



## AY 2021-22 STRATEGIC PLAN PROGRESS REPORT & GOALS FOR AY 2022-23

### SECTION I: INTRODUCTION

President Donald P. Christian led a highly consultative strategic planning process that produced the Strategic Plan that continues to guide SUNY New Paltz's (New Paltz's) academic success and to solidify our stature as an excellent regional university within the SUNY system and the northeast. Since 2013, the plan's inaugural year, we have pursued annual goals and priorities that have kept New Paltz moving forward. This year, as President Christian departs the presidency and begins retirement, it is fitting to recognize and applaud him for 12 years of outstanding, dedicated leadership to New Paltz and to thank him for leaving the College on a strong footing and upward trajectory.

In keeping with tradition, the goals and priorities that we pursued in AY 2021-22 relate to one or more of the Strategic Plan Essential Initiatives (SPEIs) below. Collectively, the goals and priorities center on supporting students and the learning environment, institutional development, and regional and community engagement and support.

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

We achieved many important goals last year, several of which we describe in this introductory section of this report. We concluded a national search that resulted in Dr. Darrell P. Wheeler's appointment as New Paltz's next president, effective July 18, 2022. We honor and bid adieu to President Christian and welcome President Wheeler. President Christian continued to lead collegewide planning and management efforts to achieve successful fall 2021 and spring 2022 in-person semesters. He prepared a presidential strategic audit report and helped organize vice presidents' audits for our incoming president. Gifted with keen emotional intelligence and strong communication and listening skills, President Christian engaged in and championed endeavors that helped us to exceed fundraising goals and to move forward on diversity, inclusion, and anti-racist initiatives.

Our attention to enrollment continued; arising, in part, from demographers' now more than a decade-long prediction of the "looming higher education enrollment cliff" with fewer students predicted to enroll in colleges and universities. This, coupled with a global pandemic, heightened our attention to recruitment and to how we plan strategically for the future. We renewed our focus on increasing new undergraduate and graduate student enrollments by expanding our student recruitment capabilities. We also implemented several programs and activities to safeguard our strong retention rates, which is a particular point of pride. The implementation of new structures, reporting lines, and investments in Academic Affairs (AA) and Enrollment Management (EM) support the learning environment and address enrollment pressures.

Just as with student enrollment declines, addressing our recurring budget challenges continued to receive our attention and action. We initiated plans to reduce our overall expenditures by 5% below those of 2019-20 to try and achieve a solvent financial future. We achieved savings by not filling some vacancies and we continued stringent limits on spending that SUNY introduced in AY 2020-21.

## **SECTION II: PROGRESS ON AY 2022-23 STRATEGIC PLAN ESSENTIAL INITIATIVES**

In section II, we describe college-wide progress in achieving last year's goals and their associated SPEI. Below that, in Section III, we delineate the goals and priorities planned for AY 2022-23.

### **SPEI I: NURTURE INNOVATION AND THE LEARNING ENVIRONMENT**

#### **Goal 1: Strengthen and promote academic program innovation and enrollment growth**

After a proposed position of Associate Provost stalled due to budget constraints, in consultation with the President, Interim Provost Barbara G. Lyman restructured Graduate and Extended Learning (GEL) into Graduate, Professional, & Interdisciplinary Studies (GPIS) and Continuing & Online Education (COE). Interim Provost Lyman also redesigned the role of the Assistant Vice President for GEL, promoting Shala Mills (who held that position) to Associate Provost for Academic Planning & Learning Innovation (APLI) and Dean of GPIS and COE. As part of the reorganization, graduate recruitment and admissions moved to EM while remaining highly coordinated with GPIS and the faculty who lead graduate programs. (Also SPEI VI)

GPIS staff continued to meet with programs to address capacity issues and to strengthen and grow graduate programs. The MST and MEd 1-6 program changed their application/admission windows to accommodate more students. New programs were developed and launched, some were revised or are in development, and the distance education format was added to a few. We joined SUNY system's marketing efforts to promote online programs/courses and micro-credentials.

- Distance Education Format
  - BA General Studies
  - MEd Art Education programs
  - MEd Visual Arts Education
  - MST Early Childhood/Childhood
  - MBA program earned the designation of a [SUNY Online+ program](#) of distinction (SUNY Online+ is formerly Open SUNY+)

- New Programs:
  - BA General Studies
  - MS Digital Design & Fabrication (created jointly by the Schools of Fine & Performing Arts and Science & Engineering)
  - In collaboration with the New York Air National Guard, an [online program of six 7-week courses](#) was launched for Airmen. The program meets both Community College of the Air Force General Education and Leadership, Management & Military Studies requirements.
- New Dual Diploma Program
  - The SUNY New Paltz School of Business (SoB) signed another dual diploma agreement with a Turkish partner, Yeditepe University. This program enables students to earn bachelor's degrees in finance from our SoB and Yeditepe University. This is the School's third dual degree program.
- Program Revisions:
  - Minor revision of MST expanded admissible undergraduate majors
  - Major and minor revisions of Certificate of Advanced Study (CAS) School Leadership and School Business Leadership together with a policy shift regarding overlapping credits for CAS programs serve to revive a defunct program and facilitate cross-over between programs
  - Generic 4+1 in Digital Design & Fabrication was approved to entice enrollment of undergraduate students in graduate programs
  - MS Music Therapy revisions to comply with accreditation/licensure
  - MBA revision to create tracks
- Programs in Development
  - A new MAT Visual Arts is in development to expand access
  - A new MAT World Language Education is in development to increase enrollments
  - New programs in MS Business Analytics and MS Accounting both in development

**Goal 2: Develop and launch a pilot of a supplemental instruction plan to improve retention**

The expanded Supplemental Instruction initiative will launch fall 2022.

**Goal 3: Expand opportunities for retention grant funding through philanthropy and institutional investment**

Enrollment Management is awaiting the outcome of a grant submission (notification is expected by the end of July 2022) (Also SPEI III)

**Goal 4: Reimagining the TA/GA structure and reorient it to be a driver of yield and retention**

A multi-phase process has begun toward restructuring the teaching assistant/graduate assistant (TA/GA) program to drive yield and retention. During fall 2022, EM & GPIS will work with graduate program coordinators to assess their future needs for TA/GA resources so we can best align our offerings.

**Goal 5: Study our current undergraduate need/merit balance for new student financial aid packaging**

We are studying our current undergraduate need/merit balance for new student financial aid packaging and recalibrating it for the 2023 recruitment cycle. Student Financial Services expects this project to be completed by September 30, 2022. (Also SEI VI)

## **Goal 6: Bolster New York's green energy workforce**

Through a joint effort launched between New Paltz and SUNY Polytechnic in 2022, our engineering students are learning about the design, manufacture, installation, and maintenance of wind turbines in a new sequence of courses aimed at bolstering New York's green energy workforce. The classes, which are offered through the New York Clean Energy Workforce Training Team (NYCEWATT), are funded through grant support from the SUNY Clean Energy Workforce Opportunity Program. Students obtain hands-on experiences working with state-of-the-art wind speed equipment, which was installed in New Paltz's Engineering Innovation Hub in early 2022. (Also SPEI VII)

## **Goal 7: Oversee discipline-specific accreditation**

Discipline-specific accreditation visits took place for the Communication Disorders, Counselor Education, and School of Education (SoE) programs in spring 2022. The Association to Advance Collegiate Schools of Business (AACSB) accreditation visit for the SoB will take place in fall 2022. While not an academic program, the College Reading & Learning Association's (CRLA) International Tutor Training Program team recertified our Center for Student Success (CSS) for Level 1 tutoring. Details about these as well as others follow.

- *Association to Advance Collegiate Schools of Business (AACSB)*  
Preparations for the SoB's AACSB reaccreditation visit, scheduled for October 23-25, 2022, are well underway.
- *Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA)*  
The MS Speech-Language Pathology program had its CAA of the ASHA virtual site visit on October 18-19, 2021. At its February 16-19, 2022, meeting, the CAA voted to continue accreditation of our graduate speech-language pathology for a period of eight years, beginning December 1, 2021, through November 30, 2029.

The MS Speech-Language Pathology program is among our most outstanding programs. Program reaccreditation affirms that the program is engaging in its work in ways that are appropriate and aligned with CAA's standards. The decision regarding our MS Speech-Language Pathology program may be accessed online at <http://caa.asha.org/programs/accreditation-decisions/>.

- *Association for Advancing Quality in Educator Preparation (AAQEP)*  
Brief background information may be useful here. New Paltz was initially accredited by the National Council for Accreditation of Teacher Education (NCATE) in 2001, with continuing accreditation granted in 2008 and again in 2015 by the Council for the Accreditation of Educator Preparation (CAEP) under the NCATE legacy standards. The SoE unit was preparing for a 2022 CAEP accreditation visit when the Board of Regents for the State of New York authorized programs to seek accreditation through alternatives to CAEP. New Paltz applied for membership with AAQEP in the spring of 2019.

The AAQEP virtual site visit took place April 28-29, 2022. We have been unofficially informed that AAQEP awarded New Paltz seven years of accreditation. We look forward to receiving the official notice and to working toward achieving the goals we set for ourselves in the Quality Assurance Report (QAR).

The SoE reorganized from four to two departments in 2016-17. The bulk of the teacher preparation programs are housed in the Department of Teaching & Learning, which consists of Special Education, Adolescence Education programs, TESOL (Teaching English to Speakers of Other Languages), Literacy Education, and Early Childhood & Childhood Education programs. The Department of Educational Foundations & Leadership houses Educational Administration, Educational Foundations, and the recently renamed Social Justice Educational Studies program (formerly Humanistic/Multicultural Education program). Programs in Art Education, Speech & Hearing, and School Counseling are part of the SoE unit. (Also SPEI VI)

- *Council for Accreditation of Counseling and Related Educational Programs (CACREP)*  
The Board of Directors of CACREP accredited our MS Clinical Mental Health Counseling and MS School Counseling programs for two years through March 31, 2023. Quoting CACREP, when the CACREP Board grants accreditation for a two-year period, the Board believes the specialty areas substantially meet the requirements for accredited status, but there are one or more standards-related deficiencies that the Board desires to see addressed more thoroughly by the counseling program.

Prior to the two-year expiration date and by October 1, 2022, the Counseling program will submit an Interim Report to the Board, providing evidence that the standards-related requirements have been addressed. The report will be reviewed at CACREP's January 2023 meeting. In the event of a favorable review by the Board at that time, the programs would then continue accreditation for the remainder of the eight-year accreditation cycle, ending March 31, 2029.

The CACREP Board also approved up to 12 months of additional retroactive recognition for our programs' graduates. The ground for this decision is that we are a new applicant program and our site visit was delayed due to COVID-19. This approval means that graduates of our MS Clinical Mental Health Counseling and MS School Counseling specialty, who received their degree on or after July 16, 2018, are considered graduates of a CACREP-accredited specialty area.

- *CRLA's International Tutor Training Program Certification (ITTPC)*  
The ITTPC team of the CRLA renewed our CSS for Level 1 tutoring. The program certification period began December 1, 2021, and ends November 30, 2025.

In spring 2022, the Associate Provost for Strategic Planning & Assessment met with representatives of the above-named programs and with liaisons for the programs below that have reaccreditation or certification visits starting in 2023. The programs will begin their self-studies next year.

- BS in Computer Engineering - Engineering Accreditation Commission of the Accreditation Board of Engineering and Technology (ABET); next review 2023-24
- BS in Electrical Engineering - Engineering Accreditation Commission of ABET; next review 2023-24

- BS in Mechanical Engineering - Engineering Accreditation Commission of ABET--next review 2023-24
- Chemistry curriculum - certified by the American Chemical Society (ACS); next review 2024
- New Paltz (Art Studio, Art History, Art Education) - National Association of Schools of Art and Design (NASAD); next review 2023-24

The following programs' reaccreditation visits will take place in 2024 or later.

- New Paltz (Theatre Arts)- National Association of Schools of Theatre (NAST); next review 2024-25
- New Paltz (Music)- National Association of Schools of Music (NASM); next review 2024-25
- MS Music Therapy - American Music Therapy Association (AMTA); next review 2027

Please note that NASAD, NASM, and NAST certify the university, not individual programs.

### **Goal 8: Manage 5-7-Year program reviews**

The following programs conducted self-studies in spring 2022. Two external reviewers reviewed each program.

- History - Hamilton Stapell, chair
- Economics - Edith Kuiper, chair
- Black Studies - Weldon McWilliams, chair
- Geology - Frederick Vollmer, chair
- Languages, Literatures & Cultures - Isidoro Janeiro, chair
- Physics & Astronomy - Amy Bartholomew, chair

Each program is required to develop a plan to address recommendations from the self-study and to discuss the plan with the dean. The Interim Provost and dean will support the plan's implementation and the dean and Associate Provost for Strategic Planning & Assessment will monitor progress in addressing recommendations.

### **Goal 9: Provide direction and support for the implementation of the new SUNY General Education Framework**

Last October (2021), as the new SUNY General Education (GE) Framework was nearing the final stage of SUNY review and approval, SUNY solicited campus comments on the proposed Implementation Guidance for the new GE. To achieve wide campus circulation of the Implementation Guidance, the Curriculum Committee (CC) and GE Board took the lead roles in reviewing and discussing the draft Implementation Guidance with the campus. This included the GE Board hosting two campus-wide colloquy and discussions at the Chairs' Forum, Academic Deans Council, and within the Schools. Interdisciplinary groups of faculty and staff from AA, Undergraduate Admission, and Records and Registration (R&R) also came together to discuss the draft guidance.

New Paltz, along with other SUNY campuses, provided extensive feedback on the proposed SUNY GE Framework. SUNY revised the GE Framework, subsequently submitting it to the SUNY Board of Trustees

(BoT) which approved it on November 9, 2021. The new SUNY GE program is to be implemented for first-time students entering undergraduate programs in fall 2023.

We have been laying the groundwork for the revision of GE 4 to align with the new GE Framework. Charged by the CC to develop a plan, the GE Board consulted the CC, Diversity Board, campus experts (including from Admissions and R&R), and the Provost's Office to draft a proposal. The GE Board held two open forums to discuss and provide opportunities for feedback on the proposal in spring 2022. Faculty and staff had the opportunity to provide feedback on the GE Plan before, during, and after the open forums via survey. The Faculty Senate approved a new GE program for our campus on March 2, 2022.

In February 2022, Interim Provost Lyman convened a GE Implementation Task Force to oversee the adaptation of GE 3 and GE 4 to the new GE program. Comprised of a diverse group from across the campus, the Task Force is co-chaired by Associate Provost Garrick Duhaney and Associate Professor Bruce Milem of the Department of Philosophy. Members are:

Karl Bryant, Diversity Board representative  
Anne Deutsch, GE Board representative  
Laurel M. Garrick Duhaney, Associate Provost for Strategic Planning & Assessment  
Nancy Johnson, College of Liberal Arts & Sciences Dean's designee  
Lisa Jones, Dean of Undergraduate Admission  
Rebecca Longtin, GE Board representative  
Valerie McAllister, Academic Program Specialist  
Bruce Milem, Faculty Governance Executive Committee designee  
Shala Mills, Associate Provost for Academic Planning & Learning Innovation  
Laurie Orr, Academic Advising representative  
Sarah Roberson, Curriculum Committee representative  
Stella Turk, Registrar  
Jennifer Wawrzonek, Assistant Registrar for Transfer and Degree Works Specialist

What has the Task Force accomplished so far? Our biggest task has been deciding the process for building GE 5, by which we mean populating the curriculum with courses. The timeline for building GE 5 is tight, because, as stated earlier, it has to be in place for fall 2023 matriculants. Our main goal has been to make the process as swift and efficient as possible while conforming to the BoT's mandate and documenting the entire process.

