

# Hamilton

## **Director of Community Standards**

Hamilton College invites applications and nominations for a Director of Community Standards. This newly created position will help to ensure and maintain an environment in which all students can achieve academic and personal success. The Director of Community Standards will serve as a resource for all constituencies on a broad set of issues related to Title IX and judicial matters, and will play a key role in the College's collective efforts to build and maintain an even safer and more gender-equitable campus climate for all members of the community. In addition, as the Director of Community Standards within the Division of Student Life, this person will have the opportunity to act as an agent of organizational change by supporting and further enhancing the culture of inclusive excellence that characterizes Hamilton today.

### **ABOUT THE COLLEGE**

Hamilton College is a pre-eminent co-educational, residential, liberal arts college of approximately 1,850 students located in the village of Clinton, New York, in the beautiful Mohawk Valley. Over the last 50 years, Hamilton's strategic choices have propelled it into the first rank of liberal arts colleges, forging a distinctive and vital identity from its long history. The College takes seriously its motto "Know Thyself." It offers students what few places do: the promise of discovery and the rare opportunity to become the architects of their own intellectual development in an open curriculum. Hamilton asks students to ally their passion to their curiosity and to make learning a lifelong pursuit. It appeals to a diverse, strong, intellectually motivated, and increasingly self-directed student body. It attracts a faculty of vibrantly engaged scholars who are enthusiastically committed to teaching. And Hamilton has built a remarkable array of facilities and programs that sustain one of the broadest ranges of intellectual and artistic inquiry available on a small liberal arts college campus.

In recent years, the curriculum has been further expanded to incorporate interdisciplinary concentrations and programs such as Africana, American, Asian, Latin American, environmental and women's studies as well as digital art, computer science and public policy. An emphasis on writing and speaking -- long-standing Hamilton traditions -- remains at the heart of the curriculum along with capstone experiences such as the Senior Program that allow students to integrate and demonstrate what they learn.

The physical plant has been continuously renovated and expanded, providing students with access to exceptionally modern facilities and equipment for both academic and extracurricular pursuits. Among the more recent developments are the state-of-the-art Science Center, the largest construction project in the College's history (2005); the Charlean and Wayland Blood Fitness and Dance Center (2006); and major expansion and renovation of the Kirner-Johnson Building (2009) and the Sadove Student Center at Emerson Hall (2010).

The College is distinguished by an outstanding faculty and exceptionally able administrators dedicated to student learning, scholarship, interdisciplinary learning, and innovative academic programs. Students and alumni speak with deep and genuine affection for Hamilton, particularly about the close, meaningful relationships and collaborations they have with academic advisors and faculty members.

## **STUDENTS AND STUDENT LIFE**

Hailing from 49 states and 49 countries and many diverse backgrounds, the single common attribute of Hamilton's 1,850 students is that they are highly motivated. The College's open curriculum demands a certain self-direction and responsibility from students – characteristics that are now the hallmark of a Hamilton education. 29% of the current student body consists of U.S. students of color, and 7% are international citizens.

Admission to the College is highly competitive, with 24% of students accepted to the Class of 2021, 85% of whom ranked in the top 10% of their high school class. Hamilton's commitment to socioeconomic diversity has been a particular focus in its admission efforts. Under a need-blind policy adopted in the spring of 2010, all students are admitted to Hamilton regardless of their family's financial circumstances, and the College meets the full demonstrated need of every admitted student.

100% of students live on campus in 26 residence halls, and many take advantage of a vibrant campus life. In 1995, Hamilton undertook a significant revision of its policies on student residential life and closed the fraternity houses that had been part of the campus for generations. Private societies for men and women still exist at the College, but they do not have special housing. In 2011, the College established the [Days-Massolo Center](#) to promote community inclusion, facilitate intercultural dialogue, build collaborations and establish partnerships that help make Hamilton a welcoming environment for faculty, staff, and students.

