p. 9f). Although declared in the *Faculty Handbook*, the *Catalogue*, and the *Handbook of Community Standards*, this board has currently no elected members and has been, for all intents and purposes, in the last several years defunct. Students who encounter unwelcomed sexual advances are referred to the Provost and Dean of Faculty or the Title IX Officer.

B. Grievance against a member of faculty of non-sexual nature. Matters of this nature wander through many paths at HWS. Typically, a dean seeks to intercede on behalf of the student. That intercession may take the form of mediation or referral to the chair of the accused department, the Committee on Standards, and/or the dean of faculty. Decisions from a departmental chairperson or committee are received as recommendation only by the faculty member accused. A typical outcome is to issue the student an authorized withdrawal from the course.

C. Investigation of charges. As noted above, the deans and other judicial bodies rely on the integrity of the student initiating a charge or complaint, the evidence provided by the faculty or member of staff, or the self-disclosure of the student(s). This lead to an unevenness of information and quality of information, and often lack of corroborating information.

D. Faculty use of committees and acceptance of decision. Members of the faculty are not bound, or do not feel themselves bound, by a decision rendered by faculty committees. Students have relied on the process, only to have the process denied by the faculty.

9.3.7 Office of Student Life and Leadership The Office of Student Life and Leadership (SL&L) focuses on providing the skills and activities that students need to become successful in the activities and social options that they choose. SL&L supports the Colleges' mission through providing leadership development programs that are targeted to each level of our students' individual experiences (i.e., Leadership Seminar Series for students who have not had leadership experience, Fraternity Leadership Seminar Series for fraternity members who are in leadership positions or about to assume leadership positions, and Club Contacts for club and organization presidents). In addition, the Office, through the Campus Activities Board, creates a full schedule of attractive social options for students that are created by students, based upon assessments of student needs for social programming.

The Office of Student Life and Leadership is staffed by two masters-level professionals with extensive experience in student activities and leadership development on college campuses.

Professional staff meets with the leadership of all clubs and organizations formally once per semester to assist in setting goals and planning the activities that the clubs and organizations will sponsor throughout the year. In addition, the professional staff meets with advisors to the clubs and organizations to help understand the procedures and policies of the student governments so that clubs and organizations can be successful in securing the resources that they need to be successful in reaching their goals. SL&L staff also attend club and organization meetings and events on a regular basis to keep current on the activities of the clubs and organizations and provide feedback to the leadership about how they are doing in their roles within their organizations.

Club sports are regulated and advised in the same manner as other clubs at the Colleges. SL&L works with them to figure out how to get the funding that they need for equipment, how to set schedules for intercollegiate competition, how to recruit members; now, SL&L is working with several club sports to develop leagues for club-level competition, to reduce some of the haphazard nature of scheduling that takes place in some of the club sport competitions.

To be sure that the Office addresses the varied spectrum of student academic and other needs it conducts surveys in the dining halls once or twice a year to assess student attitudes toward current programming efforts and future possibilities for programming. The results of these surveys are used to plan the future activities and initiatives offered by SL&L. In addition, the Club Contacts agenda or "curriculum" is set through conversations held at each meeting in order to plan future meetings.

Reasonable procedures are widely disseminated and available to students for equitably addressing complaints and grievances. The student government constitutions provide procedures for filing complaints about individual members of the executive boards or requesting a review of a financial decision that has been made by the Budget Allocation Committee. This information is included in both student government constitutions, which are kept on file in the SAC, in the library, and on line.

Records are maintained of student complaints of grievances. All student club and government interaction is documented in file notes that are kept electronically by the professional staff and accessible only to SL&L professional staff in order to ensure consistent and constant communications about issues that arise within each of the clubs.

Policies have been developed and are implemented for the safe and secure maintenance of students records. All paper copies of student club records are maintained in locked drawers in the SL&L office. Electronic file notes are saved on a server that can be accessed only by SL&L professional staff.

Policies have been published and are implemented for the release of student information. Financial information is released only at the request of the student government treasurers. Professional staff file notes are not released outside of the Student Life and Leadership Office; however, they do not contain confidential information about individual students.

There is ongoing assessment of student support services, and assessment results are used for improvement of student support services. The recently released *Institutional Benchmark Report* from the **National Survey of Student Engagement** (newly initiated at HWS in 2003) has indicated some weakness at HWS regarding a "Supportive Campus Environment." The deans have located two independent consultants who will be assessing the Student Life and Leadership area during the winter of 2004, after an internal self-assessment is conducted at the end of the fall, 2003 semester. The overall assessment will provide us with information on several key areas that we have identified for improvement or review as we are looking at the rehabilitation of the Scandling Center. The information from the self-assessment will dictate the agenda of the outside assessment, which, when completed, may be able to be incorporated into the budget and planning process for the fall of 2004 both in the Scandling Center Rehabilitation project and in changes of business practice within Student Life and Leadership.

9.4 Other Support Services - Vice President for Administrative Services

9.4.1 Department of Campus Safety The Department of Safety and Security serves to enhance the quality of life at Hobart and William Smith Colleges by maintaining a safe and secure environment conducive to the educational, professional, and personal growth of all members of the campus community. Campus Safety can be considered a customer service department that provides students and faculty with services that support the educational mission of the Colleges. The department provides expertise and educational services in the areas of self-protection, theft, crime prevention, sexual assault prevention, personal security, workplace safety, and environmental health. (See Appendix 9.4.1.)

9.4.1.1 Campus Safety Responsibilities and Services Campus Safety approaches its responsibilities from an educational perspective, believing that the safety and security of each individual and his or her property is a life issue and that this information will be used long after a person leaves the campus. Each semester members of the department provide training for the residential education staff and floor programs to groups of interested students. These programs can cover a breadth of subjects and include

1. Personal safety
2. Fire safety
3. Protection of property
4. Crime reporting.

Campus Safety is staffed 24 hours a day, 365 days a year. The department consists of the director, an investigator, an operations supervisor, the evening shift supervisor, the night shift supervisor, eight campus safety officers, and 3 1/2 full or part-time dispatch personnel. The Campus Safety Officers are security officers registered with the New York State Department of Justice. All officers undergo mandated training and periodic training throughout the year. Officers are trained and certified in American Red Cross "First Aid-Responding to Emergencies" and "CPR for the Professional Rescuer." The department monitors the computerized fire safety system and responds to all pre-alarm and alarm conditions. The department maintains a close working relationship with the Geneva police department and fire department. Both departments are able to respond to requests

for assistance within minutes. The police and fire departments are available to provide training to Campus Safety personnel and students.

The personal safety of the campus community is the primary responsibility of the department. Maintaining a comfortable environment that is free from fear is an important aspect of achieving the academic mission of the Colleges. Campus Safety provides the following services to support a comfortable and safe learning environment. A campus shuttle bus operates seven days a week while school is in session. This shuttle makes scheduled stops at various locations on and off campus. A "Safe Ride" program that provides a student with an escort when they feel unsafe about walking after the shuttle's hours of operation. Twenty-one blue light emergency phones are located along well-lit walkways to various campus destinations. Campus Safety officers test the phones for proper operations once each day. These tests are documented in the dispatch log at the time performed.

Campus Safety publishes a brochure that shows the shuttle routes and scheduled stops and a brochure that shows the safest pathways to common destinations on campus as well as the location of blue light phones along these paths. The entrance doorways to student residences are locked at all times. To ensure the security of these buildings the entrances are routinely checked on all three shifts. The Department makes random and unannounced patrols through all buildings to check for the integrity of life-safety systems and security. This measure has been a source of concern among students because they believe it violates their privacy. The almost 1000 fire extinguishers are inspected on a monthly basis and the inspection is documented on each inspection tag. Missing, discharged, or damaged extinguishers are replaced when noted. Fire alarm drills are conducted in academic buildings once each semester. Student residences are done twice each semester. Documentation of the number of people who evacuate the building is done at the time of the drill. Students, staff, or faculty members who ignore the alarm are documented and the report is referred to the appropriate supervisor or dean.

In addition to regular security functions, Campus Safety provides flexible services to help students

in the pursuit of their educational objectives. Students with special needs may apply for special parking permits so that they are able to attend classes. Campus Safety provides transportation for students who are mobility-impaired due to injury or illness so that they are able to attend classes and other daily functions on the campus.

Campus Safety uses the Campus Services committee as one forum for conducting discussions with students, faculty and staff members about issues of safety and security. Input is actively sought and ideas and concerns are responded to. An annual report is submitted to the president at the end of the year. This report outlines what actions have been taken to address the issues raised in the committee during the previous twelve months. Campus Safety also attends the two student trustee forums that are held each year. This offers another venue in which to listen to student suggestions for improvements to safety and security.

9.5 Computer Support Services (Also see 11.6.2.) IT provides a staff person, the "Student Support Specialist," who addresses student computer needs. The Computer Purchasing Program provides support for incoming students, as well as our attending students. Other support includes a newly implemented Student Help Desk with expanded hours of operation which include 8:30am - 5:00pm Monday - Friday and evenings (6:00pm - 10:00pm) Sunday - Thursday and the computer labs, including recently added computer equipment for the All Night Study area adjacent to the Library.

Standard 10: The Hobart And William Smith Faculty

10.1 Faculty Mission The faculty at HWS has as its first and foremost mission to generate, implement, monitor, and adapt the teaching mission of the Colleges as a student-centered learning environment committed to excellence, globally focused, grounded in the values of equity and service, and developing citizens who will lead in the twenty-first century. The faculty has devised and periodically revises a wide range of curricular programs for this mission, disciplinary and interdisciplinary, service oriented, and with a global perspective, as described below in the section on Standard 11.

10.2 Qualifications and Numbers of Faculty

10.2.1 Qualifications and Numbers Each faculty hired must submit a C.V. that details their background together with references. This is the material which the Provost, together with the department or program in question, reviews to determine the qualifications of incoming faculty and the appropriateness of background for the responsibilities of the advertised position. In addition, the review process for faculty contributes an important dimension in assessing the qualifications of faculty. The review process also seeks to create a diverse and inclusive faculty without sacrificing quality.

The question of a sufficient number of faculty is a complex issue. Individual departments, associated programs, major campus committees (CoFAC and CoAA), and the Office of the Provost all play a role in determining where and how many new faculty are needed (see especially the individual departmental reports in Standard 11). The process of new faculty position requests occupies a substantial effort on the part of all these groups. The requests are quite thorough and include exhaustive curricular arguments in support of the position (from the viewpoints of departments, programs, and the wider curricular imperatives). In addition, detailed enrollment data are provided. These reports form the foundation for the Provost's decision to grant positions. The hiring of permanent faculty involves a nationwide search with advertisements in the major journals of the discipline, interviews at national meetings and on-campus interviews of the top three or four candidates. Beginning this year all searches must

take place within the guidelines set forth in the new "Faculty Hiring Handbook." The handbook is designed to ensure searches that attract a large pool of diverse candidates. (See *Hiring Handbook*, document 6.3.)

Like other institutions, HWS Colleges must work within financial constraints. So, aside from this formal process of position requests for permanent positions, the Office of the Provost works with departments and programs to provide individual support to help maintain programs through additional non-permanent hiring. Of late there has been some concern over the extent of this nonpermanent adjunct hiring. Some of this was done to ease a transition to semesters. Recent studies have shown, however, that we need to increase the size of our permanent faculty, and we are now implementing a plan of substantial increase over the next five years by converting temporary lines into tenure-track ones. (For details, see below 10.7 and 10.8.)

Our student/faculty ratio has improved over the past couple of years and is now within the upper range of competitor schools in the FCG. Last year our reported student faculty ratio was 13:1. In 2002-2003 the ratio was 12.2/1 versus an average of 11/1 in the FCG. In the *US News* rankings of 2003-2004 we will report an 11.5/1 ratio. Thus our overall staffing has improved and is roughly on a par with staffing levels at peer institutions.

10.2.2 The Composition of the HWS Faculty According to Rank and Service

Table 10.2.2 below shows the composition of the HWS faculty according to rank and service as of the end of the academic year 2002-2003. The table reveals that the number of Full Professors and Assistant Professors is about equal, while the rank of Associate has less than half the number of either of the other two ranks. This is, in part, due to the institutions' finances in the 1990's which did not permit a large number of tenure track hires, so there are not as many faculty eligible to be Associate Professors. The table reveals a relatively balanced age distribution across the ranks. An aging faculty would be of concern for two main reasons: one is economic, the other curricular. Since the laws no longer allow mandatory retirement, all an educational institution can do to maintain balance in its faculty ranks and to reduce

Table 10.2.2: The Composition of the HWS Faculty According to Rank and Service

Rank	average age	average years of service	number of faculty	percent
Professor	56	24	64	38.5%
Associate	50	15	29	17.5%
Assistant	38	13	62	37.4%
Instructor	44	4	11	6.6%

an increasing aging of the faculty is to make retirement more attractive. During the late 1990's, HWS periodically offered an early retirement for faculty, but the program was not permanent. In addition, there was no retirement benefit plan. Each faculty member negotiated a separate deal with the Provost. This led to a growing dissatisfaction among faculty, which was voiced in many conversations regarding the age of the Colleges' faculty during faculty meetings and in CoFAC. These discussions led eventually to the implementation, in 2002-2003, of the first systematic faculty retirement benefit plan of the Colleges. In addition, an early retirement plan and a phased retirement plan are now available.

Besides the regular retirement program and retirement benefit plan, a faculty member at HWS can now opt for either an early retirement or a partial retirement phased in over a number of years, by common agreement of the Provost and the department or program involved. This measure not only can relieve some of the economic pressure on the institution, but also can contribute to a smooth transition and continuity in curricular offerings. For the same curricular reason, the Provost has asked each department to submit five-year plans and to take into account projected leaves and retirements. The arithmetic mean between an average start of a professorial career at 26 years of age and its anticipated ending at age 65 is 45 years. Presently, the average age of the HWS faculty as a whole is 47 years. This shows that HWS at present has a reasonably balanced age distribution across the faculty ranks.

Although the Colleges do offer a retiree health plan, it is now working on a consortial effort (sponsored by the Mellon Foundation) known as "Emeriti," which, if implemented, will be designed to have faculty invest over their entire years of employment in a special financial vehicle, which would then either partially or completely fund an

individual's medical plan in retirement. By this means, individuals presumably might feel more confident in choosing early retirement and most likely would not be forced to delay retirement for reasons related to the cost of medical insurance premiums.

10.3 Self-Governance The structure of the self-governance of the faculty at HWS is described in articles 2 – 4 of the *Faculty Handbook*. Faculty self-governance requires that a committee structure be in place and that committee membership be replenished periodically. This task falls to the CoC.

10.3.1 The Committee on Committees The Committee organizes an annual election of new members to all the standing committees, as well as to the Grievance Committee, the Student Sexual Harassment Grievance Board, and the Ombuds group. (There is also a lower tier of committees, appointed by standing committees, for which CoC has no direct responsibility.) In a well-functioning system, every faculty member in a tenure-track or ongoing position would be able – and would choose – to find a place in the committee structure that suited his or her interests and talents. For the most part, this is what happens at HWS. The great majority of faculty do serve either on committees or in positions of department- or program-chairing that are viewed as equivalent to committee service. This reflects the fact that the HWS faculty understand that self-governance cannot be a reality if only a few are willing to shoulder the burden. Untenured faculty, of course, realize that committee service will count in their favor at the time of Review I and Review II. The Provost's Office and CoFAC monitor the service of junior faculty, however, to ensure they are not overburdened with committee work. Senior faculty go on serving, presumably, because it is part of the "social compact" to do so. (Very few opt out on a permanent basis.)

The CoC consists of representatives of the three academic divisions. This facilitates the exchange of information about availability of colleagues within each division, and makes possible a divisional “recruiting” of nominees. The CoC must be mindful of gender, junior-status, and divisional representation which, for some committees, is required under our bylaws. What has become particularly challenging in recent years is to find faculty members who will have a full three years ahead in which to complete a term on a major committee. Terms abroad, chair leaves, junior leaves, and sabbaticals have reduced the ranks of faculty who can commit to a standard three-year term. In practice, this has meant that the CoC must frequently recruit short-term replacements on standing committees. While this no doubt creates some problems of discontinuity in the work of the committees, it has the side benefit of giving faculty a chance to “try out” certain committees for a short time and decide whether, in the future, they might want to undertake a longer term of service.

10.3.2 Assessment There are several ways in which the CoC might be more effective. First, it should turn over to the Provost’s Office the formal responsibility of committee service record-keeping. (Informally, that has been done for the past few years.) Although faculty bylaws make record-keeping a CoC function, there is not enough continuity on the committee to insure the accuracy and completeness of records. Second, the CoC could develop a “committee interest form,” to be administered perhaps every other year, that would allow faculty members to indicate the committees on which they would be willing to serve in the future. The advantages promised by such a procedure are obvious: it would provide the CoC with more complete information than it currently has during the season of recruitment, it would (potentially) put pressure on non-servers to step forward, and it might generate enough candidates to make more elections competitive. At present, we tend to have only as many candidates as there are openings on a committee.

10.4 Curriculum Design

10.4.1 The Role of the Committee on Academic Affairs CoAA is charged with implementing and administering the academic policies as developed by the faculty. It is an oversight committee which

is charged with the following responsibilities (see p. 17 of the *Faculty Handbook*):

- to establish academic goals, curricula and standards of scholarship;
- to oversee the general curriculum, including the Colleges’ off-campus program;
- to review and advise on the relation of the athletic program and minority support programs to the academic program.

In addition, the Committee staffs, administers, and oversees its subcommittees, including the Committee on Honors, the Committee on Individual Majors, the Committee on Global Education, the Committee on Athletics, and the Committee on Admission and Retention. The Subcommittee on Technology is a joint committee under the aegis of both CoAA and CoFAC. It was established in 2001 as a permanent subcommittee of CoAA and CoFAC.

For 2002-03, the CoAA and CoFAC established two special committees: The Committee on Modern Languages and the Committee on Programs and Departments. The first committee (Modern Languages) was established to help with the transition of reorganizing the Modern Language Department into several smaller departments. The second committee (Programs and Departments) was formed in response to the various issues which have arisen as a result of the proliferation of multidisciplinary programs.

CoAA also established a special committee on the Curriculum for 2002-03. This committee and other subcommittees will be discussed in more detail later in this section.

The CoAA does not itself establish goals for the faculty as much as it helps implement goals or attempts to review and lead discussions on what the curricular goals should be. Over the years these discussions have taken many forms. For example, for several years in the mid 1990’s the faculty went on retreats to assess and discuss the curriculum. More recently, the Curriculum Subcommittee led a series of discussions on campus about the curriculum. In particular, in 2002-2003 it proposed a slightly more integrated first-year seminar experience by clustering seminar themes in pods with various interested faculty

teaching sections. The proposal was defeated by the faculty and the status quo reaffirmed in which individual faculty submit self-chosen seminar topics for official approval to CoAA. This is the present structure of first-year seminars. (For more details, see below Standard 12.)

