



THE THIRD-CENTURY PLAN

A COMPREHENSIVE AND LONG-TERM FRAMEWORK FOR COLGATE UNIVERSITY

INTRODUCTION

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

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

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

THE FUNDAMENTALS FOR COLGATE'S FUTURE

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

- Attracting and supporting truly outstanding students, faculty, and staff.

- Strengthening Colgate’s academic enterprise.
- Enriching the student experience across residential life, campus programs, and athletics.
- Sustaining and improving an already beautiful campus and village.

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

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

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

FINANCIAL FUNDAMENTALS

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

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

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

**THE FUTURE STRATEGIC WORK OF THE UNIVERSITY:
CONTINUED PLANNING, PRIORITIZING, AND IMPLEMENTATION**

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

Starting in 2016, the Board of Trustees underwent a nearly two-year-long governance reorganization, creating a new Board committee structure designed to focus trustee work on long-term strategy and the oversight of its fiduciary obligations. Four new programmatic committees were created — Academic Mission and Programs, Campus Life and Programs, University Outreach, and University Resources — to align Board activity with the major planning efforts of the campus. These committees — newly constituted and charged — have established a long-term strategic view and have sought to establish, with campus committees, the priorities for each of their respective areas.

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

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

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

SECTION I

ATTRACTING AND SUPPORTING OUTSTANDING STUDENTS AND FACULTY

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

1. Attracting and Supporting Outstanding Students

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

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

Colgate has long relied on the enrollment of a sizeable portion of the entering class whose families can meet the fully stated price of a Colgate education. That the University is able to do so is a testament to its current strong market position. This reliance, however, is also a potential and long-term weakness. Any decrease in the national pool of such students would leave Colgate with two unacceptable options: diminished academic standards (which would, in short order, hurt the University's competitive recruiting position) or diminished revenue. A strong long-term competitive strategy requires expanded options, which means, first, an expanded pool of students who will seek admission to Colgate and, second, an expanded pool of resources, strategically applied, so that Colgate becomes even more attractive to the strongest parts of the national and international pool of students.

Initiatives:

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

Increasing Admissions Reach. Further, Colgate must also seek a student body from a wider geographic footprint, a student body that shows the University attracting students from all corners of the nation and the world. And, of course, Colgate must attract a student body that reflects the vibrant and powerful

diversity of our nation. If Colgate aspires to greatness, it cannot compromise its efforts on this point. In America today, a great institution is one that brings students of different socioeconomic backgrounds, races and ethnicities, and religions to campus. There are myriad reasons for this to be a priority, not least of which is our obligation to the broader American community in which Colgate has been permitted to prosper. Beyond any responsibilities to the commonweal, or principles by which Colgate might be motivated, is simple acknowledgment that an education today is a poor thing if it does not include firsthand engagement with a wide range of perspectives and experiences. Colgate simply cannot claim to be a first-tier institution, providing a first-tier education to its students, if it does not expose them to a rich diversity of perspectives and backgrounds in their educational and social experiences.

First Initiatives

Initiate a Phased Approach to No-Loan Policy

Developing Initiatives and Plans

Increase in Admissions Outreach and Operations

Related Initiatives (*described elsewhere in the plan*)

The Residential Commons System

The Third-Century Residential Life Plan

Diversity, Equity, and Inclusion in Colgate's Third Century

Hamilton Initiative: Part 2

2. Attracting, Retaining, and Supporting Outstanding Faculty

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

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

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

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

Initiatives:

A. Supporting Excellence at the Point of Hiring

The competition for the most talented young scholars, the future of the faculty, is intense. Colgate regularly finds itself seeking to recruit scholars who are also in the pool of candidates at the very strongest national colleges and universities. To hire first-choice candidates in every search, Colgate must take certain critical steps:

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

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

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

B. Excellence in Teaching

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

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

The five-course teaching load that characterizes Colgate is simply inconsistent with the best practices of the most elite liberal arts colleges and universities in the country. Of the top 20 liberal arts colleges in the 2019 *U.S. News & World Report* ranking, 12 offer their faculty a teaching load that is below Colgate's five-course load, while two others have publicly declared their commitment to move below that as well. What makes the point even starker, however, is that of the top nine schools on the *U.S. News* ranking, seven have a four-course load, another has a 4.5 load, and the last has five courses spread over trimesters (so that faculty are never teaching more than two courses at any time). The connection between these lower teaching loads and high scholarly reputation is no accident: moving below the five-course load is hugely helpful both in recruiting the most talented faculty and in providing faculty at Colgate the

necessary time both to remain professionally active at the highest levels and to ensure their classrooms remain dynamic. A four-course load creates more faculty time to engage students individually or in small groups, more time to grade thoroughly and respond thoughtfully to student work, more time to be reflective in course design and innovative with assignments. Faculty will have more time to guide independent studies and honors theses and to engage in faculty-student research. Given its potential both for attracting the best faculty and enhancing the vibrancy of the classroom experience, Colgate commits itself to pursuing a four-course faculty teaching load.

