



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK

# **Building a Better Brockport: The College's Strategic Plan, 2017-22**

## **Mission**

The College at Brockport is an inclusive learning community that inspires excellence through growth, engagement, and transformation.

## **Vision**

The College at Brockport is committed to building meaningful lives through intellectual exploration, civic engagement, and personal growth.

## **Value Pillars**

- Community
- Engagement
- Excellence
- Transformation

## **The Brockport Promise**

The College at Brockport promises to engage our students each day in cultivating their capacity for intellectual, physical, and creative accomplishments.

## Background to *Building a Better Brockport*

***Building a Better Brockport*** is the work of dedicated individuals across and beyond campus. The College intends for this will be a living document that guides our behavior and commitment over the next five years, and beyond.

***Building a Better Brockport*** has its genesis in a series of Vision Cafes that were held in the fall of 2015.<sup>1</sup> These Vision Cafes asked our campus community to reflect on the previous strategic plan, the College of 2025 conversations and our collective vision for the future. More than 200 people participated in these face-to-face discussions, with more than 100 also participating via an online survey. The Vision Cafes focused on the following questions:

- The College at Brockport is a great place to work. It can be a greater place to work if....
- Identify the words that define the College. Who are we currently?
- What do we need to be as an institution? What makes us distinctive?
- What is our story and how best can we tell it?
- What aspects of our [2011-16] strategic plan still resonate for us?
- What else can we consider that we haven't yet considered?

Two questions were asked specifically of students:

- If you could change something about your overall experience, what would it be?
- What difference do we make to our students' lives and education? (How do we know?)

Feedback was extensive and illuminating and offers us many avenues to continue to explore.<sup>2</sup> In relation to the aspects of the 2011-16 plan that still resonate, it was clear that the vast majority supported the principles of two of the four College priorities outlined there, namely

- Engaged students and academic quality
- Learning environment and quality of place

***Building a Better Brockport*** takes this feedback into account, and transforms these goals to fit with the changes that have taken place since 2011.

In February 2016, the Strategic Planning Committee commenced their thoughtful and dedicated work. By the end of the spring semester, it was clear that four areas of focus had emerged: community, engagement, excellence and transformation. In September 2016, subcommittees

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<sup>1</sup> Led by Debbie Jacob and Deb Toms, the Cafes were also facilitated by the following faculty and staff members: Sherrill Anderson, Laurie Freeman, Joe Goings, Dale Hartnett, Tom Hernandez, Anna Hintz, Sara Kelly, Cindy Krautwurst, Randall Langston, Kim Piatt, Adam Rich, Chaley Swift and Celia Watt. Thanks are due to them for their time and energy in supporting the goals of engagement and communication.

<sup>2</sup> See Appendix A for a summary of findings.

were formed to focus on these “pillars” as well as to work on new Mission, Vision and Values.<sup>3</sup> Through online surveys, town hall meetings, and community forums and presentations, both on and off campus, all members of the campus community have had an opportunity to engage with, respond to and offer ideas on specific areas. Outside of the work of the committees, there were more than 600 participants in the process.

The College is grateful to our colleagues, students and community members for their advice, guidance and enthusiasm.<sup>4</sup>

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<sup>3</sup> For a list of members of the committee and the subcommittees, please see Appendix B. Thanks are due to Laurie Smith and Julie Pruss for their comprehensive administrative support, as well as Mary Ellen Zuckerman and Faith Prather, who were members of the committee in the first semester of our work.

<sup>4</sup> **This number will increase.** At present: 275 individuals completed the online surveys, Town Halls averaged an attendance of over 200 each on campus and were streamed to the Metro Center and the REOC. In addition, many more individuals attended the open forums held by pillar leaders. **[Add info on campus leadership summit, student engagement etc once finalized. Also add numbers for final plan engagement responses]**

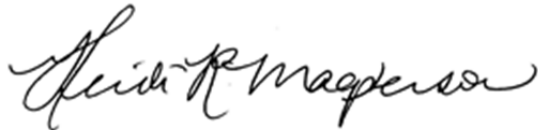
## Message from President Macpherson

This strategic plan builds upon the achievements of the College and its goals and sets a new direction that expands our reach further into our community. We span the urban and the rural and take pride in our ability to address and enhance both aspects of our community. We are Rochester's SUNY and Brockport's SUNY, and we are more than this, too. As a College, we believe in a greater Brockport for a greater Rochester, and a greater Brockport for a greater world. We are *of* our community not just *in* our community, and over the next five years, we will become a key resource for Monroe County and beyond.

