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THE STATE UNIVERSITY OF NEW YORK AT NEW PALTZ  
ITS IDENTITY, MISSION AND GOALS

Since its Decennial Self-Study:1981-90, the State University of New York at New Paltz has engaged in a number of major planning exercises related to its mission, programs and goals (see Major Planning Documents:1980-2000, Appendix H) The three most recent of these campus-wide planning ventures have helped to establish the basic framework of Identity, Mission, and Goals that inform the Decennial Self-Study:1991-2000 of the New Paltz campus:

- **Spring 1997 Mission Statement:** A document developed through broad-based campus consultation and approved by the campus governance system, the 1997 Mission Statement (See Appendix D) reflects many of the planning themes of the 1996 Periodic Review Report in its emphasis on community, pedagogy, and educational outcomes and its lack of emphasis on the future development of academic programs, which had been prominent in planning documents earlier in the decade.
- **Strategic Plan 1999:** A detailed planning document based on the 1997 Mission Statement and developed through a process initiated in fall 1997 that was broad-based, consultative, and collaborative. The Strategic Planning Steering Committee (SPSC) of faculty, staff, administrators and students guided the planning project, which was based on a review of self-assessment documents prepared by every department and unit on campus; review of the same material by the President's Cabinet paralleled the work of the SPSC, with the two working closely together in spring 1999 to combine their strategic planning proposals into a unified document. After a series of town meetings held in fall 1999 to facilitate campus-wide discussion and comment on this document, it was formally presented to the campus community at a special meeting of the faculty on October 1, 1999. The first annual progress report on the Strategic Plan was issued by the President's Cabinet in November 2000. (See Appendix E & F)
- **State University of New York Mission Review Initiative, 1998-2000:** A system-wide initiative requiring each campus to review its mission and role within SUNY, including enrollment goals, retention and graduation-rate targets, academic program mix and development, faculty development and scholarship, student/alumni satisfaction, assessment planning, general education, facilities and technology. Based on the mission review of 1997 and the strategic planning exercise underway, the campus submitted its MRI document, largely a product of the administration, on September 30, 1998. The process was concluded in December 2000 with a Memorandum of Understanding between SUNY New Paltz and the administration of the State University of New York. (See Appendix G)

CAMPUS ROLE WITHIN SUNY

The State University of New York at New Paltz was founded in 1828 as a school to teach the classics, and established as the New Paltz Academy in 1833. It became a Normal School in 1886, and joined SUNY in 1948 when the system was created. Today, SUNY New Paltz is a comprehensive institution that defines its essential character by its location in the mid-Hudson region, its commitment to the primacy of teaching, its ethnically and culturally diverse student population, and its emphasis on internationalism. Programs in the liberal arts and sciences serve as the foundation for professional programs in the fine and performing arts, business, health care, computer sciences, education, and engineering. One of only two public residential four-year institutions between New York City and Albany, and the only one in the Hudson Valley corridor, New Paltz is deeply committed to serving the educational needs of the citizens of the mid-Hudson region and the greater New York metropolitan area, and this regional focus is particularly important in many of the graduate and professional programs.

An important facet of New Paltz's commitment to diverse educational experiences involves both bringing international students to the campus and offering New Paltz students opportunities to experience other cultures first-hand. For 50 years, the College has been a leader in the SUNY system in emphasizing international education through its international studies and overseas programs. It attracts a substantial number of international students and faculty and has instituted an international core requirement. Current and planned international activities continue and expand this tradition. (MRI Memorandum of Understanding, p.1)

### CAMPUS MISSION

In the proud tradition of SUNY, the State University of New York at New Paltz is committed to providing high quality, affordable education to students from all social and economic backgrounds. We are a faculty and campus community dedicated to the construction of a vibrant intellectual/creative public forum which reflects and celebrates the diversity of our society and encourages and supports active participation in scholarly and artistic activity. SUNY New Paltz is an active contributor to the schools, community institutions and economic/cultural life and our region. We are selective in admitting students who show promise of thriving in a learning environment which is challenging, student-centered, and personalized. Our goal is for students to gain knowledge, skills, and confidence to contribute as productive members of their communities and professions and as active citizens in a democratic nation and a global society. (Strategic Plan, p.2)

SUNY New Paltz strives to be an innovative teaching/learning community committed to diversity, affordability and excellence. These are values that will advance our reputation as a distinguished university, one that meets the needs of the diverse citizenry of New York State and contributes actively to the economic/cultural life of our region.

These are the goals we must achieve to instill our core values throughout the institution: become more student-learning centered; improve organizational effectiveness; and strengthen the university. (Strategic Plan, p.4)

### CAMPUS GOALS

In developing the Decennial Self-Study: 1991-2000, the Middle States Steering Committee drew from the implications of the 1997 Mission Statement, acknowledged and elaborated on many of the goals established in the Strategic Plan, and recognized the campus role in SUNY as established in the Memorandum of Understanding. In particular, the Steering Committee focused its attention on the two dominant themes to emerge from these documents:

- Developing a student-centered campus community
- Preserving and expanding the campus tradition of diversity in its widest sense.

Well-defined campus goals drawn from the major planning documents and endorsed by the Middle States Steering Committee are associated below with the appropriate Characteristic of Excellence in Higher Education. Goals are referenced to their source documents: Strategic Plan (SP), Mission Review Initiative Memorandum of Understanding (MRI), and documents generated by the Middle States Steering Committee (MSSC).

### MIDDLE STATES EVALUATION TEAM RECOMMENDATIONS OF THE 1991 REPORT

During the past decade, SUNY New Paltz has been mindful of the recommendations made in 1991 by the Middle States Evaluation Team. All concerns have been addressed, some with more success than others, and almost all of them remain significant issues for the campus. The six recommendations are presented below:

1. The Team concurs with recommendation Number 15 of the self-study which reads, "the College must ensure that there is college-wide discussion of new approaches to a culturally diverse curriculum, a pedagogy that is increasingly sensitive to cultural diversity, and a general education program that continues and increases its emphasis on cultural diversity."

See discussions in the Decennial Self-Study: 1991-2000, Chapter VI, E; VII, A,C,D.

2. The Team recommends that a program of outcomes assessment, consistent with the mission of the College and the characteristics of excellence, be implemented.

See Chapter X.

3. The Team endorses recommendation Number 16 of the self-study which reads, "the College must increase its institutional efforts to carry out existing affirmative action policies in the search for, and appointment of, new faculty and staff and seek to increase the numbers of faculty and staff of color throughout the institution."

See Chapter VI, C & D.

4. The Team was pleased to note that the College at New Paltz has prepared an adjunct faculty handbook introducing part-time faculty to the policies and procedures of the campus. We were, however, concerned that evaluation of adjunct faculty seems to lack formal guidelines. We recommend, therefore, that a formal system for evaluation of part-time faculty based on institutional criteria be developed and implemented.

See Appendix O and the Faculty Handbook: 1999-2001, p. 41.

5. The lack of a coordinated and comprehensive budget planning process and analysis of resources needed to implement plans appears to create uncertainty which could be alleviated by communication, participation, and understanding. The Team endorses recommendation Number 29 of the self-study report, specifically with regard to space allocation, but expresses some reservations regarding the advisability of implementing a full program planning and budgeting system (PPBS).

See Chapter XII, C.

6. The Team endorses recommendation Number 20 ("The College should establish a single authority to coordinate, review, and approve requests for space allocation and renovation projects in order to facilitate short- and long-range planning and to improve communication concerning space reviews and decisions."), specifically only with regard to space allocation.

See Chapter XV, E & F.

## II

### MAJOR EVENTS AND ACCOMPLISHMENTS: 1991-2001

The 1996 Periodic Review Report provided a comprehensive review of major developments since the visit and report of the Middle States Evaluation Team in Spring 1991. At the time of its preparation, Dr. Roger W. Bowen had been designated president-elect to succeed President Alice Chandler, who was retiring after 16 years of leadership. This 2001 self-study reflects an amalgam of continuing institutional trends; follow-through on issues identified in the last reaccreditation process; and changes appropriate to a transition in institutional leadership as well as those imposed by the external environment.

Upon his arrival, in July 1996, President Bowen established as his goals: (1) improved retention; (2) increased funding for scholarships; (3) beautification of the campus; (4) improved town/gown relations; and, (5) enhancement of international studies. This self-study documents that significant progress toward each of these goals has been achieved in the last five years. It was recommended to President Bowen that he create a transition team using the 1995-96 presidential search committee as its nucleus. The president recognized the value of having such a broadly representative group to work with during his first year but opted to draw on institutional expertise in a more focussed way than is provided by traditional transition teams. After some augmentation of the search committee's membership, he created a group that he charged with the task of reviewing the institution's mission statement and proposing any needed revisions. The president established that the mission review process was to involve broad campus involvement and was to be approached as creating a foundation for both a strategic planning process to begin the following year and for this decennial reaccreditation process. These efforts also positioned the campus extremely well when SUNY initiated its own Mission Review Initiative in 1998. The resulting mission statement reaffirmed as an institutional hallmark the university's historical commitment to celebrating and reflecting diversity, which became a focus of the self-study process. The goals of the strategic planning process have been used as an organizing framework for the self-study report.

After a surge in enrollments to 8600 in the late 1980's followed by a decline, enrollments have remained stable at the current 7800 level. During the last decade, selectivity in freshman admissions has increased each year (cf. Chapter IV) with a concomitant strengthening of the academic preparation of the entering classes. External validations of our selectivity have been provided by *U.S. News and World Report's America's Best Colleges*; *Barron's Profiles of American Colleges*; Kaplan's *The College Catalog*; and, *Kiplingers*, et. al. As selectivity increased, so has prospective student interest and applications for Fall 2001 will provide New Paltz with its 10<sup>th</sup> consecutive year of distinction as having received the largest number of freshman applications of any university college.

The New Paltz tradition of attracting and supporting a first-rate faculty, recruited nationally and internationally, continues. During the last decade, this university has experienced a dramatic turnover in senior faculty hired in the 1960's and early 1970's that has occurred at institutions across the country. It has been gratifying to have been able to maintain a faculty distinguished as scholars and excellent teachers. (See Chapter VI.). As a matter of strategy and somewhat improved budgetary circumstances, efforts to improve the full-time/part-time faculty ratio have begun to work. Recognition that part-time faculty are valuable and, in many cases, desirable has been expressed through a graduated increase in the per credit base salary paid to adjuncts.

The discussion of academic program development (Chapter VIII) records the number of new programs that have been introduced in the five years since the Periodic Review Report. Among the most important, a joint program with SUNY Albany in higher education administration is an effort to address regional interests in having a doctoral program and eliminates the obstacles otherwise posed by having to travel to either Albany or New York City. At the time the PRP was prepared, the Masters of Science in Business had just been introduced. It was recognized that this program would only partially meet the needs of the region but was viewed as progression toward what was hoped would eventually be approval to offer the Masters in Business Administration. Because of the regional needs for it and the struggle to achieve it, the Spring 2000 authorization to offer the MBA was a landmark institutional achievement. The program's enrollments have already proven the validity of institutional representations about the demand for this program. The strength of the New Paltz general education requirement received unexpected validation when the State University's Board of Trustees imposed on campuses its own curricular standards in 1999. Although the attention of the campus task force formed to conduct the decennial review of this core curriculum had to be diverted to assess the impact of the Trustees' mandate and meet the established deadlines for implementation, it was gratifying that New Paltz had to make only minor adjustments in its offerings while many campuses had to make major adjustments. (See Chapter VII.)

The revival, under the previous administration, of international programs as an institutional priority influenced the criteria established by the presidential search committee so that Dr. Bowen's successful track record in this regard was considered a particular strength of his candidacy. President Bowen's success in achieving his goal to enhance international studies is evident in campus' having increased the number of overseas programs to 33 by the addition of programs in Ireland, Uzbekistan, the Czech Republic, New Zealand, Australia, the Virgin Islands, Brazil, Japan, and Cuba. The university also took the initiative to re-introduce the international peace conferences originated by the Smiley family at the Mohonk Mountain House in 1895. With funding from the Carnegie Corporation (another institutional first) and Mohonk Consultations, SUNY New Paltz and the Independent International Commission on Kosovo jointly convened an invitation-only conference in November 2000 on *Lessons from the Conflict in Kosovo: Where do we go from here?*

Five years ago, a physical master plan, prepared by the State University's Construction Fund, was still relatively recent and a blue print for future facilities development. In Spring 1996, the Coykendall Science Building remained closed as a consequence of the December 1991 PCB accident and the decision to completely refurbish, rather than simply restore, this building. The Periodic Review Report reflected the discouragement felt by the campus as yet more obstacles succeeded in bringing the institution to and beyond the 25<sup>th</sup> anniversary of its efforts to address needs for a field house.

Both the 1981 and 1991 self-study reports emphasized the consequences for the university of both New York State's budgetary difficulties and the State University's failure to provide New Paltz with its fair share of even the insufficient funding provided for the system. New Paltz students received for the same tuition much less proportionally than their peers at all of the other SUNY units until 1998. However, as discussed in Chapter XII, revisions in SUNY's allocation methodology began to redress this inequity through increases of approximately \$4 million over the 1998-2000 period. Nonetheless, there has yet to be a restoration of the appropriate tax-levy/tuition support ratio for either SUNY or the campus. Neither has effective institutional planning been assisted by the perennial lateness of the State's budgetary process, which persists in producing new year funding only after the start of the State's fiscal year and, often, after the academic year has begun.

The university's somewhat improved financial health has been further strengthened by significant increases in resources for the margin of excellence provided by private fund-raising. Total private giving has increased by 30%. In the last five years, a \$350,000 gift was obtained, allowing completion of the Dorsky Museum project, and a \$1 million gift has created the university's first endowed chair, in Journalism. Although both the amounts gifted by alumni and their participation rates remain woefully below national averages, important improvements in both have been achieved. Perhaps the broadest impact of fund-raising successes has been felt by the increases in scholarships for students. Funding for scholarships has more than doubled over the last five years while the number of beneficiaries has increased by 90%. Such achievements are all the more notable because they have been realized during a period of leadership instability for the Advancement Division, which is discussed below.

The Middle States Team visiting in Spring 2001 it will have the opportunity to see the state-of-the-art facilities created for Biology, Chemistry, and Journalism/Media in the Coykendall Science Building, which reopened in Fall 1997. On the other hand, a number of projects envisioned five years ago have been delayed and supplanted by others. That this is the case is due, in large measure, to the State University's adoption of a 5-year Plan (recently retitled Multi-Year Plan) designed to replace the annual budgeting cycle for major projects. This new process gave campuses somewhat greater authority to determine their own priorities within a fixed budgetary allocation for the 5-year period. Chapter XV provides an impressive list of the major projects that have been accomplished over the last decade. In the last five years alone, the academic programs have been enhanced by the completed construction of new fine arts and engineering

buildings and a new museum. Sadly, however, New Paltz remains the only SUNY unit, among the centers and comprehensive institutions, that has not had any improvements made to its athletic and recreation facilities since the construction of its gym about 40 years ago. Delays occasioned by a combination of community opposition to the field house project, still in design at the time of the 1996 Periodic Review Report, and campus dissatisfaction with the conceptualization of the facility by the Construction Fund's architect, ultimately resulted in an abandonment of the field house approach. Now planned is an athletic and recreation center, which will also address student needs for wellness/fitness programs and which can be constructed in phases as additional funding becomes available.

The dramatic impact on campus appearance of the progress toward the presidential goal of campus beautification has paralleled that of new facilities. Landscaping in strategic areas, attractive new signage, new windows on several buildings, face-lifts to the Student Union, Lecture Center and Humanities buildings, and new walkways, roads and parking areas reflect renewed institutional pride.

On President Bowen's arrival, three of the five vice presidents had served an average of 16 years each and had indicated their intentions of retiring over the next couple of years. The vice president for administration retired in 1997 and was followed by the vice president for advancement in 1998. The vice president for academic affairs scheduled his retirement for 1998 as well but was prevailed upon to remain until 1999. National searches were conducted for all of these positions. The vice president for administration position was filled in 1997 by the promotion of the former assistant vice president. The former provost of CUNY's City College accepted the position of provost/vice president in 1999. An associate vice chancellor for development at San Diego State University was recruited to the vice president for advancement position in July 1998 but was forced by family considerations to resign in April 2000. An officer of the university's Foundation served as interim vice president during the search which was concluded in July 2000. Citing personal reasons, the newly appointed vice president resigned in February 2001. In 1996, the dean of admissions was added to the Cabinet and, in 1998, promoted to vice president for enrollment management. Just prior to President Bowen's arrival, two of the four academic deans, those of Liberal Arts and Sciences and Fine and Performing Arts, resigned to accept professional advancement opportunities in other states. In Fall 1996, the dean of education was removed when allegations of financial improprieties proved to have substance. National searches were conducted for these positions and all resulted in the appointments of internal candidates who have now served an average of three years each. In Spring 2000, the College Faculty supported a reorganization of the major academic units creating new schools of business and physical sciences and engineering. The former director of business administration/associate dean of the school of engineering and business has become dean of the school of business, and the former chemistry department chair at the University of South Alabama has become the dean of physical sciences and engineering.

Notation of "special challenges" since 1996 would not be complete without reference to the 1997 Women's Studies Conference. The event and its aftermath catapulted the

institution and its president into the national spotlight in a way that seriously challenged conventional wisdom about all publicity being good publicity. The report prepared by the committee appointed by the Chancellor following the Governor's call for an investigation was not ultimately accepted by that Chancellor but does provide a complete and objective review of what did –and did not—occur during that one-day conference. Although the controversy subsided long ago, its reverberations continue to be felt. In the New Paltz tradition of converting negatives to positives, a *Conversation on Academic Freedom* was held on campus in Spring 1998. Featuring four prominent speakers, each representing a very different perspective, this program attracted hundreds of participants and became a fitting vehicle for bringing that academic year to a close. The announced intention to sponsor a series of programs on issues of academic freedom and the First Amendment was brought to further fruition in November 2000 when New Paltz sponsored a conference on *Re-Thinking the Conscience Clauses: A Conversation on Free Speech and Free Exercise*. Held at the historic Mohonk Mountain House, co-sponsored by the National Coalition Against Censorship, and subsidized by the Dyson Foundation, the program attracted distinguished participants from across the country to discuss issues of the place of religion in public life. Participants assessed the conference as having achieved a singularly high standard of discourse and enlightenment on these challenging issues.

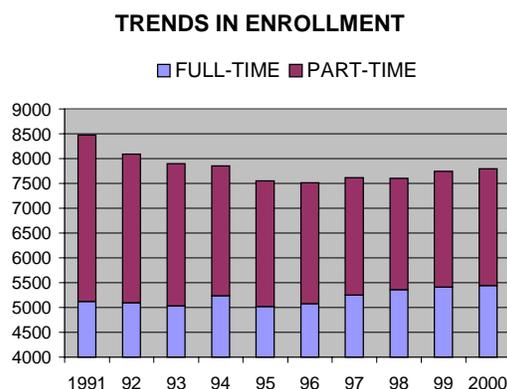
SUNY New Paltz has entered the new millenium with every reason for unfettered optimism. The academic program is rigorous and offered by outstanding faculty to increasingly better prepared students who are supported by somewhat improved financial circumstances and enhanced facilities. These are certainly the ingredients for institutional self-confidence about the future. However, the Middles States Association's external visiting team is likely to find some evidence that the deserved self-confidence has been tempered for some faculty and students by uncertainty about the stability of the institution's leadership and concern that external influences will effect undesired changes. However, as has been demonstrated in the past, the administration, faculty and students will continue to assure that SUNY New Paltz remains a premier institution.

## II

### INSTITUTIONAL OVERVIEW

#### Enrollment Management

##### 1. Trends in Enrollment



In the late 1980's New Paltz experienced a surge in enrollments from 7500 to 8600 (in 1990) and then a decline to the current 7800 level where it appears a steady-state condition has been reached. The swing in enrollments is attributed to the part-time

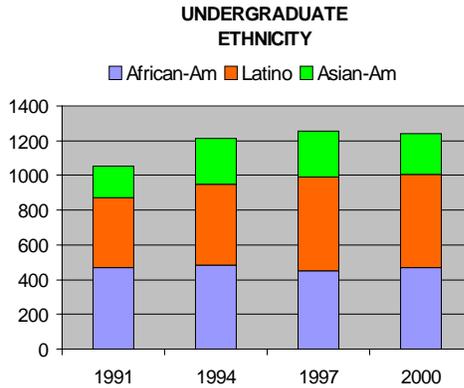
student population; the increase influenced in part by the economy (a recession is associated with increased enrollments). The decrease after 1990 in part-time students is a combination of the closing of IBM facilities in the Mid-Hudson and an upward swing in the economy. Our projections for the near future do not include significant increases in enrollment. The freshman and transfer class sizes will remain at current levels (985 freshman, 600 transfers) and with a steady retention rate we should average an enrollment of about 6200 undergraduate students (89% full-time) and 1700 graduate students (22% full-time) over the next three-four years.

## 2. Admissions Standards

High school averages, SAT scores, and transfer GPA, have increased since 1991. The admissions profile of Education Opportunity Students (EOP) has also improved.

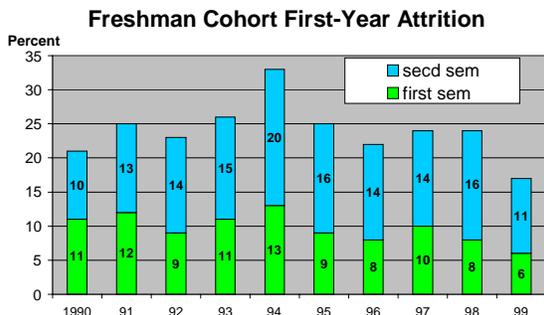
Regular Enrolled Students			EOP Enrolled Students		
	<u>1991</u>	<u>2000</u>		<u>1991</u>	<u>2000</u>
HS Average	85.3	87.1	HS Average	79.4	82.6
SAT	1076	1108	SAT	800	850
Transfer GPA	2.99	3.10			

Mirroring the national trend our minority student population growth has been in the Latino sector. African-American and Latino students make up 16% of our undergraduate population, and that proportion would probably be higher but for a 25% decrease in state support to EOP which occurred in 1994-95. The percentage proportion of African-American undergraduate students has remained stable at about 8% since 1991; the numbers are unchanged (471 in both '91 and '00). Efforts to enroll African-American students were successful in the Fall of 2000 with 110 enrolled in the freshman class, the highest number since 1988.



## 3. Retention and Time to Degree

The six-year graduation rate for the New Paltz freshman cohorts of 1993 and 1994 is just under 50%, and the full-time transfer cohorts' rate is about 67%. The relatively low graduation rate for freshman cohort is not out of line with the national average of 48% for four-year public comprehensive institutions. However, the campus community believes our graduation rate needs to be improved. The core question is



“to what level?” As a regional campus with a very diverse student population, New Paltz supports students ranging from the traditional college-bound to first-generation inner city high school graduates. Our student surveys have also revealed that we are not the first-choice college for 39% of our freshmen who enroll. About one-third of our students who withdraw transfer to another campus in SUNY. Concerned with the low retention and graduation rates, the campus established a Retention Task Force in 1995 to evaluate all aspects of the problem. Several initiatives were implemented in 1998 and 1999 as a result of the Task Force recommendations. The immediate results have been noticed as an increase in the first-year retention rate of the 1999 freshman cohort from an average of 78% in previous classes to 83%. Some of the initiatives implemented included strengthening academic advising, “front-loading” faculty instruction, and increasing course availability. Recommendations not yet acted on include early intervention with at-risk students and increased student-faculty interaction outside the classroom. Block-scheduling for first-year students, new orientation programs, and the living/learning community support in the FYI (First Year Initiative) are other recent initiatives that should have a positive effect on retention.

