

SUNY NEW PALTZ

FINAL STRATEGIC PLAN REPORT

2013-2018

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In collaboration with the
Strategic Planning and Assessment Council



EXECUTIVE SUMMARY

This is the final report for the AY 2013-2018 strategic plan, whose timeline and work was extended through 2023. Described in this report are the plan's development and implementation, annual planning and reporting, extension of the original five-year plan, and key accomplishments for each of the seven **Strategic Plan Essential Initiatives (SPEIs)**. Because the COVID-19 pandemic occurred during the strategic plan's implementation, we briefly discuss how the University navigated the unprecedented challenges of the pandemic. The report includes lessons learned from implementing the strategic plan and concludes with a set of recommendations for consideration in the next strategic planning process. President Darrell P. Wheeler, our new chief executive officer, will direct the development and implementation of our next strategic plan.

The current strategic plan launched in 2013, following a year of thoughtful deliberation and broad consultation with key constituent groups (e.g., faculty, staff, administrators, students, and external stakeholders), extensive research, and support from a strategic planning consultant. The plan originally included eight SPEIs, later reduced to seven by integrating "Build Quality Online Programming" into the first initiative, "Nurture Innovation and the Learning Environment." There was widespread agreement that the University should expand online and hybrid programming and that it could do so without sacrificing educational quality and our distinction as a residential university.

The seven SPEIs are:

- ESSENTIAL INITIATIVE I: Nurture Innovation and the Learning Environment
- ESSENTIAL INITIATIVE II: Establish an Engaged Living and Learning Community
- ESSENTIAL INITIATIVE III: Strengthen Philanthropic Relationships and Success
- ESSENTIAL INITIATIVE IV: Engage Alumni in the Life of the College
- ESSENTIAL INITIATIVE V: Market New Paltz Internally and Externally
- ESSENTIAL INITIATIVE VI: Improve Internal Processes and Address Institutional Capacity
- ESSENTIAL INITIATIVE VII: Strengthen Regional and Community Engagement

SPEIs focus on students and the learning environment, institutional improvement, and engaging and supporting the region. They reflect activities that must be implemented each year to advance institutional mission and goals.

In June 2013, President Donald P. Christian formed the Strategic Planning Council (SPC) to oversee campus-wide implementation of the strategic plan. The Council developed metrics and benchmarks to assess progress for each SPEI, monitored progress in implementing the plan, reported progress in achieving the plan's goals and initiatives, and conferred with unit leaders with responsibility to carry out the plan. In 2014, President Christian appointed the Associate Vice President for Student Affairs as Assistant to the President to guide and oversee progress in implementing the strategic plan, advise campus leadership about strategic plan implementation, and coordinate the ongoing work of the SPC.

Recognizing the need to improve the coordination between planning and assessment, in fall 2017, the President disbanded the SPC, Academic Assessment Council, and Administrative Assessment Council and formed the Strategic Planning and Assessment Council (SPAC). The SPAC members were drawn from these three bodies to which administrators, professional staff, and faculty were added by the President. Reporting directly to the Provost and to the President's Cabinet, the SPAC works closely with the Associate Provost for Strategic Planning and Assessment. The associate provost provides leadership and support for the SPAC and is responsible for making recommendations regarding institutional strategic planning and institutional effectiveness assessment. The revised strategic planning and assessment structure brings assessment, strategic planning, and reaccreditation into tighter alignment.

Annual Planning and Reporting

The strategic plan provided the primary framework for decision making and advancing the University's mission. The President's Cabinet assigned fiscal and other resources to carry out the strategic plan goals and priorities that were selected. Each year, we gathered and analyzed data to determine progress in accomplishing SPEIs and to inform the planning goals that would be carried out the next year. Campus divisions connected their annual goals with those in the mission statement and strategic plan. The President and senior level administrators, in consultation with their direct reports and sometimes with collaborating partners, developed SMART (Specific, Measurable, Attainable, Realistic, and Timely) goals for their divisions each year. The President and Cabinet reviewed the SMART goals and

mid-year and end-of-year progress reports, which were summarized by the Associate Provost for Strategic Planning and Assessment. The President and vice presidents kept the campus informed about progress in achieving SPEIs through periodic updates via all-fs. The Strategic Planning and Assessment (SPA) website contains progress reports for each year of the strategic plan.

Extension of 5-Year Strategic Plan

As 2018, the final year of the strategic plan drew near, the President's Cabinet and the SPAC evaluated our progress in accomplishing the SPEIs and determined that since the plan continued to serve us well, it would be extended. The length of the extension was not specified. While we retained the seven SPEIs, we modified and adjusted some of the goals within initiatives and organized the strategic plan within the framework of sustainability. The SPAC advanced the idea that the strategic plan fits well within a broader organizing principle of sustainability. The SPAC was influenced by a general definition of sustainability drawn from the Global Goals for Sustainable Development (Global Goals), which includes a goal of "Quality Education." The President's Cabinet endorsed the SPAC's idea and in writing about the adoption of sustainability as a framework for the strategic plan in his August 2018 State of the College address, President Christian noted, "as we plan for our future, we must think about what will sustain us and our mission." Fortified by the President's Cabinet approval, the SPAC engaged the campus in extensive discussions about how their work connects to the strategic plan through the Global Goals. The concluding section of this report includes more information on the adoption of the Global Goals as a framework for the strategic plan.

In spring 2020, it became clear that our strategic planning priorities had to be adjusted to respond to the COVID-19 pandemic. Campus administration acted to protect the health and safety of our campus community, pivoted to remote learning, confirmed telecommuting arrangements for employees, brought study abroad students home safely, implemented plans for students residing in the residence halls, and reduced on-campus services to the bare essentials. A SUNY New Paltz COVID-19 Cabinet Planning Team, formalized in March 2020 and chaired by President Christian, met daily until mid-May and weekly until late July 2020. The Planning Team developed a fall campus reopening plan and a "Pause and Pivot" procedure that could be implemented in the event in-person on-campus operations could not be sustained. The Team also developed a plan for spring 2021 in-person instruction.

True to our commitment of fulfilling our mission and strategic plan, we adhered to sound practices during the COVID-19 pandemic by following high academic standards. The guiding principles for our reopening plan and a "Pause and Pivot" procedure centered on fulfilling our mission in a fiscally responsible way that adhered to SUNY administration's five guiding principles: (1) put safety first; (2) protect the core academic areas of excellence; (3) maintain our fundamental mission of the broadest possible access to world-class teaching, research, and scholarship; (4) sustain academic programs and achieve operational efficiencies; and (5) demonstrate agility in responding rapidly to workforce needs.

Then in May 2021, President Christian announced his retirement at the end of June 2022, after a 45-year career in higher education and 12 years as president of SUNY New Paltz. Recognizing the importance of the moment, we gratefully attended to honoring President Christian for his many significant accomplishments while continuing to plan for a successful post-pandemic future. This preparation included conducting a national search for a new president. Following a successful search, the SUNY Board of Trustees (BoT) appointed [Dr. Darrell P. Wheeler](#) as the 9th president of SUNY New Paltz, effective July 18, 2022. Regarded as an exceptional leader by many luminaries in higher education, President Wheeler accepted the mantle to lead SUNY New Paltz to greater prominence. He will direct the development of the University's next Strategic Plan.

KEY STRATEGIC PLAN ACCOMPLISHMENTS

The information that follows represents some of the major accomplishments of the strategic plan. They range from our high retention and graduation rates to program development, to the launch of the University's first-ever fundraising campaign, to advancing diversity, equity, and inclusion efforts and anti-racist initiatives. The achievements illustrate that SUNY New Paltz is fulfilling its promise of delivering high-quality academic programs and services to students, is maintaining a vibrant and engaged academic/creative community, and is supporting the economic and cultural life of our region. The report closes with comments on the strategic plan process and some recommendations.

Essential Initiative 1: Nurture Innovation and the Learning Environment

Improve Support of Teaching and Learning

General Education Reform and Diversity as a Requirement

We revised our General Education (GE) program in 2016 and implemented it in 2019. Revisions included a faculty decision to incorporate the SUNY-mandated competencies of Critical Thinking (CT) and Information Management (IM) within majors. During AY 2017-2019, departments revised their program curriculum maps to integrate the CT and IM competencies at the introductory, intermediate, and advanced levels in each major over four years of the degree. This has made it possible to adjust teaching and learning over the course of a student's education and to synthesize competencies and disciplinary knowledge more effectively. We also updated the GE Program Assessment Plan in 2019.

The Office of Communication & Marketing (OCM) supported the campus's efforts to implement GE IV, developing communication materials for students, parents, faculty, and prospective students and their parents. This helped the GE Board to advance the goal of helping students see GE not only as an opportunity to gain exposure to foundational knowledge, but also as a chance to explore new perspectives and cultivate habits of empathy and critical thinking that will serve them throughout their lives and careers. The materials also helped faculty to see that they are well-positioned to help students grasp this message.

With the increasing diversity in our student body and in the larger society, we feel it is incumbent on us to equip students with knowledge and competencies to work and live in a diverse society. As part of our reform of the GE program in 2016, all undergraduates, even those transferring to SUNY New Paltz, were required to take a Diversity course as a university requirement. In accord, a new and broadly representative Diversity Board was created and charged with overseeing the Diversity graduation requirement. The Board issued guidelines by which courses and learning experiences were to be reviewed and approved as meeting the Diversity requirement.

We are again revising GE. The SUNY BoT approved a new SUNY General Education Framework (SUNY GE Framework) on November 9, 2021, which campuses have been required to implement with fall 2023 matriculants. The SUNY GE framework includes ten categories of Knowledge and Skills and two core competencies that extend beyond discipline-specific knowledge and skills. Among the specific Knowledge and Skills categories is a new requirement, Diversity: Equity, Inclusion, and Social Justice. With diversity now a required Knowledge and Skill area in the new SUNY GE Framework, faculty voted to remove it from the University degree requirement. In light of this decision, a discussion about the future of the Diversity Board will ensue.

Transitioning from GE IV to the SUNY General Education Framework has been an extraordinary lift as it has had to happen within a compressed timeframe. Nevertheless, the GE Board developed a revised GE Program Plan, disseminated it to the campus for review and comments in mid-December 2021, and the SUNY New Paltz Faculty Senate approved it at its March 2, 2022, meeting. Meanwhile, a GE Implementation Task Force, consisting of a diverse group from across the campus and co-chaired by Associate Provost Laurel M. Garrick Duhaney and Associate Professor Bruce Milem of the Department of Philosophy, created a GE 5 Implementation Plan. We have been implementing the plan over the past one and a half years and are pleased to report that the new SUNY General Education Framework is in place and ready for first time-in-college students entering SUNY New Paltz in fall 2023. Meanwhile, plans have been initiated to update the current GE Assessment Plan, in part to address SUNY's requirement that campuses assess the GE 5 Core Competencies by 60 credits. We currently assess the GE Core Competencies of CT and IM at the capstone level. Assessing them at 60 credits will be a significant departure from current practice.

Program Development

Academic Affairs has made considerable curricular advancements in the last decade. We designed, revised, reviewed, and approved several new seated and online degree programs. While not included in the Figures 1.1 – 1.6 below, we also reviewed and approved numerous courses, more than 260 of which were approved for the new GE 5 Program which we will implement in fall 2023. We approved and launched (or are preparing to launch):

- 10 new academic programs including 5 master’s degrees and 5 new undergraduate programs.
- 8 new 4+1 programs.
- 3 graduate advanced certificates.
- 4 micro-credentials including 2 credit-bearing graduate micro-credentials, 1 non-credit graduate micro-credential, and 1 credit-bearing undergraduate micro-credential.

We discontinued 11 graduate programs and the Alternate Certificate: School District Leader (Trans D) program. In addition, although not represented in the charts below, we have revised many graduate and undergraduate or dual degree programs and expanded distance education programming, particularly at the graduate level. We also:

- approved 5 new programs with distance education (DE) format including 4 graduate and 1 undergraduate
- added DE format to 8 established programs, including 5 graduate and 3 undergraduate majors
- approved 3 graduate micro-credentials with DE format

Figure 1.1 New Undergraduate Programs. Source: New York State Education Department’s Inventory of Registered Programs

New Undergraduate Programs	Fall13-Spr14	Fall14-Spr15	Fall15-Spr16	Fall16-Spr17	Fall17-Spr18	Fall18-Spr19	Fall19-Spr20	Fall20-Spr21	Fall21-Spr22	Fall22-Spr23
B.S. Mechanical Engineering	Fall14									
B.S. Business Analytics				Fall17						
B.A. Environmental Studies								Fall20		
B.S. Entrepreneurship								Spring21		
B.A. General Studies									Fall21	

Figure 1.2 New Graduate Programs. Source: New York State Education Department’s Inventory of Registered Programs

New Graduate Programs	Fall13-Spr14	Fall14-Spr15	Fall15-Spr16	Fall16-Spr17	Fall17-Spr18	Fall18-Spr19	Fall19-Spr20	Fall20-Spr21	Fall21-Spr22	Fall22-Spr23
M.F.A. Studio Art					Sum18					
M.S.Ed. Second Language Education (non-certification)							Fall19			
M.S. Behavior Analysis & Interdisciplinary Autism Studies										
M.A. Digital Design and Fabrication										
M.A. Strategic Communication										

Figure 1.3 New 4+1 Programs. Source: Local Governance Approval

New 4+1 Programs	Fall13-Spr14	Fall14-Spr15	Fall15-Spr16	Fall16-Spr17	Fall17-Spr18	Fall18-Spr19	Fall19-Spr20	Fall20-Spr21	Fall21-Spr22	Fall22-Spr23
B.A./M.A.T Chemistry/ Adolescence Education: Chemistry				Fall16						
B.A./M.A.T Geology/ Adolescence Education: Earth Science				Fall16						
B.A/M.A. English						Fall18				
B.A./M.A.T. Biology/ Adolescence Education: Biology									Fall21	
B.A./M.S. Psychology/ Psychological Science							Spring20			
B.S./M.A.T. Mathematics/ Adolescence Education: Mathematics									Spring22	

Figure 1.4 New Advanced Certificates. Source: New York State Education Department’s Inventory of Registered Programs

New Advanced Certificates	Fall13-Spr14	Fall14-Spr15	Fall15-Spr16	Fall16-Spr17	Fall17-Spr18	Fall18-Spr19	Fall19-Spr20	Spr20-Spr21	Fall21-Spr22	Fall22-Spr23
Trauma & Disaster Mental Health										
Teaching English to Speakers of Other Languages: CR-ITI			Fall16							
Teaching English to Speakers of Other Languages										

Figure 1.5 Programs Discontinued: Graduate. Source: New York State Education Department's Inventory of Registered Programs

Programs Discontinued: Graduate	Fall13-Spr14	Fall14-Spr15	Fall15-Spr16	Fall16-Spr17	Fall17-Spr18	Fall18-Spr19	Fall19-Spr20	Fall20-Spr21	Fall21-Spr22	Fall22-Spr23
M.A. Biology										Spr23
M.F.A. Sculpture										Fall22
M.F.A. Ceramics										Fall22
M.F.A. Metal										Fall22
M.F.A. Photography										Fall22
M.A. Chemistry							Fall19			
M.F.A. Printmaking										Fall22
M.F.A. Painting/ Drawing										Fall22
M.S.T. Early Childhood Ed.									Sum22	
M.S.Ed. Early Childhood Ed.									Sum22	
M.A. Psychology								Fall20		

Figure 1.6 Program Discontinued: Alternate Certificate. Source: New York State Education Department's Inventory of Registered Programs

Program Discontinued: Alternate Certificate	Fall13-Spr14	Fall14-Spr15	Fall15-Spr16	Fall16-Spr17	Fall17-Spr18	Fall18-Spr19	Fall19-Spr20	Fall20-Spr21	Fall21-Spr22	Fall22-Spr23
Alt Cert: School District Leader (Trans D)						Spr19				

As a tuition dependent institution, SUNY New Paltz strives to provide quality academic programs that also allow for institutional and revenue growth in undergraduate and graduate programs, including online programming. Figure 1.7 shows the enrollments in seated and online classes at the graduate level. Although our growth in online programming is commendable, as Figure 1.8 shows, SUNY New Paltz ranks lower than most of the SUNY comprehensives in terms of the percent of graduate students enrolled in fully online classes.

