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 Dean of the College division 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 Dean of the College Division furthers Colgate’s educational mission through its student-centered approach, exceptional services, and learning opportunities.
Dear Colgate Community:

With one of the greatest challenges in Colgate’s history — to open and operate a residential university in the midst of a deadly airborne pandemic, concurrent with heightened racial reckoning and contentious political challenges — any summary of the year should begin with thanks and a heartfelt acknowledgment of the incredible work of the entire community.

Students’ academic lives were radically altered — marked by classes on Zoom, masks, outdoor distanced seating, and altered labs, theater, and music. So, too, were the out-of-classroom experiences: delivered meals, designated outdoor times, testing appointments, group-size restrictions through a series of Gates of Reopening, restricted travel, to-go dining, and limited athletic competition. The personal and professional lives of faculty and staff were also radically altered, with many managing childcare challenges and altered schooling, isolation, and concerns about health and safety.

There was a new appreciation of the small things, however, and an increased connection to the outdoors. Friendships formed within small circles of close contacts or direct “family units,” and students found new opportunities to connect with one another virtually with at-home painting kits shared on Zoom or any number of physically distanced experiences. These challenges wrought remarkable acts of maturity — to fly thousands of miles to quarantine in a double room with someone you’ve never met in person, to set aside sadness over a missed study-abroad opportunity to find joy in a Taylor Lake walk, or to steadfastly follow health guidance, remote instruction, or limited in-person social activities.

The Dean of the College Division, indeed the entire University, was fortunate that, through it all, we remained together, resolute in our mission to “develop wise, thoughtful, critical thinkers and perceptive leaders by challenging young men and women to fulfill their potential through residence in a community that values intellectual rigor and respects the complexity of human understanding.” In this way, we were Colgate Together, as we pursued our ideals of higher education.

I am so proud and grateful for all of the hard work of the dean of the college colleagues and am pleased to share with you how these past two years have shaped Colgate in meaningful ways.

Sincerely,
Paul J. McLoughlin II, PhD
Vice President and Dean of the College
Student Advising

Despite the intermittent departures of three advising deans throughout the 2019–20 academic year, students continued to receive exceptional support to address personal and academic challenges that emerged throughout the year. Following five years as a pilot program, the FIRST Initiative transitioned to a more permanent approach focused on the needs of all first-generation students called First@Colgate.

In an effort to bring clarity and transparency for students, the Student Handbook was reorganized and truncated to avoid overlap with the University Catalog.

The dean of the college’s decision to provide significant latitude for students remaining on campus resulted in initially nearly 300 students remaining on campus throughout the summer of 2020. From handmade cloth masks and “adopting” at least one student by every member of the division, to delivering food to each residence hall, the staff has demonstrated the care and connection they have to students. A rapidly changing travel ban and immigration landscape also required new levels of support and communication with our international students and their families. The transition to distance learning brought a greater need for advising sessions, and a large volume of clear and compassionate communications. This resulted in increased communication with faculty with the shift to distance learning and additional opportunities to create collaborative moments, including invitations to final virtual project presentations, in ways that had not happened prior to distance learning.

Students, staff, and faculty gather in Jane Pinchin Hall, part of the Mabel Dart Colegrove Commons, during the weekly Saturday morning brunch.
Residential Life and Programs

The University opened Jane Pinchin and Burke Halls, welcoming members of the Class of 2023 and 2022 as well as providing offices for the Residential Commons staff, a full residential kitchen, study spaces, and three new classrooms in each. The addition of the two residences has been significant in advancing more cohesive and engaged communities within Brown Commons and Mabel Dart Colgrove Commons. The opportunity afforded to faculty members to teach more classes within the Commons has significantly contributed to intellectual engagement. The faculty have also appreciated this additional instructional space.

In the 2019–2020 academic year, we launched new Residential Commons branding, bringing exciting ways to visually connect with these communities. The majority of our current students’ experiences have been rooted in the commons with their sense of belonging, connectedness, and intellectual engagement. Topics and presenters are diverse, differing among commons, and offered in various settings, including lectures and group discussions such as the “How I Became Passionate about…” series. These programs have been rooted in cultural exploration, intellectual topic expertise and research, political and civic awareness and engagement, and informal opportunities to dialogue with faculty. Faculty are reporting that awareness of and participation in events has increased, which exemplifies the importance of these programs from the student perspective. The new branding and weekly newsletters identified with the crest of each commons are also contributing factors to the establishment of these nascent communities.