4. Trends in SUNY Funding, Tuition, Fees and Financial Aid

- a. Although New Paltz and the other colleges in the SUNY system continue to provide low-tuition education, the 28% increase in tuition in the spring of 1995 had an effect on our enrollment, particularly within the part-time student population and short-term retention rates of new students. The increase in tuition has been accompanied by increases in the annual college fees from \$181 in 1991 to \$585 today.

Changes in Annual Tuition/Fees  
In-State Undergraduate

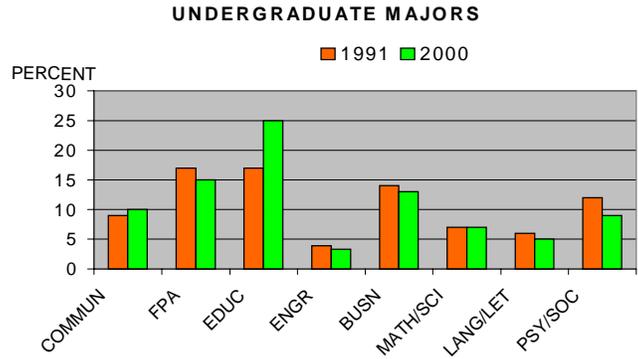
	<u>1991</u>	<u>2000</u>	<u>Change</u>
Tuition	2500	3400	36%
Fees	181	585	223%
Total	2681	3985	49%

The SUNY-mandated tuition increase in 1995 (from \$2,500/yr to \$3,400) was accompanied by a decrease in state-aid support. Whereas the state had contributed 44% of the college’s operating budget in 1991, by 1999 that support share had dropped to 37%. The college, unable to set its own tuition rates, introduced a technology fee and the student government increased the student activity and student athletic fees. The funding situation has improved. A recent (1998) change to the SUNY funding formula has resulted in a benefit to New Paltz. A geographic differential (cost-of-living) factor has been included in the funding formula which benefits New Paltz (\$800,000 in 2000-2001).

In addition, a recent \$600,000 grant from SUNY over three years will support campus retention initiatives.

5. Trends in Academic Program Enrollment

a. New Paltz has historically attracted students interested in education and the fine and performing arts. Today, and in the future, we expect continued growth in the communications field, as well as increased enrollment in computer engineering and business programs. The expected New York State shortage of elementary and secondary school teachers will continue to impact enrollments in the School of Education. Similarly a projected state-wide shortage of school principals will have an impact on enrollments in Educational Administration.

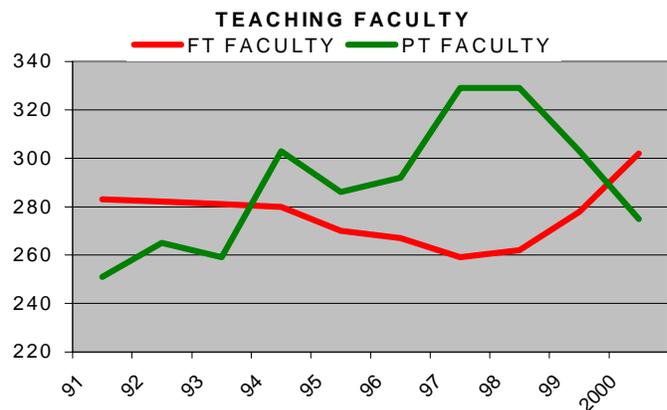


b. New programs have had an impact on enrollments. The recent approval of the MBA program has had an immediate positive effect on the School of Business enrollments, which were strong since the beginning of the School. An annual average enrollment of 140 MBA majors is expected. Other graduate level programs initiated since 1991 include the MAT, MS Gerontological Nursing, MS Nursing, MS Business and MS Electrical Engineering. Undergraduate new programs include BS Computer Engineering and BA Communication Disorders.

Faculty

1. Part-time/full time balance

The New Paltz faculty can be categorized as either full-time (both tenure-track and not) or part-time (adjunct). The fall 2000 faculty is 55% full-time (303) and 45% part-time (251) compared to a 46-54 ratio only two years ago. A concerted effort to reduce reliance on adjunct faculty, was helped by increased state funding support. In the past year a 19% decrease in the number of adjunct faculty has been effected.

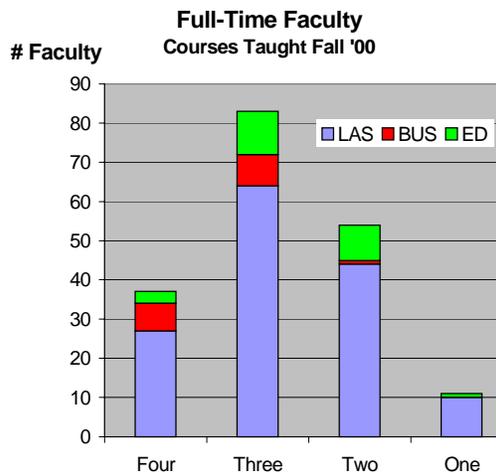


2. Salaries

Three areas of concern have been or are being addressed in the area of faculty salaries. The increase in adjunct faculty pay has been phased in since 1997, raising the average salary per 3-credit course taught from \$1200 to \$2000. A second area of concern, possible salary compression, has been evaluated annually in conjunction with the third area of concern, possible salary discrepancy among female faculty. Since 1994 an annual review of all faculty salaries has been conducted using statistical regression analyses. The analysis identifies those faculty who are “outliers”, lie outside the normalized expected salary level, given their background, discipline and experience. Generally about 10% of the faculty are deemed outliers and are then considered for salary adjustment. About one-third of those so identified have received adjustments. It is encouraging to note that the number of women faculty identified as “outliers” is proportionate to the percentage of total faculty who are female.

### 3. Teaching Load

Faculty teaching load varies by department but can be generalized as a 3-3 load; three courses taught in the fall and three in the spring. The average FTE workload attributes to



each FTE faculty is 19 and the average class size is 21. Release time is granted for department chairpersons and faculty involved in special assignments on a by-case basis. Of the total fall 1999 FTE of 6089, about 30% was attributed to adjunct faculty workload. In 1991, 24% of 6132 FTE were taught by adjunct faculty.

### 5. Affirmative Action

The 1991 visiting MSA teams endorsed a New Paltz self-study recommendation to “increase its institutional efforts...in the search for new members of faculty and staff of color.” That year 10% of the full-time faculty were faculty members of color and 32% were women. This year 14% are of color and 42% are women. In the period 1999-2000, a major recruiting initiative to attract faculty of color was initiated by the Provost. This initiative made new position salary funding available for recruitment targeting under-represented faculty, and the results were encouraging.

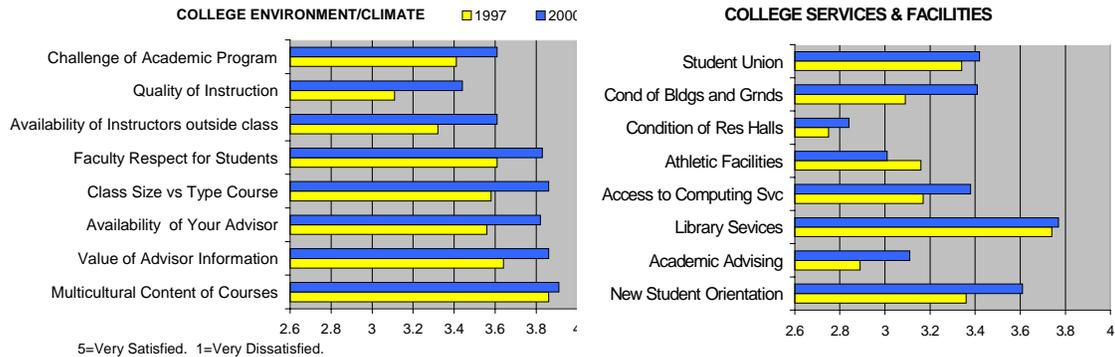
### Student Life

1. Advisement activities. In the past three years, there has been increased emphasis on the importance of academic advisement. Faculty are encouraged to spend more time on campus and become more involved in advising and mentoring, one of several

recommendations from the Retention Task Force established in 1995. The student opinion charts, below, demonstrate progress in this area: student satisfaction with advisement and satisfaction with availability of instructors has increased.

2. Leadership opportunities. With over 120 student clubs, 23 fraternities and sororities, and almost 100 activity/orientation/residence assistantships, New Paltz supports student wishing to become involved in leadership positions. Overall evaluation of leadership opportunities and those students who participate demonstrates that ethnic, cultural and gender diversity are a vital reality at SUNY New Paltz.

3. Student opinion of the New Paltz environment. Every three years the New Paltz undergraduate students respond to a questionnaire: the Student Opinion Survey (SOS). The SOS measures student satisfaction in many areas. The two charts below, Student Satisfaction with Student Satisfaction with Environment Climate and College Services/Facilities, show a sample of some of the changes in opinion from 1997 to 2000.



### Academic Support

1. Library. During the past decade, Sojourner Truth Library has made tremendous progress in working toward a “user-centered” library. Significant accomplishments include the following: reorganization of the library structure to provide flexibility and responsiveness to the changing environment; development of a vision statement to shape the future direction of library services; establishment of a library/teaching faculty liaison program to increase departmental input in collection development; successful efforts in partnering with several departments to teach information literacy on a disciplinary level; introduction and steady expansion of electronic resources and services to users; completion of the new electronic classroom and compact shelving projects; implementation of a federal grant project of delivering library services to off-campus students; and improvement of the physical facilities, including recarpeting and new furniture.

2. Academic Computing/Media. The number of public laboratory PCs has grown from one hundred in the early 90s to almost 400 today. There are now eight classrooms on campus, not including the library, equipped for hands-on computer instruction and the large Lecture Center rooms have been equipped with projection systems to facilitate the

integration of computer use into classroom instruction. To keep pace with the demand to support computer use in instruction, every academic building on campus is now networked, and e-mail accounts are available for all students and faculty. Finally, the Faculty Development Center has been established to improve faculty use of technology-based tools.

#### Assessment

1. Academic programs. The physical education program was eliminated in 1996 primarily for budgetary reasons. Since that time, minor adjustments in the number and breadth of programs offered have been made. For example, a few under-enrolled programs leading to master's degrees in physics and German suspended admissions while allowing enrolled students to finish their degrees. In 1998, the General Education Program (Gen Ed II) was taken under evaluation by a campus Task Force, resulting in a new General Education Program (Gen Ed IIa) that represents New Paltz compliance with the SUNY Board of Trustees' mandated general education content.

2. Educational Outcomes. Educational outcomes measurement at New Paltz is accomplished to varying degrees at the departmental level. Participation in outcomes measurement ranges from strongly active programs in departments that are accredited by professional associations, to passive programs where there is little or no formal assessment at the departmental level. A recent (spring 2000) inventory of department programs showed 19 departments with outcomes assessment of some form; 12 departments have not yet defined an assessment program. The primary assessment method centers are the capstone experience in the form of senior seminars, large research projects or a portfolio evaluation. Feedback from exit interviews with graduating students and student-instructor conferencing are used to a lesser extent. The student evaluation of instruction, used extensively but highly criticized, is an assessment tool at the instructor level.

3. Student Performance/grading patterns. The average full-time undergraduate student carries a semester credit-hour load of 14.7, the same as the average student load in 1991. This is a contributing factor to the average length of time to graduation of five years. The fact that undergraduate students take a less than "optimal" course load (15.0 or higher) does not appear to have any effect on trends in grade-point averages or retention rates. The correlation of first year college grades and SAT scores is low (.21 for SAT-V and .17 for SAT-M) and not much better for high school averages (.24). Thus, expected academic performance at New Paltz is difficult to predict. Grading patterns continue to reflect an inflationary "grade creep" in some departments and are being monitored on a semester basis.

#### Campus Master Plan/Capital Improvements.

1. 1990-2000 Construction and Renovation. Major construction projects completed in the 90's include the new Fine Arts Building (1996), Resnick Engineering Hall (1997), the Terrace Restaurant (1992), the Dorsky Museum and Art Gallery (2000) and the campus

Child Care Center (2000). Significant renovation projects were completed: Coykendall Science Building (1997), Campus Health Center (2000) and McKenna Theatre (1999).

2. 2001-2005 Projects. A new 237 bed residence hall is under construction, scheduled for completion in 2001. This will be followed by a second new residence hall and apartment-style student housing. The new structure will allow taking older residence halls off-line for rehabilitation. Also in the construction schedule:

\*Athletic Facility (Gym, track and weight room)      \*Teaching/Learning Center  
\*HAB-SUB Atrium    \*Hopfer Addition (Alumni Affairs' offices)

3. In the past three years numerous campus beautification projects were undertaken: walkways, landscaping, lighting and a general improvement in the maintenance of the campus landscape all contribute to a strengthening of faculty, staff, and students' positive feelings toward the campus.

### Sponsored Funds

Since 1991 expenditures on grants processed through the Office of Sponsored Programs (OSP) and the Research Foundation of SUNY have remained stable at \$2.9 million with a high point of \$3.0 million reached in the 98/99 academic year. Grant applications and budgets have increased in complexity as Federal regulations governing sponsored programs have proliferated and as more investigators are involved in collaborative efforts with external agencies. As the number of new faculty has increased over the last few years, greater effort on the part of OSP staff has been focused on professional development of this group. In order to meet increased staff effort, demands of the more complex work requirements and new faculty development efforts, modes of communication (including sponsor identification mechanisms) have moved from paper to electronic methods.

## IV

### DEFINE NEW ADMISSIONS POLICIES AND TARGETS

- A. Goal: To continue to increase both undergraduate and graduate enrollments in a modest, planned, and balanced manner in response to fiscal and demographic imperatives and only when resources to support incremental increases are in hand. (SP, III.B.1)

The fundamental challenges facing SUNY New Paltz are to capitalize on the present opportunities for growth, to respond to opportunities to become more selective in its admission policies, and to maintain the level of access that is essential to the priority that the campus places on diversity.

- According to U.S. Department of Education figures, the number of New York State high school graduates will increase by 19.2% between 1999 and 2009.
- Freshman applications have been at or above 8000 each year throughout the decade except in 1996 (the year of a mandated 28% tuition increase), and in 1999 and 2000 freshman applications rose to 9000.
- As demand increased for places in a freshman class limited to 1000 by available living accommodations, instructional space, and faculty, the indicators of academic excellence rose throughout the decade:

#### Academic Quality Measures

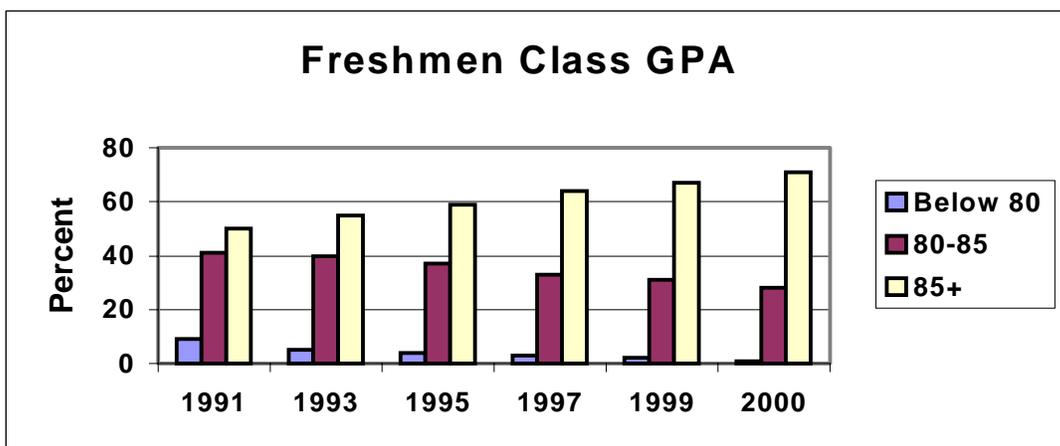


Chart 1: Applicant GPA

The measure applied to prospective applicants is strength of their academic program. All regularly admitted freshmen must have successfully completed 3 years of Regents mathematics and Regents science, 4 years of Regents English and Social Studies, and 2 or more years of a foreign language. Passing grades in all courses and the Regents exams are expected in order to meet the minimum qualifications for admission. During the period of 1990 to 1996, the high school grade point average was used as the primary criterion for admission.

Table 1: SAT Scores

Average Composite SAT for Entering Freshmen ( <i>adjusted for recentered scores</i> )						
Year	1991	1993	1995	1997	2000	
Accepted Freshmen	1080	1080	1087	1120	1128	
Enrolled Freshmen	1076	1073	1080	1088	1108	

Beginning in the 1996-97 recruiting cycle, the SAT was factored into admissions decisions, using both the GPA and standardized test scores to set minimum admissions standards. Minimums were established for both criteria, but outstanding achievement on either could offset less than minimum level of performance on the other. In this manner, greater depth was created in the evaluation process.

Another assessment tool available for evaluating candidates for admission is the high school class rank. Prior to the 1999-2000 recruiting cycle, class rank was not formally incorporated into admissions decisions. But it is an important assessment tool because it is not subject to inflation over time as is the GPA. Guidelines are established for its use in admissions decisions for the fall 2000 freshmen class.

Table 2: Class Standing

High School Class Rank for Entering Freshmen As a Percentage of the Class						
Year:	1991	1993	1995	1997	1999	2000
Top 20%	39%	37%	33%	35%	35%	38%
Top Half	N/A	89%	90%	89%	91%	95%

The percentage of freshmen who graduated in the top 20% of their high school classes declined slightly over the decade and showed some improvement in fall 2000. Students in the top quintile generally have the academic credentials to gain admission to the majority of public and private four-year colleges and universities in the country. They are, therefore, actively recruited by competing institutions.

Driven by enrollment pressure, the need to accommodate a growing pool of highly qualified students, and the impact of improving retention rates, New Paltz plans to grow enrollment in a modest, planned, and balanced manner: an estimated 6,400 AAFTE

(8,500 headcount) by 2007, an increase of 440 (660 headcount) from fall 2000. Growth will occur incrementally only after securing the resources necessary to support it; for example, undergraduate enrollment growth, currently limited by dormitory and village housing capacity, could be increased further if additional residence hall resources became available.

A comprehensive regional marketing plan, designed to increase graduate enrollment by 15% by fall 2003, is currently being implemented, and graduate headcount is projected to increase to approximately 380 full-time and 1,550 part time (by 2003).

Some increase in the number of international students is projected--from the current 350 to 470 by 2007.

The College's detailed enrollment projection was submitted to SUNY on 11/15/00:

Table 3: Enrollment Projections to Fall 2005

	Fall 1999 (actual)	Fall 2000 (approved)	Fall 2001 (planned)	Fall 2002 (planned)	Fall 2003 (planned)	Fall 2004 (planned)	Fall 2005 (planned)
<b>Undergraduate</b>							
FT first	997	1,000	925	925	925	925	925
FT transfer	667	650	600	600	600	600	600
FT Cont/Ret	3,418	3,425	3,630	3,630	3,750	3,800	3,800
<b>Total FT</b>	<b>5,082</b>	<b>5,075</b>	<b>5,155</b>	<b>5,155</b>	<b>5,275</b>	<b>5,325</b>	<b>5,325</b>
Total PT	991	1,030	900	900	900	900	900
<b>Total Undergrad</b>	<b>6,073</b>	<b>6,105</b>	<b>6,055</b>	<b>6,115</b>	<b>6,175</b>	<b>6,225</b>	<b>6,225</b>
<b>Graduate</b>							
FT	350	370	400	400	400	400	400
PT	1,323	1,375	1,300	1,300	1,300	1,300	1,300
<b>Total Graduate</b>	<b>1,673</b>	<b>1,745</b>	<b>1,700</b>	<b>1,700</b>	<b>1,700</b>	<b>1,700</b>	<b>1,700</b>
<b>Total Headcount</b>	<b>7,746</b>	<b>7,850</b>	<b>7,755</b>	<b>7,815</b>	<b>7,875</b>	<b>7,925</b>	<b>7,925</b>
<b>Total AAFTE</b>	<b>5,882</b>	<b>5,890</b>	<b>5,871</b>	<b>5,785</b>	<b>5,980</b>	<b>6,026</b>	<b>6,026</b>

Enrollment goals may be affected by external factors such as changing economic conditions, tuition increases, and fiscal constraints.

New Paltz predicts some changes in its overall student population:

- The transfer student cohort is expected to decline while that of native students will increase; for example, the makeup of the 1999 entrants was 997 new freshmen and 667 transfer students, continuing the trend of a higher ratio of freshmen and more full-time undergraduates.
- In addition, the planned increase in the number of international students could also affect the freshman/transfer ratio.
- The undergraduate/graduate mix will be impacted by the projected 15% increase in the number of graduate students.

- Finally, the gradual, but significant, change in the mix of part-time and full-time students is expected to continue.
- B. Goal: To continue the historic SUNY New Paltz commitment to maintaining and enhancing the diversity of the student body, with enrollments that reflect New York State demographics while preserving selectivity. (SP, III.B.1)

The diversity of the New Paltz student community has been a defining characteristic of the campus for almost thirty years. Our Mission Statement asserts that "We are a faculty and campus community dedicated to the construction of a vibrant intellectual/creative public forum, which reflects and celebrates the diversity of our society and encourages and supports active participation in scholarly and artistic activity."

Having a diverse student body is central to the educational mission of the institution and has been embraced by the campus community as one of its core values. For most of the past decade, approximately 20% of the undergraduate student population has been comprised of members of racial minority groups traditionally underrepresented in American higher education. An additional 3 to 4 percent of the student community is comprised of foreign students.

Throughout the decade of the 90's, significant changes have occurred within and outside of SUNY New Paltz that have influenced the characteristics of the student body. These changes include escalating admissions standards, decreases in part-time students, and shifting demands in the marketplace for various academic majors. In spite of uncertainties created by change, the composition of the undergraduate population has maintained its diversity.

