

Colgate University's Strategic Plan, 2014–2019:

Living the Liberal Arts in our Third Century

Colgate's strategic planning effort is the culmination of a more-than-two-year process that has garnered the best ideas to further our mission as we approach the school's bicentennial. Literally hundreds of professors, staff members, trustees, and students have contributed to developing this strategic plan. Starting in the fall of 2011, the Advisory and Planning Committee — the group charged by our governance procedures to examine issues of long-term planning — fanned out across campus, met with 30 academic departments and 12 administrative offices, and held public meetings for faculty, staff, students, and the community. These consultations were critical in establishing an agenda that could then be addressed by working groups composed of faculty, staff, and students.¹ All of this work has yielded many important findings; each of the working group reports may be found [at this dedicated website](#).

This strategic plan document focuses on the core institutional challenges to be met in the years to come. It identifies the four most important strategies that will be necessary to implement in order for our school to be one of the world's most vibrant liberal arts institutions: achieving a need-blind admission policy, fostering curricular and pedagogical innovations, creating residential learning communities, and crafting the campus for our third century.

A Vital, Dynamic Mission

As we approach our bicentennial in 2019, Colgate University remains committed to fostering a creative and expansive learning community dedicated to preparing individuals who can think for themselves — and beyond themselves. Education is the cornerstone to building a life of resilience, responsibility, and the ability to embrace change, now and in the future. We value the power of our campus environment to foster a close-knit community where people live out new ideas. Our lives together are enriched through vibrant connections with our local neighbors as well as with the wider world. Our mission statement, adopted in 1993, puts it well:

As a residential college, Colgate is committed to the belief that learning takes place in many settings. Learning must serve life, and the opportunity to live together in a variety of settings encourages interpersonal exploration, expands mutual understanding, and supports a broadened perspective within a caring, humane community.

¹ In 2011–12, working groups were created on Academic Excellence, Athletics, Campus Master Planning, Right-Sizing the Student Population, and Technology and Teaching. A second wave of working groups in 2012–13 examined Learning and Teaching, Global and International Initiatives, and Living the Liberal Arts. In addition, the Hamilton Initiative Advisory Committee of the Board of Trustees asked us to think intentionally about the future of the Hamilton Initiative, and we have aligned that work with the planning on campus. Finally, in fall 2012, Colgate began the research phase of a project on institutional identity that seeks to improve the way we present ourselves to external constituencies.

Accordingly, we recognize, in the words of the mission statement of our Office of Equity and Diversity, that, “A variety of cultures and perspectives enriches the quality of campus life, and the opportunity to share different views and experiences is at the core of Colgate’s educational enterprise.” Living the liberal arts in our current era means living, learning, and working with people of all backgrounds. And to live the liberal arts is to learn to think for ourselves with concern for the well-being of all.

In this era when higher education and the liberal arts in particular are under increasing scrutiny, we remain committed to our vision of educating the whole person — intellectually, morally, and physically — both at home and in the interconnected world. Colgate’s academic experience makes our students well suited to leadership in a world in which technological advances continue unabated. We see the classroom and wider campus as a laboratory for living out such challenges. Unafraid to ask important questions and to pursue sound judgments, our students prepare for a life of civic engagement, social responsibility, and meaningful contributions to their communities and society.

We aim to open our doors to students who have the intellectual habits of mind, flexibility, and curiosity to succeed in their chosen pursuits, to be dedicated citizens, and to seek to learn throughout their lives. And we aim to make a Colgate education accessible to all such talented students who promise to contribute to and benefit from our shared liberal arts educational experience. To instill these values takes a dedicated faculty who are outstanding educators, and who are recognized as leaders in their chosen fields through vigorous and sustained creative expression and research programs. They create knowledge through collaborative and continuous dialogue with each other, and with their students.

Opportunities and Challenges

Colgate is already recognized as one of the nation’s leading liberal arts institutions. Our liberal arts education, founded on a strong core curriculum, has long been a national model. Our supportive alumni have succeeded in a vast array of fields by using their education to navigate a challenging economy. Employers tell us that graduates of a liberal arts education are highly prepared to grapple with the ever-changing needs of our world.

