



THIRD-CENTURY PLAN

Diversity, Equity,
and Inclusion Plan
Status Update

September 2021



THIRD-CENTURY PLAN

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PRESIDENT'S INTRODUCTION

This second annual *Diversity, Equity, and Inclusion Plan* Status Update comes after an extraordinarily challenging academic year, one in which efforts to respond to a global pandemic dominated the life of our campus. Despite these challenges, Colgate continued to move forward with DEI planning and implementation, making good progress in a number of areas, with efforts involving every division on campus, the faculty, and the University's Board of Trustees (as this update makes clear.)

The path toward the creation of Colgate's *DEI Plan* was informed by a comprehensive external review of the University's campus climate in 2016–17. This review provided raw material for consideration by a dedicated group of more than 70 faculty members, staff members, and students, who worked over the course of two years. Their work culminated in a set of recommendations that became the skeleton of a strategic plan for diversity, equity, and inclusion. The *DEI Plan* was adopted by the University in November 2019.

This plan presents a 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 efforts, 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. The work that it lays out supports the goals of Colgate's overall *Third-Century Plan*, and will continue to be a central aspect of the University's strategic planning as we move through Colgate's third century.

Ultimately, our work must be embedded in University planning and governance in order to fulfill our shared commitment to a truly excellent Colgate. It also requires ongoing accountability. Accordingly, this *Status Update* 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.

On October 4th, Colgate will welcome Renee Madison as the new Vice President for Equity and Inclusion, and we expect that she will hit the ground

running, working with the expanded Office of Equity and Diversity and with the DEI Advisory and DEI Coordination Groups to ensure that Colgate continues to make progress towards its DEI goals. (More information on Renee Madison is offered later in this update.)

In the year ahead, with a new leader and an expanded Office of Equity and Inclusion, we will have opportunities to define new initiatives designed to support equity and inclusion and to bring the wider Colgate community back into dialogue with the DEI Plan. What remains to be done? What might we do to encourage innovative and trailblazing work on this front? Colgate's ambitious vision for the overall excellence of our University requires that we continually raise the bar, identifying and removing obstacles to equity and to inclusion. This must be the work of the campus, and so we will endeavor to create opportunities for community members to involve themselves, to contribute, and to help us move forward.

What follows is a brief catalog of progress made during the past year, including both initiatives identified in the DEI Plan and divisional DEI projects that go beyond those initiatives. **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 also requires 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 Feb. 2020 to secure a leader for diversity, equity, and inclusion efforts
- Convened search committee, chaired by President Casey
- Identified and renovated office suite for VP for Equity and Diversity and other DEI practitioners
- Created DEI Coordination Group, charged with ensuring legal and regulatory compliance and consortial commitments in relation to diversity, equity, and inclusion, broadly considered
- Created 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
- Failed the first CDO search and contracted with Diversified Search Inc. for renewed search in April 2021
- Completed search and hired Renee Madison to start Oct. 2021
- **Onboard Vice President for Equity and Inclusion**
- **Review and refine DEI Plan**

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
- **Continue to 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 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
- Revised policy with enriched options for responding to incidents and expansion of possibilities for restoration and meaningful resolution
- Aligned new policy with new federal regulations
- Communicated new policy and regulatory environment
- Hired new Title IX coordinator

Admission Multicultural Recruitment

- Enrolled the largest domestic multicultural class in Colgate history: 201 students in Class of 2024
- Joined QuestBridge, expanded partnerships with community-based organizations, developed Native American recruitment

plan, increased travel to schools featured in the U.S. High-Poverty High School List