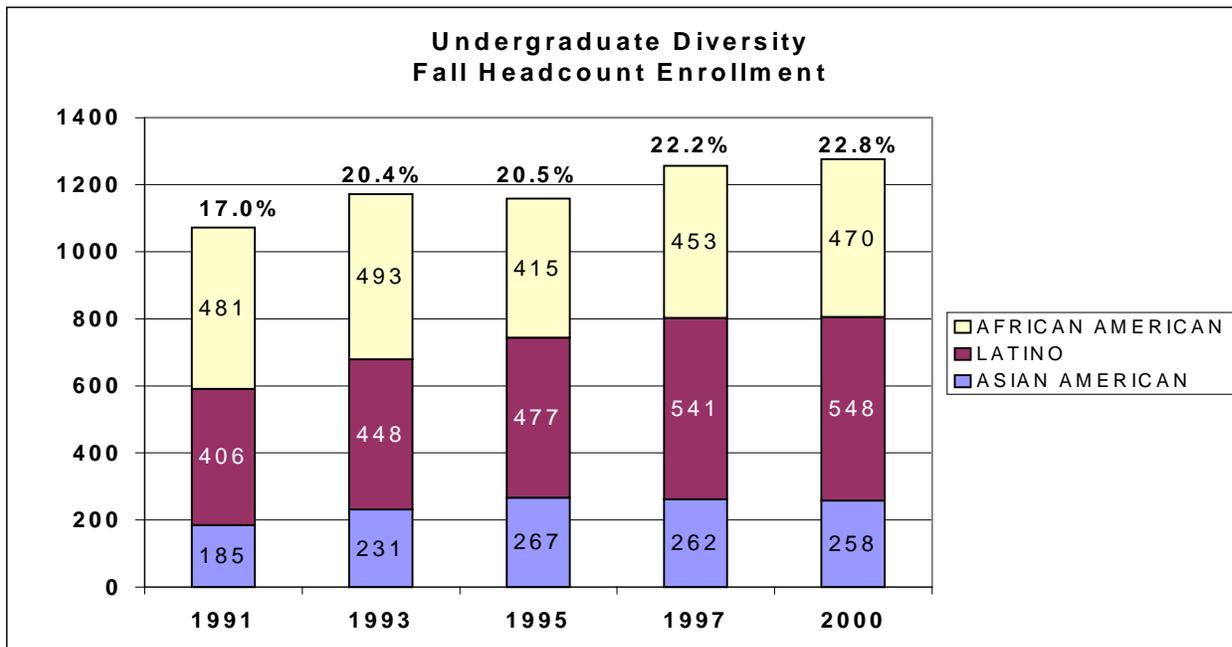


Chart 2: Undergraduate Diversity Fall Headcount Enrollment

### Summary of changes:

- The number of students from traditionally underrepresented groups has increased by 19%, from 1072 in 1991 to 1276 in 2000.
- Students from traditionally underrepresented groups represent a growing proportion of the student population, from 17% in 1991 to 22.8% in 2000.
- Although the number of African American students declined by 2% between 1991 and 2000, from its low point in 1995 it has risen steadily.
- The number of Latino students has increased by 35% during the same period.
- The number of Asian students has increased by 35% from 1991 to 2000.

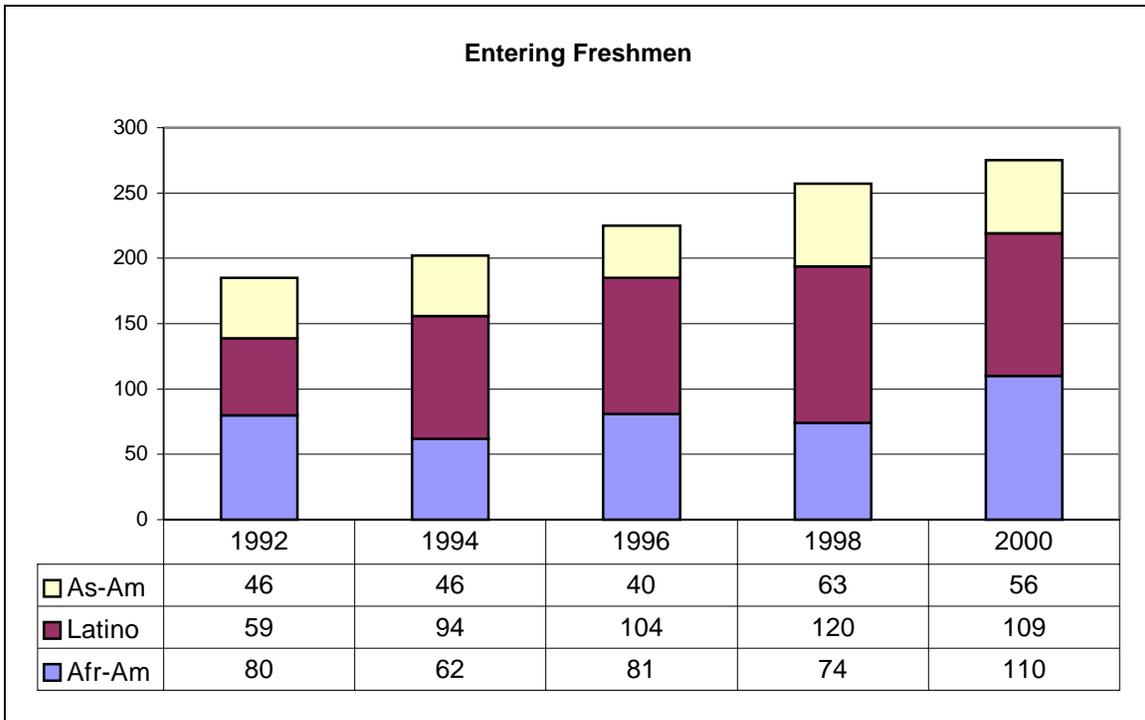
SUNY New Paltz sponsors a specialized program in the Admissions Office that is solely concerned with recruiting students from traditionally underrepresented groups. The Multicultural Recruitment Program (MRP) engages in activities which are aimed at high schools and community-based organizations in the region and in the New York City metropolitan area that have high concentrations of African American, Latino, and Asian American students. There are two categories of applicants recruited through MRP. They are EOP and general admissions (called MRP) candidates.

The Educational Opportunity Program (EOP) is specifically designed to serve economically and educationally disadvantaged students who are predominately from traditionally underrepresented groups. To be eligible for EOP, an applicant must fall below the threshold for acceptance through regular admissions and must meet the economic eligibility requirements.

MRP candidates are students from minority groups who are not categorized as educationally or economically disadvantaged and are subject to the same competitive admissions standards as all other freshmen. It is important to note that as the admissions standards have risen for regular admissions candidates, the quality of applicants deemed academically eligible for EOP candidacy has risen accordingly, to the point where the EOP class has comparatively strong academic credentials. The EOP and MRP recruitment and admissions programs are equally important to sustaining the diversity of the undergraduate population.

New Paltz has become increasingly selective while maintaining its tradition of recruiting a diverse student population. This is most apparent in the fall 2000 class of new students, which entered under the highest freshman and transfer admissions standards in the history of the institution.

Chart 3



Proportionately, however, the freshman class is actually less diverse than at any time during the decade, from roughly 31% to 27% in 2000. The growth in the number of white freshmen has outpaced the increases in new freshmen of color and has occurred as a result of New Paltz's growing popularity in suburban and rural communities such as Long Island, Westchester County, and the Mid-Hudson Valley, which have less diverse populations than the Metropolitan New York City area, where most of the new students of color are recruited.

Prior to the 1999-2000 recruiting cycle, there was an alarming overall decline in new African American students, much of it due to the fierce competition among colleges and universities for African American students. New Paltz is not alone in its desire to attract a diverse student body. African American applicants who have the credentials to be accepted to New Paltz are sought after by public and private institutions which are perceived to be more prestigious or that offer substantial financial incentives with which New Paltz cannot compete. Also, students have become increasingly aware of the favorable leveraging position they enjoy within the market and are able to gain access to high profile universities and colleges. Because EOP admissions standards have increased concurrently with regular admissions, that accepted student population has many choices and is also in a position to choose among other public and private institutions.

SUNY New Paltz has developed a number of strategies to maintain and to expand minority student recruitment:

- Appointment of a part-time professional New York City recruiter who is a member of the MRP staff who will concentrate his efforts on working with metropolitan area schools and community-based programs to expand the applicant base and participate in yield activities.
- Expanded High School Group Visits: Groups of High School Students travel by bus to visit the college. These visits are essential for the MRP/EOP population. It is an excellent tool to introduce SUNY New Paltz to students who may not have considered the University in their college search process. The staff works together effectively to identify and reach target markets through group visits.
- Phone-a-thons: Accepted MRP students are contacted by current student leaders and encouraged to make a commitment to attend New Paltz. Student volunteers and Ambassadors answer questions concerning attending the University and describe what it is like to be a student at New Paltz. The phone-a-thons began during winter break 2000 and will be conducted in 2001. Additionally, it is a goal of the program to gather crucial information from the students regarding what other schools they are considering, scholarship offers they have received, and apprehensions they may have regarding enrolling at New Paltz.
- Yielding Reception: On Wednesday, March 29, 2000, the University held the "Salute to Academic Excellence" reception in New York City. All MRP accepted applicants and their families from the New York City area were invited. New Paltz representatives included faculty, staff, and students. This program will occur annually.
- Open House: The Accepted Student Day (spring Open House of 2000) included the largest MRP group in the history of the event. The program includes special MRP information sessions and transportation is provided to all participants from the Metropolitan area.
- To mitigate the time delay caused by the very complex financial eligibility portion of the EOP application, which pushes acceptances well into the late spring, EOP made preliminary acceptances to the top students. These students were contacted by letter indicating that they had been preliminarily accepted and given information regarding the next steps in the application process. This was very successful and resulted in increased yield, from 52% in 1999 to 60% in 2000.
- Outreach: The MRP staff made appointments to speak with guidance counselors, principals, superintendents, the NYC office of SUNY Student Recruitment, and community leaders in order to establish a working relationship with them. This is essential because these groups have access to the target market. Moreover, the plan is to continue to aggressively recruit at both public and parochial schools.
- MRP is represented at all major college fairs in the NYC area.
- For the first time in spring 2000, a group of student volunteers from the Mentorship Program were selected and trained to return to their high schools and actively recruit qualified students of color to apply to New Paltz. Their efforts have been an essential ingredient in communicating the value of the New Paltz experience to prospective students.

During the past decade, the number of new minority students fluctuated from approximately 300 to 360, while the number of white students grew by 150. However,

sustained growth in the number of new freshmen of color has continued throughout the decade. As shown in Charts 2 and 3, overall growth during this period predominately occurred as a result of significant increases in the Latino student population. The commitment to maintaining and enhancing the diversity of the student body to reflect the State's demographics while preserving selectivity was reflected in the class successfully recruited for Fall 2000, including the largest number of students of color since the inception of the Multicultural Recruitment program. MRP and EOP students from traditionally underrepresented groups increased by 31% and 12% respectively. Additionally, there was a 65% increase from 1999 (72 v.111) in the number of students who self-identified as African American, the largest number since 1985.

Table 4: State & Local Diversity Statistics

	NEW YORK STATE (1990 Census)	MID-HUDSON (1990 Census)	College New Paltz Fall 2000		
			Total (UG+G)	Full-Time Undergrad	Total Undergrad
African-Amer	16%	6.60%	6.6	10.1	7.9
Latino	12%	5.00%	7.7	11.3	8.9
Asian-Amer	5%	1.50%	3.7	4.9	3.9
Total	33%	13%	18%	26%	21%

C: Goal: To maintain undergraduate in-state enrollments at 90%. (SP, III.B1)

Approximately 92% of the University's entering students are residents of New York State. Of the remainder, approximately 4% are residents of other states and 4% are from foreign countries.

Table 5: State Regions

Freshman Class Geographic Origin (NY residents only)		
Region	% of Class 1990	% of Class 2000
Hudson Valley	35.9	35.3
Long Island	22.3	30.2
New York City	32.4	25.8
Other NY Regions	9.4	8.7

The regional origin of New York residents has changed over the past 10 years. The most significant growth has occurred in the Long Island region. This is important because this region represents one of the largest concentrations of potential future students and is, because of its affluence and excellent secondary schools, one of the nation's most competitive recruiting areas.

Additionally, New Paltz has done extremely well in Westchester County, another very affluent area and one where the campus historically had little success in its recruiting efforts. Only 31 students from Westchester high schools entered as freshmen in fall 1998; for fall 2000, the number has more than doubled to 74. More encouraging is the fact that the yield from Westchester has increased from 13% in 1998 to 25% in 2000. This clearly establishes that New Paltz's reputation is becoming more positive because accepted applicants from these areas have many alternative choices, given their family incomes and academic preparation.

It is important to note that these changes have occurred as the University's admissions standards continued to rise. However, growth in the numbers of freshmen from the Long Island region and Westchester County has not displaced students from other regions. In fact, enrollment from all regions has grown since 1990. As an example, in New York City, which shows the sharpest percentage decline, the number of entering students from the region has increased from 230 in 1990 to 250 in fall 2000, while the number from Long Island has increased from 165 to over 300, almost doubling in a decade.

Transfer students continue to come primarily from the Mid-Hudson Valley at a 3 to 1 ratio over other regions. Most of the remainder come from New York City and Long Island. This is consistent with prior years and is due to the strong ties New Paltz has developed with regional community colleges through articulation agreements.

International students (approximately 70 new undergraduates) are predominately from Asia-- most from S. Korea, Japan, and China. A steady flow of approximately 8-10 per semester continues from Greece through our partnership with New York College, and this fall the second transfer from the recently established program in Prague will be arriving at New Paltz.

D. Goal: To move the SUNY New Paltz admissions profile from the present "Highly Selective" category to "Most Selective" only if current levels of diversity and access will not be compromised. (MRI, J.4)

New Paltz is presently group 2 Highly Selective (SAT 1060 [first score], 1130 [highest score]). Current forces--growth in applications and selectivity, increasing retention rate, popularity, broad program offerings--indicate that the admissions profile could soon move into group 1 Most Selective. There is support from SUNY System Administration for such a move. However, New Paltz will only move to greater selectivity if it can do so without compromising current levels of diversity and access.

Table 6: Selectivity Projections

Selectivity Group	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Regular admits who have an SAT Score and a High School Average	(actual)	(actual)	(planned)	(planned)	(planned)
Total	100.00%	100.00%	100.00%	100.00%	100.00%
In Group 1	15.4%	15.7%	18.0%	19.0%	20.0%
In Group 2	41.0%	46.7%	49.0%	50.0%	51.0%
In Group 3	40.6%	34.8%	32.0%	31.0%	29.0%
In Group 4	2.7%	2.8%	1.0%		
In Group 5	30.0%				
Special Admits (EOP/Other Risk) as a Percent of Total First Time Full-Time	21.0%	26.5%	20.0%	20.0%	20.0%

Only careful monitoring of the admissions process as well as continued efforts to recruit minority students will make it possible to achieve Goal IV, D.

E. Goal: To improve retention from the freshman to the sophomore year to 85% by 2005. (MRI, 2.2)

New Paltz's retention rates have hovered around 76-78% since 1990. The two most notable exceptions were in 1996, following the 28% tuition increase, which caused retention to drop to a level of 67%, and in 2000, with a historically high first year retention rate of 83%.

Based on national data reported in the Chronicle of Higher Education (10/8/99), with an entering freshmen profile of 47% in the top quarter of their high school graduating class, 95% in the top half, New Paltz's retention rate should be in line with that of the *Selective* institutions, which is 81.3%. After much work across the campus over the past five years, New Paltz has met and somewhat exceeded this benchmark of selectivity and retention. Within SUNY, there is a consistent relationship between the academic profile of first-time freshmen and their retention and persistence to graduation.

Improvements in freshman retention are the result of the careful study and recommendations of the President's Retention Committee (established in 1995) and of the collaboration of Academic Affairs, Student Affairs, Admissions, and a variety of Administrative offices to implement these recommendations. Some of the most significant retention strategies are the following:

- Course Scheduling: has been improved by creating a better spread over the day and the week; offer 4-credit courses three days a week rather than two; offer 3-credit

courses three days a week rather than two, especially at popular times; increase the number of general education courses offered.

- First Year Initiative (F.Y.I.): a living/learning community offering transitional support to new students. This program aims to provide a "seamless learning environment" that builds a strong sense of community identity and offers opportunities for academic and social involvement. This year 115 students live together, take designated courses together, work with a Resident Mentor, and participate in a variety of required programs designed to foster collaborative learning and their successful adjustment to the academic campus culture. The F.Y.I. groups have retention rates in the middle to high 80's.
- Block Scheduling: Following the philosophy of first year experience programs and in an attempt to encourage collaborative work in and out of the classroom, students with similar interests are able to sign up for a block of courses that they are taking together. This opportunity has been offered on a limited basis in the fall 2000, and will be expanded the following year. For the fall 2000 semester, the block scheduling pilot program is serving approximately 180 of the class of 1000 freshmen. There are 9 block tracks, associated with various intended majors, and students are pre-scheduled for the first semester of their freshman year.
- Academic Advising: The efforts to improve academic advising are occurring on both sides of the equation--faculty and students. The Office of Student Advising has recently developed new advising materials for faculty, based on their input, and begun to provide training on a regular basis. The office has also attempted to define, through training and resource materials, the multifaceted role of a faculty advisor--from assisting with course selection, to requirement review, to post-graduation planning, intellectual development and academic success mentoring. The office continues to work at having the expectations for advisors be clearly and consistently articulated by chairs and deans, and for this role to be a significant and acknowledged variable in the consideration of reappointment, tenure, and promotion decisions. In addition, the Office of Student Advising has worked to make students more familiar with what to expect from the academic advising experience and the responsibilities of the student in the advising process.
- Instructional Quality and Front Loading: The improvement of faculty teaching performance, the reduction of part-time faculty, and the assignment of more full-time faculty to the lower-division courses are all efforts to make entering students more immediately feel a part of the academic community.
- Week of Welcome/Orientation Part II: Allows First-Year students to return early and "own" the campus with priority access to faculty and staff, and programs fostering connection to, and pride in, the institution. It provides an opportunity for students with common needs, fears, and expectations, to come together for a time that is programmatically structured to meet their needs, address their fears, and reaffirm or challenge their expectations. "Open House" meetings with faculty in each discipline/major provide students with an opportunity to become familiar with the faculty and staff in each department, see the facilities, and learn about developments in each major.
- Scholar's Mentorship Program: Designed to foster the educational, social, and developmental growth of incoming, non-EOP, students of color. First-year students

are assigned both a trained peer mentor and a faculty/staff mentor with whom they work throughout the year. This year, 73 first-year students are enrolled in the program and are working with their mentors to facilitate their adjustment and enhance their academic success.

- Educational Opportunity Program - New Initiatives: Changes in state-supported funding prompted a shift away from a six-week EOP pre-freshman summer program. It was replaced by a new 2-part orientation model which includes: a) the integration of EOP freshmen into the college-wide orientation program, and b) extended sessions with the EOP advisors to bond with the EOP community and to address numerous college-readiness issues. A new model of academic preparation in the form of an EOP Freshman Seminar became a credit-bearing course in fall 1999, and the creation of sections of Freshman Composition with Supplemental Writing Workshops and specialized sections of Basic Algebra offer unique forms of seamless academic support while replacing the remedial summer school approach.
- The EOP Math/Science Institute was designed to promote the academic success of lower-division EOP students who often struggle with the foundation math and science courses required for such majors as biology, computer science, and engineering. Created through a grant received during summer 2000, the EOP Institute also featured a supportive living-learning environment during the five-week intensive program. The program was a success with 23 out of 25 participants earning the 4 college credits that they attempted.
- Social Issues and College Life Course: A three-credit course for first-year students, which promotes their knowledge of the academic, socio-cultural, and developmental issues related to academic success. The course meets twice a week, with one class using a lecture format and the other engaging students in discussion. A unique aspect of this course is having the weekly discussion groups organized according to Residence Halls, so that the students are meeting in the hall where they live and with the students with whom they live. For fall 2000, over 200 new students are enrolled in the course.
- 40 Days/40 Nights: An attempt to "front-load" our Residence life programmatic efforts during the crucial first six weeks of the fall semester. The goals are to foster interpersonal connections, a sense of community and pride, and an academic orientation. During this time, the Residence Life staff works closely with the Student Association, the Residence Hall Student Association, and College Activities to enhance awareness of, and involvement in, student government and other clubs and organizations.
- Major Connections: Targets increased interaction beyond the classroom between majors, minors and pre-major freshmen and sophomores, alumni and faculty. It allows students to interact with faculty and alumni in an informal setting and provides an opportunity for them to learn more about the different majors that are offered and the careers that they are associated with. Last year, 21 programs were coordinated with over 1600 students attending in 29 academic departments.

When we consider all the students in FYI, Block Scheduling, Social Issues, EOP, and the Scholars Mentorship Program, we see that almost 70% of our first-year students are involved in some form of structured programming targeted at their adjustment and

success. This is a clear indication that retention is a priority for SUNY New Paltz. Not only is improved retention essential to meeting and exceeding the performance standards of the SUNY Trustees and Administration, but, more importantly, it is a direct reflection on how well we collectively support student success. Although the 1999-2000 retention rate represented a significant improvement, much remains to be done to insure that it was not just an anomaly.

F. Goal: To improve sophomore to junior year retention by 2% a year until the goal of 85% retention is reached. (MRI, 2.2)

Sophomore to junior retention at SUNY New Paltz is currently at 65%. This reflects, in part, the assumption of over 30% of entering freshmen that they will not complete their college careers at New Paltz. We believe that as the general reputation of SUNY New Paltz improves and the strategies to improve freshman to sophomore retention become increasingly a part of the institutional fabric, the sophomore to junior retention will improve. The target of 2% improvement will realize the goal of 85% retention in 2006, assuming that freshman to sophomore retention improves by at least 1% per year.

G. Goal: To maintain high admissions standards for transfer students and improve the match between the program of study completed by students elsewhere with the upper-division curricula of New Paltz while still achieving high applicant yield. (MRI, 2.2)

During the 90's, the number of new transfer students significantly exceeded that of entering freshmen. Following a four-year trend, in 1999 the freshman class was much larger than the transfer class for the first time in 16 years. Additionally, the combined total of freshmen and transfer students produced the largest incoming class in the history of the institution. This experience was repeated in the fall of 2000. As this trend of proportionately larger freshman classes continues, the institution is experiencing a dramatic change in the nature of the demand for courses between the lower and upper division levels.

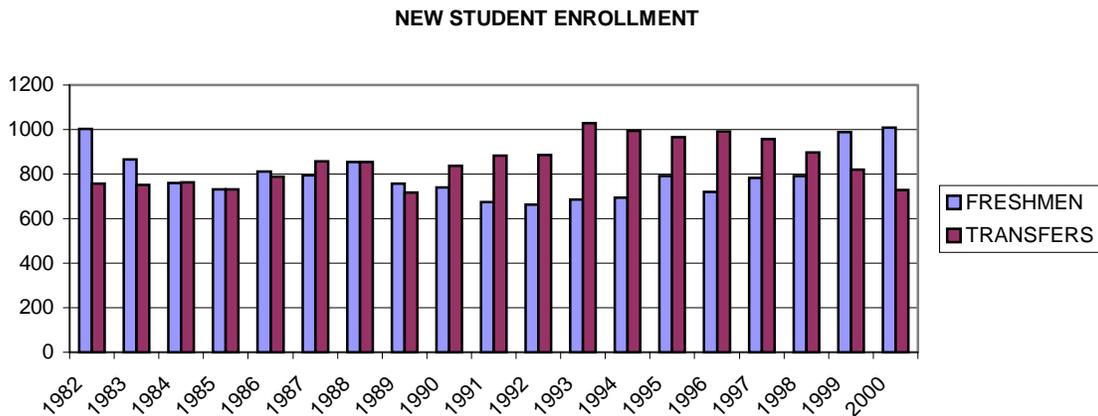


Chart 4: New Student Enrollment

Because a disproportionate number of transfer students study on a part-time basis as compared to native freshman students, the ratio of part-time to full-time students is also changing, placing additional demands on course availability and residential services. In addition, the transfer population has become increasingly full-time over the past decade.

