WELCOME

TABLE OF CONTENTS

Welcome 1
Stay Connected 2
Orientation 3
The First Year at HWS 4
Academic Life 8
Student Life 22
Policies and Preparedness 30
Finances 34
Community Resources 40
Campus Map 44
Welcome to the Hobart and William Smith Community!

At HWS, we believe that parents and families play an important role in the college transition process. We’ve put this book of important facts and information together to prepare families and students. When families are informed, students benefit.

Over the next four years, the Office of Parent Programs will be available to answer any questions at (315) 781-4068 or parentsoffice@hws.edu. Parents will receive the Colleges’ weekly e-newsletter from the Office of Communications. In addition, the Office of Parent Programs will provide periodic updates pertaining to the breadth of the HWS student experience.

We hope all parents will become members of the Admissions Volunteer Network or mentor HWS students through the Salisbury Center for Career, Professional and Experiential Education. Throughout the year, we’ll also invite families to take part in special events, like Homecoming and Family Weekend and regional networking events.

I look forward to meeting all families and students during Orientation Weekend and personally welcoming everyone to this vibrant community.

Sincerely,

Jennifer Murray
Director of Parent Programs

### 2019–20 ACADEMIC CALENDAR

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 22, 2019</td>
<td>Families and Students Welcome</td>
</tr>
<tr>
<td>August 22–25</td>
<td>New Student Orientation</td>
</tr>
<tr>
<td>August 25</td>
<td>Campus residences open for returning students</td>
</tr>
<tr>
<td>August 26</td>
<td>First day of classes</td>
</tr>
<tr>
<td>August 30</td>
<td>Last day to drop/add courses</td>
</tr>
<tr>
<td>September 27–29</td>
<td>Homecoming and Family Weekend</td>
</tr>
<tr>
<td>October 11</td>
<td>Last day of classes before recess</td>
</tr>
<tr>
<td>October 12–15</td>
<td>Fall recess</td>
</tr>
<tr>
<td>October 16</td>
<td>First day of classes following recess</td>
</tr>
<tr>
<td>Oct. 28–Nov. 1</td>
<td>Spring Sem. ’20 Advising Week</td>
</tr>
<tr>
<td>November 4–15</td>
<td>Spring Sem. ’20 Registration</td>
</tr>
<tr>
<td>November 25–29</td>
<td>Thanksgiving recess</td>
</tr>
<tr>
<td>December 10</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>December 11–13</td>
<td>Reading Days</td>
</tr>
<tr>
<td>December 14–17</td>
<td>Final examinations</td>
</tr>
<tr>
<td>December 17</td>
<td>Semester ends after last exam</td>
</tr>
<tr>
<td>December 18</td>
<td>Residences close at noon</td>
</tr>
<tr>
<td>Dec. 19-Jan. 20, 2020</td>
<td>Winter Break</td>
</tr>
<tr>
<td>January 19, 2020</td>
<td>Campus residences open</td>
</tr>
<tr>
<td>January 21</td>
<td>First day of classes</td>
</tr>
<tr>
<td>January 27</td>
<td>Last day to drop/add courses</td>
</tr>
<tr>
<td>March 13</td>
<td>Last day of classes before break</td>
</tr>
<tr>
<td>March 14-22</td>
<td>Spring break</td>
</tr>
<tr>
<td>March 23</td>
<td>First day of classes after break</td>
</tr>
<tr>
<td>March 30-April 3</td>
<td>Fall Sem. ’20 Advising Week</td>
</tr>
<tr>
<td>April 6-15</td>
<td>Fall Sem. ’20 Registration</td>
</tr>
<tr>
<td>April 10</td>
<td>Charter Day</td>
</tr>
<tr>
<td>April 24</td>
<td>Moving Up Day</td>
</tr>
<tr>
<td>May 4</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>May 5-7</td>
<td>Reading Days</td>
</tr>
<tr>
<td>May 8-11</td>
<td>Final examinations</td>
</tr>
<tr>
<td>May 12</td>
<td>Last day for senior grades</td>
</tr>
<tr>
<td>May 17</td>
<td>Residences close at noon</td>
</tr>
<tr>
<td>May 18</td>
<td>Commencement</td>
</tr>
<tr>
<td>June 5-7</td>
<td>Senior residences close</td>
</tr>
<tr>
<td></td>
<td>Reunion</td>
</tr>
</tbody>
</table>

Jennifer Murray
Publications, Publicity and The HWS Update

HWS parents will receive a variety of communications throughout the year that will help keep them in touch with HWS, including periodic parent e-newsletters and mailings about the Parents Fund and upcoming special events like Homecoming and Family Weekend. Parents also receive the Colleges’ magazine, the Pulteney Street Survey, published three times a year.

Between mailings from the Colleges, families can keep up with campus happenings by visiting the HWS Update online at www2.hws.edu/hwsupdate. The HWS Update includes a calendar of upcoming on- and off-campus events, as well as news about students, faculty and staff. The Office of Communications also sends out a weekly e-newsletter, which includes what’s happening on campus, as well as upcoming events. Parents who have shared their email addresses should automatically receive the e-newsletter. Others can submit the online form found at www.hws.edu/alumni/wavelengths_signup2.aspx.

In addition, the HWS website features a popular photo gallery section called This Week in Photos (www2.hws.edu/news/thisweek-in-photos/). Each week, the gallery showcases images that highlight activities in the HWS community.

When students have interesting accomplishments or internships, we love to publicize their success! Please share stories with us online at www.hws.edu/news/publicity.aspx or by calling the Office of Communications at (315) 781-3540.

Interested in a job at Communications as a writer, photographer or videographer? Gain valuable skills and earn money! Contact publicity@hws.edu or call the office at (315) 781-3540.
ORIENTATION

All incoming students, including transfer and international students, participate in the HWS Orientation program, providing students with a chance to explore campus, make new friends and transition to college life at HWS.

Hobart and William Smith have an experienced and dedicated professional staff that plans Orientation in coordination with our student leaders. Don’t hesitate to contact Orientation Coordinators Sophie Ritter ’20, MAT ’21 and Steven D’Alterio ’21 at orientation@hws.edu or (315) 781-3041 with any questions in the coming weeks. These students spend the summer planning and implementing the Orientation program.

First-year students will receive a warm reception and support from the Deans who work with first-year students. Be sure to contact them with any questions about academics or campus life. The William Smith Deans office can be reached at (315) 781-3467 and the Hobart Deans office at (315) 781-3300. Director of Student Activities Kristen Tobey oversees campus events and coordinates the Orientation program. Please contact her with questions about Orientation and campus life at tobey@hws.edu or (315) 781-3513.

Residential Education is responsible for the room and board assignments of all first-year students. For questions about room assignments or meal plans, contact resed@hws.edu or (315) 781-3880. Dean for Teaching, Learning and Assessment Susan Pliner works to help all students, including those with disabilities, improve their academic performance through one-on-one and course-specific tutoring as well as a wide assortment of skill-building workshops. For questions about academic resources, contact her at ctl@hws.edu or (315) 781-3351.

WHAT TO EXPECT DURING ORIENTATION 2019

For incoming first-year and transfer students, Orientation Weekend begins on Thursday, Aug. 22. International students have a special Orientation that begins on Monday, Aug. 19. All new students are expected to attend Orientation.

On August 22, families should arrive at the Orientation tent on the Quad between 8:30 a.m. and noon, where students will shake hands with HWS President Joyce P. Jacobsen and Deans, and receive their residence hall keys. After visiting the Quad, students can move into residence halls. HWS students and staff will be on hand to make the process easier. To facilitate a smooth check-in and shorter lines under the Orientation tent, Hobart and William Smith strongly recommend that all families arrive during the staggered check-in hours listed on the schedule below.

After a complementary lunch, students will begin the HWS experience with a variety of activities and events, while parents and families will have an opportunity to meet with key campus administrators, faculty and staff, as well as attend informational sessions. President Joyce P. Jacobsen will also address families.

During the weekend, new students will participate in a community service project with upperclass HWS students, staff and faculty and local community members. Students will also have an opportunity to meet with their advisers to go over course schedules and make any necessary changes before classes begin, participate in sessions about campus life, and learn about campus resources.

FAMILY SCHEDULE FOR ORIENTATION

Move-In times are staggered based on the floor level of the student’s residence hall.

Thursday, Aug. 22, 2019

- **Arrive on campus: Students and Families Check In and Matriculation**
  - 8:30 – 9:30 a.m.: Third and Fourth Floor Residents, Preseason Athletes
  - 9:30 – 10:30 a.m.: Second Floor Residents
  - 10:30 – 11:30 a.m.: Pond-View, Garden-Level, and First Floor
  - 11 – 11:30 a.m.: International Students and POAP Participants
  - 1:30 – 4:45 p.m.: Information Sessions
  - 5 – 5:30 p.m.: President’s Welcome
  - 5:30 p.m.: Family Farewell

Please note: family members of students playing a fall sport are not required to return for matriculation and move in. A complete schedule will be available online in August. There are no events for parents and families on Friday, Saturday or Sunday.

Leading up to Orientation Weekend, students and families can learn more about Orientation online at www.hws.edu/orientation. The site is primarily geared toward students, with information about what to bring, deadlines and details.

Incoming new students also have the option to participate in the Pre-Orientation Adventure Program (POAP), a five-day outdoor adventure that takes place in August prior to on-campus Orientation.
At Hobart and William Smith, first-year students take four courses per semester: in the fall semester, all first years are enrolled in one First-Year Seminar and three other courses.

First-Year Seminars are designed to stimulate intellectual curiosity, introduce academic expectations and engage first-year students independent of future major or minor choices. The seminar topics vary each year, as do the professors who teach them, so the classroom discussions are always fresh and interesting.

Seminar classes are small — usually about 16 students — allowing faculty and students to participate in discussions and debates in an intimate group. Discussions and assignments are designed to hone writing, speaking, critical thinking and other academic skills that students will draw upon during the rest of their undergraduate experience.

Other than the First-Year Seminar, there are no required courses for first semester students, so many students use the first semester to explore their academic interests. Students are encouraged to take on challenges and try something new.

Students will spend the spring semester completing the courses they selected in the fall term with the help of their academic adviser. Throughout the semester, students should make an effort to regularly meet with their adviser. By the end of the year, students and their academic adviser will have mapped out a preliminary program of study and maybe even have started on the path to a study abroad experience or internship.

At Hobart and William Smith, learning happens outside of the classroom as well, and some students may choose to live in deliberately designed Learning Communities that are intended to build bridges between what happens in and out of the classroom. These students take courses together with their floor-mates, and they may also attend lectures and field trips together. These living and learning environments focus on shared, active learning and allow students to develop strong bonds with faculty and fellow students.
HOW FAMILIES CAN HELP

Students are not on this academic adventure alone—there are countless resources on campus. Parents and family members’ most important contacts are the Hobart and William Smith Deans, who are responsible for the academic and co-curricular well being of all students. They play an important role in academic counseling and are available to assist students, make referrals and talk with concerned parents. The deans encourage parents and family members to support their students in reaching out to needed resources.

In addition to helping students adjust to campus life during their first days on campus, the Deans will become a big part of their day-to-day life. Each office supports rich and varied campus traditions, including the John Henry Hobart Matriculation Ceremony for Hobart students and Founders’ Day celebration for William Smith students. They also sponsor a variety of required programs for first-year students, including visits from special speakers and common readings.

In collaboration with academic advisers, the Deans hand-register each student in their First-Year Seminar and one other course. Students will work with their academic advisers at Orientation to choose their remaining two courses for fall semester. Dean Salter (William Smith College) and Dean Mapstone (Hobart College) will serve as the deans for the Classes of 2023 during their entire journey at the Colleges. Dean Salter and Dean Mapstone invite students to meet with them individually during the first semester so that a personal relationship is established early. Please contact them with questions or concerns about a student’s well being or academic progress. After years of working with first-year students and their families, the Deans have a few tips for parents as well as a list of recommended readings that will help families – and students – get through this period of transition smoothly.
A message from the Deans:

Though we do everything we can to make each student’s transition to the Colleges smooth, some students may experience unique challenges and adjustments.

During this period, students may forge new identities or seek to clarify their beliefs. This may require an examination of self, friends and family. It may also be a time for exploration and a period in which they may question or challenge values.

It is important to recognize that every student will experience changes, just as every parent will have different expectations and reactions to their student’s college experience. It will be a significant transition for families, as well.

Parents may experience feelings of happiness, excitement and pride when your student leaves for college. At the same time, they may feel a sense of sadness and pain and have many understandable fears and concerns about their child’s future and well-being. Parents may worry about their student’s safety and ability to care effectively for themselves.

Although students may want and need to become more autonomous during this period, it is important for the student to know families are still available. Maintaining a supportive relationship can be critical, particularly during the first year in college.

It is important for families to maintain regular contact with their student, but also to allow space. Parents should let their student know that they respect and support their right to make independent decisions and that they will serve as an advocate and an adviser when asked.

Finally, recognize that it is normal for students to seek a parent’s help one day and reject it the next. Such behavior can be confusing and exhausting, so parents should make sure to take care of themselves by talking about their feelings with their own support system.

Families should be realistic and specific about financial issues, including what they will and will not pay for, as well as expectations for how their student will spend money.

It is also important to be realistic about academic performance, recognizing that not every straight-A student in high school will be a straight-A student in college. Parents can help their student set reasonable academic goals and encourage them to seek academic assistance when needed.

The fact that a student has left home does not necessarily prevent family problems from arising or continuing. Families should refrain from burdening their student with problems from home that they have no control over and can do nothing about. Sharing these problems may cause them to worry excessively and even feel guilty that they are away from home and unable to help.

Parents can also support themselves by recognizing that it is normal to have mixed feelings when their student leaves home. It is normal to feel a sense of relief, and to look forward to some time alone with significant others or younger children. Parents should try to develop and maintain their own social support and to maintain their own sense of well-being.

LEARNING COMMUNITIES

At Hobart and William Smith, we believe that what we learn, how we think and the way we live are interconnected. Our goal is to ensure that students quickly become part of the community, develop friendships and are challenged academically.

All First-Year Seminars are designed to foster those connections. In addition, we offer a limited number of living-learning experiences called Learning Communities to first-year students. Those students who enroll in a Learning Community live together on the same floor of a co-ed residence hall, take two of the same courses and attend lectures and field trips together outside of class. An upperclass peer mentor often also lives on the floor to provide social and academic support.

These living and learning environments focus on shared, active learning, allowing students to develop links between academic courses while also integrating co-curricular experiences with classroom learning to develop common ground and strong bonds with faculty and fellow students. Those students enrolled in a Learning Community tend to achieve higher grade point averages, make friends quickly, forge lasting bonds with faculty members and transition into college life smoothly.

Students choosing to begin a Learning Community experience will be placed in a First-Year Seminar, which is linked to a second academic course taken during the fall semester. The Sustainable Living and Learning Community spans two semesters. The professors work together to link the courses through common readings, themes and projects.

