



## **Facilities Master Plan Phase I & II**

State University of New York Geneseo  
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# Phase I

## Campus Profile



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## Phase I: Campus Profile

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Building Key	
2 - James B. Welles Hall	28 - Erie Residence Hall
3 - Doty Hall	29 - Wm. S. & John M. Milne Library
4 - Winfield A. Holcomb Building	30 - George D. Newton Lecture Hall
5 - Walter E. Lauderdale Health	31 - Austin W. Erwin Administration
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7 - Carl L. Schrader Physical Ed.	32 - William A. Brodie Fine Arts
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11 - Blake Hall A, B & C	36 - Transformer Building
12 - Livingston Residence Hall	38 - Robert W. MacVittie Union
13 - Lydia I. Jones Residence Hall	39 - Wayne Residence Hall
14 - Monroe Residence Hall	40 - Onondaga Residence Hall
15 - Mary Jemison Dining Hall	41 - Niagara Residence Hall
16 - George A. Bailey Hall	42 - Myrtle A. Merritt Athletic Center
17 - Clark Service Building	43 - Storage Building
18 - Presidents House	45 - Commons
22 - Steuben Residence Hall	46 - South Hall
23 - Wyoming Residence Hall	48 - Saratoga Terrace
24 - Genesee Residence Hall	49 - Putnam Residence Hall
25 - Letchworth Dining Hall	50 - Integrated Science Center
26 - Allegany Residence Hall	51 - Greenhouse
27 - Ontario Residence Hall	52 - Seneca Hall
	53 - Hazardous Storage
	54 - Saratoga Heating Plant

## Facilities Master Plan

Phase I - Campus Profile

### Site Plan

JMZ Project No. 0914  
SUCF Project No. 06828

11 March 2010



## History

SUNY Geneseo has been called a “hidden gem” among the nation’s colleges.<sup>1</sup> Since its founding almost 140 years ago as a Normal School, it has become among the most selective of the SUNY schools. Over 90% of entering freshmen are placed in Group 1 of SUNY’s selectivity matrix.<sup>2</sup> It currently enrolls 5660 students and offers 42 undergraduate majors, three-quarters of which are in the liberal arts. Located in Geneseo, New York the Campus commands dramatic views of the Geneseo Valley. Over the years Geneseo has evolved into a vibrant institution that takes pride in its roots and its aspirations for the future.

### Academic History

Like many other SUNY colleges, Geneseo began as a Normal School, charged with instructing teachers. The Wadsworth Normal and Training School, as it was originally called, was established in 1871 to meet the growing national need to provide formal structure to education through the proper training of teachers. The first graduating class had ten students.<sup>3</sup> By 1889 the school had 464 students.<sup>4</sup>

In 1948 Geneseo became part of the nascent SUNY system, and while its name at the time – State University of New York Teachers College at Geneseo – still recalled its roots as a Normal School, it began to develop strong liberal arts and science programs.<sup>5</sup> Geneseo began to award Master’s Degrees in 1951. Four-year degree programs in the arts and sciences were implemented in 1964. The name of the institution became State University of New York College at Geneseo in 1963, finally dropping the word “Teacher” but maintaining a strong School of Education that continues today and enrolls approximately 20 percent of Geneseo’s current undergraduates.<sup>6</sup>



1956 aerial view of



Welles Hall

Geneseo introduced The Jones School of Business in 1980. That same year the college instituted a required core curriculum in liberal arts, confirming its commitment to the liberal arts.<sup>7</sup>

<sup>1</sup> 2008 Campus Statement, State University of New York, College at Geneseo.

<sup>2</sup> Memorandum of Understanding, 2007.

<sup>3</sup> SUNY Geneseo From Normal School to Public Ivy, 1871-2007; The Donning Company Publishers, 2007. pp. 29-43

<sup>4</sup> Ibid. p. 52

<sup>5</sup> Memorandum of Understanding, 2007.

<sup>6</sup> SUNY enrollment data.

<sup>7</sup> State University of New York at Geneseo “Fact Book,” Office of Institutional Research, 2009-2010

In 1994 Geneseo became a member of the Council of Public Liberal Arts Colleges (COPLAC), an alliance of twenty-five public liberal arts colleges and universities committed to providing a high-caliber educational and college experience usually associated with small, private liberal arts schools. In 2004 Geneseo became the first SUNY school to have a chapter of Phi Beta Kappa.<sup>8</sup>

## Physical History

### Campus Creation

SUNY Geneseo was originally established by an act of the New York State Legislature in 1867. It took another four years to secure a building site and construct its first facility. In 1871 the name was changed to the Geneseo Normal and Training School and the school accepted its first students. Beginning in 1938 The State Normal School at Geneseo – as it was called then – moved from a two to a four year academic program.



Old Main from the South

In 1948 the College became an original campus in the State University of New York (SUNY) system. The State University of New York at Geneseo now enrolls over 5,000 students and occupies a 221-acre campus overlooking the Geneseo Valley.

### 1871-1930

From its opening in 1871, Old Main, the original campus building, fulfilled all the facility needs of the institution. In addition to classrooms it contained residence rooms and gathering spaces for the various school clubs and societies.<sup>9</sup> In 1896 a gymnasium and science wing were built and in 1903 a library and swimming pool were added.

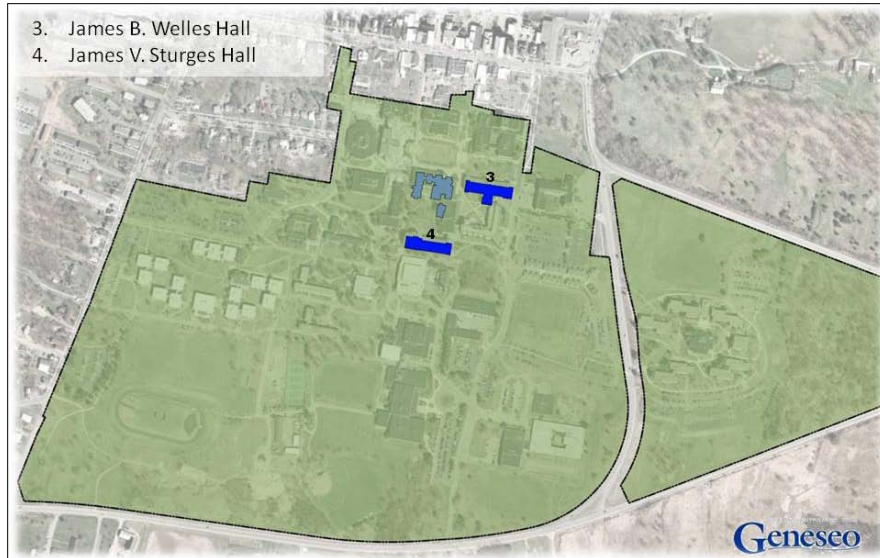


<sup>8</sup> State University of New York at Geneseo "Fact Book," Office of Institutional Research, 2009-2010

<sup>9</sup> SUNY Geneseo From Normal School to Public Ivy, 1871-2007; The Donning Company Publishers, 2007.

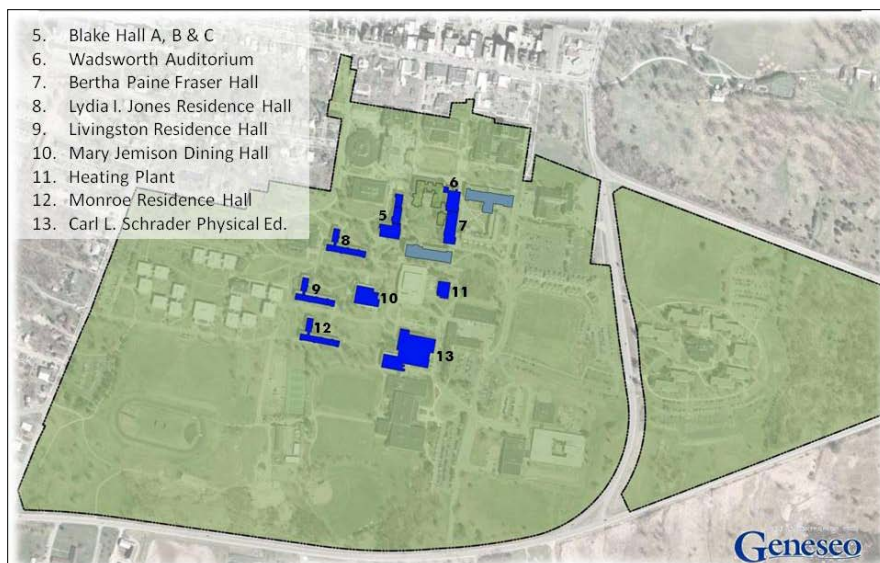
### 1930-1950

1932 was marked by the opening of the Winfield Holcomb School of Practice, or the Holcomb Campus School, Geneseo's elementary school. The name was later changed to James B. Welles Hall, and the original blackboards remain today, mounted at a height for children. Welles Hall served as the Campus School until the Winfield A. Holcomb Building (Holcomb School) was built in 1969. In 1938 Sturges Hall was built and has served as a general classroom building ever since.



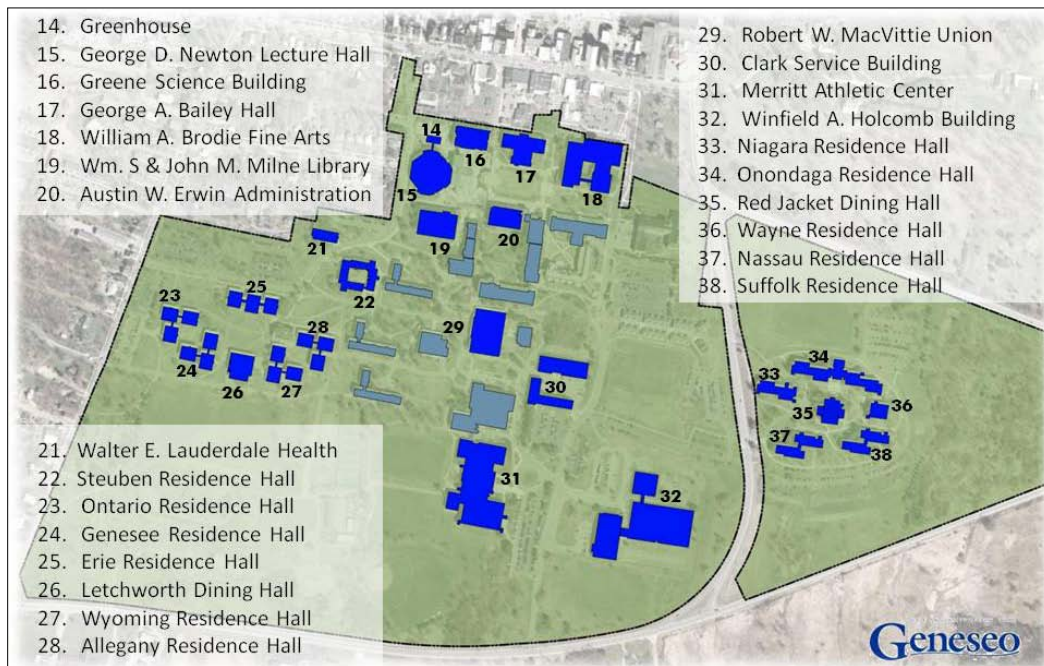
### 1950-1962

The next stage of expansion came between 1950 and roughly 1962. The new buildings were devoted almost entirely to residential life, including the Mary Jamison Dining Hall, Schrader Physical Education, and the Jones, Livingston, Monroe and Blake residence halls. Old Main was razed in 1951 to make way for Blake Hall. The President's home was purchased in 1955.



## 1962-1973

In 1965 President MacVitte received Board Approval for a “Comprehensive Campus Development Plan.”<sup>10</sup> Twenty-five structures were built between 1964 and 1973, and the Geneseo Campus took on a form and organization that continues today. Both north and south housing zones were constructed. Key academic buildings such as Brodie Fine Arts and Greene Science Building came on line, built for specific disciplines rather than general classroom space. The Milne Library moved from Fraser Hall to its present location. A thoughtful and well-planned expansion, the new structures established the quads and precincts that give the campus one of its most distinctive qualities.



The section “Overall Institutional Growth” contains the chart “History of Student Headcount by Year” (see p. 12 below), and shows the exponential facilities growth from 1962-1973 coinciding with a similar growth in the number of students.



Robert MacVittie Union



Brodie Fine Arts

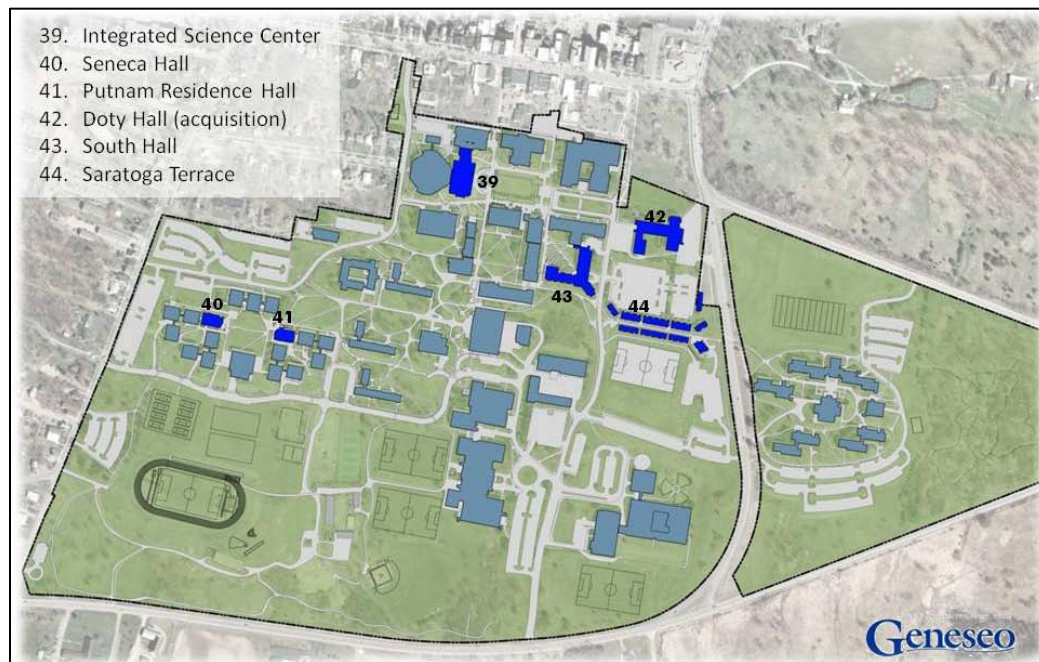


Erwin Administration with Welles beyond

<sup>10</sup> SUNY Geneseo From Normal School to Public Ivy, 1871-2007; The Donning Company Publishers, 2007, p. 197

### 1980 - Present

Facility expansion halted until the construction of South Hall in 1995, now the home of the School of Business and the School of Education. Six years later the Saratoga Terrace Residence Hall was built, followed by Saratoga Common, Putnam Residence Hall and, most recently, Seneca Residence Hall. All of these buildings continue to reinforce the campus vocabulary. The Integrated Science Center, completed in 2007, and the incorporation of the newly renovated Green Science Building create a focal point at the north end of the academic quad. Doty Hall, recently re-acquired by the College, represents an opportunity to develop the campus south of College Drive and enhance the formal Campus entrance.



Integrated Science Center



South Hall



Sturges Clock Tower

### Notable Periods, Styles, and Structures of Historical Importance

The oldest buildings on campus, Sturges and Welles, were built in the 1930s in the Gothic Revival style. They are characterized by brick facades with decorative stone at the window surrounds and entrance façades. The wood windows are twelve over twelve double hung, and the buildings have gabled roofs that were originally copper. Welles has a copper-clad cupola over the main entrance and Sturges has a still-functioning clock tower that has become a college emblem.

Among the more recent buildings on campus, the south residence halls, Red Jacket Dining Hall, Brodie Fine Arts building and the Gazebo, with its sweeping view of the Geneseo Valley, were designed by architect Edgar Tafel, one-time apprentice to Frank Lloyd Wright.

Main Street of the Village of Geneseo is an integral part of the Geneseo Campus, and has a distinctive style that contributes to the Geneseo experience. Four blocks of Main Street starting at the Livingston County Court House were designated a National Historic Landmark in 1991. The styles of these 19<sup>th</sup> century buildings range from Classic Revival to Federal Style to Queen Anne and Italianate Victorian.<sup>11</sup>



The Gazebo by Edward Tafel



The President's House

Fifteen Main, the home of the College President, was purchased in 1955. It was designed in the classical revival style and was built in 1896 by Claude Bragdon, who also designed the Livingston County courthouse.<sup>12</sup>

The Big Tree Inn, located on Main Street just east of campus, was purchased in 1998. It was originally built as the home of an area banker in 1833, and has since been transformed into a restaurant and inn that is owned and operated by the Geneseo Campus Auxiliary Services.



The Big Tree Inn

At the southern tip of College property Geneseo maintains the Spencer J. Roemer Arboretum. It contains over 70 species of trees, shrubs and wildflowers and is used for teaching and recreation. It has a memorial to Geneseo alumni who died in the September 11, 2001 attack on the World Trade Center, a gift from the class of 2002.<sup>13</sup>

<sup>11</sup> Geneseony.com, "Main Street Walking Tour."

<sup>12</sup> Geneseony.com, "Main Street Walking Tour."

<sup>13</sup> Wikipedia, "State University of New York at Geneseo."

### Adjacent or Nearby External Influences

The SUNY Geneseo campus is a 220-acre campus located in the historic Village of Geneseo, Livingston County, New York. Adjacent historical context distinguishes the SUNY Geneseo campus. In addition to the previously mentioned historic Main Street, nearby historic sites include two properties built by the Wadsworth family: The Homestead, at NYS Route 39 and US Route 20A, and the Hartford House on Avon Road.<sup>14</sup>



The Homestead

The campus is on a hill high over the east side of the Geneseo River Valley. Pastoral landscapes and agrarian land use are part of the school's spectacular vista. The Genesee Valley Conservancy has implemented a strategic plan to protect both the agricultural lands and the scenic views that benefit the region.<sup>15</sup> The Conservancy has facilitated several conservation easements and manages two properties: the John W. Chanler Island Preserve, located in the Village of Geneseo, and the Railroad Bed Trail in the Town of Avon.



Letchworth State Park

Some of the regional features and attractions that are notable include: Letchworth State Park, Genesee Country Nature Center, Stony Brook State Park, Conesus Lake, Finger Lakes Wine Country, and Rochester, New York. The Geneseo Airport and the 1941 Historical Aircraft Group Museum are located within 1.5 miles of campus

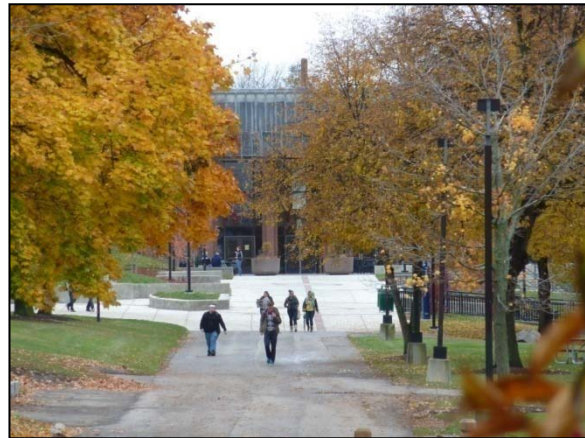
The abundance of natural resources, agricultural resources, and historic/cultural resources close to the campus, and the non-profit entities seeking to protect them, contribute SUNY Geneseo's distinctive local setting. There is great potential for synergy between these resources and the academic and recreational programs that SUNY Geneseo offers.