Along with the first-year seminar program, the CoAA has generated discussions on the Goals which the Colleges adopted as a graduation requirement in 1996. (See the *HWS Middle States Periodic Review Report*, 1999: pp. 29-31, document 5.3.) Since their adoption, it has become clear that the goals have had various meanings for various faculty: were they aspirations or achievements to be posted and measured? The question of many discussions turned around how to certify the Goals. Here again the CoAA led these discussions with the objective of generating a common understanding of the meaning and acceptable documentation of the achievement of each goal. The present practice provides for students to document the fulfillment of the Goals and to have them approved by their major advisors.

CoAA's main curriculum responsibilities fall under the rubric of the general curriculum. (See Standard 12.) The Colleges leave it to individual departments and programs to set the criteria for their majors and minors and to decide what transfer courses count toward the major and the minor. The term "general curriculum" encompasses the overall graduation requirements, for example, the requirement, beginning with the year 1996-1997, that one must have a major and a minor, of which one must be disciplinary and the other interdisciplinary. More specifically, "general curriculum" refers to the First Year Seminar program which is not housed in any one particular department.

HWS Colleges give individual departments and programs great latitude in designing their courses. However, every course taught on or off campus for HWS must be approved by CoAA. The Committee uses a variety of criteria deciding about course approvals. One of the main concerns is to determine the scholarly goals and objectives of each course, how student learning will be assessed, and how the course fits into the overall mission of the Colleges. Another important concern is to make sure that each department or program offers enough classes to sustain its own core major.

Hence CoAA examines each new course to see whether or not it taxes an already overextended faculty in ways which make it impossible to provision departmental and program majors. Finally, and related to the foregoing concern about overextension, there is the concern about duplication of courses. CoAA does not approve new courses that are repetitive in the overall curriculum or so similar to other courses already offered that they can count as duplications.

The CoAA does not review courses which are already in place; nor does it examine established majors and minors. This is a shortcoming and CoAA plans to address the problem by supporting a process, initiated by the Provost, that will enable departments and programs to engage in periodic self-study and review. The CoAA, along with the Committee on the Faculty, advises the Provost on the allocation of new faculty positions. Each year departments and programs submit position requests to the two committees and the Provost. The committees meet separately to work out their rank ordering and then meet together in order to ultimately present a joint list to the Provost. While the Provost is responsible for making these decisions, the committee recommendations have been crucial.

New programs or departments must also be approved by the CoAA. As already noted, HWS saw a proliferation of new interdisciplinary programs over the last ten years, especially since the new graduation requirements of 1996-1997. These programs have become an important part of the academic program. For example, in 2002-2003 there were 45 declared Environmental Studies majors, 69 Media and Society majors, 25 International Relations majors, and 68 Public Policy majors. Ten years ago these majors did not exist.

Much of CoAA's work is done in and through its subcommittees, the structure of which was laid out in the beginning of this section. To describe the committee structure does not answer the question of why these committees have been appointed and how they work. Several of the Standing Committees -- Honors and Individual Majors, for example -- have been around for a number of years. Other subcommittees are of more recent vintage. Admissions and Retention was started late in the 1980's when the Colleges had problems with

retention. The Committee on Athletics was started when Hobart lacrosse went from Division III to Division I in 1994 and many faculty were worried about a decline in academic standards. (*HWS Self-Study Report* 1994, p.42.) The statistics compiled by the Subcommittee do not suggest that this has happened. The Committee on Global Education is brand-new in its current configuration, having been instituted in 2002 in response to a total revamping of the office of off-campus programs (see Standard 13). The Committee on Technology was started when the Colleges hired their first ever Vice President of Information Technology in 2001. The Faculty quickly realized the need to be more involved in how and what technology decisions were being made.

Special Committees arise with immediate needs. As already mentioned, when the Department of Modern Languages announced its desire to disaggregate and to rearrange itself into several new departments, CoAA and CoFAC created in 2002-2003 a joint committee to help with the transition. Similarly and in the same year, the proliferation of programs seemed to suggest the importance of a systematic examination of the relationship between programs and departments.

10.4.2 Major Changes since 1994 and Future Plans Over the last ten years (this comprises the life spans of several different CoAAs) the following major changes have occurred:

- The conversion from trimesters to semesters took place in the year 2000. Thanks to a concerted effort of faculty and administration, the transition was smooth and without major problems.
- The Education Department has seen the approval of its MAT program and has accepted, and commenced work with, its first cohort of students in that program.
- The current curriculum has been in place for the last six years and has been well received by faculty and students.
- The Committee for Global Education has replaced the old Subcommittee on Off-Campus Programs as a result of a major reorganization of Off Campus Programs (see Standard 11).

- The Colleges have greatly developed the Summer Program in Environmental Studies, started in 1993, which continues to attract some of the best high school seniors in the country.
- As was mentioned earlier, since 1996 there has been a spectacular growth of successful new programs (e.g., Public Policy, Media and Society, International Relations, etc.).

The CoAA, along with CoFAC, has also been instrumental in bringing to the administration's attention the problem of the Colleges' over-reliance on adjunct faculty. Much progress has been achieved, beginning in 2003, after a careful documentation of the extent of the problem by the Provost's office. The administration has been highly receptive to concerns of the faculty and has proposed a plan to replace "full-time adjuncts" with tenure track faculty. This plan will add 25 tenure lines over the next five years. (See below section 10.7 and 10.8.)

A problem that needs careful planning and discussion in the near future has to do with the increasing number of programs. The faculty is still basically organized the way it was thirty years ago, which is to say that lines are housed almost exclusively in departments. But both faculty and student interests are moving from departments to programs, or from disciplines to the interdisciplinary programs. A good example for such a shift of interest is the success of the Media and Society program.

10.5 Faculty Development and Excellence in Teaching Since 2001, there has been a concerted effort to enhance faculty development and related institutional advancement activities. The new Director of Grants and the Associate Provost have worked closely on faculty development and funding to encourage faculty to take proactive control over resources. This has entailed both a detailed review of existing funding sources and a series of programs for the faculty to encourage and improve faculty funding proposals. The result has been greater cooperation and communication among the grants office, the Business Office, the Provost's Office and the faculty. In addition, there is greater transparency in the process of applying

for and securing funding for faculty development and curricular projects. This includes enhanced efforts to obtain external funding for the Colleges in general, for faculty development in particular, and a re-organization of internal resources with faculty development in mind. During the last few years, the grants office has been active in disseminating grant opportunities to the faculty. In particular, it has

- redesigned the website to contain more useful information about grants and the grants process at HWS;
- implemented a data base to help it track current grants which, among other benefits, enables it to easily work with faculty when reports are due;
- routinely sent information to faculty about grant opportunities and the data bases available and initiated an electronic notification to all faculty about upcoming grant possibilities;
- developed a grants office newsletter for dissemination on and off campus;
- sponsored two day-long workshops for faculty on grant-seeking offered by Jeanne Narum from the Independent Colleges Organization in the spring of 2002 and by Andrew Reiss from CIES/Fulbright in the fall. The grant office plans to have one such event each semester;
- worked as the intermediary between the faculty and the project officer or the fiscal agent or, in many cases, worked with the faculty member and the HWS business office to ensure that a grant account is properly set up and administered;
- worked with faculty on the proposal itself;
- worked very closely with both the Provost's Office and the Business Office to ensure that the administrative issues that arise in grant proposals are addressed in a routine and coordinated fashion.

As a result of a more thorough dissemination of grants opportunities by the grants office, more than fifty faculty members have met during the last two

years with the Grants Director to discuss their research and teaching interests, and fifteen faculty have met with members of Alumni House staff to talk about their work. Between June 1, 2002, and January 31, 2003, 37 proposals were submitted. Many, but not all of those, were for individual faculty teaching and research. In the same period, twelve grants were funded (some of which were submitted prior to June 1, 2002); nine were declined, and 22 are still under consideration. As impressive as these data are for a small undergraduate institution, there is room for increased faculty interest and participation in securing outside funding for curriculum and research proposals.

Faculty intramural research awards, with proposals judged by a faculty committee, have doubled from \$30,000 in 2000 (\$49,000 requested) to more than \$60,000 in 2003 (\$94,000 requested) and applications from the faculty for these grants have increased about 40% during the last three years:

In 2000/01: 35 faculty out of 170 eligible applied for a HWS research grant (20.5%), 32 received one (18.8%); an amount of \$29,992 was granted, \$26,684 spent.

In 2001/02: 55 faculty out of 170 eligible applied(32.3%), 51 received a grant (30%). An amount of \$62,033.82 was granted, \$50,836.42 spent.

In 2002/03: (as of Jan.21 2003) 47 applied out of 174 eligible (27%), 44 received a grant (25.2%), the amount granted was \$59,726 05, \$22,755.96 spent.

The amount granted in the last two years has been greater than the amount spent by faculty. This seems to confirm that the funding distributed is generally adequate for those faculty who received a grant. The guidelines for applications are routinely reviewed by a faculty subcommittee on the basis of faculty input. The last review took place in 2003 and resulted in a few changes that were positively received by the faculty. The instituted changes promoted the inclusion of book purchases and teaching materials among funded items.

HWS faculty and staff are committed to keeping up-to-date professionally with new technology,

system applications, institutional initiatives, and new products to support student services. Our campus places a high priority on professional development and being active participants in each of our respective professional organizations (AAUP, AACRAO, NASFA, etc.) and encourages the use of e-mail listserves with professional organizations.

The newly formed Center for Teaching and Learning offers a number of faculty-oriented programs, among them advising workshops and reading series on a variety of topics. CTL is working with other campus programs to create an atmosphere in which reflection and discussion about teaching; about faculty-student relationships; and about learning become the norm.

The Colleges moved to a semester calendar system in 1996 and developed a closer relationship with their peer groups and with regional colleges throughout the Finger Lakes and Rochester areas by becoming active members in the Rochester Area Colleges Consortium and the Finger Lakes Colleges Consortium. The goal of professional faculty development is to constantly learn and stay up-to-date with current trends in higher education, become knowledgeable about successful systems that support teaching and learning, and about student services that support the mission, the goals, and academic programs set by the faculty and administration.

10.6 Hiring, Retention, and Promotion

Standards and procedures for all faculty regarding appointment, promotion, tenure, grievance, discipline and dismissal are clearly outlined in the *Faculty Handbook* and implemented by the departments, the CoTap, and the Provost and President. In what follows, page citations for the *Handbook* refer to its pdf version, available in the Provost's portion of the HWS website:

http://campus.hws.edu/aca/provost/handbook/faculty_handbook.pdf

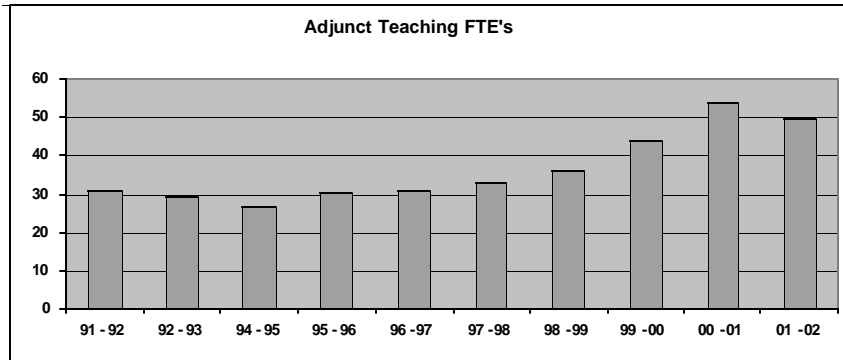
A printed version of the *Handbook*, with slightly different pagination, is available at the Provost's office. The *Handbook* spells out standards for hiring, retention, and promotion, grievances, discipline, dismissal. As a rule, HWS hires only faculty with the highest terminal degree in their respective fields. 97% of our permanent faculty have terminal degrees; 92% with PhDs.

In addition to the guidelines contained in the *Faculty Handbook*, CoTap has specified the following details about standards for professional development and promotion (dated April 2, 2003):

- CoTap interprets "professional development," recently substituted in places for "scholarship" in the *Faculty Handbook* bylaws and procedures, as enabling departments to address all forms of professional scholarly activity in reviews. It helps CoTap address the broad mix of work that takes place across diverse fields of inquiry and expression. It was not meant to dilute the category of scholarship. The deadlines are established by dates for meetings of the Board of Trustees, and the time CoTap needs prior to those meeting dates to review submitted files and to discuss cases of tenure and promotion with the President and the Provost. For departments with reviews scheduled for any given year, CoTap asks them to plan for them one year ahead of time, including deciding who will carry them out.
- The departmental Review I is meant to be diagnostic, and not simply laudatory (p. 32, c). This review serves as a marker for the tenure review, and candidates are entitled to the best evaluation and advice their colleagues can offer them.
- The *Faculty Handbook* specifies a ratio of three departmental faculty to two students on review committees. This does not limit the committee size; however, departments that conduct reviews as a "committee of the whole" should adhere to this ratio.
- All participants in the review process, from candidate to committee members, have access to the *Faculty Handbook*. The relevant passages are on pages 8 through 12 of the faculty bylaws, and pages 30 to 39 of the faculty procedures.

Table 10.7.1: Faculty Staffing

Year	91-92	92-93	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02
Tenure lines	129	124	122	116	114	114	113	112	124	126
Ongoing lines	13.83	10.5	6.17	4.5	3.5	4.5	6.5	6	8.5	7.5
Searches/Leaves of Abs	9	0	0	3	0	1	2	9	20	13
Total Teaching FTE	141.44	148.61	131.93	132.21	134.02	139	136.19	139.21	148.4	152
TT/Ong teaching FTE	110.67	119.32	105.34	101.86	103.34	106.17	100.00	95.52	94.7	102.4
Adjunct teaching FTE	30.77	29.29	26.59	30.35	30.68	32.83	36.19	43.69	53.7	49.6



- Some departments and programs have been complaining about the burden of conducting the Special Review I. The Special Review I was mandated by the faculty at the request of its untenured members.

CoTap is considering seeking a faculty vote to modify section c. of page 8 of the bylaws and page 33 of the procedures to make this review address teaching only. Such a change would remove the option that candidates currently have to make this a review of all areas--the equivalent of a regular Review I.

10.7 Part-time and Adjunct Faculty The decade of the 1990's saw an erosion in permanent faculty lines at HWS, as the Colleges struggled with budget deficits. The table above traces the changes in faculty staffing from 1991-92 up to the present. The data was compiled from the spreadsheets in the Provost's Office and reflect actual appointments and hires.

The pattern is clear. In 1991-92 the Colleges supported 129 tenure lines and nearly fourteen

additional lines were recognized as ongoing. In that year the total teaching full-time equivalents were 141.44 FTE with 110.67 of these staffed by permanent or ongoing faculty. Throughout the decade of the 90's these indices deteriorated in the face of our fiscal problems. The number of tenure lines reached a low of 112 (a drop of seventeen) in 1999-2000. With the move to semesters there has been a re-expansion of the faculty. In 2002-2003 HWS had 126 tenure lines and for 2003-2004 this figure will move to 128, adding lines in English and Women Studies.

When hiring is complete, the Colleges will have returned to nearly the level of a decade ago. In the short term this increase has been managed chiefly through adjunct hires. By chance this expansion has arrived at a moment when the faculty experienced a number of faculty retirements. Thus in 1998-1999 there were two open searches and absent lines; by 1999-2000 there were nine such lines, and by 2000-01 there were 20. Thus of the 124 authorized tenure lines in 2000-01, only 104 were occupied by tenure track faculty. These open lines were also filled temporarily through adjunct professors. Together these two forces (re-

expansion and retirements) led to a spike in adjunct staffing. This explains the very low number of 94.7 for TT/Ongoing teaching FTE and the commensurate high level of adjunct hiring (53.7 FTE) in 1999-2000. It was the Colleges' worst year with 36.2% of the teaching FTE staffed by non-permanent faculty. Fortunately some progress has been made since. The Colleges increased their TT/ongoing FTE to 110 and reduced adjunct hiring to 49.6. In 2003-2004 more excellent hires were completed and for 2003-2004 the Colleges expect an increase in TT/Ongoing FTE to 110.3 and a decrease in the adjunct hiring to between 42-45 FTE. This should bring HWS down to 28-29%. Although this is a relief from the 36% adjunct level of 1999-2000, it is still far from the 20% level of the early 90's.

The appointment categories are arranged in increasing order of connection to HWS. The categories are described more fully below.

- **Part-time.** These faculty are hired to teach between one and three courses and are paid on a per course basis. They have no access to benefits. Naturally such faculty often have only a limited connection to campus life. Usually they are present only for their classes and office hours. That being said, there are a number of particular courses that are appropriately served by part-time faculty. Among these is an accounting course taught by a trained accountant, a course in business law taught by an active lawyer, architecture courses taught by a practicing architect, and courses taught by our resident Buddhist monk. But this category also includes some large sections of introductory Sociology, Psychology, English, etc., that would normally be taught by permanent faculty.
- **Adjunct.** Adjunct faculty consist of faculty employed to teach on a full-time basis. These appointments occur for a variety of reasons. Some are sabbatical replacements for tenured faculty on leave, some have been hired temporarily while a search is ongoing. Others are simply hired to provide for important staffing needs.
- **Administration.** A number of administrators participate in various instructional activities. Several teach in the

First Year Seminar program, others are teaching occasional courses in departments such as History, German, and Psychology.

- **Ongoing.** The Colleges maintain a five full-time lines that are termed "ongoing." Although these lines are not tenure eligible, the institution has recognized their ongoing need. Individuals occupying these lines often remain in the position for four to six years, longer than is typical of many adjuncts. Individuals occupying them in general exhibit a more permanent tie to the institution. Within five years all ongoing lines will be converted to tenure track.
- **Permanent Ongoing.** This category includes a number of half-time appointments of individuals who have been here for extended periods of time. These individuals show as strong a commitment, connection, and involvement as our tenured faculty. In F2001 the Colleges had five such appointments.
- **Tenure Track and Tenured.** These categories are well understood.
- **Retired Tenure.** The Colleges have occasionally hired some of their emeriti/a tenured professors to return and teach a course, often a first-year seminar.

A natural division is to lump the first four categories under the rubric of "Temporary" and the last four as "Permanent/Tenure." According to this subdivision, 36.3% of enrollments in 2001-02 were with "Temporary" professors and 63.7% were "Permanent/tenure." It should be noted that nearly half (44.2%) of all enrollments were with tenured senior professors.

