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AT NEW PALTZ
NEW PALTZ, NEW YORK 12561

November 21, 2006

President Steven G. Poskanzer
SUNY College at New Paltz
One Hawk Drive
New Paltz, New York 12561

Dear President ^{Steve} Poskanzer:

I am pleased to enclose the fully executed Memorandum of Understanding (MOU) between College at New Paltz and System Administration. This document represents the significant culmination of our second cycle of Mission Review, and simultaneously outlines a dynamic future for our university.

My thanks go to you and your entire campus community for your work and commitment throughout this entire process.

Best wishes always and Happy Holidays!

Sincerely,

Anne E. Huot, Ph.D.
Executive Vice Provost
Office of Academic Affairs

Enclosure

Memorandum of Understanding

State University College at New Paltz

and the

State University of New York

September 2006

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1.0 Campus Role and Distinctiveness

SUNY New Paltz was founded in 1828 as a school to teach the classics, became a Normal School in 1886, and was formally incorporated into SUNY in 1948. The College recently celebrated its 175th anniversary. Among SUNY New Paltz's most prominent characteristics today are its strong and growing academic quality; its deep connections to the culture and economy of the mid-Hudson region; the comprehensiveness of its academic programs; and its diverse student population.

The College aspires to offer the finest and most intellectually engaging undergraduate education in SUNY and to compete successfully for strong students with excellent public and private colleges and universities across the Northeast. The master's degree programs provide enhanced professional opportunities and preparation for further advanced studies for the region's residents, and, in some cases, attract significant numbers of out-of-state and international students.

The training of teachers has always been a central endeavor at SUNY New Paltz. The College is well-known for preparing art educators, and its historic identification with art and culture is also evident in nationally-recognized programs in fields such as metalworking and ceramics. The College's breadth and comprehensiveness can also be traced to decisions made in the 19th century to embrace the liberal arts and sciences as the College's intellectual core. Students in the School of Education have long been required to complete traditional academic majors alongside teaching methods courses. The liberal arts and sciences are now viewed as the foundation of all the College's professional programs, including Business and Engineering. The specialization in Electrical and Computer Engineering is linked to regional economic needs. SUNY New Paltz offers 100 undergraduate and 50 graduate degree programs through the College of Liberal Arts and Sciences; the schools of Business, Education, Fine and Performing Arts, and Science and Engineering; and the Graduate School.

2.0 National Context: Peer Institutions

Comparisons to other, similar institutions provide useful benchmarks for campuses, reinforce an institution's confidence in existing practices, and can lead to new ideas for improvement. Although SUNY New Paltz enthusiastically embraces the notion of benchmarking, it is unable to identify institutions that are comparable on all of the following key characteristics: 1) in the public sector; 2) program comprehensiveness; 3) undergraduate selectivity; 4) a residential institution; 5) size; 6) offering graduate programs that primarily serve regional needs; 7) geographic setting; 8) level of faculty engagement in research; and 9) academic quality. However, SUNY New Paltz would group SUNY Brockport, SUNY Fredonia, and SUNY Oswego as reasonably comparable current peers, particularly with respect to size, range of programs, course size distribution, and graduation rates. Binghamton University, The College of New Jersey, SUNY Geneseo, and Hobart & William Smith Colleges would be considered aspirational because of their greater proportion of full-time faculty and their higher graduation rates.

Table 1 below provides a summary of these current and aspirational peers.

Table 1

SUNY New Paltz Peer Analysis Table

	SUNY College at New Paltz	Current Peer Institutions			Aspirational Peer Institutions			
		SUNY College at Brockport	SUNY College at Fredonia	SUNY College at Oswego	The College of New Jersey	Hobart and William Smith Colleges	Binghamton University	SUNY College at Geneseo
Total Headcount Enrollment (IPEDS)	7,908	8,742	5,260	8,465	6,911	1,873	13,385	5,550
Full-Time Headcount Enrollment (IPEDS)	5,938	6,516	4,814	6,945	5,765	1,866	11,832	5,260
Percent of Enrollment which is Full-Time (IPEDS)	75.1%	74.5%	91.5%	82.0%	83.4%	99.6%	88.4%	94.8%
Total Degrees/Certificates Awarded (IPEDS)	2,012	2,136	1,386	1,874	1,593	365	3,086	1,326
% Course Sections with < 20 Students (College Board)	47.5%	52.0%	45.4%	36.9%	47.6%	65.3%	44.0%	30.1%
% Course Sections with > 50 Students (College Board)	3.9%	3.2%	8.0%	9.4%	0.9%	1.6%	13.8%	7.7%
Total Faculty Headcount (IPEDS)	711	607	431	503	661	201	693	353
% Full-Time Faculty (IPEDS)	41.6%	53.7%	57.5%	66.2%	49.2%	84.1%	71.6%	70.8%
% Full-Time Faculty with PhD/Terminal Degrees (College Board) ¹	87.2%	83.5%	76.2%	78.0%	90.5%	92.3%	92.7%	85.4%
% Full-Time Faculty with Tenure (IPEDS)	50.0%	46.9%	53.6%	41.1%	70.8%	54.4%	58.5%	60.4%
Faculty Rank Distribution								
% Full Professor	19.6%	15.6%	37.1%	22.2%	24.9%	38.5%	31.3%	22.8%
% Associate Professor	30.1%	30.6%	20.6%	27.0%	32.3%	17.8%	28.6%	35.2%
% Assistant Professor	36.5%	38.8%	34.7%	40.5%	42.2%	36.1%	29.6%	29.6%
% Instructor	0.0%	4.3%	4.0%	8.1%	0.6%	7.7%	1.6%	1.6%
% Lecturer/Other	13.9%	10.7%	3.6%	2.1%	0.0%	0.0%	8.9%	10.8%
% No Rank (IPEDS)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Student/Faculty Ratios and % Adjunct (IPEDS)								
Student FTE/Total Faculty FTE	15.3	18.5	16.1	19.3	14.0	10.4	21.5	18.8
Student FTE/Total Faculty Headcount	9.6	12.8	11.6	15.1	9.3	9.3	18.2	15.2
Student FTE/FT Faculty Headcount	22.3	24.2	20.1	22.6	18.9	11.1	24.9	21.4
Student FTE/Tenure Track Faculty	26.1	29.0	23.2	28.4	20.5	15.1	28.6	24.0
% Adjunct Faculty	57.0%	46.7%	41.5%	33.4%	50.8%	14.9%	24.9%	29.2%
First-Year Retention (2003 Cohort, IPEDS)	84%	81%	84%	78%	96%	86%	92%	89%
% First-Time, Full-Time Students Graduating Within Six Years (IPEDS)	54.1%	49.3%	62.0%	56.3%	82.2%	71.4%	80.1%	77.5%
SAT Scores 25 th and 75 th Percentiles (IPEDS IC04)	1010/1200	980/1140	1010/1180	1020/1170	1170/1360	1070/1270	1170/1340	1200/1340
% Freshmen with a High School G.P.A. > 3.0 (College Board) ²	75.0%	70.0%	80.0%	66.0%	NA	72.0%	99.0%	98.0%
Freshman Acceptance Rate (IPEDS IC04)	33.5%	34.5%	55.0%	56.9%	48.0%	62.7%	43.7%	42.6%
Research Expenditures (NSF)								
Total R & D (in 000s)	NA	\$757	\$271	\$1,207	\$2,856	NA	\$23,090	\$1,366
(Rank)	NA	(491)	(570)	(446)	(354)	NA	(210)	(433)
R & D per FT Faculty (in 000's)	NA	\$2.3	\$1.1	\$3.6	\$8.8	NA	\$46.6	\$5.5
Faculty Scholarship (ISI) ³								
Publications/FT Faculty '98-01	0.2	0.6	0.4	0.3	0.5	0.8	2.3	0.8
Publications/FT Tenure Fac '98-01	0.3	0.7	0.5	0.4	0.5	1.0	2.7	0.9
Citations/FT Faculty '98-01	0.1	0.2	0.2	0.2	0.2	0.3	2.5	0.4
Citations/FT Tenure Faculty '98-01	0.1	0.2	0.2	0.2	0.2	0.4	2.9	0.5

Note: This table reflects the most recent data available from the Integrated Postsecondary Education Data System (IPEDS 2003), the College Board Annual Survey of Colleges (2004-05) except where indicated, Institute for Scientific Information (ISI), National Science Foundation (NSF, 2003), and data files maintained by the State University of New York Office of Institutional Research and Analysis.

