

C O M M U N I T Y	The College at Brockport fosters a diverse and inclusive community of engaged scholars, professionals and citizens. Every member of our community plays an essential part in ensuring the collaborative, supportive, physically conducive and sustainable environment critical for the transformative engagement of our students, faculty, administrative and operational staff. Cultivating connections and dialogue across disciplines and cultural differences, we are dedicated to pursuing excellence that furthers common good within the College community and through intentional engagement with other academic communities, our extended alumni community, local and regional communities, and national and global communities.	Goals	Strategies & Stakeholders	Measures & Metrics
		Our strategic plan to sustain and build community concentrates our efforts and resources around interrelated internal and external goals, aiming to achieve greater	Our community building strategies are drawn from and correlate various internal strategic plans, task force recommendations, and articulated stakeholder interests.	Develop a new Campus Climate Survey that will reflect continuity with the last survey, but also ask questions gathering data capable of measuring effectiveness of current strategies
		diversity and inclusion within the college,	1. Recruit and retain a more diverse faculty and staff through concerted efforts to: - Network within the broader academic community - Collaborate across the College and with Human Resources to achieve best practices in employment searches - Create and/or sustain support groups, mentoring, social networking, and advocacy resources for minority and underrepresented faculty and staff members - Follow best practices for equity in service responsibilities for minority faculty 2. Train faculty, staff, and students around diversity, equity, and inclusion: - Support and equip trainers through on-going participation in external training, conferences, and scholarship - Continue to develop and engage more faculty and staff in internal training, Community Conversations, the Diversity Conference, Deliberative Dialogues, etc.	- Track numbers of underrepresented and minority applicants in relevant areas versus hires in the same categories each year and analyze for gaps - Use metrics in a newly-developed Affirmative Action Plan - Track number of formal and informal identity-based groups on campus and related activities - Generate annual feedback from underrepresented and minority faculty about their sense of support and belonging - Build Campus climate survey data
				- Track number of faculty, staff, and students who are SafeZone trained and compile data from SafeZone evaluations - Track number of faculty, staff, and students who attend race/racism/privilege/empowerment workshops and compile data from evaluations - Track numbers of people attending Community Conversations and Diversity Conference and compile data from evaluations - Regularly review the learning outcomes of our D, W, and O courses - Track student grades or other assessment measures in D, W, and O general education areas - Compile data from annual reports about professional development events in EDI attended by faculty, staff, and students and analyze for gaps

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			4. Improve accessibility and inclusion by increasing: - Gender neutral restrooms - Presence of signs & sign-language interpreters - Accessibility of material in classrooms - Accessibility to all physical locations on campus - Food and prayer for all faiths - Cultural competency of staff and faculty	- Track campus climate survey data on accessibility of interpreters, bathrooms, physical spaces, and academic content - Track numbers of all gender restrooms - Track the use of awareness about Interfaith Space located in Seymour College Union and ask users about accessibility of and awareness about space - Track food service efforts to respect diverse religious practices
		interdisciplinary dialogue and collaboration across Departments and Divisions,	1. Continue to review and strengthen the critical rigor and cohesion of General Education through: - College Senate recertification of General Education courses (ensuring effective fulfillment of all learning outcomes) - Joint Work Group on General Education Delivery (ensuring full-time faculty teach general education courses, fostering both innovative interdisciplinary collaborations and disciplinary integrity, strategically managing enrollment)	- General Education Assessment - Track number of tenured, tenure-track and full-time faculty teaching General Education courses - Track number of tenured, tenure-track and full-time faculty lines funded to significantly support department commitments to teaching General Education and in collaboration with other departments - Track interdisciplinary collaborations in scholarship and teaching at the college - Track the number of students receiving college credit for either an internship or experiential learning opportunity that connects them to the community - Use First Destination Survey results to determine the extent to which students who report success in finding employment and/or graduate studies were involved in applied learning activities - Use Campus Climate survey to measure understanding of, engagement in, and satisfaction with shared governance among faculty, students, professional and operational staff, alumni and partners - Develop and review repository of Shared Governance Documents
			2. Support Interdisciplinary Initiatives through: - continued CELT workshops and other initiatives - developing protocols for regular interdepartmental collaboration (in teaching and scholarship) 3. Continue to review, increase, and concentrate resources for and reporting of Applied Learning , cultivating a campus culture that infuses effective applied/experiential learning throughout the system and articulates its value in the community 4. Increase interdivisional and interdepartmental communication around scholarship, curricular and co-curricular events and achievements 5. Follow best practices in Shared Governance , - Intentionally including engaged and effective representatives of all stakeholders in deliberative processes - Collating and continuing to review, develop and update guidelines for inclusion and participation in different bodies of campus governance (policies, protocols, guidelines, policy on policies)	