Readings recommended by the Deans:

- The Launching Years by Laura Kastner and Jennifer Wyatt
- Generation Me by Jean Twenge
- Don’t Tell Me What To Do, Just Send Money by Helen Johnson and Christine Schelhas-Miller
- Letting Go by Karen Levin Coburn and Madge Lawrence Treeger
- Empty Nest...Full Heart by Andrea Van Steenhouse
- In Addition to Tuition by Marian Edelman Borden, Mary Anne Burlinson and Elsie R. Kearns
- Let the Journey Begin by Jacqueline Mackay and Wanda Ingram
- When Your Kid Goes to College: A Parent’s Survival Guide by Carol Barkin
- You’re On Your Own (But I’m Here if You Need Me) by Marjorie Savage
The Curriculum
To ensure that HWS students receive an education that prepares them to lead lives of consequence, students must complete a course of study that includes two integrated goals of critical thinking and communication, and six aspirational goals ranging from scientific inquiry to understanding cultural differences.

At HWS, students will work with a faculty adviser to design an academic plan that meets the student’s interests and fulfills all the requirements for a degree, including addressing all the goals, which can be reached in the context of many different programs of study.

The Integrated Goals of Critical Thinking and Communication
Critical thinking and communication comprise the foundation of any liberal arts education. The ability to articulate a question, identify and gain access to appropriate information, and organize and present evidence, and construct complex, elegant, and persuasive arguments in written and oral forms are integral to the Colleges’ vision to “explore, collaborate, and act.” Critical and creative thinking, and their expression through the media of writing and speaking, are understood to develop over the course of a student’s learning experience:

• The First-Year Experience (FYE) introduces students to critical thinking and communication skills through introductory courses in disciplines across the curriculum. At the center of the FYE is the writing-intensive First-Year Seminar, which introduces students to the intellectual community of the Colleges and provides academic mentorship. The First-Year Seminar introduces and integrates within the seminar many of the Colleges’ academic resources.

• The writing-enriched curriculum (WEC) builds on the FYE by further developing the key writing and thinking abilities characteristic of a student’s major, as well as the ability to recognize key features of the major’s discourse. WEC is built upon several premises: that writing can be flexibly defined as an articulation of thinking in a variety of forms; that writing is continually developed in new contexts and genres, rather than a skill to be mastered; and that writing instruction is the shared responsibility of faculty in all departments and programs.

• The senior capstone experience is both a continuation and culmination of the student’s development in critical thinking and communication. Specific to each major, the capstone experience demands substantial understanding of the discipline’s central questions and literacy in its modes of reasoning and communication.

Aspirational Goals of the Curriculum
Along with our integrated goals of critical thinking and communication, the aspirational goals of the curriculum expose students to modes of critical, analytic, and creative thinking and communications found across fields of study; these goals underscore the imperative of a liberal arts education to provide a breadth of knowledge and the means to express that knowledge effectively.

• The ability to reason quantitatively. The ability to reason quantitatively is necessary for using and interpreting quantitative data or mathematical arguments in decision-making. Quantitative reasoning fosters numerical literacy, and is best developed by working with numerical evidence to evaluate trends, patterns, and claims or by using mathematical concepts to create or assess complex arguments.

• An understanding of scientific inquiry. An experiential understanding of scientific inquiry provides the intellectual foundation for evaluating scientific claims about the natural world. Scientific inquiry involves posing and answering questions by testing hypotheses through observational studies, experimental testing, or modeling. Understanding the processes by which knowledge is gained in the natural sciences is best developed through the direct experience of the investigative inquiry that characterizes scientific practice, grounded in laboratory, field, or classroom experiences.

• An understanding of artistic process. A critical and experiential understanding of artistic process emerges from engagements with art that are both expressive and reflective. The understanding of artistic expression may be cultivated through studies that are entirely performance-centered, studio-based, or workshop-based, as well as through studies that integrate performance or creative activity with topics related to the art form.

• An understanding of social inequalities. A critical understanding of social inequalities will draw on evidence to analyze how wealth, power, and privilege are distributed unequally in human societies based on factors including, though not limited to, gender, race, class, religion, sexuality, age, disability, indigeneity, nationality, ethnicity, or language. This understanding can be fostered by examining the historical background, social conditions, and intersections of different forms of inequality; by acquiring a deeper understanding of the lives of individuals and groups who experience inequality; by scrutinizing ideologies and social constructions for justifying inequality; or by critically assessing past and present collective strategies for reducing social inequality.

• An understanding of cultural difference. A critical understanding of cultural difference is necessary for thoughtful, cooperative, and productive communication in a global community. Global citizenship requires the ability to understand how and why human thought, expression, and action are constituted by differences of historical background, social context, cultural heritage, and linguistic tradition. This understanding can be cultivated through the critical study of a cultural heritage that is substantively different from one’s own, or through the study of cross-cultural interaction and cultural change.

• An intellectual foundation for ethical judgment as a basis for socially responsible action. An intellectual foundation for ethical judgment as a basis for socially responsible action requires the ability to think and argue rigorously about questions of how things should be. This foundation ideally incorporates a historically informed examination of one’s values and an understanding of the role of particular circumstances in the context of ethical judgment and action. These skills can be developed by studying professional ethics, public service, social justice, human rights, environmental responsibility, and other topics that raise questions of how to engage in responsible action.
The curriculum unfolds over a period of four years in the following manner:

**First Year:** Take a First-Year Seminar and explore areas of interest. Establish a foundation for more advanced work, perhaps even laying groundwork for what will become major(s) or minor(s). Map out a preliminary program of study with the academic adviser. Be introduced to the two integrated and six aspirational goals of the general curriculum. Begin to explore study abroad opportunities and participation in the Pathways Program through the Salisbury Center for Career, Professional and Experiential Education.

**Sophomore Year:** Further develop interests and move into more advanced coursework. Working with the adviser, plan possible majors and minors as well as consider the many off-campus opportunities offered. By the middle of the spring semester, declare a major. Continue addressing the goals of the general curriculum. Explore career options through job shadows and internships.

**Junior Year:** Select a minor (or second major). With the adviser, complete a baccalaureate plan, which includes a description of the program of study, the ways the overall program of study addresses the curriculum goals, and a plan to complete any outstanding major(s) or minor(s) requirements.

**Senior Year:** Complete major(s) and minor(s) and any work specified in the baccalaureate plan. Complete any capstone experiences, like an Honors project, an independent study, an internship, a recital or a senior seminar.
This chart is a planning tool when choosing a major or minor.

Academic Programs

At Hobart and William Smith Colleges, everyone must complete a major and a minor (or a second major) in a disciplinary or interdisciplinary field of study.

Traditionally, disciplinary courses of study include chemistry, economics or English. These are fields that require intense study of one subject to adequately understand the field.

Interdisciplinary majors or minors cross those traditional boundaries to visualize a subject from multiple points of view, often creating a whole new way of seeing the world. It would be hard to study environmental science, for example, without comprehending major aspects of geology, statistics, economics, sociology and politics. The resulting dialogue about environmental science is therefore interdisciplinary.

www.hws.edu/academics
Individual Majors

The Individual Majors program provides students the opportunity to design an individually tailored major when the focus of study lies outside an established department or program-based major, and/or combines multiple disciplines. To create an Individual Majors proposal, the student works closely with a faculty adviser and designs a specific curriculum of study (including a capstone course or experience), articulating the focus and goals of the major. The student’s proposal and adviser’s recommendation is submitted to the Individual Majors Committee, which reviews the proposal. Once an Individual Major is approved, any subsequent changes to the student’s curriculum or major must be approved by the Individual Majors Committee and the student’s adviser. While most Individual Majors earn a B.A., it is possible to create an Individual Major with a B.S.; this requires a minimum of 16 courses, all from within the natural sciences division.

All course work for the major must be passed with a grade of C- or better, including courses taken credit/no credit. The Individual Majors Committee takes the role of departmental/program chair for certifying the student’s completed program of study (senior audit).

The process of designing and submitting an Individual Major requires a substantial time commitment. Students who are interested in pursuing an Individual Major are encouraged to begin the process in their sophomore year by contacting a faculty adviser, reviewing the Individual Majors proposal form, and contacting the Individual Majors Committee.

Pre-Professional Programs

Hobart and William Smith offer a variety of pre-professional programs to help students get started on their way to a career in a specialized field. To learn more about these programs, students should contact their adviser.

Pre-Health: Students interested in health professions benefit from the guidance of a pre-health counselor, academic adviser and the Health Professions Advisory Committee. The program places students in clinical internships and community service experiences and prepares them to apply for medical school and fellowships. At HWS pre-health advising is individualized. Our small class sizes, high-quality faculty, strength in the sciences, and community of collaborative, diverse and high achieving students promote strong learning outcomes.

Professional schools value our graduates for what they learn at HWS and for our graduates’ records of success in taking on new challenges after college. There are two early acceptance medical programs.

Pre-Business: For students interested in business, the liberal arts can be an extraordinarily effective vehicle. Today’s business entrepreneurs and managers need to think creatively to solve problems. The legacy of successful Hobart and William Smith Colleges’ alumni and alumnas attest to this fact. HWS offers partnership programs with Brandeis University, Clarkson University and the Saunders School of Business at the Rochester Institute of Technology. Details on the agreements with the schools can be found on the Pre-Business webpage. A pre-business adviser is also available to help HWS students assess the connection between key business competencies and their interests, values and skills. Students interested in exploring a career in finance, banking or accounting, should email csb@hws.edu to schedule a preliminary appointment with the pre-business adviser.

Pre-Law: Hobart and William Smith will offer a 3-3 joint degree program with Cornell Law School beginning in 2020. The new offering builds on HWS’ pre-law program which includes extensive counseling for pre-law students throughout their undergraduate years. Almost any major offered through HWS can provide the skills and knowledge to prepare a student for law school, as long as it is supplemented with coursework in disciplines such as political science, economics, history, English or philosophy. Internship programs in Geneva, Washington, D.C., England and New York City give students opportunities at worksites including the U.S. Supreme Court, United Nations, congressional and senatorial offices, Federal Trade Commission, lobbying organizations and public interest groups.

Engineering: The Colleges offer 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. In general, students in these programs spend a total of three years at Hobart and William Smith, and two years at the partner institution. By the end of the five years, the student receives a B.A. or B.S. from HWS and a bachelor’s degree in engineering from the cooperating university. Contact Professor of Physics Donald Spector for more information.

Teacher Education Program: The HWS Education Department offers a field-based Teacher Education Program (TEP) leading to teacher certification in childhood education (grades 1-6), childhood and students with disabilities (grades 1-6), art (grades PreK-12), music (grades PreK-12), Teaching English to Speakers of Other Languages (grades PreK-12), and a number of disciplines at the adolescent level (grades 7-12). The Teacher Education Program is fully accredited by the New York State Education Department. By reciprocal agreements, New York State certification is recognized in most other states. Students can pursue almost any major at HWS and still
complete the TEP and become certified (specific requirements vary depending on certification area). HWS also offers an optional fifth-year Master of Arts in Teaching program. Students in the TEP can apply in their junior year to return after graduation for a fifth year and earn their MAT degree. Contact the Education Department for more information.

**Nursing:** HWS and the University of Rochester School of Nursing have established 4+1 and 4+3 programs that provide students a guaranteed seat at the University of Rochester in either the one-year post-baccalaureate program leading to RN licensure or the three-year program leading to nurse practitioner certification. Students apply to this program in the spring of their sophomore year.

For more information about any of these programs, contact your adviser or the Salisbury Center for Career, Professional and Experiential Education at cso@hws.edu or (315) 781-3514.

**With Honors**

“Doing Honors” is one of the most academically challenging and sophisticated paths that HWS students can take. Qualified students work closely with a faculty mentor in their junior or senior year to create and complete two self-designed independent study courses that concentrate on a single academic idea or theory resulting in a research project, critical paper or its counterpart in the creative arts (known as the Honors Project).

In addition to the Honors Project, an Honors candidate takes a written examination in the Honors field and an oral examination that covers both the Honors Project and the written examination. Starting and finishing a sustained work allows students to pursue skills and interests at an advanced level and grow as a scholar and person. The educational benefits cannot be duplicated in regular, semester-length courses.

**HONORS EXAMPLE**

Associate Professor of Psychology Brien Ashdown advised Megan Blanchfield ’19 with her Honors project titled, “Effects of Developing a Global Perspective and a Cultural Identity on College Students’ Social and Health Behaviors while Studying Abroad.” The project focuses on how a global perspective, global identity, and cultural identity is related to student’s social- and health-related behaviors while studying abroad.

**HONORS EXAMPLE**

Idaraobong Akai ’19 completed an Honors project titled, “Emotewear: Garment Design for Emotional Support,” with guidance from Assistant Professor of Architectural Studies Gabriella D’Angelo. Through the exploration of space and human interaction, this project looks to find architectural solutions to the issue of mental illnesses by using elements that elevate emotions and convert those into clothing.

**HONORS EXAMPLE**

Matthew Hogan ’19 completed an Honors project titled, “How Should the Grassroots Fighting Game Community Grow or Change in the Contemporary Era of corporate Esports?,” advised by Professor of English and Comparative Literature Anna Creadick. The project examines how “eSports,” the corporate entity that seeks profit in the broadcasting of competitive video game content, is infiltrating the fighting game community, and changing the socio-political landscape of the independently sustained, arcade era, grassroots community.

**The Senior Symposium**

The Senior Symposium allows HWS seniors and MAT students to present their research and creative projects to the HWS community. The annual Symposium reflects and recognizes the breadth and depth of the work HWS students are doing across a diverse spectrum of disciplines. The Senior Symposium honors the best traditions of a liberal arts education: taking academics outside the classroom, giving individual academic passions a broad audience, and exchanging ideas across the HWS community. Senior Symposium panels connect students’ work across disciplines, sites and insights in a way that highlights the HWS commitment to interdisciplinary study.

The Symposium, sponsored by the Center for Teaching and Learning, is an opportunity for students, faculty and staff to come together in celebration of the academic rigor, power and possibility inherently present in a HWS education, and it is an important part of the HWS education in and of itself.

Leading up to the Symposium, HWS seniors and MAT students can participate in a series of workshops and skill-building
Enhancing the Curriculum

Hobart and William Smith Colleges offer a sophisticated series of co-curricular developmental programs designed to introduce students to new ideas, cultures, fields of study and ways of learning. Participating in these programs will help students develop the clarity and confidence to achieve their goals.

Salisbury Center for Career, Professional and Experiential Education

At HWS, career planning isn’t only for seniors; instead students begin to understand their capabilities and explore their interests during the first year. Through a carefully cultivated career development plan called Pathways, students discover their interests, explore related career fields, participate in one (or more) of the literally thousands of available internships and take advantage of job shadowing and networking opportunities with an extensive group of HWS alums, parents and friends. Students follow a four-step process that helps them to secure career objectives after graduation. What makes the program distinctive is its length and breadth, featuring a support network dedicated to sustaining growth and success in the professional development process.

Once students decide to pursue a certain area of interest, career services professionals help them prepare to take the next step, whether that means going to graduate school, applying for fellowships or entering the workforce. If the student’s goal is to continue their education, the staff helps the student prepare for graduate-level exams, write a personal statement and look into financing options. If the student plans to apply for fellowships, the fellowships adviser can help complete applications, gather letters of reference and prepare for interviews. And, if the student is looking for a first job, he or she will get the help they need preparing a professional resume, practicing interview techniques, identifying opportunities and learning how to accept, decline and negotiate offers.

