

Geneseo 2021: Seeing Beyond the Horizon

PROLOGUE

Therefore, when we build, let us think that we build for ever. Let it not be for present delight, nor for present use alone; let it be such work as our descendants will thank us for

John Ruskin, "The Lamp of Memory"

We have approached this strategic planning process with the sense that there should be a permanency to the College we call Geneseo, just as the beauty of its setting in the Genesee Valley has endured over time. Yet, at this juncture in the history of the College, and in the evolution of higher education in the United States, we are well aware that our College is at a crossroads, and that our sense of permanency needs to be coupled with a spirit of flexibility and innovation.

Of late, the value and purposes of many anchor institutions in American society have come into question, and these questions have been complicated by demographic and economic changes. New modes of credentialing, increasing internationalization and other factors require us as a learning community to reflect on who we are as a College, and where we want to situate ourselves in this evolving landscape of higher education. This is the context in which our planning process has taken place.

Throughout this process, we have been reminded of the numerous assets of our College. They include:

- a palpable intellectual climate that is based on high expectations for academic achievement;
- a liberal arts curriculum that distinguishes and synthesizes the work of our majors and professional programs;
- a campus environment that embraces residential and co-curricular learning;
- our growing diversity;
- a beautiful campus; and
- our affordability.

All of these attributes contribute in a concrete way to the shared perception that this College is a place where students come to learn, thrive and acquire ways of thinking and knowing that enable them to embark on successful lives. These attributes also, in turn, provide opportunities for engaged and dedicated faculty and staff, for whom education is a vocation, to learn and thrive while working with intellectually curious students in a responsible and supportive community.

Our plan assumes that we intend to embrace and sustain our assets by taking steps to fortify what we as a College do well and to improve and enhance what we could do even better. As we developed this plan, four major themes emerged time and time again during the course of the planning process:

- **Excellence in higher learning**, our core mission. The College considers itself to be an exemplar of a public liberal arts college and external observers and evaluators consistently reinforce this view. We take seriously the aim to combine a rigorous curriculum, transformational learning experiences, and a rich co-curricular life to create a dynamic and inclusive scholarly environment. We are committed to enhancing

that environment through the tools of digital learning and through programming responsive to contemporary needs and issues so that our students continue to place an extremely high value on their college experience.

- **Access**, a cornerstone of our nature as a public college. Our expectation to provide access to an exemplary liberal arts experience for people from all walks of life requires us to bridge the opportunity divides that exist in our student body; to address our limited understanding of the reasons for outcomes gaps; to provide a variety of pedagogical approaches; and to ensure a welcoming, inclusive environment.
- **Commitment to the public good**, a foundation of this institution. The ideal of a public college is to enhance the regional, state and global community through the development of our programs and services. Our dedication to advancing the public good calls us to reflect on the College's efforts to support the discovery and dissemination of knowledge; to enhance civic engagement; to further social justice and sustainability; to foster personal health and safety; to encourage leadership development; and to promote global understanding.
- **Sustainability**, a requisite foundation of individual, institutional and societal resilience ("*when we build, ... we build for ever*"). We see our residential academic community as one that nurtures individual resilience. Institutionally, we aim to sustain the reputation of the College for quality education; to build financial sustainability, in order to have the means to fulfill our expectations and achieve our aims; and to sustain and renew the College's physical assets. We also hope to be an exemplar of environmental sustainability.

This plan should, when implemented, lead to substantive change that we expect will strengthen the institution. An aim of sustainability will call us to tell our story better to reach new publics, and to reconsider the College's array of program offerings and curricular approaches in light of societal needs and pressures, global demands and opportunities, and technological change. It is important to note that such change will enable us to:

- Sustain and enhance an intellectual climate of high expectations that distinguishes Geneseo from many other colleges and universities.
- Reaffirm Geneseo's distinctive liberal arts mission for the public good by maintaining our excellent faculty and staff, a challenging curriculum and a focus on the whole person.
- Reassert and activate the College's core values, ensuring that they are not merely stated values, but are represented in all our institutional dialogues, debates, decisions and initiatives.
- Sustain and enhance our physical and human resources; maximize the benefits of our physical setting; and foster an ever stronger sense of communal place.
- Foster excellence in our student body by pursuing responsive enrollment management and marketing strategies.
- Call upon a supportive and proud community of alumni and friends to help the College meet the challenges of the future.
- Demonstrate the value of [liberal education as defined by the Association of American Colleges and Universities](#) and its capacity to effect positive change in our global society.