Identifying our advantages is especially important because the next 10 years in higher education will be tumultuous. We believe, given Colgate’s position of strength, that if we succeed in addressing the challenges in higher education, we will advance the institution and we will be able to fulfill our ambition to “live” the liberal arts. When considering our future, among the most important issues are:

- **Changing demographics.** Understanding our evolving student population is critical to Colgate’s future. The students we enroll and retain determine the quality of the academic program, account for roughly 70 percent of revenue, and become alumni who give back to the university and the world at large. As we strive to pursue our commitment to all forms of diversity (cultural, geographical, linguistic, racial, religious, sexual orientation, and socioeconomic, to name a few), we recognize the

implications of the principal demographic changes that will affect Colgate: a continuing decline in the number of graduating high school seniors from almost all of our traditional catchment areas in the northeast United States; corresponding growth in the number of students in areas of the country where Colgate is less well known; a significant growth in the Hispanic community (one reliable source projects an increase in Hispanic public high school graduates of 41 percent by 2019–20); and the imperative to consolidate and expand upon the gains we have already made in attracting African Americans and students from other traditionally underrepresented groups. There is also the likelihood of further increases in student demand for our form of education from outside the United States, especially Asia.

- **Revenue constraints.** Until the financial crisis of 2008, Colgate (like other higher education institutions) had for three decades relied on buoyant revenue increases driven by greater-than-inflation hikes in tuition and generally positive equity markets. The ongoing national conversation about skyrocketing college tuition makes it clear that the magnitude of past increases will not be repeated. And there is little reason to believe that gains from our endowment, no matter how wisely invested, can make up for more modest tuition increases. Colgate has already adjusted to some of these realities. For instance, although in March 2008 we had predicted a budget of \$187 million for the 2014–15 fiscal year, we now project that we will spend significantly less — approximately \$174 million.
- **Technological challenges and possibilities.** We face the continuing challenge of how best to employ technology to advance our goals in teaching and scholarship. We also have to adapt our IT systems and infrastructure to become as efficient as possible in our business processes. These are not new issues. What has changed is the threat of online learning to the underlying educational and business models of residential liberal arts colleges such as ours, by obviating the need for students to come to campus for the full four years.
- **Challenges to the value of the liberal arts.** Due in part to the Great Recession, as well as to long-term changes in the economy, the viability of our form of education has come under unprecedented scrutiny. Especially given the economic conditions discussed above, we will have to make the strongest possible case for the kind of liberal arts education that Colgate offers.

Strategies

The most compelling way to address these opportunities and challenges is unapologetically to reaffirm our model of education. By enhancing outreach and promoting access to our residential academic program, we will increase the number of students who are attracted to Colgate, and appeal in a compelling way to families who increasingly will search for the best educational value. This strategy of promoting access and enhancing outreach is by far the best approach — it will build on our current strengths and identity and align well with our mission. And, if we focus on our most important priorities, it is eminently achievable.

The most important strategic initiatives are examined below. Given that this strategic plan is meant to guide the school for years, we have developed a set of principles that should stand the test of time even as the university evolves to face new challenges.

A Need-Blind Admission Policy

We must have a pipeline to the very best students in the United States and beyond. The *Passion for the Climb* campaign was a tremendous success, raising \$480 million during the Great Recession, the second-highest amount ever garnered by a liberal arts school. The approximately \$141.5 million in financial aid raised during the campaign allowed for a significant increase in the total number of financial aid slots and contributed greatly to the record academic profile of the Class of 2017. However, we are still underendowed relative to other schools. Colgate's endowment per student is \$233,000, compared to a median of \$317,000 for the comparison group of schools we use when evaluating faculty compensation. As a direct result, Colgate depends much more on full-pay students than our peers do.

Reducing that dependence is the best way to solve a number of challenges. Greater financial aid will reduce the pressure to recruit full-pay students, temper some concerns about tuition, and facilitate more applications from areas of the country that have not traditionally sent Colgate students but to where the college-bound population is shifting. The Admission Office will articulate a clear plan to enhance Colgate's recruiting strategies to ensure that additional financial aid will allow us to attract an increasing number of Hispanic students and those from other underrepresented groups. Socioeconomic diversity on campus will also be enhanced, allowing our campus to better reflect the world our students will enter.

Continuing to raise money for financial aid will therefore be absolutely critical. Our goal is to become need-blind in admission, and to meet 100 percent of demonstrated need for domestic applicants by 2019 (the end point of this strategic plan). While we currently provide some financial aid to international students, we will be unlikely to increase that amount significantly. Admitting the strongest students irrespective of their financial status will further enhance our academic program. The effect comes about in two ways. First, we would admit more highly qualified students into our current pool. Need-blind would cause us, all other things equal, to make, in an average year, different decisions on 875 applications or approximately 11 percent of the pool, resulting in an increase in our academic profile. For instance, under a need-blind acceptance policy for the class of 2016, 92 full-pay students with an average SAT score of 1388 and 3.64 average GPA would have been replaced by students with a 1420 average SAT and 3.84 average GPA.