In addition to career-focused support, all students who successfully complete the Pathways program are guaranteed an internship and a stipend to support it if it is unpaid. There is also funding available to support domestic and international internships, including the Charles H. Salisbury Summer International Internship Stipend, Bickley Summer International Internship Award, Jackson Kemper Foundation International Non-Profit Internship Award, Tanaka Foundation International Internship Award, Cohler Award, and the Padnos Winter Break Award. By supplementing classroom education with internship experience, students gain a practical understanding of the demands and rewards of future careers. All rising sophomores, juniors and seniors enrolled at HWS are eligible to apply to receive an award.
By taking advantage of the excellent resources made available through the Salisbury Center, students have the clarity to articulate and realize their goals by the time they graduate. HWS alums go on to graduate school, law school and medical school. Our students win Fulbright and Rhodes scholarships. They are pioneers in business, the arts, the sciences and nonprofits. All students should consider enhancing their HWS experience with a visit to the Salisbury Center soon after their arrival on campus.

For more information about available programs, or specific questions about the Salisbury Center for Career, Professional and Experiential Education, contact cso@hws.edu or (315) 781-3514.

**Center for Global Education**

Each year, about 2 percent of college and university students nationwide participate in study abroad programs. During their time at HWS, 60 percent of our students do so.

We believe that immersion in another culture is a powerful way of learning, which is why we encourage our students to study abroad during their time at the Colleges, whether the experience is a semester studying Chinese language and culture in Beijing, taking classes and doing community service at a university in South Africa, or learning French and completing an internship in Belgium.

As many students will attest, immersing oneself in another culture can truly be transformative. In addition to helping students to develop a more global perspective, this sort of experience often changes how students view themselves and others while expanding their views of who they are and what they can become.

The Colleges provide opportunities for off-campus study by sponsoring a variety of programs in different academic disciplines throughout the world. Sophomores, juniors and seniors in good standing are eligible to apply to experience life in another country through nearly 50 semester-long options and a variety of short-term programs.

Students must apply to study abroad about one year in advance, so they should begin considering program options as early as their first semester. Consult with an academic adviser and visit the Center for Global Education webpage at www.hws.edu/academics/global/ for specific program information including academic focus, eligibility and admission criteria, accommodations and approximate costs.

Contact the Center for Global Education at (315) 781-3307 with any questions.

---

**WHERE WILL YOU STUDY?**

- Aix-en-Provence, France
- Amman, Jordan
- Auckland, New Zealand
- Barnaul, Russia
- Bath, England
- Beijing or Nanjing, China
- Berlin, Germany
- Bremen, Germany
- Brussels, Belgium
- Budapest, Hungary
- Chichester, England
- Copenhagen, Denmark
- Dakar, Senegal
- Ecuador/Peru
- Edinburgh, Scotland
- Freiburg, Germany
- Galway, Ireland
- Grahamstown, South Africa
- Hanoi, Vietnam
- Hikone, Japan
- Hong Kong
- Leipzig, Germany
- London, England
- Maastricht, Netherlands
- Mendoza, Argentina
- Norwich, England
- Perth, Australia
- Prague, Czech Republic
- Québec City, Canada
- Queensland, Australia
- Rabat, Morocco
- Rennes, France
- Rome, Italy
- San Joaquín de Flores, Costa Rica
- São Paulo, Brazil
- Seoul, South Korea
- Seville, Spain
- Stockholm, Sweden
- Tokyo, Japan
- Townsville/Cairns, Australia
- Tuebingen, Germany
Community Engagement and Service Learning

At Hobart and William Smith, a liberal arts education is more than a major and a minor; it’s about acquiring the skills and experience to become an engaged leader.

The Center for Community Engagement and Service Learning connects students with the greater community through programming that is built with the ideals of reciprocity and mutuality in mind. Programs range in commitment from a Saturday afternoon, to once or twice a week or full-time Summer of Service paid internships in June and July at local nonprofit agencies. Community partners in Geneva rely upon student volunteers year round and they sincerely love when students make Geneva their home.

Students take service-learning classes ranging from the “Economics of Caring” to “Introduction to Sociology” and “Morality and Self-Interest,” working 2-3 hours weekly with organizations that address important social justice issues. Students also have the opportunity to complete a community-based research project during their junior or senior year. These projects are sustained, semester-long commitments dedicated to the exploration of local challenges and opportunities in conjunction with a community partner. Previous projects have explored the expansion of a niche museum celebrating local artist Arthur Dove, a member of the Hobart Class of 1903; researched the impact of a Spanish dual language program on local elementary school students; and encouraged local municipal leaders to consider economic alignment opportunities, among many others that are archived on the CCESL webpage.

While at HWS, students connect the classroom to the community and cultivate the leadership skills to make a difference. Maybe they’ll travel to North Carolina or Virginia for an Alternative Spring Break, lead an America Reads team of peer tutors to help encourage healthy reading habits for local youth, or build a house alongside the future homeowners with Habitat for Humanity. Perhaps they will travel with peers to a civic-related conference or become a Big Brother or Big Sister, join a local not-for-profit board of directors, or organize a fundraiser that supports cancer research.

The Geneva 2020 initiative brings local second, sixth and ninth graders to campus to promote college and career readiness goals. HWS students are a vital component to the success of this “college bound” program and contribute to the vitality of our important campus and Geneva community relationship. Whatever the involvement, students develop the kind of character that will act as a compass for life and cultivate the skills to lead a life of consequence. For more information about short-term community service or ongoing civic engagement opportunities, contact the CCESL at serve@hws.edu or (315) 781-3825, or in person by visiting Trinity Hall.

Community Service

During Orientation weekend, students join their peers and upperclass mentors to work on a community service project at one of more than 25 sites in the Geneva and surrounding communities. Recent Orientation service projects have included assisting staff at St. Peter’s Episcopal Church, clearing brush at the Kashong Conservation Area, packing meals to contribute to international relief efforts, distributing school supplies to local youth as they prepare for the start of a new academic year, visiting elderly residents at Seneca Lake Terrace, and working alongside neighbors of one of the 11 unique neighborhoods in the City of Geneva. Many Geneva community members and HWS faculty and staff work side-by-side with incoming students, getting into the spirit of service and showing their commitment to the community, too.

The Day of Service is an important introduction to the community as well as a way to demonstrate the importance of engagement on campus. In fact, that ethic is so deeply engrained in our community that it even has a name: The Geneva Partnership.

Giving Back While Earning College Funds Through a Federal Work Study Program

Students who are federal work-study eligible have the opportunity to make money while giving back to the Geneva community through America Reads and the HWS Tutor Corps. America Reads tutors work one-on-one and in small groups on reading skills with students from six local elementary schools, while the HWS Tutor Corps members support local youth at one of two after-school programs coordinated by the Boys and Girls Club of Geneva. Transportation to the school sites is provided and tutors need no previous teaching experience.

Hobart and William Smith were recently ranked 12th in the nation among those institutions that support community initiatives through federal work study and has ranked in the top five for the past two years among Peace Corps top producing small colleges. Also in support of a federal initiative, HWS is one of only 100 colleges that match part of the AmeriCorps education voucher when applied to tuition.
The Hobart and William Smith experience is rigorous and challenging, but students will not undertake the process alone. We offer several resources designed to support students as they make their way through the Colleges’ curriculum.

**Centennial Center**

Established in 2008 in honor of the William Smith centennial year, the Centennial Center specializes in leadership, entrepreneurship and innovation and offers applied learning and academic enrichment in all three areas to the Hobart and William Smith community.

The Centennial Center is deeply invested in developing leaders who are innovative problem-solvers in a myriad of contexts. With programming that includes the HWS Leads certificate program, the Leadership Institute, the Youth Leadership College and the Steve Cohen ’67 Fellowship, students benefit from our signature model of *Leading Self, Leading Others* and *Leadership in Action*.

Alongside our leadership offerings, the Centennial Center designs entrepreneurial programming that supports students from idea generation to venture implementation. A menu that consists of the Michael ’59 and Ellen ’60 Opell IdeaLab, The Pitch Contest, the HWS Hackathon and the Summer Sandbox offer compelling environments and elite-level training in entrepreneurial concepts to student entrepreneurial leaders.

Finally, bridging our work across the leadership and entrepreneurship arenas is our innovation series that offers skill-based workshops in curricular and co-curricular settings. Topics include problem solving, idea-generation, pitching and presenting, creative thinking, strategic decision-making and effecting and managing change.

**Undergraduate Research**

Many HWS students apply their classroom knowledge to the real world through independent research in their chosen major or minor area. Hobart and William Smith’s unique location in the heart of the Finger Lakes region allows for a wide range of research options. Students may also travel to other locations to conduct research with a faculty member. Many students complete an independent study and/or Honors project, and many present the results of their work at local, regional or national meetings.

Students studying the natural sciences are often engaged in a research or field study project. They conduct their research on campus, with local health-care practices, with the Finger Lakes Institute, with local environmental organizations or in our superb outdoor laboratory, which includes Seneca Lake, HWS Fribolin Farm and the Hanley Biological Field Preserve.

Students studying the social sciences are given opportunities to conduct fieldwork starting as early as the first semester. Some recent projects have included a study of grassroots activism and school reform in Rochester, N.Y., and research about the master plan for parks of Geneva, N.Y.

Students in the humanities and the arts are also encouraged to pursue an area of interest whether through in-depth study of a particular artist or undertaking a significant artistic project of their own. Recent examples include writing a play, creating a series of surrealist paintings, and examining the history of the Smith Opera House.

The HWS Summer Research Program allows students to work individually or in a team with a faculty member on a research project over an eight-week period either on campus, at Cornell AgriTech, in the Audubon Seabird Restoration Project or at other locations. Students generally receive a stipend and housing. This is a wonderful opportunity for students to concentrate on a focused research topic with close mentorship from faculty members. The application process for this competitive program begins in January.
The Finger Lakes Institute

The Finger Lakes Institute (FLI), founded in 2004 at HWS, is dedicated to the promotion of environmental research and education about the Finger Lakes and surrounding environments. In collaboration with regional partners and state and local government offices, the Institute fosters environmentally sound development practices throughout the region and disseminates accumulated knowledge to the public.

The goals of the FLI are to advance and coordinate scientific research about the Finger Lakes environment; provide interdisciplinary training for the next generation of researchers, educators, and policy makers; enhance understanding of environmental issues by regional elected officials and the public; promote economic development models that integrate environmental and social considerations; and create and disseminate educational resources.

The Institute is a great asset for students interested in aquatic sciences, environmental studies, sustainable community development, and public education and outreach. There are a number of different student opportunities at the FLI each semester including internships, independent studies and volunteer projects. In addition, at least four summer research students are employed by the FLI each year.

The FLI hosts a wide range of programs open to the HWS community and general public, including symposia, exhibits, conferences and public service events.

Some recent events include mentoring of summer research and Honors students in biology, environmental studies, geoscience and physics; K-12 teacher training programs in water quality and invasive species; symposia addressing Finger Lakes water quality and invasive species; and a series of activities focused on local food and the Finger Lakes region at the HWS Fribolin Farm.

The Fisher Center for the Study of Gender and Justice

The Fisher Center is an interdisciplinary intellectual community dedicated to critical inquiry and social justice. It brings together faculty, students, and experts in theory, arts and activism, and questions of gender, race and class. Established in 1998, the Fisher Center supports curricular, programmatic, and scholarly projects that address the question: How do we more clearly realize, through our educational program, scholarship, and presence in the larger community, ideals of equality, respect, and solidarity with regard to the diversity of gendered bodies, norms, relations, and experiences?

To this end, the Fisher Center sponsors a Faculty Fellows Research Seminar, a speaker series that brings guests to campus, and a Pre-doctoral Fellow who offers one course for students each term and who participates in the Faculty Fellows Research Seminar. The Fisher Center also sponsors student summer research through the Woodworth Fellowship.

The Center was endowed with a significant gift from Emily and the late Richard Fisher, whose son, Alexander, graduated from Hobart College in 1993. At the intersection of the Colleges’ coordinate history and the academic study of gender, the Fisher Center uses gender as a lens through which to focus critical inquiry and discussion. Each year an interdisciplinary research theme is chosen for the Faculty Fellows Research Group and the speaker series. For more information, visit the Fisher Center website at www.hws.edu/academics/fisher_center/index.aspx.

The Center for Teaching and Learning

At the Center for Teaching and Learning (CTL), we believe that in order to create, innovate, inspire and lead lives of consequence, our journeys begin with four cornerstones: we engage in our own learning processes in order to accomplish the goals we set so that we can empower ourselves and others and enrich our lives as learners and teachers.

CTL programs promote critical engagement and reflection on teaching and learning in pursuit of the Colleges’ commitment to excellence, equity, innovation and engaged citizenship. CTL views both teaching and learning as collaborative processes that value diversity of learning, teaching and disciplinary styles. Our student enrichment programs are collaborative, peer-to-peer opportunities that are designed to help students become independent and engaged critical thinkers who are ready to succeed in college and beyond.

The Teaching Fellows Program provides peer-to-peer, content-based support for students in 11 academic departments:
Anthropology, Architectural Studies, Biology, Chemistry, Computer Science, Economics, Environmental Studies, Music, Philosophy, Physics, and Sociology. Teaching Fellows are nominated by faculty in their department and work closely with faculty to support students.

For students in courses that are not supported by the Teaching Fellows, Study Tables provide content-based support to students who wish to improve their understanding in a particular course. Study Tables are group sessions led by faculty nominated student facilitators through which students can access small-group learning support.

For writing support, students can work one-on-one with CTL Writing Fellows. Writing Fellows are trained peer facilitators who work with all students at any stage of their writing process (from brainstorming to drafting to revising) for any academic paper, study abroad essay, or internship or graduate school application. Writing Fellows are not editors or proofreaders; instead, they work with students on development and structure in ways that help students become more confident, conscientious and effective writers. Writing Fellows are available for appointments or drop-ins throughout the week.

The CTL also offers a Study Mentor Program to help students with organization, time management and general study skills. Study Mentors are peer facilitators who help first-year students make the transition from high school to college and help all students adjust to increased course workloads throughout students’ college careers. Through a pilot collaboration with Athletics, Athletic Study Mentors are also available as embedded resources for several teams.

In addition, the CTL offers a variety of resources for students preparing for class presentations or academic fellowship interviews.

The CTL is open Monday through Friday and our student support services are available by appointment/drop-in Sunday through Friday. For more information about the Center for Teaching and Learning, please visit us on the second floor of the library, or at www.hws.edu/academics/ctl, or contact the CTL at (315) 781-3351 or ctl@hws.edu.

Disability Services

Hobart and William Smith cultivate an inclusive and supporting learning community that values the diverse learning styles of our students. The Office of Disability Services, housed in the Center for Teaching and Learning (CTL), is committed to providing students with disabilities access to HWS programs and activities. We strive to provide the appropriate individualized accommodations necessary for students with disabilities to succeed. We seek to promote academic achievement and extracurricular involvement, and to help students take full advantage of the opportunities available at HWS.

