



HOBART AND WILLIAM SMITH
COLLEGES

An Invitation to Apply

President
Hobart and William Smith Colleges
Geneva, New York

THE SEARCH

For nearly 200 years, Hobart and William Smith Colleges (“HWS,” or “the Colleges”) have prepared students to lead lives of consequence.

Hobart and William Smith Colleges now seek their 28th and 17th President, respectively, to provide clear, strong, and visionary leadership at a critical moment in its development. Located on 320 acres in the Finger Lakes region of New York, on Seneca Lake, in a setting of great, natural beauty, Hobart and William Smith Colleges offer a transformational educational experience that cultivates faculty and student engagement and provides worlds of experience.

The Colleges celebrate their history and heritage, punctuate their work with important moments of reflection, and have emerged as a place that encourages students to identify their strengths, find their path, and reach their potential.

The Colleges’ academic mission emphasizes student-centered learning and a commitment to the liberal arts in a highly interactive environment where excellence in teaching and scholarship are equally valued. Faculty research activity is significant at HWS and is a major part of the institution’s identity. The curriculum itself is highly interdisciplinary in both breadth and depth, with departmental programs existing side-by-side with interdisciplinary programs and with most faculty teaching both within and across traditional divisional lines. The curriculum emphasizes eight goals that are integral to the Colleges’ vision to “explore, collaborate, and act.” Those goals require examination and mastery of critical thinking, communication, quantitative reasoning, scientific inquiry, artistic process, social inequalities, cultural difference, and ethical judgment. Students must complete a major and a minor or two majors; many pursue double majors and many graduate with more than one concentration.

Students and alumni/ae frequently describe their experiences at the Colleges as one of intellectual and personal awakening. The HWS program offers young people with high aspirations the chance to acquire critical skills and to choose among many paths in academic

concentration, service, leadership, athletics, and profession. Students are urged at every turn to discern their interests, and to test their emergent skills on campus and in the world of practice. The strong mentorship of faculty is the foundation of students' success. The student-faculty ratio is 9:1, rivaling the most heavily endowed liberal arts colleges and most private universities. As a direct result of faculty engagement and strong programming, student retention and graduation are regularly eight to ten percentage points above prediction as ranked by *US News*. The Colleges have also been recognized as one of the nation's top colleges and universities with the most recipients of US Fulbright Student Awards.

Since 2008, the Colleges have grown enrollment from 2,000 to today's 2,237 undergraduates. They continue to engage in conversation about the ideal residential college size in a region with challenging demographics. HWS competes in a demanding marketplace, with a high tuition. Growth has come with a cost in selectivity and significant financial aid investment, as well as challenges with regard to class size and facilities.

The Colleges boast strong innovative and experiential programs, which have garnered much acclaim. Service-learning courses are an established part of the HWS curriculum, and course work from the arts to the sciences regularly involves collaborative components with students, faculty, staff and/or the community. Participation in the highly developed CCESL (Center for Community Engagement and Service Learning) links virtually every student to community service projects throughout their four years. The Colleges are rightfully proud of Washington Monthly's #1 ranking for Service in their latest *2018 College Guide and Rankings* (#42 overall).

The Colleges combine an attractive rural location with a notably global perspective. Approximately 60 percent of the Colleges' students participate in study-abroad programs. Princeton Review has ranked the Colleges' study abroad program #1 in the nation for the last two years. The Salisbury Center for Career, Professional and Experiential Education is an outstanding resource for internships and career pathways. Students who utilize the Salisbury Center are guaranteed an internship or research fellowship during their four years, and if a student finds a promising opportunity that is unpaid, stipends are provided to reduce barriers to access.

As a residential campus, athletics and co-curricular activities are an important part of student life. One fourth of all HWS students participate on varsity teams and 80 percent are involved in athletic activities including club teams and intermural sports. Hobart Student Government and William Smith Congress offer leadership opportunities for students, and the campus is alive with over 90 student clubs. In all of the critical academic, social, and co-curricular spheres, HWS has built a rich programmatic structure that can rival any college or university.