But what is the experience of individual students? How many first-year students have three out of their four courses taught by adjunct professors in their very first term? The following table gives a breakdown for Fall 2001 of on-campus students who experienced half or more of their academic work taught by adjunct professors. (In the top row, for example, "3 of 4" indicates students for whom 3 of their 4 courses were taught by adjuncts.)

Table 10.7.2: Fall 2001 Students with more than half the instruction by adjuncts

Class/ # adjuncts	4 of 4	3 of 3	4 of 5	3 of 4	2 of 3	3 of 5	2 of 4	Half or more	Percentage
First Years	9	7	1	116	21	2	191	347	59.7%
Sophomores	5	1	1	46	17	4	92	166	37.1%
Juniors	0	0	1	11	5	2	59	78	24.7%
Seniors	1	0	1	9	2	5	58	76	22.2%
Total	15	8	4	182	45	13	400	667	39.5%

Table 10.7.3: Spring 2002: Students with more than half the instruction by adjuncts

Class/ # adjuncts	4 of 4	3 of 3	4 of 5	3 of 4	2 of 3	3 of 5	2 of 4	Half or more	Percentage
First Years	21	0	1	84	1	1	190	298	56.4%
Sophomores	16	0	2	41	1	4	153	217	50.9%
Juniors	3	0	2	32	1	3	80	121	37.1%
Seniors	6	6	5	29	2	11	97	156	38.6%
Total	46	6	10	186	5	19	520	792	47%

The most worrisome figure here is the experience of first year students. In the fall of their first year 60 percent of first years had half or more of their academic work taught by adjuncts. 133 or 23% had three-fourths of their academic work taught by non-permanent faculty. Since nearly all FY seminars are headed up by permanent faculty, this implies that for one-fourth of the class all of the core work in disciplines was taught by adjuncts. One reason that First Years are so impacted is that a disproportionate share of adjunct use takes place in introductory level courses.

For Fall 2001, aside from First Year seminars there were 3614 enrollments in 100 level courses (about 54% of all enrollments). Of these 1879 or 52% of these enrollments were with non-permanent faculty. Departments with larger enrollments where the use of adjuncts in 100 level courses was particularly heavy include Economics (72%), English (69%), Math (73%), Psychology (65%), and Spanish (70%). As the Colleges seek to remedy their over-reliance on adjuncts they must concentrate on introductory courses.

What was the impact of these changes on students? The table below (Table 10.8.1) shows how the 13440 total on-campus course enrollments for the year 2001-2002 break down in terms of faculty appointments. The HEDS survey indicated 95% of graduating seniors were “generally” or “very

satisfied” with “faculty availability” and “interaction with faculty” (Appendix 14.1.2).

What was it like a decade ago? Have things changed all that much? Table 10.8.2 below compares the percentage of enrollments with adjuncts in 91-92 compared to the present day. All classes have suffered but it is clear that it is the introductory class that has experienced the greatest impact.

Yet it is in the first year where the greatest academic impact is made. It is at this point that students decide whether or not to transfer. It is critical that in addressing the adjunct issue we pay close attention to the experience of our entering students.

10.8 A Three Year Plan for Academic Integrity

In 2001/2002 CoFAC and CoAA presented to the Provost a “Three-Year Plan for Academic Integrity.” This plan had a set of concrete recommendations to restore the full-time faculty to its former size, to eliminate the reliance on adjuncts, and “to address the larger spread throughout the school.” The plan looked at the reliance on temporary adjuncts and the loss of permanent lines throughout the preceding years. The plan stated that it stood “on three legs: conversion, restoration, and vitality.” It did not take into account factors such as curriculum needs,

Table 10.8.1: Enrollments According to Faculty Appointments

Appointment Category	Fall 2001		Spring 2002		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
Part-Time	561	8.46%	1909	4.52%	2470	18.38%
Adjunct	1450	21.87%	175	2.57%	1625	12.09%
Administration	92	1.39%	191	2.80%	283	2.11%
Ongoing	92	2.94%	308	2.80%	503	3.74%
Nonpermanent total	2298	34.66%	2583	37.93	4881	36.32%
Permanent Ongoing	88	1.33%	113	1.66%	201	1.50%
Tenure Track	1078	15.26%	1306	19.18%	2384	17.74%
Tenured	3137	47.32%	2808	41.23%	5945	44.23%
Retired Tenured	29	0.44%	0		29	0.22%
Permanent Total	4332	65.35%	4227	62.07%	8559	63.68%

Table 10.8.2: Enrollments and adjunct percentage for 1991-92 compared to 2001-02

Class	1991-92 Adjunct enrollments	1991-92 Total enrollments	1991-92 Adjunct Percentage	2001-02 Adjunct Percentage
First Year	1839	6095	30.2%	44.2%
Sophomore	1762	5439	32.4%	36.9%
Junior	1309	4655	28.1%	30.1%
Senior	1161	5388	21.5%	29.5%
Total	6071	21577	28.1%	36.3%

the educational mission statement of the Colleges, nor the institution's commitment to diversity.

In 2002-2003 CoFAC and CoAA received twenty position requests, all very strong and convincing. Among these positions six were ongoing, four were retirements and/or resignations. The Provost informed CoFAC and CoAA that six tenure-lines were available. She also informed the faculty that the tenure lines would be allocated in the following manner: two ongoing, two adjuncts, two replacements. Another line was also being offered to a recipient of the Junior Chair. These six positions were to be placed in the larger context of the President's and trustees' commitment to allocate 25 tenure lines in the next five years. The Three Year Plan of 2001-2002 recommended that in Year 1, Art History, Dance, English and Chemistry be granted tenure lines, and suggested that new positions vital to "our academic integrity be identified and filled." "To ensure the academic vitality of liberal arts education at HWS" in the 21st century, the Colleges believe that they need to look not only at the needs of departments/programs and their majors, but also at the stated *educational mission* of HWS that lies

beyond traditional departmental offerings. The HWS 2002 *Catalogue* states that "the students' general program of study introduces academic areas and methods of inquiry beyond the major and emphasizes the *interdependence and connectedness of all knowledge*. This includes "making connections across disciplines and the study of global interdependence and intercultural understanding." CoFAC and CoAA also strongly support the President's and the Provost's commitment to diversity (HWS 2005), and in making their recommendations they kept in mind the Middle States accreditation guidelines.

Understanding that new position requests and new needs might emerge in 2003-2004 and 2004-2005, CoFAC and CoAA unanimously agreed to the following recommendations as stated in the left column. While CoFAC and CoAA were disappointed that their recommendations were not followed to the letter by the Provost, they are confident that they will see their concern for taking the opportunity to affirm diversity realized over the next two to three years as stated in the plan HWS 2005. (See following table 10.8.3.)

**Table 10.8.3: Position Decisions
Year 1 (March 2003)**

<i>Committees' Recommendations</i>	<i>Lines granted</i>
Art History, (ongoing)	Yes to line in Art History
Religious Studies (Islam), (ongoing)	Yes, to be filled 2004-2005
English (retirement)	Yes to line in English
Sociology (resignation)	Yes to line in Sociology
Chemistry (restoration)	Yes to line in Chemistry
French and Francophone Studies,	Granted 2003
Special Education	Yes to line in Special Education
	Yes to line in Dance

Year 2, October 2003:

<i>Recommendations</i>	<i>Lines granted</i>
Spanish and Hispanic Studies (on going 1)	Yes
Dance (on going) now filled by Cadence Whittier	Moved to year 1
Geoscience (retirement)	Yes
Mathematics (retirement)	Yes
Biology (restoration)	Granted 2003
	Yes to Religious Studies, Islam

Year 3, October 2004

Spanish and Hispanic Studies, ongoing 2	Yes
---	-----

10.9 Academic Freedom and Conflict Resolutions

At Hobart and William Smith Colleges, the rights of faculty are protected. The *Faculty Handbook* and other publications state that "Hobart and William Smith Colleges do not exclude anyone from participation in, deny anyone the benefits of, or subject anyone to discrimination or harassment in, any program or activity or in employment based on race, color, religion, sex, marital status, national origin, age, disability, veteran's status, or sexual orientation

10.9.1 AAUP The *Faculty Handbook* also has a reference to AAUP principles which HWS Colleges espouse in the context of their institutional mission. In addition, there is an active AAUP chapter on campus. The following were among its most important activities over the past ten years:

- enforcing AAUP recommendations regarding adjunct hiring into persistent lines and arguing for their conversion into tenure-track positions;
- acting in defense of the salary scale/step system, including an open forum for faculty and meetings with the Trustees' outside consultant who evaluated the system;

- initiating the discussion of a transparent retirement policy that was subsequently championed by the Committee on the Faculty and the Provost;
- lobbying for increased travel funds for professional conferences (see section 10.5 above);
- strongly arguing on behalf of increasing the size of the tenure/track faculty (see the preceding section). Reduced faculty numbers make it difficult to adequately staff faculty committees and to offer enough classes;
- inviting an AAUP representative on campus to talk with the chapter about how to review a financial statement and sending a colleague to a training course in this matter;
- regularly advising the administration about AAUP rules regarding several personnel work-related issues.

10.9.2 Faculty Grievances The policy for faculty grievances is part of the *Faculty Handbook*, pp. 22-23, and states that "individual faculty members may request an examination of any decision

adversely affecting their faculty status if they believe the decision to have been made with inadequate or improper consideration, or if they believe the decision involved a violation of their academic freedom.” Most if not all of the grievance cases in the past have been based on negative tenure decisions. There has not been a case in the past three to four years. Once the grievance is filed, the case is delivered to the Provost’s Office by the chair of the Grievance Committee. There is no “provost” involvement and the decision reached is submitted to the President.

10.9.3 Ombudspersons Ombudspersons are officers of the faculty, elected by the faculty from among their tenured members to be informal mediators and to promote the resolution of complaints by facilitating communication among the parties involved. Their role is described in Article 2 of the *Faculty Handbook* (p.11). See also page 21, Section 6.2.

10.9.3.1 History of Ombudsperson at HWS

The 1988 Equity Task Force deemed one male ombudsperson and one female ombudsperson would suffice to serve all members of the campus community. The two tenured faculty members met with various groups, including union representatives and faculty committees, to refine the charge to ombudspersons. Subsequently, the faculty elected the first two ombudspersons and the Provost immediately supported a week of training for them.

During the week of training, experienced ombudspersons present cases that assist in problem recognition. Exercises assure that incoming ombudspersons understand their role. They are presented with techniques for interceding without losing neutrality. They learn about the absolute necessity for maintaining total confidentiality. They learn not to keep records, for records can be subpoenaed. Ombudspersons do not use any information acquired in the performance of their duties in any way that can affect the careers of the people who have consulted them and place no letters into personnel files.

The first two ombudspersons were so successful at solving problems while following the ombudsperson charges of complete neutrality and confidentiality that their work load became too

heavy. This is not a campus riddled with problems; rather, people have problems and the ombudspersons were proving their value. In 1990 the faculty elected two more ombudspersons. They too spent a week at the conference center in Monterrey, California, training for the position.

The first two ombudspersons served in their position until their retirement. The other two served for the decade between 1990 and 2000. No elections were held to replace them, a fact that signals discreet and efficient service to the community, although sometimes the hours spent on difficult issues were exhausting. After the first two ombudspersons retired, the length of appointment for ombudspersons was regularized. Each pair would serve for five years before the next election. With a two year disparity in the election year of the new ombudspersons, this policy assures continuity through overlap in service between pairs.

Since the work of ombudspersons necessitates absolute confidentiality, assessing their service to the community can only be made on the visible evidence of length of service. It must be noted that their value can also be measured by some abuse on the part of the administration in calling on ombudspersons as process observers.

As of 2002-2203, the HWS faculty had four ombudspersons in service, all elected by the faculty. Once again, assessing service rendered by these individuals is next to impossible, except insofar as they have maintained low visibility despite high activity.

However, the last four ombudspersons have received no training. While those who attended the ombudspersons’ meeting have praised it and proclaimed its value, having someone come to campus to instruct the ombudspersons in procedures is not the same experience as having a group of novice and experienced ombudspersons presented with problems to tackle in small groups.

In that setting various solutions are then shared with a large assembly. This group training encourages flexibility of approach to problems. It helps prevent handling problems with cookie-cutter solutions or as if people had special wisdom to bring to bear. Past solutions can appear workable, if an “expert” ombudsperson were to come to

campus to instruct. Many of the methods of working towards a solution involve helping those in trouble find their own answers. The Provost has told the faculty that she is willing to underwrite training for any ombudsperson.

10.9.3.2 Concluding Assessment of the Ombudsperson Program

Strengths:

- The relative invisibility of the ombudspersons speaks to the success of their efforts. Yet the ombudspersons have done yeomen service to the Colleges in innumerable contexts; they have prevented more problems than the community at large can ever possibly know.

Weaknesses of the program:

- All the ombudspersons should receive the training that the first four received. In 2001-02, one case became so difficult and so demanding that an ombudsperson experienced weeks of anguished nights, in considerable part because a problem involving delusional behavior was not recognized as such.
- The deans' offices should *never* call on ombudspersons in disciplinary cases. The ombudsperson's role is busy enough, added to the regular teaching load, without serving inappropriately as process observers for disciplinary or for judgmental procedures.

Standard 11: Educational Offerings

11.1 Curriculum and Mission The curriculum of Hobart and William Smith Colleges reflects its unique mission to provide an undergraduate experience in a co-ordinate and residential setting. Historically, we have emphasized the importance of interdisciplinarity within a traditional disciplinary curriculum. Recently, we reaffirmed this goal by requiring that all students complete a disciplinary or interdisciplinary major and an interdisciplinary or disciplinary minor; that is, a student who majors in a traditional disciplinary major must complete an interdisciplinary minor; a student who majors in an interdisciplinary program must complete a disciplinary minor. Students may also major in two disciplines, but in this case they must take a course that integrates the two majors. Additionally, the Colleges offer a number of bi-disciplinary courses on a regular basis, which may be counted towards a disciplinary or interdisciplinary major or minor.

Although the goals that the student must address as part of their course of study in Standard 12 will be discussed, it should be pointed out here that the broad introduction to various aspects of human endeavor acquired through the goals serves as the foundation for our curriculum and further strengthens the goal of interdisciplinarity. Departmental and program majors and minors at HWS maintain a close connection with our institution's central mission statement. The chief mechanism for assuring that this connection remains strong is our system of goal certification. Our mission is most succinctly embodied in the Goals (see Appendix 1.3) of our curriculum which were carefully worked out in retreats and workshops involving our entire faculty. The certification process demands that each student work with his or her advisor to formulate a plan that addresses each of the Goals. Each student's plan is part of an individual conversation between faculty advisor and advisee. This conversation adds weight and meaning to the institution's mission as it gets repeated over and over again throughout the faculty and student body. This process renews each faculty's awareness, which filters back into the courses that the faculty members teach. When a professor puts together a new course one of the important questions to be answered is how this course will address the goals.

Thus the mission is embedded in the fabric of our curriculum both for students and for faculty.

The full array of interdisciplinary programs is supported by faculty across the institution. For example, a check of the *Catalogue* shows that staffing in Environmental Studies has strong representation not only from the sciences and economics but also from Anthropology, Sociology, English, and Art. This is not an isolated example. Programs provide a linkage which brings faculty from across the curriculum together around common interests. This association facilitates understanding of the values and aims of different departments which leads naturally to cooperation and coordination of our academic programs.

Thus, the spirit of coordination, like the attention to mission, permeates our work in an organic fashion. It is embedded in our very structure.

11.1.2 Appropriateness Hobart and William Smith Colleges offers a curriculum founded on the traditional undergraduate disciplines as well a rich array of innovative interdisciplinary programs. Many of the programs and departments have addressed the complexity of their subject matter and the emergence of new fields by creating new courses or areas of concentration as in Political Science, French and Francophone Studies.

11.1.3 Coherence The majority of programs offer a sequential course of study with introductory level courses, mid-level courses and a capstone experience as appropriate to the subject matter. Each program or department determines its curriculum based upon the general college-wide standard of ten to twelve courses required for a major and five to six courses required for a minor. All majors and minors require a minimum of a C- , and in some cases a C, grade to count towards the major or minor.

11.1.4 Outcomes Most departmental or program mission statements express the intended goals in terms of learning outcomes. Though there is no standard format for syllabi, faculty are expected to provide students with syllabi that reflect the aims of their courses and are encouraged to include attendance policies, grading criteria, and the like. Each professor is responsible for crafting his or her own syllabus. There are no official institutional standards concerning course syllabi. The only

requirement is a clear statement of attendance policy for the course (which is at the discretion of the professor).

Although there are few institutional requirements with regard to syllabi, courses and professors must pass reviews where these very questions are asked. Question 4 of the New Course Proposal Form requires professors to determine methods to be used to evaluate student learning. The review of faculty for reappointment and promotion place strong emphasis on the effectiveness of teaching. This includes a thorough examination of syllabi of the various courses taught, which is discussed in context of student response as to the effectiveness of the course.

11.1.5 Evaluation All of our majors and minors were revised as part of our planning for the conversion to semesters and carefully reviewed by the CoAA. In addition, a number of interdisciplinary majors that had been accredited through the Individual Majors Committee received independent accreditation through the State of New York. More recently, certain departments and programs have elected to have external reviews. The external reviews conducted thus far include the Women's Studies Program, Media and Society, and Modern Languages. All courses are required to gather student evaluations of the course. Thus the student perspective on the effectiveness, depth, and content is regularly monitored. There are also faculty reviews. When a new course is being proposed the faculty member must submit a proposal form asking a number of questions. The CoAA then discusses the course. One important consideration in its deliberations is the rigor, content, and depth of the course. However, once a course proposal form has been accepted there is no institutional mechanism for re-evaluation of the course. This re-evaluation often takes place by the professor or department in question, but there is no formal mechanism. Faculty reviews place a very high emphasis on the quality of the teaching. Hence, the syllabi together with course evaluation forms play a large role in the deliberations. It is at this stage that the rigor and strength of courses receives careful consideration. These deliberations are linked with student evaluations so that a window is opened into the coordination between the rigor and the effectiveness. For reviews, faculty also must submit a lengthy statement describing their philosophy of teaching.

This document provides valuable context for the consideration.

11.2 Disciplinary Departments and Programs

See Table 11.2 for complete listing of departments and programs and Table 11.2.1 for 2003 enrollments. For complete descriptions see Appendix 11.2. See Appendix 11.2.1 for enrollments over time.

11.3 Other Curricular Offerings

11.3.1 Reader's College Readers College groups are designed to encourage students, faculty and staff to gather and read books together. The setting is informal, the discussion engaging, the company friendly, and students can earn credit besides. Requirements are simple: read the books, join in the discussions, and do some writing. These are half-credit courses offered for Credit/No Credit. <http://www.hws.edu/academics/community/readerscollege/index.asp>

11.3.2 Individual Majors It is the responsibility of the Individual Majors Committee to review student proposals for individual majors, and to decide whether to approve these proposals. The committee is also responsible for auditing the students' progress toward these majors and approving any departures from the initially approved list of courses.

