

2024 PRESIDENT'S REPORT 25



GENESEO
NEW YORK'S
PUBLIC HONORS COLLEGE

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

As I reflect on my tenth and final year as president of SUNY Geneseo, I am filled with immense pride and gratitude for all we've achieved together. During the past decade, we have embraced change, championed innovation, and stayed true to our identity as New York's public honors college.

This past year marked several pivotal moments that underscore Geneseo's enduring spirit and commitment to excellence. We celebrated the grand reopening of Milne Library, a fully renovated, state-of-the-art academic hub and the first building on campus to eliminate fossil fuels—an inspiring symbol of our dedication to sustainability, student success, and inclusive learning.

We also successfully completed *Opportunities Rising—Geneseo for Generations*, the largest fundraising campaign in the college's history, raising more than \$46 million. This extraordinary achievement reflects the generosity and shared vision of our alumni, friends, and campus community, helping ensure future generations of students will continue to access a transformative Geneseo education.

Throughout the year, our students, faculty, and staff earned impressive distinctions: Fulbright recognitions, national championships, prestigious grants, and continued designation as a top voter-engaged and outcome-driven institution. These accolades reinforce what we know to be true—Geneseo offers one of the most impactful liberal arts experiences in the country.

As I prepare to pass the presidential torch, I am deeply thankful for the opportunity to have served this exceptional community. The College is well-positioned to thrive in the years ahead, and I am confident that its brightest days are still to come.

With appreciation,

Denise A. Battles, PhD
President

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RANKINGS AND RECOGNITION

NATIONAL RANKINGS

US News & World Report

For the 10th time in *US News & World Report's* 15 years of ranking Best Undergraduate Teaching, SUNY Geneseo again earned the #1 spot in the Regional Universities—North category for 2025. The ranking focuses on schools whose faculty and administrators are committed to teaching undergraduate students in a high-quality manner. College presidents, provosts, and admissions deans who participated in the annual peer assessment survey nominated up to 15 schools in their Best Colleges ranking category that have a strength in undergraduate teaching. Geneseo was also ranked in the following categories for its region: #4 Top Public School; #5 (tied) among the Most Innovative Schools, up five spots from last year; and #13 Overall.

Washington Monthly

SUNY Geneseo once again earned first place in *Washington Monthly's* annual college rankings of nearly 600 master's universities in the nation for contribution to the public good. The guide ranks four-year schools (national universities, liberal arts colleges, baccalaureate colleges, and master's universities) in three broad categories: social mobility, research, and opportunities for public service. Geneseo was #2 in research, #19 in service, and #64 in social mobility. To be at the top of the ranking, colleges must excel across the full breadth of measures rather than excelling in just one category. Geneseo has been in the top five of the master's list for 12 consecutive years.

Princeton Review

SUNY Geneseo was included in Princeton Review's *The Best 390 Colleges: 2025 Edition* and their Best Regional Colleges: Northeast list. The 2025 lists are unranked and compiled from feedback from 168,000 students about their colleges. The Princeton Review says that "as New York State's equity-centered, public honors college, State University of New York at Geneseo attracts students searching for a 'quality education at an affordable price.'" Colleges profiled in the book constitute about 15 percent of America's four-year institutions and are chosen primarily based on a high opinion of their academic offerings. SUNY Geneseo was also named a 2025 Best Value College by Princeton Review in June.

Fiske Guide

SUNY Geneseo claimed a spot in the top 10 public colleges and universities in the *Fiske Guide to Colleges* top 20 Best Buy Colleges and Universities for 2025. The top 10 public and private schools that made the unranked list are schools that offer outstanding educational value as determined by academic quality in relation to the net cost of attendance. According to the guide, "Geneseo is a preferred option for New Yorkers who want the feel of a private liberal arts college at a public-school price."



PRINCETON REVIEW SELECTS SUNY GENESEO AS A “GREEN COLLEGE”

The Princeton Review’s *Guide to Green Colleges: 2025 Edition* includes SUNY Geneseo as one of its 511 featured “green colleges.” Schools selected for the annual guide demonstrate a commitment to the environment and sustainability in various areas, including dining options, policies, and more.

The Princeton Review selected colleges for this edition based on its 2023–24 survey of administrators at nearly 600 colleges regarding their institutions’ sustainability-related policies, practices, and programs. The company also surveyed students attending the colleges about their experiences on a “green” campus. Data from the student survey included student assessments of the influence of sustainability issues on their academic and campus experiences; administrator and student support for environmental awareness and conservation efforts; and the visibility and impact of student environmental groups on the campus.



SUNY GENESEO AGAIN NAMED TOP PRODUCER OF FULBRIGHT US STUDENTS

For the seventh time in the past eight 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*.

Four Geneseo alumni were offered Fulbright US Student awards for 2024–25, tying the College for third place among the more than 740 Carnegie Classification master’s degree institutions. Geneseo was once again the only SUNY school named to the list. The winners for 2024–25 were **Andrew Biittig ’23** (Germany), **Elle Maier ’24** (Colombia), **Torianna Robleto ’24** (Honduras), and **Lily Shields ’23** (Uganda). The prestigious program provides grants for individually designed study or research programs, or English teaching assistant programs, in many foreign countries.



COLLEGE RECOGNIZED FOR ENGAGEMENT IN COLLEGE STUDENT VOTING

The ALL IN Campus Democracy Challenge recognized SUNY Geneseo as a 2024 ALL IN Most Engaged Campus for College Student Voting. The organization recognizes colleges and universities for outstanding efforts to increase nonpartisan student voter participation. Geneseo joined a group of 471 colleges and universities recognized for completing four core actions: participating in the ALL IN Campus Democracy Challenge; sharing 2022 NSLVE Reports with campus voting data with ALL IN; developing and submitting a 2024 democratic engagement action plan with ALL IN; and having a current signatory to ALL IN’s Higher Education Presidents’ Commitment to Full Student Voter Participation.



GENESEO NAMED A 2025–26 VOTER-FRIENDLY CAMPUS

SUNY Geneseo was named a 2025–26 Voter-Friendly Campus (VFC), one of 272 campuses in 39 states and the District of Columbia, by Fair Elections Center’s Campus Vote Project and NASPA—Student Affairs Administrators in Higher Education. The initiative recognizes institutions that have planned and implemented practices that encourage their students to register and vote.

The mission of the 2025 VFC designation is to bolster colleges and universities’ efforts to help students overcome barriers to participating in the political process every year, not just during years featuring federal elections. Colleges and universities were evaluated based on a written plan outlining their strategies for registering, educating, and turning out student voters in 2024, as well as their efforts to facilitate voter engagement on campus.



SUNY GENESEO’S ROI AMONG NATION’S BEST

A new Georgetown University Center on Education and the Workforce report showed that a SUNY Geneseo education delivers exceptional long-term value. According to the study, Geneseo offers a 40-year return on investment (ROI) of approximately \$2.09 million, placing it on par with some of the state’s largest research universities, including Stony Brook University and the University at Buffalo. The data underscore the strength of Geneseo’s academic programs and the long-term earning potential of its graduates, offered at a fraction of the cost of many private institutions.

CAMPUS NEWS

WELCOMING

NEW HIRES AND APPOINTMENTS TO SUNY GENESEO



CAROLYN CAMPBELL NAMED INTERIM VICE PRESIDENT FOR COLLEGE ADVANCEMENT

Carolyn Campbell, PhD, was appointed SUNY Geneseo's interim vice president for college advancement and executive director of the Geneseo Foundation, joining the Geneseo community in February 2025. The role was previously held by **Ellen Leverich '90**.

Campbell has been an administrator in higher education and non-profit organizations for more than 30 years. Most recently, she served as vice president of development and alumni engagement for Washington & Jefferson College. She began her career with the Auburn University System in 1998; in 2007, she became vice chancellor for advancement at Auburn University Montgomery (AUM), serving as a member of the university's senior leadership

team and leading the university's alumni and development efforts.

Campbell holds a master's degree in management from Faulkner University and a master's and doctorate in higher education administration from Auburn University, completed Harvard's Institute for Educational Management program, holds a College and University Teaching certificate, and is distinguished as a Fulbright Scholar.

SCHOOL OF BUSINESS APPOINTED NEW ASSOCIATE DEAN

SUNY Geneseo appointed **Lisa Wilder, PhD**, as the associate dean in the School of Business, effective in February 2025. Wilder came to Geneseo from Albright College in Reading, PA, where she served most recently as the inaugural dean to lead online programs in its School of Business and Professional Studies.