¹ Percent of Faculty with Ph.D./Terminal Degree for SUNY College at New Paltz taken from the 2003-04 College Board Annual Survey of Colleges.

² Percent of Freshman with a H.S. GPA > 3.0 for SUNY Colleges at Brockport and Geneseo taken from the 2003-04 College Board Annual Survey of Colleges.

³ Institute for Scientific Information (ISI), summarized by SUNY Office of Institutional Research and Analysis; publications converted to full article equivalents; note full-time faculty are instructional/research faculty regardless of tenure status.

3.0 Economic Impact

One of the goals of Mission Review II is to compile an accurate account of SUNY's impact on the New York State economy. To this end, System Administration has standardized employment and fiscal data across the 64-campus system and will use U.S. Bureau of Economic Analysis multipliers to calculate the total regional and state-wide impacts.

A conservative campus estimate is that SUNY New Paltz, located in Ulster County, contributes \$195.5 million annually to the economy of the Hudson Valley, including Ulster, Dutchess, Orange, Sullivan, Putnam, Rockland and Westchester counties, and makes a total annual contribution of \$205.2 million to New York State. In part, the College's impact on the regional economy occurs through the significant number of visitors who come to the area to attend social and cultural events on the campus, with these visitors estimated to spend at least \$1.5 million annually. The College is the second-largest employer in Ulster County.

The most recent economic impact study shows that the College employs 1,645 people and that its activities lead to another 1,062 people being employed. Direct expenditures amount to \$115.9 million, with additional indirect expenditures amounting to \$161 million, accounting for a total economic impact of \$276.9 million (based on U.S. Bureau of Economic Analysis methodology).

4.0 Enrollment and Admissions

4.1 Enrollment growth

SUNY New Paltz is currently operating at capacity in undergraduate enrollments, as was the case six years ago during Mission Review I. The campus is at capacity in terms of what full-time faculty can teach as well as facilities. Headcount growth has occurred since Mission Review I, from 6,073 in Fall 1999 to 7,822 in Fall 2005, chiefly as a result of improved retention, which has increased by over 12% during that time.

Enrollment by undergraduate programs has not fluctuated significantly. Currently, within the School of Education, Early Childhood/Childhood Education enrollments remain robust, though there is some capacity in Adolescence Education, particularly in the Sciences and Mathematics. Shifts are expected over time as market demand for teachers in Adolescence Education expands and demand for teachers in Childhood Education contracts. There is also capacity in the School of Science and Engineering, particularly in Computer Science and Electrical Engineering.

Headcount enrollment in the Graduate School declined 23% from Fall 2002 to Fall 2004 (i.e., from 1,832 to 1,412), and was 1,404 for Fall 2005. However, the proportion of full-time graduate students increased from 28% in 2002 to almost 30% in 2004, thereby mitigating somewhat the decrease in graduate FTE's; full-time graduate headcount increased again in Fall 2005, to 444. The most significant declines occurred in the School of Education, which comprises approximately 60% of all graduate enrollments, with the sharpest drops in Educational Administration and Special Education. The latter is expected to rebound quickly as that program's enrollment loss is directly attributable to changes in regulations concerning certification requirements.

Table 2 below summarizes SUNY New Paltz's planned enrollment through 2010.

Table 2

SUNY New Paltz Planned Enrollment – Fall Headcounts and Annual Average FTE

Student Group	Fall 2004 (Actual)	Fall 2005 (Actual) ¹	Fall 2006 (Approved) ²	Fall 2006 (Planned)	Fall 2007 (Planned)	Fall 2008 (Planned)	Fall 2009 (Planned)	Fall 2010 (Planned)
Undergraduate								
First-time FT	829	1,059	1,003	1,000	1,000	1,025	1,050	1,075
Transfer FT	660	639	600	575	550	550	525	500
Continuing/Returning	3,941	4,017	4,005	4,000	3,900	3,980	3,980	3,980
Total FT Undergraduate	5,430	5,715	5,608	5,575	5,450	5,555	5,555	5,555
Total PT Undergraduate	761	703	600	670	670	670	670	670
Total Undergraduate	6,191	6,418	6,208	6,245	6,120	6,225	6,225	6,225
Graduate								
New Graduate FT	117	143	112	145	155	100	120	120
Continuing/Returning	304	301	320	305	315	320	320	320
Total FT Graduate	421	444	432	450	470	420	440	440
Total PT Graduate	991	960	1,053	1,000	1,025	1,050	1,050	1,050
Total Graduate	1,412	1,404	1,485	1,450	1,495	1,470	1,490	1,490
Total Headcount	7,603	7,822	7,693	7,695	7,615	7,695	7,715	7,715
AAFTE	6,410	6,675	6,336	6,401	6,437	6,435	6,540	6,540

Data maintained by the State University of New York Office of Institutional Research and Analysis

¹2005-06 AAFTE is estimated

²Approved funded enrollment, Fiscal Year 2006-07 budget

These enrollment goals may be affected by external factors such as changing economic conditions, demographic shifts, and fiscal constraints. Official enrollment targets that are the basis for the University's budget model are set annually through dialogue between campuses and System Administration, and may differ somewhat from the projections shown in Table 2.

For the future, SUNY New Paltz is committed to:

- maintaining current enrollments while continuing to enhance student quality.

4.2 Enrollment mix

SUNY's 2004-08 Master Plan reaffirms the State University's commitment as a public university to ensuring access to the full range of populations served, and therefore emphasizes student diversity as a priority goal for Mission Review II. For its part, SUNY New Paltz has a tradition of diversity within its student population. Over the past twenty years, this representation has increased from approximately 12% in the early 1980's to an institutional high of 18.7% in Fall

2004. Because undergraduate students represent a broader geographic area of origin, the undergraduate population is more diverse than the more regionally-centered graduate school population. To be specific, approximately 23% of undergraduates are from traditionally under-represented groups, a figure that has remained relatively constant the past ten years. As is true nationally, the College has experienced some shift in gender representation during the past decade, resulting in a greater preponderance of female students.

SUNY New Paltz commits to the following in the area of enrollment mix by 2010:

- to enhance its efforts to recruit and retain students from under-served populations;
- to enroll among its full-time students 90% who are from New York State, 5% who are from states other than New York, and 5% who are from outside the United States; and
- to engage in meaningful research and develop and implement strategies that lead to more balanced gender representation among undergraduate students.

