2022 MIDDLE STATES SELF-STUDY

SUNY Geneseo

SELF-STUDY

Submitted to the Middle States Commission on Higher Education

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By the State University of New York College at Geneseo

**Denise Battles,
President**

CONTENTS

FOREWORD

Overview

Established by act of the New York State legislature in 1867 as the Wadsworth Normal and Training School, and opened in 1871 as the Geneseo Normal and Training School, SUNY Geneseo became an original campus of the State University of New York at the system's birth in 1948.

Geneseo's location in the scenic Genesee River valley, in the historic homelands of the Seneca Nation of Indians and Tonawanda Seneca Nation, less than an hour from the cities of Buffalo and Rochester, is an important part of its identity. So, too, is its commitment to serving the local region. At the same time, Geneseo's story is one of consistent expansion in both geographic reach and reputational aspiration. In the decades immediately following its inception as SUNY Geneseo, the College developed strong liberal arts and sciences programs and added several professional curricula to its offerings. The first master's degrees were awarded in 1951. In 1962, the teachers' colleges of the state university became colleges of arts and science. Geneseo implemented four-year degree programs in arts and science in 1964. In 1980, the School of Business was established.

That same year, Geneseo adopted a core curriculum marked by extensive required coursework in natural sciences, social sciences, humanities, and fine arts. Growing over time to include such additional requirements as language, first-year writing, non-western traditions, and numeric and symbolic reasoning, Geneseo's core curriculum became another key aspect of its identity, helping lead to the college's membership in the Council of Public Liberal Arts Colleges (COPLAC) beginning in 1994. COPLAC, founded in 1987, advocates for high-quality student-centered residential public liberal arts education; its 29 member institutions are among the most distinguished in the state systems they serve.

By the turn of the millennium, Geneseo had achieved a reputation as the unofficial flagship among SUNY's 13 four-year liberal arts colleges. Yet in the conclusion of our 2001 self-study for Middle States accreditation, we declared ourselves "restless on our laurels": committed to continual institutional renewal in response to ever evolving educational best practices and in anticipation of a challenging future for academia.

Twenty years onward, and 150 years since we first opened our doors, our unflagging commitment to institutional renewal is playing out in a sweeping overhaul of Geneseo's curriculum, the largest such re-imagining in two generations. Geneseo's new curriculum will help students integrate knowledge and skills across disciplines and connect what they learn to enduring and contemporary issues; put their learning to the test in real-world situations; and understand their undergraduate experience as but one aspect of the larger challenge of designing a purposeful life within and beyond a career. And it is playing out in our adoption of a refreshed mission statement, and a new articulation of our core values, in language reflecting the input of 1,100 members of the campus community—language that will inform the drafting of a new five-year strategic plan.

Of course, our commitment to renewal is also playing out at a time of unprecedented challenge for higher education itself, a time marked by disruption—both demographic and economic—and the looming presence of a disease not yet tamed. This self-study documents the strengths that are enabling us to meet this challenge, even as it identifies areas where continued evolution will be necessary to preserve and enhance the identity we have worked so hard to create.

Self-study process

Leaders, steering committee, working groups

Geneseo's self-study process began in Fall 2019. Director of Institutional Research Julie Rao was named ALO and was appointed to co-chair the process with SUNY Distinguished Teaching Professor of Physics Kurt Fletcher and Interim Associate Provost for Assessment and Curriculum Melanie Blood. All three attended the Middle States Self-Study Institute. The co-chairs drafted institutional priorities and engaged the campus in discussion around their adoption through a town hall, a presentation to the cabinet and college council, and targeted emails. The final version of the five institutional priorities align with our strategic plan's focus areas and objectives.

Institutional priorities and outcomes

1. To improve student success (as measured by recruitment, retention, graduation rates, graduate school placement and employment rates, wellbeing, and an enriching life);
2. To capitalize on curricular opportunities and challenges (easing the path for transfer students, developing selected new programs and innovating in existing programs, strengthening master's programs, benefiting from and integrating online education into curriculum);
3. To encourage, support, and document robust curricular and co-curricular transformational and integrative learning experiences;
4. To enhance diversity, equity, and inclusion and foster an inclusive campus climate and sense of belonging at Geneseo;
5. To increase financial, environmental, and social sustainability.

The co-chairs also drafted six outcomes for the self-study process, as instructed at the Middle States Self-Study Institute.

1. Our accreditation will be reaffirmed.
2. The whole SUNY Geneseo community will be engaged in the self-study process.
3. The links between assessment and action plans at various levels within the institution will be strengthened.
4. The implementation of GLOBE (Geneseo Learning Outcomes for a Baccalaureate Education) as developed by CDWG (Curriculum Design Working Group) and the college senate will be supported across the entire undergraduate experience.
5. A clearer understanding of the challenges and opportunities (both internal and external) we currently face as an institution will be developed, in collaboration with the Strategic Planning Group, to help inform the development of our next strategic framework.
6. Potential models to improve financial sustainability will be reviewed in light of the anticipated radical drop in the college age demographic.

Steering committee

While discussing institutional priorities and outcomes with various stakeholders, the self-study co-chairs identified co-chairs for each standard who would gather data and write the chapter for that standard. They formed a steering committee composed of the standard co-chairs, two individuals for the Requirements of Affiliation, a librarian, and a member of the computing and information technology department.

Steering Committee Membership		
Person	**Department**	**Role/Standard**
Melanie Blood	Provost's Office, Associate Provost for Assessment and Curriculum; Professor of English and Music; Coordinator of Women's and Gender Studies	Co-Chair; SI-Mission and Goals
Kurt Fletcher	Physics and Astronomy, SUNY Distinguished Teaching Professor; Vice Chair, College Senate (19-20); Past Chair, Undergraduate Policy Committee	Co-Chair: SI-Mission and Goals
Julie Rao	Institutional Research, Director; Accreditation Liaison Officer	Co-Chair: SI-Mission and Goals
Paul Jackson	Computing and Information Technology, Associate Director	Technical Lead
Brandon West	Library, Head of Research Instruction Services	Evidence Archivist
robbie routenberg	Office of Diversity and Equity, Chief Diversity Officer	SII-Ethics & Integrity, co-chair
Monique Patenaude	Director of Media Relations	SII-Ethics & Integrity, co-chair
Joseph Cope	Provost's Office, Associate Provost for Academic Success	SIII-Student Learning Experience, co-chair
Lisa Meyer	Sociology, Associate Professor	SIII-Student Learning Experience, co-chair
Celia Easton	Academic Planning and Advising, Dean and English, Professor	SIV-Support of Student Learning, co-chair
Charles, "Chip" Matthews	Student Life, Senior Director	SIV-Support of Student Learning, co-chair
Sara Irizarry	School of Education, Coordinator of Assessment and Accreditation	SV-Educational Effectiveness Assessment, co-chair
Paul Schacht	English, Professor; Center for Digital Learning, Director	SV-Educational Effectiveness Assessment, co-chair
Enrico Johnson	Provost's Office, Assistant Provost	SVI-Planning & Resources, co-chair
Michael Mooney	Intercollegiate Athletics and Recreation, Director	SVI-Planning & Resources, co-chair
Sue Chichester	Computing and Information Technology, Director	SVII-Governance & Leadership, co-chair

Steering Committee Membership		
Person	**Department**	**Role/Standard**
James McLean	Physics and Astronomy, Professor; University Faculty Senator, Past Senate Chair	SVII-Governance & Leadership, co-chair,
Glenn Geiser-Getz	Provost's Office, Vice Provost for Academic Affairs	Requirements for Affiliation and Verification of Compliance
Wendi Kinney	President's Office, Senior Associate to the President	Requirements for Affiliation and Verification of Compliance
Adam Hansen	SA President, through May 2020	Student Member
Laura Benjamin	Student Association VP, starting May 2020-2021; President 2021-22	Student Member

President Battles appointed the steering committee members to terms extending through the Middle States team visit in Spring 2022. The first tasks of the steering committee were to refine the institutional outcomes and staff the working groups, with broad representation for faculty, staff, and students who together had the expertise to address all parts of each criterion of the standard.

The steering committee has met monthly since the spring semester of 2020, starting with a kickoff event in person, and, because of the COVID-19 pandemic, continuing with monthly Zoom meetings since March 2020. The steering committee determined the process for gathering evidence, turning documents into accessible pdfs, sharing information among ourselves and the campus, and producing the final self-study document. The co-chairs recommended the following time-table for the working groups:

- Finalize working group membership: Mid-spring 2020
- Outline of chapter due, including where evidence may be found: End of Spring 2020
- Gather evidence and work on chapter: Fall 2020
- First draft of chapter: Mid-spring 2021
- Second readers respond to primary authors of each chapter: Late spring 2021
- Co-chairs edit for completeness, look for duplication, evidence: Early summer 2021
- Cabinet invited to read and edit relevant sections of chapters: Late summer 2021
- Paul Schacht edit of all chapters for consistency, clarity, style: September 2021
- Complete draft provided to campus, president, and team chair: October 4, 2021
- Team chair visit: October 18, 2021
- Revisions to self-study based on feedback from campus constituents and team chair: February 15, 2022
- Final draft compiled and shared with all MSCHE team members: February 2022

There will be several additional steps in 2021-22 to engage the entire campus community in the self-study process. Following the release of the self-study draft on October 4, and before the team chair's visit, two town hall meetings were held for the entire community: one in person on October 13 (during the all-college hour) and one via Zoom on October 14. Steering committee members presented briefly on each chapter draft, followed by open discussion. After the team chair's visit, we shared her feedback

to our self-study draft with various groups. We expect to involve the campus community in various ways during the team's visit in April and will ultimately share the results of the completed accreditation process.

Institutional outcomes one and two

The steering committee has taken primary responsibility for the self-study's first two institutional outcomes:

- Our accreditation will be affirmed.
- The whole SUNY Geneseo community will be engaged in the self-study process.

The steering committee has ensured that the entire self-study and re-accreditation process remains on schedule and adheres to our Middle States approved self-study design. In the working group for each standard, the committee has ensured broad representation of diverse campus constituencies as appropriate to that standard. The committee has also managed a two-way communication plan throughout the self-study process. Broadly representative of campus constituencies themselves, committee members have used their own spheres of influence to engage campus stakeholders in conversation about the self-study.

It should be noted that chapter one ([Standard I – Mission and Goals](#)) addresses Requirement of Affiliation 7 in its entirety, demonstrating that the college has a mission and goals approved by the governing body, and addresses some aspects of Requirement of Affiliation 10, demonstrating the links among mission and goals, assessment, and educational and institutional improvement, including some resource allocation.

STANDARD I - MISSION AND GOALS
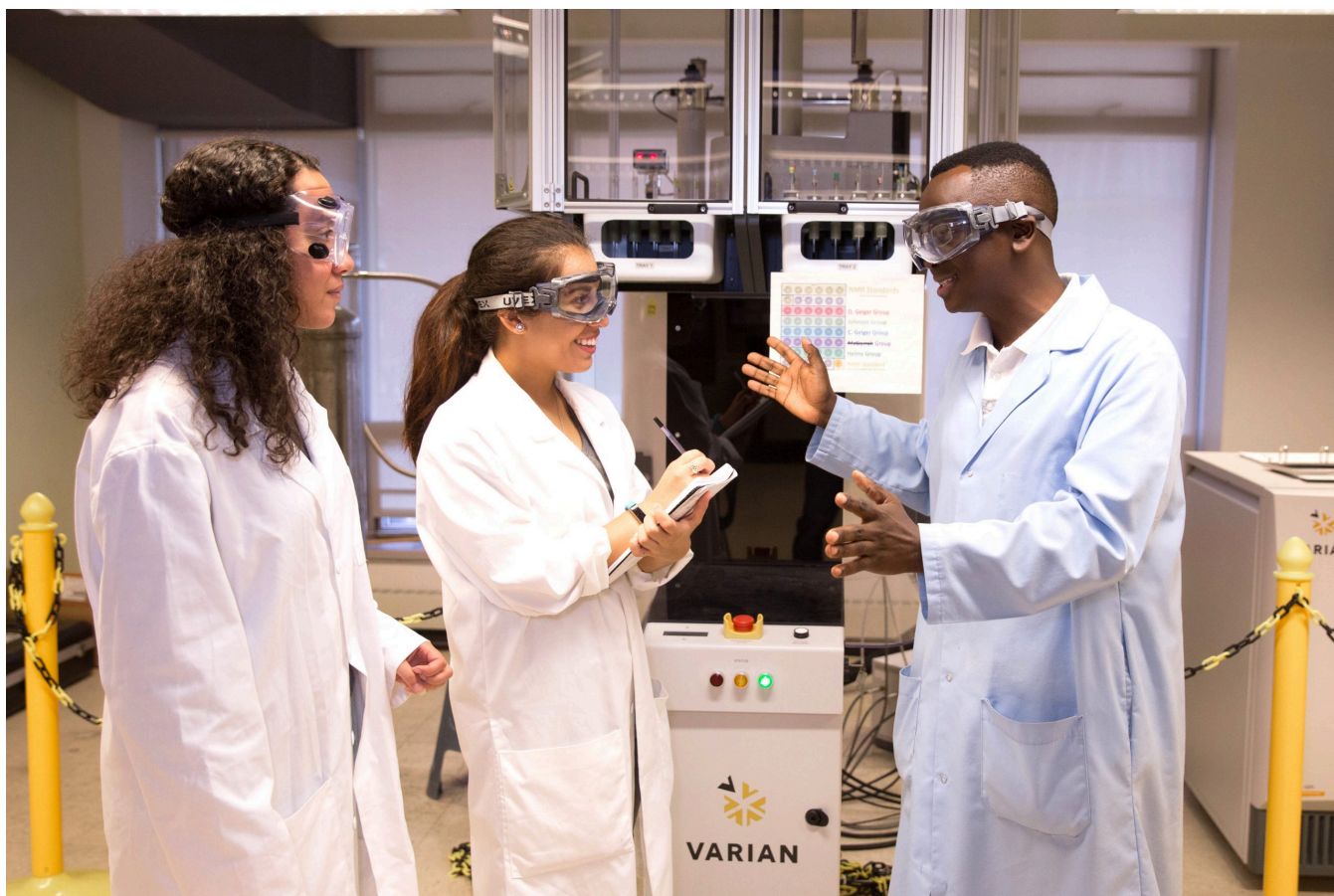
Geneseo's mission and goals are clearly defined, realistic, appropriate, and regularly assessed. In 2020–2021, the College adopted an innovative, iterative, and highly participatory approach to revising its mission statement and re-articulating its values. Guided by this new mission-and-values language, the College continues, as always, to tie decision-making, resource allocation, teaching and learning, and scholarly and creative activity to its core identity and purpose. It provides robust programs to support students and faculty in achieving the outcomes of a liberal education.

1: Clarity, collaboration, publication

(SI.C1). Clearly defined mission and goals developed through appropriate collaborative participation that address internal and external contexts and constituencies; are approved and supported by the governing body; guide faculty, administration, staff, and governing structures in decision-making; include support of scholarly inquiry and creative activity; are publicized and widely known to stakeholders; and are periodically evaluated.

Geneseo's clearly defined mission and goals are revisited every five years. The mission and goals that currently appear on our website were recently adopted as part of our five-year strategic planning cycle.[1] We will spend 2021-22 revising our vision statement and developing a strategic plan for 2022-2027.

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

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

Values: The Geneseo campus community is guided by our belief in and commitment to the following values:

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

Developing Geneseo's mission and goals: a collaborative, participatory, iterative process

(SI.C1abcg; RoA 7)

In Spring 2021, the Strategic Planning Group (SPG) engaged the entire college community in the college's most recent re-examination of its mission and values. Announced by President Battles during her 2020 Opening Convocation address, "The Enduring Power of a Liberal Arts Education,"[2] this re-examination was intended to establish the foundation for a new five-year strategic plan to be developed in 2021-2022. SPG also developed a draft one-year strategic plan for 2021-2022.[3]

To include as many stakeholders as possible in an iterative revision process, SPG organized over 50 focus group discussions including alumni, faculty, staff, students, the Geneseo Foundation board, and the College Council. Two surveys solicited suggestions and opinions from over 1,100 individuals. The process is thoroughly described in a report included in the evidence inventory.[4] President Battles unveiled the new mission statement and values in August 2021.[5]

The college's previous mission and goals were adopted in 2016 as part of the development of the 2016-2021 strategic plan *Geneseo 2021: Seeing Beyond the Horizon*. The revision was conducted by SPG. As a Standing Committee of the College, SPG has broad representation from faculty, staff, administration, and student leaders. The procedures for selecting its membership and the function of the committee are described in Article X, Section 3 of the Geneseo Faculty Constitution:

> The Strategic Planning Group (SPG) will define overarching goals for the College, evaluate priorities and, where appropriate, recommend new or revised goals and strategies that will strengthen the mission of the College. SPG will review the goals of the College and its constituent units to ensure that they are in keeping with the Vision and Mission Statements and will regularly review the college's progress towards these goals. The Strategic Planning Group will make all of its recommendations directly to the President.

In developing the college's 2016-2021 mission and goals, SPG solicited feedback from all employees, current students, alumni, and community members through an online survey, which received 583 responses.[6] Additional feedback was obtained via an online form. The mission statement and goals were shared with the College Senate, the alumni community, the College Council, and SUNY system administration. At the local level, the College Council, akin to a local board of trustees, plays advisory, regulatory, and advocacy roles, as required in ROA 7. The minutes of the April 15, 2016, College Council meeting and presentation are listed in the evidence inventory.[7] The presentation reveals the iterative process involved in revising the mission and strategic plan.

Leveraging Geneseo's mission and goals: planning, resource allocation, curriculum, and outcomes

(S1.C1.d RoA10)

Geneseo's mission, vision, values, and strategic planning goals are widely disseminated. The mission, vision, and values are featured throughout the college's website[8] and are included in event programs such as our Cultivating Community series[9] and student group dinners. The academic affairs division has created annual values awards that highlight faculty and staff achievements in each of the five values.

SPG tracks steps taken towards achieving Geneseo's planning goals, leads the evaluation process at the end of each five-year period, and coordinates the process of revising the college's mission statement, values, vision, and goals. SPG is currently undertaking periodic evaluation across two academic years, from Spring 2021 through Spring 2022. (See criterion 4 of this standard.)

Geneseo's strategic objectives are clearly stated on the college website and referenced when college units set annual goals or seek resources. In the annual assessment audit, units are asked to link their assessment and unit-level goals to the college's goals. When academic units request additional resources from the Division of Academic Affairs, they link their request to strategic plan goals.[10] The president's annual report has changed to reflect the goals identified in the college's strategic plan.[11]

The assessment process at Geneseo, whether in academic departments or other units, supports assessment-informed resource requests. All unit heads link their unit goals to the mission, goals, and focus areas in the college's strategic plan. Since 2017, they have done this as part of their annual assessment.

Since 2020-2021, academic assessment reporting has begun to use the college's learning management system, Canvas, where assessment data can be aggregated across sections, allowing assessment coordinators to easily compare results across departments or years and use the data to inform educational improvement. Academic department assessment reports include examples of changes made to courses and programs based on assessment results.[12] These reports may also identify areas where additional resources might lead to improvement. Assessment reports from other units of the College, conducted as part of an annual assessment audit, may similarly connect potential improvement to resource allocation.

The College Assessment Council (CAC) reviews these reports, provides feedback to departments on assessment, and forwards the most compelling and data-informed resource requests to SPG and the Budget Priorities Committee (BPC) for their consideration and the development of recommendations to President Battles. Both outcomes assessment and resource allocation are thereby aligned with mission and goals.

To track progress on the strategic plan, in 2018 the College adopted Nuventive, a web database that stores status updates on action items, together with funding needs, responsible leads, timelines, and strategic initiatives.

The assessment activities presented here for C1d also address Requirement of Affiliation 10 in part, which will also be addressed in Standards III, IV, V, and VI.

Mission, goals, and scholarship

(SI.C1efg)

In fulfillment of Geneseo's mission to be "…exceptional in cultivating creativity, engagement, and discovery," many faculty involve undergraduates in their scholarly work or mentor students on research projects.[13]

For tenure-stream faculty, scholarly and creative activity accounts for 35% of the evaluation portfolio, and the typical teaching load of nine credits per semester allows faculty to balance teaching and research expectations. Sabbatical leaves, supported and endowed professorships, and competitive paid leave programs available through the SUNY system enhance opportunities for scholarly and creative work.

Several areas of the College support the scholarly and creative work of faculty and students, including the Office of Sponsored Research, the Center for Integrative Learning, the Center for Digital Learning, the Teaching and Learning Center, and the Geneseo Foundation. These offices provide financial support for summer research stipends, travel, conference participation, and equipment and supplies.[14] For example, the Office of Sponsored Research reports disbursing $81,261 in 2020 to 161 students in undergraduate travel, research, and creativity grants. In the same year, sponsored research awarded $158,935 to 157 faculty in research and travel grants.[15] Every year, many students present their scholarly and creative work at our annual GREAT Day. (GREAT is an acronym for Geneseo Recognizing Excellence, Achievement, and Talent.)[16]

GREAT Day student presenters					
Year	2017	2018	2019	2020*	2021*
Student researchers	1066	961	1016	485	503
Student artists	181	216	216	56	20
* Due to the pandemic, fewer students participated in projects resulting in GREAT Day presentations					

Geneseo values faculty mentorship of students in research and creative activity; often such mentorship is a natural outgrowth of the teaching and learning process. Probably Geneseo's most distinctive feature is the number and breadth of faculty-mentored research opportunities for undergraduates; 41 percent of seniors report having participated in research with a faculty mentor, whereas our seniors at our SUNY and Council of Public Liberal Arts Colleges (COPLAC) peers report 24 and 29 percent, respectively.[17]

2: Realism, appropriateness, consistency

(SI.C2). Institutional goals that are realistic, appropriate to higher education, and consistent with mission.

Mission-related goals

(SI.C2,C3)

From Fall 2016 to Fall 2021, *Geneseo 2021—Seeing Beyond the Horizon* was the operational strategic plan for the College. The plan was updated once, in 2019, to reflect changed SPG leadership and changing conditions in higher education. The Fall 2019 Refreshed Strategic Plan maintains the same

focus areas but introduces more specific outcomes, together with timelines and responsible leads. The refreshed strategic plan was in effect through the end of academic year 2020-21.

As we conclude the current strategic plan, we can demonstrate how its goals are realistic, appropriate, and consistent with our mission. Below we provide an example from each of the four focus areas.

Learning is the first focus area of the strategic plan. This area was reflected in the language of our previous mission statement ("Dedicated to learning," "rigorous curriculum, transformational learning experience, and a rich co-curricular life") and continues to be so reflected in our new statement ("develop their knowledge and skills," "cultivating creativity, engagement, and discovery," "fulfillment in lifelong learning"). "Learning" is at the top of the list of both our previous and newly adopted values: "Learning: embracing high expectations for intellectual inquiry, scholarly achievement, and personal growth" in the previous formulation; "Learning: Embracing high expectations for intellectual inquiry, critical thinking, scholarly exploration, and personal growth" in the new one. Our shift away from language emphasizing rigor and achievement toward language emphasizing growth, discovery, engagement, and lifelong learning is one measure of our general effort to highlight the many intrinsic motivations for pursuing a college education. It also reflects our recognition that in our dedication to promoting an inclusive learning environment, words matter: historically, terms such as "rigor" and "achievement" have been used to frame an educational approach that has marginalized some learners.

In *Geneseo 2021 — Seeing Beyond the Horizon*, each of the four objectives under the "Learning" focus area advances the mission in specific ways and maps directly to both the previous and the new mission statement.[18] That said, the new mission statement will undoubtedly serve to provoke the development of new or re-framed objectives in the next strategic plan.

Learning Focus Area Objective	Connection to New Mission	Connection to Previous Mission
1. Pursue curricular innovation	"liberal arts college that welcomes and inspires students to develop their knowledge and skills to build a better world," "cultivating creativity, engagement, and discovery"	"inspire students to be socially responsible and globally aware citizens who are prepared for an enriched live and success in the world"
2. Improve support to faculty and staff to explore innovative approaches to teaching, learning, and research	"cultivating creativity, engagement, and discovery," "strength in diversity, joy in growth, and fulfillment in lifelong learning"	"a dynamic and inclusive scholarly environment"
3. Build a more effective and integrated learning and information infrastructure	"cultivating creativity, engagement, and discovery," "supportive, inclusive community"	"…The entire College community works together to advance knowledge and inspire students…"
4. Strengthen faculty oversight/governance of the curriculum	"supportive, inclusive community"	"…The entire College community works together to advance knowledge and inspire students…"

Realistic goals

(SI.C3)

To ensure realistic goals, the 2016 strategic plan identifies action items with timelines, resources, and achievement measures for each of the objectives. For example, the action items identified under "Pursue curricular innovation" include[19]

- Revise the general education curriculum and other programs to meet the Geneseo Learning Out-

comes for a Baccalaureate Education (GLOBE);

- Ensure that every student has the opportunity to engage in meaningful global learning;
- Design international study opportunities that are accessible to all students;
- Increase the number and accessibility of applied learning opportunities, including internships.

Responsible leads have provided regular reports, enabling SPG to review institutional progress on the plan. For example, the original timeline for "Revise the general curriculum" was two years. "Faculty and staff support for curriculum development" represented the "resources needed," and the achievement measure was "adoption by Senate." College Senate and the president created the Curriculum Development Working Group (CDWG) to develop proposals for implementing GLOBE.[20] This representative group of teaching and professional faculty (with ex-officio members from administration and the Student Association) communicates regularly with the college community through its wiki page and regular reports. In April, CDWG submitted a revised curriculum proposal to the College Senate through the undergraduate policy committee, and at the May 10, 2021 senate meeting, the proposal was adopted on a second reading. The revised curriculum aligns with GLOBE.[21]

The four objectives for the focus area *Access and Success* are

1. Increase recruitment of qualified applicants that represent a diverse student population
2. Increase the yield of qualified applicants that represent a diverse student population
3. Pursue innovative and proactive retention and student success strategies
4. Provide a welcoming and inclusive environment

These objectives align with our identity as a "residential public liberal arts college," with our newly articulated values of "civic engagement" and "belonging," and with the previous articulation of these values as "civic responsibility" and "inclusivity."

Under Objective 4, "Provide a welcoming and inclusive environment," action items include:

- Assess climate for inclusion among students and employees by Spring 2018, including climate for underprivileged students who are not part of any other minority
- Enhance and promote mentorship and advisement programs to foster connectivity and inclusivity
- Assess and strengthen support for student health and wellness, and share responsibility and resources across campus
- Recruit and retain a diverse faculty and staff
- Assess and advance progress on the campus diversity plan

Within the five-year timeline for "Recruit and retain a diverse faculty and staff," the College leveraged two SUNY system-wide programs: PRODiG and PRODiG Fellows.[22] PRODiG (pronounced "prodigy") is an acronym for Promoting Recruitment, Opportunity, Diversity, Inclusion, and Growth. The program is designed to increase the number of historically underrepresented faculty in SUNY. All four of our eligible 2019-20 tenure-track faculty were accepted into the program. Two more eligible faculty were accepted in 2020-21. Dr. Stacey Robertson, SUNY Geneseo's provost, worked with the 12 other SUNY comprehensive college provosts to create the PRODiG Fellows program, which is designed to increase the pipeline of historically underrepresented faculty by focusing on late-stage ABD faculty and early postdoctoral faculty. Fellows receive a reduced teaching load and intensive mentorship, with the goal of finding tenure-track positions within the SUNY system. The achievement measure for this action item was "improved hiring and retention of diverse faculty and staff."

As described above, *Geneseo 2021 – Seeing Beyond the Horizon* was updated in Fall 2019. In the refreshed strategic plan, the focus area Access and Success includes the outcome, "Hire 20% of all new full-time faculty between October 2018 and June 2021 from underrepresented backgrounds." Implementation has included support for the faculty-driven group tasked with developing an action plan to achieve the outcome, the Learning Community on Diverse Faculty Hiring. The PRODiG program described earlier is also instrumental in this effort. Over the five-year period ending in August 2020, 35% of new full-time faculty hires have come from underrepresented backgrounds.[23] More examples of new outcomes for the Learning focus area appear below under Criterion 3.

The focus area ***Advancing the Public Good*** addresses our responsibility to serve the Finger Lakes region, the state of New York, and beyond. The objectives for this focus area are outward-facing:

1. Strengthen our engagement with local and regional communities
2. Enhance our capacity as a public cultural resource
3. Connect scholarly resources of the College to appropriate projects in the surrounding community and other partner communities

We seek to be a good neighbor by engaging with local leaders,[24] providing access to our cultural resources and facilities, and encouraging mutually beneficial partnerships. While these objectives are largely focused on our local community, the College makes a positive impact nationally and internationally. For example, we are in the top ten medium-sized colleges for production of Peace Corps volunteers.[25]

Under Objective 3, "Connect scholarly resources…", the action items are:

- Develop a relationship with the Letchworth Nature Center to enhance its public programs and to provide opportunities for our students
- Explore and develop connections between local agriculture industry and the college's intellectual capital
- Continue to support the development of entrepreneurial thinking through enhanced promotion of programs such as VentureWorks
- Increase local partnerships between CAS food services and local farms
- Share campus expertise in sustainability with the local community
- Increase student internships and service-learning opportunities in the local community as well as in state, national, and international contexts

In 2015, in support of the first action item, SUNY Geneseo and Letchworth State Park formed a partnership to enhance educational opportunities for both organizations. The catalyst for the partnership was the construction of the Humphrey Nature Center (HNC), which opened at Letchworth in 2016. This year-round center offers exhibition space, two classrooms, and meeting space. Geneseo provided furniture, audiovisual technology, and field equipment such as microscopes, binoculars, and nature guides for the classrooms.

Since the partnership began, dozens of students and faculty have participated in field classes, internships, summer research, public programs, and volunteer initiatives in the park, and staff have used the meeting space for professional activities. Geneseo established a Friends of Recreation, Conservation, and Environmental Stewardship (FORCES) chapter. This state-sponsored, student-run organization works extensively in Letchworth. The partnership has been very productive over the years:

- Over 100 students in the park through classes
- 40 first-year students in a summer First-Year Letchworth Experience

- 10 directed studies, internships, and research fellowships
- Three student research awards from SUNY Geneseo
- One student research award from the Rochester Academy of Sciences
- Five awards for FORCES.
- Eight student presentations at four different academic conferences
- Three public programs by faculty in the HNC
- A tabletop display in the HNC on the science of rainbows
- A photography exhibition by the college photographer
- Several student displays in the HNC on native plants and invasive species
- Over 4000 hours of teaching, research, intern, volunteer, and recreation hours in the park
- One externally funded science public outreach project in subatomic physics

One of our values is sustainability, and **Resilience and Sustainability** is the corresponding focus area in our strategic plan. To pursue our mission, we must be a secure and enduring institution that is mindful of our impact on others. To be effective as an institution of higher education, we must communicate our story thoughtfully so that potential students, employees, partners, and donors are aware of the outstanding value and community we offer. Because of our commitment to our students, the environment, the state, and the region, our objectives in this focus area are

1. Enhance the profile and public awareness of the institution through media and communication tools
2. Enhance and promote sustainable practices in all divisions and programs
3. Maintain and redesign facilities, as possible, to create effective learning environments
4. Develop blended and diversified funding strategies

The action items listed for Objective 3 ("sustainable practices and facilities") are

- Continue to build or renovate buildings to comply with Silver or Gold Leadership in Energy and Environmental Design (LEED) standards
- Remodel and update the library, College Union, and academic teaching-learning spaces as funds become available
- Renovate residence halls to enhance the learning environment on campus

In line with the first objective, Red Jacket Dining Hall was renovated, earning LEED Gold 2020 certification from the US Green Building Council based on its design, construction, and operations.[26] This is the most recent of the buildings on campus that have been recognized with the LEED certification. Others include Monroe, Bailey, and Letchworth Dining Hall. Other sustainability initiatives are outlined in the Office of Sustainability annual report.[27]

3: Focus on learning and improvement

(S1.C3; RoA10). Goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.

The strategic plan's focus areas all have associated action items aimed at institutional improvement. We regularly assess our progress toward these goals, collecting, every fall semester, evidence of institutional improvement from the previous academic year. Units that received funding from SPG to further

institutional goals wrote special assessment reports at the end of the term of their grant, which were reviewed by the Budget Priorities Committee (BPC).

The ambitious list of outcomes under "Learning" in the Fall 2019 Refreshed Strategic Plan provides but one example of Geneseo's intense and sustained attention to institutional improvement in general and student learning in particular. That attention is consistent with both our previous mission to "combine a rigorous curriculum, transformational learning experiences, and a rich co-curricular life to create a dynamic and inclusive scholarly environment" and our new mission to cultivate "creativity, engagement, and discovery," inspire knowledge and skill-development to "build a better world," and create a climate in which students find "joy in growth" and "fulfillment in lifelong learning." The tasks on the list include

- updating the general education requirements as part of the plan to implement the Geneseo Learning Outcomes for a Baccalaureate Education (GLOBE)
- designing the intersession program
- establishing the Center for Integrative Learning
- developing new programs in data analytics and sustainability
- assessing writing instruction, assessing the living-learning communities
- develop plans to address changing enrollments in overseas programs and others

The college's work on GLOBE and its development of new majors, minors, graduate programs, and microcredentials[28] —at a three-year rate far exceeding that of the thirty years prior—represent major examples of learning-focused institutional improvement.

The tasks above and others in support of student learning often require complex coordination across divisions, departments, and administrative offices. Toward the end of improving Geneseo's support programs, we have created two new administrative positions in academic affairs, Associate Provost for Academic Success and Associate Provost for Assessment and Curriculum. The former is charged with improving support systems and opportunities for student learning, and the latter with overseeing assessment across the College. Educational support programs that Geneseo has added or bolstered with additional resources include the Center for Integrative Learning, the Center for Digital Learning, and tutoring programs in math, writing, and biology.

4: Assessment

(S1.C4; RoA 10). Periodic assessment of mission and goals to ensure they are relevant and achievable.

The College assesses its mission and goals at the end of each five-year strategic planning cycle in coordination with the development of its next five-year strategic plan. This process is led by SPG, which seeks wide input, for example through surveys and other means. The broad input into the development of the mission and goals helps to ensure relevance and inclusivity. SPG also conducts ongoing assessment of progress toward goals over the years the strategic plan is implemented; the group ensures that the goals are achievable by setting action plans with deadlines, setting a lead for each action, and allocating resources.