The College at Brockport has a small school feel, but offers big school opportunities for our students. As we tell our story, of the successes of our faculty, staff, students and alumni, we will connect and engage with non-profit organizations, business leaders, and educational institutions to assist our community with its problems, and act as a resource for solutions. We know that expertise lies within our boundaries and we seek to expand outwards so as to share that expertise more widely.

We will align resources to our strategic planning priorities, and ask divisions, offices and departments to articulate how their goals fit within the broader framework of ***Building a Better Brockport***. We know that you are best placed within your units to decide how you fit into this framework, and we are confident that this plan will allow your area to focus on its strengths and opportunities.

What follows is a distillation of the work of the campus. It sets the direction for the future.

A handwritten signature in black ink, reading "Heidi Macpherson". The signature is fluid and cursive, with the first name "Heidi" written in a larger, more prominent script than the last name "Macpherson".

Heidi Macpherson  
President

The College at Brockport, January 2017

## ***Building a Better Brockport***

The College at Brockport provides an exemplary undergraduate and graduate public education encompassing liberal arts and professional programs. We aim to cultivate in our students the skills and knowledge, critical inquiry, creative innovation and resilience necessary to transform society. In doing so, we support our faculty and staff in their pursuit of excellence in teaching, scholarship, creative endeavors, service, academic support, and engagement in the College and wider local, regional, state, national and global communities.

These are lofty goals that require a framework, dedicated resources and a clear assessment plan. ***Building a Better Brockport*** aims to offer this framework, with the knowledge that the institution-wide goals described here will be supported and enhanced by unit level operational plans, more specific metrics and a robust assessment plan. In Appendix **XXX** and in our library of strategic planning resources, we offer some exemplars and specificity that units may wish to adopt as they develop their plans.

All of the strategic plans of the College will fold under this plan.<sup>5</sup> In addition, as the Division of Administration and Finance develops its Administrative Roadmap over the next five years, this, too, will be in alignment with ***Building a Better Brockport***, as will the Comprehensive Campaign in support of institutional priorities. Moreover, this plan works in concert with SUNY-wide plans and will be a dynamic, living document that is reviewed regularly and revised as appropriate, given changing political, economic, social and technological landscapes. As the next Chancellor of SUNY develops additional frameworks for the System, ***Building a Better Brockport*** will adapt accordingly, while remaining true to the core foci of Community, Engagement, Excellence and Transformation. These value pillars offer a supportive framework for our College and are further defined below.

### **COMMUNITY**

The College at Brockport consists of and fosters a diverse community where every member plays an essential part in ensuring an inclusive and sustainable environment in which to learn, work, and live. We are dedicated to cultivating deliberative communication, enhancing connections across disciplines and cultural differences, and engaging with local and global partners.

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<sup>5</sup> Including, but not limited to, the Strategic Plan for Equity, Diversity and Inclusion, the Strategic Retention Plan, the SUNY Performance Improvement Plan, the developing Academic Master Plan, The Environmental Sustainability Policy, the SUNY Applied Learning Plan, the Institutional Assessment Plan, the Affirmative Action Plan, the Facilities Master Plan, the IT Strategy and Roadmap, the next Comprehensive Campaign and the Alumni Engagement Plan.  
**[what other plans should be referenced here? This list is not comprehensive]**

## **ENGAGEMENT**

The College at Brockport is committed to engagement—faculty and staff engaging students in meaningful, purposeful, and rewarding educational activities; engagement of faculty and staff in their professions and service; engagement of faculty, staff, alumni and students in the activities of the local, regional, national, and/or global communities. We are dedicated to fulfilling our individual and collective obligation to offer meaningful and intentional learning opportunities that promote intellectual, professional and interpersonal development. The impact of these experiences contributes to the achievement of learning outcomes, scholarly accomplishments, professional growth, and quality of place. Such engagement contributes to the development and maintenance of our collaborative, inclusive community based on reciprocal relationships within and outside the classroom.