A housing selection process was created within the Residential Commons structure that allows students more opportunity to live with those they have formed connections with while also maintaining the integrity of the Residential Commons’ goals and structure. We also introduced changes to orientation, with residential communities forming the basis for orientation student groupings. We have increased communication with incoming students through a new 100 days of engagement project throughout the summers.
Student Engagement

Opportunities for student leadership and participation, a hallmark of a liberal arts education, abound through the Center for Leadership and Student Involvement. This year, the Debate Team chose to change up their longstanding tradition of sending teams to both the Oxford and Cambridge tournaments and included an international women’s tournament on their schedule. Leadership development opportunities expanded this year to include a focus on how student organizations and leaders can serve as agents of change through the lens of the social change model of leadership. The CLSI team also works with our student leaders to support their initiatives related to diversity, equity, and inclusion, particularly around challenging the status quo.

A repurposed venue, “The Mat,” so named for its proximity to the laundromat in Parker Commons, became established as a popular social space for student organizations and as a burgeoning concert venue. In addition to three concerts in the fall, a diverse range of organizations including Sisters of the Round Table, the Student Committee on Providing Entertainment, Charred Goosebeak, Colgate Stand Up, Brothers, and Masque and Triangle, hosted events bringing a more vibrant arts late night opportunity.

The members of the Colgate Jewish Union benefited from the installation of a new campus rabbi who worked to expand the community, including staff and faculty, in a new monthly Saturday service. Rosh Hashanah and Yom Kippur provided opportunities for services and dinners; a Family Weekend Brunch for students and their families; and the first of twice-monthly student bagel brunches. As new information came to light on the issue of sexual violence and the role of churches, the Newman Community and University Church (with support from Haven and the Sexual Assault Response and Prevention Team of St. Mary’s and St. Joan’s churches) presented a series of events to help illuminate ways that individuals and communities find peace, make change, and move forward. Work included a special screening of the film Spotlight, held at the Hamilton Movie Theater for the public, and after the film, there was a community-wide discussion on how to best respond to the sexual abuse crisis.

The Max A. Shacknai COVE and Colgate Vote Project’s work in 2018 became apparent with news this year that Colgate had a dramatic improvement in student voter turnout in 2018, up from 7% in 2014 to 32% in 2018. The COVE emphasized citizenship-focused approaches, including voter registration and broader civic engagement. TurboVote, a national organization with whom Colgate partnered to increase voter registration and turnout, awarded Colgate recognition as one of the top 30 colleges and universities for voter turnout. Ahead of the campus closure, more than 700 students contributed nearly 24,000 hours of direct and indirect volunteer service hours to 80 community organizations. Students tutored and mentored more than 450 local youths, responded to more than 400 fire and emergency calls, and engaged more than 100 local high school students in the SAT prep
program. A food security working group was established, which among other efforts, has addressed a need to shorten the time to the grocery store which was negatively impacting students who did not have access to personal transportation.

Students had new opportunities through the ALANA Cultural Center to participate in a new Social Justice Peer Educators program, adding additional opportunities for students to learn about inclusive practices in creating change. The Thrive Brown Bag Lunch series included topics such as setting your own agenda, self-care and privilege, and the power of storytelling. Inspired by the Equity in Mental Health Framework, these monthly lunches provided spaces for students of color to learn ways to care for themselves and combat common issues that impact their mental health. The MLK Week celebration this year included a range of events, and keynote speaker Opal Tometi. A new cooking around the world program brought people together to learn about different world cultures through foods and discussion focused on Tanzania, Mexico, Columbia, South Korea, Libya, and others. LGBTQ+ identified students were welcomed at Family Dinners, and supported through the education provided by Safe Zone training.

Fraternity and sorority members formed a diversity, equity, and inclusion working group devoted to integrating these ideals into each chapter, their membership, and the entire fraternity and sorority community as a whole. There is at least one representative from each chapter, with many chapters having multiple students serve on the committee. We were able to understand and develop the purpose of the group by incorporating InterGroup Dialogue exercises in our initial meetings. Through the formation of a DEI working group, focused on integrating principles of diversity, equity, and inclusion within each chapter, the leadership of each chapter worked to create recruitment plans for the fall 2020 recruitment to recruit and pledge more diverse fraternity and sorority members.