For example, SPG twice allocated resources for individual projects to help us achieve the goals of *Geneseo 2021: Seeing Beyond the Horizon*. Projects funded in Phase I (2017) included upgrading the fiber infrastructure for the campus's computing needs, founding a center for integrative learning, investing in online education, and investing in EAB Navigate software to track and support student success. Phase II projects, funded in fall 2019, included the development of first-year experience courses, a consultant to evaluate our first-year writing course, and two initiatives to increase diversity in hiring. The funded projects assessed their work in reports to the BPC.[29]

In Fall 2020, SPG took up a charge from President Battles to design and execute a program analysis and alignment project.[30] This project was a response to the unprecedented challenges created by COVID-19 and significant demographic changes that are expected to have an even greater impact in the next five years. All units submitted their reports to the cabinet on January 15, 2021. The cabinet has considered cost-saving and revenue-generating measures based on the data gathered and has made structural changes to enhance synergies and efficiencies. In Spring 2021, as discussed above, SPG led a campus-wide reconsideration of the college's mission and values. In 2021-2022, SPG will lead the development of a refined vision and a new five-year strategic plan, based on the revised mission and values. SPG will consider relevant financial and demographic challenges and the results from the program analysis and alignment project in developing this new five-year strategic plan. To ensure that the new goals are achievable, SPG will generate desired outcomes, action items, timelines, and responsible leads.

Conclusion

The college's mission and goals are clearly defined, realistic, and appropriate to our institutional identity. They focus on student learning, are supported throughout the institution, and are periodically assessed. The college meets the standard.

Points of pride

The process used to develop our new mission statement was exceptionally inclusive and transparent. SPG met with departments across campus—including College Council, students, faculty, and staff—and conducted multiple surveys. The survey results were updated daily on a web-based dashboard. The information collected informed the final version of the mission statement.

Suggestions

SPG should continue to be inclusive and transparent as it develops the college's vision and strategic plan.

Recommendations

None.

Notes

1. Std1.f.Mission and Goals, StdI.a.SPG-as-Standing-Commmittee-required-by-Faculty-Constituiton. Please note that the terms planning goals, objectives, and desired outcomes are used synonymously and appear differently in items in the evidence inventory.
2. StdI.1abg.President-Convocation-Address-Fall-2020.pdf
3. StdI.C1abcg.RoA7.StrategicPlan2021-22
4. StdI.C1ab.SPG Process report spring 2021
5. StdI.C1abcg.2021 Address.pdf
6. Std1.C1abcg;ROA7.SPG College Council-SP Poll Summary.pdf
7. StdI.C1abc;RoA7.College-Council-Minutes-4-15-16
8. Std1.abc.RoA7.Strategic-Plan-website
9. StdI.C41efg.Cultivating_Community_S20 program.pdf
10. StdI.C1f.funding request form has planning goals, assessment
11. StdI.C1efg.SUNY-Geneseo-16-17-Presidents-Report.pdf
12. For example, Std1.C1d Biology Assessment of PIF grant efforts to increase success of at risk first year students. More examples are provided in Standard V.
13. StdIC1efg.HIP from NSSE.pdf
14. STDI.1e.Sponsored-Research-Annual-Report-pp16-21

15. STDI.1e.Sponsored-Research-Annual-Report-pp16-21,

16. StdI.1e.2021-GREAT-Day-proceedings, StdI.1e.2019-GREAT-Day-proceedings, and StdI.1eGREAT Day Statistics 2017-2021

17. StdIC1efg-HIP from NSSE.pdf

18. StdI.C23 Focus Area Objectives and Mission.pdf

19. Std1.abc.RoA7.strategic plan website

20. StdI.C2 CDWG Creation.pdf and StdI.2.CDWG-Charge

21. StdI.C3 SUNY General Education_GLOBE.pdf

22. STD1.C2 SUNY PRODiG web front page and STD1.C2 Geneseo PRODiG web page

23. Std1.C2EmployeeTrendsbyTypeSexAncestry.pdf

24. StdI.C2.Rural-Innovation-Insitute

25. StdI.C2.Peace Corps Impact.pdf

26. StdI.2.Red-Jacket-LEED-Certification.pdf

27. StdI.C2d.2020-2021 Sustainability Report.pdf

28. StdI.C3.IRP-program-creation-dates, StdI.C4.Registered-Programs-Discussion, and StdI.C4.Geneseo-Integrative-Curricular-Microcredentials-Policy

29. StdI.C4.BPC-and-SPG-Phase-I-Assessment and StdI.C4.BPC-and-SPG-Phase-II-Assessment

30. StdI.C4.RoA10.Strategic Planning Group Charge for 2020-21, StdI.C4.Academic Program Template, StdI.C4.Administrative Program Template

STANDARD II - ETHICS AND INTEGRITY

Geneseo upholds the highest standards of ethics and integrity. As a state-operated institution, the College follows all New York State public laws designed to protect the rights and responsibilities of staff, eliminate actual and apparent conflicts between official duties and private interests, and protect freedom of expression. Geneseo strives to foster a community that values open and frank communication across departments and between individuals. We take pride in our ability to respond quickly and transparently to concerns that may affect members of our campus community or the greater community.

As a state operated institution, Geneseo adheres to all New York State public laws regarding ethics and integrity. At the state level, a number of public ethics laws prevent both actual and apparent conflicts between official duties and private interests. Some relevant ethics laws and regulations applicable to Geneseo include:

- *SUNY Policies of the Board of Trustees* (*BoT Policies* hereafter).[1] These policies govern the rights and responsibilities of all Geneseo staff, including faculty and administrators, and provide core guidance on academic freedom and intellectual property.
- **New York State Public Officers Law.**[2] The public officers law governs outside employment and professional activities; restricts political activities, nepotism, gifts, honorarium, travel, and nego-

tiations on future employment; and imposes post-employment restrictions.

- ***The Agreement Between the State of New York and United University Professions.*** (*UUP Agreement* hereafter).[3] This agreement addresses issues of freedom of expression and grievance procedures.
- ***SUNY Conflict of Interest Policy, Document Number 6001.***[4] This policy calls on SUNY faculty and staff to foster an atmosphere of academic freedom by promoting the open and timely exchange of scholarly knowledge, independent of personal interests.

The above legal and contractual obligations are implemented in Geneseo-specific policies and procedures[5] and the Student Code of Conduct.[6]

Academic integrity is central to Geneseo's mission and goals. Academic integrity includes several components, including academic honesty and meeting standards of ethical research across various disciplines. The Office of Sponsored Research actively works with faculty, staff, and students to ensure that all research conducted at Geneseo or by Geneseo faculty, staff, and students complies with the highest standards of ethical research practice and with applicable federal and state guidelines. Specific policies and procedures include:

- Policy and Procedures on Research Involving Human Participants[7]
- Responsible Conduct of Research (RCR) Training[8]
- Radioactive Materials and Biohazards[9]
- Research Misconduct Policy[10]
- Conflict of Interest Policies[11]
- Volunteer Policy[12]

Regarding student academic integrity, the *Academic Dishonesty Policy*[13] addresses cases of cheating, knowingly providing false information, plagiarizing, and any other form of academic misrepresentation. The Student Conduct Board actively adjudicates cases of academic integrity, and provides a clear set of processes and procedures to be followed when academic dishonesty is alleged or suspected. (See Academic Dishonesty Flowchart.)[14]

1: Academic freedom

A commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives. (SII.C1, C2)

Geneseo is a staunch defender of academic and intellectual freedom, freedom of expression, and respect for intellectual property rights. These principles form the cornerstone of the Geneseo culture of inquiry and contribute to the college's goal of excellence in teaching, learning. and research.

Policies

Both state and campus policies provide guidance on academic freedom and freedom of expression, and the commitment to academic freedom is protected in both policy and practice.

The college's starting point is full compliance with *BoT Policies*, Title I §1, which holds that "It is the policy of the University to maintain and encourage full freedom, within the law, of inquiry, teaching and research. In the exercise of this freedom faculty members may, without limitation, discuss their own subject in the classroom; they may not, however, claim as their right the privilege of discussing in their classroom controversial matter which has no relation to their subject. The principle of academic freedom shall be accompanied by a corresponding principle of responsibility."

This position is reiterated, word for word, in Article 9 of *UUP Agreement*. The agreement lays out grievance procedures for faculty who believe their right of free expression has been violated. UUP representatives at Geneseo take the issue seriously and have been proactive not only in addressing claims related to infringement on free speech, but also in fostering dialogue and deliberation regarding emerging issues, especially issues related to digital and online speech.

At the campus level, there are a number of policies and procedures related to academic freedom. The Geneseo Policy on Promoting a Respectful Workplace[15] holds that "[the College] is committed to creating and maintaining a positive work and learning environment built on mutual respect. While it is understood that disagreement will occur in a collegiate setting, open communication, mutual respect for diverse opinions, freedom of expression, and a climate of civility are important principles that we embrace."

The Geneseo Student Code of Conduct addresses issues of free speech, academic freedom, and freedom of inquiry with respect to Geneseo students. Article IV.B holds that "engaging in speech or expression protected by the First Amendment is not a violation of College policy." Further, Article IV.B.4 prohibits "obstruction or disruption of regular College activities, including teaching, research, administration, campus services, student conduct proceedings, and organized events; deliberate interference with the free speech, expression or movement of members of the College community, including guests or visitors engaged in permissible use of College facilities…."

As in all public spaces, on campus the protection of free speech requires striking a balance between the interests of public order and the right to individual expression. Geneseo's Assembly Policy[16] holds that "Free speech and peaceful assembly are fundamental to the purpose of a college as a center for open inquiry in the search for knowledge and insight. Geneseo is strongly committed to the protection of these rights. However, these rights bring with them a concurrent obligation to maintain a campus atmosphere conducive to scholarly pursuits and respect for the rights of all individuals." Furthermore, "No student, faculty member or other staff member or authorized visitor shall be subject to any limitation or penalty for expressing his or her views or for assembling with others for such purpose; peaceful picketing and other orderly demonstrations in public areas of campus grounds and buildings are not subject to interference provided there are no violations of the rules in section I.A. of the Rules for the Maintenance of Public Order. Assemblies, demonstrations, and similar expressions of First Amendment rights may not infringe on the rights of others or disrupt essential operations of the College."

To strike a balance between upholding free expression and establishing a diverse, welcoming, and inclusive environment requires deliberate effort, institutional support, and self-reflection. Promoting genuine debate and discourse while avoiding bigoted, racist, misogynistic, or hurtful speech requires sustained dialogue among campus stakeholders. While Geneseo staunchly defends freedom of inquiry and expression, it also has demonstrated a strong institutional commitment to facilitating open dialogue based on principles of respect and inclusivity. We say more about this commitment under Criterion 2, below.

Student expression

Geneseo students have many opportunities for free inquiry and expression through a wide variety of media, campus clubs, activities, events, and colloquia. The student-run newspaper *The Lamron* regularly features student editorials and opinions on campus policies, local and New York State news, and national issues.[17] Similarly, the student radio station, WGSU, features a mix of music and conversation, including *Geneseo Today,*[18] an original, weekly public-affairs program focused on community and campus newsmakers and important issues affecting the local community.

A particular strength of Geneseo is students' extensive engagement with community groups and activities. Through both administration and the Student Association (SA), the College supports more than 180 student clubs and organizations.[19] Many of these are expressly political or advocacy-oriented, with commitments across the political spectrum. Examples include campus chapters of the College Democrats and Republicans, as well as issue-specific organizations such as Amnesty International, the Green Environmental Organization, and Students for Life. These groups evince a strong commitment to dialogue between competing viewpoints; clubs often organize panels and debates giving voice to strongly divergent opinions in a climate of mutual respect and dialogue. For example, every election year the Political Affairs Club works with the College Republicans and Democrats clubs to organize panels on political issues and events.

Geneseo students also have numerous opportunities to make their voices heard in college governance. SA, in particular, provides a platform for the advancement and development of undergraduate student life.[20] SA represents student interests in college governance through the College Senate: 20 percent of all voting members of the Senate are students. In addition, SA is responsible for the allocation of funds, resources, and personnel to some college-wide, student-centered services and programs.

Below are a few of the entities, in addition to College Senate, that provide a voice for students to communicate interests and concerns to the wider college community:

- The Academic Affairs Committee[21] (AAC) is the academic branch of student government. Student organizations may receive funds from AAC to hold academically oriented activities. In addition, AAC brings together students to discuss college academic issues and policies.
- Geneseo Speaks[22] is an online petitioning system to which students, faculty, and staff can post in an effort to influence the Geneseo community. Petitions focus on such topics as the residence halls, CAS, academics, facilities, student life, and athletics.
- Cultivating Community[23] is a series that uses mindful dialogue and creative thinking to promote learning, understanding, connection, and growth. The initiative affirms Geneseo's value of inclusivity, which we define as "fostering a diverse campus community marked by mutual respect for the unique talents and contributions of each individual."

Beyond formal clubs and programs, Geneseo students have organized and participated in numerous campus demonstrations and events on issues such as Black Lives Matter, sexual assault, and peace action. College administration and faculty encourage these events, at the same time promoting adherence to the policies articulated in the Student Code of Conduct and the Geneseo Assembly Policy.

The 2018 SUNY Student Opinion Survey (the most recent year from which data are available) makes it clear that most Geneseo students see the College as committed to students' freedom of speech and inquiry.[24]

Faculty expression

Under the *BoT Policies* and *UUP Agreement*, faculty are free to pursue scholarly inquiry and publish their findings and views. Geneseo's sponsored research office provides extensive support for funded research, and adheres to high standards of ethical research practice and federal and state guidelines.[25]

Tenure—or, as it is called within SUNY, continuing appointment—is a critical guarantor of academic freedom, enabling faculty to pursue research and express their views without fear of retribution or termination. Geneseo's tenure review process is governed by the *BoT Policies* and *UUP Agreement*.

Faculty participate in shared governance primarily through the College Senate. The Senate is empowered by the Faculty Constitution,[26] Article II, Section 3, to address any matter of general faculty concern not within the purview of one of the standing committees of the faculty[27] and to make rec-

ommendations to the president, the College Council, the university chancellor, the SUNY board of trustees, the University Faculty Senate, or any other appropriate individual or body.

Geneseo faculty actively promote engaged dialogue and debate on campus, as demonstrated by numerous faculty-organized symposia and events on the issue of speech. For example,

- The Geneseo Forum on Constitutionalism and Democracy has organized public discussions on topics such as "The Civic Constitution"[28] and "Conspiracy and Democracy: Misinformation, Anti-Liberalism, and Our Constitutional Future."[29]
- Each year, Geneseo actively participates in the federally mandated "Constitution Day," hosting events such as "Deliberation on Voting in the United States"[30] and "Political Fix—How Should We Get American Politics Back on Track?"[31]
- The Geneseo chapter of United University Professions (UUP) not only monitors and supports faculty rights to free speech, but has also organized workshops such as the 2017 Workshop on "Free Speech on Campus: Building a Path to Civil Discourse."[32]

Intellectual property

Title J of *BoT Policies* specifies that "[i]t is the policy of SUNY…to take appropriate steps to aid Creators and ensure that the public receives the benefit of such innovation in accordance with its public service mission. Appropriate steps include securing research support, identifying and encouraging disclosure of Intellectual Property, securing appropriate protections, marketing Intellectual Property through licensing and other arrangements, and managing royalties and other related income, such as litigation proceeds." In addition, "All net proceeds realized from the commercialization or other monetization of SUNY Intellectual Property, after payment of the Creator's share as defined in subpart (e) of this Policy and other appropriate costs associated with the evaluation, marketing, development, protection, maintenance, or enforcement of Intellectual Property, shall be used for the support of SUNY research programs in a manner consistent with the Bayh-Dole Act and its implementing regulations."

Accordingly, Geneseo's copyright policy provides that "Generally the members of the staff of the university shall retain all rights to copyright and publish written works produced by them. However, in cases where persons are employed or directed within the scope of their employment to produce specific work subject to copyright, the University shall have the right to publish such work without copyright or to copyright it in its own name."

One issue that Geneseo addressed in 2017–2018 was the growth of private online companies that permit students to share course materials, including syllabi, exams, study guides, and slide presentations. When faculty hold copyright in these materials, this is a clear infringement of intellectual property law. The College Senate addressed the issue by calling for the student Code of Conduct to prohibit the "sale or distribution, without permission, of tests or other material prepared or presented by a member of the college faculty…."[33] In addition, the campus chapter of UUP convened a special statewide session to bring the matter to SUNY's attention at a state-level labor-management meeting.

2: A climate of respect

A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives. (SII, C2)

Geneseo is committed to cultivating a climate of respect among students, faculty, staff, and administration, and a caring and supportive learning and employment environment that contributes to individual and collective achievement. As expressed in our Community Commitment to Diversity, Equity, and Inclusion, crafted by a committee of students, faculty, and staff, endorsed by the College Senate,

and approved by the president in October 2018, "We are here to listen, to learn, to teach, to debate, to change, to grow. We should all be safe to pursue these goals at SUNY Geneseo while being who we are. Together, we commit ourselves to pluralism, cultivating a community that respects difference and promotes a sense of inclusion and belonging."[34]

The [Office of Diversity and Equity (ODE)][35] serves as a central resource for diversity, equity, inclusion, equal opportunity, affirmative action, and Title IX efforts. ODE collaborates closely with the President's Commission on Diversity and Community, the Department of Human Resources, collective bargaining unions, and all departments and divisions to promote a climate of respect. Progress toward cultivating this climate is evident in the college's progress on its diversity plan.[36]

Examples of our effort to create a respectful and inclusive environment include the following:

- **Policy:** In January 2019, the college established a respectful workplace policy[37] that provides a clear expectation and set of grievance procedures for workplace climate. Other policies that share a similar aim include the college's equal employment opportunity, gender-inclusive language, and sexual harassment policies. (These can be found under SII.C8, College Policies.)
- **Training and Programs:** Training and programs at Geneseo aimed at supporting a climate of respect include Safe Zone training,[38] on issues affecting LGBTQ+ people, Teaching and Learning Center[39] professional development offerings, Diversity and Inclusion Community Educators (DICE) workshops,[40] the Advancing Cultural Competency Certificate (ACCC) program,[41] events organized by residence hall staff and hall councils,[42] and mandatory sessions for new students and new employees. There are also a number of celebratory programs throughout the year, including those affiliated with cultural heritage months and the Martin Luther King Day of Leadership and Service.[43]
- **Student Clubs and Organizations:** Several student organizations promote a climate of respect. Some are organized around a shared passion for a social issue (e.g., Peace Action Geneseo and Voices Uncovered), others around shared cultural identity or interest (e.g., Alliance for Community Enrichment).[44]
- **Physical space:** In order to ensure that the campus is a safe and supportive home for everyone, Geneseo provides space for groups with specific needs. Although campus construction projects have disrupted some spaces, the College has allocated a space for LGBTQ+ students and their allies; a Prayer, Meditation and Reflection room most commonly used by Muslim students; and MOSAIC (Multicultural Organization Space for Activities, Inclusion and Collaboration). As the College prepares for a major renovation of two central buildings, Sturges and Fraser, there is careful attention to incorporating spaces like these into the renovation design.[45]
- **Services:** The Office of Diversity and Equity, the Office of Multicultural Affairs and Services,[46] the Geneseo Points of Support (GPS) guides,[47] and the President's Commission on Diversity and Community all offer services that foster Geneseo's climate of respect.[48]

Geneseo communicates its commitment to equal opportunity and affirmative action through Policy #6-600, Affirmative Action—Equal Employment Opportunity[49] and its web page on affirmative action for applicants, students, employees.[50] The College follows all affirmative action regulations expected of federal contractors, including the creation of annual affirmative action plans and the posting of required informational materials. Geneseo utilizes SUNY's discrimination and sexual harassment complaint procedure[51] for investigating official complaints of discrimination, and the Title IX Grievance Policy[52] and Sexual Violence Response Policy[53] to investigate allegations of sexual harassment.

To educate the Geneseo community on respect as it relates to consent, healthy relationships, and addressing and preventing sexual harassment, the Title IX coordinator and associated office provide the following programs:

- SPARC (Sexual and interpersonal violence Prevention And Response Course), a mandatory online educational program for all new students;
- Knights are Aware and Care, a mandatory in-person program for new students during their first weekend on campus;
- Annual (fall semester) mandatory training for employees on sexual harassment prevention and response;
- Programming during new student orientation, including Knight Life Live, which uses theater to raise awareness;
- Mandatory orientation for new employees introducing them to the Title IX Office and related concepts and responsibilities;
- A biennial campus climate survey administered by SUNY on all campuses to help clarify progress and inform future initiatives related to Title IX.

The president, in tandem with the chief of police, issues an annual security report that provides an overview of activities related to discrimination and harassment and incorporates the past three years of crime statistics for the College.[54]

3: Fair and impartial policies and procedures

A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably. (SII.C3)

The Office of Accessibility has procedures[55] for students who wish to grieve accommodation decisions, including a complaint process through the Office of Civil Rights. Students who need to report inaccessible electronic documents can seek a remedy using a "learning barriers" form.[56] A form for identifying physical accessibility barriers is available to students who need to report physical barriers impeding their access to educational resources.[57]

Students have the right to appeal any decision made by the student conduct board regarding academic dishonesty, as a right specified in the Student Handbook.[58]

Students who fail to meet Geneseo's minimum standards for continuing matriculation have access to an appeals process managed by the dean of academic planning and advisement. Twice yearly, the academic standards committee meets to consider appeals from students who have been dismissed from the College. Each appeal is carefully considered by the committee, which is composed of both faculty and representatives of the dean's office, the financial aid office, and the access opportunity program.[59]

The Grade Appeal policy is publicly available in the Academic Policies portion of the Bulletin.[60] The Dean for Academic Planning and Advising will assist students and faculty navigating grade appeals. The Associate Provost for Academic Success oversees the grade appeal process. Instructors are responsible for assigning grades to student work. Responsibility for resolving grading disputes is shared among the instructor, the student, the department chair and the Provost's Office.

Geneseo's Title IX grievance policy[61] outlines the process for reporting, investigating, and adjudicating allegations of discrimination under Title IX of the Education Amendments of 1972. A separate sexual violence response policy[62] addresses offenses that fall outside the purview of Title IX.

In its efforts to resolve grievances, Geneseo adheres to state, SUNY, and campus policies as well as provisions in the collective bargaining agreements. These policies and agreements establish grievance procedures and provide information and appropriate resources for resolution.

4: Avoidance of conflict of interest

The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents. (SII.C4, C9)

New York State public officers law provides a regulatory framework for a code of ethics[63] by which all SUNY employees must abide; it is supplemented by SUNY's own conflict of interest policy.[64] The latter defines conflict of interest, provides clear examples, and documents the auditing process requiring employees to acknowledge that they both understand and are following the policy.

New York State requires all policy-making employees or employees whose salary surpasses a threshold to file an annual financial disclosure statement[65] with the Joint Commission on Public Ethics (JCOPE)[66] to affirm that private pursuits or investments are not in conflict with official duties. Anyone required to file a financial disclosure statement must also complete online training related to state ethics law within three months of being hired, and must complete a two-hour training on state ethics law[67] either through JCOPE or the college's ethics officer. In addition, faculty and staff who are considered to be "employees" of the SUNY's Research Foundation (RF)[68] are subject to its conflict of interest policy.[69] Geneseo faculty or staff with external funding administered through the RF, or who act on behalf of the RF, are subject to this policy and, if applicable, the SUNY/RF policy on conflicts of interest in public health service sponsored programs.[70] The Department of Procurement and Property Control Services is responsible for purchasing all goods and services needed by the College using State and RF funds. It is also responsible for facilitating and maintaining compliance with SUNY and New York State policies, procedures, rules, and regulations.[71] The department ensures adherence to New York State and RF procurement guidelines. It also ensures that New York State Certified Minority and Women Owned Businesses[72] and Preferred Source suppliers are used to the greatest extent possible.

5: Fair and impartial employee practices

Fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees. (SII.C5)

An affirmative action and equal opportunity employer, Geneseo is committed to fostering a diverse community of outstanding students, faculty, staff, and administrators. The College recruits, hires, trains, and promotes individuals in all positions and ensures that all personnel actions are conducted without regard to race, religion, color, national origin, citizenship, sex, sexual orientation, gender identity and/or expression, age, veteran status, disability, genetic information, or any other protected characteristic. Moreover, the College reviews all personnel activity, including but not limited to demotions, transfers, recruitment, job advertising, termination, rates of pay or other forms of compensation, and selection for training. Implementation policies and protocols are directed by the college's Office of Diversity and Equity, overseen by the assistant director/affirmative action officer, who reports to the chief diversity officer.

All searches for full-time positions are conducted by a search committee and begin with a meeting of the talent acquisition manager, hiring manager, and search committee to confirm legal and compliance requirements stated in SUNY's *Policy on Equal Opportunity: Access, Employment and Fair Treatment in the State University of New York*.[73] At least fifty percent of search committee members must have completed an equity-minded search practices session within the last two years; the session includes strategies for reducing implicit bias, methods for recruiting diverse candidates, and a procedure for making reason-

able accommodations available to applicants. The talent acquisition manager and affirmative action officer explain how to conduct the search, prepare for interviews, evaluate candidates, use implicit bias training, and make a final selection in compliance with SUNY policies. Committee members may contact the Office of Diversity and Equity for assistance in creating effective language for postings and interviews.

Postings stipulate a commitment to diversity and inclusion as a required qualification, in language specific to the position. DEI-focused evaluative criteria and interview questions are included in every search. For civil service positions and other positions that determine eligibility based on an exam or other certification, search committees include an interview question for finalists to assess their commitment.

A number of resources outline employees' rights and the college's responsibility to ensure fair and non-discriminatory treatment. On SUNY's employment opportunities website, job candidates can find affirmative action resources[74] and federal regulations and enforcement agencies[75] on equal opportunity and non-discrimination.[76] Applicants, students, employees, and other members of the college community (including vendors, visitors, and guests) have access to the college's affirmative action policies and are protected from illegal forms of harassment or retaliation based upon a protected characteristic.[77] The college's policies are designed to prevent retaliation for participating in a complaint of unlawful harassment and discrimination, and to provide a safe space for affected individuals to come forward without fear of penalty.

For **faculty**, criteria for appointment, term renewal, continuing appointment (tenure), and promotion have been adopted by the College Senate and are articulated in a discipline-specific manner by each academic department. Faculty apply for promotion when they believe they have met the requirements stipulated in Article XII, of *BoT Policies*, Evaluation and Promotion of Academic and Professional Employees.[78] Within the academic affairs division, the Personnel Evaluation Report (PER) assists the deans, department chairs, and personnel committees to present evidence for or against renewal, continuing appointment, or promotion of faculty. The PER addresses contributions to teaching, the discipline, and service. Recommendations are supported by written comments, including both commendation for excellence and suggestions for improvement.

The rate of pay and other terms and conditions of employment are set forth in the collective bargaining agreements.[79] All employees included in a collective bargaining agreement have the right to a due process disciplinary procedure. These policies and procedures are outlined in the various employee handbooks, as well as the policies and procedures set forth by New York State. Groups that do not have disciplinary procedures embedded in their agreement have the right to a due process meeting as part of SUNY rules and regulations.

For **classified staff**, the promotion process varies depending on the jurisdiction class of the position. Candidates for competitive positions sit for the New York State civil service exam; a list of eligible applicants is developed based on exam scores. When filling a higher-level position, Geneseo canvasses the eligible list and interviews and hires from the respondents following state civil service rules. A "promotional" section of the list generally gives internal candidates an advantage over outside candidates. In the case of non-competitive positions, the Civil Service Employees Association (CSEA) contract requires the hiring of the most senior applicant who meets the minimum qualifications and, based on an interview, meets the department's operational needs.

All positions are posted or canvassed for a period of time determined by bargaining unit contracts. When the posting period closes, a search committee reviews the eligible candidates based on committee-developed criteria. After interviewing candidates, the search committee submits its notes to the human resources office, which reviews both the notes and the candidates' references.

Professionals can be promoted at the formal request of the employee[80] or after a supervisor completes the Internal Career Advancement Request Form[81] following established policy.[82] A request for promotion may be granted when a significant and permanent increase in duties and responsibilities is appropriate.

BoT Policies determines the process whereby UUP professionals can obtain "permanent appointment."[83] The process requires recommendations from the candidate's immediate supervisor and divisional unit head, and final approval by the president.

Management/Confidential (M/C) employees serve at the pleasure of the president and are not eligible for permanent appointment.

Under the Public Employees Fair Employment Act (Taylor Law),[84] the Public Employee Relations Board (PERB) separates SUNY employees into different bargaining units for collective bargaining.[85] PERB adjudicates disputes between the state and the unions representing public employees and decides claims of improper practice and representation. Each bargaining unit shares, in the board's view, a "community of interest" with respect to terms and conditions of employment. In the classified service (CSEA, PEF, NYSCOPBA, APSU), the unions represent employees both within SUNY and throughout state government.

UUP represents SUNY employees exclusively. Its membership consists of faculty, librarians, and non-teaching professionals (other than M/C) whose functions support instruction or academic administration.[86] UUP is affiliated with New York State United Teachers (NYSUT) and the American Federation of Teachers (AFT/AFL-CIO) on the state and national levels, respectively.

CSEA represents classified employees in all state agencies.[87] CSEA comprises three statewide bargaining units. The Administrative Services Unit (ASU),[88] the Operational Services Unit (OSU),[89] and the Institutional Services Unit (ISU). Although each unit negotiates its own collective agreement, the agreements are in many respects identical, with differences usually related to significantly different job functions and needs.

The Public Employees Federation (PEF)[90] represents the Professional, Scientific and Technical (PS&T) statewide bargaining unit. The New York State Law Enforcement Officers Union (APSU)[91] represents a statewide unit including sworn police officers, while the Security Services Unit (NYSCOPBA)[92] represents security and communications officers from SUNY. The Graduate Student Employee Union (GSNU)[93] represents graduate and teaching assistants.

The law establishing the bargaining rights of New York State public employees provides an exclusion for positions with significant managerial responsibilities or duties of a confidential nature that relate to management, finance, or collective bargaining administration, and an exclusion for positions where an employer-employee relationship does not exist. There are M/C positions in the classified service and the professional service. These positions include presidents, vice presidents, associate deans, human resources and budget officers, and secretarial positions in a confidential relationship to policy-making positions.

Classified, entry-level competitive class positions require that candidates be reachable on the appropriate New York State Civil Service List of Eligibles.[94] Appointment to higher-salaried vacant positions in the non-competitive class is made on the basis of seniority, provided the candidate meets the posting requirements and has the ability to perform duties and responsibilities satisfactorily. Seniority for the purpose of the non-competitive selection process depends on the candidate's length of time in the OSU bargaining unit, not length of time at SUNY Geneseo. Thus, internal and external candidates are encouraged to apply in direct response to the job posting through the Geneseo Online Employment System (GOES).[95] Labor class positions are classified, CSEA positions filled from a pool of candidates. These candidates apply for employment at the campus in direct response to the posting on GOES or

advertisements placed with the local media. Information on when and how to apply can be found on the job posting and in the advertisement.

6: Honesty and truthfulness

Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications. (SII.C6)

Geneseo's Office of Communications and Marketing, which reports directly to the president, communicates timely and accurate information to external audiences through multiple communication channels including the web, social media (Facebook, Instagram, Twitter, LinkedIn), digital newsletters, press releases, digital advertising, job postings, print material, photographs, and videos. The College also offers a mobile app with shortcuts to course listings, dining menus, events, bus schedules, and other information. Student participation and testimonials (in admissions brochures, videos, and social media) are contributed by uncompensated student volunteers. Appropriate releases permitting the College to use student likenesses and testimonials are secured and can be revoked by students at will. The director of media relations facilitates responses to media inquiries of the College and its leadership. If inaccurate information is reported by an external news outlet, Media Relations requests corrections. The Geneseo website is regularly monitored and updated.

The College disseminates information on academic programs through the Undergraduate Bulletin,[96] the Office of the Dean of Academic Planning and Advising website, and the Academics at Geneseo site.[97] Committed to data-driven recruitment, decision-making, and transparency, we also post pertinent information on the website of the Office of Institutional Research (IR)[98] and the About Geneseo[99] web page. This information includes but is not limited to the Fact Book[100]—a compendium of historical and statistical information about SUNY Geneseo for potential students and their families, faculty, staff, and interested others—and the Fast Fact Sheet,[101] which offers a quick overview of the most-requested information, such as enrollment and student demographics, attendance cost, and retention rates. Admissions marketing material is produced in-house, citing IR's data. Information on policies, rights, and reported crimes,[102] together with the Annual Security and Fire Safety Report,[103] is shared on the university police department's web page, which provides statistics from the previous three years.[104]

7: Affordability, accessibility, and informed financial decisions

Services and programs to promote affordability and accessibility and to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt. (SII.C7)

Geneseo students receive a high quality education at a low cost. In the 2018 SUNY Student Opinion Survey, Geneseo ranked first among the comprehensive colleges for good value.[105] In *US News & World Report*'s rankings for 2021, Geneseo is second in the category of "best institutions for undergraduate teaching" and third among top public schools in the North. Geneseo students receive generous financial aid through the college's need-based model, which ensures that assistance flows to low-income and first-generation students, and students who identify as Black, Indigenous, or People of Color (BIPOC). In awarding aid, Geneseo takes a holistic approach, considering environmental as well as academic factors.

Ninety-two percent of the current first-year class filed the Free Application for Federal Student Aid (FAFSA), down from 94 percent in 2016–2017; the slight decrease may be a result of the COVID-19 pandemic. The financial aid office helps students understand their funding options, encourages early

submission to maximize total funds received, and provides assistance with the application itself. The office recommends a secondary TAP application, designed specifically for New York State residents who attend school in-state. In Fall 2020, 27.5 percent of enrolled first-year students qualified for New York State's Excelsior scholarship, which aids families with an adjusted gross income of $125,000 or less. Of the first-year class, 24.8 percent qualified for Pell grants, an increase over 2016, when 21.7 percent qualified.

Geneseo offers financial aid other than what is available from state and federal sources.[106] In 2018–2019, 65 percent of students received grant/scholarship aid while 63 percent received institutional aid, including various merit scholarships. Because COVID-19 has affected many students, Geneseo has made two need-based award rounds of $2,276,062 from a CARES Act Emergency Grant.[107] For students receiving work-study funds, the College finds work opportunities that align with students' interests.

