

COLGATE UNIVERSITY



2020 ANNUAL REPORT

Annual Report Contents

Statement from President Brian W. Casey

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INTRODUCTION

The first year of Colgate's third century, academic year of 2019–20, was, by almost every measure imaginable, historic. For just the third time in the University's history, the college suspended traditional, in-person instruction — with the first two stoppages related to the onset of world wars. This past year's closure was made in response to the emergence and wide spread of the coronavirus and resulting pandemic. In March of this academic year, students returned to their homes, instruction moved to an online format, and the University responded to a resulting severe economic downturn. By April, the campus was profoundly quiet. In May, commencement was held virtually, with degrees conferred over the internet. These turn of events was shocking, profoundly unsettling, and sad.

Simultaneously, the University and the nation were called on to reckon with the role racism has played in all of our lives. The death of George Floyd and Breonna Taylor demonstrated, more acutely than ever before for many, the real cost of racial injustice in the lives of the nation and the functioning of all of our institutions — including this University. While our faculty, students, and staff witnessed these events away from the campus, the effect of this moment of reckoning was profoundly felt by us all and among our alumni.

It would be easy or tempting to have this inaugural *University Report* speak only to these events. But the first year of Colgate's third century was also a time of progress on a series of plans that had been put into place prior to the interlocking health, economic, and social crises. It is important for Colgate to take the long view and to pursue excellence along a determined path for a sustained, if not perpetual, period. This report is part of that effort.

What follows within this report is a listing of actions taken in service of key institutional plans. In the first section, we offer the current version of plans as authorized through both the Board and campus governance processes. Then specific updates to each of these plans follows. Finally, this report offers an overview of the University's finances.

By placing all of this information in one report, we can make more intentional the processes through which we determine our path forward. It is important that there be agreed-upon strategic plans. This is the reason why we offer, within this report, the current version of authorized plans. Should the plans be formally modified in any year, they will be updated in the next annual report.

By reporting through this structure, Colgate can strengthen its governance culture, make institutional plans apparent to all, and create a campus community in which progress toward desired ends is manifest.

The Strategic and Planning Work of the 2020–21 Academic Year

While the exact landscape of the 2020–21 academic year is unclear at the time of this writing, with the intention to resume in-person instruction carefully set but still at risk, the following are the actions in planning and execution that should occur in the service of moving Colgate forward.

1. Update *The Third-Century Plan (3CP)*. 3CP was originally written in the 2018–19 academic year. Formally updating it through campus- and Board-based discussions seems in order, particularly to ensure that the plan more directly addresses diversity concerns and to make more specific plans for the renovation and transformation of Broad Street.
2. Better integrate the *Diversity, Equity, and Inclusion Plan (DEI Plan)* with 3CP. The University's first *DEI Plan* was written during the truncated 2019–20 academic year. Since its formal acceptance in late 2019, comments and suggested amendments to the plan have come from various offices and divisions. These need to be considered as part of a potential update to the *DEI Plan*. Further, the *DEI Plan* needs to be better integrated into 3CP and not sit somewhat astride from the University's formal long-term strategic plan.
3. Similarly, the University's *Sustainability Plan* both needs to be updated and, much like the *DEI Plan*, better integrated into 3CP.

4. Finally, the University should take all steps necessary to bring together a variety of capital planning projects into a more cohesive whole so that a long-term campus plan emerges that can guide capital decisions for years, if not decades.

Governance, Planning, and the Work of the University

In addition to the work of the Board of Trustees in service, the following specific governance actions should be undertaken to ensure that University governance aligns with strategic planning.

- A. The Advisory and Planning Committee should coordinate the processes through which *The Third-Century Plan* is updated and related plans are more directly integrated.
- B. The newly formed DEI Advisory Committee should coordinate the review and updates, and communicate the implementation of the *DEI Plan*.
- C. The University's Sustainability Council should work on a new sustainability plan now that the first five-year plan is coming to its completion.
- D. A multi-constituent effort should be brought to bear to develop a long-term residential life plan for Colgate, with specific emphasis on housing for juniors and seniors. The state of the houses on Broad Street calls

for an intervention, and concerns about diversity and inclusion call for a wider set of experiences in this region of campus.

- E. Finally, the campus-based University Property Committee and various Board-based committees should see how best to integrate and prioritize a series of emerging capital plans.

THIRD-CENTURY PLAN COLGATE UNIVERSITY

A Comprehensive and Long-Term Framework for Colgate University

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Introduction

Colgate University, now entering its third century, is a distinctive and strong undergraduate liberal arts institution of national reach and reputation. It has an excellent faculty, who are scholars and teachers of the first order. It attracts students of achievement and promise from around the nation and the world. Its alumni have obtained remarkable success as national civic, commercial, and community leaders, and they remain deeply interested in and loyal to Colgate. The University enjoys a campus of remarkable beauty. Further, Colgate's intangible qualities — its energy, its unique size and character, its history — make it distinctive in the landscape of higher education. Colgate University looks toward its third century, therefore, with both pride and a sense of possibility.

Colgate now seeks to pursue its mission at an even higher level, to establish the University, more firmly than today, as one of the small handful of truly outstanding colleges and universities in the nation and the world.

This Third-Century Plan is a long-term plan for that quest, a framework to help guide the trustees, the alumni and friends of the University, the administration, and the faculty over many years — even decades — as Colgate seeks to achieve the highest fulfillment of its mission. As Colgate enters its third century, it is incumbent on those who steward the institution and those who enjoy its current benefits to determine which initiatives will best strengthen the University and then to vigorously pursue those initiatives over many years. The legacy of the founders of the University demands that we be ambitious. The mission of the University requires that we enter a period of sustained boldness.

The Fundamentals for Colgate's Future

The achievement of the highest form of expression of the University will depend on the extent that trustees, administrators, and faculty are focused, over a significant period of time, on the following fundamentals for Colgate's future:

- Attracting and supporting truly outstanding students, faculty, and staff.
- Strengthening Colgate's academic enterprise.
- Enriching the student experience across residential life, campus programs, and athletics.
- Sustaining and improving an already beautiful campus and village.

Within each of these areas, this plan identifies both new initiatives and existing strengths that should be enhanced. The initiatives are designed to ensure that Colgate remains competitive with those colleges and universities to which it wishes to be compared. It is a plan to move Colgate robustly forward, maintaining those characteristics that have long-defined the campus — its unique size, its energy, the totality of the student experience, the quality of the faculty and their commitment to teaching and scholarship — while achieving more, and being recognized for those new levels of achievement.

While it is surely the case that Colgate must, by necessity, sequence these initiatives and prioritize certain plans over others, it is also deeply important that the University stay mindful of *all* of its programs and endeavors. To allow, or accept, mediocrity in some areas harms the institution in its totality. Thus, the plan described below avoids the temptation to focus only on one or two areas of university life. It seeks to be comprehensive in approach, offering plans for all divisions of the University.

To fully meet the requirements of each initiative described herein will take many years — decades perhaps. To fund these endeavors will require a series of fundraising campaigns and a concentrated effort to increase the University's resources. But a consistent and sustained focus on these fundamental goals and the plans to achieve them will ensure the continuous strengthening of Colgate. Institutional excellence is not achieved simply through the articulation of a series of short-term steps. It is achieved through deliberation, analysis, and execution — all in service of a widely embraced, deeply understood, long-term institutional vision.

Financial Fundamentals

All the plans and initiatives outlined below will rely on the University's financial foundation and Colgate's capacity to increase its financial resources. Any proposed new activity or endeavor will have to be considered against available resources and potential fundraising support. It is imperative that the implementation of these initiatives in total result in a financially stronger institution — that the resources each requires be identified and obtained and that investments in programs have measurable returns in reach, reputation, or financial soundness.

Some initiatives will be launched before all resources for their ultimate attainment are identified. This is true of much planning at any university, relying as any college or university does on fundraising and constituent support. But a long-term financial plan for each initiative must be developed and consistently monitored.

Over the course of the University's first two centuries, Colgate has established a considerable endowment that supports the University's ongoing activities. For multiple decades, Colgate has maintained an endowment spending policy designed to both regularize the amount of funds that are available to the operating budget in any given year (smoothing out the inevitable rise and fall of endowment returns, thus enabling the University to reasonably plan its annual operating budget expenditures) while also preserving intergenerational equity. This spending policy has served the institution well. So, while the plans described below are ambitious and will call on the University to invest in a number of new endeavors, they must preserve this endowment spending policy.

The Future Strategic Work of the University: Continued Planning, Prioritizing, and Implementation

It is important to recognize that this plan summarizes and organizes the work of many board and campus-based governance committees and administrative offices over many years. Its continued development will also rely on the work of standing campus and Board committees. For this plan to become reality, it will have to rely on and engage the campus through the traditional ways that a university works, embedding it in sound governance structures. Fortunately, Colgate has such a sound foundation in place.

Starting in 2016, the Board of Trustees underwent a nearly two-year-long governance reorganization, creating a new

Board committee structure designed to focus trustee work on long-term strategy and the oversight of its fiduciary obligations. Four new programmatic committees were created — Academic Mission and Programs, Campus Life and Programs, University Outreach, and University Resources — to align Board activity with the major planning efforts of the campus. These committees — newly constituted and charged — have established a long-term strategic view and have sought to establish, with campus committees, the priorities for each of their respective areas.

On campus, meanwhile, a strategic planning effort was launched that was designed to use existing campus governance. In 2018, the University president charged a number of campus committees to develop long-term plans in key areas of the University. These committees — some standing faculty governance committees, some specially constituted task forces and working groups — worked in earnest throughout the 2018–19 academic year. These committees, when beginning their work, took careful notice of the many reports and recommendations created by faculty committees that had gone before them. In a number of areas — the arts, residential life, campus planning generally — there were actually *dozens* of prior reports and studies to guide present work. This plan, thus, represents the accumulated effort of decades of Colgate faculty and trustee work.

In the 2018–19 year, the faculty voted to expand the membership of the Advisory and Planning Committee, a long-standing advisory committee of faculty governance, to allow it to guide the president on the development of this plan. This body will retain its expanded size and charge throughout the 2019–20 academic year, and perhaps past that year, so that it can serve as a coordinating campus-based strategic planning committee.

Through these governance structures, this Third-Century Plan should be continuously monitored and adjusted. This plan should serve as a living document, not a static plan that, once adopted, sits on shelves in decanal offices, neither guiding administrative action nor inspiring the campus or its constituents.

SECTION I

Attracting and Supporting Outstanding Students and Faculty

Attracting, retaining, and supporting talented and diverse students, faculty, and staff.

A university is, at its core, the product of the people it attracts and a union of individuals in service of learning. Truly talented students, a leading faculty, and professional staff are all required for Colgate to be among the finest colleges and universities in the nation. Colgate, therefore, must take those new steps necessary to ensure that it attracts students, faculty, and staff of remarkable promise and achievement.

1. Attracting and Supporting Outstanding Students

Long-Term Goals and Vision: Colgate should seek to garner and apply resources to expand the pool of applicants and to enable the University to enroll the students it seeks: a diverse and talented class of students of increasing promise and achievement.

Colgate has long had success in attracting students of high academic ability. The University is widely known for offering a rigorous liberal arts education and for having a dedicated faculty, distinct programming, and an idyllic campus, among many other factors. Of late, Colgate's scholars programs, including the Alumni Memorial Scholars (AMS), Benton Scholars, and Office of Undergraduate Studies (OUS) program, are notable strengths in recruiting students of outstanding academic promise. However, to meet the ambitious third-century goals for ensuring Colgate's place as a leader among liberal arts colleges, Colgate must further strengthen its ability to admit and enroll the most talented students and those who have a strong affinity to the University. Colgate's capacity to compete successfully for all of these students absolutely depends upon its ability to cast a wide net, and to support those we admit.

Colgate has long relied on the enrollment of a sizeable portion of the entering class whose families can meet the fully stated price of a Colgate education. That the University is able to do so is a testament to its current strong market position. This reliance, however, is also a potential and long-term weakness. Any decrease in the national pool of such students would leave Colgate with two unacceptable options: diminished academic standards (which would, in short order, hurt the University's competitive recruiting position) or diminished revenue.

A strong long-term competitive strategy requires expanded options, which means, first, an expanded pool of students who will seek admission to Colgate and, second, an expanded pool of resources, strategically applied, so that Colgate becomes even more attractive to the strongest students from the United States and around the world.

INITIATIVES

No-Loan Initiative. The rising cost of a college education and student debt continue to be topics of important national conversations. Financial considerations are often a decisive factor for students and their families as they review higher education options. Developing a no-loan initiative — in which students’ financial aid packages would contain only scholarships but no long-term loans — would benefit Colgate’s selectivity, desirability, and overall reputation. A no-loan financial aid policy sends a clear message about Colgate’s position on college affordability that is competitive with some of the best institutions in the country. Such an initiative might have to be phased in, but any movement in this direction would send a strong signal of Colgate’s commitment to seek and enroll a diverse and talented student body.

Increasing Admissions Reach. Further, Colgate must also seek a student body from a wider geographic footprint, a student body that shows the University attracting students from all corners of the nation and the world. And, of course, Colgate must attract a student body that reflects the vibrant and powerful diversity of our nation. If Colgate aspires to greatness, it cannot compromise its efforts on this point. In America today, a great institution is one that brings students of different socioeconomic backgrounds, races and ethnicities, and religions to campus. There are myriad reasons for this to be a priority, not least of which is our obligation to the broader American community in which Colgate has been permitted to prosper. Beyond any responsibilities to the commonweal, or principles by which Colgate might be motivated, is simple acknowledgment that an education today is a poor thing if it does not include firsthand engagement with a wide range of perspectives and experiences. Colgate simply cannot claim to be a first-tier institution, providing a first-tier education to its students, if it does not expose them to a rich diversity of perspectives and backgrounds in their educational and social experiences.

FIRST INITIATIVES	RELATED INITIATIVES
Initiate a Phased Approach to No-Loan Policy	<i>(described elsewhere in the plan)</i>
DEVELOPING INITIATIVES AND PLANS	The Residential Commons System
Increase in Admissions Outreach and Operations	The Third-Century Residential Life Plan
	Diversity, Equity, and Inclusion in Colgate’s Third Century
	Hamilton Initiative: Part 2

2. Attracting, Retaining, and Supporting Outstanding Faculty

Long-Term Goals and Vision: Colgate must take a number of steps in order to ensure that — in an increasingly competitive market for outstanding faculty — it attracts a diverse faculty of outstanding teacher-scholars who are uniquely suited to further the University’s academic missions and goals.

Few resources are more central to the greatness of a university than an excellent faculty — active, leading nationally and internationally prominent scholars who are committed to sharing the knowledge they create not only with peers in their academic communities but with talented students eager to learn.

At Colgate, the ideal of engaged scholars working at the forefront of their fields who are at the same time committed teachers and responsible members of their shared academic community is paramount. For Colgate faculty, scholarly excellence and outstanding teaching are not competing goods but instead mutually reinforcing ideals: the high-quality liberal arts education offered to Colgate students is built upon lively and active scholars who bring new ideas and perspectives into the classroom and transform students with their enthusiasm for their work.

In order to remain competitive on a national and international level, Colgate must focus on a number of ways to ensure it attracts, recruits, and retains an outstanding faculty.

INITIATIVES

A. Supporting Excellence at the Point of Hiring

The competition for the most talented young scholars, the future of the faculty, is intense. Colgate regularly finds itself seeking to recruit scholars who are also in the pool of candidates at the very strongest national colleges and

universities. To hire first-choice candidates in every search, Colgate must take certain critical steps:

Competitive Start-up Packages: Recruiting faculty members with substantial research potential and scholarly/creative activities is highly competitive. Having the ability to provide such candidates with a competitive start-up package is vital to recruitment efforts.

Extended Pre-tenure Leaves: As part of its support for the research mission of tenure-stream faculty, Colgate seeks to establish a flexible four-course pre-tenure leave to allow faculty to engage in a robust program of research during their fourth or fifth years.

Diversifying the Faculty: The current Colgate student body is drawn from 78 nations and 48 states, and represents a spectrum of races, ethnicities, and socioeconomic statuses. Colgate students want to learn from, collaborate with, and be mentored by faculty who reflect their geographic, racial, and experiential diversity. Most importantly in this context of attracting an excellent faculty, a new generation of incoming faculty expects campus cultures that are diverse, equitable, and inclusive. Colgate must seek to diversify its faculty, to bring to its classrooms, studios, and laboratories a greater range of backgrounds, experiences, and perspectives.

B. Excellence in Teaching

Colgate currently offers competitive salaries, research and technological support, resources for conference travel and manuscript development, and abundant opportunities for professional mentoring and development. Where Colgate lags behind the leaders among liberal arts colleges is its faculty course load. Two long-term initiatives must be launched to enhance teaching at Colgate and enrich the academic enterprise generally. These long-term commitments will take considerable planning and will depend on new resources. To embrace them, however, even in recognition of the scale of the endeavors they imply, is a commitment to a remarkably stronger Colgate University.

Competitive Teaching Load: As has already been stated, Colgate must attract to its campus the most talented faculty possible. Further, Colgate must support, in the most robust ways, the faculty it has. The most substantial measure whereby Colgate could achieve these related ends, and so guarantee a universally excellent faculty well into the future, would be to adopt a competitive teaching load, aligning Colgate faculty life with that seen at the nation's very best colleges and universities.

The five-course teaching load that characterizes Colgate is simply inconsistent with the best practices of the most elite liberal arts colleges and universities in the country. Of the top 20 liberal arts colleges in the 2019 *U.S. News & World Report* ranking, 12 offer their faculty a teaching load that is below Colgate's five-course load, while two others have publicly declared their commitment to move below that as well. What makes the point even starker, however, is that of the top nine schools on the *U.S. News* ranking, seven have a four-course load, another has a 4.5 load, and the last has five courses spread over trimesters (so that faculty are never teaching more than two courses at any time). The connection between these lower teaching loads and high scholarly reputation is no accident: moving below the five-course load is hugely helpful both in recruiting the most talented faculty and in providing faculty at Colgate the necessary time both to remain professionally active at the highest levels and to ensure their classrooms remain dynamic. A four-course load creates more faculty time to engage students individually or in small groups, more time to grade thoroughly and respond thoughtfully to student work, more time to be reflective in course design and innovative with assignments. Faculty will have more time to guide independent studies and honors theses and to engage in faculty-student research. Given its potential both for attracting the best faculty and enhancing the vibrancy of the classroom experience, Colgate commits itself to pursuing a four-course faculty teaching load.

Conversion of Visiting Positions to Permanent Faculty

Lines: Colgate often employs Visiting Assistant Professors (VAPs) to ensure curricular coverage in departments and programs where large or increasing enrollments, faculty leaves, or other changes in student or faculty numbers necessitate additional staffing. The provost and dean of the faculty, working with the vice president for finance and administration, should develop a long-term plan to strategically convert, as resources allow, VAP lines to tenure-stream positions in a way that reduces the dependence on short-term VAPs to support the curriculum.

C. Excellence in Research

Innovation fellowships and other supports for faculty listed throughout this document signal smaller scale investments Colgate should make in faculty excellence. A much larger, comprehensive step on this front is to create new endowed professorships, which could be known as the Third-Century Distinguished Professorships.

A named professorship is the highest academic award that the University can bestow on a faculty member, and it lasts as long as the University exists. Thus, it is both an honor to

the named holder of the appointment and also an enduring tribute to the visionary donor who establishes it. Endowed chair holders receive dedicated funds to enhance their research efforts in recognition of extraordinary scholarship. Therefore, endowed chairs serve to enhance a culture of academic excellence among the faculty community. Compared to its peers, Colgate has significantly fewer endowed chairs and distinguished professorships.

By increasing the number of endowed professorships and fellowships, the University has an opportunity to raise the profile of Colgate and its faculty while also supporting other academic priorities.

FIRST INITIATIVES	RELATED INITIATIVES
Extended Pre-tenure Leave Initiative	<i>(described elsewhere in the plan)</i>
Faculty Diversity Plans	Hamilton Housing Initiative
	Hamilton Initiative: Part 2
DEVELOPING INITIATIVES	Diversity, Equity, and Inclusion Plan for Colgate's Third Century
Competitive Start-up Packages Plan	
Four-course Load Plan	
Visiting Assistant Professor Line Conversion	
Endowed Distinguished Professorships	

3. Diversity, Equity, and Inclusion

Long-Term Goals and Vision: To fulfill the vision for Colgate's third century, Colgate must be a diverse institution that not only brings diverse perspectives, experiences, and backgrounds to campus but also fosters equity and inclusion.

Diversity, equity, and inclusion (DEI) efforts are absolutely necessary if Colgate is to achieve its third-century ambitions. A Colgate education must include firsthand engagement with a wide range of perspectives and experiences. Students must be exposed to a rich diversity of perspectives and backgrounds in their educational and social experiences in order to be prepared to engage the world beyond college. The faculty, staff, and students must reflect the diversity of the world, and this diversity must be supported through equity and inclusion in all of Colgate's programs and policies.

While diversity, equity, and inclusion are foundational elements underlying every plan for Colgate's third century, there are areas that require special attention in order to

ensure overall success across all the DEI efforts in all the plans.

The following high-level goals will require sustained and consistent effort. As foundational requirements to fulfill Colgate's mission, diversity, equity, and inclusion work is an ongoing effort that will need to be reviewed and renewed frequently and regularly.

- Foundational DEI Structure (Initiatives include enhanced DEI staffing, annual reporting, equity-focused analysis of all University policies.)
- Equity in the Student Experience (Initiatives include subsidization of disability testing for students with financial need, regular training for key University offices supporting students, formal relationships with community-based organizations helping bring diverse students to campus, and work to expand options for social hosting.)
- Diversification of Faculty and Staff (Initiatives include significant enhancements to oversight of staff searches, required training for staff search committee members, and pipeline development initiatives to build a foundation for more diverse candidate pools.)
- Retention and Development of Diverse Faculty and Staff (Initiatives include implementation of family-friendly job policies; reduction in reliance on long-term non-benefited staff; exploration of faculty cluster hires and partnerships with organizations such as the Center for Faculty Development and the Consortium for Faculty Diversity to help diversify the faculty; and development of career pathway programs to proactively support staff from underrepresented groups develop a career at Colgate.)
- Campus Culture (Initiatives include regular assessment of climate, a bias-incident log, expanded support for facilitating dialogue across difference, accessibility of website, continued development of gender-inclusive restrooms, and enhanced support for MOSAIC, the alumni relations program aimed at alumni of color.)
- DEI Responsiveness (Initiatives include external review of Equity Grievance Panel policies, implementation of rapid response structure for responding to bias incidents, and development of concrete avenues of access for student affinity groups to converse with University leadership.)

FIRST INITIATIVES	RELATED INITIATIVES
Interim Staffing Focused on Research, Analysis, and Reporting	<i>(described elsewhere in the plan)</i>
Interim Staffing Focused on Training, Outreach, and Coordination	Attracting and Supporting Outstanding Students and Faculty
DEVELOPING INITIATIVES	Strengthening the University's Academic Enterprise
Enhanced Diversity Staffing	Enriching the Student Experience

SECTION II

Strengthening the University's Academic Enterprise

Strengthening the University's academic enterprise and supporting a culture of academic rigor and excellence.

A fundamental foundation upon which Colgate's stronger future rests will be the extent to which the University seeks to continuously strengthen the academic life of the University and nurture a culture in which intellectual rigor marks all of its endeavors.

Simply put, to attract students of the greatest potential, faculty of the highest regard, and staff who are leaders in their fields, Colgate must be an institution committed to the highest levels of academic excellence. This lies at the heart of the University's mission. Its pursuit is essential to Colgate's future.

To achieve this, as discussed above, Colgate must focus on building and maintaining a top-tier faculty, and supporting the creation of knowledge and its dissemination through teaching, publication, and public engagement. Further, Colgate must continue — in line with its broad mission in the liberal arts — to seek to engage students and faculty not only in the timeless questions but new areas of inquiry and concern, ensuring that Colgate remains a place deeply engaged in the pressing academic debates and areas of inquiry. These values lie at the heart of the University's signature Core program and infuse the curriculum as a whole. Related to this, the University must introduce its students to the challenges and power of rigorous, academic discourse. Colgate must also create and support a curriculum that is relevant and challenging. In an era of heated rhetoric and political divisions in which shouting is prized, Colgate will give its graduates a profound gift: the power to summon reason, to gather facts, and to engage in a discourse that is sound, fair, and powerful. Through those tools, we will send into the world the next

generation of Colgate graduates able to shape our world as accomplished, empathetic leaders.

In sum, Colgate must be known, even more than it is today, as an academic institution of the very first order; an undergraduate university distinguished by a world-caliber faculty engaged in rigorous scholarship and students trained in the habits of thoughtful intellectual engagement. To achieve this, Colgate should pursue the following initiatives:

1. New Academic Initiatives

Long-Term Goals and Vision: Foundational to Colgate's future is the continuous strengthening of the intellectual reach and impact of the University. New large, cross-department academic initiatives in Arts, Creativity, and Innovation and The Robert Hung Ngai Ho Mind, Brain, and Behavior Initiative promise to establish Colgate as a leader in multidisciplinary ventures.

The habit of thinking, conversing, and collaborating across disciplines — the hallmark of the liberal arts — is essential at this moment in the University's history. The endeavors described below, which spark conversations and foster collaboration across academic disciplines, promise to push pedagogical and research frontiers at Colgate, attract leading students and faculty, and increase the University's reach and reputation.

A. The Middle Campus Plan for Arts, Creativity, and Innovation

On campus, faculty and student artists and creators offer weekly music series, regular theater productions, highly attended dance festivals, and intriguing museum exhibitions that connect closely to the curriculum. Through its signature creative writing programming, its Art and Art History Lecture Series, its links to documentary filmmakers from around the world, and its visiting artists-in-residence programs, Colgate gives its students regular opportunities to engage with world-renowned artists and creators. Yet, in spite of these and other high-quality programs, the arts have yet to be fully integrated into the intellectual fabric of the Colgate experience. In this third century, Colgate reaffirms its belief that artistic expression, creative thinking, and innovation must be hallmarks of a Colgate education.

The Middle Campus Plan for Arts, Creativity, and Innovation is not only a rethinking of the role of the arts and creativity at Colgate, but a rethinking of the campus itself. The Middle Campus — currently a set of large and unrelated buildings including Case-Geyer Library, James C. Colgate Hall, Little Hall, and the Dana Arts Center — comprises the space below

the traditional academic quad and above the residential and athletic neighborhoods of Broad Street. Through the long-term development of this region of the campus, Colgate will address long-standing needs in arts and creative facilities and set a new standard for the teaching and creation of the arts, creativity, and innovation within a liberal arts context.

More specifically, the reanimated and rebuilt Middle Campus will be a place of experimentation, with rehearsal and performance spaces for student theater and improvisational groups, maker-spaces for traditional crafting and digital fabrication, and a media lab for interpreting old technologies and analyzing new. It will be a place of design, with studios for architecture, set, and costume design and gallery spaces for student curation. It will be a space of digital creation, with computer labs for coding and programming, digital music composition, and digital photography. It will be a place of hands-on exploration, with archaeological labs and classrooms designed for object-based learning. It will be a place of practice, with rehearsal spaces for music, theater, and dance classes. It will be a place of innovation, with student entrepreneurs conceiving of and creating new apps and new solutions for developing needs. And it will, of course, also be a place of exhibition and performance, with flexible gallery spaces for the University museums and flexible performance spaces.

This vision for the arts, creativity, and innovation at Colgate must be realized within the physical geography of the campus. Proper design and siting of buildings will bridge the lower and upper parts of campus not just metaphorically (as students find the arts figuring more and more vibrantly in their courses and activities) but quite literally, integrating the disparate spaces of the campus in a way that makes aesthetic sense and encourages students to see their experiences on campus as more closely integrated.

B. The Robert Hung Ngai Ho Mind, Brain, and Behavior Initiative

Just as the Middle Campus initiative will create a new academic hub to explore the connections between the arts, creativity, and innovation across the disciplines, the Robert Hung Ngai Ho Mind, Brain, and Behavior Initiative (MBB) will enable new interdisciplinary research and teaching to explore the linkages between mind, brain, and behavior, which is one of the most urgent and exciting challenges of our time. The foundation of the MBB combines existing, cross-disciplinary strengths at Colgate with innovative, new faculty and student collaborations that will push the boundaries of our understanding of brain function at multiple levels, from genes and cells through behavior and decision-making. Scientific efforts to unlock the mysteries of the mind,

from cellular to behavioral levels of analysis, will generate insights that hold great promise in addressing critical issues of our day. Past research in traditional disciplines has led to an explosive growth in knowledge in the cognitive and neurosciences, but it is clear that answering the fundamental questions about the nature of human thought, and how the mind, brain, and behavior are connected, will require an innovative, interdisciplinary approach. The Robert Hung Ngai Ho Mind, Brain, and Behavior Initiative at Colgate will provide faculty and students with opportunities to synthesize neurobiological, evolutionary, psychological, linguistic, philosophical, sociological, and other approaches to contemporary, critical issues.

Building on successes in funding from external agencies such as the National Science Foundation and significant growth in student interest, the MBB will share a research nexus in an updated Olin Hall with an interdisciplinary community of investigators from the Psychological and Brain Sciences and Biology, and build intellectual bridges supporting joint research, teaching, and programming initiatives across University divisions (Natural Sciences and Mathematics, Social Sciences, Arts and Humanities, and University Studies [particularly the Core]). A successful MBB will enliven Colgate's intellectual and social community, energize an even broader culture of inquiry, and enable faculty and students to cross disciplinary bridges in research and teaching. The MBB community will cultivate undergraduate and faculty scholars with a common commitment to both empirical research and multidisciplinary dialogue.

FIRST INITIATIVES	RELATED INITIATIVES
First Projects for the Middle Campus	<i>(described elsewhere in the plan)</i>
MBB - Olin Hall Renovation	Attracting and Supporting an Outstanding Faculty
DEVELOPING INITIATIVES	Engaging the World: Olmstead House Artists-and Scholars-in-Residence
Arts, Creativity, and Innovation Programming	
Continued Development of the Middle Campus Region	

2. Curriculum, Teaching, and Engagement

Long-Term Goals and Vision: Colgate seeks to ensure that all its students and faculty are fully supported in all endeavors related to teaching, learning, and research. Colgate must provide the nationally competitive institutional support and mentorship necessary to foster learning and research for any member of its academic community who seeks it.

The critical issues of our time seem to become ever more complex. Never before have the skills of a liberal arts education been more needed to provide both broad and deep inquiry of these critical issues. In its third century, Colgate must invest in the highest impact teaching methods to create and sustain a community of learners among its faculty and students alike, working both within and outside of the classroom.

Colgate's sustained investment in the Liberal Arts Core Curriculum is a distinctive example of the University's commitment to high-impact teaching and faculty-student engagement. Long a venue for cross-disciplinary teaching and robust intellectual exchange between faculty and students (as well as among faculty), the Core connects students in a common academic experience, engages a large proportion of faculty, and remains a key touchstone for Colgate alumni. Just as the initiative described above highlights the potential for new knowledge and innovative course offerings to emerge from cross-departmental collaboration, so, too, is the Core a site for rich intellectual exchange. In its third century, Colgate recommits itself to its Core program and to supporting pedagogical collaboration and innovation through the Core.

The opportunity for students to conduct high-level research in close collaboration with faculty members is both a hallmark of a Colgate education and another high-impact practice. Such research experiences position Colgate students not just for national fellowships and graduate schools, but for entry into a wide array of fields where the ability to carry out independent analysis and critical thinking is essential. Scholarship in the area of teaching and learning identifies a strong correlation between connection with faculty member and student academic outcomes, and student-faculty research opportunities provide for the type of close, collaborative work that enhances the intellectual growth and maturity of the student while often providing important professional rewards for the faculty member. Colgate is committed to maintaining and strengthening these existing high-impact programs. In addition, Colgate seeks to push the areas of curriculum, teaching, and engagement in the following ways:

A. Innovation Fellowships

In addition to supporting existing curricular efforts, Colgate must provide the resources necessary for faculty to invest in developing innovative approaches to teaching. Developing new and experimental approaches to teaching requires a significant and sustained effort on the part of a faculty that is already deeply invested in teaching and scholarship. Innovation Fellowships, which could be given to individual

faculty members or to larger groups of faculty within a single department/program or across departments working together, will support faculty efforts to incorporate new and innovative pedagogies into the curriculum. These competitive fellowships are for projects lasting one to three years, and can be supported in the form of either course releases or financial remuneration.

B. The Center for Learning, Teaching, and Research

The Center for Learning, Teaching, and Research (CLTR) serves as the nexus that facilitates the development and success of many students as learners/researchers and faculty as teachers/scholars. The CLTR currently houses the Office of Undergraduate Research, the coordinator of Tutoring and Peer-led Team Learning, the director of disability services, and the Learning and Applied Innovation team and serves as an important touch point for many students and faculty. In the coming years, Colgate imagines an expanded CLTR that provides a centralized location for a range of existing and emerging resources for Colgate's learners, teachers, and scholars.

