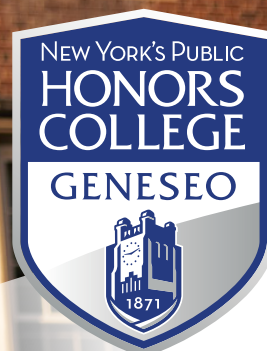
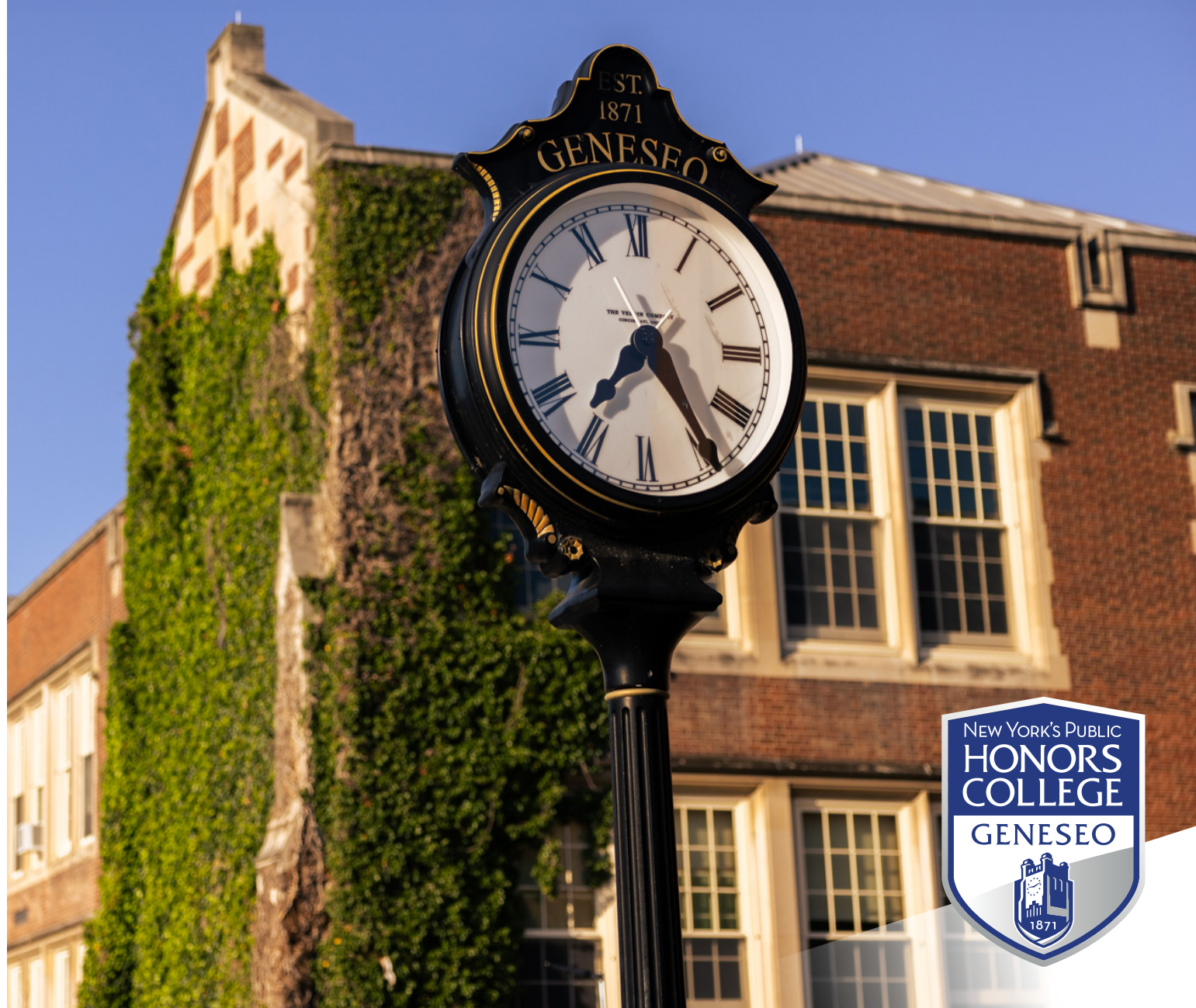
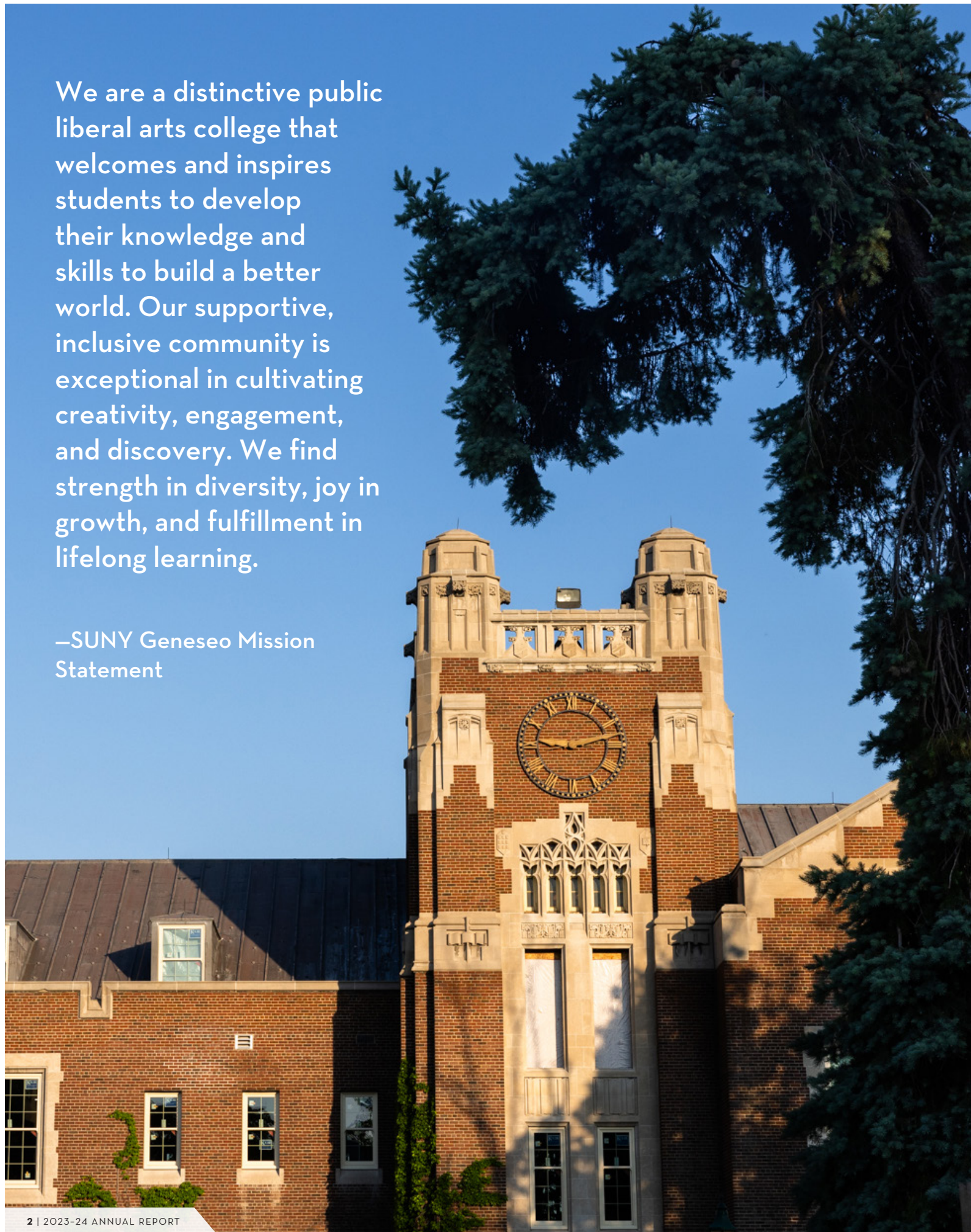


2023 PRESIDENT'S REPORT 24



We are a distinctive public liberal arts college that welcomes and inspires students to develop their knowledge and skills to build a better world. Our supportive, inclusive community is exceptional in cultivating creativity, engagement, and discovery. We find strength in diversity, joy in growth, and fulfillment in lifelong learning.

—SUNY Geneseo Mission Statement





President Denise A. Battles, PhD

PRESIDENT'S MESSAGE

"The only constant is change." —Heraclitus

Change has been the defining characteristic of higher education in recent years, and SUNY Geneseo has embraced this dynamism by affirming our identity as a public honors college and recommitting to our liberal arts roots. The 2023–24 academic year was a testament to our adaptability and commitment to growth.

One innovation was the establishment of the School of Arts and Sciences to support the distinctive academic programs and departments that provide the foundation for Geneseo's rich liberal arts education. Comprising 18 departments across disciplines, including the arts, humanities, social sciences, and natural sciences, the school is now the largest academic unit at the College.

In a momentous step forward in defining our identity as New York's public honors college, we introduced the Public Honors College Vision Framework. Grounded in equity-centered principles, our ambitious vision aims to make Geneseo's engaging and transformational honors experience accessible to a broader range of learners, meaning that our student body will better reflect the diverse population of New York State. The framework emphasizes the importance of providing comprehensive support services to increase the success of all enrolled learners. It is a vision aligned with our strategic plan and will guide our efforts in the coming years as we shape the future of our honors college.

Our talented faculty, staff, and students continue to exemplify the excellence a public honors college experience offers as demonstrated by the many awards, recognitions, and rankings the College once again enjoyed. We are endlessly proud of our community's commitment to empowering every learner to thrive intellectually, emotionally, socially, and physically.

Together, we will continue building an ever-brighter future for our beloved college and students. Thank you for everything you do to make Geneseo the special place we all know it to be.