<sup>14</sup> FRA Engineers, *Village of Geneseo Comprehensive Plan*, September 2007.

<sup>15</sup> Genesee Valley Conservancy, *Strategic Plan 2009 – 2014*.

### Past Facilities Planning Efforts and Major Projects

In 2008 HHL Architects, with Rickes Associates, Inc., published the SUNY Geneseo Academic Space Planning Report. The report focused on the needs and priorities of the campus academic space, specifically the following buildings: Greene, Integrated Science Center, Bailey, Newton Lecture Hall, Welles, Wadsworth, Frazer, South, Sturges, Blake, Holcomb and Doty. The recommendations from this report have informed the current Geneseo Capital Plan (2008-2013). In addition, the Facilities



Master Plan made assumptions based on the Academic Space Planning Report: the renovation of Bailey Hall, demolition of Holcomb, Eventual demolition of Blake A, B, and C, and the renovation of Doty Hall. Some of these are discussed in greater detail below.

Other Recent Planning efforts include:

- SUNY Geneseo Athletic master Plan
- SUNY Geneseo Landscape Master Plan
- SUNY Geneseo North Campus Master Plan
- SUNY Geneseo Site Circulation Study



Integrated Science Facility

The most significant campus project since the expansion under President MacVitte has been the Integrated Science Facility, opened in 2007. In combination with the renovated Green Science Building this is the largest single capital project in the history of SUNY Geneseo, intended to be one of the finest undergraduate liberal arts science centers in the country.<sup>16</sup>

Just prior to the start of the 2008-2013 Capital Plan the College reacquired Doty Hall, an elegant and highly visible building located on a green at the south end of the academic quad axis. The building is scheduled to be renovated beginning in 2010. When work is complete the New York State Office of Mental Retardation and Developmental Disabilities will reoccupy their center on the building's first floor.

The other departments planned for Doty originally include Admissions, College Advancement, International Student Services, and the Department of Communicative Disorders. However, college-wide cutbacks have forced the discontinuation of the Communicative Disorders major, and the space has been reallocated to senior administration offices, including the Office of the President.

<sup>16</sup> Wikipedia, "State University of New York at Geneseo."



Bailey Hall

Starting in the spring of 2010 the College will raze the Holcomb Building to make way for new athletic facilities. The project will include an artificial turf field and stadium, practice field, parking, and water retention structure. Completion is scheduled for 2012. This will serve the needs identified in the Athletic Facilities Master Plan and provide a new venue for graduation. Approximately 10,000 NASF of academic space will be taken off-line when Holcomb is removed, to be absorbed by South, Fraser, Brodie, Sturges and Wadsworth Halls.

The Geneseo Academic Space Planning report sites Bailey Hall as pivotal in Geneseo's academic space plan. Departments previously housed in Bailey moved into the Integrated Science Center upon completion, freeing up approximately 43,200 net assignable square feet.<sup>17</sup> The preferred recommendation of the Academic Space Planning Report is for Bailey to become the new home for the Social Sciences. The 2008-2013 Geneseo Capital Plan includes a \$30,304,000 renovation of Bailey beginning in 2011. When complete it will house the departments of Anthropology, Geography, Psychology, and Sociology, as well as a computer lab and general instruction space.

Additional Capital Projects identified in the 2008-2013 Capital Plan are:

By SUCF:

- Letchworth Dining Hall renovation
- Site utilities, infrastructure, and landscape study
- Combined site utilities, infrastructure and landscape improvement project
- Newton Hall renovation Phase II
- HVAC improvements

By Geneseo:

- Track Improvements
- Campus mass notification improvements
- Program study – Facilities Services Facility
- Campus-wide security upgrades/install unified card access
- Design study – campus-wide accessibility
- Campus-wide masonry restoration
- Repair/replace roofs on various buildings
- Minor rehabilitation projects

<sup>17</sup> "Geneseo Academic Space Planning Report," Hamilton Houston Lownie, May 31, 2008.







## Mission

### Academic Mission and Strategic Plan

It may be said that in one sense, Geneseo's mission is to drop the word "hidden" from the phrase "hidden gem." In its 2007 Memorandum of Understanding Geneseo states its aspiration to be "the premier public liberal arts college in the country." To that end, Geneseo has already distinguished itself in the following ways:



- Geneseo is the among most selective of all the SUNY schools.<sup>18</sup>
- Geneseo is a member of the Council of Public Liberal Arts Colleges (COPLAC).<sup>19</sup>
- Geneseo is the first of the SUNY schools to have a chapter of Phi Beta Kappa.<sup>20</sup>
- Geneseo ranks number one in the nation for four-year graduation rates among comprehensive colleges and is currently tied for highest freshman retention rate out of any public college or university in New York.<sup>21</sup>

The task of the Geneseo Strategic Planning Group is to help define the College's mission. It has stated seven planning goals, and meets regularly to track the progress of specific initiatives associated with these goals:

1. Provide every student the highest quality education through a rigorous, challenging, and active learning experience in close working relationships with faculty and staff that encourages intellectual engagement and personal growth.
2. Recruit, support, foster, and develop a diverse community of outstanding students, faculty, and staff.
3. Enrich the collegiate experience by strengthening the integration between curricular and co-curricular programs.
4. Cultivate relationships between the college and wider community that support College programs and serve the community.
5. Expand funding for institutional priorities and initiatives through public and private support, grants, and entrepreneurial activities.
6. Promote institutional effectiveness through ongoing assessment in every program.
7. Provide a high quality physical environment and outstanding services, facilities, equipment, and technology.

Prompted in part by the current economic environment, President Dahl gave a presentation to the Geneseo community in May of 2009 in which he outlined "Six Big Ideas." These ideas are intended to compliment the Strategic Planning Goals and propel Geneseo forward in its mission while recognizing the dire economic constraints facing institutions of higher learning and the SUNY schools in particular.

<sup>18</sup> "Geneseo Fast Facts at a Glance Fall 2008," Prepared by the office of Institutional Research.

<sup>19</sup> State University of New York at Geneseo and the State University of New York "Memorandum of Understanding," August 2007.

<sup>20</sup> Ibid.

<sup>21</sup> "State University of New York at Geneseo," Wikipedia.

## The Six Big Ideas:

1. Bringing theory to practice to provide “high-impact” learning experiences for every student, such as senior thesis or capstone projects and internships.
2. Create innovative 5-year programs in key professional fields, such as a 5-year Bachelor’s and Master’s degree in Education.
3. Expand instructional delivery by exploring on-line instruction opportunities by SUNY Geneseo.
4. Explore a four course per semester curriculum.
5. Create a center for collaborative research, with the intention of increasing grant money and funded research at the College.
6. Create a center for strategic community partnerships, which would forge new campus-community partnerships and expand student internship opportunities.

Geneseo has also undertaken a number of self-studies and planning initiatives.

The SUNY Geneseo Academic Space Planning Report by HHL Architects with Rickes Associates, Inc. was completed in May of 2008. Conclusions of this report are:<sup>22</sup>

- The existing number of mid-size (50-75 seat) classrooms is not compatible with Geneseo’s desire to offer more seminar instruction.
- Current scheduling practices may be causing a perceived shortage of general classrooms. However, analysis shows that there is a sufficient number to accommodate their current and future instructional goals.
- Many departments will require additional office space to support the Colleges desired lower student-faculty ratio.



The other recent studies and planning initiatives by the College are:

- Campus Circulation Plan: Implementation is on-going.
- Landscape Master Plan: Implementation is on-going.
- Residence Hall Master Plan: Has resulted in the construction of Seneca and Putnam Halls.
- Athletic Facilities Master Plan: Has resulted in the plan for the new stadium at the site of Holcomb.

Studies that are being conducted concurrently with the Facilities Master Plan are:

- Campus-wide Accessibility Study
- Facilities Services Facility Study
- Site utility Infrastructure and Landscape Study

The findings of these studies will be incorporated into the Facilities Master Plan as they become available.

<sup>22</sup> “Geneseo Academic Space Planning Report,” Hamilton Houston Lownie, May 31, 2008.

## Current and Future Conditions

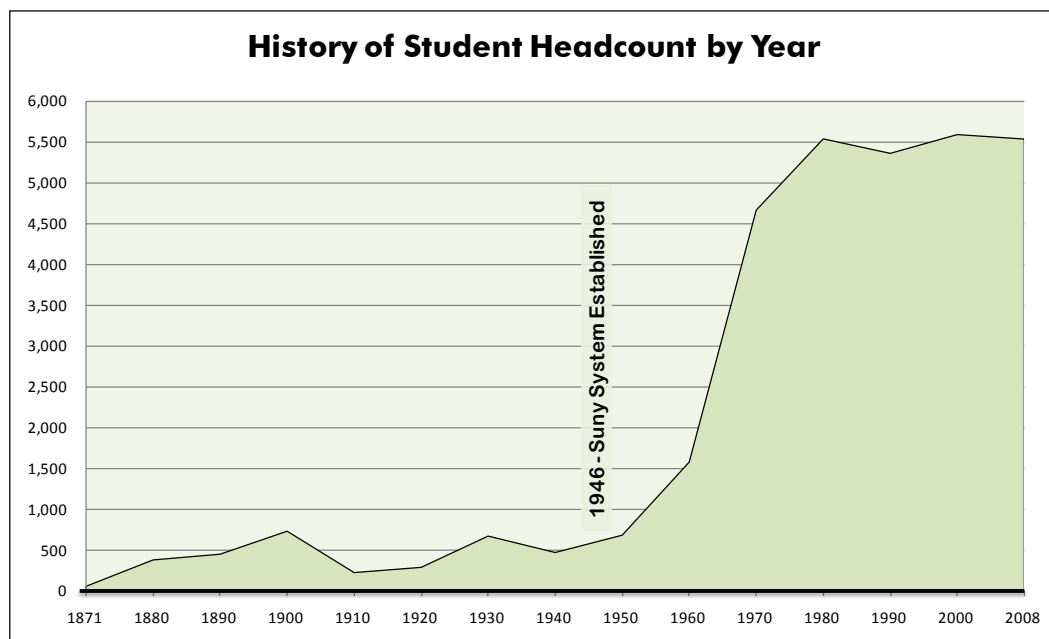
### Institutional Reputation

SUNY Geneseo has:

- Ranked No. 2 among the “Top Public Universities – Master’s” by *U.S. News and World Report’s “America’s Best Colleges”* for the northern regions, 2007.
- Ranked No. 2 best value for out-of-state students and No. 7 best value for in-state students on the 2007 *Kiplinger’s Personal Finance* listing of the best values for public campuses in the United States.<sup>23</sup>
- Ranked No. 3 by the 2005 *Princeton Review’s Guide to the Best 357 Colleges* in the category “Best Bargains – Public” nationwide.
- Ranked as one of the country’s most wired colleges by *Yahoo! Internet Life*.

### Overall Institutional Growth

The following chart shows Geneseo’s growth since its founding. Its exponential increase in enrollment from 1950 to 1980 also coincided with a necessary expansion of college facilities. In the past three decades the growth in enrollment has slowed, and so has new construction. Adaptive reuse of existing facilities is a major component of Geneseo’s current Academic Space Plan. This is consistent with two factors: President Dahl has signed the American College and University Presidents’ Climate Commitment, whereby Geneseo will strive to become climate neutral in terms of their facility energy use and the 2007 Memorandum of Understanding states that Geneseo wishes to reduce enrollment in the coming years.<sup>24</sup> With no internal mandate to expand, the College has the opportunity to examine the quality and suitability of its existing facilities and explore ways in which their existing space can serve their mission.



Source: “SUNY Geneseo - from Normal School to Public Ivy”

<sup>23</sup> State University of New York at Geneseo and the State University of New York “Memorandum of Understanding,” August 2007.

<sup>24</sup> Ibid.

## Enrollment

SUNY Geneseo currently offers 42 undergraduate majors, and confers degrees for Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education, Master of Arts, Master of Science in Education, and Master of Science in Accounting.

The enrollment trend in the past five years has been an increase of about fifty students a year. This is at odds with the enrollment goal described in the MOU. Based on interviews with focus groups, applicants chose SUNY Geneseo over comparable schools because of its relatively low cost.<sup>25</sup> Ten years ago the College conducted a study that found it could raise tuition by \$1,000 and not lose any students. In order to reduce its 19:1 student-to-faculty ratio SUNY Geneseo would like to adopt variable tuition rates and reduce enrollment by approximately 500 students. This would enable it to compete better with its current and aspirational peers, particularly small, well-funded, private liberal arts colleges.

Enrollment data is described in detail in Section “E. Statistical Data.”

## Enrollment Management

By its own account Geneseo has limited recruitment resources, and devotes little money to out-of-state recruitment. While the administration has expressed a desire to recruit more students from out-of-state, the College is in a position, guaranteed by its selectivity, where enrollment is unaffected by local demographics. For this reason enrollment has not been affected by a lack of out-of-state recruitment. However, increasing the number of out-of-state students would support SUNY Geneseo’s desire to establish a national reputation.



Geneseo has made targeted recruitment efforts in New York City. One reason is a commitment to expand ethnic diversity at the College.

## Program Growth

SUNY Geneseo has set a policy of restraint in developing new academic programs in favor of enhancing existing programs, except where there is a clear public need or demand. Goals to enhance existing programs include reducing class size, expanding interdisciplinary classes, and making improvements to senior seminars and experiences within majors.<sup>26</sup> The only new program that the College expects to develop is a five-year combined baccalaureate/master’s program in the School of Education. Consequently, the existing Bachelor of Education program would be discontinued.<sup>27</sup>

<sup>25</sup> Interview: Michael Catillaz, VP for College Advancement; Bill Caren, AVP for Enrollment Management Services

<sup>26</sup> State University of New York at Geneseo “Memorandum of Understanding,” p.10-11

<sup>27</sup> Interview with Christopher Dahl, President, 16 December 2009

## Program Distinctions and Accreditations

- In 1952 Geneseo was accredited by the Middle States Association.
- In 1994 Geneseo became a member of the Council of Public Liberal Arts Colleges (COPLAC).
- The College's Jones School of Business was accredited by the Association to Advance Collegiate Schools of Business (AACSB) in 2003.
- In 2004 Geneseo was awarded a chapter of the Phi Beta Kappa Society, the oldest American academic honor society.
- All teacher certification programs of the Ella Cline Shear School of Education are accredited by the National Council for Accreditation of Teacher Education (NCATE). Current undergraduate offerings include programs leading to initial teacher certification in Childhood Education with possible concentration in Special Education and Early Childhood Education. Graduate programs leading to professional certification are Early Childhood Education, Multicultural Childhood Education, Reading and Literacy, and Adolescence Education.<sup>28</sup>
- The Department of Physics and Astronomy is nationally recognized for excellence and is routinely ranked among the top ten departments in the United States for number of physics bachelor degrees per year by the American Institute of Physics Enrollments and Degrees annual report.<sup>29</sup>



## Full-Time vs. Part-Time Planning Issues

Geneseo's current undergraduate class is over 98 percent full-time students. As such, the impact of part-time students on planning issues, such as increased administrative costs, is minimal because they represent such a small segment of the student body. The number of part-time graduate students is almost twice that of full-time graduate students; however this is more typical at the graduate level, and represents only about 3 percent of FTEs.

## Student Outcomes

Geneseo has one of the best student retention and graduation rates in the SUNY system. For 2004 the six-year graduation rate was 80.3 percent (1998 matriculating class), as compared to the average for the comprehensive colleges of 53.6 percent.<sup>30</sup> First year retention (fall to fall) for 2004 was 89.2 percent, compared with an average of 78.4 percent for the comprehensive colleges.

<sup>28</sup> SUNY Geneseo, Ella Cline Shear School of Education website:  
[www.geneseo.edu/CMS/display.php?dpt=educate](http://www.geneseo.edu/CMS/display.php?dpt=educate)

<sup>29</sup> State University of New York at Geneseo "Memorandum of Understanding,"

<sup>30</sup> State University of New York at Geneseo "Memorandum of Understanding."

The 2007 MOU states that maintaining high retention and graduation reflects Geneseo's commitment to improving academic excellence, and anticipated the 2008 first year retention rate to increase to 90 percent.<sup>31</sup> In fact, the 2007 fall-to-fall retention was 91.5 percent, higher than anticipated by the MOU.

## Transfers

Geneseo cited a commitment, in response to Mission Review I, to increasing its percentage of transfer students. The 2007 MOU states that Geneseo increased incoming transfers from 20 to 25 percent. Geneseo's main transfer partners are Monroe, Genesee, and Finger Lakes community colleges.<sup>32</sup> Nassau and Suffolk County community colleges also contribute a significant number of transfer students. In 2004 the first year retention rate for transfer students was 81.8 percent, the four-year graduation rate was 69.4 percent and the six-year graduation rate was 75.6 percent. These rates are among the highest in the SUNY system.



## International Programs

25 percent of Geneseo's students participate in study abroad programs, either through the College or the SUNY system. Geneseo offers programs of one year, one semester or shorter, in twenty countries. Students may also study abroad through any other SUNY institution, with programs in 65 countries. One of Geneseo's most popular study abroad programs is the Humanities I course in Rome or Athens and the Humanities II course in Paris, Prague, or Oxford University.

## Campus Life

The Office of Residential Life has stated that its mission is to "complement the academic programs of the College in ways that maximize opportunities for learning outside of the classroom," and as a residential college there are a myriad of extra-curricular opportunities that range from clubs to athletics to cultural events and more.

The MacVittie Student Union provides a medium-sized venue for organized events as well as informal dining and activity space. However, the VP for Student and Campus Life, Bob Bonfiglio, has stated that one of the biggest student-life facility issues is the need to improve the Union.

Another campus center, in many ways more vital than the Student Union, is the Milne Library. Like many academic libraries today, the Milne library serves a variety of functions. The coffee shop is almost always crowded. In addition, the library provides a home and support for the Teaching/Learning Center, tutoring, the



<sup>31</sup> State University of New York at Geneseo "Memorandum of Understanding."

<sup>32</sup> State University of New York at Geneseo "Memorandum of Understanding."

English as a second language program, the Frasier Study Center, and five classrooms. All these activities are despite that fact that according to SUNY space guidelines the Library is too small for the current student body. Dr. Bonfiglio cites a student opinion survey that says 11 out of 13 students are not satisfied with the Library; however this assessment seems to be a critique of the space rather than the current programs and services offered given that the library typically records 3,000 to 4,000 visits daily.

Roughly 55 percent of the Geneseo student body lives in one of the 16 residence halls on campus. Freshmen and sophomores are required to live on Campus, and currently the existing residence halls are at 92 percent capacity. Many of the remaining students live in the surrounding community within walking distance.