To become eligible for disability-related accommodations, students must self-identify and submit appropriate documentation of disability to the Disability Services Office in the CTL. Following the documentation and registration process, students with disabilities meet at the beginning of each semester with the Coordinator of Disability Services to develop an accommodation plan for that semester. As a result of these meetings, students are supplied with an individualized letter for each of their instructors, outlining the disability-related accommodations appropriate in that course for that semester.

In addition, the student club Eye to Eye, a chapter of the national Eye to Eye organization, matches interested HWS students and Geneva Middle School students with learning disabilities in an arts-based mentorship program. The chapter at HWS has been lauded for being one of the most vibrant and successful across the country and for our participation in Disability Awareness Month. Having an Eye to Eye chapter on campus has created a connected and empowered community of students with LD/ADHD, which benefits the entire community.

To learn more about accommodations for students with disabilities at HWS, please visit the Disability Services website at www.hws.edu/academics/ctl/disability_services.aspx or contact us at (315) 781-3351 or ctl@hws.edu. To learn more about Eye to Eye at HWS, please visit: www.hws.edu/academics/ctl/eye_to_eye.aspx.
Writing Colleagues Program

Writing Colleagues (WC) are students interested in writing from a broad, diverse range of majors. These students are nominated, apply, and are selected to take a one-semester training seminar that prepares them to assist peers in course placements in later semesters. While WCs are placed in a course, they receive course credit and support their peers’ writing through one-on-one meetings outside of class time. WCs have the opportunity to collaborate with the professor on pedagogical strategies, including assignment design and other course specific planning. During both semesters, WCs are often placed in First-Year Seminars (FSEMs) or introductory level courses and sometimes in upper-division courses where writing is emphasized and where WCs have been identified as having disciplinary writing expertise. The Writing Colleagues Program is a peer-to-peer program that allows students to emphasize writing in their major and to demonstrate a productive relationship to the writing process. In dedicating themselves to writing support, WCs facilitate best writing practices for peers and for faculty.

The Writing Colleagues Program has past its 25th anniversary (founded 1993). It continues to be a selective program that is primarily based on an application and interview process. Additionally, and finally, the new WC Alumni Network provides an opportunity for WCs to connect after graduation and as they head onto post-graduate life. For more info or to apply for the program, contact Writing Colleague Directors: Ben Ristow (bristow@hws.edu) and Hannah Dickinson (dickinson@hws.edu).

Academic Opportunity Programs

The Hobart and William Smith Colleges Academic Opportunity Programs, comprised of the Arthur O. Eve Higher Education Opportunity Program and HWS AOP, are designed to support students who present an alternate academic profile and who demonstrate high potential to compete successfully in an academically competitive environment.

Students accepted to the Colleges through the Academic Opportunity Programs Office attend the HWS Summer Institute, a five-week intensive summer program that includes courses in college writing, geoscience, the humanities, analysis of film and study skills for college success.

The Summer Institute sets the foundation for making the successful transition into HWS through academic preparation in essential skills necessary for college success, and building identity and community as new college students.

Students enrolled in Academic Opportunity Programs have access to a full-need financial aid package. Aid is provided through a combination of grants, loans and work. First-year students also receive assistance to purchase books and supplies.

In addition to financial aid, the program provides support services for students, including regular academic, personal, financial and career counseling designed to help students successfully complete their program of study at Hobart and William Smith Colleges.

During counseling sessions, academic work is reviewed and discussed to ensure that the student is effectively using the skill sets learned over the summer. When necessary, the staff works closely with students to make them aware of other appropriate campus resources, such as the Counseling Center, Global Education, Career Services, the Center for Community Engagement and Service Learning, the Deans, faculty advisers, Financial Aid and the Center for Teaching and Learning.

The Warren Hunting Smith Library

The Warren Hunting Smith Library (library.hws.edu) is home to more than 250,000 print volumes as well as a broad array of online resources, all selected to complement the curriculum. The facility encompasses the Rosensweig Learning Commons and offers a variety of services to help students in their research. Individual and group study spaces are available, and there is a café located in the atrium.

Professional librarians guide researchers to print and electronic resources through individualized consultations (libcal.hws.edu/appointments/) and conduct a vigorous program of course-related research instruction in first-year through upper-level courses and for the Honors program throughout the year.

The Library’s webpages provide access to the Colleges’ print, video and electronic holdings as well as a variety of databases and websites. Through cooperative agreements with a network of local and national libraries, students and faculty members can also use interlibrary loan services (https://illiad.hws.edu/) to gain access to additional materials held in other libraries.

The Library is home to several special collections, including the Hobart and William Smith archives (library.hws.edu/archives).
which safeguards many primary research materials including the official Colleges archives and collections of rare books, manuscripts, photographs, local history materials and artwork.

The Rosensweig Learning Commons
This state-of-the-art facility combines services and staff from the Library, Information Technology Services and the Center for Teaching and Learning to create a cohesive environment that supports complex learning, deep exploration and rigorous intellectual pursuit. The Rosensweig Learning Commons has transformed the Library into a space that uses technology to advance formal and informal instruction as well as individual and group research. Students and faculty have a single site for research and collaboration, mediated by instructional technology, and designed to promote the skills of information fluency.

The Rosensweig Learning Commons reaffirms the Library as the heart of our academic community, where learning takes place in a complex environment of print and electronic resources that cultivates the research and technical skills for lifelong learning. The space has more than 130 computers with the availability of both Mac and Windows platforms, including a 24-hour lab area. From lounge chairs to tables, the facility offers power and network connectivity so that students can flexibly move from space to space with laptops.

Information Technology
The HWS IT Services Support Center, located in the Rosensweig Learning Commons, offers a full-service Help Desk. The Help Desk services all on-campus technologies from computers to audio-visual support of multimedia devices in classrooms and public spaces. The Help Desk also assists students in using and accessing on-campus software and learning tools. All students are provided an email account and storage space on the Colleges’ server. The Help Desk can assist with any setup or use of these resources. Additionally, the Help Desk supports student-owned machines and provides all diagnostics at no charge. There are fees for some repair and installation services.

Owning a computer is not a necessity at HWS, although it is recommended. If a student opts not to bring a computer, there are multiple computer labs available in the Warren Hunting Smith Library and in other academic buildings. Labs are open throughout the day, and there is an all-night study area in the Library atrium, giving students computer access 24 hours per day during the semester.

If a student decides to bring their own computer, Hobart and William Smith is a wireless campus. All residence halls, academic buildings and outdoors spaces have fast, secure access to the network.

If purchasing a computer, please keep the following recommendations in mind:
• Operating system – Windows 10 or later or Apple Macintosh OS X 10.12 or later.
• Productivity – Microsoft Office 365 can be downloaded and installed free of charge with a valid HWS student email account.
• Warranty – 3-4 year parts and labor.
• Accidental Damage Protection – covers damage not included in warranty, such as from drops or spills. This is highly recommended.

Computer Setup:
It is our expectation that if a student brings a computer to campus, the student is responsible for:
• Reading and understanding all manuals provided by the manufacturer
• Performing a basic computer setup
• Providing all system restoration media and keeping them in a safe place
• Meeting minimum campus standards for connection to our network (see above)
• Running an up-to-date anti-virus application on your computer
• Connecting personal printers via USB cable, not via Wi-Fi or wired Network as they can degrade our Wi-Fi network performance for all users.
• Not installing wireless routers – they are not permitted on campus as they degrade our Wi-Fi network.

IT Services offers a variety of part-time employment opportunities for students. For more information regarding student computer recommendations or about working for IT, please contact the HWS Help Desk at helpdesk@hws.edu.
Residential Education

At Hobart and William Smith, learning doesn’t stop at the classroom door. From late night conversations in the residence halls to political discussions over ice cream in the café, students become a part of a community that never stops thinking or learning.

First-year students are housed in double, triple or quad rooms in co-ed and single-gender buildings across campus, and may request a roommate by logging into the housing system (housing.hws.edu). While the Office of Residential Education cannot guarantee a requested roommate or housing area during your first-year, upperclass students select rooms and roommates through a lottery process during the spring semester in preparation for the upcoming academic year.

Residential Education places students in housing using a variety of factors such as participation in a living learning community, preferences about substance-free lifestyle communities and same-sex or co-ed residence halls. Typically, students live near other students in their First-Year Seminar.

All students are provided with a desk, chair, dresser, closet or wardrobe, and bed as well as window shades. The beds are elevated so that items can be stored under them, but students can also request to have their bed lofted (lifted about 6 feet off the ground, like the top bunk of a bed). Once the bed is lofted, students are able to put their desk or dresser under it to save space. Extra-long twin sheets are necessary.

Each first-year residence hall also houses Resident Assistants (RAs). This team of peer leaders is charged with developing a sense of community in the residence halls. The RAs plan fun and informational events throughout the year, like pumpkin carving at Halloween or discussions about social justice. They are trained to field questions on any issues, including personal, academic and student life concerns. Students can ask them about pretty much anything; if they can’t help, they’ll be able to direct you to someone who can.

Though most residence halls have a small kitchen area, each student is allowed a small mini-fridge. Students can bring one, or they can be rented from the Refrigerator Leasing Company at (607) 431-9525. The benefit of renting is that it’s a microwave/fridge combo. In addition, linens and other room items can be purchased via the Residential Education website.

All students are issued the HWS OneCard, a multi-purpose identification and debit card that provides a single source of access to a variety of campus and off-campus services.

Packing for College

**YES**

To Pack
- athletic clothes or equipment
- batteries
- backpack
- bike
- clothes hangers
- computer
- desk supplies (tape, stapler, etc.)
- fan
- flashlight and batteries
- lamps (no halogen or octopus lamps)
- laundry bag or basket & detergent
- mugs, glasses, cups, silverware
- pencil sharpener
- pictures or posters
- pillows and pillowcases
- poster putty
- power cord for computer
- radio or stereo
- raincoat/umbrella
- sheets, blankets and comforters
- single-serve coffeemaker (like Keurig brand). Must have automatic shut off.
- surge protectors (UL-listed only)
- toiletries basket or bucket
- towels
- winter clothes (scarves, hats, gloves, boots, coats)

**NO**

Not To Pack
- candles/open flame devices
- incense
- extension cords/“octopus plugs”
- multi-plug adapters
- cooking appliances (toaster ovens, hot pots, coffee pots, Foreman grills)
- microwave ovens (except for colleges-approved microfridges)
- large refrigerators (above 3 cubic feet)
- fireworks/pyrotechnics
- building lofts and other wood structures
- firearms and/or weapons (including air guns, bb guns, paintball guns, pistols, knives, etc.)
- any pet that is not a fish
- any fish tank more than 10 gallons

This list is a guide; it is not all-inclusive. Please contact Res Ed at resed@hws.edu or (315) 781-3880 with any questions.
Opening and Closing

With the exception of Orientation, residence halls typically open at 9 a.m. the day before classes begin. Students are to vacate their rooms completely 24 hours after their last exam or at noon on the day after the last exam of the semester, whichever comes first. All requests for early arrival or late departure because of extraordinary situations must be submitted to the Office of Residential Education in writing. Early arrival requests are due three weeks before the beginning of the semester, and late departure requests are due three weeks before the end of the semester. Similarly, if you must stay on campus during Thanksgiving Recess or Spring Break, you must register with the Residential Education office.

Residential Education does not provide storage for students over the summer. International students may work with the Director of International Student Affairs to apply for storage, which is available on a limited basis. If storage space is desired, there are several local storage companies in Geneva (see local resources on page 43 for more information). Any personal items remaining on campus after closing will be removed and donated to charity or disposed of at the student’s expense.

Community Cash

Certain locations on and off-campus accept Community Cash on a student’s OneCard. Community Cash can be added at www.hws.edu/onecard and can be used for laundry or at any dining location on campus. The website also includes the listing of off-campus retailers (pizza shops, drug stores, etc.) where Community Cash can be utilized. Community Cash carries over year to year and is refundable based on the Business Office’s policies at the end of a student’s time at the Colleges.

Eating at HWS

All students enrolled at Hobart and William Smith Colleges are required to have a meal plan. Meal plans are for use in the Saga dining hall, retail cafés and pub. Renovated in the summer of 2017, Saga, located in Scandling Campus Center, caters to the needs of each student, offering plant-based entrees, allergen friendly selections, and to-go options at each meal. In addition, Saga also offers a variety of choices, from fresh cut fruit and customizable salad bars to slow-roasted, rotisserie proteins and homemade desserts. Saga’s Grab-And-Go section provides busy students with the option to use their meal swipe instantaneously by picking up a Saga meal to go. Saga’s supportive staff is specially trained and willing to accommodate students with special dietary requirements, questions or concerns. For more information, please contact HWS Dining Services at (315) 781-3092.

In addition to Saga, there are other on-campus retail eateries—the Café, Cellar Pub, and Au Bon Pain—where students can use cash, credit, snack money, or community cash to purchase goods. The Café, perfect for a quick bite or a long stay, offers an array of customizable entrees from handcrafted burgers and sandwiches to fresh sushi and simply to-go selections. The Café’s newly revamped Mexican cuisine station, Tres Habaneros, continues to offer customizable burritos and tacos, fresh salads and vegetarian options. The Cellar Pub, renovated in the summer of 2018, features expanded seating and space while maintaining the essential pub atmosphere. The Cellar Pub, an eatery favored by students, now proudly serves Starbucks specialty coffees and teas, as well as fresh fruit smoothies and made-to-order pub staples ranging from juicy burgers and crispy chicken wings to decadent salads and gourmet desserts. Au Bon Pain, a bustling café located in the Warren Hunting Smith Library, serves fresh everyday specialty sandwiches, gourmet pastries, and handcrafted beverages.

All first-year students are required to participate in the Finger Lakes plan, which provides unlimited access to Saga, meaning students can access Saga for a meal, a coffee, or for a quick ice cream stop. The plan also includes $325 in snack money that can be used in any on-campus retail eatery, guest access for parents or guardians, and eight guest passes per semester. Students also receive a free custom-made cake on their birthday. Snack money is nonrefundable and must be used by the end of each academic year. Community Cash can be added should a student run out of snack money.

Upperclass students may select from a wider range of meal plans based on where they will be living. For a full breakdown of the meal plans available to HWS students, visit hwsdining.sodexomyway.com.