Between 1990 and 1998, the downward trend in transfer applications was proportional to the downward trend in enrollment at New Paltz's primary feeder 2-year colleges within the region. Regional community enrollments and transfer applications have leveled off during the past 2 years, suggesting a level of stability and possibly a reversal of the trend. However, transfer applications have continued to decline due to early application deadlines implemented by the campus and the requirement that transfers with more than 45 hours of academic credit apply directly to a major. These requirements have been implemented to control new-student enrollments as New Paltz reached its enrollment ceiling.

The mean grade point average attained by new transfer students at their previous colleges is approximately a 3.0. Students accepted with less than a 2.5, which represents 9% of the class of 2000, are those who are guaranteed admission through articulation agreements. The minimum GPA for students from other two and four-year institutions is a 2.5.

Chart 5

<b>AVERAGE GPA OF TRANSFER STUDENTS</b>			
<b>Entering Class</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>
Average entering GPA	3.18	3.21	3.12
Average GPA after first Semester at New Paltz	2.84	2.73	2.74
Average GPA after second Semester at New Paltz	2.87	2.99	3.08

The academic performance of transfer students indicates that, on the whole, they are reasonably well-prepared to meet the academic standards of SUNY New Paltz:

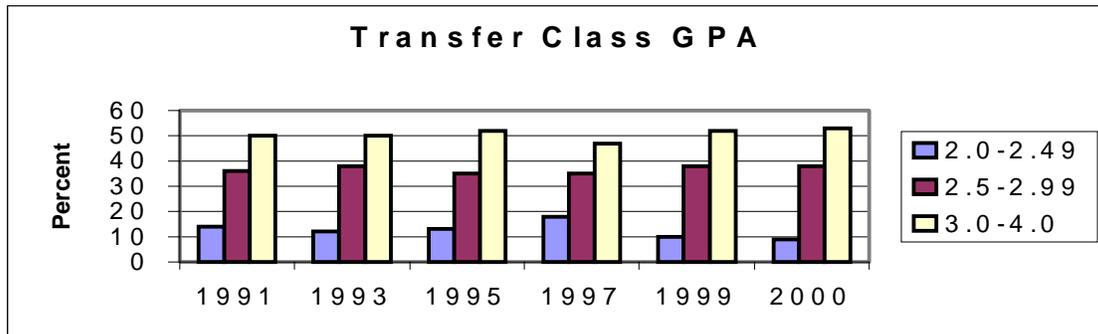


Table 7

The figures suggest that while transfer students have some adjustment problems initially, their GPAs rebound and they tend to perform at New Paltz at or close to the level they did at the institution from which they transferred.

To further insure the academic quality of transfer students, SUNY New Paltz will now require them to take specially designed general education courses to cover New Paltz requirements that may not have been required at community colleges. (See VII, A)

H. Goal: To improve the 6-year graduation rate to 60% by 2003. (MRI, 2.2)

The current six-year graduation rate of SUNY New Paltz students of 47% (1993 cohort) falls below the 54% national average of all comprehensive colleges. However, New Paltz considers that the quality of its student population should yield a rate higher than the average. The intermediary goals for a 60% 6-year graduation rate are as follows:

1994 Cohort: 45%	1995 Cohort: 48%	1996 Cohort: 52%
1997 Cohort: 53%	1998 Cohort: 55%	1999 Cohort: 57%
2000 Cohort: 57%	2001 Cohort: 58%	2002 Cohort: 59%
2003 Cohort: 60%		

New Paltz recognizes the following as appropriate steps toward improving the time-to-degree and graduation rates:

- Work with students to develop and implement a plan of study to ensure graduation in a timely manner.
- Build a scholarship fund to enable students to study full time. Current annual goal is \$90,000 per year. New Paltz would like to double this annual goal by 2005.
- Make courses available across the time schedule in order to help students take the courses they need in the sequence they need them.
- Establish inter-divisional programs targeting adjustment to campus life and academic success, with special focus on improving time-to-degree performance.
- Review the General Education requirements with the dual intent of providing students with a broad-based liberal arts education while allowing them to complete their plan of study and graduate within a realistic and established time frame.
- Review General Education offerings and policies related to them in order to enhance students' ability to complete these requirements in a timely manner.

I. Goal: To increase graduate enrollments by 15% by fall 2003 and recruit from beyond the Mid-Hudson region for programs with national and international appeal. (MRI 1.1)

Post-baccalaureate study has a long history at New Paltz; graduate courses first were offered in 1947, and in 1951 the Master of Science was awarded to 9 students. The university now offers programs leading to 9 Master's Degrees and to the Certificate of Advanced Study.

The decade of the 1990's saw a substantial expansion of graduate programs and initiatives including a long-awaited MBA, MS programs in Engineering and in Nursing, a jointly registered MA/MSW Sociology, Social Work Program with SUNY Albany, and advanced degree programs in Education for non-certified students who plan to teach at the elementary (MST) or secondary (MAT) level. New Paltz and SUNY Albany signed an agreement that would allow students admitted to the Albany Ph.D. in Educational Administration to take some part of their program at New Paltz. The first cohort began this program in summer 2000. The division of Graduate Studies became The Graduate School with a half-time dean.

During the 1990's, graduate enrollments indicate continuing interest in pursuing advanced education at New Paltz. Overall graduate enrollment is at about 1600 students during the last years of the decade, from a high of more than 1960 students in 1990. The decline appears due mainly to a loss of part-time students. Part-time enrollment in the non-matriculated category has declined during these years, in part because we now require students to matriculate after completing no more than 6-9 graduate credits. Full time enrollment is higher than it was earlier in the decade: 270 in 1990; 370 in 2000.

The (self-identified) ethnicity of our graduate students over the decade shows an increase of students of color from about 5.6% early in the decade to just over 8.0% in spring 2000. We are missing ethnicity data for more than 11% of our students. At the end of this decade, the "typical" New Paltz graduate student was a white (~92%), female (~72%), in her early thirties, from the Mid-Hudson region. International students form the core of our graduate program in Computer Science and, to a lesser extent, in some areas of Art Studio. Our new MBA program is beginning to attract international students as well.

Planning is well advanced for an advertising campaign that will feature graduate programs with a national and even international appeal. Such programs as the MFA in the visual arts, the MBA and the MS in Engineering are likely candidates. A trial advertising program aimed only at the region increased graduate enrollments by 6% in fall 2000. The five-year goal of the institution, as stated in the Strategic Plan, is to increase graduate enrollments by 25%.

J. Goal: To maintain programs that recruit international students. (MSSC, I.e)

Since the 1960's, SUNY New Paltz has been known as a campus that emphasizes a global curriculum and that attracts substantial numbers of international students. Until 1990, the campus had no formal program for the recruitment of international students: word of mouth and proximity to New York City accounted for most of the activity. In 1990, the campus began the active recruitment of international students, in part to off-set the continuing decline in graduate enrollments. The recruitment efforts were at first directed by the Office of Academic Affairs with the collaboration of what was then the Office of Overseas Academic Programs. At present, the extensive program is the responsibility of the division of Enrollment Management in conjunction with what has become the Center for International Programs.

The recruitment programs for international students utilize the common practices of recruitment fairs and similar activities, but have increasingly focussed on agreements with overseas institutions of higher education, many of the agreements involving exchange opportunities for New Paltz students. The Center for International Programs has been central to the development of these relationships. In 1999-2000, the international student population numbered 369, more than double the number at the closest competitor among the SUNY University Colleges, SUNY College at Buffalo.

Table 8 New Paltz International Student Population

1999-2000  
Total = 369

Rank	Country	Number	% of Total Students
1	Japan	86	23.306%
2	China	61	16.531%
3	Korea, Rep of	42	11.382%
4	Germany	24	6.504%
5	Greece	23	6.233%
6	Taiwan	19	5.149%
7	India	9	2.439%
8	United Kingdom	9	2.439%
9	Ireland	8	2.168%
10	Singapore	8	2.168%
11	Cyprus	6	1.626%
12	Spain	6	1.626%
13	Brazil	5	1.355%
14	Netherlands	5	1.355%

Table 9 New Paltz International Student Population

1999-2000  
Total = 369

Rank	Field of Study	Number	#of Total Students
1	Business and Management	101	27.371%
2	Lib. Arts and Sci./Gen. Studies/Humanities	78	21.138%
3	Intensive English Language	50	13.550%
4	Mathematics and Computer Science	51	13.821%
5	Visual and Performing Arts	40	10.840%
6	Communications	13	3.523%
7	Engineering	10	2.710%
8	Psychology	10	2.710%
9	Education	8	2.168%
10	Foreign Languages and Lit	5	1.355%

SUNY New Paltz will continue and expand its efforts to recruit international students, especially at the graduate level, projecting an international enrollment of 470 in 2007.

## V

### EXPAND ACCESS TO AND AWARENESS OF STUDENT SUPPORT SERVICES

- A. Goal: To maintain current programs and develop new ones that foster the establishment of a student/learning centered community. (SP, p.5)

"Ours is a university focused on students and learning. It must be a place where our diverse student population feels welcomed and supported to develop their fullest potentials, intellectually, socially, and creatively. New Paltz prides itself on being a serious academic institution. We are committed to a rigorous general education program for all students, with the liberal arts at its core. Student-centered pedagogy will provide a rigorous and challenging curriculum, while respecting the diversity of individual learning styles and the potential of every student to develop his or her capacities and talents." (Strategic Plan, p.5)

Throughout the last decade the line between purely academic concerns at SUNY New Paltz and purely student life concerns has grown less distinct as the ideal of a student/learning centered community has become an emerging reality. Collaborative efforts between Student Affairs and Academic Affairs have helped to bridge a traditional divide on most college campuses. While there is still much to be done and many programs have yet to realize their full potential, much has already been accomplished. Recognizing that programs promoting a student/learning centered community at SUNY New Paltz must speak to the diversity of the campus population, efforts to promote that ideal have focused on the creation of many communities on campus, many different opportunities to participate in student/learning centered activities, many havens in which students can establish an identity through participation in structured activities. Some of these programs aimed at enhancing student retention are mentioned in Chapter IV, E. Others are identified below, most specifically those that bring faculty and students together in activities outside of the formal classroom and support student development in the larger context of student life on campus. Faculty and staff mentoring programs are of particular importance.

It is a long-held tradition that SUNY New Paltz faculty are involved in their students' lives through the roles of educator, advisor, and mentor. The mentor relationship transcends the academic classroom experience and allows for opportunities to put theories and ideas into practice, provides a path for career exploration or cultural enrichment, and develops in-depth knowledge in a given specialization.

Mentoring as a one-on-one interaction occurs in faculty sponsorship of Independent Study projects and in the development of Contract Majors under faculty sponsorship for undergraduate students whose academic interests are such that they cannot be accommodated by a single formal program of study. Students and faculty work together in research projects that often result in public presentations at Liberal Arts and Sciences

Day or at regional and national meetings. Departments sponsor student groups like the American Marketing Association, Art History Association, the National Society of Black Engineers, and the Philosophy Club. Faculty and staff serve as mentors and advisors for a wide array of student organizations:

- Cultural & social (e.g. Asian Student Association, Jewish Action Movement, Latinas Unidas, Muslim Student Association),
- Fine & Performing Arts (Student Art Alliance),
- Print and Media (Oracle, The Campus Media Center, WFNP Radio),
- Advocacy (Social Change for Women, Habitat for Humanity, Students for a Free Tibet),
- Spiritual (Bahai Club, Campus Catholic Ministry, Student Christian Center),
- Sports and Recreational (Equestrian Club, Ice Hockey Club, Outing Club).
- Mentoring of Special Populations: Mentoring for special populations occurs quite frequently. The Collegiate Science and Technology Entry Program (C-STEP), founded in 1986, and the SUNY Alliance for Minority Participation (AMP), established in 1997, provide academic support and enrichment for economically disadvantaged and traditionally underrepresented students studying science, math, engineering and computer science. The goal of these programs is to increase the number of minority and economically disadvantaged students completing degrees in fields that lead to careers in mathematics, science, technology and health-related fields. Many opportunities exist for students to be involved in mentoring relationships through these programs. The program staff members are available to counsel and support students as they advance through the various stages of acclimation to campus and academic life. The staff works with students in groups and individually to tailor academic support programs, help students understand and prepare to meet career and graduate school requirements, and assist in identifying and securing research and internship opportunities. Both programs are strongly committed to insuring that students participate in research and internship experiences while at New Paltz. Since 1995-96, the number of students participating in such experiences each year has increased from approximately 22 to over 48.
- Summer Research Program: Each summer, 10-16 C-STEP and AMP students participate in an on-campus summer research program. Participants work in teams under the guidance of faculty mentors. This summer experience has produced many long term student-mentor relationships. The programs also provide some financial support each year to make it possible for students to work with New Paltz faculty as interns or research assistants during the academic year. For example, each spring since 1995, the programs have provided stipends for two AMP/C-STEP students to work with a professor of computer science, so that they might gain the experience necessary to take part in his summer research that is funded through a National Science Foundation grant.
- Scholar's Mentorship Program: The Minority Recruitment Program Task Force has as its purpose assisting general admission students of color in making a positive transition to college life. In 1988, with 20 faculty/staff mentors and 33 freshman protégés, the Scholar's Mentorship Program was developed as one project of the Task Force. It is one of the oldest and largest retention projects on campus. In 1989, the

peer mentor component was added, which allowed upper division students to participate in the program and also created greater student interest. By 1991, there were 50 freshman protégés, 30 faculty/staff mentors and 15 peer mentors. This academic year, 2000-01, there are 53 faculty/staff mentors, 80 freshman protégés, 34 peer mentors, and 177 upper division students in the program. As of Fall 2000, faculty mentors and protégés collaborate in academic research (course 17393, Research for Scholars).

The goals of the Scholar's Mentorship Program are two fold: to encourage high academic achievement, and to create a support network to facilitate the retention and persistence of general admission African American, Asian, Latino and Native American students.

The Scholar's Mentorship Program seeks faculty and professional staff members who volunteer to mentor students of color. Many serve as their pre-major advisors. Others serve in a more informal capacity. Each mentor is expected to meet with his or her protégés at least three times per semester: during the third week of class, the week before mid-term examinations, and the week before final examinations.

During the freshman year, each freshman protégé is also assigned a peer mentor. Peer mentors are students enrolled in course 17420, Counseling Underrepresented Students. This allows for training for the role of the peer mentor, which is to meet one-on-one with each freshman protégé at least once a week in a formal or informal setting (dining hall, library, residence hall, meeting of a student organization, or at a social activity). The goal is to strengthen each freshman protégé's social network. Peer mentors also serve as liaisons between the faculty/staff mentor and their freshman protégé.

- Educational Opportunity Program: The Educational Opportunity Program (EOP) is an extensive mentoring program emphasizing counseling support and small learning groups to promote student success. Largely in response to the rising academic preparedness of EOP students and the desire to move away from remedial/developmental models, the EOP staff and faculty from appropriate departments collaborated to provide new models based in mentoring:
  - The Supplemental Writing Workshop Model (SWW) replaced Preparatory Writing for developmental writers with special sections of Freshman Composition to which an SWW module was attached, with the course instructor also serving as the SWW mentor.
  - A similar approach to "seamless support" was developed to replace Basic Mathematics with Basic Algebra courses having specialized tutoring modules.
  - The EOP Freshman Seminar, which was a required non-credit course in College Learning Techniques, was suspended and replaced in 1999 by "Key Issues in the Education of Under-Represented Students," a credit course offered by the Department of Black Studies.

- The Center for Academic Development and Learning (CADL): Since 1971, CADL (formerly the Learning Resource Center) has played a vital part in the University's commitment to improve the academic skills and learning experiences of its students. CADL's developmental education program is widely recognized as being innovative and progressive. CADL's educational mission is to create a stimulating learning environment in which students can develop higher order reasoning skills in critical thinking, writing and quantitative analysis.

CADL is primarily funded by a U.S. Department of Education Student Support Services grant, one of the TRIO programs. The Department of Education guidelines stipulate that CADL must provide academic support services to students who meet one or more of the following criteria: low income, first-generation status (neither parent graduated from an institution of higher learning), physically challenged, or learning disabled. In addition, students who are evaluated by faculty and professional staff as needing academic assistance or tutoring may receive academic support.

CADL offers courses in Critical Thinking each semester and has a multi-disciplinary tutoring program as well as a Writing Center. Each Fall, approximately 120 freshman students, identified as first-generation, are enrolled in a critical thinking course as a result of their performance on a critical thinking placement examination given at each orientation session. During the academic year, 1300 to 1600 students receive tutoring at the Center. In 1998-99, 1539 students received tutoring for a total of 6,793 hours. Tutoring was provided by a staff of 70 peer undergraduate and professional tutors. In 1998-99, the Learning Specialist provided academic assistance and counseling to 70 students with documented disabilities.

Excluding EOP, students who are usually referred by counselors, the majority of students coming for tutoring at CADL engage in some form of self-assessment or they are referred by a faculty member because of poor academic performance. It is important to find more effective ways to identify and assess the academic needs and learning styles of our transfer student and adult student populations.

The Supplemental Mathematics Institute, more commonly known as the Math Lab, was originally established as a home for the Computer Assisted Independent Study Basic Algebra Course in 1995. The lab is currently open 44 hours per week and is staffed primarily by adjunct faculty. The lab has fifteen computers, seating for about 10 more students and serves many students annually. It has evolved in close collaboration with the Department of Mathematics to provide, as well, walk-in tutoring in mathematics for a wide range of students, a support center for adjunct faculty in mathematics, a repository of math reference materials and study aids for students and faculty, and an open computer lab for all students.

- B. Goal: To maintain current programs and develop new ones that enhance the diversity of the student population and encourage interactions among diverse groups of students. (MSSC, C.2 & 3)

Most of the institution's programs and activities designed to promote retention (IV, E) and a student/learning centered community (V, A) also promote the diversity of the student population. However, diversity without interaction will not create the student/learning centered community that is a major priority of SUNY New Paltz. There are some programs and activities that by their nature make more likely meaningful interaction among students from different backgrounds.

- Curricular models of interaction: Since all students must take general education courses, the student population in those classes is diverse by nature because it contains a broad cross section of the student body. Interaction in these classes is planned in many of the courses in the Distribution Requirement. With the revision of the Freshman Composition courses to include oral communication skills, the diversity of the student population in those classes ensures that more face-to-face interaction will take place in these core courses. There are also upper division classes that specifically emphasize democratic processes in diverse settings. The Model UN course simulates civil discourse and argument in the context of addressing complex global social and political issues. Another course that targets democratic and inclusive interactions as one of its primary goals is the Social Issues in College Life course. This course specifically teaches students skills of communication across group boundaries and inter-group understanding.
- Living/learning models of interaction: A curriculum-related program that brings diverse students together in academic and social areas is the Freshman Year Initiative program (F.Y.I.). Students who elect to participate in the F.Y.I. program are block-scheduled into three general education classes in their freshman year and live on the same corridor. They go to class, study and live together, learning to understand others and themselves better through these formal and informal interactions. The program has expanded in the past two years in part because students voice satisfaction with the program. It seems to be meeting the goal of providing opportunities for students to interact in positive, productive ways that are linked to their formal learning experiences.
- Discipline-based models of interaction: Although the student population in lower division classes is, for the most part, diverse, the upper division classes seem to be more homogeneous. Upper division classes also tend to focus more deeply on abstract subject matter that is less associated with cultural, racial, ethnic, religious or gender identity. After the general education program, students tend to disperse to their major departments, where there is less opportunity to interact with students in other programs and areas of the college. There are still opportunities, however, for in-depth study of specific cultures or of gender issues for students who desire to specialize in those areas. Majors in Anthropology, Archeology, Asian Studies, Black Studies, Communication and Media, Communications Disorders and Education, Fine Arts, Foreign Languages, History, International Business, International Economics, International Relations, Jewish Studies, Latin American Studies, Linguistics, Music, Native American Studies, Nursing, Sociology, Urban Studies, and Women's Studies all include upper division coursework with content focused on diversity. Unfortunately, it is seldom the case that the students in those classes are from a diversity of backgrounds. This decreases the opportunity for students to interact

among diverse groups within the context of the curriculum, even though the curriculum focuses on diversity.

- Residence Hall models of interaction: The policies of Residence Life promote a popular and successful living/learning environment that is conducive to interaction among students of diverse backgrounds. Residence Halls that at one time were dominated by an ethnic group are no more, and students are assigned to rooms and residence halls on a random basis that is intended to promote interaction. Well-trained paraprofessional resident assistants provide programming and facilitate governance that is inclusive of the students in a given residence hall and encourages them to work together toward common goals. Residence Hall Complex Directors serve as discussion facilitators for the freshman "Social Issues" course sponsored by the Department of Sociology.
- Sports/Recreation models of interaction: The sports and recreation program of SUNY New Paltz encompasses 18 sports, evenly divided between men's and women's teams. In 1999-2000 there were 305 participants in the fall and 285 in the spring. The number of women participating in campus athletic programs has grown steadily and now has surpassed the number of male participants.

The goal of student interaction on an ethnically and culturally diverse campus is not easy to achieve. Although the campus has no systematic approach to the assessments of its efforts to promote such interaction, observed behavior does give some clue. New Paltz students seem to have positive interactions socially and academically across the campus. For example, University Police report no hate crime incident statistics over the past ten years. On the other hand, although the institution has made great efforts to create a general culture of diversity on campus and our proximity to New York City positively impacts our recruiting initiatives to create a multicultural mix, when walking around the campus, one finds that students tend to affiliate and interact socially with people like themselves. The dining areas reflect ethnocentric groupings; many student organizations feature a given culture or gender identity, linking those of similar personal history and experience; upper division majors, although providing an excellent opportunity to delve into Asian, African-American, Latin American or Women's Studies, largely enroll Asians, African-Americans, Latin Americans and women respectively. For as much as we have genuinely tried to accomplish, we still have on the campus evidence of homogeneity similar to the greater U.S. society.

Some initiatives have been recommended to address the goal of enhancing student interaction:

- Increase the number and effectiveness of formal and informal institutional mechanisms to better integrate international students into student life activities.
- Develop systematic assessment strategies to determine how well the goals of diversity and student interaction are achieved in the curriculum, in the classroom, in residence life, and in student activities.
- Expand the block scheduling of the F.Y.I. program to include greater numbers of students participating in the planned interaction that such a mechanism can create.

- Add to the Curriculum Committee's criteria for course and program review a criterion related to diversity in order to emphasize the teaching of diversity and issues related to it, across the curriculum and from a variety of perspectives.