Of these goals, the College expects the most challenging will be maintaining its proportion of underrepresented students as selectivity and entrance requirements increase, particularly given the stiff competition from other selective colleges that offer greater student aid. Therefore, SUNY New Paltz will continue and enhance existing successful strategies, including use of a recruitment representative in New York City in schools with significant numbers of high-achieving students and targeting guidance counselors in these schools. In addition, the College has a project underway to raise scholarship funds for students from underrepresented groups.

4.3 Enrollment management plans

SUNY New Paltz is currently involved in a brand marketing initiative that will produce an integrated marketing plan for the institution. Current activities include conducting market research through a contract with Carnegie Communications and drawing upon the expertise of the College's Office of Institutional Research. A Branding Taskforce was established in Spring 2004, and recruitment strategies for 2005-10 will be strongly influenced by the activities of this taskforce.

Some examples of recent improvements in undergraduate and graduate student recruitment include: increasing recruitment activity in Northern New Jersey; broadening coverage of the New York City area; enhancing Web site resources for applicants; opening a graduate school admission center near the main entrance to the campus; increasing frequency and quality of campus visits by prospective undergraduates; soliciting endowed merit scholarships; and improving the physical appearance of the campus. In addition, undergraduate admissions added a staff member solely dedicated to recruiting ethnic minority students.

Furthermore, through reorganization, a new unit, the On-Campus Recruiting Office, was created in the Enrollment Management Division. This office will coordinate all activities associated with campus visits, including: overseeing the activities of and supervising the student ambassadors; managing the fall open house and the spring accepted students day; group visits;

and daily tours and general information sessions. Overall objectives are to develop a seamless path for prospective students to interact with faculty and academic departments and to ensure that first impressions of SUNY New Paltz are always positive.

4.4 Selectivity

Since Mission Review I, SUNY New Paltz has been very successful not only in achieving but also in surpassing its selectivity goals. The 2005 freshman class was the most academically prepared class to date, with 94.5% of first-time, full-time students in groups 1 (29.8%) and 2 (64.7%). In Fall 2005, SUNY New Paltz's special admit enrollment was 16%, 2% below the planned figure. The mean SAT score for the Fall 2005 cohort was 1156, up from 1109 in Fall 2000 when the first Memorandum of Understanding with System Administration was written.

SUNY New Paltz's ability to exceed its selectivity goals is driven in large measure by its increasing popularity. Since 1996, freshman applications have increased by 48%, and in the last four years by 28%, from 8,950 to 11,455. The academic quality of the pool has improved significantly as well, with expected drops in applications as unqualified candidates reacted to rising admission standards not yet materializing. The College strives continuously to raise yield rates, and has sought to establish realistic and attainable selectivity goals. The campus envisions incremental steps to continue this progress although the pace of improvement will be slowed from that achieved in the last few years.

Even though its entering class could be filled with students in selectivity groups 1 and 2, SUNY New Paltz expects to continue to accept some students in Group 3 in order to achieve a more diverse freshman class and to provide access to college-bound students whose scores on standardized tests make them look less competitive according to the SUNY selectivity criteria. In New Paltz's experience, the performance of such students in their high schools fits well within the College's competitive range and demonstrates their ability to complete a degree program.

Table 3 below provides SUNY New Paltz' selectivity goals through 2010.

Table 3

Distribution of First-Time Full-Time Regular Admit Students by Selectivity Group

Selectivity Group	Fall 2004 (Actual)	Fall 2005 (Actual)	Fall 2006 (Planned)	Fall 2007 (Planned)	Fall 2008 (Planned)	Fall 2009 (Planned)	Fall 2010 (Planned)
Group 1	27.0%	29.8%	29.0%	30.0%	32.0%	34.0%	36.0%
Group 2	61.6%	64.7%	65.0%	65.0%	64.0%	62.0%	60.0%
Group 3	11.3%	5.5%	6.0%	5.0%	4.0%	4.0%	4.0%
Group 4	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Group 5	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Classifiable	2.7%	1.8%	2.0%	2.0%	2.0%	2.0%	2.0%
Special Admits (EOP or Other Risk)	17.0%	16.1%	18.0%	18.0%	18.0%	18.0%	18.0%

5.0 Faculty

5.1 Faculty profile

SUNY New Paltz currently employs 688 faculty members, of whom 43% are full-time, 46% are female, and 19% represent ethnic minority groups. In addition, 19.6% hold the rank of full professor, 30.1% are associate professors, 36.5% are assistant professors, and almost 14% hold the rank of lecturer (non tenure-track). At present, the College is hiring full-time lecturers instead of part-time adjuncts, as was the practice in the past.

SUNY New Paltz notes that over a 20-year period the institution has experienced a decline in the number of full-time faculty and increased reliance on part-time faculty. Currently about 30% of classes – not including music lessons, student teaching supervision, and other types of adjunct appointments – are taught by part-time faculty. In addition, students are enrolling for a greater number of credits each semester, requiring about 7% more courses for the same number of students over the past five years. To improve the full-time/part-time ratio and address the increasing need for course sections, SUNY New Paltz is placing a very high priority on increasing the number of full-time faculty over the next five years.

In order to better assess needs, the campus has undertaken a retrospective study of number of majors, numbers of students served by each department for general education, and the number of sub-disciplinary areas taught in each department. The College has also promoted greater equity in workload, and, over the past four years, has reduced the number of very large classes (i.e., those over 50 students). New faculty hiring will be directed toward areas where strong demand has led to class sizes over 35. Overall, faculty lines that are filled will continue to be, for the most part, replacement lines for faculty who retire or resign. Additional lines can be provided to some extent from the difference in salary between new and departing faculty.

Over the next five years, SUNY New Paltz is committed to:

- providing tenure-track faculty coverage of each required sub-disciplinary area in each department (currently estimated at about 20 additional faculty at an approximate cost of \$650,000), and
- having a sufficient number of full-time faculty in large departments to meet the need for advisors for majors and to provide curricular leadership (currently estimated at between 25 to 35 additional faculty at an approximate cost of \$1 million).

In addition to the salary costs noted above, there would be one-time expenses for computers, set-up, and, in some cases, extensive research instrumentation. The College also notes that the numbers and types of professional non-teaching faculty will have to be enhanced over the next five years for the campus to achieve its goals.

5.2 Faculty development

SUNY New Paltz has a number of ongoing programs to encourage research and creative activity and to recognize faculty accomplishments. Some examples are: funds for faculty travel; sabbaticals and pre-tenure research leaves; recognition in the form of appointments (e.g., Distinguished Professor); discretionary salary increases; a small grants program; and summer research support for projects involving students. The College requires reports on all internally-funded research activities, and faculty members who do not report sufficient progress or activity are unlikely to receive further support.

For the future, the College is specifically committed to:

- increasing the level of faculty development activity supported through the New Paltz Foundation.

5.3 Scholarship and research/Sponsored activity

SUNY New Paltz's current sponsored program profile consists of a few large grants and several small grants. Sixty-five percent of sponsored program expenditures are generated by grants to School of Education faculty and staff. For at least the last seven fiscal years, sponsored program categories of instruction and public service have accounted for 91-96% of total sponsored program expenditures. In 2004-05, the College ranked seventh among the comprehensive colleges, with a total of \$3.8 million in sponsored research expenditures.

As part of the first Memorandum of Understanding with System Administration, SUNY New Paltz's anticipated that its major grants would continue to be in the areas of education, training, innovative curriculum development, and international activities. The College met its goal to increase expenditures for these types of grants and contracts by at least 10% over the next five years.