Spiritual Engagement

The Office for Spiritual Engagement (OSE) welcomes people of all faiths and backgrounds and is committed to supporting students, faculty, staff, alumni and alumnae, and friends in their religious and spiritual lives. The chaplain, the director of the Abbe Center for Jewish Life, and the Buddhist adviser organize a variety of special religious events during the semester as well as a slate of weekly campus events. The Office for Spiritual Engagement also supports student clubs like Project Nur, Muslim student group, Christian Fellowship, and an Evangelical Christian group, among others.
2018–2019 CLUBS

- Alpine Ski Team Hobart
- Alpha Phi Alpha Fraternity
- Alpine Ski Team William Smith
- American Chemistry Society Club
- Anime United
- Arts & Design Collective
- Asian Student Union
- Beautiful Minds
- Best Buddies
- Budget Allocations Committee
- Campus Activities Board
- Campus Greens
- Caribbean Student Association
- Chi Phi Fraternity
- College Democrats
- College Experience Outreach
- Colleges Against Cancer
- Cultural Italian American Organization
- Days of Service
- Debate Team
- Delta Chi Fraternity
- DreamCatchers
- Ducks Unlimited
- Entrepreneurs Club
- E-Scape Club
- Eye to Eye
- Farm Club
- Finance Club
- Geoscience @ HWS
- German Club
- Global Health Brigade
- Guiding Eyes for the Blind
- Habitat for Humanity
- Her Campus
- Hillel
- Hillside Pen Pals Club
- Hip-Notiqs Step Team
- Hobart Bowling
- Hobart Club Baseball
- Hobart Club Ice Hockey
- Hobart Club Lacrosse
- Hobart Club Soccer
- Hobart Rugby Football Club
- Hobart Student Government
- Hobart Volleyball
- Hobartones Acapella
- HWS Art History Society
- HWS Chess Club
- HWS Club Tennis
- HWS CrossFit Club
- HWS Engineering Club
- HWS Equestrian Team
- HWS Fencing
- HWS Figure Skating Club
- HWS French and Francophone Club
- HWS Girl Up
- HWS Improv Club
- HWS Live
- HWS ORAP
- HWS Rotaract
- HWS String Ensemble
- HWS Sustainable Foods Club
- HWS Ultimate Frisbee/Seneca Flyers
- HWS Votes!
- Interfraternity Council
- International Students Association
- Kappa Alpha Society
- Kappa Sigma Fraternity
- Koshare Dance Collective
- Latin American Organization
- Martini student newspaper
- Mixed Martial Arts Club
- Mixed Media
- Model African Union
- Model UN
- One Love
- One to One Friendship Club
- PAWS (Pro-Animal Wellness Society)
- Perfect Third A Cappella
- Phoenix Players
- Pre-Health Professions Club
- Pride Alliance
- Psychology Club
- R.E.N.E.W.
- Random Acts of Kindness
- RockSAT Club
- Russian Club
- Sankofa: Black Student Union
- Sigma Chi Fraternity
- South Asian Student Association
- Spoon University
- STEP
- Studio Arts Collective
- The Executives
- The Herald
- Thel: Literary Magazine
- Theta Phi Alpha Sorority
- Three Miles Lost & Capella
- William Smith Club Ice Hockey
- William Smith Club Soccer
- William Smith Congress
- William Smith Lacrosse
- William Smith Rugby
- William Smith Volleyball
- Women’s Collective
- Young Americans for Freedom
- Young Americans for Liberty
- Young Democratic Socialists

St. John’s Chapel hosts regular services in the Roman Catholic, Episcopal and Quaker traditions. The Abbe Center for Jewish Life, across the street from Temple Beth-El, is the home for weekly Kosher Shabbat. The home’s spacious dining room, livingroom, conference room and separate kosher-style and true kosher kitchens make it an ideal space for student residents, Hillel meetings and other programming. Hobart and William Smith is also home to the Muslim Student Center. Additionally, the Geneva area is home to a variety of religious communities, including Baha’i, Baptist, Church of God in Christ, Episcopal, Jewish, Methodist, Presbyterian and Roman Catholic.

Hobart and William Smith accept the responsibility of making available to each student who is absent from class because of religious obligations and practices an equivalent opportunity to make up any examination, study or work requirement missed.

Students should make every effort to tell their professors in advance if they must miss class in order to practice a religious tradition. Religious celebrations are an important part of campus life.

For more information about specific religious events, contact the Office for Spiritual Engagement at (315) 781-3671. For more information about local religious services, visit www.hws.edu/studentlife/religious_worship.aspx.

Student Activities

There are more than 100 student groups at HWS that address a broad range of interests, including politics, performing and studio arts, community service, activism, media and sports. Between club activities, performances and volunteer opportunities, there are many ways for students to explore their interests, have fun and make a difference.

Greek Life

Almost from its foundation in 1822, Hobart College has had a fraternity system. By 1860, Hobart students had discovered the powerful bonds of brotherhood through membership in the Kappa Alpha Society (1844) followed by Theta Delta Chi (1857) and Chi Phi (1860). The 20th century witnessed an explosion of fraternities throughout the nation. At Hobart, more chapters were founded: Kappa Sigma (1935), Delta Chi (1948), Phi Sigma Kappa (1950) and Sigma Chi (1892). Over the past two years, two new organizations joined our Greek Life system: Alpha Phi Alpha and Theta Phi Alpha (our first sorority). Today, these Greek organizations offer unique leadership opportunities and are in service to the campus and the community.

Campus Activities Board

The student-run Campus Activities Board (CAB) organizes an array of events throughout the year for the entire campus to enjoy. These events include concerts, open mic nights, movies nights at the local theatre, comedians, carnivals and much more. In the 2018-2019 academic year, CAB hosted Quadapalooza during Homecoming and Family Weekend; a
regular Friday Flix series at the local movie theater; the annual Spring Fest carnival program; and a Relaxation Week during finals that included massages and other spa treatments.

**Intercultural Affairs**

The Intercultural Affairs Center (IC) creates an environment where students find support, challenges and grounding for their personal growth, academic success and the development of their leadership skills. Students are encouraged to become leaders, mentors and to excel academically with an understanding of difference through a local and international lens. IC provides opportunities for conversation during regularly scheduled programs. The Colleges’ cultural, global awareness and social justice clubs meet and plan their events at the IC.

Recent IC programs have included the first collaborative Green Lens Film Series (films addressing social and environmental justice issues) and a community dinner during which we welcomed students and community agencies to a conversation around Dr. Martin Luther King Jr.’s concept of the beloved community and ways to strengthen it. In collaboration with Girl Up and the Colleges’ Fulbright Teaching Fellows, Intercultural Affairs celebrated International Women’s Day in early March. The roundtable discussion “Tackling Tribulations through Testimony” engaged a wide range of members of the campus and Geneva communities. IC continued to solidify collaborative links with the Center for Teaching and Learning and Career Services through our robust peer mentor program (weekly Writing Fellow, Economics/Homework Fellow, Career Fellow and Quantitative Fellow sessions). These are programs that not only support students in their academic endeavors, but establish long lasting connections between fellows and the students they advise, building community among students from a wide variety of backgrounds.

IC engages in collaborative programs with the Colleges’ social justice and cultural student organizations, and hosts programs coordinated by our Fulbright Teaching Fellows. All students are invited to spend time and plan meetings in a home-like environment, take advantage of our multi-purpose spaces such as a well-stocked game room, a computer lab, a conference room, and a cozy TV lounge. Free coffee, tea and hot chocolate are available every day!

For more information, and to follow our day-to-day programs and events, visit hwsinterculturalaffairscenter.wordpress.com.

**Getting Around Campus**

The Hobart and William Smith campus is within easy walking distance of many services that you may need, like grocery stores, banks, restaurants and a movie theater. Because of its central location, many students find that they don’t really need a car on campus. The most common modes of campus transportation are walking and biking.

To promote alternative modes of transportation (i.e. other than personal motor vehicles), the Colleges offer several services, including shuttles, a bicycle loan program, car sharing program, and others. The campus shuttles, implemented to reduce student driving and subsequent greenhouse gas emissions, operate seven nights a week on a pre-set route from 7 p.m. to 1 a.m. and later on weekends, transporting students around campus and to several off-campus sites, including the grocery store. All shuttle fleet vehicles are distinctively marked with the HWS logo and colors.

Students who prefer to get around campus on foot but are concerned about traveling alone can request a “Safe Ride” from Campus Safety. Campus Safety officers are available to escort students around campus, especially after dark and when the shuttles are not running. Students in need of a safe ride should contact Campus Safety from a safe, well-lit location, and a uniformed officer will meet them and transport them to their destination.

Bikes are also a popular form of transportation – students can bring a bike or borrow one of ours. The HWS Yellow Bike program, sponsored by the Office of Sustainability, allows students to lease one of the Colleges’ bikes for the semester for a small, refundable deposit. Bikes are leased on a first-come, first-served basis, and they tend to go quickly. If you’re interested in the bike program, please contact the Office of Sustainability at (315) 781-4380 or sustainability@hws.edu.

The Colleges are also host to two rental cars through Zip Car, giving students who don’t need a car everyday the flexibility of having a personal vehicle when needed. See www.zipcar.com/universities for more information.

If students would like to bring a car to campus, they should know that all student vehicles must be registered at the Campus Safety Office within three business days of the first day of class each semester in order to park on campus. To register a vehicle, students should complete the online registration form at parking.hws.edu. When picking up their permit, students must show a valid student I.D. and state registration and pay the appropriate fee. (Typically $125/semester or $175/year). Our parking and traffic regulations handbook can be found on the Colleges’ website at www.hws.edu/studentlife/campus_safety.aspx.

Once registered, students will receive a parking decal that must be promptly and properly installed on the vehicle. The first-year parking permit allows parking in the first-year lot, the
Houghton House lot, and other lots. To reduce congestion, first-year students who park on city streets surrounding the campus will be ticketed. For any other questions about getting around campus with a car or shuttle, contact the Campus Safety Office at (315) 781-3656 or securitymail@hws.edu.

**Sustainability**

When the Colleges signed the American College and University Presidents’ Climate Commitment (now the Climate Leadership Network’s Carbon Commitment) in 2007, Hobart and William Smith became a charter member of an effort to reduce emissions of greenhouse gases, those responsible for climate change. All interior lighting on campus is energy efficient Compact Fluorescent Lamps (CFL) or Light Emitting Diodes (LEDs).

Since formalizing the Colleges’ commitment in 2007, sustainability has become an integral part of campus culture. The dining hall and café feature three bin waste receptacles: one for organic waste, one for trash and one for recyclables; and offer a $.75 discount to individuals who use a reusable mug.

HWS started purchasing wind power in 2004 – since 2011, the Colleges have offset 100 percent of electricity usage through the purchase of wind power, resulting in a quarter reduction in the Colleges’ greenhouse gas emissions. The Colleges also recently established two local solar farms, eventually delivering up to 50 percent of campus electricity.

In 2004, the Finger Lakes Institute was established, a center devoted to research and education about the Finger Lakes environment, including issues regarding water quality, sustainable community development, agriculture/food, energy, and waste. There are plenty of ways to get involved in environmental activism on campus, from studying ecology in the classroom to advocating for sustainability as a member of the Campus Greens Club or joining the EcoRep Program, a group of students that work to grow sustainability across campus. Additionally, there are several sustainability-related internships, Honors projects, independent studies, and other opportunities for students who want to make a difference on campus.

The fall 2019 semester marks the sixth offering of the Sustainable Living and Learning Community. This living learning community is a two-semester long program that investigates the intersection of sustainability and consumption with a particular emphasis on the relationship between local actions and global effects. This program is open to first-year students interested in all subjects and disciplines. The Environmental Studies program, shaped largely by a student initiative that began in the 1970s, is interdisciplinary in nature, drawing from many different subject areas.

Environmental awareness and activism have been the focus of strong individual academic projects. Some examples of academic projects include converting a carbon-heavy truck into an electric vehicle, developing a new recycling program for the campus, proposing use of and developing experiential learning opportunities at the HWS Fribolin Farm (34-acres of pasture, agricultural fields, ponds, gardens, and buildings), and demonstrating aquaponics on campus. There are numerous events and programs each semester that seek to raise awareness and educate new community members about the importance of our climate commitment. The Office of Sustainability organizes a variety of competitions and events, including Campus Conservation Nationals, a contest between residence halls to reduce greenhouse gas emissions from energy consumption, and Recyclemania, which challenges the campus community to reach a 30 percent recycling rate.

Other programs have included a student-organized organic garden, trayless dining hall, a student-led initiative to install new water bottle refill stations throughout campus, the Real Food Challenge, which aspires to get the Colleges to 20 percent “real food” by 2020, and many others.

More information about all of the Colleges’ sustainability initiatives and programs can be found at www.hws.edu/about/sustainability. Students can learn about the Colleges’ journey toward a more sustainable future by following Sustainability at HWS on Facebook or GreenHWS on Instagram.

**Hubbs Health Center**

Hubbs Health Center, in partnership with Finger Lakes Health, delivers healthcare and health education to the HWS campus community. The Center provides high quality, clinically appropriate services in a nonjudgmental, compassionate and timely manner.

The Center is open Monday–Friday from 9 a.m. until 6 p.m., and available by telephone from 6 p.m. until 9 p.m. The service is also available Saturday by phone or at the Finger Lakes Health Urgent Care on Preemption Road in Geneva. Transportation to the Urgent Care facility and/or emergency department is available after hours via Campus Safety.

To support the health of the campus community, the Health Center provides a wide spectrum of services, including, but not limited to:

- Specialist referrals
- Full-service women’s health clinic, including annual exams, contraception and pregnancy testing
- Allergy injections
- STD counseling and testing, including HIV testing
- Medications and pharmaceutical supplies
- Assistance to students with special needs, including but not limited to, adult attention deficit disorders, eating disorders and psychological evaluations.
- Evaluation and treatment of illnesses and injuries
- Assistance/maintenance of students with chronic
physiological disorders such as asthma, diabetes, HIV, hypertension, cancer and physical handicaps

- Influenza vaccinations
- Immunization updates
- Health recommendations for international travel
- Promotion of wellness through health related brochures, formal and informal presentations and discussions on health education issues

It is mandatory for all HWS students to be enrolled in a health insurance plan that covers services, while at the Colleges. Hubbs Health Center does not charge for visits and health care services provided by Hubbs. However, laboratory tests, throat cultures and prescriptions are an additional service and considered billable to the student’s health insurance plan.

All students will be required to present a health insurance card at Hubbs Health Center during each visit. If the student has no card, there may be a delay in medical services outside of the Health Center.

Hubbs Health Center recommends that each student consider purchasing the additional health insurance coverage offered by HWS to cover costs for any medical care and services considered by the student’s primary insurance plan as “Out of Area,” or those services that may be needed but are not provided by Hubbs Health Center. This includes off-campus referrals, emergency room treatment, ambulance transportation from the campus to the hospital emergency room, laboratory services, care provided by specialists, prescription co-pay coverage and hospitalization.

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy Rule prohibits the release of any medical or health information to parents, outside medical professionals, college officials and all others without the student’s written consent. In the case of a life-threatening emergency, the Hubbs staff consults with the vice president of student affairs, who will ultimately decide whether to contact a student’s family. If you would like Hubbs Health Center to share information about your medical care with your family, you can visit Hubbs Health Center anytime to fill out the Medical Authorization Form. The form is also available on the Hubbs Health Center webpage at www.hws.edu/studentlife/health_center.aspx.

Please note that New York State Public Health Laws require all students to provide proof of immunity to measles, mumps and rubella (MMR), as well as the meningitis response form to be completed and submitted. We ask that students submit this important medical information on the Student Health Portal, which can be found on the Orientation website, as soon as possible. For questions regarding immunizations, call (315) 781-3600.