Denise A. Battles, PhD
President

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RANKINGS AND RECOGNITION

U.S. NEWS AND WORLD REPORT

Geneseo landed the #2 spot for Best Undergraduate Teaching in the Regional Universities—North category, tied with Loyola University Maryland and Marist College. *US News & World Report* selects the Best Undergraduate Teaching colleges through data collected from college presidents, provosts, and admissions professionals at peer institutions within their region who identified schools where the faculty demonstrated an unusually strong commitment to undergraduate teaching. Geneseo was also ranked #4 among the Top Public Schools in the North and #12 overall in the category, up four spots from last year.

WASHINGTON MONTHLY

Geneseo earned first place in *Washington Monthly's* 2023 college rankings of more than 600 master's universities in the nation for their contribution to the public good. Four-year schools are ranked in three broad categories: social mobility, research, and providing opportunities for public service. Geneseo has been in the top five of the master's list for 11 consecutive years. SUNY Geneseo is also ranked 62 of 250 Best Bang for the Buck Colleges in the Northeast, a category that measures how well an institution helps non-wealthy students attain marketable degrees at affordable prices.

THE PRINCETON REVIEW

The education services company featured the College in its 2024 edition of the *Best 389 Colleges* and on their Best Regional Colleges: Northeast list. The lists are unranked and compiled from feedback from 165,000 current students about their colleges on dozens of topics. *The Princeton Review's* summary of SUNY Geneseo notes that the College attracts students searching for a “quality education at an affordable price.” Undergraduate students describe “challenging but rewarding” courses taught by faculty who are “here to teach and prepare students for the real world.” *The Princeton Review* also named SUNY Geneseo as a Best Value College for 2024. Geneseo was among 209 outstanding institutions chosen for the designation, based on a survey of administrators at 650 institutions. Survey topics covered the schools' academic offerings, cost, financial aid, career services, graduation rates, and student debt.

FISKE GUIDE TO COLLEGES

SUNY Geneseo again appeared in the Fiske Guide based on the quality of its academic offerings and students' social and quality-of-life ratings. Fiske's 2024 edition notes, “Geneseo is a preferred option for New Yorkers who want the feel of a private liberal arts college at a public-school price.”

COLLEGE-ACCESS INDEX

Published in *The New York Times Magazine*, this list of the country's 286 most selective universities ranked in order of economic diversity put SUNY Geneseo at #63 in the nation for serving students from low-income backgrounds. The magazine measured economic diversity by analyzing the share of students receiving Pell Grants, which typically go to students from the bottom half of the income distribution. Geneseo's share of first-year students receiving Pell Grants has increased by five percentage points between the 2011 and 2021 academic years—demonstrating that, during that decade, Geneseo enrolled an increased share of economically disadvantaged students.



GENESEO AGAIN NAMED TOP PRODUCER OF U.S. FULBRIGHT STUDENTS

For the sixth time in the past seven years, SUNY Geneseo was named a Top Producer of Fulbright US Student awards, the State Department's Bureau of Educational and Cultural Affairs announced in its annual article in *The Chronicle of Higher Education*. Five Geneseo alumni were offered Fulbright US Student awards for 2023–24, placing the College tied for second among the more than 740 Carnegie Classification master's degree institutions. Geneseo was the only SUNY school to be named to the list this year. The College also finished in the top three nationally in that classification in 2017–18, 2018–19, 2019–20, and 2020–21.



GENESEO EARNED U.S. GREEN COLLEGES RANKING

SUNY Geneseo is one of the nation's most environmentally responsible colleges, according to *The Princeton Review Guide to Green Colleges: 2024 Edition*. The Princeton Review chose the 522 schools included in the list based on its survey of administrators at 680 colleges about their institutions' commitments to the environment and sustainability, including dining options, policies, and more. Geneseo has appeared on the Green Colleges list more than 12 times.



GENESEO RANKED A TOP PRODUCER OF RESEARCH DOCTORATES

SUNY Geneseo tied for first place for the number of graduates who went on to earn a research doctorate, according to the National Science Foundation's National Center for Science and Engineering Statistics' Survey of Earned Doctorates (SED). The 2022 ranking, the SED's most recent, put Geneseo at the top of 574 master's colleges and universities. SUNY Geneseo has consistently ranked high in the earned doctorates survey.



PHYSICS DEPARTMENT EARNED HONORS FOR TEACHER GRADS

The Department of Physics and Astronomy was awarded a letter of commendation from the American Physical Society (APS) and the American Association of Physics Teachers (AAPT) for its "outstanding contributions to the education of future physics teachers." As noted in the commendation, Geneseo graduated five highly qualified physics teachers between the 2020–21 and 2022–23 academic years. Graduating more than five physics teachers in three years puts Geneseo in the top 10 percent of all non-doctoral physics degree-granting US colleges and universities. Geneseo has earned membership in the 5+ Club, the highest award available for teacher preparation from the Physics Teacher Education Coalition, an NSF-funded joint project of APS and AAPT.



SUNY GENESEO RECOGNIZED FOR DEMOCRATIC ENGAGEMENT

SUNY Geneseo received the 2024 Highly Established Action Plan Seal from the ALL IN Campus Democracy Challenge. The recognition is awarded to campuses that lead the way with innovative strategies to increase nonpartisan democratic engagement on their campuses. Geneseo is one of 93 campuses that earned the seal in the 2024 election cycle. Advancing democratic values and civic responsibility is at the core of the SUNY Geneseo mission.

CAMPUS NEWS

WELCOMING

NEW HIRES AND APPOINTMENTS TO SUNY GENESEO

SCHOOL OF BUSINESS NAMED NEW DEAN



After a nationwide search, SUNY Geneseo appointed **Lerong He** (pronounced “her”), PhD, as the dean of the School of Business, effective in July 2023. Dean He came to Geneseo after 15 years at SUNY Brockport, where she was a professor of management, chair of the Department of Business Administration (2014–19), and associate dean (2019–23).

At Brockport, He led successful reaccreditation with AACSB in Spring 2023 and oversaw multiple program development initiatives, including the creation of the online degree completion program in business administration, the launch of the MBA program, the design of the accelerated 4+1 MBA pathway programs, and the introduction of concentrations in business analytics and human resource management, among others. She has published more than 40 articles in top-tier academic journals, is co-editor of *Management Research Review*,

recipient of multiple international research grants and awards, and was recognized with a 2020 SUNY Chancellor’s Award for Excellence in Scholarship and Creative Activities. He holds a PhD in management from the Wharton School at the University of Pennsylvania, an MA in human resources and industrial relations from the University of Minnesota, and a BS in business administration from Peking University.

GENESEO WELCOMED NEW MEDICAL DIRECTOR

Christian Wightman, MD, was named SUNY Geneseo’s new medical director for Student Health and Counseling in September 2023. Dr. Wightman came to the College from Tri-County Family Medicine in Nunda, NY, where he served as the medical director for six years and practiced primary care medicine for over a decade. Wightman is also the medical director of Livingston County Hospice, which provides humane, patient-centered, and family-centered care to persons at the end of life.

Wightman earned his BS in biochemistry from Binghamton University and his MD from Upstate Medical University College of Medicine. He completed residency training at Highland Hospital in Rochester.



MARY C. TOALE NAMED PROVOST

Mary C. Toale, EdD, was selected to serve as SUNY Geneseo’s new provost and vice president for academic affairs, assuming the role in March 2024. Toale was a first-generation student, Pell recipient, and college student-athlete with more than 25 years of higher education teaching, service, and leadership. Prior to Geneseo, she was deputy to the president for strategy and planning at SUNY Oswego, where she was officer-in-charge from January 2022 through August 2023, after serving the university in various leadership roles since her arrival in 2014. She was a tenured member of the Communication Studies faculty and was integral to the founding of the James A. Triandiflou Institute for Equity, Diversity, Inclusion, and Transformative Practice.

Toale has published scholarly work, served on editorial review boards for peer-reviewed scholarly journals, and presented scholarly and pedagogical topics at state, regional, and national conferences. She earned her doctoral degree in instructional communication and master’s degree in communication theory and research from West Virginia University and a bachelor’s degree in secondary mathematics education from West Virginia Wesleyan College.



GENESEO ANNOUNCED NEW SCHOOL OF ARTS AND SCIENCES' INTERIM DEAN

In February 2024, SUNY Geneseo created a new School

of Arts and Sciences and appointed **Amy Sheldon '90** as interim dean. Sheldon joined the faculty in 2000 and most recently served as an associate professor of geological sciences, a role in which she'll continue as she serves as interim dean. She is also a former chair of the College Senate and presiding officer of the faculty.

During Sheldon's terms as senate chair, the College launched multiple new academic programs, promoted greater inclusion of students and professional faculty in governance processes, completed a successful re-accreditation with the Middle States Commission on Higher Education, and approved and launched a new baccalaureate curriculum. Since 2014, she has served as regional director of the New York State Master Teacher Program for the Finger Lakes region, a district that covers nine counties. A critical component of her work has been concentrated on equity-centered initiatives, and she has been recognized with the Geneseo Foundation Corporate

and Business Partners Award and the Art Hatton Award for Excellence in College Advancement.

COMPUTER INFORMATION AND TECHNOLOGY NAMED NEW CIO



After a national search, **Paul Jackson '87** was named SUNY Geneseo's new chief information officer and director of Computing and Information Technology (CIT) in April 2024. Jackson provides vision, leadership, and strategic management to a team of approximately 35 individuals across five distinct CIT service areas: educational technology, information systems, network and information security operations, support services, and systems and identity and access management.

Jackson has been with CIT since 2006, serving as interim CIO and director since June 2023 and previously as associate director of information systems for 17 years. He received the SUNY Chancellor's Award for Excellence in Professional Service in 2011 and the Geneseo Levison Award of Excellence in 2019. A Geneseo alum, Jackson also holds a master's in computer science from Syracuse University.