For the future, SUNY New Paltz does not project large increases over time because of its historical sponsored program profile (i.e., consisting of a few large and many small projects), making it difficult to make predictions based on the total number of faculty. Nevertheless, the College is encouraged by the energy of its faculty, particularly the junior faculty, in seeking funding, and has recently instituted a program to support exploratory research in enhancing faculty success in seeking federal and state funding.

Table 4 below summarizes the College's planned sponsored research expenditures through 2010.

Table 4

Sponsored Research Expenditures (Direct + Indirect), 2004-05 Through 2009-10 (in Millions)

2004-05 (Actual)	2005-06 (Actual)	2006-07 (Planned)	2007-08 (Planned)	2008-09 (Planned)	2009-10 (Planned)
\$3.8	\$3.9	\$4.1	\$4.3	\$4.4	\$4.6

2004-05 and 2005-06 figures reported by the SUNY Research Foundation

5.4 Faculty review: tenure and promotion

SUNY New Paltz has had a robust system of review for tenure and promotion in place for a number of years. No major changes have occurred in these processes since Mission Review I, but the College has attempted to bring more uniformity to these reviews as well as expectations for tenure and promotion. In an evolving process, members of the central personnel committees are working together to develop new sets of guidelines for applications for reappointment, tenure, promotion, and discretionary salary increases.

Faculty members are considered for continuing appointment during the spring term of their sixth year of service, with continuing appointment effective at the beginning of their eighth year of service. As a matter of policy, the institution does not make continuing appointments prior to the close of the standard seven-year period for faculty on term contracts, nor are individuals initially appointed to tenured positions except in very unusual circumstances. Persons with experience elsewhere on the tenure track at the rank of Assistant Professor may, upon their request, be credited on a year-for-year basis with up to three years time to accelerate their consideration for continuing appointment at New Paltz. Persons appointed at the rank of Associate Professor are considered for continuing appointment in the Spring term of their second year at New Paltz.

Candidates for continuing appointment prepare dossiers documenting the quality of their teaching, their scholarly ability, and their institutional service in accord with guidelines of the provost, which in turn adhere to SUNY Trustees' guidelines. Materials reflecting the candidate's scholarly ability are separately assembled and sent to at least two, and more typically three, external reviewers prominent and knowledgeable in the candidate's field. Reviewers are selected by the chair, in consultation with the dean. The chair and dean consider a list provided by the candidate, but must select at least one reviewer not on the candidate's list. External evaluators are offered the option of keeping their reviews confidential.

The process is as follows: 1) the candidate's file is considered by the departmental committee (sometimes a committee of the whole although, in rare cases, the responsibility is delegated to the chair) and the chair (except in the case of the School of Business, which is not organized into departments); 2) the committee and the chair make an independent written recommendation to the dean and the Central Committee on Reappointment and Tenure (CCRT), constituted so as to be representative of the major academic units; 3) the dean independently considers the file, including these recommendations, and makes a written recommendation to the provost, which is also received by the CCRT; 4) the CCRT considers the entire file, including letters from the departmental committee and chair and the dean, and makes a written recommendation to the

provost; 5) the provost independently considers the entire record and makes a recommendation to the President; 6) the President independently considers the entire record and acts, making sure that, if tenure is not awarded, a year's notice is given the candidate.

In the area of faculty review, SUNY New Paltz makes the following commitments:

- to engage in continuing consultation to provide the best guidance for faculty, and
- to focus attention on ensuring that external reviewers are chosen in as objective a manner as possible.

5.5 Faculty opinion and satisfaction/Faculty governance

SUNY New Paltz participates in the HERI survey, but while the results have been reviewed and discussed, the weight given to them has been minimal because of low response rates. The administration meets on a regular basis with governance leaders and governance bodies. There are also multiple opportunities to gauge faculty opinion and satisfaction through general faculty and professional staff meetings, which are held at regular intervals each semester, as well as through the faculty-staff listserv. In addition, both the provost and the President are very accessible to members of the faculty and staff.

6.0 Academic Program Directions

6.1 Undergraduate programs

SUNY New Paltz does not expect to grow significantly at the undergraduate level between now and 2010, a decision that mitigates the need to develop new majors requiring substantial resources. However, the campus will continue to improve the quality of the educational experience for all undergraduates over the next five years by strengthening programs through the addition of full-time faculty; expanding concentrations within majors (e.g., concentrations such as Public Relations within the Communications major; and improving library, laboratory, and classroom facilities.

In addition, there are possible opportunities to configure new programs that take advantage of the interests and expertise of extant faculty, such as the majors in Asian Studies and Environmental Geochemical Sciences, and interdisciplinary minors that attract new resources (e.g., Disaster Mental Health Studies). The College is also considering applying for a campus chapter of Phi Beta Kappa, and is exploring the possibility of a three-year degree program, with one residential summer, for students with 12 or more AP or university-in-the-high-school credits.

6.2 Majors/programs with national/regional distinction

SUNY New Paltz has a number of nationally accredited programs, including the following: Art (NASAD); Music (NASM); Theatre (NAST); Education (NCATE); Computer Engineering, Computer Science, and Electrical Engineering (ABET); Nursing (NLN); and Speech and

Hearing Pathology (ASHA). In addition, Chemistry is certified by the American Chemical Society for professional preparation.

6.3 General education

Since 1982, SUNY New Paltz has had its own general education program, which has recently been revised and reauthorized by the faculty as General Education III (GEIII). GEIII provides both discipline-based and interdisciplinary opportunities for learning. In all subject categories and competencies, GEIII meets the expectations and requirements of the SUNY General Education Requirement.

6.4 Graduate and professional programs and support for graduate education

Currently SUNY New Paltz's Graduate School has significant growth potential – perhaps as much as 20% by 2010 with additional faculty – to a large extent because of the loss of graduate students over the past 2-3 years. The College has since undertaken a careful and comprehensive analysis of program offerings, student needs, and regional demand, which will lead to revisions in some programs and the addition of others in order to increase enrollment and maximize existing resources.

The College will also continue to recruit international students primarily at the graduate level into specific programs, including Electrical Engineering, Computer Science, and the M.B.A. and M.F.A. programs. Under exploration is an off-campus Certificate of Advanced Study in School Business Leadership, which could be aligned with the current School District Leader program.

As specific commitments in this area over the next five years, SUNY New Paltz will:

- develop new programs at the graduate level designed to offset significant enrollment declines, with a focus on meeting regional needs, accommodating the expertise of existing faculty, and meeting market demands;
- respond to new expectations in the teaching profession by offering master's programs in various teacher education fields; and
- seek AACSB accreditation for its M.B.A. program.

6.5 Clinical enterprise

SUNY New Paltz maintains a Speech and Hearing Clinic that supports undergraduate programs in Speech Pathology and Audiology and ASHA-accredited M.S. and M.S.Ed. programs in Speech Pathology. The Clinic's central role is to deliver the degree programs of the Department of Communication Disorders and to provide clinical services to residents of the Hudson Valley.

6.6 Teacher education

SUNY New Paltz has been a leader in the planning and implementation of the Teacher Education Transfer Template (TETT) initiative, and participates fully in the initiative. In addition, the College is in compliance with the curricular elements of *A New Vision in Teacher Education*, and has a robust and close relationship with SUTEC. As noted earlier, the College's teacher education programs are NCATE-accredited.

