



COLGATE UNIVERSITY

Dean of the College

2021-2022 ANNUAL REPORT

Our Mission

Student learning at Colgate includes rich and varied educational experiences that integrate the formal academic program with students' residential living and campus life pursuits. Colgate students develop habits of learning and ways of living that are characteristic of a residential liberal arts education and that are guided by intellectualism, civic engagement, accountability, diversity and inclusion, personal growth and wellness, and a lifelong connection to Colgate. The Office of the Dean of the College promotes the open and respectful exchange of ideas and perspectives, deepening our commitment to human understanding and to the common good. We strive to create the next generation of Colgate graduates able to shape our world as accomplished, empathetic leaders. The Office of the Dean of the College furthers Colgate's educational mission through its student-centered approach, exceptional services, and learning opportunities.





Dear Colgate Community:

The full return to campus by all our students brought a return of in-person traditions and students' active engagement. While we continued to manage an ever-changing landscape with the COVID-19 pandemic, we also had opportunities to celebrate important milestones with students. The fifth anniversary of the Haven Sexual Violence Resource Center; the 20th anniversary of the Max A. Shacknai Center for Outreach, Volunteerism, and Education; and the 50th anniversary of co-education at Colgate each reminded us of our capacity to evolve who we are as a university community. These anniversaries also gave faculty, staff, students, and alumni the opportunity to be inspired about who we want to be as an academic community. On a beautiful mid-May weekend, we joyfully welcomed back more than 500 members of the Class of 2020 for a graduation celebration, offering closure to these young alumni and their families who didn't have a formal commencement ceremony after having to leave campus abruptly in the spring of 2020.

As students returned to active involvement with their student organizations, social events, and residential dining in the community, staff members in the Office of the Dean of the College returned to supporting the students with different needs than pre-pandemic. These new perspectives and a recommitment to the fundamentals of student development guided the work of the team this year.

As we move into the 2022–23 academic year, we do so with new approaches for advancing Colgate's *Third-Century Plan* for the lower campus and reimagination of Broad Street. We will continue pursuing an integrated approach to health-related student services for holistic student care, refine a developmental approach to career development, and use data to help make more informed decisions about enriching the student experience.

With fortitude and a deep commitment to the education of every student, the Office of the Dean of the College continues to move forward into Colgate's *Third Century*.

Sincerely,
Paul J. McLoughlin II, PhD

Vice President and Dean of the College

Student Advising

Colgate’s advising model provides students with the opportunity to connect with their administrative dean on personal and academic challenges through the **Office of Administrative Advising**. Students frequently reach out for this support, and with a slight shift in approach, the administrative deans have conducted more proactive outreach for specific types of challenges (e.g., course withdrawals for students on academic warning, students enrolled in five or more courses, and students with low GPAs). This new outreach provided a tailored approach to helping students with the greatest needs and was done alongside the long-standing practice of connecting with students about course warnings and progress meetings for students on academic warning. Health- and pandemic-related challenges continued through the academic year, particularly toward the end of the fall semester. Due to a range of national and international circumstances, navigating changes associated with Colgate study groups and approved programs abroad was particularly challenging for students eager to reengage in these opportunities.

Continued pandemic-related difficulties with international travel and visa services made another challenging year for the **Office of International Student Services**. The team worked patiently to provide an atmosphere of understanding for Colgate’s 280



Colgate students attend an Office of LGBTQ+ Initiatives art and crafts event in the ALANA Cultural Center.

international students, while staying informed about the different practices within each country. More than 80 students, including U.S. students who attended high school abroad, participated in the pre-orientation program that combined regulatory requirements, community connections, and transitional support for the international student community. During the second annual International Education Week Celebration, international students worked with Colgate Dining Services to arrange a week of international cuisine in Frank Dining Hall as one of many programs offered during the week. This was an opportunity for international students, staff, and faculty to share their recipes with chefs who then prepared approximately 20 international food options for the entire campus.