C. Goal: To maintain current programs and develop new ones that enhance the leadership and service opportunities available to students. (MSSC, C.5)

SUNY New Paltz places a high priority on providing leadership and service opportunities that promote values and skills prized in the student/learning centered community. These include personal responsibility and dependability, oral/written communication skills, interpersonal and team-building skills, critical thinking and problem solving skills, respect/tolerance for others and cultural differences, time management/ability to manage multiple tasks, networking/marketing skills, intellectual and personal self-esteem, public speaking skills, planning/goal setting skills, negotiation/conflict resolution skills, ability to manage stress, ability to establish a personal code of ethics, ability to establish balance in one's life, listening skills, role-modeling/mentoring skills, administrative/organizational skills, ability to understand the value of civic responsibility and ability to clarify or expand career goals. These organizations and activities support the academic mission of the University and, in many cases, enhance the support services available to students.

- Emerging Leaders Program: Established in the Fall semester 1999, this program is a learning experience designed to provide opportunities for all students to develop, enhance and practice an individual philosophy of leadership. To prepare our students for leadership both now and in the future, participants are encouraged to explore an understanding of self, of others, and what it means to be an active citizen.
- Activities Assistants: A live-in, para-professional position, the Activities Assistants support the Director and Assistant Director in carrying out the primary objectives of the College Activities program. This position incorporates issues of security/building operations, supervision of student staff, advising clubs/organizations, and programming service project.
- Orientation Leaders: The Orientation Leaders serve as Peer Academic Advisors and "goodwill" ambassadors to new students, their parents and families. They are team leaders of motivational group activities, resources for information and referrals, and role models for leadership experiences. They continue their involvement throughout the year as "Big Brothers/Sisters" to all new students.
- Resident Assistants: A live-in, para-professional position, the R.A.'s help to create a sense of community in the residence halls. These students are trained to assist students with academic, personal, and social concerns and to deal with emergencies and supply information about to campus policies and procedures.
- Student Action Team: Members of the SAT serve as Peer Health Advocates on campus and in local school districts. They provide educational outreach for events (Breast Cancer Awareness, The Great American Smokeout, World Aids Day, Love Carefully Week) and perform community service projects which impact the image of the university. In 1991-92, this organization received the National SAT Programming Award.

- Option Interns: These students serve as research assistants, provide peer education, special event planning and social "norm" marketing input in our prevention programs. Interns from social sciences and education assist with alcohol, tobacco, and other drug prevention initiatives. In 1991-92, this organization received the National Collegiate Alcohol Awareness Week Award.
- Contraceptive and Sexual Awareness (CASA): Students serve as Sexual Health Peer Educators providing peer education, outreach, and liaison services on campus and to community health organizations. A major focus is Breast Cancer Awareness, Love Carefully Week, and World AIDS Day.
- Student Association: The S.A. is the governance system of the New Paltz student body, ensuring that the student body is represented in all college matters through elected student positions as senators or executive board members. Overseeing the mandatory activity fee, S.A. supports both educational and social programming on and off campus.
- Residence Hall Student Association: RHSA is a representative body that provides resident input into all phases of residence hall life. RHSA facilitates the start of the hall governments in each residence hall, which consists of an elected board as well as general membership. In addition, RHSA plans and supports a variety of programs and activities, has a voice in the college administration, and recommends changes in residence hall policies.
- Student Organizations: New Paltz currently has over 120 active student clubs and organizations that offer a variety of opportunities to enhance and support a student's academic program. Student organizations fall into the following categories: academic, cultural/social, spiritual, media, advocacy, arts, sports/recreation, fine/performing arts, and sororities/fraternities. In an effort to encourage more students to become involved in clubs and organizations on campus, an annual Activities Fair is held, and during Freshman Orientation, a survey of students' co-curricular interests is administered. Information about student organizations is then sent to each student, listing groups and activities which match his or her reported interests.
- Greek Life: New Paltz has a well-developed sorority and fraternity program serving the needs of a diverse student population. Known for their outstanding service to the campus and surrounding community, students also learn about group comradeship, community governance systems, time management, and establishing healthy interpersonal and group relationships. SUNY New Paltz has been very aware of problems related to Greek life on other campuses and has taken a number of measures to assure the well-being of our students. For example, new students must successfully complete at least 12 credits prior to beginning a pledge/intake education program. Grades of newly initiated members are now monitored by the Office of College Activities.
- AmeriCorps Educational Award Program: Students have the opportunity to participate in this national program by tutoring, mentoring, and developing enrichment activities for over 500 culturally diverse, at risk youth and families located in 11 sites within Ulster County. This program is unique in that after serving 305-458 hours a year with the AmeriCorps program, students receive an education award ranging from \$800-\$1200 to offset student loans and other educational

expenses. AmeriCorps student placements have increased from 70 participants, placed in 4 local agencies, providing \$61,600 in educational awards to its present state of 105 participants, placed in 11 local agencies, providing \$84,750 in educational awards.

- OASIS: OASIS is a student-staffed crisis intervention center and telephone hot-line. Students are trained to respond to telephone calls and walk-in requests for support, information, and referral in areas of loneliness, depression, suicide, drug and alcohol-related problems, and relationship and family difficulties.
- HAVEN: HAVEN is a student-staffed crisis intervention and telephone hotline. Students are trained to provide support, information, and referral for students who have been the target of rape, attempted rape, or other unwanted sexual experiences.

Student participation in the various leadership opportunities on campus presents clear evidence of ethnic and cultural diversity but significantly less gender diversity since female students dominate most activities.

Table 10

DIVERSITY IN LEADERSHIP OPPORTUNITIES  
1999

	Male	Female	People of Color	Percentage People of Color
Emerging Leaders	0	33	19	57%
Activities Assistants	3	3	6	100%
Orientation Leaders	6	8	3	21%
Resident Assistants	30	41	45	63%
Student Action Team	15	12	6	22%
OPTIONS	0	6	1	16%
CASA	0	6	1	16%
Student Association:				
Executive Board	3	4	7	100%
Senate	7	8	13	87%
RHSA:				
Executive Board	1	6	1	14%
Council	3	19	10	45%
Student Clubs	301	618	280	30%
Greek Life	63	135	48	24%
AmeriCorps	7	62	20	29%
OASIS/HAVEN	3	15	3	16%

D. Goal: To devise strategies to address unmet and imperfectly met needs of students as identified through focus groups, surveys, and systematic data collection, especially the Student Opinion Survey. (SP, I.C)

Student needs and concerns come to the attention of faculty, staff, and the administration in a number of ways. The Student Opinion of Instruction speaks to the teaching performance of individual faculty. Most administrative units in Academic and Student Affairs periodically conduct surveys to gauge student satisfaction with their services. Students communicate needs, concerns, and criticisms directly to the administration through the Executive Boards of the Student Association and the Residence Hall Student Association. However, the most powerful single approach is the Student Opinion Survey, an ACT instrument administered every three years by the state-operated campuses of SUNY. The ranking of SUNY New Paltz within the 27 campuses participating in the survey provides some very useful information about student perceptions of the College Environment/Climate and of College Services/Facilities.

Table 11

College Environment/Climate

Significant Improvement:

	Rank in 2000	Rank in 1997	Change in Rank
Faculty Efforts to Overcome Language Barriers	10	24	14
Quality of Instruction	6	19	13
Faculty Respect for Students	8	20	12
Student Government	6	18	12
Student Voice in College Policies	6	18	12
Availability of Your Advisor	9	20	11
Extent Campus has Helped You Appreciate Diversity	6	17	11
Out of Class Availability of Instructors	4	14	10
Multicultural Content of Courses	8	18	10
Quality of Financial Aid Information	14	24	10

Remains Strong:

Availability of Opportunity for Study Abroad	3	11	8
Clarity of Residence Hall Rules/Regs	3	11	8
Gender Diversity of Fac/Staff	5	8	3

Racial/Eth Diversity of Fac/Staff	9	11	2
Gender Div of Student Body	9	11	2
Campus Understanding of Gays/Bis/Lesbians	2	4	2
Racial/Ethnic Diversity of Students	3	5	2
Campus Atmosphere of Understanding	8	8	0
Racial Harmony at this College	11	11	0
Religious Activities/Programs	4	3	-1

Areas of Weakness:

Class Size vs. Type Course	20	22	2
Availability of Courses in Proper Sequence	19	21	2
Personal Security on Campus	13	15	2
Challenge of Academic Program	17	17	0
College Catalog/Admission Publications	23	22	-1
Registration Procedures	18	17	-1

College Services/Facilities

Significant Improvement:

	Rank in 2000	Rank in 1997	Change in Rank
Campus Response to Needs of Disabled	3	25	22
Campus Aids Education Program	6	24	18
Dissemination of Campus Crime Statistics	7	24	17
Campus Alcohol and Substance Abuse	4	18	14
Campus Efforts to Address Acquaint	6	19	13
Campus Services for Victims of Crime	4	16	12
Financial Aid Services	15	26	11
Science Laboratories	15	25	10
General Condition of Buildings and Grounds	10	19	9
College Social Activities	9	18	9
New Student Orientation Services	9	17	8

Remains Strong:

Cultural Arts Programs (Art/Music/Theatre)	5	9	4
Residence Hall Services and Programs	8	10	2
Library Services	11	12	1

Library Facilities	10	10	0
Learning Labs (Writing/Language/Math)	8	7	-1

Areas of Weakness:

Parking Facilities	21	27	6
Academic Advising Services	24	27	3
Student Union/Campus Center	19	22	3
Career Planning and Placement Services	23	26	3
Classroom Facilities	21	23	2
Computing Laboratories	21	23	2
Access to Computing Services	24	25	1
Campus Bus Service	25	26	1
Campus Food Services	20	20	0
Condition of Residence Hall Facilities	17	16	-1
Athletic Facilities	23	21	-2
Recreational and Intramural Programs	23	21	-2
Campus Student Health Insurance Prog.	23	21	-2
Campus Student Health Services	25	22	-3

It is encouraging to find that areas that have received considerable attention by the campus--e.g., availability of advisors, new student orientation--are perceived by students as having improved. It is discouraging, on the other hand, to find areas that have been extensively improved from the administration's point of view--e.g., registration procedures, academic advising procedures, career planning and placement--are still perceived by students as areas of weakness. It is worth noting that students' perceptions relate interestingly to the major themes of this self-study:

- Areas of strength cluster around the ideal of a diverse campus community.
- Areas of weakness cluster around the ideal of a student/learning centered community.

The tasks ahead for the campus are obvious.

Identification of student needs and concerns is the first step in devising strategies to address them. A second step, standard operating procedure at SUNY New Paltz, is to assign the broadly identified needs and concerns to the appropriate vice presidential area for action.

Some student concerns are easy to understand but not always easy to address: parking on a small campus with a significant number of commuter students will always be in short supply; students will understandably be unhappy about a campus health service that has been exiled for the past five years from its proper facilities by a dilatory SUNY Construction Fund.

Concerns related to facilities are well-understood and long-term plans are in place to upgrade and/or construct classrooms, residence halls, and athletic facilities. As the Strategic Plan Progress Report: 1999-2000 (Appendix F) indicates, progress has been made in rationalizing course scheduling and improving course availability.

Some student concerns must be assessed with care: What do students want and expect from academic advising and career planning/placement that they are not receiving? What do students who rank highly the quality of instruction at SUNY New Paltz mean when they find the academic program to be relatively unchallenging? Answering such questions will require both administrative and faculty introspection and structured approaches to refine campus understanding of student concerns.

As well as assigning vice-presidential responsibility for addressing student needs and concerns, goals for improvement need to be established and included in the performance expectations of the various campus units, structured assessment tools need to be developed, and the reporting of results to the campus community needs to be scheduled.

The Strategic Plan Progress Report: 1999-2000 provides a useful model for such activities.

- E. Goal: To develop structured ways to familiarize students, faculty, and staff with the range of support services available on campus. (SP, I.C)

According to the Strategic Plan Progress Report: 1999-2000, attempts to increase awareness of student support services included the addition of presentations by Student Affairs staff during the established orientation program for new full-time faculty and the newly created orientation for part-time faculty. A Student Affairs web site was created that provides linkages to all Student Affairs services and regulatory documents. A complete listing of these services will be found in Appendix K.

- F. Goal: To implement the "One-Stop Shopping" concept for student services, including considerations of "virtual" services. (SP, I.C)

"One-Stop Shopping" refers to the plan to locate many student services--especially those related to the registration process--in physical proximity in the Administration Building. This has been under discussion for a decade, and although some relocation has taken place, funding priorities have not ranked the project high enough for a total solution that would bring together at least Records and Registration, Academic Advising, Financial Aid, and Student Accounts. Some changes in technology--telephone registration, for example--have mitigated some of the problem of students having to stand in line for registration. However, except at peak registration times, students must move between buildings and between floors of the buildings to accomplish the normal business of registration. It is possible that linking these operations through "virtual" services might create a semblance of the "one-stop" concept convenient enough to lead to a positive change in students' perception of campus registration services. No final decision in the matter has been reached.

G. Goal: To bring the level of support for services to international students and those with limited-English-proficiency to the national standard of one full-time counselor per 250 international students on campus. (SP, I.C)

At present SUNY New Paltz has an international student population of 369, more than double the number at the closest competitor among the SUNY University Colleges, SUNY College at Buffalo. On the New Paltz campus, International Student and Scholar Services is staffed by one full-time professional. The primary function of the office, at present, is to provide immigration documentation and advising to the campus's international population. Other services include non-academic advising, liaison and advocacy on behalf of the international student and scholar population and pre- and post-arrival orientation for new international students.

The Center for International Programs hopes to be authorized to fill the position of International Student Assistant before the 2001-2002 academic year. Such action will help bring the campus into line with the NAFSA recommendation of one professional international student advisor for every 250 international students.

H. Goal: To encourage New Paltz students to study abroad by ensuring administrative, academic, and counseling support both on campus and on site. (SP, I.C)

The number of New Paltz students participating in the 33 study-abroad programs of the campus rose to 343 in 1999-2000, up from 288 in 1998-1999. The campus became the first institution of public higher education to offer study abroad for freshmen through the establishment of a program with the University of Kingston, England, in fall 1999. SUNY New Paltz established new agreements with Charles University in Prague and with the University of Victoria in Wellington, New Zealand, and established new ties with Cuba, resulting in agreements for faculty and student short-term study experiences. (See the Strategic Plan Progress Report: 1999-2000) There has been a steady increase in the number of New Paltz students participating in international programs during the past decade. Development of new study abroad opportunities for New Paltz students is a campus priority. By 2004 the campus plans to have 20% of its undergraduates participate in an international educational experience, up from the current 14%. (See MRI, 5.1) SUNY New Paltz currently has the third highest number of study-abroad students among the SUNY University Colleges, behind SUNY Oswego and SUNY Brockport. It is likely that the Center for International Programs will require additional resources to meet the campus goal of 20% undergraduate participation.

Table 12

Campus	Total Study Abroad Enrollment	Total Study Abroad Staff	Student/Staff Ratio
Oswego	588	8.5 FTE	69/1
Brockport	552	7.0 FTE	79/1
New Paltz	343	3.5 FTE	98/1

- I. Goal: To highlight the importance of service to students by creating opportunities, such as "Distinguished Service Awards," for recognizing professional and classified staff members whose service to students has been exemplary during a given. (SP, I.C)

The recommendation to create "Distinguished Service Awards" to recognize exemplary service to students by professional and classified staff was adopted. Two awards of \$1000 each were presented at the Fall 1999 and 2000 Convocation. (Strategic Plan Progress Report: 1999-2000)

## VI

### BUILD A COMMUNITY OF SCHOLARS/TEACHERS AND STAFF

- A. Goal: To continue to seek first-rate faculty who place teaching at the center of their professional lives and are willing to engage in risk-taking and innovation in research and scholarly/creative activity. (MRI, 3.1)

SUNY New Paltz is a university focused on students and learning. It must be a place where our diverse student population feels welcomed and supported to develop their fullest potentials, intellectually, socially, and creatively. The campus seeks first-rate faculty who wish to place teaching at the center of their professional lives. Faculty should be encouraged to experiment with innovative teaching techniques and to cultivate mentoring relationships with students. All faculty must take seriously their responsibility for proper academic advising. Important research is conducted on our campus--and even more could be done with additional support. (Strategic Plan, pp. 5 & 6)

By most conventional measures, SUNY New Paltz achieves the goal of attracting a faculty that can be the foundation of a community of scholar teachers:

- 84% of the full-time instructional faculty have doctoral degrees or other terminal degrees from outstanding graduate institutions.
- For a faculty whose central emphasis is on teaching, it is remarkably productive in terms of scholarly and creative activities. During 1999-2000, evidence of faculty commitment to scholarship includes: 19 published books and monographs, 116 articles, abstracts, and proceedings, 33 book chapters, and 30 book and art reviews. Conference presentations numbered 175 and there were 47 presentations at workshops and symposia. Art exhibitions numbered 59; faculty gave over 144 musical performances and produced 10 CDs. These results are consistently achieved over the past ten years.
- The Student Opinion of Instruction consistently rates faculty teaching as better than average.
- The Student Opinion Survey gives high marks to the quality of the instruction delivered.

It is, however, difficult to determine in any systematic manner whether the scholarly and creative activities reflect "risk-taking and innovation," although in the visual arts, especially, New Paltz faculty have substantial reputations at the cutting edge of their disciplines. Even more difficult to establish systematically is the extent to which the faculty "experiment with innovative teaching techniques." Anecdotal evidence strongly suggests that such is the case, especially in terms of the use of technology in teaching; however, the extent of innovative teaching techniques, their success, and their adoption by others on campus all need careful examination.

- B. Goal: To increase full-time faculty and reduce reliance on part-time faculty by filling, on average, seven new full-time faculty positions during each of the five-years from 2000 to 2004. (MRI, 3.1: SP, III.A.1)

The use of part-time faculty was reduced by 10% in 1999-2000, with a fall 2000 full-time faculty of 55%. (See Chapter II.B.1) In fall 2000, the first year of the five-year full-time faculty augmentation program, the goal of adding at least seven full-time faculty positions each year was exceeded by the creation of thirteen such new positions. This was achieved through a combination of seven positions created from new funding provided to the campus and savings from faculty retirements.

C. Goal: To create institutional structures that reaffirm the goals of affirmative action as an important part of the institution's historic commitment to diversity of its faculty and staff. (SP, III.A.3)

The need for SUNY New Paltz to increase the ethnic diversity of its faculty and staff was noted as a major concern in the Decennial Self-Study: 1980-91 and in the Periodic Review Report of 1996. Efforts to do so have produced some modestly positive results. A review of the last ten years shows little overall change in full-time female representation (1991=49.0%; 1999=52.9%) and people of color representation (1991=11.6%; 1999=13.1%). For women faculty, however, there has been almost a 10% increase (1991=31.7%; 1999=41.9%). A review of the data since 1981 indicates great strides in increasing women at work in all fields (1981=25.1%) and poor performance in recruiting minorities for any class of university service (1981=10.4%).

Table 13 Changes in the Faculty Profile

	1990	1995	2000
<u>SUNY New Paltz Total</u>			
Total Faculty	505	524	539
Full Time Faculty	304	262	286
(% with Tenure)	70%	67%	53%
Part Time Faculty	201	262	251
# Courses Offered (does not include fieldwork, internships independent study)	854	822	813
# Sections Offered	1333	1253	1293
<u>School of Education</u>			
Total Faculty	99	112	105
Full Time Faculty	44	32	27
(% with Tenure)	57%	47%	22%
Part Time Faculty	55	80	78
# Courses Offered	104	110	113
# Sections Offered	193	197	217

College of Liberal Arts & Sciences

Total Faculty	287	291	302
Full Time Faculty	182	165	174
(% with Tenure)	78%	76%	54%
Part Time Faculty	105	126	128
# Courses Offered	436	438	432
# Sections Offered	707	684	720

School of Engineering & Business

Total Faculty	36	33	33
Full Time Faculty	22	18	27
(% with Tenure)	32%	33%	44%
Part Time Faculty	14	15	6
# courses Offered	53	60	60
# Sections Offered	86	83	80

School of Fine & Performing Arts

Total Faculty	68	67	89
Full Time Faculty	47	43	50
(% with Tenure)	66%	58%	52%
Part Time Faculty	21	24	39
# Courses Offered	189	176	208
# Sections Offered	266	229	276

Division of Health & Physical  
Education

Total Faculty	15	18	0
Full Time Faculty	9	4	0
(% with Tenure)	100%	100%	0
Part Time Faculty	6	17	0
# Courses Offered	52	38	0
# Sections Offered	81	60	0

Sojourner Truth Library

(Not included in Totals)

Total Faculty	13	12	15
Full Time Faculty	11	10	15
(% with Tenure)	93%	100%	69%
Part Time Faculty	2	2	0

Table 14

## Faculty/Staff Diversity

Occupation	%					%				
	Female					People of color				
	1999	1997	1995	1993	1991	1999	1997	1995	1993	1991
Exec/Adm/Mgr	44.2	41	39.5	25	26.7	11.6	7.7	9.3	9.3	33.3
Faculty	41.5	37.2	35.8	33.3	31.7	13.7	12.8	10	10	10.1
Other Prof/Support	61.7	66.7	70.6	64.6	60.6	17	16.2	16.8	16	15
Tech/Para Profession	44.4	44.4	46.2	38.9	46.2	0	0	0	11.1	15.4
Clerical/Secretarial	97.4	97.4	95.4	95.4	95.5	6.5	6.5	7.8	8.6	7.1
Skilled Crafts	4.2	4.2	4	4.3	4.3	2.1	1.9	2	0	0
Service Maintenance	36.9	37.9	37.6	42.2	39	21.5	23.4	22.4	18.1	18.7
Totals	52.9	51.5	51.6	50.6	49	13.1	12.5	11.9	11.5	11.6
* In 1981, the total full-time faculty was 335; 25.1% female and 10.4% people of color										

The general picture of diversity at SUNY New Paltz indicates that the institution appears to have a faculty composed of females and people of color that is patterned similarly to national trends. On closer analysis, these data reveal that half of the African-American representation and over a third of the Hispanic representation are found in the Black Studies and Foreign Languages Departments, respectively. Departments are often homogeneous groups without African-American, Asian, or Hispanic faculty. One example is the Department of Electrical and Computer Engineering, which is not made up of the "typical" majority of northern European ancestry; it, in fact, is relatively homogeneous, composed of 84% mid-eastern faculty. The composition of the classified and professional staff also parallels the national statistics; however, areas that are especially weak are skilled crafts (trades) and technical professions, which have no people of color representation.

The strategies of SUNY New Paltz to attract greater ethnic representation among faculty and staff include recruiting at discipline or profession-specific conferences, advertising in journals aimed at people of color, purchasing mailing labels for selected disciplines, advertising "globally" on the world wide web, and networking with key institutions of higher education. Most recently, at the direction of our new Provost, target of opportunity searches (TOS), open selectively to people of color applicants, were initiated. TOS represents the most aggressive attempt to date to increase representation in the faculty by people of color. To improve outcomes with regard to hiring minorities in disciplines lacking diversification, incentives are built into the search process, the most

important of which is the addition of a full-time departmental line not otherwise available. In addition, the Provost's office absorbs all costs associated with the search, including special advertising in *Black Issues in Higher Education*, *Hispanic Outlook* and other journals focused on minority audiences, sending faculty to minority-targeted conferences for recruiting and allowing additional travel costs to assist departments in attaining minorities.