The results of the New York State Teacher Certification examinations (NYSTCE) show that SUNY New Paltz students do well. For 2003-04 (the latest data available), 98.7% of program completers passed the overall test, 99.8% passed the Applied Teaching Skills-Written test, and 99.3% passed the Liberal Arts and Sciences Test. By comparison, SUNY averages were 96.8%, 99.1%, and 98.3%, respectively.

The School of Education's Coordinating Council on Assessment (CCA) is responsible for leading assessment efforts for the Professional Education Unit (PEU), which includes the School of Education and the departments of Art Education and Communication Disorders. CCA efforts include developing assessment instruments and collecting and analyzing data for purposes of program improvement. During the fall semester, heads of relevant departments meet to discuss students' NYSTCE LAST scores.

The School of Education also works closely with local school districts to enhance clinical practice and candidate preparation. For example, Elementary Education has developed semi-formal partnerships with twelve schools in six districts, and this department and Special Education work closely with BOCES classrooms in two other schools. In addition, Secondary Education has instituted an ambassadors program in which faculty members make themselves available to school administrators to discuss teacher training programs and the training needs of schools.

6.7 International programs

SUNY New Paltz has long been a leader among the comprehensive colleges in international educational exchange, and offers more than 40 overseas academic programs in approximately 20 countries. The College sends more of its own students abroad and enrolls more international students (e.g., 386 in 2004-05) than any other comprehensive college, and is an active member of the SUNY Study Abroad Consortium. Since 1999, the College has hired 19 new international faculty members from seven countries. For the future, the College will continue to recruit international students primarily at the graduate level into selected programs.

In conjunction with Turkish universities, SUNY New Paltz currently offers the following dual diploma programs: Business Administration at Istanbul Technical University, Middle East Technical University, and Izmir University of Economics; Economics at Istanbul Technical University and Izmir University of Economics; and Teaching English as a Second Language at Middle East Technical University. The College also notes that new opportunities in either the planning or pilot stages include programs in Africa, Argentina, Japan, China, Russia, and Turkey.

The commitment to international studies is also evident in the SUNY New Paltz curriculum, which offers majors in International Relations, International Business, and Latin American Studies. Additional area studies programs include Asian Studies, Italian Studies, and Russian Studies. Foreign language instruction is available in Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Ki-Swahili, Latin, Russian, and Spanish.

6.8 Collaborative academic programming

For two decades, SUNY New Paltz has maintained close articulation and jointly-registered programs with five nearby community colleges (i.e., Ulster, Dutchess, Orange County, Sullivan County, Rockland) and, more recently, this alliance group has been extended to include Columbia-Greene and Hudson Valley community colleges.

SUNY New Paltz also has a strong and successful collaboration with the University at Albany, and together they offer a collaborative doctoral program in Educational Administration and Policy Studies through which Hudson Valley residents may earn a Ph.D. with only minimal travel to Albany. This unique program has served a first cohort of 19 higher education professionals since 2000, with a number of these students having received their Ph.D. A second cohort of 13 students matriculated in Summer 2004. At present, the College is in the process of assessing this joint program with the University at Albany in order to determine which coursework each campus will offer, and optimal arrangements for thesis supervision.

While SUNY New Paltz has no current plans for additional joint graduate degree programs, the College is open to the possibility in the future. The campus is currently more interested in pursuing undergraduate-to-graduate program articulation.

6.9 Technology-enhanced learning environments

SUNY New Paltz focuses its distance learning efforts on delivering general education and upper-division courses in heavily-enrolled majors and programs during summer sessions, which advances an institutional priority to support timely progress to graduation. In Summer 2004, the College delivered 33 courses (37 sections) online, enrolling a total of 639 students. During the 2003-04 academic year, 33 faculty taught online, and during 2004-05 (including summer session) 1,388 students enrolled in 74 sections of online instruction.

In addition to asynchronous online courses, SUNY New Paltz offers some courses through interactive television, allowing students at different sites to interact with the instructor and their peers at other sites in real time. The Nursing program has taken the lead in this form of instruction, which enables SUNY New Paltz to offer upper-division coursework to its own students as well as to place-bound students at Sullivan County Community College.

SUNY New Paltz' budget provides development support for five to ten new online courses annually. Faculty members receive a stipend of \$3,000 for developing a first online course and \$2,000 for a second course. Faculty who receive development stipends must teach the course at least three times.

The College is committed to offering a wide variety of courses in different disciplines in online and interactive television formats, and distance learning would seem to be a promising strategy for expanding the institution's graduate education enterprise. Therefore, SUNY New Paltz makes the following commitment:

- to explore the possibility of offering interactive television graduate instruction in Educational Administration in order to extend current traditional format course offerings in Rockland and Westchester counties.

6.10 Library services and support

SUNY New Paltz will continue to maximize its library resources through *SUNYConnect*. During Spring 2005, the Sojourner Truth Library installed Aleph, the new library management system for *SUNYConnect*. In 2003, the Library was a participant in the pilot of the Information Delivery System (IDS) launched by the SUNY Arts and Sciences Library Directors. The IDS' goal is to optimize mutual access to information resources within participating SUNY four-year college libraries and thereby to assist in the development of the unmediated inter-library borrowing component in Aleph. The Library also continuously employs the latest in information technology to improve ease of access to library resources. For example, SUNY New Paltz has the only library in the SUNY system that offers Matalib, a federated search tool.

6.11 Assessment of academic programs

In general, the primary goals of general education assessment and assessment in the major at SUNY New Paltz include the improvement of student learning, teaching effectiveness, and curriculum development, as well as the enhancement of opportunities for faculty development in the areas of pedagogy and curriculum. General education assessment began at SUNY New Paltz in 2004-05, and the College believes that results from the first year of assessment, coupled with the process of developing a new general education program, have led to significant progress in strengthening that program.

Assessment in the major has taken on new life at the College not only through the program review process but as part of a campus-wide plan. Areas such as Education, Engineering, Communication Disorders, Computer Science, and Nursing all have assessment of student learning as part of their external accreditation requirements.

For the future, the College commits to the following:

- to continue to develop a culture of assessment for self-improvement, including assessment of administrative areas across campus;
- to work toward the implementation of Strengthened Campus-Based Assessment following the timeline established by System Administration as well as the GEAR Group's assessment guidelines; and

- to use assessment results to make changes in curricular programs and course delivery as appropriate.

6.12 Responsiveness to state needs

SUNY New Paltz is committed to meeting the educational needs of the region and the State. For example, the School of Education produces teachers and administrators who make up the majority of K-12 educators in the region, and the College created courses designed specifically to help teacher aides be upgraded to teaching assistants in response to a new SED requirement. The School of Business responds to the needs of area business and industry, and regional business leaders serve on the Business Advisory Council and assist in shaping the School's curriculum to match local needs and requirements.

SUNY New Paltz also developed a Diploma to Degree program, which enables nurses who received their Registered Nurse training through a hospital to transition into the New Paltz B.S.N. program. Another community outreach program is the University in the High School program, in which undergraduate credit is offered for courses being taken by high school students. The College coordinates this program very carefully with the local community colleges to ensure that it does not intrude on existing relationships between these institutions and local school districts, and informs the community colleges if New Paltz is about to undertake an agreement to offer a program. Such an agreement has just been completed with New Paltz High School.