A combined pre-orientation, offered by **First@Colgate**, Office of Undergraduate Studies (OUS), and QuestBridge, provided incoming students in these programs with guidance on building a

strong academic foundation, connecting with campus resources, and finding community. In September, more than 150 first-generation students connected with a librarian as part of a “personal librarian pilot program.” The **First@Colgate BBQ**, held during Family Weekend in October, provided an opportunity for families to connect with one another and celebrate the early successes of these students. Additionally, during that same weekend, the **Office of LGBTQ+ Initiatives** co-sponsored a trip to Greenwich Village in New York City for 24 students (of the nearly 90 interested students). **First@Colgate** also offered a multiday campus celebration of National First-Generation Day from November 4–9, with opportunities for students, faculty, staff, and alumni to network and celebrate their accomplishments and contributions to the University. The event lineup included an afternoon to celebrate National Quest Day (Nov. 6) with Colgate’s first matched class of QuestBridge Scholars. In March **First@Colgate** partnered with the Men of Color Success Network and the office of Career Services to host a networking and dinner etiquette workshop. In April and May, with the help of alumni donors, the Office of the Dean of the College sponsored several trips for the Men of Color Success Network Leadership Summit in New York City, the Circle of Change First Generation Student Leadership Conference in Miami, Fla., and a Trinidad and Tobago service trip with Professor April Baptiste.

Residential Programs and Community

We welcomed Colgate's Class of 2025 with nearly 100 more first-year students than anticipated. The **Office of Residential Life**, including the Residential Commons staff, as well as the orientation planning team quickly transitioned to support this larger incoming class. We also grew the size of the student Link Staff and assigned students to smaller groups of 13 to help increase interactions between these new students. Orientation was delivered by each Residential Commons this year, while also offering additional opportunities for class-wide events. A new summer engagement program was launched to provide virtual content and additional touch points for education prior to matriculation, which was met with significant participation by students.

Due to an increasing involvement by parents and guardians, especially in recent years, the Office of the Dean of the College developed a new family guide in partnership with the Office of University Communications to help orient parents as well. This

Staff members greet international students on the Burke-Pinchin Quad.

guide provides upfront information and communicates expectations for parent and family involvement. Parent & Family Resources, with whom the DOC partners, also offered new virtual content and monthly newsletters to keep families and parents informed.

Finally, recognizing the challenging start for the Class of 2024, who joined Colgate during the height of health-related restrictions, we provided orientation-like experiences for this class as well. Sophomores in the Class of 2024 were invited to participate in key events to bring them together as a class, including a class dinner with President Brian W. Casey. Additional efforts to re-welcome these students included centrally organized activities, such as a welcome-back festival, the 346 Formal,

campfires, and outdoor concerts. These events provided opportunities for new connections for both first-year and sophomore students.

Within the Residential Commons program, new directors were appointed in two of the four commons. Ciccone Commons welcomed a new pair of co-directors — Jessica Graybill, professor of Russian and Eurasian studies, and Carolyn Strobel-Larsen, director of Thought Into Action — and Hancock Commons welcomed co-directors Professor Frank Frey in biology and Courtney Young, professor in the University Libraries. The Residential Commons directors continue to focus their efforts in designing opportunities for students to meet faculty outside of the classroom, engage in dialogue, and





Residential Programs and Community

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forge connections with social activities ranging from roller skating to video game tournaments.

Recognizing the importance of the Residential Commons program as a strong foundation for students' first two years at Colgate, Trustee Emeritus Robert Fox '59, GP'23,'25 provided \$10 million to build Fox Hall, the first residence hall of the University's fifth Residential Commons. The gift was acknowledged by the Board of Trustees during the fall semester. Fox Hall will be located between Burke Hall and the ALANA Cultural Center, in an area now occupied by Gate House.

Its design will reflect both careful planning and creativity to foster the integration of living and learning on campus. The new facility will also assist the University in completing the implementation of the Residential Commons system, a first initiative within the *Third-Century Plan*.

