

Strategic Planning; Imagining Hamilton Committee (as of 4/24/17)

Academic Culture/Preparing Tomorrow's Leaders

1. Expanded global and field experiences, research opportunities and/or internships
 - a. Creates more opportunities for students to work in small groups with faculty
 - b. Could be accomplished through Jan term, May-mester, or Post-doc experiences
 - c. May also provide an opportunity to create community partnerships and civic engagement, as well as community service experiences
 - d. Might consider an expanded civil discourse and/or leadership curriculum
2. Enhanced off-campus program and opportunities
 - a. Consider requiring an off-campus experience for all students
 - b. Might enable us to grow overall enrollment without growing on-campus population
 - c. Would be attractive to prospective and current students, and perhaps new faculty (location)
 - d. Could involve alumni in the development and support of programs in strategic locations
 - e. Ideas proposed and to be tested in community (and potentially studied) include:
 - i. Expanded NYC program/campus (focused on Economics plus)
 - ii. Expanded DC program/campus (focused on Government plus)
 - iii. Newly developed Silicon Valley Program (CA) for Computer Science
 - iv. Center for Study in the Adirondacks (bringing together Levitt, Career, Writing Centers with Outdoor Leadership)
 - v. Possible additional international campuses (like NYU Shanghai)?
3. In addition to being known for writing and oral communication, add digital literacy as a third core value and skill will we ensure all Hamilton students will master
 - a. Claim this space: be the liberal arts college that prepares our students in these three areas
 - b. On digital: ensure our students can use technology and information to find, evaluate, analyze, synthesize, create and communicate/demonstrate knowledge
 - c. Allows us to more closely align our academic goals with the needs of business (remain relevant)
 - d. Don't take foot off gas pedal on written and oral (in fact, consider requiring the latter)

Equity and Access

1. Confirm our commitment to remaining a school of opportunity (need-blind admission, responsible loan levels, modest tuition increases, admission outreach)
 - a. Identify and explore new pipelines aligned with that goal (QuestBridge, Transfer articulation agreements, etc.)
 - b. Make this a centerpiece of capital campaign and raise money to sustain our promise
2. Consider additional broad and substantive inclusion initiatives to go with our commitment to access and generous financial aid—truly integrate and educate our community on these issues, and find ways for students from different backgrounds to engage with one another
 - a. Explore bundling diversity initiatives and staff, including international, HEOP/Opportunity Programs, Posse support and DMC together under new umbrella with more direction and strategic focus

3. Level the playing field: in addition to SEAS, First Year Forward, and other financial initiatives, make a commitment to remove barriers and provide scaffolding for all students by providing:
 - a. Summer storage: provide or pay, transportation easy (on both ends)
 - b. Regular transportation to airports and around area (professional shuttle a la Colgate Cruiser)
 - c. Funding for one unpaid internship per student, if desired (and one waiver of summer earnings requirement for those on financial aid)
 - d. Consider eliminating first semester GPA, given uneven preparation, in calculating graduation honors or altogether

Student Experience

1. Evaluate and invest in student experience and co-curricular environment to ensure social life is positive, healthy, constructive, attractive, varied and that learning outside classroom is parallel to academic program
 - a. Provide more real world experiences (independent or apartment living options, reduced meal plans, Hamilton housing in village?) to teach resilience and prepare our students for life after Hamilton
 - b. Reconsider living/learning communities and experiences (REAL, LEAP, CO-OP, etc.) or themed housing with an academic component
 - c. Consider the possibility of having faculty live in residence halls, or be affiliated with them
 - d. Evaluate positive impact of First Year Courses on retention and consider a model that expands opportunity for more students with an First Year Experience program that all can buy into
 - e. Goal: best in class graduation rates and student satisfaction and, ultimately, alumni engagement