Originally founded as Hobart College for men, the Colleges began their coordinate history when William Smith College for women was established in 1906 by women's rights supporter William Smith, friend to many of the area's famous women suffragettes and activists. Hobart and William Smith Colleges today is a residential liberal arts college with a distinct heritage based on a two-college coordinate system. The Colleges have a single administration, faculty, and curriculum but separate dean's offices, student governments, athletic programs, and traditions. The system provides more leadership opportunities for students and places HWS in an important history and

at the forefront of modern conversations around gender and identity. The ways in which the place and value of the coordinate system can and should be reimagined is a current point of conversation as the HWS community engages in discussions about gender and identity in the 21st Century.

Hobart and William Smith have done well in a challenging environment. With a long track record of successful innovation that has only gained momentum in the past two decades, HWS provides the next President with the opportunity to make a significant difference. The next President has a rare opportunity: to engage all members of the Colleges' community in envisioning and enacting a bold plan for the future. Building on the many strengths of HWS, the next President will be called upon to help establish a vivid identity in the academic marketplace, continue to build even more success in retaining a consistently strong student body, and engage in robust fundraising efforts. HWS needs to nurture its academic programs, address the condition of its inadequate facilities for the sciences, and reinvigorate critical initiatives around diversity, equity, and inclusion. Financial stewardship around fundraising and growth of the endowment will be critical to the fulfillment of these goals.

The Colleges seek an innovative, creative leader and strategic thinker with excellent communication skills, whose leadership style demonstrates energy, character, intellect, and passion. HWS values its vibrant intellectual community and expects the next President to forge positive relationships with students, faculty, staff, parents, alumni/ae, and the campus community in meaningful ways. The Colleges have all the essential assets of a great liberal arts college. It seeks a President equal to its future.

A Presidential Search Committee composed of trustees, faculty, students, staff, and alumni/ae is working with Isaacson, Miller, a national executive search firm, to assist with this recruitment. Confidential inquiries, nominations, and referrals may be directed to the firm as indicated at the end of this document.

KEY CHALLENGES AND OPPORTUNITIES FOR A NEW PRESIDENT OF HOBART AND WILLIAM SMITH COLLEGES

The next President of Hobart and William Smith will have an extraordinary opportunity to lead. The Colleges have an excellent, deeply rooted academic culture and offer students an exceptional set of experiential programs. Liberal arts colleges are expensive, and the Northeast faces demographic challenges. The next President, in concert with the Board, the faculty, and the community, has the opportunity to weave an unusually persuasive and powerful identity aligned with students' aspirations for themselves and the tenor of our times.

It is a time of notable change at the Colleges, and HWS has ambitious and complex work ahead. In keeping with Hobart and William Smith history and spirit, the Colleges seek a President who understands the ethos of the place and is capable of leading HWS to grapple with a series of demanding challenges.

Unite the Colleges and their constituents around a vision for HWS that expresses a collective understanding and builds their reputation, on campus, with alumni/ae, and among prospective students.

Hobart and William Smith enjoy a rich heritage and an impressive commitment to a liberal arts education. While some students arrive at HWS with confidence and clear goals, other students arrive unsure of their own voice and not yet fully confident in their abilities. HWS creates a dense ecology that makes all students the agents of their own future. Students deepen their intellectual curiosity and are supported in their quest to discover their voice, their passion, and their capacity for hard work, which they test on campus, in service, abroad, and in the working world. They emerge confident in their aspirations and more certain of their paths. The Colleges need to take their long history of success, express their identity, and take their message to the world.

In recent years, despite programmatic success, the Colleges have struggled with articulating their identity and brand. It is a moment for reflection and care, for drawing on the history and convictions of the Colleges in a shared process of definition. The markets are clear. The work the Colleges do is understood. The articulation requires collective work. A new President should engage HWS in a careful, thoughtful, and community-wide exercise in both strategy and definition. The elements are all available. The opportunity is equal to the challenge.

Strengthen Hobart and William Smith's economic model to achieve a sustainable financial future.

The next President will work collaboratively to put HWS on sound financial footing through a combination of smart enrollment-management practices, adroit budget strategy, revenue development in attractive summer and specialized programs, wise allocation of strategic resources based upon financial analysis, and active consultation with the community. Close coordination between enrollment management and finance will be essential. Philanthropy will make a core contribution, but HWS must prudently steward all of its resources.