The last round of hiring through target of opportunity searches resulted in 6 faculty of African and Latin American origin, 1 Native American, 3 Asian, 2 Middle-Eastern, and 19 women added to our faculty. The plan for Fall 2001 will be to add two additional TOS lines and continue three searches that were unsuccessful from last year.

D. Goal: To set goals for achieving a faculty and professional staff that is more reflective of the diversity of the New Paltz student population. (SP, III.A.3)

A number of barriers need to be overcome in order to improve our standing with respect to African-American, Asian and Hispanic populations. On a national level, all institutions of higher education are competing for a limited pool of qualified faculty and professional staff. The Middle States Steering Committee has identified a number of limitations faced by SUNY New Paltz as it seeks to compete in this arena:

- The salaries that SUNY New Paltz can offer are not competitive in many disciplines.
- Spousal opportunities are often not found on campus.
- Most vacant positions are at the entry level in faculty and staff and are, therefore, unattractive to experienced women or people of color.
- The Hudson Valley does not have a reputation for having strong African-American, Asian or Hispanic communities, although such communities of long standing exist in the urban areas that surround SUNY New Paltz.
- The Civil Service system constrains the ability of the campus to exercise affirmative action in the appointment of classified staff.
- Single faculty and staff who come to SUNY New Paltz have difficulty in finding a rewarding social life in this area; however, this problem is not limited to women or people of color.
- There is a pervasive presence of prejudice--racial, ethnic and all other forms of difference--that carries over from general society to the institution. For the most part, it may be unconscious or denied; however, it is present and felt throughout the community, especially by minority faculty, classified and professional staff, and must be addressed openly and together as a community.

The Steering Committee has also detailed a number of strategies and recommendations aimed at both recruiting and retaining more faculty and staff people of color.

Action must be taken where it can make an immediate impact as well as be built into plans for long-term solutions. This can be accomplished in faculty and professional staff vacancies. Our search committees require more information on the "how-tos" of people of color recruiting. The outreach needs to be more broadly based by building greater relationships with people of color institutions, organizations and professionals. Search

committees need to be ready to negotiate early on in the search process. Our past experience has demonstrated that the people of color candidates interviewing with us will receive many offers--we need to make our offers more expeditiously. Many institutions have mentor relationships with their students that extend beyond their graduate careers. Not only is this a potential source for recruiting through institutional and personal networks, it is an example of a technique that SUNY New Paltz needs to incorporate. Where are our people of color alumni and how can we attract them to positions at our institution?

The Middle States Steering Committee has also identified a number of strategies that could improve both the appointment and retention of women and people of color:

- Focus on diversity in promotion, salary, merit, research awards, leaves and equipment requests with the same intensity as in the hiring process.
- Take affirmative action to assist in the hiring or promotion of African-Americans, Asians and Hispanics to upper level management positions beyond chair of departments.
- Form a task force of people of color faculty to recruit people of color candidates at conferences and/or university events.
- Provide release time and funding for travel and research for people of color faculty engaged in recruiting.
- The term "highly qualified" when used in recruiting people of color implies an assumed lack of qualifications. This mind set must be changed through education and experience. Our target of opportunity searches have resulted in extremely qualified individuals joining our community.
- Provide periodic sensitivity training for faculty and staff that will deal with issues of racism and sexism in the workplace.
- Clarify for department chairs the importance of affirmative action leaves (Drescher awards) and have an explicit policy of institutional support.
- Recognize that people of color often carry extreme burdens of responsibility in terms of committee service and student mentoring.
- Develop a mentoring system for faculty and staff of color.
- Establish a forum where people of color, both faculty and staff, can voice their concerns regarding tenure, feelings of alienation or tokenism in committee and departmental representation.
- Special events are needed on campus in formal and informal settings to celebrate our diverse community and to create a community of inclusion.
- In the past diversity training sessions were presented by the institution for faculty, classified staff, and professional staff. This practice needs to be established as part of the campus affirmative action plan.

E. Goal: To encourage and support faculty in developing a more extensive range of pedagogical modalities that will be appropriate to the diverse needs of New Paltz students and the "best practices" of teaching in the various disciplines. (SP, I.A.1)

The Strategic Plan offers examples of the pedagogical modalities to be encouraged:

- Learning communities
- Collaborative learning
- Undergraduate research
- Service/Experiential learning
- Modular/intensive courses
- Exploring the feasibility of expanding 4-credit offerings where academically appropriate
- A capstone academic experience in all undergraduate majors
- A meaningful encounter with technology as a requirement of every undergraduate major
- Mentoring/out-of-the-classroom relationships between students and faculty (programs such as "Major Connections," "Take a Student to Lunch," "MRP Scholarship Program," "Promise," "Adopt-a-Scholar," and advising student organizations)

As is pointed out in VI.A, no systematic campus survey has been made to determine the extent to which these approaches to pedagogy are now being utilized. Some examples are to be found in each category and examples are to be found throughout this self-study. Much hope for meeting this goal is being placed in the ultimate effectiveness of the campus Teaching/Learning Center.

F. Goal: To establish and support a teaching/learning center to foster and support pedagogical innovation and improvement. (SP, I.A.2)

The Strategic Plan Progress Report: 1999-2000 indicates progress toward the establishment of a Teaching/Learning Center by allocating funding for space renovation and equipment. Co-directors of the Center will be drawn from different schools on campus and will provide leadership for the Center. The Center is expected to open in spring 2001.

Discussions about how to support effective teaching on campus have been going on for at least the past ten years. From 1991-92, a Task Force on Teaching met weekly, consulted with departments on campus, conducted surveys and made presentations at some department and faculty meetings, consulted with more than 30 universities, read books and other publications and visited two universities with centers on teaching.

Another Teaching/Pedagogy Task Force was formed in response to faculty concerns raised in the fall of 1996 and, building on the documentation from the previous task force, conducted additional research on approaches taken by other campuses, held focus group discussions with our own faculty, and in spring 1998, presented its recommendation for the creation of a Center for the Enhancement of Teaching and Pedagogy to the faculty, by whom it was unanimously endorsed.

"The purpose of the proposed Center is to create an interdisciplinary, intellectual milieu that fosters dialogue about teaching, building bridges between teaching and research, supports faculty initiatives in curriculum development and alternative instructional

paradigms, makes advanced technologies more readily available to faculty and students in the classroom, and provides a community of faculty and students engaged in learning about teaching. The focus of the Center is to support faculty efforts at self-reflective practice, raise critical questions about the meaning of teaching and learning, and foster collaboration among faculty and with students on pedagogical issues". (Task Force proposal approved by faculty 5/98.)

The Center will operate as a place where faculty can bring their concerns and interests about teaching/learning, find support, mentorship, materials and a community within which to discuss these matters, try out new approaches in their classrooms, and be able to reflect on the results of these experiments. The goal is to encourage faculty as reflective practitioners, engaged in research and thoughtful discussion about their own teaching, and supported in experimenting with new approaches and strategies that can more effectively meet the diverse needs of all of their students. The Center library will gather materials, books, videos, etc. that provide a range of possible approaches, discuss the different kinds of diversity that students bring to the classroom and present multiple pedagogical ideas for matching student needs and building on the diversity they bring to enhance the teaching/learning process.

Other programs that have significantly influenced pedagogical practices on campus deserve mention:

- The Writing Board: Established in 1992 by the Curriculum Committee to implement the intensive writing requirement of General Education II, the Writing Board has been one of the most important influences on pedagogy during the decade. The Writing Board offers interdisciplinary seminars and workshops. In writing seminars, faculty and professional staff come together to focus on strategies for writing to learn, critical thinking, and discovering methods for teaching writing effectively. Seminar participants also explore connections between their own writing processes and the writing of their students. Additionally, the Writing Board has sponsored roundtable discussions, workshops, and retreats to address questions related to teaching and writing (e.g., evaluating papers, managing the workload in writing-intensive courses, guiding peer review in classes, teaching upper-division writing courses to multi-language speakers).
- The Institute for the Study of Post-secondary Pedagogy: The Institute was established by the School of Education to help faculty and administrators address issues of pedagogy and curriculum at the post-secondary level. Central to the Institute's mission is an emphasis on initiating innovative approaches to teaching and learning at the post-secondary level and disseminating this information to the academic community through publications and seminars. The Institute held its first conference in Albany, New York, in 1991 and has presented a conference each year on a variety of topics. Since 1991, the conference has evolved from a predominately regional to a national conference. In 1993, the conference was convened at Mohonk Mountain House, located six miles from the campus, where it has been held every year since in November. In addition to the annual conference, the Institute has been involved in faculty development projects at SUNY New Paltz to bring authentic assessment into the curriculum and to assist faculty in developing innovative pedagogies for

computer-mediated and distance learning instruction. The Institute has published two volumes of selected papers from the 1993 and 1994 conferences.

- The Educational Opportunity Program (EOP): See IV.E.
- The Center for Academic Development and Learning: See V.A.
- The Honors Program: Recognizing that the improving academic profile of New Paltz students could support an honors program, the Academic Senate approved the program in 1995 and it was initiated in the 1996-97 academic year with 13 students. Since then, the program has grown steadily. In the fall 2000 semester, 70 students are taking advantage of this addition to the diversity of educational experiences available to students on campus. Adding to the instructional variety on campus, the Honors Program emphasizes interdisciplinary seminars that substitute for some of the General Education distribution requirements. Faculty teaching in the program have been drawn from the Departments of Anthropology, Biology, Communications, Educational Studies, English, Political Science, Psychology, and Sociology. The seminar titles for the 2000-2001 academic year are "Utopia," "The Human Condition," "Leadership," "Democracy," "Major Biological Concepts," "The Media and America," "Education and Poverty," and "The Sociology of Love." The program fosters academic excellence and self-confidence through its special curriculum and its emphasis on collaborative learning, intense discussion, and cooperative thinking that help to create a community of scholars.

- G. Goal: To improve student advising through collaboration between student services and the faculty to assess advising needs of students and implement strategies that emphasize the pedagogical aspects of academic advising. (SP, I.D)

Over the past ten years, an over-reliance on adjunct faculty has resulted in weakened advising and academic-related support for students. To improve this situation, the Provost authorized an additional \$30,000 to provide advising opportunities for freshman and transfer students (placement testing opportunities for math and foreign languages and additional sections of Critical Thinking). New full-time lecturer lines, with 5/5 course loads and no research or service expectations, were established to enhance opportunities for advising students, to improve the consistency and quality of teaching, and to create stable employment, income and benefits for long-term adjuncts hired to fill these lecturer positions. See also IV.E. for additional information on advising.

- H. Goal: To establish equity in faculty workload: just, impartial, and fair expectations (not necessarily equivalent expectations) of all faculty for the full range of faculty responsibilities--teaching, advising, research, and service. (SP, II.C.1; MRI, 3.2)

SUNY New Paltz expects that full-time faculty members will pursue the full range of university responsibility: teaching, advising, research and service (Faculty Handbook: Faculty Professional Obligation). However, equity in faculty workload has yet to be established. The University, in light of the faculty's unanimous endorsement of establishing a 3/3 teaching load across the campus, recognizes the need to address the issue of workload equity and establish a clear and consistent policy on release time. (Strategic Plan, p. 13)

The Strategic Plan Progress Report: 1999-2000 states that initiatives in response to recommendations regarding faculty workload equity included further analysis of teaching hours and faculty/student ratios. This research established that the primary areas of concern are with faculty in Liberal Arts & Sciences and the School of Education and also revealed some areas where teaching responsibilities are significantly below the institutional average. The Dean of Liberal Arts and Sciences has made some progress in this area. The following departments have been approved for a 20-credit five courses per year teaching load in place of a 21-credit seven courses per year: Communication and Media, Communication Disorders, English, Philosophy, Political Science and International Relations; an application for teaching load revision is pending from the Department of Foreign Languages. The development of more four-credit courses, especially at the lower-division level responds to the goals of the Strategic Plan to enrich the pedagogical environment, make it easier for students to schedule the courses they need, and improve time to degree. These changes in teaching load and course design were accompanied by thorough program review and re-justification to make certain that the academic programs could be delivered within existing resources and the revised teaching loads. The Departments of Mathematics and Computer Science, now separate units, have had the teaching load increased to six courses per year.

- I. Goal: To review and define performance expectations for reappointment, promotion, tenure, and merit salary increase for both faculty and staff and to develop a reward system that acknowledges the complex and diverse activities that are the responsibilities of faculty and staff in a student/learning centered community. (SP, II.3.a; MRI, 3.2)

Improvements in performance assessment and evaluation standards for professional staff were formalized through UUP labor/management discussions and disseminated to staff and supervisors in June 2000. As a first step toward defining expectations for faculty reappointment, promotion, tenure, and discretionary increases, the faculty authorized the creation of a committee to study the principles upon which these decisions are made to include recognition of differences in disciplines and faculty roles. (Strategic Plan Progress Report: 1999-2000)

- J. Goal: To increase institutional funding available to support research and scholarly/creative activities. (SP, III. A. 1)

During the past two decades, institutional support for research and scholarly/creative activities was increased even though budgetary constraints had a serious impact throughout most of this time period. Much of the funding was non-state money generated by the programs of the Center for Continuing and Professional Education. A number of funding programs have been developed over the years.

- Creative Projects Awards: The Creative Projects Awards Program is an important source of faculty development, research, or creative projects funding. The Program provides up to a maximum of \$2,500 for a research and creative project, and \$5,000 for a multimedia project. In 1999-2000 a total of \$50,000 was awarded to faculty, a

40% increase over last year. Since 1991, \$257,813 has been awarded to faculty through this program to allow them to pursue various projects. Since 1995, \$87,927 has been internally awarded to allow faculty to pursue projects dealing with multimedia and technology development.

- Dean's Awards: Traditionally about \$200,000 of tax-levy funds has been allocated to the Deans each year to support faculty and staff travel and professional development. For the past three semesters (1999-2000 and fall 2001) this amount has been increased by \$50,000 per semester.
- The Faculty/Staff Development Fund: Established by the Office of Advancement, these awards are "funded by the generous contributions of faculty and staff members." Awards range between \$25 and \$1,000 and are given "to employees seeking to expand their knowledge in an area related to their current position or in preparation for a career change." This program is in its third year and faculty, professional and classified staff have been awarded approximately \$2,500 per year.
- Staff Training Funds: Additional funding for training is provided by the Vice President for Administration, who budgets \$10,000 annually for classified and professional staff training in the Administrative Affairs Division. The Vice Presidents for Advancement, Enrollment Management, and Student Affairs also have training funds available to staff.
- Teaching/Learning Center: This faculty development enterprise will be funded at \$100,000 per year: \$25,000 for an administrative coordinator, \$25,000 in programming, and \$50,000 to cover faculty time reassigned from teaching.
- Sabbatical Leave Program: On the basis of proposals demonstrating academic merit and the likelihood of success, sabbatical leaves are granted to allow faculty the time to pursue active research agendas. During the past ten years, 213 sabbaticals have been granted for planned travel, study, formal education, research, writing or other experiences of professional value. Sabbatical leaves are a substantial investment for the university and the dollar value is dependent on eligibility and salary data for a given year. For example, the faculty salary on sabbatical leaves has been as high as \$666,446 (the 1990-91 value in faculty salaries/leave replacements) and was \$586,101 in 1998-99.

The agreement between New York State and the United University Professions provides some important funding opportunities for individual faculty and staff and for the campus as a whole. New Paltz has been very active in its support of individual applications for these programs, although there is a cost to the campus involved in the awards:

- Professional Development Awards: Sponsored by UUP/NYS, these awards are given annually to support research, curriculum development, workshop participation and conference attendance/participation, and are given in amounts ranging from \$1,000 to \$5,000 (should salary replacement funds be required). In 1999-2000, the campus received nearly \$25,000 to allocate as determined by a campus-wide committee of faculty and staff. Funding amounts vary from year to year depending on contract provisions.
- Campus Grants Program: The UUP/NYS Campus Grants Program funds technological improvements and increases opportunities for training in technology. SUNY New Paltz has benefited from this program for the past two years, with

approximately \$40,000 granted for improvement to technology in the library and the Teaching/Learning Center, as well as to provide programming for training in technology use.

- The Dr. Nuala McGann Drescher Affirmative Action Leave Program: The goal of this program is to enhance employment opportunities for minorities, women, persons with disabilities and Vietnam era veterans in UUP. The leave program permits at least one semester and up to one year of full-time leave from customary professional obligations in a period prior to applicant's review for permanent or continuing appointment. In addition to salary support, funds are available for tuition and fees for course work, registration fees for conferences and workshops, course-related supplies, travel and related expenses for research or study and equipment lease or purchase. The cost to the University has escalated over the past ten years, from a commitment of \$4,500 in 1990-91 to \$29,166 in 1998-99.

Support for the professional development of faculty and staff will always fall short of need, especially on a campus like New Paltz where a growing number of young and untenured faculty are very active in their disciplines. The campus is mindful of the need to increase such support and has done so to the extent of its ability. Nor will such efforts cease. A goal for faculty support is to pay the full travel costs for every faculty member who is to make a conference presentation.

- K. Goal: To increase the level of funding realized through sponsored funds activities by at least 10% over the next five years, with special emphasis on increases in sponsored research in the physical sciences, computer science, mathematics, and engineering. (MRI, 3.3)

New Paltz's total Sponsored Activity through the Research Foundation for 1998-99 was \$3,010,000, an increase of about 7% since 1992. While the first priority for New Paltz faculty is good teaching, the campus recognizes the desirability of increasing the level of faculty funded research. To this end the campus has articulated the following priorities for promoting increased activity and distinction in research:

- Establish a policy for granting temporary reassignment of instructional responsibilities to research leading to publication or preparation of major grant proposals.
- Develop inter- and multi-disciplinary research programs, particularly in education, natural sciences and engineering, behavioral social sciences, business, and computer science. Responsibility for this initiative lies with the deans.
- Develop organized research centers (materials research and engineering, public policies and planning issues, applied research in management, for example). Discussions with industrial and commercial partners in "Pattern for Progress" (a mid-Hudson consortium) have begun. New Paltz hopes to develop one to three such centers in the next five years.
- Develop collaborative international projects. For example, in 1999 New Paltz realized its first major grant-funded project with Uzbekistan; a second, with Brazil, will be developed in 2002.

- Collaborate on research ventures with regional economic development and local government agencies.
- Continue promotion of industry-university partnerships.
- Expand research opportunities for graduate and undergraduate students.
- The campus goal for overall grant expenditures of these types of grants and contracts is an increase of at least 10% over the next five years.

New Paltz anticipates that its major grants will continue to be in education, training, innovative curriculum development, and international activities.

The technical (science and engineering) portion of the total funding is currently less than 5%. New Paltz has restructured its sciences and engineering to form a School of Physical Sciences and Engineering that include chemistry, geology, physics, computer science, computer engineering, electrical engineering and mathematics. The School was initiated with a new dean, in spring 2001. Increased research funding will be a priority for the new dean, both in terms of program development and the hiring of new faculty (the School will hire a number of new faculty over the next five years). In the meantime, the campus has begun collaborative initiatives with institutions that already have highly successful funded research programs; this effort is expected to increase the likelihood of New Paltz's acquiring grant funding. At this time, it appears likely that technical research funding could increase several fold. Overall research expenditures (direct and indirect costs) should, therefore, increase by at least 20%.

- L. Goal: To address "workload creep" as it affects library faculty and professional staff: workload that increases gradually and insistently when vacant positions are not filled and responsibilities continue to grow. (SP, II. C.3)

Attention to the recommendation regarding "workload creep" for library faculty and professional staff resulted in the creation of some full and part-time positions in Academic Advising; Career Advising and Fieldwork; Computer Services; Development; Disabled Student Services; Dorsky Museum; Financial Aid; International Programs; Multi-cultural Scholars Mentorship Program; Public Affairs; and the Psychological Counseling Center. (Strategic Plan Progress Report: 1999-2000)

## VII

### CREATE PROGRAMS FOSTERING DEVELOPMENT OF GENERAL INTELLECTUAL SKILLS

- A. Goal: To revise the General Education Program (GE II) to conform with the general education mandates of the SUNY Board of Trustees by Fall 2000. (MSSC, C.1.a)

SUNY New Paltz prides itself on being a serious academic institution. We are committed to a rigorous general education program for all students, with the liberal arts at its core. Student-centered pedagogy will provide a rigorous and challenging curriculum, while respecting the diversity of individual learning styles and the potential of every student to develop his or her capacities and talents. (Strategic Plan, p.5)

The general goals of the SUNY New Paltz student/learning centered community are the following, as presented in the Strategic Plan, p. 3:

Intellectual Outcomes: Students are prepared to go on to graduate study or to enter their professional field of specialization through developing:

- Critical thinking, writing, analytical, mathematical, technological, and oral communication skills;
- In-depth exploration of at least one discipline;
- Experience using scientific methods and learning technologies appropriately and critically;
- Knowledge of and participation in the aesthetic experience and the creative process;
- Greater understanding and appreciation of the histories, races and cultures, religions, languages, and customs of our country and those of other nations;
- Knowledge of the rapidly changing political, economic, environmental, and social forces in our world.

Civic/Personal Outcomes: Students develop the confidence and personal qualities necessary to take their place as citizens in our democracy through cultivating:

- High personal standards of honesty, integrity, and personal ethics;
- The capacity for self-reflection and empathy for others;
- Appreciation for the value of active citizenship and community service;
- Knowledge, interests, and activities that promote health, well being, and personal responsibility.

The campus-wide general education program is one of the major means by which SUNY New Paltz hopes to achieve in its students' education these intellectual outcomes and, to a lesser but still very important manner, the civic/personal outcomes as well. The faculty of SUNY New Paltz consider the general education program to be a major foundation of institutional coherence and purpose since all students, except transfers with A.A. or A.S. degrees, must complete the requirements of a general education program that aims to provide the skills, knowledge, understanding, and disposition that will prepare students

for more advanced work toward the baccalaureate degree in traditional liberal arts and sciences fields and in undergraduate professional programs; provide the means by which students can continue learning effectively after graduation; and help form the foundations for future careers and for carrying out the responsibilities of global citizenship in the twenty-first century.

The present program, known as General Education II, was initiated in 1993, replacing General Education I, which had been in place since 1983. In the spring of 1998, the faculty of SUNY New Paltz established a task force to review the effectiveness of General Education II and to make recommendations concerning appropriate and desirable revisions in its structure.

The General Education II program is one of the most extensive in SUNY in terms of credit hours required: 48-57. The international theme is prominent in the program's requirements:

- A substantial foreign language requirement.
- Course requirements in western and non-western cultures and civilizations.
- The "Modern World" core course that surveys the expansion of Europe, the development of the modern capitalist world system and challenges to it, cultural and material interchanges among the major world civilizations, the formation of industrial-urban societies, and the political and ideological foundations of present world civilization.