- Rolled out No-Loan Initiative to families with incomes of \$125,000 or lower
- Launched programming specifically for prospective first-generation students and students of color
- Recruited and admitted the first QuestBridge cohort of 15 students in Class of 2025
- Developed virtual programming to reach more prospective students
- Expanded partnerships with regional community-based organizations (CBO) in the states of Illinois and Texas and engaged with CBOs at college fairs, workshops, campus group visits, and other activities focused on the success of marginalized student populations
- Improved targeted messaging and programming to prospective and admitted students, speaking directly to key issues that impact students of color, international, and first-generation college students
- Offered virtual information sessions in Spanish, new programming on religious life and Being LGBTQ+ at Colgate
- Developed committee-based evaluation, or team review, of applications in order to provide multiple, diverse perspectives in making initial admission recommendations
- Trained admission officers on overcoming their own implicit bias in reviewing students' applications for admission
Diversified the student ambassador and intern staff, including an adjustment of the volunteer ambassador position into a paid, on-campus student job, thus adding more students of color and first-generation students to the office that welcomes most visitors to campus
- Begin to assess the impact of test-optional policies, No-Loan Initiative, and Colgate Commitment
- Consider alternatives to high school visits in order to expand access to Colgate admission officers
- Refine QuestBridge messaging and admission process based on feedback from first QuestBridge cohort
- Work with the Office of the Dean of the College to develop QuestBridge Scholars Network programming

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
- Continue to 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
- Continue to 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 with new ADA requirements
- Plan for phased resolution of known accessibility issues
- Include all ADA considerations in new construction

Staff Engagement With DEI Initiatives

- Instituted Employee Resource Group policy, which allows employees to spend paid time on campus DEI efforts
- 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 Aug. 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 supportive environment for all student-athletes
- Developed DEI programming for PERA
- Sought input and feedback for draft PERA DEI plan
- Completed PERA DEI Plan to Build an Inclusive Community
- Publish progress on the Plan through a regularly updated webpage
- Focus efforts of the DEI Committee on student-athlete engagement and continued staff education and engagement.

Divisional DEI Goal Statements

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

Exit Interviews

- Developed an online exit survey tool for exiting staff
- Conduct robust staff exit interviews in consultation with the Staff Affirmative Action Oversight Committee
Continue to refine the online exit survey tool for exiting staff
- Refine student exit interviews in order to better understand their reasons for leaving the University
- Research best practices for obtaining information from students who transfer or are seeking alternatives to Colgate

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
- Established a working budget for Mosaic and expanded its programming
- 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
- Used quantitative data from the HEDS Sexual Assault Survey and the stories shared by survivors through various channels to develop programs for preventing sexual violence
- Analyzed survey data with Haven and the expanded Office of Equity and Diversity to develop programming options for the campus
- Strengthened Haven orientation for first-year and transfer students.
- Review Sexual Assault Response Team (SART) and Sexual and Intimate Partner Violence Committee (SIPVC) data and continue to refine programming based on data

Counseling Services

- Continued to offer students online counseling sessions with counselors of color as the demand for such counselors exceeds Colgate staff availability
- Continued support of online counseling with counselors of color
- Increased accessibility to counseling services with outreach satellite hours
- Assess needs for more diverse counselors

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
- Developed ways for student-athletes to provide feedback regarding their experiences and facilitate better relationship-building with administrators through RealResponse reporting system implemented in Feb. 2021

- Conducted annual student-athlete experience surveys and exit interviews, with findings incorporated into coach evaluations
- Analyze student-athlete experience surveys
- 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 residential life community leaders (CLs) in building community among diverse students
- Provided year-round DEI training and programming for CLs in collaboration with campus partners such as ALANA, LGBTQ+ Initiatives, Center for Women Studies, Sustainability, and PERA
- Trained CLs and link staff together in order to foster better cohesion and similar skills
- Assess future initiatives that relate to the work of CLs 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
- Developed new programming focused on anti-racism
- Provided programming and training to Greek Letter Organizations and other student organizations
- Continue to provide meaningful support to students and develop ways to improve support
- Continue to build bridges between ALANA, students with different identities and backgrounds, and other campus partners
- Strengthen alumni networking and connection with students

Emergency Student Aid

- Raised \$104,000 in spendable funding for the OUS discretionary fund
- Established goal to increase fundraising activity for this fund (for either current-year spending or endowment)
- Continue to identify resources to endow the emergency student aid fund

- Continue yearly efforts to ensure that this fund has adequate resources to support the students who need support

Support for Undocumented and International Students

- Created online resource materials for our international community (including faculty, students, and staff) as regulations have evolved
- Scheduled more time during the 2020–21 academic year with the immigration attorney who has supported campus community members in the past
- Continue to identify online resources for international and undocumented students