As with our current GE 4 program, GE 5 has ten Knowledge and Skills areas along with two Core Competencies. Five of the Knowledge and Skills areas in GE 5 are largely identical to areas in GE 4. The other five areas involve meaningful changes from GE 4 to GE 5. As a result, we settled on a combination of processes for shifting courses in GE 4 to GE 5. One is a "recertification" process to transfer courses from GE 4 to GE 5 in those areas that stay the same. The other is a streamlined version of our standard major course revision process to handle courses in the GE areas where there are changes, as well as proposals for changing the GE area a course is in, and proposals to include a non-GE course in GE 5. We also issued a call for new courses that would belong in GE 5. Since these would be new courses, we decided to retain our existing new course proposal process.

We have also worked on supporting faculty, staff, and administrators who are involved in the transition to GE 5. We have written guidance for faculty who are revising their courses and guidance to departments deciding where in GE 5 their courses should go. The Task Force along with Interim Provost Lyman messaged the campus about [other forms of support](#) that are available. The Faculty Development Center offers working groups for faculty who are revising their courses or developing courses for GE 5. We have set up a GE Implementation website that contains all the documents and forms we have issued so far. There is a section on Frequently Asked Questions that we will continue to add to as time goes on. We have also added course syllabi approved for GE 5 that can serve as examples of what faculty are to do. We are pleased that the Provost's office will offer a modest financial token of gratitude to full-time faculty who submit major course revisions or new course proposals by September 1, 2022. We thank the Interim Provost and the President for making this possible.

In collaboration with the CC, we revised the [CC's Forms page](#) to read:

For GE 5-related information and communications, visit the [GE Board website](#) and select "GE Implementation Task Force" from the Resources list. There you will find all Task Force communications, FAQs, and the GE 5 Major Revision Form, along with [CC advice on preparing major-revision proposals](#) and [sample proposals and syllabi](#).

What do we still have to do? GE 5, like GE 4, includes two Core Competencies, Critical Thinking and Reasoning and Information Literacy. We are still discussing how we will manage the competencies. This last piece should complete our procedural framework for the transition to GE 5 where faculty are concerned.

We will then focus more on the administrative side of this program change, which involves many offices across the campus, including AA, Records & Registration, Undergraduate Admissions, and Academic Advising. In addition, our attention will shift to monitoring the recertifications, major course revisions, and new course proposals that come in to make sure that we have enough GE courses for students entering New Paltz in fall 2023.

The implementation of the new GE Framework is falling largely on LA&S because of the size of LA&S' footprint in GE. In the LA&S Dean's office, Associate Dean Nancy Johnson is carrying the burden of this administrative work.

### **Goal 10: Assess the General Education Program**

Many of our institutional learning outcomes (ILOs) are addressed in GE, which is foundational for all academic majors. Consistent with the SUNY BoT GE Framework, our GE requirements include ten categories of knowledge and skills and two core competencies.

#### *GE Knowledge and Skills Areas*

Communication – Written and Oral

Diversity: Equity, Inclusion, and Social Justice

Mathematics (and Quantitative Reasoning)

Natural Sciences (and Scientific Reasoning)

Humanities

Social Sciences

The Arts

US History and Civic Engagement  
World History and Global Awareness  
World Languages

*GE Core Competencies*

Critical Thinking and Reasoning  
Information Literacy

Assessing GE: Knowledge and Skills Areas Reflective Direct Assessments in Capstone Classes

This year (AY 2021-22), we assessed Basic Communication-Written, Mathematics, Foreign Language, and The Arts in capstone/capstone equivalent classes. Beginning in AY 2022-23, knowledge and skills area assessments will be conducted on a four-year cycle (rather than a three-year cycle). As with the cycle for assessing competencies and program goals, spreading out the assessment of the ten knowledge and skills areas over four years will allow for more robust closing the loop activities, permitting more time for analysis of and discussions of assessment results, suggestions for changes that would lead to enhanced student learning, and implementation of those changes. We will set aside 2022/23 for closing the loop activities from the first three-year cycle of knowledge and skills area assessment that was initiated in 2019-20.

Thus, the cycle for assessing the knowledge and skills areas will be:

2022-23 – Closing the Loop - All categories from first assessment cycle 2019-21

2023-24 – Assessment - Natural Sciences (and Scientific Reasoning), Social Sciences

2024-25 – Assessment - Humanities, US History and Civic Engagement, Communication–Oral  
Closing the Loop - Natural Sciences (and Scientific Reasoning), Social Sciences

2025-26 – Assessment - World History and Global Awareness, The Arts, World Languages  
Closing the Loop - Humanities, U.S. History and Civic Engagement,  
Communication – Oral

2026-27 – Assessment - Communication – Written, Mathematics (and Quantitative Reasoning), Diversity: Equity, Inclusion, and Social Justice  
Closing the Loop - World History and Global Awareness, The Arts, World Languages

2027-28 – Assessment - Natural Sciences (and Scientific Reasoning), Social Sciences  
Closing the Loop - Communication – Written, Mathematics (and Quantitative Reasoning), Diversity: Equity, Inclusion, and Social Justice

We will continue to adhere to the following process for assessing the Knowledge and Skills areas.

1. The semester before the assessment, the GE Board convenes a group of faculty who teach in the areas that will be assessed. Each group develops reflective prompts for students to answer in capstone courses. Prompts address all the learning outcomes for the relevant content area. Faculty groups also develop model answers or guidelines for reviewing students' answers to the prompts.
2. Shortly before the semester in which the assessment takes place, instructors teaching capstone courses are notified that their students will complete a GE assessment activity. The sample includes approximately 25% of the students taking capstone courses for each content area scheduled for that

year. This will typically result in all capstone courses being selected, but they will be selected for only one content area each. By the beginning of the semester, the prompt for the relevant content area and any model answers are provided to capstone course instructors.

3. Instructors explain the purpose of the assessment (as a reflection on students' educational experiences) and provide the required amount of class time (no more than one hour) for students to answer the prompt. They collect students' responses and submit them to the GE Board.
4. A group of faculty assessors reviews students' responses in each knowledge and skill area. Typically, GE Board members and faculty teaching the relevant content areas comprise the groups, with each person focusing on one of the areas being assessed. Faculty assessors use a standard rubric to score students' answers. For each learning outcome, they enter numerical results and answer discursive questions regarding students' work.
5. Results are aggregated, analyzed, and reported back to all faculty, programs, departments, and schools connected to the content area.

Last spring's (i.e., spring 2021) report can be accessed [here](#). The raters are assessing students' work that was submitted this spring. Thus, the spring 2022 GE assessment report will be prepared later this summer and distributed and acted on beginning in early fall 2022.

#### Direct Assessment of the Core Competencies and Programmatic Choice

Starting in AY 2022-23, competencies will be assessed on a four-year cycle rather than a three-year cycle (see below). This will provide increased opportunities for programs to conduct assessments of their own choosing and/or assessments that align with accreditation requirements and for closing the loop activities. As discussed earlier, closing the loop is the process of interpreting the assessment results and identifying interventions for improvement that will address the strengths, weaknesses, or needs identified. Recommending actions, taking actions, and measuring the effects of the actions can take a long time. For this reason, we encourage departments and programs to consider limiting the number of assessment projects that are conducted each year.

#### Assessment Cycle: Competencies and Program

2022-23 - Programmatic Choice

2023-24 - Information Literacy

2024-25 - Programmatic Choice

2025-26 - Critical Thinking and Reasoning

Indirect methods such as grade distributions, course evaluations, student opinion survey, and national student engagement survey provide additional data on student performance.

#### GE Close the Loop and Other Activities

1. The Associate Provost for Strategic Planning & Assessment, the GE Board, and the associate deans guided the assessment of the GE knowledge and skills areas and competencies. The associate provost summarized the spring GE assessment results and disseminated the campus summary

report to the provost, deans, associate deans, chairs, faculty, GE Board, and Presiding Officer of the Faculty at the beginning of the school year.

2. The GE Board held a GE Forum and dedicated three of its meetings to discussing the findings from the spring 2021 GE assessments.
3. In fall 2021 we prepared for the assessment of Basic Communication – Written, Mathematics, The Arts, and Foreign Languages by notifying faculty of the assessments, preparing the assessment prompts and rubrics for rating assessment prompts, selecting the course samples, and completing related administrative tasks.
4. The associate provost held regular assessment meetings with the academic assessment liaisons (associate deans) and administrative assessment liaisons.
5. Paperwork for payment of honorariums to GE assessment raters and Composition Program part-time faculty for calibration sessions and grading students' assessments was completed and shepherded to appropriate departments for processing.

#### **Goal 11: Support the work of the Strategic Planning & Assessment Council**

The President and Cabinet issued three charges – see A, B, and C below – to the Strategic Planning & Assessment Council (SPAC) for AY 2021-22. We describe the SPAC's progress in accomplishing these charges.

##### *Charge A: Re-Envisioning Academic Program (Internal) Development, Design, and Delivery (RAPID<sup>3</sup>)*

The pandemic has upended many time-honored higher education practices, pushing colleges like SUNY New Paltz to reinvent the way we teach, work, and interact with students and with each other. It has made clear that innovation, rigor, and growth are possible, and often necessary, during challenging times. Although arduous, many of the individual and institutional changes we have made during the pandemic have been energizing and transformative. Still, we recognize more must be achieved if we are to be successful in the post-pandemic academic landscape.

The pandemic also refocused our attention to the need to alter academic policies and procedures that slow or hinder programmatic growth and institutional sustainability. Despite attention and effort to improve the program development, review, and approval processes, substantial disaffection exists with these procedures. Concerns range from consecutive levels of review and excessive paperwork to repetitive governance processes. Realizing that that curricular and policy reviews are difficult, sensitive, and require a delicate balancing of concerns, President Donald P. Christian and Interim Provost Barbara G. Lyman have charged SPAC to lead the campus in reimagining a comprehensive program review process that includes input from all stakeholders. The primary goal of a restructured program review and approval process is to facilitate more nimble responses to opportunities resulting in creative programs that are responsive to regional needs, including those of underserved populations. Such a process will also promote and maintain rigor; honor faculty governance and administrative oversight; address institutional capacity; and address financial, human, and physical resource needs as well as sustainability.

As this would be a comprehensive review and overhaul of the campus's program development, review, and approval processes, the SPAC will lead and support efforts to:

1. Document the full range of organizational structures and academic procedures, policies, and timelines associated with program development, review, and approval.
2. Recommend a restructured path for program development, review, and approval that is responsive to agile decision-making accommodating much needed flexibility and adaptability in a fluid higher education landscape. Such a pathway would address issues of campus governance and external regulatory and compliance contexts.
3. Develop a plan to disseminate information to the campus community about support for program development, review, and approval.

#### Progress in Accomplishing Charge

This spring, the RAPID<sup>3</sup> sub-committee co-chairs Shala Mills and Kristen Backhaus and members conducted focus groups in fall 2021 and spring 2022. The subcommittee drafted a report and recommendations, which was shared with the Interim Provost and the SPAC for comments. The report and recommendations were then presented to the Cabinet. Shala Mills reported that the Cabinet received the report positively and that Jeff Gant, Vice President for Enrollment Management, intends to include information from the report in his division's inaugural Enrollment Management Strategic Plan.

The [report and recommendations](#) identified common themes such as improving the program development initiation process, communication and information sharing, paperwork support and management, program review process, and program launch process. While Cabinet action is required for some of these recommendations, work has already begun on others.

#### Subcommittee

Shala Mills, co-chair

Kris Backhaus, co-chair

Anne Balant

Valerie McAllister

Rich McElrath

Reynolds Scott-Childress

Vika Shock

Lucy Walker

Associate Provost Shala Mills and Executive Director Vika Shock have cross-trained with Academic Program Specialist Valerie McAllister to better understand the academic programming paperwork and process. The three meet bi-monthly to review academic programming activity. The RAPID<sup>3</sup> process has informed their planning and work.

#### *Charge B: Strengthen coordination between strategic planning goals and priorities and institutional targets/metrics/assessments*

The SPAC will continue to support administrative and academic/academic support units to connect their planning goals to broader campus goals and to targets/metrics/assessments (e.g., connecting retention, sustainable development, GE, and program goals to meaningful targets/metrics/assessments). The SPAC will:

1. Support departments to incorporate appropriate metrics in their assessment plans and to use findings from their assessments.

2. Incorporate findings from assessments conducted across the campus into a campus wide strategic planning and assessment report.
3. Disseminate and discuss progress in attaining strategic plan goals and priorities.

#### Progress in Accomplishing Charge

During the fall 2021 and spring 2022 semesters, Associate Provost Garrick Duhaney discussed the charge with the SPAC, and members agreed that it would be beneficial to all campus constituents to update the “Planning & Assessment Guidelines & Practices for Academic, Student Support, & Administrative Divisions” campus document. Thus, the document was updated and additional information was added. To cite a few examples, we added information on the Middle States Commission on Higher Education (MSCHE) expectations for assessment; sample outcomes assessment reports and other resources, including an exemplary program assessment from our MA English program; and information on connecting institutional/GE and program learning outcomes (PLOs).

The updated document was shared with the Academic Assessment Liaisons (associate deans), Administrative Assessment Liaisons, and the SPAC for consideration and feedback. The final document, with its new title the [Planning, Assessment, and Reporting Guidelines and Resources for Academic and Administrative Divisions](#) can be found on the Strategic Planning & Assessment website. The document reflects input from the constituencies mentioned.

#### Subcommittee

Laurel M. Garrick Duhaney, Chair

Bruce Milem

Tom Nolen

Chih-Yang Tsai

#### Charge C: *Planning with Global Goals*

The SPAC will continue to develop a shared knowledge/vocabulary around the United Nations Sustainable Development Goals (SDGs), especially Goal 4 (Quality Education) and the framework's strength in making connections between global, local, and institutional goals.

Specifically:

1. Develop language recognizing the institution's commitment to the Global Goals (GG) for Sustainable Development on the College's Strategic Planning & Assessment website.
2. Continue to offer information and resources to campus to develop shared understanding.
3. Capture and highlight the full range of campus activities that relate to GGs.
4. Work with Office of Communication & Marketing (OCM) to highlight GG connections across campus.
5. Continue to engage the campus community with the GGs through presentations, workshops, and training.
6. Develop and publish a GG's information page.
7. Continue to integrate the GG work we currently do into campus culture and resources.
  - a. Develop designation for courses that include sustainability content.
  - b. Begin discussion with GE Board using GGs as framework, based on Composition's work.
8. Develop a unit-level planning process.

- a. Use Penn State Guide as a base, incorporating other resources, develop a working model of a campus unit-level planning guide.
  - b. Pilot guide with selected units, depending on planning process.
9. Integrate SDG goals related to the institutional priorities of diversity and inclusion more fully into every component of strategic planning.
  10. Present a workshop on Exploring and Connecting with the SDGs.

#### Progress in Accomplishing Charge

The SPAC added several new members this fall—the most at any one time since the Council’s inception. Because members had varying levels of orientation to the SDGs, the GGs subcommittee introduced them to the GGs framework and provided them with a summary of the SPAC’s GGs related activities. The subcommittee also developed a [SWOT Analysis of Planning with the Global Goals](#).

#### Subcommittee

Lisa Mitten, Chair

Deb Gould

Julie Majak

Matt Newcomb

Michael Patterson

#### **Goal 12: Develop a comprehensive strategic recruitment enrollment management plan**

The Strategic Enrollment Planning Committee has been formed. It will convene in August 2022 with the aim of producing a Strategic Enrollment Management Plan to be introduced to the campus community in early Spring 2023.

#### **Goal 13: Exceed first-time freshman and new graduate student enrollment figures achieved in 2019**

This goal has not yet been attained and remains a work in progress. Following regional and national trends, retention continues to suffer as a result of the many converging pressures related to the pandemic. Nonetheless, in fall 2022, we are on track to exceed our 2019 first time freshman enrollment. First-time graduate student registrations are up by 24% compared to 2021 as of 7/20/2022.

#### **Goal 14: Fully integrate graduate admissions into EM and onboard a new Assistant Vice President for Enrollment Management**

The new Assistant VP for Enrollment Management started January 2022 and as of September 2021 Graduate Admissions has been integrated into the division of EM. The undergraduate and graduate instances of the Slate CRM are being merged to achieve greater efficiency across our human, financial, and technological resources. The new graduate application will launch in August 2022.