During her 24 years at Albright College, Wilder also served as department chair and interim dean. An award-winning educator, she was responsible for successfully updating and designing Albright's in-person and online undergraduate and graduate programs. Wilder earned her bachelor's degree in business administration from Shippensburg University and her master's and doctoral degrees in economics from Virginia Tech.



RODMON KING NAMED CHIEF DIVERSITY OFFICER

Rodmon King, PhD, was selected as SUNY Geneseo's new chief diversity officer, assuming the role in November 2024. With nearly 10 years of experience in diversity, equity, inclusion, and belonging (DEIB), King came to SUNY Geneseo from the University of Massachusetts Amherst's School of Public Health and Health Sciences. Before UMass, he served as dean of institutional equity and inclusion and interim Title IX coordinator at Connecticut College. King served as the deputy chief diversity officer for the SUNY System, following positions as the inaugural chief diversity and inclusion officer at SUNY Oswego and associate vice president for academic affairs and diversity initiatives at Centre College.

King was a member of the faculty at Hobart and William Smith Colleges in Geneva, NY, where he taught as a full-time instructor and assistant professor in the philosophy department. He earned a bachelor's degree in religion and philosophy from Roberts Wesleyan College and his doctoral and master's degrees in philosophy from the University of Rochester.

PRESIDENT BATTLES SELECTED AS 2025 WOMEN OF EXCELLENCE HONOREE

Rochester Business Journal selected **Denise A. Battles**, PhD, president of SUNY Geneseo, as a 2025 Women of Excellence honoree. She was recognized at an awards celebration in May 2025 and profiled in a special *RBJ* issue.

The Women of Excellence Awards recognize high-achieving women for their career accomplishments, including professional experience, community involvement, leadership, and sustained commitment to mentoring. A panel of judges composed of honorees from previous years' Circle of Excellence and Women of Excellence and the *Rochester Business Journal's* editorial team selected the honorees.

SUNY GENESEO CELEBRATED GRAND OPENING OF RENOVATED MILNE LIBRARY



The College marked a significant milestone in April 2025 with the official grand opening of the newly renovated Milne Library. The \$40 million revitalization project, made possible through the State University of New York Construction Fund and financed by the State of New York, reintroduced the iconic building as a state-of-the-art academic hub designed for 21st-century learning, collaboration, and sustainability.

Built in 1966, the Milne Library has long been a central part of the Geneseo experience. The renovation modernized the facility while honoring its history, reusing 82 percent of the original wall, floor, and roof assemblies to minimize the project's carbon footprint. The library is now the first building on campus to eliminate fossil fuel usage, fully electrifying its building systems in alignment with SUNY's clean energy goals. The reimagined space reflects extensive input from students, faculty, and staff, who collaborated



with project leaders to inform everything from outlet placement and furniture selection to study space design.

PRESIDENT BATTLES ATTENDED NY GOVERNOR'S WOMEN'S HISTORY MONTH RECEPTION

President **Denise A. Battles** attended a Women's History Month reception in March 2025 at New York Governor Kathy Hochul's mansion. Female leaders from around New York State participated in the invitation-only affair. At the event, Governor Hochul proclaimed March 2025 as Women's History Month in the Empire State and paid tribute to "women in education who motivate students to embrace knowledge and whose positive impact on our future leaders is moving our world forward."

PADALINO RECEIVED AMERICAN PHYSICAL SOCIETY AWARD

Stephen Padalino, SUNY distinguished teaching professor of physics at Geneseo, was selected to receive the American Physical Society's 2025 Excellence in Physics Education Award in March. The award recognizes a team, collaboration, or exceptional individual who has exhibited a sustained commitment to excellence in physics education.



Padalino helped establish a successful collaboration with the University of Rochester's Laboratory for Laser Energetics (LLE) 30 years ago, which was instrumental in Geneseo receiving funding for the purchase of a 1.7 MV Pelletron accelerator in 2007. Padalino has involved 15 to 25 undergraduate students annually whose research regularly results in presentations at national meetings. He has also received more than 30 external grants, yielding more than \$13 million in funding.

Padalino was awarded SUNY's highest rank of distinguished teaching professor in 2007 and was named an American Physical Society Fellow in 2017. Over the years, he also received SUNY Chancellor's Awards for Excellence in Teaching (1992) and Excellence in Research and Scholarship (2006) and was named CASE Professor of the Year for New York State (Council for Advancement and Support of Education; 2001). Padalino holds master's and doctoral degrees in nuclear physics from Florida State University.

WEST SELECTED FOR AASCU'S DEPARTMENT CHAIR LEADERSHIP INSTITUTE

Professor **Karleen West**, chair of SUNY Geneseo's Department of Political Science and International Relations, was named to the third cohort—the first of two in 2025—of



the Department Chair Leadership Institute (DCLI) at the American Association of State Colleges and Universities (AASCU). West was one of 32 higher education professionals in this cohort. DCLI is a semester-long leadership program designed to help department chairs cultivate critical skills that prepare them for success in their current and future administrative roles.

A member of the Geneseo faculty since 2014, West has received the SUNY Chancellor's Award for Excellence in Scholarship (2021) and the SUNY FACT2 Award for Excellence in Instruction (2020). She holds a bachelor's degree in Spanish and political science from the University of Arizona and master's and doctoral degrees in political science from the University of Iowa.



PAKU SELECTED AS SUNY ACCESSIBILITY ADVOCATES AND ALLIES FELLOW

SUNY Geneseo associate professor of English **Gillian Paku** was selected as a fellow for the inaugural 2025 cohort of the Accessibility Advocates & Allies (AAA) Faculty Fellowship Program.

Eleven faculty members from SUNY institutions were chosen as the inaugural class. The AAA Faculty Fellowship program is a community of individuals committed to promoting and growing accessibility practices in and out of the classroom on their campuses.

Paku, a faculty member at SUNY Geneseo since 2008, has received numerous teaching awards, including the SUNY Chancellor's Award for Excellence in Teaching in 2013. She received her PhD from Harvard University.

BRANT RECEIVED SUNY'S HORIZON EARLY CAREER RESEARCH AND SCHOLARSHIP AWARD

SUNY Geneseo's Associate Professor **Hanna Brant**, political science and international relations, was awarded a SUNY Chancellor's Horizon Award for Faculty Research and Scholarship in April 2025. The award honors early career tenured and tenure-track faculty whose scholarly or creative activities have already achieved significant recognition and, crucially, hold promise for field-defining impact in the future. Brant is one of ten inaugural researchers recognized.

Brant's research examines the contours of political careers of members of Congress, state legislators, and legislative staff. She has published 16 peer-reviewed manuscripts to date, and several grants have supported her research. Brant earned her bachelor's degree from Indiana State University and a PhD in political science from the University of Missouri in 2020. She is currently developing a book



manuscript on queer women's representation in US state legislatures.

UPD MEMBERS RECOGNIZED BY SUNY POLICE CHIEFS ASSOCIATION

Five members of SUNY Geneseo's University Police Department (UPD) were recognized in December 2024 with the Professional Service Award by the SUNY Police Chiefs Association in Albany. The honor is presented to members of the university police department who, through exceptional acts or contributions, significantly enhance the department's operations, efficiency, or community engagement. Recipients demonstrate extraordinary dedication, innovation, or collaboration that elevates the department's standards and mission of their respective campuses.

The SUNY Police Chiefs Association selected the following members for the prestigious award: Lieutenant **Andrew Phelps**, officers **Kyle Bree** and **Carly Warner**, dispatcher **Michael Richenberg**, and administrative assistant **Erin Burger**.

CASTILLO NAMED TO SUNY HISPANIC LEADERSHIP INSTITUTE

Geneseo's director of counseling services **Jaime Castillo**, PhD, LMHC, was named a fellow of SUNY's 2025 Hispanic Leadership Institute (HLI) in November.

Ten faculty and staff from nine campuses were selected as the 2025 class fellows, the eighth class since the program's inception in 2017. HLI is a demanding nine-month experience that positions fellows to further develop higher education leadership skills and proficiencies.

Castillo, a mental health practitioner for more than 15 years, joined Geneseo's Student Health and Counseling staff in 2022. He previously served as a mental health therapist and interim director of training at Rochester Institute of Technology. Castillo, a first-generation American with Colombian and Cuban parents, earned his bachelor's degree at Penn State, a master's from the University of Scranton, and a doctorate from Syracuse University.



COPE AWARDED \$500K MELLON GRANT FOR HUMANITIES PROJECT

Professor of history **Joseph Cope** was awarded a \$500K Mellon Foundation grant for the project Social Justice and the Humanities: Disciplinary Knowledge and Practice. The three-year award began in January 2025. The grant supports Geneseo faculty in creating a cluster of linked general education courses targeted to first-year students and exploring historical and contemporary issues of social



justice in the west-central New York region. Piloted with two cohorts of 80 students, the project creates opportunities for students to apply humanities-based skills to social justice issues while advancing institutional goals to provide an honors experience to all students.