## **EXCELLENCE**

The College at Brockport defines excellence as all members of the Brockport community, whether on or beyond the campus, uniquely achieving their maximum potential and contribution in everything they do. This is a foundational principle for building the best Brockport for a better Rochester and a better world. Excellence is both expected and apparent in the ways that Brockport students, faculty, staff, and alumni teach, learn, support, and care for each other and the College. A culture of excellence is realized by engaging The College at Brockport community in ways that recognize the critical nature of all members' unique contributions, and the importance of their commitment to continuous learning and improvement. The success of all Brockport graduates and their long-term affinity with The College will affirm that a culture of excellence is routinely achieved rather than solely aspired. A Brockport culture which uniformly inspires all to excellence is essential to achieving our mission.

## **TRANSFORMATION**

Transformation is a process signifying deep, sustainable and meaningful change and growth—an ongoing journey rather than a destination to be reached in a prescribed timeframe. In this regard, transformation acts as an overarching goal for the College, and sets a wider framework for community, engagement and excellence.

## Goals of *Building a Better Brockport*

Our commitment to community, engagement, excellence and transformation extends beyond the words. ***Building a Better Brockport*** sets out a series of goals to be achieved. These goals may have primary alignment with one of the value pillars but they support as many as all four. They can be summarized in the following overarching and overlapping goals:

1. To be a Great College at which to Learn
2. To be a College engaged with its Communities
3. To be a Sustainable Institution for the 21<sup>st</sup> Century
4. To be Great College at which to Work

**Goal 1: To be a Great College at which to Learn**

A Great College at which to Learn is an institution that provides an excellent educational experience to students that is relevant and rigorous, shaped by the evolving and emerging needs of students related to their backgrounds/experiences, and amenable to innovation using evidence.

A Great College at which to Learn has faculty and staff who act as role models, establish high expectations, and employ evidenced-based teaching practices.

A great place to learn entails full inclusivity for all students as well as the knowledge and skills gained from a diverse student, faculty and staff body and a diverse set of perspectives and cultural knowledge.

A Great College at which to Learn recognizes that there are several different loci of learning—amongst them, classrooms, laboratories, the library, residence halls and the community—and embraces different modes of instruction—text-based, applied, online and hybrid, distance learning, field-based and independent.

A Great College at which to Learn has a learning environment with structures, tools, and conditions that support the needs of every learner and foster collaborations as well as build relationships needed for teaching and learning.

In relation primarily though not solely to graduate students, a Great College at which to Learn infuses the latest research into the curriculum, demands and expects high level analysis and engagement, uses field-based learning, develops professional practice and supports co-creation and co-curation of knowledge.

In relation primarily to undergraduate students, a Great College at which to Learn embraces High Impact Practices (HIPS) and Co-Curricular High Impact Practices (CHIPS). HIPS, defined and recognized nationally by the Association of American Colleges & Universities as effective and impactful practices in the curriculum, provide “substantial educational benefits” (Kuh, 2008) to students.<sup>6</sup> Co-curricular high impact practices, or CHIPS, have been defined institutionally and developed based on national best practices.<sup>7</sup> These efforts are enhanced by effective support systems that engage students from recruitment to graduation and beyond.

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<sup>6</sup> The 10 HIPS as defined by George D. Kuh in his 2008 report for AAC&U, *High-Impact Educational Practices*, include First-Year Seminars and Experiences, Learning Communities, Writing-Intensive Courses, Collaborative Assignments and Projects, Undergraduate Research, Diversity/Global Learning, Service Learning, Community-Based Learning, Internships, Capstone Courses and Projects, each of which is available for Brockport students.