Educational/Disability Testing for Students of Limited Means

- Piloted a subsidy system during the 2020–21 academic year on basis of challenges and financial need
- Continue pilot for another year and explore expansion of this subsidy system after assessing its impact

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
- Published for families and parents, especially for first-generation students, an online resource guide that provides information about support and resources for helping them navigate University processes as well as contacts for additional assistance
- Funded, through alumni generosity, the Graduate School Access Fund, which provided financial support for students of color and/or low-income students with demonstrated need to apply to graduate and professional schools
- Continue to pursue funding for the Graduate School Access Fund
- Continue to fundraise for funds to support students in underpaid or unpaid summer experiences, such as internships, research projects, professionally-based coursework, or long-term service

Social Space

- Created new social spaces in tents for all student organizations
- Developed new programming to provide student leaders with the tools to have difficult conversations and enhance inclusivity on campus
- Deployed CliftonStrengths tool with student leaders to provide them with a common language to use their natural talents and identities in order to foster belonging and celebrate each individual's uniqueness
- Continue planning for expanding social-space options available to all student groups, equal or superior in equipment and outfitting to the facilities now available
- Begin to use the Coop media room as a social space for events for the first-year and sophomore classes

Expansion of Financial Aid

- Raised \$10.1M in endowment for financial aid
- Developed ambitious financial aid fundraising goals to increase Colgate's ability to offer admission to diverse students
- Announced the Colgate Commitment: tuition-free for students with an annual family income of \$80,000 or less; tuition at 5% of income, on average, for students with family income between \$80,000 and \$125,000; tuition at 10% of income, on average, for students with family income between \$125,000 and \$150,000, and no federal loans for students with family income under \$150,000 — Colgate has always met 100% of demonstrated financial need for all admitted students
- Continue to fundraise to endow the Colgate Commitment
- Analyze and identify further expansion of financial aid

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 2017–18
- 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
- Provide more training for division directors regarding strategically hiring faculty of color

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
- Created instructional materials based on inclusive hiring protocols developed by the Staff Affirmative Action Oversight Committee
- Developed and implemented bias training as part of the protocol for all searches
- Identified barriers to recruiting candidates from outside of a 20-mile radius of Hamilton for positions primarily recruiting from that area
- Piloted an apprenticeship program, which could expand the recruitment area by providing a pathway to more rewarding careers at Colgate
- Deploy bias training as part of the protocol for all searches
- Continue to establish partnerships with a variety of workforce-development organizations in central New York, especially those organizations working with diverse populations and veterans
- Develop plans for departments with underutilization of staff from historically underrepresented groups
- Develop athletics-specific recruitment plan that builds robust and diverse pools, given the diversity of students that PERA serves

Professional Development for Staff

- Created 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
- Developed a career pathways program to address the challenges that staff from historically underrepresented groups have often had in building longer-term careers at Colgate
- Pilot professional development plans for employees in middle-management positions, especially women and people of color
- Pilot the 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 employees and the institution well

- Continue review of 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 bias incident log and introduce it 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
- Considered two additional question sets for rotating senior survey use
- Administer the HEDS DEI Campus Climate survey to faculty, staff, and students
- Review and assess impact of campuswide programming and events designed to support inclusiveness and cultural competency

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
- Implemented new Class of 2024 orientation programming with focused programs on DEI issues
- Removed costs associated with primary recruitment for fraternities and sororities
- Trained all members of all eight fraternities and sororities on implicit bias prior to primary recruitment period and participated in History of Racism in Greek Life program
- Added DEI chairs to leadership of all eight Greek Letter organizations and required each chapter to complete a DEI action plan with help from an outside DEI consultant
- Partnered with the National Black MBA Association's New York chapter to offer membership in the organization at no cost to students
- Completed external review of CLSI
- Secured funding for the Office of the Chaplains to support minority religious groups during their high holidays
- Hired a part-time Muslim chaplain
- Renovated Interfaith House to include a kosher kitchen, Muslim prayer room, and wudu (foot washing station)
- Created new student position to oversee programming at the Brown Commons/Interfaith social house and assist in fostering an environment of learning and inclusion
- Prepared for revision of Student Organization Relationship Statement to expand "Appendix A: Organizations of Excellence Goals," by conducting virtual listening tour with students who belong to a variety of student organizations, including Links, Student Government Association, international students, religious student organizations,