The residence halls support three themed college houses: Dante House, Writer's House and Eco House. The Dante House, named for the Italian poet and statesman, focuses on global service and citizenship. The Writer's House is open to students of all levels and disciplines who are committed to writing. The Eco House is scheduled to open in the fall of 2010 and will house students interested in sustainability. The goal of the residential colleges is to provide students with more intimate, community oriented experiences than they might find in other residence halls<sup>33</sup>.

### Athletic Programs

Geneseo is an NCAA Division III school and has 15 varsity sports programs. In addition to varsity sports it has a competitive intercollegiate club program and intramural opportunities.<sup>34</sup> SUNY Geneseo considers athletics a "high impact" experience as described in its strategic plan. President Dahl reports that their athletic program is second only to SUNY Cortland's.<sup>35</sup> Nearly 53 percent of students



participate annually in intramural sports, and 80 percent of students participate over the four years that they are on campus.<sup>36</sup> SUNY Geneseo also has 20 NCAA division III teams made up of 8 men's and 12 women's teams. There are two indoor athletics and recreation facilities on campus: Merritt Athletic Center and Schrader Physical Education Building. The Director of Intercollegiate Athletics and Recreation reports that several of the outdoor fields were not appropriately designed and that the turf is easily damaged and flooded. Consequently, many games are hosted off-campus. Plans for a new stadium with an artificial turf field are scheduled for 2011/2014 construction. This will provide a venue for inter-collegiate games, but will not relieve the shortage of practice and intramural fields.

<sup>33</sup> [http://www.geneseo.edu/residence\\_life/residential-college-houses](http://www.geneseo.edu/residence_life/residential-college-houses)

<sup>34</sup> "State University of New York at Geneseo," Wikipedia.

<sup>35</sup> Christopher Dahl, President

<sup>36</sup> Marilyn Moore, Director of Intercollegiate Athletics and Recreation

### College Research Qualities and Goals

During the 2002-2003 academic year Geneseo had \$1 million in total sponsored research expenditures. This number rose to \$1.2 million in 2004-2005 and then dropped slightly to \$1.07 million in 2005-2006. The Memorandum of Understanding projects more than doubling the sponsored research expenditures through 2010.<sup>37</sup>

Geneseo is proactively working to increase its sponsored research by prioritizing and fostering grant writing skills in its new faculty. The 2007 MOU states that these efforts have begun to pay off, and the college hopes to increase the number of successful proposals in all departments including the professional programs.<sup>38</sup>

### Faculty Planning Issues

According to the 2007 MOU, of the 329 full and part-time faculty members, 87 percent of full-time faculty hold a terminal degree and 62 percent have tenure. As stated above, SUNY Geneseo views its current student-to-faculty ratio as the principal impediment to fulfilling its mission to become a premier public liberal arts college on par with their aspirational peers. Geneseo estimates that it will need 40-50 new faculty lines in the next five to ten years to achieve a student-faculty ratio consistent with its mission. In addition, Geneseo has committed to increasing the number of full-time faculty from about 82 to 90 percent by 2011.<sup>39</sup>

One implication of this increase of (mostly full-time) faculty will be the need for more office space. The previously described goal to increase research expenditures across disciplines could also result in the need for more laboratory space. The Phase II section of this report will assess the existing campus space use as well as space use based on projected student enrollment. However, these faculty planning issues are somewhat independent of student enrollment and will also be important factors in determining the quantity and quality of faculty space that best supports the school's mission.



### Institutional Development and Fundraising

The 2007 MOU indicates that the College has made significant progress in strengthening its private support. The importance of expanding funding is articulated in the planning goals defined by Geneseo's Strategic Planning Group. Like most public institutions, SUNY Geneseo does not have a long history of fundraising. Currently, only nine percent of alumni give to the College. Efforts are underway to increase that figure to 20 to 25 percent. SUNY Geneseo's current fundraising campaign has reached \$10 million, with a goal of \$25 million. The College currently maintains a \$9 million endowment, and endeavors to raise the endowment by \$2.5 million per year. Geneseo's goal is to reach an endowment level of \$20 million.

<sup>37</sup> State University of New York at Geneseo "Memorandum of Understanding."

<sup>38</sup> State University of New York at Geneseo "Memorandum of Understanding."

<sup>39</sup> State University of New York at Geneseo "Memorandum of Understanding."

## Structural Budgetary Issues

Currently there is a \$4 million gap in the SUNY Geneseo operational budget, a result of overall cuts within the SUNY budget. State funding provides less than 30 percent of the College's funding; tuition accounts for most of the remainder. The College is interested in variable campus-determined tuition within the SUNY System, citing that all their public peer institutions are more expensive.<sup>40</sup>

As previously described, Geneseo identifies reducing the student-faculty ratio as paramount to supporting its mission and emulating its peer institutions. The MOU also indicates that the College has set a priority of decreasing its undergraduate population by approximately four percent. These goals are dependent on the College acquiring significant additional financial resources.<sup>41</sup>

## Community Relations and Outreach

The Village of Geneseo truly is a college town, and inasmuch as the Main Street economy depends on the College, the entire Geneseo community benefits from the services and venues found within walking distance from the Campus. Establishments like the "Muddy Waters" coffee shop serve as off-campus meeting and study places, and until recently the only college bookstore was an independent business on Main Street.

However, Geneseo's engagement with the surrounding community goes beyond Main Street retail:

- Approximately 25 percent of the Town and Village of Geneseo Volunteer Fire Department is made up of Geneseo students.
- Geneseo regularly has fine art exhibits and performances on the campus that draw people from as far as Rochester.
- Geneseo helped form the Livingston Cares organization, a community-based hurricane relief organization.
- The Xerox Center for Multicultural Teacher Education is an outreach program that works to promote intercultural sensitivity in new teachers. The center sponsors mentoring partnerships between Geneseo students and high-need Rochester City Schools. It also co-organizes a summer camp with the Rochester City School District for seventh and eighth grade students on the Geneseo Campus.<sup>42</sup>



Xerox Center for Multicultural Teacher Education

<sup>40</sup> Interview with Christopher Dahl, President, 16 December 2009

<sup>41</sup> State University of New York at Geneseo "Memorandum of Understanding." p.22

<sup>42</sup> [www.Geneseo.edu](http://www.Geneseo.edu)





## SUNY System Connectivity

### Geneseo's Place within SUNY

SUNY Geneseo functions as the informal 'Honors College' of the SUNY system. It has the most selective admissions criteria within the system and provides an affordable public liberal arts education and experience. As mentioned in earlier sections, it is the only SUNY institution that is a member of the Council of Public Liberal Arts Colleges (COPLAC), the only SUNY under-graduate college with a Phi Beta Kappa chapter, and is the only SUNY institution listed in the top tier of any US News and World Report ranking. The high quality of academic programs at Geneseo is comparable to those available at many private liberal arts colleges. Typical of selective liberal arts colleges, many of Geneseo's recent graduates, around forty-four percent, pursue further full-time study after graduation—one of the highest rates in the nation.



SUNY Geneseo is one of the smaller SUNY "University Colleges," as described in the 2010 SUNY Viewbook. Surprisingly, Geneseo's 19:1 student-faculty ratio is one of the two largest in the system. SUNY Cortland similarly has a 19:1 ratio, while all the other University Colleges have fewer students per teacher.<sup>43</sup> The student-faculty ratio has been called the College's "Achilles Heel".<sup>44</sup>

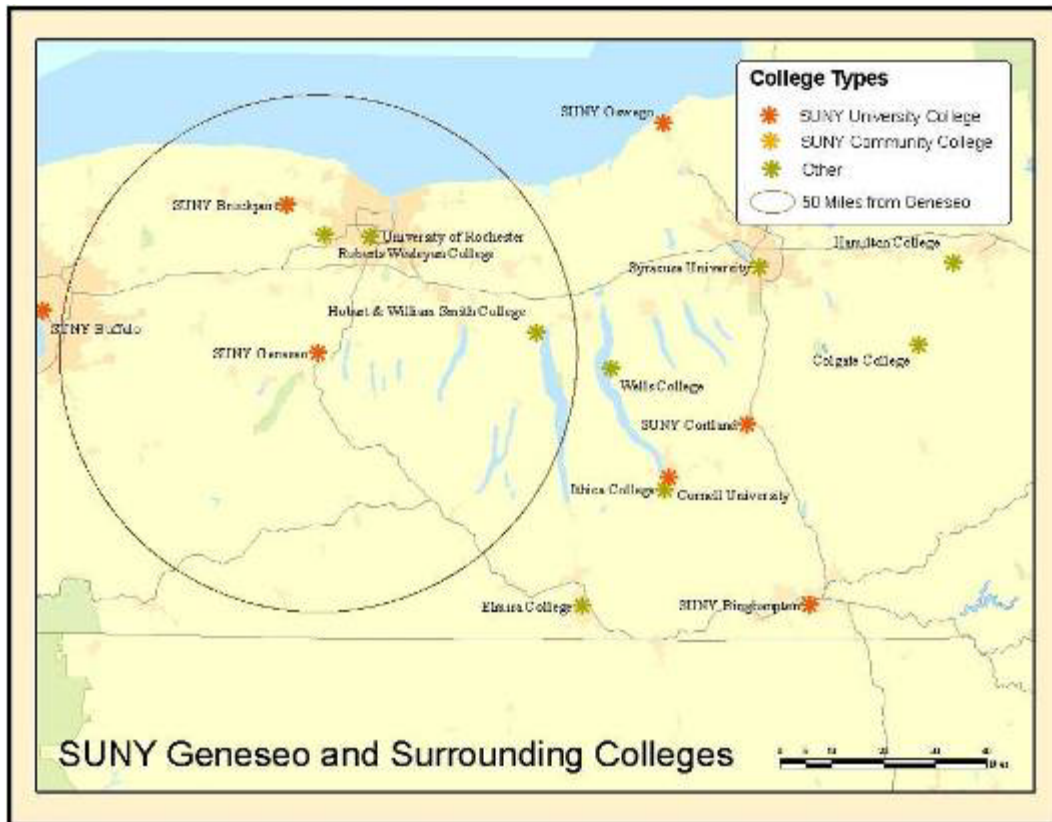
<sup>43</sup> SUNY 2010 University College Viewbook

<sup>44</sup> Interview: Christopher Dahl, President

Consistent with Geneseo's liberal arts character, it is also a heavily residential institution. Geneseo does not widely engage in distance learning, or serve as a professional or continuing education school. Other SUNY University Colleges cater to students who are interested in those programs, for example SUNY Empire State, Oneonta, and Buffalo State.

## SUNY Geneseo in the Region

SUNY Geneseo is located next to the Village of Geneseo, at the Western edge of the Finger Lakes region. The Village is one of a range of communities nationwide that is listed on the National Register of Historic Places. Both the Village and College are located in the scenic Genesee Valley, 30 minutes south of Rochester. Several other SUNY University Colleges, Community Colleges, and private institutions are proximate to Geneseo. The closest SUNY Colleges, in increasing order of distance, are Brockport, Buffalo, and Cornell. SUNY Binghamton, Geneseo's closest academic competitor, is approximately one hundred miles away.



Source: GIS

## Program Overlap and Collaboration

The SUNY system is structured as a number of connected but relatively independent colleges. There is necessarily a great deal of overlap among programs due to general education requirements and standard subjects such as English Literature, Math, and Biology. A comprehensive program overlap analysis between SUNY Geneseo and

other SUNY Colleges and Universities is precluded within the context of this report because of the size of the system and because program naming conventions vary between schools. However, Geneseo collaborates widely with other higher education institutions, including many SUNY institutions. Geneseo offers seven joint programs, including:

- 3 – 4 Dentistry with University Center at Buffalo's School of Dental Medicine
- 3 – 3 Doctorate of Physical Therapy with SUNY Upstate Medical University
- 3 – 2 Engineering with Alfred University, Case Western Reserve, Clarkson, Columbia University, Penn State, Rochester Institute of Technology, SUNY Binghamton, SUNY University at Buffalo, Syracuse, and the University of Rochester
- 3 – 1 and 3 – 2 Cooperative Nursing Program with John Hopkins University
- 3 – 4 Optometry with SUNY Optometry
- 3 – 4 Osteopathic Medicine with New York College of Osteopathic Medicine
- BS / MD Early Assurance Program for Medical School with SUNY Upstate Medical University<sup>45</sup>

## Unique and Niche Programs

While many other SUNY Colleges are well recognized by rating boards, offer liberal arts and education courses, and incorporate service learning into their curricula, Geneseo's academic rigor and student achievement remain unique.

SUNY Geneseo is committed to “high impact experiences” to reinforce excellence. The College believes that intensive experiences engage students, encouraging them to take active roles in their own learning, and address complex problems. These experiences include undergraduate research, international study, leadership programs, service-learning, first-year and capstone projects/programs, and living learning communities (LLC). SUNY Geneseo's capstone project structure is unique, and makes its academic experience comparable to that found in a private liberal arts college.



South Hall

Geneseo offers a unique leadership program, called the GOLD (Geneseo Opportunities for Leadership Development) Program. It prepares students for leadership and service roles at the College and in the community using a combination of personal development programs, institutes, leadership certificates, service learning, volunteer work, and community engagement opportunities<sup>46</sup>.

Unique and niche academic programs at SUNY Geneseo include Teacher Education and Physics and Astronomy. The Jones School of Business' Small Business Development Center also provides students with unique hands-on outreach opportunities.

<sup>45</sup> [http://www.geneseo.edu/admissions/majors\\_minors\\_degree\\_programs](http://www.geneseo.edu/admissions/majors_minors_degree_programs)

<sup>46</sup> <http://gold.geneseo.edu/>

## Teacher Education

The vision of the Ella Cline Shear School of Education is "to contribute, through the education of teachers, to the development of a democratic, humane society that values the contributions and accomplishments of all its citizens."<sup>47</sup> The Teacher Education program teaches constructivist theory and focuses on field placements and partnerships. Constructivist theory is defined as "a theory of learning that recognizes the central role of the learner's active construction of meaning and understanding."<sup>48</sup> At Geneseo this means that learning is both an individual and social activity, and that learning is always purposeful. Therefore, education is not a process of transferring information from teacher to student, but rather a relational process that should be designed to stimulate the desire to learn in students. The School of Education offers undergraduate programs leading to initial teacher certification in Early Childhood and Childhood, Childhood, Childhood with Special Education, and Adolescence Education. All teacher certification programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE). The College is currently exploring a 5-year combined bachelor's and master's program



Integrated Science Center

## Physics and Astronomy Department

The Physics and Astronomy department is among the top ten bachelor's degree-granting departments in the nation in the number-of-degrees-per-year in physics. Departmental offerings include majors within the Bachelor of Arts program, a Minor in Physics, a Bachelor of Science Degree in Applied Physics, and Preparation for Engineering, which is part of SUNY Geneseo's 3-2 Program partnership with ten graduate programs, located at Alfred University, Case Western Reserve, Clarkson, Columbia, Penn State, Rochester Institute of Technology, SUNY Binghamton, University at Buffalo, Syracuse University, and University of Rochester. Undergraduate research takes place in Nuclear Physics, Solid State Physics, Astronomy, Spider Silk, Parafoil, Theoretical Physics, and Spectroscopy.

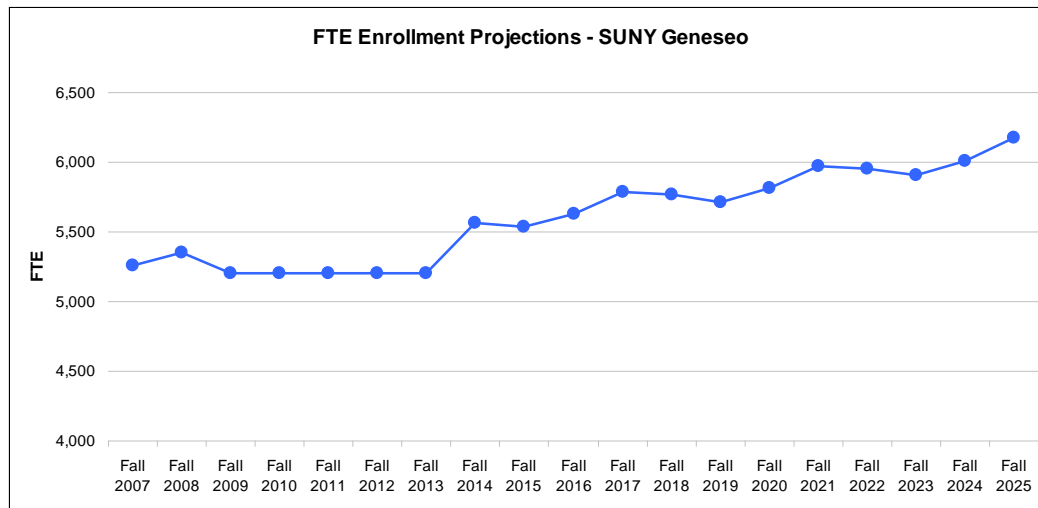
<sup>47</sup> [http://www.geneseo.edu/isu/cms\\_pdf/educate/Conceptual\\_Framework.pdf](http://www.geneseo.edu/isu/cms_pdf/educate/Conceptual_Framework.pdf)

<sup>48</sup> Ibid.

## FTE Projections and Comparisons

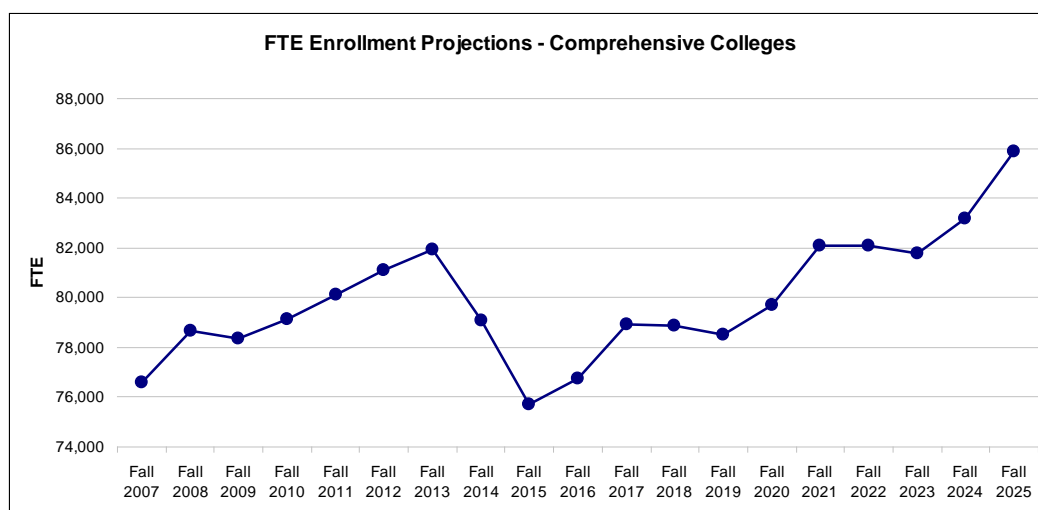
### SUNY System Enrollment Projections

SUNY System projections for Geneseo indicate a stable enrollment of around 5,200 FTE students until 2014, when enrollment is expected to jump to 5,550 FTE with a steady increase to 6,200 FTE by 2023.