The Counseling Center

The Counseling Center provides high quality, confidential, ethical, and culturally sensitive mental health services to Hobart and William Smith students. The Counseling Center is comprised of a group of mental health professionals, including doctoral level psychologists, social workers, and licensed mental health counselors who specialize in college mental health and young adult development. Staff members work as a team to offer clinical services that assist students in managing their psychological health, emotional health, and interpersonal development while supporting them through age-appropriate transitions so that they may get the most from their HWS education. Psychological services for HWS students include group counseling, crisis intervention, and brief, solution-focused individual therapy, as well as after-hours emergency responding. The staff at the Counseling Center also offers mental health prevention programming and consultation for all members of the HWS community.

Students are encouraged to make an appointment at the Center in one of three ways:

- By scheduling online from the Counseling Center webpage (www.hws.edu/studentlife/counseling.aspx) and selecting the “Schedule Now” button.
- By calling our office at (315) 781-3388.
- By dropping in during regular business hours at 91 St. Clair Street to make an appointment in person or to be seen for same day Urgent Care hours as needed. Urgent Care hours are Monday through Friday from 9 a.m. to noon, and again from 1:30 to 4 p.m.; no appointment is needed for Urgent Care.

The most common concerns that bring students to the Center are stress/anxiety, depression, relationship issues, need for support or encouragement, feeling out of control, sleep concerns, self-esteem/self-confidence issues, alcohol and drug problems, indecisiveness/procrastination, loneliness, homesickness, and adjustment to college concerns. Most students see improvement in their presenting concerns within three to five sessions, and the Center sees over 20 percent of all HWS students on campus annually. About 50 percent of all graduating seniors have been seen at the Counseling Center at some point in their academic career. Services are free to all enrolled HWS students during the academic year. The staff will also be happy to provide referrals to local therapists if students prefer to seek help off-campus.

The staff of the Counseling Center takes the legal, ethical and professional obligations of confidentiality very seriously. The staff will not release any medical or health information to parents, outside medical professionals, college officials or any other persons without a student’s written consent, except in cases of life-threatening emergency or special exceptions required by law. For more information about services offered by the Counseling Center, please visit www.hws.edu/counseling or call (315) 781-3388.
Alcohol and Other Drug (AOD) Prevention

In keeping with federal, state, and local laws, Hobart and William Smith encourage and support good judgment in the legal use of alcohol for those who choose to use it and prohibit the possession, use, manufacture, and distribution of controlled substances. Complete drug and alcohol policies are outlined in the Handbook of Community Standards at www.hws.edu/studentlife/community_standards.aspx. The Office of AOD Prevention takes a proactive, social norming and harm reduction approach to providing the education necessary for students to make responsible choices concerning alcohol and other drugs.

The Office provides a variety of educational outreach programs throughout the academic year, and all first-year students participate in a workshop designed to help students evaluate their choices and examine their misconceptions regarding alcohol and other drug use among their peers. One-to-one and group counseling is available for students who are at risk of developing alcohol and other drug-related concerns as well as for those who are impacted by another person’s abuse of substances through the AOD Prevention Office.

Office of Title IX Programs and Compliance

The staff from the Office of Title IX Programs and Compliance looks forward to meeting new students at various Orientation and Family Weekend events. Families are always welcome to visit the Title IX Office located at 603 S. Main Street, Seneca Room Annex Lake Level.

The Title IX Office collaborates closely with students, staff and faculty throughout the school year to prevent all forms of sexual misconduct including sexual harassment, gender based harassment, stalking, sexual assault, intimate partner violence, sexual exploitation and retaliation. As part of Orientation, all first-year and transfer students are required to complete an online training program, Not Anymore. We strongly recommend that students complete Not Anymore prior to arriving on campus. We encourage all parents/guardians to review Not Anymore and to consider discussing it with their student. Parents/guardians can access Not Anymore via the Title IX Office webpage at www.hws.edu/titleix. Students will soon receive information on how to access Not Anymore.

The Title IX staff meets with students during Orientation to stress the expectation that all students comply with the Sexual Misconduct Policy. We also cover what students should do if they or someone they know ever experience sexual misconduct. In the first weeks of the semester all first-year and transfer students participate in a bystander workshop called Intervene, to learn the skills necessary to effectively and safely intervene in situations with the potential of escalating into sexual misconduct or other harmful behavior.

In addition to prevention activities, the Title IX staff responds to all reports of sexual misconduct. The Title IX Office utilizes equitable procedures to promptly investigate and adjudicate all complaints and to appropriately sanction those found responsible for policy violations. Whether or not a formal complaint is filed, we provide support to meet the needs of impacted students, which may include services such as assistance reporting to law enforcement, seeking medical

assistance, provision of academic and housing accommodations, and referral to other support resources.

We welcome any comments or questions from family members and students. Title IX staff can be reached via email at titleix@hws.edu or by phone at (315) 781-3922. To learn more about how you can participate in our prevention and education activities, the HWS Sexual Misconduct Policy, and support services and resources, please visit our website at www.hws.edu/TitleIX.

Recreation, Intramurals and Fitness

The Robert A. Bristol ’31 Field House includes a fitness center, indoor track, athletic courts and group exercise rooms. The Recreation Department offers a variety of inclusive programs and services promoting the well being of the HWS community. These offerings consist of group fitness classes, intramural sports and special events.

Weekly group fitness classes focus on strength and cardiovascular training and mind-body practices. HWS Recreation Intramural Sports Program looks to foster an environment encouraging sportsmanship, teamwork, healthy competition, and staying active. Throughout the academic year special events such as Wellness Week, Healthy Breakfast Days, Fitness Bingo, and Rec Day facilitate social experiences for students and opportunities to become educate on developing a healthier lifestyle.

Additional services include CPR/AED trainings sessions and one-on-one counseling to students looking for more personal guidance on making healthier choices.

For more information about any of these recreation initiatives, call (315) 781-3901 or email recreation@hws.edu.

Athletics, Club Sports and ORAP

More than 80 percent of HWS students are involved in some kind of athletic activity, whether it’s intramural or intercollegiate athletic teams or outdoor recreation programs, like hiking and camping.

The Outdoor Recreation and Adventure Program (ORAP) sponsors a variety of day and overnight excursions and activities in the Finger Lakes, including hiking and backpacking, kayaking, ice climbing, Nordic skiing and rock climbing.

Those who wish to enjoy the fun and competition of athletics without the time commitment of playing on an intercollegiate team often join one of the many intramural leagues or club sports teams on campus.

Those who wish to compete at the top of their sport become members of one or more of the Colleges’ 23 varsity teams, many of which are regular contenders for conference and national titles.

Athletics is a large part of the campus culture, even for those students who never step foot on the field. There is a sense of community and pride surrounding the Hobart and William Smith athletics teams, and many students cheer on the teams during home and away games. And, when the weather is nice, it’s not unusual for a pickup game of softball or Ultimate Frisbee to overtake the Quad.
POLICIES AND PREPAREDNESS
At Hobart and William Smith, we strive to promote an environment that is safe and secure, and contributes to the well being of our students. Our policies and preparedness plans are designed to keep students, faculty, staff and visitors safe and protected.

**FERPA and Privacy**

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), Hobart and William Smith Colleges have established protocols that protect confidentiality and allow students to access and amend their educational records.

**Confidentiality for Students with Disabilities:** The Americans with Disabilities Act (ADA) and FERPA have established guidelines for confidentiality of all disability-related information. Documentation and any communication related to a student’s disability is maintained in strict confidentiality. This information is stored in the Center for Teaching and Learning (CTL) and is released on a need-to-know basis, and only with a consent form authorized by the student, except in cases required by law. All records are archived for seven years following the student’s graduation or last date of enrollment at the Colleges, after which all records are destroyed. A list of records destroyed is maintained on a permanent basis. Information is disclosed only when necessary to fulfill the Colleges’ obligation to provide equal access under ADA and Section 504 of the Rehabilitation Act.

**Education Records Policy:** The maintenance and disclosure of education records are regulated by FERPA. Education records generally include files, documents, and material in whatever medium (handwriting, print, tapes, film, microfilm, DVD, microfiche) maintained by the Colleges, which are directly related to students and from which students can be individually identified.

**Education records do not include:** (1) Records of instructional, supervisory, administrative, and certain educational personnel which are in the sole possession of the maker thereof or another such person acting temporarily in place of the maker; (2) Records of a law enforcement unit of the institution, which are maintained apart from other institutional records, maintained solely for law enforcement purposes and not disclosed to individuals other than law enforcement officers of the same jurisdiction; (3) Records relating to individuals who are employed by the institution, which are made and maintained in the normal course of business, relate exclusively to individuals in their capacity as employees, and are not available for use for any other purpose. (Records of individuals in attendance at the Colleges who are employed as a result of their status as students are education records, e.g. work-study); (4) Records relating to a student which are created or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional to be used solely in connection with the provision of the treatment to the student; and not disclosed to anyone other than individuals providing such treatment; (5) Records of students that contain only information about an individual after they are no longer a student.

---

**Community Standards**

Our goal is to provide an environment in which all members are treated and treat others respectfully. The Handbook of Community Standards is published annually, and all students are expected to know and follow the behavioral guidelines outlined in the handbook. You can find a copy online at [www.hws.edu/studentlife/community_standards.aspx](http://www.hws.edu/studentlife/community_standards.aspx).

**The Office of Title IX Programs and Compliance**

can be found on campus at 603 S. Main Street. The Colleges’ sexual misconduct policy and information on resources and support can be found at [www.hws.edu/TitleIX](http://www.hws.edu/TitleIX).
Education records are maintained by a variety of offices on- 
campus, including the deans’ offices, Student Affairs, the Office 
of the Registrar, the Center for Teaching and Learning, as well as 
other offices in which a student may interact. Files maintained 
by the deans’ offices are for the use of members of the deans’ 
staffs and contain education records including: high-school 
academic records, recommendations solicited for admission and 
counseling purposes, grade reports, all correspondence to or 
from the student, housing information, extracurricular-activity 
lists, transcript-related information (e.g., faculty notes about 
failures and incompletes, evaluations of course equivalents, 
etc.), deans’ excuses from classes and examinations, copies 
of recommendations made by a dean on behalf of a student, 
records of conversation between deans or vice president for 
campus life or designee and students, and a list of those who 
have accessed the student’s file according to the third item 
below. A student has the right to inspect the education records in 
their dean’s office file or any of the offices listed above, with the 
following exceptions: any materials written in confidence prior 
to Jan. 1, 1975; financial information provided by parents or 
guardians; any recommendations written after Jan. 1, 1975, to 
which the student has waived (in writing) the right of access.

No education records are released from any of the offices above 
to third parties except at the written request of the student or 
as required or permitted by law. Directory information (name, 
address, telephone, date of birth, place of birth, activities list, 
dates of attendance, directory information, degrees and awards, 
height and weight of athletes, and most recent school attended) 
may be released at the discretion of Colleges officials. However, 
students are given the opportunity during the course-registration 
process to check the accuracy of any directory information 
maintained by the Colleges and to restrict the right of the 
Colleges to release part or all of the directory information listed. 
According to federal law, education records may be released 
under specified circumstances, without the permission of the 
student, to certain government offices, accrediting agencies, and 
the College Entrance Examination Board. Education records may 
be shown without the written consent of the student to those 
within the Colleges who have a legitimate educational interest. 
Therefore, members of the Committee on Standards and faculty 
advisers may see the same materials (but no others) that are 
open to the inspection of students. In the case of students 
applying to or admitted to the Honors program, transcripts are 
given to the faculty member of the Honors Committee and the 
Honors adviser. Finally, the director of financial aid has access to 
education records upon which financial-aid decisions are based. 
To inspect their education records, a student should go to the 
appropriate office and request access to their record. Education 
records, with the exceptions noted above, will be shown to the 
student within a reasonable period of time (in most cases, 
immediately) not to exceed 45 days, after all restricted records 
have been removed. There is no charge for this service; however, 
if a student wishes a copy of any records, a fee to cover the cost 
of copying will be charged.

If a student wants to amend any portion of their file, they should 
request the change in writing to the administrator charged with 
keeping the record in question (the accuracy of recording grades 
may be challenged, but not the legitimacy of the grade per se.) 
If the student’s request is denied, they will be told that they have 
the right to appeal the decision to the Committee on Standards. 
The members of this committee will be convened promptly, and 
the student will be given their decision in writing by the vice 
president for campus life or designee. At the hearing, the student 
has the right to be represented by any member of the Colleges’ 
community. If the decision of the Committee on Standards 
is negative, the vice president for campus life or designee will 
inform the student of their right to insert a comment about an 
explanation of the record in question in their file; the vice 
president for campus life or designee will also inform the student 
of their right to file a complaint with the U.S. Department of 
Education. If the Committee on Standards recommends that the 
record in question be amended, changes will be made promptly, 
and the student will be given a copy of the revised record.

All of the foregoing applies only to education records (i.e., does 
not apply to medical, psychological or alumni and alumnae 
records, which are strictly confidential and are not available 
to the inspection of students, alumni and alumnae, or third 
parties inside or outside the Colleges) and conforms to the 
final rule on the privacy of parents and students concerning 
education records, published by the Department of Health, 
Education and Welfare in the Federal Register, Vol. 41, No. 11.

A student’s official college transcript is a record of most of the 
important academic events in their college career. It contains 
a list of all courses taken, with semesters taken and grades 
received. It also records the academic major and any prizes, 
awards and other special achievements, such as election to 
Phi Beta Kappa, departmental honors or Latin praise at 
Commencement.
Campus Safety

Vision Statement
To provide safety, security, essential services, and other personalized assistance to the Hobart and William Smith community in a manner that exceeds expectations.

The Office of Campus Safety exists to serve the HWS campus community with respect, fairness and integrity. The diversity of people our campus represents is valued and service to meet the needs of all with equal dedication is promoted. At Campus Safety, we believe that every interaction with every student or other member of the campus community matters, and provides an educational opportunity. Rooted in our core values of service, respect, impartiality, trust/integrity and teamwork, Campus Safety personnel strive to foster a safe and secure environment conducive to the diverse educational, professional and personal growth of all community members.

In addition to enforcing the Colleges’ Community Standards and working with local, state and federal law enforcement agencies when needed, the office also oversees the institution’s parking and motor vehicle regulations. All vehicles that park on campus must have a registration sticker, which can be obtained at the Office of Campus Safety. To register a vehicle, students should complete the online registration form at parking.hws.edu. When picking up their permit, students must show a valid student ID, vehicle registration and pay the appropriate fee.

Visitors to campus must obtain a temporary parking permit from the Office of Campus Safety upon arrival on campus. There is no charge for a temporary parking permit, which allows the vehicle to park in lots designated for V permits for up to 10 days. Parents, families and other visitors who plan to visit campus frequently may apply for an annual visitor’s permit. This permit eliminates the need for a visitor to continually obtain day passes.

The Office of Campus Safety maintains a series of outdoor emergency telephones that are marked by blue lights. The blue light phones are located throughout the campus along commonly used routes. Pushing the button on an emergency phone connects you to Campus Safety, who will immediately dispatch a uniformed officer to the phone. All emergency telephone calls are recorded for immediate playback or for use at a later date. Campus Safety publishes Paths of Light, a brochure that offers a map of safe routes and the location of the blue light emergency phones. The brochure is available at the Office of Campus Safety.