CLs, COVE groups, fraternities, sororities, SOMAC, LGBTQ+ students, ALANA subgroups, and Senior Honor Society

- Trained BAC in implicit bias to reduce the impact of bias in decision making regarding funding allocations to student groups
- Fostered collaboration between four Residential Commons and faculty members for DEI programming
- Explored allowing trans and nonbinary students the ability to use their legal name on their diplomas rather than their birth name
- Revised and updated Safe Zone Training
- Expanded programming to increase awareness of LGBTQ+ issues across campus
- Created Colgate Pride, an employee resource group to promote an inclusive community for LGBTQ+ employees
- Conducted a comprehensive gender-equity review of programs in PERA
- Analyze results from Greek Life survey and develop suggestions based on that survey
- Implement Office of Fraternity and Sorority Advising Excellence Program, which includes a mandatory chapter focus area on DEI
- Assess and consider recommendations from external review of CLSI
- Continue to review and implement best practices or more inclusive practices that were identified in 2019 external review of counseling and psychological services
- Increase support of LGBTQ+ athletics community through improvement of department's Athletic Equality Index
- Continue to establish and implement a process for intermediate reviews of Title IX requirements
- Collaborate with campus Title IX coordinator in order to review, assess, and potentially establish a system and procedures to meet existing and new requirements of the NCAA Board of Governors Policy on Campus Sexual Violence

University Communications

- Launched new website that exceeds accessibility standards while more accurately reflecting diversity at Colgate and the University's DEI commitment
- Developed 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 toward a more competitive bid process
- Provided free menstrual products in bathrooms around campus
- Published 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
- Continue to 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)
- Secured a \$250K gift to establish a presidential discretionary fund for DEI initiatives
- Established the Tom and Liz Brackett Endowed Fund for Diversity, Equity, and Inclusion in Computer Science with an initial gift of just over \$1M to advance the goals of DEI in computer science, including the creation of academic opportunities and removal of obstacles for underrepresented students and support for faculty members seeking to develop programs for Colgate that will deepen underrepresented students' exposure to the discipline
- Raised more than \$110k for the Alumni of Color (AOC) Third-Century Endowed Fund
- Hosted several events for underrepresented populations, including a holiday gathering for alumni of color, a panel on "The History of BIPOC LGBTQ Alumni at Colgate, 1960-1990", "Drag 101" webinar,

- and a celebration of diversity during 50 Years of Coeducation
- Mailed DEI plan and outline of University's DEI efforts to 3,000 alumni of color
- Began benchmarking the diversity of the class gift committee volunteers
- Revised Alumni Council bylaws to add an officer position to chair DEI Committee, which addresses alumni representation on the Alumni Council and supports the University's efforts to create a more inclusive and supportive environment for all
- Identify and invite Colgate alumni of color holding PhDs to engage with Colgate's campus community through lectures and visits
- Increase the diversity of gift committee volunteers using benchmarking data collected last year
- Expand connections between LGBTQ+ alumni and students
- Conduct an external review of alumni LGBTQ+ initiatives

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

- Solicited student input on CDO search
- Trained all CLs about revisions to Title XI and explained the roles and expectations of CLs with respect to sexual assault and sexual violence
- Assign appropriate Cabinet member to work with student affinity groups until vice president for equity and inclusion arrives on campus
- Arrange conversations with affinity groups with appropriate Cabinet members

Faculty and Staff

- Completed external review of Equity Grievance Process (EGP)
- Revised policy with enriched options for responding to incidents and expansion of possibilities for restoration and meaningful resolution
- Identified and publicized avenues of response for members of the community who experience bias but do not wish to immediately avail themselves of the EGP
- Plan 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