As the academic work shifted online, so did co-curricular opportunities. Students continued to access individual appointments, counseling services, pastoral care, training, dialogue opportunities, religious services, and virtual programs spanning all areas of campus life. Creative approaches allowed for COVE tutoring for local students to continue, as did new ideas to connect students to campus. Some students worked with staff to recreate the iconic Colgate Memorial Chapel on a dedicated Minecraft server.

Assistant Professor Amy Swanson instructs Intro to Contemporary Dance in Huntington Gymnasium, October 29, 2019.

Whether someone wants to poke fun at the school in the satirical paper, encourage others to vote, or be a part of the local photography initiative, there is a club for everyone on campus. Students sign up in the academic quad and learn about the wealth of opportunities to both help out and have fun at Colgate.
In the fall semester, water testing resulted in the identification of elevated lead levels in water, primarily in residences and non-residential buildings along Broad Street. The Environmental Health and Safety team, with support from the Emergency Operations Center (EOC) and an external water quality engineering firm, established short- and longer-term mitigation approaches. Work remains ongoing, although recent tests in March and April suggest that it was the physical disturbance of paving Route 12B that caused the temporarily elevated lead levels.

Campus safety introduced a new Campus Safety Parking Management Plan, including online vehicle registrations/parking permit applications, enhanced parking resources and educational materials, increased signage on campus, progressive enforcement measures, and periodic program assessment tools. Student parking violations decreased by almost 25% compared to the two previous years. Additionally, the number of students with multiple repeat parking violations decreased by over 75% as compared to the two previous years.

Members of the Colgate University Emergency Operations Committee meet in Case-Geyer to deal with the campus COVID-19 response, March 16, 2020, in Hamilton, N.Y.

From its initial work in January, the EOC managed the campus impact of the COVID-19 pandemic. This team’s collaboration and leadership
supported the rapid departure of 90% of our student body, contemporaneous to shifting their work remotely and leading their teams. Areas managed by this team included quarantine and isolation of students, personal protective equipment procurement and protocols, safe return of students studying abroad, support for international students for which the pandemic presents different challenges, refunding room and board to students, and planning for returning to in-person instruction. Student Health Services and Counseling and Psychological Services continued to provide support for students in the late spring, transitioning rapidly to telehealth services.

Colgate buildings remained closed as the country and the world worked to contain the spread of COVID-19, March 26, 2020, at Colgate University in Hamilton, N.Y.
Health and Wellness

Counseling and Psychological Services received full accreditation in the summer of 2019 through the International Association of Counseling Services (IACS) following a year-long self-study and site visit by IACS. In the fall, a newly formed Integrated Health and Wellness steering committee, led by Dr. Dawn LaFrance and supported by staff, faculty, and students, researched, explored, and designed a vision for the development of an integrated wellness plan that’s intended to take shape with new collaborations and approaches in the upcoming years. Even as this work takes more shape, the departments bolstered current approaches with new partnerships in sport medicine and crisis care.

Colgate’s new partnership with Upstate Medical University in support of a medical fellowship program in sports medicine allowed us to provide even better sports medicine for Division 1 athletics. Student Health Services staff continued providing high-quality, confidential care for routine illnesses and injuries, psychiatric services, athletic and travel care, immunizations, wellness information and health advice. They welcomed Dr. Ellen Larson ’94 shortly before the pandemic. By the time the Class of 2020 graduated, 95% of the class had been seen at Student Health Services during their Colgate years.

Counseling and Psychological Services offered a new after-hours counseling service to supplement night and weekend on-call coverage to meet the increasing demand for after-hours and crisis calls. The recently launched Mental Health Advisory Board (MHAB) focused on the creation of the Red Folder, a guide to assist faculty and staff in recognizing and assisting students with mental health difficulties. More than 10 different group therapy options were offered. Students met counselors in satellite locations around campus, in order to help students who were less familiar with mental health support make these connections. Throughout the year, Counseling and Psychological Services supported more than 650 students with more than 25,000 individual appointments.

Colgate’s commitment to combatting sexual violence and supporting survivors continued with Haven outreach, including students in 37 First-Year Seminar courses, further development of a Haven Ambassador program, and the continuation of the Yes Means Yes program. The Sexual Assault Nurse Examiner (SANE) program expanded beyond Community Memorial Hospital to Oneida Healthcare in Fall, 2019 and is now available 24/7.