Source: SUNY IR Data

In contrast, comprehensive college enrollment is expected to grow by approximately 1,000 FTE students per year, and then decline by 6,000 between 2013 and 2015. After 2015, SUNY Geneseo's enrollment trajectory follows a similar trend line to that of the comprehensive colleges. The pattern is similar when comparing enrollment projections for State Operated Colleges.<sup>49</sup>



Source: SUNY IR Data

<sup>49</sup> SUNY IR Data: Projected Enrollments 2009 – 2025.xls

## SUNY Geneseo Enrollment Projections

It is important to note that although the SUNY system projections indicate an increase in enrollment over time, Geneseo's internal preference would be to decrease student enrollment. This is stated in the 2007 MOU. For the purposes of this Facilities Master Plan the College generated the following undergraduate and graduate enrollment targets:

GENESEO ENROLLMENT PROJECTIONS	2010 FTE	2015 FTE	2020 FTE	2025 FTE
Undergraduate	5,291	5,000	5,000	5,000
Graduate	119	130	230	300
<b>TOTAL</b>	<b>5,410</b>	<b>5,130</b>	<b>5,230</b>	<b>5,300</b>

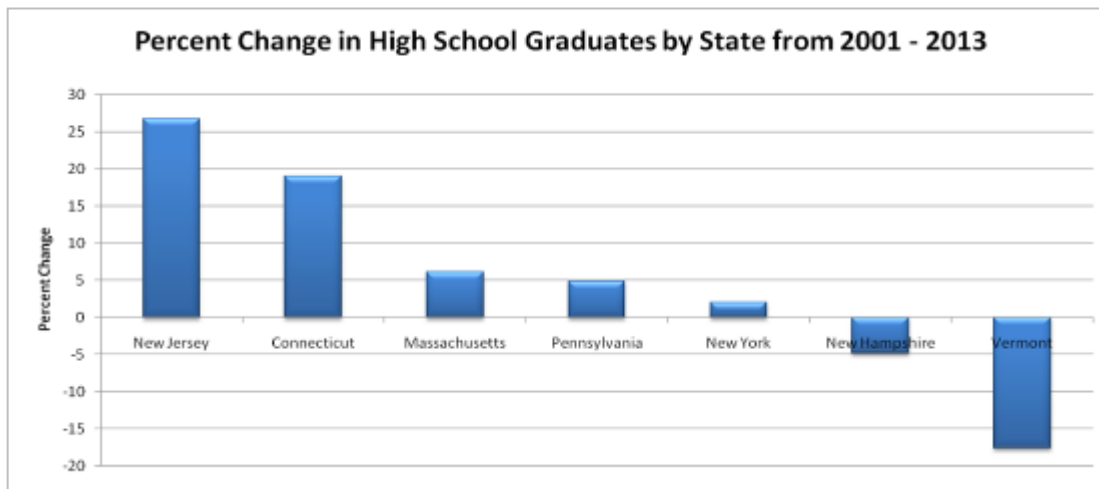
Conversations with members of the Facility Master Plan Steering Committee reinforce this desire, for reasons already touched upon in this report:

- The College wishes to decrease the faculty to student ratio.
- The College's desire to remain highly academically selective

One of the consultant's tasks in Phase III of this Facilities Master Plan will be to examine the space utilization implications of the College's future enrollment. Recognizing the discrepancy between SUNY's enrollment projections and Geneseo's enrollment preferences, the data ultimately used to assess future space use on the Campus should reflect the missions of both SUNY Geneseo and the State University system, and be reasonably attainable based on enrollment factors such as demographics and funding opportunities.

## Demographic Projections

SUNY Geneseo is a highly selective institution and as such has significant choice in composing its student body. According to the Projected High School Graduate Change Rate data (provided by SUNY's Institutional Research department), the number



Source: SUNY Office of Institutional Research

of high school graduates in New York State will grow (2 percent), but at a slower rate than many of its surrounding states such as New Jersey (26 percent), Connecticut (19 percent), Massachusetts (6.1 percent) and Pennsylvania (4.9 percent).

Despite this projection, SUNY Geneseo anticipates its enrollment to remain steady because of its ability to draw selectively from a large pool of high school graduates. Geneseo currently recruits nationally, internationally, and within New York State, with its primary focus within the state. The College intends to scale back national recruiting efforts in the short term to concentrate on international and in-state recruiting. Geneseo typically receives 15,000 visits from prospective students a year, most of whom are from New York State.

## Peer Campuses

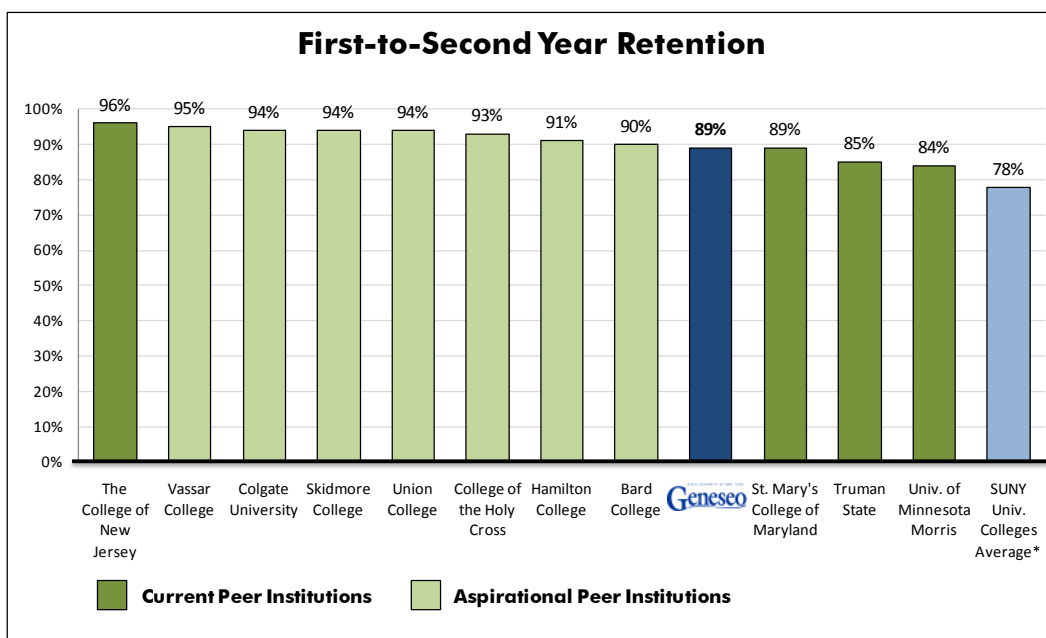
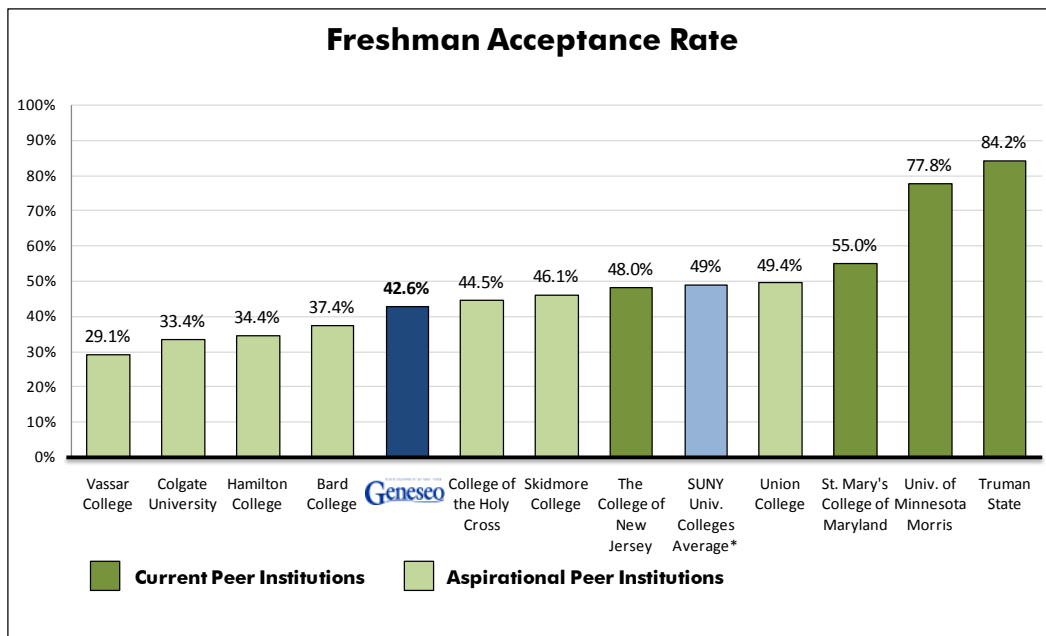
Geneseo's peer campuses, as listed in the 2007 Memorandum of Understanding, are: St. Mary's College of Maryland, University of Minnesota Morris, Truman State in Missouri and the College of New Jersey. These schools are all outside the SUNY system. The first three, along with Geneseo, are members of the Council of Public Liberal Arts Colleges (COPLAC), an organization of 26 public liberal arts institutions dedicated to advancing high-quality, residential, public, liberal arts education. As part of Geneseo's mission to distinguish itself from other SUNY colleges in terms of selectivity and academic rigor it makes sense that it would look outside New York for campus peers.



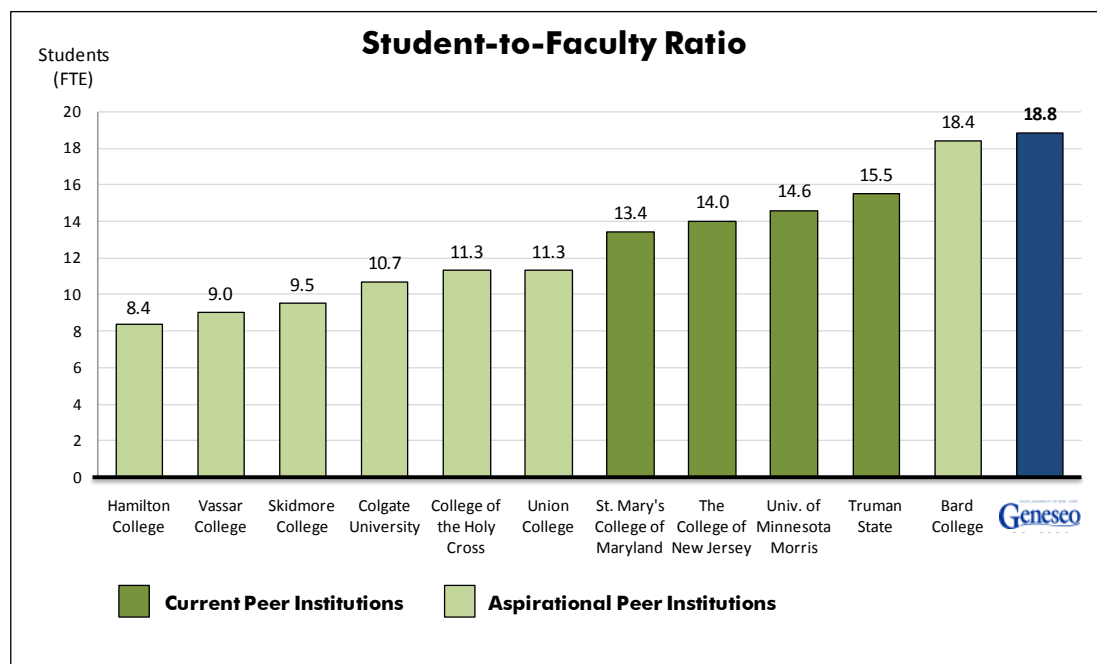
Current Peer Institutions

Geneseo's mission is also evident in the selection of its aspirational peer institutions. These are highly selective private institutions with national reputations.

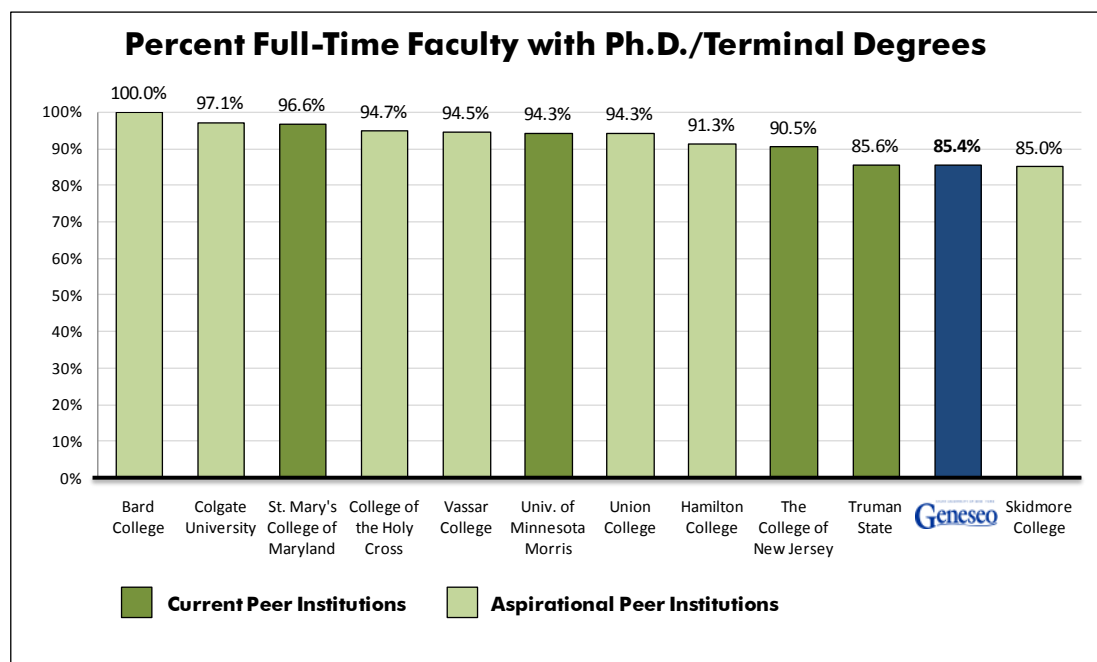
In summary Geneseo compares favorably with its peers, aspirational peers, and the SUNY university colleges. A more in-depth comparison of these and other factors will follow in the Phase III section of this report.



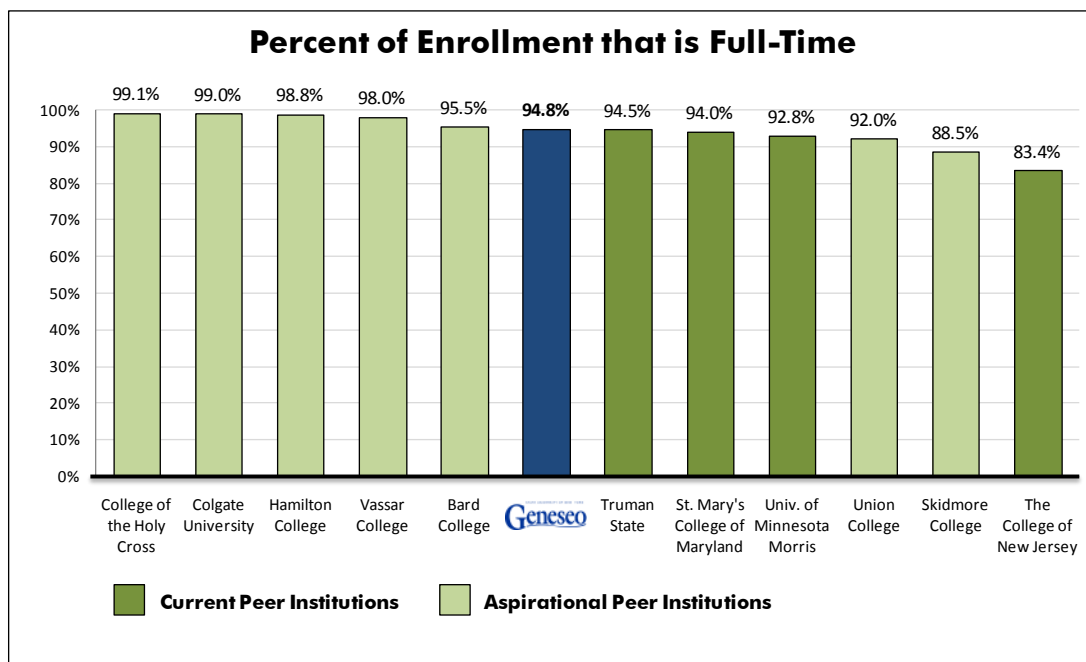
\*Average does not include data from Old Westbury



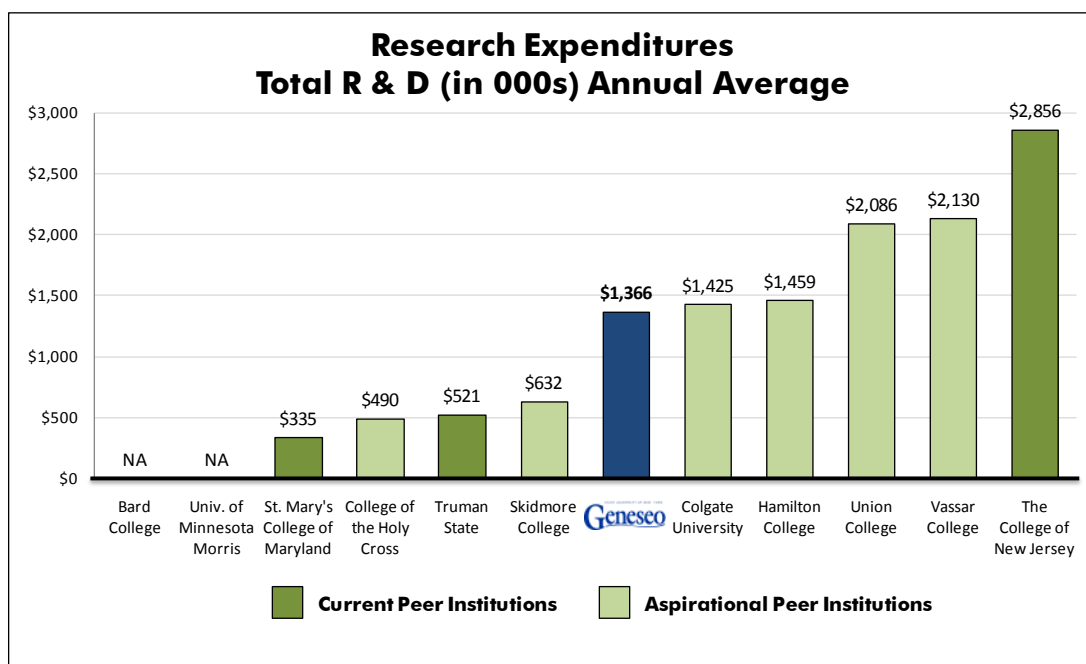
SUNY Geneseo has cited its student to faculty ratio as one of the biggest impediments to becoming a premier public liberal arts college.



Geneseo ranks below all of its peers and most of its aspirational peer institutions for faculty with terminal degrees.



Full-time enrollment is generally on par with most of Geneseo's peers and aspirational peers.