Figure 1.7 Graduate Enrollment in Seated and Online Classes. Source: Institutional Research

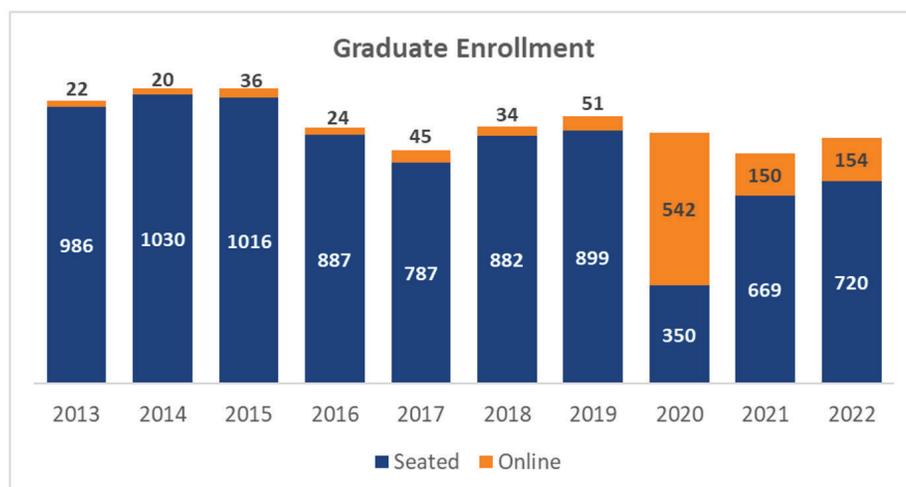


Figure 1.8 Fall 2022 Graduate Online Enrollment. Source: SUNY Business Intelligence

	Enrolled 100% online	Total Enrollment	% of Students Enrolled Online
University Centers			
Albany	1,086	4,394	25%
Stony Brook	1,514	8,207	18%
Buffalo Univ	1,600	11,338	14%
Binghamton	224	3,910	6%
Comprehensive Colleges			
Empire State	1,632	1,672	98%
Oneonta	476	571	83%
Potsdam	237	345	69%
Cortland	412	697	59%
Oswego	525	921	57%
Brockport	680	1,275	53%
Plattsburgh	215	470	46%
Fredonia	127	279	46%
Buffalo State	227	981	23%
Geneseo	16	74	22%
New Paltz	154	874	18%
Old Westbury	60	363	17%

Support of Teaching and Learning

Assessment in Learning and Knowledge Spaces (ALEKS)

The Department of Mathematics implemented [ALEKS](#) to improve advising and placement in math courses in summer 2017. ALEKS is an artificial intelligence assessment and learning system that uses adaptive questioning to determine what a student knows or does not know in a course. It can be taken online and, based on the assessment, can create review materials so students can upgrade their skills. It has been tested and validated at a number of campuses. ALEKS replaced an ineffective math placement system based on board scores and NYS Regents exam scores. We now have a very clear placement method that is entirely online and directly incorporates the Math Placement Level into Banner for advising and course planning. Since math placement is essential for assigning students the correct courses for STEM fields and business, ALEKS has made it possible to pre-register students into the majority of their courses before they come to campus for freshman advising. Fewer students dropped their math courses during the first two weeks of fall 2017 compared to fall 2016.

Faculty Development Center

We revised the purpose and structure of the Teaching and Learning Center, renamed it the Faculty Development Center (FDC), and appointed a part-time director. The FDC advocates on behalf of and provides support for faculty and works to build partnerships across campus. Its programming focuses on welcoming new faculty, mentoring early career and tenure-track faculty, fostering teaching innovation in all modalities, supporting faculty in their professional roles and in efforts to maintain a healthy work-life balance, and empowering faculty to support students.

In AY 2022-2023, the FDC provided space and structure to foster important conversations about Chat GPT. The FDC hosted a series of conversation circles and an open forum and created a robust repository of articles and resources on topics of Chat GPT. The discussions, which acknowledged both the promise and peril of emerging AI technologies, helped faculty understand what AI technologies like Chat GPT can and cannot do and explored the ethical and equity issues surrounding Chat GPT and other AI technologies. Conversation circles addressed the different sorts of concerns that might arise in writing and math/science courses, and faculty shared strategies both for discouraging inappropriate use of these technologies but also for teaching about and with them.

Online Training and Certification

Although the majority of courses offered at New Paltz are seated, an increasing number are delivered in part or fully online. Because online teaching requires specific pedagogical skills, the campus has provided extensive faculty development and support. In 2014, we instituted a new process to help faculty develop online courses, with financial, technological, and pedagogical support that provided not only a pathway to certification but a way to keep their teaching skills updated. The Office of Instructional Technology has offered several workshops and trainings on accessibility topics to ensure ease of access, understanding, and use in our online learning environments. We have also invested in tools such as Ensemble and Ally.

SUNY is transitioning its campuses from the Blackboard Learning Management System to Desire to Learn (D2L) Brightspace and our campus was in cohort 1 of the system-wide transition from Blackboard to D2L Brightspace. The major migration to a new learning platform, on the heels of the pivot to online learning during COVID-19, has had a tremendous impact on the landscape of our online teaching and learning. Although we had an existing online training and certification process prior to COVID-19, that process was insufficient to meet the demands of the online-pivot during the pandemic. We developed “just in time” training and initiated Online Peer Mentoring. The Office of Instructional Technology created a self-paced course titled “Training: Developing a Blended Learning Course” to help instructors pivot to remote instruction in fall 2020 and, in fall 2020, launched “Student Online Learning Orientation” to assist students with remote learning. We also asked faculty to engage in OSCQR (Open SUNY Course Quality Review) self-assessments. Then, with the transition to Brightspace, all faculty, regardless of prior training, needed to learn the new digital learning environment. We created new on-demand training for faculty and, in spring 2023, we were able to move that on-demand training into the Brightspace platform. Now, our foundational training in the digital learning environment (DLE), online pedagogy, and accessibility is on-demand and automated for any faculty member who is interested in the training or needs to be certified to teach online.

National Center for Faculty Development and Diversity (NCFDD) Programs and Services

The National Center for Faculty Diversity and Development (NCFDD) provides a rich array of professional development resources for faculty on topics such as professional productivity, time-management, work-life balance, and conflict management. It supports teachers and scholars from underrepresented groups, and it offers training and mentorship to help faculty and graduate students excel in their careers.

SUNY New Paltz started its membership with the NCFDD in 2021. Since its inception, over 160 SUNY New Paltz users (faculty, administrators, graduate students, alumni) have created institution subaccounts and collectively they have logged over 218 active sessions. The largest increase in participation has been with NCFDD’s 14-day Writing Challenge, with 60 faculty registering for one of the 14-day writing challenges.

Sustainability

SUNY New Paltz has a clear commitment to sustainability. In December 2012, President Christian endorsed the Campus Sustainability Plan developed by the Sustainability Committee and on May 1, 2013, the Office of Campus Sustainability (OCS) was established. In fall 2017, the Sustainability Committee submitted a proposal to the Provost and President urging that sustainability, and in particular the Global Goals for Sustainable Development, be explicitly highlighted within the University’s strategic plan. As touched on in the Executive Summary, under the SPAC’s leadership, the University has embraced the GGSD and worked steadily to integrate them into the strategic plan.

Sustainability was named one of four institutional priorities in the 2020-2021 Middle States self-study: *Cultivate sustainability in all its forms, including institutional, social, economic and environmental sustainability.* Sustainability is also one of our Institutional Learning Outcomes: *As a student, you will have the opportunity to attain an understanding of yourself as a citizen and community member with the knowledge and ability to engage others in progress toward a more sustainable world.*

The OCS and the Sustainability Committee (and its subcommittees) have developed formal plans focusing on activities that fall under the umbrella of sustainability. Meanwhile, the OCS’s Energy Master Plan guides the University’s energy management and carbon reduction activities. Many energy conservation measures recommended in the plan have been implemented, including upgrading exterior lighting and interior lighting to LEDs, installing insulating blankets in mechanical rooms, repairing steam traps, and installing 284 KW of solar photovoltaics on campus, including battery storage.

The Tree Committee, a subcommittee of the Sustainability Committee, developed a Tree Care Plan for Facilities Management. The campus has earned the Arbor Day Foundation's Tree Campus U.S.A. status each year since 2017. In 2019, the Biodiversity Initiative, a program of the OCS with partners from across campus, developed a Campus Pollinator Habitat Plan and earned Bee Campus U.S.A. distinction from Bee City U.S.A. This spring (2023) our campus became the second SUNY comprehensive to earn The Sustainability Tracking, Assessment, and Rating System, [STARS Gold](#), in recognition of excellence in sustainability across all divisions of our University, including curriculum and research, campus and public engagement, operations, and planning and administration. The STARS framework assesses environmental dimensions of sustainability as well as other social and economic measures including diversity and inclusion, affordability, wellbeing, safety, workplace satisfaction, food access, and more.

Our student Sustainability Ambassadors strive to “be the change” by partnering directly with campus stakeholders to advance campus sustainability through reducing our carbon footprint, reducing single use plastics, increasing plant-based proteins, fostering a bike-friendly university, and engaging prospective and incoming students through the Global Goals. Our 80+ Sustainability Faculty Fellows of the Sustainability Faculty Learning Community have integrated many frameworks of sustainability and environmental justice in their courses, faculty and student research, and regional engagement.

Institutional Accreditation

In June 2021, MSCHE reaffirmed the University's institutional accreditation. The MSCHE Evaluation Team Virtual Visit took place March 24-26, 2021. The University must respond to two recommendations – both in the area of assessment. Our Mid-Point Peer Review (MPPR) is scheduled for 2025; however, MSCHE is evaluating the MPPR to consider improvements to the process based on feedback from institutional representatives, peer evaluators, and Commissioners. That evaluation is ongoing and MSCHE has said it will continue to keep the membership informed of next steps and provide additional information to institutions scheduled to go through the MPPR process whether that process will be reinstated. Our next Self-Study Evaluation will be in 2028-2029.

Discipline-Specific Accreditation/Reaccreditation and Academic Program Reviews

In the last decade we have had a number of discipline-specific programs and one student support program earn certification. They are:

College of Liberal Arts & Sciences

- Communication Disorders

The Master of Science (M.S.) education program in speech-language pathology Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA)
2013, 2021 (accreditation from Dec. 1, 2021- Nov. 30, 2029)

- Counselor Education

Clinical Mental Health Counseling (M.S.) and School Counseling (M.S.) programs: Council for Accreditation of Counseling and Related Educational Programs (CACREP)
2021, 2023 (accreditation through 2025--report due October 2024)

School of Business

(BA Programs: Accounting, Business Analytics, Entrepreneurship, Finance, General Business, International Business, Management, Marketing; MBA)

Association to Advance Collegiate Schools of Business (AACSB) International Council 2013, 2023

School of Education

(Adolescent Education, Early Childhood & Childhood Education, Early Childhood & Childhood Education Advising; MS in Behavior Analysis & Autism Studies, MS in Special Education, MPS in Social Justice Education Studies)

National Council for Accreditation of Teacher Education (NCATE), 2015

Association for Advancing Quality in Educator Preparation (AAQEP), 2022

School of Fine & Performing Arts

- Art (Foundation, Education, Ceramics, Graphic Design, Metal, Painting & Drawing, Photography, Printmaking, Sculpture) Art History
National Association of Schools of Art and Design (NASAD), 2013, 2023-2024 next review

- Music (General Music, Recording and Electronic Music, Classical Performance, Jazz Performance, Music Therapy)
National Association of Schools of Music (NASM), 2013, 2024-2025 next review

M.S. Music Therapy program (this program is being restructured): American Music Therapy Association (AMTA), 2017 (approval pending NASM re-accreditation), Next reapproval in 2025

- Theatre (Performance, Theatre Studies, Design Technology)
National Association of Schools of Theatre (NAST), 2013, 2024-2025 next review

School of Science & Engineering

- Chemistry curriculum: American Chemical Society (ACS)
periodic report was 2018 (letter was dated 2019 but no mention of accreditation date)
next review 2024
- Computer Engineering program: Engineering Accreditation Commission of ABET: 2017-2018
next review 2023-2024
- Electrical Engineering program: Engineering Accreditation Commission of ABET: 2017-2018
next review 2023-2024
- Mechanical Engineering program: Engineering Accreditation Commission of ABET:
2016 (retroactive), accredited to Sept. 30, 2024 (self-study due July 1, 2023)

The Center for Student Success

College Reading and Learning Association (CRLA), 2017, 2018, 2021 (certification from Dec. 1, 2021-Nov. 30, 2025)
Next certification due 2025

For another 23 academic programs (see below), major assessments have occurred via the Academic Program Review process required by SUNY, and four of our programs – Women's, Gender & Sexuality Studies; Communication; Digital Media & Journalism; and Mathematics – have such program reviews in progress.

College of Liberal Arts & Sciences

2013: English

2014: Anthropology

2015: Black Studies, History

2016: Economics; Languages, Literatures, & Cultures; Women's, Gender & Sexuality Studies

2017: Communication, Digital Media & Journalism, Geography, Psychology

2018: Asian Studies, Latin America & Caribbean Studies

2019: Political Science & International Relations, Sociology

2020: Anthropology, English, Philosophy

2022: Black Studies, Economics, History, Languages, Literatures, & Cultures

2023: Geography, Psychology

School of Science & Engineering

2016: Geology, Physics

2018: Mathematics, Computer Science

2019: Biology, Environmental Geochemical Science

2020: Biochemistry

2022: Geology, Physics

Enhance Academic Advising

We tracked persistence data to help us to identify areas in need of improvement, pinpoint difficult courses, build early-warning systems, identify and implement key actions to help students continue their studies, graduate on time, etc. The Center for Academic Advising was asked to pursue this strategic goal: “*Markedly improve the effectiveness of advising by creating plans to value student advising as ‘teaching,’ supporting faculty in advising efforts, and improving clarity of program and advising materials.*” The requirement for this goal was evidenced by:

- The need for improvement as indicated by qualitative data, including a series of low scores on the Graduating Student Survey (GSS, see Figure 1.9) and Student Opinion Survey (SOS, see Figure 1.10) suggesting that several areas of advising needed improvement, and ranking at the bottom among SUNY comprehensive colleges, and
- National evidence that effective academic advising is central to student learning and student success.