To continue planning for Lower Campus, the residential neighborhood between College and Kendrick streets, the University partnered with Beyer Blinder Belle (BBB) architects to conduct a program and space plan for the residence halls that are there today as well as those that will be built as part of this *Third-Century Plan* vision. The 2021 Lower Campus Vision created by Robert A.M. Stern Architects proposes transforming disparate existing

Students and their families attend the Colgate vs. Georgetown football game at Andy Kerr Stadium during Family Weekend, 2022.

buildings into a cohesive neighborhood. By constructing a series of new buildings to create a "west row" behind the existing Broad Street Houses, renovated and new residences together, form quadrangles and pathways that provide the uniting fabric of a new campus neighborhood. An on-campus users' group and Lower Campus Steering Committee met throughout the academic year with BBB to complete the program space report, taking into consideration earlier feedback provided by students as well as a planning session with the Alumni Council in January. Additional student feedback and refinement of this plan will continue into the next academic year.

Student Engagement

Engagement outside of the classroom is one of the hallmarks of a residential liberal arts education, providing opportunities for students to lead, forge connections with peers with similar interests, and gain practical, transferable skills. Students benefited from a new student organization manual and an online module for leadership skills developed by the **Center for Leadership and Student Involvement**. Travel by student organizations became popular (and possible) once again. The debate teams

traveled to eight different locations, the a cappella groups traveled to more than 10 locations, and more than 30 other trips were planned by student organizations, including traveling locally for team bonding, day trips, or University-sponsored events. During homecoming weekend, the class councils partnered with the homecoming committee and brought a dunking booth that attracted many spectators as President Brian W. Casey made an appearance. A variety of other student organizations partnered for an arts showcase, including the painting and drawing club, clay club, and the creative arts society, while the Afro-Beat club collaborated with more than 10 other student organizations and departments to provide a cultural dance experience for the Colgate community.

LGBTQ+ students benefited this year from renovations to the Rainbow Room — a place for students and allies to meet, build connections, and attend programs — led by the **Office of LGBTQ+ Initiatives**. This space, open to all students, offers students the opportunity to watch movies, find community, or just have a cup of coffee in a welcoming environment. The Lambda and QTPOC groups were active on campus this year and a new group, T.A.G. (Trans Advocacy Group), formed. With a strategic focus on building allyship, the LGBTQ+ office cultivated strong networks of support from academic and administrative departments to offer programs, such as “Trans* Well-being at Colgate in the *Third Century*,” “QueerFest,” and a series of events during LGBTIQA+ History Month. These programs supplemented ongoing work with departments, faculty, and students to provide training about LGBTQ+ identities, build allies, and enhance the experience for all students.

The **ALANA Cultural Center** held its first social justice summit to provide an opportunity for students to engage with each other in various social justice–related social activities, leadership best practices, and culture formation. Nine programs related to social justice awareness were designed to explore meaningful collective actions that motivated people to practice more just behaviors. Example sessions included “The Privilege of Self Care,” “Addressing Imposter



Colgate students and members of the Colgate community attend the annual ALANApalooza festival at the ALANA Cultural Center.

Student Engagement

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Syndrome,” and “Accent Bias.” Students engaged in dialogue designed to nurture meaningful self-advocacy, and leadership coaching was offered by members of the Alumni of Color network, including Patricia Hayling Price and Yvonne Okoh Onyike, MD.