While for many years the committee had responsibility for overseeing majors in the majority of interdisciplinary programs (for example, Architectural Studies, Environmental Studies, and Latin American Studies), since these programs have achieved state certification the committee has returned to its original task of overseeing students with truly individually-designed majors. (In addition, the committee is still nominally responsible for majors in Writing and Rhetoric; we also oversee the handful of students majoring in Movement Science, even though a fairly well-developed curriculum for that major exists.)

The Individual Major helps fulfill the Colleges' mission in a number of important ways. With the exception of the disciplinary major in Writing and Rhetoric, individual majors are highly interdisciplinary and are possible only for students who have succeeded in "making connections across disciplines and methods of inquiry."

Table 11.2: Departments and Programs at Hobart and William Smith Colleges

DEPARTMENTS	PROGRAMS	
Anthropology/Sociology	Aesthetics	Media and Society
Art	Africana Studies	Men's Studies
Asian Languages and Cultures	American Studies	Peer Education in Human Relations
Biology	Architectural Studies	Public Policy
Chemistry	Arts and Education	Public Service
Classics	Child Advocacy	Russian Area Studies
Dance	Cognition, Logic and Language	The Sacred in Cross-Cultural Perspective
Economics	Comparative Literature	Science and Society
Education	Critical Social Studies Dialogues	Spanish and Hispanic Studies
English	Development Studies	Theatre Studies
Geoscience	Environmental Studies	Urban Studies
History	European Studies	Women and Science
Mathematics/Computer Science	French and Francophone Studies	Women's Studies
Modern Languages	The Good Society	Writing and Rhetoric
Music	Holocaust Studies	
Philosophy	International Relations	<u>Other</u>
Physics	Lesb., Gay, and Bisex. Studies	Honors
Political Science	Latin American Studies	Individual Majors
Psychology	Law and Society	Writing Colleagues
Religious Studies		

Majors And Minors: Disciplinary And Interdisciplinary

Revised 10/9/02

Note that a few majors and minors may be either disciplinary or interdisciplinary depending on an individual student's program

DISCIPLINARY MAJORS	INTERDISCIPLINARY MAJORS	DISCIPLINARY MINORS	INTERDISCIPLINARY MINORS
Anthropology	Africana Studies	Anthropology	Aesthetics
Anthropology and Sociology	American Studies	Art: Art History	African Studies
Art: Art History	Architectural Studies	Art: Studio Art	African-American Studies
Art: Studio Art	Arts and Education	Biology	Africana Studies
Biology	Asian Studies	Chemistry	American Studies
Chemistry	Comparative Literature	Classical Studies	Arts and Education
Chemistry: Biochemistry	Critical Social Studies	Classics	Asian Studies
Classics	Dance	Comparative Literature	Child Advocacy
Comparative Literature	Environmental Studies	Computer Science	Classical Studies
Computer Science	European Studies	Dance	Cognit., Logic and Lang.
Dance	International Relations	Economics	Comparative Literature
Economics	Individual Studies	Education	Critical Social Studies
English	Latin American Studies	English	Dance
French and Francophone Studies	Lesbian, Gay and Bisexual Studies	French and Francophone Studies	Development Studies
Geoscience	Media and Society	Geoscience	Education
Greek	Public Policy Studies	Greek	Environmental Studies
History	Russian Area Studies	History	Engineer. (joint degree program)
Individual Studies	Urban Studies	Latin	European Studies
Latin	Women's Studies	Lesbian, Gay and Bisexual Studies	Concentration in French
Lesbian, Gay and Bisexual Studies		Mathematics	French and Francophone Studies
Mathematics		Music	The Good Society
Modern Language		Philosophy	Holocaust Studies
Music		Physics	International Relations
Philosophy		Political Science	Latin American Studies
Physics		Psychology	Law and Society
Political Science		Religious Studies	Lesb., Gay and Bisexual Studies
Psychology		Russian Language	Media and Society
Religious Studies		Sociology	Men's Studies
Russian Language and Culture		Spanish and Hispanic Studies	Music
Sociology		Writing Colleagues	Peer Educat. in Human Relations
Spanish and Hispanic Studies			Public Policy Studies
			Public Service
			Russian Area Studies
			Sacred in Cross-Cult. Perspective
			Science and Society
			Theater
			Urban Studies
			Women and Science
			Women's Studies
			Writing Colleagues

Table 11.2.1: Enrollments by Majors (2002-2003)

	F2002	S2003	enrollments		Majors	lines	faculty FTE
			Total	norm			
Social Science Division							
Anthropology	173	215	388	415	14	3.00	3.00
Economics	500	462	962	1,028	110	9.50	9.70
Political Science	500	462	962	1,028	90	8.00	8.30
Sociology	282	313	595	636	42	8.00	7.20
<i>Public Policy</i>			0		75		
<i>International Relations</i>			0		31		
<i>Urban Studies</i>			0		3		
<i>Latin American Studies</i>		1	1		4		
Subtotal Social Science	1,455	1,453	2,908	3,109	369	28.50	28.20
Sciences Division							
Biology	211	237	448	479	77	7.00	7.20
Chemistry (Biochem)	194	182	376	402	59	5.00	6.20
<i>Environmental Studies</i>	76	91	167	179	52	1.50	1.00
Geoscience	149	114	263	281	22	4.00	4.60
Math/Computer Science	381	348	729	779	67	7.00	8.00
Physics	140	106	246	263	14	3.00	3.00
Psychology	440	322	762	815	109	7.00	6.60
subtotal sciences	1,591	1,400	2,991	3,197	400	34.50	36.60
Humanities Division							
<i>African/Latinia Studies</i>	60	77	137	146	4		
<i>American Studies</i>	74	94	168	180	38		
Art (ARTH, ARTS and ARCH)	459	408	867	927	116	9.50	9.70
<i>Art in Education</i>	23	0	23	25	11		
<i>Asian Studies</i>	119	152	271	290	24	3.00	6.60
<i>Classics</i>	42	271	313	335	3	2.00	2.00
<i>Greek</i>	15	15	30	32			
<i>Latin</i>	22	10	32	34	2		
<i>Critical Social Dialogues</i>					5		
Dance (DAN)	121	104	225	241	11	3.00	4.00
DAN (DAT)	23	35	58	62	7		
Education			0	0		6.00	6.60
English (Complit+Theater)	583	569	1,152	1,232	138	14.00	17.60
<i>European Studies</i>	24	30	54	58	4		
History	470	477	947	1,012	90	8.00	8.60
Media and Society	131	113	244	261	80	1.00	1.00
Modern Languages							
<i>Chinese</i>	20	13	33	35			
<i>French</i>	89	63	152	162	11	3.00	3.60
<i>German</i>	18	7	25	27			1.00
<i>Hebrew</i>	0						
<i>Italian</i>	72	44	116	124			1.00
<i>Japanese</i>	14	20	34	36			
<i>Russian Area Studies</i>	16	21	37	40	5	1.00	2.00
<i>Spanish</i>	175	228	403	431	16	5.00	5.60
<i>Modern Languages</i>	34	101	135	144	1		
Music	125	128	253	270	5	4.00	4.00
<i>Music 900's (.5 credit)</i>	157	175					
Philosophy	205	213	418	447	11	4.50	4.50
Religious Studies	284	220	504	539	23	4.00	3.60
Writing and Rhetoric	186	155	341	365		2.00	4.00
<i>Women's Studies</i>	70	119	189	202	11	1.00	1.00
subtotal Humanities	3,631	3,862	7,493	8,010	616	67.00	86.40
Individual Majors					43		
Total Divisional	6,677	6,715	13,392	14,316	1,428	130.00	151.20
FY Seminar/Bidis	570	151	721	771			
Abroad	263	242	505	540			
Independent Studies	9	6	15	16			
CASS/PEHR/Rcoll/Equiv	102	110	212	227			
Oth (pec per)	50	72	122	130			
Total Other	994	581	1,575	1,684			
Grand Totals	7,671	7,296	14,967	16,000	1,428		

Because the student creates his or her major in close cooperation with a faculty advisor and must justify to the committee the inclusion of each course in the major, the individual major requires a greater degree of consciousness about the curriculum than is necessary for students pursuing departmental or program majors. The Individual Majors Committee reviewed the guidelines for an individual major at great length as a result of the two Toronto retreats and then again at the time of the transition to semesters. To avoid the possibility of having students use this path to get around a particularly challenging course in a departmental major, we limit the number of courses students can count from any single department or program offering its own major. To ensure depth and rigor, we require that there be several courses at the 300- and 400-level. Even though students often must take a large number of introductory courses to meet the prerequisites for courses they wish to count in the major, we accept only one such course.

11.3.3 Honors Program The Honors Program makes possible the most sustained and sophisticated work available in our Colleges' curriculum. Qualified students take two self-designed courses (usually in the student's major and designated "495") which concentrate on the same project and are sponsored by the same faculty advisor. The rationale behind this simple pattern is that sustained work on a project of a student's own choosing, with regularly available advice from a faculty member, has educational benefits and personal gratifications which cannot be duplicated in other, semester-length courses, however enterprising the student. High among the values sought, in addition to the ability to work independently and reliably, are creativity in scholarly projects as well as in the arts; a superior academic and operational command of a major field; a recognition of the significance of specialization in relation to larger contexts; ease in communicating insights coherently in written and spoken language, correct and free from jargon; and intelligent persistence in bringing a project to completion. The Honors project culminates in a research paper or its counterpart in the creative arts. It can be undertaken only in the context of a recognized major which, in more recent years, has come to include majors in recognized interdisciplinary programs (e.g., Environmental Studies, Women's Studies, African/Africana

Studies, Architecture). Honors work may be taken within the Committee on Individual Majors, which has a role in the Program parallel to that of the academic departments.

11.3.4.Center for Global Education The development of the CGE in 2002 from the office of Off-Campus Programs was another major recommendation of *HWS 2005*. The HWS mission statement accurately describes the goals and course offerings of our many programs abroad. Firstly, HWS' mission statement explicitly mentions and highlights the importance of study abroad. In addition, study abroad programs vary widely in their scope and in the disciplinary fields (or interdisciplinary areas) that they offer to students abroad who wish or need to continue in their major. However, none are "major intensive," i.e. while students can often earn major or minor credit from their chosen study abroad program, all students are required to participate in one or more site-specific courses that reflect the faculty director's interests and expertise and the unique cultural features that the particular site affords. These courses are generally interdisciplinary in scope and push students to think outside the normal conventions in their chosen course of study (Examples: Rome Spring 2004 "Semiotics of Space," London Spring 2004 "Technology and Invention.") Finally, HWS' mission pushes us to link the formal learning of the classroom to experiential learning in the residence halls and in the community beyond campus. About half of the study abroad programs offer (or require) students to undertake a field research project, an internship, a classroom placement, or other opportunity to marry theory and practice. In addition, many of the sites offer opportunities for cultural immersion either through foreign language acquisition and practice, home-stay or both. To ensure that off-campus programs are integrated with the overall curriculum, faculty wishing to lead or develop a program abroad must submit an "application to direct" which includes questions about the fit of the proposed program with the general curriculum and with the faculty member's own department or program. Faculty must specify pre-requisite courses to be taken on the home-campus to foster better student preparation (when no such courses exist already, they are often designed explicitly for this purpose, e.g. Sociology of Vietnam). In addition, they must list related courses in which students may enroll to continue their acquaintance with the target culture

or world region and to ensure that the experience is not limited to a “one-shot” introduction. The HEDS survey indicated 85% of graduating seniors were “generally” or “very satisfied” with internships, study off-campus or abroad. (Appendix 14.1.2). In a survey of HWS graduates, of those who studied abroad, two-thirds believe it was “a crucially important contribution” or the most important experience” in developing a perspective on global interdependence and cross cultural diversity.(See Appendix 14.1.3.)

11.3.5 S.A.O.P Summer Academic Orientation Program (SAOP) is a five-week summer experience, required for all first-time enrolling HEOP students. SAOP sets the foundation for making a successful transition into HWS through academic preparation in the basic skills necessary for success, and building identity and community as new college students. In addition to learning the procedures of HWS, students receive an orientation, meet staff and faculty, and familiarize themselves with the surrounding environment. SAOP participants have a higher rate of success than those who enter in the fall.

11.3.6 Collaborative Internship Program The Collaborative Internship Program (CIP) is a partnership between students, faculty and worksites. CIP is coordinated through Career Services by the Internship Coordinator. CIP Internship projects encompass a unique learning experience while providing beneficial services to participating worksites. CIP students apply the knowledge they've gained in the classroom to work environments ranging from non-profit to governmental to for-profit businesses. CIP students become members of a workplace team, where they make significant contributions, utilize their talents and learn more about their areas of study. Interns spend fifteen to twenty hours each week at their worksite for the duration of one semester. All interns are unpaid and receive academic credit for successful completion of the internship experience. CIP was designed with liberal arts students in mind. The program includes partners in a variety of industries, including human services, education, government, finance, public policy, environmental science, and the arts. A wide variety of students take advantage of CIP to learn more about themselves and to improve their work-related skills. The program is open to students in any major.

11.3.7 Service Learning Service learning—community service connected to academics—is an integral part of Hobart and William Smith Colleges' view of a liberal arts education and among the *HWS 2005* recommendations. At HWS, what's discussed in the classroom is applied to the "real world." An extra dimension is added when students see economic theory played out in a local program, when sociological hypotheses crystallize before their eyes through the work of community agencies. Through the service experience, students gain a better understanding of the human community, as well as of our particular society, in a way that is more complex and involved than readings and class discussions alone. In addition, community involvement can lead students to a better understanding of themselves. Hobart and William Smith are members of Campus Compact, an association of more than 600 colleges and universities that promotes community service and service learning. Through Campus Compact and other curricular programming, students spend time outside the classroom in association with local agencies and businesses, thereby experiencing first-hand how what they are reading relates to actual situations. Recently President Gearan was integral in the establishment of a New York State Chapter of Campus Compact. The Public Service Office offers many opportunities for students to interact with the community and to assist in meaningful ways. Students can join programs like Habitat for Humanity or Geneva Heroes, or they may seek out individual ways to help others—and grow from the experience.

11.3.8 Center for Teaching and Learning (see 9.2.1) Formerly the Center for Academic Support Services, this office supports student learning in a variety of ways and offers some credit and non-credit bearing courses. Specialists help students in reading, writing, time management, and general study skills. Students with less clearly defined academic problems may work with staff to analyze the nature of their difficulties and devise strategies for overcoming them. A specialist is available for advising, consulting, and ensuring services for students with documented disabilities, such as learning, sensory, physical, or emotional.

11.3.9 Summer Research While HWS has supported summer research, often called the “Summer Science Program” for over two decades, it has gained momentum in recent years. This

program provides summer support for students to work individually with a faculty member from the sciences on a research project over an eight-week period. Students receive a stipend plus room and board. It is a unique opportunity for students to concentrate on a single focused research topic with close mentorship from faculty members. Frequently this is the setting where very close relationships are forged between students and faculty. In 2003 there were 61 applicants for summer research and we accepted 32 for research in Biology, Chemistry, Geoscience, Environmental Studies, Physics, and Economics.

In 2003, eleven of the 32 summer science students have current GPA's above 3.7. If maintained, these eleven will graduate Magna Cum Laude or higher. Four of them have GPA's at 3.9 and above qualifying as Summa Cum Laude. Last year twelve of the 29 students had GPA's above 3.7 with five of them having GPA's of 4.0 or above.

Our three Goldwater scholars participated in this program and the research done in this program during the summer formed a fundamental part of their applications. Students have found these research opportunities to be critical when applying for spots in competitive graduate schools in the sciences.

For students or faculty involved in this program, it is akin to talking with the Honors graduates. There is a deep sense of accomplishment, pride in their work, real growth as an individual. Unlike many other institutions our faculty do not receive any remuneration except for the pleasure of seeing a student transformed by the experience. Faculty value their role as teacher and mentor and take time away from other summer work to participate in this program because they enjoy the opportunity to work with good students doing research on a one to one basis, because this experience enriches their own teaching and research.

11.4 Co-Curriculum

11.4.1 Recreation and Wellness

11.4.1.1 Wellness Wellness is a way of living that emphasizes preventive measures such as eating a healthy diet, exercising moderately, and practicing various relaxation techniques. It is making self-care decisions that will improve one's lifestyle and in doing so steer one to the "healthy" end of the

sickness-wellness continuum. It is a positive, day-to-day approach to life.

The goal is to provide services and opportunities that will meet the needs of the HWS population in all of the areas of wellness, and input from the community is constantly sought to make sure that we stay on target with our programming.

The wellness program is located in Bristol Field House, which has its own parking lot (off Hamilton St.). Facilities and equipment include a fitness center, indoor track, various types of athletic courts, group exercise room, etc. Various fitness and wellness related programs and contests, group exercise classes, and other activities are offered routinely. Related physical education class offerings include fitness, CPR and first aid, and total body conditioning.

11.4.2 Residential Education (see 9.3 above) The residential education staff views the residential education program as an opportunity to enrich students' educational experiences and build vital learning communities. The program is founded upon a commitment to holistic education and belief in the importance of the residential experience in students' development. The residential education staff is committed to assisting each student to develop to his or her full potential and to creating a supportive residential climate for all students.

Its mission is to establish and maintain a living and learning environment that supports the mission of the Colleges, reflects responsible citizenship and personal integrity, and provides safe, comfortable, and secure residences that meet the varied needs of all students. The residential education program is designed to develop, coordinate, administer, and evaluate programs, services, facilities, and staff for the myriad residential living options at the Colleges. These include traditional residence halls (co-educational and single-sex), suites, friendship houses, fraternities, co-ops, and townhouses and theme houses described earlier.

Programming is the most essential tool that an RA can bring to his or her floor, using a thematic programming model. The purpose of this model is to educate our students outside of the classroom and teach them things while in their halls/houses. It is not expected that RA's present these programs

by themselves. They have been given information on the different campus departments and the resources that they offer so that they can better plan and prepare a floor program. RA's also provide fun activities called community builders that are designed for a floor/house to get together and have fun without specific educational content.