The Office of Accessibility works to ensure that Geneseo's 400 students who identify as having a disability receive appropriate accommodations and services.[108] Accessibility advocates work closely with students and serve as a point of contact to financial aid and academic advisors. In addition, the Access Opportunity Programs (AOP), including the Educational Opportunity Program (EOP) and the Transitional Opportunity Program (TOP), look to provide academic support and access to educational opportunities for the students in them.

Important recent actions designed to promote affordability and accessibility include the following:

- Geneseo is dedicating $2 million awarded by SUNY in connection with COVID-19 to attracting and recruiting low-income and diverse students.
- Provost Stacey Robertson assembled a cross-divisional team to focus on the "Wildly Important Goal" of increasing retention and promoting student academic success from enrollment through graduation in four years.[109]
- The admissions office piloted a test-optional policy to promote equity.
- The College is continuing long-term efforts to improve both physical and digital accessibility.
- The College is working to stack more scholarships so that students can draw from multiple funds.

8: Compliance with reporting policies

Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding full disclosure of institution-wide information, compliance with MSCHE Requirements of Affiliation, substantive changes affect on material issues, and institutional compliance with MSCHE policies. (SII.C8)

The Office of Institutional Research is responsible for SUNY, state, and federal reporting. Each system requires reporting of business rules, error checks, and out-of-range quality assurances. MSCHE's Requirements of Affiliation are addressed both in a separate report, and, as applicable, in the chapters for each standard. As explained in the Requirements of Affiliation report, Geneseo maintains a consumer information page with facts about retention, graduation, and certification. Geneseo recently filed a substantive change with MSCHE to modify its existing MS in Accounting program to include distance education. This is the only substantive change in recent history.

9: Assessment

Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented. (SII.C9)

Geneseo assesses ethics and integrity through a strong internal control program, an annual memorandum to all employees, and the vice president of finance and administration's role as Internal Control Officer (ICO). At Geneseo, internal control and timely reporting of issues are everyone's responsibility.

Internal Control processes are shared publicly on the program's website.[110] The website outlines all aspects of the control process and links to the college's policy and procedures manual. The site offers online training, including assessment training affecting over 30 areas on a rotating schedule, ten high-risk areas audited internally and externally, and five risk-management areas annually. In addition to mandatory training, employees are eligible for elective and situation-based training. A concise brochure stating policies and standards is distributed annually and to new hires.[111]

New York's Governmental Accountability, Audit and Internal Control Act of 1987 requires that all state-operated campuses maintain a system of internal controls and an ongoing internal control program. Geneseo has adopted SUNY's internal control guidelines. Management policies and standards with which employees must comply as applicable include policies issued by the BoT,[112] collective bargaining agreements,[113] the SUNY Compliance Program,[114] Geneseo's college policies[115] and departmental policies,[116] and the Public Officers Law.[117]

Internal controls at Geneseo are organized and managed through an approved and documented Internal Control Program (ICP). The ICP is managed primarily by the Internal Controls Officer (ICO), and Internal Control Coordinator (ICC) and the Internal Control Committee. Several internal control systems define the program, including New York State laws, policies, and regulations; the college's mission statement,[118] policy handbooks,[119] and organizational charts;[120] and the state fraud reporting system.[121]

Geneseo's internal control program incorporates systematic assessment. A committee establishes an assessment rotation and follows up on deficiencies that emerge from regular review. The process helps ensure that daily operating practices and procedures minimize the chance of operational failure, overspending, or other actions that violate either policy or law.

Using a three-year planning cycle, the program incorporates the following processes: segmentation, vulnerability and risk assessment surveys, external and internal control reviews, compliance testing, and follow-up. Documentation and evidence to support these processes can be found in the program's annual internal control certification.

The program takes advantage of technology to control operations such as opening doors (to safeguard assets), closing out projects (to ensure reliable financial data), scheduling, scholarships, record-filing, and reconciliation (for operational efficiency). Electronic applications enable employees to use updated forms for payroll, personnel, and business purposes. Online registration, ticket sales, purchases, merchant activity, and payments minimize the use of cash on campus. Online risk assessments, employee compliance training, customer surveys, and internal control vulnerability assessments provide both accelerated input and feedback that can be incorporated into future forms.

Conclusion

One advantage of being part of the larger SUNY system is that fair practices are built into the college's structures, e.g. human resources, student government. Geneseo interprets these practices in a transparent and truthful manner as appropriate to our mission as a public liberal arts college. The college meets the standard.

Suggestions

Many members of our college community, particularly faculty and staff, have been working in more isolated environments (whether on-campus or remotely) during the pandemic. Although we have begun exploring new programmatic ways to foster positive relationships, we suggest that Geneseo continue to reimagine and think critically about the post-pandemic workforce and ways to cultivate and promote a culture of respect.

Recommendations

None.

Notes

1. StdII.C1.SUNY-Board-of-Trustees-Policies-April-2021
2. StdII.C4.New-York-State-Public-Officers-Law
3. StdII.C5.20162022NYSUUPAgreement
4. StdII.C4.Conflict-of-Interest-SUNY-Geneseo
5. StdII.C8.College-Policies
6. StdII.C2.Student-Code-of-Conduct-SUNY-Geneseo
7. StdII.Geneseo-IRB-Policies-and-Procedures
8. StdII.C9.Responsible-and-Ethical-Conduct-of-Research
9. StdII.C9.RadioactiveMaterials
10. StdII.C9.ResearchMisconductPolicy
11. StdII.C4.Conflict-of-Interest-Research and StdII.C4.Conflict-of-interest-general
12. StdII.Sponsored-Research-Volunteer-Policy
13. StdII.C3.AcademicDishonestyPolicy
14. StdII.C9.AcademicDishonestyFlowchart
15. StdII.C2.Promoting-the-Respectful-Workplace-Policy
16. StdII.C1.Assembly-Policy-3-315
17. StdII.C1.LamronHomePage
18. StdII.C1.wgsu-geneseo-today
19. StdII.C2.Student-Organizations
20. StdII.C2.SA-about-us
21. StdII.C2.AAC
22. StdII.C1.Speaks-Geneseoedu
23. StdII.C2.CultivatingCommunity
24. StdII.C1.Table-b1-Student-Opinion-Survey-Report-of-Results
25. StdII.C8.SponsoredResearch
26. StdII.C1.Faculty-Constitution
27. StdII.C1.Standing-Committees
28. StdII.C1.ForumCivicConstitution
29. StdII.C1.ForumMisinformation
30. StdII.C1.ConstDayDeliberativeDialogueVoting
31. StdII.C1.ConstDayDeliberativeDialogueonPolitical-Fix
32. StdII.C1.WorkshopFreeSpeech
33. StdII.C1.AmendmentstoCodeofConduct
34. StdII.C2.Geneseo-Commitment-DEI
35. StdII.C2.Geneseo-Office-of-Diversity-and-Equity
36. StdII.C2.Geneseo-Diversity-Plan
37. StdII.C2.Promoting-the-Respectful-Workplace-Policy
38. StdII.C2.SafeZoneTraining
39. StdII.C2.TeachingLearningCenter
40. StdII.C2.DiversityInclusionCommunityEducators
41. StdII.C2.AdvancingCulturalCompetencyCertificate
42. StdII.C2.ResidenceHalls
43. StdII.C2.MLKDayofLeadershipandService
44. StdII.C2.StudentOrganizationDirectory
45. StdII.C2.Fraser-Sturges-Renovation-Plans
46. StdII.C2.Geneseo-Mulitcultural-Programs
47. StdII.C2.Geneseo-Points-of-Support
48. StdII.C2.Geneseo-President-Commission-on-Diversity-Community
49. StdII.C5.SUNY-Employment-Opportunities
50. StdII.C5.Affirmative-Action-for-Applicants-Students-Employees
51. StdII.C2.Discrimination-and-Sexual-Harassment Complaint-Procedure
52. StdII.C2.title-ix-grievance-policy
53. StdII.C2.sexual-violence-response-policy
54. StdII.C2.Annual-Security-and-Fire-Safety-Report-2019

55. StdII.C3.Office-of-Accessibility-Appeals-or-Grievances
56. StdII.C3.Learning-Barriers
57. StdII.C3.Reporting-Physical-Accessibility-Barriers
58. StdII.C9.AcademicDishonestyPolicy
59. StdII.C3.AOP
60. StdII.C3.GradeAppeal
61. StdII.C3.Title-IX-Grievance-Policy
62. StdII.C3.Sexual-Violence-Response-Policy
63. StdII.C4.Ethics-Laws-and-Regs
64. StdII.C4.SUNY-Conflict-of-Interest
65. StdII.C4.NYS-FDS
66. StdII.C4.JCOPE
67. StdII.C4.Ethics-Laws-and-Regs
68. StdII.C4.SUNY-RF
69. StdII.C4.SUNY-RF-Conflict-Policy
70. StdII.C4f.SUNY-RF-Conflict-Public-Health
71. StdII.C4.Geneseo-Procurement-Policies
72. StdII.C4.NYS-Minority-Women-Business
73. StdII.C2.Affirmative-Action-Equal-Opportunity-Policy
74. StdII.C5.affirmative-action-resources
75. StdII.C5.federal-regulations-enforcement-agencies
76. StdII.C5.SUNY-Employment-Opportunities
77. StdII.C5.affirmative-action-resources
78. StdII.C1.SUNY-Board-of-Trustees-Policies-April-2021
79. StdII.C5.NYS-Collective-Bargaining-State-Union-Contracts
80. StdII.C5.Prof-Promotion
81. StdII.C5.Prof-Career-Advancement
82. StdII.C5.Professionals-Policy
83. StdII.C5.BOT-Policies-XI-Title-C
84. StdII.C5.new-york-state-public-employees-fair-employment-act-taylor-law
85. StdII.C5.Public-Employment-Relations-Board
86. StdII.C5.UnitedUniversityProfessions.pdf
87. StdII.C5.State-Union Contracts
88. StdII.C5.administrative-services-unit-asu-02
89. StdII.C5.operational-services-unit-osu-03
90. StdII.C5.PEF-Agreement-2019-2023
91. StdII.C4.New-York-State-Public-Officers-Law
92. StdII.C5.security-services-unit-ssu-01-and-21
93. StdII.C5.NYS-Collective-Bargaining-State-Union-Contracts
94. StdII.C5.Eligible-List-Management-System
95. StdII.C5.Employment-Opportunities
96. StdII.C6.Undergraduate-Bulletin
97. StdII.C6.Geneseo-DAPA
98. StdII.C6.Geneseo-IR
99. StdII.C6.About-Geneseo
100. StdII.C6.Fact-Book
101. StdII.C6.Fast-Fact
102. StdII.C6.UPD-Crime-Log
103. StdII.C6.2019-Annual-Security-Fire-Safety-Report
104. StdII.C6.UPD
105. StdII.C1.Table-b1-Student-Opinion-Survey-Report-of-Results
106. StdII.C7.State-and-Federal-Aid
107. StdII.C7.CARES-Act-Emergency-Grant
108. StdII.C7.Office-of-Accessibility
109. StdII.C7.Wildly-Important-Goal
110. StdII.C9.Internal-Controls
111. StdII.C9.Internal-Control-Program-Brochure
112. StdII.C1.SUNY-Board-of-Trustees-Policies-April-2021
113. StdII.9.SUNY-Union-Contracts, from https://goer.ny.gov/state-union-contracts
114. StdII.9.SUNY-Compliance-Program
115. StdII.9.College-Policies.pdf
116. StdII.9.Geneseo-Admin-Department-Policies
117. StdII.C4.JCOPE, example: StdII.C4.New-York-State-Public-Officers-Law
118. StdII.9.Mission
119. StdII.9 College-Policies
120. StdII.9.Geneseo-Campus-Org-Chart
121. StdII.9.SUNY-Policy-on-Fraud, StdII.9.SUNY-Procedure-for-Fraud

STANDARD III - DESIGN AND DELIVERY OF STUDENT LEARNING EXPERIENCE

While preparing this self-study for Middle States, Geneseo completed a critical stage in the revision of its curriculum. After a multi-year process of cross-campus collaboration and consultation, the College embraced an approach to undergraduate education that is skills-centered and integrative. The new curriculum reflects the commitment of a highly-qualified faculty dedicated to undergraduate education and graduate instruction in selected professional programs. In delivering its curriculum, Geneseo evinces a student-centered and equity-minded ethic reflected in the academic services outlined in this chapter and the holistic support for student engagement and well-being discussed in Standard IV.

Geneseo's institutional values are embedded in the design and delivery of student learning experiences at the College. The curriculum reflects principles of inclusive excellence and seeks to empower students to engage with complex problems, situate themselves in local and global communities, and explore learning opportunities in and out of the classroom.

This Middle States review occurs at an inflection point for Geneseo. Amidst a year of challenges associated with the COVID-19 pandemic, significant disruptions to our residential college model,

and a painful national conversation about our continued struggle to confront racism, intolerance, and inequality, the college community approved a comprehensive proposal to revise the curriculum. Through an inclusive and multiyear process of investigation, discussion, and deliberation, in Spring 2021 the college embraced an approach to learning that is skills-centered; pushes students to engage critically with pressing issues in our world including diversity, power, and pluralism, global challenges and interconnections, sustainability, and scientific literacy; and asks students to intentionally integrate and apply their skills, knowledge, and experience to their work outside the classroom. This process reflects a broad commitment to practicing liberal learning in a public institution, to a teacher-scholar model of faculty work, and to meeting students' need for a curriculum in which they see themselves and are empowered to engage with difficult problems.

1: Size and design of programs

(SIII.C1, RoA 9) *Certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of appropriate length, designed to foster a coherent student learning experience and to promote synthesis of learning.*

Geneseo's curriculum is intentionally structured and academically challenging, with broad requirements tying various academic programs together in a single, coherent program of study.

The college's baccalaureate degree requirements are outlined in the Undergraduate Bulletin.[1] All students complete a minimum of 120 credits, including at least 45 credits at the 200 level or above and a minimum of 60-69 credits outside the major (the specific number depending on the program) or professional preparation area.[2] Geneseo offers 50 undergraduate majors and eight graduate programs. All majors reflect institutional baccalaureate degree requirements with respect to number of credits, number of upper-division credits, and general education. Most programs at Geneseo offer a minor, and the college also supports 26 interdisciplinary minors.[3] Enrollment and number of graduates in undergraduate programs are monitored regularly and posted publicly in the *Fact Book*.[4]

Geneseo's implementation of the DegreeWorks online audit system allows students to track their progress through all graduation requirements. This and other tools are discussed at greater length under Standard IV.

Program majors are developed and maintained at the department level, with oversight from campus governance and the associate provost for assessment and curriculum. Proposals for new major programs, substantive changes to the requirements (more than one third of the minimum credits), and changes to any School of Education program require additional approval by SUNY and/or the New York State Education Department (NYSED).[5]

2: Student learning experiences

(SIII.C2, RoA 15) *Student learning experiences that are designed, delivered, and assessed by faculty (full- or part-time) and/or other appropriate professionals who are rigorous and effective in teaching and assessment; qualified; sufficient in number; provided with and utilize opportunities and resources for professional growth; and regularly and equitably reviewed.*

Beginning with the hiring process and extending through professional development opportunities and personnel evaluation processes, Geneseo intentionally cultivates a community of teacher-scholars who advance the college's public liberal arts mission.

Faculty profile

Geneseo relies heavily on full-time faculty with terminal degrees in their field. As of Fall 2020, the College employed 233 full-time and 98 part-time faculty. Of the full-time faculty 211, or 90.6 percent, possess a terminal degree in their field; of the part-time faculty 35, or 35.7 percent, possess a terminal degree. Full-time tenure-track faculty generally teach nine credits and full-time lecturers 12 credits per semester; part-time faculty usually teach one or two courses per term. The college's student/faculty ratio as of Fall 2020 was 18:1.[6]

As of Fall 2020, 21 percent of the full-time faculty are persons of color, with 13 percent being Asian/Pacific Islander, one percent African American, four percent Latinx, and one percent multi-racial. Twelve percent of the part-time faculty are persons of color, with four percent being Asian/Pacific Islander, three percent African American, three percent Latinx, and two percent multi-racial. There are no Native American full-time or part-time faculty.[7] Among the full-time faculty, 47 percent are female; among junior-ranked assistant professors and lecturers, 61 percent are female; and among more senior-ranked associate and full professors, 36 percent are female.[8] Since the 2012 self-study, Geneseo has made strides in increasing the number and percentage of full-time faculty of color, from 14 percent in 2012 to 21 percent currently.

Faculty hiring

Since 2017, full-time faculty hiring has followed a provost-administered process in which chairs and deans submit a position request form that includes data regarding student/curricular need and documents how a particular hire supports strategic institutional goals. The provost reviews these requests and recommends positions for searches to the president's cabinet for approval.[9] Open positions are nationally advertised and appear on the college's local job posting site. Candidates submit materials through the campus online employment system. All faculty searches follow the process outlined in the search committee checklist.[10] Hiring committees are composed from the hiring department, with one extra-departmental member chosen in consultation with the provost's office. Search committees are oriented to the process by the Department of Human Resources and develop evaluative criteria before candidate dossiers are open for review. All search committee members are apprised of their roles and responsibilities as evaluators of applicants' credentials.[11]

As of July 2019, all search committee chairs and at least 50 percent of committee members must have completed an equity-minded search practice professional development session conducted by the Office of Diversity and Equity. This critical training must be renewed every two years.[12] As part of the search process, search committees must prepare evaluative criteria and interview questions before beginning the review of applications approved by the provost's and human resources offices.[13] Recommendations at each stage (preliminary interview, campus interview, and offer extension) are submitted by the search committee chair and approved by the department chair, affirmative action, and the provost's office. Final decisions on hiring are approved by the president.

Geneseo participates in a SUNY-wide initiative called PRODiG, an acronym for Promoting Recruitment, Opportunity, Diversity, Inclusion and Growth. PRODiG aims to increase the representation of historically underrepresented faculty at SUNY, including underrepresented minority (URM) faculty in general and women faculty of all races in STEM fields (WSTEM). The College has an approved PRODiG plan and is currently receiving support for six URM and WSTEM faculty (two cohorts). Campus support for PRODiG faculty includes onboarding, mentoring, and funding for conferences and professional development.[14] Geneseo also participates in the related PRODiG fellowship consortium, which brings ABD and recent postdocs who are members of underrepresented minority groups or

women in STEM fields to SUNY campuses for two years.[15] PRODiG fellows have a reduced teaching load and receive mentoring and support for applying for tenure-track positions. Geneseo currently has two URM PRODiG fellows.

Fair and equitable faculty review processes

(SIII.C2.e)

Within SUNY, tenure is referred to as "continuing appointment." Faculty are subject to evaluation at different points in the career cycle. The cycle of review is governed by the policies of the SUNY Board of Trustees and the contract.[16] Criteria for different types of appointment and faculty rank are set by campus governance.[17] In addition, each department generates discipline-specific criteria that are shared with the provost's office and faculty personnel committee.[18] The provost's office provides annual professional development sessions for faculty undergoing personnel review and also maintains a document, "Processes and Procedures for Renewal of Term Appointments, Continuing Appointment, and Promotion," that outlines all steps in personnel processes and is available on the College wiki.[19]

The College's personnel processes evaluate contributions to teaching (including classroom effectiveness, mentoring and advising of students, participation in high-impact teaching practices, and curricular development), scholarship, and service (departmental, college, professional, and—as relevant—public). Although promotion and continuing appointment dossiers are evaluated holistically, the College sets a benchmark that weights teaching at 50 percent, scholarship at 35 percent, and service at 15 percent. Department chairs and departmental personnel committees complete the Personnel Evaluation Report (PER) for tenure-track faculty, Lecturer Evaluation Report (LER) for term-appointed full-time faculty, and Adjunct Lecturer Evaluation Report (ALER) for term-appointed part-time faculty.[20] Evaluators also review the numerical scores from the college-administered Student Opinion of Faculty Instruction (SOFI) survey and are required to conduct in-person teaching observations based on governance-approved processes and criteria.[21]

For promotion and continuing appointment, department chair and department personnel committee evaluations are forwarded separately to the college's Faculty Personnel Committee (FPC) and the provost; the recommendations of the FPC and provost are then submitted to the president, who makes the final decision.

Faculty at the College who demonstrate excellence in teaching, research, and service may receive special recognition by the SUNY system. Since 2016, multiple Geneseo faculty have received the SUNY Chancellor's Award for Excellence.[22] The SUNY Board of Trustees also recognizes faculty excellence through the SUNY distinguished faculty rank, including Distinguished Professor (held by three current Geneseo faculty), Distinguished Service Professor (held by three current faculty), and Distinguished Teaching Professor (held by nine current faculty).[23]

Faculty activity reports

All full-time faculty submit an annual report of teaching and professional activities. Faculty report supervision of individualized education (e.g., directed studies, internships, and honors theses) and other high-impact learning opportunities (e.g., fieldwork, service learning, and international education). The provost's office has access to these annual reports and chairs use them in compiling annual department reports.[24]

Professional development

Geneseo offers professional development to faculty through several offices that regularly collaborate to meet the college's strategic priorities. (For a discussion of the relationship between professional development and assessment, see Standard V, 3d.) Key professional development centers include:

Center	Main Functions	Evidence
Teaching and Learning Center (TLC)	Teaching-centered professional development for faculty and staff	StdIII.2.TLC-Programs-2020-2021 StdIII.2.TLC-Anti-Racist-Pedgogy-Resources StdIII.2.TLC-Summer-2020-Professional-Development
Center for Digital Learning (CDL)	Professional development focused on online instruction and digital pedagogies	StdIII.2.Center-for-Digital-Learning
Center for Integrative Learning (CIL)	Professional development focused on cross-disciplinary teaching and the development of community-based educational opportunities	StdIII.2.Center-for-Integrative-Learning StdIII.2.CIL-Genesee-Valley-Rural-Innovation-Institute StdIII.2.CIL-Design-Thinking-for-Rural-Innovation
CIT Instructional Design Team	Professional development focused on the campus learning management system (Canvas) and online pedagogies	StdIII.2.CIT-Professional-Development-Resources-for-Remote-Learning StdIII.2.CIT-Instructional-Design

Student Opinion of Faculty Instruction (SOFI)

The SOFI survey garners student feedback on quality of instruction.[25] Administered online during the last two weeks of the semester, the SOFI includes demographic questions, questions about student level of engagement, and questions about instructor effectiveness. Students may submit qualitative comments. Faculty see numerical results and qualitative comments once final grades are submitted; they are strongly encouraged to submit the qualitative comments as part of any personnel evaluation. In 2019-2020, after several years of declining student participation in the SOFI, complaints about its effectiveness, and concerns about bias in student evaluations, the Faculty Affairs Committee of the College Senate introduced a resolution to revise and streamline the survey.[26] In Fall 2020, the provost convened a learning community to take up several of the resolution's recommendations. Revised SOFI questions were piloted in selected Spring 2021 courses with an eye toward rolling out a fully revised survey in Fall 2021. Four questions on the revised survey are specifically aimed at reducing bias.

3: Clarity and accuracy of program descriptions

(SIII,C3; RoA 10) Academic programs that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion.

Pathways to completion: Geneseo's advisement system

Advancing student success is at the heart of the Geneseo learning experience. Geneseo structures advisement to ensure that students have equitable access to information about the curriculum, a variety of pathways to completion, and multiple opportunities to engage with trained advisors who can assist with navigating academic programs.

Geneseo's online bulletin provides regularly updated information on undergraduate policies, overall requirements for graduation, and specific requirements for completing general education, majors, minors, and concentrations. The bulletin also includes sample program outlines with an eight-semester plan for program completion.[27] The *Guide to Graduate Studies* provides similar information for students in the graduate programs of the School of Education and the School of Business.[28] All students can see their progress toward completing degree requirements in the college's degree-auditing system, DegreeWorks. DegreeWorks contains a "What If" feature that enables students to see how various decisions (including changing a major) would affect their requirements and progress.[29] In Fall 2019, to assist students in understanding and complying with state and federal financial aid requirements on aidable courses, the College introduced "Students on Track," a software tool that flags unaidable courses at the time of registration.[30]

Every Geneseo student is assigned an advisor from the full-time faculty in their major program. Students who have not declared a major receive a faculty advisor in a department with capacity until declaring a major, at which time they are transferred to a faculty member in their major department. Students in the college's Access Opportunity Programs (AOP) are assigned a staff advisor in addition to their faculty advisor; the former assists with academic success in general, including academic advisement. Students in the School of Business and the School of Education can receive guidance from a full-time professional advisor in addition to their faculty advisor. The Office of the Dean for Academic Planning and Advising (DAPA) plays a critical role in advisement, in part by providing a wealth of information and planning tools to students and advisors alike. For example, DAPA creates advisement preparation worksheets that help students and their advisors plan effectively.[31] [32]

All students are encouraged to meet with their faculty advisor to plan coursework before registering for the upcoming semester; new transfer and first-year students are required to do so. Students who have completed 75 credits and at least 75 percent of their degree requirements must meet with their academic advisor for a pre-graduation check to plan the last several semesters of course work.[33] The College uses registration holds to ensure that students with advisement requirements meet with an advisor before enrolling in classes.

4: Learning opportunities and resources

(SIII.C4; RoA 10) Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.

Geneseo offers students a wide range of opportunities to develop and explore their interests and a wealth of resources to support them in their learning. As an institution that particularly values community engagement, Geneseo has made integrative and applied learning a hallmark of the student experience. As explained further below under Criterion 5, our recently revised curriculum makes integrative and applied learning a requirement for all students.

Integrative and applied learning at Geneseo

Over the past decade, the College has stressed the importance of applying classroom-acquired skills to unstructured, independent problem-solving, as well as the power of such applied learning to help stu-

dents discover and articulate coherence across their varied experiences within and beyond the classroom.

The Center for Integrative Learning (CIL), created in Fall 2018, has a broad mandate to advance community-facing, interdisciplinary, and reflective models of teaching, learning, and research, and to promote collaboration between the Division of Academic Affairs and other divisions.[34] The CIL has come to play a key role in growing the college's capacity in these areas through professional development and support for sustainable approaches to program creation.

Integrative and applied learning can take many forms at Geneseo. Below are some particularly noteworthy examples.

Initiative	Description and Evidence Link
Internships	Students have the option of receiving departmental credit or elective credit through interdisciplinary internships. Since 2016, the college has supported 1,871 internships.[35]
Volunteerism and Community-Based Learning	In 2015, SUNY Geneseo earned the highly respected Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching. Geneseo is among 361 colleges and universities nationwide that have the designation.[36]
Geneseo Opportunities for Leadership Development (GOLD)	Workshops help students develop the personal skills and knowledge necessary for future success in both life and career, including personal development programs, service learning, volunteer work, and active engagement in college and community life. Over AY2019-20, there were 3,578 participants in 282 workshops. Of the students, 1,728 were unique participants in one or more GOLD Workshops.[37]
Undergraduate Research	In the 2020 NSSE survey, 41 percent of Geneseo seniors reported that they worked with a faculty member on a research project. This is a significantly higher percentage than that of our COPLAC and SUNY peers.[38] Between 45 and 80 students are employed as research assistants on external research grants each year.[39]
Study Abroad	Geneseo offers more than 60 credit-bearing, study abroad/away programs annually, spanning more than 35 countries, representing six continents. The average study abroad participation rate for Geneseo from 2006 to 2018 was 32.65 percent, whereas the SUNY-wide average for the same time frame was 13.9 percent. Additional study abroad evidence can be sourced from the Office of Study Abroad program review.[40]
Undergraduate Peer Mentors and Teaching Assistants	Undergraduates serve in a variety of academic support roles, including classroom teaching assistants and lab assistants, tutors, and peer mentors. Student work may be credited or paid, depending on the type of service. Limits on the types of work undertaken by undergraduate TAs are outlined in a governance-approved policy.[41]

Student onboarding and support

The College provides a robust slate of first-year orientation experiences to acclimate students to higher education. Because the majority of the college's new enrollees are on-campus students of traditional age, this work is critical and requires close cooperation between the academic affairs division (for advising and academic success programming) and the Division of Student and Campus Life (for orientation to student life, residential housing, health and well-being resources, etc.).

Once a student is accepted to Geneseo, DAPA works with them to schedule classes that meet major and general education requirements. With the schedule built, academic advisors meet with students remotely to discuss courses and demonstrate self-service advisement tools such as DegreeWorks. Until Fall 2019, first-year students participated in a two-day, mid-summer orientation that included a residential experience, introduction to campus resources, health and safety programming, and academic advisement. With the cancellation of in-person orientation for Fall 2020, the College shifted to having new students participate in a residential orientation during the week before classes begin.[42] DAPA

now works with trained faculty advisors to develop schedules for students over the summer based on their declared major, general education requirements, and a survey of interests.

Geneseo offers a broad range of services intended to support students academically and personally. For the past several years, the College has increasingly emphasized the common themes of resiliency, growth mindset, and holistic attention to student well-being. Close collaboration between the academic affairs and student and campus life divisions seeks to connect institutional efforts to support the whole student and ensure equitable access to services. A comprehensive listing of strategic priorities in student support services can be found in the Evidence Inventory.[43]

Efforts to support students from historically excluded groups

A major strategic focus for the College has been narrowing the equity gap for low-income and BIPOC students and ensuring that support services focus on equitable outcomes. In addition to the suite of programs housed in AOP (EOP, TRIO-SSS, and TRIO-McNair), the college also supports several STEM-specific inclusion programs.[44]

Since 2016, Geneseo has supported the GROW-STEM (Geneseo Reaching Out to Women and under-represented groups in STEM) program, which provides focused mentoring and networking activities to women and underrepresented students majoring in STEM fields.[45] Building on the momentum produced by GROW-STEM, in December 2017, Geneseo successfully applied for a $220,000 SUNY Performance Improvement Fund (PIF) grant to develop a STEM inclusion program in biology, the college's largest major. In August 2020, the College received notice of a new, five-year NSF S-STEM (Scholarships in Science, Technology, Engineering, and Mathematics) Track 2 award. The G-STEMS program will support low-income, academically talented STEM students with demonstrated financial need.[46]

COVID-19 responses

The COVID-19 pandemic presented unique challenges for Geneseo as a primarily residential campus. Following the emergency suspension of face-to-face operations in March 2020, the campus engaged in intensive planning during the summer of 2020 based on guidance from federal, state, and system authorities as well as the campus' COVID-19 Incident Leadership Team (CVILT). For matters directly related to the student learning experience, the provost's office, in consultation with governance leaderships, convened the Academic Experience Planning Team (AEPT) and the Online Learning Steering Committee, which identified critical needs and priorities, particularly with respect to offering courses in hybrid or online modalities, classroom management, accessibility, temporary policy revisions, and education of students, faculty, and staff on success strategies. These recommendations were delegated to the appropriate offices during the summer or passed through governance review when major policy revisions were required.[47] Through the summer, the TLC, CIT, and CDL offered online professional development opportunities for faculty on pedagogical best practices in different teaching modalities, and the provost's office initiated a regular cadence of communication to faculty and chairs to ensure broad awareness of the evolving situation and campus plans. The College assessed pandemic responses in Spring 2020 through the Higher Education Data Sharing (HEDS) Consortium COVID-19 Institutional Response Student Survey and also participated in SUNY's Student Remote Instruction Survey.[48] In addition, many departments continued to survey students independently throughout the year to gauge student needs and track student experiences.

Outcomes: retention and graduation rates

Under Standard V, Criterion 3g, we provide detailed assessment data on student success outcomes, including graduation and retention rates. At Geneseo, four- and six-year graduation rates have traditionally been strong. The college's four-year graduation rate was ranked ninth in the nation for highly-residential public institutions by the Chronicle of Higher Education in 2020.[49] However, as noted below, the college's retention rates declined which impacts the graduation rate. Over the past five years, the six year graduation rate decreased from 81 percent with the 2010 cohort to 78 percent with the 2014 cohort.

Improving first-year retention has been a significant institutional priority since 2017, a response to the recent dip in first-year retention from a high-water mark of 92 percent in 2009 to a low of 84 percent in 2018.[50] To address this decline, in December 2017, Provost Robertson created the Wildly Important Goal (WIG) project, a cross-divisional initiative to concentrate efforts on improving first-year retention. This group met weekly from January 2018 through December 2019, aiming to increase the retention rate of first-year, first-time-to-college students from 86 percent to 88 percent by October 2019. The group identified specific projects (often ones that did not have a clear home or institutional owner), tasked members with reporting weekly on progress, and kept an institutional scoreboard of achievements. Although the project fell short of the 88 percent retention rate goal, it was successful in installing several initiatives that have had a measurable impact on student success[51] and that we expect to produce improved retention in the future.

The library as resource

Geneseo's Milne Library received the 2018 Award for Excellence in Academic Libraries from the Association of College and Research Libraries for its innovative approach to services. Milne is home to the award-winning IDS Project, an innovative model of library cooperation for effective resource sharing, promoting community engagement, staff development, best practices, and research and development.

Currently under renovation, the Milne Library building is anticipated to re-open by the 2024-25 academic year. In the interim, the library provides services through its temporary home in Fraser Hall.

Library Quick Facts:

- The library collection includes hundreds of licensed databases, journals, ebooks and streaming films as well as tens of thousands of print books and musical scores.
- The library's Information Delivery Services (IDS) provide access to millions of books and articles held by other libraries around the world.
- The College Archives and Special Collections include the Rare Book "X" Collection, Genesee Valley Historical Collection, Wadsworth Family Papers (1790-1950), and Carl F. Schmidt Collection in Historical Architecture. Smaller compilations include the Martha Blow Wadsworth Photography Collection, the Walter Harding Collection, and an extensive collection of works by and about Aldous Huxley.
- The Teacher Education Resource Center (TERC) collection is home to curricular and instructional materials, thousands of juvenile and Young Adult fiction and nonfiction works, curriculum guides, teaching handbooks, manipulatives, and textbooks to support the School of Education's elementary, secondary, and special education programs.
- Six research instruction librarians and a technology instructor partner with teaching faculty from all departments to teach information and digital literacy skills and provide consultation services to students and faculty.
- The library supports a growing number of digital publishing projects, including open-access text-

books, works about local history, and scholarly and creative works authored by Geneseo students, faculty, staff, and alumni.