Second, and more significant, is the expansion of the applicant pool over time that a need-blind posture will generate. By joining the very few schools in the country that admit students irrespective of family circumstance, we will make Colgate much more appealing to population groups we currently do not attract. The Admission Office will have the resources to make continuous and significant efforts to recruit students from

areas of the country that have not traditionally sent students to Colgate and to diversify the applicant pool. In particular, we could much more powerfully encourage students with need — and the guidance counselors and community-based organizations who advise them — to consider Colgate as our admissions process would admit whoever was most deserving without respect to family income. We can gauge some of the potential effect of need-blind to change the pool by examining Colgate's experience with the Class of 2006, which was the one group admitted under need-blind. Forty-eight percent of that class received financial aid, a sharp departure from the status quo. Faculty members report that this class was notable for the quality of its academic engagement.

Determining the cost of an eventual commitment to need-blind is somewhat difficult because greater accessibility, capped off by a declaration of being need-blind, will change the applicant pool as more students with need will apply. This is a desirable, albeit costly, outcome. We estimate that admitting those whom we want irrespective of family income will, over time, increase the number of aided students on campus from 41 percent of the student body today to approximately 51 percent. Given the typical aid packages currently offered to students, that would imply an incremental investment of approximately \$2.2 million per class. Going need-blind will necessarily require funding out of incremental endowment; in today's dollars, we will need to raise approximately \$178 million in additional funds. We will not make a public commitment to need-blind until we are comfortable that we have garnered the necessary endowment and have also planned to allocate resources sufficient to cover potential variations in the number of students requiring financial aid in the future.

A Dynamic Curriculum

For two centuries, Colgate has been an innovator in liberal arts education, introducing a labor-and-study model in our early days; a cutting-edge interdisciplinary core curriculum nearly a century ago; an intensive off-campus study-group model a generation ago; and developing interdisciplinary programs such as neuroscience, mathematical biology, and Middle Eastern and Islamic civilization studies. Indeed, one of Colgate's distinctive advantages vis-à-vis our liberal arts peers is our broad array of academic programs and courses. We must continually develop our faculty and adapt our curriculum in order to prepare students for — and to contribute knowledge to — addressing the problems and opportunities in the next century.

Ultimately, Colgate is about its people. The faculty's creative and research activities ensure that students engage with the most current and provocative knowledge. Faculty members are the core of our academic enterprise and the vitality of our curriculum is fueled by scholarly activity. Each of the strategic areas for curricular innovation noted below will depend on building support for faculty scholarship and teaching.

- **International and global engagements.** Colgate aims to provide an unsurpassed liberal arts education that prepares every one of our graduates to live and work in a globalizing economy and diverse societies. We must develop the international features of our curriculum across our divisions, departments, and programs. This will

include continued support for, and internationalization of, the Liberal Arts Core Curriculum, including the Global Engagements and the Communities and Identities components. The multilingual and cross-cultural experiences of our students are also foundational. Colgate strongly supports student experiences abroad, especially those which further proficiency in a foreign language. We remain committed to our signature faculty-led study groups, even as we develop exciting opportunities for students to study around the world in approved study-abroad programs. We will also enhance our teaching of languages, literatures, and cultures by exploiting the technological capacity of our recently renovated W.M. Keck Humanities Resource Center.

We envision a Center for International Programs that will become a hub for supporting teaching, research, study abroad, faculty and student exchanges, international students, visiting fellows, and related activities. Additional funding and related support for faculty members to undertake more research projects and collaborations around the world will be an important priority. In this regard, the newly launched Lampert Institute for Civic and Global Affairs will create new opportunities to expand our international initiatives for both professors and students. A new position recommended by the strategic plan working group and recently announced — Associate Dean of the Faculty for International Initiatives — adds capacity for strategic collaboration and development in Colgate's next stages of internationalization.

A further increase in the number of international students at Colgate is an exciting opportunity. While these students help globalize and bring diversity to the campus, we also need to provide them with the support they need in order to succeed.