On Oct. 4, 2021, Colgate welcomed Renee Madison as its vice president for equity and inclusion and member of President Casey's Cabinet. Born and raised in the midwest, she is from a small family that encouraged curiosity and learning. From an early age, Renee engaged in spirited conversations with family and friends about life, culture, and society. She went on to earn her bachelor of arts in sociology from DePauw University and her Juris Doctor from IU Robert H. McKinney School of Law. Renee's liberal arts education fueled her curiosity and passion to make a difference in her community. After graduating from law school, Renee served the City of Indianapolis as a domestic violence prosecutor. She then transitioned to the National Collegiate Athletics Association in the enforcement division. Renee joined the President's Cabinet at DePauw University to serve as senior advisor to the president for diversity and compliance, also serving as the Title IX coordinator and chief human resources officer. After leaving DePauw, Renee joined the mayor's Cabinet in Indianapolis to serve as the chief human resources officer for the City of Indianapolis and Marion County, overseeing the strategic leadership and operations of the team that supports the 7,500 employees of the City of Indianapolis and Marion County.

While the addition of a new leader to oversee the University's DEI efforts is pivotal and transformative for Colgate, the expansiveness of this update demonstrates that this work cannot rely solely on the arrival of the vice president for equity and inclusion. DEI is an institution-wide commitment that requires the contributions and engagement of every division, department, program, faculty and staff member, and student.

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, 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 Office of 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 members 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 Office of 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 members 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.

Advancement

The Division of Institutional Advancement is dedicated to fostering lifelong 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 DEI Plan; 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 in which 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:

- In advancement, the Advancement Leadership Group provided quality programming to the division on a consistent, ongoing basis in FY21. This prioritization of programming underscored the importance of the DEI Plan to the University and to the advancement division. A summary of programming offered during FY21 includes:
 - Three-part workshop with Cornell Verdeja-Woodson, founder and CEO of bravetrainings, focused on building a culture of belonging and unpacking unconscious bias in the workplace and hiring process
 - Identities 101 workshop with on-campus presenters
 - Two required sessions: the Non-Discrimination/Anti-Harrassment Roadshow and Affirmative Action/Equal Employment Opportunity Roadshow
- The Office of the Dean of the College participated in a division wide professional development session in Nov. 2020 utilizing the CliftonStrengths to develop diversity and inclusion efforts. Ella Washington, a national expert on DEI efforts using strengths-based research and former Gallup employee, was invited to deliver this

professional development session to more than 80 dean of the college staff members.

- The dean of the college division made it explicit that each staff member must have at least one individual goal as part of their performance development plan connected to DEI professional development. All departments within the division are expected to have at least one departmental goal related to DEI work and to report these during their annual review submission process.
- The campus safety, environmental health and safety, and emergency management staff played significant roles in the Office of the Dean of the College diversity, equity, and inclusion 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 had staff members on the Bias Response Team and Inter-Group Dialogues Initiatives Council. Additionally, campus safety staff were active participants in DEI-related brown bags, Colgate Conversations, and professional development opportunities throughout the year. The campus safety, environmental health and safety, and emergency management staff also all completed a month long DEI training series, which included topics such as diversity and inclusivity awareness, managing bias, building a supportive community, and taking action to bridge community, and diversity and identity in disabilities.
- The Career Services team engaged in monthly DEI professional development workshops in the fall of 2020 to increase awareness and capacity within the team to better support students who may experience greater barriers to career success.

Counseling/Haven

- DEI topics were the focus of professional development for the Counseling and Psychological Services staff this academic year. Examples include participating in the antiracism book group *Me and White Supremacy* by Layla Saad, other book group participation, and WoLF series
- Foundations of DEI Structure, programs of inclusive communication: co-facilitated an antiracism group for students with member of the administrative deans staff
- Foundations of DEI Structure, ongoing student-focused areas of activity: in process of making *Yes Means Yes* more inclusive and sessions focused on queer trans people of color

- Improving accessibility of mental health care for marginalized students: ALANA programming and outreach to First@Colgate program participants, OUS RACs, OUS scholars, IOSS orientation, CLs, links, athletes

COVE

- COVE staff partnered with Dart Colegrove Residential Commons and the ALANA Cultural Center to facilitate a “Voter Access and Suppression Panel” and follow-up discussion with faculty, staff, and students in Oct. 2020 as part of civic engagement work around the 2020 elections.
- COVE staff attended Dean of Students Dorsey Spencer’s workshop, “Developing Your Plan for Anti-Racism,” during the fall 2020 semester.
- All COVE staff participated in the United Way of Greater Rochester’s 21-day Racial Equity Challenge, learning, reflecting, and discussing a wide range of issues in October and November of 2020.