NEW NON-CREDIT MICROCREDENTIAL LAUNCHED

The first in a planned series, Geneseo's data analytics non-credit microcredential launched in Spring 2024. It is designed to help students master the techniques and build the skills to understand and better process data, make analytical predictions and forecasts, effectively communicate analysis, and make sound strategic decisions by using data securely and ethically. Professional development microcredentials are short, focused programs that help individuals enhance their professional skills and knowledge in a particular field or industry. Geneseo's planned microcredential program will offer targeted, practical learning experiences to support career advancement and keep professionals up to date with the latest trends and developments in their respective fields.

COLLEGE LAUNCHED NEW GRADUATE PROGRAMS

A partnership agreement between SUNY Geneseo and Rochester Institute of Technology's Golisano Institute for Sustainability (RIT-GIS), established in November 2023, will enable qualified students from Geneseo to enroll in RIT's sustainable systems master's degree program beginning in Fall 2024. The partnership involves Geneseo's sustainability studies program, or other bachelor's degree programs that meet the admission criteria for the MS degree in sustainable systems, and the sustainability department at GIS.

The College also introduced a new history master's degree in Spring 2024. The program provides a firm grounding in historical content and public engagement and offers advanced training in United States and global history, with courses in five continental areas (Africa, Asia, Europe, North America, and South America). Students can pursue a thesis or an internship in consultation with their advisor.

STUDENT-FACULTY RESEARCH TEAMS SELECTED FOR ADVOCACY PROGRAM

In September, the Council on Undergraduate Research (CUR) selected three SUNY Geneseo student-faculty research mentor teams for the 2023 advocacy program Scholars Transforming Through Research (STR). The STR program provides a six-month professional development opportunity for undergraduate students and faculty mentors to develop advocacy skills. It offers students opportunities to communicate the impact of their undergraduate research experience to various stakeholder groups, such as funding agencies, association partners, elected officials, and future employers.

Mentor/mentee teams were selected based on their excellence in undergraduate research and their understanding of the importance of advocating for this high-impact practice. **Nora Whorton '24** (biology and French majors, sociomedical sciences minor) of Rochester, NY, and **Seynha Jean Coute '26** (international relations

major, French minor) from Port-au-Prince, Haiti, worked with associate professor and interim chair of Global Languages and Cultures **Kodjo Adabra**. **Arianna Whittaker '25** (sustainability studies major, urban studies minor) from Potsdam, NY, was mentored by Assistant Professor **Jessica Gilbert-Overland** of the Department of Geography and Sustainability Studies. And **Genesis Flores '25** (English and communication majors) from the Bronx, NY, worked with assistant professor of English **Olaocha Nwabara**.

GENESEO LAUNCHED LARGEST CAMPAIGN IN ITS HISTORY



In October 2023, President **Denise A. Battles** announced the public launch of SUNY Geneseo's largest-ever fundraising campaign, *Opportunities Rising: Geneseo for Generations*, at the Kodak Theater in Rochester and the New York Bankers Association headquarters in New York City. With a \$45 million goal, the campaign supports the college's strategic plan by elevating access, creating experiences, and demonstrating impact. *Opportunities Rising* is the second campaign in the college's 152-year history and its most ambitious. Prior to the public launch, Geneseo had secured nearly \$33 million, 73% of the total goal.

UPD ASSISTANT CHIEF COMPLETED FBI TRAINING

SUNY Geneseo's University Police Assistant Chief **Richard Myers** completed the FBI National Academy Associates training program in March 2024. The FBI National Academy is a professional course of study for US and international law enforcement managers. Participants are nominated by their agency heads after demonstrating leadership qualities. Fewer than one percent of police executives in the United States are selected to attend the academy. The training has an academic component accredited through the University of Virginia.

In addition to the FBI National Academy, Myers has completed the FEMA Emergency Management Basic Academy. Prior to joining Geneseo's UPD in 2023, he worked for Buffalo State and the University of Buffalo's police departments.

SENATOR SCHUMER SECURED \$500,000 FOR CAMPUS TECHNOLOGY AND SECURITY INFRASTRUCTURE IMPROVEMENTS

SUNY Geneseo was awarded \$500,000 in April 2024 to support campus technology and security infrastructure improvements. Senator Charles Schumer (D-NY) secured the funding, which was included in the FY24 Congressional appropriations. The SUNY Geneseo University Police Department will use the funding to advance a multi-year plan to enhance the campus's security and technology infrastructure.

TWO ALUMS AWARDED HONORARY DEGREES

Two SUNY Geneseo alums received honorary degrees at the undergraduate commencement ceremonies in May 2024.

Jackie Dycke Norris '92 has extensive experience as a high-level government aide, in nonprofit organization leadership, and in education. She is also president and owner of the Horizon Group, an Iowa-based research and management consulting group. Norris is a veteran of several successful political campaigns and has held positions in the White House, US Capitol, and Department of Urban Housing and Development. She worked for former Vice President Al Gore and served as the first White House chief of staff to Michelle Obama.



Norris has advised corporate leaders and Fortune 500 companies, aiding them in directing volunteerism and philanthropy in strategic and measurable ways. Before her political career, she taught high school government and history and was an adjunct professor at American University in Washington, DC, and John Cabot University in Rome, Italy. She currently chairs the Des Moines School Board and serves on the President's Commission on White House Fellowships.



Bruce Himmelstein '76 was selected to The American Marketing Association Hall of Fame and, in 2005, was named one of the Top 25 Minds in Sales and Marketing by the Hospitality Sales and Marketing Association International. He is an accomplished brand and corporate strategist, speaker, and consultant who is credited with transforming the Ritz-Carlton

Hotel Company into a leader in the luxury hotel industry while he served as the company's chief sales and marketing

officer. Previously, he was vice president for sales at Marriott International, the world's largest hotel chain.

After Ritz-Carlton, Himelstein developed several innovative marketing campaigns as the chief marketing officer at Loews Hotels & Resorts. In 2015, he created the BJH Group, where he works as a consultant and speaker for businesses, hospitals, universities, and healthcare organizations that depend on customer service for success.

LIEUTENANT GOVERNOR VISITED CAMPUS



Lieutenant Governor Antonio Delgado visited SUNY Geneseo in January 2024 to engage with students who participate in community service and civic engagement. He met with students involved in various service organizations and initiatives, from peer mentoring to food security, Geneseo First Response, Geneseo Votes!, and the RKids after-school tutoring and enrichment program. Students spoke about the impact of their experiences with service and civic engagement programs at Geneseo and the way these activities develop their knowledge and skills to build a better world.

CONSTELLATION BRANDS ESTABLISHED FIRST-GENERATION SCHOLARSHIP

In January 2024, Constellation Brands, Inc., established an annual scholarship for first-generation students who want to pursue their goals at Geneseo. Their gift of \$50,000 created the Constellation Brands School of Business Endowed Scholarship in perpetuity; an additional \$5,000 contribution ensured it could be awarded immediately in the next two academic years.

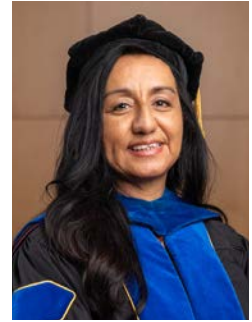
The scholarship, which provides financial assistance of at least \$2,500 per academic year to underrepresented first-generation students within the School of Business, highlights the shared commitment of Geneseo and Constellation Brands to enhance access to underrepresented students and further bolsters Geneseo's public honors college vision.

SUNY CHANCELLOR IDENTIFIED GENESEO AS AN HONORS COLLEGE

SUNY Chancellor John B. King Jr. spoke on Spectrum News in January 2024 about the future of the SUNY system. He noted SUNY Geneseo's tradition of excellence and said the College should lean into its strengths as an honors college with what he called a "phenomenal physics program."

SCHNEIDER EARNED DISTINGUISHED TEACHING PROFESSOR DISTINCTION

In May 2024, the SUNY Board of Trustees bestowed **Monica Schneider**, a faculty member of the Department of Psychology, with the rank of Distinguished Teaching Professor. Distinguished ranks are the highest faculty honors awarded by SUNY.



Schneider joined the Geneseo faculty in 1995 and was promoted to full professor in 2016. Her research has appeared in respected journals, and she has received numerous awards and recognitions, including the SUNY Chancellor's Awards for Excellence in Teaching and Excellence in Faculty Service.

Schneider's commitment to diversity, equity, inclusion, and belonging is reflected in her teaching in and out of the classroom. Her commitment to teaching also extends beyond the classroom, as evidenced by the numerous workshops, programs, presentations, and training sessions she has provided to the Geneseo campus and other community support organizations.

TWO SENIORS RECEIVED SUNY CHANCELLOR'S AWARD FOR STUDENT EXCELLENCE



L to R: Jocelyn Haines '24 and Laura Wright '24

Geneseo students **Jocelyn Haines '24** and **Laura Wright '24** received the 2024 Chancellor's Awards for Student Excellence, presented by SUNY Chancellor John B. King, Jr. in April. The award recognized their outstanding achievements demonstrating the integration of SUNY excellence within their lives, including academics, leadership, campus involvement, community service, or the arts.

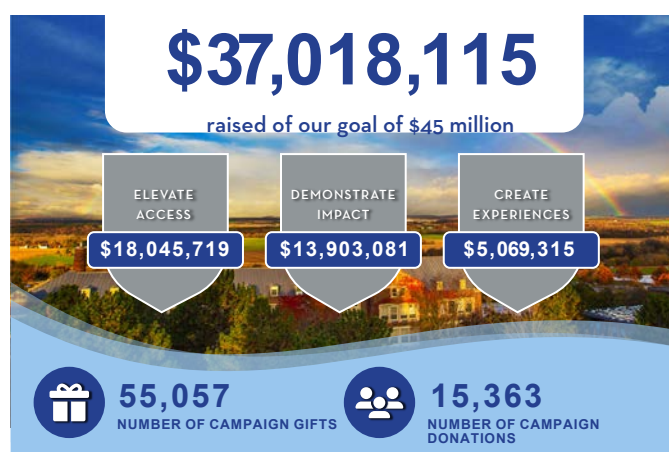
Haines was a business administration major with a dual minor in conflict studies and economics. She was nominated in part due to her 2021–22 Ambassadorship in Diversity to Uganda, titled Re-plating Civic Engagement, during which she developed partnerships in Uganda to foster sustainable

farming practices and educate people on the environmental and public health impacts of energy-saving cookstoves. Haines was also a Geneseo Opportunities for Leadership Development Mentor and Food Security Advocates co-chair.