FIRST INITIATIVES	RELATED INITIATIVES
Innovation Fellowships	<i>(described elsewhere in the plan)</i> Attracting and Retaining Outstanding Faculty
DEVELOPING INITIATIVES	
Expanded Center for Learning, Teaching, and Research	Middle Campus Plan for Arts, Creativity, and Innovation
	The Robert Hung Ngai Ho Mind, Brain, and Behavior Initiative
	Diversity, Equity, and Inclusion Plan for Colgate's Third Century

3. Engaging the World: Colgate in and of the World

Long-Term Goals and Vision: Colgate has a number of existing strengths that support a culture of global engagement among faculty and students alike. These strong building blocks position Colgate well to establish global engagement as a defining feature of a Colgate education. Deepened and strategic investment in this area will establish Colgate as a leader among liberal arts institutions in connecting students with the world around them and the global challenges they face.

Colgate offers students a transformative educational experience just within the boundaries of its Hamilton campus. But in today's interconnected world, no Colgate

education can be considered complete without a robust and sustained engagement with the broader world outside of Hamilton. It is through engagement with the “real world,” in all of its richness and complexity, that a Colgate education comes to life and its value becomes apparent. This engagement often provides students with the best opportunities to challenge themselves and their beliefs, to learn new perspectives firsthand, and to reflect on their place in a broader global community. As a result, Colgate asserts that the broad and deep engagement of students and faculty in the world outside of the classroom is essential to the Colgate experience.

Colgate begins its third century with a strong foundation in this area. A robust and dynamic off-campus-study program provides a wealth of short-term to semester-long experiences linked to a wide range of academic experiences. Sophomore Residential Seminars (SRS) link a living-learning community to shared coursework and global programming. Colgate’s academic centers and institutes, including the Lampert Institute for Civic and Global Affairs, the Picker Interdisciplinary Science Institute, the Center for Freedom and Western Civilization, and the Upstate Institute, work to bring students and faculty together across the disciplines and engage them with the broader world. The Office of National Fellowships and Scholarships links students to new opportunities, such as the Fulbright and Watson fellowships, to engage the world before and after graduation. Colgate seeks to maintain and strengthen these existing programs while implementing key new initiatives that will connect and amplify these efforts.

A. A New Center for Policy Analysis

Many of today’s most challenging issues — such as immigration, health care, education, race relations, climate change, criminal justice, and taxation — require policy solutions that can develop only through careful, multidisciplinary analysis. Colgate is fortunate to have a large number of faculty, concentrated chiefly in its social science division, whose wide-ranging and complementary expertise puts them in a strong position to understand these policy challenges and to articulate integrated solutions to them. Currently, however, that expertise is dispersed both intellectually (across disciplinary silos) and physically (across different buildings). As a result, Colgate loses an opportunity to highlight the major contributions of its faculty to the debate about important public policy issues. It also misses opportunities to bring students together from different departments to engage in the multidisciplinary complexity of policy analysis.

From conversations within the social science division, an emerging vision of a new Center for Policy Analysis has emerged, one that would allow Colgate faculty to engage in new research on current policy debates and model the value that a liberal arts approach can bring to such complex issues. Several factors — including the relative size of the faculty, the high level of faculty scholarship, substantial resources, and a demonstrated commitment to the importance of interdisciplinary understanding — position Colgate faculty to carry out this kind of work in a manner that would make Colgate a leader among peer schools, substantially enhancing the academic profile of the institution. Such a center will provide resources and course releases to allow groups of faculty to collaborate on policy questions and bring visiting experts to campus to engage in such research. Students would be closely involved in such efforts through summer research, theses, and coursework that would emerge from these efforts. While the policy center need not have a physical home, there are tangible benefits for anchoring such a center in a physical space, which would convene faculty from a wide range of departments across campus. The underutilized Spear House has the potential to be an ideal home for the center given its proximity to many social science departments and its size. The center’s goal, regardless of physical space, will be to create an intellectually serious and engaged community that makes important contributions to public debates and helps prepare Colgate students to do the same.

B. Career Services and Student Preparation

Colgate University’s rich liberal arts curriculum and institutional traditions have long catalyzed the career successes of its graduates. Invigorated by the opening of Benton Hall, Career Services launches into Colgate’s third century from a place of strength, with motivation to sustain Colgate’s reputation as a leader in this sphere.

The career preparation and success of students is a responsibility shared by the entire community, yet career services is best positioned to orchestrate the University’s efforts to prepare students to be competitive, career-ready professionals. In Colgate’s third century, career services should seek collaborations that integrate career and academic exploration, leadership, and identity development as complementary and edifying processes resulting in informed decision-making. Career services should also harness a greater representation of the Colgate community’s passion and influence. Expanding employer relations and programming to match students’ interests would model the breadth of ways a liberal arts education propels success.

Further, Colgate should increase students' access to opportunities to build core skills and gain necessary experience by developing ways to offer applicable training to a wide proportion of Colgate students who seek them. In a competitive marketplace, internships, research, and certain skills-based trainings not only serve as career exploration experiences, but also increase competitiveness for hiring and admission cycles. Unfortunately, many internships are unpaid, and skills-based training is often cost-prohibitive. Aligned with Colgate's commitment to financial aid, career services aims to provide all students access to opportunities to build critical skills, competencies, and experiences known to differentiate job candidates.

Moving forward, behavioral, cognitive, and affective learning assessments will be more fully integrated with career services' student engagement. Greater sophistication in this area will focus career services on providing timely, current, and relevant services for a greater segment of the population. This will lead to tailored approaches designed to assist students optimally, as well as less overprogramming.

C. Olmstead House Faculty-in-Residence Program

Just as Colgate values faculty engagement beyond Colgate, so, too, does it value bringing ideas and experiences from beyond Colgate to campus. Every week, the Colgate calendar announces talks and performances given by distinguished scholars and artists from around the world.

Colgate proposes reconceiving and renovating the Olmstead House and Barn, the site of the University's founding, to house the Olmstead Residencies for Visiting Faculty. Lasting as little as a few days or as long as a few months, Olmstead residencies will provide visiting scholars and artists with solitary spaces for work and reflection in a formative environment of communal living. Resident artists and scholars will benefit from a place to concentrate while finishing works in progress, embarking on new projects, or collaborating closely with Colgate colleagues. Colgate's faculty, students, and staff — as well as community members — will benefit from opportunities for sustained engagement with distinguished visitors who have come to Hamilton to share their work and ideas. Rededicating this historic place to become a site for creative collaboration and intellectual exchange is a fitting third-century manifestation of the founders' great "experiment in education."

SECTION III

Enriching the Student Experience

Creating a campus culture of community, ritual, and pride, reflected in residential life, campus programs, and athletics.

Colgate must overtly and explicitly seek to create a deep, clear, and compelling campus culture — nurtured and expressed through its residential programs, its athletic program and other student activities, its ceremonies and traditions, and through the overall experience of the campus. The campus culture must foster bonds among members of the community and connect, in a meaningful and sustained way, students, faculty, and staff to the institution itself.

As a primary driver in this effort, Colgate must develop long-term programs to enhance the quality of student housing and the overall quality of student life. Further, Colgate should ensure that all students belong to the University and that they share this institutional bond while they are also developing those more individual social bonds that sustain them.

1. Residential Education

Long-Term Goals and Vision: A Colgate education means all students live the liberal arts, connecting their Colgate education to where they live. To fulfill this vision, Colgate must complete the implementation of the Residential Commons system and develop a comprehensive upper-level residential system that optimizes and enhances the variety of housing options for students in their junior and senior years.

A. The Residential Commons System

The way students live at Colgate shapes their education and their experiences. It begins with first- and second-year students living within one of four Residential Commons, led by faculty and staff directors, where the integration of living and learning expands. The vision for the Colgate Residential Commons system is also grounded in the desire for every student to have a strong foundational community from the first day, a place where they experience tradition and build class unity, and where University affinity is cultivated. The key elements of the Residential Commons system are:

1. Each first-year student, upon entering Colgate, is affiliated with a Residential Commons. This commons membership is grounded in the desire for every student to have a strong foundational community from the first day, a place where they can experience tradition, benefit from class unity, and build University affinity.

2. Students live within their Residential Commons for the first and second years, while later maintaining their affiliation as upper-level students through the Broad Street social house affiliated with their commons. Programming occurs in the Residential Commons “up the hill” and within the social house “down the hill” for all members of the commons.
3. First-year students are housed with the classmates of their first-year seminar (FSEM) and many FSEMs are taught in classrooms located within the Residential Commons.
4. Each Residential Commons is led by faculty and/or staff directors with the involvement of residential fellows, faculty and staff affiliates, and the Office of Residential Life.
5. Extensive academic, intellectual, social, cultural, and co-curricular activities involving faculty, staff, and students will occur within each Residential Commons.

B. The Upper-Level Residential System

Colgate’s residential education begins with its Residential Commons system, and continues “down the hill” for junior and senior students. Upper-level housing options along Broad Street, the College Street apartments, and within the Townhouses allow juniors and seniors to move into increasingly independent living options. The intergenerational connection between the first and second two years of a student’s experience is forged with the Broad Street social houses affiliated with each of the four Residential Commons as well as with the Broad Street Interest Houses. Both the social houses of the Residential Commons and the Broad Street Interest Houses invite students from all four class years to take part in a variety of social, intellectual, artistic, academic, and extracurricular activities.

Broad Street Renewal: The University’s 17 houses along Broad Street, stretching from Asia House on the southern end to the chapter house for Kappa Kappa Gamma on the north, form communities comprising junior and senior students. Today, these residence halls provide housing for 477 students with 199,000 square feet of space and were built between 1845 and 1968.

While each of these communities expresses their shared interests and nature of their community differently, they operate under a common set of rules, guidelines, and community expectations. Each building includes social spaces of varying sizes, and house between 12 and 49 students. Over

the decades, including following the University’s purchase of the fraternity and sorority chapter houses in the early 2000s, many of the Broad Street houses have received minor cosmetic updates.

As the University enters its third century, each of the Broad Street houses needs extensive remodeling. A comprehensive conditions assessment was completed in 2006 in preparation for a major University investment. Ranging from minor renovations to significant changes, Colgate should mirror “down the hill” the investments it has made to the first- and second-year housing inventory “up the hill.”

This program should consider study space needs, social spaces, and parking as well as the infusion of other elements such as studio spaces, art-making, and other media throughout the Broad Street neighborhood. Many of the Broad Street houses include historic features worth preserving during renovations in order to maintain their unique character and this part of the University’s history and should be considered during the design portion of each renovation. The resultant Broad Street inventory, when considered as one upper-level residential community rather than as 17 individual houses, ought to yield student housing where the whole is greater than the sum of its parts.

College Street Apartments and Townhouses: The College Street apartments, made up of Newell and Parker apartments and University Courts, provide junior and senior students with suite-style housing. Newell apartments provide housing for three students (in one double and one single room); each University Court apartment provides housing for four students (in two double rooms); and each Parker apartment houses six students (in three double rooms). In the summer of 2018, the University invested \$3.1 million to make modest, mostly cosmetic, renovations to flooring, exterior painting, window treatments, and new furniture. To address the remaining deferred maintenance within these 18 buildings, kitchen and bathroom replacements, the replacements of windows, heating elements, insulation, and interior painting must be done.

The renovation of the College Street apartments should take place concurrently with the Broad Street renewal project. By renovating a proportionate number of College Street apartments each year at the same time as Broad Street houses, the University will emerge at the end of the multiyear residential renewal project having renovated all housing for juniors and seniors.

The Townhouses: Built in the early 2000s and currently housing 212 students in eight-person and 16-person suites

(double rooms), the Townhouses offer a more independent style of living as students move down the hill. Students living here are joined with their friends to share a large living area and one or two spacious kitchens depending on the size of the townhouse.

The Townhouses provide the University with the requisite swing space for the upper-level housing renewal. Without this temporary housing, such a renewal would not be possible without reducing temporarily the number of admitted students or providing fewer students with University-owned housing. The Townhouses make possible a Broad Street and College Street renewal over several years.

C. Improved or New Dining and Social Space

A vibrant residential experience is predicated on a strong social experience. Social opportunities, especially in the form of parties, should be safe, open, and attractive to all students. Desirable social spaces should be available in a variety of residential spaces, including fraternities and sororities and interest communities. Thankfully, a reinvestment in the residential inventory will largely address the social spaces within these communities. There will still be, however, a need to create two to three larger social spaces (between 200–350 capacity) in order to hold events and programs that cannot appropriately be held within our residence halls.

As the University considers dining as part of its Third-Century Plan, and the possibility of a renewal of existing dining halls, a renovation might also create a social space if designed in ways that allow it to serve both functions. The design might accommodate study space and/or lounge space for students to socialize between classes. In addition, in order to maximize the residential experience for upper-level students, Colgate might consider an upper-level dining plan that leverages regular contact among students of various communities, class years, and residence halls. Such a plan would allow students to see one another outside of class regardless of where they live or the communities with which they have affiliated. Upper-level students might study in an upper-level dining hall, meet as student organizations, and come together during the weekend for brunches and pre-social dinners.

FIRST INITIATIVES <hr/> Complete Implementation of Residential Commons System <hr/> Beginning of the Long-term Renovation of Broad Street Houses <hr/> Renovation of University-owned Apartments and Townhouses	<i>Developing Initiatives continued</i> <hr/> Planning for Creation of New Student Social Spaces <hr/> Long-Term: Replacement of Gatehouse and 113 Broad Street and the Creation of a Fifth Residential Commons
	RELATED INITIATIVES <i>(described elsewhere in the plan)</i> <hr/> Attracting and Retaining Outstanding Students <hr/> Diversity, Equity, and Inclusion in Colgate's Third Century
DEVELOPING INITIATIVES <hr/> Broad Street Neighborhood Renewal <hr/> Planning for Renovation and Expansion of Dining Facilities	

2. Student Wellness

Long-Term Goals and Vision: The health and wellness of Colgate students requires an integrated model that ties together Student Health Services; Counseling and Psychological Services; Shaw Wellness Institute; Chaplain's Office; Division of Physical Education, Recreation and Outdoor Education; and numerous other campus and community partners.

Paralleling national trends, Colgate continues to experience increases in student demand for health, wellness, and counseling services. During the last decade, college and university campuses nationwide have experienced increases in utilization of mental health services, disproportionately higher than the growth in student enrollment. Student use of Colgate's Counseling and Psychological Services (C&PS) mirror these national trends. In 2011–12, C&PS provided services for 18 percent of the student body. During the most recent academic year, C&PS worked with 23 percent of Colgate students; the highest percent recorded in more than 15 years.

In addition, increasing numbers of students arrive to the University needing assistance and support to manage serious physical health conditions like asthma, severe allergies, ADHD, eating disorders, addiction, autism spectrum disorders, and other mental and physical conditions. Complicating matters, a growing number of these health issues are beyond the scope and ability of any single campus unit to address, creating the need for greater coordination among multiple University service providers.

Conant House, currently occupied by Counseling and Psychological Services, is in need of significant renovation. The last renovation of the building was nearly 20 years ago and since that time, the number of staff members has exceeded available office space. Recently, some counseling staff members have been using neighboring space in the basement of a residence hall to meet student appointment needs. Similarly, the current modular office spaces that house Student Health Services no longer meet the needs of providing contemporary college student health care. Both of the buildings housing these critical student services will need significant renovations within the next five years.

A new Center for Integrated Health & Wellness, comprising Student Health Services, Counseling and Psychological Services, and the Shaw Wellness Institute, would provide holistic student support by centralizing University wellness services; promote enhanced collaboration among service providers; provide for multidisciplinary treatment teams; and facilitate improved coordination of care for students.

In addition to the coordinated, holistic care that would be provided by an integrated wellness center, each of these offices would benefit accordingly:

- *Student Health Services:* improved patient privacy, updated health care equipment, additional exam rooms, a walk-in triage clinic, a treatment room for minor procedures, an updated laboratory, a modern nursing station, enhanced space for immunizations, men's and women's health, travel consultations, sexual health services, and improved ambulance access.
- *Counseling and Psychological Services:* enhanced space for individual therapy, psychiatric services, dedicated group therapy rooms, light therapy, and a biofeedback room.
- *The Shaw Wellness Institute:* substance abuse counseling, dietitian services, treatment of eating disorders, as well as proactive wellness features such as a demonstration kitchen for healthy eating seminars and cooking classes, space for student interns to prepare and conduct campus wellness workshops, a drop-in student lounge, spaces for indoor and outdoor meditation, and a resource library.

The Center for Integrated Health & Wellness at Colgate would reflect the important connection between individual well-being, a healthy campus environment, and overall student success. Such a center will not only permit the University to

appropriately address the escalating health needs of today's college students, but will also position Colgate to be a leader in integrated wellness by ensuring all students are able to participate fully in their education.

FIRST INITIATIVES	RELATED INITIATIVES
Counseling Center Accreditation	(described elsewhere in the plan)
	Attracting and Retaining Outstanding Students
DEVELOPING INITIATIVES	
Programmatic Plan for Integrated Health and Wellness	Athletics Facilities Plan
	Diversity, Equity, and Inclusion in Colgate's Third Century

3. Colgate's Division I Athletics Program

Long-Term Goals and Vision: The vision of the Division of Physical Education, Recreation and Athletics (PERA) is to be an inclusive community of competitive excellence that brings together a diverse group of people who care about each other, who share common goals, who actively invest in the success of the group, and who strive to consistently perform at the upper range of their potential with an aim to win.

To pursue this vision, PERA must expand its view of what is possible for its commitment and collective efforts to support programs at a level that is commensurate with its aspirations. The future of Colgate athletics embraces and amplifies what is best about its past, builds upon its strengths, and stretches it into new challenges and possibilities. To achieve the vision requires alignment with the campus community, clarity about the challenges and limitations, and strategic short-term objectives and long-term initiatives.

Academic excellence combined with athletic excellence is one of Colgate's most distinctive strengths. As one of the nation's leading liberal arts institutions, Colgate attracts incredibly bright student-athletes and graduates them at among the best rates in the country (97.4 percent in 2018). Combined with committed staff and coaches; supportive faculty across campus; loyal and engaged alumni; improving athletic facilities and operating budgets; and the safe, tight-knit community of Hamilton, Colgate athletics is replete with strengths upon which to build. Indeed, Colgate's proud traditions fuel its bold ambitions to achieve even greater levels of excellence in PERA.

The Athletics Plan for the Third Century has the following goals:

1. *Recruit:* Attract the most talented and motivated students and student-athletes possible who are committed to excelling in academics, athletics, and in their career and personal development;
2. *Build:* Design, build, and maintain physical spaces on the Colgate campus that inspire and undergird the pursuit of league championships and national tournament appearances among our varsity student-athletes, and that set the stage for the vigorous pursuit of health, wellness, and connection among all our students; and
3. *Support:* Provide the personnel and operational program support necessary for optimal development, performance, and experience of all Colgate students.

These goals will be achieved through three plans:

1. *Facilities:* In response to a review of current PERA facilities and programming needs, a facilities plan projects future facilities and programming needs, defines a set of facility renovation and development priorities, and proposes a phased approach to facilities projects.
2. *Financial Aid and Scholarships:* Current institutional policies and guidelines are examined and clarified as they relate to need-based financial aid, athletics financial aid (scholarships), admissions slots, medical non-counter student-athletes, international student-athlete admissions, and the Patriot League Academic Index. Recommendations are proposed for adjustments that are aligned with institutional expectations for academic and competitive success.
3. *Finance and Resource Development:* Following an external review of current budgeting and financial management practices, a plan is developed to support the achievement of inspirational aspirations for varsity academic and competitive success.

FIRST INITIATIVES	DEVELOPING INITIATIVES
Facilities:	Facilities:
Reid Renovation	Huntington Recreations Center
Athletics Health & Performance Center	On-Campus Softball Venue
Basketball/Volleyball Arena	Lineberry Renovation & Expansion
Cotterell Practice Courts	Rowing Training Center
Admission, Scholarships, and Financial Aid:	New Indoor Turf and Tennis Facility
Increase Athletics Scholarships for Emphasized Sports	Outdoor Fields Upgrades
Added Admission Slots	Finances & Fundraising Plan
	RELATED INITIATIVES
	(described elsewhere in the plan)
	Attracting and Retaining Outstanding Students
	Student Wellness
	Middle Campus Plan for Arts, Creativity, and Innovation

SECTION IV

Improving the Campus and the Environment

Sustaining and improving the campus beauty and infrastructure and enhancing life in the village.

Colgate must carefully steward one of its most precious assets: its campus. The University can take pride in the distinctive beauty of a campus that has shaped the lives of generations of students, faculty, and staff. Alumni carry their sense of this place with them when they graduate, and their affection for the campus strengthens their ties to the University. And the campus is a crucial component of Colgate's aspiration for excellence: the campus and the Village of Hamilton must be inviting to the students, teachers, and staff who will propel Colgate into the top ranks of liberal arts colleges. Enhancing the beauty of the campus, improving its infrastructure, and preserving its natural and built environment for future generations must remain high University priorities.

Earlier in this document, a description of the Middle Campus Initiative was offered. That initiative promises a significant change to the very heart of our campus, transforming a part of the campus that now seems ill-defined into a new and

exciting campus precinct. Changes to the athletics facilities also hint at a possible revitalization of a part of the campus that is currently marked by parking lots and insufficient public spaces. Joining these two long-term planning efforts are the following initiatives that will surely help make an already beautiful campus that much more appealing, sustainable, and supportive of student, faculty, staff, and local residents' lives.

1. Campus Development in the Third Century

Long-Term Goals and Vision: The campus environment defines Colgate not only for current students, faculty, and staff, but also for the alumni that continue to carry this place with them years after they are gone. Colgate must sustain and strengthen the natural and built environments, recognizing how the Colgate campus landscape performs as an ecological system, including its impacts on the larger environment and its capacity to become more self-sustaining.

With the guidance of Michael Van Valkenburgh Associates and building on prior long-term planning efforts, Colgate has developed the beginning of a long-term campus development plan. This plan will guide efforts to restore the campus landscape and treescape, improve parking and circulation, utilize the upper campus now expanded with new residence halls, and rationalize and improve the Middle Campus to create a new, engaging precinct for arts, creativity, and innovation.

2. Hamilton Housing Initiative

Long-Term Goals and Vision: Colgate needs to develop a variety of housing stock options that are affordable for faculty and staff from across the salary range.

To attract the best new faculty and staff, and to meet the needs of existing faculty and staff, Colgate will develop a plan to increase the supply of attractive, affordable housing in the village. Housing near the campus will enliven village life and will help sustain Colgate's tradition of having faculty live in close proximity to one another and to Colgate students. While Colgate can take a leading role in increasing the local housing stock, it must collaborate with community partners. The wider community stands to gain from this initiative, as bringing more residents into the village will improve its vitality and contribute to its economic development.

3. Hamilton Initiative: Part 2

Long-Term Goals and Vision: Colgate must continue to invest in and develop the Village of Hamilton in collaboration with community partners.

Colgate University stands in a symbiotic relationship of mutual support and dependence with the Village of Hamilton. In particular, the ability of the University to recruit its human capital depends on the village being a vibrant, sophisticated, and attractive community. The Hamilton Initiative has been a remarkable success in restoring and enhancing the village. The Colgate Bookstore, new shops, a restored movie theater and inn, and the placement of Colgate professional staff in the heart of downtown have made the Village of Hamilton a true asset to Colgate, and an attraction for the entire region.

Continued development of Hamilton requires Colgate's ongoing leadership in collaboration with the Partnership for Community Development, Hamilton Business Alliance, and the Village of Hamilton. Businesses and properties owned by Colgate require renewed attention in order to update their appeal and to improve the quality of retail and culinary options.

4. Campus Sustainability Plan

Long-Term Goals and Vision: Colgate contributes research, fosters innovation, and models environmental sustainability to the community and beyond. Accordingly, Colgate strives to build a responsible and sustainable campus environment. Colgate must continue to mitigate its impact on the climate and to strive to be a model of environmental responsibility.

In 2012, Colgate committed to becoming carbon neutral by the time of the University's Bicentennial. To meet this goal, the University has adopted green building standards and fuel usage guidelines. It has recently committed itself toward a significant restoration of the campus tree canopy. As part of third-century planning, Colgate will continue its efforts toward environmental sensitivity and green practices.

FIRST INITIATIVES	RELATED INITIATIVES
Continue Developing a Comprehensive Plan for Improving Campus	<i>(described elsewhere in the plan)</i>
Complete Bicentennial Tree Planting	Attracting and Supporting Outstanding Students and Faculty
Add Pedestrian Paths near Oak Drive and Improve Traffic Circulation	Enriching the Student Experience
DEVELOPING INITIATIVES	
Spearhead Housing Development in the Village	



THE THIRD-CENTURY PLAN

The Plan for Diversity, Equity, and Inclusion

Contents

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DIVERSITY, EQUITY, AND INCLUSION AT COLGATE

The celebration of Colgate's Bicentennial year saw the University adopt, first, a *Vision Statement* that defined a number of foundational pillars of the University. These include the intellectual strength and rigor of the academic program, the enrollment of outstanding students, and the ongoing development of a strong sense of community marked by affection, ritual, and pride. Through the work of numerous governance committees, both on the campus and within the Board of Trustees, the University, adopted a long-term plan for its future, *The Third-Century Plan* (the "Plan"). Initiatives identified within the Plan encompass the entire University, and envision new academic programs, an enhanced residential structure, new admission and financial aid strategies, stronger support of the faculty, the achievement of gains in athletics excellence, enhancements to the physical campus and a decrease in the burdens it places on the environment, and, crucially, a plan for diversity, equity, and inclusion.

This document presents a framework for moving the work of creating an inclusive campus forward, and also for engaging the Colgate community in this effort in the years ahead. Colgate's vision for its next century makes clear that improved diversity, equity, and inclusion are absolutely necessary if the University is to achieve its ambitions. As noted in *The Vision Statement*:

A great institution is a diverse institution. It is one that brings students of different socioeconomic backgrounds, races and ethnicities, and religions to campus. There are myriad reasons for this to be a priority, not least of which is our obligation to the broader American community in which we have been permitted to prosper. But beyond any responsibilities we might feel to the commonweal, or principles by which we might be motivated, is the simple acknowledgment that an education today is a poor thing if it does not include firsthand engagement with a wide range of perspectives and experiences. We simply cannot claim to be a first-tier institution providing a first-tier education to our students if we do not expose them to a rich diversity of perspectives and backgrounds in their educational and social experiences. (*Colgate University's Third Century: A Vision Statement*, page 8.)

As Colgate transitioned from defining a vision for this century to the process of planning for it, the Plan reflected this aspect of the vision:

Diversity, equity, and inclusion (DEI) efforts are absolutely necessary if Colgate is to achieve its third-century ambitions. A Colgate education must include firsthand engagement with a wide range of perspectives and experiences. Students must be exposed to a rich diversity of perspectives and backgrounds in their educational and social experiences in order to be prepared to engage the world beyond college. The faculty, staff, and students must reflect the diversity of the world, and this diversity must be supported through equity and inclusion in all of Colgate's programs and policies.

This document identifies six high-level goals for diversity, equity, and inclusion (DEI), and provides a list of specific initiatives aimed at moving Colgate toward these goals, with assigned departments and a timeline for implementation. They are, thus, part of the emerging planning structure for Colgate as set forth in *The Third-Century Plan*.

While the initiatives provided here look forward over the next few years of Colgate's development, this planning document should not be considered exhaustive; as initiatives are completed, new efforts will be identified to continue to move this work forward. As with all the planning efforts for the University's third century, the work of becoming more equitable and inclusive must be embedded in the planning structures that move the institution forward. The DEI project must be, always, part of the long-term planning for the University. This work must be part of an overall plan that encompasses academic excellence, financial health, and a sustainable foundation for the future. Too many institutions consider DEI work outside of such a planning structure, and the result in such cases is a tragic and repeated erasure of progress. The impact of the DEI initiatives called for here, and those that will be identified in the years ahead, must be regularly evaluated and assessed to ensure that they move Colgate towards all of its goals.

To the extent that inclusion and equity are understood as foundational requirements for realizing Colgate's mission, this work must be understood as part of the ongoing work of the University and of all of its ambitions and aspirations for the future.

DEFINITIONS

In dealing with complex issues, it can be helpful to define terms. This plan addresses strategic steps that Colgate can take toward becoming a more *diverse*, *equitable*, and *inclusive* university. These terms are related, but not equivalent.

In speaking of "diversity," we mean those aspects of identity, expressed in many ways, that can shape perspectives and thinking. A commitment to diversity means understanding that each individual is unique and appreciating our differences in an environment that supports individual and collective achievement. These differences can include, but are not limited to: race; ethnicity; gender and gender expression; sexual orientation; socioeconomic status; geographic background; national origin; culture; age; disability status; religious beliefs; veteran status, and political beliefs. Today, it is increasingly clear that these various elements of diversity can interact in complicated ways and that this reality requires a less siloed approach to inclusion than Colgate has adopted in the past. Approaches to promoting equity and inclusion should be informed by a recognition of this intersectionality of various aspects of individuals' identities. Colgate's history includes periods in which many of these expressions of diversity were minimally or not at all represented in the student body and among the faculty and staff. This history has led to practices and processes that require examination for their potential inequities when applied to a more diverse campus.

"Equity" refers to a system of essential fairness, including but not limited to access to opportunities and resources. The goal of equity is to eliminate disparities so that all members of a community may achieve their full potential and thrive. Working toward equity on campus requires consideration of the practical realities that impact individuals' participation and success in our community. This includes intentional and systemic pro-equity processes, practices, and tools designed to address imbalances, and actively and meaningfully responding to bias, harassment, and discrimination. A system of fairness requires strong, dedicated leadership as well as an engaged and empowered community.

"Inclusion" requires both an awareness of personal, cultural, and institutionalized forms of discrimination as well as an active commitment to dismantling those barriers. An inclusive community respects individual differences, recognizes them as valuable, and works to build bridges across differences, so that all members of the community can contribute fully. Such an environment, it should be said, is the

strongest possible foundation for excellence as a university. Diversity, equity, and inclusion should be understood as working together to enrich the academic mission of the University, and as a necessary element in effectively preparing students to contribute to the wider world. The goals and action items presented herein are all aimed, one way or another, at more concretely grounding this understanding in the ongoing work of the University.

BACKGROUND AND HISTORY

Colgate has reason to be proud of the history of faculty, students, and staff who have challenged bigotry and oppression on and off campus, and who have led the effort to advance campus diversity, equity, and inclusion. This history and these efforts have had a lasting impact on the University. The ALANA Cultural Center and Haven, for example, have made profound contributions to the strength and well-being of Colgate's campus, and these are just two cases of lasting change created through the dedicated labors of students, faculty, and staff. Past efforts serve as the foundation on which current efforts must build.

Many of the advances Colgate has made toward becoming a more inclusive campus have initially sprung from campus advocacy. One of the earliest large-scale efforts to make Colgate a more inclusive campus was led by the Association of Black Collegians in 1968 and 1969. This activism was born out of an incident in which two white students fired a starter's pistol as black students walked on Broad Street, but quickly expanded to call for a broader consideration of the challenges faced by black students on Colgate's campus. Talks between the students and the administration led to a joint fundraising effort that created the first cultural center at Colgate, the forerunner of today's ALANA Cultural Center, which was constructed in 1989, in recognition that all students of color would benefit from the kind of dedicated space for which the Association of Black Collegians had fought in 1969. This early contribution to the strength of the campus recognized that thoughtful and strategic efforts and resources would be required if Colgate's history as an institution focused solely on the education of white men were to successfully evolve into something more richly diverse.

In the years since, Colgate (like many other educational institutions with similar histories that diversified their campuses late in the 20th century) has engaged in a number of efforts to continue to become more diverse and more inclusive. These efforts were often spurred on by students,

and often came about because of some precipitating event, rather than as a result of sustained strategic planning.

Important moments in this history include:

- The work of the Diversity Committee chaired by Prof. Coleman Brown, culminating in a report shared with the campus by President Neil Grabois in 1990. This report offered recommendations on the administration, the faculty, student life, admissions and retention, and the curriculum. These recommendations included elements that were implemented and continue to shape the campus today (including the creation of an Affirmative Action officer position and the creation of a mission statement for the University that would speak to the central importance of diversity) and some that have not persisted (including the call for the Diversity Committee to continue as a standing body "fully integrated into the University governance system.")
- The efforts led by President Rebecca Chopp ("Bridging Differences in a Diverse World") beginning in 2003 and leading to a 2005 report and recommendations covering issues of student recruitment and retention, faculty recruitment and retention, and general issues relating to staff. Again, some initiatives contained in this planning effort persist today — the Sio Chair for Diversity and Community was created at this time, for example, and an early push toward cross-group dialogue programs is reflected in the current IGD work being done on campus. (IGD is a robust system for facilitating face to face conversation between members of different social identity groups, striving to create new levels of understanding, relation, and action. It is grounded at the national level in twenty-five years of scholarly research. At Colgate, over 300 faculty, staff, and students have been trained in this system over the past six years.) Others have not (such as the call for "systematic diversity training for all employees," and for "regular reassessment" of DEI progress, neither of which became part of the regular practice of the University after President Chopp's tenure ended).
- The creation of a chief diversity officer position in 2008, under President Chopp. Dr. Keenan Grenell served as Colgate's vice president and dean for diversity from 2008–2011. In this role, he engaged with inclusion efforts in alumni relations, admissions, and student life, and during his tenure Colgate engaged in a number of assessments of diversity, equity, and inclusion on our campus.