11.4.2.1 Alcohol and Substance Abuse Awareness Program The Alcohol Education Project of Hobart and William Smith Colleges is a broad collection of education and research initiatives designed to better inform students and college personnel about alcohol and other drugs and related social norms and address problems of abuse. (See 9.3.2 above.) This program has received national recognition by the U.S. Department of Education as a model program and other awards. See <http://academic.hws.edu/alcohol/> and "Most Valuable Players" – A project to combat misperceptions about alcohol and substance use among athletes. <http://academic.hws.edu/alcohol/mvp/abstract.html>

11.4.3 Health Professions The work of the Health Professions Office supports the educational mission of the Colleges by encouraging health profession students to select their major and minor in areas of study that truly interest them and in which they can do well while completing their professional school requirements. For this reason we do not have a "premed" major, and we are developing a health profession interdisciplinary minor. Currently, many science majors elect to minor in environmental studies because of the crossover in courses. The health professions minor will allow them to take courses that will better prepare them for their career choice, courses such as ethics, health economics, medical anthropology, Spanish, and the like.

In addition to their academic work, students are encouraged to gain healthcare experience and confirm their career goals by volunteering in health care settings and participating in internships. We provide an internship opportunity each term for sophomores, juniors, and seniors to shadow physicians and various health care providers at our local hospital. Since the program began in spring of 1993, we have had 160 students complete 8,870 volunteer hours.

11.4.4 Athletics

11.4.4.1 Napier Student-Athlete Leadership & Management Seminar In its seventh year, this program offers student athletes an opportunity to read about and discuss issues of leadership. The Leadership Team consists of 75 Hobart athletes ranging from first years to seniors. Team members are selected by their respective head coaches and represent all eleven of Hobart's intercollegiate teams (basketball, cross country, football, golf, hockey, lacrosse, rowing, sailing, soccer, squash, and tennis). In preparation for the 2002-03 sessions, Leadership Team members will read and discuss several articles on leadership and character development and Ken Blanchard's book, *High Five!: The Magic of Working Together*. Ken Blanchard is among the very best "coaches" of businesses and organizations worldwide. Among his many bestsellers are his first book *The One Minute Manager and Everyone's A Coach* (co-authored with Don Shula).

11.5 Non-Traditional Programs

11.5.1 Joint Degree Programs

11.5.1.1 Engineering

The Colleges have combined programs in engineering with the School of Engineering and Applied Science at Columbia University, the Rensselaer Polytechnic Institute, the Thayer School of Engineering at Dartmouth College, and the School of Engineering and Applied Sciences at Washington University (St. Louis). In general, for these programs, students spend three years at Hobart and William Smith, and then two years at one of the other institutions. At the end of five years the student receives a B.A. or B.S. from the Colleges and a B.S. in engineering from the cooperating university.

The Dartmouth program is structured a little differently. A student may complete three years at Hobart and William Smith, followed by two years at Dartmouth. More typically, however, students spend the first two years at Hobart and William Smith, the third year (or part of it) at Dartmouth, the senior year in Geneva, followed by the fifth and final year at Dartmouth. Upon completion, they receive two degrees, one from Hobart and William Smith and one from Dartmouth.

11.5.1.2 Business The Colleges have agreements with both Clarkson University and the Rochester Institute of Technology (RIT) allowing students to

complete the requirements for a Master of Business Administration (MBA) degree in one year rather than the usual two or more. Admission to the "4-1" programs at Clarkson and RIT is available to students who include foundation courses in their undergraduate programs and meet prescribed admissions standards.

11.5.1.3 Architecture The Colleges offer a 3+4 cooperative program in architecture in conjunction with Washington University in St. Louis. Under this arrangement, the student studies the first three years at Hobart and William Smith and the last four years at Washington University. After seven years, the student receives a B.A. from the Colleges and a MArch, the advanced professional degree in architecture, from Washington University. It is also possible for students to spend their third year at Washington University and come back to Geneva for their senior year before returning to St. Louis for the remaining years of graduate study.

While at Hobart and William Smith, these students may pursue an individual major in architectural studies, but are not required to do so. They may pursue any program of study that enables them to meet both the standards of preparation for Washington University and the degree requirements within their major before departure. Admission into the graduate program is not automatic; that decision is based on the student's performance after the first year of study at Washington University.

11.5.2 Health Professions The Health Professions Office advises both undergraduates and alumni and alumnae regarding all aspects of the process for gaining successful admission to a medical or other health profession school.

11.6 Learning Resources

11.6.1 Campus Library Resources The principal collection and focal point for services is the Warren Hunting Smith Library. The current building was opened in 1976 with 81,000 square feet of area, including a classroom wing with separate entrances; about 65,000 square feet was committed to library services. An addition, named the Melly Center, of about 25,000 square feet was completed in 1998, adding one additional general classroom, increasing the library stack area,

substantially improving the quality of library seating, adding a 24-hour study and dedicated bibliographic instruction classroom, and greatly improving the library's access to current technology. The Warren Hunting Smith Library includes over 375,000 volumes (over 197,000 titles) as of July 1, 2003.

The library, with a total staff of approximately eighteen FTE, typically provides 114 hours per week of library service, increasing to 124 hours as the term progresses. The reference staff (4FTE) provides 62 hours per week of reference service and supports a vigorous interlibrary loan service, acquiring over 1,800 photocopies last year via interlibrary loan and borrowing about 1,500 monographs, principally using the OCLC interlibrary loan system. The reference staff presented 74 course-related instructional sessions in library research skills last year, reaching over 1,200 students as well as five open workshops for faculty and staff. (See Appendix 11.6.1 for more detailed report on the Library.)

11.6.2 Information Technology Working from the momentum of our strategic plan *HWS 2005* and the mission of the colleges, the newly created Division of Information Technology (IT) has worked closely with many campus constituencies to focus time, talents, and resources around academic program engagement, and student life engagement, as well as to be excellent stewards of our physical and financial resources.

IT is made up of three areas. **Procurements and Support Services** provides the campus with help-desk support, centralized technology purchasing support, software purchasing support, computer labs support, faculty staff student computer support, smart classroom support, and AV media services. The **Enterprise Division** provides network support, data storage, personal network drive space, dial-in access, network connectivity, wireless connectivity, VPN support, server support, administrative systems support, and telecommunications/ phone voice-mail support. The **Academic and Elearning** area provides the campus with technology training classes, Williams Hall 105 (the Faculty Technology Resource Room), web site support services, faculty support for multimedia creation, video conferencing, faculty curriculum support for technology-enhanced learning, and software training. The central theme

that connects all of the areas that form IT is the same theme integral to *HWS 2005*, the theme of engagement. It engages students, faculty, and staff with a proactive approach, providing opportunities to leverage technology to enhance the academic and student life experience, support better business processes, and enhance the way we communicate to a global society.

The campus has experienced many exciting technology initiatives through the implementation of *HWS 2005*. The first was the focus on a student-centered high-speed robust learning network. The Colleges went from having fewer than one port per person, 1300 ports in 1999, to approximately 4200 high speed data ports on campus, creating a true learning network that provides campus with a port-to-pillow ratio of 2.5 high-speed data ports per student in the residence halls, with wireless connectivity on the way. Moreover, the focus on the new network has allowed campus to experience better uptime and more stability, moving our network from 78% uptime to 97% uptime, more reliability, and a secure environment that is focused around supporting a liberal arts education.

The energy around *HWS 2005* and the commitment of the President and the Board of Trustees to embrace technology has spread to many areas of campus. Compared with a national average of 33%, Hobart and William Smith

Colleges now has 38% of its faculty running their own personal websites—from 11% just two years ago. Likewise, in 2000 few courses had their own course webpage, and today there are many courses with class information on the web. Blackboard is a course management tool designed to enhance the classroom-taught course by providing students with 24/7 web/internet access to course information, course documents, assignments, and communication with the faculty member and other students: number of courses: 212 active courses; number of users: 1265; number of hits: 1,885,474.

Another innovation is the campus intranet. The intranet provides individual users the ability to customize the website and provides them a one-stop-site for the key applications and resources they need. The new campus portal contains many applications and web-based forms that continue to improve productivity and enhance student life at the colleges.

Finally, HWS' high-speed network gives faculty and students the opportunity to engage in global learning whether they are on or off campus. Through innovative faculty uses of technology the Colleges are able to deliver instruction and learning to students who are traveling abroad. Through interactive websites, chats, threaded discussion, web casts and video conferencing it has successfully engaged students in Senegal and Vietnam, to name two.

Summary of Resources Managed by IT Enterprise Systems

- 16 Mbs WAN gateway to the Internet
- Cisco PIX Firewall for security
- Trend Micro Anti-Virus gateway for e-mail
- VPN gateway for secure remote access
- Dial-up remote access service
- 3,456 active network ports throughout 93 buildings; each port is 100 Mbs switched with 1 Gbs backbone by Enterasys Network
- Packeteer Packet Shaper for bandwidth and Quality of Service management
- Nortel telephone system serving all student residences, faculty, and staff
- Wireless access in two buildings (pilot program)
- 30-server farm and peripheral equipment to support e-mail, file, database, and web services, academic applications, general applications, and administrative systems
- Campus e-mail system delivering 4-500,000 emails per month
- Five relational database servers for Admissions, Financial Aid, Asset and Helpdesk management, client desktop imaging, Room Scheduling, The Endeavor Library catalog system, and numerous of her smaller databases
- SCT PLUS Enterprise Resource Planning and management system for Student Information, Finance and Billing, Human Resources and Payroll, and Admissions

See Appendix 11.6.2.

Standard 12: General Education

12.1 General Education Program Description— Structure and Delivery

General Education at Hobart and William Smith is embedded into its degree requirements. As described in the Colleges' *Catalogue*, (2000-04, p. 21) all students must

- pass a First Year Seminar with a grade of C- or higher
- complete any faculty mandated writing requirement
- complete the requirements for an academic major and an academic minor or second major. One of these must be disciplinary and the other interdisciplinary
- complete a course of study, designed in consultation with a faculty advisor, which addresses the College's eight educational goals and objectives

As implied by the final requirement, faculty advising is also a critical component of General Education at Hobart and William Smith.

12.1.1 The First Year Seminar Program All incoming first year students take a First Year Seminar in the fall semester in which they enter the Colleges. First Year Seminars seek to introduce students to college-level academic work with special emphasis on critical reading and writing skills, the application of interdisciplinary approaches to intrinsically interesting and important questions, and the explicit exploration of questions of gender and global awareness. To allow for intensive discussion and writing, First Year Seminars are limited in size to no more than seventeen students. They are unique among the Colleges' course offerings in their focus on process over content; as demonstrated by their catalog descriptions, seminars treat a wide variety of topics—creativity, culture, history, social problems, the political process, and scientific discovery, to list but a few.

Seminars introduce students to college-level work in several important ways. First there is the example of the instructor. Seminar topics are faculty-generated and always center around questions that concern faculty deeply. In this regard, seminar instructors act as model learners exploring the interconnectedness and complexity of understanding important topics or questions.

All seminars involve substantial reading, discussion, and writing. The small seminar size allows instructors to work intensively with students on understanding the complexity of texts, on recognizing and contextualizing conflicting texts, on argument and evidence in oral discussion, and on using writing as a tool to explore ideas and develop their thinking. Many seminars have the benefit of a writing colleague. Writing Colleagues (see the description of the Writing Colleagues program, Appendix 11.2) are specially trained peer tutors who work with instructors to improve writing. Furthermore, students whose writing skills are not at college-level by the end of the seminar can be required to take a subsequent writing course (see writing requirement below). The goal of First Year Seminars in explicitly treating these foundational skills is to prepare students for later course work.

Seminars also introduce students to academic life through the involvement of the faculty instructor and the advising process. Because seminar topics are faculty-developed, they are characterized by the combination of faculty expertise and enthusiasm. In the small-class setting of a seminar, this combination models engaged learning for entering students. To the degree possible, First Year Seminar instructors also serve as academic advisors for their students. The shared instructor-student experience of the seminar then becomes a reference point for the advisor and the student as they discuss future course choices, possible majors, and skills that need work. Finally, seminars seek to extend classroom discussion into residential life through the policy of housing students by seminar.

The First Year Seminar program is overseen by the CoAA working with the Associate Dean of Faculty. Every spring, the Associate Dean of Faculty solicits First Year Seminars from the faculty. Approximately 35 seminars are required each year. Seminar topics are faculty-developed and typically represent areas of particular research or personal interest for the faculty member. All seminars must be approved by CoAA. A special course proposal form (Appendix 12.1.1) requires faculty to explain the specific ways in which the seminar will involve reading of substantial texts, help students develop their writing, introduce interdisciplinary thinking, and help to develop gender and global awareness. The First Year Seminar program also has a modest budget. This

fund supports classroom activities (field trips, films, speakers, etc.) and development of new seminars and also reimburses faculty instructors who invite their seminars into their homes for a meal.

Hobart and William Smith faculty enjoy teaching in groups, and several First Year Seminars have been offered in “pods” that provide support for faculty and offer students more diverse faculty voices. An example is Fall 2002 FSEM 022 “Crisis and Cultural Change.” This course was offered in ten different sections with ten different instructors. One lecture a week was a shared lecture delivered to the entire group with discussion in individual sections on the other class days. Over the last ten years, there have been pods that dealt with the environment and environmental issues (FSEM 005 “Earth, Air, Fire, Water”), environment and the sense of place (FSEM 131-135, “This Place”), diversity (FSEM 107 “Culture of Respect”), and the reading of Plato’s *Republic* (FSEM 110 “Education, Justice and Happiness”).

The evaluation of First Year Seminars differs from that of other courses. Students in a First Year Seminar fill out two course evaluations, one designed by the instructor’s home department that reviews the effectiveness of the instructor as a teacher, and another that is designed by the Committee on Academic Affairs that reviews the effectiveness of the seminar in regard to its curricular goals. The First Year Seminar instructor also fills out a form designed by the Committee on Academic Affairs. These are administered by the Associate Dean of Faculty and periodically reviewed by the CoAA. Data from these evaluations is presented in a later section on assessment.

12.1.2 Writing Requirement Students with weak writing skills can be required to take a writing-intensive course in addition to their First Year Seminar. The determination that a student must take such a course can take place at the time of matriculation or upon completion of the First Year Seminar.

Students who will be required to take a writing course upon matriculation are identified in several ways. The writing skills of all students in the SAOP or HEOP program are reviewed at the close of that program. Where appropriate, these

students are required to take a fall semester writing-intensive course in addition to their First Year Seminar. Students who self-disclose learning disabilities to the Center for Teaching and Learning and for whom the staff there feels it is appropriate may similarly be required to take a writing-intensive course in conjunction with their First Year Seminar. Finally, the academic records and course preferences of students with very low verbal SAT scores (less than 550) are carefully reviewed by the Associate Dean of Faculty, and some of these students are placed in writing intensive courses as well.

First Year Seminar instructors may also identify students with weak writing skills and require them to take an additional writing-intensive course. This determination takes place at the end of the First Year Seminar. The instructor submits a form to the Registrar with the student’s name along with the seminar grade sheet. This requirement is then added to the student’s record. There is flexibility for the student in regard to the course that will fulfill this requirement and the timing. As most instructors are also their students’ academic advisors, the need for an additional writing course is typically part of the discussion in later part of the fall semester as students meet with their advisors in preparation for spring semester course registration.

The registrar estimates that on average there are ten to twenty students a year who are required to take an additional writing-intensive course. Most of these student take WRRH 100 Writer’s Seminar, but other choices have include PHIL 120 Critical Thinking, and ENG 100 Expository Writing.

12.1.3 Major and Minor (or second major), Disciplinary and Interdisciplinary All students at the Colleges must complete a major and a minor, or second major, one of which is interdisciplinary and the other disciplinary. Majors consist of ten to sixteen courses, while nearly all minors consist of five to six courses. Table 11.2 above lists the currently available majors and minors; more information on each can be found in discussion of Standard 11 or in the current *Catalogue*. While the concentration of study required by a major or minor is not typically considered part of General Education, the requirement of complementary disciplinary and interdisciplinary work is a purposeful and carefully considered strategy for

Table 12.1.4: The Colleges' Eight Educational Goals and Objectives . (See Appendix 1.3.)

- Goal 1.* The essential skills which serve as a foundation for effective communication.
- Goal 2.* The essential skills which serve as a foundation for critical thinking and argumentation.
- Goal 3.* The ability to reason quantitatively .
- Goal 4.* The experience of scientific inquiry and an understanding of the nature of scientific knowledge.
- Goal 5.* An understanding of artistic expression based in the experience of a fine or performing art.
- Goal 6.* An intellectually grounded foundation for the understanding of differences and inequalities of gender, race, and class.
- Goal 7.* A critical knowledge of the multiplicity of world cultures, as expressed for example, in their languages, histories, literatures, philosophies, religious and cultural traditions, social and economic structures, and modes of artistic expression.
- Goal 8.* An intellectually grounded foundation for ethical judgment and action.

broadening student learning experiences while rooting those experiences in a coherent academic program. The requirement thus provides students with the impetus to explore “new areas of intellectual experience, expanding their cultural awareness and preparing them to make enlightened judgments outside as well as within their academic specialty” (description of “General Education” in *Designs for Excellence*, p. 41). In this way, this requirement is part of the College’s General Educational curriculum. This requirement is the result of a long process of curricular development. The history of this development and the requirement’s rationale are more fully described in section 12.2.

12.1.4: The Colleges' Eight Educational Goals and Objectives All students must complete a course of study that addresses the Colleges’ eight goals and educational objectives. These goals and their educational justification are described in detail in the *Students’ Guide to the Curriculum* and excerpted above.

Students address these goals in a variety of ways. Goals 1 and 2 are foundational and are skills common to all fields of inquiry. Students begin work on these goals in their First Year Seminars, but continue to develop their skills throughout their careers. In completing the study in the depth required of any major, a student necessarily addresses these skills.

Goals 3 through 5 (natural science, quantitative reasoning and fine and performing art) are similar to the distribution requirements of many college curricula. Many students address one or more of these goals in completing a major or minor concentration. For those who do not, each can typically be addressed by a single course.

Goals 6 through 8 are addressed in the context of many majors and minors. Where they are not, they are more commonly addressed by a combination of courses rather than a single course.

For all goals except 1 and 2, students go through a certification process to ensure that they have addressed each goal. Students are “certified” as having addressed a goal by their current advisor, either their general advisor before they declare a major, or their major advisor after they declare a major. The process of goals certification has changed significantly over the last five years, but currently it takes place in one of two ways. Students can petition their advisors for goals certification by completing a goals certification forms (Appendix 12.1.2 through 12.1.7) or in consultation with their advisor during the completion of their Baccalaureate Plan (described below).

Student progress toward addressing each of the goals is tracked by the Registrar. Goals appear on student transcripts as non-credit bearing courses—

as soon as a student is certified, the goal is recorded. To assure that students understand their status with respect to the goals, goals are included in a “Baccalaureate Plan” that must be completed in the spring-semester of the Junior year. The Baccalaureate Plan (Appendix 12.1.8) is an audit that reviews student progress toward all graduation. It identifies all outstanding requirements that must be met in the senior year, for the major or minor, or course work needed to address the goals. The current Baccalaureate Plan form allows advisors to accept course work that students have already completed as sufficient for goal certification, or to identify a course or courses that when completed, will be sufficient for certification.