Tracia Banuelos, program coordinator from 2018-2019 for Haven, Colgate University’s on-campus sexual assault response center, runs a training session for students to become Haven ambassadors. Haven ambassadors are Colgate students who advocate for social change throughout the student body. Ambassadors serve as trained peer mentors with the ability to guide students toward relevant on- and off-campus resources.
The Shaw Wellness Institute continued to support prevention and proactive wellness efforts with particular attention to a Liaison Ambassador program — offering valuable opportunities to students to make connections between different areas of their lives. Nearly 80 in-person events were held with 20 different campus partners. New programs of note included International Cooking Demos, which are monthly partnerships with the Office of International Student Services (OISS) to offer international students opportunities to cook international cuisine and learn about the health benefits of the dishes they prepared. In addition, students were able to access a new online wellness portal called YOU@Colgate, which offered students the opportunity to sign up for personalized health information relevant to their needs. Yes Means Yes class held in the ALANA Cultural Center. The class discusses issues of healthy sexuality and sexual relations pertaining to students.
Career Initiatives

After nearly a decade working under the leadership of Institutional Advancement, the Office of Career Services was realigned with the Dean of the College division and its goals. Goals include earlier student engagement, an integrated approach to skill development, and the exploration of critical conversations about purpose, passion, and preparation for life and vocation. Throughout the year, career services engaged with nearly 80% of all students. In addition to bringing more than 17,000 internship and job postings to Colgate students this year (up from 2,288 in 2018–19), the employer relations team secured 185 companies and organizations to recruit Colgate talent. Career services engaged more than 1,000 unique alumni and parents in the past year, including more than 500 volunteers through the largest signature initiatives, SophoMORE Connections career development conference, and the A Day in the Life job shadowing program. Ninety-nine percent of seniors took advantage of career services’ resources and services at some stage of their Colgate experience.

Significant momentum within our employer relations outreach has also garnered expanded opportunities for students. Transitioning student engagement technology to Handshake has already allowed us to bring more than 3,000 postings to students — nearly twice as many as last year’s totals. The Colgate Link alumni and student engagement platform was launched through a collaboration between career services, the Colgate Professional Networks, and the Office of Alumni Relations. Within the first month, nearly 2,400 users were actively using this site.

Colgate’s Third Century Plan outlines how preparing students to be competitive, career-ready professionals is an important step in strengthening the University’s academic enterprise. Throughout the past year, career services launched a preliminary set of seven industry and topically focused career modules to assist students in exploring, networking, and building career-related skills. These included a wide range of career areas including the Fundamentals of Real Estate (a 30-hour online course offered exclusively to Colgate students by the Urban Land Institute); Finding Money for Social Change (a grant writing course...
Sophomore Connections dinner and keynote address in the Huntington Gym, with the keynote address being delivered by Colgate alumnae Amy Dudley, Colgate class of 2000.

provided with campus partners), Wayfinding: A Career Exploration Series, Digital Music Production, facilitated by Juan Saenz ’20, and Prep for Tech, a technical interviewing skills workshop.

College is a time when students develop a strong sense of self, purpose, and direction. Yet many students are challenged to integrate knowledge from their academic, co-curricular, and career exploration into informed, career-related decisions. During the past year, the career services team developed and piloted the Early Engagement Initiative (EEI). This framework illustrates the what, when, and how of navigating a career development process and empowers students to be more centrally involved to drive their success. Using feedback from employers, graduate and professional schools, and professional associations, the EEI outlines eight critical areas of knowledge, skill development, and experiential learning associated with class-year learning outcomes.

Thought Into Action (TIA), Colgate’s entrepreneurship program, challenges participants to solve complex problems, think creatively, communicate powerfully, persevere through failure, and most importantly take action. More than 90 students participated in developing a venture, many of which, in lieu of an in-person event, presented at a Virtual Venture Showcase in spring 2020. This year, 35 mentors donated more than 2,000 hours through programs such as the Summer Accelerator and Incubator Program. Teams of Innovation Fellows engaged with six internal client projects, including Living Writers, the Student Government Association, and the Colgate Hello initiative to apply a design thinking approach to challenges.
Student Advising

As might be expected in an usual and evolving environment, students reached out frequently for support and guidance from their administrative deans. Our deans, as the primary, intended source for questions around personal and social concerns, emergencies, extended illness or injuries, understanding University policies and deadlines, graduation requirements, and leaves of absence, helped students navigate an evolving set of rules. Students’ strong reactions of fear, loneliness, loss, frustration, and disappointment were mixed with appreciation, resilience, and personal growth in inspiring ways. As a result, students sought out staff from across the division to listen, to help, to advise, and to find support. Student experiences during the pandemic varied considerably, from those who thrived (sometimes to their own surprise) in an academic environment with fewer distractions to those who experienced profound disappointment in the opportunities that distractions offer within the residential college education.