Wright was a political science major, a Ronald E. McNair Scholar for research, and a recipient of the Jessie M. Rodger Memorial Endowed Scholarship for academic achievement, leadership, and character. She was a member of the Phi Sigma Alpha Political Science Honor Society and Phi Eta Sigma National Honors Society. In addition to her academic prowess, Wright participated in the competitive National Science Foundation summer undergraduate research program at Vanderbilt University. She received the SUNY Geneseo Class Leader Award for an Educational Opportunity Program student with the highest GPA in their class. She was also recognized by the SUNY Geneseo Global Affairs Leadership Program, funded by the Jewish Foundation for the Education of Women.

PHILANTHROPIC GIVING SURPASSES LAST YEAR'S TOTALS IN FY24

On the heels of the public launch of Geneseo's largest comprehensive campaign, *Opportunities Rising: Geneseo for Generations*, philanthropic giving to the College through the Geneseo Foundation, Inc., achieved \$5 million, including outright gifts, pledges, and bequests. This historic campaign—which surpassed \$37 million this June—seeks to raise \$45 million to improve access, create unique student experiences, and enhance Geneseo's mission as New York's Public Honors College. Geneseo provided more than 500 student scholarships and over 350 student and faculty research awards, which include undergraduate travel, research, creativity (TRAC) grants, assistantships, fellowships, and ambassadorships.



ATHLETICS NEWS

AUSTIN NAMED NATIONAL MEN'S DIVING COACH OF THE YEAR

SUNY Geneseo diving coach **Shawn Austin** was named



the Division III Men's Diving Coach of the Year in March 2024 by the College Swimming Coaches Association of America (CSCAA). Austin was recognized at the NCAA Division III Championships after helping lead **Trent Makowiec '26** and **Greg Meder '26** to First-Team All-American honors. This marks

Austin's third national Diving Coach of the Year honor after winning the award in 2016 and 2018.

SENIOR TRACK STANDOUT WON NATIONAL CHAMPIONSHIP

Lance Jensen '24 (biology major, human development minor) from Candor, NY, earned the third individual National Championship of his career in March 2024 at the NCAA Championship meet. Jensen notched the third-fastest time in Division III history (46.95) to become the 400m Men's Indoor Track and Field National Champion.



Jensen highlighted the championship meet for the Knights by beating the second-place finisher in the 400m by just 0.02 seconds and setting a new program record for Geneseo. Jensen previously won national championships in the 400m hurdles at last year's outdoor track and field NCAA meet and the 4x400m relay at last year's indoor track and field NCAA meet.



CONNECTING BEYOND THE VALLEY

This year, more than 2,000 alums attended events across the country and around the world. From our alumni travel program in Cuba to regional gatherings in your backyard, many opportunities exist to stay connected beyond the valley! Learn more at geneseo.edu/alumni.

STRATEGIC PLAN 2022–27

2023–24 STRATEGIC PLAN UPDATE

Higher education is undergoing transformational change. SUNY Geneseo views change as an opportunity to grow and refine our identity as a public liberal arts institution. Our intention to become the nation's first equity-centered public honors college is a natural extension of our strengths and values, and its foregrounding in the 2022–27 Strategic Plan provides a unifying vision for the College. The strategic plan elements of access, experience, outcomes, and infrastructure support that honors college vision. In addition, they align with New York State's focus on increased access to affordable, high-quality education and promote the development of the long-term structures that ensure our financial and institutional stability.

In articulating the vision of delivering a distinctive, equity-centered, public honors college, Geneseo embraces a bold and forward-looking agenda. This presents an exciting opportunity for the College to build on its history of delivering innovative and transformative learning experiences. The new strategic plan presents opportunities for all members of the campus community to collaborate in cultivating this vision.

MISSION, VISION, AND VALUES

Mission Statement

We are a distinctive public liberal arts college that welcomes and inspires students to develop their knowledge and skills to build a better world. Our supportive,

inclusive community is exceptional in cultivating creativity, engagement, and discovery. We find strength in diversity, joy in growth, and fulfillment in lifelong learning.

Vision

We will cultivate a distinctive, equity-centered, public honors college experience that propels learners to positively impact society.

Values

The Geneseo campus community is guided by our beliefs in and commitments to the following values:

- **Learning:** Embracing high expectations for intellectual inquiry, critical thinking, scholarly exploration, and personal growth.
- **Creativity:** Empowering a spirit of innovation that inspires intellectual curiosity, self-expression, and problem-solving.
- **Belonging:** Welcoming a diverse campus community that supports and celebrates different identities, promotes equity and inclusion, and respects the ideas and contributions of each individual.
- **Civic Engagement:** Encouraging active participation grounded in self-reflection, empathy, and an ethical commitment to the common good of our local and global communities.
- **Sustainability:** Building a culture of well-being that integrates and applies principles of environmental, social, and economic stewardship informed by an understanding of the past and our obligations to the future.

GOALS, DESIRED OUTCOMES, AND ACTION ITEMS

Note: Wherever measurable outcomes are articulated, 2021–22 data will serve as the baseline unless otherwise indicated.

A. ACCESS

Goal: Increase enrollment of all students, particularly adult learners, pre-college students, first-generation, BIPOC, and other underrepresented communities, with a specific emphasis on accessibility and affordability.

Desired Outcomes and Actions

A1. Increase transfer enrollment by 25%.

Note: The 2021–22 benchmark for this outcome was 272 students. The goal for 2026–27 is 340 students. The 2023–24 cohort was 220 students (a 19% decrease relative to the benchmark).

Source: Fall 2023 and Spring 2024 census data

- a. Develop new partnership agreements with community colleges (pathways, guaranteed admission, and articulation agreements).

Completed:

- The College finalized a new direct admit agreement with Mohawk Valley Community College.
- The College developed teachout agreements with the College of St. Rose and Wells College.

In progress:

- The College is developing new articulation agreements with Hudson Valley Community College.
- The College is updating articulation agreements with Monroe Community College using a new articulation system.



In development:

- Enrollment Management and Academic Affairs are collaborating to expand the number of direct admit options by using a SUNY-approved template, which will expedite the process of formalizing these agreements.
- b. Expand need-based financial aid for transfer students.

Completed:

- The College has applied institutional aid to transfer students based on the transfer index model, with the goal of closing the financial need for more transfer students.

In progress:

- Enrollment Management is examining the financial need of transfer students based on the new Student Aid Index and determining whether more federal funding is available for these students.

In development:

- Enrollment Management is beginning the creation of a financial aid index model for transfer students, which applies more institutional aid based on Pell eligibility.

A2. Expand graduate enrollment by 100 students through new program development.

Note: The 2021–22 benchmark for this outcome was 71 students. The goal for 2026–27 is 171 students. The 2023–24 cohort was 60 students (a 15% decrease relative to the benchmark).

Source: Fall 2023 census data

- a. Identify and seek expertise to help determine where and how to grow graduate programs.

In progress:

- Academic Affairs is gathering data on student demand, workforce needs, and markets to identify areas of need that will inform future graduate program development.

- b. Develop the infrastructure to support departments in program development.

In progress:

- Academic Affairs established an Online Program Development Committee to support the expansion of online programs; ongoing support is being provided to develop and launch online programs in accounting and education in Summer 2024.

- Academic Affairs developed a program stipend structure to provide equitable and sustainable support to units developing new programs.

A3. Increase out-of-state enrollment (domestic and international) to represent 10% of the overall student population.

Note: The 2021–22 benchmark for this outcome was 1.8%. The goal for 2026–27 is 10%. The 2023–24 cohort was 2.5% (a 0.7 percentage point increase relative to the benchmark).

Source: Fall 2023 census data

- a. Expand out-of-state marketing efforts to increase the prospective student pool, name recognition, and yield.

Completed:

- The College expanded College Board prospect pool name buys in out-of-state markets tied to SUNY out-of-state tuition match, from 7,900 in 2022 to 35,000 in 2023. The efforts have increased out-of-state admits by 217 students (109%) and improved out-of-state yield from 2.51% in 2022 to 2.88% in 2023.

In progress:

- Enrollment Management has developed a comprehensive out-of-state marketing and recruitment outreach strategy in markets aligned with the SUNY out-of-state tuition match program.

In development:

- Admissions is creating an out-of-state recruitment and outreach plan that includes counselors and alumni volunteers participating in out-of-state college fairs.
- Admissions is developing an alumni interview program, which allows prospective students in out-of-state markets to engage with Geneseo alumni during the admissions process.
- The College is pursuing international partnerships with institutions based in Taiwan and China.

- b. Implement out-of-state tuition-match scholarships.

Completed:

- The College has applied additional institutional aid to out-of-state students who qualify for the SUNY tuition matching program.

STRATEGIC PLAN 2022–27

In progress:

- Enrollment Management is examining the impact of the SUNY out-of-state tuition match program.

In development:

- Enrollment Management is identifying additional funds through The Geneseo Foundation and other state programs to meet the financial need of more out-of-state students who qualify for the SUNY tuition match program.

A4. Increase enrollment of historically underrepresented racial groups to represent 30% of the overall student population.

Note: The 2021–22 benchmark for this outcome was 17.4% of students. The goal for 2026–27 is 30%. The 2023–24 cohort was 15.3% (a 2.1 percentage point decrease relative to the benchmark).

Source: Fall 2023 census data

- a. Add two new CollegePrep partnerships focused on developing pathways for students from historically underrepresented racial groups.

Completed:

- In July 2024, the College hosted the NYSACAC Camp College, which supports underserved students from NYS interested in exploring higher education opportunities.

In progress:

- Enrollment Management has expanded outreach to several community-based organizations that work with college-bound underserved students in New York and out-of-state markets.