These are decisions that require excellent financial judgment and an equal commitment to candor and transparency. All the constituents understand that small colleges in the Northeast are challenged. Hobart and William Smith compete against national liberal arts colleges with larger—sometimes much larger—endowments and with public universities with lower tuition. Faculty and staff are reassured by accurate knowledge and worried when left to conjecture. Making good judgments, building a broad consensus about the Colleges' finances, and making transparent financial decisions that solidify the economic model are essential tasks for the next President.

Bolster enrollment and retention with data-informed decision-making and a clear statement of identity.

In the last two decades, Hobart and William Smith have broadened and deepened their applicant pool, reflecting efforts by the Colleges to capitalize on distinctive programs. Enrollment has increased by 3 percent in eight years and net tuition revenue has increased by 31 percent. Today,

approximately 45 percent of applicants choose to apply as Early Decision candidates. HWS first-year enrollment peaked at 681 in 2011, and projections at the time had planned for similar enrollment in future years. Since 2014, however, real enrollment has hovered around 620, and the tuition discount rose significantly from 43 percent to 57 percent. In an effort to hit enrollment targets, the Colleges increased merit financial aid. In each of the last three years, the shortfall has caused financial stress.

In a recalibration, the Colleges have budgeted at 620 for next year's class of first-year students with a target of a 52 percent discount, which new leadership in enrollment believes is realistic and which produces a balanced budget.

To succeed over the medium term and grow enrollment incrementally, while moving the discount rate below 50 percent, HWS will need a crisper definition of identity. A greater emphasis on core academic success and somewhat greater selectivity will show prospective students, their families, and feeder schools that HWS has the status in the academy that they aspire to join.

The Colleges are successful in retaining and graduating students at levels that outperform predictions, yet there is room for improvement, with strengthened student data that gives early warning of student distress and a more uniformly focused advising structure that has the ability to intervene early and consistently. HWS has done well with retention, relying on its culture and faculty commitment. The Colleges can continue to improve outcomes with a more organized and managed data-driven retention effort, but must also recognize that this may imply some changes to the current culture.

Student enrollment and retention will be central to future success at HWS. The times have gravely stressed the economic model of private colleges. An enrollment strategy that targets students who are likely to succeed at HWS and a more focused retention effort will ensure success.

Champion the value of residential liberal arts education.

Hobart and William Smith seek a passionate advocate for the liberal arts and the Colleges' approach to it. The President will persuasively articulate the importance of, while understanding the challenges facing, a liberal arts education in today's world. As the public voice for the Colleges, the President will deliver a compelling message of the distinctive strengths and merits of HWS inherent in its innovative vision for the liberal arts.

The next President will be available to engage with students, faculty, and staff and will be a visible and important participant in campus life. HWS students share an intellectual curiosity, a desire for engagement, and an interest in the broader world that is palpable on campus. The Colleges are committed to providing a campus environment that supports students, faculty, and staff and that facilitates a sense of shared opportunity and community.

Enhance the Colleges' commitment to diversity.

Hobart and William Smith are enriched by a diverse student body, recently welcoming the most diverse class ever to attend in the fall of 2018. While great progress has been made in diversifying the student body, HWS has encountered difficulties in hiring and retaining faculty and staff from underrepresented groups. The Diversity and Inclusion Task Force was established in 2015 to evaluate and focus on these priorities campus-wide. The Chief Diversity Officer position was created, reporting directly to the President, to ensure that resources are available and goals are aligned across campus. A faculty committee on Diversity, Equity, and Social Justice (DESJ) is also in place and meets regularly to discuss key components of the HWS Strategic Diversity Plan. The Colleges must sustain and expand their commitment to building a diverse and inclusive student body, faculty, and staff. The next President will not only bring a deep-seated commitment to the mission of diversity and equity but also demonstrable measures of success in the area. The President will have a sophisticated understanding of the complex challenges that must be addressed to ensure an equitable experience and success for all students, faculty, and staff on campus.

The next President will be responsible for leading constructive conversations in the HWS community about issues that are difficult and often divisive. These conversations will happen both on and off campus and will frequently reflect larger national and international issues. The President will be tasked with promoting community dialogue that is inclusive and tolerant, as well as productive, dynamic, and honest. The HWS community will look to this individual to facilitate and follow through on these conversations with compassion and care.

Embrace and inspire alumni/ae and donor enthusiasm for the Colleges, offering creative new avenues for greater participation in and support of the institution.