The Office of the Chaplains

- Chaplains office programming —religious services, lunch and lecture series, religious holiday observances, etc. — exemplifies the importance of DEI work.
- The Heretics Club’s summer and fall series focused on the role between race and religion, discussing how people have been impacted by this relationship.
- University Church has continued to invite a diverse group of guest presenters to speak at Sunday services. The increased representation helps the Chaplains connect with students from marginalized groups and provides them with a more familiar worship experience.

Student Health Service (SHS)

- The SHS staff continues to participate on committees and in professional development programs involving issues of diversity, equity, and inclusion as well as specific programs devoted to underrepresented groups in society. These contribute to the SHS staff growth in awareness, understanding, knowledge, and skills related to DEI clinical practices. These include programs sponsored on campus and through regional and national organizations, such as Diversity: Inclusion in the Modern Workplace; Strengths-Based Development and Teaming in support of DEI Goals; Can We Improve Medical Racism?; COVID-19: Healthcare Disparities; Questions and Answers for Healthy Skin of Color; Eating Disorders Among Diverse

Populations; White Privilege in Sports (Jen Fry Workshops sponsored by the Department of Athletics); DoC Workshop on Disability Issues; Drag 101 (Colgate Alumni); History of LGBTQ Black, Indigenous, and People of Color (BIPOC) at Colgate (1960–1990); and Safe Zone training.

Faculty Hiring and Recruitment Efforts

DEI work in faculty recruitment and hiring is a long game. It involves educating departments and programs about how to run inclusive and equitable searches, making sure more and more of the faculty understand DEI issues in faculty hiring (rather than having just a few faculty acting as ‘DEI police’), and encouraging innovative thinking from search committees.

Looking at the hires made this year, these efforts to deploy new hiring strategies are paying off. Both English and economics used the ‘simultaneous offer’ strategy. PBSC honed in on candidates whose teaching/mentoring skills and experiences would advance DEI issues in the STEM context. The careful work last year in selecting and mentoring CFD fellows resulted in one program (WMST) and one department (religion) developing successful proposals for targeted tenure-stream hires. Given the University’s ongoing efforts to address underutilization and increase the demographic diversity of the faculty, these are important outcomes.

Going forward, the PDOF division has identified areas in which to focus next efforts. One area is attending to the intersection of demographics and discipline with attention to diversifying in fields where it is more difficult. The DAC also must engage in careful thinking about the inequities introduced and exacerbated by the pandemic. For example, there is growing evidence that the pandemic has had a disparate impact on women and BIPOC scholars. Female applicants in coming years are likely to look less productive in their research output compared to male peers. Colgate’s approaches to hiring and reviewing these cohorts will require careful strategizing to avoid replicating inequitable patterns. Finally, the University cannot let up on its commitment. Expanding the hiring toolkit, carefully assessing the operation of the promotion and tenure system, doing meaningful retention analysis, and acting on the results of that analysis will all help move us toward the vision for the Colgate faculty articulated in the *Third Century Plan*.

University Museums

The University Museums kicked off their strategic planning process with a program by the Posse Foundation, during which the team learned a series of tools for inclusive dialogue. A commitment to DEI is being incorporated into all of the top-level goals for this emerging plan. The revised draft mission statements for both the Longyear and the Picker contain language that explicitly identify DEI as integral to the missions. Following the lead of the museum profession, the strategic goals reference DEAI, to incorporate accessibility concerns for disabled individuals.