This year, signature programs like the ALANapalooza, Night Market, Mid-Autumn Festival, Multicultural Fashion Show, and Carne Asada Backyard Cookout were well attended, welcoming between 300 to 700 attendees per event. The “Cooking Around the World” program, highlighting cuisine from seven countries, provided opportunities for informal conversations between students, staff, and faculty to gain a deeper understanding of one another and of their cultures. Intergroup Dialogue (IGD) interns and IGD council members collaborated to facilitate four

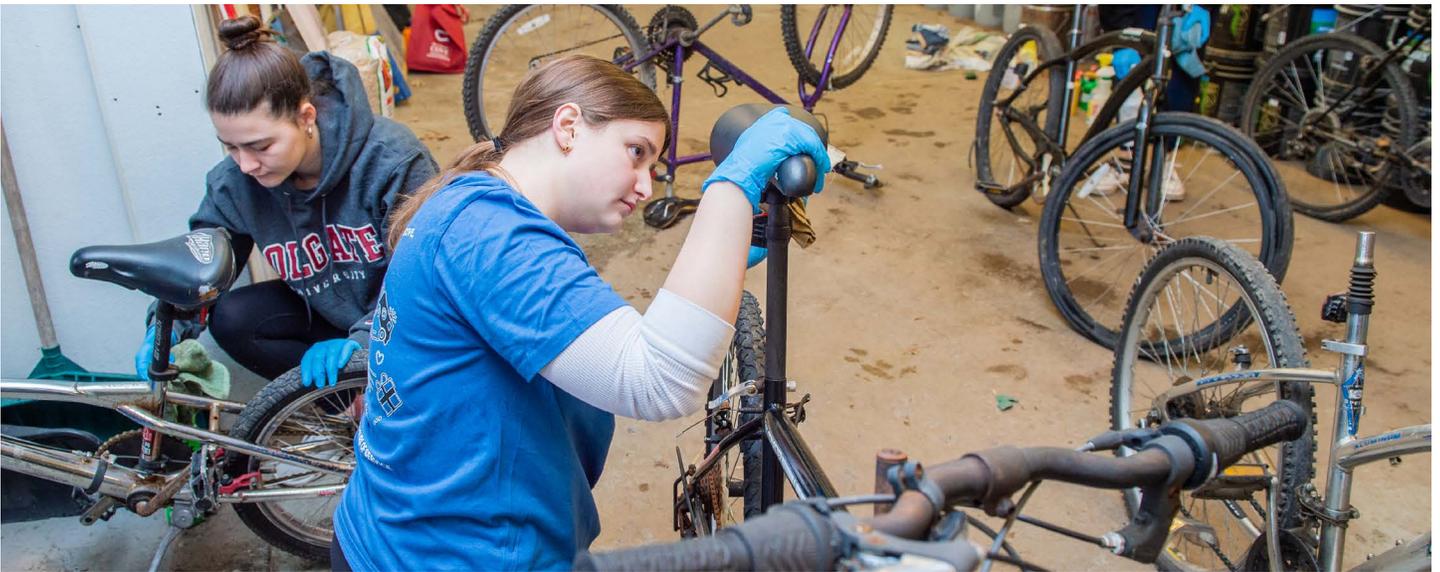
intergroup dialogue training sessions, with each training including members from Greek letter organizations. Students had opportunities to engage with heritage-specific programs aligned with monthlong celebrations connected to Latinx/Hispanic, Native American, MLK Week events, and Black History Month.

The **Office of the Chaplains** added a new weekly reflections series on Wednesdays in the spring semester to provide a midweek moment to come together for community and respite while also hearing short reflections from a member of the community. Also, student engagement was strong this year, with groups participating in weekly meetings for Colgate Christian Athletes, Newman Community dinners, bagel brunches, and other services. The high holidays from different faith traditions, including the Jewish fall High Holidays, Diwali, Eid, Passover, Holi, and Easter, all had strong student participation in celebrations.

The annual baccalaureate service held during commencement weekend drew upon the many faith traditions represented at Colgate. Graduating seniors offered dance, readings, and music in various languages to their peers, highlighting the talents and faiths of our religiously and spiritually diverse student body. The entire month of Ramadan occurred during this academic year for the first time in many years. Ahmet Celik, Colgate’s newest chaplain and the first Muslim Chaplain on staff, oversaw this monthlong celebration and reflective period in the Muslim religious tradition, including offering a large celebration for Eid al-Fitr, which marks the conclusion of this religious observance. Colgate Christian Athletes had record attendance in the fall semester, averaging 20-30 students each Thursday. The Newman Community had particular enthusiasm this year for community service and community building, to which they received strong support for their calls of service and gifts. Students involved in the University Church also demonstrated leadership with their program, specifically in areas of singing and reading scriptures each week.