5: General education program

(Std III.C5, RoA 9) A general education program that offers a sufficient scope to draw students into new areas of intellectual experience, expanding cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field; offers a curriculum designed so that students acquire and demonstrate essential skills including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives.

In 2016, the college adopted a skills-based framework for undergraduate education, Geneseo Learning Outcomes for Baccalaureate Education (GLOBE). After a multi-year process of campus study, discussion, and deliberation, in 2021 campus governance approved a proposal to implement the GLOBE framework through a complete redesign of the curriculum, including general education. The new curriculum, *A Geneseo Education for a Connected World*, will take effect in Fall 2022.

The college's existing general education program consists of one course each in numeric/symbolic reasoning, basic communication, US history, Western civilization/humanities, and other world civilizations; two courses each in laboratory natural science, social science, and fine arts; and proficiency in American Sign Language or a language other than English through the second elementary (102) level. The program occupies between 30 and 52 credits of the 120 required for an undergraduate degree, depending on how the language proficiency is demonstrated and the number of courses used to satisfy two requirements simultaneously.

The student who completes Geneseo's general education program also satisfies, and indeed surpasses, the SUNY General Education Requirement (SUNYGER), which contains the same categories but allows most to be fulfilled with a single course.[52]

Learning outcomes for college general education courses follow SUNY's *Guidelines for the Approval of State University General Education Requirement Courses* with approved local modifications.[53] Each requirement in general education carries its set of governance-approved learning outcomes.[54]

Although elements of the existing program provide opportunities for students to acquire global awareness and cultural sensitivity, the new, GLOBE-based curriculum foregrounds these capacities through five new requirements organized under the heading "Participation in a Global Society." The new requirements, each with its own learning outcomes, are Diversity, Pluralism, and Power; World Cultures and Values; Contemporary Global Challenges; Creativity and Innovation; and Sustainability. The curriculum's attention to ethical considerations is evident not only in the explicit reference to "values" and the ethical outlook implicit in "sustainability," but also in an additional requirement that the course used for Diversity, Pluralism, and Power must contain antiracist content.

To meet the five new requirements, students must choose at least one course from each of three disciplinary areas: social sciences, the humanities, and the arts. In addition, all students must complete coursework ensuring scientific, mathematical, and information literacy; competency in oral and written communication; proficiency in a language other than English; and fluency with digital technology.

The student who completes *A Geneseo Education for a Connected World* beginning Fall 2021 will continue to satisfy and surpass SUNYGER, but with less redundancy and fewer credits, leaving more room to explore minors, additional majors, free electives, and microcredentials.

Mapping GLOBE: The path to the new curriculum

In March 2016, the College Senate endorsed GLOBE "as a framework for the redesign of the student experience at Geneseo."[55] In February 2017, President Battles and the College Senate established the Curricular Design Working Group (CDWG). The primary charge to CDWG was to propose a new curricular structure in alignment with GLOBE.[56]

During its first two years, CDWG gathered campus feedback, explored models at other campuses, investigated SUNYGER constraints, and pursued professional development through participation in an AAC&U summer institute (2017) and conferences. During Fall 2019, CDWG was reconstituted into three subcommittees. The curriculum tagging subcommittee completed an inventory of all courses, identifying where in the curriculum students have opportunities to develop GLOBE's set of Intellectual and Practical Skills (IPS); the integrative and applied Learning (IAL) subcommittee developed a proposal for making completion and documentation of an IAL experience a graduation requirement; and the governance subcommittee reviewed local and peer curricular governance bodies, policies, and procedures with an eye toward revising existing general education governance and oversight structures to match the revised curriculum.

By the end of Fall 2019, the college-wide tagging inventory was completed, guided by locally-developed rubrics that were inspired by AAC&U's LEAP VALUE rubrics. Eight-six percent of courses contained in the then-current *Undergraduate Bulletin* were tagged.[57] Tagging data informed subsequent discussions of general education curricular structures in the subcommittee and full CDWG. At the same time, the integrative and applied learning subcommittee completed its draft proposal.[58]

During Fall 2020, the curriculum tagging subcommittee drafted a proposal for a revised curricular model.[59] A period of open forums and online comment opportunities followed, after which the proposal was revised, presented to campus stakeholders with an extensive FAQ, and submitted to the College Senate.[60] During the public comment and revision phase, the SUNY provost's General Education Advisory Committee (GEAC) issued a report outlining proposals for broad revisions to SUNYGER, which necessitated additional review and revisions of the CDWG proposals.[61] Upon completion of this interactive cycle of feedback and revision, in Spring 2021 a finalized proposal for revision of the undergraduate curriculum proceeded through the regular governance channels, and after several floor revisions, the proposal passed second reading on May 10, 2021.[62] The College is committed to an additional year of implementation, with operational changes to the general education curriculum and associated governance structures moving through campus governance during the 2021-22 academic year, with a full transition complete for students entering the college in Fall 2022. This change, when fully implemented, will represent the most significant modification to Geneseo's curriculum in almost four decades.

6: Graduate and professional programs

(S III.C6) Opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula.

Geneseo offers a small number of master's-level graduate programs in the School of Business (SOB) and the School of Education (SOE). Most programs are offered for full-time or part-time students, with courses generally scheduled in the late afternoon and evening. Internship and other field placement courses usually require students to be enrolled on a full-time basis for the duration of the internship. The accounting program graduates 15-20 students per year, and the education programs tend to graduate 35-50 students per year.[63]

MS in Accounting

Geneseo's MS in Accounting program is approved for New York State CPA licensure. It is accredited through the general accreditation of the School of Business by the premier business school accrediting body, the Association to Advance Collegiate Schools of Business (AACSB). Accreditation means that the program complies with regulatory requirements and conforms to AACSB's best practices.[64] AACSB offers accreditation specific to accounting programs, but Geneseo lacks the resources to pursue it.

AACSB requires Assurance of Learning (AOL). The SOB's robust assessment process meets the AACSB requirement for AOL. All faculty participate in "closing the loop" discussions each semester, and adopt follow up actions. Changes in the MS program proceed under governance structures. At the formal level, changes to the program are reviewed by both the SOB and the College, and submitted by the college's Graduate Academic Affairs Committee to a vote in the College Senate. Subsequent review by SUNY, NYSED, or Middle States may be required, as has been the case with the proposal for online delivery of a part of the MS.

Most courses in the program are taught by full-time Geneseo faculty who also teach in other SOB programs. Two MS courses are taught by long-term adjuncts who have specialized knowledge in their teaching area. Each of these practitioners has senior-level professional experience, a CPA license, and other professional certifications. The director of the MS is a full-time faculty member with a course reallocation. In the planned online MS program, students will participate in traditional face-to-face classes during the fall semester, and have the option of participating via remote connection in spring classes.

Two courses in the MS curriculum emphasize the solution of unstructured accounting problems through the process of researching, interpreting, and applying professional standards, and communicating the basis for selecting that guidance. Assignments stress all phases of professional accounting research: knowledge acquisition, application, and communication.

School of Education graduate programs

In April 2020, The School of Education received full national accreditation from the Council for the Accreditation for Educator Preparation (CAEP) for both its initial (undergraduate) and advanced (graduate) programs. This accreditation will be active through 2027.[65]

The SOE offers five MS programs: four Adolescence Education programs (with certification in English, French, Social Studies, and Spanish) and a Teaching of Reading and Literacy (Birth-Grade 12) program.

Changes in the SOE master's programs are reviewed by the SOE and approved by governance via the Graduate Academic Affairs Committee and the College Senate. Subsequent review by SUNY and NYSED is required. Full-time SOE faculty teach most courses in the programs, with some regular adjuncts filling gaps as needed. A graduate liaison oversees the graduate programs and reaches out to other departments on campus to offer content-based coursework. SOE conducts regular assessment of its programs.

All SOE graduate programs require a culminating experience and a research project. Students in the literacy program also have the opportunity to work with children in two separate reading clinics.

7: Third-party providers

(SIII.C7) Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers.

With the exception of transfer courses and study abroad programs hosted at partner institutions, Geneseo is directly responsible for the design, delivery, and assessment of its student learning opportunities, with credited academic experiences associated with a college faculty member of record who is responsible for supervising the student experience.

Transfer and cross-registration

Geneseo accepts up to 60 credits from two-year colleges, up to 90 credits from four-year colleges, and up to 45 credit hours from college coursework taken in high school through an accredited college or university. Students may receive up to 30 credits for non-liberal-arts courses for which Geneseo has no equivalent, such as technical subjects and courses in human services. Students must take at least 30 credits at Geneseo and meet all requirements for the bachelor's degree. The College only accepts transfer courses from accredited institutions. Geneseo students are also welcome to cross-register for courses at other SUNY campuses as long as those courses are not offered at Geneseo.[66]

Study abroad

Geneseo has forged partnerships with universities around the world through bilateral exchange or one-directional study abroad agreements. All partnership agreements are drafted using a template provided by the SUNY Office of General Counsel. Agreements are negotiated by the director of the study abroad office and the partner abroad. The process of establishing or renewing a partnership agreement includes gathering evidence or affirmation of the partner institution's accreditation, academic review conducted in collaboration with the academic departments and the provost's office, review by institutional risk management and legal counsel, and signature by the SUNY Geneseo president. All partnership agreements are submitted to the SUNY Office of Global Affairs for signature by the vice chancellor for global affairs.[67]

Geneseo requires all students who study abroad at a partner institution or through another SUNY study abroad program to complete a course approval form. Courses in a student's major field or concentration must be approved by the relevant department chair. For general education or elective credit, courses must be approved by DAPA. Credits earned at a partner institution during the academic year or a summer term are treated as transfer credits by the home institution. For Geneseo students, grades earned for these credits do not count toward a Geneseo student's GPA. A student handbook provides complete information on study abroad transfer policies.[68]

8: Assessment

(SIII.C8; RoA 8, 9, 10) Periodic assessment of the effectiveness of programs providing student learning opportunities.

Below, we discuss key features of academic program assessment. Comprehensive treatment of assessment at Geneseo, including assessment of major programs and general education, will be found under Standard V.)

Academic program assessment

All academic programs at Geneseo conduct annual assessment of student learning. General education area committees conduct assessment of student learning on a three-year rotation. Programs use the Geneseo wiki to share assessment reports with the campus community.

The Academic Program Assessment Committee (APAC) meets regularly to review academic program assessment. The committee uses a rubric to assess the quality of program assessment and pro-

vides iterative feedback to programs on assessment processes. APAC maintains a list of department and school assessment coordinators, assists with training these coordinators on their responsibilities, and tracks annual report completion with the assistance of the associate provost for assessment and curriculum.

Program review process

In general, academic programs conduct program review on a five-year cycle approved by campus governance. (The schools of business and education follow a timeline and procedures set by their external accrediting bodies.) In the fall of its review year, a program writes a self-study. The self-study may examine the program in its entirety or, with the provost's approval, a particular area of concern. Self-study committees include a chair and faculty from the program, at least one student from the program, and two faculty from outside the program (one in a related field and one in an area considerably removed from the one being evaluated). In consultation with the self-study committee, the provost's office identifies two external reviewers to read the self-study and conduct a site visit in the spring semester. The external reviewers' report is presented to the provost's office, which works with a program to "review the…report and the evaluators' comments and develop a written follow-up plan of action to be taken up by the Department/Program and the Administration."[69] The provost's office often provides resources in support of program review recommendations.

Under Standard V, Criteria 3b and 3c, we discuss specific examples of actions taken by departments as a result of program assessment and review.

New and revised programs

Since 2017, a number of new academic programs have been fully approved by campus governance, SUNY, and NYSED.[70] These include BA programs in women's and gender studies, sociomedical sciences, and sustainability studies; BA and BS degrees in individualized studies; an MS program in adolescence education – special education, and a BPS program in musical theatre. BS programs in finance and data analytics are in the pipeline and awaiting full approval.

The College has approved substantive revisions to a number of programs in this period, including undergraduate programs in american studies; biology (BA and BS); art history; music; physics and applied physics; anthropology; economics; history; history with adolescence education – social studies; geological sciences; French; French with adolescence education; spanish; spanish with adolescence education; philosophy; and accounting. We have also received approval for a change in accreditation status for our first distance education program, the MS in accounting.

Conclusion

Learning experiences at Geneseo are rigorous and coherent at all degree levels and in all modalities. All learning experiences are consistent with higher education expectations.

Points of pride

Adoption of a new framework for a baccalaureate education based on GLOBE (Geneseo Learning Outcomes for a Baccalaureate Education) that includes new learning outcomes ascribed to majors, a new framework for general education aligned with SUNY's new general education requirements, and a new integrative and applied learning requirement.

Suggestions

As part of the implementation of the integrative and applied learning graduation requirement, the college should pay particular attention to the assessment of equitable access to different types of opportunities.

The new curriculum ideally will push students to think about and articulate connections between different types of learning experiences (including those that occur outside of the traditional classroom). As the college introduces the new curriculum to students, care should be taken to ensure that advising does not default into a "check off the box" approach that deprioritizes this important integration and synthesis. As the new curriculum is implemented, it would be worthwhile to consider ways to make integration a key part of training for faculty and staff who provide advice (broadly defined) to students and more visible in college showcases of student work.

Recommendations

With college approval of the new framework for general education complete as of Spring 2021, Geneseo should conclude the implementation process during the 2021-22 academic year. This will include review and revision (if needed) of existing curricular governance structures to meet the needs of the new framework, ensuring alignment of the local curricular requirements with forthcoming changes to SUNYGER, and installing ongoing assessment mechanisms for the new general education curriculum, program-based components of GLOBE, and the integrative and applied learning graduation requirement.

Notes

1. StdII.C6.Undergraduate-Bulletin
2. StdIII.1.Requirements-for-Baccalaureate-Degree-Programs
3. StdIII.1.Academic-Programs
4. StdIII.1.Undergraduate-Program-Enrollments and StdIII.1.Undergraduate-Program-Graduates
5. StdIII.1.Curriculum-Change-Guide
6. StdIII.2.CDS-Instructional-Faculty-and-Class-Size
7. StdIII.2.Faculty-Ethnicity
8. StdIII.2.Faculty-Rank-by-Gender
9. StdIII.2.Position-Request-Form
10. StdIII.2.Search-Committee-Chair-Checklist
11. StdIII.2.Search-Committee-Chair-Responsibilities and StdIII.2.Search-Committee-Members-Responsibilties
12. StdIII.2.Equity-Minded-Search-Practices
13. StdIII.2.Faculty-Search-Evaluative-Criteria
14. StdIII.2.SUNY-PRODiG-Hiring-Initiative
15. StdIII.2.PRODiG-Fellowship-Consortium
16. StdIII.2.SUNY-BOT-Policies-on-Appointment-of-Employees and StdIII.2.SUNY-UUP-Con-tract-2016-2022
17. StdIII.2.Criteria-for-Term Renewal-Continuing-Appointment-and-Promotion
18. StdIII.C2e.History Department Personnel Guidelines.pdf
19. StdIII.2.Processes-and-Procedures-for-the-Evaluation-and-Promotion-of-Academic-Employees and StdIII.2.Processes-and-Procedures-for-Evaluation-and-Promotion-of-Academic-Librarians
20. StdIII.2.Personnel-Evaluation-Report(PER)-Form, StdIII.2.Lecturer-Evaluation-Report-(LER)-Form, and StdIII.2.Adjunct-Lecturer-Evaluation-Report-(ALER)-Form
21. StdIII.2.Classroom-Observation-Procedures-and-Criteria
22. StdIII.2.SUNY-Chancellors-Awards
23. StdIII.2.Distinguished-Professorships
24. StdIII.2.Faculty-Activity-Summary
25. StdIII.2.SOFIs
26. StdIII.2.Senate-Resolution-on-the-SOFI-Process
27. StdII.C6.Undergraduate-Bulletin
28. StdIII.3.2020-2021-Guide-to-Graduate Studies
29. StdIII.3.Degree-Works
30. StdIII.3.Students-on-Track

31. StdIII.3.Preparing-to-Meet-Your-Advisor

32. StdIII.3.Office-of-the-Dean-for-Planning-and-Advising

33. StdIII.3.Pre-Graduation-Checks

34. StdIII.4.Center-for-Integrative-Learning

35. StdIII.4.Internships

36. StdIII.3.Service-and-Volunteerism-Hours; StdIII.4.Carnegie-Community-Engagement-Classification

37. Std.III.4.Leadership-and-Service-Administrative-Program-Template

38. StdI.C1efg.HIP-from-NSSE

39. StdIII.4.Undergraduate-Research-Awards

40. StdIII.4.Study-Abroad-Program-Analysis

41. StdIII.4.Teaching-Assistants, StdIII.4.Academic-Peer-Mentors

42. StdIII.4.OrientationSchedule

43. StdIII.4.Student-Support-Services

44. See StdIII.4.EOP-Advising, StdIII.4.TRIO-McNair, StdIII.4.TRIO-SSS

45. StdIII.4.GROW-STEM

46. StdIII.4.G-STEMS

47. StdIII.4.Academic-Experience-Planning-Team

48. StdIII.4.HEDS-COVID-19-Survey and StdIII.4.SUNY-Student-Remote-Instruction-Survey

49. StdIII.4.Graduation-Rate-Press-Release. New StdIII.4.IPEDS Graduation Rate Summary

50. StdIII.4.Graduation-and-Retention-Data

51. StdIII.4.WIG-Student-Retention and StdIII.4.WIG-Outcomes

52. StdIII.5.SUNY-GER

53. StdIII.5.SUNY-General-Education-Course-Guidelines

54. StdIII.5.General-Education-Learning-Outcomes

55. StdIII.5.Geneseo-Learning-Outcomes-for-Baccalaureate-Education-GLOBE

56. StdIII.5.CDWG-Charge

57. StdIII.5.CDWG-Curricular-Tagging

58. StdIII.5.CDWG-IAL-Proposal

59. StdIII.5.CDWG-Curricular-Proposal-Draft

60. StdIII.5.CDWG-Curricular-Proposal-Final

61. StdIII.5.SUNY New General Education Policy-Resolution-Framework-9Nov2021.pdf

62. StdIII.5.Approval-Senate-Group-F2020-21

63. StdIII.6.Masters-Program-Graduates

64. StdIII.6 AACSB Guiding Principles and Standards

65. StdIII.6.School-of-Education-CAEP-Accreditation

66. StdIII.5.Transfer-of-Pre-College-Credit, StdIII.5.Transfer-of-College-Credit, and StdIII.5.SUNY-Cross-Registration

67. StdIII.7.Study-Abroad-Partner-Agreement-Workflow, StdIII.7.Study-Abroad-One-Way-Agreement-Template, StdIII.7.Study-Abroad-Exchange-Agreement-Template

68. StdIII.7.Study-Abroad-Course-Articulation

69. StdIII.8.Program-Review

70. StdIII.8.Program-Approval-Actions

STANDARD IV - SUPPORT OF THE STUDENT EXPERIENCE

Geneseo crafts a pathway from admission through graduation that supports students' academic, co-curricular, and career-oriented lives. Student support services address students' physical, psychological, and emotional well-being, in addition to increasing academic success through tutoring, supplemental instruction, peer mentoring, and learning centers. Faculty and staff regularly engage in program assessment and improvement of services and programs offered, resulting in a student experience with a "small college" feel. Geneseo's commitment to racial justice challenges all units to ensure that student services are developed through an equity lens. Programs such as the certificate in advancing cultural competency have elevated this focus.

Geneseo is a medium-sized institution that feels small. We are a primarily residential college where students are active both academically and outside the classroom. Recent years, however, have seen challenges to Geneseo's enrollment rates and a downward trend in Geneseo's strong retention rates. Program development, therefore, has become intentionally comprehensive, watching out for students who fall between the cracks. The Wildly Important Goal (WIG) committee on retention has brought together faculty, staff, and administrators from across the College to build and assess programs that

assure all students are welcomed, supported, and equipped with the tools and resources to persist at the college and earn their degrees. Reflecting Geneseo's commitment to social justice, student support services are focused on building retention through the lens of diversity, equity, and inclusion—our third, fourth, and fifth institutional priorities.

This chapter suggests how these three institutional priorities are co-dependent. Without vigilant attention to transformational learning experiences and an inclusive campus climate, there can be no "social sustainability." Awareness of this—including a recognition of the college's shortcomings—underlies Geneseo's announced commitment to be an antiracist college, to put social justice and racial justice at the center of decision-making and strategic planning. Cross-college input solicited by the President's Commission on Diversity and Community and the Office of Diversity and Equity created a new diversity statement[1] replacing a passive statement listing ways the college does not discriminate. Responding to students' concerns about campus sexual assault, the college re-organized the Title IX office and hired a new coordinator and investigator. Seeking a central rather than peripheral space for voices of marginalized students, a full day diversity summit has grown, since its inception in 2018, into an institutional priority; in Spring 2021, the College Senate passed a resolution to adjust the calendar to make the Diversity Summit a day without classes. Likewise, the Cultivating Community series and training for the Advancing Cultural Competency Certificate have become a routine part of the rhythm of the academic year.

As a rural campus that has frequently topped the net family income list of SUNY colleges,[2] Geneseo recognizes that prioritizing social justice requires more work and action. Assessing the effectiveness of student support programs and determining how co-curricular activities can enhance the college's goals to be welcoming and inclusive are putting the college on the right track to being recognized not just as a residential public liberal arts college, but as an institution that will launch students into lives of purpose and change.

1: Admission, retention, student success

Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including accurate and comprehensive financial information; support for students not adequately prepared; orientation, advisement, and counseling programs; and processes designed to enhance the successful achievement of students' educational goals.

The beginnings: admission and orientation

(SIV.C1; RoA8)

The college's admissions website describes the cost of attendance, financial aid opportunities, and dates and deadlines for applying as a first-year student, transfer student, or graduate student.[3] During the 2019-2020 admissions cycle, the vice president for enrollment management assembled a group of faculty and administrators to discuss eliminating the standardized testing requirement from the admissions process as a way to eliminate barriers for marginalized students. In May 2020, Geneseo submitted a test-optional pilot proposal to SUNY for review. Prior to receiving consideration, SUNY approved a system-wide pause to the requirement for standardized admission testing. Consequently, Geneseo's request for a test-optional pilot was put on hold. Geneseo participates in the Common App, and students applying for the 2021-22 cohort were informed that Geneseo admission is test optional.[4]

As the table belows indicates, while applications to Geneseo have been relatively stable since 2018, the number of first-time college students who chose to attend dropped by eight percent in 2019 and decreased significantly under pandemic conditions in Fall 2020, declining nearly 28 percent in com-

parison with 2019. Geneseo has been fortunate to see some rebound in 2021, but the college is still rebuilding the first-year, first-time class. New work focusing on transfer admissions, including Geneseo's acceptance to the Aspen-AASCU Transfer Intensive for 2022, will build enrollment through community college partnerships to partly compensate for the demographic reality of a smaller number of New York state students graduating from high school.

Five Year Trends in First Time Applications, Admissions and Registrations						
Year	2016	2017	2018	2019	2020	2021
Applications	8,807	8,789	10,548	10,433	10,250	9,103
Admitted	5,896	6,360	6,836	6,831	6,289	6,723
Registered	1,238	1,340	1,343	1,233	900	1,017

The decline in first-time college enrollment of minority students concerned the Geneseo community;[5] and the precipitous drop in 2020 underscored how BIPOC students were disproportionately affected by the pandemic. A number of factors are responsible for these 2020 enrollment figures: concern about access to technology, including internet connectivity; student and family health concerns; questions of the value of college costs when instruction is delivered online; our rural location distant from recruitment strongholds; and travel restrictions on international students.

   Both the general enrollment figures and the number of ethnic minority first-time first-year students underscore the college's need to create proactive rather than reactive support for new students. To that end, the following initiatives have been implemented since 2017:

1. (2018) Orientation and New Student Programs (NSP), Knight Life Live, a SUNY Performance Improvement Fund (PIF) initiative to disrupt new student orientation with theatrical diversity education.[6]
2. (2018) Biology, SUNY Performance Improvement Fund (PIF) STEM Inclusion Program grant to redesign freshman biology laboratories and lectures for at-risk students and provide cultural competency training for Geneseo employees.[7]
3. (2018) Office of Diversity and Equity, SUNY Performance Improvement Fund (PIF) initiative to construct a Cultivating Community platform and series of challenging discussions on race, class, identity, and the college experience. This series brings together administrators (including the president), faculty, staff, and students in a supportive, non-judgmental environment several times each semester. During the pandemic the program utilized Zoom web conferencing to continue community discussions.[8]
4. (2018) New Student Programs, SUNY Performance Improvement Fund (PIF) initiative to develop student supports, including the creation of EXPL 101, an optional first year seminar targeting students exploring the major they will pursue. This course is taught both by academic faculty and instructors drawn from the Division of Student and Campus Life. Fall-to-spring retention rates for new students who completed EXPL 101 were higher than those for undeclared students who did not take the courses.[9]
5. (2019-20) Incorporating the modules developed for EXPL 101, an increasing number of academic departments have begun offering first-year "welcome to the major" courses.[10]
6. (2020) Adoption of EAB Navigate, an early-alert and institutional data analytics system that provides more opportunities to intervene with students who exhibit poor attendance, struggles with course materials, and challenges accessing tools that will help them be successful.[11]

Post-admission: costs, financial support, payments

(SIV.C1a; RoA10)

Geneseo's tuition charges are authorized by the SUNY system, and the student accounts office[12] posts tuition rates as soon as they are available. Residence hall[13] and dining service costs[14] are determined locally by the vice president for student and campus life, the director of the budget, and the director of Campus Auxiliary Services. The Office of Student Accounts provides all students with clear information about how to pay their bills and payment methods accepted. Families have the option of making payments across the semester on a payment plan.[15]

The financial aid office provides a public overview of Geneseo's college costs[16] on the department website, including information about how to apply for financial aid, what scholarships are available, and submitting the FAFSA.[17] Starting in Fall 2019, the Geneseo financial aid office has used the Students On Track (SOT)[18] compliance program to ensure students are registered for courses each semester that meet federal and state financial aid requirements for degree progress. By applying SOT as soon as students register for classes, rather than waiting for the semester to begin, the financial aid office ensures that students maximize their financial aid by remaining in compliance with state and federal requirements for courses applicable to their degree programs.

There are two sources of emergency funding for students at Geneseo: the One Knight student aid emergency fund[19] and the Student Emergency Loan Fund (SELF).[20] One Knight was built through Division of College Advancement outreach to alumni, faculty, and staff. SELF is a loan program in name; repayment is an alumni-supported, pay-it-forward program. Students are not expected to reimburse the program directly.

Getting a strong start: placement and academic support

(SIV.C1b; RoA10)

Placement in Geneseo courses is accomplished predominantly through course prerequisites. There is, for example, no mathematics placement exam; to qualify to enroll in Calculus 1, a student must have a high school calculus grade of 80 or better, a high school precalculus grade of 85 or better, or college credit for precalculus. International students whose first language is not English may be placed by TOEFL scores into WRTG 101, or they may elect this course voluntarily if they wish to build confidence before starting the composition requirement fulfilled at the college by INTD 105 (or by an equivalent transfer course). The only placement exam offered at the college is for language proficiency (administered by the Department of Languages and Literatures). Effective Fall 2021, the general education requirement in language is second-semester/102 level. Students can place out of their general education requirement for language if they complete four years of high school study in a single language. But many students also take the proficiency test for language study required by an academic program (e.g., international relations, Latin American studies, Asian studies) or general interest.

Because placement of students in math, writing, and language courses cannot account for differences in high school preparation, the College provides skill centers in math[21] and writing.[22] These centers complement support that students receive directly from faculty, peer mentors, and tutoring. Upper-level students in Spanish and French volunteer as tutors in languages.[23] Tutoring in any subject is provided by arrangement for students in the Access Opportunity Program (AOP)[24] and the new (as of Spring 2021) TRIO[25] Student Success Services program. Tutoring is available in most subject areas through department-based tutoring centers. Geneseo also participates in the SUNY-wide STAR-NY tutoring consortium, a night-time online tutoring program in nearly every introductory academic area.

Many of Geneseo's introductory science and mathematics courses hire advanced undergraduates as Supplemental Instructors (SIs) who attend class and hold outside-of-class review sessions. A 2017 assessment on the benefit of supplemental instruction (SI) showed a strong correlation between attending multiple sessions of SI across the semester with higher-than-class-average scores on major exams.[26]

Counselors in both AOP and TRIO provide ongoing support of their assigned students. In their first year, and as needed thereafter, students meet with their AOP/TRIO counselor at least biweekly. The Office of the Dean of Academic Planning and Advising (DAPA) oversees an academic coaching program pairing students in academic difficulty with staff, faculty, and professional advisors (including AOP advisors) for biweekly meetings. The academic coaching program includes a learning community for coaches organized in coordination with the Teaching and Learning Center. Fall 2020 assessment of academic coaching showed a correlation between regular attendance at coaching sessions and persistence to the next semester.[27] Longer term data in the assessment, however, also gave DAPA direction for improving academic coaching. In too many instances, learning skills have not been sufficiently internalized and academic recovery may not be maintained in subsequent semesters once the coaching meetings stop.

Connection and persistence: orientation, advisement, counseling

(SI.C1c; RoA8,15)

Orientation and inclusive programming

New students are welcomed to the College through an orientation program overseen, since 2020, by the Department of Student Life in the Division of Student and Campus Life, in coordination with the academic affairs division. The orientation program underwent revision coinciding with the college's COVID-19 response, replacing the decades-old summer model of students coming to campus in orientation groups in June and July prior to the fall semester and in January prior to the spring semester. Orientation's current model engages students remotely during the summer (or late fall for the spring semester) through peer engagement mentors and virtual engagement modules. Registration for classes is handled by faculty and staff advisors who construct first semester schedules based on major, student interest, and coursework that will meet financial aid requirements for degree applicability. Rather than having a one-time fall orientation weekend when students arrive on campus, the student life department has constructed a multi-week orientation, including state-mandated sessions on sexual assault and alcohol awareness. Since 2017, the orientation program has elevated education on diversity, recognizing that Geneseo students coming from rural, urban, and suburban communities have much to learn from each other.

College persistence depends on an inclusive campus climate. In line with Institutional Priority 4, "…to foster an inclusive campus climate and sense of belonging at Geneseo," Geneseo's orientation program emphasizes connectivity and engagement. Student and campus life programs like Real World Geneseo (RWG)[28] engage specifically with issues of identity and belonging. By allowing students to question who they are and who they want to be in a safe and supportive space, RWG is transformative in the sense meant by Institutional Priority 3, "…to encourage, support, and document robust cocurricular transformational and integrative learning experiences." This program is critical to Geneseo's quest to become an anti-racist college. In the 2020 cohort, 48 percent of students observed religions other than Christianity; 71 percent were from low-income households; 29 percent identified as LGBTQIA+; 37 percent were students of color; 30 percent identified as Latinx; and 30 percent identified as Caucasian.[29]

Additional Geneseo programs that help build an inclusive campus climate are:

- SafeZone training, supporting allies for the LGBTQ+ community[30]
- The Advancing Cultural Competency Certificate (ACCC), offering voluntary training for faculty and staff on equity and cultural awareness[31]
- Diversity and Inclusion Community Educators (DICE), students trained to provide peer-to-peer and student-to-staff diversity education[32]
- Intergroup Dialogue, a set of courses and a microcredential in intergroup communication, teaching students formal dialogue strategies for holding conversations and building communities with others from different cultural backgrounds.[33]
- Training for the campus (by student and campus life professionals) in Mental Health First Aid, a national mental health assistance intervention program.[34]

Advising

Geneseo's academic advisement process is primarily a faculty advisor model, complemented by professional advisors who work across campus. The faculty advisor model assigns students an advisor in their academic major department. Professional advisors are value added, serving students with extra needs or academic interests beyond their major. AOP's counselors are professional advisors. Students who are McNair scholars receive academic advising assistance from the director of the program as well as the faculty who mentor students' research. The TRIO program has one full-time professional advisor in addition to the director and counselor on staff. DAPA has four full-time professional employees (including the dean) and several faculty members who rotate into the office as a partial obligation in addition to teaching. The School of Business and the School of Education each have a dedicated full-time professional advisor, in addition to the faculty, who all serve as advisors to their students. Advisement is mandatory for all new students and students on academic probation. All students must attend a "pre-grad check" meeting with their advisor after they have passed 75 percent of their degree program (including credits and requirements) to ensure that they understand their remaining degree requirements.

Counseling

Counseling of students is multifold: the Office of Student Health and Counseling encompasses Health Services, Psychological Counseling Services, Alcohol and Other Drug (AOD) Programs, Health Promotion, and Sexual Health. The Office of Accessibility Services (OAS; formerly the Office of Disability Services) reviews requests for academic and residential accommodations and provides academic counseling to students served by the office. (Approximately 12 percent of the student population is registered with OAS.)[35] Additional academic counseling is provided by counselors in the Office of Career Development, by academic coaches (professional staff and faculty) trained by DAPA, and by peer mentors in DAPA, the career development office, the Student Association, and academic departments.

The counseling services office sees approximately 14-16 percent of Geneseo students each academic year, providing students with high quality, appropriate behavioral health services. Students may access mental health services within the limits of staff expertise and licensure (meeting requirements of professional ethics). Geneseo's counselors are generalist therapists who offer short-term services, referring students to external counselors and therapists for certain needs, for example to work on substance abuse addiction issues, testing for Attention-Deficit/Hyperactivity Disorder (ADHD) or other learning disabilities, long-term treatment, or treatment mandated by a non-campus entity. Counseling services support the Office of Accessibility and Residence Life by providing students with documentation for Emotional Support Animals (ESAs).

In addition to individualized therapy, the counseling services office promotes positive mental health through ongoing opportunities to practice yoga, develop wellness in nature,[36] and train in mental health risk awareness with the Kognito[37] online program. The assistant director of multicultural affairs for LGBTQ+ life, who reports to the director of multicultural affairs, is not a counselor but refers students[38] to counseling services with assurance that counselors are Safe-Zone trained and committed to inclusive practice.

The college's Mental Health Advisory Committee (MHAC) sponsors local forums on mental health and student well being.[39] In 2015, MHAC participated with the JED foundation in a self-assessment of Geneseo's services. One significant outcome of this assessment was the creation and adoption of the Medical Leave of Absence Policy in 2018-19.[40]

2: Transfer, experiential, and prior learning credits

Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches.