Figure 1.9 Graduating Student Survey. Source: Institutional Research

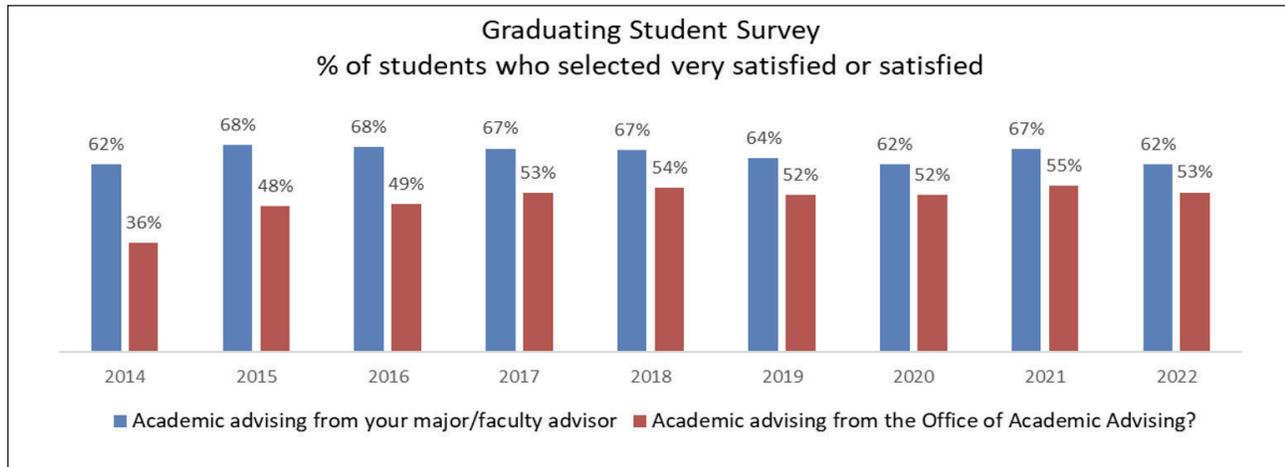


Figure 1.10 Satisfaction with Advising from Academic Advising. Source: Institutional Research

Year of SOS Survey	Rank among 13 comprehensives	Rank among all 4-year
2003	10	23 out of 26
2006	12	25 out of 27
2009	13	24 out of 24
2012	11	23 out of 26
2015	11	23 out of 27
2018	11	24 out of 26

Note: A number closer to 1 is better and ranks closer to 13 or 27 indicate that fewer students on our campus were satisfied with academic advising from the Academic Advising Center.

The Executive Director of Academic Advising and Student Success implemented several innovations after consulting broadly with key stakeholders, internal assessment, and surveying faculty and students to assess their perceptions of advising and their ideas for improvement. As a result, we merged Academic Advising and Student Success and implemented new approaches to academic advising and student support. These efforts resulted in the University’s selection to participate in a two-year national project – Excellence in Academic Advising Process with NACADA, The Global Community for Academic Advising/Gardner Institute – to evaluate and improve advising. In conjunction with these efforts, we rolled out the Hobsons Starfish Student Success Platform. Starfish provides the infrastructure to support a case management model for student advising, has early alert features, and provides the opportunity for instructors to offer timely feedback to their students.

Although these efforts have had a positive impact on our high student retention rates, recent survey data indicate advising must remain an area for improvement. In 2021, SUNY replaced the SOS with the SUNY Student Satisfaction Survey (SSS) and the questions were different. However, students' responses to this SSS question, "Indicate your level of satisfaction with academic advising/coaching," were low:

Year of SSS	Rank among 13 comprehensives	Rank among all 4-year	Rank among all SUNY
2021	11 out of 13	20 out of 27	42 out of 50

Prioritize On-Time Graduation

We put into operation programs and strategies to boost students' on-time graduation rates. We gave attention to all students' time-to-degree progress and disaggregated data by cohorts such as students of color, low-income, and first-generation to ensure their persistence and degree attainment. In AY 2016-2017, we also:

- Established a 60-credit timeline for declaring a major.
- Implemented an early notice of graduation deficiencies procedure.
- Initiated a three-pronged Early Warning System.
- Completed curriculum maps and revised 8-semester plans for all academic departments.
- Created the Course Availability Task Force to address course availability needs.
- Created a Data Analytics Committee.

Figure 1.11 shows that first-year admits graduate in 4.1 years, transfers in under 3 years, and graduate students in 2 years since AY 2019-2020. In recent years, we have seen a steady increase in full-time graduate student enrollments, which correlates with their shorter time-to-degree completion.

Figure 1.11 Average Time to Degree. Source: Institutional Research

Average time to Degree (years)	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Undergraduate									
First-Year Admit	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1
Transfer Admit	2.7	3	2.6	2.6	2.7	2.6	2.6	2.6	2.6
Graduate	3	2.2	2.1	2.1	3.3	2.7	2	2	2

Engage in High-Impact Educational Practices

On May 6, 2015, the SUNY BoT urged campuses to provide applied learning activities to all students and to monitor participation. This action led SUNY New Paltz to conduct an inventory of the applied learning opportunities already available on the campus. With a historical commitment to high-impact practices, the University offers a broad array of credit-bearing and non-credit applied experiential learning opportunities and high-impact practices. Students are made aware of these opportunities through various channels, including the Career Resource Center (CRC), Student Activities and Student Life, Student Affairs, and Center for International Programs (CIP); deans, chairs, academic advisors, and professional staff; and printed and web-based materials. The CRC maintains a database of available internships and volunteer opportunities and provides workshops and fairs through which students can learn about and obtain internships and volunteer positions. Meanwhile, faculty provide information in their annual reports on applied learning opportunities such as independent research projects, fieldwork, or internships, and typically oversee them, and the CIP, faculty, and staff provide information on study-abroad opportunities. Students may document co-curricular on-campus high-impact activities on a co-curricular transcript.

High-impact practices offered by the University include the Speech-Language and Hearing Center, First-Year Interest Groups articulated pre-medical programs and experiential museum studies. Students in the First-Year Interest Group participate in one of four Living-Learning communities: Leadership, Health and Wellness, Service Learning, and Career Exploration. They enjoy specialized programming, mentoring, and social networks during their first year of university. Aside from the four previously mentioned, we also offer the Transfer Students, Rivera House, Sustainability,

East-West, and Romance Languages Living-Learning communities. The Undergraduate Research, Scholarship, and Creative Activities (RSCA) program supports undergraduate-faculty collaborations through the Academic Year Undergraduate Research Experience grant and the Summer Undergraduate Research Experience grant. In addition to various departmental student research presentation, RSCA hosts a student research symposium each year ([Student Research Symposium 2023: 90+ students present original, thought-provoking scholarship – SUNY New Paltz News](#)).

Various grants (e.g., Undergraduate Research Experience Travel Award, Student Travel Award, David Lavallee Student Travel Fund, Graduate Student Research and Creative Projects Award) are available to students. These grants support students' presentations and performances of student-faculty research at professional conferences and exhibitions, help students defray expenses to present research and scholarly activities at regional and national conferences. The Campus Auxiliary Services Internship Stipend Program awards undergraduate student grants for credit-bearing internships. The New Paltz Student Association also provides funding for research projects and conference travel and the Honors Experiential Scholarship supports students' pursuit of engaged learning activities outside the classroom.

In an attempt to amplify the importance of high-impact practices to increase student retention, student engagement, and persistence to graduation rates, the SPC brought George D. Kuh to campus in AY 2016-2017. Kuh, the Founding Director, Senior Scholar, and Co-principal Investigator of the National Institute for Learning Outcomes Assessment, created the National Survey of Student Engagement (NSSE), which we administer to our students. We also appointed a Provost Fellow who offered workshops and other activities on High Impact Learning Practices to faculty.

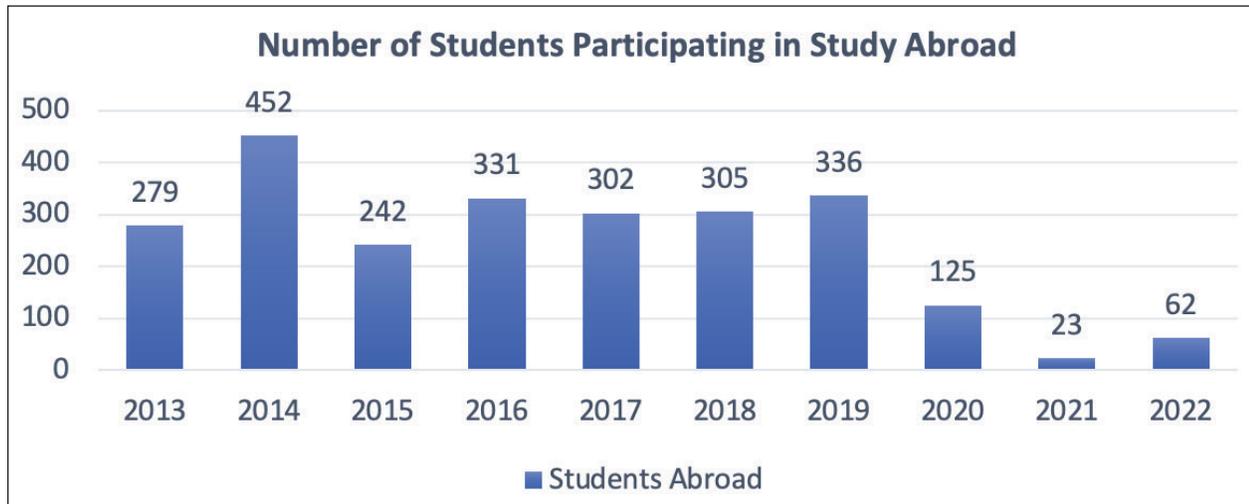
Study Abroad

Our study abroad programs provide a variety of hands-on learning experiences including internships, site visits to businesses, and other activities outside the classroom. We have developed multiple dual diploma programs with varying structures and disciplines to allow international students to earn two diplomas in four years. We offer dual diploma programs with overseas universities in Turkey, China, and Brazil. The Turkish programs are administered through a SUNY-wide agreement with the Turkish Council of Higher Education (YÖK). We have partnerships with Istanbul Technical University and Middle East Technical University at the Northern Cyprus Campus for degrees in Business and with Middle East Technical University at the Ankara Campus for degrees in liberal studies/TESOL (Teaching English to Speakers of Other Languages). The dual diploma programs with Turkey have resulted in almost 800 graduates since 2006. Students also earn a business degree through our partnership with Pontifical Catholic University of Rio de Janeiro, one of the highest-ranked private universities in Brazil and an institution with which New Paltz has a longstanding exchange relationship. With our partner institution in China, Chongqing University of Education, we offer a program in early childhood studies.

CIP was recognized by the [Institute for International Education \(IIE\)](#) for expanding underrepresented students' participation in study abroad through its collaboration with the Educational Opportunity Program (EOP). SUNY New Paltz is a [Gilman](#) scholarship "20-year Top Producer" and in 2022 was number one among master's institutions which sent [Fulbright](#) scholars abroad.

Figure 1.12 shows the number of students who studied abroad in 2013-2022. Our study-abroad programs once enrolled at higher rates than the SUNY average. However, the challenges of maintaining momentum through the national government policy debates on immigrants and the value of international study, followed by the global pandemic's impact on travel, cannot be overstated. Study abroad resumed in spring 2022 after a SUNY-mandated suspension in 2020. Global learning is about exposing students to different culture; it is about fostering understanding, empathy, and cooperation in an increasingly interconnected world; it is a tool for cultivating anti-racist perspectives in students. We have an institutional responsibility to invest in study-abroad.

Figure 1.12 Student Participating in Study Abroad. Source: Institutional Research



Honors Program

The SUNY New Paltz Honors Program has undergone significant revitalization during the last decade. The program utilizes a holistic admissions process to recruit a diverse group of students who have many different talents. Students receive an enhanced intellectual experience in a multidisciplinary educational environment that is conducive to interaction among highly motivated students and faculty. The program nurtures independent thinking, creativity, respect, and social responsibility. Students take special Honors seminars, which are interdisciplinary and small in size (usually around 15 students), complete a thesis or project, and provide service to the campus and wider community. Unlike traditional lecture courses, Honors seminars emphasize dialogue and non-lecture based learning; students are expected to come to class with something to say and to actively participate in debate and discussion. Honors program alumni have chosen many different career paths, including business, communication disorders, law, journalism, marketing, media, medicine, public health, public relations, theatre, and other fields.

Ensure Vitality of the Graduate School

In 2013, the Graduate School adopted a [5-year Strategic Plan](#) (AY 2013-2018) and identified the following seven strategic priorities:

- Develop an integrated and programmatic approach to marketing, recruitment, admissions and enrollment management.
- Develop new graduate programs, non-credit bearing programmatic offerings, and programmatic agreements with non-US institutions.
- Revise existing graduate programs.
- Phase out low-enrolled graduate programs.
- Develop innovative approaches to teaching and learning that include but are not limited to online, hybrid, and non-credit programmatic offerings.
- Engage and support students.
- Create structures that enable the Graduate School to become more autonomous and revise the school's Mission Statement.

Since 2013, the institution has made strides in a number of these areas of strategic priority. For example, each of the following is a strategic initiative that we have accomplished or made significant progress toward accomplishing.

- Updated the programmatic marketing materials, building brand image and identity for each program.
- Identified and highlighted programs for special promotions such as the Accelerated MBA and redesigned the MFA.
- Developed a non-matriculated application process which was the first of our application processes to launch in Slate. Also developed a new online graduate application that enables electronic submission of an entire application. The online graduate application was a long-awaited achievement that generated great faculty, staff, and prospective student appreciation. Since its launch in fall 2017, the online application has had a positive impact in accelerating the graduate admissions process, increasing overall applicant satisfaction, and improving advising services and administrative functions.

- Developed an online enrollment plan in DegreeWorks for each program.
- Worked with programs to enhance their marketing efforts, creating newly designed 1-page marketing pieces along with branded banners and email templates. Additionally, we have completely revised the Graduate Recruitment and Admissions landing page and created new outward-facing program landing pages to drive interested individuals to inquiry forms.
- Added some new programs and curricular offerings, made important revisions to some existing programs, deactivated and discontinued some low enrolled programs, and expanded online offerings. (Detailed information is available under Essential Initiative I above).
- Improved the process for supporting faculty with program development, initially through the creation of the Graduate Curriculum development Committee (GCDC), but ultimately and more powerfully, through the creation of a new Graduate Curriculum Tracking system and academic program planning website. The Graduate Curriculum Tracking process launched spring 2023 and the website will launch fall 2023.
- Enhanced graduate TA/GA orientation, renamed Graduate tuition waivers as scholarships, and revised the TA/GA position to include distinct types with differing levels of professional support – Teachers of Record (TR), Teaching Assistants (TA), and Graduate Assistants (GA).
- Improved graduate student support through professional development programming with the Career Resources Center.
- Received enhanced institutional support from the OCM for the development and marketing of graduate programs.
- Merged The Graduate School and the Office of Extended Learning into a single division of Graduate & Extended Learning in 2017. As part of this merger, new positions were created and some existing positions evolved. The Graduate School's Strategic Plan AY 2013-2018 predated the merger of these divisions and did not include Extended Learning. (Further restructuring occurred in 2021, see next section).