The working group on International and Global Initiatives has offered a compelling vision for Colgate that we will achieve in five years: all Colgate students will have multiple opportunities to study abroad. International and domestic students will become more closely integrated with each other. The Center for International Programs will provide opportunities for developing friendships that will serve and enrich students over their lifetimes. Many more Colgate students will graduate with a deeper sense of the global scope and significance of their major areas of concentration. Having been motivated to continue language study at higher levels, they also will have better cross-cultural and linguistic skills, enabling them to live, study, work, and conduct research in a foreign language, whether abroad or among non-English-speaking communities in the United States. Finally, Colgate professors will see their intellectual work taking place in conversation with scholars overseas in a much more robust way, through well-designed new funding opportunities and strategic partnerships with foreign higher education institutions that facilitate collaboration in both research and teaching.

- **Technological innovations.** Colgate professors have experimented with technological innovations in our classrooms across the decades, and newly developed grants are fueling important initiatives. Our efforts in this area should

educate students about the critical and creative uses of technology, and enable our faculty to adopt technology that meets the learning objectives of their subject areas.

We must remain creative and proactive regarding the extent to which online courses can enhance our highly personalized, residential education model. We will continue to build institutional capacity and communicate across Colgate's constituencies (faculty, administration, Board of Trustees, alumni, students) to pursue innovations that further our mission. We will be thoughtful in our experimentation with technologies that promise to keep our core educational mission strong. We will be as nimble as possible in evaluating online opportunities and will participate in those we believe will advance our mission. Accordingly, the working group on Teaching and Learning has made an important recommendation: that the current prohibition on transfer credit for online courses be reconsidered and that well-vetted online courses from reputable institutions be eligible for transfer credit. We also believe that departments and programs should consider online courses as appropriate alternative avenues for fulfilling prerequisites for further study at Colgate. We will also pursue collaborations with other liberal arts institutions to increase the scholarly resources available to our students while maintaining our highly personalized model of education.

- **Civic engagement.** As a residential liberal arts college located in rural upstate New York, we must leverage our location to both maximize student learning and emphasize work across differences. Working locally, students come to understand what it takes to build and sustain a community, something that will be of great value in their lives beyond Colgate. Civic engagement, fostered by the Upstate Institute and the Max Shacknai Center for Outreach, Volunteerism, and Education (COVE), broadens students' learning and skill development. Whether with local farmers or recent immigrants in Utica, these interactions across cultural and socioeconomic boundaries are critical learning experiences. Campus sustainability initiatives provide additional ways for students to understand and to promote their place in local communities and the wider world.

We should expand our commitment to helping professors integrate community-based learning and teaching across differences into the courses they design, through course development grants, program funds, and staff support. In order to further develop opportunities to integrate civic engagement into the wider vision of living the liberal arts, within the curriculum and beyond, increased coordination and capacity should be fostered among the Upstate Institute, the Shacknai COVE, and the Sustainability Office as well as the Hamilton Initiative. We should also encourage creative curricular and programmatic innovations to help students develop the knowledge and skills they need in order to contribute and lead in our increasingly complex and diverse world.

- **Pedagogical innovation.** Our core mission depends upon high-quality undergraduate instruction by a world-class faculty of teacher-scholars. The Center for Learning, Teaching, and Research (CLTR), to be led by a faculty director starting

in 2014, will be bolstered in the directions envisioned with its founding nearly a decade ago: to be a vital center for faculty, for collegial reflection upon and preparation for innovative, effective teaching as well as to provide educational support services for students. We aim to locate an expanded CLTR on the academic quad. Closer connection between the Faculty Development Council (with its programs such as teaching tables and course development grants) and the CLTR will strengthen the professional support that Colgate provides the faculty. Specifically, this collaborative relationship will allow for increased and more coordinated course-development assistance to be offered to faculty members. The CLTR, with its dual focus on faculty development and student learning, will help Colgate reflect upon and assess how learning and teaching can be continually improved in a residential liberal arts setting. Assessment of faculty teaching and student learning is critical to knowing that we are meeting our educational mission.

Finally, we must pay additional attention to teaching the skills that students will need throughout their lives, including the ability to think critically, write and listen well, and speak in public in a persuasive manner. Success in these areas will make our overall education more compelling and be important to our students' ability to participate as citizens.