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

C. Excellence in Research

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

A named professorship is the highest academic award that the University can bestow on a faculty member, and it lasts as long as the University exists. Thus, it is both an honor to the named holder of the appointment and also an enduring tribute to the visionary donor who establishes it. Endowed chair holders receive dedicated funds to enhance their research efforts in recognition of extraordinary scholarship. Therefore, endowed chairs serve to enhance a culture of academic excellence among the faculty community. Compared to its peers, Colgate has significantly fewer endowed chairs and distinguished professorships.

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

First Initiatives

Extended Pre-tenure Leave Initiative

Faculty Diversity Plans

Developing Initiatives

Competitive Start-up Packages Plan

Four-course Load Plan

Visiting Assistant Professor Line Conversion

Endowed Distinguished Professorships

Related Initiatives (described elsewhere in the plan)

Hamilton Housing Initiative

Hamilton Initiative: Part 2

Diversity, Equity, and Inclusion Plan for Colgate's Third Century

3. Diversity, Equity, and Inclusion

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

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

While diversity, equity, and inclusion are foundational elements underlying every plan for Colgate's third century, there are areas that require special attention in order to ensure overall success across all the DEI efforts in all the plans.

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

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

development of gender-inclusive restrooms, and enhanced support for MOSAIC, the alumni relations program aimed at alumni of color.)

- DEI Responsiveness (Initiatives include external review of Equity Grievance Panel policies, implementation of rapid response structure for responding to bias incidents, and development of concrete avenues of access for student affinity groups to converse with University leadership.)

First Initiatives

Interim Staffing Focused on Research, Analysis, and Reporting

Interim Staffing Focused on Training, Outreach, and Coordination

Developing Initiatives

Enhanced Diversity Staffing

Related Initiatives (*described elsewhere in the plan*)

Attracting and Supporting Outstanding Students and Faculty

Strengthening the University's Academic Enterprise

Enriching the Student Experience

SECTION II

STRENGTHENING THE UNIVERSITY'S ACADEMIC ENTERPRISE

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

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

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

To achieve this, as discussed above, Colgate must focus on building and maintaining a top-tier faculty, and supporting the creation of knowledge and its dissemination through teaching, publication, and public engagement. Further, Colgate must continue — in line with its broad mission in the liberal arts — to seek to engage students and faculty not only in the timeless questions but new areas of inquiry and concern, ensuring that Colgate remains a place deeply engaged in the pressing academic debates and areas of inquiry. These values lie at the heart of the University's signature Core program and infuse the curriculum as a whole.

Related to this, the University must introduce its students to the challenges and power of rigorous, academic discourse. Colgate must also create and support a curriculum that is relevant and challenging. In an era of heated rhetoric and political divisions in which shouting is prized, Colgate will give its graduates a profound gift: the power to summon reason, to gather facts, and to engage in a discourse that is sound, fair, and powerful. Through those tools, we will send into the world the next generation of Colgate graduates able to shape our world as accomplished, empathetic leaders.

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

1. New Academic Initiatives

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

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

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

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

The Middle Campus Plan for Arts, Creativity, and Innovation is not only a rethinking of the role of the arts and creativity at Colgate, but a rethinking of the campus itself. The “Middle Campus,” which comprises the space below the traditional academic quad and above the residential and athletic neighborhoods of Broad Street, contain what are currently a set of large and unrelated buildings including Case-Geyer Library, James C. Colgate Hall, Little Hall, and the Dana Arts Center. Through the long-term development of this region of the campus, Colgate will address long-standing needs in arts and creative facilities and set a new standard for the teaching and creation of the arts, creativity, and innovation within a liberal arts context.

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

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

B. The Mind, Brain, and Behavior Initiative

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

Scientific efforts to unlock the mysteries of the mind, from cellular to behavioral levels of analysis, will generate insights that hold great promise in addressing critical issues of our day. Past research in

traditional disciplines has led to an explosive growth in knowledge in the cognitive and neurosciences, but it is clear that answering the fundamental questions about the nature of human thought, and how the mind, brain, and behavior are connected, will require an innovative, interdisciplinary approach. The Mind, Brain, and Behavior Initiative at Colgate will provide faculty and students with opportunities to synthesize neurobiological, evolutionary, psychological, linguistic, philosophical, sociological, and other approaches to contemporary, critical issues.