In 2021, both Graduate & Extended Learning and the Division of Enrollment Management submitted recommendations for strategic planning in their divisions, both of them with objectives aimed at improving and growing enrollments and improving efficiency of functional areas of operation. After Cabinet consideration and discussion, the two plans were reimagined as a single plan and the following strategic decisions were made:

- Graduate & Extended Learning (G&EL) were rebranded as two separate areas; Graduate, Professional & Interdisciplinary Studies (GPIS) and Continuing & Online Education (COE). Both areas began reporting to a new division of Academic Planning & Learning Innovation (APLI). In line with this change, the Assistant Vice President of G&EL became Associate Provost for APLI and Dean of GPIS and COE. The Executive Director of G&EL became Executive Director of APLI and Assistant Dean of GPIS. The coordinator for Extended Learning became the Program Manager for APLI. APLI also gained responsibilities for undergraduate academic program planning and the Academic Program Specialist now reports to the Associate Provost for APLI. The Faculty Development Center (FDC), DASH Lab (now Digital Scholarship Center or DSC), and the Institute for Disaster Mental Health (IDMH) also now report to the Associate Provost for APLI.
- University in the High School (UHS) and Special Sessions and Graduate Recruitment & Admissions moved to Enrollment Management.

With Vice President Jeff Gant's departure in September 2022, followed shortly thereafter by Assistant Vice President Binns-Dickinson's departure in March 2023, Graduate Recruitment and Admissions returned to APLI/GPIS. We await decisions concerning future organizational structure for Graduate Recruitment & Admissions.

Essential Initiative II: Establish an Engaged Living and Learning Community

Integrate Curricular and Co-Curricular Programs

Our SPEI "Establish an Engaged Living and Learning Community" demonstrates that student engagement is highly valued and integral to the University. Student Affairs' mission states that "Student Affairs is committed to the holistic development and well-being of our students and to providing a safe community that celebrates human differences and promotes civic responsibility and citizenship." To that end, Student Affairs programming has sought to help students learn together and build communities that help with adjustment, belongingness, and persistence to graduation. For example, when focus group research revealed that transfer students (who make up almost half of our student body), especially commuters, felt less integrated in the New Paltz community relative to first-year students, we established a Transfer Initiative Task Force. Through the group's work and recommendations, we added a panel

to summer orientation specifically to address transfer student issues and concerns, hired a Coordinator for Transfer Student Engagement, added an optional overnight summer orientation for transfers, a tabling fair and campus tours, an all-transfer barbeque during the fall Welcome Week, and a spring Welcome Dinner in January. We also launched a Transfer Living-Learning Community in 2018.

We maintain a number of programs to improve students' academic success, retention, and graduation, including Living-Learning Communities and Student Affairs' "Adulting" programs, all to enhance students' sense of belonging and achievement. The East West and Romance Language Living and Learning Communities go beyond language learning to cultural immersion for American and international students. Programs build ongoing relationships between students and faculty. The CIP's peer mentor program with the SoB connects American and international students in shared academic and professional studies. CIP also organizes and facilitates [International Student Orientation](#) for graduate and undergraduate students, ESL, exchange, and visiting students.

Other recent initiatives that support students holistically include [Rivera House](#): "Rivera House is SUNY New Paltz's LGBTQ+ Living-Learning Community . . . designed for students who share an interest in being active members in a network of LGBTQ+ identified individuals . . . [in] a safe and comfortable space for students to connect, live, and learn with one another". Similarly, the New Paltz [LGBTQ+ Allies](#) is a network of faculty, staff, and students who offer support, communication, and dialogue on issues surrounding sexual orientation and gender identity. Moreover, in 2020, we instituted a mandatory diversity and inclusion training for all incoming students as part of their Orientation and Welcome. Additionally, the Department of Residence Life has one Resident Assistant in each hall designated as a cultural advocate to do specific outreach and programming.

Foster an Inclusive and Diverse Community

Diversity and Inclusion Council

Created by President Christian, in its inaugural year (2017), the Diversity and Inclusion Council (D&I Council) responded to a presidential charge of considerable significance; namely, to lead a thoughtful dialogue about the names on five residence halls and a dining hall in the Hasbrouck Complex. President Christian initiated this effort in the context of national discourse in summer 2017 about removing Confederate statues or changing building names that commemorate or memorialize the era of slavery in America. The Hasbrouck Complex buildings on our campus carried the names of the original Huguenot patentee families, who, along with their descendants, enslaved Africans during the time of slavery in New York. President Christian called for a campus dialogue about this issue and asked the D&I Council to gather input and develop a recommendation that would inform his decision to retain or change the names. In carrying out the President's charge, the D&I Council hosted community and student forums, utilizing data gathered from a prior survey. Forums included summary presentations of historical information and public discussion. Members of the D&I Council visited Historic Huguenot Street (HHS) in New Paltz in spring and received information on the museum's inclusive programming about the Native American and slave experience.

The D&I Council provided President Christian with a report in early summer 2018 that included the recommendation that the building names be removed and replaced. President Christian considered the Council's report and recommendations and discussed them with campus leaders, SUNY leadership, and leaders at HHS. After these deliberations, President Christian recommended to the College Council that the building names be replaced. After deliberating the recommendation, the College Council approved it on March 6, 2019, and forwarded it to the SUNY Board of Trustees. As authorized, the Board reviewed the College Council's recommendation and approved the renaming of the six Hasbrouck Complex buildings. The new names, which took effect fall 2019, are Shawangunk Hall (Lefevre), Awosting Hall (Deyo), Minnewaska Hall (Bevier), Mohonk Hall (Dubois), Ashokan Hall (Crispell), and Peregrine Dining Hall (Hasbrouck).

Contemplative Space

In its [final report recommending renaming](#), the D&I Council called for the creation of "a contemplative space that includes historical information and invites community gathering and reflection." Like the renaming process, we committed that we would not erase the narratives or histories of any group, but rather provide an enduring space that acknowledges and teaches a comprehensive history of New Paltz, including the diverse contributions of Indigenous people, enslaved Africans, early European immigrants, the descendants of these three groups and subsequent waves of diverse immigrants.

The process of envisioning and designing the Contemplative Space began in 2019 and has progressed in the years since. The space is located on the west bank of Gunk Pond, opposite Peregrine Complex. The project was moving along well until the COVID-19 pandemic in 2020 and a SUNY-wide hold on projects unrelated to health and safety. The project resumed in 2022 and is in its final stages of construction. Installation is scheduled during AY 2023-2024.

Appointment of Chief Diversity Officer and Restructuring in Human Resources

Our commitment to fostering an inclusive and diverse community led to the appointment of a Chief Diversity Officer in 2016, the development of a Diversity and Inclusion Plan in 2017, and in 2020, heightened commitment to becoming an antiracism campus. Many of our campus's diversity efforts are led by a broad-based Diversity, Equity, and Inclusion Council (DEI), whose members are appointed by the President. The President revised the Office of Human Resources' organizational and reporting structure in 2017 and created a new integrated Office of Human Resources, Diversity, and Inclusion (HRDI), led by an associate vice president, who also is the campus's Chief Diversity Officer. The incumbent has been promoted to vice president and is a member of the President's Cabinet. This new HRDI model is responsive to an expanded role for human resources units in building a campus environment of inclusiveness and integration among diversity, affirmative action, Title IX, and the professional development functions traditionally performed by human resources divisions.

As of spring 2020, as part of the University's effort to diversify the faculty and staff, HRDI has offered mandatory employee training on cultural competence. The training includes writing of inclusive position descriptions and other best practices for effective recruiting and hiring of diverse faculty and staff. We also administered a "Stepping into Diversity Leadership Project Grant" (2017-2020). A collaboration between HRDI and Student Affairs, the grant introduced students to leadership through a cross-cultural lens.

College of Liberal Arts & Sciences Faculty Diversity

In an effort to increase diversity in the College of Liberal Arts & Sciences in 2021, we initiated a cluster hire for two new faculty to diversify the English Department. That year, we also hired faculty of color in Counselor Education, Communication, Digital Media and Journalism, and Sociology. In total, we hired six faculty of color in seven searches. This year (AY 2022-2023), we hired four faculty of color (out of six searches) in Black Studies, Communication, English, and Psychology. The University has very recently added a minor in Asian-American Studies as part of its program in Asian Studies.

SUNY's Promoting Recruitment, Opportunity, Diversity, Inclusion, and Growth Faculty Program

We have participated in SUNY's Promoting Recruitment, Opportunity, Diversity, Inclusion, and Growth (PRODiG) faculty program to diversify our faculty. The PRODiG program creates a system-wide structure for campuses reflecting on their strategic faculty recruitment, retention, and growth practices. Through the PRODiG program we have generated significant support for faculty salaries and professional development as well as funds for institutional membership in the National Center for Faculty Development and Diversity (NCFDD). Membership in the has helped early career faculty to navigate pre-tenure challenges and faculty-at-large to mitigate threats to work-life balance.

Support for a Diverse Student Body

We have various resources and support programs for our increasingly diverse student body. They include:

- Diversity Equity and Inclusion website – This is a central resource for learning about the full range of programs and services provided on campus.
- The following highly successful programs offer students from diverse backgrounds individualized, peer-mentorship, and networking support and in the case of the Educational Opportunity Program (EOP), additional support in the form of stipends.
- Educational Opportunity Program (EOP): The EOP program is one of our main support systems for underprepared students who also demonstrate specific financial needs and show academic promise at the time of application.
- Scholars' Mentorship Program (SMP): The SMP is a networking initiative for talented and high-achieving general admission students of color. Both SMP and EOP employ professional staff to support peer mentorship models and provide student leadership experiences that have proven to be highly effective. EOP and SMP include community space for students.

- **AC² Program:** The AC² program combines the SUNY-wide Louis Stokes Alliance for Minority Participation (AMP) and the New York State Department of Education-funded Collegiate Science and Technology Entry Program (C-STEP). AC² prepares historically underrepresented and income-eligible students for careers in STEM fields.
- **Disability Resource Center (DRC):** The DRC provides services to students with disabilities to ensure access to classes, programs, and activities during their studies.
- **Office of Veteran and Military Services (OVMS):** Initiated in 2014, in 2020 New Paltz was designated by VIQTORY as a top ten Military Friendly school in the small public university category. Prior to receiving this honor, the University was included on its Military Friendly List for five consecutive years and had gold status designation for the last three of those years. In the 2019-2020 *U.S. News & World Report: Best Colleges Rankings*, New Paltz was ranked 16th in “Best Colleges for Veterans” in the North. Figure 2.1 shows veteran student enrollments between 2013 – 2022.
- **LGBTQ+ community:** Work in support of our LGBTQ+ community included the appointment of the campus’s first LGBTQ Coordinator, the establishment of the Rivera House Living Learning Community, gender-inclusive housing, gender-neutral bathrooms throughout campus, and a Chosen/Preferred Name Policy, which permits students, faculty, and staff to self-select the name they would like to be known by on campus. Training through an Allies Program is available to all members of our campus community.

Figure 2.1 Veteran Student Enrollment. Source: Institutional Research

Veteran Enrollment	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Active Military Duty	1	0	0	2	4	2	2	2	0	0
Dependent of Active Duty	16	14	16	18	22	20	15	15	13	11
Veteran	49	46	24	25	37	32	24	23	26	27
National Guard or Act Reserve	6	8	21	21	28	30	23	13	23	15
Dependent of Veteran	0	0	109	129	166	185	153	101	72	75
Total	72	68	170	195	257	269	217	154	134	128

International Students

SUNY New Paltz has been a leader in international student engagement. Our campus community has opened up our students to broader world horizons, has made an international name for our campus, and has generated millions of dollars for SUNY and the wider New Paltz community. Our cohort of international students consist of matriculated students, a few dozen exchange or visiting students each year, and students in the Haggerty English Language Program (HELP). The HELP program provides high quality English language instruction to speakers of other languages and equips them with linguistic and cultural competences for success in an American university, whether at New Paltz or elsewhere. Recent structural changes in the positioning of international programs, and most especially changes to whether and how SUNY New Paltz gets marketed to international students, has lowered the number of international students admitted to SUNY New Paltz and dramatically reduced revenue generation. This is an area where some strategic rethinking seems most needed to both bolster mission and enhance revenue.

Office of Communication & Marketing’s Support for Diversity, Equity, and Inclusion

The OCM developed and rolled out a Hasbrouck Complex Naming Decision Communication Plan. We earned favorable coverage about the renaming in the *Chronicle of Higher Education*, *New York Times* and American Association of State Colleges & Universities *Spotlight*. OCM also:

- Supported continuing free speech vs. inclusivity dialogue and skills building through communication efforts. OCM devoted substantial effort in this regard, in conjunction with the D&I Council, Chief Diversity Officer, Benjamin Center staff, and the President’s Cabinet. The outcome is that the University avoided the worst impacts and moved beyond crisis phase.
- Developed a tobacco-free/smoke-free campus communication plan, collateral, and rolled out the plan.
- Provided communication support for diversity initiatives connected to the “Stepping into Diversity Leadership Project Grant.”
- Launched webpage on building names and their origins in the About New Paltz section, including links to the campus map.
- Completed a Hawk Wings project for community and school spirit building.

Essential Initiative III: Strengthen Philanthropic Relationships and Success

Create a Culture of Philanthropy

The position of Vice President for Development and Alumni Relations and Executive Director of the SUNY New Paltz Foundation was created in 2013 and, as an outcome of the strategic planning efforts, restored to a cabinet-level position. Prior to 2013, we had a Vice President for Advancement, a cabinet-level position, until 2001. That position was changed to a Director of Development, which was not a cabinet-level position. The departure of the Director of Development in 2012 coincided with the strategic planning process and the previously stated decision to elevate the position. This change has been instrumental in increasing success at cultivating donors, creating a culture of philanthropy, and engaging alumni in the life of the University.

After bringing a fundraising consultant to campus in 2014 to train faculty, staff, and student leaders on how to create a “culture of philanthropy,” the new vice president launched the University’s first-ever comprehensive fundraising campaign – “Soaring Higher—The Campaign for SUNY New Paltz.” This multi-year initiative sought to raise \$23 million in philanthropic support for strategic priorities across the campus. The campaign surpassed its goal, raising \$24.7 million over a seven-year period. Supporters and friends enjoyed a festive celebration on campus in September 2021. A successful partnership between Development & Alumni Relations and the Office of Communication & Marketing (OCM) produced attractive, printed materials with multiple components for the *Soaring Higher Campaign*, a website and video materials to accompany the printed brochure, and various one-off pieces used to target groups throughout the Campaign. A thank you video sent to all donors and a scrolling donor “wall” on our website topped off the work.

In June 2019, the Council for Advancement and Support of Education recognized New Paltz for overall improvement and overall performance in fundraising. We were one of only five universities nationwide to enjoy recognition in both areas and one of 98 colleges and universities to win a 2019 Educational Fundraising Award.

SUNY New Paltz Foundation and Other Philanthropic Endeavors

The SUNY New Paltz Foundation seeks to “secure, and manage gifts and grants to fund scholarships and programs that enrich and support the academic, cultural and community life of SUNY New Paltz, and to build a lasting endowment for the University’s future.” The Foundation offers many scholarships to students and has increased efforts to promote these opportunities to all students. The Foundation ended FY2022 on June 30 raising \$6,128,757, an all-time single-year record for the Foundation and philanthropy to the University (exceeding the FY2018 record by over \$362K, the year we received the Wisherd bequest, of \$5.8M) (see Figure 3.1). During the 2022-2023 academic year, the Foundation generated support amounting to more than \$883,000 for 412 students. About 25-40% of giving each year comes from bequest intentions or realized bequests.