Strategic Plan

The time has come for Geneseo to reaffirm its claim as a wellspring of liberal education of the highest quality, known for its world-class faculty, academically focused students who bring an array of talents to the campus, stunning physical setting, outstanding curricular and co-curricular programs, highly competitive and routinely successful intercollegiate sports teams, and a strong brand. By doing so, we face the future with confidence, secure in the knowledge that the Geneseo we love will endure and the innovations we mindfully create will advance the College to new heights.

Mission Statement

Dedicated to learning, SUNY Geneseo is a residential public liberal arts college with selected professional and graduate programs. We combine a rigorous curriculum, transformational learning experiences, and a rich co-curricular life to create a dynamic and inclusive scholarly environment. The entire College community works together to advance knowledge and inspire students to be socially responsible and globally aware citizens who are prepared for an enriched life and success in the world.

Vision

Geneseo will be widely recognized for demonstrating the enduring power of a public liberal arts education.

Values

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

- Learning -- embracing high expectations for intellectual inquiry, scholarly achievement, and personal growth;
- Creativity -- affirming a spirit of innovation that inspires intellectual curiosity and problem solving;
- Inclusivity -- fostering a diverse campus community marked by mutual respect for the unique talents and contributions of each individual;
- Civic responsibility -- promoting ethical local and global citizenship; and
- Sustainability -- advancing just principles of ecological, social, and economic stewardship.

Focus Area 1: Learning

Objectives	Selected Action Items	Priority	Resources Needed	Timeline	Achievement Measure(s)	Responsible Lead(s)
Objective 1: Pursue curricular innovation.	A. Meet Geneseo Learning Outcomes for Baccalaureate Education (GLOBE) by revising the general education curriculum and other program requirements.		\$ Faculty/staff support for curriculum development	2 years	Adoption by Senate	Faculty, Deans, Chairs, Gen Ed. Committee, Provost's Office, S&CL/SA

B. Embed digital tools/computational analytic approaches into the curriculum.		\$\$ Faculty development; potential staffing (faculty, CIT, Milne); build partnerships (e.g. County, UB, COPLAC)	5 years	Computational component in every major	QDEC, Faculty, Departments, Provost's Office, Partners
C. Ensure that every student has the opportunity to engage in meaningful global learning; design international study opportunities that are accessible to all students.		\$ Scholarships; faculty development	5 years	+ % in study abroad + Fulbrights, fellowships + Courses including global focus	OIP, Departments, Foundation, SA
D. Assess the effectiveness of current college-wide writing curriculum and enhance where needed.		¢ Faculty development	5 years	+ Assessment of writing	General Ed., Departments, Provost's Office, Dean APA
E. Increase the number and accessibility of applied learning opportunities, including internships.		\$ Partnerships; programs; networking	5 years	+ All applied learning + Outcomes assessment	Departments, Career Development, Alumni Office, CIDD, SA
F. Increase opportunities for independent and interdisciplinary learning.		\$ Faculty reassignment/ summer funding for students and faculty	5 years	+ GREAT Day participation + Student and faculty partnerships + Summer research	Departments, CIDD
G. Explore feasibility of and implement new academic programs, including certificate programs.		\$ Market study; potential income stream	5 years	# new programs \$ new income	Provost's Office, Enrollment, Departments,