Cope joined the SUNY Geneseo faculty in 2001 and won a SUNY Chancellor's Award for Excellence in Teaching in 2005.

GERRINGER AWARDED \$892K NSF GRANT FOR DEEP-SEA RESEARCH

In August 2024, assistant professor of biology **Mackenzie Gerringer** was awarded a three-year, \$892K grant from the National Science Foundation to study the mechanisms by which species have adapted to the extreme pressures of the deep ocean. Gerringer will collaborate on the research with co-principal investigator Jacob Daane, assistant professor of biology and biochemistry at the University of Houston. In addition to providing summer support for Gerringer, the grant funds four SUNY Geneseo undergraduate researchers, including a potential opportunity to accompany Gerringer and other researchers on a deep-sea expedition in the Mediterranean.

A Geneseo faculty member since 2019, Gerringer has authored or coauthored numerous articles, including research focused on bringing deep-sea exploration to undergraduate classrooms. She and her collaborators discovered a new species of snailfish unique to the Atacama Trench that lives 20,000 feet below the surface.

GENESEO ADDED NEW MAJORS

SUNY Geneseo's School of Arts and Sciences added two new majors for undergraduate students in Fall 2024.

The **philosophy, politics, and economics** major combines solid career and graduate school preparation with interdisciplinary learning in the social sciences and humanities. Students learn about how politics, morality, and economics interact in major questions and issues of policy, law, and social organization. Program highlights include a rigorous exposure to all three disciplines and the flexibility to focus on specific areas of interest. Opportunities for mentored research or internships help prepare graduates for careers in law, public policy and administration, non-profit management, media and marketing, or public and private sector consulting.

The Department of Physics and Astronomy introduced an **astrophysics** major, the only program of its kind in the SUNY system. The program prepares students for careers that require strong problem-solving, data analysis, image processing, and analytical skills. It is specifically designed for students to pursue various career paths, such as physics, astrophysics, optics, data analytics, computational science, or instrumentation. Highlights include NASA-funded summer research opportunities, field experiences such as

visits to Kitt Peak National Observatory, and opportunities to collaborate with faculty on publishable research projects.

COLLEGE EXPANDED GRADUATE PARTNERSHIP PROGRAMS

A new partnership with **Lake Erie College of Osteopathic Medicine (LECOM)** facilitates early admission for SUNY Geneseo students interested in earning a Doctor of Dental Medicine, Doctor of Podiatric Medicine, or Doctor of Osteopathic Medicine degree. Students are offered provisional acceptance to LECOM's medical schools based on a successful interview within their first two years at SUNY Geneseo. Provided the appropriate pre-med coursework has been completed, any SUNY Geneseo BA or BS degree is accepted.

A collaborative agreement with the **University at Buffalo (UB) School of Pharmacy and Pharmaceutical Sciences** provides students an accelerated opportunity to earn a Doctor of Pharmacy degree. Under the 3+4 agreement, students complete three years of undergraduate study in SUNY Geneseo's biology (BA or BS) or chemistry (BA) programs, then apply to UB's pharmacy school. Once accepted, students have their first-year pharmacy courses applied toward their bachelor's degree at SUNY Geneseo, completing both degrees in seven years instead of the usual eight.

A collaborative agreement with the **University at Buffalo (UB) School of Law** allows students to accelerate their studies by completing both their BA and JD degrees in six years of full-time study, rather than the standard seven. SUNY Geneseo students can choose majors in American studies, economics, English, geography, history, mathematics, philosophy, or sustainability studies. After three years at Geneseo, students transfer to UB's School of Law. Upon completing the first-year law school curriculum, students' credits for the year are transferred to SUNY Geneseo to complete their bachelor's degree.

STUDENT-FACULTY RESEARCH TEAM SELECTED FOR CUR ADVOCACY PROGRAM



L to R: Samuel Scamardo '27, Professor Kodjo Adabra, and Addie Balogun '27

In October, the Council on Undergraduate Research (CUR) selected a SUNY Geneseo student-faculty research mentor team for the 2024 Scholars Transforming Through Research (STR) advocacy program. The STR program offers a multi-month initiative designed to develop students'

communication and advocacy skills, enabling them to effectively convey the power of high-impact practices, including undergraduate research, scholarship, and creative inquiry, to diverse stakeholder groups.

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. Working with faculty and research mentor Professor **Kodjo Adabra**, French and Francophone studies, were **Addie Balogun** '27, of Huntington Station, NY, a French and communication double major, and **Samuel Scamardo** '27, from Schenectady, NY, a French and adolescence education major with minors in history and anthropology.

SUNY GENESEO SELECTED FOR SUNY TOP 10% PROMISE

SUNY Geneseo was selected as one of nine SUNY institutions participating in Governor Kathy Hochul's SUNY Top 10% Promise program. The program created a direct pathway for the highest-achieving New York high school seniors to gain admission and enroll at select SUNY colleges and universities. The program aims to help more New York students benefit from SUNY's unparalleled accessibility, affordability, and academic excellence.

A direct-admissions program, the Top 10% Promise automatically grants acceptance to graduating high school students whose GPAs were in the top 10 percent of their class and who meet specific academic readiness criteria to at least one selective, world-class SUNY campus. In the first year, 68 school districts (and individual charter schools) were invited to participate based on serving rural, urban, and suburban communities with high levels of adversity or enrolling a significant share of students from low-income backgrounds.

SUNY CHIEF SUSTAINABILITY OFFICER TOURED GENESEO

SUNY Chief Sustainability Officer and Executive Director of Climate Action **Carter Strickland Jr.** visited Geneseo in October 2024 to learn about the college's sustainability efforts. Strickland met with President **Denise A. Battles** before visiting Letchworth State Park with college leaders, including **James Kernan**, associate professor of geography and department chair of geography and sustainability studies, to learn more about the sustainability studies major and fieldwork conducted in the park.

Faculty, staff, and administrators shared college-wide, faculty, and student-led initiatives on campus during tours of the eGarden, Roemer Arboretum, the College Green, and the newly renovated Milne Library. The library is the

first building on campus to eliminate the use of fossil fuels, reducing the campus's carbon footprint. Strickland also participated in an open forum about the SUNY Climate and Sustainability Action Plan.

VALERIA ESPINOSA '25 EARNED SUNY'S MCCONNEY EOP AWARD

Valeria Espinosa '25 was one of 50 SUNY's Educational Opportunity Program (EOP) students to receive the 2025 Norman R. McConney Jr. Award for EOP Excellence in March. The award recognizes outstanding EOP students for their academic achievements and overcoming personal obstacles throughout their lives.

Espinosa, from the Bronx, NY, graduated with an anthropology major and a minor in geography. She worked in the EOP office as a CATs Mentor and served as a mentor for Geneseo's EOP Summer Scholars Program. In addition to her work with EOP, Espinosa was the teaching assistant for the Anthropology of the Borderlands course and a member of the Latinx Student Association (LSA).

CHANCELLOR CITED SUNY GENESEO'S INTERNATIONAL BACCALAUREATE INITIATIVE

SUNY Chancellor **John B. King Jr.** spoke at the International Baccalaureate (IB) Global Conference in Washington, DC, in July 2024 about SUNY's commitment to preparing students for the future. His remarks highlighted SUNY Geneseo as a "liberal arts college providing the kind of experience that so many elite private colleges in New England provide at literally 10 times the cost." Adding that the College has a "deep commitment to the IB," he shared his "hope that the partnership the College is cultivating with IB is one that we can expand throughout the SUNY system."

NEW SCHOOL OF THE ARTS AND SCIENCES LAUNCHED

During the past academic year, SUNY Geneseo's new School of the Arts and Sciences conducted foundational work establishing itself. It spent 2024–25 clarifying roles and responsibilities of the ongoing dean position, shaping the school's operations, and developing its processes and procedures. Under the leadership of Interim Dean **Amy Sheldon** '90, the school created a mission statement, new summer programming, and new and revised curricula; hired essential faculty and staff; built relationships with donors; and submitted grant proposals.

The College also conducted a successful search for the school's inaugural dean in consultation with a campus search committee chaired by **Lori Bernard**, associate professor of Spanish; **David Parfitt**, associate provost for academic success; and the Academic Career & Executive Search firm. **Agya Boakye-Boaten**, PhD, formerly the dean of humanities, arts, and social sciences at the University of North Carolina Asheville, assumed the dean's role in July 2025.