Goals always in sight: degree completion, transfer support, and placement

(SIV.C1d, C2; RoA10)

Geneseo uses DegreeWorks, a software platform that tracks students' progress to degree completion and provides "what if" scenario testing for changes to major and minor programs. Advisors use Degree-Works in general advising appointments but also in the required pre-grad check when students reach at least 75 percent completion.

Students may transfer credits into Geneseo if issued by accredited colleges or universities and if they earned a grade of C- or higher on the transfer courses. Additionally, students may transfer courses in which they earned grades of P (Pass) or S (Satisfactory) if that is the only available grading mode for the course. The latter exception (along with similar exceptions for international study) was implemented in 2019-20 after the registrar's office recognized that many college-issued credits students earned while in the military were S-U graded and thus unrecognized as transfer credit. The policy change made the transfer process much more inclusive. In Spring 2021, the Geneseo College Senate passed a seamless transfer proposal in keeping with the SUNY-wide seamless transfer policy: transfer students (with associate's degrees or 60 credits) who have satisfied the general education program at another SUNY college may consider their general education requirement completed when they begin their studies at Geneseo.[41]

Students can consult a public-facing transfer articulation data bank[42] (posted by the registrar) to determine how their credits will transfer to Geneseo. Because the data bank was compiled over a long period of time and may not reflect updates in course descriptions, a student may petition to have a data bank articulation reviewed and revised by submitting a copy of the course description to the dean of academic planning and advising. Students who plan to transfer to another college from Geneseo will find similar data banks on other SUNY colleges' websites. Advisors in the academic planning and advising office routinely meet with students who are interested in attending Geneseo and have questions about transfer articulation or taking their credits to another institution.

Once a student reaches 90 completed credits, they may apply to graduate. The graduation records officer reaches out to students at the start of the semester in which they have indicated that they plan to graduate and encourages them to complete a 10-point graduation checklist posted by the associate provost for assessment and curriculum.[43] Along with satisfying all required courses for their major and general education, students must complete, minimally, 120 hours of college credits.

3: Maintenance and release of student information

Policies and procedures for the safe and secure maintenance and appropriate release of student information and records. (SIV,C3; RoA10)

   All faculty, professional staff, and support staff who have direct interactions with students must complete mandated training on FERPA.[44] Currently, this training is provided online through Biz Library. The college registrar and the dean of students have primary responsibility for ensuring the security of student information and records and for overseeing record maintenance. They also work closely with the college controller in processing Freedom of Information Act requests.

4: Extracurricular activities

Athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs. (SIV.C4; RoA8)

   The student and campus life division creates a community where everyone belongs, everyone thrives, and everyone succeeds and works to advance diversity, equity, and inclusion while supporting a community that fosters kindness, curiosity, sustainability, and service to society. Complementing a rigorous academic program, Geneseo offers a vibrant student and campus life environment. The co-curricular programming and athletics offered include award-winning leadership development and community service programs, nationally competitive intercollegiate teams, and about 180 student-led organizations. There are numerous opportunities for student engagement to forge a supportive and challenging collegiate experience.[45]

   The Department of Residence Life creates inclusive living and learning environments where strong, diverse communities can grow and students can develop socially and academically, while promoting well-being.[46] This is done by intentionally connecting learning inside the classroom to learning outside the classroom through living-learning communities (LLCs).[47]

   The Office of Multicultural Affairs (OMA) supports the college's core value of diversity. OMA works toward creating a welcoming and inclusive campus community for students from diverse backgrounds by collaborating with faculty, staff, and students to develop programs and resources that will support curricular and co-curricular success. Sponsored programs promote diversity awareness and an inclusive, respectful campus community. Specific attention is given to retention efforts of BIPOC students.[48]

   The Department of Student Health and Counseling has been designated a "Medical Home" by the Accreditation Association of Ambulatory Health Centers (AAAHC). Of the nearly 4,000 higher education institutions in the U.S., only 17 have achieved Medical Home accreditation, considered by the AAAHC as the highest achievement for primary care.[49]

   The University Police Department (UPD) works to provide a safe and secure learning and living environment by promoting responsible citizenship. By actively engaging with the SUNY Geneseo community, UPD contributes to respect and inclusivity between campus constituents.

   Geneseo's student life programs combine the college's fifth institutional priority, "To increase…social sustainability" with the third priority, support of "integrative learning experiences" precisely because they are co-curricular rather than extracurricular. For example, the Center for Integrative Learning (CIL, located in the academic affairs division) teams with the residence life office in creating and implementing living-learning communities. Faculty and staff alike offer leadership workshops through the Geneseo Opportunities for Leadership program (GOLD). This divisional cross-walking creates an institutional check: co-curricular activities align with academic goals, including critical thinking, global citizenship, creativity, and economic and environmental stewardship. The stu-

dent life orientation ensures that faculty consider the whole student—academic competencies together with social, emotional, spiritual, physical, and mental health.

To ensure social sustainability, Geneseo co-curricular programming follows best practices and area-specific competencies (both professional standards of the Council for the Advancement of Standards in Higher Education and local student learning outcomes from Geneseo's Division of Student and Campus Life). Co-curricular programs comply with all applicable New York State and federal laws and guidelines. A good example of such compliance is the 2020-21 COVID response facilitated by the student and campus life division.[50] In creating a Return to Campus guide, the vice president for student and campus life assembled appropriate department heads to review and apply state and federal mandates to the Geneseo student experience. Given the rapid escalation of COVID-19, the division's organizational structure (comprised of the vice president and directors) created a system of checks and assurances for compliance accuracy. Student leader training promotes a healthy and safe student experience. Resident assistants and College Union managers are trained in FERPA, Title IX, Diversity, and emergency response. Student life tracks and monitors all fund-raising activities of student organizations, providing an external control for organizations also overseen by the Student Association.

Geneseo is a National Collegiate Athletic Association (NCAA) Division III athletic program that complies with all NCAA and SUNY Athletic Conference (SUNYAC) regulations, including player eligibility (with respect to grade point average and full-time enrollment). The mission of intercollegiate athletics at Geneseo is to guide students' "intellectual, physical, and social development," complementing the college's academic goals. Geneseo's Division III sports programs reflect the NCCA philosophy of ensuring that athletic participation is fully integrated into the educational experience, with coaches playing a significant role as educators.[51] In collaboration with the assistant dean of students for leadership and service, the intercollegiate athletics and recreation department has created a student leadership program, Student-Athlete Mentors (SAMs),[52] emphasizing peer-to-peer training in health, safety, interpersonal respect, leadership, and academic success.

Like all areas of the college, athletics complies with internal controls for funds and risk management procedures. The athletic director supervises full-time and part-time coaches, two assistant directors, trainers, and support staff. One assistant director is responsible for internal controls (e.g., enforcing Title IX educational access rules) and one is responsible for external controls (e.g., facility rentals, game management).

5: Student support services

Adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers. (SIV.C5; RoA10)

The College contracts with external organizations for a small number of student support services. The following tools depend in part on external sources for a delivered service (in contrast with contracts for software-based services such as Canvas, Banner, or DegreeWorks).

- Geneseo belongs to a SUNY online tutoring consortium, STAR-NY Tutoring, operated by SUNY Cortland.[53] The college's contribution is $1000 annually to support the online technology and the services of one undergraduate chemistry tutor (5 hours per week, approximately $1800 per year). In 2019-20, usage (requesting and completing online appointments) in all subject areas was high across SUNY (especially math, English, and chemistry), including usage by Geneseo students. Usage dropped off during the pandemic, ironically, when most student learning went online.
- Geneseo contracts with EAB Navigate, an early-alert system with historical data analytics for

strategic decision-making about student support services. Navigate has been live since the start of the Spring 2020 semester. Navigate is primarily an internal tool, but much of the analytical groundwork is provided by EAB.

- The health and counseling office uses several contractual services and tools for student support:
  - CCAPS (Counseling Center Assessment of Psychological Symptoms, a nationally-used diagnostic and assessment tool)
  - UptoDate (a medical clinical assessment tool used by Geneseo health services)
  - MindWise Innovations (an online tool for mental health screening)
  - First Light Web Services (BASICS: self-screening assessment of alcohol and other drug use)
  - Kognito (an online simulation training tool for mental health awareness)

6: Assessment

Periodic assessment of the effectiveness of programs supporting the student experience. (SIV.C6;RoA8)

The entire student and campus life division engages in continual assessment of the functional areas that affect the student experience. Examples have already been mentioned above in descriptions of academic support and mental health counseling.[54] In addition, the student life department assesses how well its programs help students meet intended learning outcomes. A Fall 2020 Orientation and Weeks of Welcome assessment provided information on recruitment efforts (including melt rates), retention, and equity and access during the pandemic. Results of the assessment showed that 80 percent of the respondents rated the Orientation/Weeks of Welcome experience as good or better with assisting them with their transition to Geneseo. Based on the assessment, several improvements are being implemented in the program.[55]

Athletics uses assessment routinely to improve students' experiences and ensure safety. An example of athletics closing the assessment loop is their assessment of the sports medicine functional area. The assessment of training rooms in terms of usage, staffing, injury prevention, and access was submitted to the College Assessment Council (CAC); recommended renovations based on that assessment were approved by the president's cabinet and have now been implemented. (As of March 2021, they were 50 percent complete).[56]

Finally, listed below are some examples of program assessments that led to the improvement of student learning:

Year	Area	Assessment	Action
2019-20	Career Development	Effectiveness of Peer Mentor résumé reviews	Increase peer mentor training on skill description and NACE career readiness competencies
2018-19	Student Life & Campus Living	Effect of living-learning communities on transition to college, cultural competency, and well-being	Of these areas, cultural competency showed the greatest decline in positive responses from the start to the end of the semester—except for students in Global House (GH). Action steps: Revise residential educational plans to underscore cultural competencies as followed in GH.
2018-19	Intercollegiate Athletics and Recreation	Sports medicine usage and injury prevention routines	Increase staffing in training rooms from 2.5 to 3.0 FTE and propose facilities expansion [subsequently approved and acted upon].

Year	Area	Assessment	Action
2018-19	Student Health & Counseling	Appointment making by underserved populations	To increase access to health services, a campus community resource nurse was transferred to work in the South Village Health Center in a residential quadrangle.
2018-19	Center for Community / Leadership	Socially Responsible Leadership: HERI model	Assessment shows that college leadership opportunities effect a positive change in cognitive skills and social action. Provided focus on strengths of the GOLD program during transition after department head retirement. Contributed to trimming GOLD workshop offerings to concentrate on areas that support personal development.

Conclusion

The college recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings, for all of its baccalaureate and masters programs, in all modalities. Geneseo is committed to student retention, persistence, completion, and success, and it employees qualified professionals in these endeavors in order to enhance the learning environment, educational experiences, and student success.

Points of pride

- The first chapter of this self-study describes the Geneseo community process of re-thinking and re-stating the college's mission statement, concluding that the key words for vision and mission at Geneseo are "learning" and "access." This chapter has identified the ways student support services and co-curricular learning are a strategic part of improving learning and access.
- National studies, such as research provided by EAB, show that BIPOC students and their families were disproportionately affected by COVID-19, economically, socially, and educationally. Responses to the pandemic by student and campus life offices and student support offices across the college also identified areas of strength and areas of growth. The shift to remote-hybrid orientation in 2020, for example, found that the majority of the students who participated in Weeks of Welcome programs (both virtual and in-person) felt more connected to the College, but there was a decline in overall participation in the Cultivating Community and Knight Life Live programming in comparison to earlier years without pandemic restrictions. Because these two Orientation areas were growing as a result of work done through SUNY PIF grants, student and campus life departments are using their 2020 assessment reports to re-grow attendance to pre-pandemic levels, and to ensure that BIPOC students feel included and have full access to campus resources.
- While maintaining its identity as a distinctive, small state liberal arts college, Geneseo affirms its public obligation to equity and access and its support of active and applied learning both inside and outside the curriculum.

Suggestions

- To increase student access to assistance from advisors and mentors, by 2027 increase "appointment availability" for 70% of the faculty and staff through EAB Navigate.
- To increase students' sense of belonging, institute a "peer mentor system" for every new student by 2027, examining current opportunities and training for peer mentors (FYE TAs, RAs, OLs, APMs, etc.) and reframing the mentor/mentee relationship.

- All student support offices should ensure that their assessment programs use an equity lens to review delivery of student services.

Recommendations

None.

Notes

1. StdIV.Commitment-to-Diversity
2. StdIV.NY-Times-Geneseo-Economic-Diversity
3. StdIV.C1.Geneseo-Admissions
4. StdIV.C1.Geneseo-Test-Optional
5. StdIV.1.AncestryofFirstTimeStudentsfromFact-Book.pdf
6. StdIV.C1.Orientation-PIF-grant-report
7. StdIV.C1.STEM-Pathways-PIF-grant-proposal
8. StdIV.C1.PIF-grant-Cultivating-Community-Report.pdf
9. StdIV.C1.First-Year-Seminar-Assessment
10. StdIV.C1.First-Year-Experience-Courses
11. StdIV.C1.Bootcamp-Probation-Results, StdIII.4.EAB-Navigate-Alerts, StdIII.4.EAB-Navigate-Progress-Reports
12. StdIV.C1a.Tuition-and-Fees
13. StdIV.C1a.Room-Rental
14. StdIV.C1a.Meal-Plans
15. StdIV.1a.StudentAccountsPaymentPlan.pdf
16. StdIV.C1a CollegeCosts.pdf
17. StdIV.C1a.Geneseo-FAFSA
18. StdIV.C1a.Students-On-Track
19. StdIV.C1a.Emergency-Fund
20. StdIV.C1a.Emergency-Loan-Fund
21. StdIV.C1b.Math-Learning-Center
22. StdIV.C1b.Writing-Learning-Center
23. StdIV.C1b.Center-for-Languages-and-Cultures
24. StdIV.C1b.Tutoring-AOP
25. StdIV.C1b.TRIO-Student-Support
26. StdVIC1bUsageOutcomes of Supplemental Instruction, StdIII.4.Supplemental-Instruction
27. StdIV.C1b Pre-Post-Academic-Coaching-Assessment
28. StdIV.C1c.RealWorldGeneseo
29. Data obtained from the Multicultural Office from RWG application information
30. StdIV.C1c.Safe-Zone
31. StdIV.C1c.ACCC
32. StdIV.C1c.DICE
33. StdIV.C1c.Senate-Proposals-for-Intergroup-Dialogue
34. StdIV.C1c.mental-health-first-aid
35. StdIII.4.Office-of-Accessibility-Services
36. StdIV.C1c.Wellness-in-Nature
37. StdIV.C1c.Kognito
38. StdIV.C1c.LGBTQ-Resources
39. StdIV.C1c.mental-health-advisory-comm
40. StdIV.C1c.Med-Leave-of-Absence
41. StdIV.C2.Seamless-transfer-Senate-Bulletin-April-2021
42. StdIV.C1d Transfer-of-College-Credit
43. StdIV.C1d.Graduation-Checklist
44. StdIV.C3.FERPA
45. StdIV.C4 Student-Organizations
46. StdIV.C4 Residence Life
47. StdIV.C4 Residence Halls
48. StdIV.C4 Multicultural
49. StdIV.C4 Student Health
50. StdIV.C4Return to campus guidelines, StdIV.C4.COVID-Campus-Events
51. StdIV.C4Athletics Mission Stmt
52. StdIV.C4.student-athlete-mentor
53. StdIV.C5.STAR-NY-Tutoring
54. StdIV.C6.Assessment-of-the-Programs-for-the-Support-of-the-Student_Experience
55. StdIV.C4.Orientation
56. StdIV.C4.training-facility-assessment

STANDARD V - EDUCATIONAL EFFECTIVENESS ASSESSMENT

Geneseo's well-established culture of educational effectiveness remains strong. The institution has addressed the valuable recommendations that emerged from the 2017 Middle States PRR. Academic programs feel a sense of ownership over their learning outcomes and assessment processes and are using these to improve student learning continuously. The College is active in providing ongoing professional development and opportunities for all those involved in student learning to share lessons learned and effective practices. There is transparency for stakeholders and a clear connection between the assessment process and both budgeting and strategic planning. Further, the link between assessment and action plans is strong, as we wish to demonstrate with Institutional Outcome 3, and support student success (Institutional Priority 1).

A robust assessment culture informs all operations at Geneseo, but it is most fully developed and pervasive in the area of educational effectiveness. Individual academic programs and general education areas routinely assess program learning outcomes, which align upstream with baccalaureate learning outcomes for the institution as a whole and downstream with learning outcomes in individual courses.

Assessment results drive improvements and innovations in curriculum and pedagogy, which are themselves assessed to evaluate their effectiveness and perpetuate an iterative process.

Through the Geneseo website, outcomes for baccalaureate learning, programs, and general education are communicated both to the campus community and external stakeholders, making visible the college's intentional and systematic approach to undergraduate education. Programs and general education areas record assessment results, together with reflection and conversation about those results, in the Geneseo wiki, where they may be viewed by all Geneseo account holders, thus promoting an open culture that encourages programs to learn from one another. The resulting transparency meets the reviewers' recommendation in response to Geneseo's 2017 Periodic Review Report (PRR) that "the results of the assessments of student learning outcomes be made easily accessible and available college-wide so that they may be used to improve programs and services and inform resource allocations."

A few programs conduct assessment through the use of standardized examinations; most do so by applying rubrics to course-embedded assignments and test questions.

For roughly two decades, this process has been overseen by the Academic Program Assessment Committee (APAC), whose members (faculty and administrators) review program assessment results and assist programs in understanding assessment best practices. The chair of APAC serves on the College Assessment Committee (CAC), a college-wide body that oversees institutional effectiveness for all aspects of Geneseo's operations and that serves, among other things, as the means for assessing the educational effectiveness processes described in this chapter. CAC also provides the link between learning outcomes assessment and strategic planning for the institution by sharing the audit report results annually with the Strategic Planning Group. In using the wiki to collect annual assessment and to share the results of the assessment audit widely, CAC has helped Geneseo meet the PRR reviewers' recommendation that "the institution complete the implementation of the IE [Institutional Effectiveness] plan by creating and approving a common platform for reporting assessment data that can be used to link planning to budgeting processes and by fostering a strong assessment culture at Geneseo."

1: Educational goals

Clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission. (SV.C1; RoA9, 10)

Since 2016, Geneseo's curriculum has been organized by a statement of specific educational outcomes titled GLOBE—an acronym for Geneseo Learning Outcomes for Baccalaureate Education. GLOBE divides learning outcomes at Geneseo into "Broad and Specialized Knowledge," "Intellectual and Practical Skills," and "Integrative and Applied Learning."[1]

Each academic program at Geneseo has articulated program learning outcomes and mapped them to GLOBE. In addition, each program has mapped its individual course outcomes to its program outcomes. The program outcomes and maps may be found in the Academic Assessment space of the Geneseo wiki, where each year programs record their assessment results and actions designed to close the assessment loop.[2]

Students, faculty, and other stakeholders will find a comprehensive history and explanation of GLOBE in the college's online bulletin, where GLOBE is explicitly linked to the college's mission. In addition, each program's landing page on the Undergraduate Bulletin website lists that program's learning outcomes. Thus, learning goals at Geneseo are articulated transparently and prominently from the highest institutional level (GLOBE), through the level of academic programs, to the level of individual courses, supporting Requirement of Affiliation 10. As described in this chapter, the assessment activity recorded in the Academic Assessment wiki space also supports Requirement of Affiliation 9.

2: Organized and systematic assessments

Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/ program goals. Institutions should define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education; collect and provide data on the extent to which they are meeting these goals; and support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders.

Meaningful goals, defensible standards

(SV.C2a, RoA 10)

As described above, the Academic Assessment space of the Geneseo wiki houses pages where the college's 18 departments and two schools publish their learning outcomes, record yearly assessment results, and describe actions planned or taken to close the assessment loop. The information housed in the wiki demonstrates how Geneseo is meeting the first part of Requirements of Affiliation 8-10.

Each program has a landing page in the wiki. Links from a program's landing page lead to assessment results by academic year. (The landing pages are publicly visible, but only authenticated Geneseo users can view assessment results.) Results pages follow a standard template: learning outcome assessed; connection of outcome to the college's mission and values, the college's strategic plan focus area, and the program's learning goal or outcome; means of assessment for that outcome (including defensible standards for evaluating whether students are meeting the outcome); results for the current round of assessment for that outcome; and reflection on those results, including actions planned in light of the results.

Many programs assess student learning using embedded assignments or exam questions to which faculty apply a scoring rubric, with standards for success tied to the percentage of students meeting or exceeding a target score. Some programs assess using a standardized exam on which students must earn or exceed a minimum score.

For example, to assess their students' research ability, the Department of Communication analyzed research essays submitted by students in both a 100-level course and two 300-level courses in 2019-20.[3] Using their own rubric, which built on a SUNY rubric for assessing research skills for general education, the department examined the essays, recorded the rubric results in the wiki, recorded conclusions from the results, and described how the results related to their efforts at the time to revise the communication curriculum. They found that students in the upper-level courses were more proficient at locating and incorporating scholarly resources than those in the 100-level course, but that students at all levels rely too heavily on generic search-engine results as opposed to results from the more focused research techniques that faculty teach them. Curriculum revisions currently underway in communication include an Introduction to Communication course for all majors that educates students about scholarly journals in the field and the best methods for finding high-quality scholarly sources. Two other examples of how Geneseo connects program assessment results to program improvement, from the Department of History and the Department of Languages and Literatures, are described below in Section 3.b.

The above case not only exemplifies the assess-record-reflect-improve loop common across all major programs at Geneseo; it also illustrates an important assessment efficiency that Geneseo has achieved by assessing general education outcomes within the major when they are also outcomes for the major itself. Whether undertaken within major programs or through a free-standing assessment,

assessment of student learning outcomes in all general education areas (such as fine arts, western humanities, natural sciences) follows the same assess-record-reflect-improve process, typically employing a rubric designed by instructors in that area. Each general education area has a landing page in the wiki and dependent pages that record assessment results. General education assessment is not conducted on each area each year but instead follows a three-year cycle. By contrast, each major program assesses a subset of its learning outcomes every year, so that all learning outcomes within each major program are assessed at least once every five years. The yearly cycle of program learning outcome assessment informs curricular revision and program development, thus serving as a crucial component of the five-year program review process described under Standard III (Criterion 8). It is discussed further in the current chapter under criterion 3c. Assessment timelines are publicly shared in the wiki.

Preparing students for life

(SV.C2b)

Geneseo's stated mission to "inspire[s] students to develop their knowledge and skills to build a better world" drives the institution's efforts to prepare students for successful careers, meaningful lives, and further education. As part of Geneseo's annual assessment audit, academic programs and administrative divisions (academic affairs, college advancement, enrollment management, finance and administration, office of the president, and student and campus life) document outcomes assessed, goals identified based on assessment data, and the alignment between these goals and strategic plan objectives, college values, and the institutional mission.

Orientation at Geneseo helps transition first-year and transfer students to the next steps of their academic and life journeys. The purpose of orientation is to facilitate opportunities for students to acclimate to campus, create positive and inclusive connections, foster a sense of pride in Geneseo and establish a foundation for academic success. The aim of orientation, including Weeks of Welcome (WOW), is to lay the groundwork for the rest of our students' college experiences. (See StdIV.C4.) The Fall 2020 report has assessment data from orientation and WOW.[4] Based on the assessment results, the following improvements were suggested:

- Condense the amount of material offered on Canvas.
- Allow time in small groups simply dedicated to "get-to-know-you" style activities.
- Provide more opportunities to get together in small groups.
- Continue to incorporate a virtual component, even after limitations are lifted.
- Continue using this model for Student Organization Expo, even after an in-person one is reinstated.
- Work with Residence Life to ensure Resident Assistants (RAs) are aware of the schedule to educate and market events to students. Students reported RAs were the group from whom they were least likely to hear about orientation programming. Discuss the RA's role moving forward since their roles have changed.
- Ramp up efforts for marketing events. Move away from relying solely on the website schedule of events.

The Geneseo Opportunities for Leadership Development (GOLD) program provides an opportunity for any student to learn, develop, and practice leadership and life skills. The open architecture of the program permits students to participate whether they are new students or seniors. The open, flexible, and inclusive model keeps students engaged with their own leadership development. This alignment is illustrated in the Department of Career Development's 2019-20 assessment report.[5] Over the

2019-2020 academic year, there were 3,578 participants in 282 workshops. Of the students, 1,728 students were unique participants in one or more GOLD workshops. The GOLD program collected 2,015 student self-report surveys, and students submitted over 1,100 journal reflections. Examining their perceptions of the program, students were asked to evaluate various statements:

- "I expect to utilize the information I learned in my current or future endeavors." 90.3 percent of students (n = 1,820) either agreed or strongly agreed with this statement.
- "I would recommend this program to other students." 89.3 percent of students (n = 1,800) either agreed or strongly agreed with this statement.
- "I would like to attend other programs and activities on this topic." 81.1 percent of students (n = 1,634) either agreed or strongly agreed with this statement.

In Fall 2018, in collaboration with the School of Business and the career development department, Geneseo launched a new certificate called the School of Business Professional Development Certificate. This program has been very successful in providing professional development workshops required by the Association to Advance Collegiate Schools of Business (AACSB) for accreditation. Although this certificate is open to all Geneseo students, it has been mostly pursued by School of Business students. As an ongoing extension effort of this program evaluation, data from 286 students taking these fully synchronous workshops were analyzed in Fall 2020. The following analysis was based on workshop data from this semester. When students were asked, "The topic was helpful to my career development," 93.0 percent (n = 285) either agreed or strongly agreed. In Spring 2021, in a new collaboration with the career development department, Geneseo will launch the Career Management Leadership Certificate. This certificate will focus on preparing all Geneseo students with the skills to network; connect with a range of diverse colleagues, managers, and clients; and articulate both their strengths and goals for the future.

In 2020, Geneseo was reclassified on the Carnegie Community Engagement list for our commitments to community engagement. A large number of our students are engaged in many hours of volunteer work each year. Below are the data for volunteerism at Geneseo.[6] (The pandemic reduced volunteering in Spring 2020 and AY 2020-21.)

Year	Students who reported volunteering	Hours
2017-18	4729	138,581.25
2018-19	4017	155,355.2
2019-20	4133	78,294.95
2020-21	1918	27,563.25

More broadly, results of the 2020 National Survey of Student Engagement revealed that 91 percent of Geneseo seniors participated in at least one high-impact practice, including service learning, participation in a learning community, research with faculty, internship or field experience, study abroad, or culminating senior experience. Sixty-six percent of seniors reported participating in two or more of these activities.[7]

For further examples of evidence from alumni surveys, see evidence from the School of Education and the career development department.[8] As of 2021, the Career Design Center has been moved to the academic affairs division, to further integrate career preparation into academic programs.

Transparency for stakeholders

(SV.C2c; RoA 8)

APAC has primary responsibility for supporting and sustaining assessment of student achievement and for ensuring that both the assessment process and assessment results are transparent to stakeholders. APAC membership consists of the associate provost for assessment and curriculum, the respective assessment coordinators for the School of Education and the School of Business, and selected assessment coordinators for humanities and fine arts, natural sciences, and social sciences.

Program learning outcomes are assessed by academic programs on a five-year cycle, using rubrics created by each program.[9] Departments collect data to assess at least one program learning outcome each academic year. (One instrument per outcome must collect quantitative data.) In addition, departments are encouraged to assess unofficial outcomes that may be of interest in a particular year, such as during the pandemic. In each program, an assessment coordinator is responsible for collecting the data, sharing it with department colleagues and recording results and reflection in the Geneseo wiki, where they are visible to the entire college community.

APAC organizes and oversees this activity and provides support to coordinators and departments in collecting data, interpreting it, and "closing the loop" as described below under criterion 3c. Department assessment coordinators are required to report findings to their departments no later than the second department meeting of the fall semester, and departments are expected to discuss these findings to determine potential action steps. These loop-closing discussions, too, are to be added to the wiki where all stakeholders can read them. By supporting this process, APAC helps Geneseo meet the second part of Requirement of Affiliation 8.

3: Use of assessment results for institutional effectiveness

Consideration and use of assessment results for the improvement of educational effectiveness, including some combination of the following: assisting students in improving their learning; improving pedagogy and curriculum; reviewing and revising academic programs and support services; planning, conducting, and supporting a range of professional development activities; planning and budgeting for the provision of academic programs and services; informing appropriate constituents about the institution and its programs; improving key indicators of student success, such as retention, graduation, transfer, and placement rates; implementing other processes and procedures designed to improve educational programs and services. (SV.C3)

The steps that Geneseo has taken to collect, reflect on, and act upon assessment data help it to meet its third institutional priority: "The links between assessment and action plans at various levels within the institution will be strengthened." Systematic assessment at Geneseo drives continuous improvement in every area of the educational enterprise, from the classroom to support services to planning and budgeting, ensuring that effort and resources are allocated where they will have the greatest positive impact on student success, and enabling the entire campus community to recognize institutional strengths and identify areas for improvement.

Assisting students, improving pedagogy and curriculum, closing the loop, and reviewing support services

(SV.C3a, SV.C3b, SV.C3c)

The following are examples of departments assisting students in improving their learning through the creation of peer tutoring and academic support programs and services.

Tutoring at Geneseo is largely decentralized, with the exception of the Writing Learning Center (WLC), the Math Learning Center (MLC), and Supplemental Instruction (SI), which are supervised by

the associate provost for academic success. In Spring 2019, the College supported the coordinators of these programs, the associate provost, and the coordinator of AOP tutoring to design common training for undergraduates employed as tutors and a common approach to usage data. The coordinators designed and executed a training program that is now standard for these programs; they assessed these programs as integrative and applied learning experiences and presented their results at the 2020 Assesstivus event.[10] In Spring 2020, the WLC, MLC, and AOP tutoring also moved to scheduling and appointment tracking through EAB Navigate, and began reviewing usage data on a semester basis. (Note that because this occurred during the pandemic, full assessment has not been conducted but data has been collected.)[11] Based on the evidence provided, the total number of appointments, both scheduled and held, has increased for all three centers from Spring 2020 to Spring 2021. Hours have also increased over time; however, there was a significant decrease in hours observed in Spring 2021 for the AOP tutoring center.

Many departments at Geneseo provide first-year courses that introduce students to college-level work and strategies for success, together with useful knowledge about the programs themselves. The list has expanded each year. The 2020-2021 roster of first-year experience courses includes 14 different courses such as Chemistry 100, First-Year Experience; Education 102, Welcome to the Major; and Psychology 188, Orientation to PSYC at Geneseo. Assessment of student outcomes revealed that undeclared students had lower retention rates; the provost's office initiated a pilot to offer an exploratory first-year seminar with learning strategy support specific to undeclared students; assessment of this pilot resulted in additional funding and scaling up. (See evidence and discussion under Standard IV, Criterion 1.)

The examples below illustrate how programs have used assessment data to make major curricular improvements:

- **Languages and Literatures:** Based on assessment results, the Department of Languages and Literatures has moved to a four-credit course model. General education students will be provided with more time on task per course in the target language. The change will also increase cultural knowledge by enabling the integration of media and technology to increase the quality of time on task—an essential step on the path to the GLOBE outcomes of "skill in another spoken language" and "global awareness and engagement.[12]

- **INTD 105:** The coordinators of the required first-year writing seminar received a strategic planning grant to engage an external consultant (Michael Murphy, professor at SUNY Oswego and chair of the SUNY Council on Writing), who reviewed the courses during the summer and fall of 2019. Among other recommendations, Murphy made the following three that the coordinators have implemented: (1) Assess the effectiveness of INTD 105 and 106 through portfolio-based assessment. Faculty began this in the spring of 2021 (after a one-year delay due to the pandemic) and, after analyzing the portfolio assessment, plan to use it in faculty training. (2) Formalize a system of professional development for faculty teaching INTD 105. One of the INTD 105 coordinators received a Teaching and Learning Center grant that supported a reading and planning group studying anti-racist writing pedagogy in the summer of 2021. This group will incorporate antiracist pedagogy training into the biannual workshops supported by the provost's office. (3) Remove the INTD 106 requirement, which is unsustainable. INTD 106 is a one-credit online complement to 105 focused on grammar, usage, and other writing conventions. The elimination of the requirement was approved by the College Senate in Spring 2021. In its place, the coordinators will make the instructional materials from INTD 106 available to all writing courses. The one-credit course will continue to be available to targeted groups.[13]

- **Mathematics:** For the mathematics department's 2019-2020 assessment,[14] the department stud-

ied whether students were amply prepared for upper-level math courses (MATH 221, 213) and whether taking lower-level math courses (MATH 112) increased preparedness. Students who had taken MATH 112 performed significantly better on precalculus examinations, but no effects were observed on final upper-level course grades. (This lack of effect may be partially attributed to the confounding circumstances of remote learning.) Based upon these results, the department has suggested changes to MATH 112 that might better prepare students for upper-level calculus courses, most notably a greater focus on and review of fundamental concepts that will continue to be used in these upper-level courses.

- **School of Business:** The school responded to 2018-19 assessment results[15] by aligning ECON 205 and ECON 305. Based on analysis of the data, faculty thought it was important for students to take these courses in successive semesters. Messaging went out to faculty and students and there was follow-up communication with School of Business advisors.
- **Biology:** Faculty received a SUNY Performance Improvement Fund (PIF) grant to close equity gaps and reduce the DEW rate among first-year biology students. They steered students at risk into BIOL 128 and 188. Students enrolled in the BIOL 128, Freshman Experience in Biology, completed an end-of-semester survey. A similar survey was administered to students in the spring BIOL 188 laboratory course. Nearly 58 percent of students agreed or strongly agreed that "I am glad that I enrolled in BIOL 128 Freshman Experience in Biology." Based on student comments, common strengths of the course included the Microsoft Excel training and the academic advising provided as well as helping students feel more comfortable engaging with professors outside class. Students in BIOL 188 felt that they were part of the STEM community. They interacted well with their instructors, undergraduate teaching assistants, and each other, allowing them to feel very comfortable in the laboratory. The end-of-the-semester survey showed that they valued these interactions and realized it was important for their success. These results demonstrate progress in developing a sense of belonging—one of Geneseo's values. Some students in BIOL 128 indicated that there was overlap with another concurrent seminar offered to students in the AOP program. In response, the biology department altered the syllabus to complement rather than duplicate AOP seminar offerings.[16]

The academic assessment processes described above represent the primary means whereby Geneseo makes continuous improvements to pedagogy and curriculum.[17] In addition, the past few years have witnessed a higher-level, more comprehensive push for curricular improvement through the efforts of the Curricular Design Working Group (CDWG), established in the spring semester of 2017 to develop a complete re-envisioning of Geneseo's curriculum based on GLOBE, as described under Standard III, Criterion 5. The new curriculum is expected to go into effect in Fall 2022.