Colgate students assemble craft bags for students at the North Broad Street Elementary School in Oneida during the Charter Day of Service and the 20th anniversary of the COVE.



Students involved in our eight recognized Greek letter organizations worked with members of the **Office of Fraternity and Sorority Advising** to refocus on setting community-wide expectations and developing a formal accreditation program. Over 75% of members participated in the ASTP (Alcohol Skills Training Program) in conjunction with the Shaw Wellness Institute to support strong risk-reduction practices within communities. Each chapter hosted several events throughout the academic year to engage members of the faculty, staff, administration, nonaffiliated students, and alumni in philanthropic, service, and social opportunities.

The **Max A. Shacknai Center for Outreach, Volunteerism, and Education (COVE)** celebrated its 20th anniversary with several special events, including a history video, a “20 hours for 20 years” service challenge, an art contest and the installation of a commemorative painting in the COVE lounge, a carnival for 150 school children from five local school districts, an anniversary dinner with more than 90 guests, and a successful \$30,000 fundraising campaign. Additionally, the COVE returned nearly all of the 37 volunteer teams to in-person service, and restarted the High School Seminar, alternative break, and course development grant service-learning

Students work on cleaning donated bicycles at Community Bikes during the Charter Day of Service and the 20th anniversary of the COVE.

programs. Nearly one in every five students participated in a COVE program this year, with more than 20,000 combined hours of service, an equivalent value of \$705,000 in service to more than 60 nonprofit community partners locally and globally. The COVE’s focus this year was on creating a stronger support structure to include both volunteer team leaders and regular volunteers, as well as additional volunteer appreciation events and open houses to highlight the importance of service within the community.

Safety

At the start of the academic year, the Emergency Operations Center (EOC) continued its focus on new COVID-19 variants and their impacts on the community. The Emergency Management teams worked to build on the success of the previous academic year's pandemic response but were also required to respond to changing attitudes about the pandemic as requirements from local, state, and federal governments also continued to change. Colgate University's Emergency Operations, Health Analytics Team, and Task Force on Reopening worked to support and provide the Executive Group with actionable options and plans to support our community.

During the spring semester, the Department of Campus Safety refocused its efforts on creating connections with students, faculty, and staff and returning to core components of safety and support that had to be shelved during the previous year. Under the leadership of a new director, the campus safety team began building new



partnerships with community members and initiating positive engagement with students through a series of outreach events. These efforts included informal meetings with students and participation in formal initiatives with the Student Government Association, the ALANA Cultural Center, and the QTPOC student group. These sessions had the primary goals of listening to challenges and identifying opportunities to increase students' sense of safety on campus. Additionally, the

Campus safety conducts a fire safety demonstration on the Academic Quad.

Department of Campus Safety created a calendar of community engagement events to build on new initiatives such as "Taco Tuesdays" and informal library visits during exam periods.

Colgate's Environmental Health and Safety (EHS) team completed the development and implementation

Campus safety officers and students share tacos at the Coop as a part of a new weekly series called “Taco Tuesdays.”

of a new control of hazardous energy program, in partnership with colleagues in facilities. EHS also led the coordination and development of the University’s response to the New York State Health and Essential Rights Act (NYS HERO Act) Airborne Infectious Disease Exposure Prevention Plan throughout the academic year as a requirement for effective COVID-19 response. Similarly, EHS continued to work to ensure permits and documents were submitted to county and state officials to allow for swimming pool and boathouse operations to be open and accessible to our community during the pandemic.