COLLEGE EXPANDED SUMMER PROGRAMMING



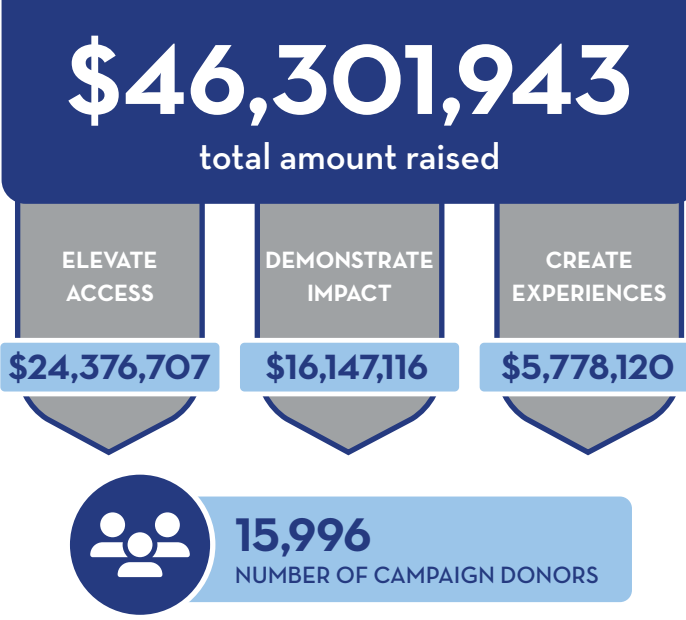
SUNY Geneseo expanded its pre-college programming during Summer 2025 with the new Summer Academy and IB Extended Essay Camp, designed to connect with high-achieving students before their high school senior year. In its first year, the Summer Academy exceeded its enrollment goal. The two programs strengthen Geneseo’s enrollment pipeline, provide an early college experience for students, and generate modest but valuable revenue for the institution.

GREAT GIVE BACK EXCEEDED GOAL

The Great Give Back, Geneseo’s annual day of giving, was a great success. On April 22, 2025, 888 generous donors raised \$249,328. The Fund for Geneseo led the way with \$47,619 raised, providing vital resources for scholarships, research, and student enrichment. In total, the 2024–25 Fund for Geneseo garnered \$850,000 in unrestricted gifts, surpassing last year’s total by approximately \$125,000 and reflecting the incredible commitment of the Geneseo community.

CAMPAIGN RAISED \$45M+ FOR GENESEO

SUNY Geneseo has made history by not only reaching but surpassing its ambitious \$45 million goal for the *Opportunities Rising: Geneseo for Generations* comprehensive campaign, exceeding the target by an impressive \$1 million. This landmark achievement marks a transformational milestone in the college’s history. Nearly 16,000 alumni and friends rallied to support key priorities, including student scholarships, academic innovation and research, diversity, equity, and inclusion initiatives, facility enhancements, campus improvements, and the overall enrichment of the Geneseo student experience.



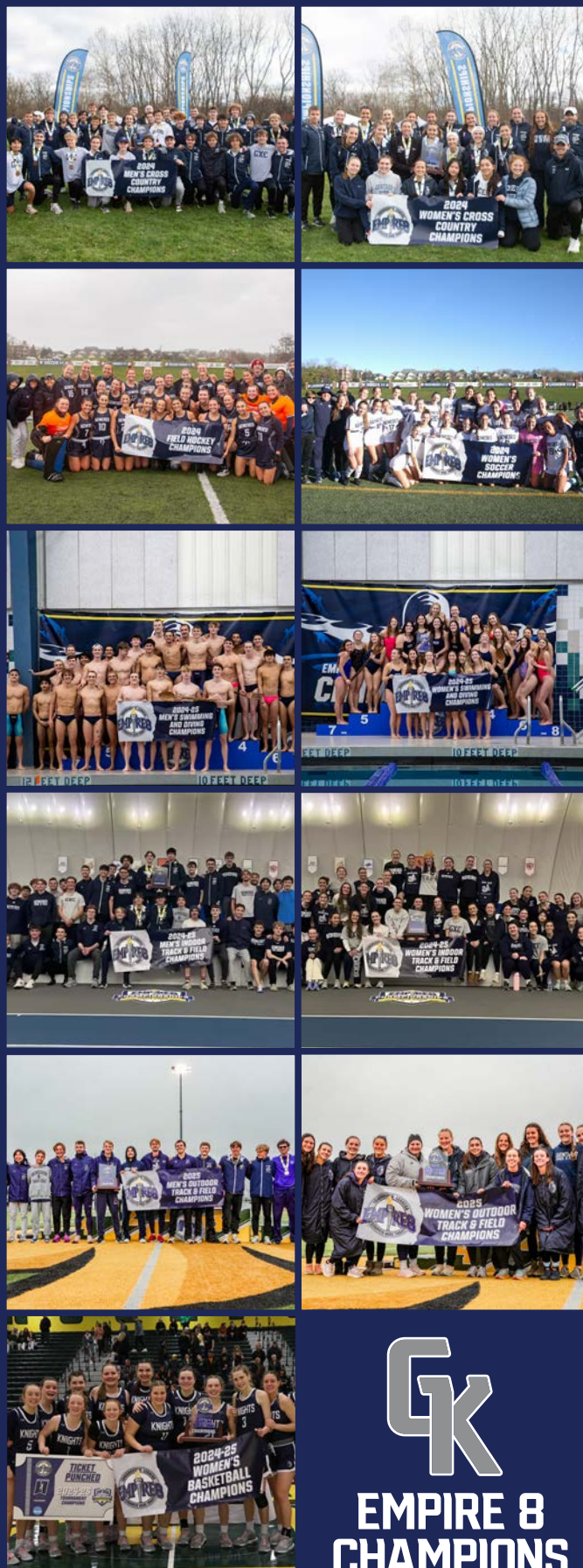
REUNION RECAP

Reunion 2025 brought more than 700 alumni and friends back to campus, from coast to coast and everywhere in between. Spanning the earliest class of 1960 to our newest grads—and showcasing decades of donor loyalty—the weekend was a powerful reminder of the enduring connections forged at SUNY Geneseo. *Above: Class of 1975 50-Year Reunion*

ATHLETICS NEWS

GENESEO CAPTURED EMPIRE 8 COMMISSIONER'S CUP IN DEBUT SEASON

The SUNY Geneseo Department of Intercollegiate Athletics and Recreation captured the Empire 8 Commissioner's Cup title in their first full season as a league member. The Knights earned 11 league championships during the 2024–25 season. Geneseo received 43.75 out of a possible 50 points from the spring sports teams, with men's and women's outdoor track and field capturing their respective Empire 8 championships. The fall season was highlighted by championship performances from men's and women's cross country, field hockey, and women's soccer, while the winter season saw E8 titles from men's and women's swimming and diving and women's basketball.



GK
**EMPIRE 8
CHAMPIONS**

ATHLETES WON FIVE NATIONAL CHAMPIONSHIPS

Three SUNY Geneseo student-athletes captured five NCAA Division III National Championships during Spring 2025, bringing the college's lifetime total to 27.

Penelope Greene '25, from Sag Harbor, NY, an English major with a minor in communication, claimed two national championships in women's outdoor track and field. Greene won the 5,000m race with a personal best time and broke a 43-year-old meet record in the 10,000m race.

Trent Makowiec '25, an Addison, NY, native with a communication major and a minor in human resources management, was the men's diving national champion in both the one-meter and three-meter dive events. The championships marked the first of Makowiec's career and made four overall for the diving program.

Brynn Mooney '26, a biology major from Honeoye Falls, NY, was the women's 400m national indoor track and field champion. Her run helped contribute to Geneseo's fifth-place finish in the NCAA competition, the highest women's team finish ever for a National Championship meet.

STUDENT-ATHLETE EARNED CHANCELLOR'S AWARD FOR STUDENT EXCELLENCE

In April, student-athlete **Joseph Vogt '25**, a SUNY Geneseo history and adolescence education major from Penfield, NY, was selected for a 2025 Chancellor's Award for Student Excellence, SUNY's highest honor for academic excellence and leadership.



Penelope Greene '25



Trent Makowiec '25



Brynn Mooney '26



Vogt played on the men's soccer team since the 2021–22 season, earning 2023 SUNYAC Defensive Player of the Year and Empire 8 Defensive Player of the Year in 2024. He was a three-time First-Team All-Conference Honoree (2022–24) and two-time First-Team All-Region Honoree (2022 and 2024). Vogt served as the staff manager of the Knights' Student-Athlete Mentor program and was a member of the SUNY Geneseo Student-Athlete Advisory Committee. He also won the Fred Bright Male Contribution and Leadership Award from Geneseo's Department of Intercollegiate Athletics and Recreation.