Assessment is a crucial element in the comprehensive review that programs undertake every five years. The review process includes the writing of a self-study and a visit from two external reviewers. Program review is another means whereby Geneseo meets Requirement of Affiliation 8. Program review documents are archived in a Geneseo wiki space linked to the space for academic program assessment.[18]

Professional development activities

(SV.C3d)

Many units on campus use assessment in planning, conducting, and supporting a wide range of professional development activities for faculty and staff. (See Standard III, Criterion 2: Competency of Faculty.)

For example, the Center for Digital Learning assesses the effectiveness of its professional development activities by surveying participants to learn how well the activities met their needs. Questions for participants concern such matters as whether the activity was relevant to their work at the College, whether they found the format of the activity was effective, and whether there are topics they would like to see taken up in the future. Feedback from these surveys is used to plan new activities and improve the next iteration of already developed ones. Similarly, the Center for Integrative Learning practices ongoing assessment of faculty/staff experiences and college-wide programs and ventures through a number of direct feedback forms. For faculty/staff professional development, CIT participates in the Measuring Information Service Outcomes survey (MISO) every four years. In that survey, faculty and staff can report what training they would like. After workshops, CIT staff survey attendees about effectiveness and solicit ideas for future events. (For more on CIT, see Standard 4 Criterion 4, Integrative and Applied Learning.)

Some assessments related to professional development are specific to particular programs. For example, the biology department has begun surveying students about diversity, equity, and inclusion, and is using the results to plan training opportunities for faculty and staff each semester; some of these opportunities are open to students as well. The School of Business has formulated goals for a formal professional development program with specific goals matched to required events. The content of each event is then updated to align it with learning objectives. Evaluators composed of School of Business faculty and staff visit a sample of events and provide feedback using a standardized evaluation form. A student survey is administered at the end of every event and an analysis report of the survey results is provided periodically. The Student Services Committee takes charge of reviewing and monitoring the effectiveness of the program. Information from the graduating student survey, the employer survey, and feedback from the Business Advisory Council member is also used for continuous improvement.[19]

Planning and budgeting

(SV,C3e)

As noted in Geneseo's 2017 Periodic Review Report (PRR), "In general, requests for resources reach the president and cabinet by multiple paths—both formalized and *ad hoc*. Formal institutional pathways include requests coming from the college's [Strategic Planning Group (SPG)] and from campus-level commissions" (46). The PRR also noted that Geneseo's adoption of a new institutional effectiveness plan was expected to "better link institutional planning with budget decision-making going forward," in part through a provision that every department/division annually complete a standardized assessment report whose results would be visible to the College Assessment Council (CAC) (45). The PRR described some of the difficulties faced by CAC in efficiently harvesting assessment results from units across the College and making them available to SPG and cabinet in a way that would make them useful for budgeting and planning. Ultimately, a simple form was adopted to streamline the assessment reporting process and enable SPG to link *key* assessment findings to one or more strategic planning objectives or mission objectives.

At the conclusion of 2016-17, responding to the emergent, pressing need to take action to ensure the college's financial sustainability, President Battles charged SPG and the Budget Priorities Committee (BPC) jointly with soliciting funding requests for sustainability-enhancing projects aligned with the 2021 strategic plan.[20] Based on the formal proposals presented to SPG and BPC in September 2017, eight projects were funded. All were assessed, and the assessment reports have been archived in the BPC wiki space, where they are visible to the entire campus.[21]

In February 2019, President Battles expanded BPC's membership and charged the committee with canvassing the campus community for revenue-enhancing and expense-reducing ideas that might help

the College address a structural budget gap of approximately $3.2 million. BPC issued a comprehensive report at the end of 2018-2019 analyzing the suggestions that came in and offering suggestions for next steps.

Unfortunately, these urgent, active, forward-looking, transparent, and inclusive responses to a budgetary outlook driven largely by demographic changes affecting much of higher education left little time for SPG and BPC to take up recommendations based on assessment data solicited by CAC. From Spring 2020 to the end of 2020-21, the coronavirus pandemic proved additionally disruptive. Nevertheless, strengthening the link between assessment and resource allocation remains a top priority for Geneseo. In Spring 2021, CAC did bring two resource requests to BPC based on the assessment data it has collected. Decisions regarding these requests are still pending. Meanwhile, BPC and CAC have both recognized the need to make relevant assessment data more readily accessible for the former's consideration. Finally, the cabinet and BPC will better distinguish the role of each in elevating assessment-based recommendations; changes here should alo help ensure that, even under the most difficult circumstances, assessment results inform budgetary decisions in a regular and timely fashion.

Informing constituents

(SV.C3f; RoA8)

Geneseo informs both internal and external constituents about the institution and its programs through various platforms. Internal constituents can find information in Argos reporting, the Geneseo wiki, and EAB Navigate analytics.

- **Argos:** Evisions Argos is an enterprise reporting solution that gives access to data needed to run the institution. Argos makes reporting simple, delivering insights that enable Geneseo to make timely, better-informed decisions. Data available in Argos comprises admissions, financial aid, department reports, divisions, employee, faculty, foundation, and student reports. The School of Education has requested custom-built reports to support their accreditation through the Council of Accreditation for Educator Preparation (CAEP).
- **Geneseo wiki:** Mentioned frequently in this self-study, the Geneseo wiki is an interactive information storage platform that can be edited directly on the web by Geneseo users granted varying levels of permission. The wiki is maintained by CIT. (See wiki policies.[22]) The Middle States evidence documents and self-study reports are archived here, as well as materials for CAC and APAC.
- **EAB Navigate:** In 2020, Geneseo adopted EAB Navigate, an early-alert and institutional data analytics system that provides more opportunities to intervene with students who exhibit poor attendance, struggle with course materials, and have challenges accessing tools that will help them succeed.

The college's external stakeholders can find information and data about the institution on the Geneseo website, where, in the language of Requirement of Affiliation 8, the College "makes public how well and in what ways it is accomplishing its purposes."

The Office of Institutional Research produces the SUNY Geneseo Fact Book, which contains college-wide data, and makes it available for download from its website.[23] The Fact Book contains historical and statistical information about Geneseo for students, faculty, staff, and others with an interest in the College. It is updated as data becomes finalized. Also available on the IR webpage is the Common Data Set (CDS).[24] The CDS initiative is a collaborative effort among data providers in the higher education community and publishers as represented by the College Board, Peterson's, and *U.S. News & World Report*.

The School of Education and the School of Business make available information as required per their accrediting bodies. The SOE has a web page displaying three-year trends of impact and outcome measures including graduation rates, cost of attendance, performance on teacher certification exams, alumni impact on P-12 student learning, indicators of teaching effectiveness of program completers, satisfaction of completers and employers, and employment milestones.[25] The business school has newsletters with an update from the dean, updates on career development, and news highlighting current students and alumni. (For example, see the Fall 2020 newsletter.[26])

Improving key indicators of student success

(SV.C3g)

Assessing key indicators of student success—specifically retention, graduation, transfer, and placement rates—is directly aligned with our first institutional priority.

Recent trends

Based on the last five IPEDS graduation rates reports, (entering cohorts from fall 2010 to fall 2014), Geneseo observes the following trends with regard to retention, graduation (150 percent, within 6 years), and transfer rates.[27]

Strengths

The six-year graduation rate for Black/African-American students has increased from 64 percent in the 2010 cohort to 70 percent in the 2014 cohort; the same is true of the graduation rate for students of two or more races (from 66 percent to 74 percent), for Asian students (from 66 percent to 74 percent) and Latinx students (from 68 percent to 76 percent).

Areas for improvement

Full-time retention has remained at 85 percent over the past three cohorts; however the retention rate has historically been 90 percent, as recently as the fall 2013 cohort. This decrease in fall to fall retention rate has begun to impact our six year graduation rate; the overall graduation rate dropped from 81 percent for the 2010 cohort to 78 percent for the 2014 cohort.[28]

WIG

In 2018-19, Provost Stacey Robertson put together a team of leaders from academic affairs and other units to achieve the "wildly important goal" of increasing the retention rate of first-time college students at Geneseo between first and second years from 86 percent to 88 percent. Drawing its inspiration and approach (as well as the term "wildly important goal") from the book *The Four Disciplines of Execution*, by Jim Huling, Chris McChesney, and Sean Covey, the team identified lead measures connected to the goal, divided into subgroups to work independently on these measures, set up a scorecard for gauging progress on each lead measure and the goal itself, established a "cadence of accountability" through weekly whole-group meetings and subgroup reports, and engaged the entire campus through a page on the College website and regular email communications. (For additional details about the WIG process, see Provost Robertson's 2019 slide presentation to the College Council.[29])

As discussed under Standard III, Criterion 4 (Outcome: Retention and Graduation Rates), despite falling short of the 88 percent retention rate goal, Geneseo implemented several initiatives that had a measurable impact on student success.

Steps taken to improve outcomes

The College has acted to improve retention and graduation rates for low-income and underrepresented students by securing additional resources through grants—for example, the TRIO Student Support Services Success Program and STEM inclusion initiatives. Under Standard III, Criterion 4, we provide details of these programs, explain the assessment of achievement gaps for these students, and describe the identification of institutional supports/external resources to close those gaps. (See SSS and NSF S-STEM proposals.[30])

Below are two examples of how academic programs are assessing key indicators of student success:

- 2019-2020 assessment results from the Department of Physics and Astronomy revealed that the majority of physics majors apply for graduate study.[31] The program will continue to poll graduating seniors each year to see whether they were accepted for graduate study.
- In 2018, the School of Education conducted an alumni survey of undergraduate and graduate students who graduated 2015-2017.[32] Overall, 83 percent of these alumni are currently employed in an area related to their field of study and 54 percent are continuing their education in the field of education. (The latter figure includes undergraduates and graduate students.)

Other processes and procedures

(SV.C3h)

The following evidence shows the academic standing of our students from Fall 2017 through Spring 2021.[33] As described under Standard IV, C1b, the Office of the Dean of Academic Planning and Advising (DAPA) helps current students, faculty advisors, and prospective students create plans for successfully navigating Geneseo's curriculum; celebrates student success; and publishes the Dean's List and President's List at the end of each semester.[34]

DAPA helps students explore potential majors and assists students who have struggled academically through an academic coaching program. An analysis of the academic standing data gave DAPA direction in improving its academic coaching program. Assessment shows students' overall GPA increased for students during coaching 63 percent of the time.[35] After coaching, this increase drops overall to 22 percent. In Spring 2020, the coaching program had its greatest impact, with GPAs increasing overall 76 percent of the time, illustrating the importance of the coaching program during the pandemic.

As described under Standard IV, Geneseo provides students with an ongoing degree audit in the form of a report from DegreeWorks. Students meet with advisors once they have reached 75 credits and 75 percent degree completion to ensure they are on track to graduate. Students and advisors share responsibility for tracking their progress toward graduation and fulfilling all requirements.

DAPA hires and trains between five and six academic peer mentors each year to assist any student with study strategies, registration, and DegreeWorks. The Geneseo Points of Support (GPS) program was an innovation of the WIG retention committee. Volunteer staff and faculty help students navigate unfamiliar institutional processes. Geneseo's academic coaches are faculty and staff trained to assist students in academic difficulty through one-on-one biweekly meetings. They take part in a learning community organized by DAPA and the Teaching and Learning Center. All students who successfully appeal academic dismissals are assigned an academic coach. When staff are available, students on probation are also offered academic coaching. Assessment of academic coaching is discussed under Standard IV.

In Spring 2021, DAPA advisors offered students on probation a two-weekend bootcamp on academic success strategies. Bootcamp assessment demonstrates an increase of 44 percent in participants' term GPAs and an increase of 47 percent in credits earned by participants.[36]

In 2020 and 2021, the College as a whole and various individual programs have used assessments surrounding COVID-19 to improve educational programs and services. See, for example, assessments conducted by geological sciences, chemistry, biology and psychology.[37]

4: Third-party services

Adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers. (SV.C4)

Several academic programs at Geneseo require students to complete assessments that are designed, administered, and scored by a third-party provider. In reviewing and approving these assessments, Geneseo relies on either New York State guidelines or (in the case of chemistry, for example) disciplinary recognition. The assessments below are used directly for program evaluation and continuous improvement.

Education

To be eligible for New York State teacher certification, students in the School of Education must achieve a passing score on certain assessments, depending on their area of certification. As described on the The New York State Teacher Certification Examinations™ (NYSTCE®) website, these certification examinations address New York education law and commissioner's regulations, which require prospective New York State educators to pass designated tests as a requirement for receiving state certification.[38]

The NYSTCE are criterion-referenced, objective-based tests designed to measure a candidate's knowledge and skills in relation to an established standard rather than in relation to the performance of other candidates. The explicit purpose of these tests is to help identify for certification those candidates who have demonstrated the appropriate level of knowledge and skills important for performing the responsibilities of an educator in New York State public schools.

Test questions were developed using textbooks, New York State learning standards and curriculum guides, teacher education curricula, and certification standards. The tests were developed in consultation with committees of New York State teachers, teacher educators, and other content and assessment specialists. Specific third-party assessments required for each of the three teacher preparation certification programs offered at Geneseo are the Educating all Students (EAS), Content Specialty Tests (CSTs) and the edTPA.[39]

Business

Certified Public Accountant (CPA Exam). Although it is not a degree requirement, most completers of the MS program in accounting go on to take the Uniform CPA Exam, The CPA exam is developed, maintained, and scored by the American Institute of Certified Public Accountants (AICPA) and administered at test centers in partnership with the National Association of State Boards of Accountancy (NASBA).

Chemistry

Diagnostic Undergraduate Chemistry Knowledge (DUCK). The chemistry department administers a standardized exam, the Diagnostic Undergraduate Chemistry Knowledge (DUCK) exam, to its seniors prior to program completion. DUCK is published by the American Chemical Society (ACS) and normed against national averages. It assesses knowledge in the five sub-disciplines listed in the chemistry program learning outcomes. This exam is administered as a part of Chemistry Senior Seminar

(CHEM 352), the department senior capstone course, to seniors nearing completion of their degree program.

ACS Biochemistry Exam, ACS Organic Chemistry Exam. The Examinations Institute of ACS develops, and administers nationally, norm-referenced exams for most chemistry courses within an undergraduate chemistry curriculum in the United States. All ACS exams are created by committees of educators who teach the course for which an exam is intended.The ACS exams in biochemistry and organic chemistry are routinely administered to students in the biochemistry program at SUNY Geneseo.

Languages and Literatures

Oral Proficiency Interview (OPI). Prior to completing their degree, students who are adolescence education majors in Spanish or French take the Oral Proficiency Interview through the American Council on the Teaching of Foreign Languages (ACTFL). The OPI is a live conversation between a certified ACTFL tester and the candidate. It is a valid and reliable test that measures how well a person speaks a language. The procedure is standardized in order to assess global speaking ability, measuring language production holistically by determining patterns of strengths and weaknesses. Results are used to gauge where a group of students stands in terms of oral proficiency. Data from the OPI is used in the development of new curriculum.

5: Assessment

Periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness. (SV, C5)

As mentioned earlier, CAC supports college-wide assessment and institutional effectiveness.[40] The council ensures the presence of assessment plans across the College and their alignment with the college's mission and strategic plan. APAC assesses this process at the academic program level.

In order to ensure continued adherence to assessment best practices, CAC reviews the assessment plans of and audit results from the college's units and responds as necessary to the unit leader who submitted them. The council ensures that the plans contain well-formulated outcomes, employ valid and reliable assessment measures, and close the loop on assessment findings linked to the strategic plan.

CAC organizes a yearly event, ASSESStivus, designed to educate the campus about institutional effectiveness and foster a culture of assessment. ASSESStivus activities include an outside keynote speaker, workshops, roundtable discussions, panel discussions, best assessment practices, and more. Through ASSESStivus, Geneseo provides assessment training and professional development across the campus; reinforces its commitment to a continuous improvement model of assessment; shares innovative and best practices in assessment across programs, departments and divisions; fosters a culture of support, teaching, and learning about assessment; provides opportunities to learn methods to make assessment more manageable and effective; and gathers feedback to improve on these activities in future years. In 2021, ASSESStivus dedicated one day each to assessment basics and assessing our responses to the COVID-19 crisis.

APAC sets the assessment calendar for the academic year, reminds departments of their assessment duties, assists departments with their assessment projects, and reviews program assessment reports. The committee uses a rubric to provide guided feedback to academic programs regarding their assessment processes.[41] It provides both positive and constructive feedback regarding assessment processes, learning outcomes, assessment artifacts and instruments, and use of results, ensuring that academic programs have sound assessment practices that lead to improvement of educational effectiveness.

Closing the loop is of utmost importance to APAC. For example, APAC provided the following feedback to the mathematics program: "The analysis, conclusions, and recommendations are very nicely done in your report. We recommend making a stronger use of your results by developing an action plan based on which findings the department thinks are significant or can be addressed." Similarly, APAC informed the business school: "SOB's use of results is thoughtful and extensive; we are impressed that it is a normal process for SOB." Discussion of assessment results focuses on both the individual level and entire programs. Attached are reports[42] from 2019-20 where APAC reviewed the assessment practices of English, communication, mathematics, School of Business, School of Education, music, and geography.

Conclusion

Assessment of student learning demonstrates that our students have accomplished educational goals consistent with their program of study, degree level, Geneseo's mission, and appropriate expectations for institutions of higher education.

Points of pride

- Thanks to the adoption of a new curriculum based on baccalaureate learning outcomes (GLOBE), students and faculty can see how courses, programs, and general education align with each other and the institution's mission and values.
- The college uses the Geneseo wiki to record, discuss, and share assessment results. This enables each unit or department to tell its own assessment story, enables departments and units to learn from one another and promotes transparency for stakeholders.
- Geneseo continues to close the loop on assessment in ways that produce significant curricular improvements.
- The WIG process has increased coordination among units within and beyond academic affairs, leading to sustained, intentional efforts that have measurably improved both the student learning experience and institutional performance.
- As a source of information and professional development, the work of APAC is instrumental in maintaining and strengthening Geneseo's assessment culture.
- ASSESStivus—Geneseo's yearly celebration of assessment—remains a distinctive feature of the institution's assessment culture, affirming the value of assessment as educational research, and fostering a vigorous and thoughtful exchange of ideas and methodologies.

Recommendations

None.

Notes

1. StdV.1.GLOBE
2. StdV.1.Geneseo-Wiki-Assessment-by-Academic-Department
3. StdV.2a.Comm-Assess-19-20
4. StdV.2b.WOWAssessFall2020
5. StdV.2b.Dept-of-Career-Development-19-20-Assessment-Results
6. StdV.2b.Center-for-Community-2018-Assessment-Results
7. StdV.2b.NSSE20 High-Impact-Practices-Report
8. StdV.2b.2018-Career-Services-Alumni-Survey, StdV.2b.2018-SOE-Alumni-Survey-Results
9. StdV.2c.Geneseo-Wiki-Assessment-by-Academic-Department
10. StdV.3c.Tutor-Training-for-Assesstivus-2020
11. StdV.3a.Tutoring-Utilization-

Spring-2020-Spring-2021, StdV.3a.AOP-Spring-2021-Appointment-Attendance, StdV.3a.Math-LC-Spring-2021-Appointment-Attendance, StdV.3a.Writing-LC-Spring-2021-Appointment-Attendance

12. StdV.3b.L&L-Assess-19-20

13. StdV.C3.INTD-105Assessment2021

14. StdV.3b.Math-Assess-19-20

15. StdV.3c.SOB-BA-Group-discussion-on-1819-AOL-Reports

16. StdV.3c.Biology-Assessment-18-19

17. StdV.3c.Senate-Policy-on-Department-Program-Review

18. StdV.3c.APR-Academic-Program-Review-Home

19. StdV.3d.SOB Employer Survey

20. StdV.C3e.SPG Charge Sept 2017

21. StdI.C4.BPC-and-SPG-Phase-I-Assessment, StdI.C4.BPC-and-SPG-Phase-II-Assessment

22. StdV.3f.Wiki-Policy

23. StdV.3f.Fact-book-SUNY-Geneseo

24. StdV.3f.Common-Data-Set-SUNY-Geneseo

25. StdV.3f.SOE-Accreditation-Process-SUNY-Geneseo

26. StdV.3f.SOB-Newsletter-Fall-2020

27. StdV.3g.Annual-Update-2018-Middle-States

28. StdV.3g.Grad-Rates-Retention-Rates-Fall-2020

29. StdV.3g.WIG-Presentation-College-Council-Nov-2019

30. StdV.3g.NSF-S-Stem-Proposal, StdV.3g.TRIO-SSS-Proposal

31. StdV.3g.Physics-and-Astronomy-Assess-19-20

32. StdV.3h.2018-SOE-Alumni-Survey-Results

33. StdV.3h.AcademicStandingData, StdV.3h.AcademicStandingChart

34. StdV.3h.DAPA-SUNY-Geneseo

35. StdV.3h.AcademicCoachGPATrends

36. StV.3h.InterventionBootcampAssessment2021

37. StdV.3h.BIOL-Assessment-Results-2019-2020, StdV.3h.Chemistry-Assessment-Results-2019-2020, StdV.3h.GSCI2020, StdV.3h.Psychology-Department-Assessment-Report-2019-2020

38. StdV.4.NYSTCE

39. StdV.4.SOE-Exams-SUNY-Geneseo

40. StdV.5.caac-Institutional-Effectiveness-at-Geneseo

41. StdV.5.Assess-Assessment-Rubric

42. StdV.5.APAC-Reports

STANDARD VI – PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

Geneseo's mission, goals, and values set the agenda for institutional objectives that are clearly stated, widely disseminated, and regularly assessed. The objectives themselves and the results of their assessment are used for planning and resource allocation. Three governance committees—the Strategic Planning Group (SPG), College Assessment Council (CAC), and Budget Priorities Committee (BPC)—manage Geneseo's highly participatory process of developing objectives, assessing progress on them, and recommending budgetary allocations based on assessment results. Well-defined decision-making processes that clearly identify responsible actors and incorporate robust accountability measures enable Geneseo to act on its objectives transparently and effectively, and to meet ongoing opportunities and challenges, including the continuing COVID-19 pandemic. Geneseo engages in comprehensive and sustainability-informed planning for facilities, infrastructure, and technology; its infrastructure is adequate to support its operations, as are its fiscal and human resources. Periodic assessment of planning, allocation, and institutional renewal processes enables Geneseo to monitor the effectiveness of these processes and make improvements as needed.

1: Institutional objectives

Institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation. (SVl.C1; RoA10)

The last strategic plan, *Geneseo 2021: Seeing Beyond the Horizon*, identified four institutional planning goals (also called focus areas): learning, access and success, advancing the public good, and resilience and sustainability.[1]

One of the top priorities for the campus is to assess initiatives to achieve the college's planning goals, analyze the results, and use them for planning and resource allocation. One example is SPG's solicitation of project proposals aligned with planning goals in a campus forum in September 2017. Just under $700,000 was allocated to eight projects in the first phase. First-phase projects were assessed and the results presented to SPG and BPC and published on the wiki.[2] The results of that assessment were used to inform a second phase of budget allocations, in which some first-phase projects continued their funding and another $300,000 was allocated to 13 new proposals, which were assessed in turn.[3] Two examples of initiatives funded, and their associated focus areas, are Digital Learning and Scholarship, which addresses "learning" and "access and success," and Growing Student Success and Academic Advising, which also addresses "access and success." These initiatives resulted in the founding of a Center for Digital Learning and the purchase of EAB Navigate software, respectively, during the 2019-20 academic year. EAB Navigate serves as the college's early alert system for identifying and intervening with struggling students. Implementing an early alert system was an objective from the campus' diversity plan.

Another example of institutional assessment is the campus-wide program alignment and analysis undertaken in response to pandemic-related budget challenges. Two alignment templates were designed by SPG, one for academic units and another for administrative units. Unit leaders were asked how programs contribute to equity or the needs of a diverse student body. Institutional Research provided three-year trend data and, where applicable, showed student and faculty characteristics and outcomes by ancestry. Unit leaders in every division of the college responded to the template. The cabinet analyzed the template responses and made decisions designed to help us to meet the "resilience and sustainability" focus area. This process has enabled the campus community and administrators to make data-driven decisions to assist in planning and resource allocation during the pandemic and beyond. Examples of the use of this data include the following:

- Migration of career development from the Division of Student and Campus Life to the Division of Academic Affairs
- Migration of the Office of Sustainability from finance and administration division to academic affairs
- Creation of a Center for Interdisciplinary Programs in academic affairs
- Creation of a data dashboard for academic affairs that will give chairs consistent access to data points like those in the program analysis to use in decision-making
- Formation of a shared service center task force leading to a report with recommendations

To illustrate the process using the last item: program alignment documents showed the cabinet that administrative functions could be more efficient. They appointed a group to study administrative assistance across the college and make recommendations where they found opportunities for greater efficiency. In evidence, see examples of the program alignment responses and the executive summary of the report by the shared service center task force.[4]

2: Planning and improvement processes

Clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results. (SVI.C2)

SPG is the primary committee responsible for planning at the institutional level. As defined in the Faculty Constitution,[5] it includes faculty, students, staff, and administration.[6] SPG gathers feedback from and communicates with the campus at large by, for example, conducting surveys, meeting with campus constituents, and maintaining a web presence. An instance of a highly inclusive planning process is SPG's development of a new mission statement in Spring 2021, as detailed in this self-study under Standard I. Assessment of the 2016-21 mission and goals informed the development of the new mission and values and a one-year interim strategic plan.

As the need for other college-wide planning groups arises, diversely composed *ad hoc* committees are created, with membership typically approved by the president in consultation with the cabinet. As appropriate, *ad hoc* committees solicit feedback from campus constituents and share reports. Examples include the steering committee for this self-study (appointed by the president in Fall 2019); the Coronavirus Incident Leadership Team (CVILT), which responds to SUNY, state, and federal information around the pandemic and drafts the campus guidance documents (appointed by the president and cabinet in March 2020); and the Facilities Master Plan Committee, formed to draft a new facilities master plan in Summer 2021. CVILT is an example of an incident management team, formed following criteria and processes laid out in our emergency operations plan, which falls under the president's purview, is managed by the assistant chief of police, and is consistent with state law.[7]

Institutional improvement at Geneseo is driven by the college's institutional effectiveness plan. The section below outlines how various committees work together to advise the president on institutional decisions.

College Assessment Council (CAC)[8]

The campus-wide annual assessment program coordinated by CAC provides a critical link between assessment, on the one hand, and planning and budgeting on the other. Each division and unit completes an annual assessment report online to identify findings that have strategic or mission-critical implications and any associated need for additional resources. After reviewing the assessment reports and resource needs, CAC forwards the information to SPG for consideration. CAC has recently started a system to provide more feedback to departments on their assessment processes.

Strategic Planning Group (SPG9)[9]

SPG collaborates with BPC on budgetary issues and coordinates development of the five-year strategic plan with the campus community. SPG is also charged with assessing progress on the plan and making recommendations to the cabinet for adjustments as needed. The cabinet reviews and approves the plan and any major changes.

As seen in the evidence for the funded first- and second-phase projects described above, SPG assessed and improved its allocation and assessment processes. After soliciting proposals and requiring assessment reports in the first phase, the SPG adopted a new software platform, Nuventive, for the second. In Nuventive, each project is aligned with one of the four planning goals and assigned to an individual who issues quarterly progress reports. Action items in Nuventive can be linked to one of four strategic initiatives: diversity, equity and inclusion; recruitment of students; retention of students; and sustainability. A visual display of progress reports gives SPG a picture of how well each project is

meeting its associated goals.[10] The college is exploring alternative systems for tracking our strategic plan progress as we develop a new plan.

Budget Priorities Committee (BPC)

BPC plays a central role in the implementation of financial plans and goals, as well as in budget communications. BPC conducts an annual review of the college's budget and reports to the college senate. In collaboration with SPG, BPC assesses investments made to advance strategic priorities and offers guidance on new investments. BPC assists Vice President for Finance and Administration Julie Buehler to shape communications about college finances that address community concerns—for example, a communication focused on concerns related to the pandemic.[11]

Expanded Budget Priorities Committee (eBPC)

In February 2019, President Battles expanded the membership of BPC and charged the resulting eBPC with engaging campus stakeholders to solicit, analyze, and recommend revenue-enhancing, efficiency-promoting, and expense-reducing actions aimed at eliminating the college's structural budget gap.

Starting that month, the expanded committee held weekly 90-minute meetings. Members devised ways to solicit input from the campus community, reviewed many of the resulting suggestions, and researched the potential for revenue or savings. As the May 1 deadline approached it became clear that the time and expertise available were insufficient to vet all submitted suggestions. The committee's report conveys the reviewed community suggestions and the committee's estimates of incremental revenue or savings. Unreviewed suggestions have been preserved for future action. The report informs the college's continuing efforts to address its structural budget gap.[12]

3: Financial planning and budgeting

A financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/ objectives. (SVI.C3, C5; RoA11)

As a public institution, Geneseo is ever-mindful of its obligation to be a good steward of resources entrusted to it. The college has a long and proud history of ensuring that its resources are deployed in the most effective manner and aligned with the goals of the institution, SUNY, and New York State. In recent years, with declining enrollment and the financial challenges of the pandemic, fewer resources have been available for strategic investments and most funds are directed to critical needs.

Strategic budget allocations

As described and illustrated above under Criterion 1, Geneseo uses a five-year strategic planning model. SPG is charged with developing multi-year plans for funding strategic initiatives aligned with campus planning goals and derived from broad engagement with the campus community.

Annual budgeting

With the exception of the pandemic budgets (described later in this section) the SUNY Geneseo annual budget process has been relatively stable since the last MSCHE review.

Geneseo's core operating budget consists of direct New York State tax-dollar support along with campus-generated revenues. Each year, the state budget division develops a direct tax-dollar support budget for SUNY. On the same timeline, the SUNY board of trustees approves tuition rates for the new academic year. Once the budget is approved by the legislature and tuition rates approved by the board,

SUNY system administration develops a financial plan that allocates spending authority by campus and fund. Geneseo develops its annual financial plan within this framework.

Geneseo's budget process begins with campus-generated revenue projections (tuition, room rent, fees, and the like) based on enrollment and occupancy estimates. A draft, incremental expense budget is then developed by applying negotiated salary increases to approved staffing levels and factoring in any other significant cost changes, such as contractual increases and utilities estimates. Personnel costs make up approximately 75 percent of the expenses that SUNY Geneseo controls. Fees are reviewed annually, taking into account changes in costs and needs. Fees are negotiated with the campus and SUNY system within allowable limits.

In a non-pandemic year, the preparation of the annual financial plan is a collaborative process involving members of the president's cabinet, budget and finance staff, and other relevant personnel to ensure prioritization and alignment with strategic planning goals. Adjustments are made from the prior year's base budget to reflect changes in needs or to better support strategic or operational goals. The overall financial plan consists of individual budgets developed for each of four usage types: the state fund (core academic and administrative operations), the dormitory fund, the IFR fund (fees and fines accounts), and the SUTRA fund (summer and winter session operations and overseas programs).

Annual resources are allocated to operating costs and strategic projects identified for the given year. Because personnel costs are the college's largest expense, the cabinet reviews each proposed new permanent position against assessed needs. In addition, assessments such as the 2020-2021 program analysis and alignment initiative provide data for every campus department or program to facilitate decisions based on campus goals, market, and anticipated future needs. The preparation of a draft financial plan is the main opportunity for the cabinet to recommend major reallocation decisions to the president or, in the rare event that there are surplus funds, to recommend allocation of additional funds to further initiatives and projects recommended by SPG and BPC. At a semi-annual retreat, the cabinet considers new positions based on alignment with strategic goals, assessment of progress, or determination of other critical needs. In making requests, cabinet members must ensure appropriate prioritization across campus needs. Smaller-scale reallocation decisions may be made during the budget process. These are generally need-based adjustments within divisional budgets recommended by the divisional vice president. In recent years, budget restrictions have required a hiring freeze and the limitation of procurement to essential needs.

Campus planning and budget allocation involves a high-level of engagement across the institution. Much of this work is done through coordination with unit finance leaders and the campus committees listed above, who tie budget requests to unit or campus planning goals.[13] Each committee meets on a regular basis throughout the year, documents its progress, and shares its work. This work helps to inform college leadership on strategic and budgetary issues and to foster communication within the campus community over time.

While Geneseo has consistently been in the upper tier of SUNY colleges regarding financial health, reserves, and sustainability, the overall condition of SUNY and its response to the impact of the pandemic is relevant to the college's current condition. Below is a summary of actions taken by the SUNY system and locally in response to pandemic-related financial pressures.

- SUNY refinanced bonds to manage through pandemic-driven near-term operational and financial uncertainty. This refinancing will provide temporary cash flow relief and cover residence hall debt service due in the fiscal years ending June 30, 2021 and 2022. In direct response to pandemic uncertainty, SUNY has implemented expense-reduction actions to mitigate the financial impact of COVID-19 on our operating budget and liquidity in the 2021 fiscal year and beyond.
- Geneseo offered a voluntary incentivized separation program, froze faculty and staff hiring, and

instituted other major cost-reduction strategies for general procurement and large-scale contracts. There have been no pandemic-related mass furloughs or terminations, which would require a decision by New York's governor. All new capital projects and non-essential initiatives were placed on hold except for those already underway, those deemed mission-critical to the academic priorities of SUNY, or those that include regulatory, compliance, or safety components. In addition, the campus is more aggressively pursuing new revenue-generation programming, such as offering additional intersession courses, and continues to advocate for further federal, state, and other support.