- The student advocacy beginning in 2014 under the banner of “Colgate for All,” in which student activism culminated in a list of action items to which the University began responding under President Jeffrey Herbst. Student activism in 2014 and 2015 helped lead to some important changes (including the launching of Haven and the creation of a SANE Nurse program for Madison County), while other efforts are still ongoing (the meaningful use of knowledge of inclusive communities in job descriptions and performance evaluations, for example).

Despite some meaningful achievements, slow progress on other fronts has been frustrating for many, particularly in the context of student experience, where changes that take more than a few years can have no meaningful impact on an individual student’s time at Colgate. Indeed, a look back at past efforts can be challenging, in that the documentation of this work seems to envision a future level of success that remains persistently deferred:

- 1990’s plan calls for “A University free from unjust discrimination and prejudice based on race, gender, religion, ethnicity, class, sexual preference, and physical disability”
- 1 2005 documents announce that “This systemic and connected approach will then facilitate a collective diversity effort and build community between seemingly disparate programs and will serve as a model to the larger Colgate community”
- 1 2009 efforts hoped “...to ensure that Colgate can [embody] a higher education diversity best practice [that] other liberal arts universities will use as a benchmark”

Colgate’s history of inclusion victories and setbacks makes clear that the University today cannot indulge in easy hopefulness. There have been too many periods in which the University’s progress has slipped backwards, and structures that could support the ongoing efforts to improve the campus too often have had to be reinvented.

In terms of diversity, equity, and inclusion, what Colgate most needs now is a structure designed to persist. If such a structure can provide reason for optimism, it must be public and transparent, assertive in communicating both successes and failures, and insistently part of the regular work of the campus, the rhythms of the school year, and the experience of all members of the campus community. It must be felt in every office on campus, and this structure must have built-in

accountabilities, concrete goals, and a timeline that extends into the future, and always with a multiyear view of the work ahead. This plan document attempts to begin to lay out a foundation for such a structure.

In the 2016–2017 academic year, Colgate’s new administration under President Brian W. Casey, in consultation with key staff and faculty members, engaged consultants from CDS/IBIS to provide a snapshot of the state of the campus in regard to climate and DEI efforts. This report then informed the work done by the working groups that made up the Task Force charged by the president and provost in the 2017–2018 academic year. The roughly 75 members of the campus community in those groups produced a set of recommendations and shared these with University leaders in the summer of 2018. These recommendations are represented here among the action items called for in the plan. In addition, this plan looked at initiatives called for in previous plans, and at what other leading institutions already do.

Because persistence of effort is of central importance to this work, this plan should be considered a living document, so that it can continue to be adapted and added to as more voices join in this project. It must also, however, represent a means of accountability for continuous effort, and a reflection of a commitment to ongoing, rather than sporadic or purely reactive, efforts. Specific action items in this plan (below) attempt to create an ongoing structure for keeping this work in the community’s consciousness, but given Colgate’s history of lulls and setbacks, we might well envision further steps to overcome institutional inertia and resistance to change, some of which may be suggested by our campus as more community members and institutional structures engage with this planning.

KEY GOALS

The following high-level goals will guide University activities across all divisions. They have specific initiatives outlined later in this document, all of which are focused on supporting one or more of the following six goals:

I. Foundational DEI Structure

Colgate's efforts to become a more equitable and inclusive community must be reframed, once and for all, as part of the ongoing work of the University. This will require identified resources in terms of funding and staffing, and regular reports to the campus and communication to external constituencies on the DEI work in which the University is engaged. It will also require that every division of the University be held accountable for moving these efforts forward.

II. Equity in the Student Experience

Given the remarkable potential of every student admitted to Colgate, the University must ensure that every student has equal access to the opportunities afforded on this campus. This includes every academic track, but also the various forms of University housing and dining, and access to desirable spaces for social hosting. Where some students demonstrably partake of campus benefits and opportunities at a lower rate than others, the University must understand why, and remove any barriers that exist. Inequitable access undermines the University's goals of academic excellence and its sense of shared community.

III. Diversification of Faculty and Staff

Colgate continues to struggle to recruit a diverse faculty and staff. This has a number of negative effects on the life of the campus. A lack of diversity in the University's employees can undermine students' sense that Colgate is a welcoming place for those from historically underrepresented groups. It can also hinder efforts to retain employees from these backgrounds. To the extent that students may more frequently turn to faculty and staff with whom they identify for support, this can also lead to an inequitable (and often unrecognized) load of labor on those faculty and staff. Patterns of underutilization suggest that Colgate has work to do in analyzing each step of our search processes. Is Colgate not casting a wide enough net in its efforts to draw the strongest possible candidates to campus? Are evaluation practices explicitly designed to exclude bias? Is there

a pattern to be addressed when offers of employment are turned down by desirable candidates? What oversight is required to ensure searches are addressing underutilization?

IV. Retention and Development of Diverse Faculty and Staff

It is not enough for the University to recruit a diverse faculty and staff. If the University's efforts to diversify its workforce depend upon bringing in employees from historically underrepresented groups for short periods of time, numbers might improve, but this will not have achieved the goal of building a diverse and inclusive community. Colgate must do better in providing pathways for members of underrepresented groups (most notably, faculty and staff of color).

V. Campus Culture

What we say we are matters. In addition to ensuring that the University's policies are equitable through regular review, University communications, both internal and external, should reflect our commitment to inclusion and equity. Every employee should be well prepared for supporting the University's mission of living and learning in a diverse community and should understand this as crucial for their work at Colgate.

VI. Responsiveness

To the extent that the challenges of living in a diverse community will continue to be keenly felt by members of our campus community, Colgate must do a better job of responding with commitment and compassion when failures of equity and inclusion do harm to community members. This will require better support for those employees who already play this role, but also an exploration of new models that can undermine the current sense often expressed that the University is incapable of responding well to such harms. Students, faculty, and staff must also have access to avenues that allow them to express their concerns without fear of retaliation or loss of control.

INITIATIVES

The following items reflect recommendations drawn from numerous campus working groups, the history of DEI work at Colgate, and best practices drawn from other institutions. Each item is assigned to a specific department or departments or committee and given a date for completion. It is important to stress here that this plan represents an attempt to set a foundation for **ongoing** work. Therefore, any given due date will not mark the end of the work in any area; rather, these dates represent the expected delivery of one step, a step required for the next steps to be taken.

I. Foundational DEI Structure

Colgate currently benefits from the efforts of numerous faculty and staff whose positions include specific DEI responsibilities (e.g., the staff of the ALANA Cultural Center, the associate provosts for Equity and Diversity, the director of LGBTQ+ Initiatives, the director of International Student Services, the Admissions Coordinator of Outreach for Opportunity and Inclusion, and the Assistant Director of Alumni Relations for Affinity and Identity Programs), but their efforts have not been effectively supported, connected, and coordinated, nor unified by a shared vision clearly supported by the campus and the Board of Trustees, and current staffing is inadequate to provide the necessary foundation for overseeing a broad strategic institutional effort.

A Chief Diversity Officer (CDO) model is not a panacea. Colgate's last attempt to make such a structure work was not fully successful, for example. Nevertheless, it now seems clear that such a model will be a necessary foundation for ensuring that the strategic planning and vision for inclusion at Colgate is well integrated into overall institutional planning. Every institution doing leading work on developing models for more robust inclusion on our nation's campuses has such a position among its senior staff, and there is no obvious substitute for the visibility and organizational focus this role can bring to campus-wide DEI efforts.

A successful chief diversity officer cannot work in isolation. Active efforts to address inequities must be a regular part of the work of all of the University's administrative divisions, and for this reason, the DEI plan seeks to lay out a series of concrete steps to be taken by departments across the University. The requirements for accountability and regular reporting on progress spelled out in this plan will lay the groundwork for a successful leader who can engage with issues of inclusion as part of a team, managing and refining

an ongoing effort. These initiatives and the infrastructure for DEI work are necessary if a chief diversity officer is to be successful here. (Indeed, the very strongest candidates for such a position at Colgate would likely want to see evidence of this foundation before considering a move to Hamilton.)

This plan, therefore, recommends that in the 2019-2020 academic year Colgate develop a position description for a leader of the institution-wide efforts to promote diversity, equity, and inclusion. The model proposed here, which will need careful consideration and review by faculty governance and the campus community, is that of a vice provost for equity and diversity, to report to the provost/dean of the faculty, with a dotted line to the president. This new position would be a regular member of the president's cabinet, and would oversee an expanded Office of Equity and Diversity, with a dotted line to key DEI practitioners in the divisions, whose efforts will be supported and coordinated by the Office of Equity and Diversity. (Where subsequent initiatives are assigned in whole or in part to "*DEI Staff*," this refers to this expanded and reorganized office.)

Once defined, this position should be filled through a competitive national search, to be shaped by significant campus communication, engagement of shared governance, and solicitation of input. The process of defining and searching for this position will likely take most of an academic year.

Responsible: President Casey; Dean Hucks, FAAOC, SAAOC

Target Date: Target hire date July 1, 2020

One potential tool to help reframe DEI work as a valuable part of the *ongoing* work of the University is an annual DEI report, designed to offer comprehensive information about both successes and failures, and a look forward to the next year's work. Developing a community expectation of annual accountability could help to combat the historical inconsistency of past DEI efforts at Colgate. Colgate will therefore design and implement this report to include contributions from each vice president's division, and will share it each academic year with the entire campus community. (*This report is referred to hereafter in this document as "Colgate's annual DEI report to the campus."*)

Responsible: Each University Vice President; Senior adviser to the president

Target Date: Preparations should begin immediately; first report in the summer of 2020

Given the clear need for the University to become more skilled at engaging in constructive dialogue in a diverse community, Colgate will provide more resources and opportunities for students, faculty, and staff to learn and make use of techniques of inclusive communication.

Student-focused areas of activity where such programs could be useful include the community leaders/residential life staff, the Links program, and the Residential Commons. These programs have been only intermittently active in recent years; moving forward, Colgate should ensure that they are well nourished so that these activities can become a more consistent part of the life of the campus, rather than being sporadic and short-lived.

Responsible: Dean of the faculty division; Dean of the college division

Target Date: Ongoing; the dean of the faculty and dean of the College divisions spent over \$50,000 in the past fiscal year for related programs, trainings, workshops, and a student intern.

Colgate will revise the Colgate University Student Organization Relationship Statement to expand "Appendix A: Organizations of Excellence Goals" so that it includes ways to address diversity and inclusion, campus and community relations, and academic success.

Responsible: Office of risk management; Dean of the college division

Target Date: By the end of the spring 2020 semester

The division of admissions and financial aid will prepare a report on its multicultural recruitment process, defining its goals and strategies, and the resources needed, and will share this report with the president's office and the campus community. Thereafter, the division will share details of its multicultural recruitment efforts through Colgate's annual DEI report to the campus. A shared sense of the importance of these efforts will serve the institution: Colgate's Third-Century Plan identifies attracting and supporting talented people to this campus as a pillar of Colgate's future success. An inability to build a diverse student body deprives the campus of student excellence that is crucial to the academic, creative, and social life of the campus.

Responsible: Admission and financial aid division

Target Date: By spring 2020

Colgate will respond to the concerns expressed in the recently conducted external study of disability services and will consider these in the context of all the challenges facing members of the community with disabilities.

Because Colgate's physical campus presents significant challenges to community members and visitors with mobility limitations, one element of this response should include a catalog of non-ADA-compliant buildings, to assist in determining what improvements could be made through ongoing maintenance, repairs, and renovations.

Responsible: Senior adviser to the president; Executive director for equity and inclusion, equal opportunity, and affirmative action; Dean of the college division; Facilities department

Target Date: Summer of 2020

Given the difficulty some staff members experience in making time for efforts that could improve the campus climate, the Human Resources Department, in collaboration with the Staff Affirmative Action Oversight Committee, will develop and implement a protocol to enable staff to engage with DEI initiatives; it will include funding for backfilling positions when needed and partnership with supervisors for whom this presents a challenge.

Responsible: Finance and administration division; Human resources; the Staff Affirmative Action Oversight Committee (SAAOC)

Target Date: Winter of 2020

Colgate will provide enhanced funding to student organizations or individual students to incentivize programs and projects that help to build greater inclusivity on campus.

Responsible: Finance and administration division; Dean of the college division

Target Date: Funding identified; communication to students by the beginning of the 2020 spring semester

Colgate will identify funding to support alumni affinity groups to grow and develop in cities with a critical mass of alumni of color, as well as to bring back alumni of color regularly for mentoring and speaking opportunities on campus.

Responsible: Finance and administration division; Institutional Advancement

Target Date: To be budgeted in the current cycle for programs beginning academic year 2020-2021

Performance evaluations will include as a goal for all professional staff to contribute to the University's diversity, equity, and inclusion goals, and supervisors at all levels will also be encouraged to report on their own support and encouragement of these efforts.

Responsible: Senior adviser to the president; Executive director for equity and inclusion; Human resources; all divisions
Target Date: By spring 2020 performance review cycles

The University will conduct an equity-focused policy analysis of all of Colgate's policies. An equity-focused policy analysis considers the impact of policy on the distribution of power, access to resources and knowledge, and the reproduction of social stratification. The application of an equity perspective requires policy makers to assess policy by considering who benefits, who loses, and how low-income and marginalized groups fare as a result of the policy. An equity-focused analysis provides a lens that brings into focus how policies and practices can create or worsen inequalities for some groups. An equity-minded lens can also help identify equity "assets," or policies that may already be in place that advance equity. The first step of this process will be to collect all those divisional policies not already contained in the Student, Staff and Faculty Handbooks, a project that has already begun.

Responsible: President's office
Target Date: Tentative target of fall 2020 (completion of this large project could require leadership from the new vice provost this plan calls for hiring)

As recommended in an ALANA Affairs Board report from 2012, Colgate will develop and implement multicultural competency training to be offered to all staff through the new hire orientation program, and made available to faculty. This training will meet the standards defined in Appendix A of this planning document.

In addition, Colgate will identify specific training needs relating to job functions for staff working closely with students and alumni, and will ensure funding is available for regular annual training in those areas. Some key departments include the counseling center, campus safety, the admission and financial aid offices, and alumni relations. All training will meet the standards defined in Appendix A of this planning document.

Responsible: Executive director for equity and inclusion, equal opportunity, and affirmative action; Senior adviser to the president; Ad hoc DEI curriculum group
Target Date: Curriculum under development; to be rolled out for staff by the summer of 2020

Beginning in the spring of 2020, and thereafter, the Office of Equity and Diversity and the executive director for equity

and inclusion, equal opportunity, and affirmative action will help the Office of Human Resources direct funding to offer all employees opportunities to participate in professional development specifically related to topics on diversity, equity, and inclusion. Campus leadership will encourage and support employee participation in such opportunities across the divisions, and report on engagement with these programs through Colgate's annual DEI report to the campus. These opportunities will be held to standards defined in Appendix A of this planning document.

Responsible: Executive director for equity and inclusion, equal opportunity, and affirmative action; Senior adviser to the president; Office of Equity and Diversity; all divisions
Target Date: Beginning spring 2020

Develop permanent divisional Diversity, Equity, & Inclusion Committee in the Physical Education, Recreation and Athletics division (PERA) made up of representatives from across the division. Provide charge/objectives annually to guide the work of the committee, to include regular reports to the vice president/director of athletics and published in the annual division report submitted to the University president.

Responsible: Physical education, recreation and athletics division
Target Date: Completed, August 2019, and ongoing

Each division will develop goal statements designed to work toward a fully inclusive climate within their division. To the fullest extent practicable, these goals will be informed by the experiences of individuals from historically underrepresented groups. Such divisional efforts cannot replace the need for institution-level planning, but can ensure that DEI goals are helping to shape planning across the campus. Progress toward these divisional goals will be reported through Colgate's annual DEI report to the campus, and specific initiatives, with timelines and assigned personnel, will be incorporated into this DEI plan.

Responsible: All administrative divisions
Target Date: By summer 2020

Given the important role played by the University's Equity Grievance Policy (EGP), Colgate will engage in an external review of this set of policies to ensure that it continues to be functional in the current and evolving legal and regulatory environment. The Office of Equity and Diversity will also develop new educational materials and workshops on what EGP does and how it works, given the widespread evidence that the EGP process is not well understood.

Responsible: The Office of Equity and Diversity; President's office;
Legal affairs
Target Date: Begun spring 2019; recommendations for changes by spring 2020

The University will build funding for MOSAIC activities into its operating budgets, and the Office of Alumni Engagement will report annually on the efforts of the MOSAIC program to better serve alumni from historically underrepresented groups.

Responsible: Finance and administration division;
Institutional advancement division
Target Date: In the current budget request cycle for the 2020-2021 fiscal year; first report in the summer 2020 DEI annual report

The admission department will expand efforts that are designed to engage high school students from underrepresented backgrounds, and will report on these efforts through Colgate's annual DEI report to the campus. Programs to be reported on should include memoranda of understanding (MOUs) with Community-Based Organizations (CBOs); hosted bus trips to campus for multicultural groups; visiting CBOs across the country; and access and DEI-oriented webinars/workshops, attendance/presentations at DEI conferences where counselors from secondary education and community organizations are represented.

Responsible: Admission and financial aid division
Target Date: Ongoing, update in summer 2020 DEI annual report

The Office of Admission will continue to build the diversity of incoming classes across the metrics of difference that are the focus of this plan, and will prepare strategies that will allow these efforts to continue in the face of an evolving legal landscape and of potential regulatory resistance to the practices currently used to ensure racial and ethnic diversity. These efforts will be shared through Colgate's annual DEI report to the campus.

Responsible: Admissions and financial aid division; Legal affairs
Target Date: Briefing on legal status by the end of the fall 2019 semester and strategy proposals by spring 2020

The Executive director for equity and inclusion, equal opportunity, and affirmative action and the senior adviser to the president will work with key DEI practitioners on campus

to develop protocols and mechanisms to support employee development related to University expectations (e.g., position description and behavioral competencies), including expectations on awareness of and contributions to inclusion efforts. These will expand beyond "check the box" rubrics, and will be held to standards as drafted in Appendix A of this planning document.

Responsible: Executive director for equity and inclusion, equal opportunity, and affirmative action;
Senior adviser to the president; Ad hoc DEI curriculum development group
Target Date: By fall 2020

The human resources department will, in collaboration with the SAAOC, consistently conduct robust staff exit interviews, to include the development of an online exit survey tool for those who prefer this mode, with the goal of providing more meaningful information for ongoing analysis of the reasons that staff depart. Aggregated details of these efforts will be shared through Colgate's annual DEI report to the campus.

Responsible: Senior adviser to the president; SAAOC; Human resources; Office of Institutional Planning and Research
Target Date: Ongoing; relevant themes to be shared in the DEI annual report, summer 2020

Funding will be provided to support and enhance the Center for Learning, Teaching, and Research (CLTR) efforts to develop enhanced programming for faculty wishing to consider DEI issues in their courses.

Responsible: Dean of the faculty division; CLTR
Target Date: Funding to be identified for the 2020-2021 fiscal year

Colgate will add additional DEI-related questions, to be inserted on a three-year cycle, to the first-year and senior surveys.

Responsible: Office of Institutional Planning and Research; Senior adviser to the president
Target Date: By spring 2020

The dean of the college division will refine exit interviews for students who transfer or otherwise leave Colgate in order to better determine their reasons for electing not to continue their enrollment. Improved data from this process will be used to identify initiatives to be undertaken during the span of this plan to better support the retention of all students, particularly those from groups whose retention rates suggest that Colgate is not serving them well. Details of these efforts

will be shared through Colgate's annual DEI report to the campus.

Responsible: Dean of the college division; Office of Admission; Office of Institutional Planning and Research
Target Date: By fall 2020

II. Equity in the Student Experience

Colgate will make use of both the quantitative data from the HEDS Sexual Assault Survey, and the stories shared by survivors through various channels to develop new programs and/or refine existing programs for preventing sexual violence and addressing the contexts in which it occurs on and around campus.

Responsible: Counseling center; Institutional planning and research; Dean of the college division; Haven
Target Date: By summer 2021

Colgate will continue its subsidy for online counseling sessions with counselors of color at any time the demand for such counselors exceeds the available supply.

Responsible: Counseling center; Dean of the college division
Target Date: Ongoing

Given the importance of the athletics environment in shaping the experience of student-athletes, the division of Physical Education, Recreation, and Athletics (PERA) will provide a consistently available space for student-athletes of color and other historically underrepresented identities and regular opportunities to provide feedback regarding their experiences at Colgate.

Responsible: Physical education, recreation and athletics division
Target Date: By spring of 2020

Because Community Leaders (CLs) play a crucial role in shaping the experience of students, and particularly new students, the Office of Residential Life will provide expanded training and development opportunities to support CLs in building community among diverse groups of residents. (This training might well be appropriate for other student leaders as well, including Link staff and departmental ambassadors.) This training will meet the standards defined in Appendix A of this planning document.

Responsible: Residential life; Dean of the college division
Target Date: Already begun; details to be shared in first DEI report in the summer of 2020.

The ALANA Cultural Center will continue to expand on programming designed to help students from historically underrepresented groups to thrive, including programming aimed at building the skills and strengths of self-care (e.g., the recently launched Thrive Lunch), and funding will be secured to support these efforts.

Responsible: ALANA Cultural Center
Target Date: Immediately and ongoing

Colgate will develop and implement a marketing strategy that fosters an inclusive gameday experience at all competition venues, including but not limited to announcer training on inclusive communication, ethnically diverse entertainment, and other affinity-oriented events.

Responsible: Physical education, recreation and athletics division
Target Date: Over the course of the 2019-2020 academic year

The institutional advancement division will seek to identify resources to endow the emergency student aid fund currently administered through the office of Undergraduate Studies (OUS), so that it can be reliably available when students need its support. The Office of Financial Aid will work closely with the administrators of this fund to ensure that disbursements are compliant with federal regulations and do not have a negative impact on students who receive them in terms of their eligibility for federal aid.

Responsible: Admission and financial aid division; Institutional Advancement division
Target Date: As soon as possible

Colgate will support the work of the ad hoc group working to strengthen support for undocumented students in a period of shifting federal immigration policy. Colgate will also create resource materials for our international community (including faculty, students, and staff) as regulations evolve.

Responsible: Senior adviser to the president; Office of International Student Services (OISS); Admission and financial aid division
Target Date: Begun; report on strategies by summer 2020

Colgate will provide dedicated funding to subsidize educational/disability testing for students of limited means.

Responsible: Dean of the faculty division; Dean of the college division
Target Date: 2020-2021

Not all parents or guardians of students at Colgate are equally able to engage with our campus. Colgate should develop supports for family members of limited means to engage with Colgate. This support could range from online groups for families to funding for a family member to visit campus. Programs should consider all the challenges to engagement facing some families, including resources, distance, single-parent status, visa status, etc.

Responsible: Finance and administration division;
Communications division; Dean of the college division; Senior adviser to the president

Target Date: Resources to be made available beginning in academic year 2020-2021; funding as resources can be identified

The most heavily utilized social spaces on campus, the fraternity houses on Broad Street, are controlled by a minority of the student body. This produces an inequity in which some students feel excluded from social opportunities and others feel sole responsibility for hosting large-scale student events, a responsibility they are not always capable of managing well. Therefore, Colgate will develop a plan for expanding social space options available to all student groups, equal or superior in equipment and outfitting to the facilities now available.

Responsible: Dean of the college division;
Institutional Advancement division

Target Date: Ongoing

Inasmuch as limitations in the financial aid budget can make it impossible to admit some qualified students with significant need, Colgate will develop ambitious financial aid fundraising goals to increase our capacity to offer places to these students.

Responsible: Institutional Advancement division

Target Date: Ongoing, with a focus on the upcoming campaign

III. Diversification of Faculty and Staff

All searches for staff positions will be reviewed at each stage by the executive director for equity and inclusion, equal opportunity, and affirmative action. Search processes will require approval before offers can be made.

Responsible: The executive director for equity and inclusion, equal opportunity, and affirmative action

Target Date: Immediately

Departments with underutilization of staff from historically underrepresented groups will be required to work with the executive director for equity and inclusion, equal opportunity, and affirmative action to develop plans for correcting this deficit. Plans will be submitted to human resources to ensure effective implementation throughout the recruitment and hiring process.

Responsible: Executive director for equity and inclusion, equal opportunity, and affirmative action

Target Date: Outreach to relevant departments by early 2020

DEI Staff will develop and make available to all staff search committees instructional materials based on the guidance on inclusive hiring developed in 2018 by the Staff Affirmative Action Oversight Committee (SAAOC). The human resources department will fully support inclusive hiring practices.

Responsible: SAAOC; DEI Staff

Target Date: By February 2020

Given the specialized candidate pools for athletics searches, the Division of Physical Education, Recreation and Athletics (PERA) division will partner with the executive director for equity and inclusion to develop an athletics-specific recruitment plan to strengthen candidate pools for vacancies across the division, to include a recruitment look-book (print or digital) to be distributed and utilized prior to and during the recruitment process. The PERA division will also explore retaining the services of a third-party firm charged with identifying women and ethnic minority candidates for select head coach and administrator vacancies.

Responsible: Physical education, recreation, and athletics division

Target Date: March 2020 and ongoing

The Human Resources Department will partner with divisions to create professional development plans upon hire for employees in middle-management positions, especially for women and people of color, to include intentional, personalized onboarding, clarity of role and expectations, and short-term Colgate career trajectory.

Responsible: Senior adviser to the president; Executive director for equity and inclusion; Physical education, recreation and athletics division (PERA)

Target Date: Pilot with the PERA division by summer 2020

All search committees for staff positions will be trained in avoiding bias as part of the protocol for engaging in their work.

Responsible: The executive director for equity and inclusion, equal opportunity, and affirmative action; Senior adviser to the president

Target Date: As soon as practicable, and no later than summer of 2020

In an effort to support the development of robust and diverse pools, the Human Resources Department will identify barriers to recruiting candidates from outside of a 20-mile radius of Hamilton for positions primarily recruiting from that area, and, where possible, will remove these barriers. Details of these programs or initiatives will be shared through Colgate's annual DEI report to the campus.

Responsible: Human resources

Target Date: By spring 2020

The University will commit to building diverse pools of applicants for faculty positions in order to be able to recruit a more diverse body of faculty. In addition to current efforts to help committees avoid bias, this commitment could include (but is not limited to) pipeline enhancements such as developing relationships with historically black colleges and universities (HBCUs), dissertation fellowship programs, postdoctoral programs, and cluster hires.

Responsible: Institutional Advancement; Dean of the faculty division

Target Date: Ongoing, with report on progress by the first DEI report in summer 2020

Colgate will partner with the Consortium for Faculty Diversity (CFD), with the goal of hosting CFD scholars each academic year.

Responsible: Dean of the faculty division

Target Date: The partnership has been launched. Colgate will identify fellows during the 2019-2020 academic year who could begin in the fall of 2020

IV. Retention and Development of Diverse Faculty and Staff

Colgate's human resources staff will assist the executive director for equity and inclusion, equal opportunity, and affirmative action and the senior adviser to the president in developing a career pathways program to address the challenges that staff from historically underrepresented groups have often had in building longer-term careers at

Colgate. This program will be made available both through departmental mentors and directly through human resources, and its success will be measured in terms of staff advancements and retention.

Responsible: Executive director for equity and inclusion, equal opportunity, and affirmative action; Senior adviser to the president; Human resources

Target Date: By fall of 2020

Colgate will offer defined paid break time to new mothers who need to nurse or breast pump and provide a list of rooms suitable for lactation across campus as well as protocols for ensuring availability.

Responsible: Human resources

Target Date: Policy was updated to allow for paid breaks in the 2018-2019 academic year; updated list of locations to be defined by the spring 2020 semester.

Colgate will purchase and maintain a membership in NCFDD (the National Center for Faculty Development and Diversity) which offers professional development, training, and mentoring for faculty members and postdocs, and will make these services available to academic faculty.

Responsible: Dean of the faculty division

Target Date: Membership purchased fall 2019; communication and rollout to faculty fall 2019

Colgate will engage in an in-depth analysis of the retention of faculty of color in order to better understand the ways in which our institution might better support these faculty in developing their professional lives at Colgate.

Responsible: Dean of the faculty division; Office of Institutional Planning and Research

Target Date: By summer of 2020

The Human Resources Department will develop enhanced guidelines for "casual wage" hiring to include a careful consideration of whether these arrangements serve the employees and the institution well. The University will also create a "part-time, regular, non-benefited" employment category, and new employees hired into this category of position will be included fully in onboarding and orientation programs. The Human Resources Department will explore professional development/lines of progression for "casual wage" and union employees to include (but not be limited to) protocols related to participation in University activities related to development (e.g., brown bags, training) and service (e.g., committee work).

Responsible: Human resources; SAAOC
Target Date: Winter 2020

Human resources will also begin a review of long-term casual positions to determine if the community would be better served by transforming any of these positions into benefited staff positions.

Responsible: Human resources; Executive director for equity and inclusion
Target Date: By July 2020

Colgate will explore opportunities to expand the selection of available housing in and around the town of Hamilton to make it possible for a more diverse group of employees of the University to live and participate in the life of the local community.

Responsible: Finance and administration division
Target Date: Initiative begun

V. Campus Culture and Communication

In an effort to share knowledge and promote transparency, Colgate will develop and implement a bias incident log for the purpose of recording, without any personally identifiable information, a descriptive summary of bias-related incidents on campus. This log will be available to all members of the campus community. DEI staff will regularly review bias incident logs to develop educative and/or outreach interventions.

Responsible: Office of equity and diversity; Executive director for equity and inclusion, equal opportunity, and affirmative action; Senior adviser to the president
Target Date: By summer 2020

The institutional advancement division will compile demographic data regarding alumni participation to better understand current levels of engagement in alumni programming and giving (as an important marker of engagement with the University). Low engagement can be a function of past experiences at Colgate, but it can also reflect the need to strengthen University efforts today, with an eye towards engaging effectively with all segments of our alumni body.

Responsible: Institutional Advancement division
Target Date: By spring 2020

Colgate's Office of Institutional Planning and Research will institute — on a regular rotation, and no less than every three years — a faculty/staff climate survey. The results of this survey will be shared with the campus community, and senior administration will prioritize responsive action items, actively engage in implementing them, and report annually on progress made in addressing concerns identified through this survey.

The following elements were recommended for inclusion by the DEI working groups:

- experience of the campus;
- the equity grievance policy and process;
- engagement with professional development opportunities related to diversity, equity, and inclusion;
- interacting across differences.

Responsible: Office of Institutional Planning and Research
Target Date: Beginning in the 2020-21 academic year

Beginning in the 2020-2021 academic year, Colgate will review and assess campus-wide programming and events designed to support inclusiveness and cultural competency for the campus community, including assessing impact. This information will serve as the basis for efforts to better engage the campus community in the shared work of inclusion, and will be shared through Colgate's annual DEI report to the campus.

Responsible: Office of equity and diversity; Senior adviser to the president
Target Date: By fall 2020

Colgate began to update its web presence in the 2018–2019 academic year, and the communications division will carefully review the ways in which diversity, equity, and inclusion issues are represented there to ensure that these representations are reflective both of the University's philosophy and also of the work being done and the work that remains to be done on becoming an inclusive institution.

Responsible: Communications division; Senior adviser to the president
Target Date: Winter 2020

As part of Colgate's website update and for the benefit of the campus community and others, the University will develop a repository of resources reflective of the strongest diversity and inclusion work being done today on college campuses and elsewhere.

Responsible: The Office of Equity and Diversity; Senior adviser to the president; Communications division
Target Date: By spring 2020

As required by New York State law, Colgate will develop and deliver annual harassment training for all employees.

Responsible: The Office of Equity and Diversity
Target Date: Completed in time to meet the state deadline in fall of 2019, but this training will need to be updated and improved for the 2020-2021 academic year.

The Division of Physical Education, Recreation and Athletics (PERA) will conduct a comprehensive gender equity review of its program.

Responsible: Physical education, recreation and athletics division
Target Date: April 2020

Colgate will continue the practice of installing gender-inclusive restroom facilities in new buildings, and will publish a map of facilities for the use of its community members and visitors. The University will also explore options for other gender-inclusive facilities (showers, locker rooms, etc.).

Responsible: Communications division; Facilities
Target Date: Immediately and ongoing

Colgate will provide free menstrual products in appropriate bathrooms around campus.