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

First Initiatives

First Projects for the Middle Campus

MBB - Olin Hall Renovation

Developing Initiatives

Arts, Creativity, and Innovation Programming Initiatives

Continued Development of the Middle Campus Region

Related Initiatives (*described elsewhere in the plan*)

Attracting and Supporting an Outstanding Faculty

Engaging the World: Olmstead House Artists-and-Scholars-in-Residence

2. Curriculum, Teaching, and Engagement

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

The critical issues of our time seem to become ever more complex. Never before have the skills of a liberal arts education been more needed to provide both broad and deep inquiry of these critical issues. In

its third century, Colgate must invest in the highest impact teaching methods to create and sustain a community of learners among its faculty and students alike, working both within and outside of the classroom.

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

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

In addition, Colgate seeks to push the areas of curriculum, teaching, and engagement in the following ways:

A. Innovation Fellowships

In addition to supporting existing curricular efforts, Colgate must provide the resources necessary for faculty to invest in developing innovative new approaches to teaching. Developing new and experimental approaches to teaching requires a significant and sustained effort on the part of a faculty that is already deeply invested in teaching and scholarship. New Innovation Fellowships, which could be given to individual faculty members or to larger groups of faculty within a single department/program or across departments working together, will support faculty efforts to incorporate new and innovative pedagogies into the curriculum. These competitive fellowships are for projects lasting one to three years, and can be supported in the form of either course releases or financial remuneration.

B. The Center for Learning, Teaching, and Research

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

Innovation Fellowships

Developing Initiatives

Expanded Center for Learning, Teaching, and Research

Related Initiatives (described elsewhere in the plan)

Attracting and Retaining Outstanding Faculty

Middle Campus Plan for Arts, Creativity, and Innovation

Mind, Brain, and Behavior Initiative

Diversity, Equity, and Inclusion Plan for Colgate's Third Century

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

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

Colgate offers students a transformative educational experience just within the boundaries of its Hamilton campus. But in today's interconnected world, no Colgate education can be considered complete without a robust and sustained engagement with the broader world outside of Hamilton. It is through engagement with the "real world," in all of its richness and complexity, that a Colgate education comes to life and its value becomes apparent. This engagement often provides students with the best opportunities to challenge themselves and their beliefs, to learn new perspectives firsthand, and to reflect on their place in a broader global community. As a result, Colgate asserts that the broad and deep engagement of students and faculty in the world outside of the classroom is essential to the Colgate experience.

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

A. A New Center for Policy Analysis

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

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

B. Career Services and Student Preparation

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

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

Further, Colgate should increase students' access to opportunities to build core skills and gain necessary experience by developing ways to offer applicable training to a wide proportion of Colgate students who seek them. In a competitive marketplace, internships, research, and certain skills-based trainings not only serve as career exploration experiences, but also increase competitiveness for hiring and admission cycles. Unfortunately, many internships are unpaid, and skills-based training is often cost-prohibitive.

Aligned with Colgate’s commitment to financial aid, career services aims to provide all students access to opportunities to build critical skills, competencies, and experiences known to differentiate candidates.

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

C. Olmstead House Faculty-in-Residence Program

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

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

First Initiatives

Student Preparation through Career Services

Developing Initiatives

Policy Center

Olmstead Residencies for Visiting Faculty

Related Initiatives (described elsewhere in the plan)

Attracting and Supporting Outstanding Students and Faculty

Middle Campus Plan for Arts, Creativity, and Innovation

Mind, Brain, and Behavior Initiative

Diversity, Equity, and Inclusion for Colgate’s Third Century

SECTION III

ENRICHING THE STUDENT EXPERIENCE

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

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

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

1. Residential Education

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

A. The Residential Commons System

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

1. Each first-year student, upon entering Colgate, is affiliated with a Residential Commons. This commons membership is grounded in the desire for every student to have a strong foundational community from the first day, a place where they can experience tradition, benefit from class unity, and build University affinity.
2. Students live within their Residential Commons for the first and second years, while later maintaining their affiliation as upper-level students through the Broad Street social house affiliated with each commons. Programming occurs in the Residential Commons “up the hill” and within the social house “down the hill” for all members of the commons.
3. First-year students are housed with the classmates of their first-year seminar (FSEMs) and many FSEMs are taught in classrooms located within the Residential Commons.
4. Each Residential Commons is led by faculty and/or staff directors with the involvement of residential fellows, faculty and staff affiliates, and the Office of Residential Life.
5. Extensive academic, intellectual, social, cultural, and co-curricular activities involving faculty, staff, and students will occur within each Residential Commons.

B. The Upper-Level Residential System

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

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

While each of these communities expresses their shared interests and nature of their community differently, they operate under a common set of rules, guidelines, and community expectations. Each building includes social spaces of varying sizes, and house between 12 and 49 students. Over the decades, including following the University's purchase of the fraternity and sorority chapter houses in the early 2000s, many of the Broad Street houses have received minor cosmetic updates.