MAKOWIEC NAMED CSCAA DIVER OF THE YEAR, AUSTIN COACH OF THE YEAR

The College Swimming and Diving Coaches Association of America (CSCAA) named two NCAA Division III award winners from SUNY Geneseo for the 2024–25 season. **Trent Makowiec '25** was named the Men's Diver of the Year after winning the one- and three-meter dive events, and diving coach **Shawn Austin** was named the Diving Coach of the Year for the fourth time in his career (2016, 2018, and 2024 previously).



GENESEO KNIGHTS



STRATEGIC PLAN 2022–27

2024–25 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 the 2026–27 academic year is 340 students. The 2023–24 cohort was 220 students (a 19% decrease relative to the benchmark). The 2024–25 cohort was 235 students (a 14% decrease relative to the benchmark and a 7% increase relative to 2023–24).

Source: Fall 2024 and Spring 2025 census data (IR)

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

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.
- b. Expand need-based financial aid for transfer students.

**In progress:**

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

In development:

- Enrollment Management is developing a financial aid index model for transfer students, which will allocate 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). The 2024–25 cohort was 64 students (a 10% decrease relative to the benchmark). Source: Fall 2023 and Fall 2024 census data (IR)

- 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 and inform future graduate program development.
- The School of Business is working on 3+2 articulation agreements with schools in Asia for international students to attend our graduate programs.
- The School of Business extensively consulted Business Advisory Council members on the market needs of graduate business programs.
- The School of Education conducted a graduate programs retreat in Spring 2025 and will use the data to create a long-term strategic growth plan.
- The School of Education's graduate program in Reading and Literacy (Birth–Grade 12) will move fully online starting in Summer 2026.

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

Completed:

- The Office of International Student and Scholar Services collaborated with the School of Business to develop an application site for international students in partner schools to apply for joint-degree programs.
- A partnership with Hanover Research provided data on student demand, existing programs in the state and region, and workforce demand to help guide new program development.

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

In progress:

- Academic Affairs established an Online Program Development Committee (OPDC) to support the development and implementation of online programs, including one in accounting and one in reading and literacy.

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). The 2024–25 cohort was 2.5%.

Source: Fall 2024 census data (IR)

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

Completed:

- The College expanded the College Board prospect pool name buys in out-of-state markets tied to the SUNY out-of-state tuition match, from 35,000 in 2023 to 70,000 in 2024, which expanded leads to more than 100,000 in 2025. The efforts increased out-of-state admits by doubling the number of admits compared to the 2023 out-of-state cohort. Yield remains relatively flat at 3%.
- The College collaborated with the University of Rochester, RIT, and St. John Fisher University to bring out-of-state counselors to the Rochester area to learn more about our institutions.

In progress:

- Enrollment Management continues to move forward with a comprehensive out-of-state marketing, recruitment, and outreach strategy in markets aligned with the SUNY out-of-state tuition match program. This includes an enhanced merit awarding strategy.
- Joint partnership recruitment is planned with other COPLAC, like-minded colleges for Fall 2025 and Spring 2026, along with other joint consortium initiatives planned with SUNY peers in North Carolina for Fall 2025.

In development:

- Admissions is creating an out-of-state recruitment and outreach plan that includes counselors and

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alumni volunteers to take part in out-of-state college fairs.

- Admissions is expanding its 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 continued to apply additional institutional aid to out-of-state students who qualify for the SUNY tuition matching program, along with out-of-state indexed scholarships based on academic core GPA.

In development:

- Enrollment Management continues to work with the Office of Development and the Geneseo Foundation to identify other funding sources to meet more financial needs for 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). The 2024–25 cohort was 16.0% (a 1.4 percentage point decrease relative to the benchmark).

Source: Fall 2023 and Fall 2024 census data (IR)

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

Completed:

- Academic Affairs submitted a \$1M grant to New York State under the Collegiate Science and Technology Entry Program (CSTEP) to increase access and prepare students either for licensure in the professions or for employment in scientific and technical fields. SUNY provided preliminary notification of funding in April, dependent on revised NYS budget approval, estimated to arrive in July.
- Academic Affairs worked with two NYC high schools in the dual enrollment program in the field of data science, under the Future Ready NYC partnership with SUNY. The great majority of students from these two high schools are underrepresented racial minorities.
- Enrollment Management revamped the EOP recruitment, outreach, and evaluation process

to attract and enroll EOP students. Financial Aid takes the lead on all financial reviews to determine financial eligibility for the program.

In progress:

- SUNY Transformational Funds funded a position within Admissions to support all EOP recruitment and outreach efforts. A two-year extension of the position was approved based on significant progress.

In development:

- Enrollment Management has initiated several partnerships with community-based organizations, including a newly defined relationship with the Red Hook Initiative, which has resulted in an increasing number of underserved, low-income students expressing interest in Geneseo.

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% of students. The 2023–24 cohort was 22.7% students (a 3.4 percentage point increase relative to the benchmark). The 2024–25 cohort was 22.1% (a 2.8 percentage point increase relative to the benchmark).

Source: Fall 2023 and Fall 2024 census data (IR)

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

Completed:

- A pilot First-Generation Pre-Orientation Program was offered to incoming students for Fall 2024.
- A New Student Glossary was created in 2024 to help familiarize students with the college's institutional structures, offices, and processes, supporting their transition to Geneseo.
- Residence Life launched a first-generation Living-Learning Community for first-time, first-year students who identify as first-generation and want to join a residential cohort of students with similar backgrounds.

In progress:

- Admissions is executing a comprehensive outreach and yield strategy for prospective and admitted students who identify as first-generation.
- The First-Generation Pre-Orientation Program will be offered to Fall 2025 incoming students and will include sessions specifically designed for parents, families, and supporters.

In development:

- Campus community members continue to work collaboratively to establish a first-generation student



organization, which is set to commence in the 2025–26 academic year.

- Now a partner institution in the First Generation Forward Network, Geneseo will be able to expand its network and reach more first-generation students.
- b. Increase access and affordability by providing additional scholarships to first-generation students.

Completed:

- The College applied enhanced institutional aid to first-generation students through the Fall 2025 cycle.

In progress:

- Enrollment Management continues to examine whether it is feasible to meet 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:

- Enrollment Management established two new scholarships for first-generation students: a one-time, first-generation scholarship of \$1,000 to offset growing costs for first-generation students, and an outside scholarship sponsored by The Summit Federal Credit Union for a limited number of first-year, transfer, and graduate first-generation students.

In progress:

- Financial Aid is collaborating with Advancement to identify scholarships that can support tuition and living expenses for students with outstanding loans or funding gaps.
- Academic Affairs and the School of Business are working closely with Advancement to raise new scholarship and program development funds.

In development:

- Financial Aid is working on enhanced scholarships for Pell-eligible students, based on the index model. This is designed to meet the financial needs of students with gaps in their financial aid.
- 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.
 - No progress was made on this goal during 2024–25.

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 progress:

- Soaring Stars 2.0 is being implemented in Summer 2025, focusing on STEM education experiences for low-income middle school students from surrounding rural communities.
- In Summer 2025, Geneseo will host its first-ever International Baccalaureate Extended Essay (IBEE) camp for International Baccalaureate Diploma Students (IBDP) leading into their senior year of high school.
- Geneseo will host NYSACAC Camp College in Summer 2025, welcoming approximately 100 students from all parts of New York State, with the largest cohort from New York City.

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.
- Academic Affairs and the School of Business are working with Geneseo High School to develop a bridge program for Geneseo High School students to take college courses in their senior years.

- b. Develop a series of two- to four-week online and in-person (residential) summer courses/programs for high school sophomores and juniors.

In progress:

- The College is piloting a one-week residential version of the Geneseo Summer Academy during Summer 2025, specifically designed for high school sophomores and juniors.

In development:

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

STUDENT EXPERIENCE

Goal: Enhance and expand learning, creation, and inquiry by developing new academic and co-curricular programs and restructuring and/or 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.

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Desired Outcomes and Actions

B1. Reach a broader range of learners by offering 15 to 30 new learning opportunities, including a mix of pilots, strategically selected for-credit academic experiences (e.g., degree or certificate programs, microcredentials, and 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-bearing programs, like 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-baccalaureate certificates, microcredentials developed for post-baccalaureate audiences, Rochester Education Justice Initiative collaboration, more graduate and online offerings, and offerings at a Rochester site).

Completed:

- 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 prioritizing and implementing its recommendations.
- With support from SUNY Transformation Funds, the College hired a full-time coordinator of continuing education to support non-credit programming.
- The College obtained TEACH sponsorship for Continuing Teacher and Leader Education (CTLE) and offered professional development for high school teachers in history, English, math, and physics.
- The College completed a pilot of its first dual enrollment partnership program with two NYC high schools (Channel View and Youth and Community Development) in Spring 2025, under the Future Ready NYC agreement with SUNY.