Responsible: Dean of the college division, facilities
Target Date: Already begun and ongoing (15 dispensers installed in the 2018–2019 academic year; additional resources will be driven by utilization.)

Colgate will continue to work to ensure that online content is fully accessible.

Responsible: Communications division
Target Date: Already begun and ongoing (e.g., we have curtailed the practice of posting PDFs on the website that are not accessible for visually impaired people, and we use software tools to regularly review accessibility concerns across our site.)

The University will develop protocols for the use of contracting agents in our departments to encourage consideration and use of minority-owned or women-owned companies and vendors.

Responsible: Finance and administration division; Senior adviser to the president
Target Date: By spring 2020

The dean of the college division will develop educational programs and policies designed to support fraternity and sorority organizations in incorporating the University's strategies on equity and inclusion into their activities and educational programs. Individual chapters will be led to engage with the commentary of Colgate's Middle States Accreditation Report on the role of fraternity and sorority organizations on our campus (see Appendix B of this plan), and required to respond.

Responsible: Dean of the college division
Target Date: By summer 2021

Colgate will analyze recent requests for accommodations required by employees and define a budget to support appropriate requests. Recent experience suggests that the legal standards with which Colgate must comply in terms of such requests are not well understood across campus; educational materials will therefore be prepared by the executive director for equity and inclusion, equal opportunity, and affirmative action and the senior adviser to the president to help departments more effectively respond to requests for needed accommodations.

Responsible: Executive director for equity and inclusion, equal opportunity, and affirmative action; Senior adviser to the president
Target Date: By spring 2020

The dean of the college division will annually review scholarship and practices from other institutions to continually enhance its efforts to orient new students to the complex issues related to living and learning in a diverse community, and will report on findings and new strategies through Colgate's annual DEI report to the campus.

Responsible: Dean of the college division
Target Date: Ongoing; new diversity training was arranged beginning with the Class of 2022, utilizing external consultants from the Washington Group and Third Settlements

As called for in the 2016 MOSAIC plan, the University will identify and invite Colgate alumni of color holding PhDs to engage with Colgate's campus community through lectures and visits.

Responsible: Institutional advancement division; Dean of the faculty division
Target Date: Work to begin immediately, with a target to begin bringing visitors in the 2020-2021 academic year

VI. Responsiveness

Student satisfaction with campus climate has consistently been lower for students of color than for white students at Colgate in surveys taken over (at least) the past 15 years. This requires attention on a regular and ongoing basis, not just when survey results are released. So long as this demonstrable inequity of experience persists, senior administrators should be meeting regularly with student affinity groups and closely monitoring the bias incident log (see related recommendation below) in order to be able to respond rapidly to inequities, and to provide resources to affected students (and to the faculty and staff who support them).

Responsible: Vice Provost and relevant colleagues
Target Date: As soon as the Vice Provost is hired

Colgate's DEI practitioners will engage in preparatory exercises akin to the emergency management structure already in place, with the goal of being able to rapidly respond, drawing on all necessary University resources when bias incidents are reported.

Responsible: Office of equity and diversity; Senior adviser to the president; DEI practitioners in the divisions
Target Date: Beginning spring 2020, and ongoing

The Physical Education, Recreation and Athletics division (PERA) will identify and provide resources and support to those PERA employees who frequently serve as advocates and/or a safe haven for student-athletes of color.

Responsible: Physical education, recreation and athletics division
Target Date: Immediately and ongoing, report on progress in the summer 2020 annual DEI report

Colgate will ask all community leaders (CLs) to serve as EGP liaisons for students. In this role, the community leaders will be fully trained in the EGP process, be able to answer questions regarding the process, and be able to educate the student population regarding the process.

Responsible: Dean of the college division; Residential life; The Office of Equity and Diversity
Target Date: Fully implemented by fall 2021

Colgate will identify and publicize avenues of response for members of the community who experience bias but do not wish to immediately avail themselves of the EGP process.

Responsible: Executive director for equity and inclusion, equal opportunity, and affirmative action; Senior adviser to the president; The Office of Equity and Diversity
Target Date: Fall 2020

Colgate will explore the feasibility of alternative dispute resolution options for responding to bias-related and EGP incidents on campus and, as appropriate, pilot these. The current campus perception of options for responsiveness is too limited, often coming down to a false binary between formal EGP investigations sanctions and no action.

Responsible: The Office of equity and diversity; Senior adviser to the president; Executive director for equity and inclusion, equal opportunity, and affirmative action
Target Date: Fall 2021

MOVING FORWARD

This plan is a foundation for building a more inclusive and equitable Colgate. It is not a comprehensive blueprint for achieving that goal, and the steps defined here will need to be regularly adapted, augmented, and enhanced as both Colgate and the world evolve. The growth and development of the plan in the months and years ahead will need to be shaped and informed by the broader campus community and its constituencies, and for this reason, there will be open forums on the plan, on the creation of a vice provost position, and on DEI efforts generally.

DEI work will also continue to be moved forward through the overall work of advancing the Third-Century Plan, and in this context it will be a subject of attention and effort on the part of the Board of Trustees (who have formed an ad hoc committee to engage in this work), faculty governance (through APC and FAAOC), and the University's administrative leadership, in their shared efforts to build a stronger Colgate.

APPENDIX A: DEI TRAINING STANDARDS

- Training will relate to ongoing efforts to create a practice of equity and justice within the organization
- Training will address one of the following subjects:
 - Knowledge of one or more cultural frameworks, values, and norms;
 - Negotiation of cultural differences;
 - Issues of power, privilege, bias, harassment, discrimination (whether individual, institutional, or structural), and causes of inequity;
 - DEI-related policies, practices, systems, etc.
- Training will be periodically assessed for impact
- Training will explicitly define needs for ongoing engagement or followup (including: follow-up training aimed at building knowledge, skill, and ability; ongoing application of knowledge, and/or ability; and planning sparked by needs identified as a result of the training)
- Supervisors will be knowledgeable about training taken by their supervisees, and will support the learning in their departments

APPENDIX B: MIDDLE STATES LANGUAGE ON GREEK LIFE ORGANIZATIONS (GLOs)

“...Our review of the Middle States student survey data points to a need for Colgate to further reflect on the role of GLOs in campus life. Working Group 2 considered the intersection of GLOs and inclusivity, and by extension to Colgate’s efforts to adhere to our mission of celebrating diversity while functioning as one institution.

There is considerable variation among GLOs in the challenges they present and the solutions that could involve them. Nonetheless, survey data, student testimonials, and recurring incidents requiring disciplinary action show that GLOs divide the campus. Some members of the community seek an expansion of the system, whereas others would like to see GLOs abolished. GLOs can foster a culture of exclusion, particularly along lines of gender, sexuality, race, and social class, which undercuts our stated goal of achieving an inclusive community. Division in our community is a serious concern, and one that Colgate has struggled with for many years.

As noted on the Colgate website, GLOs make claims that they embody moral, ethical, leadership, and philanthropic principles. Yet GLOs can fail to live up to these principles. Fraternities can foster a culture that is detrimental to their own members as well as to the community at large. The GLO system needs work, and GLO affiliated students and administrators need to work thoughtfully together so that GLOs can achieve their commitments to service, align their practices to Colgate’s mission, and live up to their potential. Over the years, Colgate has struggled to encourage the positive aspects of GLOs that draw many students to this residential and social option, while eliminating negative aspects that harm and divide our community. This challenging, multi-faceted issue calls out to be resolved with a climate that fosters diversity and inclusion...”

(Full text, including footnotes omitted here, is available at <https://sites.google.com/a/colgate.edu/middle-states-report-2018/>)



THE THIRD-CENTURY PLAN

Sustainability Plan

The Bicentennial Plan for a Sustainable and Carbon Neutral Campus 2017-2019 was published in 2016. The full plan may be found at www.colgate.edu/2016sustainabilityplan and ongoing efforts since the publication of the Plan may be found at <https://www.colgate.edu/about/sustainability>. This abridged Plan provides those elements most relevant for the Status Update on this Plan. The Sustainability Council will be releasing the next plan in 2021.

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Executive Summary

In 2009, Colgate University publicly committed to the teaching and practice of sustainability when it became a signatory of the American College and University Presidents' Climate Commitment (ACUPCC). With the final approval of our 2011-2015 Sustainability and Climate Action Plan, Colgate pledged to achieve carbon neutrality by 2019, our bicentennial, and to make carbon neutrality and sustainability a part of the curriculum and other educational experiences for all students. Through the successful implementation of the 2011-2015 Sustainability and Climate Action Plan, as well as ad-hoc projects and institutional commitments, we reduced our net campus carbon footprint by 8,822 MT_eCO₂, a 53 percent reduction. This reduction led to annual avoided spending of nearly \$385,000 and national recognition for our successes.

Colgate's sustainability program has profoundly impacted the lives of hundreds of Colgate students. Dozens of students have studied and researched issues of sustainability through our formal curriculum. Their contributions through research and class projects have directly advanced our campus sustainability program. Additionally, over 70 students have worked in the Office of Sustainability as student interns since 2009. A growing and impressive group of students have gone on to continue studies or pursue careers in the field of sustainability.

Today, Colgate has achieved a national reputation for its commitment to sustainability and climate action. In 2011 Colgate received a Climate Leadership Award from Second Nature. In 2015 Colgate was listed on the Princeton Review's Green Honor Roll (one of only 24 institutions out of 861 schools that were rated), earned an AASHE STARS Gold Rating, and was ranked in Sierra Magazine's "Coolest Schools" issue as one of the greenest institutions in the country. Colgate can justly take pride in its rapid emergence as a leader in sustainability among American institutions of higher education.

While our recent progress and achievements are exciting, our work is ongoing and our priorities have broadened. The Sustainability Council, President Casey, and the Board of Trustees are committed not only to reaching carbon neutrality through various mitigation strategies, but also to integrating sustainability into our curriculum, co-curricular educational experiences, and habits and decision-making across the university. As an institution, we must engage our students, faculty, and staff in order to become fully committed and effective in embracing our responsibilities to

climate action and sustainability. In the Bicentennial Plan for a Sustainable and Carbon Neutral Campus, we continue to lay the groundwork for achieving carbon neutrality and integrating sustainability throughout the university with mechanisms to:

- Broaden understanding, engagement and commitment to sustainability across the university in both operations and culture
- Deepen our collective teaching and learning of sustainability within both the curriculum and the co-curriculum
- Create an energy master plan and develop effective mechanisms to monitor and track energy costs and usage across campus
- Establish financing mechanisms and models to support the ongoing implementation of sustainability on campus
- Increase local purchasing and sustainability within campus dining services
- Increase awareness of the carbon impacts of campus transportation, commuting, and university-sponsored travel
- Effectively steward our lands on and beyond campus
- Mitigate our carbon emissions and realize our commitment to carbon neutrality by 2019
- Explore the best local and global options for carbon offsets in preparation for 2019
- Develop an adaptation and resiliency plan that recognizes the long-term climate change impacts that are already inevitable

Meeting Colgate's ambitious target date of 2019 for carbon neutrality will require the purchase of carbon offsets. As a result, our climate action planning efforts will continue well beyond our carbon neutrality date as we continue to implement projects and policies that will reduce our campus's gross emissions and, therefore, our dependency on carbon offsets. In light of this, in 2011, the university established a complementary goal to reduce our campus-wide greenhouse gas emissions 40 percent below our 2009 baseline by 2020, including growth in campus infrastructure.

In pursuit of these goals, Colgate's Bicentennial Plan for a Sustainable and Carbon Neutral Campus provides more than strategic direction. It challenges all members of our community to consider what actions they can take, big or small, to help our university achieve the common goals of a more sustainable campus and carbon neutrality by 2019.

Mission Statement

To promote educational opportunities, foster partnerships, provide leadership, and contribute practical solutions to advance environmental stewardship, social justice, and fiscal responsibility at Colgate University.

Vision Statement

Colgate's sustainability program strives to:

1. Enhance Colgate's liberal arts education by working with faculty and staff to integrate the concept and practice of sustainability into our curriculum
2. Promote a learning and working environment that is environmentally and socially conscious
3. Integrate sustainability into our operations, day-to-day practices, and into our built environment
4. Advance sustainability in the Central New York region through collaboration with local institutions, agencies, and individuals

Sustainability at Colgate and Carbon Neutrality by 2019

Striving toward sustainability at Colgate represents an enormous opportunity with many facets. Higher education as a whole is on the frontier of rapid and profound change. A robust sustainability program can help make our institution stronger, more resilient, and a continued leader as our cultural, economic, and political systems profoundly shift towards a more just, sustainable, and low-carbon future. Colleges and universities that have invested in sustainability programs have benefited from reduced operating costs, reliable and distributed energy and food systems, increased student recruitment and retention, community-building, land stewardship and ecosystem services, fostering a strong sense of place, and most important of all, enhanced academic and co-curricular educational programs. Over the years, Colgate has recognized this opportunity and embraced it.

Colgate's initial commitment to sustainability began in 2005 when the Sustainability Council was charged to develop a coordinated environmental vision for short- and long-term planning to ensure a safe, healthy, and sustainable environment. Ultimately, the council seeks to advise and guide the university on ways to integrate teaching, research, operations, and community engagement to address current and future sustainability challenges.

The university more formally committed to sustainability in 2009 with the signing of the American College and University Presidents' Climate Commitment (ACUPCC), since rebranded as Second Nature's Carbon Commitment, and the hiring of the university's first sustainability director. The Carbon Commitment requires Colgate to: 1) measure its greenhouse gas emissions on an annual basis, 2) develop and implement a climate action plan with mitigation strategies to reduce those emissions, 3) achieve carbon neutrality by offsetting the remaining emissions after a specified date, and 4) make carbon neutrality and sustainability a part of the curriculum and educational experiences for all students.

In 2011, with the guidance of the Sustainability Council, Colgate produced its first Sustainability and Climate Action Plan as part of its institutional commitment to carbon neutrality. The 2011 Sustainability and Climate Action Plan established 2019 -- the institution's bicentennial -- as Colgate's carbon neutrality date, and created a five-year road map to advance sustainability and reduce carbon emissions on campus.

By all accounts, the 2011 Sustainability and Climate Action Plan was a success. We initiated or fully implemented nearly all of the strategies detailed in the report. These included student and staff education and behavior change programs, installation of low-flow showerheads across campus, completion of numerous lighting upgrades, construction and renovation of LEED certified buildings, switching from fuel oil #6 to natural gas in our central plant, installation of a solar thermal renewable energy system on 100 Broad Street, installation of geothermal energy at Chapel House, purchasing of hybrid and electric vehicles, installation of charging stations for electric vehicles, the initiation of composting and electronic waste recycling programs, the expansion of our bike rental and recycling programs, and the creation of a student-run organic vegetable garden.

These projects are just a few of the dozens of initiatives we have launched over the past few years. As a result, since our baseline inventory in 2009, we have reduced our:

- net campus carbon footprint by 8,822 MTeCO₂, a 53 percent reduction;
- scope 1 and scope 2 emissions by 983 MTeCO₂, a 10 percent reduction;
- energy consumption in our central heating plant by 6,691 MMBtus, a 2 percent reduction;
- electricity consumption by 1.4 million kilowatt-hours, a 5 percent reduction;

- water consumption by about 15.3 million gallons of water, a 20 percent reduction;
- landfill waste by 64 tons, an 8 percent reduction; and
- campus-wide paper consumption by about 15,940 reams, a 45 percent reduction.

These reductions have resulted in avoided spending (savings) of nearly \$385,000 annually. These metrics underscore that Colgate's commitment to sustainability and carbon neutrality is fiscally responsible not to mention the added value of enhancing our educational programs, strengthening our institutional image, recruitment, community building, and risk management among other benefits.

Remarkably, Colgate has been able to achieve these savings while adding over 150 students and employees on campus and constructing and operating the 15,000 square foot Trudy Fitness Center. On the academic side, faculty who are dedicated to sustainability have raised awareness and initiated faculty development sessions on integrating sustainability in the curriculum. Today, approximately 10 percent of Colgate classes focus on or include sustainability as a major component, and 45 percent of our academic departments offer at least one course focusing on issues of sustainability.

Colgate's senior administration and board of trustees have guided and supported the university's sustainability program from the outset. Under their strong leadership, the university completed its Campus Master Plan and Strategic Plan updates in January 2014. The Campus Master Plan emphasized that, "minimizing the amount of energy each new or renovated building requires through high-performance design will help Colgate manage future energy costs and greenhouse gas emissions. Efficient space use and enhanced space management is critical in minimizing needed new construction. Ensuring sustainable building practices in campus projects—including LEED certification for all applicable construction—is generally more cost effective and easier to achieve during the initial design and construction than via future retrofit."

Likewise, the Strategic Plan reaffirmed that, "We are on track to be carbon neutral by our bicentennial in 2019. Campus planning and building design will incorporate sustainable practices from inception to implementation."

In 2015, a working group of faculty, staff, and students published Colgate's first Green Building Standards. Approved by Colgate's senior administration, the Standards allow a consistent and coordinated design and construction process

that is essential to developing high-performing, sustainable buildings, as is emphasized in Colgate's Campus Master Plan and Strategic Plan updates.

A faculty, staff, and student Sustainable Food Systems Working group was formed in Fall 2013 and charged by the President with working to increase recognition of the paramount importance of campus food operations for sustainability at Colgate. In summer 2015, partly as a result of this group's work, Colgate contracted with Chartwells to replace Sodexo as its campus food provider. Chartwells has committed to the importance of local food purchasing, sustainable practices, and educating students about the environmental significance of food production and consumption as central aspects of its operations. In addition, the position of Sustainable Dining Manager was created to coordinate sustainability efforts within dining services.

Colgate's leadership also supports sustainability and climate action in ways that extend beyond campus. On November 15, 2015, Interim President Jill Harsin reiterated Colgate's commitment to sustainability and climate action by signing the White House's American Campus Act on Climate Pledge (Appendix 1). In her letter to the White House, Interim President Harsin joined more than 200 other colleges and universities to demonstrate Colgate's support for strong international climate action in advance of the United Nations climate negotiations in Paris (COP-21).

On November 19, 2015, Interim Dean of the Faculty and Provost Constance Harsh joined a select group of higher education presidents, other campus and business leaders, as well as high-ranking government officials in a roundtable discussion at the White House to discuss the ongoing effort to advance climate action in higher education and beyond.

Guiding Principles and Decision-Making Criteria

Colgate's guiding principles for sustainability were adopted in the 2011 Sustainability and Climate Action Plan. Today, they continue to serve as an important guide for day-to-day decision-making. The integration of Colgate's guiding principles into our campus culture and mindset will allow us to collectively advance sustainability on campus.

Colgate's Guiding Principles for a Sustainable Future:

1. Foster opportunities that link the curriculum with operations in a way that supports Colgate's liberal arts education and gives students the opportunity to put sustainability theory into practice.
2. Cultivate learning opportunities that engage students

with the long-term social, environmental, and economic sustainability of Central New York.

3. Promote a campus community that values cultural and ecological diversity.
4. Provide a safe, healthy, and engaging work and living environment that fosters interaction, recreation, and education.
5. Consider long-term impacts, lifecycle analyses, and integrated systems thinking in all our sustainability initiatives so that they consider holistically the interdependent issues of economic vitality, environmental quality, and social equity.
6. Support new policies and programs that prioritize the efficient use of, and reduced demand for, energy and natural resource extraction.
7. Consider end-of-life disposal and recycling options when making purchasing decisions. Take necessary precautions to prevent environmental pollution and unnecessary landfill waste.
8. Consider life-cycle cost analysis, including social and environmental impacts, for our contracts, investments, and purchasing decisions.
9. Use university investments to support companies that are socially responsible and are good environmental stewards, all else being equal.
10. Favor policy, purchasing, and operational decisions that exert a positive influence in our bioregion. This includes decisions that minimize environmental impacts, support healthy communities, maximize long-term value, and contribute to local and regional economic health.

As we continue our journey towards a sustainable future, it is important to remain flexible and open to emerging technologies and new opportunities. As these opportunities present themselves, they should be evaluated using the following criteria:

- Time horizon: how important is early success or is success over the long-term worth striving for?
- Achievability: how likely is it that this goal can be attained?
- Financial cost: what financial resources would be required to support the proposed initiative and where would potential sources of funding come from?
- Community readiness: will various stakeholders support the proposed initiative or will it be unpopular or overly burdensome?
- Impact: if achieved, will the goal have a significant

influence or a marginal influence on Colgate's overall sustainability profile?

- **Ease of implementation:** will the work require a considerable investment of institutional time and energy? How technically difficult would the initiative be to implement?

Action Plan for a Sustainable Campus

Colgate's Bicentennial Plan for a Sustainable and Carbon Neutral Campus is a five-year plan that takes us through our 2019 carbon neutrality date to Fiscal Year 2021. The plan is centered around eight core strategic areas:

1. **Campus Culture.** Programs and strategies that foster sustainable behavior and decision-making by providing educational resources, generating excitement, and raising awareness around issues of sustainability in our living, learning, and working environment.
2. **Curriculum and Learning.** Initiatives that provide an exceptional liberal arts education through the lens of sustainability and climate action and preparedness.
3. **Campus Operations.** How we go about our day-to-day business has large ramifications for our ecological and carbon impacts. Energy and buildings, transportation, waste, and water use strategies are specified in this section.
4. **Ecosystems and Land Stewardship.** Respecting and protecting our natural heritage and physical resources is vital to both our academic mission and attachment to place. How is Colgate caring for its land?
5. **Food and Dining.** Strategies that promote environmentally sound dining operations and procurement of local and sustainable foods while supporting our local economy.
6. **Financing.** Sustainability at Colgate is a good investment. While many projects have short paybacks, some may be capital intensive and require creative financing strategies.
7. **Climate Ready: Resilience and Adaptation.** Is Colgate prepared for climate change? These strategies will help us evaluate risks and build resiliency for the future.
8. **Offsets.** Achieving carbon neutrality by 2019 will require investments in carbon offsets.

This section highlights specific actions under each strategic area that together will propel sustainability at Colgate University.

It is important to emphasize that Colgate's Bicentennial Plan for a Sustainable and Carbon Neutral Campus is a living document. Surely, new research, policies, incentives,

partnerships, organizational structures, and innovations will create opportunities not available today. For this reason, we must remain vigilant and open to reevaluating and revising our strategies when better opportunities emerge.

Campus Culture

While our recent progress and achievements are exciting, Colgate's high-level sustainability goals and aspirations need to achieve broader commitment and support at every level of decision-making at the university. Opportunities to foster a sustainable mindset exist throughout Colgate's culture, governance structures, and overall decision-making processes.

Student Engagement

According to the Princeton Review Hopes and Worries Survey, students are increasingly committed to sustainability and are looking for strong sustainability programs as they research which undergraduate institutions to attend. As a leading liberal arts institution, it is critical that Colgate has a sustainability program that will engage students, both those already committed to sustainability and those that are not, to practice a sustainable lifestyle when they arrive on campus. Through peer-to-peer programming, sustainability-minded students have already been engaging fellow students and influencing student culture on campus. The Office of Sustainability provides internships to interested students who, in turn, educate their peers on issues of sustainability. These interns also manage a newly-founded Green Ambassador Program aimed at further engaging first-year students interested in issues of sustainability. Recently, the Student Government Association (SGA) added a sustainability coordinator to its executive board. This sustainability coordinator has been successful in passing legislation requiring all members of SGA to become "Green Certified," providing student leaders with the tools and knowledge to make decisions with a lens of sustainability. The SGA sustainability liaison has also been responsible for passing a bylaw that prevents student organizations that utilize Student Activity Fee money from providing Styrofoam materials at their events. While these achievements have been important for the university, it's important to further integrate a sustainable culture throughout the student experience at Colgate and take sustainability to the next level.

COMMITMENT: Better integrate sustainability within first-year orientation to emphasize its importance from a student's first day on campus beginning in the fall of 2017.

Lead responsibility: Dean of the College Sustainability Committee and Orientation Planning Committee.

Orientation is a critical time for new students who are coming to campus, as it is their opportunity to begin to assimilate to campus culture. By emphasizing that sustainability is a core value of the institution, new students will feel more inclined to participate. Rather than a formal sustainability presentation, sustainability should be integrated throughout the various orientation programs. Specifically, student research done in the Fall 2015 ENST 390 course provided valuable recommendations that we can pursue including:

- Eliminating plastic cups and plastic water bottles at all events
- Educating new students on waste disposal at waste container sites
- Incorporating meetings with sustainability interns into Link training
- Reducing paper by providing orientation materials through electronic means

COMMITMENT: Institute optional graduation pledge for Class of 2018 by December 31, 2017.

Lead responsibility: Director of Sustainability.

By implementing an optional graduation pledge for our seniors, it provides our students an opportunity to make a symbolic commitment before representing themselves and Colgate University in the workplace. Fortunately, the Graduation Pledge Alliance has already created language for Colgate to consider: "I pledge to explore and take into account the social and environmental consequences of any job I consider and will try to improve these aspects of any organizations for which I work."

COMMITMENT: Link student academic experience to on-campus operational practices by September 1, 2017.

Lead responsibility: Director of Sustainability, Associate Vice President for Facilities, Director of Planning, Design, and Construction.

The student educational experience can be enhanced when concepts of sustainability taught in the classroom are combined with opportunities for students to get involved with campus decision-making processes. Specifically, we have opportunities for students to become engaged in Colgate operations such as building design and construction, purchasing decisions and contracts, investment opportunities, introducing new technologies and innovations on campus and others. Additionally, students are missing a valuable opportunity when they are not involved in governance

decisions. In order to maintain transparency with the student body, we propose including more students on governance and operations/building committees to engage them further with sustainability and the major infrastructural changes the university engages in.

Employee Engagement

As part of the university's job description project, every job description now includes a set of key behavioral competencies that are expected of all employees. Sustainability was one of those behavioral competencies. The inclusion of sustainability in job expectations will further promote employee engagement with sustainability and report on it as part of the annual review process. The language for the behavioral competency in sustainability reads as follows:

Understand the impact of decision-making and personal behavior in achieving the university's commitment to a sustainable and carbon neutral campus; supports and advances the university's sustainability initiatives; influences others to use sustainable practices.

In order for staff to successfully achieve competency in sustainability, programming must be developed to facilitate staff learning and engagement opportunities. One example includes the sustainability passport program.

COMMITMENT: Develop a Sustainability Passport Program that allows staff to succeed at fulfilling the sustainability behavioral competency that is part of every job description by September 1, 2017.

Lead responsibility: Director of Sustainability.

The Sustainability Office in collaboration with Human Resources and other key departments will create, support, and organize a suite of educational programming that advance the employee's knowledge of sustainability at Colgate while promoting pro-environmental behaviors on campus. Through the Sustainability Passport Program, employees will register for sessions of their choice, earning "credits" for each program they participate in. Once enough credits are earned, employees will receive recognition for their competency in sustainability at Colgate and beyond. This professional development program will create better environmental stewards and advocates for sustainability on campus further supporting our sustainability and carbon neutrality goals.

Alumni Engagement

COMMITMENT: Leverage connections with alumni engaged in sustainability by organizing at least one annual alumni event that focuses on sustainability and climate issues by September 1, 2017.

Lead responsibility: Office of Alumni Relations.

Strengthen connections with the Common Good Network. The mission of the Common Good Network is to build a community of Colgate alumni in similar industries to create greater engagement with the university, while building professional on-ramps for undergraduates through the Center for Outreach Volunteerism and Education (COVE).

Purchasing and Contracts

COMMITMENT: Develop and implement a Sustainable Purchasing Policy by September 1, 2017.

Lead responsibility: Director of Purchasing.

The goods and services that Colgate purchases on an annual basis have both environmental and social impacts and we recognize that we can use our purchasing power to support a more sustainable economy. Each purchasing decision presents an opportunity for Colgate community members to choose environmentally preferable products and services from companies that support sustainability.

Curriculum and Learning

Colgate's curriculum and co-curriculum include many offerings that relate to sustainability. These range from academic courses, to co-curricular programming, to internships, and diverse aspects of student life. Nevertheless, sustainability is often considered to fall within the domain of Environmental Studies, rather than being a shared curricular responsibility across departments and divisions. It is imperative to challenge this misconception even though our ENST program is robust, multifaceted, and interdisciplinary. A related challenge lies in extending the visibility of sustainability in the curriculum beyond those faculty and students who are directly invested in promoting it to the more general Colgate population. Currently, both our faculty and student populations consist of a substantial minority who are knowledgeable proponents of sustainability, alongside a much larger majority who are less aware of and invested in the importance of sustainability as a central component of our educational mission. We serve the needs of the first category quite well both within the curriculum and co-curriculum; therefore, our central challenges involve the second group.

COMMITMENT: Identify and encourage courses on sustainability and climate change in the curriculum by September 1, 2017.

Lead responsibility: Sustainability Council.

Of the approximately 1,100 courses Colgate offers, 97 focus primarily upon sustainability, while 9 include sustainability thematically. Additionally, out of approximately 50 academic departments and programs, 19 either offer courses focused on sustainability or courses that contain sustainability thematically. Most of the courses with a primary focus on sustainability are housed in Environmental Geography, Environmental Biology, Environmental Geology, Environmental Economics, Environmental Studies (ENST), Geography, Geology, Biology, and Peace and Conflict Studies (see [Sustainability Courses offered](#)).

The importance of sustainability to our curriculum was recognized in the adoption of "The Goals of a Colgate Education" approved by Colgate's Academic Affairs Board, Faculty and Trustees in 2010. Goal 11 of the 13 Goals calls for Colgate students to, "Respect nature and the diversity of life on earth: recognize their individual and collective responsibilities for the stewardship of the Earth's resources and the natural environment." In addition, goals 6 and 10 relate to sustainability through the perspectives of scientific inquiry and social justice. Goal 6 calls upon students to "Examine natural phenomena using the methods of science, and understand the role of science in contemporary society." Goal 10 calls upon students to "Be engaged citizens and strive for a just society: embrace their responsibilities to local, national, and global communities; use their influence for the benefit of others." While it is clear that our curriculum is successful in engaging those already committed to sustainability, the Goals are consistent with the need to engage the more general population of faculty and students in issues related to sustainability and climate literacy.

Colgate's required Core Curriculum also provides a number of possible niches for increasing the presence of sustainability-related courses. As defined on the institution's website: "Colgate's Core program is a defining feature of its liberal arts curriculum. The Core Curriculum at Colgate takes seriously the faculty's mission to engage students in the fullness of a liberal arts education: to learn, reflect, and live with an expanding awareness of one's responsibility to self, community, and the larger world. As such, Colgate's Core Curriculum aims to prepare students for rich and fulfilling lives in a context of rapid change here and around the globe."

Because the Core Curriculum is a required component for all Colgate students and one of the primary vehicles for achieving the Goals of a Colgate education, faculty members on the Sustainability Council and beyond have begun to work with the university professors and staff of both Core 152 (Challenges of Modernity) and Core Communities and Identities (e.g., Core Arctic, Mexico, Russia, South Africa) to develop modules and approaches that will allow for exposure to sustainability and climate change issues. To this end, one of the concurrent sessions at the Spring 2015 White Eagle Core pedagogy retreat was devoted to “Sustainability and Social Justice in the Core.” Looking forward, a sustainability module for Core 152 could revolve around an important environmental text (e.g. *Silent Spring* by Rachel Carson) while topics for Core Communities and Identities could be customized for the country or region studied (e.g. the 2005 Tsunami for Core India). In addition, the Core could sponsor an open lecture for all students of the Core on climate change and Colgate’s commitment to carbon neutrality each semester or academic year by a Colgate faculty member or invited speaker who has relevant expertise. In the longer term, the Core could incorporate an official sustainability component during its next revision (~2020) so that all students who graduate from Colgate will have exposure to key issues around sustainability.

COMMITMENT: Increase faculty awareness of teaching to sustainability by September 1, 2017.

Lead responsibility: Faculty Members of Sustainability Council.

Recently, faculty have been asked to submit their yearly self-reports via an online interface. Approximately 50 percent do so, while many others continue to submit in the more traditional format. In both cases, faculty are asked to comment upon both general aspects of their teaching and specific innovations or changes to individual courses. This provides an under-utilized opportunity to garner further information about teaching that involves sustainability, which may also help in our overall assessment efforts. The Sustainability Council will work with the administration to incorporate a section into the self-reporting process to solicit information about this, for example by incorporating the following question into the faculty annual report in the section on individual courses.

Which choice below most closely represents your course as it relates to the three dimensions of sustainability: economic prosperity, social well-being, and environmental stewardship?

1. The primary and explicit focus of this course is sustainability and/or understanding or solving one or more major sustainability challenges (e.g. the course focuses on the geopolitical effects of climate change).
2. This course is primarily focused on a topic other than sustainability but incorporates a unit or module on sustainability, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.
3. This course does not cover issues of sustainability.

In addition, it may be possible to include sustainability indicators within the Banner information related to each Colgate course. If this proves feasible, it would provide another means of tracking sustainability in the curriculum and one that could update automatically.