7.0 Student Outcomes

7.1 Retention and graduation rates

Since 1998, SUNY New Paltz has exceeded the retention and graduation rate goals set in the first Memorandum of Understanding with System Administration. Specifically, first-year retention increased from 76.1% to 83.9%, second-year retention increased from 63.1% to 75%, and third-year retention increased from 60.4% to 68.4%. In Fall 2004, the 6-year graduation rate was 54.3%. These improvements in retention have driven the institution's AAFTE dramatically higher during this period even though the total number of entering students has essentially remained stable. The College believes that increased retention will lead to further improvement in graduation rates, and an indication that such an increase is occurring is the significant upward trend in the number of semester hours taken by undergraduate students.

SUNY New Paltz's achievements in retention and progress-to-degree are the product of a five-year effort by the institution's Retention Taskforce. The Taskforce's comprehensive efforts to improving retention include: creating an Office of the Dean of Academic Advising; expanding efforts to help new faculty improve their teaching skills; distributing courses more evenly across times of the day and days of the week to provide needed courses in sequence; implementing a First-Year Initiative; and block scheduling for first-year students. Other new programs for this purpose include an Orientation Leaders Mentorship Program; the Scholar's Mentorship Program, which fosters the educational, social, and developmental growth of incoming, non-EOP, students

of color; and 40Days/40Nights, which emphasizes residence life programs during the crucial first six weeks of the fall semester.

Going forward, the College's major efforts in this area will be centered on improving its graduation rates through the introduction of DARS for the major (in addition to general education, which New Paltz already has), improved advising tools for faculty advisors and students, proactive intervention for students not making satisfactory progress, firmer rules on declaring the major in a timely fashion, and tightening of policies that affect progress-to-degree.

Table 5 below provides SUNY New Paltz's retention and graduation rate goals through 2010.

Table 5

Projected Changes in Retention and Graduation Rates

Indicator	Current	2008	2010
First-Year Retention Rate	83.9% (2004)	85.4% (2007)	86.0% (2009)
Six-Year Graduation Rate	54.3% (1999)	56.0% (2002)	60.0% (2004)

Note: Dates in parentheses indicate cohort year

7.2 Transfer success

For decades, SUNY New Paltz has been a leader in promoting easy and successful transfer for community college students. The College is proud of this legacy and intends to continue it. SUNY New Paltz's top five transfer feeder schools are: Dutchess Community College, Ulster County Community College, Orange County Community College, the University at Albany, and Sullivan County Community College.

SUNY New Paltz also has a comprehensive articulation agreement – The Door Is Open – with seven alliance community colleges (i.e., Columbia-Greene, Dutchess, Hudson Valley, Orange County, Rockland, Sullivan County, Ulster County) which identifies equivalent course offerings in all fields. Students who receive A.A. and A.S. degrees from these institutions are guaranteed admission to SUNY New Paltz with full junior standing, as long as they transfer directly after receiving their degree. Students who receive A.A.S. degrees are not guaranteed admission to SUNY New Paltz but rather are admitted on a competitive basis.

In addition to the alliance community colleges, SUNY New Paltz has articulation agreements with the following institutions: Adirondack Community College, Bergen Community College in New Jersey, SUNY Cobleskill, Finger Lakes Community College, and Mohawk Valley Community College. Agreements are pending with Fulton-Montgomery Community College,

SUNY Morrisville, Nassau Community College, Schenectady County Community College, Suffolk County Community College, and Westchester Community College.

Further, under the rubrics of Early Childhood Education and Childhood Education, SUNY New Paltz has created new jointly-registered Adolescent Education programs, based on the Teacher Education Transfer Template (TETT) as follows: jointly-registered Early Childhood/Childhood Education programs with Columbia-Greene, Dutchess, Orange County, Sullivan County, and Ulster County community colleges; and jointly-registered Adolescent Education programs with Columbia-Greene, Dutchess, and Ulster County community colleges. For the future, SUNY New Paltz anticipates creating jointly-registered Adolescent Education programs with Orange County and Sullivan County community colleges, and increasing capacity in the area of Mathematics and Science Education.

Table 6 below provides SUNY New Paltz's retention and graduation rate goals for transfer students through 2010.

Table 6

Educational Outcomes for Full-time Students Transferring Into the Institution

Indicator	2004	2008	2010
First-Year Retention Rate	80.1% (2003)	82.5% (2007)	85.0% (2009)
Four-Year Graduation Rate	68.4% (2000)	70.0% (2004)	72.0% (2006)

Note: Year in parentheses denotes transfer year.

Note: Graduation rates are calculated four years post transfer.

8.0 Student Support and Student Life

SUNY New Paltz offers a comprehensive array of student services in support of its mission. For example, the Office of Academic Advising provides direct advisement to the following: approximately 500 students who have no declared majors; students seeking evaluation of transfer credit; students on academic probation; and students seeking clarification of academic policies and procedures. In addition, this office coordinates the academic aspects of all first-year learning communities (i.e., approximately 70% of the incoming class).

SUNY New Paltz's department of Residential Life offers an on-campus living/learning environment for more than 2,800 students: culture-specific halls; a First-Year Initiative Program hall; Freshman Interest Group floors; an Honors Program floor; and a floor dedicated to students in the Bachelor of Science/Doctor of Osteopathy program. Residence Hall Directors and Academic Advising staff contact students whose evaluations indicate they are at risk and would benefit by enrolling in the Freshmen Success Program (FSP). The combination of mid-

semester outreach and FSP translates into just 1.9% of students not continuing for their sophomore year because of academic performance.

SUNY New Paltz students appear to be relatively satisfied with their experience at the College based on results from the 2003 Student Opinion Survey (SOS). For example, the College was rated "Average" for its sector on students' perceptions of Academic Experience, Course Availability/Registration, and Overall Satisfaction, and scored "Average -" in the Campus Computing category.

For the future, SUNY New Paltz commits to:

- continuing to administer surveys of student perceptions of the campus, including the NSSE, which will be a part of the SUNY-wide Strengthened Campus-Based Assessment beginning in Spring 2008.

9.0 Technology

SUNY New Paltz is aggressively pursuing a schedule for introducing and maintaining classroom technology, including replacing classroom technology and computer laboratories on a regular basis and the introduction of additional Smart classrooms every year. Currently one-half of classrooms are equipped with network connectivity and projection capability, and other classrooms are served with mobile equipment.

With the renovation of the Old Main building, anticipated for 2010, over 75% of classrooms will be electronic. While fewer than 10% of classrooms are equipped with individual student workstations, this number is more than enough to satisfy instructor requests for such rooms. SUNY New Paltz has adopted the Blackboard platform and automatically enrolls every student and every course; in addition, Blackboard is heavily used across the curriculum.

In the coming years, SUNY New Paltz expects to spread network access, both wired and wireless, across the campus and into virtually every classroom. The speed and resilience of the network infrastructure will continue to be improved and will support the anticipated increased reliance on technology as a means of delivery. These tasks require substantial funding to implement and recurring funds, typically three years out, for replacement and upgrades. To this point, the campus has funded the majority of the projects through the local technology fee which has had to be increased on a regular basis. The campus' reliance on key technology services has grown to the point where full-time support is required, placing a significant strain on existing staff. For the future, in addition to an incremental increase in staff, the College will rely on improvements in redundancy and remote monitoring capabilities to provide a more stable and recoverable environment.

As a specific commitment in this area, the College will:

- add 15 more electronic classrooms in Spring 2006 and 4-5 additional ones before the beginning of the Fall 2006 semester.