Aware of the financial cost of attending university, the Providing Opportunity scholarship campaign served as the theme for fundraising work in 2021. Highlights of the campaign are:

- EOP and Development & Alumni Relations raised over \$57,358 with a \$50,000 match bringing the total to \$107,358. This new endowed EOP scholarship will support 10 students in AY 2022-2023.
- Gifts in honor of President Christian and Ms. Christian were designated to a range of scholarships including EOP, Crossing the Finish Line Fund, General Scholarship Fund, Crisis Fund, and the President Donald P. Christian and Sandra K. Christian Research Scholarship Endowment Fund. Foundation Board directors, Alumni Council members, the campus community, and others supported these and other scholarships while honoring the President’s 12 years of leadership.

Figure 3.1 Total Giving. Source: Development & Alumni Relations



Other philanthropic acts include the continuation of the Student Psychological Resilience Project – supported by donors Ira Schreck and Barbara Ginsberg – which provides support for ten Student Resilience Ambassadors (SRAs). Another noteworthy program is a podcasting course – supported by Ed Carroll and Gina O’Brien-Carroll – that brings student stories to life in a series that will live on into the future. Ed Carroll and Gina O’Brien-Carroll also provided major support to Digital Media & Journalism to upgrade equipment and to respond to changes in the media industry. Two new scholarships for the Global Engagement Program (GEP) were established and awarded for the first time in 2023.

In excess of \$1.2 million in scholarships was awarded to students in FY2021-2022. After eight years of consistently raising \$3 to \$5 million, we believe philanthropy has had a demonstrable and lasting impact on student retention due to program development, experiential learning provided to students, and scholarship support.

The SUNY New Paltz Foundation has held a reception to recognize scholarship recipients and their donors each year. This year’s event coincided with the [inauguration of President Darrell P. Wheeler](#). Since Dr. Wheeler’s appointment as President of SUNY New Paltz in summer 2022, he initiated the [Presidential Fund for Innovation in Public Higher Education](#) with his and his spouse’s \$25,000 pledge. The fund seeks to celebrate sustained creative commitment and innovative thinking and activities at SUNY New Paltz.

The SUNY New Paltz Foundation introduced the Walk of Honor in 2017 and held the official ribbon-cutting at Alumni Reunion 2017. The Walk of Honor consists of brick pavers engraved with a personal message to someone valued. Located near Hopfer House and behind the Student Union Building, tribute bricks surround the sculpture, *Large Hybrid*, created by renowned artist Richard Hunt and given to New Paltz by The Dorsky Gallery Curatorial Programs in 2002.

Establish the Dr. Betty Shabazz Endowment

A groundbreaking program designed by SoE faculty and bearing the endorsement of Ilyasah Shabazz ‘85 was announced on May 19, 2022, at the annual birthday celebration in honor of Malcolm X, held at The Malcolm X & Dr. Betty Shabazz Memorial and Educational Center in New York City. The Dr. Betty Shabazz Endowment for the Development of BIPOC Educational Leaders (Dr. Betty Shabazz Educational Leaders Program) has a goal of raising \$1 million or more endowment and a short-term goal of \$25,000 to \$30,000 per year for three years.

Tower Society Membership

The Tower Society consists of alumni and friends who have given to the University through their planned gifts. These thoughtful and generous gifts, both large and small, help sustain educational excellence at SUNY New Paltz. The Tower Society has a record 203 members to date, 142 of whom are living. Thirty-eight of the newest members resulted from marketing through FreeWill as of January 2021. This increased participation is a 375% increase of the annual new members over the prior calendar year – which yielded eight new members—proving the effectiveness of using FreeWill.

Dorsky Museum 20th Anniversary Gala

Dedicated in 2001, the Dorsky Museum is one of the leading art museums in the Hudson Valley region. Held in 2021, the Dorsky Museum's 20th Anniversary Gala grossed \$136,637 and netted \$97,137. This includes a \$25,000 gift to the collections fund from the Jacques and Natasha Gelman Foundation for the purchase of an artwork by honoree Andrew Lyght. This gala, even with the \$25,000 removed, is comparable to the last Art Uncorked event held in NYC. Art Uncorked is a benefit and auction hosted by the Samuel Dorsky Museum.

Athletics Peer-to-Peer Fundraising

The Department of Athletics conducted a peer-to-peer fundraising effort in late April, 2023. The project resulted in revenues of over \$54,000 for the various teams within Athletics, representing greater success than past efforts. Development Operations staff entered nearly 430 gifts and created 169 new person records as a direct result of the Athletics appeal, one of our most significant tasks this quarter. We are particularly proud of the 169 new records as they each represent a new donor to SUNY New Paltz that can be added to future fundraising appeals.

Sojourner Truth Sculpture

Contributions totaling \$85,000 came in to support the creation and installation of a sculpture of Sojourner Truth on our campus. The sculpture's installation has been postponed pending greater engagement of select campus stakeholders to consider next steps.

Strengthen the Foundation Board

The Vice President for Development and Alumni Relations and Executive Director of the SUNY New Paltz Foundation and staff worked individually and collectively with the Foundation Board and Campaign Cabinet to deepen relationships and create impactful engagements. Two new New Paltz Foundation [Board](#) directors (Bobbi Esmark '84 and Dion Baccus '92) and six committee members (Jenna Flanagan, Anthony Grice, Sharif Jamal, Ita Rahilly, Ira Schreck '74, and Jessica Sillins) joined the Board in 2022. The Board went through a leadership transition as Chair Lenny Boccia '89 stepped down after a decade of service. Tamah Wiegand succeeded Lenny Boccia as chair.

Essential Initiative IV: Engage Alumni in the Life of the College

The campus has made significant strides in engaging alumni in the life of the University. Many of our alumni served as powerful ambassadors for the institution, role models and mentors for our students, and as partners in advancement. We highlight some achievements in alumni relations:

- Maintained the Alumni Council and solidified commitment and motivations of members by introducing new responsibilities.
- Hired Chris Brown '85 (Business Administration) as Director of Alumni Relations in April 2021.
- Launched the Orange and Blue Network in 2020. The Orange and Blue Network is an online alumni engagement platform and career and mentorship tool.
- Developed relationships with campus departments to educate and activate them as partners in alumni relationship-building.
- Connected and built relationships with EOP, People of Color-Network, Black Lives Matter at School, Black Studies, Career Resource Center, admissions, and other campus departments to address Black Indigenous People of Color (BIPOC) alumni and student needs/outreach.
- Initiated the Alumni Interview Series.
- Collaborated with OCM to publish Connect, a monthly e-newsletter, bi-annual Alumni Magazine, and Alumni website.
- Hosted Women's Leadership Summits to connect prominent female alumni and leaders with our students.
- Launched [40 Under Forty](#) in 2017 to recognize alumni who have achieved a commendable level of success in their chosen fields of endeavor and are active in their communities.
- Increased engagement of "future" alumni through programs such as 100 Days to Commencement, Senior Gift Committee activities, Spring Semester Finals Fuel, and collaborations with Career Services to connect students and campus alumni. 100 Days to Commencement celebrates graduating seniors, while providing them with practical information regarding graduation and opportunities to stay connected afterwards. In the Spring Semester Finals Fuel, alumni and staff greet students, encourage them, and offer them treats as a way to support them through finals week.

- Integrated retired faculty and staff more fully into the fabric of campus activities. Retired faculty and staff are invited to events such as the Scholarship Reception, are Tower Society members, are represented on the Foundation Board, receive Heritage Awards at Alumni Reunion, and attend on-campus luncheons.
- Provided [STEM Optional Practical Training \(OPT\) workshops](#) for alumni working in the United States.

Coordination between Alumni Relations and our schools resulted in realizing several activities. CIP hosted alumni events in Tokyo, Turkey, Sweden, and New York City to maintain student connections to the University and staff created a “Where are they now?” set of web pages for Study Abroad and Global Engagement alumni. In 2015, as part of our Liberal Arts in Action efforts, the College of Liberal Arts & Sciences created a webpage ([Liberal Arts in Action - SUNY New Paltz](#)) to engage alumni and to recruit new students by demonstrating the path from liberal arts majors to careers. Currently, we have 103 alumni, ranging from 1976 to 2020 graduation years. Fine & Performing Arts (F&PA) alumni came to the campus for theatrical and musical events. Alumni Night at the Theatre has proven to be a popular event, gathering local alumni twice yearly for a reception followed by a SUNY New Paltz student production.

Essential Initiative V: Market New Paltz Internally and Externally

Enhance public perception of our role as the regional public university

Consistent with our mission – SUNY New Paltz is “committed to providing high-quality, affordable education to students from all social and economic backgrounds.” – OCM is committed to providing timely, relevant, and truthful communication across various platforms to our internal and external audiences to build awareness of our brand and attract robust enrollments and donor contributions. Elected officials often refer to OCM as a “gem of the SUNY System.”

OCM has reliably supported the University’s mission and strategic priority of enhancing the public’s perception of SUNY New Paltz and increasing its impact and visibility in the mid-Hudson Valley. As one example, OCM propels economic impact messaging that underscores the University’s role as an educational and economic engine in the region and state. According to the most recent analysis, we are the top employer in Ulster County and generate more than \$380 million in economic activity annually to the region alone. These and other impact data are highlighted with every economic analysis (latest [found here](#)) and shared broadly via media releases, at regional events and with key stakeholders.

SUNY New Paltz also serves as a convener of many important meetings and events at the local, state, and federal levels held by elected officials and departments and agencies, as well as regional non-profits, chambers of commerce, and other entities. From local housing meetings to announcements by the governor, OCM supports the staging, staffing, and messaging of events, as needed, and OCM’s work is consistent with the University’s efforts to engage regionally.

OCM has ensured consistency, accuracy, and clarity in university-wide messaging and visual identity; delivered effective, transparent, and appropriate communication for internal and external audiences; provided creativity and quality in concept, presentation, and production of print and digital communications for departments across campus; and monitored and responded to public issues and perceptions. OCM’s Chief of Staff/VP for Communication, in collaboration with university leadership and relevant campus constituents, directs executive and institutional communication and shapes the University’s interaction with its many internal and external constituencies.

Crisis communication is a critical function of all modern institutions, and OCM plays a key role in crisis response and emergency response planning. University leadership has long seen every crisis communication touch point as critical to reputational management, and OCM has had a seat at the table in the planning, training, and response levels before, during, and after every crisis event.

The University’s website homepage links to information about the University, its programs, application process and deadlines, and much more. Information about the campus is also available through brochures, digital signage, advertisements, social media, campus open houses, and Accepted Student Day events. Through these avenues we attract students from our region, New York City, New York State, contiguous states, and many countries overseas. We receive a large number of applications each year; in fact, we lead the comprehensive sector in SUNY year after year in terms of total applications for new students.

OCM worked with an outside consultant, Stamats, to conduct market research on public perceptions about SUNY New Paltz and were able to compare some of the results from the 2016 research to a similar project in 2004 (see Figure 5.1). The comparison shows prospective students’ perceptions of our University’s quality has improved over time.

Figure 5.1 Growth in Prospective Students' Perceptions of New Paltz. Source: Institutional Research

Among prospective students, on a scale of 1 to 5 with 5 being the best outcome.	2004	2016
Perception of selectivity	3.3	3.6
Perception of academic quality	3.7	4.0
Quality of Faculty	3.7	4.0
Student success / outcomes	3.5	3.9
Variety of majors and programs	3.8	4.1

Additionally, external agencies such as *U.S. News & World Report* and the *Princeton Review* have turned a spotlight on our strong standing in higher education. College rankings published by *U.S. News & World Report* in 2019-2020 included SUNY New Paltz in the top three percent of all U.S. colleges in the Social Mobility Index and twenty-two in the Northeast of “Best Undergraduate Teaching” institutions. The profile of SUNY New Paltz as a leader among public comprehensive, liberal arts institutions has grown substantially, as portrayed in several “best value” rankings of public college and universities in the Northeast and across the U.S. In the 2019-2020 *U.S. News & World Report: Best Colleges Rankings* New Paltz was tied for 28th among the best public “Regional Universities” in the North, and, in its 2018-2019 rankings list, as having the third “Best Metals/Jewelry” program in the nation. In 2018-2019, the *Princeton Review* included New Paltz on its “Best Northeastern” college list and as one of its “Top Green Colleges,” while *Forbes* included New Paltz among “America’s Top Colleges” in its 2019-2020 rankings list. In addition, AccountingEdu.org ranked our MBA accounting program among the “Most Affordable Master’s Degrees in Accounting” in New York State for 2018-2019. In 2020-2021 Best Value Schools-Best Colleges and Ranking List, we were listed as having the best accounting college, as the 5th best engineering college, and as the 25th most affordable college in New York State.

Between 2017 and 2019, OCM played a significant role in the communitywide dialogue and processes that resulted in the DEI Council’s recommendation, endorsed by President Christian, student governance and faculty governance, and approved by the SUNY New Paltz College Council and the SUNY Board of Trustees to [rename campus buildings](#) in the Peregrine Complex (formerly the Hasbrouck Complex), named after the Huguenot founders of the New Paltz community who enslaved Africans. This pivotal moment in campus history earned coverage from the [New York Times](#) and other national media.

Enhance the institution’s academic reputation both internally and externally

OCM has played a central role in enhancing the public’s perception of our University as a top-tiered educational institution in the Northeast. Specifically, OCM:

- Provided creativity and quality in concept, presentation, and production of print and web communications for departments across the campus.
- Offered guidance and support for university programs and events.
- Supported Undergraduate Admission with recruitment marketing, including rollout of new junior campaign in 2019 and subsequent digital marketing awareness campaigns, support for Slate implementation, collaborations with Underscore, Paperkite, and Sextant higher ed marketing vendors
- Supported Graduate Admission recruitment via ongoing campaigns for academic programs and continued overhaul of collateral, including webpage copy and images, e-blast templates, digital signage and one-page info sheets.
- Maintained a consistent and intentional focus on the themes of undergraduate research and student success in our story telling and organic social media content.

In addition, the Office of Institutional Research (IR) provided detailed data online regarding student achievement, including enrollment, retention, graduation rates, diversity, student consumer information, and college rankings.

The University maintained a positive academic reputation – even during the COVID-19 emergency in the spring and fall 2020 semesters. President Christian frequently communicated with all stakeholders during the crisis, even sharing possible planning scenarios and hosting informational and inspirational community building videos produced in his home during the lockdown period. Communication was frequent, transparent, and kept the campus and regional

communities updated about key developments and impacts of the pandemic on our campus. OCM published a compendium of information on COVID – (<https://www.newpaltz.edu/coronavirus-info/>) – that was compiled by the COVID-19 Planning Team and updated regularly. On March 30, 2020, OCM instituted a “Daily Digest” to share COVID-19-related news in a single daily announcement. During March, OCM sent 46 messages to students, employees, or both (as many as 11 in one day). The frequency of communication reflected the many issues to be addressed, changing circumstances, shifting directives and guidance from SUNY, New York State, the County Health Department, and the CDC. OCM also shared updates with the campus and with our elected officials and media.

These strong, consistent and frequent communication efforts extended over a full three years of pandemic management and included daily updates to FAQs, dashboards, and other web content designed to provide clear and transparent information, as well as campaigns via email and text that sought to encourage positive behaviors like masking, testing, and vaccination.