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

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

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

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

The Townhouses: Built in the early 2000s and currently housing 212 students in eight-person and 16-person suites (double rooms), the Townhouses offer a more independent style of living as students move down the hill. Students living here are joined with their friends to share a large living area and one or two spacious kitchens depending on the size of the townhouse.

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

C. Improved or New Dining and Social Space

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

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

First Initiatives

Complete Implementation of Residential Commons System

Beginning of the Long-term Renovation of Broad Street Houses

Renovation of University-owned Apartments and Townhouses

Developing Initiatives

Broad Street Neighborhood Renewal

Planning for Renovation and Expansion of Dining Facilities

Planning for Creation of New Student Social Spaces

Long-Term: Replacement of Gatehouse and 113 Broad Street and the Creation of a Fifth Residential Commons

Related Initiatives (described elsewhere in the plan)

Attracting and Retaining Outstanding Students

Diversity, Equity, and Inclusion in Colgate's Third Century

2. Student Wellness

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

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

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

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

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

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

Student Health Services: improved patient privacy, updated health care equipment, additional exam rooms, a walk-in triage clinic, a treatment room for minor procedures, an updated laboratory, a modern nursing station, enhanced space for immunizations, men's and women's health, travel consultations, sexual health services, and improved ambulance access.

Counseling and Psychological Services: enhanced space for individual therapy, psychiatric services, dedicated group therapy rooms, light therapy, and a biofeedback room.

The Shaw Wellness Institute: Substance abuse counseling, dietitian services, treatment of eating disorders, as well as proactive wellness features such as a demonstration kitchen for healthy eating seminars and cooking classes, space for student interns to prepare and conduct campus wellness workshops, a drop-in student lounge, spaces for indoor and outdoor meditation, and a resource library.

The Center for Integrated Health & Wellness at Colgate would reflect the important connection between individual well-being, a healthy campus environment, and overall student success. Such a center will not only permit the University to appropriately address the escalating health needs of today's college students, but will also position Colgate to be a leader in integrated wellness by ensuring all students are able to participate fully in their education.

First Initiatives

Forthcoming

Developing Initiatives

Programmatic Plan for Integrated Health and Wellness

Related Initiatives (described elsewhere in the plan)

Attracting and Retaining Outstanding Students

Athletics Facilities Plan

Diversity, Equity, and Inclusion in Colgate's Third Century

3. Colgate's Division I Athletics Program

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

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

Academic excellence combined with athletic excellence is one of Colgate's most distinctive strengths. As one of the nation's leading liberal arts institutions, Colgate attracts incredibly bright student-athletes and graduates them at among the best rates in the country (97.4 percent in 2018). Combined with committed staff and coaches; supportive faculty across campus; loyal and engaged alumni; improving athletic

facilities and operating budgets; and the safe, tight-knit community of Hamilton, Colgate athletics is replete with strengths upon which to build. Indeed, Colgate's proud traditions fuel its bold ambitions to achieve even greater levels of excellence in PERA.

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

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

These goals will be achieved through three plans:

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

First Initiatives

Facilities:

- Reid Renovation
- Athletics Health & Performance Center
- Basketball/Volleyball Arena
- Cotterell Practice Courts

Admission, Scholarships, and Financial Aid:

- Increase Athletics Scholarships for Emphasized Sports
- Added Admission Slots

Developing Initiatives

Facilities:

- Huntington Recreations Center
- On-Campus Softball Venue
- Lineberry Renovation & Expansion
- Rowing Training Center
- New Indoor Turf and Tennis Facility
- Outdoor Fields Upgrades

Finances & Fundraising Plan

Related Initiatives (*described elsewhere in the plan*)

Attracting and Retaining Outstanding Students

Student Wellness

Middle Campus Plan for Arts, Creativity, and Innovation

SECTION IV

IMPROVING THE CAMPUS & THE ENVIRONMENT

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

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

Earlier in this document, a description of the Middle Campus Initiative was offered. That initiative promises a significant change to the very heart of our campus, transforming a part of the campus that now seems ill-defined into a new and exciting campus precinct. Changes to the athletics facilities also hint at a possible revitalization of a part of the campus that is currently marked by parking lots and insufficient public spaces. Joining these two long-term planning efforts are the following initiatives that will surely help make an already beautiful campus that much more appealing, sustainable, and supportive of student, faculty, staff, and local residents' lives.

1. Campus Development in the Third Century

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

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

2. Hamilton Housing Initiative

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

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

3. Hamilton Initiative: Part 2

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

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

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

4. Campus Sustainability Plan

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

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

First Initiatives

Continue Developing a Comprehensive Plan for Improving Campus

Complete Bicentennial Tree Planting

Add Pedestrian Paths near Oak Drive and Improve Traffic Circulation

Developing Initiatives

Spearhead Housing Development in the Village

Related Initiatives (described elsewhere in the plan)

Attracting and Supporting Outstanding Students and Faculty

Enriching the Student Experience