In development:

- Enrollment Management has initiated a partnership with the STEM Push Network to boost underrepresented student enrollment in STEM majors.

A5. Increase first-generation enrollment by five percentage points over five years.

Note: The 2021–22 benchmark for this outcome was 19.3% of students. The goal for 2026–27 is 24.4% students. The 2023–24 cohort was 22.7% students (a 3.4 percentage point increase relative to the benchmark).

Source: Fall 2023 census data

- a. Enhance the first-generation experience from enrollment through graduation by creating a sense of community.

Completed:

- The College developed and introduced a robust program of ongoing engagement opportunities for first-generation students, including first-generation programming during fall new student orientation; a series of gatherings for first-generation students to engage with each other and first-gen staff and faculty; and a first-generation student study day during finals week for both the fall and spring semesters.

In progress:

- Admissions is developing a comprehensive outreach and yield strategy for prospective and admitted students who identify as first generation.
- Residence Life is launching a first-generation Living-Learning Community for first-time, first-year students who identify as first generation and who want to join a residential cohort of students with similar backgrounds.

In development:

- Campus community members are working collaboratively to establish a first-generation student organization to commence in the 2024–25 academic year.

- b. Increase access and affordability by providing additional scholarships to first-generation students.

Completed:

- The College applied enhanced institutional aid to first-generation students matriculating in Fall 2024.

In progress:

- Enrollment Management is examining the feasibility of meeting the full demonstrated financial need for all first-generation students.

A6. Decrease post-graduation college-related debt by 10% over five years.

- a. Expand scholarship opportunities to increase affordability and decrease reliance on student loans.

Completed:

- The College introduced two new scholarships for first-generation students, which help to offset student loans.



In progress:

- Financial Aid is working with Advancement to identify scholarships that can support tuition and living costs for students with loans or gaps in their funding.
- b. Increase institutional match of federal work-study funds to provide students with job opportunities aligned with their educational goals and reduce reliance on student loans.

Completed:

- Financial Aid increased the number of students awarded federal work study by awarding all students who are eligible. As a result, 63 more students were offered work study during 2023–24 compared to the previous academic year.

A7. Engage 250 pre-college high school students (in person and virtual) by 2027.

- a. Develop partnerships with community-based organizations and school districts to identify and support low-income, first-generation, and students of color interested in participating in summer pre-college programs.

In development:

- The College is exploring opportunities to collaborate with the New York State Early High School Smart Scholars Program during the next grant cycle.
- b. Develop a series of two- to four-week online and in-person (residential) summer courses/programs for high school sophomores and juniors.

In development:

- The College is exploring the campus infrastructure needed to implement and support summer programs for high school students.

B. STUDENT EXPERIENCE

Goal: Enhance and expand learning, creation, and inquiry by developing new academic and co-curricular programs and restructuring and expanding existing ones to provide an honors experience for all learners. All opportunities should promote diversity, equity, inclusion, belonging, and well-being; highlight experiential and integrative learning; and build upon our academic and community strengths while caring for the environment.

Desired Outcomes and Actions

B1. Reach a broader range of learners by offering 15–30 new learning opportunities including a mix of pilots, strategically selected for-credit academic experiences (e.g., degree or certificate programs, microcredentials, course offerings), and non-credit administrative programs (e.g., alumni programming, community outreach and engagement, professional development for community or corporate partners) by December 2027.

- a. Develop policy guidelines for and pilot non-credit programs, such as professional microcredentials.

This item was completed in 2022–23.

- b. Obtain approvals for and pilot programs in two program types we do not currently offer but for which we see growth potential (e.g., post-bacc certificates, microcredentials developed for post-bacc audiences, Rochester Education Justice Initiative collaboration, more graduate and online offerings, and offerings at a Rochester site).

Completed:

- The School of Business successfully launched a non-credit microcredential in data analytics in Spring 2024.

In progress:

- With support from SUNY Transformation Funds, the College retained the services of an external consultant to advise on continuing education infrastructure; this report has been completed and the campus is turning to the prioritization and implementation of recommendations.
- With support from SUNY Transformation Funds, the College is currently recruiting a full-time coordinator of continuing education to support non-credit programming.

In development:

- The College is planning to offer Continuing Teacher and Leader Education (CTLE) programs beginning in Spring 2025.
- c. Develop and launch new graduate and undergraduate academic programs based on market growth potential.

Completed:

- Programs launched in the 2023–24 academic year: MA in history and BS in marketing.

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In progress:

- Programs approved to start in Fall 2024: BS in physics; BS in astrophysics; BA in philosophy, politics, and economics; BFA new degree authorization in musical theatre; geological sciences change of degree from BA to BS, with the addition of three tracks in geology, environmental geology, and planetary geology; new certifications for MS in reading and literacy, BS in education for students with disabilities (all grades), and BS in childhood education (grades 1–6).
- Program under external review expected to be fully approved by the end of 2024: MS in accounting (fully online, for non-accounting majors).
- The College also supported personal and professional development programming including: an AOP Senior Retreat and Mentoring program, the expansion of Teachers' Day programming to new departments with offerings in Rochester, and a pre-college leadership summit.
- Eight additional undergraduate and graduate programs are currently in various stages of development and approval.

B2. Implement and assess all components of the new GLOBE curriculum.

- a. Design and implement an assessment for the new curriculum.

Completed:

- The GLOBE Committee developed a four-year rotation for general education assessment, an annual plan, and a timeline for assessing GLOBE learning outcomes.
- Academic Affairs has developed a plan and ongoing support for a General Education Assessment Day to be held annually in August.

In progress:

- The GLOBE Committee is piloting assessment in the areas of Arts, Communication—Global and

World Languages, and Scientific Reasoning and hosted an assessment day in August 2024 for faculty to discuss and analyze data and student needs in general education. For the 2024–25 cycle, the committee will lead assessment in the areas of Social Sciences; first-year writing; and the Diversity, Pluralism, and Power (SUNY's Diversity, Equity, Inclusion, and Social Justice) requirements.

- b. Implement all aspects of GLOBE through governance and ensure consistency with the new SUNY general education framework.

Completed:

- All general education elements of the new curriculum have been implemented and are in alignment with SUNY-GE. Student-facing advising materials and digital tools have been revised to reflect the new curricular requirements.
- All courses have been tagged for GLOBE and SUNY-GE categories and approved through governance.
- Course-based Integrated and Applied Learning (IAL) experiences have been tagged and approved through governance.
- Starting in Fall 2024, students may propose individual IAL experiences through the GradLeaders career services management platform.

In progress:

- A GLOBE subcommittee focusing on the antiracism component of the new curriculum was created and generated a report to the full GLOBE committee; additional action and governance review of the guidelines for the antiracism requirement in the new curriculum will be undertaken in the 2024–25 academic year.
- In 2024–25, all departments will begin reporting on pathways for completing the four major-specific GLOBE learning outcomes.





- c. Develop a campus-wide solution (perhaps ePortfolios) for documenting Integrative and Applied Learning experiences.

In progress:

- A GLOBE subcommittee focused on integrative and applied learning defined and implemented two processes by which students may complete the IAL requirement; both are ready for a Fall 2024 launch to students. 82 courses have been approved to fulfill the IAL graduation requirement.
- GradLeaders software has been selected as the campus-wide tool for documenting student-initiated integrative and applied learning experiences and will be launched in Fall 2024.

B3. Improve student success, retention, and persistence by increasing by 50% the number of students served by the academic and student support services and taking action to respond to the findings of the 2021–22 campus climate survey.

- a. Strengthen the hand-off from Admissions to the New Student Orientation program.

In progress:

- The New Student Orientation team has begun working with Admissions to coordinate communication, co-facilitated programs, and the ultimate handoff point from recruitment to orientation.
- As part of new student onboarding, Student Life is engaging in ongoing assessment and revision to programs that engage new students beginning in the summer before enrollment and extending through the first year.

- b. Rework the New Student Orientation to emphasize equity and advance students' sense of belonging.

Completed:

- A New Student Glossary was created to help familiarize students with institutional structures, offices, and processes to support new students' transition to the College.
- DEIB training was strengthened for all student orientation leaders through stronger collaborations with the Office of Diversity and Equity, Multicultural Affairs, and Title IX.

In progress:

- A pilot First-Generation Pre-Orientation Program will take place for Fall 2024 incoming students.
- The summer orientation program has been developed into a virtual format to allow more equitable access to all incoming students and families.
- Theme days will be implemented in the Fall 2024 orientation program, with focus areas of belonging, academic exploration, well-being, and connections.

- c. Offer a first-year seminar to every new student by Fall 2027.

In progress:

- The Teaching and Learning Center has created a cross-divisional first-year experience working group to expand the concept of a first-year seminar into a full first-year experience. This group aims to catalog all first-year seminar programming; align, synthesize, and prioritize learning outcomes, skills, and activities in existing programs; solicit campus input and engagement; and develop an ongoing assessment plan.

- d. Expand learning centers, supplemental instruction, tutoring services, and the Accessibility Office, and investigate new forms of academic support.

Completed:

- Using SUNY Incremental Funds earmarked for Support for Students with Disabilities, the Office of Accessibility hired a full-time access counselor to coordinate accommodations and support for students with disabilities, oversee our specialized peer mentor program, and provide training to faculty and staff on issues related to disability.
- Using SUNY Incremental Funds earmarked for Support for Students with Disabilities, Computing and Information Technology hired a full-time digital access analyst to support SUNY Electronic Information Technology requirements, review products to meet compliance standards, and train faculty and staff on creating accessible content.
- Using SUNY Incremental Funds earmarked for Support for Students with Disabilities, the Office

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of Accessibility and the Teaching and Learning Center launched a faculty learning community focused on universal design principles.

- Using SUNY Incremental Funds earmarked for Support for Students with Disabilities, the College updated assistive technology tools for the Office of Accessibility, integrated digital accessibility tools in Brightspace, and updated accessible furniture for general classroom and residence hall spaces.
- The College selected a new director for the Math Learning Center.
- Using SUNY Transformation Funds, the Office of Diversity and Equity hired two academic success advisors to provide academic support and problem-solving resources for underrepresented students.