The next President will serve as the lead fundraiser and ambassador for HWS, working closely with the Board of Trustees and the Vice President for Alumni/ae Affairs and Development. The President must have both the energy and aptitude for cultivating new donors, engaging and inspiring an evolving alumni/ae community, engaging the whole HWS community of today and tomorrow.

Like all colleges and universities, HWS faces financial pressures and limited resources. Some facilities are among the best in the nation. For instance, the Gearan Center for Performing Arts, completed in 2016, provides sophisticated space appropriate for the highly regarded and robust programs in theatre, music and dance. However, some facilities are clearly inadequate, especially in science. The next President will be expected to lead the HWS community to identify and confirm priorities, and then plan and lead a capital campaign to secure funding for the Colleges' most pressing needs over the next decade and beyond. The community has a strong history of giving with successful campaigns and alumni/ae participation. The President will work to galvanize the strong philanthropic energy of the HWS community with a well-articulated and innovative vision. The strategic planning process and campus master plan will provide the President, Board of the Trustees, and constituents the opportunity to build a compelling case to increase philanthropic support and continue to grow the endowment to support the mission of the Colleges.

Support and engage the faculty and staff.

The strength of any institution is embodied in the character, intellect, and passion of its employees. At HWS, the faculty and staff are deeply committed to students and engaged in the work across the campus for them to flourish. It is essential the next President engage and communicate with the HWS community as a whole, with various constituent groups, and at the individual level. The next President must be a visible and active presence both on and off campus and serve as a responsive and proactive communicator.

HWS faculty have a particular strength in collaborative and multidisciplinary teaching and scholarship. The President must ensure HWS maintains its excellence in academic reputation by providing strong support to the faculty's scholarly endeavors. The next President must also respect and embrace the strong shared governance structure of the Colleges.

QUALIFICATIONS AND CHARACTERISTICS

Hobart and William Smith seek an influential leader and strategic thinker whose energy, character, intellect, and passion will inspire all those associated with the institution. The successful candidate will bring many of the following qualities, experiences, and skills to the role:

- A deep professional and personal commitment to the mission of Hobart and William Smith;
- A demonstrated commitment to the enduring values of a liberal arts college; the ability to recruit, support, and inspire a faculty of scholar-teachers of the highest distinction; an understanding of the challenges facing liberal arts institutions and the ability to articulate the value of a liberal arts education in the twenty-first century;
- Successful experience as a visionary, strategic, innovative, and inclusive leader who can bring campus constituencies to actionable consensus around bold choices for the next decade and execute large and ambitious plans with fiscal responsibility;
- A demonstrated understanding of brand management, enrollment management, and financial aid;
- Commitment to diversity, inclusion, and equity in an atmosphere of civility and mutual respect; a record of effectively recruiting and retaining diverse talent;
- Strong administrative leadership experience, with equally strong financial management skills;
- The skills, passion, and personality to fundraise successfully and appeal to a wide variety of donors; the character to inspire alumni/ae and lead a strong development effort;

- Exceptional communication skills, with the ability to engage effectively with the many constituencies of the Colleges, skillfully negotiating different points of view; a knowledge of college governance, including experience working with faculties and boards of trustees, aiding both to achieve productive, meaningful outcomes;
- A demonstrated personal confidence to lead, humility to listen, and the propensity to support the efforts of others and to credit their contributions;
- Terminal degree or the equivalent; demonstrated success in roles of similar scope, scale, complexity, and responsibility.

TO APPLY

All inquiries, nominations/referrals, and resumes with cover letters should be sent electronically and in confidence to:

John Isaacson, Kate Barry, Micah Pierce, or Karen McPhedran
Isaacson, Miller
263 Summer Street, 7th Floor
Boston, MA 02210
www.imsearch.com/6734

Hobart and William Smith Colleges are an Affirmative Action/Equal Opportunity employer with a strong commitment to the principles of diversity and inclusion.

THE COLLEGES: HISTORY, ORGANIZATION, KEY ISSUES AND FACT PATTERNS

History

Hobart College was founded in Geneva, New York, in 1822, by Episcopal Bishop John Henry Hobart. Hobart frequently traveled to the interior of the state and determined that the church needed an institution of higher learning for the younger generations, and to ensure that farmers, mechanics, manufacturers, and merchants were all able to receive a liberal education. He succeeded at his task and was honored with the name of the College.