• As of July 2021, over $12,000,000 from the Higher Education Emergency Relief Fund (HEERF) under the Coronavirus Aid, Relief, and Economic Stability Act (CARES), and later interactions of HEERF (II and III), has been received or is expected for direct student and institutional support.[14]

4: Fiscal, human, technical, and physical resources

Fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered. (SVI.C4 RoA 11)

Fiscal and human resources

Geneseo possesses sufficient fiscal and human resources to accomplish its mission and goals. Fiscal resources are primarily allocated by the state, as outlined earlier in this chapter, but they are augmented by local funding from the Office of Sponsored Research, College Advancement, and Campus Auxiliary Services (CAS). As a primarily residential college, we gain significant income from our housing, food services, and other on-campus services, many of which are contracted through CAS. Faculty and staff are hired through our local human resources office, whose policies are mostly governed by union contracts negotiated statewide and other SUNY and state hiring policies. Geneseo is currently under a hiring freeze put in place by the state, hiring only positions essential to continue operations.

Offices that augment the College's financial resources (RoA11) are sponsored research, advancement, and CAS.

The mission of the **Office of Sponsored Research** is to support, promote, develop, and coordinate the research, creative, and scholarly activities of the College through external and internal funding. The funding brought in by this office contributes directly or indirectly to the following:

• enrollment, retention, and persistence of students;
• cultivation of student and faculty research and creative projects;
• inclusivity and diversity—including provision of need-based student scholarships;
• funding for underrepresented faculty salaries, attraction and retention of faculty, and education and research on inclusivity and diversity;
• funding for innovative teaching;
• administration of internal (Geneseo Foundation) and external funding for faculty and student research, equipment for science laboratories, and projects that serve the Campus and the larger Geneseo community.

From FY 2016-2017 to FY 2020-2021, the Office of Sponsored Research reached $12,773,668 for total awards, compared to a total of $8,275,416 for the previous five-year period (FY 2011-2012 to FY 2015-2016). The office typically submits around 48 proposals per year; in 2020-2021 the pandemic reduced this number to 23. COVID-19 has also affected the college's ability to spend on grants; thus, we

have requested no-cost extensions on some grants, which shifts the need to re-apply by a year. Despite these setbacks, in the last five years sponsored research activities have helped generate an average of more than $2.55 million in awards per year, and grant expenditures (SUNY Research Foundation) have averaged more than $1.56 million per year. In comparison, for the prior five-year period, awards averaged $1.66 million and grants expenditures averaged $1.17 million.[15]

The office's services have resulted in several external awards that contribute to diversity, equity, and inclusion for students and faculty, in support of Institutional Priority 4. Geneseo has received two federal TRiO awards that support low-income, first generation, and underrepresented students, fulfilling focus area two of the strategic plan (access and success).[16] A grant (and grant renewal) through SUNY's initiative Promoting Recruitment, Opportunity, Diversity, Inclusion, and Growth (PRODiG) provides salary support for new faculty hires (four faculty in Fall 2020 and one fellow in Fall 2021) who are members of historically excluded groups or women faculty in STEM.[17] Sponsored research also helped obtain several SUNY Performance Improvement Fund awards that contribute to DEI and serve the needs of a diverse student and employee body. One of these awards designed and supported a pilot program for the campus's Advancing Cultural Competency Certificate (ACCC), a 20-hour, semester-long program that empowers individuals with cross-cultural knowledge, tools, skills, and resources that promote DEI. ACCC has now been institutionalized and, since Fall 2019, has certified more than 141 members of the campus community, including the president and cabinet, classified staff, CAS employees, faculty, professional staff, and administrators.[18] Promoting cross-cultural competency was an objective of the college's diversity plan that was incorporated in its strategic plan.

The Geneseo Foundation, managed by the Division of College Advancement and a volunteer board of directors, was established in 1971 as an independent, 501(c)(3) tax-exempt corporation under the New York State not-for-profit corporation law. The foundation exists to support the Geneseo campus by receiving and stewarding private gifts to the College and administering funds for approved programs and activities. It operates in support of the College under the SUNY model contract.

The Division of College Advancement provides financial support, leadership, and advocacy to the College community while fostering engagement to enhance the Geneseo experience and build an endowment. The mission and goals of SUNY Geneseo supported by this office include the following:

- assistance to students in financial need;
- provision of merit-based scholarships;
- attraction and retention of dedicated, innovative faculty;
- international study programs;
- research opportunities and departmental and interdisciplinary initiatives;
- athletic programs, residential facilities, and health services;
- extracurricular opportunities for students.

The total endowment under management by the foundation has grown from $34,493,376 at the fiscal year end of 2016 to $43,366,057 at the fiscal year end of 2020. Over the last five years, (FY 2017-2018 to FY 2020-2021), philanthropic giving to the College through the Geneseo Foundation, totaled $27,569,235, compared to $18,082,860 over the previous five-year period. Over the last five years the Division of College Advancement helped generate an average of more than $5.5 million per year.[19] More recently the college participated in the NYS Charitable Tax Credit Program, bringing in over $1.1 million dollars.

College advancement experienced a decline in the number of donors to the College during the pandemic but an increase in the average gift amount. The One Knight Student Aid Fund, fueled by a

$50,000 match from the SUNY Foundation, secured an additional $112,000 from 156 donors directly intended for use by students affected by the pandemic.

Campus Auxiliary Services is a not-for-profit, 501(c)(3) established in 1952. CAS is managed by its executive director and a volunteer board. It supports the College by providing non-academic services, operating under the SUNY model contract. CAS receives infrastructure and support from the College but also has administrative departments to support proprietary operations. These include human resources, finance and accounting, facilities, marketing, supply chain, and information technology.

CAS offers the following services on a mutually-agreed exclusive basis: restaurants, cafés, catering, and concessions; management of contracts with, and financial support from, external vendors and national brands (Barnes & Noble, Starbucks, food and beverage vending machines, residence hall laundry services, public transportation); refuse and recycling; off-campus property ownership and management; ID card services; fiscal agent services.

CAS has annual fiscal responsibility for over $25 million in revenues and managed funds. Over the last five years, it has contributed more than $9 million of funding to the College in the form of program funds, scholarships, grants, and donations. CAS provides additional support to the College through terms negotiated in vendor contracts, including internships, scholarship and grant funds, marketing/promotion funds and materials, specifically designated donations, and products for campus, student, and athletic events.

Decreased student participation in meal plans due to the pandemic reduced the amount of direct funding available to the College. As part of the financial response to the pandemic, CAS sought and has been awarded over $2.6 million in loan forgiveness through phase 1 of the Payroll Protection Program[1][2].[20]

Human Resources reports that college staffing has declined by 9.5 percent from fiscal year 2017 to 2021, owing primarily to attrition, the financial impact of the pandemic, and a hiring freeze required by the state budget division. Positions are only filled if they are deemed critical to health, safety, and the most essential operational needs of the institution. In addition, the College undertook studies and programs to further realign human resources with fiscal constraints as a way to gain efficiencies and improve service delivery. For example, significant reorganizations across several divisions, including combined positions and shared services, resulted in approximately $250,000 of financial savings. The College also offered a one-time voluntary separation program in an effort to address budget constraints while recognizing the contributions of the faculty and staff with a financial incentive. The College obtained approximately $1 million in salary savings as a result of the voluntary separation program[3].[21]

Technical and physical infrastructure

(SVI.C4 RoA 11)

Computing & Information Technology (CIT) provides technology infrastructure sufficient for Geneseo's operations, in person and online.[22] CIT also supports student learning and development by providing facilities, services, and support.

The CIT HelpDesk offers carry-in computer support for Geneseo students, faculty, and staff. Services offered at the HelpDesk include WiFi and VPN network setup, printer setup, academic software installation, Geneseo account assistance, and answers to general computer questions. Off-campus businesses in the Geneseo community provide hardware repair, OS installation, data recovery, virus removal, and other computer repair services not offered by CIT.

Software.geneseo.edu provides free downloading of MS Office 365 (Word, Excel, PowerPoint, Access, and Publisher) and other applications the College has licensed for student use. All buildings are

wireless. The Geneseo mobile app provides access to class schedules, registration, billing, meal plan balances, notifications, an online directory, events, news, a campus map, other Geneseo apps, and more. A virtual computing lab provides students access from their own computers, anywhere at any time, to software licensed to Geneseo.

My.geneseo.edu is a personal, customizable, web-based information gateway to SUNY Geneseo resources such as email, student balances, KnightWeb, campus news and events, and more with a single sign-on. KnightWeb is a web interface to register for courses, make payments, review and accept financial aid, view grades, and more.

Faculty use an online learning management system, Canvas, to post a course syllabus and other documents; administer surveys, quizzes and tests; create discussion forums, wikis and blogs; receive and grade assignments; post grades; and more. Canvas is used to supplement a traditional classroom course with online content or to deliver courses totally online. Canvas can be accessed from mobile devices with the free Canvas app.

Geneseo's **physical infrastructure** is also sufficient for our current operations. The campus encompasses approximately 2.2 million gross square feet in 54 buildings on 220 acres. The campus buildings categories are as follows: 12 academic, 12 administrative/support, 17 residential, seven special use/athletics, and three dining. In addition, there are two health centers (one in a dedicated building), two libraries (one in a dedicated building undergoing renovation), and a college student union.[23] There are 29 parking lots containing approximately 892,388 square feet, seven miles of roadways, and 9.3 miles of sidewalks. Almost all campus utilities—such as natural gas, high voltage lines, water, sanitary and storm sewer, steam, and telecommunications—are underground. The central campus infrastructure was completely rebuilt in 2018, and a North Campus high voltage infrastructure project is being planned for the near future. Geneseo has been upgrading physical infrastructure based on incomplete items from an existing Master Plan, and has just this year begun a new Facilities Master Plan.[24]

5: Decision-making processes

Well-defined decision-making processes and clear assignment of responsibility and accountability.

Budgetary decisions, other than those covering incremental increases on base, reach the president and cabinet through formalized requests during budget planning or are raised as emerging critical needs through *ad hoc* requests mid-year. Formal institutional processes consider recommendations of the college's SPG and BPC. *Ad hoc* requests generally come from within a division and are presented to the cabinet by the vice president of that division and are approved in cabinet meetings or, in rare cases, by the president. Budget requests are expected to be supported with data establishing the need for resources, and, given the scarcity of funding availability, to identify the priority for spending urgency.

A recent example of a well-defined process, using evidence to reallocate resources, is the request by enrollment management for targeted scholarship monies in support of recruitment, retention, and diversity initiatives. Vice President for Enrollment Management Costas Solomou compiled a report assessing enrollment trends, demographic information, awarding of institutional scholarships, and details of Geneseo's past yield. Based on his assessment of past practice and analysis of our yield, he proposed an entirely new model for awarding aid based on a merit-index model, as opposed to our existing econometric model. With this model he targets aid for very different demographics that should yield higher, be more sustainable during the coming decline in college-age population, and yield more low income and BIPOC students. He demonstrated to his fellow cabinet members that Geneseo allocates less money to fewer admitted students than our SUNY peers and successfully advocated to increase the funding for institutional aid and allocate it according to his new model. His report also

demonstrates accountability by including projections for the return on investment[4] based on multiple levels of investment in institutional aid.[25]

Response to the pandemic

The pandemic brought on a severe fiscal crisis across higher education that is continuing to affect our campus. The New York State, SUNY, and Geneseo responded by implementing emergency budget controls and temporarily suspending certain budgeting practices.

Accordingly, the College launched an Academic Year 2020–21 pandemic planning initiative to ensure educational progress for students across a variety of scenarios for the next academic year. The initiative comprised three work teams focused respectively on the academic experience, the student experience, and financial sustainability. Each team developed ideas and recommended strategies within its focus area for the 2020-21 academic year, and these strategies were implemented.

In addition, the president and the vice president for finance and administration charged the financial sustainability work team with developing new financial models and operational plans to increase campus efficiencies, support new campus scenarios, and drive significant revenue generation in alignment with college values. Sub-teams were created to focus on human resources, procurement, and revenue generation. The work team reports through a pandemic-response executive financial team.[26] The executive team advised the cabinet as needed on implementation of new SUNY- and state-finance-related pandemic guidelines as these evolved. As a result, Geneseo tightened its hiring freeze and restricted non-personnel expenditures to health and safety, critical core services purchases, and revenue generation with short-term returns on investment. Pandemic-related planning work remains iterative due to the continued uncertainties of the pandemic.

Transparency Initiative

The College committed to providing the campus community with ongoing information about the institution's financial state, especially during the time of pandemic-related financial strain. This initiative demonstrates our commitment to responsibility and accountability in the allocation of resources during even the most challenging circumstances. The finance and administration division's website shares financial-resource information with the campus community for purposes of transparency and planning. The site also documents committee interactions, financial presentations, and important communications.[27]

6: Planning

Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes. (SVI.C6; RoA10)

Geneseo underwent a comprehensive Facilities Master Plan (FMP) development process, sponsored by the State University Construction Fund (SUCF), to develop a five-year plan that successfully concluded in 2012. However, SUCF receives its funding annually as part of the state legislative distribution; SUCF did not receive sufficient funding to fully fund the FMP.[28] The projects identified in the FMP fall primarily in three categories: life safety, sustainability, and deferred maintenance. Most deferred maintenance projects contain a sustainability component—for example, energy conservation and improvement of indoor air quality. Furthermore, deferred maintenance projects are developed based on life cycle data and with the goals of reducing facility condition index (FCI), a metric used within SUNY to assess the condition of buildings and grounds, and implementing technology infra-

structure upgrades. The College prioritized the deferred maintenance and other infrastructure projects identified in the FMP using funding from the Five-Year Capital Plan (FYCP) and the Residence Hall Capital Plan (RHCP).[29] Campus responsibility and accountability for the FYCP and the RHCP are assigned to the director of planning and construction. While both capital plans are long-term plans, in the fall of each year these plans are re-evaluated. The re-evaluation takes place with input from the college's stakeholders and senior leadership, and the capital plans are adjusted based on emerging needs, funding availability, and the objectives of the College's strategic plan. The overall goal is to meet the strategic planning objective "maintain and redesign facilities, as possible, to create effective learning environments." Per SUNY directive and reflecting Geneseo's values, all buildings renovated in the past 10 years have been built to a LEED Silver certifiable standard. We chose to apply for LEED certification for four buildings and were granted two Silver and two Gold LEED awards, demonstrating our strong commitment to sustainability.

Issues identified in the FMP have either been completed or are being addressed by current projects.[30] These projects are driven by the same set of priorities: life/safety, sustainability, and deferred maintenance. With the residence halls, the College strives to schedule deferred maintenance on a rotating basis, doing a portion of the dorms each year until all have been updated. Window replacement is one example. The projects for the halls are planned, but some are conducted in response to identified issues or student concerns, like a step-down lounge in one of the dormitories to make this community space accessible for all. While we could be more strategic with residence hall projects, we have prioritized responsiveness to student needs and concerns. We are considering ways to improve integration of our facilities planning processes and the college's strategic plan to ensure the best use of our resources.

The Campus Information Technology (CIT) department is a stakeholder in the design process of capital projects, together with other departments in the academic affairs division, the divisions of student life and finance and administration, and the president's cabinet. The goals for the department are linked to the college's mission, values, and strategic plan.[31] In support of computing infrastructure, the central campus infrastructure project completed in 2018 replaced the telecommunications duct bank through the South Hall quad and Sturges quad. Another way in which Geneseo meets its strategic infrastructure needs is through one-time funding. One of the strategic projects funded by the SPG was an upgrade to 40% of the fiber optic network cable on campus, which CIT assessed as sufficient to meet our needs for the next ten years.[32] CIT works closely with facilities to ensure that technology needs are considered and appropriately implemented when buildings are renovated.

The funding under the FYCP is received through SUCF and is subject to annual state legislature budget approval.

In September 2021, the College began developing its next FMP to prioritize physical and technical infrastructure improvements for the upcoming five years. The FYCP and ten-year RHCP, and the funding plans for the FMP, are developed in concert with the president's cabinet, the senior director of accounting and budget services, the assistant vice president for facilities and planning, the assistant provost for budget and facilities, the director of planning and construction, SUCF, the SUNY office of capital facilities, and the Dormitory Authority of the State of New York (DASNY).

This planning and prioritization process will be critical to Geneseo's future facilities projects. The funding for the RHCP is derived from bonding through DASNY, and the debt service is paid for with room rents received by the College. Fewer students lived on campus during the pandemic, reducing the amount of money available to the RHCP.

As provided for in the strategic plan, two other major components of the FYCP are the renovation of Milne Library (currently underway), and the renovation of Sturges and Fraser Halls (in design).

The FYCP funding target for FY 2017-2018 through FY 2021-2022 and FY 2022-2023 through 2026-2027 is $52,780,000 for each five-year period. The funding target for the current RHCP (FY 2019-2020 through FY 2028-2029) is approximately $46,450,000. This significant decline in investment, required by the decrease in residency, will have a major impact on our ability to maintain buildings—especially the aged ones on our campus. Further prioritization is underway to determine how to meet growing needs.[33]

7: Annual auditing

An annual independent audit confirming financial viability with evidence of follow- up on any concerns cited in the audit's accompanying management letter. (SVI.C7; RoA11)

SUNY does not perform a certified financial audit of individual state-operated campuses. Rather, the audited financial statement is conducted at the system level.[34] At the campus level, SUNY system administration prepares and reports financial data to the Integrated Postsecondary Education Data System (IPEDS).[35] Although the financial information used for IPEDS is based on audited financial data, the allocations that SUNY applies to each campus are not subject to audit.

SUNY issues a quarterly cash reserve percentages report as its primary indicator of the fiscal condition of an individual campus. The report looks at unrestricted cash operating reserves as a percentage of annual disbursements with the expectation that the percentage will not be less than 10 percent and not in excess of 25 percent. SUNY Geneseo ended the fiscal year with an unrestricted cash reserve percentage of 16 percent or $9.7 million in unrestricted operating reserves. In addition, the college has $7.1 million in reserved cash, $1.1 million in restricted cash, and a balance of $14.5 million in the dormitory fund. We anticipate that we could exhaust our unrestricted operating reserves over the next few years, which would then necessitate the draw-down of reserved cash before we would need to borrow from SUNY. However, we have already implemented expenditure controls and are actively exploring revenue and expense initiatives to mitigate or prevent drawing on reserved funds.

8: Efficient use of resources

Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals. (SVI.C8)

Geneseo ensures efficient use of resources through assessment and institutional effectiveness, which are the responsibility of multiple committees and offices, as outlined above under Criterion 2, and is overseen by the president. Each department or unit writes an annual report and shares assessment data on the Geneseo wiki. The supervisor of each unit's director reviews these annual reports, and CAC reviews the assessment process. When an annual report identifies resource needs, the supervisor passes those needs up to a vice president, who can address them in the budget planning process described above. When assessment identifies needs aligned with the strategic plan, CAC can bring them to SPG and BPC.

Examples of strategies to measure the adequacy and efficient use of institutional resources may be found in the reports of the sponsored research and college advancement offices. These reports document the resources brought into the College through grants and gifts, and how those resources were allocated; they also set goals for the coming year. Each of these offices also submits an administrative annual report and assessment that articulates the office's goals and progress. Typically, sponsored research aims for a 10 percent increase each year in grants awarded to the College. The office surpassed that goal for four of the past five years. In a biannual survey, the office's services are further assessed by faculty who have submitted external funding proposals. College advancement aims to increase gift rev-

enue from gifts under $10,000, and the number of major gifts ($10,000 and above), each by 5 percent each year in order to generate increased revenue to support the College. Examples of projects funded by SPG and assessed for effectiveness in meeting strategic planning goals are described at the beginning of this chapter under Criterion 1.

Another example of assessment promoting efficient use of resources, and thus helping the College realize its planning goal of sustainability (strategic plan focus area four), comes from the 2020-2021 program analysis and alignment process. The president's cabinet put together a cross-divisional team, the Administrative Service Centers Committee, to identify efficiencies in administrative support. In its Spring 2021 report, the team made several concrete recommendations for increasing efficiency and saving money in administrative support.[36] Several of these recommendations began implementation in Fall 2021, including a shared service center in a building that houses three humanities departments.

9: Assessment

Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources. (SV1.C9; RoA8, RoA10)

The president charges CAC with annually auditing the assessment activities of administrative units, reviewing audit data, and providing professional development on assessment.[37] In addition, CAC assesses its own effectiveness and works to improve the assessment process for all units. In 2021, CAC recommended that each division leader encourage 100 percent compliance with assessment and switch from a single assessment audit deadline to two deadlines, based on division. The committee also recommended that unit leaders align the assessment audit and annual report as closely as possible to reduce administrative work for each unit. These recommendations were approved by the cabinet in fall 2021. To improve its own process, CAC adopted a form for responding to each unit's assessment. Through self-assessment of its last two audit reports to SPG and BPC, CAC discovered that it needs to improve its reporting process to improve the value of its reports for campus-level planning and budgeting.[38]

In response to the pandemic, the cabinet charged SPG to lead a program analysis and alignment exercise (described in detail above) in order to assess overall effectiveness, look for efficiencies, and provide data in case greater cuts to our budget became necessary. The units' reports provided comparable data for all units of the college. The cabinet reviewed the program analysis and alignment data early in spring semester and began making decisions based on this data, several of which are provided as examples in this chapter under Criterion 1. All these changes will improve institutional effectiveness for the remainder of the pandemic and beyond.

Changes implemented to assessment as a result of the 2017 Periodic Review Report

In its response to Geneseo's 2017 Periodic Review Report (PRR), MSCHE reviewers highlighted the lack of a clear connection between assessment data and the allocation of resources, now covered in Criterion 3 of the revised standards. We have made changes to our assessment process accordingly.

The most successful institutional effectiveness strategy implemented since the PRR has been the SPG's solicitation of funding requests for projects that align directly with the College's *Seeing Beyond the Horizon* strategic plan. As described above, proposals were received from across the college. SPG allocated $1.2 million in two phases, and assessment of the projects' effectiveness in advancing strategic planning goals may be found in the Geneseo wiki (for the first phase) and recorded in Nuventive (for the second). (See evidence for C1.)

Since the PRR, CAC has developed an annual assessment audit with an option to request resources based on assessment findings. Based on its review of assessment audit data, CAC reports to SPG any findings to be considered in planning and resource allocation. SPG recommendations move forward to BPC, which advances recommendations to the cabinet, which in turn makes a final decision. For example, in 2019-2020, CAC sent two requests from 2018-2019 to SPG. One request was to allocate funds to the athletic training room; the other was to allocate funds to the Department of Languages and Literatures for equity-minded language studies to benefit students unable to afford participation in a study abroad program. Due to the pandemic, decisions on these requests are just now being forwarded to BPC. BPC is working on its own form for funding requests that arise from assessment, and, in Summer 2021, met with the president and the chairs of SPG and CAC to discuss ways to make the flow of information from CAC and SPG to BPC more efficient and more useful for decision-making.

Another way that Geneseo has improved the connection between assessment and resource allocation is by modifying the academic affairs funding request form. When a unit requests funding, it is asked to tie the request to strategic planning goals and provide assessment data to support the need.

In 2019, CAC started providing feedback to divisional units in response to their audit reports, and in 2021 it developed a form similar to APAC's "assessing assessment" form to facilitate regular, formal responses to units.

Conclusion

The college's planning processes, resources, and structures are aligned with each other, and are sufficient to fulfill our mission and goals, support assessment and continuous improvement, and respond to opportunities and challenges.

Points of pride

- During pandemic conditions the college has made significant progress on the areas for growth identified in our 2017 PRR, in particular regarding Criterion 3.
- In response to the pandemic, members of the college community have worked together to find ways to reduce spending and to expand our sources of revenue, under the leadership of our new VP for Finance and Administration.

Suggestions

- Continue to find ways to link assessment with planning and resource allocation, formalizing the most successful so that they become a regular part of the institutional effectiveness processes.
- Look for more ways to publicly report the college's successful institutional improvements.

Recommendations

None.

Notes

1. StdVI.C1.RoA10.Strategic Planning Mission, Values, Goals, StdVI.C1.RoA10.Strategic-Planning-Mission-Values-Goals-2021, StdVI.C1.RoA10.Strategic-Planning-Outcomes-and-Actions, StdVI.C1.SPG-Members. See chapter 1 for link between mission and goals.

2. StdVI.C1.RoA10.SPG-Funding-Phase-I-assessment

3. StdVI.C1.RoA10.SPG-Funding-Phase-II-assessment and StdVI.C1.Nuventive-home-page

4. StdVI.C1.Program-Alignment-Excerpts and StdVI.C1.Shared-Service-Center-Report

5. https://wiki.geneseo.edu/display/FacultyGovernance/Faculty+Constitution Article X section 3

6. StdVI.C1.SPG-Members

7. StdVI.C2 EmergencyOperationsPlan2021

8. StdVI.2 College Assessment Council

9. StdVI.2 Strategic-Plan-Update

10. StdVI.C1.Nuventive-home-page

11. StdVI.C2.Financial-Communication-3-19-21

12. StdVI.C2.Expanded-BPC-report

13. StdVI.C3.AcademicAffairsBudgetRequestPlanningGoals.pdf

14. StdVI.C3.HEERF Report thru MARCH 31 2021.pdf, StdVI.C3.HEERFwebpage

15. StdVI.C4.SponsoredResearchChart, StdVI.C8.RoA11.OSR-Annual-Reports

16. StdVI.C4.RoA11.TRiO-Awards-McNair, StdVI.C4.RoA11.TRiO-Awards-Student-Support-Services

17. StdVI.C4.PRODiG

18. StdVI.C4.ACCC

19. StdVI.C4.RoA11.College-Adancement-Annual-Report

20. StdVI.C4.RoA11.CASQuarterlyReport11-16-21.pdf, StdVI.C4.RoA11.CASQuarterlyReport05-04-21.pdf

21. StvVI.C4.HRannualReport, StdVI.C4.Position-Management-Policy

22. StdVI.C4.CITannualReport2021

23. StdVI.C6.Table61AssignedSquareFt, StdVI.C6.General Purpose Classrooms_Capacities.pdf, and StdVI.C6.ISTF - Report of ISTF - 2018-19

24. StdVI.C6.FMPRenovationProgress.pdf, StdVI.C6.Table6.3ProjectsProgress.pdf

25. StdVI.C5.Enrollment-Mgmt-Proposal-Index-Model-and-FA

26. StdVI.C3.Financial-Sustainability-Work-Team

27. StdVI.C5.Transparency-Initiative

28. StdVI.C672021-SUCF-Capital-Plan

29. StdVI.C6.FMPRenovationProgress.pdf, StdVI.C6.2021-Residence-Hall-Capital-Plan

30. StdVI.C6.Table6.3ProjectsProgress.pdf

31. StdVI.C4.CITannualReport2021

32. StdVI.C6.FiberBenefitsEveryone.pdf

33. StdVI.C6.RoA10.Facilities-Master-Plan-Phases-I-V

34. StdVI.C7.RoA11.2020-Annual-Financial-Report SUNY.pdf

35. StdVI.C7.RoA11.IPEDS_Finance2020-21.pdf, StdVI.C7.IPEDS_Finance2019-20.pdf

36. StdVI.C1.Shared-Service-Center-Report

37. StdVI.C9.RoA8.CACcharge, StdVI.C9.ASSESStivus

38. StdVI.C9.RoA8.CAC-minutes-spring-2021

STANDARD VII – GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

The College Council, campus administration, academic faculty, and Student Association all work together to realize the educational mission of the College and ensure that programs and policies serve the public interest and are regularly reviewed for quality. Within the policies and guidance of the State University system, Geneseo operates autonomously in most respects, while benefiting from membership in the system. The college's administration is appropriate in size to assist the president, as chief executive officer, in fulfilling her roles and responsibilities; it has a transparent and well-documented structure that defines relationships clearly. It is staffed with appropriately credentialed and experienced professionals who possess the skills, time, and technology to serve the institution well, engage regularly with faculty and students, and follow systematic procedures for assessment and improvement. Geneseo's system of shared governance ensures that academic programming, personnel decisions, fiscal management, and policy-making are informed by expertise and performed with integrity.

1: Governance structure

A clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students. (SVII,C1,C2adh, C3c; RoA12, RoA13)

SUNY Geneseo is one of 64 campuses in the State University of New York (SUNY), the largest comprehensive system of higher education in the United States. SUNY operates through a governing body, the Board of Trustees (BoT), and a system administration. The state system sets broad policy; provides oversight and shared services; and facilitates inter-campus cooperation. Within overarching requirements established at the system level, Geneseo operates as an independent entity.

New York State Education Law, the Regulations of the Commissioner of Education, and the Regents Rules provide the principal framework for operating colleges and universities within New York State. Documents such as the Policies of the Board of Trustees, the Bylaws of the Board of Trustees, and the University-wide Policy and Procedure Library govern the policies and procedures within SUNY to which SUNY Geneseo must adhere.[1]

At the campus level, a clear and robust system of shared governance ensures that programs and policies serve the public interest and are regularly reviewed for quality. Campus governance at Geneseo is shared and shaped by the combined and collaborative efforts of the College Council, faculty governance, the college administration, departmental governance, and the Student Association (SA).[2] These governing bodies meet regularly, and they actively influence the mission and goals of the College. The college administration, led by the president of the College, is responsible for all college operations, including implementation of all academic and non-academic policies and procedures. The college president, as chair of the faculty, also has final authority for approval of academic policies and local approval of academic programs.

All Geneseo faculty and staff must comply with SUNY's conflict of interest policy, New York State Public Officers Law 73, and New York State Public Officers Law 74.[3] New York State public officers law also establishes annual reporting responsibilities for trustees and all university officials, designed to prevent actual or perceived conflicts of interest and ensure that their decisions serve the best interests of the university and are not influenced by political, financial, or personal interests.

The governing bodies and administrations, at both the system and campus level, are described below under the criteria which pertain to them specifically. The immediately following sections describe how faculty, staff, and students contribute to shared governance.

System-level faculty governance

(SVII.C1, C4e)

The SUNY University Faculty Senate (UFS) provides participation in shared governance for the faculty of SUNY's state-operated and statutory campuses.[4] UFS membership includes elected senators from each campus, between one and four depending on campus size. Geneseo has one senator. In its proceedings, UFS also routinely includes, as *ex officio* official observers, the leaders of campus governance bodies.

UFS is organized into sectors—groupings of campuses with similar educational focus, such as the university research centers or the colleges of technology/agriculture. SUNY Geneseo belongs to the university colleges sector, which focuses on liberal arts education and whose members are sometimes referred to as "comprehensive colleges." The UFS Executive Committee is led by an elected president and vice president and contains a representative from each sector and one representative from SUNY system.

Meeting three times per year, UFS provides a communication channel between the faculty of the system and its administration. UFS resolutions commonly formalize faculty-initiated policy changes for consideration by the chancellor, campus presidents, campus governance bodies, or the BoT. Interactions between campus senators facilitate system-level cooperation and clarify shared concerns and academic issues.

Campus-level faculty governance

(SVIII.C1, C4e)

The faculty have primary responsibility for the educational program of the College, including curriculum, instruction, and research programs. Its governance structure is defined by the Constitution of the Faculty of SUNY Geneseo.[5] BoT policies include academic staff as members of the faculty, and Geneseo's faculty constitution extends membership to non-academic professional staff. The faculty are led by a presiding officer and six other faculty officers, all elected. All officers must be academics, except for the diversity, equity, and inclusion advisor. The official record of faculty governance is the *College Senate Bulletin*.[6]

The College Senate is the primary representative governing body of the faculty. Along with academic department, academic at-large, and professional divisional representatives, membership includes both students (approximately 20 percent of the body) and administrators (approximately eight percent). The Executive Committee of the College Senate directs the business of the senate through five standing committees that focus on specific areas: the Committee on Undergraduate Curricula (UCC); the Committee on Undergraduate Academic Policies, Core, and Review (UPC); the Committee on Graduate Academic Affairs (GAAC); the Committee on Student Affairs (SAC); and the Committee on Faculty Affairs (FAC).[7] Committees include representation from all constituent groups.

A few special-purpose committees of the faculty stand outside the senate: Nominations and Elections, Undergraduate Academic Standards (which reviews academic dismissals of students), Faculty Personnel, Professional Leave Review, and Faculty Budget and Resource Allocation.

In SUNY, academic and professional employees are represented by an independent union, United University Professions (UUP). Correspondingly, some support staff find representation in the Civil Service Employees Association (CSEA) and others in the Public Employees Federation (PEF) or one of our two police unions. Issues such as workplace environment are therefore addressed in a collective bargaining agreement rather than through faculty governance. The membership of the college faculty and of UUP are nearly identical; the two organizations operate independently but cooperatively.

Student Association

(SVII.C1, C4e, C5, RoA12)

The Undergraduate Student Association (SA) is an independent 501(c)(3) organization dedicated to the advancement and development of undergraduate student life. Its responsibilities include allocating funds from the student activity fee to various student-centered services and programs. The SA governance structure is defined by a constitution.[8] All undergraduate students are members of SA, and the membership is led by an elected president and executive committee.[9] Student senators to the College Senate are appointed through SA.

The SA president and/or vice president have *ex officio* voting positions throughout the college governance structure, including the College Council, College Senate and its Executive Committee, Geneseo Foundation Board, and many of the committees of the College defined by the president in the faculty constitution. SA also serves as a conduit through which the administration selects student representation for specific initiatives.

As required by BoT policy, a biannual, campus-wide student referendum determines whether the student activity fee will continue to be mandatory. The referendum, together with an annual financial audit and budget review for clubs and organizations, ensures that funds are used in a responsible manner that students find worthwhile. Geneseo SA employs several professional staff, for whom there are annual evaluations. The SA vice president is responsible for conducting these evaluations and then closing the loop with those professionals to support continual development.

2: A legally constituted governing body

A legally constituted governing body that serves the public interest, has sufficient independence and expertise, ensures freedom from undue interference, oversees programs and policies, plays a policy role in financial affairs, appoints and evaluates the CEO, is informed by principles of best practice, complies with a conflict-of-interest policy, and supports the CEO in maintaining autonomy.

Governing bodies at both the system and campus levels provide a foundation from which the campus president and the College as a whole can act with the independence and autonomy necessary to provide programs, develop policies, and make financial decisions that serve the public interest.