#### **Goal 15: Implement enhanced and expanded recruitment efforts, including additional staffing and financial resources, in order to increase new enrollment**

A supplemental recruitment budget was developed (fall 2021) with the assistance of the Interim Provost. A temporary Graduate Recruiter position was added in fall 2021 and, in fall 2021, we procured Hobson’s Intersect to assist with freshman recruitment and yield. The Search Engine Optimization project launched as of June 1, 2022 and we continue to work with Sextant Marketing on this project. We

are also expanding undergraduate name buy (spring 2022 and ongoing) and procured and launched the Ocelot Chatbot (spring 2022) for the following offices: Undergraduate Admission, Graduate Admission, Student Accounts, Student Financial Services, Records & Registration, Academic Advising, and IT Services.

**Goal 16: Improve the new-student onboarding process from the point of enrollment deposit through course registration and orientation**

Pre-enrollment Deposit and Orientation fee is being collected at the same point (point of initial deposit) to promote “one-stop shopping,” increase the financial commitment new students are making (with the aim of mitigating melt), and reducing the frequency of times throughout the onboarding process where we ask students/families to submit payments. We began this process for the fall 2022 recruitment cycle and are working with the vendor (Cashnet) to make the process more seamless for the fall 2023 cycle.

EM also:

- integrated the new student orientation registration process into Slate for improved communications and user experience
- integrated the new student academic interest survey into Slate for more cohesive onboarding and course advising
- instituted the practice of directly admitting students to majors to promote earlier affinity building with academic departments

**Goal 17: Enhance existing financial literacy initiatives taking place in Student Financial Services by involving Student Accounts in the process**

We hired and onboarded an Associate Director of Student Accounts who is charged with creating and executing an accounts receivable collections strategy. The first step in this strategy will be tied directly to financial literacy. We also hired (start date is 7/21/2022) a Student Payment Coordinator to support our enhanced accounts receivable collections strategies.

**Goal 18: Introduce sustainability course designation**

Last year, members of the Sustainability Committee developed a framework and application process for designating courses with sustainability content. And during AY 2021-22, the Sustainability Committee partnered with R&R to launch the [sustainability course designation](#) in the Schedule of Classes beginning in the summer of 2022. In fall 2021, the Sustainability Committee promoted this new designation opportunity with all faculty and especially our 80+ Sustainability Faculty Fellows who have completed a year-long sustainability professional development program, led by eight academic and professional faculty Co-Coordinators of the Sustainability Faculty Learning Community. As of this writing, 17 academic and professional faculty have proposed 27 courses be designated as having sustainability content. Approved courses with "sustainability content" can be viewed in the Schedule of Classes under the drop-down menu "Degree and General Education Attribute." Efforts continue to solicit applications for new courses to be offered.

**Goal 19: Assure the College’s continuous adherence to standards governing our accreditation**

We conducted our MSCHE reaccreditation and several academic program reviews. The reviews serve to improve institutional/school/program quality, strengths, gaps, vitality, currency, and effectiveness;

ensure proper utilization of resources; and provide opportunities for strategic academic and budgetary planning. Given their significance to maintaining institutional and program excellence, we gave substantial time, attention, and resources to conducting them and using their findings and recommendations.

Regarding institutional accreditation, we received several commendations from our 2020-21 MSCHE reaccreditation review, including one for the quality of our assessments. However, we also received a requirement that, beginning in 2022 and in conjunction with each Annual Institutional Update (AIU) prior to the Mid-Point Peer Review in 2025, the institution provide further evidence of:

- organized and systematic assessments that evaluate the extent of student achievement in all programs (Standard V) and
- sufficient support to sustain the assessment of student achievement and to communicate results of assessment to stakeholders (Standard V).

The recommendation about support for assessment arose from a concern raised by the primary reviewer assigned to Standard V regarding the absence of PLOs for some of our programs on the campus website. Although this project is necessitated by our MSCHE review and the recommendation, we believe it is important to publish PLOs for all our registered programs. We need for a standard format for presenting all program PLOs and a standard way to update them. Relying on faculty to update websites, as we have done, is not efficient or dependable. Therefore:

- PLOs will be reviewed and approved when new and revised program proposals are submitted. Making PLOs part of the program review and approval process enhances institutional efficiency by making use of mechanisms already in place.
- PLOs will be published in the College catalog for each registered program. Since the official description of a program is published in the College catalog, PLOs will be officially maintained and automatically updated when there is a program change and when the online catalog is updated, which is annually. This ensures consistency as there will be one official version of the current PLOs for each program. Physically updating the catalog entry for programs already follows a standard procedure and updating is done by AA and not left to each department. A Graduate Assistant will help to enter PLOs data into the catalog.

Including PLOs in the online catalog will automatically mean:

- they will be accessible from the campus website as well as the departments' websites.
- they will have a logical location and a consistent format and will be easy for students and external stakeholders to find.

As part of our 2022 AIU filing on August 29, 2022, the Associate Provost for Strategic Planning & Assessment will report institutional progress in achieving these recommendations. The AIU submission requires institutional coordination, so we have alerted those who will be assisting with data collection, verification, and submission. Incoming President Darrell P. Wheeler will be briefed on the AIU filing.

## **SPEI II: ESTABLISH AN ENGAGED LIVING AND LEARNING COMMUNITY**

### **Goal 1: Enhance diversity, equity, and inclusion**

We continued to prioritize a number of efforts to enhance diversity, equity, and inclusion (DEI) as these goals are central to our mission. We remained supportive of faculty's curricular purview and retained the following priority expressed in an August 2020 letter to the Faculty Senate Executive Committee (Subject: Equity-minded Review towards Revisions of Curriculum and Instructional Practices) and in many subsequent discussions with and communications from President Christian and Interim Provost Lyman:

Review our curricular offerings to better position and highlight current course offerings on the dynamics of race, racism, and inequity in America so that we educate our students more effectively on these issues. Such a review will necessarily entail an inventory or audit of courses and programs addressing these curricular goals. It will be important to determine the extent to which there may be significant missed opportunities in our offerings. In particular, it will be critical to review the College's diversity requirement and courses accepted as satisfying this requirement and the extent to which such courses provide venues for students to learn about the most critical topics in this important domain. (8/19/20)

The implementation of the new SUNY GE Framework provides an opportunity for faculty to systematically address the above need. A promising development includes changes to the composition of the GE Board, as noted in the New Paltz GE Plan, i.e., the addition of representatives for the knowledge and skills areas of Diversity: Equity, Inclusion, and Social Justice, and World History and Global Awareness and the removal of a representative for Western Civilization. (Also SPEI I)

### **Examples of presidential DEI activities**

President Christian:

- supported recommendation for renaming the Diversity and Inclusion (D&I) Council to the Diversity, Equity, and Inclusion (DEI) Council to better recognize equity in the Council's work and in the principles of DEI held by college leadership
- engaged in listening session with the Asian-Pacific Islander Student Alliance
- collaborated (with Erica Marks) to cancel the September 23, 2021, installation of Sojourner Truth sculpture and in extending an apology to the campus
- promoted Tanhena Pacheco Dunn from Associate Vice President to Vice President for Human Resources, Diversity, & Inclusion, by so doing enhancing and increasing visibility of our campus DEI efforts and values
- continued to advocate with faculty governance for increased curricular attention to America's racial history and contemporary legacies
- directed development of a plan to identify alternative space to move Black Studies Department out of the Faculty Office Building

### **Antisemitism efforts**

OCM continued to support the College's anti-racist efforts in several ways, including updating the campus website and helping to craft a response to antisemitism claims in the spring 2022 semester. The VPs for Communication and HRDI were among the campus leaders who met with community rabbis, active and retired Jewish faculty, and the Ulster County Jewish Federation to discuss a campus incident and ways the College is providing programming and education around issues of antisemitism. Efforts to address antisemitism are ongoing.

### **DEI Council**

The DEI Council launched school-based DEI working groups and integrated them into the fabric of the institutional DEI Council.

- Provided each school with opportunity to submit proposal for funding through our PRODi-G funds. Funding per school is up to \$7,000 to focus on a DEI initiative aligned with priorities established by the school groups. The four schools that submitted proposals secured funding for 1 or 2 years (depending on scope of work). This opportunity was also extended to the Faculty Development Center, which worked with the Sustainability Faculty to develop two proposals, one of which was funded.

The DEI Council also conducted an inventory of the DEI Strategic Plan (now 5 years old) to understand where goals have been met and where there remain challenges or gaps. The report was provided to President Christian who will ensure that President Wheeler receives a copy. This will be valuable information for President Wheeler as he familiarizes himself with the scope and trajectory of DEI work.

### **Work on SUNY-level DEI objectives as identified by the Chancellor's Task Force**

Vice President Pacheco Dunn served on a team that helped to study and draft recommendations for the Chancellor's 25-point DEI Strategic Plan. She offered recommendations about how to define the role of the Chief Diversity Officer (CDO) and the structural as well as on the organizational supports that will best advance the work of the CDO across the SUNY system.

### **Examples of intra-School DEI efforts**

*Liberal Arts & Science:* Intra-School DEI efforts include the formation of the LA&S DEI Council, which provided a report to Vice President and Chief Diversity Officer Pacheco Dunn regarding its progress. LA&S concluded finalist interviews for several searches, including a cluster hire in English, and employed six faculty of color. (Also SPEI I)

*School of Education:* The SoE has assumed the important work of examining issues of social, racial, and cultural injustice as it plays out in our workplace and in K-12 schools. Central to that work is an earnest look at personal assumptions, attitudes, and practices. Diversity and social justice themes will be part of the school's strategic plan. The strategic planning process formally began in fall 2021 and was preceded by retreats, workshops, and discussion groups during the spring of 2021. (Also SPEI I)

*Fine & Performing Arts:* Fine & Performing Arts' (F&PA) hiring of two faculty in the theatre department broadened the representation of marginalized individuals in the faculty. Several course revisions were

submitted to both meet the new GE diversity requirement and to address underrepresented voices in the curriculum. F&PA continued to invite speakers and to hold events that highlight the work of an array of voices, perspectives, and people.

### **Goal 2: Rebuild Black Studies**

Efforts to rebuild the Black Studies program have been intentional and wide-ranging. Black Studies has been relocated from the Modular Building to Old Main, a more strategically appropriate location. The LA&S Dean, associate deans, and others in AA onboarded Dr. Weldon McWilliams, the new Black Studies chair. Supported by Dean Laura Barrett and AA staff, Dr. McWilliams directed this spring's 5-7 year program review.

Dr. McWilliams will coordinate achievement of the self-study recommendations, many of which come from the external reviewers' report. The LA&S Dean will meet with the department to discuss the review in the fall and the Associate Provost for Strategic Planning & Assessment will support the chair and department to carry out recommendations pertaining to curriculum and assessment. The external review confirms our recommendations to update the curriculum, but the instability of the faculty (including various leaves) have made this process difficult to achieve. Feedback from the external reviewers can be used for decisions about future lines and curricular needs. (Also SPEI I)

### **Goal 3: Continue to participate in SUNY's Promoting Recruitment, Opportunity, Diversity, Inclusion, and Growth faculty program**

We continued to participate in SUNY's Promoting Recruitment, Opportunity, Diversity, Inclusion, and Growth (PRODiG) faculty program. PRODiG seeks to increase the representation of historically underrepresented faculty across disciplines and of all women faculty in STEM fields. New Paltz was especially successful in its second round of participation in proposals for PRODiG, generating significant support for faculty salaries and professional development beginning the summer of 2019 and extending over a three-year period. Encouraged by such success, several academic areas have been positioning their searches more strategically to garner diverse pools of candidates and finalists.

PRODiG funds supported professional development for PRODiG faculty, Black Studies' chair and more broadly for all faculty, including institutional membership in the National Center for Faculty Development and Diversity (NCFDD). Support through PRODiG-supported NCFDD institutional membership has proven especially helpful for early career faculty in navigating pre-tenure challenges and for faculty-at-large in mitigating threats to work-life balance, a problem faced by faculty at New Paltz and around the nation.

The campus' PRODiG Committee consists of the academic deans who, in partnership with the Interim Provost and the Vice President and Chief Diversity Officer, recommended the investment of PRODiG funds in the NCFDD. The Director of the Faculty Development Center (FDC) who is also the convener of

the Early Career Faculty Futures Committee, along with Professor Anne Roschelle, are among those who lead NCFDD outreach to the faculty. (Also SPEI I)

#### **Goal 4: Expand the participation of underrepresented students in study abroad**

New Paltz is a national leader in promoting the SUNY mission of Global Learning for All: Educating for a Sustainable Future. Through collaborations across campus divisions, we have been recognized by the Institute for International Education (IIE) for expanding participation of underrepresented students in study abroad, Gilman Scholarship awards, and Fulbright Grants.

#### **Goal 5: Create access to global education for domestic and international students**

Innovative Dual Diploma programs and high impact international internship opportunities brought talented students from around the world to enrich the diverse learning environment at New Paltz. CIP staff advocated for federal and state policies that create equitable access to the benefits of global education for students. We are regaining momentum as we rebuild programs after recent challenges from the pandemic.

#### **Goal 6: Add staff to support LGBTQ+ community**

Fresia Martinez Olivera joined New Paltz's HRDI office in January 2022 as LGBTQ+ Coordinator, replacing Emma Morcone. Emma Morcone's work now centers on Title IX. Both programs have grown in scope and impact and dedicated staff was needed to support the continued demands on and growth of the programs.

#### **Goal 7: Support the College's COVID response and compliance**

OCM played a leading role in the College's COVID management. OCM provided ongoing messaging and campaigns around safe health protocols, fall/spring guidance for safe return to campus, masking, testing, tracing, compliance, booster efficacy, pivoting with shifting guidance, innovative best practices as well as communication with external stakeholders (e.g., village, town, county and state officials, media, and community members and influencers) to demonstrate continued competent and excellent campus management of the pandemic.

We have anecdotal evidence and focus group data that OCM's successful management of COVID built credibility and trust for the campus among key relationships with stakeholders, especially parents, students, employees, community, SUNY leadership, county health, and county officials. We heard from several stakeholders that we bolstered the campus' reputation with our communication efforts because they demonstrated responsive, timely, transparent, and clear messaging on multiple platforms. The *Daily Digest* newsletter, which featured substantial information on COVID for students and employees, won SUNY CUAD's first ever Excellence in Digital Media – Digital Newsletter award in June 2022.

HRDI staff continued to play a significant role in managing the College's COVID response in AY 2021-22. SUNY and NYS mandates required COVID case intake and tracking. January and February of 2022 were particularly challenging to handle, as there was a spike in case management due to the omicron variant. While COVID case management varied, it continued to require time and resources. HRDI staff performed

contact-tracing duties, which included coordinating protocols for employees and serving as liaisons to the Department of Health, across different counties.

**Goal 8: Manage flexible work framework and, when appropriate, SUNY-wide telecommuting program**

HRDI successfully administered the SUNY-wide telecommuting program. Although the program is still described as a “pilot” that has been extended to August 31, it is expected to continue for most employees (represented and non- represented) as it has been negotiated into the Public Employees Federation (PEF) contract. We have approximately 140 approved telecommuting plans.

**Goal 9: Support students’ wellbeing and engagement in the life of the College**

Student Affairs advanced three overarching goals last year – Reconnect, Recover, and Reroute – despite staffing shortages in some departments and a 10% cut in other than personal services (OTPS) funding across the division. Because we continue to navigate the pandemic and endemic, this emphasis has been effective. All aspects of students’ lives continue to be affected by COVID and Student Affairs has continued to respond and support students in thoughtful and labor-intensive ways.