One-third of our international students remained in their home countries because of challenges related to pandemic conditions, changing visa availability, and travel restrictions. The Office of International Student Services supported students with logistics and individual needs, including creative pathways to allow students to return to campus mid-semester. Courses offered asynchronously allowed those with challenging time zone differences to continue progress toward their degree. Staff and faculty worked tirelessly to reach out to support international students who were learning from abroad with all of the challenges of different time zones and unreliable internet connectivity. A significant highlight of the academic year was commencement for the Class of 2021, providing students a much-appreciated moment of togetherness and celebration of the unprecedented year.

First@Colgate launched in October 2020 following a successful five-year pilot. One of the first endeavors was to plan a celebration for National First Generation Day, which combined events on campus with national virtual activities. Campus events included a seminar with Professor Janel Benson on her recently published book, Geographies of Campus Inequality: Mapping the Diverse Experiences of First Generation College Students (Oxford Press, 2020); two First@Colgate Zoom mixers for faculty, staff, and students; and a first-generation alumni career panel coordinated with Career Services.

The Alumni Memorial Scholars and Benton Scholars began the year with a virtual pre-orientation program, featuring Trustee Emeritus James Allen Smith ’70. These programs typically feature travel and research; however, this year, the staff and faculty worked to support students’ interests and create opportunities for working together in smaller groups on a research project based in Hamilton.

Colgate University students enjoy sitting around campfires and making s’mores snacks at locations on campus, while practicing social distancing and following CDC guidelines to prevent the spread of COVID-19.
Residential Life and Programs

The Class of 2021 was the first class in which every student had been a member of a Residential Commons since matriculation. The once-nascent program is now the standard experience for all Colgate students providing community-building and intellectual exploration opportunities that enrich their time and sense of belonging from the first day on campus. Due to the pandemic, the inaugural Residential Commons directors extended their appointments, offering continuity and experience.

From a two-week universal quarantine, during which all students were required to remain in their rooms with delivered meals and scheduled outdoor time, to numerous virtual classes and opportunities, residential spaces took on new importance as places of connection. If ever there was a moment when residential living was integral to the student experience, it was this year, when students spent more time in their own residential community than ever before. Community leaders helped their peers navigate roommate conflicts and questions around health and safety, and they provided peer-led guidance and support. Understandably, this was a unique and challenging year to serve in a peer leadership role and required more responsibilities related to enforcement of the Commitment to Community Health. Students living in fraternity and sorority housing continued to utilize their social spaces and dining options, working through provided health guidance and protocols. New member recruitment in the fall of 2020 was fully virtual, and each of the chapters welcomed many new members through this process.
Student Engagement

Residential liberal arts colleges typically thrive on opportunities and chance encounters between individuals and organizations; however, this social model, including large gatherings and club and organization activities, was the antithesis of that which was needed to reduce the spread of SARS-CoV-2 on campus. In response, the Dean of the College division formed two working groups to devise creative solutions to the ongoing challenges created by this pandemic. To welcome the Class of 2024, for instance, division colleagues developed a summer engagement team to help prepare incoming students throughout the summer months in a series of programs and interactions with faculty, staff, and upper-level peers. Weekly emails, webinars, summer book discussions, academic open houses, online Moodle modules, and videos were designed to inform students about Colgate and its community. On arrival day (and in lieu of the usual student activities fair), Colgate offered Flipgrid live, with more than 150 student organizations delivering elevator pitch videos that new students could watch at their own pace. In just over a week, there were more than 25,000 views.

The division offered 130 programs during the spring semester universal quarantine period to create new opportunities to learn, connect with others, and be entertained. Konosioni (newly named the Senior Honor Society) and the Colgate Student Coalition led 13 Days of Education, which focused on antiracism. Programs included a dean of students–facilitated book club on The End of Policing, by Alex S. Vitale. The Alumni Council contributed to the schedule of programs with the Table for 13 series, which provided students with an opportunity to engage with alumni leaders in small group conversations. More than 800 students took part in picking up Coop Kits (small kits for in-room activities, such as do-it-yourself painting kits) to connect with one another in scheduled Zoom times. More than 3,500 Gate Giveaways were distributed to students. Colgate CUdos (pronounced kudos) launched in February to share the exceptional contributions to the community by students with the entire community.