In the early twentieth century, Hobart College sought to shore up its enrollment and finances and to put the College on solid footing for the new century. President Langdon Stewardson sought the financial assistance of William Smith, a local nurseryman, philanthropist, and advocate for women's rights. Smith had become friends with many of the women active in the Women's Rights Movement in nearby Seneca Falls and was persuaded by them to establish a college for women. In 1906, Stewardson and Smith agreed on a "coordinate plan" to found William Smith College for women as a department of Hobart College for men. The essence of the coordinate plan was to have one faculty—the existing Hobart College faculty—teach separate classes for men and women, and to have two separate campuses for men and women. In that way, they surmised, Stewardson would be able to increase the resources of Hobart without admitting women, and Smith would be able to found a women's college. In 1908, William Smith College enrolled its first class of 18 students. The colleges integrated male and female classes in 1943.

Today, Hobart and William Smith Colleges are independent, coordinate liberal arts colleges. Each college grants its own degrees and has its own colors and seal, dean's offices, traditions, athletic teams, student government, gender-specific psycho-social programming, and alumni/ae association. Students, however, attend the same classes and are taught under the same curriculum by the same faculty. Under this structure, students benefit from the community, identity, and leadership opportunities of a single-sex institution, as well as from the socialization, life skills, and robust classroom interactions of a co-ed college.

Academics

The Colleges' mission is to prepare students to lead lives of consequence by providing a student-centered learning environment, globally focused and grounded in the values of equity and service. Through the mentorship of faculty and a wide variety of resources and programs, HWS students develop the tenacity, work ethic, and intellectual agility to be leaders in their fields and communities.

HWS has a rich and varied curriculum that enables students to discover and explore their intellectual interests and passions. Students are able to choose from 45 majors and 68 minors and generally declare a major by the end of their sophomore year. Students also have the opportunity to work closely with a faculty adviser to design an individually tailored major when the focus of study lies outside an established department or program-based major.

In addition to the traditional offerings of Bachelor of Arts and Bachelor of Science degrees, HWS also offers several pre-professional programs for students interested in pursuing careers in specific fields after graduation including pre-law, pre-business, and pre-health. The Colleges have joint degree programs in engineering with the School of Engineering and Applied Science at Columbia University and the Thayer School of Engineering at Dartmouth College. The Colleges also have agreements with Clarkson University and the Saunders School of Business at the Rochester Institute of Technology (RIT) allowing students to complete the requirements for a Master of Business Administration (M.B.A.) degree in one year rather than the usual two or more. Hobart and William Smith and the University of Rochester School of Nursing have established a 4+3 program that provides third-year students a guaranteed seat in either the one-year post-baccalaureate program leading to RN licensure or the three-year program leading to nurse practitioner certification. The Education Department offers a fully accredited field-based Teacher Education Program (TEP) leading to a variety of teaching certifications including: childhood education, childhood and children with disabilities, art, music, and Teaching English to Speakers of Other Languages. A Master of Arts in Teaching is also offered at HWS for students enrolled in the TEP.

Hobart and William Smith boast one of the nation's first Women's Studies programs, begun in the early 1970s, and the first Men's Studies program, both an academic expression of their century-long focus on gender. Additionally, the Fisher Center for the Study of Gender and Justice, founded in 1998, brings together faculty, students, and experts in gender-related fields in the arts, humanities, and social and natural sciences to foster mutual understanding and social justice in contemporary society.

HWS's distinctive and innovative curricular and co-curricular programs are a hallmark of students' experience. The Centennial Center for Leadership (CCL) provides a learning-centered environment to develop global, community, and entrepreneurial leaders who are informed in the Colleges' core values of equity and service. Noted programs of the Center include the HWS Leads Leadership Program, the annual Stu Lieblein '90 Pitch Contest, and the Beyond Borders global leadership program. The Center for Teaching and Learning offers a variety of support and enrichment programs to students with diverse learning styles where teaching fellows support students' coursework in 12 departments.

A pioneer and model for career development, the Salisbury Center for Career, Professional and Experiential Education offers a developmental approach to guide students as they assess their interests, values, and skills. Through Pathways, students research careers and spend time with professionals in the career they are pursuing. Because HWS recognizes how important an internship is in determining career directions, students of good academic and social standing who have successfully completed the Pathways Program are guaranteed one internship or research opportunity and financial support for unpaid internships.