<sup>7</sup> These include our award-winning Leadership Development Program, our Living/Learning Communities, which have a tremendous impact on student retention, membership in our student athletics teams and sports clubs; student organizations and clubs, peer mentoring, and Volunteering and Community Service, Residential

Our investment in HIPS and CHIPS complements our focus on traditional classroom-based learning. We value and support all educational opportunities that engage students, and our explicit delineation of HIPS and CHIPS in no way denies the important role that lectures play. We wish to support our teaching faculty in their professional development and make an assumption that their engagement in their classroom practice is enhanced by their ability to utilize multiple modes of engagement.

Thus, a Great College at which to Learn encompasses each of the four pillars: Community, Engagement, Excellence and Transformation. Our Brockport Promise is premised upon our College being a Great Place to Learn.

**MEASURES OF SUCCESS:**

1. Expand and develop academic, co-curricular, and operational activities proven to elevate the ability of both graduate and undergraduate students to create their best Brockport experience and shape their future as an engaged citizen and alumnus.
2. Every undergraduate student, including transfer students, has the opportunity to undertake multiple HIPs and CHIPs and have these experiences identified on their academic and co-curricular transcripts.
3. We will raise private funds to aid students' ability to experience internships, study abroad or international exchange opportunities, and undergraduate research opportunities. Financial need will not preclude students from enhanced educational experiences.
4. Growth in the number and percentage of graduate students who conduct original research, attain external funding or publications, and/or are professionally prepared for their careers as determined by alumni surveys and other measures.
5. We will meet and exceed the Access, Success, Completion, Inquiry and Engagement Targets of the College's current SUNY Performance Improvement Plan or any subsequent SUNY performance plan.<sup>8</sup>
6. Continual improvement in external measures such as Princeton Review, NSSE, or US News and World Report surveys.

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Developmental Curriculum, Healthy Campus programs, Student Employment, and Ritual and Traditions that inculcate a sense of pride and a shared understanding what is important as a member of the College community.

<sup>8</sup> [Link to Brockport's PIP.](#)

**Goal 2: To be a College Engaged with its Communities**

Community engagement results from the purposeful collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is to ensure that the connection of college knowledge and resources with those of the public and private sectors will enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

To be a College Engaged with its Community requires that we promote, support, recognize and celebrate the service and engagement of faculty, staff, students and alumni in local, regional, national and international communities, demonstrating our commitment to leadership, civic engagement and global awareness.

To be effective in our engagement, we must also act as a community on campus, supporting and recognizing equity, diversity and inclusion as key priorities.

It also requires that we promote dialogue and collaboration across Departments and Divisions, recognizing and supporting the opportunities that come from inter- and cross-disciplinary work.

Our strategic plan to sustain and build community concentrates our efforts and resources around interrelated internal and external goals, aiming to achieve greater

1. Engagement with the Brockport and greater Rochester communities
2. Connectedness with alumni and partners
3. Dialogue and collaboration across Departments and Divisions
4. Diversity, equity, and inclusion within the College
5. Intercultural competence, with national and international involvement and impact

Thus, to be a College Engaged with its Community focuses primarily on Community and Engagement, but also encompasses Excellence and Transformation.

**MEASURES OF SUCCESS:**

- 1) Growth in the number and extent of engagement partnerships with the Village of Brockport, City of Rochester, Monroe County, and local rural communities, through active participation in some or all of the following:
  - a. Community advisory boards and volunteer efforts
  - b. Town/Gown meetings and initiatives