Fire safety staff offered training and more general educational materials to the University community, as well as supported NYS inspections and fire system upgrades throughout the year. The team realized that some personal hair-care practices by students were causing residential smoke detectors to activate unnecessarily. By installing new alarm verification technology, the fire safety team has reduced the



number of false alarms within the University Court, Townhouses, and Newell apartments, thereby improving the experience and safety of students who may have begun ignoring alarms. The campus safety and fire safety teams continue to offer a range of trainings and regular mock fire demonstrations

as a way to raise awareness of the speed of fire spread and the hazards of candles and other prohibited items. Covered smoke detectors remain a concern for the department, so ongoing education in this area will remain a focus of student education and fire safety inspections.

Health and Wellness

In support of the *Third-Century Plan's* approach to health and wellness, the teams in Student Health Services, Counseling and Psychological Services, Shaw Wellness Institute, and Haven Sexual Violence Prevention Services worked throughout the year to build stronger, more connected approaches to holistic care. Through shared professional development, including trauma-informed work, and more coordinated practices, the administrative colleagues in these four departments are improving the delivery of integrated health care to students.

Student Health Services remained actively engaged in the management of COVID-19 on campus through quarantine and isolation operations and treating acute cases. A dedicated team of staff members worked with students who had tested positive to help them navigate the transition into isolation, address questions and concerns that arose during isolation, and access telehealth from our student health team. This team helped the University respond to approximately 200 positive cases within the first two weeks of the spring semester as students returned to campus during the initial omicron

variant wave. This new approach of a dedicated COVID-response team limited unnecessary exposure for other SHS staff and helped to balance the needs of supporting students with COVID-19 alongside other important student health needs.

This year, for the first time, students had the opportunity to receive text messages for upcoming Student Health Services appointments, which decreased no-show rates, increased convenience for students if they needed to cancel an appointment,

and improved access to care by reclaiming those appointments for another student. Students with psychiatric needs now benefit from a new partnership with Mantra Health that expands options for high-quality psychiatric care, provided in collaboration with Student Health Services and Counseling and Psychological Services. SHS staff members participated in a number of professional development offerings and trainings to explore how to expand its support of students who identify as transgender or non-binary.



The Shaw Wellness Institute hosts a therapy dog event on Lally Lane.

Haven celebrates its fifth anniversary.

Students had the opportunity this year to connect with a counselor for same-day consultation appointments, with newly expanded hours offered every afternoon. While most services through **Counseling and Psychological Services** are offered in person, students could also access support through telehealth, where appropriate (e.g., when in isolation or otherwise ill). The utilization of services remained high this year and additional part-time counselors were added to help fill the demand. Groups that historically have been less likely to seek care, and those who might be at a higher risk, benefited from new “satellite hours,” where counselors regularly visited key locations on campus to help reduce barriers to accessing services and care from Conant House.

Haven, Colgate’s sexual violence prevention and support center, celebrated its fifth anniversary with more than 60 people attending a celebration held in the fall semester. Led by two new professional staff members directing Haven, student ambassadors and Yes Means Yes facilitators led several trainings and outreach events, including those focused on Domestic Violence and Sexual Assault Awareness months. Students had access to three new group therapy options this year: one for survivors, as well as two additional



groups focused on childhood violence and support for supporters. Haven’s Teal Graduation provided space for survivors to be acknowledged for the challenges they overcame to complete their degrees. Students continued to benefit from key community partnerships this year through Help Restore Hope, Liberty Resources, and the Sexual Assault Nurse Examiner (SANE) program through Community Memorial Hospital.

Professional administrative staff and licensed counselors, housed in the **Shaw Wellness Institute** and focused

on the prevention and intervention of alcohol and other drugs misuse, provided 449 individual student appointments. These included conduct-related required assessments as well as ongoing substance counseling. Nearly 700 students were trained through the Alcohol Skills Training Program that supports safe social hosting and risk-management programs. Six peer coaches were trained through the Shaw Wellness Institute this year to provide peer health and wellness education to students, providing additional opportunities for student outreach, and as part of a stepped care model.