Global Education

HWS operates as a global institution and believes that immersion in other cultures is a powerful way of learning and one that can contribute greatly to the transformational experience that many students have during their time at HWS. The Colleges' Center for Global Education provides

students with abroad experiences that foster an in-depth understanding of other cultures with the aim of encouraging them to embrace the concept of global citizenship.

Global education is woven into the fabric of the Colleges and is an important aspect of what sets HWS apart from its peers at other liberal arts colleges today. Students study abroad in locations that include: Auckland, New Zealand; Berlin, Germany; Copenhagen, Denmark; London, England; Tokyo, Japan; São Paulo, Brazil; Seville, Spain; and many more. Hobart and William Smith faculty from various disciplines design courses utilizing the sites and resources of the host countries. The Colleges are also part of three consortia, involved with several affiliate programs, and have established a number of direct enrollment exchanges at partner universities around the world. The Colleges have earned their Princeton Review number one ranking in study abroad program two years in a row.

Community Engagement

HWS firmly believes that a college is strongest when firmly rooted in the community and that its success is inherently connected to the well-being of that community. *Service Learning* is a pedagogy that HWS faculty use to incorporate service into their courses. Students benefit by experiential learning and reflection, and the community benefits through these student services. *Community Based Research* projects are also common among students and allow them to spend a full semester exploring vital community issues. In 2017, the Colleges and the community of Geneva celebrated ten years of *The Geneva Partnership*, an initiative that enhances the Colleges' engagement with Geneva to support community life and develop students who will be agents for change in their own communities throughout their lives.

As a result of these programs, nearly every student takes part in community service initiatives while at HWS and, by the time they graduate, the majority of students recognize that their obligation to the community extends to making civic engagement a part of their daily lives. The Colleges' total economic impact on the local community was slightly more than \$269 million as of 2017, an increase of \$25 million since 2013, and includes direct spending by HWS, construction and labor costs, and estimated student and visitor impact. The HWS community volunteered more than 90,000 hours of community service in Geneva in 2017. The Colleges continued expansion into downtown Geneva in 2017 includes the opening of the new Bozzuto Center for Entrepreneurship, which will house Entrepreneurial Studies, the fastest growing program on campus. The Colleges were awarded a \$250,000 grant to support the renovations of the Center through Empire State Development.

Hobart and William Smith Colleges also serve as the anchor institution for *Geneva 2020*, a broad-based group of local citizens united with the goal of supporting Geneva's children by following a collective impact model in which various community groups align their work with the strategic priorities of the Geneva City School District. Since its inception in 2011, HWS students, faculty, and staff have made the success of Geneva students a priority through a number of projects and by hosting students from grade school through high school on campus to introduce them to the variety of public and private universities and colleges available, as well as options for two-year and four-year degrees. Each year, over 500 Geneva students visit HWS,

where they get to meet the President and Provost, and interact with faculty and students. Student success in the Geneva schools has improved markedly.

THE HOBART AND WILLIAM SMITH COMMUNITY

Student Enrollment and Student Life

The Colleges attract students who seek a new opportunity for themselves, a venue where their hopes and aspirations can find expression. In 2008, with strong programs developed, the Colleges launched a strategic initiative to increase enrollment. This year, the Colleges enrolled 2,237 undergraduate students, a leap compared to 2,000 in 2008. For the incoming classes in the fall of 2018, the Colleges received 4,533 applications for 690 positions with a 57 percent admission rate. They enrolled 619. On average, the first-year retention rate is 86 percent for the Colleges, and the four-year graduation rate is 74 percent with a six-year graduation rate of 78 percent. Eighty-seven percent of students receive institutional financial aid with a discount rate of 57 percent. The Colleges are proud of their record but intend to improve the entering class, gradually increase class size, improve the four year graduation rate, and reduce the discount rate.

Students interested in becoming involved in student groups or organizations on campus can choose from more than 100 clubs. In addition, many choose to live in residence halls organized around particular themes or causes including Pride House, Writers House, Hope House, Sustainable Cooking House, Honors House, Arts and Social Change House, and the Community Service House. Nearly 90 percent of students live on campus. Fraternities have been a feature at HWS for over 170 years and are an integral part of campus social life. Roughly 20 percent of the men belong to a fraternity. In 2017, the Colleges granted their first charter to a sorority.