The program also focuses on U.S. institutions and society:

- United States Studies: explorations of the cultural, historical, and political aspects of the United States.
- Cultural Diversity: explorations of the multi-cultural and multi-ethnic experiences in the United States as they pertain to issues such as gender, race, ethnicity, and religion.
- Social Sciences and Modern Society: explorations of contemporary social issues and concerns which may not be limited to the U.S.

The program also has substantial requirements in composition, mathematics and analytic skills, the physical and biological sciences, and studies in aesthetic expression.

Closely related to the General Education II program is a new graduation requirement initiated in 1993: every student who graduates from SUNY New Paltz must successfully complete a Writing Intensive course, which is usually a required course in the student's major. Writing Intensive courses are designed to consolidate the writing gains made in the lower-division program and to help students learn to express themselves effectively at a level of proficiency that will be required in their professional careers. (See The Writing Board, VI.F)

As the task force was beginning its review of GE II, the State University of New York Board of Trustees adopted a resolution in December 1998 establishing a 30 credit hour minimum General Education Requirement for all of the system's state-operated campuses and specified the knowledge and skill areas to be included in the program and the

competencies to be infused throughout the program. (See Appendix M) Campuses were to submit proposals to meet the Trustees' guidelines by December 1999; the proposals would be reviewed by the SUNY Provost's Advisory Council on General Education during the 1999-2000 academic year; the approved programs would be implemented by the campuses in fall 2000. The efforts of the SUNY New Paltz GE III Task Force were diverted to address this system-wide mandate.

The SUNY New Paltz GE II program as it stood easily exceeded the Trustee's guidelines in breadth and depth except in three areas:

- Proficiency in oral discourse.
- Evaluating oral presentations.
- Competency in information management: "perform the basic operations of computer use; understand and use basic research techniques; and locate, evaluate, and synthesize information from a variety of sources."

The curriculum of the Freshman Composition sequence was revised to include experience in oral communication and information management designed explicitly to meet the Trustees guidelines.

The SUNY New Paltz GE IIA program (See Appendix M) was submitted in December 1999, was approved by SUNY, and was initiated in fall 2000.

Associated with GE IIA is a pilot program beginning in fall 2001 to address the Foreign Language deficit of many transfer students. The concept is Language and Culture and will replace the 101 language course that as a stand-alone is not useful to students. Two course titles are Language of the Caribbean and Art and Language of the Renaissance Italy. The intention is to have these as four-credit courses. Currently under review are American History and World Culture course options which will be offered at the junior level and be supplemented with advising information for transfer students. Also in progress is an expansion of the joint registration in Secondary Education, Nursing and Engineering in order that these students may satisfy their General Education requirements and their program requirements within two years at SUNY New Paltz.

- B. Goal: To review the General Education program (GE IIA) with the dual intent of providing students with a broad-based liberal arts education while allowing them to complete their plan of study and graduate within a realistic and established time frame--with a Fall 2003 target for the implementation of GE III. (SP, I.B.5; MRI, 5.1.1; MSSC, C.1.a)

The GE III Task Force is now in the 2000-01 academic year at work reviewing the GE IIA program, assessing its effectiveness, and developing recommendations that will be submitted to the College Curriculum Committee, and will ultimately be reviewed and voted on by both the Academic Senate and the Faculty. Among the matters likely to be considered by the GE III Task Force are these from the Mission Review Initiative--Memorandum of Understanding, p.12:

- Enhancing the international theme of the program.

- Increasing the curricular coherence of the program and reducing total credits required.
- Strengthening requirements in writing proficiency, mathematics, analytical skills, and foreign language proficiency.
- Integrating "information mastery" into general education requirements.
- Integrating public speaking opportunities into the general education requirements.
- Infusing "critical thinking" techniques into lower division general education course requirements.
- Developing alternative means for satisfying requirements.
- Developing assessment strategies to determine the effectiveness of the general education program.
- The appointment of a Director of GE III with the responsibility of supervision and coordination of multi-section courses, of course quality control, and of ensuring the availability of sufficient general education courses.

The Middle States Steering Committee has indicated other matters that are likely to concern the GE III Task Force. The General Education II A Program constitutes roughly 40% of the 120 minimum credits needed for graduation. While the large number of credits included in general education will be considered in constructing GE III, the current number does not, in and of itself, impede progress toward graduation. There are several reasons for this. First, any course that meets a general education requirement and is required by the major can be used to satisfy both. Further, requirements for liberal arts credits and upper division credits can also be met through general education courses. The General Education II A Program is, therefore, somewhat integrated into a student's degree program.

There are, however, two factors related to the General Education II A Program which have been identified as affecting students' progress toward degree: 1) number of full-time faculty available to mount the curriculum, and 2) course availability, especially at the freshmen/sophomore level. Both of these factors are products of past enrollment and demographic patterns at New Paltz (majority part-time, non-traditional-aged transfer students), and state funding priorities which have not supported additional full-time faculty lines needed to adequately offer GE II A. As New Paltz shifts its focus to full-time, traditional-aged freshmen, there is a need for more full-time faculty who can teach courses throughout the span of the day and week. This need is being addressed (through mission review funding, a three-year initiative, and redefinition of adjunct lines to full-time lecturer positions), and changes in the curriculum are already evident.

The Middle States Steering Committee provides an early indication of the thinking of the GE III Task Force. It is the assessment of the GE III Task Force that our current program, while basically sound, is in need of modification and re-vivification. When the GE I program began in 1983, much attention was paid to the supervision and coordination of the multi-section courses that were part of GE. In our current program, some degree of supervision and coordination is still very much in evidence, varying from "close" to "quite loose." Despite good intentions and previous successes, however, dwindling resources have had their effect. For example, large lecture sections which once had the resources to afford small discussion groups no longer have these resources.

And, as would be expected, the classroom climate for individual GE courses varies from instructor to instructor. Are the GE courses conducive to productive learning for everyone? Are all students challenged to do their best? In some cases--most, we hope--yes; in others, probably not.

It is the intent of the GE III Task Force in Fall 2001, with full input from the campus community, to make recommendations for better coordination and, in general, "tightening up" of our GE Program.

C. Goal: To continue emphasis on developing a global theme in the undergraduate curriculum and to target undergraduate participation in international experiences at 20% by 2004. (MRI, 5.1; SP, I.A.4)

One major difference between GE I and GE II was the addition of a Cultural Diversity category under the broad theme, The American Experience, and a course requirement in non-western areas, Africa, Asia, and Latin America (AALA). The latter category includes Native American, Latin American, African, Middle Eastern, Pacific and Asian civilizations and cultures. The purpose of these two categories is to ensure that all of our undergraduate students encounter specific cultures in a variety of contexts. Courses in the West and AALA provide students with the opportunity to engage with a culture through the lens of a specific discipline such as History, Sociology, Political Science, or Anthropology. Courses in the Cultural Diversity category provide students with curricular experiences that focus on the unique perspectives of racial, cultural and gender groups as they relate to the broad American social and political structure. Requiring a course in the Cultural Diversity and AALA categories reflects New Paltz's strong commitment to diversity and to fostering deep understanding of the issues involved in maintaining a diverse, democratic society. All courses in these and many in other categories are designed by faculty, reviewed in committee, and implemented in the departments with that commitment as a founding principle.

Students are exposed to a variety of cultures not only in the obvious categories of general education or courses with titles that reflect diversity topics. Many courses that do not, on the surface, appear to focus on cultural and racial diversity, actually devote major components to these and related topics. For example, in the United States Studies category of GE II, Historical Archeology (07315) is offered. Students participate in archeological digs that unearth Native American, European American and African American artifacts. Discussions of these artifacts shed light on the lives of people of those cultures as the students discover the role of the artifacts played in the daily lives of different groups. Many courses in GE II are either exclusively focused on distinct cultures or devote a substantial amount of content to the experiences of a variety of cultures. Some sections of core courses, such as English Composition I or II, are thematically focused on specific themes related to gender and other diversity issues.

The Middle States Steering Committee points out that the diversity in the general education program and in the rest of curriculum is in need of review and assessment:

“Once we start assessing how a goal is met by our curriculum, it is usually emphasized more prominently. Although diversity is a goal of our formal, written curriculum, we have not conducted a thorough review of courses to ensure that it is actually a part of the operational curriculum. An analysis of what actually is taught in courses would provide a clearer picture of the level of instruction in issues of diversity across the curriculum. This is especially true in General Education courses, particularly between different sections of the same courses. The Modern World is one course in which there is a wide discrepancy between sections. Since this is the only course that all students are required to take, it is particularly important for diverse perspectives to be presented as well as for the teaching of critical thinking and the ability to see a variety of points of view to be emphasized.” (MSSC)

The GE III Task Force expects to preserve and further the themes of global experience and diversity in its recommendations for strengthening the general education program.

The Center for International Programs (Sec IV, J & V, G&H) plays a key role in the promotion of global and diversity themes in the general education program and elsewhere throughout the curriculum. SUNY New Paltz enrolls more international students than any of the other SUNY University Colleges. During the Fall 1999 semester, 369 students from fifty countries attended SUNY New Paltz. Since these students are enrolled in our classes, they provide all of our students with the opportunity to interact academically with peers who have a different cultural perspective. The Center for International programs currently administers more than thirty study abroad and exchange programs offering students the opportunity to study on every continent but Antarctica. New Paltz students can currently choose to study in programs in Spain, The Netherlands, Denmark, Italy, England, France, Ireland, Ecuador, The Czech Republic, The U.S. Virgin Islands, Australia, New Zealand, Brazil, Japan, Greece, Cuba, and Zimbabwe. For the most part, these programs are offered in conjunction with a foreign university. Hence, our students have the opportunity not only to experience another culture, to learn about another culture in an academic setting, but also to take classes with students from the host countries. SUNY New Paltz has the highest rates of participation in study abroad of all the SUNY University Colleges.

The GE III Task Force is expected to consider ways in which students in study abroad programs can satisfy various requirements of the general education program.

The Middle States Steering Committee observes that although we seem to have many course offerings in areas of cultural, racial, and ethnic diversity and gender issues, we do not offer as many courses on a variety of religions. With religion coming to the fore on many fronts, promoting student understanding of many religions should possibly be a key goal for the curriculum in the future.

D. Goal: To foster curricular and extra-curricular activities that reflect the diversity of U.S. society, that enhance understanding of the diversity of the campus community

and that improve the meaningful and educational interactions of its constituent members. (MSSC, C. 1 & 2)

As pointed out in Chapter V, B, meeting the goal of student interaction both in and out of class in activities that emphasize diversity is a matter of trial and error. The structure of a general education program can go far toward encouraging student interactions as can extra-curricular programs sponsored by the Center for International Programs.

E. Goal: To expand the possibilities for extra-classroom student/faculty learning experiences through mentoring programs. (SP, I. A; MSSC, C.4)

The commitment of SUNY New Paltz to mentoring programs for students is seen clearly in the strategies to improve student retention. (See Chapter IV, E & V, A). Mentoring activities based in the curriculum are to be found in capstone seminars (in Psychology, Computer Science, and Geology, for example) and in joint research projects that bring together undergraduate and graduate students with faculty. All Computer and Electrical Engineering students engage in a senior design project with a faculty mentor. The School of Business has established an alumni mentoring program in which an alumnus adopts a current business student and provides guidance and overall support and real world experience. The upcoming MBA mentor program pairs business leaders in industry with students in the MBA program. School of Education Internships also provide opportunities for connecting classroom knowledge to experience with seasoned professionals in the field providing one-on-one mentorship. There is a growing faculty interest in encouraging an undergraduate research program.

Less formal mentoring sessions take place when faculty help in the composition of art or teaching portfolios, help students find resources or hone their writing and research skills, provide assistance in preparing for competency exams, write letters of recommendation, advise students on career options, coach for job interviews and provide guidance for preparation of a résumé. For example, a faculty member in Biology helps students as a pre-health profession advisor, preparing these students for medical school, nursing programs and other health-related fields. General opportunities for faculty and staff mentoring are created in some departments through extended office hours, departmental registration for returning students prior to university-wide registration, student newsletters, one-on-one advising sessions and student focus groups. It is important to note that the university administration values the extended efforts provided through mentoring and presents the Full-time and Part-time Faculty Member of the Year Awards and the Outstanding Student Service Award to one CSEA and one UUP staff member annually. This recognition is made public through plaques located in Jacobson Faculty Tower and Haggerty Administration Building lobbies, respectively.

It will be a significant challenge to the GE III Task Force and to the faculty as a whole to develop programs that integrate substantial mentoring experiences into the reshaped general education program.

- F. Goal: To continue and expand collaborative efforts of Academic Affairs and Student Affairs to provide effective academic support programs that deal with the whole student. (MSSC, C.4.e)

See Chapter V, A for a discussion of the existing programs that bring together Student Affairs and Academic Affairs. Over the past five years, the Student Affairs office has developed a close working relationship with the Provost's office and the Dean of Academic Advising to facilitate program initiatives affecting the successful transition and retention of first-year students. A First-Year Initiative project (F.Y.I.), Freshman Interest Groups (FIGs), Week of Welcome (an extended orientation program for first-year students) and a variety of mentorship programs have contributed to a 16 point increase in retention over the past five years (67%-83%). In addition, almost 70% of fall 2000 first-year students were involved in some form of structured programming targeting student retention. 95% of fall 2000 freshmen are pre-registered for spring 2001. The Associate Vice President for Student Affairs was selected as an Outstanding First-Year Student advocate.

While such programs as the First-Year Initiative are relatively easy to begin as pilot projects, they are much more difficult to continue and expand so that they become an integral aspect of the lower-division curriculum. It will be a challenge to faculty commitment to a structured general education program since broad faculty involvement in such mentoring activities will be critical to their thorough institutionalization.

- G: Goal: To support the Honors Center program as a significant aspect of campus strategies to recognize student diversity, to encourage interaction among students and with faculty in a variety of learning situations, and to foster pedagogical innovation. (MSSC, I. B.2)

In its sixth year, the Honors Program has demonstrated that it is capable of meeting the goal stated above and has done so largely because of the enthusiastic participation of the students, the devotion of the Director of the program, and the commitment of a relatively small number of faculty who have been involved in the program. For the Honors Program to continue to meet its goals there will have to be a more broad-based faculty commitment to developing the program's multi-disciplinary seminars and participating in the events of the Honors Center. Thought will have to be given to ways to encourage and reward faculty commitment to the program and to expand the program's interrelationship with the more standard general education program of the campus.

## VIII

### PROVIDE UNDERGRADUATE AND GRADUATE CURRICULA OF HIGH QUALITY

- A. Goal: To seek external accreditation of undergraduate and graduate programs where appropriate. (MRI, 2.5)

During the past fifteen years, SUNY New Paltz has actively pursued the policy of seeking external accreditation of its professional programs with the following results:

- Nursing--National League of Nursing/Commission on Collegiate Nursing Education (Initial Accreditation, 1986; last review, 1994)
- Electrical Engineering--Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (Initial Accreditation, 1987; last review, 2000)
- Computer Science--Computer Sciences Accreditation Board (Initial Accreditation, 1990; last review, 2000)
- Communication Disorders--American Speech-Language and Hearing Association (Initial Accreditation, 1992; last review, 1997)
- Music--National Association of Schools of Music and National Association for Music Therapy (Initial Accreditation, 1982; last review, 1992)
- Art, Art History, Art Education--National Association of Schools of Art and Design (Initial Accreditation, 1995)
- Theatre--National Association of Schools of Theatre (Initial Accreditation, 1997)
- Chemistry--American Chemical Society (Initial Accreditation, 1971; last review, 1996)
- Business--Accepted to candidacy for accreditation by the American Assembly of Collegiate Schools of Business (1998)
- English as a Second Language--Accepted into membership in the University Consortium of Intensive English Program (Initial Membership, 1995)
- School of Education--Weighing the merits of various accrediting bodies for teacher preparation programs.

Many professional programs on campus are advised by boards of representatives of the professions, businesses, and industries served. Board members represent both local and national interests.

- B. Goal: To continue a comprehensive review of all academic departments not separately accredited, on a five-year cycle. (MRI, 2.1)

All academic departments not separately accredited are required to review their programs on a five-year cycle. The review process involves a structured self-study, at least two external reviewers who make a written report to the appropriate dean, a written response of the department, a meeting of the department with the dean, and a meeting of the department and dean with the vice president for academic affairs and the president to evaluate recommendations and develop an action agenda.

The five-year cycle of departmental reviews was suspended in 1998, when the campus initiated its strategic planning process. All departments, programs, and administrative units were required to develop self-study reports that weighed the strengths and weaknesses of the departments, projected five-year plans, and indicated the positive forces that would assist in achieving these plans as well as the obstacles to their realization. The cycle of five-year department reviews will be re-initiated in 2000-2001 with three departments from Liberal Arts and Sciences and one from Physical Sciences and Engineering, the departments to be selected by the dean of each unit. The School of Business will also be reviewed.

C. Goal: To develop capstone courses, activities, or experiences designed to assess overall mastery of the major, for all undergraduate majors by 2004. (SP, I.A.1)

A survey conducted by the Office of Academic Affairs in 1997 indicated that most undergraduate programs contained capstone courses, activities or experiences, some very well defined and some approached more informally. During the next four years, all major programs will have developed well-defined capstone requirements that focus the attention of the student on a mastery of the subject and also feed-back into the teaching/learning program information about student achievement that can be utilized to measure the effectiveness of both the curriculum and the instruction.

D. Goal: To include in every undergraduate major activities that will provide students with a significant encounter with information technology that is appropriate to the major and support the infusion of technology into a broad range of programs across the curriculum. (SP, I.A.1; III.A.1)

Many undergraduate majors by their very nature force students into significant encounters with information technology, e.g., business, engineering, the sciences. Other programs, the arts and humanities for example, are lagging somewhat behind. The social sciences are moving rapidly to ensure that students in the major know about and can use effectively the information technology appropriate to the field. The Information Mastery program under development by the Library (See Chapter IX,D) will provide the common foundation for the various approaches to information technology that will be appropriate to the different academic disciplines and will be integrated into their curricula.

E. Goal: To strengthen the position of the graduate school as a center for graduate and professional education. (SP, III.A.I)

The position of The Graduate School as a center for graduate and professional education was strengthened through the achievement of SED approval of the MBA and a related comprehensive regional marketing plan which yielded a 6% increase in total graduate enrollments. In addition the internal search for a new Dean of the Graduate School was successful and staffing was enhanced to assist with marketing and web-based applications development. (Strategic Plan Progress Report: 1999-2000)

The graduate education programs of the State University of New York at New Paltz are integral to its mission as a small public regional university serving the manifold needs of the Mid-Hudson Valley. A variety of characteristics distinguish the graduate program.

- Breadth of Offerings: SUNY New Paltz offers the broadest range of graduate programs among the University Colleges: Master's degrees in over 50 program areas. This breadth is in a large measure necessary because SUNY New Paltz is the only four-year and graduate public institution of higher education between Albany and New York City in the Hudson Valley corridor. This response to regional need is reflected in programs in education, nursing, communication disorders, business, and engineering and in liberal arts and sciences programs and courses needed by teachers for permanent certification.
- National/International Reputation: The graduate programs of the School of Fine and Performing Arts--M.F.A. in painting, ceramics, sculpture, metal, photography, and printmaking, and M.A./M.F.A. in piano pedagogy and performance--have national and international reputations attributable to the quality of the faculty supporting these programs and the recognition that their professional work receives. Other programs have the potential to attract students from outside the region, especially international students in business, engineering, and education. These and their high visibility programs will contribute significantly to the projected 15% increase in graduate enrollments.
- Program Design: All of the SUNY New Paltz graduate programs rest on a foundation of strength and excellence at the undergraduate level. Particular attention is given to program design that can best capitalize on those strengths and meet the various needs of a regional constituency. Some examples are:
  - The dual degree/dual certification Inclusion Program leading to a B.S. in Elementary Education and an M.S. in Special Education.
  - The M.A. in Sociology/Master of Social Work program jointly registered with SUNY Albany.
  - The delivery of graduate nursing instruction by videoconferencing to Adirondack Community College.
  - The establishment of a program to bring the SUNY Albany Ed.D. in Educational Administration to the New Paltz campus with the majority of the academic work on site and taught by New Paltz faculty.

F. Goal: To enhance the availability of financial support for graduate students. (MSSC, I,5.e)

The Graduate Council designed a questionnaire to assess student satisfaction with various aspects of graduate education at the university. The instrument was sent to randomly selected graduate classes (enrollment total: 332 students) during late February 2000 for administration before March 17, 2000. We had a very high return rate: 272 (81.9%) students completed and returned the questionnaire. In general, very high percentages of students were very satisfied or satisfied with most aspects of their curriculum, their instructors, college services, and student life. They were less satisfied with available financial aid.

In addition to federal student loans, there are a few potential sources of financial support for graduate students at our university. Approximately five percent of our graduate students receive some sort of financial aid from New Paltz.

- A few scholarships are available: The Irma and David Goldknopf Scholarship to assist high achieving, financially eligible students who are single parents; the Baggerman Family Scholarship for an elementary education student who attended either North Bellmore, NY or Pine Bush, NY public schools; and the SUNY New Paltz Alumni Association Scholarship.
- SUNY New Paltz graduate students may serve as graduate or teaching assistants (and thereby receive both a stipend and a tuition waiver), graduate fellows (who receive only a tuition waiver), or "casual employees" (who are paid an hourly or flat rate for work performed). Approximately 40 students each year serve as TAs or GAs. Teaching Assistants at New Paltz may join a professional development program (in place on our campus since 1993) to achieve a SUNY certificate in college teaching. The TA Program includes a department-based orientation session, an ongoing practicum in college teaching, twice yearly all-university workshops, peer and faculty mentoring, and classroom videotaping.
- Sojourner Truth Fellows--Outstanding full-time graduate students from traditionally underrepresented groups are eligible for this program which provides a stipend of up to \$10,000 per year. Since fall of 1988 our allocation has increased from \$25,000 to \$81,000. In this time span, 107 minority scholars received funding for graduate study.
- GOP Program--open to students who were part of undergraduate EOP or HEOP programs.
- Graduate Student Research and Creative Projects Award (instituted in 1999) provides modest support for graduate student projects and scholarly travel.
- A few graduate students serve as Fellows on research grants administered by the Research Foundation.

It is clear that we need more financial support for graduate study at New Paltz, both to attract the best graduate students and to allow them to attend full-time rather than part time. Teaching assistants in particular are vital for a graduate community; these students can support undergraduate programs and enliven faculty, and may become the next generation of the professorate. Allocations to our campus for the TA/GA tuition waiver program have been flat for the last five years (\$154,800).

G. Goal: To explore the question of the constituency of the Graduate Faculty. (MSSC, I, 5.e)

The question, "who is a member of the graduate faculty" has had different answers in New Paltz's history. In 1963, at the recommendation of their dean, associate professors or full professors (and not assistant professors) with doctorates might be invited to join the graduate faculty. The current "By-Laws of the Graduate Faculty (revised in 1984)" identifies members as those who hold academic rank at assistant, associate or full professor and who have doctorates (waived in those cases where the doctorate is not the

terminal degree) and who are recommended for membership in the graduate faculty by their Dean, approved by the Dean of the Graduate School, the VP for Academic Affairs and the College President. New Paltz currently makes no distinction between graduate and undergraduate faculty and these formal "appointments" have not been conferred in at least the last 20 years. Similarly, earlier in our history (e.g. 1950s-1960s), only members of the graduate faculty could offer graduate courses. However, during the last 20 years, departments differed in whether adjunct faculty would teach in their graduate programs. Although a few departments limited the participation of non full-time faculty to undergraduate courses, other departments recognized the special skills and abilities some adjunct faculty could provide for their graduate students (e.g., in supervision of practicum students).