						Community partners
Objective 2: Improve support to faculty and staff to explore innovative approaches to teaching, learning and research.	A. Develop a faculty responsibility and evaluation model that encourages, supports and recognizes teaching outside the traditional classroom, especially in connection with applied/integrative learning, undergraduate research and other high-impact practices.		\$ Reassignment for faculty/faculty development	5 years	Increased opportunities for students in high-impact learning; + Satisfaction on HERI, COACHE	Faculty, Departments, Provost's Office
	B. Encourage, support and recognize staff contribution in co-curricular programming, especially in applied learning.		¢-\$ Staff development	5 years	+ Staff engagement	S&CL, Faculty, SA
	C. Provide incentives to faculty for experimenting with innovative (including digital, flipped, hybrid classes, etc.) pedagogies that create efficiencies in instruction to generate more opportunities for intensive/individualized focus on advanced learning outcomes.		\$ Faculty development; reassigned time; potential support staffing; potential income	5 years		Faculty, Milne Library, Provost's Office, CIT, Foundation
	D. Support development of OER digital scholarship and innovative scholarly and creative projects.		\$ Faculty development; partnerships; potential support staffing	2 years	+ OER + Digital scholarship	Faculty, Provost's Office, Milne Library, CIT
	E. Establish a new faculty recruitment fund from non-state sources that can be used to help recruit faculty.		\$\$	5 years	New faculty funded by this program	Foundation, Provost's Office, Office of Sponsored Programs
Objective 3: Build a more effective and	A. Upgrade learning management system to one that better supports		\$\$ first year - \$ following years	2 years	Launch of new software	CIT, Provost's Office,

integrated learning and information infrastructure.	innovative pedagogies.		Purchase software; faculty development			Faculty
	B. Explore how online educational providers (e.g., Lynda.com) and OER can supplement and enhance student learning.		¢ Faculty and Senate - time to investigate	5 years	More opportunities used by students; flexibility added to curriculum	Senate (UCC), Faculty, CIT, Milne Library, SA
	C. Build a system for documenting applied and integrative learning achievement, both curricular and co-curricular.		¢ - \$ Software programming to Banner; upgrade Degree Works	5 years	Implementation; + Engagement and outcomes tracking + NSSE scores	Registrar, Assistant Provost for Curriculum and Assessment, CIT, S&CL
	D. Add facilities that support live interaction with students and faculty at other institutions, including international locations.		\$ Dedicated smart classroom(s); partnerships	5 years	Implementation	CIT, Study Abroad Office, TLC
	E. Replace outdated classroom furniture with furniture designed for modern instructional technologies.		\$\$	5 years	# improved classrooms	CIT, Facilities
Objective 4: Strengthen faculty oversight/governance of curriculum.	A. Establish governance body to oversee development and implementation of GLOBE and program learning outcomes.		Time	1 year	New, improved governance	College Senate, Faculty, Departments, Dean's Office, Provost's Office, President's Office
	B. Better align curriculum review processes to the nature and scope of proposed changes.		¢ Time to review procedures for curriculum review	2 years	Completed	College Senate, Assistant Provost for C&A, Faculty, Departments

	C. Establish structures and means for recognizing and documenting the contributions of co-curricular achievements toward meeting GLOBE outcomes.		¢ Faculty and staff time	3 years	Completed	Student and Campus Life, College Senate, Gen Ed Comm., Faculty, Staff, SA
	D. Redesign and strengthen faculty/staff role in measuring the effectiveness of the curriculum. Better integrate outcomes assessment with periodic program reviews.		¢ Update Wiki, faculty and staff time; improved program review process	5 yrs	Updated wiki; completed assessment of GLOBE implementation	College Senate, CAAC, Academic Program Assessment Committee

Focus Area 2: Access and Success

Objectives	Suggested Action Items	Priority	Resources Needed	Timeline	Achievement Measure	Responsible Lead(s)
Objective 1: Increase recruitment of qualified applicants that represent a diverse student population.	A. Increase outreach to qualified applicants through new initiatives, creative programming and increased faculty and staff involvement.		\$\$ Increased operating budgets & marketing budgets	3 years	Alignment of marketing plan/enrollment plan; increased initiatives in enrollment plan	Admissions, Grad Admissions, AOP, International, Athletics, Provost's Office
	B. Increase efforts to attract qualified applicants through regional and national recruitment and from regional inner city school districts (e.g., Buffalo, Rochester, Syracuse).		\$\$\$ Increased operating budgets and marketing budgets; increase staff to support out-of-state recruitment.	3 years	Additional high school visits; contacts with guidance counselors; marketing in inner-city areas	Admissions, Grad Admissions, AOP, Athletics, Alumni, Foundation Board
	C. Increase curricular coordination with top five feeder community colleges.		¢ Time	3 years	Curriculum plans/MOUs with five community	Dean's Office (in conjunction with Edgar Fellows