Some of last year’s accomplishments are described below:

Reconnect: Listening, Affirming, Encouraging

- Held Educational Opportunity Program (EOP), Scholars’ Mentorship Program (SMP,) and First World alumni reunions in October 2021
- Onboarded new Athletic Director
- Hosted several Athletic Alumni events in October 2021, including softball alumni game, swimming meet, and other competitions
- Held Athletic Alumni weekend in April 2022 with students versus alumni games
- Hired Assistant Director for Intercultural Relations and co-sponsored a meet and greet event with Student Association
- Had conversations with Asian-Pacific Islander Student Association, including supporting a community conversation on Asian hate incident; held virtual student-led campus discussion and educational program, in fall 2021, about Asian-Pacific Islander (A-PI) representation, bias, and invisibility in US history (Administrative divisions involved – Student Affairs, HRDI, and Academic Affairs)
- Re-introduced in-person club and service fairs to connect students with engagement opportunities
- Resumed in-person weekly support group meetings through the Psychological Counseling Center

Recover: Emotional (trauma, growth, unmotivated), Physical, Fiscal, Academic (gaps in education), respond to individual student needs

- Developed sophomore re-orientation and transition programs
- Offered a SUNY-mandated three week, fully remote EOP bridge program in July 2021 focused on math and writing skills and transitioning to college, for 130 incoming EOP students
- Re-introduced key campus traditions and programming
- Onboarded new staff in Residence Life, Career Resource Center, University Police Department (UPD), and Center for Student Engagement

- Adjusted to a 50% reduction in Campus Auxiliary Services (CAS) Block Programming funds, by providing creative and cost-effective programming alternatives
- Reintroduced community-gathering spaces, including the recently renovated Student Union 4th Floor, new Center for Student Media suite, etc.
- Managed Student Crisis Fund applications and provided emergency funds to students in need
- Managed the \$515,000 in state Mental Health and Wellness Program funding allocated to the campus to support student needs
- Created an Art Therapy space in the Disability Resource Center thereby expanding services to neuro-atypical students and students with mental health and other needs
- Built an alliance of student peer mental health organizations (walk-in/hotline volunteers, bloggers, and advocacy groups)
- Created comprehensive Mental Health Weeks including a ‘Mental Health Fair’ in the fall 2021 & spring 2022 semesters, #StressBusters before finals each semester, and several workshops
- Continued to address the increased academic needs of students with disabilities
- Managed a resurgence of triage mental health cases while onboarding two new Psychological Counseling Center staff
- Repackaged financial aid for EOP students after state-wide increases were approved
- Reorganized Athletics, Wellness, & Recreation to address administrative vacancy; cut assistant coaches to yield \$60,000 savings
- Achieved 10% reduction in OTPS across the board for anticipated savings of \$187,736 in 2021-22
- Continued COVID management and support including testing, contact tracing, vaccination requirements, mask enforcement, quarantine and isolation logistics, services, etc.
- Return to full intercollegiate athletics, which yielded a number of notable accomplishments amongst our 17 varsity teams:

Reroute: Anti-racist commitment, Holistic wellness, Student success

- Re-launched and educated campus about the new Center for Student Engagement; introduced Resource Assistant in the Student Engagement (RAISE) program—position will provide consistent support to student clubs
- Hired Assistant Director for Intercultural Relations in the Student Engagement office
- Broadened and deepened DEI training to all new students and student club leaders
- Re-launched student affairs committees and working groups to advance the work of the division: Belonging, Leadership, Adulting, Student Employment and Assessment
- Re-envisioned assessment approach (making broader connections to institutional goals that lead to more impactful change)
- Developed a Starfish Student of Concern referral link so faculty can notify trained staff when they witness concerning behavior/feelings
- Failed UPD search; continue search fall 2022; Deputy Chief Mike Corbisiero continues to serve as Acting Chief
- Announced a new body camera initiative for UPD
- Assessed Career Resources staffing needs with possibility of reorganizing due to current and anticipated vacancies
- Continued exploring opportunities for career space in New York City to support employer relations, networking, and employer interviews
- Advanced integration of EOP application process with Slate
- Moved EOP mid-term report to Starfish

- Retooled the EOP 3-week summer program; returned to in-person; narrowed focus on Critical Thinking based on an assessment of the 2021 outcomes
- Participated in strategic college fairs to increase EOP applications and yield in the wake of system-wide decreases
- Notified students and relevant others about discontinuation of NCEA Equestrian Team
- Generated over \$54,000 in donations from Athletics Giving Week
- Initiated first RFP for student legal services; insurance and audit services to follow
- Began, in May 2022, Awostring Residence Hall's long-awaited renovation; to add 76 beds; project to be completed December 2023
- Participated in the inaugural [INSPIRES Index](#) (awaiting results) - INSPIRES Index provides opportunity to create a welcoming campus for students of diverse religious, spiritual, and secular identities
- Re-examined retention strategies, with particular focus on Welcome Week, Living and Learning Communities and coordinated support structures and messaging to students and their families
- Changed the title of Resident Assistants to Resident Advisors to better reflect their role

### **SPEI III: STRENGTHEN PHILANTHROPIC RELATIONSHIPS AND SUCCESS**

#### **Goal 1: Conclude the *Soaring Higher Campaign***

The *Soaring Higher Campaign* raised \$24.7 million over a seven-year period, surpassing the original \$23 million goal. 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 beautiful, 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.

#### **Goal 2: Meet FY22 philanthropic targets**

We ended FY22 on June 30 raising \$6,128,757, an all-time single-year record for the Foundation and philanthropy to the College (exceeding the FY18 record, the year we received the Wisherd bequest, of \$5.8M by over \$362K). We have seen consistently that 25-40% of giving each year comes from bequest intentions or realized bequests. This year will reflect an even greater percentage of promised gifts.

#### **Goal 3: Launch the Providing Opportunity Scholarship Campaign**

The Providing Opportunity scholarship campaign served as the theme for fundraising work last year. Highlights include:

Educational Opportunity Program (EOP) and Development & Alumni Relations raised over \$57,358 with the \$50,000 match bringing the total to \$107,358. The fraternal organizations of Phi Iota Alpha, Kappa Alpha Psi, and Lambda Upsilon Lambda made financial commitments.

Members of these organizations represent our Black, Indigenous, People of Color (BIPOC) alumni.

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.

#### **Goal 4: 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) is ready for fundraising with the goal of raising \$1 million or more endowment and a short-term goal of \$25,000 to \$30,000 per year for three years.

#### **Goal 5: Pursue philanthropic endeavors**

There are many examples of generous acts of philanthropy this year. These 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). The SRAs are trained by the Institute for Disaster Mental Health (IDMH) staff in methods to shore up mental health during times of crisis and challenge. In turn, SRAs support and train their fellow students. Another noteworthy program is a podcasting class (supported by Ed Carroll and Gina O'Brien-Carroll), bringing student stories to life in a series that will live on into the future. In addition, Ed and Gina provided a gift in support of Digital Media & Journalism, for use to upgrade equipment and to support the program.

#### **Goal 6: Increase scholarships to students**

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

#### **Goal 7: Grow Tower Society membership**

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.

#### **Goal 8: Host Dorsky Museum 20th Anniversary gala**

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. The event, held outside the Museum, demonstrated that a

campus event can be successful. This gala, even with the \$25,000 removed, is comparable to the last Art Uncorked event held in NYC.

### **Goal 9: Install sculpture of Sojourner Truth on campus**

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

### **Goal 10: Grow Foundation Board membership**

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) joining the Board this year. The Board is preparing for a leadership transition as Chair Lenny Boccia '89 steps down after a decade of service.

## **SPEI IV: ENGAGE ALUMNI IN THE LIFE OF THE COLLEGE**

### **Goal 1: Host Alumni Reunion weekend**

Alumni Reunion was held remotely and in-person on campus over a series of "Reunion Season" weekends. An event titled "EOP, SMP, and Community: Talk and Gathering" was held during Reunion Weekend. Alumni, current students, and staff heard from the EOP and SMP directors and the Chair of Black Studies, who co-chaired the First World Reunion Committee.

President Christian spoke about the status and progress of the College at Alumni Reunion and engaged with alumni throughout the day. During Reunion Weekend, the College's Heritage Award and three alumni awards were presented to Myra Kressner '76 (Heritage Award), Martin Rutstein (Heritage Award), Everton Browne '92 (Distinguished Alumni Service Award), Marianne Mizel '76 (Professional Alumni Achievement Award), and Michael Keegan (Friends of the Alumni Association Award).

### **Goal 2: Increase alumni activities and engagement**

Our first in-person alumni event in three years was held in Washington D.C. with 33 alumni and guests in attendance along with 20 students. The level of engagement was high and set the stage for future gatherings. In addition, young alumni and current undergraduate students gathered in the Hudson Valley at the alum-owned Sloop Brewery.

This year's [40 Under Forty](#) awards ceremony took place June 4, 2022, with another stellar line-up of young alumni honorees. The group included four current New Paltz employees (Christopher Nostrand '11, Valerie Turco '05, '10g, Katherine Wilson '14g, and Richard Winters '05). Sponsorships were sought for the first time, with two Table Sponsors secured.

Alumni engagement across campus continued with speakers such as Brianna Titone '02, the first openly transgender person to be elected to the Colorado General Assembly and the 4th to be elected to a state

office in the country. Departments in the SoB and LA&S as well as EOP engaged alumni as speakers, mentors, and volunteers, continuing our work to create a “culture of philanthropy” rather than a “culture of fundraising.”

The successful Alumni Interview Series is evolving into a radio show in collaboration with the Student Media Center. Past recordings will be converted into audio-only for the radio station and preserved online as a podcast. This is an example of how alumni and students can collaborate.

Student engagement—our “future” alumni—has flourished thanks to programs such as 100 Days Until Graduation, the Senior Gift Committee activities, Finals Fuel, and collaborations with Career Services to connect students and campus alumni.

Retired faculty and staff have been integrated more deeply into the fabric of our activities. They receive special invitations to events such as the Scholarship Reception, enjoy recognition as Tower Society members; are represented on the Foundation Board; and receive Heritage Awards at Alumni Reunion. Our alumni hold dear their former teachers and mentors; building community after retirement is an important component of our work. A luncheon for this group was held on June 11, 2022.

The Orange and Blue Network has 1,240 registered users, a 50% increase from March of 2021. Still to be developed is a strategic plan for marketing the Orange & Blue Network, with input from and suggestions from Career Services, the Alumni Council, and the campus.

The 2021 Fall/Winter Alumni Magazine was produced and mailed to 32,602 individuals and an online version was available to all. Spring/Summer Alumni Magazine along with a report on Generosity is in production to be mailed and posted online this summer.

Special Projects Director Alan Dunefsky '69, '91g retired January 15 after fifty years at the College. A celebration of his “re-retirement” was held on May 12, 2022.

## **SPEI V: MARKET NEW PALTZ INTERNALLY AND EXTERNALLY**

### **Goal 1: Provide support for admission/recruiting communications and marketing of academic programs**

OCM provided support for admission/recruiting communication by reviewing and transitioning some print materials to digital and new social media practices, digital marketing and search engine optimization (SEO) and marketing (SEM) to bolster undergraduate, graduate, and special session enrollments. Working with Admissions, Communication evaluated print documents and reduced expenditures by \$70k and initiated Paperkite contract to work with a vendor on a digital marketing yield campaign. Communication has expanded social media content creation on TikTok and Instagram Reels by cultivating a team of student interns and assistants to produce videos.

OCM introduced a SEO project in June 2022, whereby a consultant will audit the health of our website and provide recommendations for improving traffic from organic searches to our program pages to drive conversions and the overhauling of GPIS’s landing page following reorganization. Communication is

overhauling graduate page web designs to prepare for SEO efforts, including adding inquiry form prominently to all graduate program pages.

Completion of the digital LookBook (to replace the print version) and conversion of five school viewbooks to the campus website as part of OCM/Admission's overhaul of strategic recruitment materials from print to digital is also underway. The Digital LookBook won two SUNY CUAD awards in June 2022 – one in the category: Excellence on a Budget–Multi-page Publication and the other, Excellence in Programs – Student Recruitment.

### **Goal 2: Assess need for continued publication of the *Daily Digest* and the NPForward texting service**

Office of Communication & Marketing (OCM) surveyed campus stakeholders about their perceptions of COVID-specific messaging via NPForward/NPAlert and Daily Digest Email Newsletter. The survey was distributed via email and text message to all students, faculty, and staff. External subscribers to the *Daily Digest* also had access to the link. There were 397 respondents of whom 51% identified as students, 38% as faculty or staff, and 11% as others (primarily alumni and parents/guardians).

Survey results revealed that we bolstered the campus reputation with our communication efforts because we demonstrated responsive, timely, transparent, and clear messaging on multiple platforms. Recommendations regarding the *Daily Digest* were to:

- continue current publication schedule
- continue prioritizing “news you can use” and events information
- continue sharing information across multiple platforms to maximize reach
- do a better job of inviting submissions and clarifying the submission process
  - Instructions currently live at the bottom of each issue; reminders about how it works could be moved up higher

Recommendations relating to the NPForward/NPAlert texting service were to:

- provide educational resources for students, faculty, and staff regarding NPForward/NPAlert to clarify the difference between the two services
  - This will be additional touchpoints to encourage the population to sign up for both services.
- continue to exercise caution in the use of mass texting – particularly to all/fs and all/stu populations
- continue the conversation with IT, which began in 2021, regarding the creation of sub-groups/categories to which users (students or employees) could subscribe

### **Goal 3: Address increasing demand for video shoots**

Communication established a video work group to build content using vendors and in-house talent. Shooting is scheduled for summer and fall 2022. Current plans are to use the videos in spring 2023 for yield and search campaigns.

### **Goal 4: Continue to invite the community to School-sponsored academic talks**

Several *Without Limits: Conversations in the Liberal Arts* were held and many of LA&S' departments, including Digital Media & Journalism, Latin American & Caribbean Studies, Asian Studies, Political Science, and Economics, offered seated and virtual lectures/programming. *Without Limits* seeks to make connections among 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. (Also SPEI I)

## **SPEI VI: IMPROVE INTERNAL PROCESSES AND ADDRESS INSTITUTIONAL CAPACITY**

### **Goal 1: Refine and implement budget reduction plans**

*President Christian:* The President planned and executed conversation to restructure funding arrangement for Piano Summer after 2022

*Academic Affairs:* We continued to refine the AA budget reduction plan to achieve the five percent target of \$2.3 M on the \$41 M AA budget in the next 2.5 to 3 years while maintaining student and institutional success. Although approximately half of the target can be reached primarily by putting faculty and AA staff positions in moratorium, we must address the remaining shortfall. This will be accomplished by selective deployment of strategies to:

- optimize class schedule build
- more closely match course offerings to student need and demand
- accelerate student progress to degree completion
- adopt innovative instructional approaches that provide quality learning experiences at greater scale ([EAB Infographic: 38 Approaches to Maximize Instructional Productivity](#)). (Also SPEI I)

### **Goal 2: Enhance communication with EM's constituents**

Plans to enhance communication with EM's internal and external constituents included instituting a regular (yearly or semester) Enrollment Management Forum, in the style of the Budget Forum, to keep the campus apprised of progress and strategies related to broad EM goals. Other planned communication activities were to:

- investigate best practices in campus-wide communication on logistical and policy changes to keep all campus constituents up to date during a time of rapid change
- launch an EM website
- create an internal forum for staff in EM to share feedback on the Division, offer suggestions for improvement, and exchange ideas
- collaborate with EM department heads to develop standard practices for internal communication related to change management to achieve a consistent and predictable exchange of information

The above initiatives will be launched when the Strategic Enrollment Management Plan is introduced to campus.

### **Goal 3: Offer regular calendar of professional development events for EM staff**

Plans to build on the success of the August 2021 virtual half-day professional development session for EM staff by instituting a regular calendar of divisional professional development events continued to progress. Enrollment Management conducted a successful in-person divisional retreat in May 2022 and developed a schedule for future professional development meetings. Two division-wide, half-day retreats will be offered annually and one EM leadership retreat. The Director of Organizational Development & Training in HRDI will facilitate managerial professional development sessions throughout the spring and fall of 2023.