Information Technology Services

ITS has been enthusiastic and thoughtful about deploying new strategies in their hiring toolkits with the goal of eliminating or minimizing language that may keep someone from applying. ITS used an approach described in the book *The Better Allies Approach to Hiring* and included this statement in the position description for the IT support Specialist position: “We’d love to hear from you — even if you do not meet 100% of the preferred/desired qualifications.” At least one applicant in the first round stated that they were not going to apply until they read that sentence. Similarly, Chapel House revised the job description for their student workers to focus on emotional qualities as opposed to skills and experiences that tend to favor students from privileged backgrounds. Chapel House also created a robust in-house training program to ensure success for these students hired on their potential.

ITS has been a divisional leader in employing new strategies around inclusive hiring practices. Many of their initiatives are laying the groundwork for a divisional plan for hiring and recruitment. Some highlights include: all ITS candidates are required to include a diversity statement with their application explaining their experiences, contributions, and/or commitments to diversity, equity, and inclusion; all search committees are led by two co-chairs to ensure shared management of the search process and provide a professional development opportunity to additional staff members in ITS; ITS partnered with OED to host a workshop for ITS search committees and other campus partners called “Task-Irrelevant Cognition | Challenges to Effective Evaluation”; ITS expanded the reach for position advertisements and targeted recruitment for underrepresented populations (e.g., Women in IT Community Group); and ITS developed a virtual search process that is being presented at local and regional conferences.

Information Technology Services has formed a DEI working group charged to explore the principles of diversity, equity, inclusion, and accessibility. This group will spearhead conversations among ITS staff to explore 1) how these principles can be cultivated for internal staff and 2) how the work of ITS can reflect and support the diversity, equity, and inclusion efforts in alignment with Colgate's DEI Plan. The work of this group will inform the ITS Strategic Plan, which is currently in development.

University Libraries

University Libraries' *Strategic Directions* implemented in 2020 has DEI as its first goal. This goal focuses on promoting diversity, equity, and inclusion in all aspects of library operations including collections, accessible spaces, staffing, and services and providing welcoming spaces for the libraries' users, whose differences are recognized and respected.

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

Previous reports concerning the status of the *DEI Plan* have underscored the vital place of the Colgate Liberal Arts Curriculum in the realization of Colgate's goals for systematic inclusion, for the benefits of diversity, and for the principles of equity.

The proposal brought forward by the Core Revision Committee (CRC) in January 2021 embodied throughout priorities for cultural inclusion examined through engagement of both historical and contemporary dimensions of social, political, and environmental issues. Gaining the support of 65% of the faculty in the March 2021 faculty meeting, the motion to adopt the proposal did not meet the two thirds support of the faculty put forward by the CRC.

As a result, revision of the core curriculum continues.

A combined group of faculty has been convened to respond to the expressed concerns of faculty regarding both the strengths and weaknesses of the proposal. The revision process has reaffirmed commitment to themes of inclusivity and diversity throughout the proposed core components, but examined more deeply. The proposal that will be considered this coming fall semester embodies opportunities for building communities of both student and faculty learning and engagement of primary works of human creation that speak essential dimensions of human experience throughout the world and through time.

Admission and Recruiting

The Colgate University Office of Admission is responsible for attracting, recruiting, and enrolling top students from across the United States and abroad. Admission has worked to improve upon its efforts and show growth in unison with Colgate's 2019 DEI Plan. Admission has a strong and robust diversity and inclusion recruitment plan that has been pivotal in guiding recruitment and selection efforts. Elevating diversity, equity, and inclusion to a higher-level focus area in the division's strategic plan integrates the work into every aspect of admission and financial aid. DEI is no longer a checkbox on a spreadsheet; it is integral in guiding the prioritization and implementation of tactics.

The office has been strengthening and pursuing partnerships with community-based organizations (CBO). The admission officers have engaged with CBOs at college fairs, workshops, campus group visits, and other activities focused on the success of marginalized student populations.

Research has shown that standardized testing and application essays are two major barriers to college application. Colgate will continue to be test optional for at least two years and will assess its effectiveness in lessening this barrier to considering Colgate as a potential college choice. The office also altered the use of supplemental essays by making them optional in order to be flexible to the personal and academic challenges facing students in considering their college options.