12.1.5 General Education Advising Academic advising is an essential part of General Education at Hobart and William Smith. Advisors help students to understand the requirements and to identify complementary disciplinary and interdisciplinary fields for exploration. They are the institutional “gatekeepers” with regards to goals certification. Each entering student is assigned to an academic advisor. Where possible, this advisor is the student’s First Year Seminar instructor; this is widely accepted as the best-case scenario. In some cases, however, this is not possible. Faculty repeating a First Year Seminar may already have significant advising loads from the prior year, or may be in departments with large numbers of majors, or be under advising stress because of leaves or unfilled positions. In this situation, an attempt is made to have students advised by the instructor in another of their first semester courses. When students declare their major, by the end of the Sophomore year, they receive a new advisor in their major field. This advisor takes over both advising in the major and general education advising.

To support First Year advising, the Associate Dean of Faculty leads an advisor’s workshop just before the beginning of the Fall semester and produces the *First Year Advisor’s Handbook* (Document 12.1.5). To support general education advisors, the Associate Dean of Faculty and the CoAA developed *The Advisor’s Guide to the Curriculum* (Document 12.1.5.2). This publication will be available to faculty online and will be periodically updated by the Associate Dean and CoAA.

12.1.6 Summary of General Education Structure and Delivery The combined effects of the First Year Seminar, the faculty-mandated writing requirement, a major and minor/disciplinary and interdisciplinary pair, and the necessity of addressing all eight of the Colleges’ educational goals and objectives meet the criteria of a general education plan. By embedding the general education requirements in the way they have, the Colleges express their educational philosophy that learning should be both contextualized and applied. By requiring both disciplinary and interdisciplinary concentrations and the need to address all of the goals, students necessarily undertake programs with significant breadth. Specific aspects of the goals address issues of values and ethics. Specific aspects of the goals and the First Year Seminars address issues of diversity, gender, and global awareness.

It should be noted that, first, the Hobart and William Smith curriculum was developed by and is owned by the faculty. Second, it reflects a long process of inquiry and an attempt to construct a learning environment that helps our students to succeed. Third, in developing it, faculty have drawn on external resources and assessments. Fourth, that it is purposeful and coherent. And finally, that curriculum is a matter of continuing, deep faculty interest, inquiry, and innovation.

HWS’s most recent retention rate for first-year students returning in their second-year was 85.2% in 2002. While this figure has varied slightly over the past several years it remains too low. The Board of Trustees, the Administration, and the faculty have made retention a priority, and this year a Retention Task Force, chaired by the President, is studying retention and preparing a series of action steps. See Table 12.1.6 below.

12.2 Incorporation of values, ethics, and diverse perspectives Values, ethics, and diverse perspectives are explicitly addressed through goals 6, 7 and 8 (see earlier description of these goals for detailed explanations). The goals provide a “minimum” standard of course work that deals with these issues. For many students, however, these are more realistically encountered with the context of a major, a minor, an off-campus program, or co-curricular activities.

Table 12.1.6:

Retention and Loss of HWS Students for 1993-1998 Entering Cohorts at the End of the 2002-2003 Academic Year

Student Status	Entering Cohort Year					
	1993	1994	1995	1996	1997	1998
Graduated	72.6%	73.6%	73.1%	71.0%	70.8%	75.5%
Currently Enrolled	.2%	1.1%	.9%	1.1%	2.2%	4.3%
Voluntary Withdrawal	22.5%	21.6%	20.9%	24.0%	22.0%	16.4%
Required Withdrawal	3.8%	2.7%	4.1%	3.1%	4.0%	2.6%
Permanent Separation	.8%	.8%	.9%	.7%	1.1%	1.2%
Death	.0%	.2%	.2%	.0%	.0%	.0%
Total Number in Cohort	497	527	465	542	551	493

12.3 Official Description of General Education Requirements General Education requirements are thoroughly described in several official publications:

The Catalogue contains a chapter on “The Curriculum” which describes degree requirements, including the eight goals and objectives, the faculty-mandated writing requirement, majors and minors, and the function of the Baccalaureate Plan.

The “Academic Advising” page (<http://www.hws.edu/academics/advising.asp>) of the Colleges’ website describes and provides online access to several official documents on the curriculum:

[HWS Curricular What, When, and How](#) is a quick reference on the curricular requirements for students. It briefly outlines what students need to do to graduate, when they need to do it, and how they can accomplish it. (Document 12.3.1)

[The Student Guide to the Curriculum](#) provides a somewhat fuller description of the HWS curriculum. This resource includes a discussion of disciplinary versus interdisciplinary programs, a description of each of the eight goals (including lists of courses related to some of the goals), as well as answers to some frequently asked questions. (See Document 12.3.2 and Appendix 14.1.1.)

[Goal Certification Forms](#) describe the goals and provide commentary on the types of course work that could address a goal. These forms are also available in the Registrar’s Office. (Appendix 12.1.2-12.1.7)

“**The Guide**” (<http://academic.hws.edu/guide/>) is an on-line resource describing disciplinary and

interdisciplinary majors and minors and their requirements. Students and their advisors can use this page to access forms for the declaration of major or minor that are specific to each major or minor and clearly describe the course work necessary to accomplish them.

12.4 Assessment of General Education The Hobart and William Smith Colleges faculty have been in a nearly continuous discussion of the Colleges’ curriculum for the last ten years. Evidence of this continuing discussion is the number of faculty retreats and seminars and initiatives that have examined the curriculum in the last ten years.

- November, 1994, Faculty Curriculum Seminar (full day)
- December, 1995, First Toronto Retreat (four days)
- May, 1996, Faculty Development Retreat to support New Curriculum
- December, 1996, Second Toronto Retreat (four days)
- February, 1998, Faculty Retreat (on campus) on The First Year Experience
- October 1999, Faculty Mini-Retreat (one day) on Curriculum and Implementation
- April 2000, Curriculum Subcommittee impaneled to develop alternative models

This continuing “self-assessment” is based largely upon faculty experience and perspective, although not totally. Independent data on student profiles, student perceptions, and student performance have been part of several retreats, particularly the first and second Toronto retreats.

Assessments have also been undertaken on some, though not all, of the components of general education. For self-assessment of these aspects of their undergraduate education by graduating seniors see Appendix 14.1.2; a retrospective assessment by graduates can be found in Appendix 14.1.3.

12.4.1 First Year Seminar Students Students in First Year Seminars complete a specially designed course evaluation form each fall (Appendix 12.4.1). These are kept in the Provost's Office. Since 1998, the responses on student forms have been entered into a database. These data are tabulated by year and summarized for the five-year period of 1998 through 2002 in Appendix 12.4.1.2. Evaluations prior to 1998 were discarded in a reorganization of the Provost's Office in 2000.

The use of the data in these evaluations has been episodic. Though not presented in the summary data tables in this report, it is possible to compare particular seminars. In 1999 the ad hoc administrative group in charge of First Year registration and orientation considered discontinuing the policy of housing students by seminar. The extra constraint of housing by seminars complicates the housing process and delays it until after First Year pre-registration has

been completed. However, the strong student preference for the policy as evidenced in the course evaluations was important in deciding to continue the policy, in spite of the added work it represents. (See Table 12.4 for evaluations.)

12.4.2 First Year Seminar Instructors Instructors in First Year Seminars are also asked to complete a special evaluation form (Appendix 12.4.2). Forms for only two years (2001 and 2002) are still available, older forms having been discarded during the reorganization of the Provost's Office. Most of the questions in this evaluation form are concerned with the mechanics of seminars (texts, amounts of reading, character of assignments, etc.) and the responses to them are not particularly useful in gauging the effectiveness of the seminar. One question, however, does ask instructors to list their objectives and the degree to which they feel the seminar met them. This open-ended question elicits a variety of responses that is difficult to quantify adequately. However, a crude tabulation of the frequency of responses by category shows that most instructors do place significant emphasis on basic skills (reading, writing, critical thinking), and the majority of respondents believe that students in their seminar have made progress on these skills as a result of the seminar. (See Table 12.4 below.)

Table 12.4: First Year Seminar Evaluations
Most Common Instructor Responses: What were your chief objectives for the seminar? Were these met?

Objective	Was objective met?			
	2001		2002	
	Yes	Perhaps	Yes	Perhaps
Improving student writing	7	2	6	0
Improving student critical reading	5		1	1
Improving student critical thinking	5	2	5	1
Improving students' ability to question assumptions about themselves	3	3		
Improve student argument/persuasion/communication of ideas	2	0	2	1
Improve students' understanding and appreciation of diversity	2	0	0	0
Engage students in consideration of values and ethics	2	0	1	0
Improve cross-cultural understanding	1	1	0	0
Engage students in active learning	1	1	1	1
Expose students to interdisciplinary thinking	1	0	1	1
Improve advising			1	0
Number of instructors responding	15		10	
Total instructors	32		35	

12.4.3 Faculty Mandated Writing Requirement No assessment of this requirement has ever been attempted and there is no existing data on which to base such an assessment. Students required to take an additional writing-intensive course have an additional “flag” set on their electronic transcript. This flag is cleared once the requirement is filled, eliminating the possibility of identifying these students once they have completed the requirement. The Assistant Registrar tracks completion of this requirement. She estimates that between ten and twenty students each year are required to complete an additional writing course.

12.4.4 Disciplinary/Interdisciplinary Requirement When they adopted the Disciplinary/Interdisciplinary requirement, faculty believed that the complementary nature of the two concentrations would broaden student programs in coherent way. Since its institution in Fall 1996 (Class of 2000), students have met the terms of this requirement and so increased the numbers of minors in interdisciplinary majors and minors. The impact of this requirement upon students’ programs, however, has not been assessed. However, our survey of graduates showed 89% agreed that the interdisciplinary studies offered at HWS were a valuable experience. (See Appendix 14.1.3, p.3.)

12.4.5 Goals An operational assessment of the goals is straightforward: as a graduation requirement, completion of course work that “addresses” the goals is a part of every graduate’s program. Of course, it is hoped that students do not simply “address” the letter of the goal by taking one or more courses but rather achieve the spirit of a goal by developing the intellectual foundation, proficiency, habit of mind, or skill that underlies a goal. This is a much harder objective to gauge, particularly since the true assessment will be the lives that HWS students make for themselves and the ways in which those lives are conducted. The Colleges have never made this type of comprehensive assessment of its curriculum. However, when asked to assess their what they had learned, graduating seniors indicated real accomplishment. For student self-assessment

see Appendix 14.1.2, Tables 1 and 2. Note comparisons to peer institutions.

12.4.6 Advising Advisors play a key roll in explaining the curriculum to students and helping them to develop their academic program. This work is begun with a “general education” advisor, preferably the student’s first year seminar instructor, and completed by an advisor in the student’s major field. No formal assessment of the advising has been undertaken; however, the HEDS survey does contain responses from graduating seniors regarding their academic advising. See Appendix 14.1.2, Table 3.

12.4.7 Other Assessments As part of the review of the general curriculum and discussion of potential modifications to the First Year Seminar program, the 2001-02 Curriculum Subcommittee of CoAA conducted a student survey. This survey was created by the student member of CoAA and administered to students attending classes in a single, “peak” class period, thus achieving a broad cross-section of the student population. The survey (Appendix 12.4.7) was designed to inform questions that had emerged during the discussion of curriculum revision proposals, and thus the questions are very particular and not a good basis for comprehensive assessment. The Subcommittee’s analysis of the results is included in this report as Document 12.4.7. Of significance to this report are results having to do with student satisfaction with the First Year Seminars and the goals requirements.

Question 5 asked whether students’ First Year Seminar was a rewarding academic experience. Across all class years, only 47% of students (n=430) indicated a positive response to this questions. This compares with 64% of students who report a positive academic experience on their First Year Evaluation form. Disaggregating these results by class shows wide variability in the results; 47% of first-year students, 41% of sophomores, 59% of juniors and 44% of seniors report positive experiences.

Other questions examined the Goals. Question 2 asked students to rate their

“awareness” of the goal requirements. This question was motivated by concerns that students might be confused by the language of “goals” versus “required distribution courses.” The responses to this question indicated growing awareness of the goals among upper class students.

12.5 Concerns

Lack of Comprehensive Assessment: While parts of the general curriculum and its impact on students have been assessed, other parts have not. The assessment that has been done has been episodic and focused on particular questions. The Colleges should consider a broader approach to assessing the effectiveness of all of the general curriculum’s components.

Failure to Fully Use Existing Assessment Data: While CoAA has mandated specific evaluations for the First Year Seminar program, it has not made much use of these data. In developing a plan for more comprehensive assessment, it is essential that this plan include not only what data to collect, but how that data will be used.

First Year Seminar Program: Several aspects of our First Year Seminar program deserve careful scrutiny.

1) Between a third and half of students do not believe that their First Year Seminar is a rewarding experience. The Colleges need to better understand why this is the case. Two potential explanations that should be more fully explored emerge from reading First Year Seminar evaluations. First, students may not understand the purpose behind First Year Seminars and their emphasis on “process” rather than “content.” Judged on the basis of their highly varied content, it is easy to dismiss First Year Seminars as quirky and irrelevant experiences. Second, many of the most dissatisfied students comment on the fact that they were not in a seminar of their choosing. While it is not possible to put all students in their first choices, it might be prudent to directly confront this issue in each seminar, at the same time explaining the focus on process over content.

2) First Year Seminar instructors consistently report reading, writing and critical thinking as important objectives for their courses. This is in keeping with the curricular goals of the First Year Seminar program. However, there are other topics (global awareness, interdisciplinary thinking, diversity) that seem not to be consistently addressed. Either the Colleges should abandon those as goals of the First Year Seminars and focus on the common skills, or they should develop resources to help faculty incorporate more of these other themes into their seminars. This year, the Associate Dean of Faculty has been holding a series of meetings in an attempt to resolve these issues.

Advising: The strength of a student’s overall program and the degree to which that student meets the Colleges’ educational goals and objectives is determined in no small part by the advising that student receives. Over the last several years, we have developed many important tools to help support advisors have been developed. But additional progress in improving advising will certainly require that the faculty develop tools to assess the quality of student advising and adopt strategies for correcting advising problems which those tools will help us to identify. CoAA is currently looking into advising and will be making a series of recommendations.

Standard 13: Related Educational Activities

13.1 Basic Skills

13.1.1 First Year Advantage Prior to arrival on campus, first-year students are given the opportunity to enroll in **First Year Advantage**, a six-week, non-credit course at the beginning of the fall term designed to provide entering students with strategies and structures for achieving academic success. The curriculum, taught by the Colleges' staff and current students, addresses critical factors contributing to student success in college: academic support and study skills; social and personal connectedness; self-advocacy; and healthy decision making.

Approximately 180 incoming first-year students self-select to take the course, though many students thought to be at risk are contacted by the first-year deans. Evaluation forms completed by all students at the end of the program are used in planning the next year's program.

13.1.2 Center for Teaching and Learning (CTL) The Center for Teaching and Learning provides academic support services for students at HWS. CTL was formed in summer 2002 to expand on and reformulate the activities of the Center for Academic Support Services (CASS) following an extensive review by specialist brought in from the outside. With a new Director brought in July 2003, CTL is building on the support activities previously delivered by CASS. (See 9.2.1 above.)

13.1.3 Higher Education Opportunity Program (HEOP)/ Summer Academic Orientation Program (SAOP) of the Office of Intercultural Affairs. The **Higher Education Opportunity Program**, a new York State program administered by the Office of Intercultural Affairs, is designed to improve the educational opportunities available to economically and educationally disadvantaged students who have demonstrated potential. Intercultural Affairs also offers the **Summer Academic Orientation Program** as a pre-college program to provide comprehensive academic

and non-academic preparation for college study.

13.1.3.1 HEOP Admissions Process The responsibility of recruiting and the enrollment of historically disadvantaged individuals are generally shared within the Office of Admissions. The office has designated one multicultural admission director whose primary responsibility is to assist the institution in meeting HEOP goals.

At the end of each summer, the HEOP Director, Director of Admissions and the Associate Director of Financial Aid and Admissions will meet with the staff from all the offices to insure that the travel and recruitment activities are coordinated. In addition, an effort is made to insure that all of the offices are operating from a common database. It is believed that active recruitment remains the most effective way to identify interested students. Recruitment plans include maintaining the effort that has been successful in the Metropolitan New York City area. To insure efforts to enroll under-represented students from Upstate New York in cities such as Albany, Utica, Syracuse, Rochester, and Buffalo, the Colleges will work with high schools in those areas that have sent students to us in the past, as well as try to develop new feeder schools.

Lists of high schools and college fairs in the target area have been compiled. A letter scheduling visits is sent to all the identified high schools by the end of August and followed up with a telephone call in early September to confirm registration for fairs, college night, and the like. In addition to these scheduled assignments, other recruitment activities will include

- using student locator lists
- campus visits for students and agencies throughout the year
- participation in Open House and Parent Days
- multi-cultural Weekend – prospective students are brought to campus for a weekend visit, to attend classes and gather a first hand information about the colleges

- informal gathering with prospective students in community centers
- inviting centers to bring students to campus.

In late September, the HEOP staff and admissions staff will set up regular meetings that will allow for program plan modification as needed. There is then provision of or referral to relevant course and support services for admitted under-prepared students and to remedial or pre-collegiate level courses that do not carry academic credit.

13.1.3.2 Summer Supportive Services The primary goal of our Summer Academic Orientation Program (SAOP) is to give students an early exposure to the rigors and expectations of academic course work.

The objectives of Hobart and William Smith Colleges HEOP Summer Academic Orientation Program (SAOP) are to provide

- HEOP pre-first year students with developmental course work to ease their transition to college level work;
- HEOP pre-first year students with an orientation to college life in general and Hobart and William Smith, specifically;
- HEOP pre-first year students with academic advisement and counseling;
- HEOP staff and students with the opportunity to develop a cohort relationship;
- HEOP pre-first year students with an orientation to the historical and cultural contributions of the community.

Summer developmental courses include Study Skills; Research Reading and Writing Skills; and Film Analysis.

To provide developmental academic support, Intercultural Affairs uses various non-traditional techniques. Because it recognizes that the traditional classroom style is not always conducive to learning, a series of workshops has been designed to provide learning environments that encompass various learning styles.

Integrated Math & Science is one of the courses taken by students attending the summer program. This course is not normally be used to fulfill requirements needed for completion of a major or minor, but the course is counted as one of the 32 courses required for graduation and is listed on student transcripts.

In addition the program staff provides each student with a written and verbal evaluation of a specific nature concerning progress, regression (where noted), areas of concern, and suggestions for continual improvement during the academic year.