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engagement with the Brockport and greater Rochester communities,	1. Collaborate and foster civic engagement partnerships with the Village of Brockport, City of Rochester, local rural communities (where many of our commuting faculty, staff, and students reside), through active participation in: a. Community advisory boards and volunteer efforts b. Town/Gown meetings c. Collaborative events d. Community internships and partnerships e. Shared strategic marketing f. Developing stronger working positions with the Finger Lakes Regional Economic Development Council (FLREDC), the Greater Rochester Chamber of the Commerce, the Greater Rochester Enterprise (GRE) and the Rochester Monroe County Anti-Poverty Initiative (RMAPI)	- Track number of personnel serving on organizational/community advisory boards - Track number and type of initiatives/projects resulting from service on advisory boards (i.e. grants, research, community service that “connect” to the College) - Track number and significance of links with local and regional businesses (internships, mentors, etc.) - Track number of Town/Gown events, attendance, achievements... - Track number and economic impact of community service hours recorded each year - Submit at least one annual funding proposal to the FLREDC - Maintain and grow presence on the FLREDC and its subcommittees - Secure positions among senior institutional leadership on the Chamber, GRE, and RMAPI boards - Establish metrics to align the development of the College’s Institute for Poverty Studies with RMAPI
	2. Collaborate with the P-12 schools in Brockport, surrounding rural communities, Rochester City School District, other local schools (in and out of Monroe County), Private and Charter Schools, as well as the REOC, through: a. Student teaching/volunteering/internships/research b. Maintaining and strengthening successful programs including Summer LEAP and the RISE network c. Expanding the reach of the 3-1-3 program	- Track number of links with and significance of such links with schools - Track number of student teachers, volunteers in all local schools - Track growth of Summer LEAP and RISE programming - Develop marketing plan for expanding 3-1-3 outside current markets and track results
	3. Expand campus-based Lifelong Learning opportunities for community members a. Develop and promote lifelong learning opportunities in education, recreation, performing arts and athletics b. Expand partnership with Heritage Square senior living community adjacent to campus	- Number of auditors aged 60+ enrolled in courses at the College - Evaluation outcomes of multigenerational learning experiences - Number and name of departments offering courses for auditors - Number of community members enrolled in College study abroad programs - Attendance at Lifelong Learning orientations for community members (fall and spring) - Attendance at Lifelong Learning community lecture series (fall and spring) - Participation in Mornings with the Professor’s series - Number of community members enrolled in SERC memberships - Number of community members participating in Performing Arts events (ticket sales) - Number of community members participating in College athletic events (hard to track) - Number of educational programs provided by College faculty/staff/students at Heritage Square - Number of Heritage Square residents who participate in campus-

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				based programming, including education, recreation, performing arts, and athletics • Number and type of student internship opportunities developed • Number of college students employed • Number of on-campus college programs/events/scholarships sponsored by Heritage Square • Creation of shared student/senior transportation to/from campus
			4. Explore the feasibility of developing a Brockport Community Clinic	• Establish leadership committee • Submit grant proposals for possible funding • Develop framework/structure for clinic • Identify community partners
		connectedness with alumni and partners,	1. Continue to develop a full alumni and partners (faculty, staff, emeriti, retirees, friends, corporate, parents, students, etc.) engagement plan focused on helping to recruit students to Brockport, connect students with career opportunities, and raise private financial support for the College a. Build lasting connections between students and alumni by developing Homecoming and Reunion activities centering more on affinity groups (BSG, clubs, athletics, cultural identities, etc.) than class years b. Build lasting connections between alumni and the College through increased contact with faculty c. Continue to engage alumni in admissions and recruiting d. Continue to cultivate alumni through mentoring, coordinating internships, and offering career opportunities for current students e. Use the Graduates of the Last Decade (GOLD) and Golden Eagle Senior Council (GESC) to teach recent alumni and current students about the responsibilities and opportunities of becoming active alumni after graduation 2. Establish Comprehensive Campaign for College and set fund-raising goals (priorities and dollars)	• Utilize the (Alumni) Engagement Score to track engagement/involvement • Track number and attendance at Advancement-sponsored/ supported events • Track changes with shift of Homecoming and Reunion activities centering more on affinity groups than class years • Track work between Advancement and Undergraduate Admissions as it relates to support of Open Houses, letter-writing campaigns, phone calls to prospective/accepted students • Track number of students involved in internships and other external opportunities • Track number of students using Career Services • Track number of alumni serving as internship site coordinators, mentors and career volunteers • Grow and track number of “networking” events engaging alumni with current faculty, staff and students • Track faculty-alumni contacts made: lunches to build or maintain relationships, invitations to speak at class or attend on-/off-campus club/networking activity • Track GOLD participation in events and fund-raising support • Track GESC participation in senior activities • Track Senior class gift totals • Conduct campaign feasibility study • Set preliminary goals (quiet phase of Campaign) • Set final goal (public phase; 2-3+ years out) • Evaluate staffing levels and address as needed • Build Brockport Foundation board, as needed • Track giving by constituent category (alumni, corporate, faculty/staff, emeriti, retirees, organizations, parents, friends, students, others) on a quarterly and annual basis

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