“I cannot but congratulate myself on having found at last the right place for my beginning.”

—Elizabeth Blackwell, first American woman doctor of medicine
Letter from Geneva, November 1847
The reach of Hobart and William Smith extends far beyond campus. In our mission, the Colleges commit to providing students an education that is “globally focused” and “grounded in the values of equity and service.” And by achieving that mission, Hobart and William Smith send the world thoughtful citizens equipped with the intellect, skills, and confidence to adapt to constant change: men and women who will be compassionate leaders in whatever endeavors they choose, or whatever endeavors choose them.

A strategic plan—HWS2005—guided the Colleges at the outset of this new millennium. At the end of his first year as president, Mark Gearan led that planning process, which was a shared vision of the campus community. The plan focused the Colleges’ resources on engaging students with faculty in the academic program, in student life, throughout the physical campus, and beyond. Success has been dramatic and tangible.

Now a new plan—HWS2010—has been forged to secure the Colleges’ gains and ensure Hobart and William Smith a place among the nation’s leading liberal arts institutions. At its core, the plan underwrites the quality of the academic experience by providing students and faculty with programs and facilities on a par with the best to be found anywhere.

To achieve those goals, the Colleges have undertaken the most ambitious fund-raising effort in our history. To invest in this effort, at whatever level, is to invest in the potential of Hobart and William Smith students and graduates . . .

. . . for generations to come
This is the proposition: spend four years with us and we will expand not only your knowledge, but also the way you come to know. “Students become somebody new here,” says Provost and Dean of Faculty Teresa Amott. Others might say that students become “somebody more” as their ability to reason and communicate grows. By either definition, students change at Hobart and William Smith, and the change is intentional. In a curriculum that connects across generations, professors think and teach beyond traditional academic boundaries. And young men and women graduate with newfound capacities to understand and enjoy and shape a world in constant motion.

“IT'S A CRAFTED EDUCATION. WE GET A SPARK OUT OF OUR STUDENTS AND FAN THE FLAME.”
—Jack Harris, professor of sociology

EXCITEMENT FOR THE INTELLECT
COLLABORATION

Students and faculty routinely collaborate on research projects, often supported by agencies and organizations such as the National Science Foundation, the Dreyfus Foundation, and the National Institutes of Health. Says Neil Laird, professor of geoscience: “One of the reasons I came here was the summer research program and the opportunity it provides to work closely with students.” Students frequently coauthor the papers that record that research, and join their faculty sponsors to present their findings at national conferences.

FACULTY

The Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education honored Jo Beth Mertens, professor of economics, as the New York State Professor of the Year in December 2005. Professor of History Derek Linton’s biography of Nobel Laureate Emil von Behring won the American Philosophical Society’s prestigious John Frederick Lewis Award. The National Committee on United States-China Relations chose Helen McCabe, professor of education, as one of 20 young Americans for its Public Intellectuals Program in 2005. As a Fulbright Scholar, Charles Temple, professor of education, trained teachers in former Soviet bloc countries. These are just four of the many honors accorded members of the Hobart and William Smith faculty.

Says Mertens: “The Colleges attract faculty members who embody what the liberal arts are supposed to be about.”

HWS2005 ensured that Hobart and William Smith brought faculty salaries on par with those paid by peer colleges, while lowering the student-to-faculty ratio to 11:1. In the highly competitive market for new faculty members, these advances allow the Colleges to continue to recruit top-rated teacher/scholars.

STUDENTS

With Julia James’s Rhodes Scholarship in 2004 and Max Macaluso’s Gates Cambridge Scholarship in 2006, Hobart and William Smith students were honored with two of the most prestigious competitive academic prizes awarded to college and university students worldwide. Among numerous other academic distinctions awarded to students from the Colleges in the past five years were two Fulbright Scholarships, four Goldwater Scholarships in the Sciences, and a selection to the International Scholar Laureate Program. In 2006, the Colleges received applications from students in 49 states. Early decision applications—from students who make the Colleges their first and only choice—increased nearly 80 percent in seven years. The Colleges’ foreign students represent 19 countries. Today’s classes are filled with top-rated students, scholar-athletes, and young men and women with a record of service to their communities.
Technology