The primary focus of tutoring Higher Education Opportunity Program students is to provide proactive intervention. Students have been identified by staff and faculty or have self-identified as having difficulty in a particular academic subject area(s). During the academic year, all HEOP students have tutoring services available to them through the Center for Teaching and Learning. First-year students are strongly encouraged to participate in tutoring if their academic backgrounds are weak or if their summer experiences indicated a need.

Students tutorial needs are identified by

- Summer program academic evaluation: a student will be recommended to see a tutor based on outcome of student progress reports and poor performance during summer program courses;
- Staff recommendation for historically difficult courses: a student who signs up for a historically difficult course will receive tutoring in that subject area;
- Faculty recommendation: a faculty member may advise student to seek tutorial assistance;
- Self-identification: a student may request a tutor;
- Academic probation contract: any student on academic probation will be

required to meet regularly with the HEOP counselor and he or she will recommend tutoring if applicable.

The students' tutorial needs are met in a variety of ways, including individual and/or small group sessions, peer tutors, and professional tutors. In addition CTL offers individualized help to students requiring study skills. The types of tutoring services include individual, small group, peer, professional, and structured study tables. The type of tutoring the student receives is dependent on the needs of the individual student.

Tutors are either upper-level undergraduate students or professionals. Applicants must possess the skills, emotional maturity, and an attitude that are positive about meeting the needs of program students. They must have the ability to communicate effectively and be willing to complete requested tutorial documentation in a timely manner. Students receive information about the tutoring process during the pre-first-year summer program. The process is reinforced during academic advising sessions with staff.

Tutorial services in writing and time management are by appointment only. Individual and small group tutorials are on a voluntary basis and are arranged at a time that is most convenient for the tutor and the student (s).

The evaluation process is a combination of the final grade measured against tutor requests; the number of times met, the length of the meeting, and student preparation for the sessions will be taken into consideration. The best measure is the improvement made by the student in the course.

Other tutoring services are available through individual professors on a voluntary basis. Some classes provide student teaching assistants as well as the opportunity for group study. Some of these efforts are coordinated through the Center for Teaching and Learning. The HEOP staff works closely with all faculty and staff to insure that students in need are receiving the required assistance.

The HEOP office maintains a log containing a list of all students we recommend for tutoring, the request date, and date of the first tutorial session. The Center for Teaching and Learning submits documentation of tutoring hours for HEOP students at the end of the semester.

There currently is no test or evaluative instrument used for placement of students in developmental courses and there has been no formal analysis of the impact of developmental program completion on student persistence and academic achievement. Only anecdotal information is available.

However, according to data that is compiled in compliance for the Higher Educational Opportunity Grant, the graduation rate for program students is eighty-nine percent.

13.2 Certificate Programs Hobart and William Smith Colleges offer Teacher Certification Programs through their Education Department. The Department offers programs leading to certification in childhood education (1-6), childhood and special education (1-6), and several disciplines at the adolescence level (grades 7-12). In the spring of 2004, the department began its first classes for a Master of Arts in Teaching (MAT) program. The program has been designed to help candidates meet New York State requirements for the "professional" certificate. It is provided exclusively for students who have gone through the College's undergraduate teacher certification program. These programs have been revised to comply with new state regulations and have been approved by the New York State Education Department. By reciprocal agreement, New York State certification is recognized in many other states.

In all Hobart and William Smith certification programs, students learn to teach by teaching and devote the bulk of their course concentration to academic study outside of the department. Students in the teacher certification program may major in almost any discipline or program offered by the Colleges, with the proviso that those seeking adolescence certification must major in the subject area in which they wish to be certified (i.e., mathematics, chemistry, English, etc.).

Students must apply for admission to the certification programs. Those admitted to an undergraduate program begin in their sophomore year. The only exception to this policy is in the case of students who transfer into the Colleges. Admission to the program is competitive and is based on good academic standing, demonstrated interest in teaching, and personal traits such as initiative and responsibility.

All students admitted to the undergraduate certification programs are required to complete four semesters of fieldwork (education practica) in local classrooms. Each semester students must spend at least three hours per week working in a classroom in which they are placed by the department.

Tutors (sophomores) are expected to observe their cooperating teachers, work with individuals and small groups, and occasionally teach a whole class.

Assistant teachers (juniors) take on increased responsibilities and regularly teach whole classes. Students are supervised as they teach and are offered personal guidance and encouragement to develop their own best teaching styles.

In addition, all students must complete four teacher seminars that run concurrently with the fieldwork. Teacher seminars meet once a week and address issues of pedagogy. One semester in the senior year is devoted to full-time student teaching. Three course credits are granted for student teaching and an accompanying seminar. All candidates for teacher certification in New York State must also pass the New York State Teacher Certification Examination. Student teaching is the only part of the certification program that is awarded course credit. Tutoring, assistant teaching, and the teacher seminars are all undertaken outside the normal curriculum and are carried in addition to a full course load in other subjects. However, students may elect to take courses offered by the department leading toward a minor.

13.2.1 Distribution Requirements for Certification In addition to completing the education practica and teacher seminars as noted above, all students pursuing certification must fulfill the following distribution

requirements: one science course (lab course recommended), one social science or history course (two are recommended), one fine arts course (art history is acceptable), and two courses in a language other than English (or placement at or above the second year level in a language).

13.2.2 Childhood Teacher Certification (1-6)

Students may prepare to teach at the elementary level by completing the childhood teacher certification program. Education practica in this program are completed in a variety of public and private childhood settings in the Geneva area. Student teaching must be completed at the sixth grade level or below. In addition to the distribution requirements noted above, students pursuing childhood certification must also complete college-level work in mathematics. Students may pursue most majors offered at the Colleges.

13.2.3 Childhood Education/Special Education Childhood (1-6)

Certification in special education along with childhood education is available through the department. In addition to completing all of the requirements described above for childhood certification, students pursuing special education certification must take at least four courses in special education offered by the education, psychology, and sociology departments, and must complete three additional teacher seminars in special education. Student teaching is carried out in both general elementary classrooms and in special education settings. The special education program at the Colleges is intended to prepare students to work in a variety of school settings with children with disabilities.

13.2.4 Adolescence Teacher Education Program (7-12)

Students prepare for adolescence certification by attending teacher seminars and by tutoring and assistant teaching in secondary schools. Most of this teaching is conducted in the subject area in which they are preparing to teach. Presently, the Colleges are licensed to prepare teachers of English, social studies, biology, chemistry, physics, earth science, general science, French, Spanish, Latin, Greek, and mathematics.

Adolescence certification candidates must meet certain requirements regarding their areas of concentration and must student-teach at the seventh-grade level or higher in the subject area in which they seek certification.

13.3 Experiential Learning Hobart and William Smith Colleges offer an array of internship opportunities. Local, national, and international programs give students a chance to get practical experience and put their knowledge to work. Administered by the Career Development Center, internships are coordinated by an Internship Coordinator through the Collaborative Internship Program, a partnership among students, faculty and worksites.

Internship projects, usually on a semester basis, provide a credit-bearing learning experience in which participants have the opportunity to gain valuable skills, make a significant contribution to a work place, learn more about an area of study, and build a network of professional contacts.

Work environments include non-profit, governmental, and for-profit placements. Although the opportunities available vary some from semester to semester, past participating work sites include Savings Bank of the Finger Lakes, Family Counseling of the Finger Lakes, Seneca Lake Pure Waters Association, Border City Multi-Age School, Success for Geneva's Young Children. Hobart and William Smith also offer internships with several corporations and health care organizations in Geneva and nearby Rochester.

Other annual internship programs have been regularly administered through the Career Development Center in **Washington, D.C.**, working in government and the private sector; in **Boston**, where internships include work with non-profits, and for-profits; in **New York** and **Los Angeles**, for internships with gallery owners, publishers, architects, and film makers; and in **London**, where select students can conduct research and learn the ropes working with enterprises that have global reach. Several other opportunities are available in nearly thirty overseas locales through the Colleges' study abroad program.

The program is open to sophomores, juniors or seniors with at least a 2.7 GPA. An application is required for admission to the program. The application can be downloaded or picked up at Career Services, on the second floor of the Scandling Student Center. Factors taken into consideration for admission include relevant course work, faculty recommendations, a resume, and a personal statement of interest.

13.3.1 Education Field Placements Our undergraduate Teacher Education Programs emphasize the importance of learning to teach by teaching. The Education Department places students in area schools as soon as they enter an education certification program. For four semesters, generally their sophomore and junior years, they spend three to four hours every week in school classrooms. By the time they begin their senior year student teaching semester, they already have approximately 200 hours of work in different schools and in four different classrooms. They have worked with a variety of different teachers and students and have had the opportunity to think about teaching and learning in real settings, not just in the college classroom or working on a computer simulation. The mentoring they received from classroom teachers over the two years in field placements is invaluable. Because of these extensive field experiences, the seniors feel ready to tackle student-teaching.

During the senior year student-teaching experience, students spend the entire semester working in a classroom under the direction of the classroom cooperating teacher and a Hobart and William Smith Education Department faculty member. The faculty member observes the student teacher teaching in the classroom a minimum of once a week for an extended period of time and works closely with the cooperating teacher and the student teacher to ensure that student teaching is a growing experience for the student teacher.

13.3.2 Public Service Program The public service program offers an interdisciplinary minor built upon courses that include a service learning component. These courses change yearly. American Commitments, a group

involved in community service, coordinates service learning courses and can provide updated information. In addition, students are required to have a culminating service experience in a senior seminar or independent study.

Equity and service, development of leader citizens, doing community service and service learning, all in the context of liberal learning that embraces civic responsibility and community engagement, are explicit to the mission of the Public Service Program. Service-learning courses and the Public Service minor are coherent with several of the Colleges' curricular goals: Goal 6 requires students to acquire an intellectually grounded foundation for the understanding of differences and inequalities of gender, race, and class in one or more courses.

Specifically, students in service-learning courses inevitably encounter issues of diversity, including gender, race, and class. Course work asks students to analyze, interpret, and understand such issues and potential resolutions. Goal 8 challenges students to develop an intellectually grounded foundation for ethical judgment and action. Courses that examine values, ethics, social action, social policy, social justice, and the responsibilities of citizens in contemporary society address this goal.

Students in service-learning courses, and minors in Public Service, experience the real life challenges that are the result of diverse communities. In addition, students often participate in service-learning in our global education programs in the Dominican Republic, Vietnam, England, and Senegal; students may be able to experience Goal 7 in action.

Goal 7 asks students to acquire a critical knowledge of the multiplicity of world cultures, where "critical knowledge" refers to a broad understanding of the global complexity of the world and their place in it through a combination of courses that examine at least two distinct cultures. Public Service minors and students in service-learning classes integrate their course work with social action

through participation in community service and service learning, and internships. The aim is to combine theory with practice. Graduates have entered into the not-for-profit sector, worked for the Peace Corps, Teach for America, and become social workers and educators, to name several commitments.

13.3.2.1 Public Service Program Curriculum More than twenty courses at Hobart and William Smith are part of the larger service-learning curriculum and provide the base for the Public Service Minor. These courses are offered in a variety of disciplines, including economics, education, religious studies, sociology, philosophy, and political science.

In service-learning courses, students generally volunteer for two to three hours per week for approximately 80 percent of the term. Examples of past and current placements include acting as teaching assistants at two Head Start programs, helping with the Community Lunch Program, serving as buddies to people with mental disabilities at Lakeview Mental Health, tutoring children at the Boys and Girls Club, observing and assisting in a variety of areas with Finger Lakes Health, and teaching middle school students about the Holocaust.

Assessment is undertaken through the administration of exit questionnaires to all students minoring in Public Service. This may be done after they complete the senior seminar. In addition, the Public Service Office administers questionnaires about community service and service-learning placements to students and to agency hosts, providing a rich source of student and community feedback.

13.4 Non-Credit Offerings

Non-credit courses include courses associated with the Teacher Certificate program (see above) and include teacher practica and knowledge associated with preparation for teaching practica; First Year Advantage (see above); CTL writing workshops; and courses offered through the HEOP/SAOP programs (see above).

13.5 Off Campus Programs administered by the Center for Global Education (CGE)
(See 11.3.4.)

For a list of programs see appended document 11.3.4.

All HWS students who study abroad have access to learning resources such as the internet and a local or university library to at least a limited extent, although the facilities and resources vary widely from site to site. Access is most limited in many of our developing world sites, such as Vietnam and Ecuador, and most extensive at our affiliate sites abroad such as Advanced Studies in England/Bath (England), Denmark's International Study Program (DIS), and the Institute of American Universities (IAU), located in Aix-en-Provence/Avignon, France, which have their own lending and research libraries, adequate technologies, a full-time faculty, and other resources for study and independent learning. At those sites where the technology or library resources might not be adequate to support our expectations for research and learning at the home campus, the assignments themselves are developed with the site's limitations in mind and thus students are able to undertake substantive projects or field experiences using the resources that are available to them.

For other student support services, again, the scope and quality of services varies from sites that boast their own "Dean of Students" offices (Denmark's International Study Program, Bath, the Institute of American Universities, Japan Center for Michigan Universities) to those with a single contact person, but students are generally satisfied with these. Where resources are most limited, our own faculty directors fill the gap and develop an intense, highly personal relationship with each student. The faculty directors are attuned and responsive to student needs and intervene in areas ranging from concerns about housing to floating emergency loans to assisting them in finding local medical attention.

13.5.1 Program Development Most of the off-campus programs are developed and led by

HWS faculty directors, who develop their programs and curricula in consultation with their academic department and with the Committee on Global Education (CoGE). The courses that they teach abroad (plus any that are delivered by on-site agencies, host-country faculty, etc.) are vetted through the same CoAA that oversees all courses and curricula on the home campus. Thus contact hours, standards of rigor, and general practices must be compatible even if somewhat different in nature or content from courses presented here at HWS. Similarly, it is the responsibility of the faculty director to ensure that the courses taught abroad can be supported by sufficient learning resources (i.e., library or reference materials, etc.) for the students.

There are no joint-degree programs administered by the CGE. HWS' consortial relationships (whether or not these are defined to include program "affiliates") are clearly consistent with our missions and goals. They enable us to offer a much wider array of programs than we could offer on our own; they provide us with faculty expertise outside of our own faculty's areas. Finally, we work with institutions that share the strong commitment to international education that we maintain.

13.5.2 Program Impact and Supervision

Our international partnership programs, particularly the Partnership for Global Education (PGE), have had a very positive impact on the Colleges' resources by allowing the sharing the cost of program development (as accomplished recently in Central Europe), oversight, and staffing. In addition, we gain access to the faculty-staff expertise of other institutions, enabling each institution to broaden its own curriculum and offerings. A recent example of this is in the long-standing but previously independently-run program in Queensland, Australia. HWS opened the program to Union College faculty and students through the PGE, and a permanent New Zealand component was added because of the participation of Union College professor John Garver.

Another benefit is that many of our programs can be offered more frequently, which benefits

students who might have somewhat constrained schedules and also benefits the institution in cutting better “deals” with host institution providers of service who see us as “regular customers.” Finally, drawing from a larger pool of student applicants enables us to fill under-enrolled programs, enhancing cost effectiveness and sometimes enhancing the dynamics of the group experience.

HWS affiliate sites abroad (i.e., those that are not developed or led by our own faculty) are, in most cases, directly connected to and overseen by another accredited institution (e.g., Advanced Studies in England/Bath, a subsidiary of University College, Oxford; Denmark’s International Study Program, accredited through University of Minnesota and the Danish Ministry of Education) or by a consortium of accredited institutions such as the Japan Center for Michigan Universities or the New York State Independent College Consortium for Study in India. In each case, the affiliate is run by staff with appropriate academic backgrounds and credentials and has consistent standards for contact hours, course content and rigor, faculty credentials, library materials, and student support services, processes, and governance. The affiliates have their own free-standing boards of trustees and governing structures while the consortial programs are owned and governed under the umbrella of the accredited institutions that are members.

Programs are undertaken with a variety of Memoranda of Understanding/Agreement with a number of HWS affiliates and exchange partners, which are kept in the Center files. Each of our three consortial relationships (PGE, Dominican Republic, India) is clearly defined. See Appendix 13.5 for examples.

The faculty of the CoGE and/or in departments whose majors are the primary beneficiaries of particular programs are regularly invited to participate in site visits to evaluate programs and meet personnel. This typically occurs both at the program development stage and for periodic monitoring and evaluation of existing programs. Although we do not have and need to develop a standard “site assessment instrument,” the HWS faculty who make site

visits do report their findings back to their departments and to the CoGE. In addition, personnel from affiliated programs regularly visit campus to meet with faculty and administrators to discuss new developments, address concerns, and the like.

Affiliates typically provide CGE with a variety of course-related documents, information on program personnel (cv’s, etc.). When HWS students are placed at fully accredited host institutions with university status (for example, the National University of Ireland - Galway), we do not collect course syllabi or faculty cv’s on the presumption that we accept their judgment in hiring appropriate and qualified faculty.

In the case of affiliate programs, the off-site faculty and other personnel have a key role in all these areas. They complete their own program and course evaluations, they plan and revise and plan again their curriculum, trips, housing arrangements, and so forth. And they are entirely self-governed. For example, Maite Monchal, of I.A.U. in France, takes primary responsibility for planning and evaluating the program offered to HWS students and then reports back to the HWS campus through CGE and her contact in our French department. HWS faculty and staff (through CoGE) also conduct evaluations and then may request an adjustment in protocols or programs depending upon how our students’ curricular and personal needs are met.

In the case of HWS-faculty directed sites that are free standing, there may be individuals or institutions from whom we contract services, but the bulk of all the educational and cultural experiences are directed from HWS and thus evaluation and governance are primarily in the province of the HWS director who reports back to CoGE. This being said, our on-site partners frequently assist the director in planning and in assessing the effectiveness of the experiences, courses or programs that they provide. This input is invaluable.

Finally, with faculty-directed programs based on another institution’s campus (such as the National University of Ireland - Galway), the faculty director has most of the responsibility

but must work within a framework established by the host university. There is a good amount of dialogue and negotiation about many aspects of these programs with changes being proposed and enacted by both sides.

The Colleges' off-site locations have a mixed impact on the Colleges' resources, with a number of positive and negative consequences for the home campus and its community. On the positive side, apart from the obvious enhancement of the curriculum and increasing individual student opportunity, study abroad relieves demand in oversubscribed courses, reducing occupancy in otherwise overcrowded residence halls, and reducing by more than 100 per semester the total number of students seeking constant service on the home campus. In addition, since many of the students who seek study abroad opportunities are campus leaders, new opportunities open regularly for others who are more tentative in seeking out these newly vacant leadership positions.