As part of their history with women's education and women's rights, Hobart and William Smith have a long record of commitment to Title IX issues, and also recognize that there is always room for improvement to build and maintain an academic environment free from sexual misconduct. In 2014, HWS was the subject of a long-format newspaper story regarding an allegation of sexual misconduct on their campus. The story appeared at the front-end of a wave of national news coverage of allegations of sexual assaults on college campuses. In recent years, HWS significantly bolstered their Title IX staff and programming and, in 2017, the State of New York determined that HWS is among just 38.9 percent of all New York State schools found to be fully compliant with the New York State Law "Enough is Enough."

Athletics play an important role at the Colleges. Athletes are retained at HWS at a higher level than non-athletes and are excellent students and community members. The Colleges believe that robust and well-integrated sports programs provide students opportunities to develop critical leadership and team-building skills, and enhance students' ability to be successful in the workplace and in life. The Hobart Statesmen and the William Smith Herons compete in 23 intercollegiate NCAA varsity sports at the Division III level, with the exception of the Division I Hobart lacrosse team. They are founding members of the Liberty League, and are also members of the New England Hockey Conference (men's ice hockey), the United Collegiate Hockey Conference (women's ice hockey), the Northeast Conference (men's lacrosse), and the Middle

Atlantic Intercollegiate Sailing Association. With 23 national championships since 1972 and more than 82 conference championships since 1999, the success of the Colleges' intercollegiate teams is celebrated and is a point of institutional pride.

Diversity is central to the Colleges' institutional identity and mission. Students come from 40 states and 44 foreign countries; 6.2 percent are international, and 14.7 percent are domestic students of color. The Colleges have been recognized for their diversity and inclusion efforts, and were recently featured in *Campus Pride's* "Best of the Best" list as one of the top 30 LGBTQ-friendly campuses in the nation.

HWS students distinguish themselves through their academic achievements, earning some of the most competitive and respected national and institutional scholarships and grants. The HWS Debate Team was the 2012 US National Champion and regularly competes against and beats teams from Ivy League universities. Over the last 10 years, HWS students have been awarded 35 Fulbright Scholarships, and the Colleges been recognized as one of the nation's top colleges and universities with the most recipients of US Fulbright Student Awards. Other awards include four Goldwater Scholarships, four Udall Scholarships, and seven Critical Languages Scholarships, among others.

Recent graduates have accepted assignments in the Peace Corps and Teach for America, gone to work in other NGOs, or have moved abroad to teach English. For the second consecutive year, HWS is ranked 4th nationally among small schools on the Peace Corps' 2018 "Top Volunteer-Producing College and Universities" list. Others are working on Wall Street, Capitol Hill, for federal and state governments, or attending prestigious graduate and professional schools.

The strong sense of community at HWS breeds loyal alumni/ae who treasure their experiences on campus. Two separate Alumni/ae Associations for the Colleges include more than 20,000 graduates and former students. It is the Colleges' continued commitment to depth and breadth in the liberal arts that has produced leaders in every single industry across the United States and beyond. Notable HWS alumni/ae include the Executive Editor of the *New Yorker*, an Emmy award-winning CBS News Correspondent, and the mission leader and project scientist for NASA's Mars Science Laboratory, in addition to several state senators, college presidents, and professional athletes.

In keeping with the Colleges' tradition of engagement, the alumni/ae voice is robust. It directly supports current students and fellow alumni/ae through mentoring and career services; it supports Admissions by conducting interviews, representing HWS at college fairs, and hosting admissions events in key cities; and it supports the development office in fundraising efforts. This is a strong community intent on engaging with HWS and with each other.

Faculty

The Colleges attract and retain an exceptional faculty who are committed to the HWS ethos. The faculty consists of 213 full-time faculty who normally have a 5-course teaching load, as well as roughly 30 part-time members who teach 3 or fewer courses a year. Ninety-six percent of full-time faculty members hold terminal degrees in their field.