During the next five years, all of System Administration's Institutional Research Systems will be retired and replaced with new systems that will be more effective in supporting the transfer articulation function in the two-year sector, and will provide campus presidents access to better information for benchmarking. The new systems require that campuses prepare new file extracts for submission to System Administration, and in a few cases, provide information that was not requested in the past, but has a high value for both campuses and System Administration. In order to implement the new Institutional Research Systems,

- System Administration will provide information and guidance to plan for the transition and assist with training;
- SUNY New Paltz will put in place an implementation plan and commit sufficient resources to meet the implementation schedule;
- SUNY New Paltz will ensure an uninterrupted flow of information to meet state and federal reporting requirements; and
- SUNY New Paltz will establish a robust process to review the accuracy and completeness of information submitted to System Administration.

10.0 Facilities

10.1 Campus facilities plan

Facilities projects mentioned in the first Memorandum of Understanding with System Administration included improvements to residence halls, a new Athletic Center, and an addition to the library. Since that time, SUNY New Paltz has added two new residence halls – for a total of 478 additional beds – and has begun to improve existing halls. The new Athletic Center is under construction although it will not fully meet all athletic facilities needs, and the addition to the library has not yet been funded.

At the present time, most campus buildings are in need of renovation/rehabilitation to accommodate increasing needs such as technology, modernization of building systems, and window/door replacements. A principal classroom building, the Van den Berg Learning Center, is currently being renovated through a project with the State University Construction Fund (SUCF). As this project approaches completion, the campus will begin planning for a major rehabilitation of Old Main that is expected to be completed by 2010. As of Summer 2006, a contractor had been selected, and the campus anticipates receiving architectural plans by Fall 2007.

The campus has a preliminary multi-year capital plan developed and administered in collaboration with the SUCF. The focus of the current plan is on critical maintenance projects and the renovation/rehabilitation of existing facilities. However, in many respects, that plan does not reflect the campus' current assessment of facilities needs as much as prior evaluations of space quality conducted by SUCF staff. SUNY New Paltz is engaging in open two-way dialogue with the SUCF regarding these issues.

10.2 Educational facilities (including research)

As demonstrated by the Space Utilization Study of the campus, conducted for the SUCF almost five years ago, SUNY New Paltz is currently using its facilities very effectively, with little excess capacity, and a significant deficit in library, athletics, and student activity facilities. Therefore, since growth of even a few hundred students would require increasing facilities in a broad range of areas – general classrooms, instructional facilities like studios and laboratories, student support space, and administrative support facilities – the College will maintain undergraduate enrollment at the current level and increase graduate enrollment in areas that do not require specialized facilities.

At present, SUNY New Paltz's highest priorities for major renovation/construction projects are as follows:

1. Complete renovation of the Old Main Building that houses the School of Education. At the present time, approximately \$16 million is available: \$3 million in the current 5-year SUCF plan (to be used for planning and initial stages of swing space alterations) and \$13 million from legislative initiatives. The project will likely require an additional \$7-\$10 million, as will be determined by the architectural consultants and the SUCF staff.
2. Addition to the Student Union Building. \$10 million is currently available, which is probably sufficient for 10,000 to 15,000 of additional space.
3. Air conditioning in the Humanities building, part of a larger project that will address air conditioning needs in classrooms and academic buildings along the central campus corridor.
4. Alterations to the Sojourner Truth Library building. This project is not funded in the 2004-09 Capital Plan but is a campus priority. A space utilization study with external consultants is currently underway.

10.3 Residence halls

A critical part of the campus budget and planning process focuses on the College's residence halls. Since these facilities are funded through a self-supporting program that must cover staff fringe benefits as well as debt service, it is especially important that the program be fiscally sound and includes long-range plans for rehabilitation and repair and new construction. Although a set reserve to address emergencies within residence halls is not required by the campus, in general New Paltz targets 1% a year for reserve.

As described earlier, SUNY New Paltz has added two new residence halls and has begun to improve existing halls. Still, despite the stabilization of undergraduate enrollments, the College continues to experience a backlog of demand for on-campus housing. More than 50% of undergraduates now live on campus, and because being a residential community is important to the College's mission and niche, being able to accommodate an even larger percentage of undergraduate students as residents is a campus priority.

The Department of Residence Life is working collaboratively with the Facilities Operations Department to assess existing physical plant needs of the residence halls and to develop a long-term aesthetic improvement plan. Scheduled for the next five years are renovations to bathrooms, lighting, lobbies, and carpeting, and electrical upgrades to individual rooms; and replacement of windows in all eleven older residence halls, a project that began in Summer 2005.

10.4 Energy planning and management

Because energy costs are rapidly increasing and becoming a larger portion of an institution's budget, energy planning and management is also a critical component of campus planning and is of interest to SUNY System Administration. SUNY New Paltz seeks to keep energy costs as low as possible and to purchase fuel and electricity at the best rates. Improvements to the Energy Management System have been made by adjusting building temperatures between occupied and unoccupied time periods, and buildings are closed over the winter break. In addition, SUNY New Paltz is now covered by a SUNY Electricity Buying Group.

11.0 Administrative Structure and Resource Management

One of the key points of "Rethinking SUNY" was to provide additional fiscal autonomy to the state-operated campuses. While the campus is responsible for developing and implementing an all-funds budget that addresses its unique circumstances, System Administration has a critical oversight role to ensure that the campus is a good steward of its resources, whether those resources are provided through state tax dollar support or generated through tuition or other charges. Such oversight may involve ensuring adherence to appropriate SUNY and New York State policies, procedures, statutes, rules and regulations, or determining that the campus has appropriate and sound budget and planning practices in place.

11.1 Administrative structure and effectiveness

SUNY New Paltz's chief mechanism for ensuring that administrative areas are working to improve their effectiveness is through a comprehensive assessment effort. Part of this broad plan includes a process and structure for all administrative and academic support departments to develop and implement individual assessment plans. This major assessment effort will be connected to the campus' planning process.

11.2 Institutional research capability

The Office of Institutional Research (OIR) at SUNY New Paltz meets both mandated reporting needs and important non-mandatory demands for information (e.g., a survey of admitted students who enrolled elsewhere). Increasingly, the OIR is called upon to engage in both basic and more complex information analysis to support campus decision-making. While balancing these demands continues to be a challenge, the OIR has taken steps to manage its workload by creating a Web-based request process, and has improved the information available through its Web site.

For the future, SUNY New Paltz will commit:

- to comply with all routine System data requests, with particular attention to distance learning, student goals, remedial instruction, and concurrently enrolled high school students, and
- to increase reliance on data for improving planning and making decisions.

11.3 Alignment of resource planning and academic plans

Personal service allocations are developed after consultation with each division concerning its priorities and needs. Each vice president may, depending on priorities and needs, reallocate departmental OTPS allocations within a fixed total. There is very limited movement of allocation after initial allocations have been posted, as there is no material amount of unallocated funding to redistribute. Requests for IFR accounts are submitted to the vice president for administration and are reviewed for appropriateness and either approved or denied.

The vice president for administration monitors all revenues and expenditures monthly. Payroll and Temporary Service expenditures exceeding departmental budgeted amounts are investigated. Budget implementation is not entirely centralized. For example, in the College of Liberal Arts and Sciences, departments and the dean monitor budget performance closely and ensure that targets are not exceeded. That unit seeks to retain OTPS and PST savings for needs identified during the year.