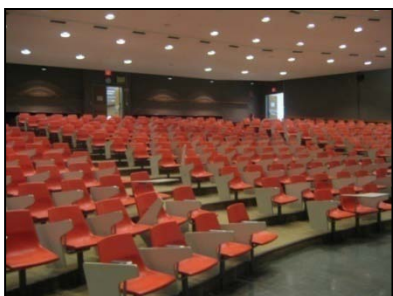
Geneseo has shown significant expenditures in research, and would like to double that in the next few years.



## Characteristics

### General Description

In many ways the physical qualities of the campus reflect Geneseo's mission goal to be a premier liberal arts college in the tradition of some of the finest private liberal arts colleges in the country. It is a pedestrian campus with a strong system of quads. The mix of historic, ivy-covered academic buildings – Sturges, Welles, Fraser, Doty - and contemporary, state-of-the-art facilities – the Integrated Science Facility – connote a traditional liberal arts legacy that looks forward to cutting edge research and pedagogies.



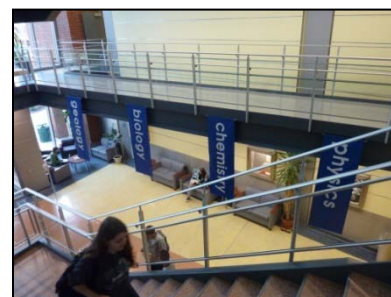
### Core Curriculum Themes

SUNY Geneseo's core curriculum is focused on equipping students with the ability to make wise choices as citizens in a free society. To produce well-rounded liberal arts students, SUNY Geneseo requires that it students take two Natural Science courses, two courses in Fine Arts and Social Science, two sequential courses in Western Humanities, and one course each in Non-Western Traditions, United States History, and Numeric/Symbolic Reasoning. They must also become

proficient in a foreign language, and take 'Intd 105,' an interdepartmental small-group seminar in Critical Writing and Reading.<sup>50</sup> For Intd 105, students may choose from sections with differing foci, offered by departments across campus. Throughout the general education curriculum students are offered a wide range of courses that satisfy general education requirements.<sup>51</sup>

### Academic Program Thrusts

SUNY Geneseo's focus is to foster its identity as an exemplary public liberal arts college. It offers 42 Majors, 22 Interdisciplinary Majors, 3 Pre-Professional Programs, and 8 Cooperative Programs. Much of the College's energy is directed toward equipping students with the skills they need to continue their studies and prepare for professional or highly specialized occupations. 44 percent of recent graduates pursued full-time study immediately following graduation, one of the highest rates in the nation.<sup>52</sup>



Geneseo has also made an effort to increase undergraduate research opportunities. Faculty members are given access to research space whether or not the research is funded. Research programs are particularly strong in Physics, Mathematics, Geological Sciences, History, English, and Education. The College would like to encourage more research in Social Sciences and Psychology.

<sup>50</sup> [http://www.geneseo.edu/dean\\_office/intd\\_105\\_descriptions](http://www.geneseo.edu/dean_office/intd_105_descriptions)

<sup>51</sup> <http://gened.geneseo.edu/>

<sup>52</sup> <http://www.geneseo.edu/about/fast-facts-2009>

### Administrative and Academic Organization

The President at SUNY Geneseo is the Chief Executive of the College, with ultimate responsibility for all administrative, academic, and financial aspects of the College. The President's senior executive cabinet consists of four divisional vice presidents including Academic Affairs, Student and Campus Life, Administration and Finance, and College Advancement. An associate vice president of Enrollment Management serves as a special advisor to the President. SUNY Geneseo operates on the principle of shared governance, and multi-stakeholder advisory bodies and commissions serve important roles of advice and oversight<sup>53</sup>.

SUNY Geneseo is unique in its academic structure. It does not organize itself administratively around deans who preside over academic schools. The College does have three schools, the School of Business, the School of the Arts, and the School of Education. However, the 17 departments related to the humanities and more traditional liberal arts programs are not under a particular school; rather, they are part of the overarching College. In this aspect SUNY Geneseo resembles many liberal arts colleges, like Colgate University<sup>54</sup>, one of SUNY Geneseo's aspirational peers.

### Student Life Activities

The Mission of the Student and Campus Life program at SUNY Geneseo is to enhance the overall sense of college community and to support the College's academic programs by providing a broad range of educational, social, and recreational programs. SUNY Geneseo supports 180 student clubs (including 11 multicultural clubs), and Greek organizations. A sample of student clubs includes Amnesty International, The International Business Club, The Jazz Ensemble, campus radio, and The Chinese Cultural Club. Student Opinion Survey results generally show that SUNY Geneseo students are very satisfied with their experience at the College.<sup>55</sup>



The Dr. Seuss Tree, with the Painted Tree in the background. Symbolic landmarks enhance the community-oriented college experience. At SUNY Geneseo these include the Dr. Seuss Tree, and the Painted Tree, which students decorate throughout the year.

<sup>53</sup> MOU, p. 21.

<sup>54</sup> <http://www.colgate.edu/DesktopDefault1.aspx?tabid=483>

<sup>55</sup> MOU, p. 16.

SUNY Geneseo has a strong history of community service. Over 1,800 students volunteer each year.<sup>56</sup> Two campus traditions are focused on encouraging volunteerism: 100 Volunteers and Day of Caring. 100 Volunteers promotes community service in Livingston County on Labor Day, while Day of Caring encourages all students to serve the community on a particular Saturday in October.

Other unique campus traditions include campus picnics, a day for research presentation, a free hour when no student has class and everyone is encouraged to attend lectures or pursue their own interests, Cultural Harmony Week, Sibling's and Parent's weekends, and a variety of new student orientation programs.<sup>57</sup>

<sup>56</sup> SUNY Geneseo 2010 Admissions brochure.

<sup>57</sup> [http://www.geneseo.edu/first\\_year\\_programs/traditions](http://www.geneseo.edu/first_year_programs/traditions)





## Statistical Data

The following section describes the campus educational environment in areas such as academic programs, enrollment, demographics and staffing level.

### Academic Programs

The College offers 39 major and 21 interdisciplinary majors within 17 departments and three schools. The schools are: School of Business, the School of Education, and the School of the Arts. Graduate and Undergraduate majors are organized within each school as follows:

#### School of the Arts

- Art (includes Art History and Art Studio)
- Music
- Musical Theater
- Theater / Dance
- Theater / English

#### School of Business

- Accounting
- Business Administration
- Economics

#### School of Education

- Childhood Education
- Childhood / Special Education
- Early Childhood Education
- Elementary Education
- Liberal Arts Adolescent
- Liberal Arts Secondary

The remaining 17 departments do not reside within specific schools, and include programs typical of a liberal arts college. For organizational purposes, the departments have been classified as either Humanities or Science, and are listed below. Some departments include multiple majors while others only include their given major. Black Studies, although a unique major, does not reside within a department. In some cases, majors reside within multiple departments. For example, Biophysics falls within the Biology and Physics departments.

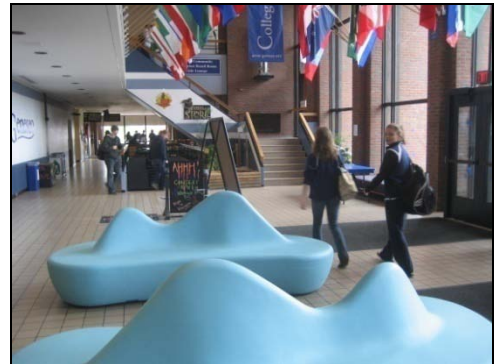
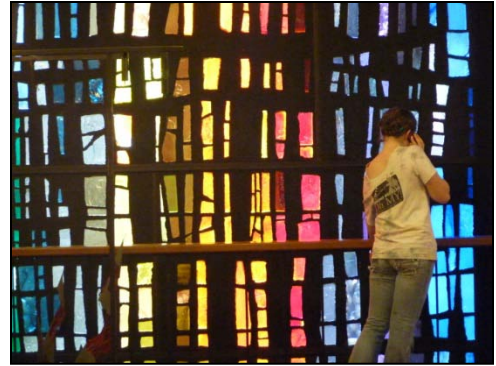
#### Humanities:

Anthropology

Communication

English

- English
- American Studies



- Comparative Literature

### Foreign Language

- French
- Spanish

### History

- History
- American Studies

### Philosophy

### Political Science

- Political Science
- International Relations

### Psychology

### Sociology

### Sciences:

### Biology

- Biology
- Biophysics
- Natural Science

### Chemistry

- Chemistry
- Biochemistry
- Natural Sciences

### Geological Sciences

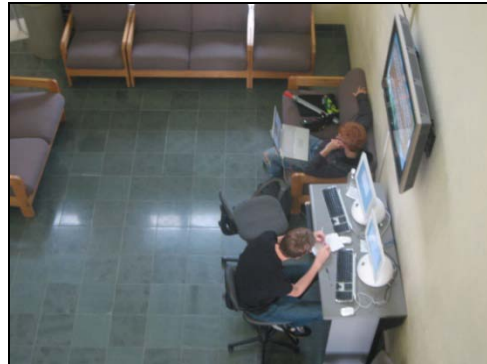
- Geological Sciences
- Geochemistry
- Geophysics

### Geography

### Mathematics

### Physics

- Physics
- Applied Physics
- Biophysics



According to Geneseo's Viewbook, popular majors include Biology, International Relations, English, and Psychology, as well as the recent Masters in Accounting. Nearly every academic department offers capstone programs to majors in their senior year. Examples of projects include theses, advanced seminars, recitals, exhibits, and intensive research projects.

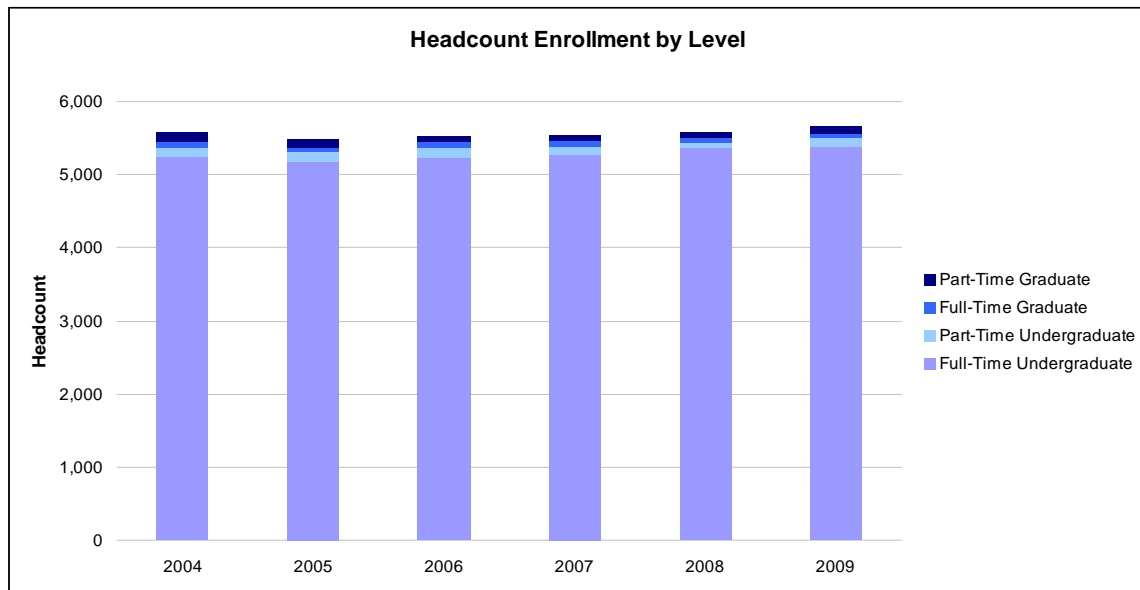
### Online Education

Geneseo does not offer any online or hybrid courses during the academic year. The College recently created a task force that has been charged with exploring alternative curriculum delivery methods, which may include hybrid course offerings and remote locations for in situ School of Education students.

## Enrollments

### Historical Enrollment by Headcount

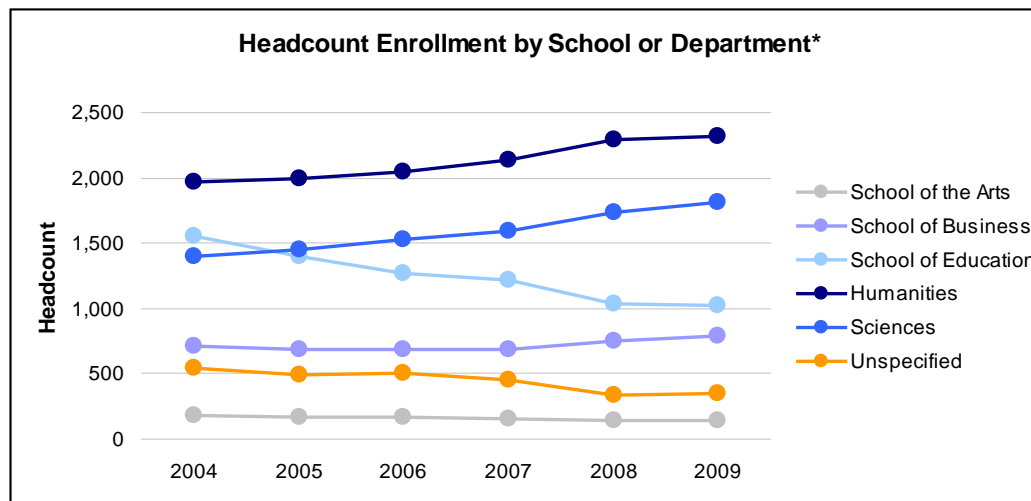
SUNY Geneseo is a predominantly undergraduate institution. According to the 2009 – 2010 Fact Book, there were 5,495 undergraduate headcount students and 165 graduate students in the fall of 2009, or 97 percent undergraduate and 3 percent graduate. These percentages have remained relatively constant since 2004, with the undergraduate population fluctuating between 96 and 97 percent. Of the 5,495 undergraduate headcount students, 5,395 students were full time with the remaining 100 classified as part time.



Source: Geneseo Office of Institutional Research and 2009 – 2010 Fact Book Data p. 30

The chart on the following page documents the headcount enrollments by department or school for full time and part time undergraduate students. Based on the data provided in the 2009 - 2010 Fact Book, graduate students are included in School of Education figures. The data also includes duplicate enrollments if the student is a double major. Unduplicated enrollments are provided in the aggregate, but not by department. Since 2004, double majors account for between 5.3 and 8.1 percent of overall headcount enrollment figures. Undeclared or unspecified students are identified as a separate category. The data does not capture the demand for courses in one department generated by non-majors. It also does not reflect the breakdown between full time and part time students. For these reasons the FTE analysis by department or school provides a more accurate assessment of departmental demand.





Source: Geneseo Office of Institutional Research and 2009 – 2010 Fact Book Data p. 35-36

\*Double majors are counted as duplicated enrollments

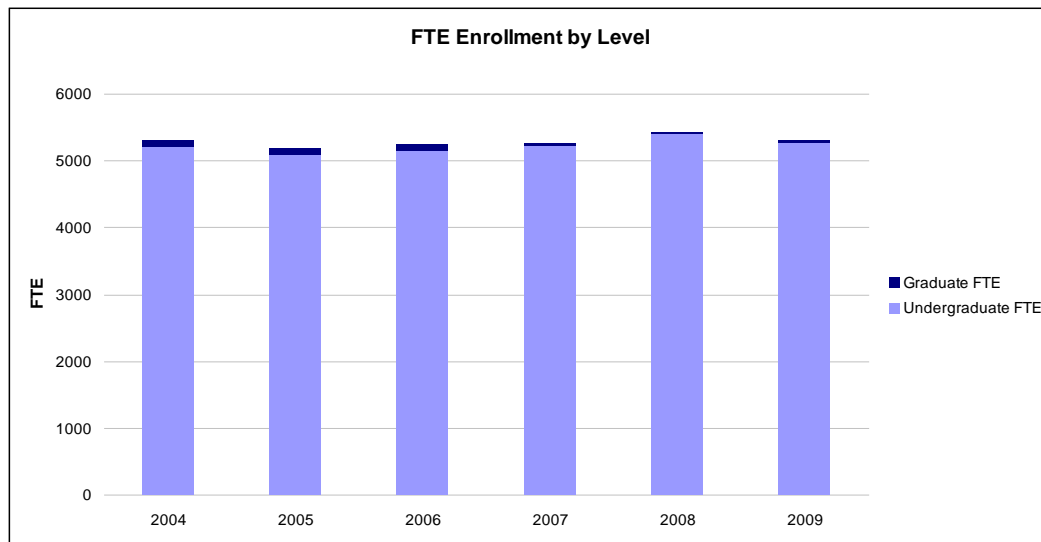
In summary, headcount data shows that humanities-based departments accounted for 36 percent all enrollments in 2009, followed by the Sciences with 28 percent. The School of Education accounts for approximately 16 percent of overall enrollments, although this figure is skewed by a significant number of part time students. Since 2004, the proportion of enrollments in the School of Arts and School of Business has remained relatively constant. In 2004, the School of Education accounted for 24 percent of overall headcount enrollments, but has dropped to 16 percent in 2009. Enrollments in the Humanities and Sciences categories have grown from 31 and 22 percent to 36 and 28 percent respectively.

### Historic Enrollments by FTE

The following charts illustrate the historic FTE enrollment by level and by school or department. This analysis is based upon data provided by the Office of Institutional Research. FTE enrollment figures do not represent the number of majors within each department. Rather, they are based on actual credit hours and represent the tangible demand for each department. Using the number of majors in each department as the basis for FTE figures underestimates the actual FTE demand for courses. For example, while there are few Anthropology majors at Geneseo, many students take an Anthropology course during their College tenure. This method accounts for departmental demand beyond the number of majors, and captures the demand generated by undeclared students.



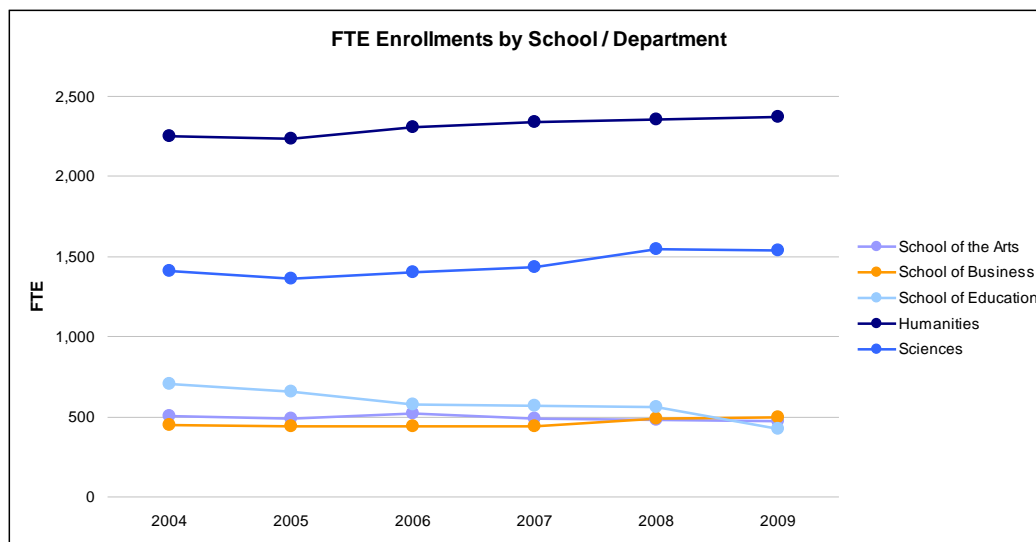
FTE is calculated by dividing the total credit hours of courses in each department by 15 for undergraduate students and 12 for graduate students. The full time undergraduate course load is 15 credit hours per term and a full time graduate course load is 12 credit hours per term. This method is consistent with SUNY Geneseo's method for determining FTE.