**Goal 4: Repatriate ancestral remains**

Anthropology faculty are working with Bonney Hartley, the tribal historic preservation manager for the Stockbridge-Munsee Mohican Nation, to repatriate the human remains in Anthropology. Ken Nystrom, chair, has been assured that the remains will be repatriated within a year or two.

**Goal 5: Support Learning Management System/Digital Learning Environment transition**

Considerable work has occurred on the Learning Management System/Digital Learning Environment transition, messaging, training, etc. Migration and training are underway. The peer mentor program will support the Desire to Learn Brightspace (D2L Brightspace) transition.

**Goal 6: Collaborate with purchasing and the Provost's office to minimize and remove barriers to building the Sojourner Truth Library's collection**

The Sojourner Truth Library Dean's Office and its Acquisitions Department advocated for and helped to develop parameters for an agreement that removed barriers to individual book purchases. Effective February 2022, the requirement to obtain prior approval for materials under \$500 was removed. With the enhancement of system-wide library content, the procurement process on campuses has been streamlined. Ten database subscriptions were transferred to the SUNY-wide procurement process. (Also SPEI I)

**Goal 7: Monitor the campus's compliance with accreditation relevant requirements and regulations**

*Notification provided to MSCHE:* Associate Provost Garrick Duhaney, the College's Accreditation Liaison Officer (ALO), served as the primary contact with MSCHE staff and as a resource to the College on MSCHE accreditation-related issues. As required, the ALO notified MSCHE about new online programs such as the Bachelor of General Studies (BGS) and the MEd Visual Arts Education program.

The BGS is a flexible degree-completion program for individuals who have earned at least 60 college credits. Designed for those whose original path to graduation was interrupted or redirected, this online interdisciplinary BA program provides an opportunity to resume college while also maximizing previous academic experience and credits earned. By exploring a few areas of inquiry, BGS students build on their existing knowledge and expand their understanding in subjects of special interest. Students engage in a capstone experience through which they link their interdisciplinary studies with intellectual, career, and life interests and goals.

The MEd Visual Arts Education program is designed for art teachers with initial certification in Visual Arts (PreK-12) and leads to professional certification in New York State. The MEd may also serve as the basis for continuing studies in art education at the doctoral level. The 30-credit program, delivered fully

online, includes courses in art education, art studio, and art history or theory and culminates in a thesis project that aligns with accepted standards of scholarship.

*Permission granted to MSCHE:* Acting on behalf of MSCHE, Vice President Sean McKittrick, who also is our MSCHE liaison, sought and was granted permission to use information from our 2020-21 self-study in MSCHE-sponsored events. In the first instance, we gave MSCHE permission to use screen shots from our self-study report in Commission training. In the second request, we gave MSCHE permission to use our self-study report and evidence inventory as training tools for MSCHE members and peer evaluators. Our materials were described as “good examples” and “worthy of emulation.” We are honored to have been asked to use our materials in this way.

*Service rendered to MSCHE:* Associate Provost Garrick Duhaney served on a Self-Study and Virtual Site Visit team to Bowie State University in MD, November 7-10, 2021. At MSCHE’s invitation, Garrick Duhaney served as team Vice Chair for the visit. The vice chair is an experienced peer evaluator who has given excellent prior service as a Middle States peer evaluator. Fall 2021 was the year the role was created.

### **Goal 8: Drop GRE entry requirement for admission to education programs**

The Graduate Record Examination (GRE) requirement for education programs was dropped statewide. Our MS Communication Disorders, MS Psychological Science, and MS Clinical Mental Health Counseling programs also dropped their GRE requirements.

### **Goal 9: Support the Center for International Programs**

The Associate Provost for Strategic Planning & Assessment now directs the Center for International Programs (CIP), meeting weekly with Beth Vargas, CIP’s Executive Director. CIP faces significant financial deficits, accumulated over many years, which members of the administration have discussed toward finding solutions that would not only rebuild CIP’s finances but also increase the Center’s effectiveness and efficiency. Discussions about CIP are ongoing and will now include President Wheeler.

At a CIP-hosted luncheon on Wednesday, May 11, 2022, Garrick Duhaney met with visitors from Japan’s Kanda University and offered welcome and remarks. Kanda University’s last visit to New Paltz was in October 2019 when an agreement was signed to exchange students and to enroll visiting students from the Kanda University of International Studies Department of Global Liberal Arts at New Paltz. Although we remained committed to global education and a broader understanding of the world, since we signed the agreement, we have faced many challenges, chief among them restrictions on travel imposed by COVID. With positive changes on the horizon, we look forward to welcoming students from Kanda University to New Paltz in the coming semesters.

### **Goal 10: Continue to integrate the Digital Arts, Sciences, and Humanities laboratory, Faculty Development Center, and Office of Instructional Technology**

Associate Provost Mills led efforts to integrate the activities of the Digital Arts, Sciences, and Humanities (DASH) laboratory, Faculty Development Center (FDC), and Office of Instructional Technology (OIT). A report and recommendations from Mills to rebrand DASH as Digital Scholarship, and to house it in the library under the leadership of Jennifer Rutner, was accepted by Interim Provost Lyman.

### **Goal 11: Convert to new database in Development & Alumni Relations**

Development & Alumni Relations completed a fifteen month-long database conversion and is now “live” in the new database. The offices now use the new software, Raiser’s Edge (also known as “RE” or the web-view version known as “RE-NXT”), as the database of record. A full reporting solution (for data now housed in RE) is being implemented with additional resources from Blackbaud and the aid of multiple colleagues in Information Technology Services (ITS) on campus. Restoring full capacity is the highest priority for the next phase of implementation.

Development & Alumni Relations staff members are committed to training in and learning the new system so that they can fully realize the software and maximize their investment in the various products, eventually extending training and access to select campus partners.

### **Goal 12: Launch digital payroll deduction form and donor and event registration platform**

iDonate, a new donation and event registration platform was rolled out. iDonate has been used successfully for events such as Distinguished Speaker Series (DSS), Shep Golf Tournament, the retired faculty luncheon, and 40 under Forty. Notably, with this tool, Development & Alumni Relations initiated a month-long Athletics team competition, raising over \$53,000 in a matter of weeks.

### **Goal 13: Audit Samuel Dorsky Museum of Art inventory**

Development & Alumni Relation’s finance team initiated an extensive Samuel Dorsky Museum of Art inventory project, conducting an audit to document each item, donor, value, and year of donation for the over 4,000 works of art in the collection. Over 620 pieces of art have been matched and reconciled thus far, valued at \$2.1 million.

### **Goal 14: Establish a new e-procurement solution for the campus**

We are collaborating with SUNY System Administration to implement Jaggaer, an e-procurement contract management and sourcing solution that could become an e-payment solution. We are scheduled to participate in the second wave of onboarding (4-5 campuses are being on-boarded at a time).

Benefits of this implementation include:

- Reducing time spent processing transactions
- Securing significant savings
- Dedicating more time to strategic sourcing of large-scale purchases
- Automating price comparisons
- Automating the entire contracting process
- Interfacing with SUNY systems so transactions only have to be entered into one system

Consideration is being given to participating in Jaggaer as part of a hub implementation with SUNY Purchase, Old Westbury, and Stony Brook, with Stony Brook as the lead campus. This type of shared service, which would be articulated within an inter-campus MOU, would give us the benefit of Stony Brook’s expertise with Jaggaer and experienced procurement professionals.

The Jaggaer project on campus began on July 19, 2022 and will conclude in approximately 12-16 weeks. Implementation leads have been identified and notified and test instances will be created. ITS has volunteered to test the product from a “user” perspective. We do not believe the hub implementation is viable at this time but can be reassessed in the future.

**Goal 15: Establish an e-signature environment**

Efforts to establish an e-signature environment leveraging Adobe Sign continued, as did work to implement e-signature workflows for employment onboarding and travel and expense vouchers. Although procurement activities are on hold, pending launch of the Jaegger platform, the contract with Adobe is moving forward through ITS. We executed Participating Institution Agreement (PIA) for Adobe Sign. Approximately 2,000 electronic documents have been distributed using PIA for Adobe Sign this solution over the past year, but we seek greater adoption.

**Goal 16: Support restructuring of print services in alignment with SUNY print initiative**

New Paltz is participating in a Managed Print Initiative aimed at reducing the overall cost of printing within SUNY and the number of printers and volume of printing at New Paltz. Communication continued to message the campus about the need to centralize print services for departmental printing needs. Printing restrictions have been instituted in all areas, but some issues exist with exams in academic areas, which require flexibility. In fall 2022, Design Services will provide templates for those on campus requesting printed flyers, posters, and business cards to free up more time for digital design work.

As soon as contractual issues at the System level are resolved, the print initiative will begin in earnest. Project team members have been identified, information has been submitted to SUNY, and we are scheduled to begin implementation by October 2022. In the meanwhile, SUNY issued a new contract that provides three printer options from which to purchase a new one. For now, we are not allowing new printer purchases except for “programmatic/classroom” purposes.

**Goal 17: Implement a replacement solution for Knowmia**

We replaced the Knowmia content management application, whose contract ended January 31, 2022, with Panopto in early December 2021. Now fully operational. Panopto enables faculty to create and edit online content for courses. The Ensemble legacy streaming media platform was fully terminated in June 2022; an archive of this content has been preserved.

**Goal 18: Roll out Respondus**

We rolled out Respondus LockDown browser and monitor to faculty and students. An academic integrity program to deter cheating, Respondus LockDown has been integrated into our new Brightspace Digital Learning Environment (DLE) and will be available in fall 2022.

**Goal 19: Replace campus firewall**

We continue efforts to secure institutional data from destructive forces and unwanted actions of unauthorized users, such as a cyberattack or a data breach. We replaced the campus firewall with a next generation firewall that provides more robust security and management capability on January 12, 2022.

The campus router needs replacement and new equipment has been ordered. Replacement is scheduled for winter 2023.

#### **Goal 20: Establish a centralized PC replacement process**

We established a centralized PC replacement process to better manage/normalize replacement lifecycles of technology equipment, improve staff mobility, and achieve more savings. A centralized account was created and seeded to facilitate bulk purchase of computers at a lower price point. Desktop Support drafted a process to track and identify computers to target for replacement based on the age of the device. Since an Apple computer is typically 50-100% more costly than a Windows computer, departments requesting Mac computers will be required to pay the difference in cost. Since this system was introduced, 145 Windows laptops and 39 Windows desktops have been replaced and 7 Apple laptops and 20 Apple desktops have been subsidized.

#### **Goal 21: Implement campus Information Technology Master Plan**

We funded an Information Technology (IT) Master Plan study to identify areas where we could improve our efficiency and services. The IT Master Plan final report, completed September 17, 2021, included recommendations such as upgrading telecommuting rooms, expanding the utility access hole/duct bank system, installing additional redundant fiber backbone, upgrading wireless locksets, relocating select telecommuting rooms, and relocating all building management devices to a separate network for security purposes. Recommendations will be implemented in this order:

- Items that can save the campus money/resources
- Items that will improve the campus experience and learning environment for students
- Deficiencies in IT's infrastructure that affect reliability and connectivity

#### **Goal 22: Redesign the Information Technology System Service Desk**

Information Technology Services redesigned the ITS Desk website to be more intuitive and informative. As part of the project, ITS surveyed faculty and staff in December 2020 to better understand how users utilize the ITS portal and how the site could be improved. Recommendations, developed from the survey results and from feedback from ITS staff who use the system, included the development of a prototype for a new portal and the eventual deployment of the new site in summer 2021. Incremental improvements have been ongoing.

A Technology Acquisition Process and Form was created to ensure all technologies operate effectively within the College's IT environment. This will ensure new technology purchases meet college and SUNY security standards and legal and regulatory requirements including accessibility, and establish clear expectations for the schedule of implementation, support, maintenance, network connectivity, and life cycle replacement.

#### **Goal 23: Transition the campus from the current Blackboard Learning Management solution to a Digital Learning Environment Solution**

The campus is transitioning from the Blackboard Learning Management solution to a Digital Learning Environment solution, D2L Brightspace, selected by SUNY System. We began planning and migration activities in January/February 2022 and will fully transition to D2L Brightspace in fall 2022. Students will be able to access the orientation to Brightspace on August 15, 2022, two weeks prior to the beginning of the fall semester. Integrations of other learning tools into Brightspace is ongoing and key tools such as WebEx, Teams, Respondus, Turnitin, Panopto, and publisher tools should be in place by fall 2022.

Faculty and students will lose access to Blackboard on August 21, 2022 and OIT administrators on December 22, 2022. OIT initiated an awareness campaign about this several months ago, disseminating information through emails, the *Daily Digest*, and information sessions.

Leading New Paltz's transition to D2L Brightspace are the following team principals:

Executive Sponsor: Shala Mills  
Campus Lead: Kate Bohan  
Academic Lead: Rich McElrath  
Technical Lead: Marcelo Bajana  
Communications Leaders: Matt Skillman and Andrew Bruso

#### **Goal 24: Revise faculty development modules for online or hybrid courses**

Faculty development for online and hybrid courses will be conducted as a four-part process going forward. To start, faculty will take two learning pathway courses on LinkedIn Learning: the Core DLE, which covers all the technical fundamentals of D2L Brightspace, and Core Pedagogy, which covers online teaching pedagogy. These two courses must be taken to obtain provisional certification for online/hybrid teaching. Those seeking full certification will also take a course in accessibility and a course in a particular modality. The faculty will earn a digital badge and a certificate after completing all of these components.

#### **Goal 25: Increase full- and part-time employees' paper stub opt-out rates**

We continued to work toward increasing the full- and part-time employees' paper pay stub opt-out rates. As of payroll 17, 53% of regular employees and 40% of part-time employees had opted out of receiving paper pay stubs. We have not met our goal of 100% and 50% paper pay stub opt out rates for full- and part-time employees, respectively; therefore, we will continue our efforts to attain this goal.

#### **Goal 26: Expand campus equipment monitoring during off-shift hours**

Expansion of the Central Heating Plant's (CHP's) capacity to monitor campus equipment during off-shift hours to provide better heating, cooling, and hot water conditions to the campus continued. We set up two new logs – one for winter and one for summer – in the CHP for daily monitoring by the Plant Utilities Engineer. To measure goal attainment, we will compare written logs and crosscheck the information against Building Management Systems database graphs. Ordered and already onsite are two control room computers and monitors that our ITS department is configuring. New logs have been formatted and completed. We will begin to implement the additional monitoring and training after installing the new computers and filling the two CHP Plant Utility Engineer positions.

### **Goal 27: Initiate pilot program to evaluate textbook vendor’s universal buying program**

We have initiated a pilot with Follett’s universal buying program; which, if successful, could lead to substantial savings for students. We will be piloting a few courses for the School of Business in fall 2022. Our business offices and Follett are developing a communication plan to advertise this initiative. Upon completion of the pilot program, we assess and expand it, if it is successful.

### **Goal 28: Launch ArcGIS mapping and analytics software**

The Office of Emergency Management (OEM) has launched a multi-semester project with ArcGIS, a mapping and analytics software. If successful, the project will allow many campus assets to be identified and updated. The application will be for use in campus emergency, facilities, and ITS’s routine maintenance endeavors. The project is being led by Matthew Alfultis, Assistant Director of OEM.

Achievements:

- Floor plans: We have added and georeferenced the AutoCAD files for almost all buildings on campus. Georeferencing a plan involves aligning the floor layer with its geographic coordinates; essentially placing the building where it is supposed to be on the map. The only three buildings not in the system are Old Main, Sojourner Truth Library, and the Student Union Building. When we receive the AutoCAD files from Design & Construction (D&C), the three buildings will be added to the system and the dashboard will be “functional” as we finish the project.
- Room assignments: We added room information on all available floor plans except for 10 buildings. Of the 10, eight have not been started and two are partially complete.
- Assets: For our “points” layer, we are currently focusing on getting the fire alarm system and our life safety assets added to the dashboard first. We have added every fire extinguisher, fire hydrant, and Automated External Defibrillator to the platform. We will add the fire alarm system components when annual testing ends in mid-August.
- The data entries and dashboard will be discussed and reviewed various stakeholders in fall 2022.