No tools are more important to today’s students than modern computers and high-speed access to the Internet. Information gathering and processing have been transformed. "Literacy" in this age of new media includes being facile with technology and adaptable to constant change. If students are to be truly prepared, colleges must keep pace with rapid advances in technology. Information technology has become the fastest growing item in virtually every college's budget. Because HWS2005 made technology a priority, students can now tap into the Internet, wirelessly, while sitting in the middle of the Quad; the Colleges’ available bandwidth is constantly expanded; and the core server and infrastructure for network and telecommunications are housed in a secure new 1,600-square-foot space under Warren Hunting Smith Library.

Honors Program

Since its inception in the 1950s, the Honors Program has provided an opportunity for the Colleges’ students—usually during their senior year—to challenge themselves academically by exploring a selected subject in depth. Honors students forge close relationships with the faculty advisers and field examiners who shepherd the rigorous studies, which culminate in written and oral examinations. Twenty to thirty students typically undertake honors projects each year, sometimes finding their projects to be, as did Anna Hattendorf ’02, “a stepping stone to the rest of my life.” Faculty members who will engage students at this level are the heart of Hobart and William Smith.
“We have no qualms about trying new things. This environment, where taking risks is celebrated, underscores the heart of learning and creativity.”
—William Atwell, professor emeritus

There are 28 Fulbright Scholars on the Hobart and William Smith faculty. By this measure and many others, the faculty are deserving of a greater number of endowed professorships.

Endowed chairs at peer institutions: Connecticut College 44, Gettysburg 15, Hamilton 31, Skidmore 16, Union 29. Hobart and William Smith currently have only 7.

**Summer Research/Honors Programs** Two signature programs provide students with opportunities to develop their intellectual capacity while working closely with faculty beyond the classroom.

In the Summer Research Program, students partner with faculty in the field or in their laboratories to work on scholarly projects. Often working one-on-one with faculty mentors, students have research experiences that are generally reserved for graduate students in larger institutions. Student collaborators on these projects commonly share in the thrill of discovering new information or proving theories, and frequently join their faculty sponsors as coauthors and presenters of professional papers. Currently at the Colleges, most summer research occurs in the sciences.

In the Honors Program, students can undertake a sustained, sophisticated study of a single topic, developing their independence while experiencing the rigor and rewards of a consistently applied intellectual effort. For the 20 to 30 students who elect honors work each year, the experience can be life changing. The campaign seeks endowed funds to enhance both the Summer Research Program and the Honors Program, extending summer research into the humanities and social sciences, and providing research support for honors students.

**Center for Teaching and Learning** The Center for Teaching and Learning provides academic support services for students. With endowment support from the campaign, services for students can be enhanced and the mission of the center can be expanded to provide additional support for faculty development and curricular enrichment—further extending the intellectual resources available to students.

**Endowed Scholarships** Liberal arts colleges are true learning communities, where students develop not only in the classroom, but also through interacting with their classmates and with members of the faculty and staff across a wide range of campus activities. To that end, the best liberal arts colleges create communities of students, faculty, and staff whose backgrounds reflect the variety found in society at large.

Three of every four Hobart and William Smith students receive a scholarship, grant, loan, or subsidized job. Increased endowment for scholarships can reduce debt load.

**Endowed Professorships** In the end, the real quality of academic institutions can be traced to the faculty. Scholars with a command of their disciplines (and an appreciation of how their disciplines relate to others); teachers with the skills to pass along their knowledge; mentors with the interest and ability to inspire succeeding generations of students: they determine the character and quality of a place. Quality begets quality in the best college faculties as new colleagues are recruited to build on strengths and expand an institution’s academic range and depth.

An exceptional faculty has long been a hallmark of Hobart and William Smith. And yet in one important area—endowed professorships—the Colleges have been limited in their ability to recognize and reward that excellence. While many peer institutions support 10, 20, 30 or more of their faculty with endowed chairs, chairs at Hobart and William Smith currently number only seven. This campaign aims to raise enough endowed support for chairs to at least double that number.