In development:

- The College is exploring ways to scale and expand Continuing Teacher and Leader Education (CTLE) programming to the regional school districts and online.
- c. Develop and launch new graduate and undergraduate academic programs based on market growth potential.

Completed:

- New programs launched in 2024–25: a BA in philosophy, politics, and economics; a BS in

astrophysics; a BS in physics; a BFA in musical theatre; and an MA in history.

- Partnerships with Lake Erie College of Osteopathic Medicine and University at Buffalo created new accelerated and early acceptance programs in dentistry, podiatry, osteopathic medicine, pharmacy, and law.
- Campus shared governance approved significant revisions to the global languages and cultures and comparative literature programs.

In progress:

- Launching in Fall 2025 are new minors in mathematics of computer science, environmental science, and literary translation, as well as 10 new microcredentials in a variety of fields.
- In the approval process are a BS in general studies, developed as a “return to complete” program; a BS in music education; a BS in applied AI; and transfer-friendly revisions to the early childhood/childhood education and adolescence education programs.
- The School of Education hosted a graduate program retreat in May 2025 to develop a cohesive plan for graduate programming and shared courses across programs.

In development:

- The School of Business is developing a master's program in quantitative finance.
- The communication department is developing a new program in community leadership and dialogue.
- The School of Education is developing an online MAT in inclusive early childhood education; an online MEd in teaching, instruction, and critical pedagogies; a coaching certification in collaboration with athletics; an educational studies major to include coaching and teacher assistant paths; and a business education microcredential.

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

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

In progress:

- The GLOBE Committee is piloting assessments in the areas of Humanities, Creativity and Innovation, Contemporary Global Challenges, and Mathematics/Quantitative Reasoning, which is the third year of a four-year rotation. An upcoming assessment day for faculty will discuss and analyze data and student needs in general education.



- Institutional Research and Effectiveness collaborated to redesign the survey, providing data directly to a Gen Ed Assessment dashboard.

b. Implement all aspects of GLOBE through governance and ensure consistency with the new SUNY General Education framework.

In progress:

- A GLOBE subcommittee focusing on the antiracism component of the new curriculum was established and generated a report for the full GLOBE committee. Additionally, an action and governance review of the guidelines for the antiracism requirement in the new curriculum was undertaken.
 - In 2025–26, all departments will report 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 for all students.

Completed:

- The Integrative and Applied Learning (IAL) component of GLOBE is fully implemented. The GLOBE committee approved 33 additional IAL courses; Career Design launched the student-initiated IAL experience proposal form; and processes are in place to apply IAL requirements to student records.

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 actions to respond to the findings of the 2021–22 Campus Climate Survey.

a. Strengthen the handoff from admissions to the New Student Orientation program.

Completed:

- The orientation student leaders made their first contact with new students in May 2025 and will continue to reach out to new students throughout the summer.
- Fall 2025 transfer enrollment webinars were offered to new transfer students throughout the spring and summer.

In progress:

- The new student orientation team continues to collaborate with Admissions to coordinate communication, co-facilitate programs, and serve as the primary point of contact for a seamless transition from recruitment to orientation.
- As part of the new student onboarding process, Student Life is conducting ongoing assessments and

revisions of programs that engage new students, beginning in the summer preceding enrollment and continuing through the first year.

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

Completed:

- DEIB training was offered to all student orientation leaders through stronger collaborations with the Office of Diversity and Equity, Multicultural Affairs, and Title IX.
- The summer orientation program was adapted into a virtual format to provide more equitable access to all incoming students and their families.
- Theme days were implemented in the Fall 2024 orientation program, with focus areas of belonging, academic exploration, well-being, and connections.
- Weeks of Welcome and Geneseo Late Knight provided numerous opportunities for new students to connect with one another and the campus.

In progress:

- Student Life will offer constructive and autonomy-supportive dialogue skills development opportunities to all new students during the Fall 2025 orientation program.
- c. Offer a first-year seminar to every new student by Fall 2027.

In progress:

- The Teaching and Learning Center created a cross-divisional first-year experience working group to expand the concept of a first-year seminar into a full first-year experience.
- The School of Education reimaged the optional one-credit Welcome to the Major course, first offered during Summer 2025.

In development:

- The College is piloting an integrated first-year experience program for Fall 2025, designed to connect in-class learning with co-curricular activities, academic advising, and residence life.
- d. Expand learning centers, supplemental instruction, tutoring services, and the Accessibility Office, and investigate new forms of academic support.

Completed:

- The College utilized SUNY Incremental Funds earmarked for Supports for Students with Disabilities to advance two initiatives: improved accessibility of workstation furniture and applications in Milne

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Library, and revised IT self-help with a focus on user-friendly, accessible, inclusive documentation.

In progress:

- Launching in Fall 2025 is a new interactive digital mapping application to enhance campus wayfinding and accessibility for the campus community, visitors, and prospective students and families.
- The College launched CircleIn with a pilot group of faculty members in courses identified with high DEFW rates. It exceeded its first-semester goal of 15% of students, with 28% of students using the platform to study collaboratively.
- The Universal Design Learning Community provided additional staffing to support the Testing Center and direct student support, enhancing training opportunities for faculty and staff on issues related to disability and inclusion, and the role of the Office of Accessibility Services.

In development:

- Based on recommendations from the National Institute for Student Success assessment of campus retention infrastructure, Academic Affairs is leveraging data about student academic performance to target academic supports where they are needed most.
 - The College is creating an Erwin Hall-based Student Success Center.
- e. Encourage the use of academic support services by modifying the campus culture and providing faculty support.
- No progress was made on this goal during 2024–25.

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

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

Completed:

- Campus Auxiliary Services implemented a one-price meal plan that allows students to eat as much as they want, whenever they want, ensuring that students

are well-fed with nutritious meals regardless of their schedule or socioeconomic status.

- Banner Student Information System administration screens were updated to display a student's chosen name.
- The Office of Diversity and Equity (ODE) hired a director of Jewish campus life in February 2025.
- ODE, LGBTQ+ Life, Title IX, and other community partners collaborated to present a variety of programs for students, faculty, and staff on topics such as healthy relationships, domestic violence, affirmative consent, sexual assault, and more.
- The campus Well-being Collective adopted the inter-association definition of well-being to cultivate a shared understanding across the campus community.

In progress:

- ISSS is collaborating with Student Health and Counseling to create a space to support the mental health of international students.
- 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:

- The vice president of student and campus life began working with divisional leadership to identify the most effective method of assessing student well-being to achieve this objective.

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 by further developing Living-Learning Communities.

Completed:

- In Fall 2024, Residence Life launched a new identity-based Living-Learning Community for first-generation students as well as new interest-based LLCs, one focused on gaming and digital arts and one on 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.

Completed:

- During Fall 2024, Student Life reviewed survey data and conducted focus group conversations with students engaged in the GOLD program.

In progress:

- As part of Student and Campus Life's DEIB action plan, a decision was made for the GOLD Leadership program to focus on developing a curriculum that addresses and explicitly incorporates social and emotional learning skills as well as constructive dialogue skills.
- Newly developed activities were beta-tested in Spring 2025 with a small group of students involved in the GOLD Leader Mentor staff. Feedback following these activities was collected to inform the curriculum development process.

In development:

- A series of new workshops and revised curricula will be developed during Summer 2025 and launch in Fall 2025 to focus on social-emotional learning and constructive dialogue skills. Workshops will be assessed iteratively to inform the ongoing curricular development process and workshop offerings in Spring 2026.

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

In development:

- The College is developing a National Science Foundation IUSE Engaged Student Learning (ESL) Track 2 proposal, which will extend the chemistry department's successful IUSE ESL Track 1-supported transformation of laboratory classes into Course-Based Undergraduate Research Experiences in biology, biochemistry, and chemistry.

- d. Expand equitable access to all Integrative and Applied Learning experiences by addressing financial and logistical challenges.

Completed:

- The Career Design Center secured a \$100K grant through the Jobs for the Future Community of Practice to fund stipends for students completing unpaid internships.

- Academic Affairs engaged in Work+Collective with Arizona State University to redesign student employment as a high-impact experience.