To demonstrate the way SUNY New Paltz continued to serve the broader community and region, OCM published media stories about our Hudson Valley Additive Manufacturing Center’s (HVAMC’s) involvement in 3D printing face shields for frontline workers and the support our IDMH provided to the campus and broader communities and our IDMH received favorable news coverage as it shared its expertise during the pandemic. OCM also highlighted our education students’ remote work with k-12 children in the region and the making of fabric face coverings by our theatre and art faculty and staff. OCM helped our University to ensure that members of our community were informed, supported, and connected with the University and to demonstrate our value to the regional community and beyond.

Develop an integrated and centralized marketing plan

Consistent with the University’s strategic plan, OCM has provided integrated services in design, print, and mail; photo and video; media relations and internal communication; marketing and advertising; and web and social media management. These areas shared expertise and provided outreach to campus units through the Liaison-Unit Representative Model. The liaison model pairs members of the OCM team with colleagues (unit reps) from campus offices and departments. Liaisons meet with unit representatives regularly, providing consultation, guidance, and resources to help achieve our shared marketing and communication goals.

Early in the Strategic Plan, President Christian invested in additional staffing from his presidential initiative funds in the Office of Communication & Marketing, to support Initiative 5: Market New Paltz internally and Externally. A new social media coordinator, a media relations specialist with video experience, a web content coordinator, and a writer were hired from these funds.

In 2022, in recognition of the importance of direct marketing and communication and the continuing trend that students increasingly ignore mass emails, OCM created and was funded for a new staff line in 2022 of CRM Communication Coordinator. This position is charged with developing a comprehensive plan leveraging the power of the University’s CRM, Slate, to target internal audiences more effectively using user data, and reach that audience using personalizations and text messages. This is an ongoing effort, and OCM is forging strong relationships with Enrollment Management and Information Technology Services to ensure the plan achieves institutional goals in the most efficient way possible.

In the last three years of this Strategic Plan, i.e., 2020-2023, OCM’s work with undergraduate and graduate admissions has shifted significantly from a heavy print focus to more digital activity. OCM has enhanced its marketing efforts through SEO consultation; designed entirely new outward-facing graduate recruitment webpages with inquiry forms that feed into our Slate (CRM) system for further outreach, and updated our graduate program marketing materials.

As another way to expand and centralize marketing, OCM initiated marketing campaigns for graduate programs with demand and capacity. The Educational Administration program campaign led to successful cohort numbers and the accelerated MBA campaign resulted in increased enrollments, to cite two examples. OCM created marketing campaigns around the launch of other new or revised undergraduate and graduate programs and the staff worked with the graduate dean, deans, and program coordinators to create a distinct brand platform for New Paltz’s online degree

programs and with Undergraduate Admission to implement “Rising Junior” campaign to recruit prospective high school students in their sophomore and junior years. OCM also:

- Revamped schools’ webpages.
- Developed international student-focused marketing collateral and engaged lead-generation, translation, and tracking services to increase international student enrollment.
- Launched new campus website using user feedback and data analytics.
- Published free speech policies and statement of values webpage.
- Implemented content strategy for homepage news items to ensure coverage of critical alumni, faculty, student, and institutional news across schools.
- Increased outreach and social media footprint efforts to raise awareness about SUNY New Paltz as a veteran-friendly educational option.

Internal Marketing Survey and Closing the Loop

In Spring 2017, the Vice President for Communication/Chief of Staff, together with kt Tobin and a student intern in the Benjamin Center for Public Policy Initiatives, conducted an internal marketing survey as an assessment tool and used survey feedback to close the loop in the subsequent years of the Strategic Plan. The survey gathered feedback about (1) Points of Pride (a web published collection of significant achievements for each of our academic and administrative departments), (2) the Week in Review news e-blasts, and (3) the President’s Monthly reports.

A total of 332 individuals completed the survey for a sample response rate of 20%. The survey sample was weighted to reflect the county of residence, job category, school, and gender distribution of the staff that spring.

The quantitative results demonstrate that Points of Pride, Week in Review, and the monthly President’s Reports are well liked and are broadly used to inform faculty and staff about campus happenings. Faculty and staff indicated they believe the OCM is disseminating important information and they feel more informed because of OCM’s efforts. Faculty and staff are most familiar with and very interested in the monthly *President’s Reports* emails. In fact, most respondents feel it is important for the President to circulate information in this way, and a strong majority said they are more informed about presidential and institutional activities because of these reports.

Implementing Community Feedback

While these communication vehicles were generally well liked and regularly utilized, OCM heard the following suggestions for improvement. Each of the bulleted suggestions below also included several more specific and detailed ideas, many of which OCM is implementing:

- Distribute information in more/different mediums/modes/locations (printed, social media, website, screens, etc.)
- Evaluate the process by which decisions are made about what is included and how it is prioritized; make it equitable, accurate, driven bottom up rather than top down, make it more about the less positive and the challenges, broaden beyond academic achievements, include more from marginalized subgroups (women, people of color, adjuncts, etc.) For example, highlight individuals who are less in the spotlight but also have an impact, those behind the scenes rather than at the forefront.
- Expand information: provide more detail, depth; make it less superficial. For example, Points of Pride are good for prospective students and parents, but not substantial enough to inform internal audiences.
- Improve name/branding/visuals, e.g., put content in emails differently, use videos, and interviews
- Provide a master calendar to be a central place for events/activities along with better publicizing/sooner posting events; streamline and make information more readily available/easily findable elsewhere, especially on website
- Provide more opportunities/locations/forums for faculty/staff to network so that they can hear such information via informal face-to-face interaction and dialogue

While some surveyed expressed that they are too busy to read and receive too many emails, others noted that they actively seek out this information and appreciate that it is available.

Redesigning our News Page, Weekly News E-Blast and Points of Pride

OCM began work in summer 2017 to incorporate survey feedback into the types and topics of stories published and ratcheted up visual storytelling, including more people profiles highlighting achievements of faculty, staff, students and alumni. Staff redesigned the [news hub](#) (webpage), which houses the stories disseminated each Monday through the Week in Review e-blast. OCM also revamped the Week in Review e-blast design and content. (This eventually

was replaced during COVID with the Daily Digest, which, post-pandemic, is now issued three days a week during the academic year and two days a week during the summer. A reader survey led staff to revamp the Digest format and increase non-pandemic-related content to keep the internal community informed.) OCM added a photo of the week and other new features in the latter part of 2017. The news hub page is also a resource for media and other internal and external audiences who want to learn more about SUNY New Paltz. The news hub page was redesigned with those needs in mind.

Department chairs and unit directors were asked to submit updated Points of Pride. OCM staff assisted unit leaders with recasting the Points to be less superficial, more distinctive, and relevant to both internal and external audiences. In 2017, following a reader survey of the alumni magazine, we fulfilled a long-term goal to launch a [new online magazine website](#), replacing the PDF version with a cutting-edge mobile friendly framework consistent with our overall website design. The new site augments our print editions and offers access to previously unavailable content such as photo galleries, video, sound, interactive graphics, and active links to alumni accomplishments. It was created in partnership with the Office of Alumni Relations to fulfill our Strategic Plan initiative to engage alumni in the life of the College. But we know that prospective and current students, faculty, staff, friends, and donors also will enjoy it as another way to showcase the New Paltz story. OCM was a strong partner in creating the collateral for the successful first-ever fundraising campaign, “Soaring Higher,” that exceeded its \$23 million goal.

Advertising Strategy

As a public university that functions consistently in a constrained budget environment, New Paltz has been fiscally modest in its marketing efforts. Additional revenue from the rational tuition program in the early-mid years of the Strategic Plan prompted Cabinet to establish a marketing initiatives fund that supported investment in regional advertising expenditures. Some of these funds supported the MFA and Art Education graduate programs in the Art Department and other graduate program promotion. Over the life of the plan, the VP for Communication, OCM and the VP for Enrollment Management and the Admissions team, determined how to spend these funds annually to augment a word-of-mouth strategy. Our current students, employees, and alumni are our best ambassadors in our primary recruitment areas, and we augment that word of mouth (testimonials of success) with our in-house creative efforts through various communication tools (our website, design and print capability, social media posts, video, photography, and publicity) to promote the college and its programs, recruit new students, communicate with our many stakeholders, and build our reputation. In recent years, we have concentrated our advertising dollars on outdoor, print, radio, and social/digital advertising in the Hudson Valley, where prices are much lower than NYC or Long Island, to enhance our visibility and our success story in our own backyard, consistent with Initiative #5’s goal to better tell the New Paltz story.

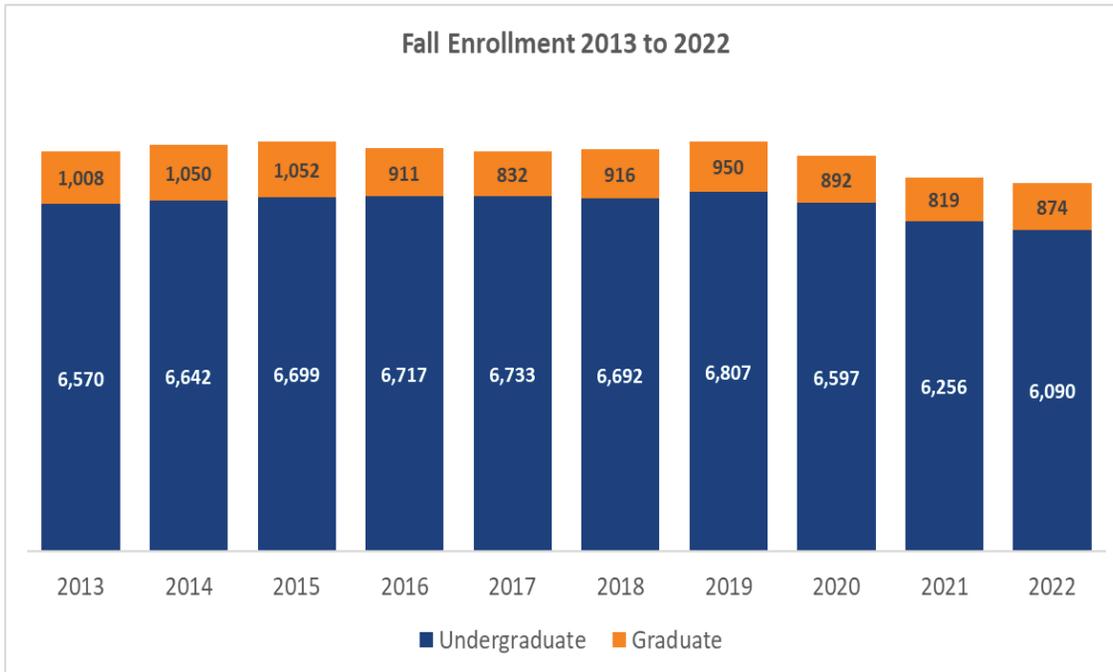
Essential Initiative VI: Improve Internal Processes and Address Institutional Capacity

SPEI VI, “Improve Internal Processes and Address Institutional Capacity,” has sought to address enrollment and fiscal factors, improve institutional processes, and increase operational efficiency. We have become more attentive to recruitment and enrollment and their impact on operating dollars, especially in the face of flat direct taxpayer support. We have also paid closer attention to improving institutional processes and institutional capacity.

Enrollment

Our financial viability rests in large part on robust enrollment and tuition revenues. Therefore, we have paid close attention to enrollment trends, appraised external contexts, and tracked changing student demographics. Realizing we are in an era of declining high school graduates, we have become more attentive to recruitment and enrollment and their impact on our financial sustainability. For example, we developed several new programs, particularly at the graduate level, to reach new student populations, refined our marketing and student recruitment approaches, and implemented Slate in fall 2018, a customer relations management software package, to facilitate regular communication with applicants and foster efficient application processing.

Figure 6.1 Fall Enrollment 2013-2022. Source: Institutional Research



Despite our continued efforts, we have seen some declines in overall enrollments, especially at the graduate level. Figure 6.1 above shows our highest undergraduate enrollment at 6,733 in fall 2017 and highest graduate enrollment of 1,052 in fall 2015. In fall 2022, undergraduate enrollment was 6,090 students and graduate enrollment 874. The COVID emergency accounts for some of the enrollment volatility that we have experienced since fall 2020. This is true of our undergraduate enrollments which were fairly steady up until 2020 as well as our graduate enrollments which enjoyed incremental increases in 2018 and 2019, climbing to 950 in 2019, only to fall sharply in 2020 and 2021. Since enrollments correlate strongly to the University’s fiscal health, we realize the importance of sustaining focused attention to enrollment planning, careful shepherding and use of resources, and alignment of resources to our mission and strategic plan.

Tuition Revenue and Spending Needs

Our ability to fulfill our mission and to preserve academic excellence is intimately connected to our healthy budget and careful financial planning and spending. Figure 6.2 shows our tuition revenue and spending needs for AY 2013-2014 to 2022-2023. Direct taxpayer support has remained flat over the past 10 years at \$15.9M. Tuition rates have increased an average of 19.4% in that same period. Our overall enrollment has declined over the past 10 years from 7,578 in 2013 to 6,964 in 2022, or an 8% decline in headcount. This decline in enrollment coupled with the increase in tuition has meant a flat tuition revenue over the past 10 years (when adjusted for the change in accounting methodology for scholarships¹). At the same time, expenses have continued to increase over the past 10 years, particularly salary related expenses. Contractual salary increases coupled with several unfunded mandates and changes in personnel investments have driven approximately \$8.7M in Personal Service needs. There has been a decrease in full-time instructional headcount by 8.9FTE from 2013 to 2022. As a consequence, temporary services needs have increased due to the increasing need for temporary faculty to fill vacant full-time positions and contractual increases.

¹ Prior to fiscal year 2018-2019 campus based scholarships were reflected as both a revenue and an expense. That year, SUNY System Administration changed the methodology to better reflect Generally Accepted Accounting Principles and now campus-based scholarships are reflected as a “contra-revenue” account, thereby reducing tuition revenue AND expenditures. Amounts reflected in this table for revenue and expense prior to 2018-2019 were adjusted from previously submitted reports to provide consistency in reporting.