The number of permanent faculty has grown in recent years at HWS and new faculty on campus bring inter-disciplinary graduate training as well as innovative pedagogical and technological skills. Two-thirds of the faculty have been hired in the last fifteen years. Their interest in undergraduate research, emerging academic fields, service learning, and other educational practices complements the talent and expertise of senior faculty. HWS faculty are distinct from those at most other colleges in that they choose to be personally engaged with teaching and to work with students not only as close advisers, investing more time in advising than at most colleges, but even as collaborators and peers in curiosity, learning, and discovery. The 2019 Princeton Review ranks the HWS faculty 7th best for student-rated professors, reflecting the faculty commitment to their scholarly pursuits while creating a learning environment where academics are top priority.

Faculty members at HWS are recognized for the quality of their research and in recent years have been awarded grants from a wide array of funding agencies, including the National Science Foundation, National Institutes of Health, Mellon Foundation, Luce Foundation, and Department of Education. HWS faculty members have also recently been awarded grants from The New England Foundation for the Arts and the Mid Atlantic Arts Foundation to support guest artist residencies at the Colleges.

Staff

The Colleges' community includes 553 administrative and professional staff in administrative, food-service, grounds-keeping, and maintenance and facilities positions. They exert a powerful unifying and stabilizing influence on institutional life, and connect the members of the Colleges to one another and to Geneva and the greater Finger Lakes region. Many have been at the Colleges for decades. Their relationships with faculty, students, and alumni/ae, with each other, and with the Colleges are enduring. They provide essential service and are pillars of the local community. The Colleges consider staff critical partners in its educational mission.

Location

The Colleges are located in Geneva, New York, a nationally recognized *All-America City*, located on the shore of Seneca Lake in the heart of New York State's Finger Lakes region. Geneva is an ethnically and socio-economically diverse city of over 13,000 residents and has been traditionally known as a rich agricultural area. In recent years, the community has experienced a renaissance.

Today, much of the city of Geneva has been redeveloped and revitalized with its downtown historic and cultural district becoming a dining, arts, shopping, and entertainment hub. Geneva offers residents and visitors a wide variety of opportunities to enjoy performing and visual arts and a wealth of historic and cultural experiences. The historic Smith Opera House, which has been heralded as one of the most acoustically phenomenal performance venues in the U.S., hosts hundreds of programs ranging from live performances by national acts to showings of locally produced independent films. Geneva is also an ideal location for outdoor enthusiasts, offering an

abundance of lake activities, cycling routes, hiking, and local skiing at Bristol Mountain just 40 minutes outside of town.

The cities of Rochester, Syracuse, and Ithaca are all within an hour drive, and with 27 colleges and universities in the region, the post-secondary educational environment rivals larger communities throughout the United States. Hobart and William Smith Colleges are part of the “New York 6,” a consortium of liberal arts colleges that includes Colgate, Hamilton, Skidmore, St. Lawrence, and Union College. The consortium has worked effectively to identify cost-savings and build academic collaboration.

OPERATIONS

Finances

The total operating budget for the Colleges is approximately \$104 million, with more than 60 percent coming from tuition and fees. Other revenue comes from the annual fund, the endowment, and some auxiliary income. Although the endowment is smaller than those of several peer institutions, it has grown considerably from approximately \$8 million in the 1980s to \$214 million today. HWS completed its last campaign in 2012, raising \$200 million, \$40 million ahead of target. The Colleges raise about \$12 million annually.

For the 2018-2019 academic year, total student costs are \$69,290. Tuition is \$54,060, room and board is \$14,035, and fees are \$1,195. The discount rate has crept over the last few years and currently stands at 57 percent. Ninety-two percent of students receive some form of financial assistance.

Governance

HWS has a well-defined system of shared governance that delineates the roles and responsibilities of the Board of Trustees, the President, the Colleges’ administration, and the faculty. The Board of Trustees has fiduciary responsibility for the institution and provides strategic direction, philanthropic support, and overall guidance to the Colleges. The Board of Trustees currently consists of 33 voting members, including two student trustees and the Episcopal Bishop of Rochester, who is an ex officio member of the Board. The Board also has honorary trustees, but they are non-voting. The President of the Colleges is an ex officio member of the Board with a vote.

The faculty meets regularly and is served by a robust group of standing committees, subcommittees, and ad hoc committees. An executive committee of the faculty forges agendas for faculty meetings and through its standing committees designates faculty representatives to Board committees on compensation and finance. This structure is distinct from, and cooperates with, administration and the Board of Trustees.