Various opportunities exist for encouraging awareness of teaching sustainability across the curriculum, which can be leveraged more effectively. Teaching Tables represent one example. An exemplary title for such a teaching table could be: “Are You Teaching to the Past or the Future (or Both)? Sustainability across the Curriculum.” In another vein, Colgate’s Faculty Development Council may be able to encourage faculty to pursue curricular proposals focusing on sustainability. In addition to curricular innovation, specific opportunities arise that can foreground sustainability within the curriculum and co-curriculum. For example, the 2015-16 theme of our well-funded Lampert Institute for Civic and Global Affairs centered around food, which has clear sustainability-related import. The Lampert Institute could pursue additional sustainability-related themes in future years.

The AASHE STARS rating system includes a section on Sustainability Literacy Assessment. The Sustainability Council will work with Colgate’s administration and the Center for Learning, Teaching, and Research to explore incorporating this assessment into the testing that students undergo upon arrival as first-years and departure as seniors from Colgate. This will link ongoing innovation in the curriculum with our overall assessment efforts.

COMMITMENT: Enhance co-curricular education/experiential learning that foregrounds sustainability by May 30, 2017.

Lead responsibility: Sustainability Council.

Formal Co-Curricular Programming:

The long-standing Environmental Studies Brown Bag Program brings visitors to campus to address a broad range of sustainability-oriented topics on Fridays throughout the fall and spring semesters. The program is funded sufficiently to provide appropriate honoraria for our guests, as well as “brown bag” lunches for those attending. Attendees include students, faculty, staff and occasionally local residents. Recent topics include: arctic change, local food issues, urban development, and deer population problems. The Sustainability Council will work with ENST to broaden the outreach of these Brown Bags as a way of attracting greater participation by faculty and students for whom sustainability has been a peripheral, rather than a central, concern.

Experiential Learning:

The ENST junior seminar -- Environmental Studies 390: Community-based Environmental Issues -- explicitly focuses upon experiential learning. All ENST and ENST-cognate majors are required to take ENST 390. As stated in the catalog: “This project-based, interdisciplinary course examines current environmental issues in the context of community-based learning. Topics for investigation are selected by faculty, usually in conjunction with the campus sustainability coordinator, the Upstate Institute, or directly with local and regional agencies or organizations. Students get practical experience working in interdisciplinary teams to examine environmental issues with a goal of developing relevant recommendations.” The Sustainability Council will continue to explore the ways in which student projects can benefit the university’s overall sustainability efforts, as well as enhance our cooperation with the local community on sustainability-related matters.

Sustainability Interns:

Colgate has 13 paid interns each year that work for the Director of Sustainability. These interns contribute to on and off campus efforts in many ways. Students are hired as part of a competitive application process through Colgate’s Office of Sustainability. Colgate’s Director of Sustainability ultimately hires and supervises the successful applicants. It is a year-long internship. The interns are trained by staff in the Office of Sustainability and in our Communications Department. Colgate representatives presented an overview of our sustainability internship program at the 2015 national AASHE conference and the response helped to clarify that that it represents a cutting edge example of such programming among US institutions of higher education.

Outdoor Education:

The mission of Colgate’s Outdoor Education program is to provide the community with experiential opportunities that emphasize safety, environmental awareness, and technical skills while promoting personal growth and group development through a rediscovery of the natural world. Wilderness Adventure (WA) is a pre-orientation program at Colgate, in which over 125 first-year students come to campus early to make friends, learn about Colgate from upper-class student leaders, and use the outdoors to acclimate to Colgate, central New York, and life as a college student. Living and traveling with a small group of other first-year students and two or three highly trained leaders, students work together to hike, paddle, climb, cave, bike, or sail through Upstate New York’s Adirondack State Park or other wilderness areas. All Wilderness Adventure students receive information about the seven Leave No Trace principles, and are instructed on how to follow the principles as they travel and camp with care. Each WA student leader participates in a Leave No Trace awareness workshop during their training year before leading a Wilderness Adventure trip.

The Sustainability Council will facilitate Outdoor Education program partnering with ENST and Biology faculty and students to increase the emphasis upon sustainability in the context of Wilderness Adventure and staff training. Currently, principles such as “Leave No Trace” are well-incorporated, but there is additional room to foreground sustainability in this area of the co-curriculum. One possible approach would be to designate certain Sustainability Interns to serve as links to Outdoor Education to work toward these ends.

Campus Operations

The strategies highlighted in this section provide strategic direction for the campus community. They represent a core part of our effort to transition our sustainability program from an emergent one to an integrated one. Once implemented, these strategies will open the door for a more advanced sustainability program and facilitate the implementation of a broader set of ecological and carbon mitigation projects.

Energy and Buildings

Colgate University has 160 buildings encompassing over 2.3 million square feet of floor space. Providing electricity and heating to conditioned space on campus is responsible for 91 percent of Colgate’s scope 1 and scope 2 emissions or 54 percent of all university emissions including air travel and other forms of transportation (Chart 4). In 2015, Colgate spent over \$4.2 million in energy and water consumption (Table 1). For these reasons, how we manage our energy and construct,

renovate, and operate our buildings has significant impacts on our energy use, budget, and ecological and carbon footprints and, therefore, must be an essential component of Colgate's sustainability and climate action planning.

Fully implementing the following actions, guidelines, and strategies will help Colgate significantly reduce energy, water, material consumption, and operating costs from buildings.

COMMITMENT: Integrate Colgate's Green Building Standards into the university's Building Design and Construction Standards, and put them into practice by July 1, 2017.

Lead responsibility: Associate Vice President for Facilities and Capital Projects.

With the completion of Colgate's Green Building Standards in 2015, the university must now ensure that the strategies highlighted in the standards are put into routine practice. One way to accomplish this is to roll the Green Building Standards into Colgate's existing Building Design and Construction Standards. This will encourage project managers and all bidding contractors to consider sustainability, performance, and overall energy use and carbon emissions from the outset of all building projects. Together, this will fundamentally improve the way we design, construct, renovate, and operate buildings on campus.

COMMITMENT: Complete Energy Master Plan by July 1, 2018.

Lead responsibility: Associate Vice President for Facilities and Capital Projects.

In order to effectively reduce carbon emissions, Colgate needs to develop a comprehensive plan for managing energy on campus, now and in the future. Colgate's energy master plan will benchmark and track energy cost and use, strategically identify and prioritize energy efficiency and conservation measures, energy purchasing and financing, and analyze and evaluate future trends and alternative energy opportunities. Colgate's Energy Master Plan will emphasize the following components essential for an effective energy management program:

- Benchmark and track energy cost and use
- Evaluate the Energy Use Index (EUI) for all major campus buildings
- Establish energy reduction and performance goals
- Conduct energy audits
- Identify, analyze, and prioritize specific energy-saving

opportunities that include:

- Lighting and controls upgrade plan (interior and exterior lighting)
- An evaluation and implementation of a recommissioning program for existing buildings and new construction.
- An evaluation of continuous commissioning in existing buildings as well as implementation in new construction.
- Implement energy saving projects and training programs
- Evaluate and recommend renewable energy technologies for Colgate's energy supply
- Monitor progress and report results
- Establish feedback loop for continuous improvement

COMMITMENT: Expand natural gas along Broad Street and other campus buildings to replace fuel oil #2 by July 1, 2018.

Lead responsibility: Associate Vice President for Facilities and Capital Projects.

Replacing fuel oil #2 with natural gas will reduce carbon emissions, utility costs, and improve local air quality. This process is already underway and will eventually include the remainder of Broad Street houses and the Townhouses. Once these upgrades are complete, Colgate will reduce greenhouse gas emissions by a combined estimate of 500 MTeCO₂.

Transportation

In 2015, transportation accounted for 6,503 MTeCO₂ or over 45 percent of Colgate's carbon footprint. Emissions from transportation include:

- air travel (4,297 MTeCO₂) ;
- faculty and staff commuting (806 MTeCO₂);
- employee business ground travel (588 MTeCO₂);
- Colgate's vehicle fleet (570 MTeCO₂);
- varsity athletics ground transportation (132 MTeCO₂); and
- Cruiser bus service (110 MTeCO₂).

COMMITMENT: Colgate will replace its current vehicle fleet with zero-emission or low-emission vehicles on a rolling basis.

Lead responsibility: Associate Vice President for Facilities and Director of Sustainability.

Colgate's vehicle fleet consists of approximately 95 vehicles (22 student/faculty vans, 68 Buildings and Grounds

vehicles, and 5 Campus Safety vehicles) and is responsible for approximately 570 MTeCO₂ emissions per year, about 4 percent of Colgate's total emissions.

In 2015, Colgate partnered with Enterprise to lease cars and vans in our vehicle fleet. As part of this arrangement, Colgate will replace larger vans with smaller, more fuel-efficient options. Additionally, we will continue to monitor the availability of electric, hybrid, and compressed natural gas powered vehicles that will be able to meet our transportation needs.

COMMITMENT: Continue collaborating with First Transit Inc (Cruiser and on-demand service) and Wade Tours and Hale Transportation (charter service) to emphasize low-carbon operations that reduce our environmental and carbon impacts.

Lead responsibility: Director of Purchasing and Director of Sustainability.

The Colgate Cruiser was responsible for approximately 110 tons emissions in Fiscal Year 2015 or 0.8 percent of Colgate's total emissions. While its emissions are minimal, its cost to the university is substantial, so, independent of the Climate Action Plan, the university will want to ensure that the Cruiser is operating in the most efficient way possible. Opportunities to improve sustainability while reducing carbon emissions include:

- switching fuel from diesel to biodiesel, propane, or compressed natural gas (CNG);
- implementing and enforcement of a no idling policy;
- creating efficient routes that maximize occupancy;
- creating maintenance schedules that prioritize fuel efficiency through routine tune-ups, optimal tire pressure, and well-cared-for equipment overall;
- accurately tracking of fuel use, miles, emissions (especially greenhouse gas emissions) and how and when they share that data with Colgate; and
- creating an overall institutional commitment to sustainability principles, values, and practices.

COMMITMENT: Implement an air travel carbon footprint report card by division in order to raise awareness by September 1, 2017.

Lead responsibility: Director of Sustainability and Sustainability Council.

In 2009, Air travel was responsible for 4,647 MTeCO₂ emissions, nearly 27 percent of Colgate's total emissions. Fast forward to 2015 and air travel accounted for 4,297 MTeCO₂ emissions and that includes a significant reduction in carbon intensity per air mile traveled - a reduction in overall emissions but now over 30 percent of Colgate's total greenhouse gas emissions.

Clearly, air travel plays a vital role in Colgate's educational mission and many university functions, a role that is arguably exacerbated by Colgate's rural location and our commitment to other institutional priorities. Faculty travel by air to support research and conference participation, for example, and professional staff throughout the university require air travel to pursue their work. Colgate's commitment to robust off-campus study opportunities, as well as to Division I athletics, also underscores the centrality of air travel to the university's mission.

Even though there has been a significant reduction in greenhouse gas emissions per mile of air travel since 2009, air travel remains a carbon-intensive form of transportation. Therefore, any reduction of the carbon emissions associated with Colgate's business-related air travel will need to stem from a reduction in air miles traveled. The vast majority of Colgate's air travel emissions will eventually have to be offset in order to achieve the overall goal of carbon neutrality by 2019.

Our commitment here is to explore ways of raising awareness for faculty, staff, students and departments about the actual cost to offset components of the carbon footprint for which they have direct influence. For example, in 2015 we implemented Concur and partnered with Christopherson Business Travel. As a result of these new processes, every employee receives information that includes greenhouse gas emissions in addition to cost when choosing itineraries. Additionally, we may extract data from the Concur system and automate sending a summary of the carbon footprint for travel (airline and mileage) to each department. While a carbon footprint report card may not directly result in fewer miles traveled, it is a first step in linking air travel decisions with our campus carbon footprint and carbon neutrality goal. We anticipate reports like these might serve as motivation to set the stage for charging back departments for the expenses related to offsetting their footprints.

COMMITMENT: Complete user-friendly guidelines for business ground travel that include best practices for reducing costs and environmental impacts by September 1, 2017.

Lead responsibility: Director of Purchasing and Director of Sustainability.

Employee business ground travel was responsible for nearly 600 tons of emissions in Fiscal Year 2015 or 4 percent of Colgate's total emissions. This includes emissions from car travel to conferences, workshops, teaching and research, recruiting, networking, general meetings and other work-related priorities. Employees have the option of using personal cars, rental cars, Zipcars, taxis, and Colgate-owned passenger vehicles in our fleet. Developing guidelines and preferred practices that encourage employees to use the most sustainable options could help to raise awareness and reduce emissions.

COMMITMENT: Complete an employee commuter plan that advances sustainable transportation options for Colgate commuters by September 1, 2017.

Lead responsibility: Director of Sustainability and Sustainability Council.

Employee commuting is responsible for over 800 MTeCO₂ or over 5 percent of Colgate's annual greenhouse gas emissions. Opportunities and incentive programs to support alternative commuting include:

- implementing preferred parking for low-emission or electric vehicles;
- installing additional charging stations in prime locations for electric vehicles;
- supporting carpooling through reserved parking and offering emergency rides home;
- creating discounts or helping to arrange for overnight stays for those with long commutes;
- creating incentives or other programs to encourage the purchase of efficient vehicles;
- increasing racks and covered storage for bike commuters; and
- introducing an annual competition that tracks and encourages alternative forms of commuting besides single occupancy vehicle travel.

Waste Reduction and Recycling

Since 2009, Colgate has reduced the amount of landfill waste by 64 tons, an 8 percent reduction, resulting in about \$4,600 in avoided annual spending. This is the result of an improved recycling program, pre-consumer composting in Frank Dining Hall, reduced packaging from our suppliers, implementing a robust electronic waste recycling program, the upgrade of Colgate's Surplus and Salvage program for

reusing items, and overall less consumption due to increased awareness. While we are proud of this progress, we fell significantly short of our goal to reduce landfill waste by 300 tons by 2015 from our 2009 baseline.

Regarding greenhouse gas emissions, Colgate has benefited significantly as a result of Madison County implementing a combined heat and power methane capture facility. As a result, Colgate's emissions have decreased from 2,519 MTeCO₂ in 2009 to -22 MTeCO₂ in 2015. Compare emission factors over time per ton of landfill waste generated:

- Fiscal Year 2009: no methane recovery: emissions factor = 1.0842857 MTeCO₂/short ton
- Fiscal Year 2010: methane recovery and electric generation: emissions factor = 0.160634921 MTeCO₂/short ton
- Fiscal Year 2015: methane recovery with combined heat and power generation: emissions factor = -0.03 MTeCO₂/short ton

A number of initiatives and programs can be implemented to reduce the overall amount of waste Colgate sends to the landfill. Focusing on source reduction, preventing unnecessary materials and packaging from entering the university in the first place, offers the first important strategy in reducing Colgate's landfill waste. Purchasing decisions, new policies, and working with major suppliers and contractors are all important initiatives. Source reduction strategies reduce the amount of packaging and materials before they enter the campus waste stream. Focusing on source reduction is important because it reduces labor and time (through handling, storage, and separation) and reduces lifecycle greenhouse gas emissions through less waste entering, and therefore, leaving the university.

Once items, materials, and packaging make it to campus, options exist to divert them from the landfill once they are deemed no longer useful by the Colgate community. This includes reusing or donating items and materials such as office supplies, electronic equipment, furniture, and items. Strategies that focus on reuse keep items out of the landfill through salvage programs, donations, and giveaway options. "One person's trash is another's treasure" captures the essence of focusing on reuse as a strategy. As mentioned above, all employees should take advantage of Colgate's Surplus and Salvage program.

Items that reach the end of their useful life may be recyclable and made into new products. Recycling strategies keep items out of the landfill through better recycling infrastructure,

increased recycling rates, and changing social norms.

Paper use and behavior change are also important areas where mitigation is possible. In Fiscal Year 2009, Colgate consumed over 12.8 million sheets of paper which is equivalent to over 130,000 lbs. or 65 tons. This contributed to over 278,000 lbs. or 139 tons of greenhouse gas emissions. In 2015, Colgate reduced its campus-wide paper consumption by nearly 8 million sheets of paper or by 62 percent. This resulted in nearly \$120,000 of avoided annual spending and a reduction of 17 tons of greenhouse gas emissions. Consuming less paper, recycling more of it, and purchasing recycled or tree-free paper are all strategies that have reduced emissions. Additionally, there are many opportunities to reduce landfill waste due to behavior change or changes in social norms on campus. Colgate's Green Raider and Green Office Programs have made an impact on landfill waste generation on campus.

Looking forward, Colgate needs to continue to improve and grow these programs so less waste is generated and more is diverted from the landfill. Opportunities such as replacing one-time use disposable containers with reusable options are necessary for reducing landfill waste on campus. And, finally, composting organic matter (yard waste and food scraps) can result in huge reductions in our landfill waste stream. Perhaps the single most important strategy Colgate could implement to reduce landfill waste would be to expand our existing composting program. By weight, food scraps make up a significant portion of our landfill waste.

COMMITMENT: Reduce landfill waste by an additional 100 tons from about 750 tons in 2015 to 650 tons in 2019 with an aspirational goal of becoming a zero-waste campus by 2025.

Lead responsibility: Associate Vice President for Facilities, Director of Operations and Maintenance, and Director of Sustainability.

Water Conservation and Protection

Since 2011 and the implementation of our Sustainability and Climate Action Plan, Colgate has reduced the amount of water use on campus by 15.3 million gallons, a 20 percent reduction, resulting in over \$150,000 in avoided annual spending. This is the result of widespread water conservation and efficiency measures highlighted by the installation of over 500 low-flow showerheads along with water-saving toilets and faucets, the switch to trayless dining in Frank Dining Hall, and the upgrade of our animal tanks in biology labs.

As a result of these and other programs, we more than doubled our 2015 goal of reducing water consumption

by 6 million gallons. Building on our past successes, Colgate needs to continue to expand and grow these water conservation programs. Reducing irrigation on our athletic fields and golf course presents a good opportunity. Raising awareness and supporting our Green Raider and Green Office Programs can go a long way in further reducing water consumption at Colgate. Perhaps the most aspirational project(s) the university could implement would be to utilize water reclamation and biofiltration technologies to recycle greywater for non-potable uses on campus.

COMMITMENT: Reduce water consumption by an additional 10 million gallons from about 60 million gallons in 2015 to about 50 million gallons by July 1, 2019.

Lead responsibility: Associate Vice President for Facilities and Director of Sustainability.

Ecosystems and Land Stewardship

Colgate owns approximately 1,780 acres of land of which 515 acres include the built environment, 876 acres are protected forest, and 389 acres are leased to local farmers. The built environment includes Taylor Lake, the Seven Oaks Golf Course, and over 2,200 inventoried trees. The Chenango Valley provides a scenic backdrop for Colgate's beautiful campus and historic stone buildings. According to the 2010, 2014, and 2015 editions of the Princeton Review, Colgate was ranked #1 for having the most beautiful campus in the country.

Colgate University recognizes the importance of well-managed forests (both locally and globally) in providing critical wildlife habitat, essential ecosystem services, and in addressing global climate change. As such, we manage our forests with great care and stewardship. In 2014, Colgate's 1,059 acres of forested land received American Tree Farm System certification, verifying our high-level commitment to environmental stewardship and responsible forest management. As a result of our forest stewardship and carbon sequestration work on campus, Colgate has emerged as a national leader in this field.

COMMITMENT: Complete a comprehensive update of Colgate's Forest and Open Lands Stewardship Plan that was published in 2007 by July 1, 2018.

Lead responsibility: Campus forester and Director of Sustainability.

Colgate's Forest and Open Lands Stewardship Plan emphasizes long-term sustainable forestry management that:

- enhances our academic mission through research and teaching;
- provides aesthetic value and ongoing recreational opportunities;
- provides revenue through timber and biomass energy production;
- provides essential ecosystem services such as clean air, water, and healthy soils; and
- protects the diversity and health of the plants and animals that inhabit our forested lands.

COMMITMENT: Complete a full re-measurement of all sample plots identified in our 2013 Forest Carbon Inventory & Projections report by July 1, 2018.

Lead responsibility: Campus forester and Director of Sustainability.

In 2013, Colgate completed our Forest Carbon Inventory & Projections report. Existing forests have not been given serious consideration in addressing carbon neutrality goals on college and university campuses. At Colgate University, we recognize that carbon storage and annual sequestration is among the many assets provided by Colgate's forested lands. Through research and field measurements, we determined that our 1,059 acres of forests contain 165,491 tons of stored carbon while sequestering an additional 1,578 tons of carbon annually. The goal of re-measurement is to determine actual rates of annual sequestration in the permanent sample plots established in 2013.

Food and Dining

The Colgate University community recognizes the significant environmental, health, labor, animal welfare, and climate change implications of how food is produced and consumed. As a result, our university is committed to sourcing our food in a more sustainable way.

In recent years, Colgate has made considerable strides to advance sustainability in dining services, and the effort is ongoing. During the summer of 2010, a student-led effort resulted in the establishment of a 0.5-acre organic community garden on campus and a switch to trayless dining. At the same time, there was increased demand from students and faculty for more transparency and information regarding our food procurement practices and to provide increased accessibility to local, healthy, and sustainable food options. As the "real food" movement continued to grow on college campuses across the country and especially at Colgate, the university's President charged a Sustainable Food Systems Working Group in August 2013 to coordinate this effort.

After extensive interviews and research, the group made a set of recommendations to the senior administration in February 2014. Specific recommendations included:

1. Form an ongoing Advisory Group to monitor long-term progress and provide cross-departmental support in advancing sustainability in dining services.
2. Hire a full-time manager of sustainability in dining services to evaluate, monitor, and advance sustainability in dining services.
3. Provide a complete assessment of Colgate's local, community-based, and third-party certified food purchases and propose an institutional goal for purchasing of sustainable foods.
4. Make sustainability an emphasis of dining services contract renegotiations in 2015, especially as it relates to direct, local procurement from farmers and producers.

The Working Group's proposal was well received. After the report was finalized the Advisory Group was formed, a manager of sustainability in dining services was hired, Colgate contracted with a new dining services provider (Chartwells) to help us fulfill our sustainability goals, and we began the process of benchmarking and tracking our food procurement practices.

Importantly, the working group also developed a set of criteria for defining sustainable food largely based on guidelines developed by the Association for the Advancement of Sustainability in Higher Education's Sustainability Tracking Assessment and Rating System (AASHE STARS) version 2.0. As a result, Colgate's definition of sustainable food includes three key components: 1) local, 2) community-based, and 3) third-party certified foods.

1) Local (a two-tiered definition). Tier 1 includes any food purchased within a 250-mile radius of Colgate University, and Tier 2 includes any food purchased within Madison County or any of the six counties that border Madison County (i.e., Oneida, Otsego, Chenango, Cortland, Onondaga, and Oswego). Our Tier 1 metric is consistent with AASHE STARS 2.0 reporting, but our institutional consensus is that Tier 2 would have a more direct benefit to local farmers, our regional economy, and overall public relations.

2) Community-based. In order to demonstrate Colgate's support of small- and medium-sized locally-owned family farms, the Working Group supports purchasing food from community-based farmers. Enterprises may be considered community-based if they are cooperatively or independently-

owned and the majority owner(s) are community members with full autonomy and local decision-making authority with respect to business practices.

Community-based enterprises may include small and medium-sized businesses; family farms, ranches and fisheries; artisan shops; agricultural cooperatives; worker and consumer cooperatives; employee-owned companies; other enterprises that meet the above criteria.

3) Third-party Certified. Recognizing how food is produced is as important (if not more important) as where it is produced. For this reason, Colgate also supports purchasing food from environmentally and socially responsible farmers. In most cases we cannot audit the farms we purchase our food from. As a result, we will depend on a select group of reputable and quality third-party certifiers to help ensure we are purchasing sustainable food products. It will be the responsibility of the Advisory Group to ensure that our list of third-party certifiers is up-to-date and comprised of reputable organizations.

Colgate's key metric for tracking sustainable food is U.S. dollars spent purchasing local, community-based, and/or third-party certified food as a percentage of our overall food purchases. This metric is consistent with AASHE STARS 2.0 and many other institutions that are advancing local and sustainable food procurement on campus.

COMMITMENT: Complete a full assessment of our local, community-based, and third-party certified food purchases by July 1, 2017 and establish an institutional goal for increasing the purchase of sustainable foods on campus.

Lead responsibility: Manager of Sustainability in Dining Services and Sustainable Food Systems Advisory Group.

COMMITMENT: Complete an initial sustainability audit of dining services that includes waste production as well as water and energy consumption by September 1, 2017.

Lead responsibility: Manager of Sustainability in Dining Services and Sustainable Food Systems Advisory Group.

COMMITMENT: Complete an action plan for advancing overall sustainability in dining operations that emphasizes sustainable food procurement and waste, water, and energy reduction by September 1, 2017.

Lead responsibility: Manager of Sustainability in Dining Services and Sustainable Food Systems Advisory Group.

Financing

Achieving carbon neutrality by 2019 requires a significant investment. Colgate needs to find creative and innovative solutions to finance initiatives that will reduce energy, resource consumption and operating costs over time while also lowering our campus carbon footprint. This section focuses on strategies that advance the likelihood of success in funding these initiatives and ensure future investments are guided by sustainable best practices and with consideration of life cycle costing analyses.

COMMITMENT: Fund and Implement a Green Revolving Loan Fund (GRLF) by September 1, 2017.

Lead responsibility: Director of Sustainability, Associate Vice President for Facilities, and Associate Provost.

While sustainability has practical value, good projects are often left on the sidelines because of annual operating pressures and high implementation costs. These barriers can halt momentum and stall an emerging sustainability program, such as the one at Colgate. A green revolving loan fund is an internal fund earmarked for energy efficiency, renewable energy, and other sustainability projects that generate cost-savings over time while reducing carbon and ecological footprints. Savings are tracked and reinvested into the fund to finance the next round of green investments. There are many recent projects that would have fit nicely within the model of a Green Innovation and Revolving Loan Fund.

The concept of a green revolving loan fund is not new. Over the past twenty years, there have been a growing number of these funds popping up at colleges and universities throughout the country. AASHE's Campus Sustainability Revolving Loans Fund database contains information on 85 revolving loan funds at 81 institutions containing over \$118 million. The Billion Dollar Green Challenge (The Challenge) encourages colleges, universities, and other nonprofit institutions to invest a combined total of one billion dollars in self-managed revolving funds that finance energy efficiency improvements. The number of participants of the Billion Dollar Green Challenge continues to grow.

The Colgate University Green Revolving Loan Fund includes the fund's mission, goals, oversight and administration, and operating procedures.

Our goal is to have a \$1.2 million fund within seven years. Colgate will fund its GRLF through three sources. First, with the approval of Colgate's initial Sustainability and Climate

Action Plan (S-CAP), the university set aside a reserve to fund S-CAP projects. The current balance of this reserve is \$200,000 and will provide initial seed funding. Second, the university is undergoing feasibility studies for a number of projects that will result in reductions in our carbon footprint as well as cost savings (e.g. recommissioning Ho Science Center, mechanical systems upgrade for Wynn Hall and Olin Hall). These projects will eventually be funded through our capital projects reserves. We will select projects totaling \$1 million with a return on investment (ROI) of seven years or less and reinvest the resultant cost savings into the GRLF. Third, donors who express interest in support of Colgate's sustainability and carbon neutrality goals will be encouraged to invest in the GRLF.

COMMITMENT: Investigate and utilize Energy Performance Contracting (EPC) where appropriate beginning on July 1, 2017.

Lead responsibility: Director of Sustainability and Associate Vice President for Facilities.

Energy Performance Contracting (EPC) is a program in which energy and operational savings over a specified time period are used to fund infrastructure improvements, usually through a financial arrangement provided by a third-party financial institution. The projects are designed so that the annual energy and operational savings are greater than or equal to the required payments over the term of the contract, leaving a net neutral impact on a customer's budget, and are often accompanied by guarantees that the savings produced by a project will be sufficient to finance the full cost of the project.

Up to the present, EPC has not been seen as an attractive option for Colgate for two main reasons:

- Under EPC, the benefits from energy improvement measures accrue largely or completely to a third party, at least for a given time period
- Low electricity rates in the village of Hamilton have made it a challenge for providers of EPC agreements to realize returns from many typical projects.

However, after our carbon neutrality commitment date of 2019, Colgate will be required to purchase carbon offsets (see section 5) for any emissions still being generated. Under these conditions, even if an EPC agreement in itself is revenue neutral for Colgate, it would be a savings due to avoided offset purchases.

Although in the near future, the low electricity rates will continue to make it challenging to realize benefits of energy efficiency projects in a reasonable time frame, Colgate should continue to pursue performance contracting as a possible mechanism to implement projects as it approaches the carbon neutrality date of 2019.

COMMITMENT: Investigate Federal, State and Local Funding Opportunities on an ongoing basis. Develop suite of shovel-ready projects by July 1, 2018.

Lead responsibility: Director of Sustainability, Associate Vice President for Facilities, and Associate Director, Corporate, Foundation & Government Relations.

Funding for sustainability initiatives is available at the federal, state and local levels through grants, rebates and incentives. Colgate has already received rebates for lighting upgrades in Sanford Field House and Huntington Gym as well as the installation of the solar thermal array at 100 Broad Street. Going forward, it is important to continue to seek such opportunity.

Federal and state grant funding for sustainability initiatives at institutions such as Colgate is difficult to find. Grant programs are often targeted for energy producers or for municipalities. In addition, we have found that the turnaround time between the funding announcement and the deadline for proposal submission is usually relatively short. We would like to anticipate the types of funding that might become available and having a suite of "shovel-ready" projects for which we have already conducted feasibility studies, finalized scope, and estimated costs. Examples include upgrading our wood chip boilers, conversion of the vehicle fleet to natural gas, expansion of solar thermal, and implementation of geothermal energy.

The New York State Energy Research and Development Authority (NYSERDA) is the primary state agency providing grant funding for energy efficiency projects. Unfortunately, Colgate is currently not eligible for most NYSERDA funding because we are a customer of a municipal utility and do not pay the System Benefits Charge (SBC). However, NYSERDA is in the midst some changes under the Clean Energy Fund program and paying the SBC may no longer be an eligibility requirement for some NYSERDA programs.

There are some sustainability projects in which it would make sense to partner with the Village of Hamilton. For example, NYSERDA's Cleaner Greener Communities Program encourages communities to create public-private partnerships

and develop regional sustainable growth strategies in such areas as emissions control, energy efficiency, renewable energy, low-carbon transportation, and other carbon reductions. Federal Environmental Protection Agency (EPA) programs are often targeted for municipalities and might provide opportunities for a partnership. Colgate will continue to explore carbon reductions where it makes sense to partner with the village.

Climate Ready: Resilience and Adaptation

The impacts of climate change are already hitting Central New York and will become more severe in the years ahead. Annual average temperatures in New York State have risen about 2.4°F since 1970, with winter warming exceeding 4.4°F. That makes New York State the 8th-fastest warming state in the country. Aside from rising temperatures, New York State and Central New York, in particular, are experiencing summer droughts punctuated by heavy rain events, heat waves, extreme weather events, and significant shifts in natural seasonal cycles. Our changing climate will impact life in Central New York and campus operations. These include but are not limited to:

- Agriculture
- Budgets and financing
- Buildings and infrastructure
- Disease and human health
- Energy and water resources
- Forest ecosystems, biodiversity, and landscaping
- Local economy

Assessing these impacts and preparing for inevitable change will not only buffer the degree to which Colgate is impacted but also create new opportunities such as strengthening town-gown relations, building resiliency, and reducing energy costs.

COMMITMENT: Complete an initial vulnerability assessment by September 1, 2018.

Lead responsibility: Director of Sustainability.

Building resilience starts with assessing Colgate's exposure and sensitivity to imminent climate change. Evaluating the degree to which our natural, social, and economic systems will be impacted and understanding our vulnerability to these changes is an essential first step in evaluating our climate preparedness and overall risk.

COMMITMENT: Complete an initial adaptation plan by September 1, 2019.

Lead responsibility: Director of Sustainability.

Once we complete our vulnerability assessment and have a better understanding of local risks associated with climate change, it is time to complete an adaptation plan. The adaptation plan should include specific actions that will help build adaptive capacity. Communities and institutions with high adaptive capacity minimize risk and are better prepared to deal with climate change impacts.

Offsets

COMMITMENT: Develop a plan to implement and finance offsets that result in carbon neutrality by 2019.

Lead responsibility: Sustainability Council.

Carbon offsets are investments in off-campus projects that reduce, remove, or avoid greenhouse gas (MTeCO₂) emissions. Offsets serve as a counterbalance to emissions from on campus activities. Carbon offset projects come in many forms but generally fall into two broad categories: 1) projects that reduce or avoid emissions, such as the installation of a wind park to replace a coal-fired energy plant, and 2) projects that sequester or remove greenhouse gases from the atmosphere, such as planting trees that absorb atmospheric carbon as they grow.