- c. Collaborative events
  - d. Community internships and partnerships
- 2) Developing stronger working positions with bodies with influence, including some or all of the following: the Finger Lakes Regional Economic Development Council (FLREDC), the Greater Rochester Chamber of the Commerce, the Greater Rochester Enterprise (GRE), the Rochester Monroe County Anti-Poverty Initiative (RMAPI), and state and national bodies of relevance to the College.
  - 3) Exploration of strong community partnerships around areas of critical need, e.g., a Community Clinic.
  - 4) Expansion of campus-based Lifelong Learning opportunities for community members.
  - 5) Increased opportunities to link all students, including international students, with community support. This may include the development of a Brockport Friends of International Students Forum that could provide homestay opportunities, link students to civic organizations and a speakers' series as a requirement of scholarship support, and further partnership with local school districts.
  - 6) Building on our history and genesis as an institution of higher learning, we will see increased collaboration with P-12 schools in Brockport, Rochester City School District, other local schools (in and out of Monroe County), including private and charter schools, as well as the REOC and our local community colleges.
  - 7) Increased interdivisional and interdepartmental communication around scholarship, curricular and co-curricular events and achievements, including further investigation of common hour opportunities. This could also include the development of additional Faculty Learning Communities around interdisciplinary initiatives.
  - 8) Enhanced alumni engagement, providing for social and networking activities, and inclusive of meaningful opportunities to contribute time, talent, and funding to the College.
  - 9) Achievement of Carnegie Foundation Elective Community Engagement Classification or similar external measure. This goal may extend beyond the lifetime of the 2017-22 strategic plan.

### Goal 3: To be a Sustainable Institution for the 21<sup>st</sup> Century

The College at Brockport sees sustainability as a key aspect of our future success. In this definition, sustainability, long linked with environmental concerns, also encompasses the sustainability of our institution, our fiscal health and the sustainability and viability of the operations (academic as well as academic support) of the College. This also means being cognizant of the internal and external factors that influence degree completion and degree array, and the need for the College to remain academically and fiscally viable well into the future, by serving the needs of a diverse student body, recognizing a changing political landscape, and planning wisely for the future.

As noted in our Environmental Sustainability Policy, the College has committed to being “a positive and innovative force for the protection and enhancement of the local, regional and global environment, through teaching, research and administrative operations.” We have committed to promoting “a sustainable future by performing actions that are ecologically sound and economically viable, thereby raising the awareness of the College community to both local and global environmental issues.”<sup>9</sup>

Environmental sustainability requires a focus on the health and safety of the environment of our campuses as well as the quality of place and accessibility. It means focusing on environmentally responsive facilities planning and design, environmental literacy and education, sustainable procurement and a minimization of waste. Part of our sustainability goal is to ensure that we are not only environmentally conscious, but also environmentally proactive.

To be a Sustainable Institution for the 21<sup>st</sup> century means being aware of and responsive to different modes of teaching and learning, as well as emerging fields and emphases.

To ensure fiscal sustainability of our College, we must rethink our resource allocation methodologies and budget processes. Advancing the priorities of ***Building a Better Brockport*** based on incremental budgeting is simply not possible. A multi-year undertaking involving extensive consultation with the campus community will result in guidance regarding the allocation of revenues, assignment of costs, and incentivizing divisional priority alignment with the College’s strategic goals. This budget model will be refined as appropriate using assessment data and results.

A new financial model, based on a gainsharing principle that rewards initiative, will serve as a roadmap that governs how resources flow on campus to increase transparency, simplification and incentives for success. It will be a proxy for ***Building a Better Brockport***, giving the entire

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<sup>9</sup> The College at Brockport’s [Environmental Sustainability Policy](#)

campus an opportunity to engage actively in optimizing resources to support strategic goals, and tie divisional planning to multi-year financial plans and the annual budget.

In addition, further development of the Physical Master Plan will tie investments into curricular and degree plans so that we are anticipating, rather than merely reacting to, changes in the needs of the state and the nation.

We will enact processes which will identify, review, modify or establish key systems ensuring degree value and long term College survival and success. This will include developing and establishing appropriate emergency preparedness, business continuity, record management, and information recovery plans for each department and campus operation.

Thus, to be a Sustainable Institution focuses primarily on Transformation, but also encompasses Community, Engagement, and Excellence.

**MEASURES OF SUCCESS:**

- 1) Achieve progressively higher STARS Rating (Sustainability Tracking, Assessment and Rating System).
- 2) Achievement of a new budget model that incentivizes innovation and strategic priorities.
- 3) Development of Academic Master Plan that drives resource allocation and support.
- 4) Development of a revised Physical Master Plan that supports the Academic Master Plan, Residence Life Plan and sustainability objectives.
- 5) Achieve Middle States Criteria Accreditation with Commendation.