In progress:

- Directors of learning centers, tutoring services, and supplemental instruction have been meeting regularly to coordinate efforts and expand services, including updating the college's website with current details of Campus Learning Centers and Support Services, creating an electronic resource for discipline-specific support services within academic departments, and coordinating the distribution of information about campus support services at the start of the 2024–25 academic year.
- As part of the Milne Library renovation project, plans have been developed to update the accessibility of workstation furniture and applications.
- The College developed a new interactive digital mapping application to enhance campus wayfinding and accessibility for the campus community, visitors, and prospective students and families, to be launched in Fall 2024.
- Temple Grandin, animal behaviorist and autism rights advocate, will speak on campus in March 2025 as part of a campus-wide event to raise awareness on issues related to disability, access, and inclusion.

In development:

- Based on recommendations from the National Institute for Student Success's Fall 2023

assessment of campus retention infrastructure, Academic Affairs is leveraging data about student academic performance to target academic supports where they are needed most.

- e. Encourage the use of academic support services by modifying the campus culture and providing faculty support.

In progress:

- The College successfully concluded a search for a full-time faculty position intended to coordinate the first-year writing program. This position, which starts in Fall 2024, will assist with enhancing the curriculum of the first-year writing program, connect Writing Learning Center resources to the curriculum, and provide professional development for instructors to enhance the use of tutoring resources.

B4. Assess the holistic well-being of students to improve their mental, physical, spiritual, financial, and academic health.

- a. Identify, review, evaluate, and implement existing best practices that have proven outcomes for improving student well-being.

Completed:

- In April 2024, the College Senate approved a campus resolution to include information and resources on student well-being on all course syllabi.
- SUNY Incremental Funds for Food Insecurity Support were used to increase food and related supplies at the college's food pantry and provide temporary meal plans to address student needs.
- SUNY Incremental Funds for Mental Health Support were used to hire counseling staff to increase the availability of on-campus counselors.
- Federal funding was used to purchase virtual counseling sessions for students who cannot come to campus for counseling appointments or prefer virtual appointments.

In progress:

- The campus Well-being Collective adopted the inter-association definition of well-being to cultivate a shared understanding across the campus community.



- In Spring 2024, the College Senate approved a campus resolution to adopt the Okanagan Charter as a framework for advancing well-being efforts across the institution.
- Student and Campus Life formed a subcommittee as part of their DEIB action plan to develop strategies to better support students' faith and spiritual lives, including building stronger partnerships with the Interfaith Center.

- b. Assess the general well-being of students to determine the effectiveness of campus services and resources and create a well-being needs projection through 2029 based on current and peer-reviewed research to drive actions to address said needs.

In progress:

- In the 2023–24 academic year, the College selected the Well-being Improvement Survey for Higher Education Settings (WISHES) from the Action Network for Equitable Well-being as a tool to assess the general well-being of our students and negotiated a data use agreement. The College is identifying a team to carry out the WISHES survey, including planning, assessment, and analysis.

B5. Ensure that students' experiences are aligned with the college's vision to cultivate a distinctive, equity-centered public honors college experience.

- a. Strengthen the relationship between the residential experience and integrative learning through further development of Living-Learning Communities (LLCs).

Completed:

- In Fall 2023, Residence Life launched three new identity-based LLCs. Kuumba House supports students from diverse backgrounds who come together to celebrate their identities while nurturing their leadership skills. Lavender House supports students who find safety and celebration with the LGBTQ+ community. Sensory Retreat supports neurodiverse students by creating an intentional living space designed to accommodate their diverse needs.

In progress:

- In Fall 2024, Residence Life is launching a new identity-based LLC for first-generation students

and two new interest-based LLCs focused on gaming and digital arts and sports leadership.

- b. Develop equity-centered student leaders by revamping the GOLD Leadership program; highlight diversity, equity, inclusion, and belonging (DEIB) as the program's foundation and strengthen collaboration in all programming.

In progress:

- As part of the Student and Campus Life DEIB action plan, a committee has begun to assess and redevelop the GOLD Leadership program to ensure DEIB is the foundation for leadership development rather than an optional aspect within the program.

- c. Increase equitable access to undergraduate research, scholarship, and creative activity by improving support for faculty and students.

Completed:

- The College secured a \$1.3M grant to renew the McNair Scholars Program, which provides extensive research support and mentoring to low-income and first-generation college students and students from backgrounds that are underrepresented in graduate education.

In progress:

- Using SUNY Incremental Funds for Research Investment, the College increased research start-up funding for new and pre-tenure faculty, including work that engages undergraduate researchers.
- An award from The Robert David Lion Gardiner Foundation will provide students from Geneseo and partnering institutions with fellowships to conduct research internships with government-appointed local historians and faculty mentors focusing on local histories in New York related to the American Revolution and its legacy.
- In Spring 2024, the College received a planning grant from the Teagle Foundation for the American Cornerstones Project, which will provide first-year and transfer students with a high-impact, shared learning experience focused on a common set of readings directed toward an exploration of American civic values.

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The pilot program will also support students conducting research on American civic life in their hometowns during summer break.

In development:

- The College is developing a National Science Foundation IUSE Engaged Student Learning (ESL) Track 2 proposal, which will extend our chemistry department's successful IUSE ESL Track 1-supported transformation of laboratory classes to Course-Based Undergraduate Research Experiences in biology, geological sciences, and physics and astronomy.
- d. Expand equitable access to all Integrative and Applied Learning experiences by addressing financial and logistical challenges.

Completed:

- The College used SUNY Incremental Funds earmarked for Support for Internship Opportunities to hire a full-time applied learning coordinator in Spring 2024; award internship and living wage stipends totaling \$126K for 73 students during Spring 2024; launch the Robert E. '83 and Elizabeth Murray Endowed Career Exploration Award to provide flexible financial support for students to explore career areas of interest; and renew the grant for our TRIO McNair Scholars Program, which provides paid research experiences and other supports to low-income and first-generation college students and students underrepresented in graduate education.
- The Career Design Center coordinated development of 10 high-impact, on-campus internships to increase access to applied learning experiences for Pell-eligible and first-generation students.

In progress:

- Multiple offices that support international study are actively collaborating to ensure that underrepresented students are connected with the Office of Fellowships and Scholarships to receive support and mentorship in applying for federal and foundational programs that increase access for students from underrepresented groups.

- The Study Abroad Office piloted a Spring Travel After Commencement (TAC) program that allows students to access their full spring semester financial aid package by offering short-term embedded study abroad programs designed to be affordable and accessible to a wider audience of students; programs in Madagascar and Italy ran in Spring 2024 and are currently being assessed.
- The Study Abroad Office is pursuing approval for faculty-led study abroad experiences to fulfill the college's new Integrative and Applied Learning graduation requirement, which will improve student access to financial aid for international programs. A study abroad course articulation database and improved study abroad course approval workflows also enhance student advising and access to these programs.
- The College has been selected as one of 12 SUNY institutions to participate in a virtual community of practice with system administration and Jobs for the Future and will interact monthly on a range of critical topics aligned with implementing robust and equitable internship programs on SUNY campuses.

C. OUTCOMES

Goal: Promote student success and community well-being by further developing equitable support systems, increasing persistence and graduation rates, and improving student placement in a broad spectrum of career pathways and career mobility over time.

Desired Outcomes and Actions

C1. Increase the overall first-year retention rate to 90% for the general student population.

Note: The 2021–22 benchmark for this outcome was an 86.1% fall-to-fall retention rate for first-year students. The goal for 2026–27 is 90%. The retention rate for Fall 2022 admits to Fall 2023 was 83.3% (a 2.8 percentage point decrease relative to the benchmark).

Source: Fall 2023 census data

- a. Establish a first-year seminar for 100% of new students, introducing Integrative and Applied Learning, career design, internationalization, metacognition, and well-being while concurrently identifying students needing academic support.

**In progress:**

- In Spring 2024, the College created a cross-divisional first-year experience working group to expand the concept of a first-year seminar into a full first-year experience with a focus on aligning learning outcomes across existing programs. Strategies are intended to align with the recommendations from the 360 assessment of campus student success and retention infrastructure conducted by the National Institution for Student Success in Fall 2023.

b. Implement a holistic student advising program.**Completed:**

- In Fall 2023, the College completed a 360 assessment of campus infrastructure to support student success and retention with the National Institution for Student Success. Following NISS recommendations, Academic Affairs created an Institutional Advising Council (IAC) to align advising practices across campus and drafted an advising guide to standardize procedures for all advisors.
- The College extended its contract for the EAB Navigate early alert system and is monitoring SUNY system-wide progress on enhancing digital academic support.
- Using SUNY Transformation Funds, the School of Business hired a corporate partnerships and career education specialist to strengthen career advising and preparedness.
- Using SUNY Transformation Funds, the Career Design Center hired a full-time pre-health career advisor to serve as the first point of contact for early-phase students interested in pre-health, allied health, or other helping professions.

- The School of Business implemented a supplementary peer advising program for all first-year students and first-year transfer students that required these students to meet with both peer advisors and a professional advisor in their first year of study.
- The new Institutional Advising Council developed a training program and template for academic advisors.

In progress:

- In consultation with a cross-divisional working group, Academic Affairs assessed and reconceptualized the Office of Advising with an eye toward clarifying roles and responsibilities for the office, eliminating overlap with other office responsibilities, and incorporating the recommendations of the National Institute for Student Success assessment. The division is currently pursuing staffing solutions to support the reconceptualized office.

In development:

- A cross-divisional team is working with the college's EAB Navigate liaison for an assessment and soft relaunch of the system on campus.

C2. Increase the overall graduation rate for all students by five percentage points.

- a. Develop a student mentor program connecting 100% of new students with an upper-class mentor in their first year.