While implementing on-campus projects that reduce Colgate's gross emissions is Colgate's top priority, the university must invest in carbon offsets to achieve carbon neutrality by 2019. Significant sources of emissions such as air travel, commuting, ground transportation, and some forms of energy use are currently impossible to eliminate without extraordinary cost or disruption to our academic mission. Since it will be impossible to mitigate all of Colgate's on-campus emissions by 2019, purchasing offsets to achieve carbon neutrality demonstrates that the university accepts responsibility for our operational impact on global climate change. Investing in offsets could also spur innovation and mitigation efforts by creating a financial incentive to reduce emissions that would obviate the need to purchase future offsets on an annual and ongoing basis. By achieving carbon neutrality in 2019, Colgate acknowledges the harm done by its own operations and takes accountability for that harm by 1) reducing emissions on campus and by 2) reducing emissions elsewhere, that is, through investing in high-quality carbon offsets.

Carbon offsets are a legitimate and cost-effective strategy to achieve carbon neutrality in the short-term since it does not matter where on earth greenhouse gas emissions are generated or offset. Once in the atmosphere, carbon can quickly travel around earth's atmosphere and remain for decades or longer, creating climate impacts far away from

the source of emissions. In other words, reducing as much carbon as possible for each dollar spent makes rational sense in terms of global climate change. Therefore, investing in a legitimate carbon offset program can be an effective way for Colgate to mitigate climate change while at the same time taking financial responsibility for our remaining emissions and climate impacts.

The voluntary offset market is mature with generally agreed-upon standards. Colgate can be confident that if we invest in offsets that are certified by one of several well-known institutions (e.g., Verified Carbon Standard, Green-e Climate), the offsets represent real reductions in global net emissions that would not have occurred without Colgate's financing. The process of validating offset projects can be time consuming and complicated, suggesting that purchasing offsets may be more cost-effective than if Colgate initiated its own emission reduction or sequestration projects, notwithstanding possible academic and local community benefits. Nevertheless, a compelling argument can also be made that we should explore local offset opportunities as well. While local offsets will likely be more expensive and more difficult to certify, this situation may change during the coming years, and as an academic institution and significant economic actor in the Central New York region it is incumbent on Colgate to remain vigilant in exploring potential local offset opportunities.

In Fiscal Year 2012, Colgate entered into an agreement with Patagonia Sur for the purchase of 5,000 tons of forestry-based offsets per year for 15 years. The reforestation project is in The Patagonia Sur Nature Reserve in the Palena province of southern Chile in Valle California. Over the course of the 15 years, approximately 225,000 native trees will be planted on roughly 428 acres of land that is the Colgate University Forest. The Patagonia Sur reforestation project received Verified Carbon Standard (VCS) certification. Importantly, the agreement has created academic and research opportunities for students and faculty within the Colgate Forest and The Patagonia Sur Nature Reserve in general.

Besides our investment in Patagonia Sur offsets, Colgate will need to invest in additional offsets to achieve carbon neutrality in 2019. At the time of this writing, Colgate's Office of Sustainability is working with Second Nature and other leading institutions to update the offset protocol and guidelines for higher education. As this work unfolds, there will be increased opportunities and guidance for Colgate to invest in cost-effective, high-quality, and academically beneficial carbon offset projects. For now, based on future emissions projections as well as current offset protocols

and costs, we estimate that Colgate will need to spend approximately \$144,000 per year in offsets to achieve carbon neutrality.

COMMITMENT: Form a Carbon Offset Working Group to evaluate and recommend offset options by July 1, 2018.

Lead responsibility: Sustainability Council.

As always, it is important for Colgate to remain vigilant for new opportunities in offset programs. In the meantime, we recommend that in Academic Year 2016-17, the Sustainability Council form a Carbon Offset Working Group to formally evaluate and recommend offset options for the university. The working group should:

- Evaluate renewable energy certificates (RECs) or green tags. RECs are specifically designed to mitigate Scope 2 emissions from electricity generation and consumption. RECs are characterized by the creation of renewable electricity whereby clean energy production displaces or reduces demand for more traditional carbon-intensive forms of energy. More specifically, RECs represent the environmental benefits (or attributes) received by the displacement of conventional fuel use, such as coal, oil, or gas. One REC is representative of one megawatt-hour (MWH) of electricity (1,000 kilowatt-hours) and allows the purchaser to support renewable energy production even though they themselves may not use the renewable energy. Purchasing third-party certified RECs (such as Green-e) can be a cost-effective way for Colgate to mitigate its emissions associated with electricity consumption and presents a promising opportunity for Colgate to support renewable electricity generation while achieving carbon neutrality by 2019.
- Place a high value on academic and research opportunities that go hand-in-hand with an offset program.
- Consider community-based and/or local investment options.
- Invest in high-quality offsets that are either third-party certified or have direct and measurable carbon and community benefits.
- Evaluate all options for socially responsible, community-based, economic, and environmental co-benefits.
- Make appropriate budgetary recommendations for Fiscal Year 2019. Colgate will need to budget for offsets by October 2018.

To achieve carbon neutrality in 2019, Colgate will need to complete our inventory of emissions in the fall of 2019 and purchase offsets no later than December 31, 2019.

Campus Participation and Reporting

As emphasized throughout this document, Colgate is working hard to transition from an emergent program to an integrated one. Accomplishing this will require commitment and participation from diverse stakeholders across the university. Because sustainability at Colgate is a true campus-wide initiative, we will only be successful if our community is engaged and invested in our overarching shared goals, this includes senior leadership as well as all members of our community.

For these reasons, the Bicentennial Plan for a Sustainable and Carbon Neutral Campus is more of a beginning than an end. As we work to accomplish each commitment and objective, we must remain open to new ideas and opportunities so that everyone has a voice as we strive to advance sustainability and achieve carbon neutrality by 2019.

COMMITMENT: By December 31 of each year, Colgate will formally update the faculty, students, and staff on our progress through presentations at staff and faculty meetings, our annual greenhouse gas inventory, and an annual sustainability report. During these engagements, sustainability leaders will prioritize feedback and create vehicles for continued input.

2017-2021 Summarized Campus Commitments

- Campus Engagement
- Better integrate sustainability within first-year orientation to emphasize its importance from a student's first day on campus beginning in the Fall of 2017.
- Institute optional graduation pledge for Class of 2018 by December 31, 2017.
- Link student academic experience to on-campus operational practices beginning by September 1, 2017.
- Develop a Sustainability Passport Program that allows staff to succeed at fulfilling the sustainability behavioral competency that is a part of every job description by September 1, 2017.
- Leverage connections with alumni engaged in sustainability by organizing at least one annual alumni event that focuses on sustainability and climate issues by September 1, 2017.
- Develop and implement a Sustainable Purchasing Policy by September 1, 2017.
- Curriculum and Learning

- Identify and encourage courses on sustainability and climate change in the curriculum by September 1, 2017.
- Increase faculty awareness of teaching to sustainability by September 1, 2017.
- Enhance co-curricular education/experiential learning that foregrounds sustainability by May 30, 2017.
- Campus Operations
- Buildings and Energy
- Integrate Colgate's Green Building Standards into the university's Construction and Design Standards and put them into practice by July 1, 2017.
- Complete Energy Master Plan by July 1, 2018.
- Expand natural gas along Broad Street and other campus buildings to replace fuel oil #2 by July 1, 2018.
- Transportation
- Colgate will replace its current vehicle fleet with zero-emission or low-emission vehicles on a rolling basis.
- Continue collaborating with First Transit Inc (Cruiser and on-demand service) and Wade Tours and Hale Transportation (charter service) to emphasize low-carbon operations that reduce our environmental and carbon impacts.
- Implement an air travel carbon footprint report card by division in order to raise awareness by September 1, 2017.
- Complete user-friendly guidelines for business ground travel that include best practices for reducing costs and environmental impacts by September 1, 2017.
- Complete an employee commuter plan that advances sustainable transportation options for Colgate commuters by September 1, 2017.
- Waste Reduction and Recycling
- Reduce landfill waste by an additional 100 tons from about 750 tons in 2015 to 650 tons in 2019 with an aspirational goal of becoming a zero-waste campus by 2025.
- Water Conservation and Protection
- Reduce water consumption by an additional 10 million gallons from about 60 million gallons in 2015 to about 50 million gallons by July 1, 2019.
- Ecosystem and Land Stewardship
- Complete a comprehensive update of Colgate's Forest and Open Lands Stewardship Plan that was published in 2007 by July 1, 2018.
- Complete a full re-measurement of all sample plots identified in our 2013 Forest Carbon Inventory & Projections report by July 1, 2018.
- Food and Dining
- Complete a full assessment of our local, community-based, and third-party certified food purchases by July 1, 2017 and establish an institutional goal for

increasing the purchase of sustainable foods on campus.

- Complete an initial sustainability audit of dining services that includes waste production as well as water and energy consumption by September 1, 2017.
- Complete an action plan for advancing overall sustainability in dining operations that emphasizes sustainable food procurement and waste, water, and energy reduction by September 1, 2017.
- Financing
- Fund and Implement a Green Revolving Loan Fund (GRLF) by September 1, 2017
- Investigate and utilize Energy Performance Contracting (EPC) where appropriate beginning on July 1, 2017.
- Investigate Federal, State and Local Funding Opportunities on an ongoing basis. Develop a suite of shovel-ready projects by July 1, 2018.
- Climate Resiliency and Adaptation
- Complete an initial vulnerability assessment by September 1, 2018.
- Complete an initial adaptation plan by September 1, 2019.
- Offsets
- Develop a plan to implement and finance offsets that result in carbon neutrality by 2019.
- Form a Carbon Offset Working Group to evaluate and recommend offset options by July 1, 2018.
- Campus Partnership and Reporting
- By December 31 of each year, Colgate will formally update the faculty, students, and staff on our progress through presentations at staff and faculty meetings, our annual greenhouse gas inventory, and an annual sustainability report. During these engagements, sustainability leaders will prioritize feedback and create vehicles for continued input.



THIRD-CENTURY PLAN
COLGATE UNIVERSITY

STATUS REPORT

July 2020

In May 2019, the Colgate University Board of Trustees, faculty, and Alumni Council approved and endorsed *The Third-Century Plan*, a comprehensive plan that seeks to pursue Colgate's mission at its highest level and establish Colgate as one of the very finest undergraduate institutions in the nation.

The Third-Century Plan is continually monitored by the Board, administration, and faculty to measure progress against its goals and to show effort applied in service of its initiatives. The Status Report provides annual updates against the plan for the University community. **Red text indicates next steps.**

SECTION I:

Attracting and Supporting Outstanding Faculty, Students, and Staff

A University is, at its core, the product of the people it attracts and a union of individuals in service of learning. Truly talented students, a leading faculty, and professional staff are all required for Colgate to be among the finest colleges and universities in the nation. Colgate, therefore, must take those new steps necessary to ensure that it attracts students, faculty, and staff of remarkable promise and achievement.

Students – The No-Loan Initiative

Expansion of the financial support available to students to lessen the burden of student debt.

- Admitted Class of 2024 with no loans for students whose family incomes are less than \$125,000
- Repackaged financial aid with no loans for students in classes of 2023, 2022, and 2021 whose family incomes are less than \$125,000
- **Begin analysis of impact of No-Loan Initiative on yield for Class of 2024**
- **Analyze financial aid packaging practices**

Students – Increase in Applications

- Developed a six-part plan to increase application numbers and application quality
- Reformed admission reading and selection process to focus more on a genuine understanding of a student's academic capacity and ability, relying less on test scores
- Announced partnership with Questbridge, beginning with Class of 2025

- Announced test optional pilot
- Decreased barriers to application completion by removing required essay question from the application supplement
- **Continue to expand prospect pool and improve applicant conversion with enhanced communications and development of virtual programming**

Faculty – Pre-Tenure Faculty Support

Beginning with the faculty cohort hired in the 2019–2020 academic year, pre-tenure faculty members will receive a calendar-year / four-course leave following a successful third-year review.

- Hired ten faculty with new leave policies
- Hired departments' top candidate in five searches

Faculty – Competitive Teaching Load Planning

- Began analysis of teaching load differences across divisions and departments
- Assessed several different reduced teaching load models' effect on departmental curricula
- Established four-course teaching load for new endowed chairs
- **Use results of analysis and assessment to determine the most effective approach to achieving a competitive faculty teaching load**

Faculty – Endowed Chair Initiative

- Established initial four Third-Century Endowed Chairs: The Rebecca Chopp Chair in the Humanities; The Carl Benton Straub '58 Endowed Chair in Culture and the Environment; The W. Bradford Wiley Chair in International Economics; The Daniel C. Benton '80 Endowed Chair in Arts, Creativity, and Innovation
- Named Constance Harsh the Rebecca Chopp Chair in the Humanities
- Named Jason Kawall the Carl Benton Straub '58 Chair in Culture and the Environment
- Named Chad Sparber the W. Bradford Wiley Chair in International Economics
- Named Mary Simonson the Daniel C. Benton '80 Endowed Chair in Arts, Creativity, and Innovation
- Developed list of potential new endowed chair positions that will strengthen new academic initiatives
- **Work with departments and advancement to prioritize potential new endowed chair positions and sequence the fundraising and funding of these chairs**

DEI – Diversity in Faculty Hiring

Colgate seeks to diversify its faculty — to bring to its classrooms, studios, laboratories, and team settings a greater range of backgrounds, experiences, and perspectives.

- Joined the Consortium for Faculty Diversity (CFD), a national organization that creates a postdoctoral pipeline of underrepresented minority candidates to selective liberal arts colleges
- Joined the National Center for Faculty Development and Diversity, an independent professional development, training, and mentoring community for faculty members, postdocs, and graduate students at all stages of their careers
- Revamped staff search process and strengthened administrative assistant oversight
- Hired Jessica Davenport and Taryn Jordan as first CFD post-doctoral fellows
- Hired Dominique Hill as a target of opportunity hire in women's studies
- Continue to build diverse pools of applicants for faculty positions

Developing Initiatives

- Faculty: Conversion of visiting assistant professor lines to permanent positions

SECTION II: Strengthening the University's Academic Enterprise

Colgate's future rests on the extent to which it continuously strengthens academic life and nurtures a culture of intellectual rigor across all of its endeavors. As a leading American institution with a broad liberal arts mission, Colgate must support and encourage students and faculty as they explore both timeless questions and new areas of inquiry, ensuring that this University remains a place deeply engaged with the most pressing academic debates that challenge humankind.

INITIATIVES

The Middle Campus Plan for Arts, Creativity, and Innovation

Colgate reaffirms its belief that artistic expression, creative thinking, and innovation must be hallmarks of a Colgate education. The Middle Campus Plan for Arts, Creativity, and Innovation is not only a rethinking of the role of the arts and creativity at Colgate, but also a rethinking of the campus itself.

- Defined the programming for Middle Campus to be around four intellectual blocks: a Center for Arts, Creativity, and Technology; the Data Center for Curricular and Cocurricular Innovation and Design; University collections and materials labs; and a Center for Music and Culture
- Worked with RAMSA/WXY to begin draft capital project model
- Identified the Collections Annex as the first project
- Relocated the museum studies minor to a new home in the interdisciplinary Division of University Studies
- Appointed Nicolas West, currently curator of the Picker Art Gallery, and Rebecca Mendelsohn, newly appointed curator of the Longyear Museum of Anthropology, as co-directors of University Museums
- Completed compliance with the Native American Graves Protection and Repatriation Act by returning remains to Oneida Nation
- Awarded the inaugural Daniel C. Benton '80 Endowed Chair in Arts, Creativity, and Innovation to Mary Simonson
- Plan/design Collections Annex in order to bring collections back to campus
- Improve Brehmer Theater
- Develop culturally sensitive museum practices, and identify issues of diversity, equity, accessibility, and inclusion in museum work

The Robert H.N. Ho Mind, Brain, and Behavior (MBB) Initiative

The University will enable new interdisciplinary research, teaching, and programming, while enhancing existing strengths in exploring linkages between mind, brain, and behavior, including an updated and expanded Olin Hall.

- Began to rework Olin Hall initial designs to align with programming needs
- Set construction on Olin to begin summer of 2021
- Plan renovation of Gatehouse to become swing space for Olin, summer of 2021

Developing Initiatives

- Relaunch of the Lampert Institute for Civic and Global Affairs
- A New Center for Policy Analysis
- Innovation Fellowships
- The Center for Learning, Teaching, and Research Initiative
- Olmstead House Faculty-in-Residence Initiative

SECTION III:

Enriching the Student Experience

Colgate must overtly and explicitly create a deep, clear, and compelling campus culture — nurtured and expressed through its residential programs, athletics and other student activities, ceremonies, and traditions, and the overall campus experience. Colgate's campus culture must foster bonds between students, faculty, and staff while connecting them, in a meaningful and sustained way, to the institution itself.

INITIATIVES

The Residential Commons System

A Colgate education means all students live the liberal arts, connecting their Colgate education to where they live. The way students live at Colgate shapes their education and their experiences. It begins with first- and second-year students living within one of four Residential Commons where the integration of living and learning expands. The Colgate Residential Commons system is grounded in providing every student with a strong foundational community, where they experience tradition and build class unity and where University affinity is cultivated.

- Affiliated all new students with one of four commons
- Linked first-year seminars (FSEMs) to students' commons affiliation
- Opened Jane Pinchin Hall and Burke Hall to complete Dart Colegrove and Brown Commons, respectively
- **Strengthen FSEM-commons connection, working closely with FSEM faculty**
- **Working with Core Revision Committee, develop Living-Learning Workshop, a new element of the FSEM program**
- **Create of a fourth Sophomore Residential Seminar (SRS), and align one SRS with each Residential Commons**

The Upper-Level Residential System – Broad Street Neighborhood

Upper-level housing options along Broad Street, the College Street apartments, and within the townhouses allow juniors and seniors to move into increasingly independent living options. The intergenerational connection between the first and second two years of a student's experience is forged with the Broad Street social houses affiliated with each of the four Residential Commons as well as with the Broad Street interest houses. Both the social houses of the Residential Commons and the Broad Street interest houses invite students from all four class years to take part in a variety of social, intellectual, artistic, academic, and extracurricular activities.

- Invested \$3.1M in College Street apartment renovations
- Completed six exploratory kitchen and bathroom renovations in College Street apartments for feasibility and scale
- Completed first report of the Third Century Residential Planning Committee
- Gathered feedback in partnership with Student Government Association for the Skyfactor Residential Survey
- **Complete Sasaki assessment of Broad Street houses and develop neighborhood plan options**

Career Services and Student Preparation

Colgate should increase students' access to opportunities to build core skills and gain necessary experience by developing ways to offer applicable training to a wide proportion of Colgate students who seek it. Aligned with Colgate's commitment to financial aid, career services provides all students with access to opportunities to build critical skills, competencies, and experiences known to differentiate job candidates.

- Piloted seven cohort-based career modules for students to explore interests or advance industry-based skills
- **Integrate behavioral, cognitive, and affective learning assessment with new career modules**
- **Install Bloomberg terminals for students' use in Benton Hall**

Integrated Wellness

The health and wellness of Colgate students require an integrated model that ties together Student Health Services (SHS); Counseling and Psychological Services; Shaw Wellness Institute; Chaplain's Office; Division of Physical Education, Recreation, and Athletics; and numerous other campus and community partners.

- Achieved International Association of Counseling Services Accreditation
- Completed external review of SHS
- Restructured SHS, adding clinical capacity
- Created sports medicine medical specialty program with Upstate Medical Institute
- Created a committee to focus on integration of SHS, counseling, and Shaw Wellness Institute
- **Integrate more professional development opportunities and student outreach focused on holistic wellness, including several departments throughout the University**

- Propose a plan for the processes and physical space of an integrated wellness system

Athletics Facilities Renewal Initiative

A facilities plan, developed from a review of PERA facilities and programming needs, projects future facilities and programming needs, defines a set of facility renovation and development priorities, and proposes a phased approach to facilities projects.

- Developed initial vision for West Campus with RAMSA
- Collaborated with Sasaki to further develop West Campus vision, including project program and concept plan layouts
- Created and engaged with West Campus users group to refine working program for New Athletic Center
- Await guidance from Campus Planning Committee

Athletics Scholarships

Current institutional policies and guidelines are examined and clarified as they relate to need-based financial aid, athletics financial aid (scholarships), admission slots, medical non-counter student-athletes, international student-athlete admission, and the Patriot League Academic Index. Recommendations are proposed for adjustments that are aligned with institutional expectations for academic and competitive success.

- Added six new athletics scholarships, distributed to field hockey, softball, volleyball, women's lacrosse, men's lacrosse, men's soccer, and men's ice hockey
- Made adjustments to promote greater equity in access to League Academic Index practices, recommended and accepted by Presidents Council of the Patriot League

Developing Initiatives

- Completed Athletics Resources Analysis
- Implementing new approval workflows and cost-savings to maximize existing resources
- Created strategies for identifying and securing new review opportunities to support sport programs

SECTION IV:

Improving the Campus and Environs

Colgate must steward one of its most precious assets: its campus. Enhancing the beauty of the campus, improving its infrastructure, and preserving its natural and built environment for future generations must remain high University priorities.

INITIATIVES

Upper Campus Landscape

With the guidance of Michael Van Valkenburgh Associates and building on prior long-term planning efforts, Colgate has developed the beginning of a long-term campus development plan. This plan will guide efforts to restore the campus landscape and treescape, improve parking and circulation, utilize the upper campus now expanded with new residence halls, and rationalize and improve the Middle Campus to create a new, engaging precinct for arts, creativity, and innovation.

- Completed Burke Hall/Pinchin Hall quad
- Planted 200 bicentennial trees
- Installed new pedestrian walkways from Merrill House parking lot up Academic Drive to academic quad
- Install new handicap access landscaping in steam line project at Alumni Hall
- Configure new landscaping at entrance on Hamilton Street near Campus Safety

Village Housing

Colgate needs to develop a variety of housing stock options that are affordable for faculty and staff from across the salary range.

- Secured gift of land, now called Chenango Hill, where approximately 35 new homes will be built
- Worked with developer on home prototypes
- Began construction on eight homes in the summer of 2020
- Began working with campus group and developer on a vision for 10–12 Utica Street, where more than 20 new rental properties will be built
- Submitted approximately \$1m in grants for development of 18–20 Utica through the Partnership for Community Development
- Plan the next set of homes in Chenango Hill development

Hamilton Initiative Part 2

Colgate must continue to invest in and develop the Village of Hamilton in collaboration with community partners.

- Completed Hamilton Theater renovation
- Raised funding for Seven Oaks Clubhouse renovation and golf course restoration
- Purchased 11–13 Eaton Street to be converted into parking for Hamilton community and staff
- Design community and staff parking at 11–13 Eaton Street
- Plan 18–22 Utica development as mixed-use building

Developing Initiatives

- Campus parking, circulation, and signage



DIVERSITY, EQUITY, AND INCLUSION PLAN STATUS UPDATE

July 2020

PRESIDENT AND PROVOST INTRODUCTION

This inaugural *Diversity, Equity, and Inclusion* Plan Status Update comes at a time when our nation is grappling more actively with the ongoing reality of racial injustice than at any time since the Civil Rights movement of the 1950s and 60s. Since our own arrivals at Colgate in 2016 and 2017, we have engaged in a systematic and rigorous review of the campus and the development of a pathway to a better and stronger future for Colgate. This work has resulted in both a comprehensive long-term plan for Colgate, *The Third-Century Plan*, and the first roadmap for ongoing strategic work to make campus life and campus culture more inclusive and equitable, *The Third-Century Plan for Diversity, Equity, and Inclusion* (the “DEI Plan.”)

The conversations that we have been having with groups of students, faculty, staff, and alumni suggest that so many of us share a common purpose: the creation of a more excellent Colgate, the commitment to being an anti-racist institution, a desire for concrete and sustained action, and a pledge to establish accountability for the University’s intentions. Such alignment is deeply encouraging.

The *DEI Plan* was informed, first, by a comprehensive external review of the University’s campus climate in 2016–17. The actual plan was created through the tireless work of more than 70 faculty and staff members over two years. The *DEI Plan* was adopted by the University in November 2019. This Plan presents a long-term roadmap for Colgate to achieve true excellence — excellence that has as its foundation a respect for a diversity of perspectives and backgrounds, a commitment to equity at all levels, and a passion for the transformative power of a liberal arts education. The plan calls for fundamental and significant changes in our hiring and admission, staff support, and student residential and social life practices as well as dozens of other first steps on the path to becoming a better university. One of the Plan’s major recommendations is to hire a Chief Diversity Officer, and that national search is actively moving forward, despite the pandemic.

There is now an eagerness, which we share, for quick solutions, and as this update shows, some meaningful first steps have been taken. But we know — not only from our work on this campus, but also from our time on other campuses — that true change, the *core* change to which we have dedicated our professional and personal lives, can only come from the intense, sustained, rigorous work that planning and implementation require. It will demand the joint dedication of the faculty, staff, Board of Trustees, alumni bodies, and University administration in the years ahead. This is why both of us, in our early years as members of this community, worked through our University governance systems to develop plans that can guide Colgate forward.

As a recent *Maroon-News* article makes clear, and as Colgate’s more recent history demonstrates, creating a more inclusive campus cannot be accomplished simply through administrative reaction to individual incidents. In Colgate’s history, these moments of “event and reaction” have only resulted in — as *the Maroon-News* noted — a repeated cycle in which the University’s culture does not significantly change or improve. This cycle denies Colgate the opportunity to forge systemic, sustained, and meaningful change. This is why, as we arrived a few years ago, we committed ourselves to leading Colgate to a new pathway forward. We committed ourselves to the engagement of all constituencies of the University, to robust debate of our aims, and to the development of a clear, measurable set of actions as part of a public plan.

It is important to note here that the faculty have themselves been involved in their own work of discernment, commitment, and planning, as reflected in their work on the review of Colgate’s core curriculum. On July 6, the Core Revision Committee, consisting of faculty from across academic disciplines, released a draft of a revised Liberal Arts Core Curriculum, titled ***Diverse Perspectives, Inclusive Communities: A Core for Colgate’s Third-Century***, for consideration by the

entire faculty in fall 2020. A stated goal of this new core is to “align the faculty-driven core curriculum with the institutional mandate of the 2019 *DEI Plan*.” The faculty will take up this proposal in this academic year and engage in the very challenging work and necessary discussion that curricular change requires. Our responsibility — again as President and Provost — is to support the faculty as they take up this work and consider change through their faculty processes.

Ultimately, our work must be embedded in University planning and governance in order to fulfill our shared commitment to an equitable, inclusive, anti-racist, truly excellent Colgate. It also requires ongoing accountability. Accordingly, this *University Report* will be issued annually to hold all of us accountable to the goals set forth in both plans, to allow us to chart our progress, and to update our plans as the context changes.

In the year ahead, we will — as part of our commitment to sustained work — bring back to the faculty, the Board, the Alumni Council, and the administration, both *The Third-Century Plan* and the *DEI Plan*. We must ensure that the plans stay relevant. Are they bold enough? Are they still relevant? How can we do more? These are the questions that we must continually strive to answer, not just in the current moment, but for the foreseeable future.

The *Diversity, Equity, and Inclusion Plan* was released in November 2019. This annual report documents progress on the initiatives stated in that 2019 plan. Red text indicates next steps.

SECTION I.

Foundational DEI Structure

Colgate’s efforts to become a more equitable and inclusive community must be reframed, once and for all, as part of the ongoing work of the University. This requires the identification of resources, regular reports to the campus, and communication to external constituencies on the DEI work in which the University is engaged. It will also require that every division of the University be held accountable for moving these efforts forward.

Search for a Chief Diversity Officer (CDO)

- Contracted with the search firm Witt Kieffer in February 2020 to secure a leader for diversity, equity, and inclusion efforts
- Convened search committee, which is chaired by President Casey
- Identified and renovated office suite for CDO and other DEI practitioners
- Create DEI Coordination Group, charged with ensuring legal and regulatory compliance and consortial commitments in relation to diversity, equity, and inclusion, broadly considered
- Create DEI Advisory Group, made up of DEI practitioners from across campus and charged with overseeing day-to-day operations pertaining to the implementation of DEI initiatives and providing a network of mutual support for fellow DEI practitioners

Annual DEI Report

- Published this report to reflect, openly and transparently, both the progress made and the challenges faced in implementing elements of the *DEI Plan*
- Develop reporting structures and feedback mechanisms in order to revise and update the *DEI Plan* as necessary

Inclusive Communication

- Continued ongoing Intergroup Dialogue training, from which Colgate has benefited in recent years — acknowledging that the length of training required may be an impediment to broader adoption
- Broaden the opportunities for members of the community to develop their capacity to engage constructively across differences

Increased Funding for Programs and Projects

- Secured \$500,000 for the Henry Livingston Simpson Endowed Fund for DEI Initiatives
- Received \$250,000 for immediate DEI programming
- Identify programming, including speakers and other campus initiatives

Equity-Focused Policy Analysis of Colgate's Policies

- Identified needed changes to the Student Handbook as well as Equity Grievance Process (EGP), Student Organization, and Social Hosting policies.
- Continue review of all policies

Review of EGP Policies

- Completed external review of EGP
- Revise policy with enriched options for responding to incidents and expansion of possibilities for restoration and meaningful resolution
- Align new policy with new federal regulations
- Communicate new policy and regulatory environment

Admission Multicultural Recruitment

- Enrolled the largest domestic multicultural class in Colgate history: 201 students
- Joined Questbridge, expanded partnerships with community-based organizations, developed Native American recruitment plan, increased travel to schools on the U.S. High-Poverty High School List.
- Rolled out No-Loan Initiative
- Admitted the most racially diverse incoming class in Colgate history
- Launched programming specifically for prospective first-generation students and students of color
- Recruit and admit the first Questbridge cohort
- Develop virtual programming to reach more prospective students

Revision of "Appendix A: Organizations of Excellence Goals"

- Drafted language to reflect the important role that student organizations can play in shaping the climate of the campus and the experience of students
- Collaborate with student organizations in incorporating these goals into their operations

Center for Learning, Teaching, and Research (CLTR) Programming for Faculty

- Secured funding to support expanded CLTR programming to help faculty incorporate DEI into their courses
- Work with faculty to identify relevant speakers, programs, and other workshops

Support for Community Members with Disabilities

- Hired replacement for Lynn Waldman, director of Academic Support and Disability Services
- Completed review of Academic Support and Disability Services
- Update 2009 catalog of non-ADA compliant buildings
- Plan for phased resolution of known accessibility issues

Staff Engagement With DEI Initiatives

- Broaden ability for staff to take time for DEI efforts to improve campus
- Communicate new protocol to departments and work with them to implement a structure that will allow staff to spend some time on DEI initiatives
- Work with departments regarding reassignment of work responsibilities for staff who want to work on larger scale projects (for example, the Colgate History Project)

Inclusion of DEI Goals in Performance Evaluations

- Embedded DEI as a technical competency in the performance improvement process
- Communicate and educate supervisors on DEI competency and its evaluation and assessment
- Develop more ways for staff to be involved in DEI efforts

Multicultural Competency Training for All Faculty and Staff

- Deployed online training to 26% of employees with 91% completion rate
- Develop in-person training for new employees
- Develop other in-person training that goes beyond the online training for all employees

Financial Support of DEI Professional Development

- Planned for Spring 2020 but global pandemic limited opportunities
- Offer professional development opportunities by division
- Develop application process if division lacks funding for opportunities

Physical Education, Recreation, and Athletics (PERA) DEI Committee

- Launched August 2019
- Began developing a comprehensive plan for ensuring and promoting a climate of inclusion, empathy, and support for all members of PERA; addressing underrepresentation in faculty and staff positions; and fostering an equitable and supporting environment for all student-athletes
- Developed DEI programming for PERA
- Seek input and feedback for draft PERA DEI plan
- Finalize PERA DEI plan

Divisional DEI Goal Statements

- In most departments, drafted initial DEI goal statements, which can be found after this status update
- Complete initial DEI goal statements from all departments
- Refine and revise statements and share across departments to create shared sense of vision

Exit Interviews

- Conduct robust staff exit interviews in consultation with the Staff Affirmative Action Oversight Committee
- Develop an online exit survey tool for exiting staff
- Refine student exit interviews in order to better understand their reasons for leaving the University

Alumni of Color Engagement

- Created the Alumni of Color (AOC) Third-Century Endowed Fund to provide resources for programs that

enable alumni and students of color to connect both on and off campus

- Raised \$91,263 toward the \$100,000 goal for the AOC Third-Century Endowed Fund
- Establish a working budget for Mosaic
- Develop more programming that brings alumni of color back to campus

SECTION II.

Equity in the Student Experience

Given the remarkable potential of every student admitted to Colgate, the University must ensure that every student has equal access to the opportunities afforded on this campus. This includes every academic track, various forms of University housing and dining, and desirable spaces for social hosting. Inequitable access undermines the University's goals of academic excellence and its sense of shared community.