Source: Geneseo Office of Institutional Research and Department Profiles File

Since 2004, FTE enrollment figures have varied between approximately 5,200 FTE students in 2005 and 5,400 FTE students in 2008. In the Fall of 2009, there were 5,310 FTE students at Geneseo, including 5,272 FTE undergraduate students and 38 graduate students. This means that the majority of graduate headcount students are part time students, which is consistent with the headcount findings provided above.

The following chart documents the FTE enrollments by department or school. Like the Headcount Enrollment chart, the departments have been classified as either Humanities or Science. In 2009, these 17 departments accounted for 74 percent of overall FTE enrollment. The School of Education accounted for eight percent and the School of Arts and the School of Business each account for approximately nine percent of FTE enrollments. It is unclear at this time how the discontinuation of a major in art in 2011 will affect the distribution of FTEs.



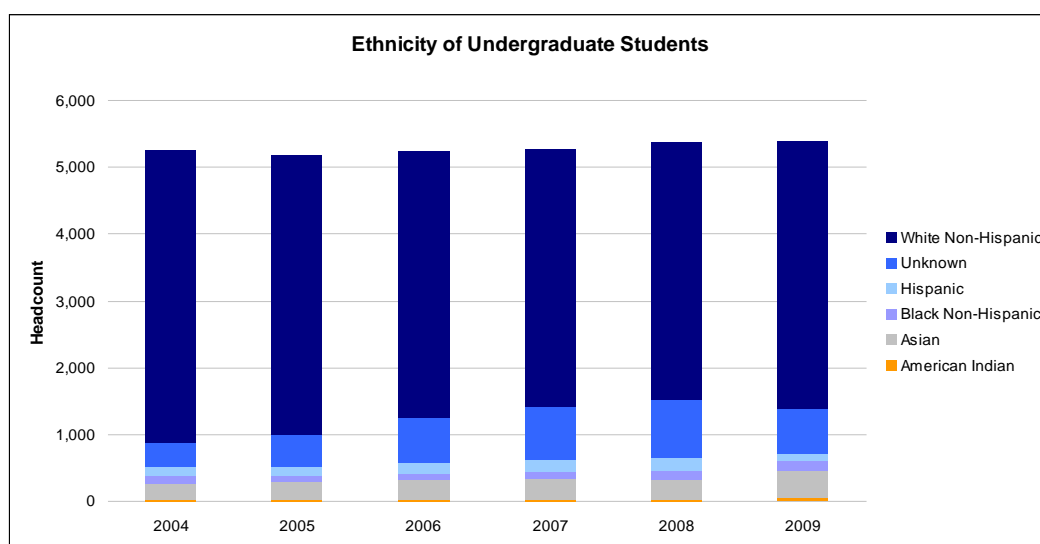
Source: Geneseo Office of Institutional Research and Department Profiles File

Departments that have experienced the greatest amount of growth since 2004 are Foreign Languages, Chemistry, and Biology. They have grown by 55 percent, 34 percent, and 33 percent respectively. Since 2004, Computer Science and Geography have decreased by 19 percent and 17 percent respectively. Current enrollments in Education have decreased by nearly 40 percent since 2004, from 706 FTE students to 426 FTE students. The decrease in Education enrollments is largely due to availability of online certification programs and curriculum policy changes; the New York State Education Department changed the length of time that students have to complete their master's degrees from 3 years to 5 years.

## Demographics

### Ethnicity

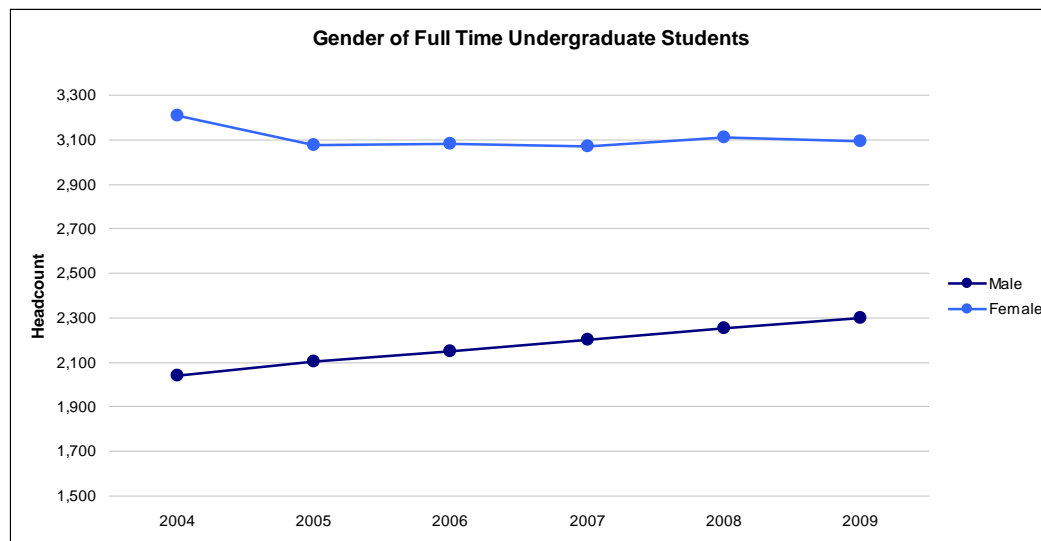
According to the 2009 – 2010 Fact Book data, which reports ethnicity information for full time undergraduate students, the number of minority students has grown from 521 in 2004 to 703 in 2009. Minority students include populations classified as American Indian, Asian, Black Non-Hispanic, and Hispanic. In 2009 the minority population accounted for 13 percent of the full time undergraduate student population, which marks a three percent increase from 2004.



Source: Geneseo Office of Institutional Research and 2009 – 2010 Fact Book Data p. 33

### Average Age

Historic data on average age is not provided within the Fact Book. According to the 2009 – 2010 Common Data Set, the average age of first time, first year students is 18 and the average age of all undergraduate students is 20. Only 3 percent of students are 25 years or older.



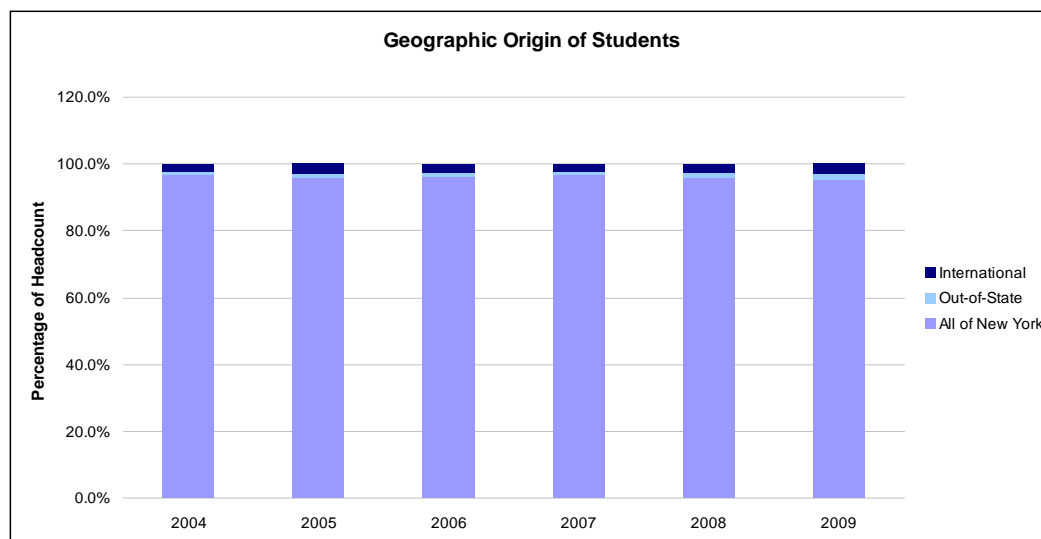
Source: Geneseo Office of Institutional Research and 2009 – 2010 Fact Book Data p. 30

## Gender

According to historical data of full time undergraduate headcount students, there are more female students than male students. However, since 2004, the male population has gone from 39 to 43 percent of all full time undergraduate students. In the fall of 2009, there were approximately 2,300 male students and 3,100 female students.

## Origin

The majority of students at SUNY Geneseo originate from New York State, with 17.2 percent of full time undergraduates are from Monroe County. In 2009, only 5 percent of students were from outside New York State. Since 2004, Geneseo has incrementally increased the number of both out-of-state and international students, from 1.0 and 2.3 percent to 1.7 and 3.0 percent respectively. Geneseo has historically maintained a larger international student population than out-of-state population, which is consistent with the College's current recruitment strategies.

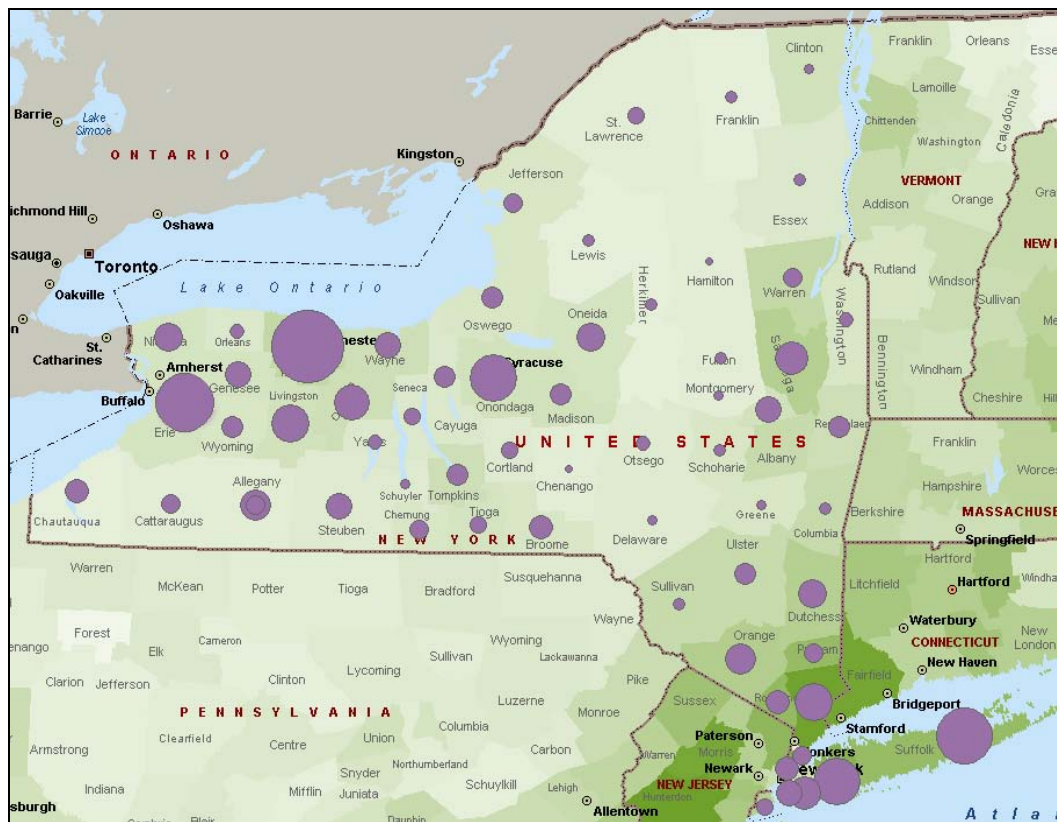


Source: Geneseo Office of Institutional Research and 2009 – 2010 Fact Book Data p. 32

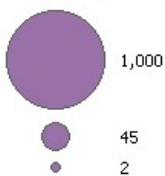
The following maps document the geographic origin of students and how they relate to broader demographic characteristics such as population, income, and overall market share.

### Student Origin by County and Income

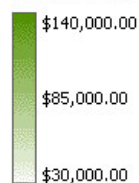
The following map illustrates the geographic origin of students by county compared to the overall income of the counties. The purple circles indicate the relative number of students at Geneseo from each county. For example, 943 students originate from Monroe County and 494 students come from Suffolk County on Long Island. Income is illustrated by the green shaded areas underneath the purple circles. Deeper shades of green indicate higher average income levels.



Enrolled by County



Income: household average (2007) by County

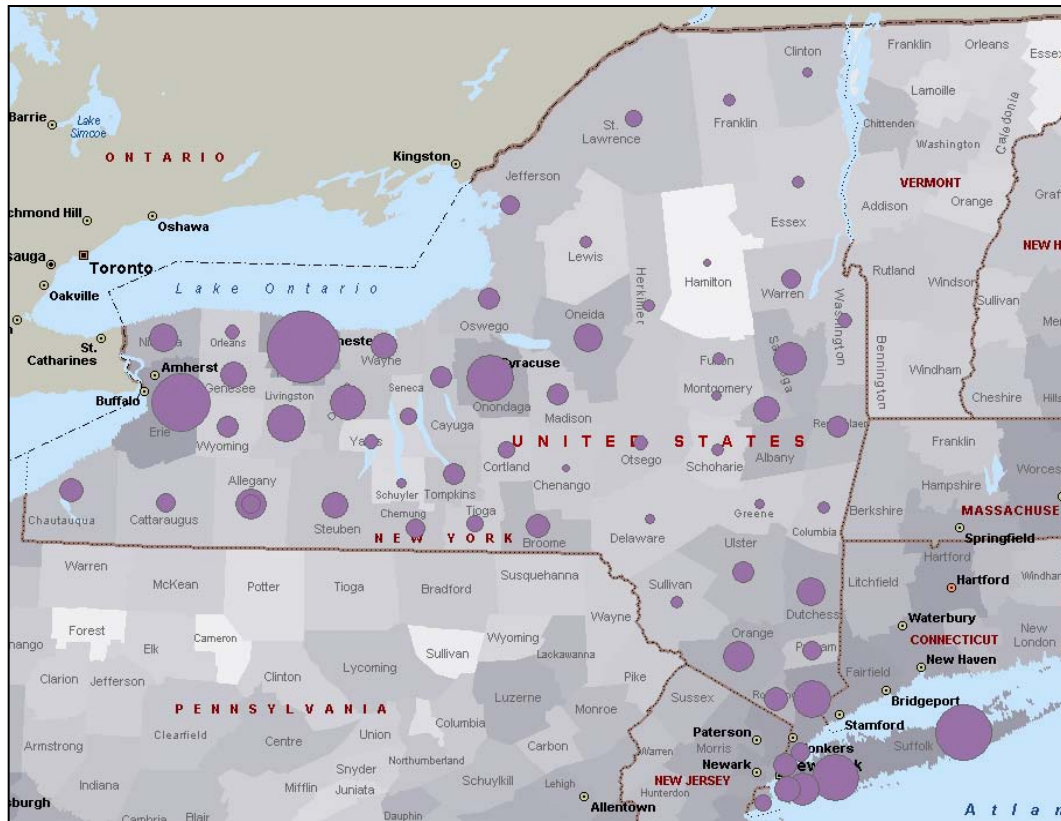


Source: US Census Data, MapPoint, and the Office of Institutional Research

The map reveals that Geneseo serves a variety of counties with relatively low average household incomes, and reinforces the institution's desire to provide an affordable liberal arts education to students throughout New York State.

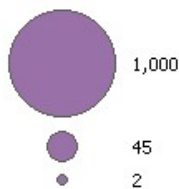
### Student Origin by County and Overall Population

The following map illustrates the geographic origin of students by county compared to the overall population of the counties. The purple circles indicate the relative number of students at Geneseo from each county, while overall population figures for each county are represented by the gray shaded areas underneath the purple circles. Deeper shades of gray indicate higher population levels.

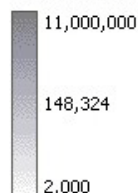


Source: US Census Data, MapPoint, and the SUNY Geneseo Office of Institutional Research

#### Enrolled by County



#### Population: total (2007) by County



Counties that contribute larger numbers of students also record higher overall population levels. At the same time, Geneseo also serves students from counties with smaller populations such as Essex County.

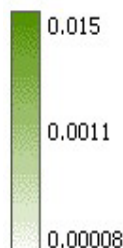
## Market Share

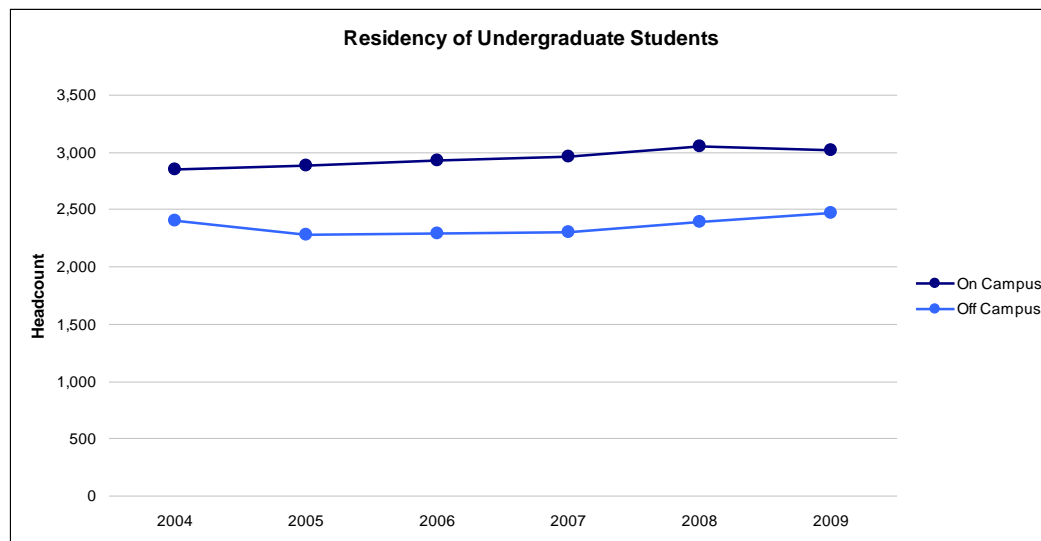
The following map highlights the overall market share for SUNY Geneseo. The market share is determined by dividing the number of students at Geneseo from each county by the number of college-age students in the county. College-age students were determined using 2007 U.S. Census data for the population between 15 and 24 years of age. Not surprisingly, Geneseo captures the greatest market share of Livingston County at 1.43 percent followed by Ontario County with 1.05 percent.