In development:

- Academic Affairs conducted surveys and focus group conversations with peer mentoring programs on campus, including student-athlete mentors, GOLD mentors, academic peer mentors, G-STEM, Presidential Scholars, and



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students who tutor in supplemental instruction and is developing an assessment to determine resource needs in achieving this item.

- b. Thread well-being into the fabric of the culture of SUNY Geneseo (woven with diversity, equity, inclusivity, belonging, and sustainability).

Completed:

- Upon recommendation of the Student Affairs Committee, the College Senate endorsed a resolution recommending the adoption of the Okanagan Charter for Health Promoting Universities and Colleges.
- SUNY Incremental Funding was used to increase food supplies at the Geneseo on-campus food pantry, provide temporary meal plans for food-insecure students, hire additional counseling staff, and enhance health and counseling staff professional development.
- Federal funding was used to create wellness spaces throughout campus residence halls.

In progress:

- The College continued to grow the membership of the Well-being Collective and invited participation by student, faculty, and staff representatives across divisions, departments, and roles to ensure that a variety of perspectives and voices are heard during ongoing efforts to promote well-being in our policies, procedures, pedagogies, practices, and programs.

C3. Narrow the graduation rate equity gap by 10% for historically underrepresented racial groups.

Note: The 2021–22 benchmark for this outcome was a 10 percentage point gap between BIPOC (64%) and White (74%) students entering the Fall 2017 cohort. The goal for 2026–27 is a zero percentage point gap.

Source: IPEDS

- a. Continue to invest in intentionally hiring diverse tenure-track faculty to increase campus diversity and role models for students of color (SUNY PRODiG program or similar model).

In progress:

- Hiring of tenure-track faculty was limited in the 2023–24 academic year due to institutional budget constraints. The College continues to support tenure-track faculty brought in through

the SUNY PRODiG program and hosted two new SUNY PRODiG fellows in philosophy and sociology.

- Based on recommendations from a faculty working group, Academic Affairs and College Senate are collaborating to revise standards and processes for faculty personnel evaluations to promote equity, recognize hidden labor, and promote the retention of a diverse faculty body.

- b. Initiate more focused, intentional retention programming for marginalized student populations (BIPOC, transfers, etc.).

Completed:

- Using SUNY Transformation Funds, the Office of Diversity and Equity hired two multicultural student success coaches for the 2024–25 academic year.
- Academic Affairs and the Office of Diversity and Equity collaborated to launch the new Intergroup Dialogue and Social Change microcredential and onboarded a faculty coordinator for the program in Fall 2023.
- The new Multicultural Center continued to expand programming as a hub of engagement for many students from historically under-represented groups.

C4. Integrate career education into the academic experience for 100% of first-year students, and ensure all students will experience at least one high-impact career mobility practice before graduation.

- a. Include career design elements in first-year seminars.

In development:

- The Career Design Center is part of the cross-divisional first-year experience working group to expand the concept of a first-year seminar into a full first-year experience and build career design elements into this programming.

- b. Develop an annual on-campus event to connect alumni with students.

Completed:

- The Geneseo Foundation Board of Directors implemented a department chair liaison structure that partners board members with department chairs to initiate alumni-student mentorship programs.



- The Business Advisory Council has actively worked to bring alumni professionals working in industry to campus to speak with students and provide employment opportunities. They also reintroduced the Executive in Residence program, which brings C Suite alums to campus multiple times during a semester to mentor students and provide career planning advice.

In progress:

- A group of alumni who practice law began meeting with the pre-law advising faculty to plan a pre-law day on campus with alumni speakers and mentors to interact with students.

C5. Expand alumni, emeriti faculty, and community friends involvement with students as a part of curricular and co-curricular programming.

- a. Establish an infrastructure to partner alumni and emeriti faculty and staff with students to support academic and personal development.

In progress:

- Alumni programs were offered in the Rochester region in the 2023–24 academic year, including Americans hockey and Red Wings baseball games, a wine tasting, a restaurant crawl, and numerous happy hours. The annual Great Knight alumni event was held simultaneously at various locations across the country.
- b. Find opportunities to maximize the Rochester presence to engage alumni and community friends.

In progress:

- In the 2023–24 academic year, the College piloted learning programs based in Rochester, including an Access Opportunity Program senior retreat, a regional accounting networking event, and the history department's Teachers' Day program; these events all engaged alumni and community members in campus programming.

C6. Expand and sustain employee development programs that support career growth and personal well-being in all units across campus.

- a. Develop a comprehensive employee retention program to foster a positive campus culture, including but not limited to a comprehensive employee onboarding program that supports new employees through the first year of employment.

Completed:

- A campus-wide facilities poster session shared information, promoted wayfinding, and fostered networking for the entire community.
- The newly rejuvenated Employee Assistance Program implemented a highly successful employee wellness fair on October 31, 2023, and offered employee engagement opportunities throughout the 2023–24 academic year.

In progress:

- A Campus Culture Committee was formed to work with the College to further understand data from the 2023 Employee Opinion Survey and to develop and recommend action plans to the President's Cabinet to enhance employee morale and mutual respect at all levels of the organization. The CCC launched multiple employee engagement listening sessions, which will continue through early fall; based on this feedback, the group will develop proposed action plans that will sustain areas of strength and improve areas of weakness within campus control.
 - The Leadership Journey program's day-in-the-life experiences helped to increase awareness for participants about broader career opportunities across the campus community and also supported the concept that onboarding new employees, promoting belonging, and supporting a positive campus culture are everyone's responsibility.
 - The College launched a joint CSEA Labor Management pilot program for mentoring in the administrative support staff unit; this program provides opportunities to pair together seasoned and new administrative employees.
- b. Expand professional development training opportunities and awareness of existing offerings to ensure staff access and to develop critical skills like project management and conflict resolution.

Completed:

- The College developed an ongoing plan to offer the Leadership Journey Program, a comprehensive and action-oriented training program, developed specifically for leaders in

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a public higher education work environment.

The program creates an experience for a cross-divisional cohort of leaders to enhance their leadership skills, collaborate, and build stronger working relationships; this gained positive attention at the 2024 Spring College and University Professional Association for Human Resources (CUPA) National Conference.

- Human Resources and Payroll Services launched a spring semester training series offering 10 programs for supervisors and staff with topics in a diverse range of human resources development areas; more than 140 employees participated in these programs.
- Finance and Administration leveraged free and low-cost online programming in project management.

D. INFRASTRUCTURE AND FINANCIAL SUSTAINABILITY

Goal: Continue to cultivate a sustainable planning and decision-making system, in alignment with our mission and values, that fully addresses the structural budget gap, increases revenue, enhances institutional financial health, improves campus infrastructure, and further prioritizes the campus value of sustainability, including environmental, social, and economic stewardship.

Note: As of Fall 2022, the structural budget gap was in the order of magnitude of \$10M and growing due to inflation. The campus is deploying a multi-year strategy of revenue generation and expense reductions where feasible and mission-aligned. This is an overarching priority for the College, including implementing campus-wide expense controls, advocacy for new funding, support for new capital improvements, and program development. The campus also continues to collaborate with SUNY on the long-term financial sustainability plan.

Desired Outcomes and Actions

D1. Diversify funding sources and address the college's structural budget gap by generating income from the 15–30 new learning opportunities outlined in Student Experience B1 by December 2027.

- a. Identify resources needed to launch new learning opportunities; establish criteria for resource approval before developing and launching pilot learning opportunities.

Completed:

- The College developed a process for evaluating new programs and ensuring continuous pipeline development.
- A cross-divisional team developed a plan for an infrastructure platform to support non-credit program registration and track prospects through to program completion.
- The College created incentive grants for new program development.
- The College secured funding through the SUNY High Needs Infrastructure grant.

In progress:

- Fine-tuning new infrastructure as needed to advance new programming.
- Further advancing the program pipeline and seeking appropriate program approvals as required.

- b. Develop an assessment plan to evaluate progress toward the new learning opportunities' financial goals. Use assessment to continue the course of action if targeted financial goals are met and to make adjustments if not.

Completed:

- Using SUNY Transformation Funds, the College worked with an external consultant to assess and generate recommendations for continuing education infrastructure and ongoing support.

In progress:

- The College installed a program development planning protocol to track the proposal, development, and launch of new initiatives and is actively engaged in long-term assessment of new programs.
- The College worked with an external consultant to determine necessary infrastructure to fully support continuing education programs; recommendations from this study are being reviewed and will be implemented as deemed appropriate.
- With support from SUNY Transformation Funds, the College is currently recruiting for and expects to hire a full-time coordinator of continuing education to support non-credit programming.



D2. Generate new revenue from a Rochester satellite location by December 31, 2024, and serve at least 100 new students annually at that location by December 31, 2027. Direct a portion of the new revenue toward the structural budget gap.

- a. Develop criteria for evaluating Rochester satellite new programs to include resource prioritization.

In progress:

- The College installed a program development planning protocol to track the proposal, development, and launch of new initiatives and is actively engaged in long-term assessment of new programs.
- b. Select, resource, and launch new or existing programs to pilot at the Rochester satellite location.

Completed:

- The Finger Lakes Workforce Development Center in downtown Rochester was an effective incubator for programs. Successful pilots supported by a campus challenge grant justify the continued exploration of a Rochester presence. Programs held at the Rochester location include a Regional Accounting Faculty Networking event, an AOP Senior Retreat, and a history department Teachers' Day.

D3. Increase restricted and unrestricted current gifts and pledges by 10% each by June 30, 2027.

- a. Complete the *Opportunities Rising* campaign by securing \$45M in new gifts and pledges by June 30, 2025.

In progress:

- As of June 30, the *Opportunities Rising* campaign has reached 81.8% of its goal, with 16,000 donors to the campaign.
- The Geneseo Foundation has surpassed \$50M in assets under management.
- College Advancement launched Geneseo's annual Great Give Back as a donor acquisition and pipeline-building initiative.

D4. Increase annual program funding contributions to the College from Campus Auxiliary Services revenues by 10% by December 31, 2027.

- a. Adjust commission revenues to provide a greater percentage to program funding; implement new vending options.