Social programs focused on safer outdoor options, with fire pits and ice skating serving as popular options. More than 600 students attended a celebrity speaker series that included opportunities to connect with Antoni Porowski, Nicole Byer, and Jonathan Van Ness. One or two student moderators facilitated each event and selected student questions, followed by a virtual meet-and-greet for each speaker. Overall, we had attendance of over 600 students throughout this series. Student organizations were very creative in how they remained active during this challenging year. The Italian Club worked diligently in creating virtual activities for its members. These included an escape room in Florence, a virtual Airbnb experience in Venice, a pasta-making event, and an Italian dinner with Colgate’s in-house executive chef.

One of the more challenging shifts of the year was the creation of a meaningful senior experience when typical events, such as the senior ball and wine tastings, were rendered impractical due to safety concerns. Despite these restrictions, the senior class developed creative ways to engage their peers with popular new options, including care packages and smaller thematic dinners at the Colgate Inn, pulling together students who would be sharing a specific city or location following graduation.

There were more opportunities for religious practices and celebrations due to New York State allowances. The Office of the Chaplains offered in-person religious services during most of the year. Large events such as the High Holidays, Diwali, Eid, Passover, and Holi were permitted and, while activity within each community was smaller than in years past, student organizations were intentional about their role in stewarding traditions and
practices for future Colgate classes. In March 2021, two new spaces opened to help meet the needs of students: a Muslim prayer room complete with wudu (foot washing stations) and a kosher kitchen. The student residence hall at 110 Broad Street, which serves as the Interfaith House, is the new home for these additions.

The Max A. Shacknai Center for Outreach, Volunteerism, and Education continued as many outreach activities as possible, including tutoring and mentoring elementary and high school students through video chats, writing letters to youth and elderly residents, and providing emergency response services. Volunteers also helped with small-scale direct service projects in the community, including trail maintenance. The Colgate Vote Project, a student-led program, visited dozens of classes. On National Voter Registration Day, they held a phone drive, eventually securing more than 300 student pledges to vote. CVP students assisted in mailing absentee ballot request forms and ballots, and held events across campus, such as virtual debate watch parties and a panel discussion on voter access and voter suppression.

This year, four Africana, Latin, Asian, and Native American (ALANA) Cultural Center social justice peer educators designed a curriculum for a Thrive Brown Bag Lunch series, a program to enhance understanding of social justice and planning for action. These lunches were inspired by the Equity in Mental Health Framework and created opportunities for students of color to learn ways to practice self care and to combat common issues that impact their mental health. This year’s topics included The Privilege of Self Care, Making Friends During the COVID-19 Pandemic, The Power of Storytelling, and Policing in White Spaces. This year’s MLK celebration also included a wide range of programs, including keynote speaker Angela Davis, who spoke to a virtual audience of more than 1,000. In recognition of the diversity of our campus membership, ALANA hosted heritage month celebrations and Fun Fridays, to gather students for distanced crafts and conversation, and it launched the new Kinder Podcast Series, which highlights global and domestic social and racial justice issues that impact our lives.

Each fraternity and sorority recruited a new class of members this year despite a fully virtual recruitment process. Chapter leaders also met regularly to develop their communities into more diverse and inclusive chapters. With the hiring of an assistant director to the Office of Fraternity and Sorority Advising, chapters have additional support for advising, including areas of programming, philanthropy, finances, risk management, and general chapter operations. The Panhellenic Council hosted its first annual Values Week, which was created as an avenue to express the values of the sorority experience to the greater Colgate community.

Colgate students participate in recreation time inside Sanford Field House during the spring quarantine upon returning to campus, January 27, 2021.