Sexual Assault Prevention

- Administered HEDS Sexual Assault Survey
- Shared survey results with appropriate offices
- Use quantitative data from the HEDS Sexual Assault Survey and the stories shared by survivors through various channels to develop programs for preventing sexual violence
- Analyze survey data with Haven and the expanded Office of Equity and Diversity to develop programming options for the campus

Counseling Services

- Continued to offer students online counseling sessions with counselors of color as the demand for such counselors exceeds Colgate staff availability
- Continue support of online counseling with counselors of color

PERA

- Opened Raider of Color Connect Lounge for student-athletes of color
- Sent representatives (four administrators and three student-athletes) to Black Student-Athlete Summit
- Hosted conversations with coaches and student-athletes about racial injustice
- Incorporated more diverse in-venue talent and features, including, but not limited to, emcees, half-time performances, and public address system reads

- Celebrated national holidays, such as Black History Month, throughout venues, on social media platforms, website, and other channels
- Develop ways for student-athletes to provide feedback regarding their experiences and facilitate better relationship-building with administrators
- Develop and implement an athletics marketing strategy that fosters an inclusive gameday experience at all competition venues

The Office of Residential Life

- Expanded training and development opportunities to support all community leaders in building community among diverse students
- Assess future initiatives that relate to the work of community leaders, and engage more systematically with them before adopting future proposals

The ALANA Cultural Center

- Expanded programming designed to help students from historically underrepresented groups to thrive
- Appointed new director
- Continue to provide meaningful support to students and develop ways to improve support

Emergency Student Aid

- Raised \$104,000 in current spending funding for the OUS discretionary fund
- Established goal to increase fundraising activity for this fund (for either current-year spending, or endowment)
- Identify resources to endow the emergency student aid fund
- Continue yearly efforts to ensure that this fund has adequate funding to support the students who need support

Support for Undocumented and International Students

- Create online resource materials for our international community (including faculty, students, and staff) as regulations evolve
- Schedule more time during the 2020–2021 academic year with the immigration attorney who has supported campus community members in the past

Educational/Disability Testing for Students of Limited Means

- Pilot a subsidy system in the 2020–2021 academic year — funding already identified
- In coordination with administrative deans, identify students for the pilot on the basis of challenges and financial need

Engagement With Family Members of Limited Means

- Wrote a parent guide from an equity perspective, including considerations for first-generation students and families and others who may be less familiar with terminology and experiences at a small, private liberal arts college

Social Space

- Develop a plan for expanding social-space options available to all student groups, equal or superior in equipment and outfitting to the facilities now available

Expansion of Financial Aid

- Raised \$10.1M in endowment for financial aid
- Develop ambitious financial aid fundraising goals to increase Colgate's ability to offer admission to diverse students

SECTION III.

Diversification of Faculty and Staff

Colgate continues to struggle to recruit a diverse faculty and staff. A lack of diversity in the University's employees can undermine students' sense that Colgate is a welcoming place for those from historically underrepresented groups. It can also hinder efforts to retain employees from these backgrounds. To the extent that students may more frequently turn to faculty and staff with whom they identify for support, this can also lead to an inequitable (and often unrecognized) load of labor on those faculty and staff.

Faculty Diversity

- Hired 13 racially/ethnically underrepresented persons out of 34 tenure-stream searches since academic year 2017–2018

- Joined Consortium for Faculty Diversity (CFD)
- Hired Jessica Davenport and Taryn Jordan as first CFD post-doctoral fellows
- Continue to build diverse pools of applicants for faculty positions

Staff Searches

- Began enhanced review of all searches requiring increased documentation for selection and more active engagement by search committee members
- Improved education and communication about the University's affirmative action obligations, the challenges we face in addressing underutilization, and also the divisions' responsibilities in regard to staff searches
- Develop plans for departments with underutilization of staff from historically underrepresented groups
- Create instructional materials based on inclusive hiring protocols developed by the Staff Affirmative Action Oversight Committee
- Deploy bias training as part of the protocol for all searches
- Identify barriers to recruiting candidates from outside of a 20-mile radius of Hamilton for positions primarily recruiting from that area
- Establish partnerships with a variety of workforce-development organizations in Central New York, especially those organizations working with diverse populations and veterans
- Consider an apprenticeship program, which could expand the recruitment area by providing a pathway to more rewarding careers at Colgate
- Develop athletics-specific recruitment plan that builds robust and diverse pools, given the diversity of the students that PERA serves

Professional Development for Staff

- Create professional development plans for employees in middle-management positions, especially women and people of color, to include intentional, personalized onboarding, clarity of role and expectations, and short-term Colgate career trajectory
- Develop and launch a career pathways program to address the challenges that staff from historically underrepresented groups have often had in building longer-term careers at Colgate

SECTION IV.

Retention and Development of Diverse Faculty and Staff

It is not enough for the University to recruit a diverse faculty and staff. It must also provide pathways for members of underrepresented groups (most notably, faculty and staff of color) to advance in their careers.

Faculty Initiatives

- Joined National Center for Faculty Development and Diversity (NCFDD), which offers professional development, training, and mentoring for faculty members and postdocs
- Continue to communicate NCFDD benefit to faculty
- Begin in-depth analysis of the retention of faculty of color in order to better understand the ways in which to better support their professional lives

Staff Initiatives

- Began construction of Chenango Hill homes, which will expand the selection of available housing in Hamilton
- Develop enhanced guidelines for casual-wage hiring to include careful consideration of whether these arrangement serve the employees and institution well
- Review long-term casual wage positions to determine if they should be transformed into benefitted staff positions
- Create new employee status for long-term casual wage staff

Resources for New Mothers

- Defined paid break time for new mothers who need to nurse or breast pump and provided a list of rooms suitable for lactation across campus as well as protocols for ensuring availability
- Via updated list of lactation locations, identified buildings that do not offer appropriate spaces as well as spaces available in nearby buildings
- Continue to work to broaden the list of options

SECTION V.

Campus Culture and Communication

What we say matters. In addition to ensuring that the University's policies are equitable through regular review, University communications, both internal and external, should reflect our commitment to inclusivity and equity. Every employee should be well-prepared for supporting the University's mission of living and learning in a diverse community and should understand this is crucial for their work at Colgate.

Bias Incident Log

- Drafted bias incident log for the purpose of recording, without any personally identifiable information, a descriptive summary of bias-related incidents on campus
- Deploy and communicate the bias incident log to the Colgate community

Assessment of Campus Climate

- Approved the addition of 11 DEI-related questions to the senior survey, which will be administered every three years
- Developed and delivered annual harassment training for all employees
- Consider two additional question sets for rotating senior survey use
- Administer to faculty, staff and students the HEDS DEI Campus Climate survey
- Review and assess campuswide programming and events designed to support inclusiveness and cultural competency, including assessing impact

Student Life

- Convened DEI working group for Greek Life, orientation, and Colgate Conversations
- Surveyed all fraternity and sorority members regarding DEI efforts for students
- Established the Mat at Parker Commons as a popular social space for a diverse range of student organizations
- Established a food security working group in response to the Class of 2019 senior survey results
- Expanded satellite hours for Counseling and Psychological Services to include Office of Undergraduate Scholars (OUS)
- Identified and created a dedicated Muslim prayer space on lower campus

- Analyze results from Greek Life survey and develop suggestions based on that survey
- Conduct a comprehensive gender-equity review of programs in PERA
- Implement new Class of 2024 orientation programming focused on DEI issues

University Communications

- Launched new website that exceeds accessibility standards while more accurately reflecting diversity at Colgate and the University's DEI commitment
- Develop a repository of resources reflective of the strongest diversity and inclusion work being done today on college campuses and elsewhere
- Continue to work on making all online content fully accessible

Campus and Operations

- Adjusted University purchases towards a more competitive bid process
- Provided free menstrual products in bathrooms around campus
- Publish an online map of gender-inclusive restroom facilities across campus
- Continue the practice of installing gender-inclusive restrooms in new buildings
- Analyze recent requests for accommodations in order to understand departmental fiscal concerns and plan for more centralized response
- Compile resources for purchasers across campus to assist them in identifying, considering, and using minority- and women-owned businesses

Alumni Engagement

- Created the Alumni of Color (AOC) Third-Century Endowed Fund to provide resources for programs that enable alumni and students of color to connect both on and off campus
- Compiled demographic data regarding alumni participation to better understand current levels of engagement in alumni programming and giving (as an important marker of engagement with the University)
- Identify and invite Colgate alumni of color holding PhDs to engage with Colgate's campus community through lectures and visits

SECTION VI.

Responsiveness

To the extent that the challenges of living in a diverse community will continue to be felt keenly by members of our campus community, Colgate must do a better job of responding with commitment and compassion when failures of equity and inclusion do harm to community members. This will require not only better support for those employees who already play this role, but also an exploration of new models that can undermine the current sense, so often expressed, that the University is incapable of responding well to such harms. Students, faculty, and staff must also have access to avenues that allow them to express their concerns without fear of retaliation or loss of control.

Students

- Assign appropriate Cabinet member to work with student affinity groups until CDO arrives on campus
- Arrange conversations with affinity groups with appropriate Cabinet members
- Solicit student input on CDO search

Faculty and Staff

- Completed external review of Equity Grievance Process (EGP)
- Revise policy with enriched options for responding to incidents and expansion of possibilities for restoration and meaningful resolution
- Identify and publicize avenues of response for members of the community who experience bias but do not wish to immediately avail themselves of the EGP
- Engage in tabletop exercises akin to those conducted by the Emergency Operations Center with the goal of rapidly responding when bias incidents are reported
- Identify and provide resources and support for PERA staff who frequently serve as advocates and/or safe haven for student-athletes of color

MOVING FORWARD

Colgate's DEI Plan will continue to grow and evolve as we work to become more ambitious in our hopes for equity and inclusion throughout the broad Colgate community. The incoming CDO will surely help to guide this evolution, but it must also be fed by all constituencies and all members of our community. Plans for outreach and conversation with campus constituencies were set aside when the pandemic required the emptying of campus last spring, but these efforts will need to be renewed this fall. In the 2020–2021 academic year, more voices must be engaged if the vision of long-term sustained effort is to be realized. Recommendations from the Board, faculty governance bodies, staff groups, student organizations, alumni affinity organizations, and other groups will be considered and will serve to refine the plan as the context changes. In preparation for the arrival of the CDO, the University will assemble a DEI Coordination Group. The group will be composed of appropriate representatives from each division — individuals selected by virtue of their complementary job descriptions. The Group will be responsible for ensuring that information and policy from the CDO is brought to senior leadership in each division, and that implementation is managed accordingly, given the unique challenges and opportunities in each division. This group will focus on ensuring that the University's legal and policy-driven obligations in regard to diversity, equity, and inclusion are consistently met.

In addition, the University will form a DEI Advisory Group. This group will be made up of practitioners whose perspectives the CDO will regularly need to engage, and whom it would be good to convene in a collaborative space with some regularity. (There may well be overlap in the makeup of these two groups). The Advisory Group will provide a network that will ensure ongoing DEI efforts are well-coordinated, communicated, and planned in the context of overall institutional strategy.

As called for by the *DEI Plan*, DEI work will also continue to be moved forward through the overall work of advancing *The Third-Century Plan*, and, in this context, it will be a subject of attention and effort on the part of the Board of Trustees, faculty governance, and University administration in their shared efforts to build a stronger Colgate.

DIVISIONAL DIVERSITY, EQUITY, AND INCLUSION STATEMENTS

Admission

The Office of Admission at Colgate University is dedicated to fostering relationships between prospective students, our office, and Colgate community members. Our community welcomes people from all different locations, backgrounds, identities, and ideologies. We establish a welcome, supportive environment and maintain a commitment to customer service while also pursuing equity and inclusion. We counsel prospective students and their families about the admission process to give an honest and accurate representation of the Colgate experience. As a team, we are united in these goals, and we take pride in an ethical approach to admission, holding ourselves and one another accountable; recognizing when change is needed, we strive to grow and improve upon our mission.

Communications

The Office of Communications plays a distinctive part in Colgate's efforts to advance diversity, equity, and inclusion. As communicators working on behalf of this community, we embrace the opportunity to inform the broadest possible audience on details, achievements, and challenges surrounding the University's DEI Plan. Moving forward, we will redouble our efforts to widen that audience and enhance the accessibility of all University messaging. We will ensure that Colgate.edu reflects the University's philosophy on DEI. We will speak directly to families with limited means to engage with the University and aid in admission efforts to expand the diversity of Colgate's applicant pool. Within our own office, as we pursue this important work, we will increase the number of minority and women-owned businesses we hire, explore partnerships with national organizations that support underrepresented professionals, and join campus groups that advance DEI initiatives.

Dean of the College

The Dean of the College recognizes and appreciates the unique talents and contributions of each individual with whom we work. The division encourages ongoing diversity

education and expects our staff to approach this endeavor with a sense of open-mindedness and willingness to experience the unfamiliar with respectful communication. We facilitate exploration, learning, and understanding of identity development and social justice issues, resulting in an inclusive and supportive community where each voice is heard and valued.

Dean of the Faculty/Provost

The Dean of the Faculty understands that a demonstrated commitment to diversity, equity, and inclusion requires intrepid strategies and a bold vision. It is a unique division, consisting of faculty and staff who value the interrogation of ideas while adhering to values of diverse perspectives, identities, and qualities. Upholding the University's intellectual mission and living out its distinctiveness necessitates a judicious approach to the academic curriculum and student development, faculty and staff hiring, sustainability and world care, and the safeguarding of our collective principles of equity, integrity, and excellence.

Finance and Administration

The Division of Finance and Administration is committed to supporting Colgate's diversity, equity, and inclusion efforts. The division contributes to this work in many ways, including by: ensuring that the University has adequate resources for its inclusive programs and initiatives, both today and for future generations; enhancing the inclusiveness of the processes through which employees are hired; and helping to maintain and develop the campus to make it more accessible to every member of the campus community.

Institutional Advancement

The Division of Institutional Advancement is dedicated to fostering life-long connections between alumni and the University and supporting opportunities for engagement for all alumni. We direct the benefits of alumni voices, participation, volunteer service, and financial assistance to

support the University's educational mission and its students, faculty, and staff. We are committed to creating a climate that ensures the staff members of the division are welcoming and supportive of all alumni, regardless of their backgrounds and identities. We embrace the University's *Third-Century Plan* and the *Diversity, Equity, and Inclusion Plan* and will structure and implement special initiatives and programs that engage and support the University's alumni of color and develop the appropriate engagement and communication strategies that connect them to one another, fellow alumni, and the campus community

Physical Education, Recreation and Athletics

VISION: To be an inclusive community of competitive excellence

Inclusive: We seek to be a welcoming and diverse association of students, professionals, alumni, and fans in which all people are treated equitably and respectfully, and can contribute fully to our success.

Community: We share common goals, we affirm open communication and civility, we honor the sacredness of each person, we accept responsibility to act for the common good, we care for and serve one another, and we honor our history while celebrating our evolution.

Competitive Excellence: We strive to consistently perform at the upper range of our potential, to get better every day with a goal to win - to win in competition, in the classroom, in the community and in the lives of every member of the Colgate Community.

VIRTUES: Our virtues are lived values - we are at our best when we are:

- Thoughtful — Careful, reasoned, inclusive, action
- Driven — Relentless, energetic, focused pursuit of courageous goals
- Enthusiastic — Passionate, positive, fun presence
- Cohesive — Close-knit, collaborative, consistent teamwork
- Bold — Creative, resourceful, fearless winners

DEI UPDATES FROM DIVISIONS AND DEPARTMENTS

Colgate's administrative divisions were encouraged to develop their own strategies and initiatives for strengthening equity and inclusion in alignment with the philosophy laid out in *The Third-Century Plan* and the *Plan for Diversity, Equity, and Inclusion*. Some of the details of these efforts are included here, to give a sense of the ways in which this work is moving forward beyond the initiatives reported above. This is by no means an exhaustive list of efforts taking place in departments across the University, but it does give a sense of the variety of ways that departments are working to make DEI an integral part of their work.

DEI Trainings Across the Divisions

Since the November 2019 publication of the *DEI Plan*, there has been a significant increase in training aimed at Colgate employees, as departments sought to prepare themselves to contribute to the high-level goals laid out in the plan. Some of these training activities are listed below:

- The Office of Equity and Diversity coordinated online training opportunities for employees working remotely due to COVID-19. Two of the seven programs offered are directly related to diversity and inclusion. To date, 211 employees have completed Diversity: Inclusion in the Modern Workplace, which is designed to help employees successfully work with diverse co-workers by encouraging respectful behavior, reducing bias, and explaining how cooperation can overcome conflict. This course also identifies the challenges and opportunities arising from human diversity and helps employees understand the need for a respectful workplace and the barriers that prevent full participation. Once employees complete the diversity course, they are able to elect to take additional courses, one of which is Managing Bias. This course defines bias, describes how it affects our workplace, and encourages learners to use that knowledge to reduce the negative effects of bias. To date, 39 employees have completed Managing Bias.
- The admission office conducted training on bias and microaggression. The department also read Professor Anthony Jack's *The Privileged Poor How Elite Colleges Are Failing Disadvantaged Students*.
- Professor Meika Loe and Rodney Agnant collaborated

to co-facilitate a two-day Intergroup Dialogue (IGD) workshop at the ALANA Cultural Center for 24 Colgate staff and faculty.

- Three Residential Commons provided IGD training around diversity, equity, and inclusion issues for their students.
- Several members of the ITS staff attended two EDUCAUSE webinars: Diversity, Equity, and Inclusion: Moving from Talk to Action ' and 'What Is DEI? How Can I Be a Better Ally?'
- ITS partnered with Professor Maura Tumulty, associate provost for equity and inclusion, and Tamala Flack, executive director for equity and inclusion, to hold two sessions on Task-Irrelevant Cognition | Challenges to Effective Evaluation. Six of the participants were outside of the ITS department; nine participants were ITS staff.
- In November 2019 and January 2020, the library faculty and staff participated in diversity, equity, and inclusion training sessions with a goal of ensuring that their area provides a welcoming and respectful environment for all users. The sessions were led by Tamala Flack (11/2019; 1/2020), Professor Maura Tumulty (1/2020), and Kerra Hunter, assistant dean and director of international student services (1/2020). These sessions should provide the tools needed for cultural competence and increase awareness of our inherent biases.
- In February 2019, the Oberlin Group of Libraries Working Group on Diversity and Inclusion hosted Operationalizing Diversity, Equity and Inclusion, presented by Alexia Hudson-Ward of Oberlin College. This webinar, created for directors, was an engaging session and conversation to help member libraries organize their thinking within their respective institutions around five areas of impact in DEI used at Oberlin College: people, collections, spaces, facilities, and services. The session was recorded and made available on demand for all Oberlin Group librarians and staff.
- The Campus Programming Committee, led by Marsha Collett, Odette Rodriguez, Pamela Gramlich, Vicki Coates, and Rodney Agnant, co-facilitated a retreat in which 20 staff members attended sessions exploring event planning, diversity, accessibility, intersectional analysis, DAR and assessment, student support in crisis, and staff self-care.

- The Dean of the College Division arranged a campuswide lecture and several smaller sessions with Professor Anthony Jack.
- The Dean of the College Division also hosted a half-day professional training, led by Professor Arlene Kanter, on disability and higher education and an all-day retreat on DEI, partnering with the firm Third Settlements.
- Student Health Services (SHS): Women's studies, LGBTQ+ Initiatives, and SHS organized and sponsored a transgender terminology presentation, increasing collaborative efforts with Tiffany Lane, director of LGBTQ+ initiatives, to improve SHS intake forms, reception and exam rooms, patient messaging, and advertising as it relates to SHS' commitment to improving the delivery of care to LGBTQ+ and marginalized students.
- The monthly Thrive Brown Bag Lunch series, offered to members of the community, sought to increase self-care and improve the self-concept of students while exposing them to topics that disproportionately affect students with marginalized identities. These lunches were inspired by the Equity in Mental Health Framework, which identified spaces for self-care and mental health programming as essential to the wellbeing of students of color. Attendance averaged 15–20 participants per lunch, often including staff and faculty. This year's topics included setting your own agenda, self-care and privilege, and the power of storytelling.
- In collaboration with the Center for Women's Studies, counseling and Haven launched a programming initiative titled Radical Fat Politics, featuring Caleb Luna (Anti-Racist Fat Politics) and Sonya Renee Taylor (Raising a RACHUS). When discussing DEI focus areas, body size and shame are routinely left out of the conversation, as though these harms don't exist. The speakers demonstrated to our students that body shame and weight discrimination are behaviors rooted in racism, ableism, and classism.
- Campus Safety and Environmental Health and Safety and Emergency Management staff played significant roles in the Dean of the College Division DEI planning and working groups, with special focus in foundational structure, equity in student experience, campus culture and communications, and responsiveness. As in previous years, Campus Safety staff members served on the Bias Response Team and IGD Initiatives Council. Additionally, safety staff were active participants in DEI-related brown bags, Colgate Conversations, and professional development opportunities throughout

the year. Campus Safety and Environmental Health and Safety and Emergency Management staff also all completed a month long training on DEI, including, but not limited to, diversity and inclusivity awareness, managing bias, building a supportive community, and taking action to bridge community, and diversity and identity in disabilities.

- The ALANA Cultural Center, within the Dean of the College Division, hired three students who, serving as social justice peer educators, led monthly workshops for their fellow students on topics such as storytelling and social justice 101.
- In Haven, Tracia Banuelos facilitated two workshops surrounding DEI work for professional staff and created an intersectionality 101 training for the bystander intervention interns. First, she presented the workshop Approaching Diversity, Equity, and Inclusion: Living Intersectionally at the Third-Century Campus Programming Committee retreat in August 2019, and then she offered a more informal workshop, The Uses of Anger, by Audre Lorde, with counseling center staff.
- The Dean of the College Division has engaged in multiple diversity-related training sessions, including IGD and Safe Zone. The division has also partnered with colleagues in the Dean of the Faculty Division for meet-and-greets/mix as well as combined Safe Zone trainings.

Faculty Hiring and Recruitment Efforts

The Dean of the Faculty Division has overseen the hiring of a diverse cohort of faculty from underrepresented groups through active recruitment and target-of-opportunities. Since the academic year 2017–2018, the division has made 13 diverse tenure-stream hires (out of 34 total tenure-stream hires in that period) in the following departments and programs: Africana and Latin American studies (2); art and art history; economics; educational studies; English; mathematics; physics and astronomy; theater; and women's studies. Of the hires made last year, five of 10 were people of color (including international hires); five of 10 were women, with one hired into chemistry — a predominantly male department.

University Museums

University Museums staff have been considering questions of

diversity, equity, accessibility, and inclusion in the museums' space. In the early spring, the museums hosted a museum conversation on museums' accessibility for people with sensory disabilities such as blindness. The outcome of that discussion has been to create alternative tags for images in the museums database. These are descriptions of an image for those who cannot see it. Student interns have undertaken the descriptive work, which will eventually be put into the permanent collections database.

On questions of diversity and race, the longstanding public posture of museums as neutral, apolitical, universally accessible spaces has, in recent years, come under question and the University Museums staff has begun to attend to these critiques in the Colgate context. Both the Longyear and the Picker are addressing ways of decolonizing, and the Longyear is also making inroads on repatriating contested objects in the collection. The staff has turned its attention to museums' obligations to eschew the narrative of neutrality and to work actively to dismantle colonial and racist practices and will be gathering regularly to educate itself more about museums and social justice, using the Social Justice and Museums Resource List as a starting point for learning.

National Scholarships and Fellowships

The Office of National Scholarships and Fellowships continues to expand its reach, having worked with 176 student applicants last year, up from a previous record of 136. The office has recently hired an assistant director, who will begin work this summer. One of the tasks before her is to analyze student data, including demographic information. Anecdotally, the office reports that the ratio of women to men applying for fellowships of all kinds is approximately 4:1. The office is also working to engage higher numbers of students of color than in the past, in part through concerted outreach to the OUS program and the First@Colgate. In the wake of these efforts, OUS had three notable results this year: Shamarcus Doty won a Rangel Fellowship; Victoria Basulto received a Public Policy and International Affairs Fellowship; and Thomas Dunia a Critical Language Scholarship for Swahili.

Information Technology Services

- **Job Description Analysis:** In January 2020, Tamala Flack met with ITS leadership to discuss DEI efforts.

ITS requested and received feedback to assess and improve our language in three ITS job descriptions. The goal was to eliminate or minimize language that may keep someone from applying while also developing a diverse pool of applicants. Sarah Curtis, classroom, digital media & events manager, also worked to evaluate language that may often keep women and other underrepresented groups from applying.

- **ITS DEI Workshop Series:** Jordan Wenzel, IT support specialist, and Sarah Curtis met with Tamala Flack in April to brainstorm topics for an ITS DEI series of workshops. ITS will be working more closely with student populations to encourage an educational experience that students can take with them when graduating and entering the job market. ITS wants to focus on things to say and things to avoid when faced with controversial conversations — how to answer but not give opinions while keeping a positive, inclusive, and professional relationship. The initial topics include working with international student populations and cultural humility.

University Libraries

The University Libraries developed three strategic directions, completing this work in February 2020. The first strategic direction is DEI. This area is focusing on promoting diversity, equity, and inclusion in all aspects of library operations, including collections, accessible spaces, staffing, and services. We provide welcoming spaces for our users, whose differences we recognize and respect.

The Oberlin Group of Libraries Working Group on Diversity and Inclusion also coordinated and offered two lightning-round sessions for member libraries to share specific, practical, and operational efforts to improve the diversity, equity, and inclusiveness of our collections, instruction, cataloging, spaces, programming, staffing, etc. Members of the University Libraries attended these sessions via Zoom in August 2019 and November 2019.

Off-Campus Study

Efforts to enhance diversity, equity, and inclusion in the OCS office have focused on two areas: working with diverse students on campus and enhancing our offerings to appeal to a wide range of interests. With regards to working with

students, OCS staff have focused efforts on enhancing the breadth and depth of recruiting efforts for off-campus study programs. These include tailored information sessions about off-campus study opportunities for groups including the OUS/FIRST scholars, students at the ALANA Cultural Center, and international students. The office has also focused on the reentry experience of students after they have studied off campus. For example, OCS sponsored a reentry discussion for returning study abroad students with professors Kezia Page and Susan Thomson, who were joined by DuBois Jennings, from an approved program provider, whose specialty is speaking with first generation and students of color. This gave students the chance to explore identity and their feelings about crossing cultures and then returning to their host culture.

The OCS office has also worked to expand and promote programs with a wide geographic and academic focus to appeal to a diverse set of student interests. In 2019–2020, the locations of Colgate's own programs included China, Hong Kong, Japan, Azerbaijan and Uzbekistan, and Nepal (although many were disrupted by COVID-19 this year). While the majority of our students still study in Europe, the OCS office is having success in encouraging students to study abroad for a semester in non-traditional locations. Colgate students last year studied in six African countries (Egypt, Ghana, Kenya, Morocco, Tanzania, and Tunisia), five countries in Asia (China, Japan, India, Nepal, and Samoa), four in Central or South American countries (Argentina, Chile, Ecuador, and Panama) and two countries in the Middle East (Jordan and Israel). Two newly approved programs within the New York Six Liberal Arts Consortium add additional options, including the St. Lawrence Kenya program and the Skidmore Madrid program. The Madrid program in particular offers a focus on intellectual inquiry centered on gender, identity, and social justice. We will continue efforts to expand student access to and awareness of the diverse suite of off-campus study programs so that all students can find the program that best meets their academic and cultural learning goals.

Sustainability

During the last year, to support DEI initiatives and stay true to its mission, the Office of Sustainability has continued and

improved a number of programs and practices. The office continued the use of land acknowledgment statements at events, include pronoun usage during orientation for interns and volunteers (S-Reps), and focus on environmental justice in the peer-to-peer Climate Conversations P.E. program. Last year, the office changed the S-Rep selection process with the intention to reduce bias. The office also incorporated elements of social justice and wellness into the new Oak Event Certification program, such as encouraging the support of women and minority-owned businesses. Last year, the office revised the Green Certification P.E. program and intentionally focused on highlighting social sustainability, environmental justice, and the importance of indigenous knowledge throughout the soon-to-be-completed learning module (renamed Sustainability 101). The Office of Sustainability has continued involvement with campus food security initiatives and is prioritizing access for international student volunteers in our 2020 Community Garden reopening plan. Finally, we augmented our successful and long-running Foundations of Sustainability discussion course for staff to include a full week of focus on environmental justice.

Staff in the Office of Sustainability have also been heavily invested in DEI work across campus. Last year, Pamela Gramlich, assistant director, sustainability & P.C. environmental studies, was deeply involved with campus IGD initiatives. She facilitated Colgate Conversations during first-year orientation, co-coordinated the IGD Brown Bag Series, and served as an IGD consultant. The assistant director also co-founded the Colgate Hello Employee Resource Group (ERG), whose mission is to create cross-campus networks that foster an inclusive community. As a current steering committee member for the ERG, she has been involved with planning programs focused on each of the employee behavioral competencies, including DEI. She has also worked with others on the ERG steering committee to create opportunities for employees to engage in anti-racism work, including the creation of the 1619 Podcast Club, and upcoming anti-racism workshops.

Chapel House

This year, Chapel House welcomed a set of African masks and a Muslim prayer board, purchased from Professor Carol Ann Lorenz, into our main art collection. These masks come from

Nigeria, Côte d'Ivoire, Gabon, and Liberia and are among the first African pieces added to the collection in the last 40 years. It also welcomed new Native American art, starting with a beaded cross made by local artist Sheila Escobar of the Mohawk Nation, Turtle Clan. Chapel House is continuing to pursue Native American art. In an effort to introduce the new art to the community, Chapel House held two receptions: one for the set of African masks and the prayer board, the other for the Native American art. These receptions were well attended by 30–40 people each — students, faculty, staff, and community members. In the coming year, Chapel House is planning to expand its collection by adding art pieces on the Mohawk creation story by Mohawk Nation artist John Fadden. By expanding its art collection, Chapel House continues to live out the vision of being a resource for people's spiritual and humanistic journeys.

Core Revision Committee (CRC) Stated Goals for the Core Revision

As the *DEI Plan*, released in fall 2019, makes clear, there is much room on Colgate's campus, and in our curriculum, for initiatives that will help us, as a community, create a truly diverse and inclusive institution in Colgate's third century.

The core curriculum stands at the heart of a Colgate education as a vital space wherein academically rigorous, profound, meaningful education for systemic inclusion can take place, and — quite critically — can reach all Colgate students. The CRC has worked to craft a revision proposal that features a multitude of opportunities for students to grow as scholars and citizens in their encounters and engagements with the cultural, intellectual, artistic, and human diversity of the world, including the world right around them. To the extent possible, the CRC has inflected all dimensions of this proposed core revision, including the First-Year Seminar Program, with a mandate to expose students to the diversity of perspectives, experiences, and ideas that both energize and complicate global societies and our local world. The working title for our core revision is *Diverse Perspectives, Inclusive Communities: A Core for Colgate's Third-Century*.

Inclusivity means embracing, in all of our core classes, wider awareness of the contributions that societies, ancient and modern, from all corners of the world, have made to

humanistic, scientific, technological, artistic, and ethical thought and practice. Inclusivity means teaching students in the core about the whole world and the complex, often fraught, histories of global interconnectedness. This may mean learning not only about ancient trade routes and seafaring, but also about the slave trade and the Middle Passage. It may mean learning not only about the aesthetic genius of cultures all over the world, but also about global wars and the millions of people cast into exile in increasingly unwelcoming and closed societies.

Inclusivity means creating the grounds for students in FSEMs and core courses to learn about the wide range of perspectives, beliefs, commitments, capabilities, dreams, hopes, fears, and hidden pains of the people around them. It means confronting the deep systemic legacies of racism in our midst and in our larger societies.

Most crucially, education for inclusivity means using the Core Liberal Arts Curriculum, including the FSEM program, to create opportunities for students to become aware of the myriad ways that privilege, positionality, power, and access create patterns of belonging and exclusion, whether in the spaces and practices of a small liberal arts college or in the broader world. It means encouraging all of us, all members of the Colgate community, to think about who easily belongs and who is excluded, creating ways to mitigate exclusion, and building a real community: diverse, equitable, and enduring.

The CRC will bring a core revision proposal to the whole faculty for a vote in the fall semester of 2020. It is the committee's hope that the faculty will embrace a revision of the core that foregrounds teaching and learning about diversity, equity, and inclusion.

Admission and Recruiting

The Multicultural Recruitment Team successfully executed a number of strategies that led to enrollment of the largest multicultural class in Colgate history: 26.5% of the Class of 2024. Colgate has adopted a test optional policy and research shows that this tends to increase the diversity of both admitted and enrolling students. The department has also focused significant energy on expanding its

relationship with high schools that have majority student-of-color populations and with community-based organizations (CBOs) that help students from underrepresented groups prepare for college and assist admission departments in making good connections. An admission CBO week is planned as a part of virtual programs during the summer of 2020, and Colgate has signed two additional memorandums of understanding with CBOs. Colgate now regularly works with 20+ CBOs.