The Procurement Office requires overdraft approval from the Office of the Vice President of Administration on all OTPS expenditures in excess of budgeted allocation. Fortunately SUNY New Paltz has not experienced a shortage of revenues in the past several years. Should such a shortage occur in the future, individual departments or the campus as a whole in the case of tuition revenues would be asked to develop a plan to increase future revenues or reduce future expenditures. Spending would be restricted to necessary or emergency items until the account was again in good standing.

SUNY New Paltz has a history of careful fiscal management and has successfully avoided deficits while building a modest reserve for emergencies and for campus-managed alterations and improvements (i.e., one-time expenditures). For the past few years, positive tuition balances have allowed the College to create a reserve to fund about \$250,000 to \$300,000 annually in campus improvements. When the redistribution of funds occurred on a major scale three years ago, diverting \$3.3 million of funds the campus was projected to receive from state allocations to other SUNY campuses, New Paltz took immediate measure to reduce expenditures (including suspension of about 15 searches for full-time faculty and attrition of several professional staff positions as well as reductions of materials and supplies expenditures) and, as a result, had a one-year deficit of only about one-fourth of the diverted funds. This gap required a significant portion of the reserves. The following year the campus treated the partial restoration of the diverted funds as one-time funding, consistent with the request of System Administration. This measure has provided the campus with the reserves now needed to convert the campus computer systems to the Banner platform. A positive tuition balance this year will restore a significant amount of the reserves used earlier to make up for the gap from diverted funding. Given the current Governor's budget proposal that restores 80% of the diverted fund amount and the

Chancellor's intention to restore diverted funds back to donor campuses, New Paltz is confident that it will be able to maintain reserves on an ongoing basis to allow for campus improvements and the normal emergencies experienced over the past two decades (e.g., burst high pressure lines, heating and electrical system failures).

11.4 Institutional development and fundraising

SUNY New Paltz's fundraising is growing in sophistication and achieving solid results. Most important, the campus culture – including alumni expectations – is slowly changing to recognize that increasing private support is essential to the College's long-term fiscal health and programmatic success. The campus reports that, in academic departments, there are good initiatives in some units but ongoing resistance to fundraising in others.

The College has established a small set of fundraising priorities, all focused on long-term campus needs: 1) endowed recruitment scholarships, both need- and merit-based; 2) research support, including support for faculty scholarship and creative activity and faculty-student research; and 3) building a meaningful endowment for the College's Samuel Dorsky Museum of Art.

Fundraising leadership is expected from the SUNY New Paltz Foundation and, in particular, the Foundation's Board of Trustees. In 2002, Board members set annual giving expectations for themselves and, since then, 100% giving from Foundation trustees has been achieved. College fundraising and alumni relations staff members devote the bulk of their effort to the identification and qualification of new donors, the cultivation of existing donors, and conducting successful annual fund drives.

To date, results of these efforts are encouraging. Preliminary numbers indicate that SUNY New Paltz has raised more than \$2.5 million in cash, stocks, and gifts in kind during 2005, and a total of \$7.2 million since October 2001. These totals do not include unpaid cash pledges, which total an additional \$292,000. Some additional benchmarks of progress in this area since 2001-02 include: raising more than \$2.3 million for the priorities described above; and increasing the endowment by nearly 50%, adding more than \$2 million in gifts. Further, from 2002-03 to 2003-04, the College increased: alumni giving participation by 25%, to 7.7%; endowment per FTE student by 11%, to \$802; and total number of donors by 17.5%, to 4,878.

- For the future, SUNY New Paltz has pledged to raise \$22.5 million for the SUNY \$3 billion challenge, and projects institutional annual advancement revenues for the next five years as shown below in Table 7.

Table 7

Institutional Advancement Revenue Projections, 2004 – 2010 (in Millions)

2004	2005	2006	2007	2008	2009	2010
\$2.00	\$2.25	\$2.50	\$2.85	\$3.30	\$2.75	\$4.50

11.5 Collaborative administrative and financial arrangements

While no such arrangements exist at the present time, SUNY New Paltz is very willing to explore such possibilities with sister campuses.

12.0 Community Relations and Service

SUNY New Paltz is a cultural and intellectual hub for the mid-Hudson region. For example, the School of Fine and Performing Arts offers a number of cultural events throughout the academic year and the summer, including the world-renowned Piano Summer Institute and Festival. In addition, since 1973 the College has sponsored the Summer Repertory Theatre, a program that facilitates community and college interaction through its productions, workshops, and special projects. Further, the Samuel Dorsky Museum of Art is poised to become one of the most prominent and interesting art museums in the Hudson Valley. This museum, one of the largest within the SUNY system, attracts about 14,500 visitors annually.

Similarly, the campus notes that it attracts about 10,000 spectators and visiting athletes to attend home games, meets, and matches of the 14 men's and women's Division III athletic teams. In addition, guest speakers such as James Earl Jones, Robert F. Kennedy Jr., Maya Angelou, Scott Ritter, and Toni Morrison draw large local audiences.

SUNY New Paltz also serves the Hudson Valley as a regional center of research and scholarship. The College shares the expertise of its faculty and students with community members and local businesses, and enhances local cultural offerings through academic lectures and conferences, athletic and theater events, concerts, and museum exhibits. Examples in addition to those already mentioned include: the Business Institute, which conducts marketing research and strategic planning for local businesses; and the Speech and Hearing Center, which provides diagnostic and therapeutic services to community members.

SUNY New Paltz seeks opportunities to apply its expertise and intellectual resources to community needs wherever possible. For example, the College's proposal for the new competitive High Needs initiative of SUNY System Administration (i.e., to offer nursing courses to hospital and community college sites through Interactive Television [ITV]) was successfully funded. This innovative program will partner SUNY New Paltz both with hospitals in Newburgh and Kingston (both designated by federal programs as cities with high medical needs) and with area community colleges, and is designed to: meet the educational needs of working nurses; increase enrollment of Registered Nurses into the Bachelor of Science in Nursing (B.S.N.) degree (at the current time, the majority of practicing nurses in the Mid-Hudson area are educated only to the associate degree level); and address the local and regional shortage of B.S.N. trained nurses.

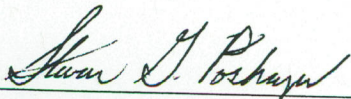
13.0 Overall Institutional Reputation

For nearly 180 years SUNY New Paltz has striven to be an innovative teaching and learning institution committed to excellence and diversity, and the institution intends to sustain these core values into the future. The College ranks tenth among best public universities – and fiftieth

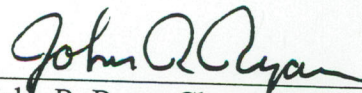
among public and private universities – in the North in *U.S. News and World Report's* rankings for *America's Best Colleges 2005*; the College is also ranked fifth in the Lowest Acceptance Rate of universities with master's degrees in the North. SUNY New Paltz was named one of the best 151 schools out of 718 in *Princeton Review's* 2005 student opinion survey of colleges in the Northeast, and ranked 90th in *Kiplinger's Personal Finance* 2006 listing of the best values for public campuses in the U.S.

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This Memorandum of Understanding was developed jointly by SUNY New Paltz and the State University of New York System Administration to provide guidance for planning the campus's future and a framework for gauging the achievement of its goals. Recognizing that individual institutions and the State University as a whole must be able to respond to changing circumstances, both SUNY New Paltz and System Administration will work together to realize the goals and objectives articulated in this document.



Steven G. Poskanzer, President
SUNY New Paltz



John R. Ryan, Chancellor
State University of New York