### **Goal 29: Seek grants to support sustainability Funding**

- NYSERDA awarded New Paltz approximately \$230,000 to support a SUNY Construction Fund-led Clean Energy Master Plan. Sought-after consultant Ramboll began this planning effort in the spring of 2022.
- Free Services: ICF International, a clean energy consultant contracted by Central Hudson, conducted a campus fleet vehicle assessment for Facilities Management to support the transition to electric vehicles. Central Hudson paid for this study, and it was performed at no cost to New Paltz.

### **Goal 30: Implement a new more holistic and integrated communication effort with parents, guardians, and family members**

Office of Communication & Marketing, Student Affairs, EM, and Development/Alumni Relations are collaborating on the use of a new more holistic and integrated communication effort with parents, guardians, and family members. They introduced a working group on Friday, January 9, 2021, that began

exploring better integration with Emma email marketing to create a message calendar for key communications from each unit, while also exploring the use of Slate for future messaging beyond spring 2022.

The Cabinet approved repurposing of an Administrative Assistant 1 vacancy savings to hire a Customer Relationship Management (CRM) Communication Coordinator to use Slate to message current students and parents more effectively with data-driven targeted campaigns, starting with Enrollment Management offices. The new staffer began working in July 2022.

## **SPEI VII: STRENGTHEN REGIONAL AND COMMUNITY ENGAGEMENT**

### **Goal 11: Support regional and community activities (president)**

President Christian participated in several regional and community events, including:

- Until September 2021, he served on the Mohonk Preserve Board of Directors. At the December 2021 meeting, the Board honored President Christian with a Board resolution awarding emeritus director status.
- He spoke about New Paltz standing and progress during his presidency at the Dutchess County Regional Chamber of Commerce (November 2021) and Ulster County Regional Chamber (December 2021) breakfasts.
- He hosted Dr. Peter Jordan on his visit to New Paltz. Dr. Jordan is the new Dutchess Community College president.
- He joined the presidents of Vassar College, Marist College, Dutchess Community College, and the Culinary Institute of America at a dinner whose focus was on advancing regional higher education opportunities.
- As a long-time consultant with Mohonk Consultations, he joined the December 2021 board meeting to advise members on planning, including ways to expand collaboration with New Paltz and our students.
- He continued to chair the Mid-Hudson Regional Economic Development Council (MHREDC), including leading meetings and guiding processes, reviewing proposals and proposal presentations, and selecting projects to recommend for funding. Among the State's 10 regions, the Mid-Hudson received the second highest number of awards and dollar amounts in that round of funding. With the latest round of awards, the region has for the first time exceeded annual award of \$100 million in state funding. President Christian also spoke at ribbon-cutting events for projects funded through the MHREDC.

### **Goal 2: Conduct presidential transition activities**

Several staff, predominantly staff in Development & Alumni Relations and OCM, actively participated in the presidential transition process, helping to organize a series of farewell events for President Christian with donors, alumni, and others. Planning activities to welcome our new president is underway. Shelly Wright, VP for Communication & Chief of Staff, served as Campus Liaison to the presidential search.

### **Goal 3: Return to in-person Convocation and Commencement ceremonies**

The New Paltz 2021-22 academic year kicked off with a return of our traditional in-person Convocation Ceremony, welcoming nearly 1,300 incoming and transfer students. Convocation had an element of normalcy despite the required masking and reduced faculty marchers because of lingering COVID concerns. Both the Convocation Ceremony and barbecue that followed were successful.

The year concluded with three in-person fully traditional Commencement Ceremonies (for the first time in three years), all out-of-doors. We launched online ticketing, saving paper and streaming processes. Honorary Doctorate recipients Edward Carroll '85 and Everton Henriques '78 were selected for their exceptional career histories as well as their service to the College as alumni, donors, and Foundation Board and Committee service.

#### **Goal 4: Host President's Roundtable events**

Four President's Roundtable events were held, some in-person and others remotely. Featured participants were Damali Peterman, Fitzarnaz Drummond '06, Ernest Gomez '76, and Leslie Gordon '93. These events remain popular with students for whom it is an honor to be selected to attend.

#### **Goal 5: Hold fall 2021 Distinguished Speaker Series**

Dr. Darnisa Amante-Jackson, Racial Equity Strategist and Educator, spoke to nearly 300 participants during the fall 2021 Distinguished Speaker Series (DSS). The DSS virtual sponsorship package/corporate visibility package was broadened to reach alumni across the nation and regionally. As a result, the fall 2021 DSS raised \$9,000 in new sponsorship revenue, including a new Presenting Sponsor (Liberty Coca Cola).

Michael Dorf, founder and CEO of City Winery, was our spring 2022 DSS speaker. One hundred individuals attended for a wine tasting and the lecture, and another 40 joined remotely. This year we collected \$3,050 in voluntary donations (DSS was offered as a "suggested donation" event, a change from prior years when a modest ticket price was charged).

#### **Goal 6: Hold Women's Leadership Summit**

The seventh annual Women's Leadership Summit took place in person, with 23 alumnae/thought leaders attending. Notable recruits include two heads of Diversity, Equity, and Inclusion; a JP Morgan executive, an established singer/songwriter (who offered to bring her band), CEOs, and other successful women at various stages of their careers. Journalist Jenna Flanagan delivered the keynote speech.

#### **Goal 7: Host "Shep" golf tournament**

Our annual "Shep" golf tournament took place June 13, 2022 at the Powelton Club in Newburgh. Funds raised support students and programs at the College.

#### **Goal 8: Honor women of distinction in business**

Vice President and Foundation Executive Director Erica Marks was recognized as one of ten 2021 Hudson Valley Women in Business honorees by the Hudson Valley Magazine.

### **Goal 9: Build reputation as the business hub of the mid-Hudson Valley**

The SoB continued to offer programs of value to the Hudson Valley entrepreneurial ecosystem. In addition to the Hudson Valley Venture Hub and Hudson Valley Mentors, it added the Hudson Valley angels program for investor education. The Hudson Valley Venture Hub is a SoB strategic community engagement initiative. Its mission is to be a highly valued resource hub for the Hudson Valley, and its vision is that the Hudson Valley becomes a recognized, vibrant entrepreneurial community that attracts and retains fundable, high-growth ventures that generate jobs and other economic and community benefits for the region. Similarly, the Hudson Valley Mentors program matches business owners to seasoned professionals who provide insight on solving obstacles or reaching milestones. In June 2022, Hudson Valley Mentors collaborated with Hudson Valley Women in Business to present a networking event on campus, bringing together entrepreneurs, students, and working professionals. The SoB is pursuing grants and private funding to stabilize Venture Hub operations. Planning has commenced to develop a student incubator course.

### **Goal 10: Assist Anthropology to establish 2022 Field School**

Liberal Arts & Sciences is creating MOUs for local partners in Kingston to move ahead on a summer 2022 field school. The Office of Development secured a generous scholarship from NoVo Foundation (Jennifer and Peter Buffet, Founders) to support underrepresented students in the field school. A steering committee, co-chaired by Interim Provost Lyman and Dean Laura Barrett, will ensure that we are moving forward with a successful partnership. (Also SPEI I)

## **SECTION II: AY 2022-23 STRATEGIC PLAN GOALS BY DIVISION**

### **ACADEMIC AFFAIRS**

#### **SPEI 1: NURTURE INNOVATION AND THE LEARNING ENVIRONMENT**

1. Support plans to search for and hire a new provost/vice president for academic affairs
2. Complete all elements and implement the new SUNY GE Framework for fall 2023 matriculants
3. Continue to lay the groundwork for an academic master plan that will be finalized by the new provost
  - Support implementation of the recommendations from the Strategic Planning & Assessment Council (SPAC) RAPID<sup>3</sup> (Re-envisioning Academic Program (Internal) Development, Design, and Delivery) subcommittee
  - Grow enrollments with specific emphasis on recruiting and retaining BIPOC students
  - Expand online programming, especially at the graduate level
  - Launch innovative marketing campaigns for academic programs
4. Search for new dean of the Sojourner Truth Library
5. Fortify the School of Education (SoE)
  - Investigate organizational structures that support the work of the SoE and faculty in terms of administrative efficiency, departmental/program collaboration, field placements, and academic rigor
  - Expand and formalize partnership programs with districts, specifically in high-needs districts, in order to address key concerns at all levels (e.g., teacher shortages, pathways to certification, professional development needs, etc.)
  - Enhance capacity of the SoE through strategic hiring and program development
6. Continue to build the SoB's reputation as a business resource hub of the Mid-Hudson Valley

#### **SPEI II: ESTABLISH AN ENGAGED LIVING AND LEARNING COMMUNITY**

1. Promote diversity initiatives
  - Hire and retain faculty, including faculty of color, who bring diversity to the campus
  - Continue to rebuild Black Studies
  - Use PRODiG funds to incentivize curriculum revisions and for recruiting and mentoring faculty
  - Use NoVo Foundation funding to recruit students of color to the Kingston field school

#### **SPEI VI: IMPROVE INTERNAL PROCESSES AND ADDRESS INSTITUTIONAL CAPACITY**

1. Continue to refine the Academic Affairs budget reduction plan to achieve the five percent target of \$2.3 M on the \$41 M Academic Affairs budget, while maintaining student and institutional success

2. Advance all discipline specific accreditation and standard academic program reviews to meet established AY 2022-23 timelines
3. Ensure broad-based institutional compliance with MSCHE standards, policies, and procedures as well as emerging and evolving accreditation issues
  - Begin preliminary planning for next MSCHE mid-point peer review and self-study/accreditation-related visits by Commission staff and peer evaluators
  - Implement appropriate assessments to measure student achievement and to improve the academic endeavors of the College, as part of continuous improvement
  - Coordinate the publication of program learning outcomes in the online catalog for all registered programs
4. Revisit the mission and goals, and redesign the role and scope of the Benjamin Center
5. Reorganize and strengthen the Center for International Programs

## ADMINISTRATION AND FINANCE

### SPEI VI: IMPROVE INTERNAL PROCESSES AND ADDRESS INSTITUTIONAL CAPACITY

#### Accounting Services

1. Implement the Bank Mobile solution to address student outstanding checks
  - Discuss concerns about the student outstanding check process
  - Strategize solutions
  - Implement the Bank Mobile solution and conclude testing for a student “go live” date of fall 2022
  - Assess implementation of goal - increase direct deposit of student refunds from approximately 50% to 80-90%

#### Facilities Operations

1. Restructure some vacant positions to focus on customer service reporting
  - Evaluate productivity and make improvements both internally and for the campus community
  - Develop and deploy surveys that touch on interaction with staff, satisfaction with work completed, etc.
2. Modernize utilities department to meet the needs of the contemporary era
  - Understand the complex systems that are installed in new and renovated buildings on campus
  - Create an instrumentation and controls shop to perform this function
3. Develop Campus Energy Master Plan
  - Continue to serve on the Sustainability Carbon Neutrality team
  - Continue to work on the Campus Energy Master Plan with Design and Construction and the Sustainability department
4. Pursue sustainability goals that achieve energy savings
  - Obtain 10 additional electric vehicles by 2025 to meet NYS mandates
  - Move the Energy Manager into Facilities Operations
  - Achieve energy savings on campus
5. Move Key Request system to an online form

#### Institutional Research

1. Increase the availability, understanding, and use of reports and actionable data
  - Use data to inform planning and to support the campus’ commitment to student retention, student success, and high levels of student engagement
  - Develop a more robust set of reports from Tableau for use by campus administrators

## COMMUNICATION AND MARKETING

### SPEI V: MARKET NEW PALTZ INTERNALLY AND EXTERNALLY

1. Execute Presidential Onboarding 30-60-90-120-180 Planning, including inauguration planning for spring 2023 installation (Tentatively Week of April 17)
2. Actively move from constant crisis management during COVID to a more strategic and purposeful approach to our communication efforts
3. Continue expansion of support for admission/recruiting communications and Enrollment Marketing Division targeted communication campaigns using our Slate CRM
  - Continue transition of some print materials to digital and leverage new social channels, SEO, and search engine marketing (SEM) to bolster undergraduate, graduate, and special session enrollments and to boost revenues
  - Continue leveraging Slate and Razor's Edge to communicate with and engage parents, guardians, and family members through a holistic and integrated communication effort in collaboration with Enrollment Management, Student Affairs, and Development/Alumni Relations
  - Continue developing a Student Journey Map in collaboration with Admissions. A Student Journey Map tells you where you are engaging prospects well, and at what point you are losing them to competitors. It facilitates effective lead generation, conversion, and sustained student loyalty.
4. Bolster video skills, equipment, and staffing to meet 21<sup>st</sup> century video needs in our recruitment marketing and organic communication, especially leveraging the new president through video
  - Craft a Video Style Guide to ensure brand discipline
  - Assemble a video work group of vendors and in-house talent to build content
5. Contribute to the successful management of COVID through communication
6. Redesign and refresh the campus' website
  - Refresh Development & Alumni Relations pages (Dependent on hiring to fill staffing vacancies in Development & Alumni Relations)
  - Refresh Alumni pages
  - Refresh Campus Website (homepage/internal page structures to meet trends in most effective web communication (Spring/Summer 2023)  
Awaiting outcomes of SEO audit of website to inform this refresh

### SPEI II: ESTABLISH AN ENGAGED LIVING AND LEARNING COMMUNITY

1. Continue to support the DEI Council, HRDI, and the President and President's Cabinet in pursuing inclusive excellence and becoming an anti-racist institution

**SPEI VI: IMPROVE INTERNAL PROCESSES AND ADDRESS INSTITUTIONAL CAPACITY**

1. Support restructuring of print services in alignment with SUNY print initiative
2. Integrate our budget advocacy with SUNY's budget advocacy strategy

## DEVELOPMENT AND ALUMNI RELATIONS Fiscal Year 2023 (i.e., July 1, 2022 – June 30, 2023)

### SPEI III: STRENGTHEN PHILANTHROPIC RELATIONSHIPS AND SUCCESS

#### 1. Participate in all aspects of the presidential transition process

Celebrate incoming President Darrell P. Wheeler:

- Hold upscale cultivation events to meet the new president: Rubin Museum on September 21, 2022; other events as possible
- Use President's Round Tables, Distinguished Speaker Series dinners, and other high-level opportunities strategically, configuring for virtual world as needed
- Plan major donor meetings in New Paltz, NYC, and key cities such as Washington, DC, and Boca Raton in coordination with Alumni Relations
- Identify and bring together a group of major supporters to offer President Wheeler and Vice President Marks their thoughts on how best to elevate philanthropy at New Paltz

#### 3. Be a campus leader and model anti-racism in the work and communications of the department, with alumni, donors, prospects, and friends of the College

- Identify alumni and leaders in the BIPOC community, as well as young (future) alumni leaders and cultivate these individuals purposefully through panels, visits, and speaking engagements
- Invite BIPOC individuals to join the New Paltz Foundation Board, Samuel Dorsky Museum of Art Advisory Board, and other leadership groups after engagement with campus
- Engage with staff and hiring committees to promote and foster bias-free hiring practices
- Build staff awareness of and encourage participation in anti-racism educational panels and discussions to build and broaden understanding among all staff

#### 4. Initiate planning process for the next campaign, which will lead to New Paltz's bicentennial in 2028; determine steps to move Development & Alumni Relations to the next level in order to best support student completion and community needs

- Prepare RFP to solicit campaign consultants
- Work with Foundation Board leadership to select a campaign consultant
- Prepare, plan, and start feasibility study for new campaign
- Continue to engage with key donors and prospects, and especially consider those who might transition to Foundation Board or next Campaign Cabinet service
- Identify University Fellows (working title) among faculty and administration to serve as Development & Alumni Relations partners and model "big picture" thinking, thus helping to further build a culture of philanthropy at New Paltz; convene this group on a regular basis; invite to donor and Board events
- With campus partners (VPs, deans/faculty/chairs), and philanthropic counsel, start to define goal(s), theme(s), prospects, leadership, systems, staffing, et al.