					colleges completed and approved	program)
	D. Create and implement a strategic enrollment marketing plan, including international and graduate recruitment.		\$\$\$	Jan 17 (creation) - Ongoing implementation per plan	Plan created and approved; initiatives undertaken	Office of Communications & Marketing (in conjunction with Admissions, Grad Admissions, International, AOP)
	E. Investigate technology tools to aid in recruitment.		¢ Time to investigate	1 year	Report generated detailing options and cost	Enrollment Management, CIT
Objective 2: Increase the yield of qualified applicants that represent a diverse population.	A. Increase the yield among the admitted students in the Greater New York City area.		Increased scholarship \$; increased operating budget	5 years	Yield is improved from 2015 levels	Admissions, AOP, (in conjunction with Alumni Relations, Advancement)
	B. Target scholarship funds to attract qualified students reflecting a diverse population.		\$	3 years	Additional scholarship funds are awarded	Admissions, Grad Admissions, Advancement
Objective 3: Pursue innovative and proactive retention and student success strategies.	A. Use a data-driven approach to increasing retention and student success. Collect and disseminate relevant data on student retention and success		¢ Time	3 years	Information system operational + Retention	Dean APA, Provost's Office, Enrollment, CIT, IR
	B. Redesign the academic and career advising system with attention to faculty support and student and staff collaboration.		\$ Potential advising staff or peer mentors	5 years	New advising system created and approved; NSSE metrics on advising improved	Academic Affairs

	C. Establish an early warning system to track student progress throughout each semester,		\$ SUNY PIP funds as bridge	4 years	System identified and established /purchased	Academic Affairs, Student & Campus Life, CIT
	D. Target comprehensive support services to courses with high DFW rates, taking into account differential factors predicting student success.		¢ Potential CAE, AOP mentors	5 years	Lower DFW rates/# of courses	CAE, Teaching and Learning Center, Dept. Chairs
	E. Develop strategies to better inform students about alternatives for majors.		¢	3 years	Alternatives catalogued and disseminated to students and academic advisors	Academic Affairs
	F. Use data to identify factors contributing to outcome gaps for at-risk student populations and identify ways in which existing programs can be integrated to address these factors.		¢	5 years	Programs established and operational	Academic Affairs, Student & Campus Life, Diversity Commission, CDO, Everyone
	G. Provide faculty and staff development in inclusive pedagogy, cross-cultural competency skills, understanding mental health issues impacting students, and other mechanisms for providing support to students in classes		¢	5 years	+ Retention + Success + NSSE, SOP	Academic Affairs (TLC, Dean APA, etc.), S&CL, SA
	H. Better integrate career development, academic programs, and alumni.		¢	3 years	Improvement of placement metrics, and establish improved system of collaboration.	Career Development Center, Dept. Chairs, Provost's Office, Alumni Office
	I. Develop and implement a mechanism for collecting and		¢	3 years	System created and documented,	Enrollment Management,

	analyzing exit interview data to guide development of retention strategies.				data analyzed	AOP, Institutional Research, Academic Affairs
Objective 4: Provide a welcoming and inclusive environment.	A. Assess climate for inclusion among students and employees by spring 2018, including climate for underprivileged students who are not part of any other minority.			2 years	Assessment completed	Diversity Commission, Equity Scorecard group, CDO, HR, Student & Campus Life (?), Academic Affairs (?)
	B. Enhance and promote mentorship and advisement programs to foster connectivity and inclusivity.		\$	5 years	Programs established and documented	CDO, Center for Community, Academic Affairs
	C. Assess and strengthen support for student health and wellness, and share responsibility and resources across campus.		¢	3 years	Improved metrics in ACHA survey and other outcomes data	Health Center, Athletics, CARE team
	D. Recruit and retain a diverse faculty and staff.		\$	5 years	Improved hiring and retention of diverse faculty and staff	HR, Divisions, IR
	E. Assess and advance progress on implementation of the Campus Diversity Plan.		¢	Each year	Top priorities completed	CDO, Diversity Commission, Everyone