**Excitement for the Intellect: Aspirations**

Three of every four Hobart and William Smith students receive a scholarship, grant, loan, or subsidized job. Increased endowment for scholarships can reduce debt load.

There are 28 Fulbright Scholars on the Hobart and William Smith faculty. By this measure and many others, the faculty are deserving of a greater number of endowed professorships.

Endowed chairs at peer institutions: Connecticut College 44, Gettysburg 15, Hamilton 31, Skidmore 16, Union 29. Hobart and William Smith currently have only 7.
Gather bright young men and women on a beautiful campus beside a lake. Introduce them to ideas that challenge their preconceptions. Teach them that true vision means seeing from many angles. Provide them the resources to develop their intellect, their creativity, their sensibilities. Expose them to other cultures. Help them to imagine their place in the world.

“The difference here is the breadth of our faculty members’ imaginations.”

—Teresa Amott, provost and dean of faculty
ENDLESS IDEAS Through the resources of information technology, students can tap into the ideas of thinkers from around the world. Communication via the Internet is two-way, international, and instantaneous, generating conversations we couldn’t have imagined 15 years ago.

ACCESS FOR ARTISTS Arts scholarships for students in studio art, music, dance, and creative writing ensure access to the Colleges for talented students who form the nucleus of a vital arts presence that enriches the campus and the larger Geneva community.

PERFORMING ARTS The Colleges’ rich traditions in the performing arts continue today, both in departmental programs (majors and minors in dance and music, and a minor in theater) and in lively student performance ensembles such as Koshare dance troupe, the Phoenix Players, and a cappella singing groups—all of which enjoy strong faculty support.

EMPHASIS ON UNDERSTANDING Hobart and William Smith students take a major and a minor (or two majors)—one in a single discipline and the other interdisciplinary; there are 42 from which to choose. Eight required curricular goals ensure that every student addresses concepts as varied as scientific inquiry, fine and performing arts, difference and equality, and ethics. As a result, all students—including those with a special interest in a single discipline, or in preparing for law, medicine, or business—learn to view issues with broad perspective.

FACULTY WHO THINK BROADLY One senior professor says that, over the years, he has taught with colleagues in 12 different disciplines. The idea is that when faculty members from two different departments—or more—collaborate to teach, their students experience firsthand how one issue can be considered from several points of view.

So the degree program in Media and Society, for example, enlists faculty members from the departments of political science, philosophy, music, English, Africana studies, psychology, art, and dance. And the coordinating committee for Environmental Studies includes faculty from 18 different disciplines, ranging from religious studies to geoscience.

“I need to teach outside of my field. It forces me to stretch.”
—Lara Blanchard, professor of art

Professors Jim Spates (sociology/anthropology) and Pat McCotter (economics) teach a legendary “Two Cities” course comparing New York and Toronto, with field study in each location.

FUEL FOR THE IMAGINATION

ACHIEVEMENTS

Renovation of the Goldstein Carriage House creates studios for three-dimensional art, freeing exhibit space in the adjacent Houghton House. With the Katherine D. Elliott Studio-Arts Building, the Colleges complete an arts complex identified as a need in HWS2005.

Professors Jim Spates (sociology/anthropology) and Pat McCotter (economics) teach a legendary “Two Cities” course comparing New York and Toronto, with field study in each location.
“A fine liberal arts institution truly flourishes when it embraces the performing arts.”
—Robert Cowles, professor of music

IT’S THE FACULTY To hear members of the Hobart and William Smith faculty talk about how they collaborate to stretch students’ thinking is to understand what sets the Colleges apart. “Some days I wish I didn’t have to go home, there’s so much going on,” says one professor.

It is a rare faculty that comprises scholars who so eagerly and unselfishly look for connections beyond their disciplines. At the Colleges, that approach has been cultivated over the generations, as veteran teachers who are committed to the interdisciplinary ideal recruit each new class of faculty colleagues. Jim McKinster, professor of education, remembers: “When I came to interview, I saw how people like Jack Harris and Charlie Temple approach their work, and I said, ‘I want to do what they’re doing.’” And today he does.