#### 5. Raise \$3.0 million or more in FY23

- Evaluate goal quarterly based on current circumstances (COVID, etc.)
- Meet Fund for New Paltz (FFNP)/unrestricted cash goal of \$550K as a subset of this goal
- Increase the voluntary student fee/donation to \$20 from \$12 per student, to further support programs funded by the Foundation

- Continue with *Providing Opportunity* branding to raise annual and endowed scholarships (with a goal of \$1 million or more) including opportunities to support underrepresented students
  - Identify new scholarship prospects through meetings with deans, faculty members, and current and retired campus leaders
5. Deepen relationships with current donors and major gift prospects
    - Cultivate prospects for high-level volunteer roles, including service on Foundation Board and advisory boards (Dorsky and others), speaking opportunities, and hosting of signature events
    - Deepen connections to current and future supporters by involving them in campus life/virtual world, drawing on their professional experience and interests
    - Continue to increase in-person meetings and travel, as much as possible, focusing on the tri-state area and New York City
    - Work with Board directors to host meetings and events locally
  6. Actively engage donors to include New Paltz in their estate plans
    - Follow FreeWill marketing plans and guidance on increasing planned gifts with both mailings and emails to constituents
    - Increase Tower Society membership by 10% (to 157 from 143 living members)
    - Host Tower Society stewardship event(s) once or twice during the year
    - Integrate Tower Society legacy planning conversations into prospect meetings
    - Continue to stress Board director leadership in planned giving, with a goal of 25% participation in Tower Society by fiscal year end
  7. Support and help ensure the success of departments and programs, especially those with milestone celebrations
    - Include Development staff in the planning and support of major activities, such as gala-style events (The Dorsky) and other events
    - Prepare for Honors 25<sup>th</sup> anniversary and 50<sup>th</sup> anniversary of Humanistic Multicultural Education (Social Justice Education) program in the next year
  8. Work strategically with OCM on all communications, webpages, solicitation materials, and public relations efforts
    - Partner on strategically placed public relations efforts to highlight donor generosity and programs throughout the year
    - Update alumni and development webpages, refreshing all templates and content, including creation of Scholarships and Fund for New Paltz (FFNP) webpages
    - Develop and roll out a wordmark and identity for FFNP to integrate into web and print communications
    - Deploy prominently placed Give Button on New Paltz web template
  9. Increase the number of alumni who give/Demonstrate success in increased number and dollar value of alumni gifts in FY23 over prior year(s)
    - Increase number of alumni giving to 1,325 from 1,225 undergraduate alumni (equivalent of growth from a 2.25% participation rate to a 2.4% participation rate among 54,341 undergraduate alumni)
    - Increase dollar value of all alumni giving to \$760K from \$724K

- Utilize data, including tools in RE NXT (Raiser’s Edge (also known as “RE” or the web-view version known as “RE-NXT”), to identify trends and to further increase giving to the FFNP
  - Experiment with blended requests for funds (FFNP + Crisis Fund, for example)
  - Actively seek add-on gifts to the FFNP when donors give to other programs and scholarships; Make FFNP asks a part of every major gift conversation
  - Determine greatest donor constituencies to the FFNP; Expand solicitations to that group
10. Deepen the Foundation Board directors’ experience and commitment to campus life
- Engage directors in welcoming President Wheeler
    - Host dinner after the September Board meeting
  - Invite directors to join meetings, virtual or in-person, with donors, prospects, and alumni (participation can be active or that of an observer)
  - Engage select directors each year at President’s Roundtables
  - Include campus, student, and dean’s presentations at each Board meeting
  - Review committee goals and include active participation in campus activities
  - Look at the delivery of all board and committee meeting communications and interactions to determine the best modality
  - Encourage new Board directors to meet with "Board-buddies" to facilitate the onboarding process
  - Encourage greater attendance at campus signature events such as the Distinguished Speaker Series, commencement, scholarship reception, Women’s Leadership Summit, reunion, and golf tournament
11. Continue to seek major gift and foundation funding for signature initiatives: The Dorsky Museum; The Legislative Gazette (LG); Kressner Autism Spectrum Program; Student Psychological Resilience Project (SPRP); Scholars Mentorship Program (SMP); Dr. Betty Shabazz Endowment for the Development of BIPOC Educational Leaders; Crossing the Finish Line Fund; and scholarships
- Actively raise support for and promote the existence of the newly announced Shabazz Endowment
  - Bolster Kressner Autism endowment by publicly seeking funds for its support
  - Discern long-term potential of SPRP and consider building an endowed fund to support it in perpetuity
  - Continue to grow the Crossing the Finish Line Fund to reach \$1 million
  - Build Scholars’ Mentorship Program (SMP) expendable program fund and Dr. Margaret Wade Lewis Endowed Fund
12. Lead appeals for the FFNP; Scholarships; SMP; Legislative Gazette; and Athletics (Giving Week)
- Continue biannual (fall and spring) FFNP appeals
  - Lead a new, fall appeal to all alumni and friends for SMP, focusing on the legacy of Dr. Margaret Wade Lewis
  - Re-implement the Faculty-Staff appeal, promoting e-signup for payroll deduction gifts and emphasizing gifts to the FFNP and Scholarships
  - Initiate a targeted Legislative Gazette appeal (to LG and Journalism alumni) with goal of raising \$7,500 by December 15 in order to secure the matching grant
  - Continue a spring Scholarship appeal
  - Build on the success of Athletics Giving Week appeal (April/May) using peer-to-peer module

13. Continue to provide timely and accurate stewardship reports to scholarship and program donors as an integral part of an already-strong partnership
  - Spotlight student and donor stories that inspire giving, pushing out profiles via e-mail, print, and website
  - Provide information to the stewardship director more quickly, for timely endowment letter and endowment book distribution
  - Audit program fund impact reports and work collaboratively with finance and departments to create efficient processes
  - Continue to revise and improve reporting process for scholarships, program funds, endowments, tax letters, etc.
  
14. Engage the Campus and community to promote scholarships
  - Analyze data on scholarship recipients and retention
  - Continue to promote available Foundation scholarships to the campus community
  - Train more faculty partners with the goal of increasing the number of student applications
  - Publicize the continued success of scholarship awards (\$-totals and number of students) to the campus community and the public--highlighting the scholarship work of the Foundation in retention and student support
  - Provide information to the campus and greater community, especially donors and prospects, about specialty initiatives such as crisis funds
  
15. Determine outcome of Sojourner Truth sculpture
  - Communicate to donors and others regarding final arrangement for Sojourner truth sculpture, whether on campus or elsewhere

#### **SPEI IV: ENGAGE ALUMNI IN THE LIFE OF THE COLLEGE**

1. Participate in all aspects of the Presidential transition process
  - Prepare for the introduction of the new President to the alumni, volunteers, and the donor community worldwide through strategically planned meetings, events, and public forums
  
2. Be a leader and model anti-racism in the work and communications of the department with alumni, donors, prospects, and friends of the College
  - Continue to invite and include alumni in communications about campus forums and strategies to be an anti-racist campus
  - Develop alumni affinity groups that reflect the diversity of the Alumni Association
  - Ensure that stories featured in the Alumni Magazine and Connect reflect the diversity of our alumni population
  
3. Increase Alumni Council participation and solidify members' commitment to the mission of the Council
  - Work closely with the Alumni Council Executive Committee to increase the participation of Council members and all alumni of the College
  - Develop a broader method to identify and recruit new Council members in addition to current Council recommendations

- Focus on regular communication with members of the Council through bi-weekly or monthly updates from the director
  - Consider adding a permanent seat for an Academic and Professional Faculty member (preferably an alum)
4. Increase alumni participation in Reunion Weekend
- Create a robust Reunion Weekend schedule of activities consisting of awards ceremonies, theater performances, musical entertainment, planetarium shows, affinity gathering, sporting events, and other activities that will be attractive to our diverse, multi-generational alumni population
    - Restore Reunion attendance numbers to pre-COVID levels of 375-400 attendees
    - Restore Lantern Society inductees numbers to 40-45 participants through direct target marking to members of the Classes of 1970, 1971 and 1972 and forming a 50<sup>th</sup> Anniversary Planning Committee composed of members of these classes
    - Directly contact alumni members of various affinity groups, fraternities and sororities inviting them to host alumni gatherings and programs during the weekend, providing these groups with space on campus, contact information for food services, and any other support they may need to encourage their members to attend
    - Coordinate with the First World Alumni Network, Black Studies Department and other interested individuals, colleagues and student organizations to develop an Oral History event that will be attractive to a diverse population of the alumni association and student population
5. Develop and implement a robust and diverse calendar of alumni engagement events
- Explore events that will include ways to cultivate and reignite school pride, solicit new volunteers, educate alumni audiences on various popular topics, and provide information about alumni benefits
  - Use new database and data tools to focus efforts on areas with dense alumni and donor populations; determine where on Long Island and Westchester, for example, to hold events
  - Hold alumni gatherings in Washington, D.C.; Atlanta; Boca Raton; NYC; New Paltz; and Long Island, among other areas
  - Celebrate alumni and their families that have newly enrolled New Paltz students. This will take place at the Generations Pinning Ceremony on October 1, 2022
  - Determine ways to engage alumni affinity groups, create value propositions, and encourage them to invest more time and resources in the success and future of the College
6. Further the growth and use of the Orange and Blue Network
- Create a strategic plan for increasing participation in the network, building awareness and usefulness of the platform
  - Encourage affinity groups to utilize the network to stay connected with members within their groups and to share information with other alumni on the network
  - Market the Orange and Blue Network to faculty and staff, in addition to students and alumni
  - Share interesting stories in the Magazine and Connect about interactions between alumni and current students facilitated by using the network
  - Encourage alumni to utilize the Business Directory feature
  - Develop a plan with the Development Office to transfer data from the network to Raiser's Edge
  - Promote alumni and campus events on the network

7. Deepen working relationships with internal and external stakeholders to educate and activate them as partners in alumni relationship-building
  - Communicate regularly with campus and program leaders (such as Department Chairs, EOP, Career Resources Center, SMP, Athletics) to discuss and create opportunities and activities to increase alumni engagement
  - Identify and recommend alumni as speakers for signature events such as the Women's Leadership Summit and Distinguished Speaker Series
  - Explore ways to codify communications and outreach between departments and their alumni and provide them with tools and resources to do so
  - Explore the opportunities to address the faculty at full faculty meetings
  
8. Engage retired faculty and staff to solidify their ongoing commitment to the health and vitality of the College
  - Host luncheons in the fall and spring -- include guest speakers from the College community
  - Continue to send the Daily Digest and Monthly Connect to retired faculty and invite to all events (on/off campus) as appropriate
  - Regularly update the Retired Faculty Directory
  - Include upcoming retired faculty (spring 2023) to march with faculty and be recognized in the commencement program
  - Host a reception for those retiring to welcome them to the retired faculty
  - Work with the Provost to survey faculty about ways they would like to recognize their retiring colleagues
  
9. Collaborate with OCM to tell the New Paltz story and engage alumni through print and digital marketing
  - Launch and conclude successful search for Alumni Engagement Officer (new to the Alumni Relations office) [Primary responsibility of this position is to engage and inform alumni through our various social media outlets]
  - Meet regularly with the OCM liaison to identify stories for the Magazine and Connect that will interest a wide range of our diverse, multi-generational alumni population
  
10. Further define strategic planning in the area of alumni segmentation
  - Create and distribute an alumni survey to determine which of our current activities they like, what type of activities they would like us to develop, how (Magazine, Connect, Facebook, LinkedIn, etc.) they receive information
  - Include generational specific questions within survey; distribute through multiple mediums to achieve the standard alumni response rate of 3% as indicated by the Office of Institutional Research
  - Design generational specific events based on the feedback received from the alumni survey

#### **SPEI VI: IMPROVE INTERNAL PROCESSES AND ADDRESS INSTITUTIONAL CAPACITY**

1. Increase efficiency in staff use of Blackbaud RE/NXT

- Involve all development and alumni relations staff in training and use of Blackbaud products, including new tools such as ResearchPoint and Target Analytics
  - Implement the use of exporting gift batches from Raisers Edge (RENXT) into Financial Edge (FENXT) to improve efficiency and accuracy
  - Learn how to create reports for RE/FE reconciliations
2. Within the structures of RE NXT, refine automated processes and increase efficiencies
    - Provide interim guidance and reporting to campus in absence of updated reporting protocols
    - Implement a replacement for scheduled reports to campus partners with a goal to create a more donor-centric process
    - Begin to work with and train campus partners in use of RE NXT
    - Add integration of Omatic's Importomatic for batch roll processes from Banner to RE NXT
    - Explore the integration of an API between Graduway (Orange & Blue Network) and Raiser's Edge to import alumni records
  3. Continue to evaluate internal structures as software is integrated
    - Focus on document and information storage to prioritize and confirm preferred platform (Microsoft Teams, G-drive, SharePoint, etc.)
    - Evaluate and build digital records on donor files (e.g., those in storage, fund agreements, communications) and identify a preferred platform
    - Evaluate use of Emma email solution and consider switching all alumni communications to RE NXT
  4. Continue training and cross-training of staff
    - Continue to cross-train administrative staff in job functions (non-specialized) as well as accounting tasks and processes
    - Cross-train accounting staff on yearly functions (i.e., endowment merge file; spendable income calculation; net asset reconciliation) to facilitate timely stewardship reports and endowment book preparation. Cross-train on calculation of scholarships, for timelier preparation of IRS Form 990
    - Review current procedures, update to ensure detailed instruction is holistic
  5. Become adept at using Blackbaud FE NXT
    - Over the next six months the accounting staff will continue to learn the efficiencies between FE NXT vs. database version
    - Set up functional expense schedule for audited statement, SUNY year-end reports and the IRS Form 990
    - Review current format of financial statements to see if account groupings can be used to pull in accounts versus frequent editing of financial statements upon creation of a new account
    - Determine functionality of how FE NXT might interface with Award Management scholarship software
  6. Document detailed inventory of Dorsky assets to tie back to Banner/RE and FE  
 [Over the past forty years, the SDMA has accumulated over 4,600 pieces of paintings, photos, sculptures, etc. These need to be individually reconciled to the summary entries made in the general ledger.](The Foundation has matched over 750 pieces to the ledger for fiscal years 2012 through 2022.)