Focus Area 3: Advancing the Public Good

Objectives	Suggested Action Items	Priority	Resources Needed	Timeline	Achievement Measure	Responsible Lead(s)
Objective 1: Strengthen our engagement with	A. Develop renewed Healthy Campus-Community Coalition.		¢ Minimal	6 months	Fulfillment of consultant's recommendations	Student & Campus Life, President's Office

local and regional communities.	B. Promote opportunities for student/faculty research, service and economic development.		\$\$ Potential staffing	5 years	SBDC Data, County data, etc.	SBDC/VentureWorks, Provost's Office, CIDD
	C. Create a program to provide collaborative campus/community informational events.		¢ Minimal	6 months, continuing	# "Geneseo Cafe" sessions, Attendance	Provost/faculty Institute for Community Well-Being (ICW) Village
	D. Increase student volunteerism in the local community, as well as in state, national and international contexts.		\$\$ Potential staffing and transportation costs; participation tracking system	5 years	Participation tracking; renew Carnegie Classification; President's Honor Roll; civic action plan development	S&CL, CIDD/ICW, OIP
	E. Create estimate of local economic impact		¢	6 months		IR
Objective 2: Enhance our capacity as a public cultural resource.	A. Increase awareness of major campus events both internally and externally.		¢ Advertising cost	3 years	Community attendance; media coverage	College Communications, Scheduling and Conferences, Athletics
	B. Investigate and develop, as warranted, access opportunities for adults (e.g., summer classes, auditing for seniors, Roads Scholars, Alumni programming, etc.).		\$ Potential positive income as well as cost; feasibility study; staffing/facilities	5 years	# programs; attendance; income; space utilization	Provost, Dean, Faculty, S&CL, CIDD
	C. Establish Geneseo as the recognized center for the performing arts in Livingston County.		\$ Possible positive income as well as cost; communications/advertising; potential travel, hiring, staffing	5 years	Attendance; enrollment effects; media coverage; grants funded; multi-county/national recognition;	Provost/Faculty, Communications, Facilities, SA

					facilities improvements	
Objective 3: Connect scholarly resources of the College to appropriate projects in the surrounding community and other partner communities.	A. Develop relationship with the Letchworth Nature Center to enhance its public programs and to provide opportunities for our students.		\$\$ Internship and faculty support; transportation; equipment	5 years	Research conducted; # internships Student outcomes	Letchworth Advisory Group, Provost/Faculty, CIT, S&CL
	B. Explore and develop connections between local agriculture industry and College's intellectual capital.		\$\$ Potential staffing; potential equipment	5 years	Research produced; # partnerships formed	Provost/Faculty, VentureWorks, CIDD/ICW
	C. Continue to support the development entrepreneurial thinking through enhanced promotion of programs such as VentureWorks.		\$\$ Potential staffing; facilities and equipment	5 years	CEIED/incubator development; # businesses	Provost/Faculty, SOB, VentureWorks, SBDC
	D. Increase local partnerships between CAS food services and local farms.		¢ Potential savings/income/expense	5 years	# partners; "Eat Local" ##s	CAS, Corporate partners
	E. Share campus expertise in sustainability (e.g., e garden) with local community.		\$ Potential cost of energy projects; potential savings; some potential event cost	5 years	#events; #projects; STARS data; county energy data	Office and Commission of Sustainability, Provost/Faculty, VP Admin/Finance
	F. Increase student internships and service-learning opportunities - in the local community, as well as in state, national and international contexts.		\$\$ Potential staffing/applied learning efforts; event, transportation cost; participation tracking system	5 years	Participation tracking; renew Carnegie Classification; President's Honor Roll	S&CL, CIDD/ICW, Career Development, Provost and Dean's Office