The Office of LGBTQ+ Initiatives invited drag kings Mo B. Dick and Ken Vegas, creators of DragKingHistory.com, a website that showcases female-born performers who don men's attire for theatrical purposes, to do a presentation highlighting drag king history, historical icons, and performance. This year’s QueerFest included a movie screening of (A)sexuality, a workshop titled Creating Space for Compassion in Justice Work led by ParKer Bryant, an Office of Undergraduate Scholars (OUS) and First@Colgate alumni panel, and a presentation titled Being LGBTQ+ and a Health Professional, sponsored by Career Services. This year’s Lavender Graduation was reimagined as a social reception instead of a formal program, which was a welcome moment during the spring calendar to gather to appreciate the successes of members of the Class of 2021.
Safety

This year, student health and safety focused primarily, though not exclusively, on pandemic-related challenges, the support for our Commitment to Community Health, and the management and implementation of nearly every aspect of health/safety related to stopping the spread of SARS-CoV-2. The Emergency Operations Center (EOC) operationalized the work of the Task Force on Re-Opening the Colgate Campus by coordinating regular testing; the enforcement of evolving mask mandates, distancing, and gathering guidelines through a series of Gates; the management of isolation and quarantine space; and the administration of vaccinations. Additionally, EOC members supported the work of the Health Analytics Team (HAT). The HAT met daily to provide and evaluate the status of key safety metrics, while the Event Safety Group supported numerous colleagues with event guidance within a pandemic context.

Nearly 20 staff from the division supported and led the work of the Emergency Operations Center, managing an immense and intense level of new work with flexibility, creativity, and compassion. For their efforts, this team deservedly received the Award for Staff Excellence along with individual awards for Dr. Merrill Miller and Dr. Ellen Larson as well as staff member of the year recognition for Associate Vice President Daniel Gough.

Beyond the demands presented by the pandemic, the environmental health and safety team continued its regular work this year, including the support of third-party testing and reporting in response to the elevated lead levels detected in some on-campus water systems. The team also completed a virtual state inspection of radioactive materials and radiation-producing equipment as well as a virtual OSHA inspection and records request. EHS also worked to procure the necessary ultra-cold and highly secure storage facilities that would ultimately be used to store COVID-19 vaccines for New York State and the Madison County Department of Health. Emergency Students and their parents arrive on campus during the spring semester Arrival Day, January 22, 2021.

management coped with the mainstays of central New York weather, including severe thunderstorms on student arrival day in August, again while classes were being held in tents in October, and a major snowstorm during (virtual) finals week in December.

Campus safety officers took on new roles in enforcement as frequent responders to concerns and complaints about health safety practices (read: mask compliance), travel restrictions,
as well as their usual work in managing the safety and security of facilities. Combined with few opportunities for positive interaction with students, such as during social programs or athletic events, the officers’ role as compliance officers presented challenges to forming productive, trusting relationships with students. In response, the department created a poster campaign featuring several officers, branded with We Care, to help remind returning students of the officers behind their masks and to introduce first-year students to the focus of the department.

First-year students arrive at Colgate during Arrival Day August 23, 2020.
Health and Wellness

The team of mental health professionals in Counseling and Psychological Services (CPS) primarily used telehealth practices for clinical services — with strong results. Nearly 90% of ongoing student clients made progress toward, or completed, at least one clinical goal. Group counseling options, nearly 25 in all, had higher group retention rates over previous years, and included options such as Beyond the Binary, Empower, and a new male-identified survivors’ group. In addition to regular full-time counselors, the CPS included three trainees and five adjunct counselors to provide a breadth of support during a challenging year during which national stories of mental health struggles illuminated students’ feelings of loss, anxiety, and disconnection.

Additionally, the division focused on adding new Haven ambassadors, peer coaching efforts in the Shaw Wellness Institute, and supplemental outreach to students in quarantine and isolation.

More than 90% of first-year students attended “Bystander Intervention: Sexual Violence 1.0” training during their first semester on campus. Fraternity and sorority student leaders voluntarily decided to deepen their understanding of bystander training by also completing “Bystander Intervention: Sexual Violence 2.0,” which focuses on empathy building for survivors as well as a more thorough understanding of all of the levels at which a person can intervene (e.g. violence jokes, “locker-room talk,” or witnessing a potential sexual violence situation). More than 30 students, through the Shaw Wellness Institute, participated in a five-week physical education course titled Peer Coaching, as a first step of training interested students in motivational interviewing and other health topics, for which students might seek the help and support from a peer coach. Following a professional development training of staff members by Prof. Jason Kilmer, students with substance abuse needs will now benefit from motivational interviewing in a new Alcohol Skills Training Program (ASTP).
The Student Health Services team provided both COVID-19–related services along with routine health care needs. Bolstered by Colgate’s sports medicine staff and student staff, including EMTs, the team conducted near-daily COVID-19 testing and addressed related health care needs for infected students. Successful COVID-19 vaccination clinics resulted in approximately 600 individuals being vaccinated on campus during the spring semester. To enhance patient care, Student Health Services expanded access to an electronic patient portal, secured additional external health care practitioners’ time for psychiatric care, and migrated to a nurse triage model to ensure focus on providing students with prompt and appropriate levels of health care.