That spirit deserves to be nurtured and cultivated, the better to serve as an example of how a liberal arts education is best conveyed. Endowed professorships recognize excellence; a Center for Teaching and Learning provides the means for experienced teachers to share the secrets of their craft.

ACCESS This is an expensive education to provide, with its small classes and focus on drawing out the individual. But cost should not exclude the gifted young men and women who would grow from this education and become the kind of compassionate citizens we want to inhabit our world. Endowment for financial aid will ensure that future generations of Hobart and William Smith students will be chosen for their abilities, regardless of their means.

PERFORMING ARTS CENTER Increasingly, for a residential liberal arts college in the 21st century, a center for performance in music, dance, and theater becomes a priority. Today, talented, dedicated students and faculty in the performing arts make do, packing in crowds as they adapt to spaces in Winn-Sleeley Gymnasium, the Chapel, and the aging Bartlett Theater. A modern facility designed for their purposes would enable them to achieve their full potential, launching some to careers, and creating lifelong memories and appreciation of the arts for many more who both perform and observe.

Recognizing the ability of the performing arts to capture our minds and spirit, one observer said: “With a performing arts center we would have the ability to transport anyone anywhere, any time.”

The Colleges have built a platform of academic excellence over the years. A performing arts center is essential for a modern education. Now is the time.

Other leading colleges have invested in state-of-the-art performing arts facilities. Hobart and William Smith must do the same to provide opportunities for future generations of students.
In a liberal arts education such as ours—through the study of language, philosophy, literature, history, and abstract science—students are meant to develop abilities to think critically, analyze, and communicate in a world of endlessly changing possibilities. The Hobart and William Smith curriculum recognizes that tomorrow’s citizens must come to understand the world, its global economy, and our multicultural society, even as they are immersed in their general education.
SERVICE LEARNING A long tradition of public service earned the Colleges a listing by The Princeton Review as one of 81 “Colleges with a Conscience” (the only liberal arts college in New York State named to the publication). A long list of projects and programs connects students to the needs of the community. Whether recruiting “Geneva Heroes” among public school children, serving soup at the Community Lunch, building homes with Habitat for Humanity, tutoring in the America Reads program, building cultural bridges in Geneva and Seneca Falls, or organizing a community-wide Day of Service, Hobart and William Smith students practice citizenship in a way that makes their community a better place. “HWS Responds” raised $34,000 for hurricane relief and sent 14 students to New Orleans to spend their fall break working in St. Bernard’s Parish. Resources such as the Public Service Office in Salisbury Center, and a residential theme house where students with a commitment to community service live and work together, support that ethic of service. Of course, the Colleges have the model of a president who once directed the Peace Corps.

GLOBAL EDUCATION Nearly half of all Hobart and William Smith students study away from campus for a semester or longer, most often in a foreign country where the culture—and frequently the language—is different from their own. On most of those off-campus semesters, students are accompanied by one of their professors. The Colleges' global education program is one of the most ambitious and varied off-campus programs offered in the country. While nationally about one percent of all college students study abroad, Hobart and William Smith students choose from a list of 33 off-campus programs in 28 countries, including at least one on every continent except Antarctica. And any major or minor offered in the curriculum will relate to at least one of those programs.

"They come back from a term abroad as better students. You can see the increased confidence.”
—Erin Pelkey, professor of chemistry
When President Gearan invited his former colleague George Stephanopoulos to speak on campus, he said: “George, do you believe in free speech? Good. You’re about to give one.”

Approximately 70 percent of the student body participates in community service projects each year.

ENDOW THE FINGER LAKES INSTITUTE (FLI)  

The Finger Lakes Institute is already proving its worth as a resource in western and upstate New York. Endowing FLI would create additional research opportunities for the Colleges’ students and faculty, and the products of that research would add to the growing base of knowledge of the region.

BRINGING THE WORLD TO CAMPUS  

Through speakers series and symposia such as The President’s Forum, Fuler Center Series, Genocide Series, and Napier Leadership Seminar, members of the campus community interact with national and international figures. In dozens of presentations over the course of each school year, students, faculty members, and townspople can engage the leading thinkers of the day on topics as wide-ranging as literature, public policy, social issues, and the latest scientific advances—all without ever leaving campus. Endowed funds can ensure that visiting speakers will continue to enliven campus life.