Focus Area 4: Resilience and Sustainability

Objectives	Suggested Action Items	Priority	Resources Needed	Timeline	Achievement Measure(s)	Responsible Lead(s)
Objective 1: Enhance the profile and public awareness of the institution through media and communication tools.	A. Continuously assess and address the external world's and key audiences' perception of the College.		\$\$ Fund outsourcing assessment contractors to complete brand surveys	Ongoing	Completion of assessment	Chief Communication & Marketing Officer
	B. Enhance the information infrastructure of the campus to increase accessibility and use of key data.		\$ Training, possibly different software; support from Cabinet	Preliminary reports developed in 12 months from project launch	Implementation of the new design; analytics of usage; refine KPI dashboard, as needed	CIT, IR
	C. Assess and upgrade our communication tools to be certain we are prepared to communicate effectively.		¢-\$ depending on cost of software chosen	Ongoing	Launch of new communications platforms, as appropriate	Chief Communication & Marketing Officer
	D. Actively market the distinctive characteristics of Geneseo (e.g., excellent graduation rate, high % of full-time faculty).		¢	Ongoing	External rankings and recognitions	Chief Communication & Marketing Officer
Objective 2: Enhance and promote sustainable practices in all divisions and programs.	A. Promote green practices – fundamental commitments to reduce our carbon footprint.		\$ Sustainability Office		Continue to participate in and complete reports to various entities, including the Sustainability, Tracking, Assessment, &	Sustainability Office and Commission, Student organizations

					Rating System (STARS) survey to promote and benchmark sustainable practices	
	B. Expand programs to inform faculty and staff on advancements in and implementation of sustainable practices.		ϕ Sustainability Office			Sustainability Office & Commission, Environmental Health & Safety
Objective 3: Maintain and redesign facilities as possible to create effective learning environments.	A. Continue to build or renovate buildings to comply with Silver or Gold Leadership in Energy and Environmental Design (LEED) standards.		Secure funding from New York State			VP Admin and Finance, Facilities and Planning
	B. Remodel and update the library, College Union and academic teaching-learning spaces as funds become available.		Secure funding from New York State			VP Admin and Finance, Facilities and Planning
	C. Renovate residence halls to enhance the learning environment on campus.		Depends on tolerance for room rent increases			VPs Admin and Finance and Student & Campus Life
Objective 4: Develop blended and diversified funding strategies.	A. Establish a sustainable financial plan that includes increased private financing, new revenue streams and responsible stewardship of existing resources.		\$\$\$ Continue to pursue grants and sponsorship; conduct feasibility study for capital campaign and act on its outcomes			Advancement, VP Admin and Finance, Sponsored Research, HR

	B. Develop and launch certificate programs that meet academic goals and attract new income.		\$	At least one launched by 2018		Academic Affairs, Enrollment Management
	C. Grow graduate degrees offered and related enrollment.		\$			Academic Affairs, Enrollment Management
	D. Increase the size and scope of summer session and consider opportunities for intersession.		\$ More training on developing online courses to reach a broader audience			Academic Affairs, Enrollment Management
	E. Strengthen the culture of philanthropy for internal and external constituents; support development of SGAA.		¢ Existing staff	Ongoing	Funds raised	Advancement, Departments and Programs

Key to acronyms used:

A&F: Administration and Finance
 ACHA: American College Health Assessment
 AOP: Access Opportunity Program
 APA: Academic Planning and Advising
 C&A: Curriculum and Assessment
 CAE: Center for Academic Excellence
 CAS: Campus Auxiliary Services
 CDO: Chief Diversity Officer
 CIDD: Center for Inquiry, Discovery and Development
 CIT: Computing and Information Technology
 COPLAC: Council of Public Liberal Arts Colleges
 HR: Human Resources
 ICW: Institute for Community Wellbeing
 IR: Institutional Research
 MOU: Memorandum of Understanding
 NSSE: National Survey of Study Engagement
 OER: Open Educational Resources

OIP: Office of International Programs
PIP: Performance Improvement Plan
QDEC: Quantitative and Digital Exploration Collaborative
S&CL: Student and Campus Life
SA: Student Association
SBDC: Small Business Development Center
SOB: School of Business
TLC: Teaching and Learning Center
UB: University of Buffalo
UCC: Committee on Undergraduate Curricula