In progress:

- Multiple offices that support international study are actively connecting underrepresented students with the Office of Fellowships and Scholarships, where they can receive support and mentorship in applying for federal and foundational programs that increase access.
- The College is participating in the Empire State Service Corps.
- The Career Design Center launched a high-impact on-campus internship program. The Career Launch Internship Collective began with 28 students and 14 departments.
- Academic Affairs created Travel Added Courses (TAC) with four slated for Spring 2026. TACs are followed by a brief international travel component to enhance course understanding and enable better access to studying abroad. They are exploring the potential for Fall 2025 TAC courses as well.
- Representatives from Yachiyo Shoin Junior and Senior High School in Japan visited to sign a Memorandum of Association with SUNY Geneseo, which will allow the high school students to apply for admission to SUNY Geneseo.

In development:

- The ISSS and Study Abroad offices merged to become the Center for Global Engagement to create efficiencies in supporting international students and scholars, study abroad and study away programs, and international partnerships and collaborations.
- The Career Design Center and Office of Advising continue to work together to identify ways to increase support for undeclared students.

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-time, full-time students. The goal for

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2026–27 is 90%. The retention rate for Fall 2022 to Fall 2023 was 83.8% (a 2.3 percentage point decrease relative to the benchmark). The retention rate for Fall 2023 to Fall 2024 was 87.0% (a 0.9 percentage point increase relative to the benchmark).

Source: Fall 2024 census data (IR)

- 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:

- A cross-divisional first-year experience working group continues its work 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 degree assessment of campus student success and retention infrastructure conducted by the National Institution for Student Success.

- b. Implement a holistic student advising program.

Completed:

- The School of Education implemented a new advising model. The director of academic support and certification now advises all incoming (first-year and transfer) students for their first year and their transition to faculty advisors.

In progress:

- In consultation with a cross-divisional working group, Academic Affairs assessed and reconceptualized the Office of Advising to clarify roles and responsibilities, eliminate overlap with other office responsibilities, and incorporate the recommendations of the National Institute for Student Success assessment. The division is currently pursuing staffing solutions to support the reconceptualized office.
- A cross-divisional team is working with the college's EAB Navigate liaison for an assessment and soft relaunch of the system on campus.
- Acting on recommendations from the National Institute for Student Success, the College established an institutional advising council and is developing training for advisors.
- Academic Affairs piloted training of psychology faculty and student affairs staff on the use of EAB Navigate.

In development:

- The International Student and Scholar Services (ISSS) and Study Abroad offices are cross-training staff to more broadly support international and exchange students.
- The Office of Advising is redefining academic support programs, including Academic Coaching and Academic Champions.
- The Office of Advising continues to develop case management of EAB Navigate early-action flags.

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

Note: The 2021–22 benchmark for this outcome was a 72% six-year graduation rate for first-time students who entered the College in Fall 2017. The six-year graduation rate for first-time students who entered the College in Fall 2018 was 71% (a 1 percentage point decrease relative to the benchmark).

Source: IPEDS (IR)

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

In progress:

- In an ongoing collaboration between Student Life and Intercollegiate Athletics and Recreation, the Student-Athlete Mentor (SAM) First-Year Athlete Mentoring (FAM) program continued its efforts to serve 100% of incoming new student-athletes. An assessment during 2024–25 revealed opportunities to enhance both the mentor and mentee experiences.

In development:

- Student Life will launch the Orientation Leader Mentor Program (OLMP) in Fall 2025 to serve 30 new first-year students through personalized peer mentoring. Ongoing assessments from both mentors and mentees will guide continuous program improvement.
 - A reimagined GOLD Mentor program will launch in Fall 2025, aiming to serve 60 first-year students through personalized, peer-to-peer support. Ongoing formative and summative assessments will capture the growth of mentors and the effectiveness of the program.
- b. Thread well-being into the fabric of SUNY Geneseo's culture (woven with diversity, equity, inclusivity, belonging, and sustainability).



Completed:

- Campus Auxiliary Services opened Books & Bites and The Halal Shack cafés in response to student feedback and to increase the diversity of food offerings in the upper campus.
- LGBTQ+ Life partnered with the women's and gender studies department to establish the Gender and Sexuality Series to foster well-being within the LGBTQ+ community.
- Multicultural Affairs developed an outdoor holistic wellness and empowerment program in collaboration with Upstate Escapes that integrated personal development, outdoor engagement, and intentional living.
- Multicultural Affairs and Hillel participated in Good Deeds Day, collecting food donations throughout the community.

In progress:

- The College continued to grow the membership of the Well-being Collective and invited participation by students, faculty, and staff across divisions, departments, and roles 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%) first-time students entering in the Fall 2017 cohort. The goal for 2026–27 is a zero percentage point gap. Based on the Fall 2018 first-time cohort, the six-year graduation rate was 59% (BIPOC) and 75% (White), a 16 percentage point gap.

Source: IPEDS (IR)

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

- No progress was made on this goal during 2024–25.

- 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 five writing and math tutors for the 2024–25 academic year.
- The Multicultural Center hosted more than 170 transformative events to create a more inclusive campus environment.
- LGBTQ+ Life and Asian Studies organized a month-long programming series dedicated to highlighting the intersection of LGBTQ+ and AANHPI (Asian American, Native Hawaiian, and Pacific Islander) identities, with a focus on retention.
- The Title IX Office collaborated with Omega Phi Beta, whose national philanthropy is raising awareness of violence against women, on a program about the importance of talking about domestic violence/dating violence with an intersectional lens.
- In collaboration with the Financial Aid Office, ODE hosted a First Gen financial wellness event covering financial information such as checking accounts, credit cards, and predatory lending.

In progress:

- LGBTQ+ Life's weekly events provide a sense of belonging and community and serve as a strategic retention initiative aimed at supporting marginalized student populations, particularly LGBTQ+ students.
- Multicultural Affairs partnered with Counseling Services and campus dialogue facilitators to host weekly drop-in support sessions for students affected by current social and cultural events, fostering emotional well-being, reflection, and community connection.



STRATEGIC PLAN 2022-27

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 prior to 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, which aims to expand the concept of a first-year seminar into a comprehensive first-year experience and integrate career design elements into this programming.

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

Completed:

- The Career Design Center re-launched the spring all majors Internship and Job Fair.
- The Career Design Center launched a Community Engagement and Internship Fair in Fall 2024 to connect students with experiential learning opportunities and local employers.
- The Career Design Center's inaugural celebration of National Student Employment Recognition Week honored the contributions of student workers across campus.

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.

- No progress was made on this goal during 2024-25.

- b. Find opportunities to maximize the Rochester presence to engage alumni and community friends.

- No progress was made on this goal during 2024-25.

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 further 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:

- The Campus Culture Committee conducted employee engagement listening sessions and used the data

to develop recommendations for the President's Cabinet.

- Facilities Planning held their second annual poster session for faculty, staff, and students.
- Human Resources updated and streamlined the new employee onboarding process, including revisions to the automated process for employment forms completion.
- The School of Education created a new faculty onboarding process and handbook to support new faculty during their first two years. The program has been reviewed annually (2024 and 2025) and updated and enhanced based on new faculty feedback.
- The School of Education created an adjunct faculty handbook to support adjunct faculty.

In progress:

- The Leadership Journey Program's day-in-the-life experiences continued to increase participants' awareness of broader career opportunities across the campus community. It also emphasized that onboarding new employees, promoting a sense of belonging, and fostering a positive campus culture are everyone's responsibility.
- In 2025-26, the School of Education will implement an adjunct faculty orientation to further enhance the support and retention of adjunct faculty.

- b. Expand professional development training opportunities and awareness of existing offerings to ensure access by all staff and to develop skills in key areas like project management and conflict resolution.

Completed:

- Finance and Administration leaders received their inaugural training in Artificial Intelligence to enhance campus communications, support strategic planning, manage projects, and improve services.
- The campus compliance training program was updated and delivered in a multimedia format.
- Human Resources, in partnership with Academic Affairs, designed and launched a one-day training program for academic department chairs.

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: The structural budget gap is on the order of \$10M and currently growing due to inflation. The campus is implementing a multi-year strategy of revenue generation and expense reduction, where feasible and aligned with its mission. This remains an overarching priority for the College.

Desired Outcomes and Actions

D1. Diversify funding sources and address the college's structural budget gap by generating income from the 15 to 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:

- New summer program protocols have been initiated as scalable models for the future.
- Academic Affairs implemented Course Merchant for advertising and registration of continuing education and other non-credit offerings.
- Academic Affairs established automation to support the assignment of transfer credit based on the test score for the International Baccalaureate program.

In progress:

- The College is fine-tuning new infrastructure as needed to advance new programming and reach new markets.
 - The College continued to expand the relationship with its grant advocacy agency to secure more public, private, and foundation funding, with multi-million-dollar grant submissions currently under review.
 - The Geneseo Foundation Board continued the annual 1% gift assessment to help offset administrative costs on newly created endowed funds.
- 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.
 - No progress was made on this goal during 2024–25.