In progress:

- CAS developed multiple initiatives, including new vending offerings across campus, 24 hour-accessible meal vending in the dining centers, and new cafés in Milne Library and Brodie Hall (opening in Fall 2024). Annual program funding contribution is projected to reach \$550K in 2027.
- b. Increase meal plan revenue through increased enrollment; assign a portion to program funding.

Completed:

- A portion of CAS funds from existing and new services was used to support program funding.

In progress:

- The College developed and is tracking a five-year enrollment plan with measures to increase residence hall occupancy. To offer more singles, new superior single options were developed, and they will be offered in Fall 2024 to respond to student feedback and increase residency and meal plans.
- Healthy meal vending options are being deployed for 24/7 access.

D5. Finish major building renovations on time, budget, and scope, in accordance with the campus master plan. Complete other campus renovations per the State University Construction Fund campus multi-year plan that includes priorities, values such as sustainability, funding options, and design and construction deadlines.

- a. Finish Milne Library project by June 30, 2025, to advance priorities in the campus master plan and help support the strategies identified above in the Access, Student Experience, and Outcomes sections.



In progress:

- The Milne Library project remains on time, budget, and scope for completion.
- The library project enhances sustainability with new energy-saving windows, more

STRATEGIC PLAN 2022-27

efficient heating and cooling, and water-saving plumbing fixtures that will reduce the library's consumption by 38% over standard fixtures.

- b. Finish Sturges Hall project by June 30, 2027, to advance priorities in the campus master plan and help support the strategies identified above in the Access, Student Experience, and Outcomes sections.

Completed:

- Sturges Hall interior walls have been demolished and the remediation phase is complete.

In progress:

- New, energy-efficient windows are being installed.
- The next Sturges Hall project phase is out for bid. Completion is still expected during 2027.

- c. Develop a multi-year residence hall renovation plan by June 30, 2026.

In progress:

- The College collected preliminary data connecting residence halls with outcomes.
- Assessments on the residence hall facilities continue.
- Advocacy for resources for residence hall improvements continues.

- d. Update priorities for non-residence hall renovation master plan based on priorities and resource availability.

Completed:

- The 10-year facilities master plan was completed in Spring 2024, and an early draft was presented to the campus community.

In progress:

- The campus master plan has identified multiple priorities, and advocacy for resources to advance them is underway. Resource availability will impact the order of the next major projects.

D6. Complete major upgrades to campus infrastructure (utilities and technology) on time, budget, and scope and in accordance with a multi-year plan that includes priorities, funding options, design and construction deadlines, and infrastructure projects.

- a. Complete IT network switches, IT network core, and WiFi upgrades (date TBD).

Completed:

- The College upgraded the IT network core and began using its Fortigate Firewalls as edge routers to reduce one additional network component. This will reduce expenses in the long term.
- Updates to the wireless network were completed in Summer 2023.
- Upgrades to the IT network switches were completed in South Hall.
- Secured a \$500K earmark grant for campus safety equipment.





In progress:

- Upgrades to the IT network switches are two-thirds complete in Bailey Hall.
 - The College is exploring strategies to address the funding gap for key infrastructure, such as savings options for the wired switches.
- b. Plan, bid, and complete College Circle infrastructure project in collaboration with the State University Construction Fund (SUCF) by June 30, 2025.

In progress:

- The College Circle was planned and bid, and the project remains on time, budget, and scope for completion; the College Green component was completed and reopened in May 2024.
- c. Complete Fraser Hall roof upgrade by August 30, 2023.

Completed:

- The Fraser Hall roof upgrade was completed on time, budget, and scope in August 2023.

D7. Assess campus spaces and develop a plan to create more and better student communal areas by December 31, 2025.

- a. Identify optimal areas to develop as communal spaces in our current inventory of buildings.

Completed:

- The College successfully renovated the MacVittie College Union Ballroom Lounge, transforming a low-usage space into a high-use communal area and accommodating art displays.

- The student-athlete communal lounge was updated in the Merritt Athletic Center.
- The College enhanced outdoor communal spaces by adding new Adirondack-style chairs and benches.

In progress:

- Based on student, faculty, and staff input to designs, new communal spaces are part of the Milne Library and Sturges Hall renovation projects.
 - New patio and entertainment space is part of the Brodie Hall café project design, expected to go live in Fall 2024.
 - The campus master plan identifies additional opportunities for student communal areas; further resource advocacy is underway.
- b. Prioritize the identified areas and commence developing the highest priorities as resources allow.

Completed:

- Communal space needs appear in the 10-year facilities master plan.

In progress:

- Advocacy continues for resources to advance priorities identified in the facilities master plan.



FISCAL YEAR 2023-24 BUDGET (IN 000'S)

SUNY Geneseo's financial portfolio is approximately \$138 million, with base operating funding of \$78 million. Presented here is a condensed, multi-year, cash-based view of operations by fund. The number of our full-time employees represents actual filled positions.

REVENUE

Campus-Generated Revenue (tuition, room, fees, net scholarships)

State Support

Subtotal Revenue (excludes prior-year adjustment)

EXPENSES *(with significant campus expense reductions implemented for pandemic response)*

Personal Service Regular

Temporary Service

Other Than Personal Service

Utilities

Interfund Transfers

Subtotal Expenses (allocated)

Indirect Costs (fringe benefits and admin. overhead)

Debt Service/DASNY/Rehab and Repair

Unallocated Expenses

Total Expenses

Net Funding (excludes prior-year adjustment)

Prior Year Adjustment—Other: Pandemic Funding Partial Reimbursement

Remainder of HEERF I, II, and III funds

Prior-Year Adjustment

FULL-TIME EMPLOYEES*

Instructional FTE

Non-Instructional FTE

TOTAL

Academic Affairs

210

127

337

Finance and Administration*

0

210

210

College Advancement

0

15

15

Enrollment Management

0

25

25

Offices of President; College Communications and Marketing; Diversity and Equity; and Scheduling, Events, and Conference Services

0

21

21

Student and Campus Life

0

89

89

Totals* (based on actual filled, not budgeted, positions)

210

487

697



FY2022-23 Actual Totals	FUND TYPE (UNAUDITED)					FY2023-24 Actual Totals (Note 1)
	State—Core Administrative and Academic Accounts	DIFR— Residence Hall Operations	IFR—Fees and Fines Accounts	SUTRA—Summer Session, Winter Session, and Overseas Academic Programs		
\$61,753.7	\$24,476.8	\$20,107.1	\$17,794.2	(\$262.4)		\$62,115.7
12,133.3	15,645.7	—	6.0	—		\$15,651.7
\$73,887.0	\$40,122.5	\$20,107.1	\$17,800.2	(\$262.4)		\$77,767.4
\$48,591.0 (Note 2)	\$40,800.1	\$6,684.0	\$2,180.6	\$243.8		\$49,908.5 (Note 2)
5,272.9	3,875.2	219.3	818.5	574.7		5,487.7
14,647.9	4,856.3	2,703.7	4,704.3	604.0		12,868.3
3,290.5	1,696.2	879.8	—	—		2,576.0
—	(12,732.3)	—	12,732.3	—		—
\$71,802.3	\$38,495.5	\$10,486.8	\$20,435.7	\$1,422.5		\$70,840.5
\$6,363.0	—	\$4,300.5	\$1,397.5	\$671.0		\$6,369.0
5,944.2	—	5,819.8	—	—		5,819.8
\$12,307.2	—	\$10,120.3	\$1,397.5	\$671.0		\$12,188.8
\$84,109.5	\$38,495.5	\$20,607.1	\$21,833.2	\$2,093.5		\$83,029.3
(\$10,222.5)	\$1,627.0	(\$500.0)	(\$4,033.0)	(\$2,355.9)		(\$5,261.9)
\$1,081.8 (Note 3)	—	—	—	—		—
\$1,081.8	—	—	—	—		—

Notes

1. Per preliminary close due to print deadline.
2. Cash basis—for example, does not include employee contractual-earned raises that were not yet paid at fiscal year end.
3. Higher Education Emergency Response Funds (HEERF) received to partially reimburse for pandemic-related efforts.

PORTFOLIO SUMMARY— UNAUDITED (IN 000'S)

FUNDING

State Support	\$15,651.7
Campus-Generated Revenue (tuition, room, fees, net scholarships)	62,115.7
Subtotal Revenue (excludes prior-year adjustment)	\$77,767.4

OTHER RELATED FUNDS (NOT INCLUDED ABOVE)

Debt Service—Educational Facilities	\$12,402.2
Fringe Benefits (State Purpose Fund)	27,301.2
Campus Auxiliary Services	13,023.0
Geneseo Foundation	4,955.4
Sponsored Research	2,270.6
Subtotal Other Funds	\$59,952.4
TOTAL CAMPUS PORTFOLIO	<u>\$137,719.8</u>

CAMPUS PORTFOLIO FUNDING SOURCES

Campus-Generated	\$82,364.7
State	55,355.1
TOTAL CAMPUS PORTFOLIO	<u>\$137,719.8</u>

2023-24 COLLEGE LEADERSHIP



Denise A. Battles, PhD
President



Daniel Blankenship, PhD
*Interim Provost and Vice President for Academic Affairs
(August–March)*



Julie Buehler '89, MBA, CPA
Vice President for Finance and Administration



Joseph Cope, PhD
*Interim Provost and Vice President for Academic Affairs and Professor of History
(July)*



Clifton Harcum, MS
*Interim Chief Diversity Officer and Director of Multicultural Affairs
(June)*



Kerri Howell '97, MS
Chief Communications and Marketing Officer



Wendi Kinney, MA
Chief of Staff



Ellen Leverich '90
Vice President for College Advancement



robbie routenberg '05, MA
*Chief Diversity Officer
(July–May)*



Costas Solomou, EdD
Vice President for Enrollment Management



Michael Taberski, EdD
Vice President for Student and Campus Life



Mary C. Toale, EdD
*Provost and Vice President for Academic Affairs
(April–June)*



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THE STATE UNIVERSITY OF NEW YORK

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