Figure 6.2 Tuition Revenue and Spending Need. Source: Budget Office (2013-2018 top table, 2018-2023 bottom table)

	2013-14	2014-15	2015-16	2016-17	2017-18
Tuition Revenue	\$48,067,600	\$49,352,200	\$53,518,400	\$54,029,000	\$52,127,800
Direct Taxpayer Support	\$15,994,300	\$16,207,000	\$16,125,200	\$15,994,300	\$15,994,300
Spending Authorization	\$64,061,900	\$65,559,200	\$69,643,600	\$70,023,300	\$68,122,100
Projected gap	\$583,664	\$514,443	\$307,086	\$1,890,740	\$1,802,581
Spending need	\$64,645,564	\$66,073,643	\$69,950,686	\$71,914,040	\$69,924,681
Spending Needs:					
Personal Service Regular	\$51,524,043	\$51,964,582	\$54,739,617	\$56,296,336	\$54,790,127
Personal Service Temporary	\$3,663,175	\$3,786,618	\$3,991,605	\$3,993,518	\$4,294,796
Other than Personal Service	\$9,458,346	\$9,195,600	\$11,219,464	\$11,624,186	\$10,839,758
Total Spending Needs	\$64,645,564	\$64,946,800	\$69,950,686	\$71,914,040	\$69,924,681
Surplus / (Deficit)	\$(583,664)	\$(612,400)	\$(307,086)	\$(1,890,740)	\$(1,802,581)

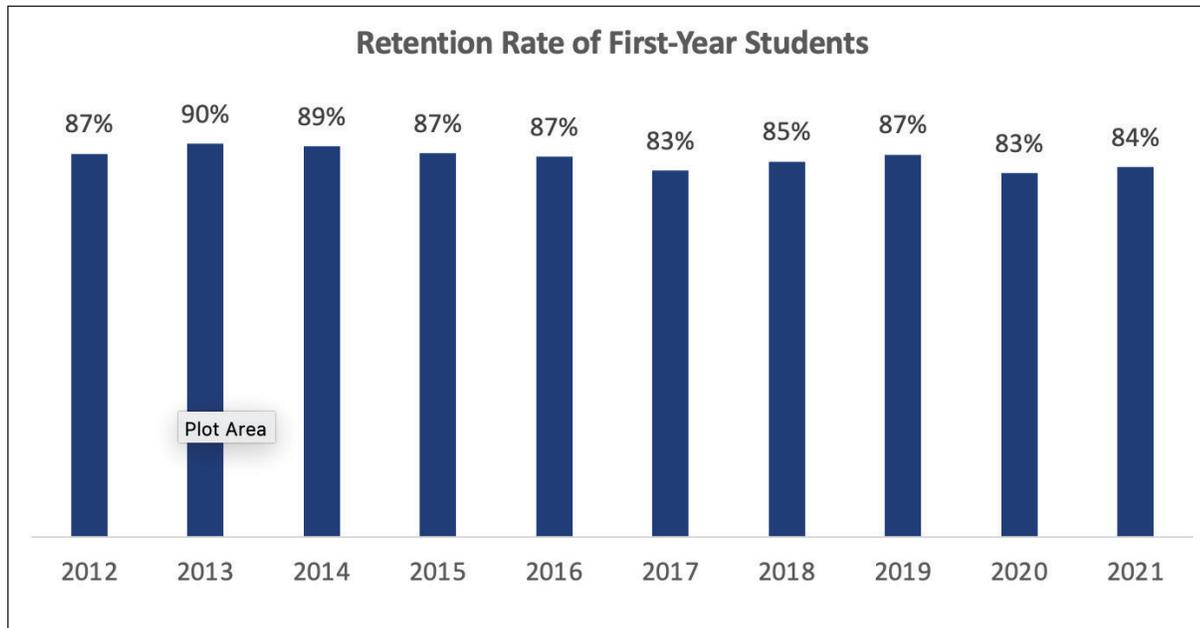
	2018-19	2019-20	2020-21	2021-22	2022-23
Tuition Revenue	\$52,928,315	\$56,313,553	\$49,760,065	\$47,016,299	\$46,004,629
Direct Taxpayer Support	\$15,994,300	\$15,994,300	\$15,994,300	\$15,994,300	\$15,994,300
Spending Authorization	\$68,922,615	\$72,307,853	\$65,754,365	\$63,010,599	\$61,998,929
Projected gap	\$5,021,021	\$2,940,559	\$3,426,165	\$9,900,660	\$10,595,997
Spending need	\$73,943,636	\$75,248,412	\$69,180,530	\$72,911,259	\$72,594,926
Spending Needs:					
Personal Service Regular	\$58,644,914	\$59,079,583	\$57,310,842	\$60,725,207	\$60,244,261
Personal Service Temporary	\$4,510,993	\$4,969,002	\$5,477,445	\$5,472,778	\$5,423,417
Other than Personal Service	\$10,787,729	\$11,199,827	\$6,392,243	\$6,713,274	\$6,927,248
Total Spending Needs	\$73,943,636	\$75,248,412	\$69,180,530	\$72,911,259	\$72,594,926
Surplus / (Deficit)	\$(5,021,021)	\$(2,940,559)	\$(3,426,165)	\$(9,900,660)	\$(10,595,997)

In fall 2013, adjuncts taught 26.78% of sections and in fall 2022 32.46% of sections. Other than personal service (OTPS) needs have remained relatively flat over the past 10 years (when adjusted for the change in scholarship accounting methodology¹) even though inflation has increased by approximately 25.63% since 2013. In FY2022, NYS changed the TAP GAP (Tuition Credit) rates and began to cover those costs previously held at the campus, resulting in the reduction in expense of approximately \$1.5M. This can be categorized as additional state support that is effectuated in a different manner; that is, expense reduction versus increased taxpayer support. Overall, the lack of additional state taxpayer support to cover all contractual personal service increases, additional unfunded mandates, and a decline in enrollment has resulted in the campus going from a minimal budgetary deficit of \$0.6M in 2013 to a \$10.6M budgetary deficit in 2022. Had contractual increases been funded either through taxpayer support or other methods, the 2022 budget deficit would have been approximately \$0.8M.

Student Retention and Graduation Rates

SUNY New Paltz has made student retention a top priority and we have been recognized for our high student retention and graduation rates. Figure 6.3 shows year-to-year persistence data for AY2012-2021 (the percentage of freshmen returning for their sophomore year), with the highest retention rate of 90% achieved in 2013 and a low retention rate of 83% in 2017 and also in 2020. Although our retention rates have fluctuated, they have remained consistently above state and national retention rates. The most recent national retention rate for 4-year public institutions is 80.8% (which is down from the year before at 82.4%). The retention rate among SUNY comprehensives and doctoral degree granting institutions is 80.6% and among the SUNY comprehensives, 72.6%.

Figure 6.3 Student Retention Rates. Source: Institutional Research



We are proud that our graduation and retention rates exceed state and national averages for all the cohorts we serve (see Figure 4). These rates suggest effectiveness of the faculty and staff supports that students receive.

Figure 6.4 Retention and Graduation Rates for All Cohorts. Source: Institutional Research

Student Cohort	Retention Rates	Graduation Rate
All Students	84.1%	73.1%
Students of Color	81.8%	72.3%
Educational Opportunity Program (EOP)	83.8%	66.7%
First Generation	83.0%	74.4%
Pell Recipient	83.6%	70.4%
Scholars' Mentorship Program (SMP)	84.1%	74.2%
Students with Disabilities	92.2%	69.2%
AC2 (AMP and C-Step)	86.7%	95.8%
National Average	80.8%	64.0%

New Paltz retention rate numbers are for first year students entering in 2021.
National figures are for students entering in 2020.

New Paltz graduation rate numbers are for first year students entering in 2016.
National figures are for students entering in 2014.

Process Enhancements

HRDI generated clear and helpful descriptions of roles and responsibilities for all positions; reviewing, tightening, and streamlining personnel, business, and academic policies and procedures; developing and implementing plans for professional development throughout the University; and allocating staff resources among departments for maximum efficiency and effectiveness. HRDI worked with faculty and administrators to ensure that correct processes and the University's Diversity and Inclusion Plan are followed in all searches. With this joint support, departments assessed hiring needs, identified skills gaps in talent or opportunities to grow current employees, considered redundancy in key functions, and implemented best practices for more efficient and effective ways of engaging in work. Departments created positions that invited diverse applicant pools and expanded opportunities for existing employees.

HRDI's Director of Organizational Development and Training, hired in 2017 to oversee and support employee development, worked with campus units to improve business processes and procedures and to build employee competence. In AY 2022-2023, HRDI implemented a number of compliance trainings and professional development education (e.g., ADA accessibility, sexual harassment and Title IX, health and safety, diversity and inclusion, and internal controls). HRDI also provided training on a new Performance Program model for UUP employees and expanded outreach to employees through a retirement readiness program and workshop series, technology literacy training, Excel training, managing conflict, and many others.

An estimated 100 new training and professional development courses were created and delivered since 2018; most ran multiple times. In addition, HRDI collaborated with vendors to deliver more than 10 financial planning/training sessions. The training categories offered include the following topics though it is important to note that additional original content was developed or coordinated for the January training days in 2020, 2021, 2022, and 2023.

- Professional Development
- Process Improvement
- Technology
- Retreats
- Benefits
- Covid-related (tools for working remotely, remote supervision, coping, creating community, etc.)
- Retirement
- HR Processes
- Work/Life Balance
- Faculty Development (i.e., "Creating Dossiers in SharePoint")
- Vendors & Union Trust Funds - Financial Planning & Retirement Info Sessions

HRDI developed the Manager's Toolkit to provide professional development and career coaching to employees seeking to improve or develop management skills and those who are planning for leadership roles. Participants are nominated and must agree to participate in the 5-month course that includes group work as well as individual career planning and coaching. Between 2019-2022 the Manager's Toolkit served 38 employees across 4 cohorts.

Budget Advisory Committee

A Budget Advisory Committee (BAC), created in 2018, provided a formal avenue for faculty to give input into the campus's budget processes and decisions. Co-chaired by the Vice President for Administration and Finance and Provost and Vice President for Academic Affairs, the BAC included academic, professional, and classified staff and students. The Vice President for Administration and Finance provided budget information training to members of the BAC.

Technological Tools and Solutions

The University prioritized funding allocations for products that advance strategic plan goals and initiatives. We discuss some of these products in this section. Our purchase and installation of Course Scheduler, a robust planning tool for students, has helped to improve internal processes while also supporting registration planning and course predictive analytics. Utilizing information and analytical tools our programmers had previously developed, Course Scheduler has enabled students to pre-register and stay on track with their eight-semester graduation plans. It also has enabled analysis of existing student graduation deficiencies a full year in advance, allowing students time to make up missing coursework over the winter and/or summer terms. These collaborative registration planning and analytics tools have contributed to the University's strong graduation rates.

In addition, we implemented the TeamDynamix project management/work order software in OCM in fall 2019 for all work intake including print, design, editorial, and web work requests, work request tracking, for communication with clients, and to foster integration of the OCM team. We also implemented Cashnet a new cost-effective e-payment solution in fall 2019-January 2020. During the implementation, we reviewed many processes in Student Accounts and Student Financial Services, which led to additional streamlining and efficiency. Another important project that we completed was converting to an electronic card access system. The Development Operations team updated, refined, and implemented tools within the Raiser's Edge (RE) database.

Within Instructional Technology (IT), the team initiated a Managed Print Initiative that will reduce the overall cost of printing within SUNY and decrease the number of printers and printing volume on our campus. This project is still underway. We established a centralized PC replacement process to better manage/normalize replacement lifecycles of technology equipment and achieve greater cost savings. Additionally, IT redesigned the IT Service Portal to make it more efficient.

Facilities in Support of Student Success, Retention, and Educational Opportunities

Our campus physical environment has improved dramatically in recent years through new construction and extensive renovation of academic, support, and residential buildings as well as careful attention to grounds, walkways, and other exterior features. Such enhancements support our academic and student life missions. In spring 2017, we officially opened the new Science Hall, the first new academic building on campus in nearly 20 years. Science Hall provides innovative learning spaces, including state-of-the-art laboratories, lecture halls and other collaborative spaces designed for the teaching, learning and research needs of students and faculty. Science Hall accommodates the University's burgeoning enrollments in STEM. It is home to offices for the Dean of Science & Engineering, Computer Science, Geology, Physics and Astronomy, Geography, and the AC² program. The AC² program supports students from underrepresented backgrounds pursuing degrees in STEM disciplines at New Paltz. With completion of renovations of Wooster Hall on September 14, 2016, we relocated key student support services – Academic Advising, Student Accounts, Records & Registration, and Financial Aid – from various locations across the campus to a new centralized location within the Wooster building. Trained Student Services Help Desk Liaisons, supported with work-study funding, assist students and visitors seeking services from those offices, helping to reduce congestion and wait time.

Sojourner Truth Library

April 2016 marked the official reopening of SUNY New Paltz's Sojourner Truth Library, following an extensive \$14.3 million upgrade, which began with planning in 2009. The Library's new Main Floor is equipped with state-of-the-art technologies and expanded learning and collaboration spaces, as well as aesthetic improvements that open up the room to natural light and enhance its views of the nearby Shawangunk Ridge. By happy coincidence, the celebration of the Sojourner Truth Library's reopening came just one day after the U.S. Treasury Department proposed adding Sojourner Truth's image to the \$10 bill.

Technological Enhancements

The University invested in software systems to further student success and modernized facilities support systems in order to serve student needs more holistically. Our campus was included in the second SUNY cohort to implement the undergraduate DegreeWorks online progress report in 2013. Degree Works includes such fields as transfer credits completed, New Paltz credits completed, total credits completed, New Paltz credits in progress, total credits in progress, Math placement level, foreign language placement level, and others.

Faculty Governance

The reform of GE brought to light some serious structural challenges in our faculty governance system and an awareness that it was not serving us optimally. Therefore, faculty governance leaders led an effort to research, develop, and transition the University's governance system from a faculty-of-the-whole model to a representative senate model. This governance system ensures a strong faculty voice while also reducing redundancy and simplifying committee and reporting structures. We now have a much-improved governance system in place, overwhelmingly approved by the faculty in 2018. As part of the governance transition, the Faculty Bylaws were updated to align them with the new system.

An assessment of the Faculty Senate model was conducted in fall 2019, using the AAUP Rubric for Assessment of Shared Faculty Governance. Results supported perceptions that governance of the University is shared appropriately among the College Council, President, administration, and faculty governance. Results also revealed that the climate for shared governance is positive, institutional communications with faculty governance are comprehensive and clear, and that consultation processes involving faculty governance and administration function as outlined in the Bylaws of the College Faculty. The assessment findings further revealed that faculty have appropriate autonomy in areas under faculty purview and provide input in joint decision-making, using appropriate avenues (e.g., participation on administrative committees, task forces, and joint committees).

Re-Envisioning Academic Program Internal Development, Design, and Delivery Initiative

The Re-Envisioning Academic Program Internal Development, Design, and Delivery (RAPID³) subcommittee of the SPAC was charged with reviewing the current processes for moving innovative academic program ideas from thought to implementation and then making recommendations for improving that process. The fall 2021 listening tour and focus groups revealed the need for improvement in five key areas:

1. Initiation process
2. Communication and information sharing
3. Paperwork support and management
4. Review process
5. Launch process

Significant headway has been made to close the loop in each of these areas:

Initiation: We have created and launched an EMSI/Lightcast Request form so that program planners can access the SUNY System EMSI/Lightcast system to seek information about labor market demand and competitor programs before investing time in development. We have also created a Cabinet Pre-Development Approval Form to secure Cabinet interest in a program before investing time in development.

Communication: A new APLI website has been designed. The content is complete and the website is now headed to OCM for design elements. It will launch in summer 2023 and will be ready for faculty in fall 2023.

Paperwork Support and Management/Review Process: A new curricular tracking Teams/SharePoint site is up and running for Graduate Curricular Development and Academic Deans, Associate Deans, and Chairs are being trained as they have new proposals moving through the site. Graduate curricular tracking was our priority as most new programs are at the graduate level. Launch of a parallel undergraduate tracking system will follow. Template forms, pre-filled as possible, are part of the new curricular tracking system. Once uploaded, all review levels can then access paperwork with confidence that they have the most recent version and that all approvals have been recorded.

Launch: The new website and curricular management system via Teams/SharePoint includes tracking various elements related to launch and provides information about marketing.

RAPID³ can be seen as a precursor to engaging in a comprehensive academic planning process. A discussion of Academic Affairs' mission and vision for the future and prioritization of possible areas for growth and innovation is needed. Lacking a clear academic mission and vision, Academic Affairs remains limited in its ability to prioritize the allocation of resources to both instructional and infrastructure projects. Programs, innovations, and workflows that have potential to advance the institution have not had a clear platform for systematic consideration and review. Given the University's ongoing financial constraints and for the previously stated reasons, Academic Affairs should embark on developing an Academic Master Plan.