In addition, the office oversees the HWS shuttle service, which operates seven nights a week on a pre-set route from 7 p.m. to 1 a.m. Sunday through Thursday, until 2 a.m. Friday into Saturday morning, and until 3 a.m. Saturday into Sunday morning. This schedule may change. For the most up-to-date information, check with the Campus Safety office. Campus Safety Officers are also available to provide safe rides for students, especially after dark and when campus shuttles are not running.

The Office of Campus Safety annually publishes Living Safely, the Colleges’ annual security report outlining the Colleges’ policies and procedures as well as reporting campus crime statistic data. The handbook is available online at www.hws.edu/studentlife/pdf/living_safely.pdf.

Emergency Preparedness
Hobart and William Smith have several procedures in place to address emergency situations as they arise on campus. We use the Everbridge Mass Notification system that allows voice mail, text and email messages to be sent simultaneously to all campus constituencies in the event of an on- or off-campus emergency. Emergency notification messages are also sent to all proprietary computers on campus and broadcast through our Alertus outdoor speaker system. The Everbridge system is tested each semester.

Campus Safety also works with the campus community to ensure proper fire, health, and safety regulations are followed. This includes conducting fire drills in academic and residential buildings to educate the campus on emergency procedures.
2019–2020 Tuition and Fees

<table>
<thead>
<tr>
<th></th>
<th>Per Semester</th>
<th>Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard Room</td>
<td>$3,977.50</td>
<td>$7,955.00</td>
</tr>
<tr>
<td>Odell's Village</td>
<td>$4,027.50</td>
<td>$8,055.00</td>
</tr>
<tr>
<td><strong>Meal Plans</strong> (required of all students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finger Lakes meal plan</td>
<td>$3,695.00</td>
<td>$7,390.00</td>
</tr>
<tr>
<td>Seneca meal plan</td>
<td>$3,307.50</td>
<td>$6,615.00</td>
</tr>
<tr>
<td>Geneva block plan</td>
<td>$1,585.00</td>
<td>$3,170.00</td>
</tr>
<tr>
<td>Pulteney block plan</td>
<td>$742.50</td>
<td>$1,485.00</td>
</tr>
<tr>
<td>Co-op housing meal charge</td>
<td>$600.00</td>
<td>$1,200.00</td>
</tr>
<tr>
<td><strong>Required Fees</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health and Wellness Fee*</td>
<td>$175.00</td>
<td>$350.00</td>
</tr>
<tr>
<td>Student Activity Fee^</td>
<td>$185.00</td>
<td>$370.00</td>
</tr>
<tr>
<td>Technology Fee**</td>
<td>$237.50</td>
<td>$475.00</td>
</tr>
<tr>
<td>Co-op housing meal charge</td>
<td>$600.00</td>
<td>$1,200.00</td>
</tr>
<tr>
<td><strong>Other fees</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Car registration</td>
<td>$125.00</td>
<td>$175.00</td>
</tr>
<tr>
<td>Limited use (Odell’s/fraternities)</td>
<td>$50.00</td>
<td>$70.00</td>
</tr>
<tr>
<td>Lock change (varies depending on type)</td>
<td>$25.00 - 75.00</td>
<td></td>
</tr>
<tr>
<td>Replacement of OneCard</td>
<td>$20.00</td>
<td></td>
</tr>
<tr>
<td>Transcript fee</td>
<td>$5.00</td>
<td></td>
</tr>
</tbody>
</table>

* The Health and Wellness Fee is required of all full-time students and provides support for a broad range of general medical services including mental health counseling, drug and alcohol counseling programs, and wellness activities at Bristol Fieldhouse. Please note that this is not associated with the domestic Student Health insurance option described later, which is an opt-in program at an additional cost.

^ The Student Activity Fee is required of all full-time students. The student government has established a student activities fee that is billed and collected by the Colleges on behalf of student government. This fee covers the expenditures of student organizations and is subject to change by student referendum.

** The Technology Fee is required of all full- and part time students. This fee enables technology-related student services like help desk support, wireless networking, access to instructional technology tools and software, and training classes.

Course Fees

Applied Music Classes (music lessons) carry an additional nonrefundable fee of $350. Certain other short-term study abroad courses may carry an additional fee. Rates are determined in conjunction with student enrollment after arrangements are finalized and may be billed later than the standard term bill. The cost of attending certain off-campus programs exceeds regular tuition, fees, room and board. See financial aid if assistance is needed.

Other Billing Information

Full-time tuition is billed for students enrolled in three to five courses per semester. Single courses or additional courses are billed at the rate of $6,979 per course. All first-year students are required to live on campus.

All other students are required to live on campus unless authorized to live off-campus through the lottery process conducted by the Office of Residential Education.

All first-year students are required to participate in the Finger Lakes meal plan unless excused by the Office of Residential Education for medical reasons. Please contact Res Ed at (315) 781-3880 for further information and medical forms.

All students living off-campus are required to participate in a meal plan every semester. The minimum requirement is the Pulteney block plan.

After the 10th day of each semester, students are locked into their meal plan unless they want to upgrade.
Billing Cycle

The academic year is divided into fall, spring and summer semesters. Bills are not mailed but rather they are available online only, through our partnership with Nelnet Campus Commerce. Please see e-bill access instructions further below.

Electronic billing will occur at least two times each fall and spring term. An academic transcript held will be placed on all accounts for amounts billed but not paid. Registration holds will also be placed on accounts for past due balances. Summer term bills are prepared when the student is enrolled in a summer course. Payment for summer term is due prior to the start of the course.

**Please note: Payment of qualifying education related expenses (largely the tuition portion of the student bill, and does not include room and board as qualifying expenses) can have income tax implications for U.S. residents. If you wish to ensure to have your payment posted in the 2019 calendar year, please have it received in the Student Accounts Office by Dec. 13, 2019. Please consult your income tax advisor if you have questions on whether it is better for you to make payment for the spring term in calendar year 2019 or 2020. Links for obtaining 1098 T forms will be emailed out in late January 2020. Please note that 2020 1098 T forms will capture box #1 information which are payments made toward QTRE (Qualified Tuition and Related Expenses). Note: QTRE does not include room and board expenses.

How to Obtain Electronic Billing Statements and View Student Balances in Real Time

HWS has partnered with Nelnet Campus Commerce to provide online billing, payment and account balance information for all student accounts, all in real time updates.

An email will be sent to the HWS email address for all students new to the Colleges with directions on how to set up an account. Once registered, students can also invite others to have access to their account as authorized parties. This email will be sent before the student’s first bill is electronically distributed. Instructions are also provided below:

Student Instructions:
Go to hws.edu
- In the upper right hand corner, click on the menu icon
- Click on Quick Links
- Click on Campus Solutions, and log in
- Go to Main Menu, Self Service, Student Center
- Under the Finances Section, select the blue link “View Bill and Payment Options”
- You may need to enable the Nelnet site from your pop up blocker to progress to the next step.
- Create Account as necessary
- From here you can add authorized parties, view your charges, e-bills, make payments, or select a payment plan

Parent or other Authorized Parties instructions:
- Student will first need to log in using the steps above
- From the Nelnet Welcome page, student will click “Add Authorized Party”
- Student – be sure to click on the check box to allow your party to view details
- The Authorized Party will receive an email to log in and can view charges, e-bills, make payments, or set up a payment plan
- Authorized parties can then access/manage the account and payments at any time by logging into online.
campuscommerce.com once added by the student.

Screenshots and step by step instructions to set up an account to view bills and add authorized parties can be found at: http://www.hws.edu/itservices/instructions/ebill_account_setup.aspx.

Note: Nelnet provides customer service at 800-609-8056.

Bill Payment Options – please note that cash is not accepted.

1. TO PAY ONLINE
You can pay online via your checking or savings bank account. You would follow the same instructions as for logging in to view the e-Bill. In this case, you would be clicking on the button to make a payment. There is no fee for this service. U.S. bank required, and not available with most investment or line of credit accounts.

Here is how you log in as a student:
- In the upper right hand corner, click on the menu icon
- Click on Quick Links
- Scroll down to select Peoplesoft Portal
- Click on Campus Solutions, and log in
- Go to Main Menu, Self Service, Student Center
- Under the Finances Section, select the blue link “View Bill and Payment Options”
- You may need to enable the Nelnet site from your pop up blocker to progress to the next step.
- Create Account as necessary
- From here you can add authorized parties, view your charges, e-bills, make payments, or select a payment plan

Authorized parties can access/manage the account and make payments at any time by logging directly into online.
campuscommerce.com, provided they were already added as an authorized party by the student.
Note: Nelnet provides customer service at 800-609-8056.

2. TO PAY BY CHECK
Be sure to include the student ID on your check or money order. The Binghamton, NY address is a JP Morgan Chase Bank lockbox processing facility. Please do not include written correspondence concerning your account as the lockbox facility will not communicate this information as part of their processing. Please mail payment to Hobart and William Smith Colleges, Department #116060, P.O. Box 5211, Binghamton, NY 13902-5211

3. TO PAY BY 529 PLAN WITHDRAWAL
Please contact your 529 plan administrator and tell them to be sure to include the student ID on the check or remittance. The Binghamton, NY address is a JP Morgan Chase Bank
lockbox processing facility. Please do not include written correspondence concerning your account, as the lockbox facility will not communicate this information as part of their processing. Please have the administrator mail check payment to: Hobart and William Smith Colleges, Department #116060, PO. Box 5211, Binghamton, NY 13902-5211 There are often significant lag times between when 529 funds are requested and when payment is received by the school. You will want to put your 529 withdrawal request in well in advance of the payment due dates.

4. TO PAY BY WIRE

5. TO PAY ONLINE IN FOREIGN CURRENCY
International students: Flywire.com is our recommended third party processor for international wire payments. You may access this link through the online payment steps listed above in item #1, or you may go directly to the website of flywire.com Flywire rates are competitive and allow you to easily determine what is needed in local currency for your USD balance. There are no added fees, as all are built already into the Flywire exchange rates.

6. TO PAY WITH AN OUTSIDE SCHOLARSHIP CHECK
Outside scholarships must be mailed directly to the following address: Hobart and William Smith Colleges, Attn. Student Accounts, 300 Pulteney Street, Geneva, NY 14456

7. TO ENROLL IN A MONTHLY PAYMENT PLAN
Pay monthly by enrolling in a tuition payment plan administered by Nelnet Campus Commerce. Do not include work study in the calculation for a payment plan. (Work study is not credited as a payment to the student account; your student work study in the calculation for a payment plan. (Work study is administered by Nelnet Campus Commerce. Do not include)

- Tuition Payment Plan Registration - to spread payments over a maximum of five months per term. Go to mycollegepaymentplan.com/hws for details on available payment plans.
- Automatic bank payment (ACH) via checking or savings account
- You choose the payment date - either the 1st or the 15th of the month
- $25 enrollment fee per semester, paid directly to Nelnet
- $30 returned payment fee, if a payment is returned, paid directly to Nelnet
- Students or authorized parties can sign up directly from their Nelnet account

NOTE: All down payments are processed immediately. Delinquent accounts will be levied late fees and registration holds in accordance with school policies and procedures.

Please note that your payment plan contract amount will NOT be automatically adjusted, even if your charges or financial aid is increased/decreased. You should review your balance online periodically and make any necessary payment plan contract adjustments manually.

Late Payment Penalty Charge and Deregistration
Tuition and other charges not paid when due may be subject to a late payment charge. A minimum monthly penalty of $100 may be assessed upon any late account. Should the student account become past due, the Colleges reserve the right to place the student account with a third party collection agency or attorney. If this collection process were to commence, the student will be responsible for all fees for collections, including, without limitation, attorney fees, court fees, and other fees. Fees for collection are in addition to the past due balance, and the debt will be reported to the appropriate consumer reporting agencies. Note: in addition to late fees, delinquent accounts will be levied transcript holds and registration holds in accordance with school policies and procedures.

STUDENTS WHOSE BILLS ARE NOT PAID IN FULL, NOR APPROVED FOR A FULL OR PARTIAL DEFERMENT BY THE DUE DATE, WILL NOT BE ALLOWED TO REGISTER FOR THE UPCOMING SEMESTER; STUDENT'S ALREADY REGISTERED WILL HAVE THEIR REGISTRATIONS CANCELED. STUDENTS SHOULD NOT ARRIVE ON CAMPUS AND EXPECT FULL SERVICES WITHOUT FIRST MAKING ACCEPTABLE PAYMENT ARRANGEMENTS BY THE DUE DATE. TRANSCRIPTS AND DIPLOMAS WILL BE WITHHELD UNTIL THE STUDENT ACCOUNT BALANCE IS PAID IN FULL.

In cases where registration is canceled and later reinstated, the Colleges will make every effort to honor the student's original selection of courses on a space-available basis. We cannot, however, guarantee that selection. Students who will not be returning for a semester should notify the appropriate Dean's Office.

Health Insurance for Domestic Students
Hobart and William Smith Colleges expect all students to carry medical insurance. Insurance may be obtained through the Colleges or through family or individual policies. HWS strongly urges students and their families to check the details of your insurance policy to make sure it provides adequate coverage in the Geneva, N.Y. area. Not all insurance policies cover students outside their home “network.” If your policy does not adequately cover services provided in the Geneva, N.Y. area, we strongly urge you to consider opting into the student health insurance plan, underwritten by MVP Health Care. Just take a few moments to be sure your coverage is adequate by contacting your health insurance carrier if you have one, and by reviewing materials provided on the Gallagher Student Health & Special Risk website: www.gallagherstudent.com/hws. Important Tip: The opt-in deadline is September 15, 2019. Only those students who opt to enroll will be billed $3,144 for the annual premium. The premium is for the policy period of August 1, 2019 - July 31, 2020.

Health Insurance for International Students
Hobart and William Smith Colleges require international students to be automatically enrolled in the Colleges international student insurance plan. This coverage is mandatory and as such there are no waiver options. The 2019-2020 plan will be billed on a term basis, and the annual policy runs from August 1, 2019 - July 31, 2020. More information is provided on the Student Accounts website: www.hws.edu/offices/business/health_insurance.aspx.
Tuition Stabilization Plan
In order to provide a means of stabilizing tuition expenses for certain undergraduate student(s), the Colleges are willing to accept payment in full of such student’s remaining tuition at the Colleges’ tuition rate for the next full school year. The Colleges will accept payments for students (i) who are enrolled full time, and (ii) who have remaining prior to graduation not less than four nor more than eight terms for which tuition is unpaid commencing with the next full school year. Students who receive institutional need- or merit-based scholarships, awards, and grants do not qualify for this program. Please contact the Student Accounts Department for a contract to complete.

This plan offers the potential to:

a) create certainty about future tuition costs and eliminate future tuition increases, and

b) substitute interest for future tuition increases.

The plan is applicable to all who prepay the total tuition, from whatever source, prior to the fall term billing due date. The plan is not intended for use by students receiving any financial aid.

Hobart and William Smith will accept prepayment of the total undergraduate tuition at the rate in effect when the student enters the plan. A student whose tuition is paid under this plan does not pay future tuition increases.

