THE THIRD-CENTURY PLAN

The Plan for Diversity, Equity, and Inclusion

Contents

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"

- 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"

- 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/)