A Residential Liberal Arts Education

The Living the Liberal Arts strategic working group report provides the guideposts for great improvement in student life that aligns with our academic purpose. At the heart of a Colgate education is the close connection that the faculty has with our students — both inside and outside of the classroom: faculty members lead domestic and international study groups, engage in undergraduate research, and further civic involvement in the Hamilton community and beyond. While we believe that our academic program excels, its intellectual and cultural vibrancy is not always mirrored in students' co-curricular experience. We must enhance the environment for students of all backgrounds, facilitate interaction across groups, and create ways for an increasingly diverse student body to work together cooperatively for common goals. Building on efforts such as the Office of Undergraduate Studies, Sophomore Residential Seminars, and the Benton Scholars Program, we recognize that there is an opportunity for faculty to engage more fully in the programming of residential communities. More importantly, by leveraging the close relationship between teacher and learner, we will be able to address those aspects of student life that detract from the residential liberal arts vision to which Colgate aspires.

Over the next decade, a high priority is to improve the residential experience by redesigning existing spaces and creating mixed class-year residential learning communities. These communities will be faculty- and staff-led and will promote increased peer-to-peer and faculty-student interaction. Each community will be affiliated with a Broad Street House (as an annex to the community) and will offer all students greater access to highly sought after programming space. Junior and senior student leaders will live in the Broad Street House and help plan social events, faculty dinners, intramural competitions, and alumni programming for members of their residential

learning community and others at Colgate. Moreover, these communities will complement the positive campus attributes that currently exist such as the diverse array of student organizations, sports teams, civic engagement opportunities, and the broader offerings of the Hamilton and upstate communities.

If we are successful, we will have made Colgate even more distinctive in a world where higher education is becoming more homogeneous. This recommendation is particularly timely given that many of our facilities are approaching the time when significant renovations will have to be made. Replacing and renovating some dormitories also dovetails with the Campus Master Planning working group's recommendation to bring more students back onto campus.

Beyond reimagining our residential learning communities, Colgate's academically distinctive education is enriched when students have opportunities to demonstrate their knowledge and skills through research, internships, civic engagement, campus involvement, and entrepreneurship. Colgate now has a consolidated focus on innovation that will become even more important in the future. Innovators in both the for- and not-for-profit sectors need to be critical thinkers, solve problems, be intellectually curious, be able to communicate, and be able to work with people from diverse backgrounds. To the extent that we can become known as the liberal arts school that promotes entrepreneurship, especially in the context of the technological revolution, we will have created an important advantage for Colgate.

Surveys repeatedly show that employers hire liberal arts graduates who have the analytical abilities, intellectual breadth, and collaborative skills to adapt to and create change. In recent years, we have reinvented the Center for Career Services and bolstered internship and research opportunities in many fields. We must continue to expand these efforts as they are directly linked to our students' success as well as to our ability to attract the most discerning prospective students and families.

A Campus for Colgate's Third Century

Colgate's very identity is inextricably tied to our beautiful campus. As a residential school, our physical setting is especially important because we want, as noted above, to strengthen the alignment between how we live and how we learn. The campus master plan identifies three principles that will be critical to how the campus evolves in the decades to come. First, we must develop a more compact campus in order to enhance student life. Too many current students (approximately half) live on the other side of Broad Street. This has strained the natural connection between academic and social life that should be emblematic of a residential liberal arts education. A significant number of students must be brought closer to the Hill in order to improve campus life. We will also have to focus future building efforts around the core of campus. Second, we need to enhance campus systems, especially moving vehicles to the periphery and providing a more pedestrian-friendly physical environment. Finally, we must promote community through the consolidation of structures.

Colgate University is committed to sustainability through innovative projects and programming that enhance teaching and learning, create long-term economic resiliency,

build and restore robust ecological systems, and support a healthier and more just society. Our approach to sustainability embraces our deeply rooted physical and cultural connection to central New York in a way that defines our identity and shapes our formal and informal approach to place-based education. As noted in the sustainability master plan, we are on track to be carbon neutral by our bicentennial in 2019. Campus planning and building design will incorporate sustainable practices from inception to implementation. Further, we will continue to enhance curricular ties to our physical environs and sense of place in central New York and to build up programs that make the most of our locale, such as our Outdoor Education program.

In the next five to 10 years, it is likely that several new buildings will be an especially high priority. First, we will build new residence halls containing approximately 600 beds to replace aging dormitories and apartments, including Gate House and Cutten. We should undertake this new construction while also renovating existing dormitories and developing the multiyear residential learning communities that integrate students' in-class and out-of-class lives. In addition, as the campus master plan suggests, we should construct new access roads to and on the recently acquired land southeast of campus as well as a new parking area on the upper hill above the new residences. This will eliminate parking and vehicle-versus-pedestrian conflicts on Academic Drive and Alumni Road and expand the benefits of our beautiful campus by making it more sustainable and pedestrian-friendly. Preliminary estimates suggest that the cost associated with these new residence halls, roads, and parking area to be approximately \$83.5 million. The phasing of this work will be contingent upon availability of funding.