*Source: US Census Data, MapPoint, and the Office of Institutional Research*



**Enrolled by County divided by Age: population, 15–24 years (2007)**





Source: Geneseo Office of Institutional Research and 2009 – 2010 Fact Book Data p. 31

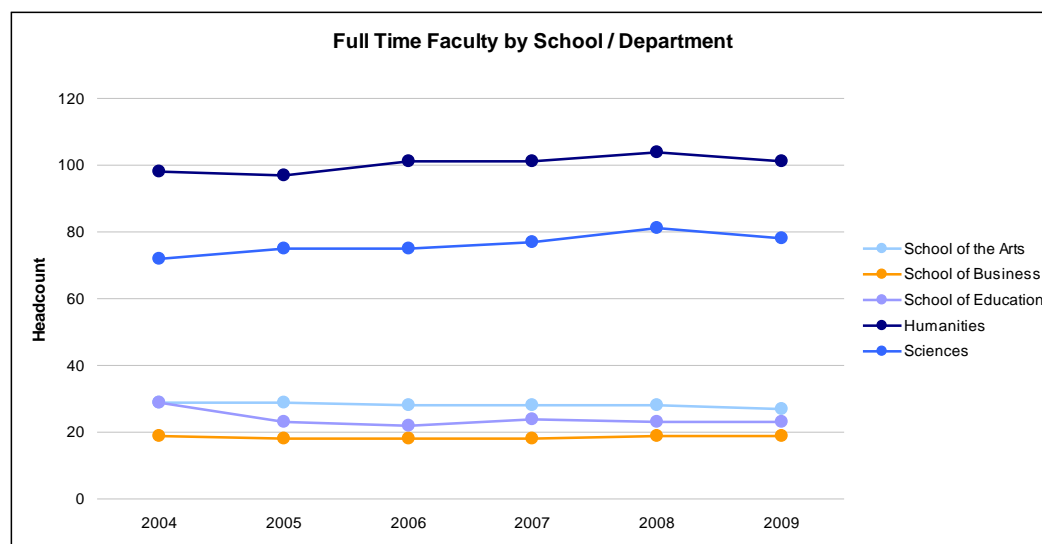
## Residency

The preceding chart documents the number of full time and part time undergraduates that live in campus housing. While the number of on-campus undergraduate students has increased since 2004 from 2,848 to 3,019 headcount students, the percent of students who live on campus has generally remained constant. Approximately 55 percent of undergraduate students live on campus, with 45 percent off campus.

## Staffing Data

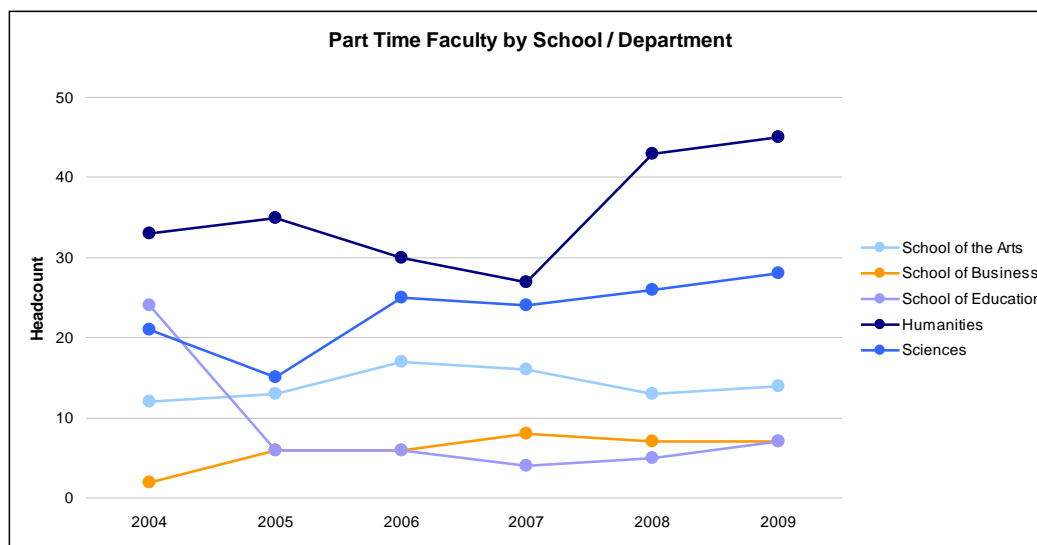
### Faculty

The following charts document the number of full time and part time faculty at Geneseo since 2004. The overall number of full time faculty has remained relatively stable over the past six years. In 2009, there were 248 full time faculty members and 101 part time faculty members. Since 2004, the School of Education has lost 6 full time faculty members, or 21 percent, followed by the School of the Arts, which was



reduced by 2 full time faculty members, or 7 percent. During the course of this study Geneseo announced a further reduction of nine faculty lines through retirement. It also discontinued majors in Studio Art, Computer Science, and Communicative Disorders and it is still unclear how this will affect staffing in those departments. The number of full time faculty members in Science departments, however, has increased by 6 faculty members, or 8 percent, since 2004.

Nearly all part time positions are filled by adjunct faculty. Part time faculty as a percentage of total faculty has varied from 24 to 29 percent in the past six years. The current number of Part time faculty is 29 percent. The most significant decrease in the number of part time faculty is associated with the School of Education, which decreased by 71 percent, from 21 part time faculty in 2004 to 7 part time faculty in 2009. On the other hand, the number of part time faculty in the Humanities and Science departments increased by 36 and 33 percent respectively since 2004.

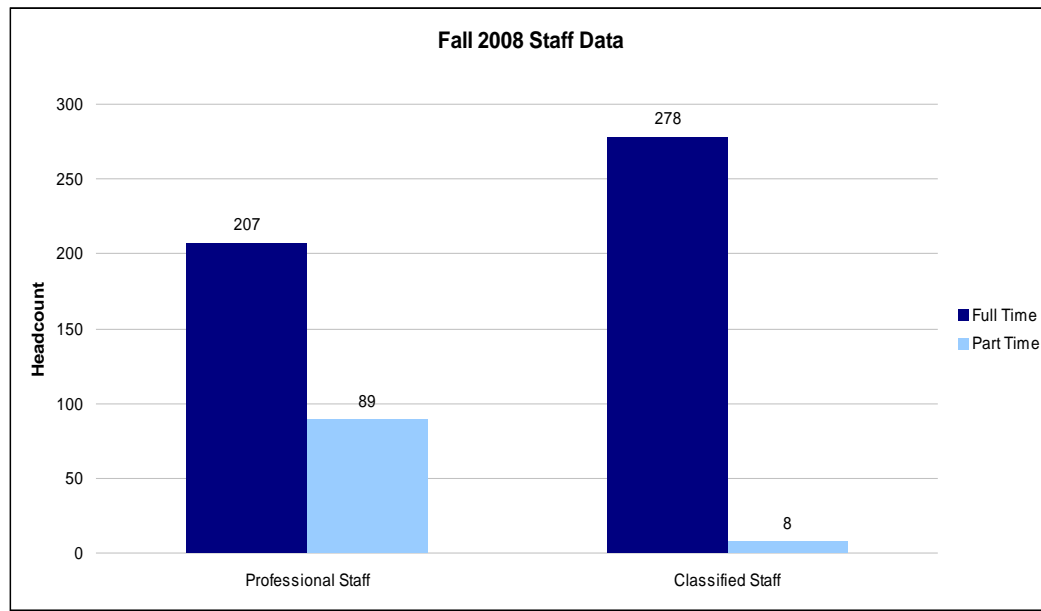


Source: Geneseo Office of Institutional Research and Department Profiles File



## Staff

Historical staff data is limited, and defers to the 2008 staff data provided by Human Resources and documented in the 2009 – 2010 Fact Book. Staff information is organized into two categories: professional staff and classified staff. Professional staff includes administrators, key leadership positions, finance positions, deans, registrar staff, and professionals such as counselors or the bursar. Classified staff includes administrative assistants, clerks, maintenance personnel, and campus police.



According to the 2008 data there is a total of 582 headcount staff including 296 headcount professional staff and 286 headcount classified staff. Approximately 30 percent of professional staff is part time, while only 3 percent of classified staff is part time. In November of 2011 Geneseo announced the elimination of 45 non-instructional positions – professional and classified – many through retirement incentives.

*Source: Geneseo Office of Institutional Research and 2009 – 2010 Fact Book Data p. 83*

## Academic Mission and Space

### Space Distribution by Use

Space data relies upon the 2010 version of the Physical Space Inventory, or PSI. This document serves as the basis for Geneseo's space management, and has been maintained and updated internally. In total, the campus includes approximately 1,653,080 square feet of assignable space, or 2,245,785 square feet of gross space. These findings will be explored in greater detail in Phase III of the Facilities Master Plan process. Space distribution by space use or type is broken down into nine categories as follows:

- Classrooms – 112,766 asf
- Laboratories – 125,876 asf
- Offices – 201,495 asf
- Library and Study Space – 71,185 asf
- Special Use / Athletics and Recreation Space – 196,856 asf
- General Use / Student Life Space – 353,001 asf
- Support Space – 119,262 asf
- Health Facilities – 4,071 asf
- Residential Space – 468,568 asf

### Space Distribution by Department

Space distribution by department relies upon the classification of departments recorded in the Physical Space Inventory. No grouping or reorganization of categories has occurred. Space distribution by department is as follows:

Administration - Student Affairs – 1,154 asf  
Administration & Management M&O 2,335 asf  
Admissions - 5,108 asf  
Alumni Relations - 4,512 asf  
Anthropology - 5,821 asf  
ARC-Pub Service - 23,408 asf  
Art - 21,100 asf  
ASC(PSI Use)-Campus Store - 4,704 asf  
Automotive Services - 3,960 asf  
Bank-Pub Ser - 3,778 asf  
Biology - 40,463 asf  
Buildings-Structural Maintenance – 12,259 asf  
Career Development-Student Placement - 2,135 asf  
Central Duplicating & Printing - 5,502 asf  
Central Stores - 9,711 asf  
Chances-Changes - 521 asf  
Chemistry - 30,737 asf  
Chief Academic Office - 2,358 asf  
Chief Administrative Office - 9,340 asf  
Child/Day Care - 9,068 asf  
Communication - 3,704 asf  
Computer Science - 6,751 asf  
Computer Services - 7,024 asf  
Computing and Information Technology - 12,734 asf  
Custodial Services - 35,848 asf  
DASNY - 1,151 asf  
Dean of Students - 6,152 asf  
Dean's Office - Liberal Studies - 2,646 asf  
Director's Office-Graduate Division - 610 asf  
Drama - 40,867 asf  
Education - 12,156 asf  
English - 6,700 asf  
Enrollment Services - 771 asf  
Environmental Health and Safety - 1,420 asf  
EOP Administration - 3,765 asf  
Facilities Planning - 2,358 asf  
Finance and Administration - 38,480 asf  
Financial Aids - 776 asf  
Food Service-FSA (PSI Use) - 89,329 asf  
Foreign Languages - 4,118 asf  
General Library - 61,649 asf  
Geography - 5,210 asf

Geology - 16,602 asf  
Grounds Maintenance - 3,689 asf  
Health and Physical Education - 197,593 asf  
History - 3,301 asf  
Human Resources - 1,357 asf  
Institutional Studies - 711 asf  
Instruction General - 91,807 asf  
International Programs - 753 asf  
LCCASA - 4,163 asf  
Mail and Messenger - 2,325 asf  
Mathematics - 6,314 asf  
Microcomputer-Maintenance - 13,752 asf  
Microenterprise Program - 626 asf  
Off-Campus Supervised Teaching - 408 asf  
Performing Arts - 9,864 asf  
Philosophy - 2,638 asf  
Physics - 43,182 asf  
Political Science - 1,784 asf  
Psychology - 10,355 asf  
Publications - 513 asf  
Purchasing - 1,207 asf  
Recycling - 5,035 asf  
Registrar - 2,459 asf  
Rental of Facilities-Reimb - 1,027 asf  
Res Hall-Admin &&Mgmt M&O - 6,010 asf  
Res Hall-Administration - 575,841 asf  
Res Hall-Buildings-Structural - 388 asf  
Res Hall-Custodial Services - 14,442 asf  
Research-Post Award Office - 111 asf  
ROTC-Public Service - 636 asf  
School of Business - 7,169 asf  
Security and Safety - 3,517 asf  
Sociology - 3,330 asf  
Special Education - 1,318 asf  
Speech Pathology & Audiology - 4,375 asf  
Sponsored Research Administration - 213 asf  
Student Billing/Cashiering - 1,215 asf  
Student Health Services - 4,231 asf  
Student Union - 57,993 asf  
Telephone and Telegraph - 2,883 asf  
University Information Service - 1,561 asf  
Utilities Plant - 2,236 asf  
UUP/CSEA - 1,005 asf  
Vice President for College Advancement - 948 asf





## Academic Goals and Directions

### Summary of Previous Statements

SUNY Geneseo's Current Mission Statement begins as follows:

"SUNY Geneseo, nationally recognized as a center of excellence in undergraduate education, is a public liberal arts college with selected professional and master's level programs. It combines a rigorous curriculum and a rich co-curricular life to create a learning-centered environment. The entire college community works together to develop socially responsible citizens with skills and values important to the pursuit of an enriched life and success in the world."

The Mission Statement further suggests that the College intends to foster the following seven qualities in its students and student body during their tenures at Geneseo: Excellence, Innovation, Community, Diversity, Integrity, Service to Society, and Valuing Tradition.

The College also strives to provide students with the highest quality education, recruit an outstanding and diverse student body, faculty, and staff, and cultivate mutually beneficial relationships with the community. SUNY Geneseo also plans to expand its funding base, improve its institutional effectiveness through ongoing assessments, and provide a high quality campus environment.

### Follow-Through on Original Goals

SUNY Geneseo's MOU, written in August 2007, reiterates its mission to deliver an honors-quality education within the context of the public sector. MOU goals included an increase in graduate enrollment through expanded business offerings and the implementation of combined bachelor-master's degree programs in education. These programs have been implemented, and data shows that 2009 saw an increase in graduate enrolment for the first time in over five years.

SUNY Geneseo also reaffirmed its commitment to ensure access to a full range of populations, and described diversity as a priority. The College intended to increase its international student population from 8 in 1997, to 107 in 2006, and to 214 in 2011. It intends to work closely with the Access Opportunity Program, the SUNY Metropolitan Recruitment Center, and to dedicate scholarship support to African American and PRISM (Pursuing Rewards in the Study of Mathematics) students.<sup>58</sup> As noted earlier, Geneseo is targeting recruitment in New York City toward this end. A modest increase of minority applicants has occurred.



<sup>58</sup> MOU, p.6.

In its MOU, SUNY Geneseo states its intention to maintain its character as a residential liberal arts college that primarily caters to traditional-aged students. It also states the desire to increase campus housing and to eventually house all third year students on campus. New residence halls, like Seneca Hall, have been built recently, increasing the on-campus bed capacity. The MOU highlighted the desire to increase out-of-state enrollment by increasing recruitment efforts. Since the MOU, the College has shifted its focus away from out-of state recruitment.

### **The Strategic Planning Group**

As described in Section “B” the Strategic Planning Advisory Group (SPAG) is a standing committee at SUNY Geneseo, which is made up of administrators, faculty, and students. It is the responsibility of the SPAG to define overarching goals for the College, evaluate priorities, and recommend goals and strategies that will strengthen the mission of the College. The SPAG makes its recommendations directly to the President.

The Strategic Planning Group prepares a progress report on these goals every two years or less. Each goal is broken down into a number of objectives, and includes an outline of status, responsible parties required, and relevant notes. Some of the objectives reported in the most recent report from May of 2008 include:

- Making capstone experiences available to all majors. Capstone experiences are now offered in nearly every program as a result of this initiative.
- Reducing the student-to-faculty ratio. This remains an ongoing issue.
- Improve College's ability to inform the community of services available to them. Significant progress was reported in this area.
- Conduct a campus-wide programmatic needs and utilization study. This goal was addressed in the SUNY Geneseo Academic Space Planning Report.
- Assess the physical campus needs. This goal will be addressed primarily in the Facilities Master Plan.



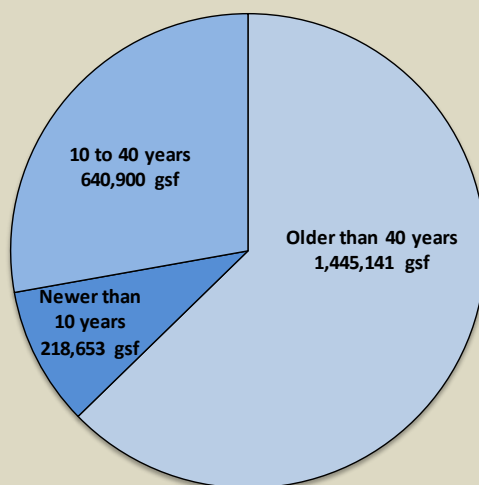


## Physical Environment

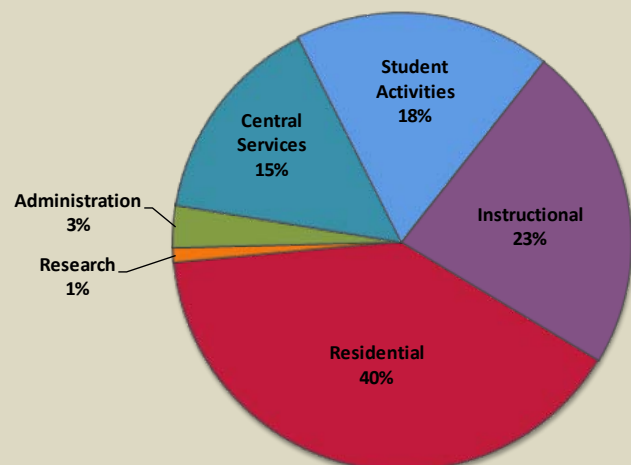
### General Summary

SUNY Geneseo encompasses over two million gross square feet distributed among 42 buildings on a 220 acre campus.<sup>59</sup> The oldest buildings on campus are Welles Hall and Sturges Hall, which date to the days when Geneseo was a Normal School. The remaining Geneseo buildings were constructed after 1948 when Geneseo became a member of the State University of New York system. As seen in Section "A", the majority of Geneseo's structures were built between 1950 and 1973; 34 buildings are still in use today with the exception of the D and E wings of Blake Hall, which were razed in 2004. Thus, approximately 70 percent of campus buildings are 40 years old or more. These include all residence halls (except Seneca, Putnam, and Saratoga Terrace), the three campus dining halls, Milne Library, the student Union, campus service buildings and general classroom buildings. The College also owns six houses in the town of Geneseo. These are former residences all built before 1900.