CENTER FOR GLOBAL EDUCATION  

Global education is one of the distinctive characteristics of Hobart and William Smith. Because of the faculty’s commitment, students have opportunities to experience cultures across the world. The new Center for Global Education enhances those opportunities. Endowing the center would underwrite its services in perpetuity, providing flexibility for future programming, ensuring access for all qualified students, regardless of means, and funding the advance planning that prepares students to make the most of their travel.

INTERNSHIPS  

The Career Services Office offers students a growing number of internships where they can live and work in real-life jobs for brief stints. Having the chance to confirm their career expectations—or to learn, without making a long-term commitment, that a given field is not for them—is a gift for students who take part in the program. Because many of the internships are offered without stipends, opportunities are sometimes limited for students who need to earn money for educational expenses when classes are not in session. An endowment for the internship program would allow career services to offer stipends for students who cannot otherwise afford to accept an internship.

Countries in which HWS students have studied abroad in recent years include Argentina, Hungary, Israel, Senegal, South Africa, and Vietnam. Endowment for the Center for Global Education can help ensure access to study abroad opportunities for a wide range of students.

Opening in 2004, Salisbury Center at Trinity Hall houses the Career Services Office, the Public Service Office, the offices for pre-health services, and the Center for Global Education.
Hobart and William Smith Colleges are connected forever to the men and women who pass through here. How alumni and alumnae experience life is determined in no small measure by what they come to know in all they do as students. And how the Colleges are known in the world is determined largely by how those men and women live their lives after they move on.

“We have a way of doing things here that you won’t find anywhere else in the country.”

—Matt Lytle ’06
A CAMPUS ON THE LAKE With a handsome blend of old and new structures supporting the academic program and student life, this would be a wonderful setting, even without Seneca Lake. But set as it is on the shore of the largest of the Finger Lakes, this campus is one of a kind in its beauty and its meaning to those who spend four years or more of their lives here. HWS2005 embraced the Colleges’ connection to the lake, developing the lakefront with Bozzuto Boathouse, creating the Finger Lakes Institute, and renovating the admission office, which overlooks the lake.

MEN AND WOMEN TOGETHER Throughout the 100 years since Geneva nurseryman William Smith committed the funds to create a college for women that would be a coordinate to all-male Hobart, Hobart and William Smith Colleges have always enriched and supported one another. As they have evolved from the days when classes for men and women were mostly separate and women were not allowed to walk on the Hobart campus, the Colleges have maintained an equanimity about gender that can serve as a model for the larger society. Smith himself was a practical man and an original thinker, and his suffragist friends (in a region now memorialized for its central role in women’s rights) are said to have influenced his decision to fund an institution where women “might have life and have it more abundantly.”

William Smith women, like Hobart men, enjoy that abundant life to this day. Through the years change has been evolutionary, but the integrity of the coordinate colleges remains, and the importance of gender still affords advantages that set Hobart and William Smith apart from other educational institutions.

STUDENT CENTERED The Colleges’ approach to academic work emphasizes opportunities for students to learn and grow. And that emphasis on the student extends beyond the classroom and into the life of the institution, where students—serving as trustees and members of faculty tenure committees, for example—have an important voice in essential governance issues. Students are invested with opportunities and responsibilities that help them grow into thoughtful citizens.

RESIDENTIAL EDUCATION Even in their choice of living arrangements, students can elect among options that offer a variety of life experiences, from single-gender and coed residence halls, to small homes, to houses where residents share an interest in a common theme, to fraternities. Products of HWS2005, the Colleges’ newest residence halls, de Cordova and North Halls, were cited in a recent New York Times article as examples of how residential life can be shaped to contribute to students’ education.

LOYALTY Alumni and alumnae leave Hobart and William Smith with more than the habits of an educated mind. They begin friendships here—with fellow students and members of the faculty and staff—that will last their lifetimes. They leave having strung together experiences that will shape the rest of their lives. And recognizing that the Colleges have become a part of them forever, they come back and give back, whether to share reminiscences at Reunion, to counsel students and sponsor internships, or to provide leadership and support through their volunteer service and financial gifts. Their lives are the Colleges’ greatest achievement, and their loyalty is the Colleges’ greatest reward.