System-level: SUNY Board of Trustees

(SVII.C1, C2abcdefgh, C3a; RoA12, RoA13)

The SUNY System is governed by a Board of Trustees (BoT) composed of 15 members, appointed by the governor of the State of New York, and the respective presidents of the SUNY Student Assembly, the Faculty Council of Community Colleges, and the University Faculty Senate, who serve *ex officio*.[10] Since 2019, the chair of the BoT has been Dr. Merryl Tisch. The BoT shares responsibility for the system's 30 community colleges with their respective county authorities, and it shares responsibility for the system's five statutory colleges with their respective private universities. It has sole authority over the 29 state-operated four-year campuses, including SUNY Geneseo. The BoT has the legal authority, ultimate accountability, and oversight of the operations of SUNY Geneseo and the manner in which it fulfills its mission, including its academic and research programs, personnel policies, facilities, and budget allocation. In particular, the BoT:

- appoints the system administration senior staff, including the system chancellor;
- reviews the performance of the chancellor;
- appoints campus presidents;
- approves all degree programs and grants all degrees, diplomas, and certificates;
- establishes new campuses;
- determines tuition, which is uniform across all campuses;
- regulates student fees and charges;
- regulates at the broadest level the curricula, operations, and administration of the system.

The Statement on the Governance Role of a Trustee or Board Member, issued by the New York Board of Regents as guidance for trustees and board members of all New York institutions, articulates principles of good practice in board governance and stipulates that board members shall not interfere in the day-to-day operations of the state university or member campuses.[11] BoT members must abide by New York State Public Officers Law 74,[12] which requires that they not have any interest, financial or otherwise, which is in substantial conflict with the proper discharge of their duties. Education Law Article 8[13] holds the BoT accountable for advancing the state university's mission and ensuring the fiscal integrity and prudent financial management of campuses and the system as a whole by requiring it

to submit annual reports and a five-year capital master plan to the Governor and the legislature and to commission annual independent audits that are submitted to the State Comptroller.[14]

New academic degree programs must pass through a series of approvals. After proposal by a campus academic department, a program requires approval by Geneseo's provost, undergraduate curriculum committee, senate, and president; the SUNY provost (after an intra-SUNY comment period); the BoT; the New York State Education Department (NYSED); and the New York State Board of Regents.[15] Changes to less than 33% of an existing program can be approved locally, while greater changes must be approved at the SUNY system and state levels.

The Board of Trustees sets minimum general education requirements. Campuses have significant flexibility in implementing these requirements and the option to add local requirements. However, if a student completes the system general education requirements at one campus (including community colleges) and then transfers to another campus, the receiving campus must recognize this completion.[16]

Campus level: College Council

(SVII.C1, C2abcdfghi, C3a, C5; RoA12, RoA13)

At the campus level, the Geneseo College Council, akin to a local board of trustees, plays advisory, regulatory, and advocacy roles. Nine council members, including the chair, are appointed by the governor of the state; the tenth position is a campus-elected student representative. Seven of the gubernatorial appointment positions are currently filled, while two remain vacant. Current chair Robert Wayland-Smith has served for over 20 years and is a parent to two alumni. The remaining appointed council members have served between five and 13 years. The president of Geneseo's student association is the tenth member of the College Council, changing annually by election.[17]

Members participate on the council without financial compensation; act without respect to political, financial, or other interests; and must comply with SUNY's conflict of interest policy.[18] The council meets four times per year, with the president, the president's cabinet, and the faculty presiding officer as regular participating attendees. It reviews and makes recommendations on the president's major plans and approves policies governing the conduct and behavior of students.[19] When necessary, the council conducts the search process for a new president of the College and recommends candidates to the SUNY BoT for appointment.

Council members bring institutional knowledge, expertise in finance and business, understanding of the broader Geneseo, NY community, varied perspectives, and a strong sense of connection to the College, enabling them to work effectively with the college's administration and fulfill their role as intermediary between the College and BoT. Chair Wayland-Smith observes that the council's role is largely defined by the president. He feels the council to be valued, included in discussions of important issues, and influential. For example, the council provided input and comments in the recent 2019 revision of the college's sexual harassment policy. Similarly, in fulfillment of its role to oversee policies governing the conduct and behavior of students, in 2019 the council approved a change to the student code of conduct concerning academic dishonesty.[20]

The Association of Council Members and College Trustees of The State University of New York (ACT) Handbook provides College Council members with best practices in SUNY board governance.[21] ACT maintains a website, conducts an annual conference, and publishes newsletters to promote the effectiveness of college councils. The ACT Handbook recommends that council chairs schedule and preside over self-evaluations by the council to improve effectiveness.[22] According to Wayland-Smith, the council does not have a recent history of conducting formal assessment, but is now (Spring 2022)

completing a survey-based assessment activity that addresses key council functions (advisory, regulatory, and advocacy).

3: Chief Executive Officer

A CEO who reports to the governing body, has appropriate credentials and experience, has authority and autonomy to fulfill the position's responsibilities, and has the assistance of qualified administrators. (SVII.C1, C2f, C3abcd, C4e)

The chief executive officer (president) of each campus is appointed by the SUNY Board of Trustees (BoT) on recommendation from its respective college council. The BoT appointed President Denise A. Battles as the chief administrative officer of SUNY Geneseo in 2015 following a search governed by SUNY's guidelines for conducting a presidential search.[23] President Battles reports to the SUNY chancellor and BoT and promotes SUNY Geneseo's development and effectiveness.

The president's duties and responsibilities are outlined in SUNY's *Policies of the Board of Trustees*, Article IX.[24] The chancellor is charged by the BoT with evaluating and assessing the president's performance every three years through a presidential evaluation process.[25]

President Battles is credentialed and experienced to serve as SUNY Geneseo's president. She received her baccalaureate degree in geology from Colgate University (Hamilton, NY) in 1984, and her PhD in geology from the University of California, Los Angeles, in 1990.[26] Before becoming Geneseo's president, she served as a faculty member and administrator in a series of progressively responsible positions, including associate dean, dean, and provost. In addition, Battles has served in a leadership role in multiple higher education associations. She served as president of the Council of Colleges of Arts and Sciences; vice president and president-elect of the Association of Chief Academic Officers; chair of the board for the American Council on Education's Council of Fellows; president and board of directors member of the Council of Public Liberal Arts Colleges; and on the board of directors of the American Association of State Colleges and Universities.

Policies of the Board of Trustees describes the responsibilities of the president (technically, chief administrative officer) and addresses that individual's authority and autonomy.[27] Specifically, "The chief administrative officer shall supervise the members of the professional and non-academic staff of such college and shall appoint or recommend to the Chancellor and the Board of Trustees persons for appointment as members of the professional staff of the college. The chief administrative officer shall prepare and recommend the annual budget requests of the college and shall report and make recommendations to the Chancellor and the Board of Trustees and the college council concerning the operation, plans, and development of the college. The chief administrative officer shall make all appointments of employees to positions at the college in the classified service of the civil service of the State."

Each fall, President Battles submits an annual report for the previous fiscal year to SUNY, making it available to the BoT, the chancellor, the college council, and the faculty and staff.[28] The report provides budget data and high-level outcomes and achievements for a given fiscal year, and it demonstrates an effective governance structure. In addition, at the start of each academic year, President Battles addresses the institution's successes, challenges, and opportunities at an opening convocation.[29] President Battles' responsibilities include oversight of Geneseo's institutional effectiveness plan, which may be found on the Geneseo website.[30]

Early in her tenure, President Battles launched the development of a five-year strategic plan, *Geneseo 2021: Seeing Beyond the Horizon*.[31] In association with that development, the College refined its mission and values and wrote a vision statement. As described in Chapter 1, she has charged the Strategic Plan-

ning Group with developing a new plan and drafting new mission, values, and vision statements, as a result of which new mission and values language was adopted in Fall 2021.

In her role as chief executive officer, President Battles is assisted by eight well-qualified cabinet members: five vice presidents, a chief diversity officer, a chief communications and marketing officer, and a chief of staff.[32] A vice president with clearly defined roles and responsibilities leads each of five administrative divisions: Academic Affairs, Finance and Administration, Student and Campus Life, Enrollment Management, and College Advancement.[33] Various other senior administrators assist these vice presidents.

4: Administration

An administration of appropriate size and clear organization structure, with members credentialed in accordance with the institution's mission and possessing skills, time, assistance, technology, and systems to perform their duties. An administration that regularly engages with faculty and students and follows systematic procedures for evaluating units.

System-level: SUNY system administration

(SVII.C1, C2e, C3d)

The chief executive officer of the SUNY system is the chancellor, a position held from August 2020 to January 2022 by Jim Malatras, PhD.[34] Other positions in the SUNY senior staff of particular significance to the College are the SUNY provost, the senior vice chancellor for finance, the senior vice chancellor for strategic initiatives and chief diversity officer, and the senior vice chancellor for capital facilities.[35]

The system administration, led by the chancellor, develops initiatives for the BoT's consideration and implements the board's plans and policies. In particular, the chancellor is responsible for

- evaluating the performance of each campus president;
- providing centralized financial, legal, academic, external relations, audit, student life, and human resources services and support to each campus;
- providing oversight, coordination, and reporting in response to requests by state agencies.

SUNY administration has oversight of the college's financial plans as well as its financial health and viability. The College submits a financial management strategy to SUNY administration each year.[36] (Owing to the COVID-19 pandemic and related financial crisis, SUNY did not require a submission for 2020-21.) SUNY does not control the use of budgeted allocations but ensures that the campus has made appropriate plans to address shortfalls or overages of cash, operating deficit, or surplus.

Campus-level administration

(SVII.C4abcdf)

The *College Handbook* documents Geneseo's organization and reporting structure.[37] For a college of roughly 5,000 students, the administration is appropriately sized and has relevant experience to assist the president in fulfilling their role and responsibilities. The 879 employees include 506 employees in Academic Affairs (including academic faculty); 200 in Administration and Finance; 109 in Student and Campus Life; 27 in Enrollment Management; 19 in College Advancement, two in Research Foundation, and 18 in the Office of the President, which includes the offices of Diversity and Equity and Communications and Marketing.

Since the college's last self-study, leadership has changed in all eight cabinet positions. Stacey Robertson was appointed as provost and vice president for academic affairs in 2017, Julie Buehler as vice president for finance and administration in 2019, Costas Solomou as vice president for enrollment management in 2019, Michael Taberski as vice president for student and campus life in 2020, Ellen Leverich as vice president of advancement in 2020, Kerri Howell as chief communications officer in 2020, and Wendi Kinney as chief of staff in 2019. The college's first chief diversity officer, robbie routenberg, was hired in 2017 and appointed following a national search in 2018 to lead the college's diversity, equity, and inclusion efforts and to advance the broader aim of creating an inclusive and supportive campus climate.

President Battles holds weekly cabinet meetings throughout the year to discuss matters of importance. Each member of her cabinet is evaluated annually based on a performance program that includes short- and long-term goals. Other College administrators are similarly evaluated based on annual performance program goals and objectives.[38]

Each cabinet member works with knowledgeable staff who provide them with the support and expertise needed to effectively advise the president on college-related matters and policy.[39] Their positions are indicated in the chart of the college's organizational structure.

The Department of Computing and Information Technology (CIT) manages multiple software systems and platforms that support the day-to-day work of administration and advance students' success. These include Ellucian Banner, KnightWeb, Event Management System, Canvas Learning Management System, and Drupal web content management system. Some newer software systems include Slate (Enrollment Management System), EAB Navigate (Student Success Management System), Ellucian Advance, PNC (health record keeping) and a bespoke voting system for the College Senate.

Shared governance

(SVII.C1, C4ae)

It is primarily through the shared governance process that the College administration systematically and continuously engages with faculty and students. Committees and task forces at Geneseo typically afford representation to all shared governance constituencies. Article X of the faculty constitution formalizes such representation for six standing committees of the College (as distinct from committees of the senate and of the faculty). Together, these committees help establish a context in which administration, faculty, and students work together to plan college operations. The committees are the Research Council, the Strategic Planning Group (SPG), the College Assessment Council (CAC), the Budget Priorities Committee (BPC), the Honorary Degree and Speaker Committee, and the General Education Committee.

The SPG, chaired by the provost, is the primary locus for long-range planning. Administrative, divisional, and department plans and goals are expected to align with the goals and objectives of the strategic plan, and resource allocation is tied in part to this alignment. The SPG is tasked in the college Institutional Effectiveness Plan[40] with monitoring progress towards strategic plan objectives.

The BPC, co-chaired by the vice president for finance and administration and the past presiding officer of the faculty, plays a key consultative role with the president. In February 2019, President Battles temporarily expanded the membership of the BPC and charged the group with canvassing the campus community to develop a list of potential revenue-enhancing and expense-reducing efforts. The president established an ambitious goal of identifying $3.2 million of incremental revenue or cost savings. The final report in June 2019 listed both immediate-action items and longer-range plans with a potential impact of $4.5 million, although some of these were associated with negative impacts.[41]

Partner organizations

(SVII.C3d, C4b, RoA12)

Some functions of college operations are completed through legally separate organizations, which are closely integrated with the College.

Campus Auxiliary Services

Campus Auxiliary Services (CAS) is a not-for-profit company dedicated to serving SUNY Geneseo. The executive director reports to a board of directors and has a "dotted-line" relationship to the vice president for finance and administration. The board comprises campus administrators, faculty, students, and members of the community (typically alumni), as outlined in a contract with SUNY and executed at the individual campus level.[42] CAS employees are not employees of Geneseo. CAS receives infrastructure and support from the College but also has administrative departments to support proprietary operations. Those include human resources, finance and accounting, facilities, marketing, supply chain, and information technology.

CAS provides several non-academic services on an exclusive basis, as detailed in the contract with SUNY. The Division of On-Campus Restaurants and Cafés is the largest. CAS owns and operates properties and manages contracts with external service providers on behalf of the College. Examples include vending, bus/transportation services, and relations with national brands (Barnes & Noble, Starbucks). CAS provides the following additional services: catering, laundry facilities, ID cards, refuse and recycling and fiscal agent services. CAS runs retail, pay-one-price, and national brand operations at seven locations on campus. During the academic year, operations run almost 24/7.

In addition to student employment opportunities, CAS provides financial support to the College in the form of rent for CAS-occupied spaces, program funding, grants, scholarships, and various annual donations. Contracts with outside vendors typically include contributions returned to the College in the form of commissions, grants, and internships.

Geneseo Foundation

The Geneseo Foundation provides financial support, leadership, and advocacy to the college community while fostering engagement with donors to enhance the unique Geneseo experience for students and build an endowment for the future. The foundation ensures a strong base of private-sector support by leading and advising on fundraising, gift and grant management, volunteer support, alumni engagement, and visibility, and by serving as advisors to the president and senior leadership of the College. Responsibility for governance of the foundation is vested in a board of directors composed of alumni, parents of alumni, and college representatives.[43] The vice president for college advancement serves as executive director, reporting regularly to the board, taking responsibility for the management of all funds in its accounts, and ensuring their proper stewardship. All board members must annually affirm in writing their adherence to a conflict of interest policy.[44] The foundation is the principal mechanism for the receipt and administration of charitable contributions and grants for the benefit of the College. It is a not-for-profit corporation organized under the laws of the State of New York and is classified by the IRS as a public charity under sections 509(a)1 and 170(b)1(A)(iv) of the Internal Revenue Code. It also meets the requirements of section 501(c)3. Gifts to the foundation are tax-deductible.

SUNY Geneseo Alumni Association

The SUNY Geneseo Alumni Association (SGAA) is the official alumni association of the College. It is governed by a board of 21 directors who meet twice annually.[45] The SGAA board fosters lifelong connections among alumni and the College through inclusive experiences, educational opportunities, and

meaningful communication. The SGAA board works in collaboration with key partners to support the mission, vision, and values of the College. The president of the College and vice president for college advancement are *ex officio* members of the board. The executive committee consists of the SGAA president, the vice president, the secretary, the immediate past president, and the director of alumni relations.

SUNY Research Foundation

The SUNY system channels all external grants and contracts awarded to state-operated campuses through a central clearinghouse, the Research Foundation for the State University of New York (RF). The RF is a private, non-profit, tax-exempt education 501(c)(3) corporation. Through Geneseo's RF operations manager and grants management office, the RF provides the necessary administrative systems, policies, and processes to support sponsored programs and grants management in compliance with all SUNY, sponsor, and government requirements. Pursuant to SUNY policy and federal law, the RF also holds title to intellectual property (IP) developed at SUNY and provides comprehensive IP and technology transfer services to faculty, staff, and students. Over the past five years, Geneseo has received approximately 24 new awards each year, with annual expenditures close to $1.4 million.

5: Assessment

Periodic assessment of the effectiveness of governance, leadership, and administration. (SVII.C2f, C3a, C4f, C5)

Faculty governance takes an integrated approach to assessment, with continual reflection on efficacy. For example, in Fall 2019, the Curricular Design Working Group (CDWG), charged with proposing a redesigned curriculum and general education requirements, having laid important conceptual groundwork, needed to progress more quickly to a concrete proposal. A leadership team consisting of key CDWG members, the senate chair, and the provost was swiftly assembled to meet biweekly and organize efforts to move a proposal across the finish line. The proposal passed the College Senate in Spring 2021, despite a pause for the pandemic. In another example, during summer 2021 a team developed a proposal for certain low-impact curriculum changes to be approved without a full Senate vote, in order to streamline the workload. That proposal was amended and adopted in fall 2021.

College leadership is evaluated annually, according to performance plans established for the academic year, save the president, who undergoes a system-administered comprehensive three-year review. Review of the president is conducted by the SUNY System Chancellor and incorporates the results of a survey conducted by SUNY System of a wide range of constituent groups, including faculty, students, College Council, Foundation Board, alumni, other administrators, and professional staff. Review of cabinet members is completed by the president and takes into consideration each cabinet member's achievements relative to annually developed short-term and long-term objectives.

The College Assessment Council (CAC) oversees, collects, and responds to assessment of all units of the College. The CAC can also advance resource requests based on assessment data to the SPG and BPC. Departments, both academic and administrative, contribute annual assessment reports to a wiki, where they are visible to the campus community.[46] The CAC has recently adopted the practice of replying to the assessment work of each unit, with the goal of improving assessment processes and the use of results across the college. A central element of this supportive role is an annual event called ASSESStivus, which provides training and resources on assessment.

The College participates in the following surveys: HERI Faculty Survey, Collaborative on Academic Careers in Higher Education Faculty Job Satisfaction Survey (COACHE), and Great Colleges To Work For. These provide actionable assessments of campus climate. Geneseo has implemented a number of initiatives in reaction to the feedback from these surveys, including:

- developing a new exit survey, in collaboration with the Office of Diversity and Equity, that is administered by a third party with data provided to the College every quarter;
- launching a new leadership development program;
- developing a Career Advancement Policy;
- enhancing systems and programs for employee onboarding;
- developing a "Promoting the Respectful Workplace" policy and program in collaboration with college labor unions;
- developing a certificate titled Advancing Cultural Competency.

Conclusion

The government and administration of the college allow it to realize its mission and goals, and benefit the institution, students, and other stakeholders. The college has education as its primary purpose and operates with sufficient autonomy.

Points of pride

Shared Governance at SUNY Geneseo is highly collaborative and intersectional, both in defined structure and in everyday practice.

Suggestions

- The University Faculty Senate is currently developing a rubric for assessment of shared governance systems at the campus level. When this is complete, Geneseo should use it to assess our own systems.
- The campus president should continue to advocate with the Governor's office for appointments to fill the vacant seats on the College Council.

Recommendations

None.

Notes

1. StdVII.2d.BoT-Policies, StdVII.2d.BoT-Bylaws, and StdVII.2d.Library-of-Policies
2. StdVII.1.Shared-Governance
3. StdVII.2h.Conflict-of-Interest-Policy and StdII.C4.New-York-State-Public-Officers-Law
4. StdVII.1.UFS-webpage
5. StdVII.1.Constitution-of-the-Faculty
6. example issue StdVII.1.College-Senate-Bulletin-65.9
7. StdVII.1.Faculty-Governance-Frontpage
8. StdVII.4a.SA-Constitution
9. StdVII.4c.SA-Executive-Committee-Membership
10. StdVII.1.BoT-Membership; StdVII.1.BoT-Bios
11. StdVII.2c.Governance-Role-Trustee-or-BoardMember

12. StdVII.2c.Public-Officers-Law-74
13. StdVII.2a.Education-law-article-8
14. StdVII.3c.2019-20-President's-Report
15. StdVII.2d.SUNY-Academic-Program-Planning
16. StdVII.2d.SUNY-MTP2013-SeamlessTransfer
17. StdVII.2a.RoA12.13.College-Council-Members
18. StdVII.2h.Conflict-of-Interest-Policy
19. StdVII.2g.ACT-HandbookEducLaw356
20. StdVII.2d.College-Council-Minutes-11-15-2019-page3
21. StdVII.2g.ACT-Handbook
22. StdVII.5.ACT.Handbook-Council-Effectiveness
23. StdVII.3a.Presidential-Search-Guidelines
24. StdVII.3a.SUNYBylaws-ArticleIX
25. StdVII.2f.3a.Presidential-Evaluation-Process

26. StdVII.3b.Battles-CV
27. StdVII.3a.SUNYBylaws-ArticleIX
28. StdVII.3c.2019-20-President's-Report
29. StdVII.3c.2021-Opening-Convocation-Aug2020
30. StdVII.3d.IEPlan
31. StdVII.3c.Geneseo2021-Seein-.Beyond-the-Horizon
32. StdVII.4c.Cabinet-resumes
33. StdVII.3c.College-Officers
34. StdVII.1.Malatras-Bio
35. StdVII.1.Chancellor-Senior-Staff
36. StdVII.2e.2019-2020-Financial-Management-Strategy
37. StdVII.4a.org-chart
38. StdVII.4f.MC-PerfProg; StdVII.4f.MC-Eval
39. StdVII.3d.4a.Geneseo-Organizational-Structure
40. StdVII.3d.IEPlan
41. SVII.4e.Expanded-BPC-Final-Report-2019
42. StdVII.RoA12.CAS-BoardofDirectors
43. StdVII.RoA12.Foundation-BoardofDirectors
44. StdVII.2h.Geneseo-Foundation-Conflict-of-Interest-Policy
45. StdVII.RoA12.Alumni-BoardofDirectors
46. StdVII.5.Assessment, StdVII.5.Admin-Assessment-Example-2020, and StdVII.5.Academic-Assessment-Example-2020

GLOSSARY

AAC

Academic Affairs Committee, a standing committee of the college senate

AAC&U

Association of American Colleges and Universities

AASCU

American Association of State Colleges and Universities, a national organization.

ABD

All but dissertation

ACCC

Advancing Cultural Competency Certificate. A local program of about 20 hours offered to faculty and staff members.

ACE

American Council on Education, a national organization, known for its ACE Fellows program.

ACS

American Chemical Society

ACT

The Association of Council Members and College Trustees. ACT seeks to promote increased Council effectiveness, constructive government relations and advocacy for quality public higher education through meetings, an annual conference, newsletters and this newly created website.

ACTFL

American Council on the Teaching of Foreign Languages - Our Languages and Literatures Department uses ACTFL services to test oral proficiency of adolescence education majors in Spanish or French

ADHD

Attention-Deficit/Hyperactivity Disorder

AEPT

Academic Experience Planning Team

AFL-CIO

American Federation of Labor and Congress of Industrial Organizations

AFT

American Federation of Teachers union (an AFL-CIO union)

AICPA

American Institute of Certified Public Accountants

ALER

Adjunct Lecturer Evaluation Report

ALO

Accreditation Liaison Officer

AOD

Alcohol and other drugs (program through Geneseo health education office)

AOL

Assurance of Learning

AOP

Access Opportunity Programs. An umbrella term for academic support services programs providing supplementary advisement and other forms of academic support to educationally disadvantaged students admitted to the College.

APAC

Academic Program Assessment Committee

APM

Academic Peer Mentor

APR

Academic Program Review

APSU

The New York State Law Enforcement Officers Union

ASSESSivus

Geneseo's annual assessment conference

ASU

Administrative Services Unit

AY

Academic Year

BA

Bachelor of Arts

BIOL

Biology course prefix

BIPOC

Black, Indiginous, and People of Color

BoT

Board of Trustees - The SUNY system governing board

BPC

Budget Priorities Committee - A standing committee of the College

BPS

Bachelor of Professional Studies

BS

Bachelor of Science

CAC

College Assessment Council. A standing committee of the College, the CAC oversees, collects, and responds to assessment of all units of the College.

CAEP

Council for the Accreditation for Educator Preparation

CAOCHE

Collaborative on Academic Careers in Higher Education. The College participates in the CAOCHE Faculty Job Satisfaction Survey.

CARES

Coronavirus Aid, Relief, and Economic Security (CARES) Act (2020)

CAS

Campus Auxiliary Services. A campus-based, not-for-profit corporation with which the College contracts to provide food service, catering, and other related services to the campus community. CAS is operated under SUNY System guidelines for auxiliary service corporations.

CDL

Center for Digital Learning

CDS

Common Data Set

CDWG

Curricular Design Working Group

CEO

Chief Executive Officer

CHEM

Chemistry course prefix

CIL

Center for Integrative Learning

CIO

Chief Information Officer

CIT

Computing & Information Technology. CIT is the principal technology support unit for the entire College. CIT reports to the Provost.

COACHE

Collaborative on Academic Careers in Higher Education

COPLAC

Council of Public Liberal Arts Colleges. A national consortium of small, selective public liberal arts colleges formed for the purpose of promoting excellence in undergraduate liberal arts education and the service mission of public colleges. Geneseo has been a member of COPLAC since 1994.

CPA

Certified Public Accountant

CSEA

Civil Service Employees Association. The official bargaining unit for SUNY clerical and maintenance staff.

CST

Content Specialty Tests used by the School of Education

CVILT

Coronavirus-19 Incident Leadership Team

DAPA

Dean of Academic Planning and Advising

DASNY

Dormitory Authority of the State of New York

DEI

Diversity, Equity, and Inclusion

DEW

AKA DFW rates, refers to non passing grades in courses. Geneseo uses the E grade instead of an F for failing grade.

DICE

Diversity and Inclusion Community Educators workshops

DUCK

Diagnostic Undergraduate Chemistry Knowledge, a standardized exam offered through the American Chemical Society

EAB (Navigate)

EAB is the company that created and supports the "Navigate" Early Alert/Advice System.

EAS

Educating All Students, offered through the School of Education

ECON

Economics course prefix

EOP

Educational Opportunity Program; part of AOP

ESA

Emotional Support Animals

EXPL

"Exploratory" course prefix

FAC

Committee on Faculty Affairs, a College Senate standing committee

FAFSA

Free Application for Federal Student Aid

FAQ

Frequently Asked Questions

FCI

Facility Condition Index

FDS

Financial Disclosure Statement

FMP

Facilities Master Plan

FORCES

Friends of Recreation, Conservation, and Environmental Stewardship

FPC

Faculty Personnel Committee

FY

Fiscal Year

FYCP

Five-Year Capital Plan

FYE

First Year Experience

G-STEM

Geneseo Scholarships in STEM

GAAC

Committee on Graduate Academic Affairs, a College Senate standing committee

GCAB

Geneseo Campus Activities Board

GEAC

General Education Advisory Committee

GER

General Education Requirements; SUNY uses this acronym.

GLK

Geneseo Late Knight, student activities generally Thursdays, Fridays, and Saturdays from 7pm to 1am.

GLOBE

Geneseo Learning Outcomes for Baccalaureate Education

GOES

Geneseo Online Employment System

GOLD

Geneseo Organization for Leadership Development

GPA

Grade point average

GPS

Geneseo Points of Support Guides

GREAT

Geneseo Recognizing Excellence, Achievement, and Talent

GROW-STEM

Geneseo Reaching Out to Women and underrepresented groups in STEM

GSCI

Geological sciences course prefix

GSNU

Graduate Student Employee Union

HEDS

Higher Education Data Sharing

HEERF

Higher Education Emergency Relief Fund

HERI

Higher Education Research Institute

HIST

History course prefix

HNC

Humphrey Nature Center in Letchworth State Park

IAL

Integrative & Applied Learning

ICC

Internal Control Coordinator

ICO

Internal Controls Officer

ICP

Internal Control Program

IDS

Information Delivery Services

IE

Institutional Effectiveness

IEP

Institutional Effectiveness Plan

IFR

Income Fund Reimbursable - Self-sustaining accounts to support the campus mission

INTD

Interdepartmental. The College's prefix for courses that either are taught by faculty from various departments or have content residing outside the discipline(s) of any one department.

IP

Intellectual property

IPEDS

Integrated Postsecondary Education Data System

IPS

Intellectual and Practical Skills

IR

Institutional Research

IRC

Inter-residence Council

IRP

Inventory of Registered Programs

IRS

Internal Revenue Service

ISU

Institutional Services Unit

JCOPE

Joint Commision on Public Ethics

LEAP

Liberal Education and America's Promise

LEAP VALUE

Liberal Education and America's Promise Valid Assessment of Learning in Undergraduate Education

LEED

Leadership in Energy and Environmental Design - a widely used green building rating system

LER

Lecturer Evaluation Report

LGBTQ

Lesbian, Gay, Bisexual, Transgender, and Queer

LLCs

Living-learning Communities

MATH

Mathematics course prefix

MC

Management Confidential. The SUNY classification for non-union administrators, including the President, the Provost and Vice Presidents, and other high-level unit directors.

MHAC

Mental Health Advisory Committee

MISO

Measuring Information Service Outcomes - survey used to evaluate computing and information needs.

MOSAIC

Multicultural Organization Space for Activities, Inclusion, and Collaboration

MOU

Memorandum of Understanding. The final document of the SUNY-System-initiated campus mission reviews, 1997-2000. Each campus developed an MOU with System Administration, spelling out major priorities and expectations for the next several years.

MS

Master of Science

NASBA

National Association of State Boards of Accountancy

NSF

National Science Foundation

NSP

New Student Programs

NSSE

National Survey of Student Engagement; Geneseo participates in the NSSE survey every three years.

NYSCOPBA

New York State Correctional Officers and Police Benevolent Association

NYSED

New York State Education Department

NYSTCE

New York State Teacher Certification Examinations™

NYSUT

New York State United Teachers union

OAS

Office of Accessibility Services

ODE

Office of Diversity and Equity

OIR

Office of Institutional Research

OISS

Office of International Student Services. Established in 1999 to recruit, advise, and oversee services for international students, the OISS reports to the Associate Vice President for Enrollment Services.

OL

Orientation Leader

OMP

Office of Multicultural Programs and Services

OPI

Oral Proficiency Interview - Our Languages and Literatures Department uses ACTFL services to test oral proficiency of adolescence education majors in Spanish or French.

OS

Operating system

OSU

Operational Services Unit

PEF

Public Employees Federation

PER

Personnel Evaluation Report

PERB

Public Employee Relations Board

PIF

Performance Improvement Fund

PNC

Point and Click. PNC is the product the College uses for an Electronic Health Records/Practice Management System.

PPR

Periodic Program Review. The five-year interim re-accreditation process and report required by Middle States. Geneseo's most recent PPR was completed in 2016-2017.

PRODiG

Promoting Recruitment, Opportunity, Diversity, Inclusion and Growth

PRR

Periodic Review Report

PS&T

Professional, Scientific, and Technical bargaining unit

PSYC

Psychology course prefix

RA

Resident Assistant

RCR

Responsible Conduct of Research

RF

Research Foundation exists to serve the State University of New York (SUNY) by providing essential administrative services that enable SUNY faculty to focus their efforts on the education of students and the performance of life-changing research across a wide range of disciplines including medicine, engineering, physical sciences, energy, computer science, and social sciences.

RHCP

Residence Hall Capital Plan

RWG

Real World Geneseo

S&CL

Division of Student and Campus Life

S-STEM

Scholarships in Science, Technology, Engineering, and Mathematics

SA

Student Association. The SA is the undergraduate student government.

SAC

Committee on Student Affairs

SAMs

Student-Athlete Mentors

SELF

Student Emergency Loan Fund

SGAA

SUNY Geneseo Alumni Association. SGAA is the official alumni association of the College.

SI

Supplemental Instruction, Supplemental Instructor

SOB

School of Business

SOE

School of Education

SOFI

Student Opinion of Faculty Instruction. The College's local instrument for student evaluation of faculty. Policies require faculty to administer SOFIs to virtually all classes every semester. The Office of Institutional Research compiles and reports comparative results. A sample SOFI form is included in Volume II, Appendices.

SOT

"Students on Track" Financial Aid tool

SPARC

Sexual and interpersonal violence Prevention And Response Course

SPG

Strategic Planning Group. A standing committee of the College, composed of faculty, staff, students, and the division Vice Presidents, the SPG directs the planning process for the College. The Provost serves as ex officio chair of the SPG.

SSS

See TRiO SSS

STAR-NY

SUNY tutoring consortium offering free online tutoring to students in participating institutions (Geneseo "contributes" an undergraduate Chemistry tutor)

STEM

Science, Technology, Engineering, and Mathematics

STEMS

STEM Scholarships

SUCF

State University Construction Fund. A public benefit corporation serving as the construction agent for academic buildings, dormitories, and other facilities at State University of New York (SUNY) institutions. The fund oversees construction, acquisition, reconstruction, and rehabilitation or improvement of such facilities.

SUNY

State University of New York. The term refers to the central administration (SUNY System Administration) and its affiliated campuses.

SUNY SA

SUNY Student Association

SUNY UNIVERSITY COLLEGES

The thirteen SUNY liberal arts colleges (formerly Colleges of Arts and Science and occasionally referenced as A&S institutions) which focus primarily on undergraduate education. Geneseo is classified among this group and views the other university colleges as its primary peer institutional group for the purposes of comparisons and assessments within SUNY.

SUNYGER

SUNY General Education Requirement. SUNY system requirements for general education core.

SUTRA

State University Tuition Reimbursement Account

TA

Teaching Assistant

TAP

Tuition Assistance Program

TERC

Teacher Education Resource Center

TLC

Teaching and Learning Center

TOP

Transitional Opportunity Program, which is part of AOP

TRIO-SSS

TRiO Student Support Services

UCC

Committee on Undergraduate Curricula, a College Senate standing committee

UFS

University Faculty Senate. A College Senate standing committee; UFS serves as a resource on governance for the University. It serves as a deliberative body on educational policies for the SUNY System.

UPC

Committee on Undergraduate Academic Policies, Core, and Review

UPD

University Police Department

URM

Under-represented minorities

UUP

United University Professions, the national union of faculty and professional staff.

VALUE

See LEAP VALUE

VP

Vice President

VPN

Virtual private network

WGSU

SUNY Geneseo's radio station

WIG

Wildly Important Goal (Sean Covey, The 4 Disciplines of Execution)

WLC

Writing Learning Center

WOW

Week of Welcome (or Weekend of Welcome)

WSTEM

Women in Science, Technology, Engineering, and Mathematics