- Move the Excel reconciliation file to SharePoint for access by both Museum and accounting staff, so new pieces donated or purchased can be added

## **SPEI VII: STRENGTHEN REGIONAL AND COMMUNITY ENGAGEMENT**

1. Be a community leader and model anti-racism in the work and communications of the department, with alumni, donors, prospects, and friends of the College
  - Evaluate speakers and “outward facing” events done by the department to ensure greatest diversity throughout the year
  - Be fearless in standing up for anti-racism perspectives and in communication to constituents
  - Continue to reflect diversity on event websites and marketing materials
  - Be further proactive in involving the LBGTQIA+ and BIPOC communities as potential speakers, honorees, mentors, and other roles within the life of the college; whenever possible, adhere to new SUNY-wide chosen name and pronoun policy
2. Develop plans for First Year Convocation 2022 and Commencement 2023
  - Ensure a positive Convocation experience for incoming first year students, transfers, faculty, staff, and volunteers; increase the number of student groups participating in the welcome procession (First World, C-STEP, SMP)
  - Increase the current average number of Commencement volunteers to 85 from 70; kickoff a fall recruitment campaign and partner with department leaders; evaluate event success and continue to make Commencement improvements through volunteer feedback
  - Ensure Commencement program is meticulously proofed and adheres to new standards of preferred name though Banner
  - Encourage more faculty attendance for both institutional events reverting to pre-pandemic levels (e.g., commencement Graduate – 60; undergraduate 120); whenever possible, involve provost, department chairs and/or deans to spread message; invite retired faculty; support campus sustainability measures by going paperless wherever possible
3. Engage community, increase visibility, and maintain revenue streams through a range of signature and special events
  - Maintain existing sponsors and strive to attract five new businesses for the annual Golf Tournament. Boost player attendance to 110-120 (from 90-95) and reach annual goals of \$60,000 to \$65,000
  - Review most dedicated Golf Tournament donors and explore opportunities to increase major gift sponsorship giving levels (to \$5,000 from \$2,500)
  - Implement 2022 golf committee feedback/player engagement ideas into 2023 planning
  - Continue to offer packages, through a hybrid Distinguished Speaker Series, which enhance sponsor visibility to nationwide alumni, local and regional communities, leverages average audience size to 300+ from 150 and secures two to four new sponsors
  - Involve key connections/donors/friends of the college to help us reach and secure diverse/prominent speakers, within the parameters of a reduced Distinguished Speaker Series budget
  - Heighten awareness of the Distinguished Speaker Series to attract more students
  - Work with OCM to revamp the Distinguished Speaker Series website

4. Sustain annual sponsorship giving levels in anticipation of economic downturn but continue to attract new businesses to existing portfolio
  - Generate early sponsorship/team interest in Golf Tournament by promoting in fall 2022 for year-end corporate budget planning; reconnect with local Chamber of Commerce to meet new prospects; attend alumni and other local events whenever possible
  - Generate leads by identifying sponsors of other local events and reconnect with lapsing organizations
  - Plan 10 - 15 personal/virtual meetings
  - Steward existing corporate sponsors by inviting to specific campus wide events

## ENROLLMENT MANAGEMENT

1. Achieve undergraduate, transfer, and graduate student recruitment targets
  - Undergraduate
    - Freshman: To achieve our aggressive undergraduate recruitment targets, we will likely need to recalibrate our admissions criteria. For the fall 2022 semester, we will enact, monitor, and adjust a recruitment strategy that enables us to enroll a robust cohort of 1320+ first-time freshmen while ensuring their preparedness for the rigors of a New Paltz education.
  - Transfer:
    - The spring 2022 goal is 350 and fall 2022 goal is 625.
    - Transfer Agreements: Building on the launch of an expanded transfer agreement with Dutchess Community College and the anticipated signing of a similar agreement with Orange Community College, we will expand our efforts to other area colleges, including those in Ulster and Westchester counties. The goal is to deepen our transfer pipelines and create stronger recruitment and communication plans for these prospective students given that the number of transfer students has been significantly depressed by the pandemic.
    - To promote stronger yield and streamlined enrollment processes, we will begin the practice of issuing a transfer credit evaluation to every admitted student. Currently, we only furnish this evaluation to those students who deposit. This will enable students to make their commitment sooner, have better information at the time of deposit, and facilitate earlier registration/decreased melt.
  - Graduate
    - Streamlining application process: We have rebuilt the graduate instance of Slate, which will launch on August 1, 2022. This new application will allow improved efficiency in application submission and completion.
    - We must also reduce the time-to-decision for all programs where we can. Rather than operating on a deadline-driven model as we do now, EM will work with GPIS and the academic units to convert all but those programs that are restricted by clinical requirements or their competitive nature to a rolling admissions model with a two-week turnaround time for decision notification from the point of application completion.
    - We will incorporate scholarships/assistantships into the application and acceptance processes in order to promote stronger yield.
2. Propose and implement a new model for summer course scheduling, marketing, and visiting student recruitment in order to:
  - Promote retention and timely graduation by increasing current student participation.
  - Build recruitment pipelines by engaging more visiting and non-matriculated student enrollment.
  - Identify marketable courses that should be taught during the summer and incentivize faculty to teach them.
3. Roll out the Strategic Enrollment Planning (SEM) plan. The process will begin in August 2022 and will follow this tentative timeline:
  - August— A subset of the full committee will meet to determine the core tenets and themes of the plan that will form the basis of the working groups. They will also identify types of data we will examine and integrate into the SEM Plan based on the

conversations we have been having and the emerging themes. We will generate a list of information and reports we deem essential to the creation and execution of the SEM Plan.

- The co-chairs and a core group of participants will gather and synthesize the data needed to inform the plan.
- Early fall – Presentation of data to full committee, charging working groups that will develop and recommend strategies to address larger themes
- Mid fall – Working groups meet and develop reports
- Late fall – SEM Plan is written and distributed to the full committee for their review, edits, and approval
- Winter 2023
  - Presentation to campus
  - Implementation phase begins

#### 4. Streamline the TAP process

As a retention strategy, we are beginning the process of streamlining and simplifying our TAP processes so that we can be more proactive in identifying students who are in danger of losing their TAP funding and put them back on a path to re-enrollment. This includes the realignment of some human resources, the development of a robust communication plan that is informed by data, creating intradepartmental policies and processes for oversight, and the development of training materials for staff and students. This process will be launched in fall 2022 and is expected to be iterative over the next several semesters.

#### 5. Further develop best practices in Student Accounts Receivable collections and communication:

- Create Accounts Receivable metrics against which the Office's productivity will be measured.
  - Year-over-year reporting on the dollar amount uncollected
  - Year-over-year reporting on the number of delinquent accounts
  - Number of accounts sent to external collection each year, expecting that as our internal collections strategy becomes more effective, this number will diminish
  - Implementation of a comprehensive communication plan to educate students and their influencers about billing practices, rules, deadlines, and opportunities
  - Onboarding of the Student Payment Coordinator and execution of the internal collections plan
  - Expanded use of external collections agencies through SUNY partnerships

#### 6. Leverage Slate for continuing student communications – development phase

- With the onboarding of the CRM Communication Coordinator in OCM, we will begin working with OCM to build out the continuing student instance of Slate. The goal is to create streamlined communications and processes in the CRM to improve the student experience, increase compliance with important processes and deadlines, and facilitate proactive interventions that support retention. This work will begin in fall 2022 and will be iterative thereafter. Offices in EM that will be involved initially in this project include Records & Registration, Student Financial Services, and Student Accounts. Other offices may be added over time.

## HUMAN RESOURCES, DIVERSITY, AND INCLUSION

### SPEI II: ESTABLISH AN ENGAGED LIVING AND LEARNING COMMUNITY

1. Manage COVID response and compliance
  - Make the COVID tracking form self-serve by providing a link to complete it
  - Track use of state time for quarantine and report to SUNY as mandated
2. Manage flexible work framework and, when appropriate, SUNY-wide telecommuting program
  - Develop and deploy a brief survey to understand experiences of participants in the telecommuting program
  - Use survey findings in support of improvements in communication, planning and feedback practices
3. Coordinate January Training and Development Days for year 4
  - Continue to solicit feedback and used it to improve format and content and to keep interest in a culture of growth mindset and skills development
4. Draft a model for Chair Training and Development
  - Work with Organizational Training and Development and Academic Affairs to develop this concept
  - Pilot a group in spring 2023
5. Continue the successful Manager's Toolkit Program
  - Continue to cultivate the bench of healthy leadership
  - Prepare divisions to invest in succession planning
6. Manage reorganization of work and succession planning for HRDI staff
  - Complete searches and onboard new hires
  - Guide the realignment of work to meet the changing needs of the College
  - Support leadership in strategic decisions and actions needed across other areas of the College
7. Work with President Wheeler to appoint colleagues to fill vacant seat on the DEI Council (5 seats vacated by attrition) and to establish a charge and path forward for the work of the DEI Council
8. Roll out campus climate survey following RFQ (July/August)
  - Consult with President Wheeler and Cabinet on communication plan and logistics of administrating the survey
9. Support the continued conversation with AAPI students regarding the inclusion of AAPI experience in campus culture and curriculum
  - Collaborate with HRDI, Student Affairs, and Academic Affairs (this emerges from a conversation with AAPI students in spring 2021 following a national increase in violence against AAPI communities). This work will continue with new leadership in Student Association and Residential Student Association.

10. Continue to manage and expand campus participation in PRODiG as well as other practices that help to expand diversity within the hiring and retention of faculty  
(This work will be done in collaboration with Academic Affairs leaders.)
11. Work on SUNY-level objectives as identified by the Chancellor's Task Force
  - VP of HRDI is serving on the search committee for the SUNY Chief Diversity Officer
  - VP of HRDI provides implicit bias training and consults on recruitment practices for several system-level searches underway

#### **SPEI VI: IMPROVE INTERNAL PROCESSES AND ADDRESS INSTITUTIONAL CAPACITY**

1. Launch HRDI software platforms for Training and Performance Management
2. Continue to make process improvements in the area of Classified Service (improving canvassing and application management through People Admin, search committee education and processes, adjunct contract management)
3. Resume infrastructure work for a more robust utilization of the People Admin recruitment platform
4. Support reorganization and strategic planning in other divisions
5. Support onboarding of new employees, staff development, and other personnel needs specific to planning and implementing reorganizations
6. Continue to work closely with Enrollment Management and Academic Affairs as partners in strategic planning

## STUDENT AFFAIRS

The Division of Student Affairs' goals have been informed by the NASPA (National Association of Student Personnel Administrators) "Charting the Future of Student Affairs" [report](#) which established the following priorities:

- Demonstrate the value of higher education and provide tailored supports
- Support students from an equity-minded lens (JEDI: Justice, Equity, Diversity and Inclusion)
- Prioritize career resources for students and professionals (cross-training)
- Balance responsibilities and reasonable work loads

The Division was also guided by EAB's 6 "What ifs"

- What if every incoming student knew you understood them as an individual with unique interests and goals?
- What if your students could complete administrative tasks quickly and easily-from anywhere?
- What if all your students felt welcome and connected from the moment they enrolled?
- What if your students could access the right learning experiences at the right time to accomplish their goals-throughout their careers?
- What if your students felt empowered to bring their whole selves to school?
- What if your graduates could find engaging work, and were equipped to easily navigate a dynamic job market?

The 2022-23 goals support the divisional [learning objectives](#) and are derived in part from Student Affairs departmental [summer reports](#).

## SPEI II: ESTABLISH AN ENGAGED LIVING AND LEARNING COMMUNITY

### 1. Strengthen Student Engagement and Belonging

Student engagement and belonging are imperative to student persistence and success. Regrettably, the pandemic interrupted our strong history of student engagement and leadership. Current seniors experienced one semester of pre-pandemic college normality. While we recovered many campus traditions and interactions last year, students did not participate at pre-pandemic levels and many reported not knowing about events or how to get involved. Students, who were mandated to wear masks at all times through mid-March, 2022, reported a lack of casual peer interactions on campus. Student leaders have lost a generation of peer knowledge, requiring more administrative support both in terms of information and encouragement.

Objectives to support this goal include:

- Provide earlier outreach and structured activities for incoming students to interact virtually around common interests
- Expand collaborative approach of the in-person, three-week EOP Bridge Program that was implemented in July, 2022
- Reimagine Welcome Week as a collaborative effort with more shared activity programming, including civic engagement, with heavy Orientation Leader/Residence Life shepherding to programming during and beyond

- Utilize expanded parent communication network to engage parents in meaningful ways
  - Use the restructured Director of Business Operations for Student Association position to provide more structured advising and outsourced financial tasks to CAS
  - Offer collaborative leadership development opportunities and information, especially through a new video series, through the Leadership Task Force
  - Create Hawks Experience committee, led by the Center for Student Engagement, to create collaborative programming
  - Continue Belonging Task Force focused on engaging at-risk populations
  - Provide focused recruiting and explore expansion of Living and Learning Communities
  - Increase engagement in recreation and wellness activities by underrepresented groups, particularly women in intramurals
  - Expand UPD outreach through collaborations with students, staff, and faculty
  - Examine long term housing plan; continue Awosting renovation and residential bathroom projects
  - Remodel Multi-Purpose Room/Student Union Building 3<sup>rd</sup> floor
  - Updates for athletic facilities: south turf field, pool, space for student-athlete informal social congregation
2. Provide tailored supports to minimize barriers to student success and enhance wellbeing through holistic development
- Invested SUNY designated mental health funds to increase and restructure Psychological Counseling Center staffing in line with recommendations from April, 2022 site visit
  - Created Coordinator of Wellbeing Initiatives and Outreach position to continue and expand substance prevention work supported by the OASAS grant that concluded in June 2022
  - Continue investment of mental health funds to support prevention and intervention programming through the campus-wide Holistic Hawks committee. Programming will continue to target at-risk populations and include student-led mental health fairs
  - Update Central Staff approach to proactive CARE model: Consult, Assess, Respond, Educate
  - Recruit, hire and onboard Directors of Student Conduct and Community Standards (name change) and Disability Resource Center
  - Provide training and implementation for restorative justice approach
  - Continue collaborative neurodiversity support from the transition to college through career
  - Expand recreational opportunities, particularly through 6-week sports training classes and outdoor pursuits such as Wednesday trips to locations such as Minnewaska State Park
  - Promote mental hygiene; empower students to see challenges as growth opportunities that unite them (Strength through Struggle)
  - Proactively address online bullying/scams
  - Leverage student employment opportunities to provide professional and personal growth opportunities and establish connections to the institution
3. Support students from a JEDI-minded lens (JEDI: Justice, Equity, Diversity, and Inclusion)
- Examine access and engagement by population (who participates in what; address inequities that restrict access such as a lack of driver's license and internship opportunities)
  - Implement JEDI assessment plans and use data to inform decisions
  - Respond to attrition trends for any identified populations

- Establish a thoughtful Multicultural Center on the SUB 3<sup>rd</sup> floor
  - Offer Stepping Into Diversity leadership training to full and diverse cohort of students
  - Support student-led JEDI initiatives
  - Collaborate on campus-wide antisemitism programming
  - Resurrect Beyond the Echo Chamber: Conversations that Matter programming
  - Establish new process for requesting housing accommodations
  - Offer in person and remote JEDI focused professional development
  - Continue Athletics partnership with RISE and other JEDI focused opportunities and increase diversity of intercollegiate teams
  - Implement UPD body cameras
  - Finalize “College Hacks” guide to provide budget-friendly strategies for students
4. Prepare students to successfully pursue their career and other post-college goals
- Celebrate the re-opening of the Humanities tunnel connection to the Lecture Center to draw a spotlight (or disco ball) on the Career Resource Center
  - Establish employer relations position
  - Secure space in and travel to New York City to provide expanded student professional networking opportunities
  - Continue and expand “Adulthood” committee (exploring a new name and adding student members) to offer information and programming that builds students’ competence and confidence for operating as independent agents as they transition into adulthood and beyond college
  - Maintain high level of students registered to vote and voter engagement
  - Collaborate with and promote campus-wide efforts focused on UN Sustainable Development Goals

### **SPEI III: STRENGTHEN PHILANTHROPIC RELATIONSHIPS AND SUCCESS**

1. Continue partnership with the Kressner Family Autism Spectrum Program Fund for neurodiversity support
2. Capitalize on Athletic, Recreation & Wellness fundraising successes to increase revenue streams for the department
3. Examine grant and other support for strategic goals, particularly supporting wellness and substance abuse prevention

### **SPEI IV: ENGAGE ALUMNI IN THE LIFE OF THE COLLEGE**

1. Continue engaging alumni through mentoring and networking
2. Expand engagement of alumni through their college affinity groups such as EOP, Resident Advisors, Orientation Leaders, Student Union Managers, Student Media Center, Emerging Leaders, Stepping Into Diversity, Student Association, and Student Athletes

#### **SPEI VI: IMPROVE INTERNAL PROCESSES AND ADDRESS INSTITUTIONAL CAPACITY**

1. Maximize integration of Student Affairs activities and communication within Slate
2. Continue to examine staffing structures and workload distribution, making data informed decisions about what activities and services no longer offer sufficient return on investment given increased student needs and resource limitations

#### **SPEI VII: STRENGTHEN REGIONAL AND COMMUNITY ENGAGEMENT**

1. Continue Town Gown partnerships including strategic relationships with Tavern Owners, NP Safe, New Paltz Police Department, New Paltz Rescue, local faith-based organizations, and others
2. Expand community connections through Athletics
  - Develop a relationship/training between Athletics and youth/high school athletic officials
  - Offer a lifeguard certification course open to students and the public
3. Expand recreational opportunities, particularly outdoor pursuits that connect students with New Paltz that help build sustained connections with the community