A HEALTHY LIFE The Colleges’ program in athletics and recreation supports students in their development of healthy lifestyles. Ranging from individual fitness programs to 22 varsity teams in sports for men and women, the opportunities to work out, compete, or cheer on the Statesmen and Herons are legion. Athletic and recreational programs are fully integrated with the Colleges’ approach to educating the whole student, as evident in programs such as the Napier Leadership Seminar.

Hobart and William Smith teams are regular contenders for national titles, most recently in sports as wide ranging as lacrosse, hockey, field hockey, soccer, football, and sailing. Completed in 2001, H. J. McCooey Field, with its Astroturf surface, is an important addition to the athletic facilities, and the new Bozzuto Boathouse (2003) provides both a home port for varsity sailors and a welcome launch site for recreational boaters.

BONDS FOR A LIFETIME ACHIEVEMENTS
SUPPORT FOR ATHLETICS AND RECREATION Roughly 80 percent of students take part in athletic and recreational activities. Gifts for athletics and recreation will ensure that the Colleges can support students’ healthy lifestyles and athletic achievements with modern facilities and programming.

WILLIAM SMITH CENTENNIAL CENTER FOR LEADERSHIP During the course of Campaign for the Colleges, we will celebrate the 100th anniversaries of the founding of William Smith College (1906) and of the matriculation of the first class of women (1908). An effort coordinated by William Smith alumnae and friends is raising $12 million to commemorate that centennial, $7 million of which will establish a Center for Leadership with undergraduate and alumnae fellows, and a chair for distinguished visitors.

PERFORMING ARTS CENTER An initiative to enhance space for performance in music, drama, and dance will underscore their importance and contribute to the sense of community on a campus where the arts are highly valued.

THE FUND FOR HOBART AND WILLIAM SMITH Unrestricted annual giving by the Colleges’ graduates, parents, and friends provides essential support for the day-to-day operations that determine the consistent quality of the educational program. From buying books and equipment to paying for salaries and services, annual gifts provide an important margin of quality. Even as it seeks to add to the endowment, Campaign for the Colleges will rely on growing support for The Fund for Hobart and William Smith. Both are key to the Colleges’ long-term strength and viability.

CAMPUS HERITAGE Some of the most historic buildings on campus are more than a century old. Additional funds are needed to maintain those structures, preserving the Colleges’ architectural heritage while addressing the needs of a constantly evolving academic program.

SCANDLING CENTER Constructed in 1984 and named to recognize the generosity of William Scandling ’49, Scandling Center serves as the student dining room. It will be expanded to enhance the sense of campus community and the services that support student activities, making it a true campus center.
CAMPAIGN FOR THE COLLEGES

THE FUND FOR HOBART AND WILLIAM SMITH

Given the size of the Colleges’ endowment, annual giving to The Fund for Hobart and William Smith becomes all the more important. In the sense that annual gifts can be relied upon to provide some flex where it is needed most in the Colleges’ budget, The Fund is a kind of living endowment. Giving to the Fund has grown by approximately $100,000 per year for the past four years, reaching $2.5 million in 2006.

The goal for annual giving is to reach $3 million per year by 2010; the combined goal for annual giving and restricted giving for non-capital purposes is to total $30 million over the course of Campaign for the Colleges. Equally important is the goal to raise the percentage of alumni and alumnae giving—a criterion used by foundations and outside agencies as a measure of alumnae satisfaction. All gifts to the annual fund are significant, regardless of their size.

ENDOWMENT

Hobart and William Smith have a long history of accomplishing a lot with a little. Just 25 years ago, the Colleges’ endowment stood at $8.3 million, while the endowments of many peers exceeded 10 times that amount.

With astute investing and careful stewardship, the Colleges have increased endowment nearly twenty-fold by summer 2006, to $155.5 million. This campaign aspires to increase endowment to $200 million, strengthening the Colleges’ financial base.