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 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.

In progress:

- New opportunities are evaluated as requested.

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.

Completed:

- The *Opportunities Rising* campaign surpassed its \$45M goal, with nearly 16,000 donors contributing to the campaign, culminating in more than \$46M raised.
- The Geneseo Foundation has more than \$53M in assets under management.

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.

Completed:

- 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 (Fall 2024) and Brodie Hall (Spring 2025). Annual program funding contribution is projected to reach \$550K in 2027.

In progress:

- CAS is reducing/eliminating single-use plastics well ahead of the required thresholds for reduction in the SUNY single-use plastic elimination policy.
- Geneseo partnered with a local company to collect and process organic waste; 287 tons of organic waste have been diverted from landfills since October 2023.
- \$5.7M of CAS expenses are within NY state, 77% within the Finger Lakes region, and 60% within a 50-mile radius of Geneseo, all of which reduces transportation costs and environmental impacts. 24% of purchases of NYS agricultural

STRATEGIC PLAN 2022-27

grown/processed products exceeded the 5% NYS requirement.

- b. Increase meal plan revenue through increased enrollment; assign a portion to program funding.

In progress:

- The College developed and is tracking a five-year enrollment plan with measures to increase residence hall occupancy. New residence hall superior single options offer more singles in response to student feedback. This helps improve student success while increasing participation in residency and meal plans.
- CAS funds from existing and new services continue to be used to support program funding.

D5. Finish major building renovations on time, budget, and scope in accordance with the campus master plan. Complete other campus renovations in accordance with the State University Construction Fund (SUCF) campus multi-year plan, which 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.

Completed:



- The Milne Library project was completed; a grand opening for the library was held in April 2025. Facilities planning, coordination of contractors, and overall project management ensured the project was delivered on time, on budget, and within scope.
 - The library project enhances sustainability with new energy-saving windows, more efficient heating and cooling systems, and water-saving plumbing fixtures that reduce the library's energy consumption by 38% compared to standard fixtures.
- b. Finish the 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:

- The Sturges demolition phase was completed as planned.

In progress:

- Sturges Hall interior renovations are continuing, with project completion planned in 2027.
- c. Develop a multi-year residence hall renovation plan by June 30, 2026.

In progress:

- Assessments on the residence hall facilities continue.
 - Advocacy for resources for residence hall improvements continues.
- d. Update priorities for the non-residence hall renovation master plan based on priorities and resource availability.

Completed:

- The highlights of the 10-year campus master plan are available on the campus planning web page and have been communicated through multiple channels, including the Facilities Planning poster session.
- Facilities training in AI has started, and the poster for this year's poster session was designed using AI.

In progress:

- Advocacy for major projects continues to advance. Multiple priorities have been identified in the master plan, and resource availability will impact the order of the next major projects. The Blake design for partial removal is currently under discussion.
- Further campus communications on the campus master plan and activities to keep the plan as a living document, as resources allow, are underway.
- Funding submissions reviews are underway with SUCF.

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 wired network switch upgrades are now complete in all academic and administrative spaces. Re-using switches achieved this goal at 10% of the list cost and helped the College realize significant savings.



In progress:

- The wired network switch upgrades are ongoing in all residential spaces and are expected to be complete by Summer 2026.
- b. Plan, bid, and complete the College Circle infrastructure project in collaboration with SUCF by June 30, 2025.

Completed:

- The College Circle infrastructure project was successfully completed on time, on budget, and on scope. A ribbon-cutting ceremony for the College Green was held in July 2024.

In progress:

- The State University Construction Fund approved a new infrastructure project to address deferred maintenance, which is underway with an expected on-time completion in 2027.
- c. Complete Fraser Hall roof upgrade by August 30, 2023.

This item was completed in 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 campus master plan is complete and identifies opportunities for increased student communal areas.

In progress:

- Based on design input from students, faculty, and staff, new communal spaces are part of the Sturges Hall renovation project.
- b. Prioritize the identified areas and develop the highest priorities as resources allow.

Completed:

- Milne Library and The Halal Shack opened with modern community spaces built into their designs.
- The College further enhanced outdoor communal spaces by increasing outdoor seating and tables in multiple locations across the campus.
- A new patio and entertainment space opened as part of the Brodie Hall café project (launched in Spring 2025).
- A new media screen was installed on the Milne patio to support more outdoor programming.

In progress:

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



FISCAL YEAR 2024-25 BUDGET (IN 000'S)

SUNY Geneseo's financial portfolio is approximately \$133 million, with base operating funding of \$76 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 (net tuition, room, fees, scholarships)

State Support

Subtotal Revenue

EXPENSES *(with significant expense controls in place for financial health)*

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 (Expense)

FULL-TIME EMPLOYEES*	Instructional FTE	Non-Instructional FTE	TOTAL
Academic Affairs**	208	130	338
Finance and Administration***	0	199	199
College Advancement	0	16	16
Enrollment Management**	0	28	28
Office of the President; Communications and Marketing; Multicultural Affairs; Office of Diversity and Equity; and Scheduling, Events, and Conference Services**	0	23	23
Student and Campus Life	0	90	90
Totals*	208	486	694

**Based on actual filled, not budgeted, positions*

***Includes special funding for new one-year temporary positions and staffing changes due to cross-divisional reorganizations*

****Does not include 142 FTE in Campus Auxiliary Services*



FY2023-24 Actual Totals	FUND TYPE (UNAUDITED)				FY2024-25 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	
\$62,115.7	\$23,536.5	\$18,891.0	\$14,144.4	\$2,329.6	\$58,901.5
15,651.7	16,220.9	–	981.0	–	17,201.9
\$77,767.4	\$39,757.4	\$18,891.0	\$15,125.4	\$2,329.6	\$76,103.4
\$49,908.5	\$42,110.9	\$6,714.6	\$2,729.6	\$229.5	\$51,784.6 (Note 2)
5,487.7	3,158.2	254.5	904.6	535.2	4,852.5
12,868.3	5,220.1	3,235.0	5,474.3	423.5	14,352.9
2,576.0	2,263.4	1,153.6	–	–	3,417.0
–	-11,760.0	–	11,760.0	–	–
\$70,840.5	\$40,992.6	\$11,357.7	\$20,868.5	\$1,188.2	\$74,407.0
\$6,369.0	–	\$4,311.5	\$1,623.0	\$904.1	\$6,838.6
5,819.8	–	5,640.8	–	–	5,640.8
\$12,188.8	–	\$9,952.3	\$1,623.0	\$904.1	\$12,479.4
\$83,029.3	\$40,992.6	\$21,310.0	\$22,491.5	\$2,092.3	\$86,886.4
(\$5,261.9)	(\$1,235.2)	(\$2,419.0)	(\$7,366.1)	\$237.3	(\$10,783.0)

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.

PORTFOLIO SUMMARY— UNAUDITED (IN 000'S)



FUNDING

State Support	\$17,202
Campus-Generated Revenue (tuition, room, fees, net scholarships)	58,901
Subtotal Revenue (excludes prior-year adjustment)	\$76,103

OTHER RELATED FUNDS (NOT INCLUDED ABOVE)

Debt Service—Educational Facilities	\$8,723
Fringe Benefits (State Purpose Fund)	27,578
Campus Auxiliary Services	14,305
Geneseo Foundation*	3,675
Sponsored Research	2,420
Subtotal Other Funds	\$56,701

TOTAL CAMPUS PORTFOLIO	<u>\$132,804</u>
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CAMPUS PORTFOLIO FUNDING SOURCES

Campus-Generated	\$79,301
State	53,503

TOTAL CAMPUS PORTFOLIO	<u>\$132,804</u>
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2024-25 COLLEGE LEADERSHIP



Denise A. Battles, PhD
President



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



Carolyn Campbell, PhD
Interim Vice President for College Advancement
(beginning February 2025)



Clifton Harcum, MS
Interim Chief Diversity Officer and Director of Multicultural Affairs
(through November 2024)



Kerri Howell '97, MS
Chief Communications and Marketing Officer



Rodman King, PhD
Chief Diversity Officer
(beginning November 2024)



Wendi Kinney, MEd
Chief of Staff



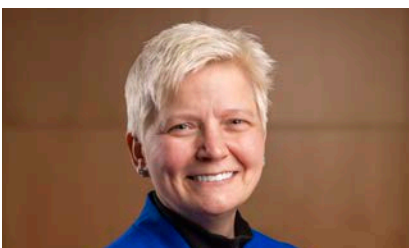
Ellen Leverich '90
Vice President for College Advancement
(through February 2025)



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



GENESEO

NEW YORK'S
PUBLIC HONORS COLLEGE

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