As a member of [NESCAC](#), the College encourages participation in athletics, and roughly one-third of its students are varsity scholar-athletes, excelling both in the classroom and on the field. The 2015 valedictorian for example, was a member of the men's varsity hockey team.

## CAMPUS

Hamilton's 1,350-acre campus is situated on College Hill overlooking the picturesque New England-style village of Clinton, N.Y. Hamilton is conveniently located 10 minutes from Utica to the northeast, 45 minutes from Syracuse to the west and 90 minutes from Albany to the east. The Adirondack Park is a favorite nearby destination for outdoor activities.

The campus consists of the original Hamilton campus and the Kirkland campus built in the late 1960s. The former is made up of architecturally consistent stone and brick buildings, laid out in classical terms. The original Kirkland campus is composed of 1960s-era architecture but the newer and recently renovated buildings have open spaces and glass and steel exteriors that are consistent with the original design but are more accessible and inviting.

## LEADERSHIP

[David Wippman](#) began his tenure as Hamilton's 20th president on July 1, 2016. In his second full year as President, Wippman is leading the effort to develop the College's next [Strategic Plan](#). A recognized authority in international law, he has taught public international law, international criminal law, international human rights and ethnic conflict. He received his bachelor's degree, summa cum laude, from Princeton University in 1976, his master's degree through a fellowship in the Graduate Program in English Literature at Yale University in 1978 and his law degree from Yale Law School in 1982. While at Yale, Wippman was the editor-in-chief of the Yale Law Journal. He clerked for The Honorable Wilfred Feinberg, chief judge of the U.S. Court of Appeals for the Second Circuit.

[Terry Martinez](#), a student affairs professional with more than 25 years of experience in small, medium and large school settings, was named Vice President and Dean of Students at Hamilton College effective August 1, 2017. Prior to her Role at Hamilton, Martinez served as Associate Vice Provost and Dean of Students at The Johns Hopkins University. At Johns Hopkins, Martinez was responsible for strategic planning, development and operational leadership overseeing the co-curricular services and experiences for more than 5,000 undergraduates and 3,000 graduate students. She supervised approximately 130 full-time employees in 11 different units, including residential life, student activities and services for student health and counseling. During her three years as associate vice provost, she reconfigured the Department of Student Life to focus on four areas: Community Living, Diversity and Inclusion, Health and Wellness, and Student Engagement and Involvement.

## THE DIRECTOR OF COMMUNITY STANDARDS

The Director of Community Standards will report to the Associate Dean of Students for Health and Safety and serve as a key member of the [Division of Student Life](#). They will play a vital role to lead efforts across the college to advance the community's values and will

need to be empathetic, fair, and professional, while offering guidance and resources, to individuals who may be in crisis or trauma.

This newly created role will oversee two areas which are critical to the health of the campus climate and the perpetuation of its values: Title IX and student conduct. The Director of Community Standards will be expected to uphold the importance of clearly and equitably structured processes for addressing violations of either Title IX policies or campus conduct standards, as outlined in the [Student Handbook](#) and via a transparent points system.

In both the conduct and Title IX capacities, the Director will have the opportunity to interact with highly engaged faculty, staff, and student populations who are involved in frequent discussions around gender and social equality. The Director will focus particularly on ensuring that the process for formal complaints is understood and that the education of the community is a priority at all times. In the spirit of developing healthy and productive communication with students, the Director will solicit student feedback and, when appropriate and applicable, incorporate it into their work. In relation to Title IX in particular, the Director will ensure the College's efforts to comply with laws that prohibit discrimination on the basis of one's protected class, including Title IX, the Violence Against Women Act (VAWA), Campus Sexual Violence Elimination Act (SaVE Act), Section 504 of the American's with Disability Act, the Clery Act, and other federal and state discrimination laws and guidance documents.