Career Initiatives

First-year and sophomore students were the first to participate in Career Services' Four-Year Career Development Plan, launched this year. Built from inclusive design principles, Career Services focuses students' attention on specific areas of career development in a number of progressive steps, each with a set of specific student-learning outcomes. This new approach includes both in-person and online self-paced content, and early assessment shows the positive impact of the plan, particularly in the initial stages of "telling your story" and "exploration." More students were exposed to key career development content this year than previous first-year and sophomore classes at Colgate. Through April, nearly 78% of all students, or 2,580 unique students and alumni, connected with Career Services staff through more than 13,300 active touch points. The quantity of unique clients and individual full advising appointments were at record highs this academic year.



Students attended more than 37 industry exploration and skill-based programs this year, which engaged nearly 675 unique alumni and parents. Examples of these include Careers in Social Media; Curating a Career in Museums and Galleries; Environmental Consulting Panel; Networking for Capitol Hill; Prep for Paralegal Roles; Prep for Tech; and What's the Big Deal About Big Data?

Now in its second year, 548 alumni volunteered for Career Exploration Week to work directly with students. The Career Services team matched 100% of students for the week's program, facilitating 440 first-year students, sophomores, and juniors with 448 informational interviews with

Students learn from alumni in the tech industry about technical interviews and how to approach them.

these alumni. Most students attended SophoMORE Connections; however, to accommodate the uptick in COVID-19-positive cases and concerns related to travel, more than 100 alumni across 15 industry panels participated virtually. This year, SophoMORE Connections also included a virtual networking event facilitated by Convers(ate) founder Taylor Buonocore-Guthrie '08.

More than 50,000 internship and job postings were made available to students, doubling the number from last year. Career Services staff members focused on cultivating formal

partnerships across a wide spectrum of industry areas among challenging shifts in post-COVID-19 business practices, such as employers' declining interest in hosting on-campus interviews (only nine did so this year). Yet, the team still secured 215 formal recruiting partners, a record high for Career Initiatives. This included 75 new organizations signing on to work with Colgate students. With an 88% knowledge rate of students' "first destinations," 99% of respondents from the Class of 2021 were successful

in securing a job, graduate/professional school, a fellowship, military service, or long-term service by nine months out. Fewer than 1% of respondents still sought opportunities.

Students continued to access funds through our Summer Funding process during the 2021–2022 academic year, which allows students to take part in internships, research, service projects, coursework, and skill development during the summer. Career Services

also administered the Graduate Access Funding process for a second year, whereby 19 students of color and/or low-income students pursuing graduate education were supported through donor funds. The large majority of grantees who were in the process of applying to graduate and professional schools secured admission to their programs of choice. Students in preparation stages of application noted the importance of being able to utilize this fund for testing preparation such as the GRE or MCAT.



Career Services continues to offer specific career modules to help build industry-needed skills. This year's programs included "Train the Street" valuation training, python training, Microsoft Excel certifications, and Urban Land Institute's "Foundations of Real Estate." Leadership from alumnus Kurt Wright '81 helped us pilot a two-week, real estate micro-internship program that matched 14 students with eight sites.

Graduates of the Class of 2020 returned to campus to participate in the Class of 2020 Celebration.



GUIDING PRINCIPLES

Staff members in the Dean of the College division are guided by the following principles as they work to develop, promote, and sustain a vibrant and inclusive residential learning community:

We value a collaborative culture that aligns departmental goals with the mission of the division and the 13 Goals of a Colgate Education, resulting in a comprehensive and valuable experience for all students.

We actively pursue a culture of excellence that respects diversity, seeks inclusion, and ensures accessibility as the foundation of our work.

We are committed to building meaningful and respectful relationships with and among students, colleagues, and our broader community.

We strive to create a culture of recognition, appreciation, and generosity that promotes personal and professional purpose and satisfaction.

We value a culture of professional engagement and continual learning that inspires creative and innovative strategies to approaching our work.

We subscribe to the consistent use of a curricular model for program and policy development and assessment.

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