Essential Initiative VII: Strengthen Regional and Community Engagement

Integrate Campus Community with Region and NYC

The activities undertaken under this initiative were inwardly but largely outwardly focused, with an emphasis on bringing regional communities (e.g., residents, businesses, government officials, and thought leaders) into the University in person and virtually. Our mission states that “SUNY New Paltz is an active contributor to the schools, community institutions, and economic/cultural life of our region.” The Speech-Language and Hearing Center offers both diagnostic and therapeutic services for children and adults in the community who demonstrate speech, language, or hearing difficulties. The not-for-profit Center is a part of the Department of Communication Disorders. The Dorsky Museum offers programming that brings the visual arts to members of our communities. The University’s Smolen Observatory and John R. Kirk Planetarium offer regular programming and events that attract significant community participation, including K-12 school groups, area stargazing and astronomy organizations, and the general public. Although these next two programs are on hiatus, they presented programming to the community. The Saturday Arts Lab offered by the School of Fine & Performing Arts engaged Hudson Valley youth and adults in art, music, and theatre non-degree programs. The literacy programs in New Paltz and Newburgh offered by School of Education literacy faculty and graduate students provided non-degree educational programming for youth of those communities. Applied learning experiences such as internships and fieldwork experiences serve to connect SUNY New Paltz to the region. A number of units on our campus support, foster, and in some cases require, student internships. The SoB students participate in a business plan competition and all students take a pre-internship one-credit course. Several programs require clinical practice, including programs in teacher preparation, counselor preparation, human services, and speech-language pathology. Our extensive outreach to the regional community, partly related to philanthropic goals, and our efforts to more effectively engage alumni, have resulted in an upswing in internship opportunities. Additionally, staff in the Career Resource Center (CRC) have increased their interaction with local and regional businesses, nonprofits, and other agencies to increase internship opportunities for students. The CRC coordinates and encourages student volunteer activities, including Volunteer Fair, Make a Difference Day, Alternative Spring Break, Saturdays of Service, New Paltz Clean Sweep, and tutoring at Highland Residential Center. Our students volunteered 2,409 hours in 2013, 4,240 hours in 2014, and 5,629 hours in 2015. Student embrace the chance to serve the community and broader causes, and we will continue to encourage their participation while we identify further opportunities for their participation. The Legislative Gazette is a nonprofit, nonpartisan news organization with a mission of keeping New Yorkers informed about the politics, policy, and people of New York State government. The newspaper is published as an educational project under the auspices of the Department of Digital Media and Journalism and provides internship opportunities for students from a wide variety of majors.

In summer 2022 and continuing in summer 2023, our Department of Anthropology partnered with Harambee, a local African American led community organization, to uncover and honor the remains of ancestors in the Pine Street Burial Ground in Kingston. In addition to providing an exceptional archaeological opportunity for our students as well as local high school students, this project is a fine example of our partnership with local communities. A local foundation provided generous scholarship support for underrepresented students to participate in the program over the course of two semesters.

A significant element of community engagement for a campus like New Paltz situated in a small community is the quality of town-gown relationships. The University continues to participate in monthly meetings of a “town-gown” group that includes the village mayor, town supervisor, police chief, rescue squad personnel, school superintendent, and often representatives of the fire department. University representatives typically include the President, chief of staff, vice president for Student Affairs, chief of UPD, and a vice president of the Student Association. These meetings focus on sharing information, discussing and hopefully resolving issues in a private setting, and identifying opportunities for collaboration.

As part of our effort to maintain positive relationships with the community, Student Affairs personnel have worked with community members to address issues of student noise and disruptive behavior in the community. An outgrowth of this collaboration is that the New Paltz Police Department provides a regular report to the University of citations issued to our students for disorderly conduct in the community. The Division of Student Affairs writes to these students to alert them that repeated incidents may lead to judicial action. We see this as a positive step to maintain sound community relations. Aside from the foregoing, the following programs and initiatives illustrate some of our achievements in integrating the campus community with the region.

Without Limits

Focusing on a distinct theme each year, [the “Without Limits” program](#) connects the many aspects of the liberal arts while inviting campus and community partners to investigate the meaning and role of liberal education in the twenty-first century. While the liberal arts have never been more important in the development of an informed citizenry, it is important to reconsider, reimagine, and reaffirm their place in higher education and civic engagement. This program seeks to accomplish this and to bring the campus and wider community together as it pursues this goal.

Institute for Disaster Mental Health

The Institute for Disaster Mental Health (IDMH) seeks to address the diversity of disaster mental health demands in the region, state, nation, and the global community so that all those impacted by disaster and trauma have access to the mental health support they need. IDMH provides training, research, consultation, and services. Programs include the IDMH Annual Conference, Creating Trauma Informed Classrooms for Children (funded by UNICEF USA), Student Resilience Advocates (as part of the Student Psychological Resilience Project supported by donors Ira Schreck and Barbara Ginsberg), and Building Military Cultural Competence (with the Office of Veteran & Military Services). IDMH also has ongoing training projects with numerous local, state, and federal agencies. Since 2016, the institute has successfully been awarded over \$3.7 million in grants.

The Benjamin Center

Our Benjamin Center for Public Policy Initiatives connects local governments, businesses, and not-for-profits with the expertise of the University’s faculty. The Center conducts and publishes applied research to bring visibility and focus on regional and statewide issues and concerns. In collaboration with the Political Science department, the Benjamin Center hosts the well-attended annual Gary King Visiting Lecture in Applied Social Research. Each year the center awards the Centrino Scholarship, which pays full tuition and includes a paid internship at The Benjamin Center for a student-faculty team working on a regionally-focused project. Since its 2005 inception, the center has garnered over \$4 million in grants and philanthropic gifts, published over 80 reports, and has employed and mentored nearly 100 student research interns.

Hudson Valley Writing Project

The Hudson Valley Writing Project (HVWP) seeks to improve the teaching of writing and to promote literacy development at all levels of education, preschool through university. A site of the [National Writing Project](#), HVWP provides powerful learning opportunities for educators in the Hudson Valley region to network, share teaching experiences, and study exemplary literacy practices with colleagues in order to continue their professional learning. The HVWP programs are developed and led by experienced teacher-leaders and university faculty.

Distinguished Speaker Series

Now in its 15th year, the [Distinguished Speaker Series](#) features high-profile individuals from literature, education, journalism, public affairs, law, and popular culture whose lectures and speakers attract the campus, local and regional communities, generate media coverage, and provide educational experiences for our students. On March 4, 2023, Chris Hayes, Host of All In with Chris Hayes on MSNBC, spoke to a sold-out audience of nearly 450 on “*Life in the Attention Age*.” This is the caliber of speaker that needs to be maintained to attract a diverse audience across the campus and region. In its inaugural year, this signature program received support from a generous private donor.

James H. Ottaway Sr. Visiting Professorship

In 2000, James H. Ottaway Jr. ’18 HON and his wife, Mary ’70 (Elementary Education), established the University’s first endowed professorship in journalism named in honor of Ottaway’s late father, James H. Ottaway Sr. The Ottaway Visiting Professorship has brought one visiting professor to campus each spring, providing opportunities for students to study with Pulitzer, Emmy, and Peabody award-winning journalists.

Women’s Leadership Summit

At the March 29, 2023 [Women’s Leadership Summit](#), our largest yet, 47 diverse mid to high-level alumnae and women thought leaders hosted small interactive groups that focused on peer mentorship, career guidance, and life skills for SUNY New Paltz students. Lynne Oldham ’86 (Business Administration/ Finance), Chief People Officer, Stash Financial Technology Company, was the featured keynote speaker who addressed “*Applying Growth Mindset to Your Own Career and Leadership*” to over 150 attendees, including students. To expand connections, a well-attended dinner among students and participants followed the event.

Hudson Valley Future Summit

At the Hudson Valley Future Summit, local leaders discuss the strategies their organizations apply to produce successful results, while committing to a culture that fosters a more inclusive, diverse, and respectful working environment. According to the campus's website, "The summit demonstrates the University's role as a cultural hub in the Hudson Valley, generating conversation and new ideas for promoting sustainable growth and prosperity in the region."

Annual Doug Sheppard Classic Golf Tournament

The 24th Annual [SUNY New Paltz Golf Tournament](#) ("The Shep") was held on Monday, June 12, 2023, at The Powelton Club in Newburgh. This year, the Tournament raised approximately \$55,000 to support SUNY New Paltz students and enrich their educational experiences. To date, The Shep has raised \$773,614. This year, we toasted honoree, Joe Beichert, Vice President of Sales & Marketing at Timely Signs whose company has been supporting the Tournament since 2006. Joe genuinely expressed his passion for SUNY New Paltz and our students, including those he's hired. His recognition award was created by our own Hudson Valley Additive Manufacturing Center.

Showcase Contributions to Business and Economic Development

Hudson Valley Venture Hub

SUNY New Paltz has cultivated a reputation as a business resource hub in the Mid-Hudson Valley. Since 2018, the School of Business (SoB) has devoted expertise and time in pursuing the goal of establishing the Hudson Valley as an entrepreneurial community that attracts and retains fundable, high-growth ventures to generate jobs and other economic and community benefits. In keeping with this aspiration, the SoB was awarded a \$1.25M grant (\$250,000 annually for five years) from the Empire State Development's Regional Economic Development Council Initiative Awards to serve as an Innovation Hot Spot for the Hudson Valley. The grant recognizes the SoB's [Hudson Valley Venture Hub](#) and its service as a resource for the regional startup and entrepreneurial ecosystem and its [Hudson Valley Mentors](#) program network. Students in our B.S. Entrepreneurship will also be provided the opportunity to apply classroom learning in real-world contexts and to receive mentorship from business professionals.

An Innovation Hot Spot, as defined by Empire State Development, is a business incubator that coordinates regional entrepreneurial ecosystems. Innovation Hot Spot programs seek to enhance the quality and quantity of incubator services provided to young companies, enabling these businesses to successfully scale up from the start-up phase to larger scale commercialization of their products and services. The SoB will connect entrepreneurs to the resources, programs, and people they need to grow and provide direct services to startups.

Hudson Valley Additive Manufacturing Center

SUNY New Paltz launched the [Hudson Valley Additive Manufacturing Center](#) in spring 2013 and the MakerBot Innovation Center a year later. It also introduced the [Build Business Platform](#), a new 3D printing service, which helps businesses, entrepreneurs, and the campus community get to the next level in real-world 3D printing applications, design education, and technology. The HVAMC interfaces with businesses and individuals to supply 3D design and fabrication services, including rapid prototyping and small batch production, for a range of clients. The HVAMC also provides expert advice on 3D printing process and materials and designing for additive manufacturing to the campus and Hudson Valley business community. The HVAMC has partnered with hundreds of entrepreneurs and businesses since it opened.

Economic Impact

As the largest employer in Ulster County, SUNY New Paltz has played a central role to the economic health and well-being of the Hudson Valley, which includes Ulster, Dutchess, Orange, Sullivan, Rockland, Putnam, and Westchester counties. We conduct studies of our economic impact every three years. The University contributed \$359.2M to the Hudson Valley in 2017 and employed 1,623 people in AY2017-2018. We remained a top employer in 2019 with a \$380.5M contribution to the Hudson Valley economy and employer to 3,495 people.

Advocacy

The President and staff (i.e., Chief of Staff/Vice President for Communication and Director of Community and Government Relations), staff, and faculty have advocated to the legislature (e.g., Jen Metzger, Anthony Delgado, Kevin Cahill, and Pat Ryan) for resources for the University.

Conclusion

This report reviews SUNY New Paltz's first official strategic plan and its outcomes. Since 2013, the plan's inaugural year, we have pursued annual goals and priorities, taken stock of our accomplishments, and prioritized our work to keep our University moving forward. This report clearly demonstrates that we have achieved many important goals. Notable accomplishments include providing students with rigorous programs delivered by well-prepared teachers; maintaining consistently high graduation rates, both overall and for students from racial and economically diverse backgrounds; launching the University's first-ever fundraising campaign; supporting faculty and students during COVID-19 with contingency online orientation, training, and resources; and securing reaffirmation of our institutional accreditation. COVID-19 challenged us in many ways, forcing us to innovate to accomplish our goals, even as we simultaneously positioned ourselves to maintain the University's upward path.

SUNY New Paltz will continue to take bold strategic steps to keep our University strong, vibrant, and fiscally sound. The report, therefore, concludes with the recommendations below for consideration as the next strategic plan is developed.

Recommendations

The institution needs a better, more transparent, ongoing structured planning process that is tied to the budget and feeds into the strategic plan goals and initiatives.

- Some units already plan and those plans need to be more closely tied to each other and into the central planning process and budget.
- Training in the elements of planning for all units would offer a chance for everyone to understand and contribute more to strategic initiatives as they are identified.
- Having an ongoing planning process will allow us to more quickly and easily integrate and focus on more specific strategic goals.

Having a common data set available to all campus constituents prior to implementing a plan is essential.

- Understanding the same data and how it connects to and can be used in each unit will help foster a common understanding of how we are progressing in our goals.
- Connecting data to units and goals will help foster the understanding that planning and assessment are integrally connected.
- Resources must align with planning and strategic initiatives.

Recognizing the connection between excellence and financial sustainability and that increased support from New York State is not guaranteed, we must sustain efforts to restore the institution's financial health as a matter of urgency.

- As the size of the cumulative deficit grows, the number of options to address the problem has dwindled; therefore, we must apply creative strategies that do not undermine the excellence of a SUNY New Paltz education to diversify revenue streams (e.g., strategic contractions in programs and mission-focused programmatic investments that will lead to growth in revenues and enhanced educational quality).
- Safeguard core priorities. Ask critical questions such as: Should we preserve the breadth of current educational offerings? Are our academic structures creative and nimble enough to maintain a relevant curriculum and educational experience for our 21st century students? What does the faculty's capacity to be teacher-scholars entail? Are we evaluating outcomes?
- Ensure students remain at SUNY New Paltz to complete their undergraduate and graduate education.
- Undertake a review of the Mission Statement and update it.
- It would be beneficial for the University to undertake a review of the mission, as the last comprehensive review was completed in 1997.

A Final Word

Although SUNY New Paltz faced some challenges during the last decade, this strategic plan final report clearly shows that the University made significant strides in achieving our mission. New Paltz's stature has grown and solidified as an excellent regional university within the SUNY system and the northeast. Each year, we pursued annual goals and priorities that have kept New Paltz moving forward. In the plan's final year, it is fitting to recognize and applaud the campus community, and former President Donald P. Christian, for placing New Paltz on a strong footing and upward trajectory. As we move ahead with a new strategic plan, we will need to make adjustments and continuously reimagine. This will require new ways of thinking and imagining, new styles of leadership, and new organizational cultures and norms to sustain access to a high quality and affordable education for our students, advance a culture of excellence and high aspiration, bolster institutional commitment to diversity and inclusion, and maintain a strong position as the cultural and economic center of the Mid-Hudson Valley region.

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Stella Turk (Co-Chair), Instructor, Communication Disorders, Associate Dean, LA&S
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Peter Kaufman, Associate Professor, Sociology (deceased)
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Dan Freedman, Dean of Science and Engineering
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Stacie Nunes, Chair, Physics and Astronomy
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**Titles of individuals listed reflect titles during the period the group convened.*

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