Of the campaign’s $160 million goal, $65 million is sought for endowment. Endowed funds underwrite scholarships and internships for deserving students, reward exceptional faculty with endowed professorships, ensure the future of distinctive programs such as global education and service learning, and most importantly, augment tuition income to help meet the expenses of delivering the kind of personalized instruction that distinguishes the finest liberal arts colleges. In this campaign, endowed funds will also recognize the centennial of William Smith College by establishing a Centennial Center for Leadership.

CAMPAIGN FOR THE COLLEGES

FACILITIES

Campaign for the Colleges addresses several pressing facilities needs: a center for performing arts, renovation and expansion of Scandling Center, enhancements to athletic facilities, continued attention to information technology, and funds to support the upkeep and renovation of our historic structures.

Several facilities goals were achieved during the advanced-giving stage of the campaign. Construction of Stern Hall, renovation of Trinity Hall to include Salisbury Center, construction and revitalization of studio arts facilities, establishment of the Finger Lakes Institute, creation of a welcoming space for admission visitors, enhancement of the lakefront, and the dedication of McCooey Field all addressed important needs and positioned the Colleges to move ahead toward 2010 and beyond.

All told, the campaign seeks $65 million for facilities—modest in comparison to what some peer colleges are investing in their physical plants. Yet, when carefully invested, as is the Colleges’ habit, these funds for facilities will make an enormous difference.

HWS2010

The goals of the strategic plan HWS2010 can be categorized under four headings.

Each of the aspirations detailed in the foregoing pages relates to one or more of these strategic goals:

QUALITY

We will be known for the quality of our students, faculty, staff, and graduates.

We will be recognized for the quality of our curriculum—its relevance in preparing citizens for the modern world. And we will be known for our place—a beautiful campus at the side of a lake, with modern facilities to support a residential liberal arts education.

ACCESS

We will seek to offer our distinctive education to young men and women from any background based on their promise to achieve rather than their ability to pay.

COMMUNITY

In our dealings with one another on campus and in our relationship to the world beyond, we will model involved, compassionate, and effective citizenship.

TOOLS FOR THE 21ST CENTURY

By providing our students with the tools that will enable them to develop their intellect and grow as creative, critical thinkers, we will equip them to lead examined, productive lives, whatever course they choose.

FINANCIAL OBJECTIVES

THE FUND FOR HOBART AND WILLIAM SMITH AND RESTRICTED GIVING FOR NON-CAPITAL PURPOSES $30M

ENDOWMENT $65M

FACILITIES

Scandling Center $11.2M

Renovation and Expansion

Performing Arts Center 18.0M

Renovation and Expansion

Athletics Facilities 8.0M

Renovation and Expansion

Campus Heritage/Preservation 5.0M

the Historic Campus

Information Technology 5.0M

FACILITIES TOTAL $65M

TOTAL $160M

*Completed or under construction with support from advance gifts to the campaign.
Like Elizabeth Blackwell 160 years ago, thousands of Hobart and William Smith students have found Geneva to be “the right place” for their beginning as well. Brimming with potential and curiosity, they are drawn to this beautiful campus on the shore of Seneca Lake, where they spend four years being mentored and guided by a faculty and staff who are dedicated to helping students experience the joy of learning, even as they come to understand the responsibility that accompanies an education of this quality.

Students grow here, developing their intellect as they begin to imagine their roles in the world. They learn not only from the faculty, but also from one another. Their universe expands as they experience different cultures, the arts, other ways of thinking. And when they graduate to the rest of their lives, this place in all its dimensions remains forever a part of who they are.

Hobart and William Smith Colleges have always been known for their distinctive sense of purpose. Now, at the turn of this new century, building on the leadership and foresight of the Board of Trustees and the wisdom and dedication of our faculty, staff, and alumni/ae, the Colleges are advancing perceptibly. Some of our recent achievements are recorded here. We aspire to do more, and with your help we will. Together we have a rare opportunity to seize this moment and ensure that Hobart and William Smith will continue to equip promising young men and women to become the kind of citizens our world needs, for generations to come.

Mark D. Gearan
President