**Gross Square Feet by Age of Facility**



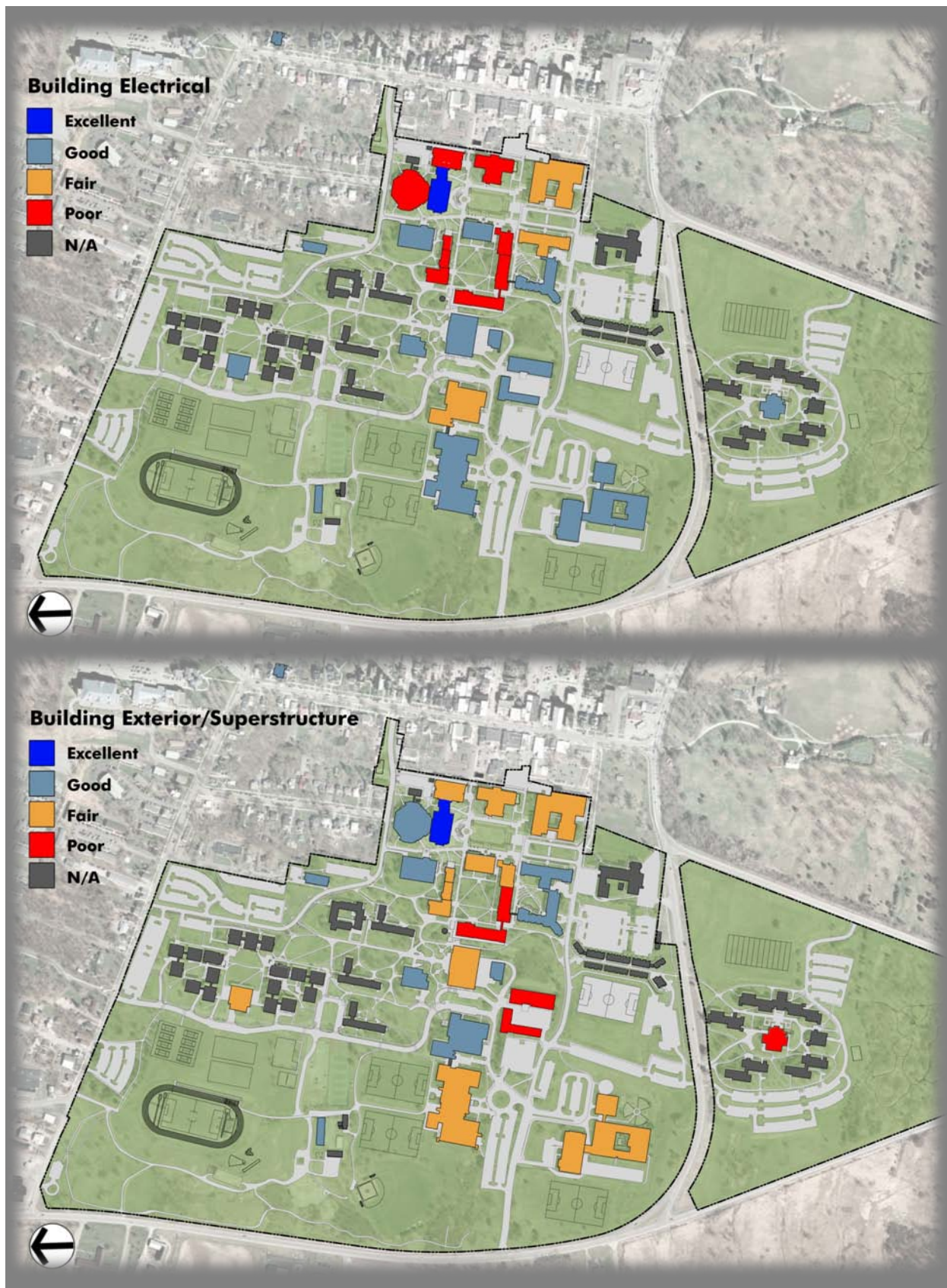
**Net Assignable Space Distribution by Major Functional Area**

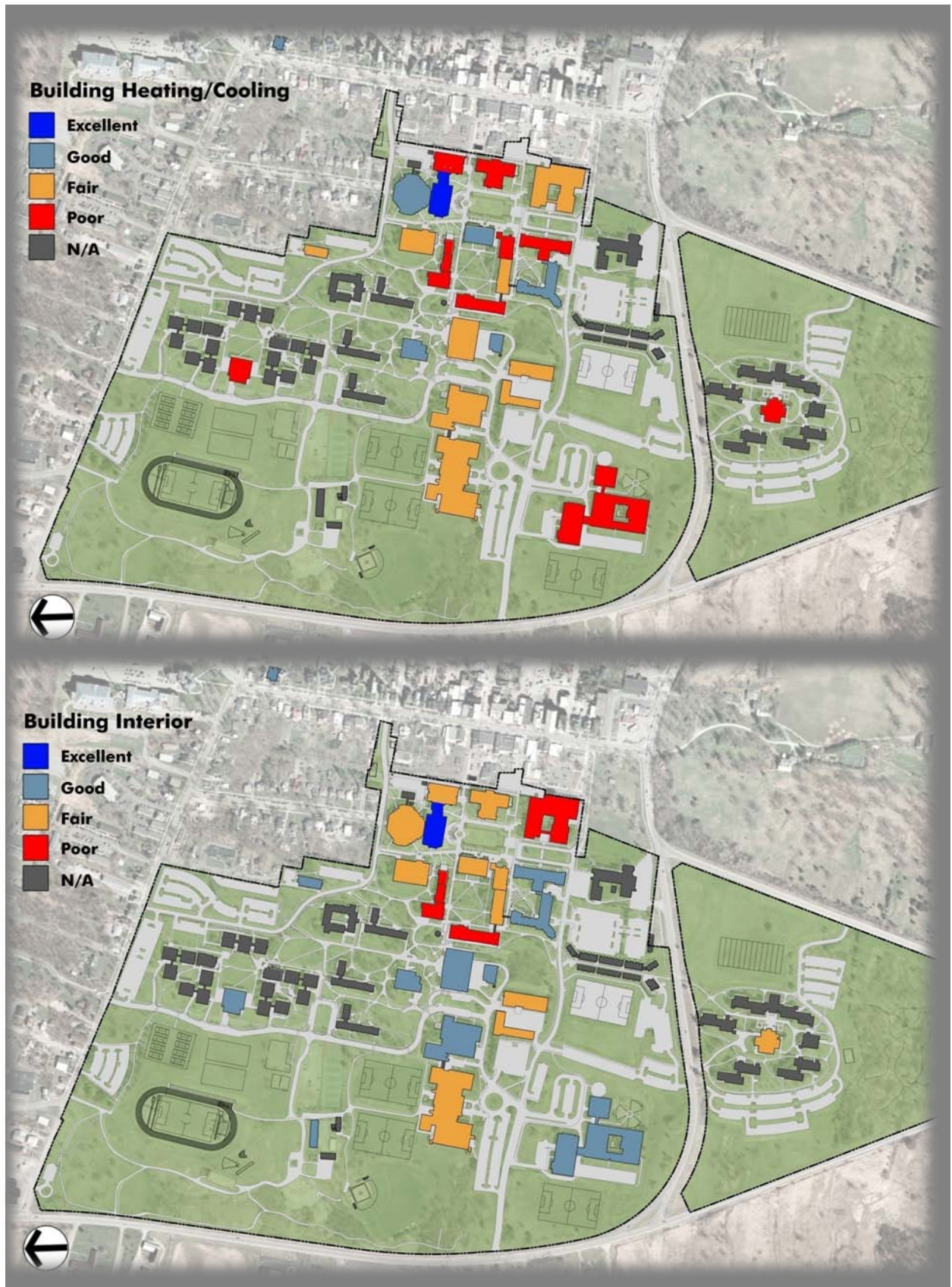


**Sate University of New York College at Geneseo "Facility Profile as of Fall 2007"**

In 2007 the State University Construction Fund conducted a physical assessment of all of Geneseo's buildings. The Building Conditions Assessment Survey (BCAS) evaluated each facility based on system-wide, pre-determined criteria in one of four categories: Building Electrical, Building's Exterior/Superstructure, Building Heating/Cooling, and Building Interior. The goal of the BCAS was to assess the College's deferred maintenance issues and use that information to help project capital expenditures. A summary of the BCAS is presented on the following pages, where every building is shown with its average BCAS rating within each major category. In Phase II of this report the consultants' evaluations will be compared with those of the BCAS.

<sup>59</sup> State University of New York College at Geneseo "2008 Campus Statement."





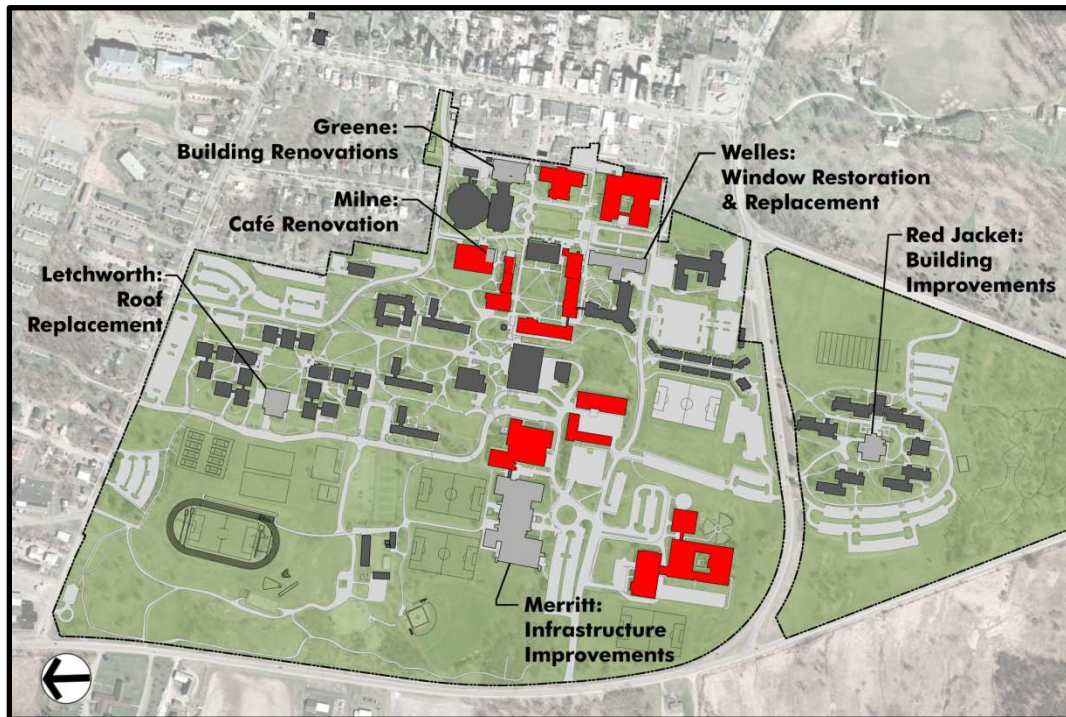


It is the State University Construction Fund's goal to achieve a rating of "Good" or better for all facilities. This diagram indicates Campus buildings whose combined assessment on the 2007 BCAS were either "Fair" or "Poor:"

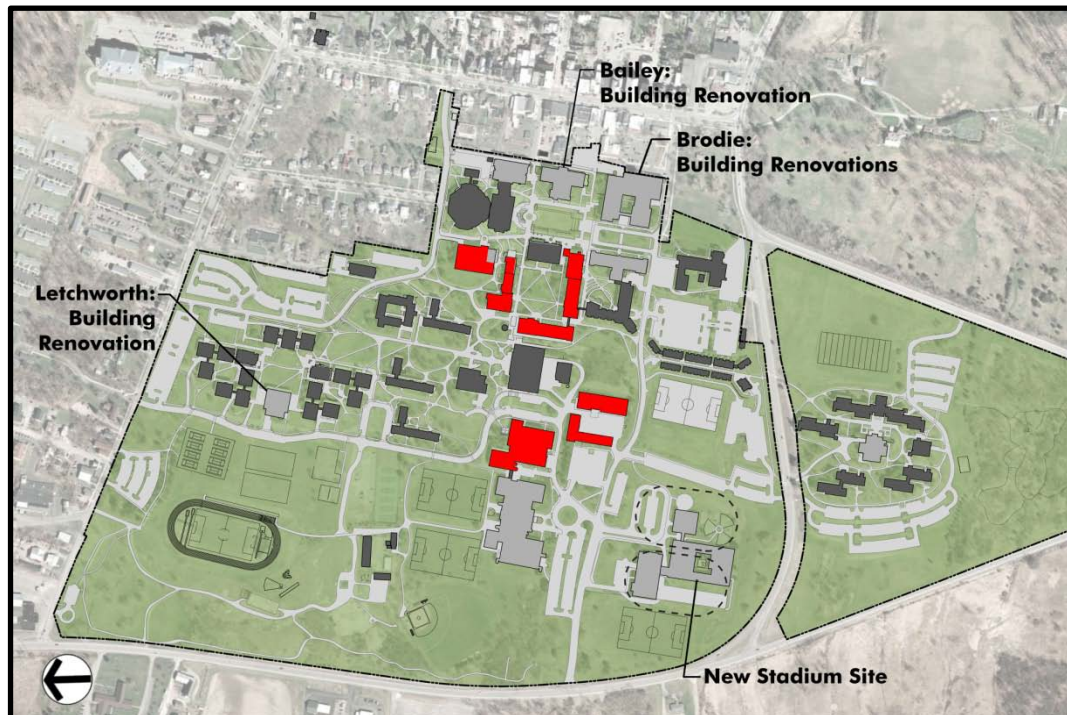
- Greene Science Building
- George Bailey Hall
- Brodie Fine Arts
- Milne Library
- Blake Hall
- Wadsworth Auditorium
- Fraser Hall
- Sturges Hall
- Letchworth Dining Hall
- Schrader Physical Education
- Clark Service Building
- Merritt Athletic Center
- Holcomb Building
- Red Jacket Dining Hall

The following plans show projects completed since the 2007 BCAS, and projects on SUNY Geneseo's Capital Plan through the 2012-2013 academic year. The result is that many of the fair to poor findings on the BCAS will be addressed by the start of the next Facility Master Plan.

#### Recently Completed Projects



#### Current Capital Plan Projects



## Tabular Data Summary

Building Name	Major Use	Construction Year	Construction Type	GSF	NASF
<b>Suny Geneseo</b>					
ALLEGANY RES. HL STG VIII	DORM	1966	REINFORCED CONCRETE	61,353	38,501
BAILEY SCIENCE BUILDING	INSTRUCTION	1964	STEEL CONSTRUCTION	63,811	40,990
BLAKE BUILDING A" I "	STUDENT ACTIVITY	1951	STEEL CONSTRUCTION	27,195	18,450
BLAKE BUILDING B" I "	INSTRUCTION	1951	STEEL CONSTRUCTION	13,116	9,051
BLAKE BUILDING C" I "	INSTRUCTION	1951	STEEL CONSTRUCTION	13,559	9,316
BRODIE FINE ARTS CENTER	INSTRUCTION	1967	STEEL CONSTRUCTION	93,001	60,739
CLARK SERVICE BUILDING	CAMPUS SERVICE	1967	STEEL CONSTRUCTION	35,502	28,081
ERIE RES. HALL IX	DORM	1966	REINFORCED CONCRETE	65,415	36,979
ERWIN ADMINISTRATION BLDG	GENL ADMIN	1967	STEEL CONSTRUCTION	44,007	29,122
FRASER BUILDING	INSTRUCTION	1955	STEEL CONSTRUCTION	34,899	25,456
GENESEE RES. HL STG VII	DORM	1965	REINFORCED CONCRETE	61,383	39,560
GREENE SCIENCE BLDG.	INSTRUCTION	1970	REINFORCED CONCRETE	59,946	40,830
GREENHOUSE	INSTRUCTION	2006	MISC(OTHER) CONSTRUCTION	3,078	2,435
HAZARDOUS STORAGE	IRC	2008	QUONSETS AND TEMP. STEEL BLDGS	230	194
HEATING PLANT	HEATING PLANT	1953	STEEL CONSTRUCTION	7,415	2,236
HOLCOMB LEARNING CENTER	INSTRUCTION	1969	STEEL CONSTRUCTION	128,633	77,584
INTEGRATED SCIENCE CENTER	INSTRUCTION	2006	STEEL CONSTRUCTION	116,180	61,112
JONES RES. HL STG II	DORM	1958	REINFORCED CONCRETE	51,244	29,315
LAUDERDALE HEALTH CENTER	STUDENT HEALTH	1966	STEEL CONSTRUCTION	12,112	6,975
LETCHWORTH D.H. STG VII	DINING	1965	STEEL CONSTRUCTION	39,120	26,575
LIVINGSTON RES HL STG III	DORM	1959	REINFORCED CONCRETE	51,244	29,666
MACVITTIE UNION	STUDENT ACTIVITY	1969	STEEL CONSTRUCTION	87,526	58,312
MARY JEMISON D.H. STG III	DINING	1960	STEEL CONSTRUCTION	26,894	17,933
MERRITT ATHLETIC CENTER	HPE	1973	LOAD BEARING MASONRY W/STEEL	128,416	95,051
MILNE LIBRARY	LIBRARY	1966	REINFORCED CONCRETE	75,242	59,660
MONROE RES. HL STG IV	DORM	1961	REINFORCED CONCRETE	52,024	29,810
NASSAU RES. HL STG X	DORM	1967	REINFORCED CONCRETE	50,074	32,906
NEWTON LECTURE HALL	INSTRUCTION	1967	STEEL CONSTRUCTION	51,008	33,943
NIAGARA RES. HL STG XIII	DORM	1970	REINFORCED CONCRETE	43,655	25,537
ONONDAGA RES. HL STG XIII	DORM	1971	REINFORCED CONCRETE	85,350	49,804
ONTARIO RES. HL STG VIII	DORM	1965	REINFORCED CONCRETE	61,383	35,241
PRESIDENT'S GARAGE	CAMPUS SERVICE	1897	WOOD FRAME	1,275	1,200
PRESIDENT'S RESIDENCE	RESIDENCE	1897	WOOD FRAME	5,904	5,637
PUTNAM HALL	DORM	2004	STEEL CONSTRUCTION	28,500	15,506
RED JACKET D.H. STG X	DINING	1967	STEEL CONSTRUCTION	22,747	14,358
ROEMER HOUSE	GENL ADMIN	1950	WOOD FRAME	2,091	1,717
SARATOGA COMMON	DORM	2002	LOAD BEARING MASONRY W/WOOD	2,680	1,841
SARATOGA TERRACE	DORM	2001	LOAD BEARING MASONRY W/WOOD	68,215	52,522
SCHRADER HEALTH & PHYS ED	HPE	1961	STEEL CONSTRUCTION	89,668	47,176
SOUTH HALL	INSTRUCTION	1995	STEEL CONSTRUCTION	75,070	44,706
STEBEN RES. HL STG VI	DORM	1964	REINFORCED CONCRETE	63,639	31,908
STORAGE BLDG.	CAMPUS SERVICE	1986	LOAD BEARING MASONRY W/WOOD	6,200	5,830
STURGES BUILDING	INSTRUCTION	1938	STEEL CONSTRUCTION	68,464	40,486
SUFFOLK RES. HL STG X	DORM	1967	REINFORCED CONCRETE	50,074	32,694
TRANSFORMER BUILDING	CAMPUS SERVICE	1962	LOAD BEARING MASONRY W/WOOD	1,536	980
WADSWORTH AUDITORIUM	ASSM/EXHIBIT	1955	STEEL CONSTRUCTION	27,280	17,599
WAYNE RES. HL STG XIII	DORM	1970	REINFORCED CONCRETE	26,104	15,364
WELLES BUILDING	INSTRUCTION	1932	STEEL CONSTRUCTION	62,200	35,032
WYOMING RES. HL STG VII	DORM	1965	REINFORCED CONCRETE	61,353	35,969
<b>TOTAL</b>				<b>2,307,015</b>	<b>1,451,889</b>