On the other hand, faculty members who are leading programs abroad are lost to on-campus teaching, advising, and committee work. In some highly subscribed majors, this loss may also put great pressure on overstrained enrollments, as not all faculty who teach abroad are replaced on the home campus.

The fiscal questions are very hard to answer and, candidly, CGE is unable to do so at this time. Some programs are inexpensive to run and bring in far more tuition and room-and-board revenue than they expend (e.g., Dominican Republic, JCMU Japan, Senegal, when enrollments are up). Others, usually those run by affiliates, cost more per student than the cost educating them on campus (e.g., Russia, Denmark, Bath). On the whole, it appears that the average cost per student is slightly less than the tuition and fees collected per student, even figuring in the average discounted tuition price for the student body overall.

There are also intangible and, thus far, unmeasured cost benefits to the institution. Admissions data and student surveys indicate that study abroad programs offer the Colleges a powerful tool in recruiting students to the

Colleges as a whole. In addition, Study abroad seems to have a positive impact on student retention, with a number of prospective transfer students deciding to stay on once they receive an admission offer to study abroad.

HWS faculty are involved in the development and review of joint degree and consortial programs, and in validating the quality of course materials and resources used by the providers of study abroad programs, through several different mechanisms. Firstly, HWS faculty meet with visiting consortial or affiliate staff and have the opportunity to ask questions or request changes in programs. Students may not receive major or minor credit for course work taken with consortium or affiliate programs without having the specific course content evaluated by the faculty chair of the relevant department, who in some instances may also consult with other faculty in the department. Through CoGE, faculty review new programs as they are proposed and evaluate on-going programs when student groups return.

13.5.3 Program Assessment Students are asked to evaluate each program upon their return and these evaluations are read carefully by the staff of the CGE and by interested members of the faculty-led CoGE. Before a program or site is renewed, any adjustments that may be deemed necessary are put into place. In Madrid, for example, the faculty director and CoGE determined that the host institution (Colegio por Estudios Internacional) was delivering inadequate service in several areas. In response, the program was relocated for Fall 2003 to Suffolk University's Madrid center.

While CGE believes it has done a good job in assessing student satisfaction with off-campus programs and has adequately assessed facilities, courses, and the like, it has not collected any outcomes assessment data. To address this, the CGE staff and COGE will revise evaluation forms in an attempt to evaluate the scope and quality of the students' cultural experience. A follow-up survey is likely to be needed as well, to examine any

longer term outcomes and impact of the study abroad experience.

There has been little assessment of the effectiveness of programs, however. Data, instead, has been collected about the quality of specific courses, student accommodations, student satisfaction, co-curricular trips and their relevance to the site, and so on. Nevertheless, questions about overall effectiveness have not been asked. The new staff of the CGE will create a new instrument to begin to measure this. It will be of particular interest to determine whether greater cultural insight has been gained, whether there has been any shift in student perspectives, whether foreign language competence has been effectively increased (in non-English speaking sites), and whether the initial impact of study abroad has any long-term effects on students' intended majors, careers, graduate school plans, interest in improving foreign-language or cross-cultural competency, and the like.

The Colleges are very careful to ensure that courses are transferable to an HWS degree. Faculty directors must address this question at the time they propose a new program or a new course (or set of courses). If courses cannot be used to satisfy specific major requirements, students are advised about whether and how the coursework undertaken abroad will fit with their minor and/or required graduation goal areas. Similarly, for students who plan to study abroad with affiliated or consortial programs, department chairs evaluate credit for transfer toward major, minor, or goal areas well in advance of the time when any deposits are due or final decisions made committing a student to a particular program overseas.

13.6 Affiliated Providers In addition to awarding its own degrees, the Colleges participate in a limited number of joint degree programs leading to a Hobart or William Smith undergraduate degree and a specialized degree from another institution. These include Engineering (with the School of Engineering and Applied Science at Columbia University, the Rensselaer Polytechnic Institute, the Thayer School of Engineering at Dartmouth College, and the School of Engineering and

Applied Sciences at Washington University), Business (with Clarkson University and Rochester Institute of Technology) and Architecture (with Washington University in St. Louis). (See 11.7 above in section on Educational Offerings.)

All affiliate providers are fully accredited institutions of higher education as well as being accredited by their respective professional associations.

Standard 14 Assessment of Student Learning

14.1 Expectations of student learning The Colleges have clearly defined academic goals that are directly linked to its statement of mission. As described in this statement, Hobart and William Smith Colleges strive to provide students with a framework for the development of knowledge, skills, and independence through a program of work that combines general study with in-depth study of a single field of knowledge and inquiry. The major equips students with the tools for focused inquiry and the rewards of specialized competence, whereas the students' general program of study introduces academic areas and methods of inquiry beyond the major and emphasizes the interdependence and connectedness of all knowledge. General education goals are regarded as institutional goals, supported and taught within all majors and between majors; the Colleges' require that students' program of study include both disciplinary-based work and work that is interdisciplinary.

The Colleges have in place multiple structures for ensuring that the process of developing student learning goals is not arbitrary or idiosyncratic. CoAA oversees this process in consultation with the Provost. CoAA's Subcommittee on the Curriculum recently completed a year-long, faculty-wide review of the existing goal structure, concluding that it serves both students and the institution well. The current goal structure was developed by the faculty as a result of a curriculum review process that began during the 1999-2000 year. Faculty members spearheaded the discussions leading to the development of both the HWS mission statement and educational goals, each of which was widely debated before being adopted.

Issuing directly from the mission statement, the Colleges' educational goals identify the skills and capacities that the faculty have deemed essential for student learning. These goals are enumerated on pp. 21-22 of the *Catalogue* (items "a" through "h" under "Degree Requirements"), appear on the Colleges' website and in publications about

programs, are readily available to students and, as noted, have been developed through a collegial process by the faculty. Described in detail in Appendix 1.3, they include skills in communication, critical thinking, quantitative reasoning, scientific inquiry, artistic expression; and a foundational knowledge of differences of gender, race, and class, world cultures, and ethical judgment and action.

The goals are explicit and measurable, and processes and mechanisms exist to ensure that they are measured. (See 14.2. below.) Students are required to evaluate their progress in meeting the goals, a process that allows faculty advisors to monitor the Colleges' effectiveness in delivering its objectives. Indirect measures using the HEDS senior survey allows comparison to peer institutions and a long-term post-collegiate survey of HWS graduates provides additional assessment.

Further description of educational goals can be found in Appendix 14.1 and Appendix 14.1.1 from the on-line *Catalogue*. See Appendix 14.1.2 for survey data from graduating seniors and Appendix 14.1.3 for data from 54% of HWS graduates from the classes of 1979, 1982, 1985, 1989, 1993, 1997, and 2001 residing in the U.S.

14.2 HWS Assessment Plan The Colleges are currently engaged in the process of creating a comprehensive plan for the assessment of student learning, to be appended to the Hobart and William Smith Institutional and Student Learning Assessment Plan. The Plan for the Assessment of Student Learning will exist as a separately written document. It is being developed by the Committee on Assessment, a newly formed subcommittee of CoAA, in cooperation with the Vice President for Institutional Planning and the Office of the Provost. The Plan for the Assessment of Student Learning will reiterate the Colleges' goals for student learning and ensure that they can be meaningfully accomplished and expressed. It will describe how various units of the institution will work together to contribute to institution-wide goals, e.g., "acquiring critical knowledge of the multiplicity of world cultures." Guiding

principles for departmental and program faculty to create their own plans for the assessment of student learning will be included in the Plan, as will expectations about deadlines for presenting assessment results. The final plan will flow directly from and inform the work of the faculty: the Committee on Assessment will develop the plan, and then act as an advisory group to the Vice President for Institutional Planning to monitor the process and recommend improvements. (See Appendix 14.2.)

Following is an outline of the Plan that we expect to be in place by the conclusion of the 2003-2004 academic year, including current and intended assessment practices and structures.

14.2.1 Elements of the Draft Plan for the Assessment of Student Learning

14.2.1.1 Goals for student learning at the institutional and program levels The Colleges' goals for student learning and the process by which they were developed (discussed in detail above) will form the first section of the plan.

14.2.1.2 Methods – measures, instruments, tests, criteria – for demonstrating that goals are achieved Currently, the Colleges employ multiple qualitative and quantitative measures to determine whether and to what extent their goals for student learning are being met. These include course-embedded assessments, programmatic assessments, standardized disciplinary tests, student perception surveys, and quantitative and qualitative measures tied directly to graduation requirements.

As described above, the requirements incumbent upon students to complete in order to graduate include successful completion of a First Year Seminar; 32 courses passed with a minimum GPA of 2.0; completion of any faculty-mandated writing requirement; a major and a minor or a second major (one of which must be disciplinary and the other interdisciplinary); certification by an adviser that a student has addressed goals 3-8; and the completion of a Baccalaureate Plan during the spring of the Junior year, describing the progress toward the completion of the

requirements of the major, minor, and goals, and identifying any additional work that is needed to complete degree requirements. The assessment instruments used to monitor this process are a) goal certification forms, and b) the Baccalaureate Plan (which includes audits of the major and minor, as well as the goals).

Goal certification forms are readily available to students and advisors, both online and from the Office of the Registrar (see below), and are described in the *Student's Guide to the Curriculum*. (See Document 12.1.) (See Appendices 12.1.2-12.1.7 for forms.)

In order to ensure that the goal certification process is not perfunctory, a student must complete a Baccalaureate Plan during the spring of his or her junior year, in cooperation with his or her advisor. The Baccalaureate Plan requires a complete review of a student's progress in meeting the goals of the major and minor, as well as the underlying goals of the curriculum. The *Student's Guide to the Curriculum* describes the Baccalaureate Plan. (See Appendix 12.1.8.)

Taken together, the goals certification process and the Baccalaureate Plan represent some of the most direct evidence available to students and advisors that the Colleges' learning goals are being met. Hobart and William Smith faculty members, staff, and administrators currently use numerous other direct and indirect measures to assess student learning, also. They include these instruments.

Direct measures:

Courses:

- Artistic performances and products
- Case study analyses
- Class discussion participation
- Course and homework assignments
- Examinations and quizzes
- Observations of field work, internship performance, and service learning
- Registrar 14 Day Reports
- Research projects
- Term Grade Reports
- Term papers and reports

Programs:

- Employer and internship supervisor ratings

of students' performance
Honors theses
Pass rates on licensure, certification, and subject area tests
Standardized tests of disciplinary content
Student awards, grants, publications, or presentations
Student exhibits and performances
Student publications and conference presentations

Institution:

Baccalaureate Plan
Explicit self-reflections on what students have learned in institutional programs such as the First Year Seminar, service learning, and study abroad
Goals certification process

Indirect Measures

Term or Annual:

CIRP Freshman Survey (1989-present)
Course evaluations
HEDS Senior Survey (1993-present)
National Survey of Student Engagement
One and Five Year Alumni Surveys
Senior exit surveys (by Career Services)

Periodic:

Campus-wide Mail Surveys on Alcohol, Campus Life, and Health and Well-Being
Data on the First-Year Seminar Program
Departmental annual reports
External reviews and program evaluations
Job placement information
Number of current majors and minors
Number of non-majors taking electives in the department/program
Number of students engaged in community service activities
Number of students engaged in honors projects
Number of students engaged in independent study
Number of students studying abroad
Post-Collegiate Life Survey (every 3-4 years since 1987)
Student-Athlete Survey
Student hours spent on service learning
Survey of AOD Norms
Survey of Alcohol and Tobacco Norms

The Plan for the Assessment of Student Learning will undoubtedly identify additional mechanisms that should be included in a comprehensive program of student assessment.

14.2.1.3 Timelines for assessment practices

It is our intention to ensure that the time line or cycle for student learning assessment fits effectively within the College's strategic planning cycle. To that end

- student learning assessment will be carried out within courses each term;
- student learning goals will be assessed throughout the student's four-year experience;
- the annual review of student learning assessment data (discussed in Section VII) will be convened each September, in order to ensure both faculty participation and the availability of data;
- decisions to allocate or re-allocate funds as a result of information obtained through the assessment process will be made by October 15;
- assessment priorities will be funneled into the Colleges' budgeting process each November;
- departmental and program goals and the Plan for the Assessment of Student Learning will be reviewed annually, and updated as needed;
- the Colleges' strategic long-range plan will be reviewed annually, and revised every four to five years.

14.2.1.4 Assignment of responsibility for carrying out the plan

Responsibility for implementing the Institutional and Student Learning Assessment Plan, which includes the separately written Plan for the Assessment of Student Learning, will reside in the Office of the Vice President for Institutional Planning. Responsibility for carrying out the Plan for the Assessment of Student Learning will reside with the faculty, including department and program chairs, as well as the Vice President for Planning. Standing governance structures (COAA, Senior Staff) with strong faculty and professional staff participation will act in an oversight and advisory capacity, and make recommendations for improvement.

14.2.1.5 Description of connections between student learning assessment, institutional assessment, and strategic planning

Planning and budgeting are interrelated processes at Hobart and William Smith. The Colleges believe that the best planning models tie institutional and student learning goals to resource-allocation decisions on an annual basis, with a view toward transforming institutions over time. When done well, strategic planning is a process that is capable of responding to changing priorities and unanticipated consequences. As new information is brought into the planning process, budget and planning priorities evolve: some programs and activities may become less consequential; others may be targeted for improvement; still others may receive increased resources in recognition of the value of their efforts to student learning and the achievement of the mission. In essence, all planning benefits from re-examination and re-definition.

The specific manner in which strategic planning, institutional assessment, and student learning assessment do and will inform decision-making begins with an annual statement of budgetary priorities set forth by the President. Achieving the objectives listed in the Colleges' current strategic plan, *HWS 2005*, is a continuing priority. During the budgeting process, members of the Senior Staff are asked to reflect on what they have accomplished to date in meeting the objectives identified in *HWS 2005*; what changes, if any, they need to make to current priorities; and what they must achieve within the remaining years of the plan in order to meet the full range of recommendations associated with their areas of responsibility. Budgetary guidelines are then established for the latter items.

In this manner, goals associated with the strategic plan are fully integrated into the comprehensive budget proposals submitted by members of the senior staff to the President each fall. Institutional and student-learning assessment data inform the budgetary proposals put forward by numerous members of the senior staff, including the Provost, Vice President for Institutional Planning, Deans, and Vice President for Enrollment. The

President, supported by the Vice President for Finance, then decides how to allocate resources to the operating units of the Colleges after meeting individually with each senior staff member. Collectively, the Colleges' planning and budgeting process affords the President and the senior leadership an opportunity to be strategic in responding to new opportunities, changing priorities, and pressing needs. To further ensure that assessment data is used to guide decision-making, the Vice President for Institutional Planning oversees the strategic planning process, monitoring progress, issuing reports, and assessing results.

The combination of annual reviews of progress of *HWS 2005*; integrated planning and budgeting, which assigns both presidential and divisional priority to *HWS 2005* goals (including those associated with the academic program), and provides resources to fund them; and systematic data collection efforts, focused on both institutional and student learning outcomes, positions the Colleges well to evaluate the efficacy of our planning efforts.

14.2.1.6 Allocation of resources for assessment The Colleges will commit the necessary resources, including human, financial, technical, and physical resources, to carry out the assessment process. The Colleges recognize that the increased emphasis on evaluating and enhancing student learning has resource implications for administrative, faculty, and staff time. Incorporation of assessment activities into the teaching load, and time and support for professional development and improvement, are among these costs.

14.2.1.7 Process for using assessment results An annual meeting will be convened among the standing committees and faculty and administrative groups who are responsible for determining whether the learning experience is meeting its objectives by the Vice President for Institutional Planning. Attendees will include the Provost, heads of the key faculty leadership groups, the Committee on Assessment, and the Deans of Hobart College and William Smith Colleges. These individuals will be responsible for ensuring

that assessment results are reported and used to improve student learning. To that end, assessment data will be published on the *HWS 2005*/strategic planning campus website (<http://www.hws.edu/administration/hws2005.asp>), and the results shared with the constituencies to whom they are relevant (including applicants to the institution) at a meaningful level of detail.

Through the Colleges' annual budgeting process, connections will be made between institutional and student-learning assessment data, decisions made on the basis of that data, and resource allocation. As noted above, the Colleges' planning and budgeting process requires that members of the senior staff annually assign priorities to certain goals over others. Issues rise to the top of the agenda depending on evaluative evidence, external circumstances, and internal priorities. The planning process allows the Colleges to look back and determine what became important to us during the previous year, what worked, or did not work, and whether recommendations that were not addressed have changed in priority. The highly strategic nature of the budgeting process affords us, in turn, the flexibility to quickly and effectively devote resources to priority areas within the institution. As the current strategic planning process comes to an end (that is, the current five-year plan), the information we have gained relative to departmental, institutional, and student learning priorities will be fed back into the planning process, allowing us to modify and formulate new priorities for the succeeding five-year period. This data will in turn become the foundation for a new strategic plan.

14.3 Utilization of student learning assessment information to improve teaching and learning As discussed in the Draft Plan for the Assessment of Student Learning (above), the Colleges have in place regularized processes and protocols for ensuring that student learning assessment data is used to improve teaching and learning. This data will be shared with the campus community via the Colleges' strategic planning website, departmental and institutional publications, the governance structures of the faculty, the annual meeting convened by the Vice

President for Institutional Planning, and formal and informal meetings with faculty, staff, and students. The Colleges' budgeting process will ensure that the groups and individuals charged with responsibility for carrying out the assessment program are empowered and provided with the resources necessary to achieve their objectives. It will be the responsibility of the faculty and the Committee on Assessment to determine how the results of assessment can best be used to modify courses, programs and departments, or the curriculum; to demonstrate that such change has taken place within a meaningful time frame; and to work jointly with other areas of the Colleges whose purposes are critical to the achievement of the Colleges' goals for student learning.

14.4 Use of student learning assessment information as part of institutional assessment As discussed in the Draft Plan for the Assessment of Student Learning (above), institutional assessment of the strategic plan (through annual planning and budgetary processes) provides data about students' academic experience that is used to inform strategic planning and make decisions about resource allocation. The Colleges' current strategic plan, *HWS 2005*, directly references student learning in its introductory statement, and in its focal emphasis on the academic program. Although not yet included in the separately written Plan, institutional processes exist for using assessment data to improve student learning and achieve the goals of the curriculum; The Institutional and Student Learning Assessment Plan will integrate student outcomes and institutional assessment data in a single format, consolidating the numerous data collection mechanisms that currently exist on campus and using them to inform planning. The Vice President for Institutional Planning will continue to update the community on the Colleges' progress in achieving the goals identified in the plan, through reports and presentations to faculty, staff, students, and trustees. Changes resulting from the collection of data on student learning will be the responsibility of the faculty, in cooperation with the Committee on Assessment and the Vice President for Institutional Planning.