Students and their parents arrive on campus during the spring semester Arrival Day, January 22, 2021.
Career Services and Initiatives

In spite of the challenges of remote instruction and other pandemic-related anxieties, students continued to engage in their career development with 76% of students connecting with career services during the year. Nearly 2,000 students utilized more than 4,600 individual advising appointments. Students had opportunities to engage with over 180 formal recruiting partners. New relationships with Amazon, Brigham and Women’s Hospital, the Human Rights Campaign, NeuroLeadership Institute, Pinterest, and TikTok, among others, strengthened opportunities in the industry areas of advocacy, education, real estate, medicine, marketing/sales, and sustainability. Overall, more than 23,000 internship and job postings were made available to students this year, up from 18,000 in 2019–20. Embracing how students are exposed to content, a Career Services Instagram account was also launched. With over 550 followers, this social media platform provides a contemporary mode of communication and a means to visibly support the content generated by student organizations and campus partners.

Signature programs for students such as a Day in the Life and SophoMORE Connections are ordinarily large-gathering and travel-based programs. The Career Services team was required to rethink how to provide students with meaningful ways to engage in career exploration without travel or gatherings. What emerged was a new 12-part industry exploration series launched during the summer of 2020, followed by Career Exploration Week in fall 2020. This series matched 501 first-years and sophomores with informational interviews hosted by 388 alumni and parents and was designed as an alternative to our traditional job shadowing initiative, A Day in the Life. More than 250 students participated in a virtual three-part series of eight industry-based cohorts in place of SophoMORE Connections. Moving forward, the Career Services team has designed career exploration through a dedicated class year approach. Program innovations learned from this year will continue because of their success, as will focused expansions in specific industry areas and cohort-specific approaches.

In a marketplace of high unemployment and employer instability, prospects for summer internships presented students with considerable challenges. Students benefited from Career Services’ deep engagement with parents and alumni to provide alternative networking and career exploration resources. The Summer Funding program helped provide nearly $460,000 in funding for students to pursue a range of summer internship programs. These

Benton Hall is pictured in springtime on the Colgate campus, May 18, 2021.
internship opportunities help students explore and test interests and skills, are critical to the University’s commitment to supporting a diverse student population, and open additional opportunities for further exploration and experience.

The Career Services team confirmed through research and alumni outreach that 94% of respondents from the Class of 2020 secured a job, enrolled in graduate/professional studies, engaged with a fellowship, engaged with long-term service, or entered military service within the first nine months post-graduation. This compares to the typical 98% rate, reflecting a modest decrease likely owed to the pandemic. Additionally, this year, Career Services launched a newly created Graduate School Access Fund with generous funding provided by Giovanni ’94 and Maree Cutaia. This access fund supports students of color and/or low income students pursuing graduate or professional education.

**Thought Into Action**’s entry program, TIA Incubator, had the largest student and mentor participation to date with more than 100 students and 44 mentors engaged. With targeted efforts to increase student retention in the program, the TIA staff led students through an orientation program to set expectations and to begin ideation. Student participants were paired with alumni mentors in the same group for the entire year, loosely based on industry area, and TIA staff held midyear meetings with every team. In recognition of the need to provide a second tier of support for these student entrepreneurs, participants were able to connect with small mentoring cohorts for a second year, with monthly connections and voluntary workshops. In April, a successful virtual Entrepreneur Weekend replicated last year’s Virtual Venture Showcase, while also adding a live Shark Tank event featuring four TIA ventures, the two most recent Entrepreneur of the Year Award winners, and other notable alumni and parents. To address a wider range of entrepreneurial stages and topics, TIA offered programs focused on early-stage ideation and design thinking. Under a new partnership, two student entrepreneurs were selected as part of the Clinton Global Initiative University Network program and received funding to support their Commitments to Action. The Entrepreneurs Fund Summer Accelerator, a donor-funded program, continues to support work in a virtual format, with four teams led by students and recent alumni.
GUIDING PRINCIPLES

The staff 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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