Services and Supports to Students

Efforts in the Dean of the College Division in the area of services and student support include:

- The establishment of a food security working group, which, among other efforts, has addressed a need, expressed by the Class of 2019 in its senior survey, to shorten the travel time to the grocery store — a situation that was negatively impacting students who did not have access to personal transportation.
- The presentation of a 10-hour, three-part seminar on the fundamentals of budgeting, saving, and investing by the Learn to Earn financial literacy project.
- The expansion of Counseling and Psychological Services satellite hours to include OUS in addition to existing satellite hours established for international students and athletes. Counseling also instituted weekly in-house DEI professional development for staff, with each staff member rotating to lead a discussion or workshop.
- While COVID-related financial constraints may postpone work, the division worked with the facilities team to create a dedicated Muslim prayer space on the lower campus, better supporting students' needs as Ramadan moves into the academic year for the next decade.

Supporting International Students

In the wake of challenging pivots in the federal government's regulation of visas for international students, Colgate formally joined the Presidents' Alliance on Higher Education and Immigration and signed onto a number of amicus briefs through that organization in support of lawsuits seeking to reduce the negative impact of these regulatory decisions on international students, both at Colgate and nationally.

Greek Life

Greek Letter Organizations created a DEI working group in the spring of 2020 to integrate these ideals into each chapter, their membership, and the 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. Understanding and development of the purpose of the group was aided by incorporating IGD exercises in the initial meetings. To influence the work the group will do, the Dean of the College Division released a survey in April 2020 to all fraternity and sorority members. The survey generated 381 responses, equaling 46% participation from current community members. The results of the survey will be analyzed to identify areas of overall need, and each chapter will receive a report of responses collected from their membership. The working group will use the fall semester to prioritize action items for the upcoming year based on suggestions and results from the survey.

Student Social Space

This report has already indicated the need for an ongoing and multi-year effort to expand the options for social space available to all student groups in an effort to ensure equitable opportunities for hosting events. Some shorter-term efforts will also be required, however. One project in this vein is the Mat at Parker Commons — a Dean of the College Division project that is slowly taking hold as a viable student organization space for performance and social events alike. In the past year, despite the disruptions of the pandemic, it established itself as a popular social space for student organizations as well 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 in a space that had largely been dark for the last few years.

During fall 2019, seven events were produced at the Mat, while 10 events were tentatively scheduled for the spring of 2020, prior to COVID-19. One of the most notable outcomes of the Mat this year is the diversity achieved in the audiences. On several occasions, 90% of the audience were domestic

students of color and international students. Anecdotal feedback from students indicates that the Mat is not, unlike some campus spaces, perceived as a space associated with majority students, and as a result, it does not carry with it any preconceived notions of ownership.

In terms of audience size, the Mat currently averages approximately 125 attendees per performance, with 80 being the smallest turnout and 235 being the largest audience. At a typical show, 80% of the audience will be standing, pressed up against the stage and interacting with the performers. The remainder of the audience has several options for seating on the periphery of the venue. While alcohol has been sold on a couple of occasions, there have been no incidents of drunken or unruly behavior.

Board of Trustees

At its most recent meeting, the Board engaged in an open and intensive discussion of the need for improvement in Colgate's overall performance in terms of DEI and expressed an awareness of the need to diversify the Board itself. The Board will petition the New York Board of Regents to allow the membership to expand from 35 to 38 members in order to increase immediately the diversity of the Board. The Board recently formed an ad hoc Committee on Diversity, Equity, and Inclusion, charged with promulgating and coordinating Board efforts to improve its diversity, operations with respect to diversity and inclusion, and those undertakings designed to enhance both Board and University efforts to advance DEI. With representation from all programmatic committees (Academic Mission and Programs; Campus Life and Programs; University Outreach; and University Resources) the ad hoc committee will report out regularly to the full Board on these efforts at regular Board meetings and as needed. Finally, the Nominations, Governance and Trustee Development Committee is developing and identifying DEI training for the Board.

The Mosaic Initiative

This program connects multicultural alumni with Colgate, current students, and each other through fellowship and mentorship, with a particular focus on career development and networking. Veronica McFall '89 is the assistant director of alumni relations who manages the programs

and volunteers. The Mosaic news site is a robust warehouse of stories and information that is circulated to alumni twice a year but updated more often by the Office of Communications. Some programming sponsored by Mosaic in FY20 included:

- More than 200 alumni of diverse backgrounds were asked to provide words of encouragement to current students (international, LGBTQ+, ALANA, OUS, first-generation), during the COVID-19 pandemic. Fourteen alumni submitted letters, video recordings, quotes, etc. that were distributed in a weekly e-newsletter.
- Mosaic hosted an Alumni of Color (AOC) event in Philadelphia, Pa., with Provost Tracey Hucks '87, MA'90, a holiday party in New York City, and two events to honor the history of Alumni of Color at Colgate, featuring Diane Ciccone '74 and Jim Smith '70.
- During the pandemic, Mosaic and AOC sponsored an online social event that attracted more than 80 attendees.

Alumni Council

The Alumni Council is forming a new ad hoc Committee on Diversity, Equity, and Inclusion and will be examining opportunities to engage under-represented alumni and advise the University on best practices.



SUSTAINABILITY PLAN STATUS UPDATE

July 2020

Colgate's Bicentennial Plan for a Sustainable and Carbon Neutral Campus is a five-year plan that takes us through our 2019 carbon neutrality date to fiscal year 2021. **Green text indicates significant progress. Red text indicates next steps.**

Campus Culture. These programs and strategies foster sustainable behavior and decision-making by providing educational resources, generating excitement, and raising awareness around issues of sustainability in our living, learning, and working environment.

- Developed a sustainability passport program that allows staff to succeed at fulfilling the sustainability behavioral competency that is a part of every job description
- **Better integrate sustainability within first-year orientation to emphasize its importance from a student's first day on campus**
- **Link student academic experience to on-campus operational practices**
- **Institute optional graduation pledge**
- **Develop and implement a sustainable purchasing policy**
- **Develop plan to become a plastic-free campus**

Curriculum and Learning. These initiatives provide an exceptional liberal arts education through the lens of sustainability and climate action and preparedness.

- **Increase faculty awareness of teaching to sustainability**
- **Enhance co-curricular education/experiential learning that foregrounds sustainability**
- **Identify and encourage courses on sustainability and climate change in the curriculum**

Campus Operations. How we go about our day-to-day business has large ramifications for our ecological and carbon impacts. Energy and buildings, transportation, waste, and water use strategies are specified in this section.

- Integrated Colgate's green building standards into the University's construction and design standards
- Completed the Energy Master Plan
- Expanded natural gas along Broad Street and other campus buildings to replace fuel oil #2
- Completed efficiency and material handling upgrades to our biomass energy system

- Continue collaborating with First Transit, Inc. (cruiser and on-demand service) and Wade Tours and Hale Transportation (charter service) to emphasize low-carbon operations that reduce our environmental and carbon impacts
- Replace Colgate's current vehicle fleet with zero-emission or low-emission vehicles on a rolling basis
- Implement an air travel carbon footprint report card by division in order to raise awareness
- Complete an employee commuter plan that advances sustainable transportation options for Colgate commuters
- Reduce landfill waste by an additional 100 tons from about 750 tons in 2015 to 650 tons in 2019 with an aspirational goal of becoming a zero-waste campus by 2025
- Reduce water consumption by an additional 10 million gallons from about 60 million gallons in 2015 to about 50 million gallons
- Develop plan to become a zero landfill-waste campus by 2025

Ecosystems and Land Stewardship. Respecting and protecting our natural heritage and physical resources are vital to both our academic mission and attachment to place. How is Colgate caring for its land?

- Completed a comprehensive update of Colgate's Forest and Open Lands Stewardship Plan
- Completed a full carbon inventory of our forested lands and received certification for their long-term sustainable management

Food and Dining. These strategies promote environmentally sound dining operations and procurement of local and sustainable foods while supporting our local economy.

- Complete a full assessment of our local, community-based, and third-party certified food purchases by July 1, 2017, and establish an institutional goal for increasing the purchase of sustainable foods on campus
- Complete an initial sustainability audit of dining services that includes waste production as well as water and energy consumption
- Complete an action plan for advancing overall sustainability in dining operations, emphasizing sustainable food procurement and waste, water, and energy reduction

Financing. Sustainability at Colgate is a good investment.

While many projects have short paybacks, some may be capital intensive and require creative financing strategies.

- Funded and implemented the Green Revolving Loan Fund (GRLF)
- Investigate federal, state, and local funding opportunities on an ongoing basis

Climate Ready: Resilience and Adaptation. Is Colgate prepared for climate change? These strategies will help us evaluate risks and build resiliency for the future.

- Completed an initial vulnerability assessment
- Complete an initial climate adaptation plan

Offsets. Achieving carbon neutrality by 2019 required investments in carbon offsets.

- Developed a plan to implement and finance offsets that result in carbon neutrality
- Formed a Carbon Offset Working Group to evaluate and recommend offset options



ENDOWMENT REPORT

July 2020

INTRODUCTION

Colgate always seeks to manage its endowed funds in a prudent manner such that they may be deployed in furtherance of the University's educational mission while retaining the ability to benefit future generations of Colgate students.

For generations, the Colgate endowment has provided invaluable support to the University and its students. Currently, the endowment provides approximately 25% of Colgate's total annual revenue. To provide some context to this in dollar terms, the endowment has provided more than \$372 million in support over the past decade. Following accepted and prudent endowment management practices, annual spending from the endowment is based on its underlying market value, rather than the interest income and dividends the portfolio may generate. As a result, the endowment portfolio is invested for total return so that it can maintain and potentially enhance its real value (adjusted for inflation) over the long term.

First Principles

- The overriding principle for endowment management (investment and spending decisions) is intergenerational equity. The current generation of students will not be advantaged or disadvantaged relative to future generations. As a result, the endowment will maintain or enhance its real value (adjusted for inflation) over the long term.
- The endowment is a portfolio of assets established to provide a source of operating revenue into the future. Accordingly, its performance will be measured over rolling long-term periods and compared to an equivalent benchmark appropriately weighted in accordance with the asset allocation policy.
- Spending from the endowment is not predicated on income but instead is principally based upon the underlying value of the portfolio. Therefore, the endowment portfolio will be invested for total return.
- The asset allocation policy seeks to maximize total risk-adjusted return. The pursuit of maximizing total return will be tempered by the University's need to preserve capital and minimize the volatility of returns. As such, the endowment portfolio will seek broad diversification among assets having different characteristics and is willing to endure lower relative performance when compared to benchmarks in strong markets in exchange for greater downside protection in weak markets.
- Various asset classes or strategies serve distinctly different roles and will be included only if they add value to the overall portfolio. For that reason, the asset allocation policy will define the role of each asset class or strategy in achieving the principles.

Asset Allocation

As discussed, the endowment portfolio's asset allocation has been developed to maximize total risk-adjusted return. Consequently, equity rather than fixed income investments are emphasized in order to take advantage of the higher potential returns available to owners of capital as compared to lenders of capital, as evidenced by the long-term history of the capital markets. This pursuit of maximizing total return is, of course, tempered by the University's need to preserve capital and minimize the volatility of returns. That said, the endowment portfolio seeks broad diversification among various asset classes and investment strategies, which are pursued to serve different roles for the portfolio and add value over the long term.

Colgate's asset allocation targets and historical allocation are provided in the table below, along with a description on the next page of the role and results of each category.

Allocation Targets (IN %)

	Policy Range	6/30/2019	6/30/2016	6/30/2014	6/30/2009
Public Equity	5-45	31.3	25.5	32.0	14.6
Equity Hedge Funds	5-45	12.4	21.4	15.4	28.6
Private Equity	5-20	16.8	13.7	15.2	14.9
Absolute Return	5-30	17.4	18.3	17.6	12.3
Real Assets	5-15	7.8	9.2	9.7	4.8
Fixed Income	5-20	10.8	0.0	1.3	6.3
Cash	5-20	3.5	9.9	6.5	11.1

Performances of several broad indices (IN %)

	1 year	3 year	5 year	10 year
S&P 500	10.4	14.2	10.7	14.7
MSCI EAFE	1.1	9.1	2.3	6.9
MSCI EM	1.2	10.7	2.5	5.8
Bloomberg Commodity Total Return Index	-6.8	-2.2	-9.2	-3.7
Barclays Bond Index	7.9	2.3	3.0	3.9

ASSET ALLOCATION ROLES AND RESULTS

Public Equity

Includes long-only equity in the United States, international developed markets, and emerging markets. These investments will reflect, over the long term, the economic climate in which the University operates. Performance in public equity was up 4.5% for the fiscal year 2019. Domestic equities had strong performance, which is reflective of the double-digit increase in the S&P 500. Foreign developed and emerging markets were slightly positive for the trailing months. As has been the case over the past few years, several of our equity managers have had a bias toward technology, which has far outpaced the broad market. We have continued to trim from these managers to bring the public equity component of the portfolio closer to a neutral stance between growth and value.

Equity Hedge Funds

These funds hold traditional long-only stocks but complement those holdings through short sales of securities. The short portfolio may act as a hedge during market declines and/or serve as an additional source of alpha. Our equity hedge funds increased by 8.1% for the fiscal year, far outpacing their benchmark.

Private Equity

Includes investments in buyout funds and venture capital. These assets are expected to provide materially higher returns than public equity while providing diversification for the portfolio. These potential returns come at the expense of higher risk and less liquidity. Private equity increased by 15.4% and continues to be one of our most consistent performers over various time horizons. After nearly a decade of identifying top managers, building relationships, and gaining capacity, we are now realizing the benefits of those efforts.

The endowment portfolio seeks broad diversification among various asset classes and investment strategies, which are pursued to serve different roles for the portfolio and add value over the long term.

Absolute Return

Funds increased by 5.7% for the fiscal year. These funds include single-strategy and multi-strategy managers in various strategies, such as merger and risk arbitrage, distressed securities, asset-backed securities, and other idiosyncratic credit and volatility strategies. These strategies are designed to provide equity-like returns regardless of economic environment and independent of traditional stock and fixed income markets. These assets are generally less liquid than traditional equity investments and are focused on finding distressed and idiosyncratic opportunities. As dislocations occur, our expectation is for strong absolute and relative performance. In recent years, absolute return investments have underperformed traditional equity benchmarks, and while it may be frustrating over a short period of time, this part of the portfolio continues to serve an important role of preserving capital and providing an opportunity to make money in any market environment.

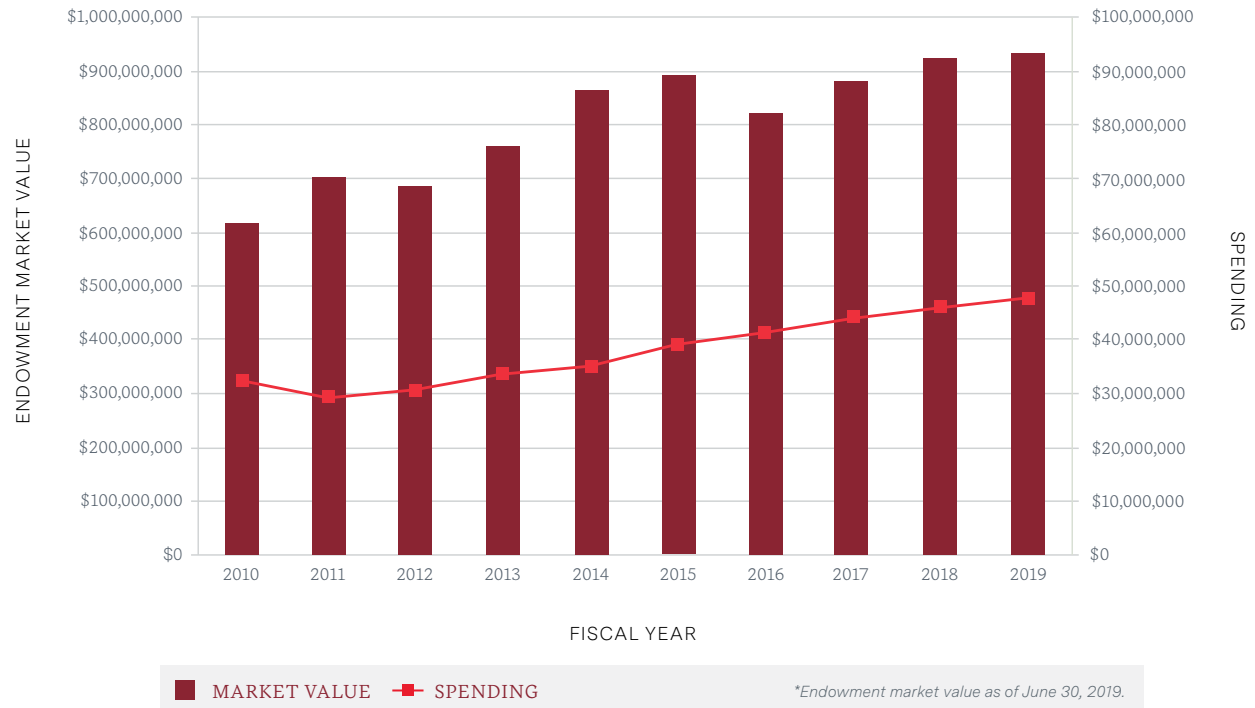
Real Assets

Includes real estate, oil and gas partnerships, and commodities. The role of these assets is to protect the purchasing power of the endowment against expected and unexpected inflationary pressures. The overall real asset category decreased by 2.9%. Over time this has been a consistent performer with good diversification benefits.

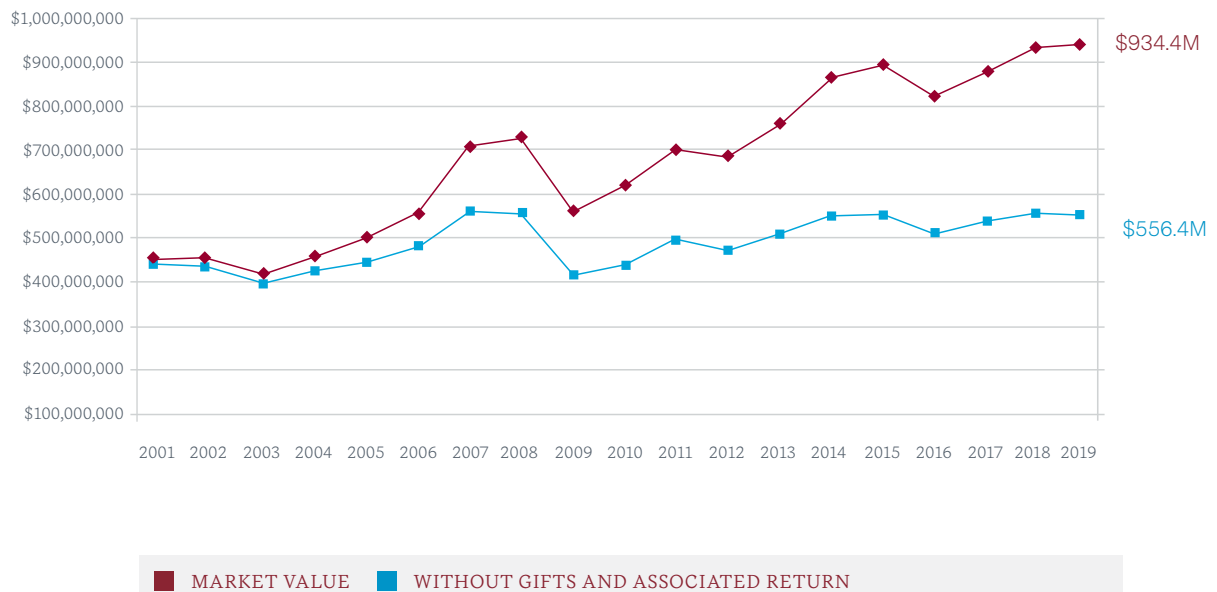
Fixed Income and Cash

Includes core fixed income positions and may include Treasury Inflation-Protected Securities (TIPS). These investments combined with cash and cash equivalents are meant to provide liquidity, a stable cash flow, and protection during exogenous events and in deflationary environments. We continue to maintain about a 10% allocation to short duration fixed income investments. They provided a return well in excess of cash in the last year as well as liquidity in the case of a downturn in financial markets. The fixed income asset class continues to have a challenging risk/return tradeoff, so we would not expect a meaningfully higher allocation compared to current levels.

Colgate's Endowment Market Value* vs. Spending



Growth of Colgate Endowment • FY 2001–FY 2019





FUNDRAISING UPDATE

July 2020

In a year of profound disruption and uncertainty in the nation and the world, Colgate University's fiscal year 2020 fundraising results were, by every measure, remarkable. The interest and generosity of the University's alumni, parents, and friends, and the excellent efforts by many at the University, including the institutional advancement staff, helped Colgate achieve results not thought possible when the pandemic began.

The sum of cash contributions totaled \$46,665,376 vs. \$39,482,397 last year. That total is the second largest fiscal year sum of gifts that the University has received. The largest sum was \$65,785,006 in FY07, when Colgate launched its last campaign and received a \$25 million contribution.

	FY16	FY17	FY18	FY19	FY20
Gifts and New Commitments	\$33.40M	\$37.52M	\$41.49M	\$81.58M	\$50.34M
Total Cash	\$29.60M	\$32.10M	\$35.09M	\$39.50M	\$46.67M
Total Annual Giving	\$12.80M	\$14.30M	\$13.52M	\$13.48M	\$13.67M

Annual Support The Colgate Fund increased by \$656,437 (+ 8%) and exceeded its \$8.3 million goal by \$459,567. The fund has increased 32% during the past four years.

	FY16	FY17	FY18	FY19	FY20
The Colgate Fund	\$6.60M	\$7.50M	\$7.80M	\$8.10M	\$8.76M
Restricted Annual Giving	\$6.31M	\$6.76M	\$5.73M	\$5.37M	\$4.91M
Grant Income	\$3.15M	\$3.34M	\$3.34M	\$2.7M	\$3.33M
No. of Alumni Donors	12,928	13,251	13,344	13,456	11,659

Restricted Annual Giving Restricted Annual Giving declined by \$468,104 (- 8.5%). Several restricted giving categories received support comparable to prior years. Other program areas did not receive as much emphasis, or those involved with the programs shifted their emphasis. For example, the Center for Freedom and Western Civilization initiated efforts to create an endowment rather than secure spendable support and, as a result, annual gifts decreased by nearly \$418,000. The Global Leaders Lecture Series received less attention in relation to increased efforts to encourage parents to support the Colgate Fund.

Restricted Annual Fund – Key Drivers: Historical Comparison

	FY16	FY17	FY18	FY19	FY20
Athletics	\$2.17M	\$2.89M	\$2.32M	\$2.42M	\$2.39M
Student Activities	\$692K	\$604K	\$704K	\$671K	\$822K
Academic Support	\$290K	\$307K	\$683K	\$469K	\$482K
Grants	\$432K	\$600K	\$393K	\$337K	\$423K
Center Freedom and Western Civilization (spendable)	\$65K	\$132K	\$367K	\$549K	\$132K
Internship Fund (spendable)	\$423K	\$195K	\$308K	\$258K	\$182K
Office of Undergraduate Studies (OUS)	\$173K	\$177K	\$241K	\$250K	\$145K
Global Leaders Lecture Series	\$112K	\$310K	\$195K	\$91K	\$18K
Event Sponsorships	\$111K	\$69K	\$128K	\$105K	\$54K
Spendable Aid	\$412K	\$412K	\$103K	\$21K	\$102K
Gifts In Kind	\$471K	\$586K	\$46K	\$84K	\$45K
Broad Street Furnishings and Repairs	\$113K	\$155K	\$32K	\$42K	\$14K
NCAA Student Athlete Activities Fund	\$234K	\$242K	\$11K	N/A	N/A
<i>Other</i>	<i>\$153K</i>	<i>\$84K</i>	<i>\$189K</i>	<i>\$93K</i>	<i>\$97K</i>
Total	\$6.30M	\$6.67M	\$5.72M	\$5.37M	\$4.91M

Alumni Donors There were 11,659 alumni donors, a decrease of 1,797 from FY19. The first half of the fiscal year generated a very strong response from donors, thanks in large measure to the Colgate Fund Bicentennial Challenge, which secured nearly 4,300 donors. As of January 31, the alumni donor count was 148 greater than the prior year.

The pandemic, its effect on our alumni, and the related suspension of solicitations, including reunion gift challenges, were significant factors in the decrease in alumni donors. The suspension of the senior class gift campaign resulted in approximately 275 fewer donors. The cancellation of Reunion 2020 and other events eliminated the participatory gifts associated with registration for attendance. These factors, and several other smaller ones (the loss of Venmo as an online giving option that yielded 335 FY19 donors who did not renew their support in FY20), contributed to an estimated loss of approximately 1,300 donors. It is important to note, however, that nearly 4,000 alumni donors were secured during the pandemic.

Athletics Fundraising A total of \$2,392,111 was received in support of varsity athletic programs, club sports, and the Colgate Athletics Council. This result was \$17,417 less (- 1%) than the total raised in FY19. The total of gifts received,

however, is the third highest sum of contributions for athletics in Colgate history. Although March Mania was suspended due to the pandemic, it was resumed in May and was the most successful March Mania effort since its inception. The effort generated 2,688 donors and more than \$575,000. The overall results fell short of a goal set at the beginning of the year to raise \$2,810,000 for athletics. Next year's goals will include efforts to increase support for women's athletic teams and the Colgate Athletics Council.

Corporate, Foundation, and Government Support Grant income associated with the Corporate, Foundation, and Government Relations (CFGR) Office totaled approximately \$3.33 million, including \$2.11 million for institutional purposes and \$1.22 million for faculty sponsored research. A total of \$830,000 was received from foundations and other private sources, and \$2.5 million was received from government sources, including federal financial aid and the CARES Act funding for student support. (Note, in accordance with CASE guidelines, CARES Act funding is not included in institutional advancement totals.)

Planned Gifts Colgate received 258 planned gifts in FY20 totaling \$15,821,617 and exceeded its \$14 million goal by \$1,821,617. The gifts included 15 life-income gift arrangements totaling \$1,583,742; 20 matured bequests totaling \$9,066,723 (including a \$5,000,000 partial estate distribution for financial aid), six gifts-in-kind appraised at \$574,509; and a new record 206 qualified charitable distributions from IRAs totaling \$836,629 (exceeding the previous record by 2% in dollars and 25% in numbers). The cash received from various planned gifts totaled \$12,061,603. An additional \$3,760,014 was identified from 11 newly documented bequest intentions, IRA beneficiary designations, and life insurance provisions that are not included as cash but do add to the overall planned giving pipeline. The University added 14 new members to Colgate's legacy society, the Willow Society. Of the total Colgate received from planned gifts, \$11,811,055 is eligible to be counted as new gifts for the campaign.

	FY16	FY17	FY18	FY19	FY20
Planned Giving	\$11.06M	\$9.05M	\$12.20M	\$20.70M	\$15.80M

Strategic Initiatives: Financial Aid Contributions to financial aid endowments totaled \$11,167,155, which is an increase of \$3,337,155 over FY19. This total includes a bequest of \$5 million referenced in the planned giving section. That special planned gift, and others like it, serves as a reminder of the importance of securing bequest intentions to create a planned gift pipeline that will benefit the University's endowment in the future.

	FY16	FY17	FY18	FY19	FY20
Endowed Financial Aid	\$5.00M	\$5.60M	\$7.50M	\$7.80M	\$11.17M

Strategic Initiatives: Professorships Four new Third-Century Endowed Chairs were created: Daniel C. Benton '80 Endowed Chair in Arts, Creativity, and Innovation; Rebecca S. Chopp Chair in the Humanities; Carl Benton Straub '59 Endowed Chair in Culture and Environment; and W. Bradford Wiley Chair in International Economics Endowed Fund II.

Strategic Initiatives: Capital Projects A \$10 million gift for Burke Hall was received ahead of schedule and helped Colgate receive a total of \$14,132,092 as compared to \$6,698,167 received in FY19.

Constituency Engagement: Alumni The Bicentennial Reunion and launch of *The Third-Century Plan* created strong

momentum moving into FY20. The Office of Alumni Relations helped manage the distribution and analysis of the comprehensive alumni survey in July 2019. The information from 4,798 respondents formed the foundation for an ongoing engagement strategy.

In FY20, the Alumni Council continued to forge an important partnership with senior administration and the Board of Trustees. They emerged as key ambassadors for Colgate and were productive in working with the alumni relations staff to update their bylaws, recognize key volunteers, plan an off-site meeting in New York City, and communicate their mission to fellow alumni.

During the past year, Colgate alumni engaged with the University in two important new pathways. The COVID-19 pandemic shifted planning from in-person events (including the annual reunion weekend) to online programs. More than 1,600 alumni participated in more than 30 webinars and social events from March through June 30, 2020. In addition, more than 4,100 alumni and students registered for the Colgate Link — a new online networking platform.

The Mosaic Initiative, Colgate Professional Networks, and various athletic events formed other important forms of alumni engagement that helped yield a record 16,924 alumni involved in some form during FY20. That sum is used to calculate the percentage of alumni who were engaged with the University, which came out to 52.3% for FY20.

Constituency Engagement: Presidents' Club Alumni Members A total of 2,571 alumni contributed at one of the Presidents' Club levels, which represents 22% of all alumni donors. Although more than 900 alumni members were secured during the pandemic, the challenging financial times, the cancellation of reunion and its related signature Presidents' Club event had a negative effect on the final membership totals. There were 149 fewer alumni members compared with FY19 (- 5.5%), a result that can be attributed to the suspension of the reunion gift efforts that typically yield a 5% increase in Presidents' Club membership.

There was also a decline in Presidents' Club-level support from alumni in the recent graduating classes. The drop in membership was most notable in the classes of 2012 and 2016. It was likely connected to the gift increase required to sustain their membership (an increase from \$100 to \$300 for the Class of 2016 in their fourth year after graduation and an increase from \$500 to \$750 for the Class of 2012 in their eighth year after graduation). One bright spot was an increase in Presidents' Club membership among the Class of 2019. The first-year-out class was a special area of focus this year and the strategy utilized will be replicated in other classes in FY21.

Constituency Engagement: The Senior Class Gift A total of 334 members (47%) of the Class of 2020 made a gift in FY20. This represents a decrease of 274 donors from FY19 (- 43%). All senior class fundraising efforts were suspended when the campus closed on March 13. The class was on track to meet their 90% participation goal prior to the pandemic.

Constituency Engagement: Parent Giving A total of \$2,721,452 was contributed by parents, including more than \$900,000 received during the pandemic. While this represents a significant decline over FY19, it is due primarily to several large gifts totaling more than \$1.3 million received from parents whose students graduated. The pandemic suspended the annual spring parent giving challenge and a parent gift effort in conjunction with the senior class gift effort. Parent support of the Colgate Fund was strong and resulted in contributions totaling \$1,212,082, an increase of more than \$70,000 over the prior year. In addition, 89 families were members of the Parents' Steering Committee in FY20, including 27 new members.

	FY16	FY17	FY18	FY19	FY20
Engaged Alumni	15,346	16,234	16,466	16,908	16,924
Presidents' Club Alumni	2,754	2,756	2,768	2,720	2,571
Senior Class Gift	79%	88%	81%	90%	47%
Parents' Fund	\$4.60M	\$4.30M	\$3.90M	\$4.10M	\$2.72M
Trustee Giving	\$3.00M	\$4.40M	\$3.70M	\$3.60M	\$13.20M
Alumni Council Giving	\$806K	\$859K	\$578K	\$356K	\$845K

Constituency Engagement: Leadership of the Board of Trustees and the Alumni Council The charts below summarize cash contributions received and participation rates for two important leadership groups.

Board of Trustee Support (Cash)

	FY16	FY17	FY18	FY19	FY20
Total Giving	\$2.94M	\$4.40M	\$3.76M	\$3.60M	\$13.20
% of Total Colgate Giving	10%	14%	9%	9%	29%
The Colgate Fund	\$453K	\$515K	500K	\$585K	\$947K
% of Colgate Fund	7%	7%	6%	7%	11%
Trustee Giving Rate	97%	100%	100%	100%	100%

Alumni Council Support (Cash)

	FY16	FY17	FY18	FY19	FY20
Total Giving	\$807K	\$859K	\$579K	\$356K	\$846K
The Colgate Fund	\$148K	\$89K	\$87K	\$110K	\$188K
Council Giving Rate	99%	98%	100%	100%	100%

Campaign Planning

Campaign planning began last year with the naming of Gretchen Burke as the chair. With the approval of *The Third-Century Plan*, the University has been writing and refining a case for support as well as doing the initial interviews needed for a feasibility study. Campaign planning will resume in collaboration with Karl Clauss '90, who begins his tenure as vice president for institutional advancement in August 2020. His appointment is timely and a very positive development as efforts continue to organize and implement the various elements of a successful campaign to support the objectives of *The Third-Century Plan*.