**Goal 4: To be a Great College at which to Work**

A Great College at which to Work has a healthy campus climate and a culture of excellence where its employees have pride, enjoy working, and have trust in the institution and each other.

Innovation, agility, resilience, and efficiency are the hallmarks of such a College, and trust is the prerequisite for its success. A Great College at which to Work is characterized by honesty, credibility, respect, fairness, pride, camaraderie and an appreciation of equity, diversity and inclusion as underpinning principles for all that we do.

A Great College at which to Work acknowledges that its faculty and staff are its most important assets. As a result:

- 1) Faculty and staff are genuinely appreciated and rewarded for their efforts.
- 2) Faculty and staff are provided with opportunities for skills and knowledge development on an ongoing basis.
- 3) Leaders function more as mentors than managers, and leadership is practiced at all levels of the institution (including by individuals without line management authority).

Engagement in scholarship, professional development, certificate programs, and training demonstrates an investment in the growth and achievement of faculty and staff, who in turn provide a high quality environment for our students.

Promoting a culture of engagement across divisions, departments and disciplines complements the College's goals to build a more inclusive campus community. Faculty, staff and students will partner to advance goals related to inclusion, creating an environment where all members of our community are respected, valued and included.

Thus, a Great College at which to Work embraces each of the four pillars: Community, Engagement, Excellence and Transformation.

**MEASURES OF SUCCESS:**

- 1) We will create, improve, and sustain activities that purposefully engage senior leaders with all key stakeholders and organizational systems, providing leadership the best opportunity to understand, mentor, communicate, and inform governance at The College at Brockport.
- 2) Campus Climate Surveys will show continual improvement, and resources will be dedicated to tackling long standing issues and gaps in opportunities. We will make demonstrated progress towards the Equity, Diversity and Inclusion goals outlined in the Strategic Plan for EDI.
- 3) Continual review and improvement of faculty and staff onboarding and training programs, including for temporary employees. These include but are not limited to

- new faculty workshops, new chair workshops, CELT workshops and ongoing training to keep up with legal obligations and best practices.
- 4) Excellent and effective working relationships with shared governance and our organized labor to ensure a safe, fair and inclusive campus, free from workplace bullying and transparent in its introduction, revision and review of policies that impact our community.
  - 5) A comprehensive pay review will compare faculty and professional staff salaries against College and University Professional Association (CUPA) data and other relevant nationally-normed data, and a long term strategy will be developed to deal with compression and inversion issues. In addition, the College will strive to provide locally defined pay options, where feasible and fair, and review pay levels for adjunct teaching faculty.
  - 6) Continual improvement in the support for faculty research engagement, including internationally. This may be funded by private sources.
  - 7) Further development of the “Investing in Our People” Leadership Development Series.
  - 8) Achievement of *The Chronicle of Higher Education* Recognition as a Great College to Work For. This goal may extend beyond the lifetime of the 2017-22 Strategic Plan.

## The Brockport Experience

The object of transformation is **The Brockport Experience** – the aggregate day-to-day and ongoing experiences of the Brockport community: our students, faculty, staff, alumni, visitors and the broader society (local, regional, national and global communities). This is an enterprise-wide concept, spanning the multiple entities that comprise The College at Brockport (the Divisions and Schools of the College, the Rochester Educational Opportunity Center, the Brockport Auxiliary Services Corporation, the Brockport Foundation, the Brockport Alumni Association and the Research Foundation).

The goals of ***Building a Better Brockport*** are the framework by which the threads of **The Brockport Experience** come into alignment and reinforce one another so that the whole becomes greater than the sum of the parts, giving clarity to **The Brockport Experience**.

The pillars of Community, Engagement, Excellence and Transformation are woven into **The Brockport Experience** as well as the four overarching and overlapping goals of the plan.

The Strategic Planning Committee presents ***Building a Better Brockport*** for your review, amendment and, ultimately, endorsement.