Second, the new athletic facility is a major recommendation from the strategic working group on athletics. The new facility will house a hockey rink as well as locker rooms for men's and women's teams in ice hockey, lacrosse, and soccer. The university has already borrowed \$12.8 million to complement \$25 million garnered by fundraising to complete the project. While many of the gifts came from athletic supporters who were motivated by this building, there is no doubt that borrowing \$12.8 million places demands on the operating budget. We will, of course, continue to seek fundraising opportunities to support the new facility. Again, this is a strategic choice of the university that will allow us to continue to excel as a Division I NCAA program, belonging to the Patriot League and Eastern College Athletic Conference while consistently ranking in the top five in the nation in student-athlete graduation rates.

Third, the Center for Art and Culture (CAC) will be a new educational and cultural asset for Colgate and the wider Hamilton community. Indeed, when completed, it will serve as a vital component in our ongoing Hamilton Initiative. World-renowned architect David Adjaye has designed a building envisioned for downtown Hamilton that will become a hub for arts-based activities, including those drawing upon the Picker Art Gallery and the Longyear Museum of Anthropology collections as well as visiting exhibitions. The CAC will be a resource for professors and students to expand and support an interdisciplinary curriculum and strengthen the role of the arts and culture in Colgate's educational enterprise. The CAC will also help address our goal of increasing the economic vibrancy of Hamilton. Preliminary estimates suggest that this building will cost approximately \$15 million to construct.

We recognize that the arts are crucial to the cultural and educational vibrancy of our community, positively affecting the campus culture and academic quality of the institution. It is clear that Colgate needs to improve teaching and performance facilities in music, theater, and dance. The recruitment and retention of our top students and the diversity of our student body is enhanced by the performing arts. We therefore call upon the President to form a task force including faculty representation from music and theater, plus other appropriate individuals. The charge of the task force will be to develop a unified concept for new performing arts facilities that attracts financial support, allows us to compare favorably with peers, and informs campus planning as we move forward.

Financing

Achieving need-blind admissions is critical to our future. The funds required to become need-blind are considerable. But, given the success we had in the last campaign and the enthusiasm our supporters express toward our financial aid priorities, the goal is undoubtedly within reach. In addition, it is important to note that, even if the ultimate goal of a need-blind admission policy is some time away, every additional student aided along the way is a victory.

We believe that the costs of the curricular initiatives and the reforms associated with Living the Liberal Arts can be met through reprioritizing spending, limited incremental growth in revenue, and fundraising. The campus master plan does require a large expenditure of capital, and it is unlikely that there will be significant opportunities to mobilize fundraising to help the campus evolve. Therefore, we will use the school's current debt capacity to fund the first phase of the master plan. Based on a recent analysis conducted by Goldman Sachs, we expect to have the ability to issue \$25–\$35 million of new debt as soon as 2015 without negatively affecting our current credit ratings. In addition, we may have a refunding opportunity for our Series 2005 bonds that could provide additional capacity, depending upon where interest rates are in 2015. We are also committed to examine whether there are additional possibilities to borrow in order to move the university forward in dramatic ways.

At the end of the period covered by this strategic plan, we will, of course, have further opportunities to enhance Colgate's position as a leading liberal arts university. For example, we eventually hope to increase financial aid for international students, something that we will not be able to do in the next five years, as well as to reevaluate teaching loads for full-time faculty. As indicated above, we are committed to enhancing and expanding facilities in the performing arts. In addition, the campus master plan notes the possibility of other new buildings to improve our academic program in the years to come. Given Colgate's ambitions, we will always have much to do.

The Road Ahead

Our four strategic priorities — financial aid, curricular innovations, a residential liberal arts education, and a campus for our third century — will guide our planning activities in the coming years as we realize Colgate's mission. Living the liberal arts — while at Colgate and across a lifetime — enables our graduates to contribute and to flourish in

exciting, challenging times. Colgate's mission has never been more fitting or necessary. As we succeed, we will not only ensure the school's future as one of the world's outstanding educational institutions, but also present a compelling case for why future generations of students should come to Colgate to live the liberal arts.