All tuition stabilization plan participants will be required to sign the Tuition Stabilization Agreement covering the operative terms of the plan. If the student withdraws from the Colleges, the unused tuition will be refunded as provided by the Agreement and applicable rules of the Colleges.

The tuition plan was designed to help participants better plan, manage and afford the costs of a Hobart and William Smith undergraduate education. Many families should find the tuition plan attractive as a hedge against rising costs. Prepayment may be funded by liquidating investments or borrowing on existing equities, especially those which have appreciated in value. As tuition rates for private colleges have been rising, the tuition plan participants may achieve savings in tuition increases equivalent to the loss of investment income or interest payments.

Tuition Insurance
The Tuition Refund Plan offered by A.W.G. Dewar, Inc., is an insurance plan to protect your tuition and fees if a withdrawal is necessary due to personal illness or accident. Details are mailed to home addresses during the summer months. We highly recommend this valuable, affordable insurance. The cost of the insurance for the 2019-20 year is $573.00 for on-campus students and $468.00 for off campus students. In order to be accepted, your application must be postmarked prior to Aug. 26, 2019, the first day of fall term. Coverage and application information is available at www.collegerefund.com. Questions regarding the plan should be addressed to A.W. G. Dewar at (617) 774-1555.

Refund Policy
Notification of withdrawal requests must be made in writing and addressed to the appropriate Dean’s Office. A full refund will be given to students who withdraw after tuition, fees, room and board have been paid, but who withdraw prior to registration and prior to the first day of classes. After the beginning of classes, the refund of tuition, room, board, and return of federal and institutional financial aid and education loans and other sources of payments, are prorated based upon the percentage of the semester that the student is enrolled. If the student is enrolled past 60% of the semester, there is no refund of costs of attendance, and no financial aid or loans will be returned to the grantors. The official withdrawal date used to determine the enrollment period is determined by the appropriate Dean’s Office. This policy applies only to charges processed by the Colleges on the student’s account. The student activity fee, technology fee, health services fee, student health insurance premium, and vehicle registration fee are also excluded from refunds.

Refunds of Overpaid Amounts
Refunds of overpaid amounts will be mailed to you upon request, except when otherwise required by Federal Title IV regulations. Note any refunds to be made to a party other than the student must be submitted in writing to Student Accounts. Refund checks are normally issued within two weeks of the initial request.

Returned Checks
A returned check fee of $25 is assessed when checks are returned to the Colleges as uncollectible when presented. Returned web payments are assessed a fee of $30 by Nelnet Campus Commerce.

1098T Tax Information
The Taxpayer Relief Act of 1997 requires the filing of specific information by colleges and universities in order to assist taxpayers and the IRS in determining a tax filer’s eligibility for a tax credit such as the Lifetime Learning tax credit or the American Opportunity Tax Credit. Colleges and universities are required to report information on enrolled students to the Internal Revenue Service. The information is reported on a 1098-T form. Links for retrieval of the form will be emailed to students in late January. Please note that the amounts reported on a student’s 1098-T form represent the amount paid toward qualified tuition and related expenses (box #1), and the amount of grants and scholarships awarded to the student that were administered by the University during the calendar year (box #5).

Payment of qualifying education related expenses (largely the tuition portion of the student bill, and does not include room and board as qualifying expenses) can have income tax implications for U.S. residents. If you wish to ensure to have your payment posted in the 2019 calendar year, please have it received in the Student Accounts Office by Dec. 13, 2019. Please consult your income tax advisor if you have questions on whether it is better for you to make payment for the spring 2020 term in calendar year 2019 or 2020.
Working on Campus

Many students work an on-campus job either to satisfy a work study component in their financial aid package, to begin to develop professional skills or to earn extra money. At Hobart and William Smith, there are a variety of employment options for students, including positions in administrative offices, athletics, academic departments and labs, just to name a few. HWS does not place students in jobs. Instead, students conduct their own job search to identify opportunities that best fit their interests, skills and class schedules. Students can search for available on-campus job opportunities across campus on the Office of Human Resources website at www.hws.edu/offices/hr/employment/index_students.aspx. Jobs and internships outside of HWS are advertised through the Salisbury Center for Career, Professional and Experiential Education.

Students planning to work on campus will need to complete the I-9 (Employment Eligibility Verification) and W-4 (Federal Tax Withholding) forms. To comply with the Employment Eligibility Verification, students will need to personally present certain specific original documentation to Human Resources prior to the start of employment. A full listing of acceptable documents can be found on the Human Resources website (www.hws.edu/offices/hr/forms/i9.aspx). Students can do this in the Office of Human Resources located on the first floor of Gulick Hall during regular office hours.

Getting Involved

One of the truly wonderful things about Hobart and William Smith parents is their willingness to become involved in the Colleges, and we hope all parents will become a part of that proud tradition.

Office of Parent Programs

Hobart and William Smith parents and families develop close and lasting relationships with faculty members, administrators, fellow parents and other students. In a very real sense, it is like an extended family. This is not accidental, and the HWS Office of Parent Programs plays an important role.

The Office of Parent Programs provides a vehicle through which the Colleges and parents and family members work together. All parents and family members share one thing in common: a vital interest in the welfare, education and outcomes of our students. Every parent or guardian is considered an important member of the HWS Community, and we welcome hearing from everyone. Please feel free to contact the Parent Programs Office at (315) 781-4068 or parentsoffice@hws.edu.

Volunteers

Throughout the year, parents often host HWS programs in their area. Parents also play active roles in career services, admissions, communications, parent programs and the Parents Fund. Outlined below are some examples of parent involvement in recent years. To share ideas about volunteering in other capacities, please contact the Office of Parent Programs at (315) 781-4068 or parentsoffice@hws.edu.

- Admissions: Parents and guardians who volunteer to assist the Office of Admissions provide a valuable resource for prospective students and parents to gain useful information about the HWS experience. They may wish to host or attend admissions receptions or information sessions held in various locations throughout the year. Current parents and guardians have also found it enjoyable to participate in admissions phone-a-thons, encouraging prospective students to attend the Colleges.

- Parents Fund: The Colleges are extremely proud of the Parents Fund. When parents and guardians make a gift to the Colleges above and beyond the cost of tuition, it’s a wonderful endorsement of their belief in the education that students are experiencing at Hobart and William Smith Colleges. The Colleges are also fortunate that many parents and guardians whose children graduated 10, 20 or 30 years ago are still supporting Hobart and William Smith today.

- Career Services: Parents and guardians often join alumni, alumnae and others to share their experience and knowledge of career options with students at events on and off campus. In addition, the Colleges’ Salisbury Center for Career, Professional and Experiential Education maintains the Career Network, a database of volunteers through which parents, alumni and alumnae offer to provide advice and information regarding their career paths to HWS students, alumni and alumnae. Some HWS parents and guardians have helped set up internship programs at their companies for HWS students.

To participate on any of these committees, please contact the Office of Parent Programs at (315) 781-4068 or parentsoffice@hws.edu. Please consider making a gift to The Parents Fund at hws.edu/give. The Fund, a critical part of annual giving, is another way HWS parents and families can support the extraordinary academic experiences taking place on campus and enhance the standard of excellence.

Homecoming and Family Weekend

Each fall, the Office of Parent Programs hosts Homecoming and Family Weekend. It’s a chance to welcome families and help them feel connected to the HWS community. Parents and guardians will have the opportunity to sit in on classes, meet faculty and staff and interact with their student and their friends. Homecoming and Family Weekend 2019 will take place Sept. 27-29, 2019. Please consider making hotel reservations early because local hotels fill up fast.
Geneva, N.Y.

Hobart and William Smith are located on a spectacular 325 acres along the northern shore of Seneca Lake in the City of Geneva. The area is rich in history and natural beauty and serves as a wonderful living and learning environment for our students. Campus is only a short trip from New York City and Toronto, with Rochester, Syracuse and Ithaca just an hour away.

Locally, Hobart and William Smith maintain a close relationship with the City of Geneva through the Geneva Partnership, allowing students to work in the community to test what they’ve learned in the classroom while simultaneously making Geneva a better place through community service and service-learning programs.

Hospital Care

Though Hubbs Health Center serves the student population on campus, occasionally it is necessary for students to seek further evaluation or emergency services. In such cases, Geneva General Hospital, a 132-bed general acute care hospital, is located about 1.5 miles from campus in the City of Geneva. The hospital is a member of Finger Lakes Health, a multi-institutional health system that provides a full range of acute and long-term care health services to residents of the Finger Lakes region.

The facility offers a full range of laboratory and diagnostic services and operates a 24-hour emergency room and a 10-bed intensive care unit. Geneva General also operates a 13-station outpatient renal dialysis center and inpatient acute treatment center, as well as an acute physical rehabilitation center for patients diagnosed with debilitating conditions and a full range of inpatient and outpatient mental health services.

In conjunction with Geneva General, Finger Lakes Health operates The Finger Lakes Surgery Center, also located in Geneva, the only free-standing outpatient surgery center of its kind in the region that provides a full range of outpatient and inpatient surgical services. Geneva General is a two-time recipient of the New York State Department of Health Patient Safety Award in acute and long-term care programming, and the Emergency Department is a NYS designated Stroke Center.

In addition to Geneva General Hospital, the FLH Medical P.C. Urgent Care facilities are also available in Geneva. Transportation to the hospital emergency department and/or the urgent care facilities is available after hours.

Geneva and The Finger Lakes

1. History. Trace the area’s history from the settlement of the Seneca Nation to the establishment of a world-class winery region. The area is brimming with wonderful stories and beautiful architecture. During the mid-1800s, this area was the birthplace of the Women’s Rights Movement.

2. Adventure. From waterfalls and hiking areas to snow-shoeing, fishing and camping under the stars, the Finger Lakes region is a great starting point for adventure in every season.

3. Beauty. Rocky gorges, stony waterfalls, rolling drumlins, rare trees and other naturally beautiful features will take your breath away as you explore everything the area has to offer.

4. GREAT FOOD. Geneva is undergoing a renaissance with thriving restaurants and pubs, a flourishing farm to table scene, and hundreds of regional wineries.
Area Hotels
The Colleges maintain a listing of area hotels and bed and breakfasts online at www.hws.edu/alumni/activities/lodging.aspx.

Banks
If your student plans to use a personal checking service, it is strongly advisable to open a local account. There are several commercial banks in Geneva, most within walking distance of campus, and there are two on-campus ATM machines.

Community Bank
Main office: 5 Seneca St., (315) 789-7700
Branch: Pyramid Mall (315) 789-6004
ATM: The College Store, HWS campus

Five Star Bank
Main office: 2 Seneca St., (315) 789-2300
Branch and drive-thru: Town & Country Plaza, (315) 789-3300
ATM: Scandling Campus Center, HWS campus

Generations Bank
Main office: 342 Hamilton St., (315) 789-8100
Lyons National Bank
Main Office and Drive-thru: 399 Exchange St., (315) 781-5000

Special Occasions
There are a variety of businesses that will help families celebrate their student’s special occasion in style.

The following florists will deliver to campus:
Don’s Own Flower Shop
40 Seneca St., Geneva, NY 14456, (315) 789-2554

The following bakeries accept special cake orders:
Wegmans (315) 781-7660

The following bakeries accept special cake orders and will deliver to campus:
Bagels and Cakes (315) 781-7643
HWS Dining Services (315) 781-3092

The following store can prepare care packages for your student with a variety of items and options:
The College Store (315) 781-3449

Shopping
The College Store (hws.bncollege.com) stocks many commonly needed items, but if additional items or groceries are needed, there are several locations in and around Geneva. There are also plenty of great places to shop in downtown Geneva, including boutiques, gift shops, furniture stores and cafés.

Lowe’s (hardware)
3030 Sessler Drive (Routes 5 & 20), Geneva, NY 14456
(315) 781-9000

Staples (office supplies)
337 Hamilton St., Routes 5 & 20, Geneva, NY 14456
(315) 789-7399

Walmart (department store)
990 Routes 5 & 20, Geneva, NY 14456
(315) 781-3253

Waterloo Premium Outlets (outlet center)
655 Route 318, Waterloo, NY 13165
(315) 539-1100

Wegmans (grocery store and pharmacy)
300 Hamilton St., Geneva, NY 14456
(315) 781-5800
Storage

Many students do not remain on campus during summer break, and the Colleges do not allow belongings to be stored on campus during the break period. Students are responsible for either transporting belongings home or storing them in Geneva.

There are several private mini-storage facilities around the Colleges, and students must provide their own transportation to the storage location. There are two facilities in Geneva that offer truck and trailer rental.

Alternatively, Simply Storage (1-888-9-StoreIt) is a storage company that works with college students by supplying boxes and arranging a pick-up and delivery date.

Storage locations in Geneva:

**Geneva Mini-Storage**
625 W. Washington St., Geneva, NY 14456
(315) 804-6955

**JRB Mini Storage**
582 Pre-Emption Rd., Geneva, NY 14456
(315) 789-8161

**West River Road Mini Storage**
2932 Serven Road, Waterloo, NY 13165
(315) 789-7756

**Seneca Movers Mini-Storage**
2915 Route 96, Waterloo, NY 13165
(315) 539-3432

Truck and trailer rental in Geneva:

**Lake Country Moving & Storage**
2915 Route 96, Waterloo, NY 13165
(315) 539-2806

**U-Haul Co.**
1 North Exchange Street, Geneva, NY 14456
(315) 789-7470

Heading Home

The Office of Student Activities coordinates large coach buses for students to use for specific college-related breaks. These breaks include Thanksgiving break, Winter break and Spring break. Break buses go to the following locations: New York City, Albany and Boston. Tickets for these break buses are sold at the Office of Student Activities and are payable by cash, check, or Community Cash on your OneCard. Students will receive information in the fall semester detailing the dates and times of these buses.

Shuttle service to the Rochester and Syracuse airports is available through local car services. Information can be found on the Student Activities website (www.hws.edu/studentlife/activities/buses.aspx) regarding arrangements for buses and airport shuttles. The parents and families website has up-to-date information about these buses and shuttles, which you can access at www2.hws.edu/parents-and-families/.

There are several companies that offer shuttle services to the Rochester or Syracuse airports:

- **Finger Lakes Limo** provides one-way, sedan and van service to both the Rochester and Syracuse airports, and they often run specials around breaks. They can be contacted at (315) 789-7272 to coordinate your travel.

- **Mr. Dependable** provides one-way transport to the Rochester and Syracuse airports. Contact them in advance of your intended travel at (585) 264-0925.

- **Quality Transportation** offers one-way fares to both Rochester and Syracuse airports. Contact them at (585) 455-8294 to coordinate your travel.

Please note: Faculty members cannot excuse students from class or reschedule exams before breaks. Students should be sure to make travel plans around their class schedule.
ABOUT PARKING

Admissions Parking: Admissions visitors are encouraged to park in the reserved parking spaces in the northeast end of the Medbery Parking Lot. Other Visitor Parking: Other visitors must check in upon arrival with the Campus Safety Office located in the large, tan building in the northeast corner of the Medbery Visitor’s Parking Lot.