The selection process has been working toward building equity and inclusion in the process by continued improvement of the committee-based evaluation or team review of applications. This allows multiple perspectives to be utilized in making initial admission recommendations. The office has engaged in numerous training programs for admission officers focused on overcoming their own implicit bias. The office has diversified the student ambassador and intern staff, including shifting the volunteer ambassador position into a paid, on-campus student job, allowing more students of color, first-generation, and low-income students to represent the office that welcomes most visitors to campus.

Admission communications and programming has become more targeted in order to speak directly to key issues that impact students of color, international, and first-generation college students. For example, webinars

and on-campus panels feature current first-generation and low-income students speaking to the challenges of their transition and how Colgate has supported them to be successful within the setting of a predominately white institution in rural, central New York. The office also offered new virtual sessions focused on religious life and being LGBTQ+ at Colgate for newly admitted students. These additional sessions were introduced to engage the intersection of student identities, community, and broad support offered here at Colgate.

Services and Supports to Students

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

Counseling and Psychological Services

- For student-focused outreach education, ongoing work includes revising “Yes Means Yes” program content to be more inclusive, including sessions focused on QTPOC (queer and trans people of color).

Shaw Wellness Institute

- The institute has offered programming in the areas of; gaslighting, microaggressions, election support, and a celebration of Latinx history month.

Thought Into Action

- Deliberate effort was made to recruit a more diverse cohort of mentors this year: 40% of this year’s mentors are women, and 17% are people of color (up from 30% and 9% respectively last year). An overview of Colgate’s commitment to DEI and its particular relevance to Colgate’s entrepreneurship programming was included in the kickoff meeting/training attended by all mentors and continues to be a priority in designing monthly professional development programs for attendees.
- An interactive workshop on building and leading diverse and inclusive teams was offered in spring semester 2021 for student entrepreneurs participating in TIA and student leaders heading up on-campus organizations and Greek life organizations.

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.

Board of Trustees

The Board expanded its membership from 35 to 38 members in order to immediately increase its racial/ethnic diversity. Five of the seven new trustees are BIPOC persons. The ad hoc DEI committee and the DEI subcommittee of the Nominations, Governance, and Trustee Development Committee identified two consultants who will begin a long-term DEI engagement program with the Board.

The Mosaic Initiative

- Mosaic hosted more than 25 virtual events that engaged more than 1,200 students, families, and alumni.
- Because of a generous gift from Maree and Gio Cutaia ’94, Mosaic was able to invite and financially support virtual visits from Paralympian Bonnie St. John and financial expert Bola Sokunbi.
- Other programs supported by the Cutaia Family Fund were the 2021 Lunar New Year Celebration, Black History Month Series, and the Mosaic Brown Bag Series with OUS/First@Colgate.
- Additionally, Mosaic, working in collaboration with the ALANA Cultural Center, hosted several panels and small group discussions, where alumni of diverse backgrounds provided insight and guidance to students of color navigating the Colgate experience.

Alumni Council

During the fall meeting, the Executive Committee of the Alumni Council revised its bylaws to add an officer position for diversity, equity, and inclusion. That position also serves as chair of the DEI Committee and works closely with the Board of Trustees, the Partnership for Racial Progress, and Task Force for Diversity, Equity, and Inclusion.

The DE&I Committee addresses alumni representation on the Alumni Council, including membership criteria and selection process, and creates a set of guiding principles for the Nominations Committee. The DEI Committee also makes recommendations to the officers on minimal behavioral competencies for all members of the Alumni Council. Lastly, the DEI Committee supports Colgate University's efforts to create a more inclusive and supportive environment for all students, faculty, and staff.

In September 2020, the Presidents' Club Membership Council (PCMC) created a DEI project group in order to create opportunities to integrate and advance DEI in its mission, functions, and operations; lead the alumni community in DEI; advocate for and expand upon the University's *Third Century Plan* and commitment to DEI; and create a culture of inclusion so that all alumni feel connected to and supported by Colgate. Importantly, the DEI Project Group strives to ensure diverse representation among project group members. This framework is intended to provide guiding principles to sustain efforts in the long-term, but also includes short-term initiatives that will be helpful in creating momentum.