The Director of Community Standards will have access to a deep and varied range of important resources in their work related to Title IX. First, they will have the supportive leadership of President David Wippman and Vice President and Dean of Students Terry Martinez, who are both deeply committed to maintaining a safe, gender-equitable campus environment for all members of the College community. The Director of Community Standards will find that President Wippman is readily accessible to them for consultation whenever needed. In addition, the College retains an external law firm with expertise in Title IX, with whom the Director of Community Standards can consult at any time. Hamilton also employs external Title IX investigators who partner with members of the campus community to conduct investigations into Title IX complaints under the supervision of the Director of Community Standards. Finally, the Director will also be supported by the Title IX Prevention & Education Coordinator, who will report to them directly.

## **OPPORTUNITIES AND CHALLENGES**

The top priorities for Hamilton's Director of Community Standards include:

- Serve as the College's Title IX Coordinator, administering the investigation process for formal Title IX complaints, including engaging outside investigator(s) as needed. Also act as a resource for all members of the Hamilton community with respect to Title IX, harassment and discrimination.

- Serve as the Student Conduct Coordinator, assisting in investigating, adjudicating, and processing conduct cases referred to the Dean of Students Office, while overseeing the selection, training, and advisement of all conduct hearing boards. Responsible for all departmental public relations materials, including website, brochures, and annual review of the Student Code of Conduct.
- Advise and coordinate the work of the Harassment and Sexual Misconduct Board (HSMB), including collaboration with the faculty chair, annual training, appointment of new members, and reports to the community.
- Oversee the formal complaint process, ensuring that College policies and procedures are followed, communicate regularly with all parties and their advisors during a formal complaint process and meet with sexual assault survivors and respondents to discuss informal and formal options.
- Maintain and conduct an annual review of the College's sexual misconduct and harassment/discrimination policies to ensure current best practices and compliance with federal law and consult with College attorneys on individual cases and broader Title IX questions.
- Strategically plan campus-wide training and awareness efforts in conjunction with Education and Prevention Coordinator and provide and facilitate regular training, consultation, and technical assistance on Title IX issues for all students, faculty, and staff.
- Coordinate an annual climate survey, in consultation with Institutional Research and Counseling Center personnel, to assess rates and nature of sexual misconduct and community understanding of sexual misconduct policies, procedures, resources, and consequences for violating policies and conduct an annual review of policies and procedures.
- Create awareness of sexual harassment and sexual assault on campus and act as a resource for student groups, including SAVES and SMART, in addressing such issues and ensure compliance with the Violence Against Women Act (VAWA), Campus Sexual Violence Elimination Act (SaVE Act), and in conjunction with the Director of Campus Safety and other College personnel to ensure compliance with all requirements of the Clery Act.
- Supervise the Title IX Education and Prevention Coordinator.
- Maintain Maxient judicial database.

## **DESIRED QUALIFICATIONS AND CHARACTERISTICS**

The ideal candidate will have experience working within higher education and possess an understanding of the residential liberal arts college experience. A Bachelor's degree is required; an advanced degree will be preferred.

Additional desired qualifications and characteristics for the Director of Community Standards include:

- Demonstrated knowledge of and ability to interpret for multiple audiences the federal and state equal opportunity and non-discrimination laws and regulations;
- Deep sensitivity to and thorough understanding of the many experiences and expressions of trauma caused by sexual violence and harassment;
- Exceptional interpersonal skills and the ability to navigate complex issues across constituencies calmly and effectively;
- Ability to develop relationships of mutual trust and respect particularly with students, and also with faculty, staff, and other members of the community, even while discussing difficult or emotional matters;
- A talent for listening, sound judgement, exceptional patience, and a history of working with confidential and sensitive information;
- Excellent written and oral communication skills;
- Strong project management and supervisory skills;
- A clear understanding of the ways in which recent Title IX developments are changing the conversation on campuses across the nation;
- The courage, boldness, and integrity to pursue the right course of action even in the face of vocal or powerful opposition; and
- The vision to imagine how the Hamilton community can best work collaboratively over the long term to further enhance the health and safety of all of its members.

## CONTACT

Please send all nomination, inquires, and expressions of interest in confidence to:

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*Hamilton College is an Affirmative Action, Equal Opportunity employer and encourages diversity in all areas of the campus community.*