This is a question that should be explored in the context of a strengthened Graduate School. The matter should be explored by the Graduate Council under the guidance of the Dean of the Graduate School and recommendations sent to the Presiding Officer for consideration by the Faculty.

H. Goal: To develop new academic programs through processes that are systematic and collaborative, that insure adequate resources will be in place, and that reflect the results of program review that will balance the creation of new programs with the elimination of programs that are redundant and/or obsolete. (SP, III. A.2)

The State University of New York at New Paltz began a period of intense academic program development in the late 1970s, introducing from 1979 to 1987 new undergraduate majors in business administration, computer science, nursing, graphic design, music therapy, international relations, journalism, communications media, and accounting and also brought on line a new general education program in 1983. During the same period, new graduate programs were developed in the visual arts, communication disorders, computer science, sociology and social work (jointly with SUNY Albany). All program development was financed by the reallocation of existing resources. Driving this development was the assumption that such diversification of program was necessary to promote the institution's mission to serve the increasingly varied educational needs of its region and to provide instructional programs attractive to an increasingly heterogeneous student population primarily seeking opportunities at both the undergraduate and graduate levels to pursue studies in professional fields.

After a hiatus of almost five years, new program development began again in 1992 in the School of Education with an M.S. in Second Language Education and a substantial expansion of the Master of Arts in Teaching programs. The Master of Science in Teaching-Elementary Education was introduced in 1993, and in the same year, New Paltz and its five regional community colleges developed jointly registered programs in elementary education that permit community college students to begin an education curriculum before they matriculate to New Paltz. In 1993 the College of Liberal Arts and Sciences introduced a program for the training of direct care professionals as an option in the sociology major, and with the assistance of a three-year federal grant for approximately \$750,000 began an M.S. in Gerontological Nursing Program. In 1994,

Liberal Arts and Sciences initiated a new multi-disciplinary major in Latin American Studies, which draws on seven different departments for its faculty and curriculum.

The Master of Science in Business, a program that had been some 10 years in the planning, made its appearance in the fall of 1995 with concentrations in accounting, international business, finance, and decision science. That same fall, the School of Engineering and Business Administration activated the B.S. in Computer Engineering program that had been registered in 1984 along with the B.S. in Electrical Engineering program but had not been offered because of lack of resources.

The Master of Science in Electrical Engineering program was initiated in fall 1996.

A list of the new undergraduate and graduate degree programs initiated since 1990 follows:

BA Latin American Studies	01/94
MS Business	06/95
MST Elementary Ed pre K-6	03/93
BS Elementary Ed pre K-6	07/96
MSED Special Education	07/96
MA Piano Pedagogy	08/96
MS Electrical Engineering	04/96
MFA Piano Performance	08/96
MAT French, German, Spanish 7-12	12/91
MSED ESL	05/92
MAT Mathematics 7-12	07/91
MAT Physics, Chemistry 7-12	12/91
MA Sociology	07/96
MAT Social Studies 7-12	12/91
BA Political Economy	02/97
MBA	09/99

A few new programs are in the planning stage, all of them interdisciplinary: environmental science, religion, new media, materials science (in engineering) and museum studies (in Fine & Performing Arts). No time-line has been established for the development of any of these programs and there is no guarantee that all will be realized.

As SUNY New Paltz moved toward the new millenium, it was increasingly apparent that the pace of new program development has slowed considerably. In part, scarcity of resources dictated restraint, but it is also clear that the attention of the campus is turning increasingly to the improvement of existing academic programs, to the enhancement of pedagogy, to the strategies and programs that will create an inclusive student/learning centered community. This shift in campus priorities was to be seen in the Periodic Review Report: 1996 and has become the central campus preoccupation in the 1997 Mission Statement and in the Strategic Plan.

## IX

### SUPPORT CURRICULUM AND PEDAGOGY WITH LIBRARY AND INSTRUCTIONAL TECHNOLOGY RESOURCES

- A. Goal: To provide library resources adequate to support the undergraduate and graduate curricula. (SP, III.A.1)

The Vision and Mission Statement of Sojourner Truth Library, approved in May 1999, defines its role and aspirations:

Sojourner Truth Library is a learning library: a gateway to knowledge and global resources; an inviting place where students and faculty learn, conduct research, and engage in joint inquiries, with an array of innovative, outstanding information services, and the expertise to prepare students for lifelong learning.

The library is committed to the mission of SUNY New Paltz to provide a user-centered learning environment for students, faculty and staff, conducive to study, research, and scholarship. We achieve this mission by:

- Selecting, acquiring, organizing, and maintaining an excellent core collection in multiple formats while increasing access to networked information and digital resources, all of which support the curriculum and research needs of students and faculty.
- Developing new and innovative means to deliver effective, timely, and high quality information and services to the college community, whether onsite or at remote locations.
- Teaching students information-seeking and evaluation skills to empower lifelong learning.
- Providing a safe, comfortable, and well-designed environment suited to intellectual discourse and discovery for individuals and groups.
- Recruiting and developing a library staff who can meet the challenges of the rapidly changing information environment.

The library's vision and mission are supported by team efforts and observance of the following principles:

- We are committed to continuous improvement in policies, procedures, and provision of services to users.
- We treat all library users and one another with courtesy and respect.
- We value the expertise, flexibility, and collaboration of library faculty and staff.
- We approach every user request with the expectation of meeting that request. Library faculty and staff are empowered, within certain broad guidelines, to be flexible and creative in meeting the requests. When requests cannot be met, explanations are given with empathy and tact.
- We publicize library services and resources regularly to the college community.

- We strive to seek out user needs through informal feedback and the development of systematic assessment mechanisms.

A review of library activities in the past decade indicates that we have made real progress in working toward a "user-centered" library. There was a declining trend in attendance and circulation as the use of electronic, particularly full-text, databases increased. Compared with 1989/90, we answered an additional 66% of reference questions, taught 76% more classes to 65% more students, and borrowed 78% more items via interlibrary loan for faculty and students. Acquisitions expenditures increased by 51%, buying fewer books and journals, but adding new electronic resources to provide wider availability and faster access to information. Ten years ago, library systems included the Dynix system and librarian-mediated online database searching. In 1999/00, significant financial and human resources were devoted to the continuing development of easier electronic access for users. Organizationally, a team-based structure was established in the early 1990s, and it continued to evolve in response to the changing environment. A variety of new initiatives and programs were offered throughout the years, though the total number of library staff in 1999/00 was nearly 9% less than a decade ago.

For the first time since 1987, acquisitions funds were not used for technology because the last payment on the current catalog/circulation system was made in May 1999. This enabled the library to expend 81% (\$600,000) of its non-salary budget on resource development. Acquisitions expenditures totaled \$640,677 (from all sources), the highest amount in the history of Sojourner Truth Library. Since the advent of better State budgets in 1998, more systematic efforts have been made to provide additional funds to assist the library in its battle against inflation in book and periodical prices.

Expenditures on books were up 16.7% in 1999-2000, allowing us to purchase 810 more titles than the previous year. Expenditures on serials increased slightly (4.5%). Eleven new print journals were added. At the request of the Chemistry Department, eight core journals published by the American Chemical Society were switched to electronic format subscriptions. The cost of full-text databases and access services increased by 143%. This dramatic increase was partly due to rising prices of some databases and partly due to our decision to replace the most heavily used CD-ROM products with web-based versions. We believe that the latter offer greater accessibility to users, whether they are on or off-campus. The databases provided by SUNYConnect further enrich the library's electronic resources.

This year the library administered a \$12,688 Conservation and Preservation of Library Research Materials Grant from New York State. 430 historic photographs were preserved. The Friends of the Library also supported the restoration of five diplomas. These activities added new vitality to the College Archives Collection.

The library is concerned that it participate fully in the campus goal of achieving a student/learning centered community. To that end, the STL has embarked on a plan of systematic assessment to determine the needs and concerns of student users of the library and to develop strategies to respond. The top priority in 1999-2000 was to develop an

on-going process for evaluating the library's effectiveness in serving the information needs of the academic community at SUNY New Paltz. The Assessment Planning Committee was created for this purpose. The Committee developed two surveys and will continue to plan for other assessment mechanisms. With the strong cooperation of faculty members across the campus, the student survey was administered to approximately 1,300 students in 51 classes in the spring. The faculty survey will be conducted in fall 2000. Survey results, once analyzed, will help us shape future service priorities to better serve our users.

In response to user needs, this year we expanded reference desk hours on Sunday evenings. In addition, the interlibrary loan office offered evening hours on Thursday. A new ADA adaptive computing system was installed. Both the library and the Disabilities Office staffs have been trained in its use. Publicity for this service to students with disabilities is planned for September 2000.

We continued to provide reference and document delivery services to off-campus students through the Electronic Information Center (EIC) in the Middletown extension site. In addition, research consultation was available via telephone, fax, or e-mail. The EIC Librarian also visited other sites, delivered instruction via PictureTel to distance learners, and moderated class listservs in collaboration with the Nursing faculty.

Despite our efforts and successes, our delivery of distance learning library services was not without challenges. According to the results of a recent survey distributed by the EIC Librarian to 15 extension classes, some off-campus courses do not require substantial research. Data also indicates that a majority of extension students perceive that they are strong in research skills, which include browsing the Internet and using librarian-mediated searching and local collections at their workplace libraries. We will continue to seek closer partnerships with departments that offer off-campus courses to better integrate information literacy into their course work.

A measure of the support that the library enjoys from the community--both the campus and the Mid-Hudson region--is the success of the Friends of the Sojourner Truth Library in raising funds to assist in collection development and in increasing the visibility of the library as a regional resource. By 2000, the Friends had raised a total of \$60,000. A successful donor recognition event was held to honor the Friends and Professor William Rhoads for his contributions to the library, and to unveil The Friends' new "Honor with Books" program. The profitability of the "Books for Books" program (\$4,200) more than doubled the sales obtained in 1998/99. 190 Friends members, together with funds raised from these two programs, contributed nearly \$15,700 to the library this year. We are immensely grateful for their generosity and continued support.

B. Goal: To increase library staff to meet new campus needs. (SP, II.C.3)

In 1999-2000, clerical and professional staff vacancies in the library were filled and a new professional staff position in support of instructional services was authorized.

C. Goal: To support information technology initiatives on campus throughout SUNY and in New York State that will enhance the services provided by the library. (MRI, 6.2)

The library's share of the Student Technology Fee (\$67,275) helped upgrade public access computers, complete the electronic classroom project, purchase ADA equipment, and provide paper and toner for public printing. In addition to routine maintenance and upgrade of library systems, during this year we addressed computer security and database integrity issues, moved the library web site to our own server, and created seamless connections to remote databases.

The library web site was completely redesigned to improve usability. New features include reference service and consultations via e-mail, and the ability to submit book orders and instruction requests online. An analysis of web page statistics reveals a 136% increase in site activity and a 44% decrease in failed hits with the advent of the new home page design and the full implementation of the ERes system at the beginning of the Fall 1999 semester.

Staff development in the use of new technology continues to be a priority. In addition to attending professional conferences, meetings, and workshops, library staff attended 27 in-house training sessions on the use of such software at *FrontPage*, *Excel*, *Recall*, *Word*, and *Host Explorer* in 1999-2000.

The Sojourner Truth Library has been working with other libraries to share resources and information services through the following programs:

- Interlibrary loan and document delivery: The library is the largest public academic library in the Southeastern New York region. The collection is shared with other area libraries through interlibrary loan arrangements. The library works closely with other SUNY and CUNY libraries on resources sharing. Through the OCLC Interlibrary Loan System and the Ariel digital transmission program, STL can instantly submit requests to, as well as receive requests from, any library in the U.S. and abroad.
- Regional cooperative acquisitions: Supported by a State grant, the library participates in the cooperative acquisitions program of Southeastern New York Library Resources Council (SENYLRC) region. Along with other academic libraries in the region, STL is responsible for strengthening the regional reference collection.
- Consortial acquisitions of electronic resources: Through agreements negotiated by several consortia, such as SENYLRC, SUNY, SUNY/OCLC, and WALDO, the library has subscribed to various electronic databases and full-text services at reasonable pricing.
- SUNY Open Access Program: The library participates in the SUNY Open Access Program to provide borrowing privileges and reference services to students and faculty of other campuses. Students and faculty of area academic libraries can also use the STL collection in house.
- Electronic Library Services; In collaboration with the Higher Education Consortium located at the Higher Education Center in Middletown (Orange County Community College, SUNY New Paltz, Empire State College, Mount St. Mary College, and The

New School), Sojourner Truth Library provides an electronic library facility for students taking classes at this off-campus location.

- **SUNYConnect:** The proposed SUNYConnect project aims at creating a state-of-the-art virtual library for all SUNY campuses. It will include a common online catalog, reference resources, user-initiated document delivery system, and online reference service. Sojourner Truth Library collaborates with other libraries to achieve that goal.

D. Goal: To actively engage the library, its staff and resources, in the curriculum and pedagogy of the campus, primarily but not exclusively through a program of Information Mastery. (MSSC, I. E.5)

The library achieved its goal of exploring new avenues to promote information literacy. The first annual Information Literacy Fair successfully inaugurated STL18, the library's new electronic classroom, and publicized information literacy to the academic community. 1999/00 was a benchmark year for the library's instructional program. With the opening of STL18, there were significant increases in the number of students taught (3,359) and the number of classes conducted (195), compared with 1,807 students in 117 classes during 1998/99.

Team-teaching with faculty in Business Administration and Latin American Studies continued. This year we began to integrate information literacy into several courses in nursing and music. A pilot program with the English Department to incorporate an information literacy component into all Freshman Composition II classes was successfully completed. In an attempt to measure learning outcomes, the program was standardized, with pre-test and post-test questionnaires. Instructional librarians also actively participated in the GE III Task Force to develop a new information management component, which will be implemented in 2003.

Full-text access has had an enormous impact on the information-seeking behaviors of students. With the rapid proliferation of digital information on the Internet, the library's responsibility for teaching students how to navigate the web, locate relevant information, evaluate it, and apply it responsibly to their assignments now, and to their careers later, has become increasingly important.

The collection development librarian has worked successfully with a faculty liaison from each department on material selection in a particular discipline. With the varied nature of disciplines, the uneven pricing of library materials, the availability of some publications in multiple formats, and the increased number of new courses offered on campus in recent years, the participation of all librarians in this program would be beneficial. Each librarian will be a liaison to a department based on his or her expertise, working closely with that particular department on selection and collection assessment.

While information literacy (perhaps a more realistic term than "information mastery") is not the sole province of the library, the professional staff of STL have so far been the campus leaders in trying to define its meaning and experimenting in developing programs that might make it possible to help students achieve information literacy. Since

information literacy has been mandated by the SUNY Trustees as a required element of the general education program of each SUNY campus, the development of such a program has, of necessity, become a campus-wide concern.

The first step in the formation of a campus plan for information literacy is to recognize and understand its major characteristics. Many people confuse information literacy with technological literacy, failing to distinguish between computer-assisted instruction, computer literacy, and the much broader field of information literacy. For example, information literacy is not computer literacy, although the computer is one of the main tools that people use to retrieve information. While technology will continue to change rapidly, strategies for information literacy, including critical thinking skills, are much more stable. Information literacy is:

- The ability to recognize and articulate a need for information.
- The ability to develop effective search strategies.
- The ability to select and use information retrieval tools.
- The ability to locate and retrieve information sources.
- The ability to analyze and critically evaluate information.
- The ability to organize and synthesize information.
- The ability to use and apply information.
- An understanding of the economic, legal, and social issues surrounding the use of the information with the ability to use information ethically and legally.

The information environment is too complex and is changing too rapidly to expect anyone to acquire information literacy skills without a planned, systematic, cumulative instructional program. An information-literate student must also be computer literate. Competencies for information retrieval must include skills in basic computer use (windows, keyboard, mouse, etc.), internet applications, and data base structures. Basic proficiency in using word processing, spreadsheets and presentation software, is also a requirement. All students must attain these competencies.

The most important component for a campus plan for information literacy is the existence of a coordinated effort. The General Education III Task Force is working to implement the inclusion of information literacy into the curriculum. Librarians will continue to help faculty members incorporate information literacy into their courses, and Academic Computing will support the infrastructure and provide student and faculty training in the uses of technology.

- E. Goal: To establish the addition of space to the Sojourner Truth Library as the highest campus priority in the next SUNY construction budget, which is anticipated for 2004 or 2005. (SP, I. E.1)

The Library is grateful for the unanimous vote of support by the Faculty for the College Library Committee's resolution to place library expansion in the campus strategic plan as the first priority in the next five-year capital construction cycle. Provost Lavalley has envisioned the future library addition to be the center of research activities. It will house computer labs, other campus collections, the Learning and Teaching Center, and other

facilities. A proposal to conduct a formal study for an upgrade or addition to the library was submitted to SUNY. Although an addition to the library is a campus priority and will be requested if there is another five-year plan, the SUCF has repeatedly informed the campus that the next plan will have renovation and repair as a very high priority, with new construction possible but not likely.

While new construction may be in the future, immediate needs require making the most effective use of the facilities presently available. 1999-2000 saw the completion of both the electronic classroom and the compact shelving projects. Physical facilities continued to be improved. Re-carpeting was done in the main lobby and on the ground floor. A new library security gate with a voice alarm system was installed. New furniture was purchased to enhance the décor of the library. A project to vacuum the bookshelves was initiated. Besides a general shortage of space, the library faces critical issues of inadequate power supply and telecommunications cables. If the library is to continue its programs of PC upgrades and the development of library systems and networks, these deficiencies must be remedied soon.

- F. Goal: To develop a campus-wide technology plan by establishing a consultative mechanism for exploring and making decisions about technology and related issues. (SP, II. B.2.i)

While some first steps have been taken in the development of a campus-wide technology plan, there is still a long way to go. In fall 1999 an ad hoc faculty subcommittee proposed that the campus governance structure include a standing committee on technology. This received faculty approval at the end of spring 2000. The new standing committee, which is yet to be organized, will, when it meets, help to involve a broader range of faculty and staff than presently assist in technology planning. There has been some progress in developing institutional priorities for the allocation of technology resources, but the process remains somewhat informal. The Student Computer Access Program (SCAP) continues to fund innovations in technology that directly affect students in the classroom or computer lab; revenues from the Technology Fee address hardware and software replacement, support staff, library technology, classroom technology and new computer labs. A campus-wide technology schedule is evolving through meetings between Academic Computing staff and project-specific groups; a projected 2-year schedule has been developed.

On the SUNY New Paltz campus, the Center for Computer Services provides for the computing and non-library information needs of both the academic and the administrative sectors.

The mission of Academic Computing is to support and enhance instruction through the application of computing resources including:

- Classrooms equipped with 'smart technology.'
- Student PC and Macintosh labs (providing state of the art hardware and both general purpose and discipline-specific software).

- Network based services including high speed Internet access.
- Course management, conferencing and content delivery software.

The mission of Administrative Computing is to provide robust and reliable 'user friendly/user empowering' systems to support the administrative functions of the campus. The goal is to provide systems that enable staff, faculty, and students to perform the requisite administrative functions efficiently and effectively.

For both Academic and Administrative Computing, the goal of the Center for Computer Services is to provide a robust and stable network environment, ubiquitous connectivity, and quick access to on and off campus resources.

The use of technology in all aspects of instruction, research and administrative functions has increased dramatically over the past decade much as it has everywhere. SUNY New Paltz has supported this growth in a centralized way by increasing the support staff in the Computer Center and instituting a Technology Fee to provide the resources to support student use. It has relied on existing largely decentralized budgets and one-time allocations to provide the resources to support the hardware and software requirements of faculty and staff. Over the past decade, the campus local area network has been extended to all buildings and to every office that has requested connection. A few of the classroom buildings are fully networked as well.

Hardware and Software: There has been continuous pressure on our existing funds to provide a reasonable level of equipment and software for faculty use. The campus was slow to respond to the growing importance of computing over the past decade, and continued to address the resource question in a decentralized manner. Only in the past few years have we accepted the fact that computing resources and Internet access are basic requirements in all academic areas. Hence, we have been late in considering and adopting a comprehensive plan to provide initial and replacement equipment and software for faculty and staff. A general proposal was agreed in 1999-2000, and we are in the process of drawing up an operational plan.

Training and Instructional Support: In 1994, Computer Services launched the Faculty Development Center. It was a facility run by one full-time professional to provide training and support, and it contained then state-of-the-art equipment including fast PCs, color printing, scanners, etc. In subsequent years, the FDC ran an on-going series of workshops for faculty and staff, and was successful in imparting basic skills in PC and basic software use, Internet access, Web page design, preparation of course materials, technology integration, use of statistical packages, etc. In 1999, our efforts shifted away from this type of training and support facility and, in its place, we focused on tasks that more directly support instruction and the integration of technology into the curricula.

For the past several years, we have provided a series of increasingly powerful and flexible packages to support course enrichment and faculty/student interaction. Our efforts began with simple majordomo discussion lists and are now based on a sophisticated package providing course conferencing, content presentation and web

integration. In line with this progression, our faculty support efforts are now directed toward the widespread introduction of these course enhancement tools. A parallel effort is aimed at supporting other projects and facilities that directly tie into enriching instruction, such as scanning and archiving slide collections and providing streaming media capabilities.

Our efforts to bring technology into the classroom have progressed from early efforts employing PCs on mobile carts into a growing number of "smart classrooms." These range from modest rooms with a PC, VCR and projection facilities to more complete facilities with instructor stations, integrating document cameras, multiple video inputs and lighting controls. As time allows, we are also upgrading our older classroom buildings to provide network access from all classrooms.

While we have now managed to address the issue of equipment, and have made progress in providing support infrastructure, we continue to have problems providing adequate facilities. There has been and still is no long-range plan for the campus that addresses the need for additional space for academic computing facilities. We continuously face a situation of overcrowded public labs with no room to grow. We also continue to add department labs as those areas squeeze equipment into little pockets of space that they make available as other uses wane.

G. Goal: To provide technology resources adequate to support the undergraduate and graduate curricula. (MSSC, I.2.i)

Over the years, the campus network project has been accomplished, an essential prerequisite to optimum technology support of both the academic program and administrative functions. Fiber-optic cabling was installed between the major campus buildings in 1988, and over the past decade it was extended to all buildings and residence halls. The University did not undertake a major campus-wide cabling/networking project, but rather addressed the task building by building. We re-used existing cabling where possible to keep the costs down. It took two years longer than expected to bring all of the campus online. We are now in the process of upgrading the backbone connections to higher speeds, and re-cabling buildings with higher speed CAT 5 cabling where appropriate.

Computing facilities and equipment in support of curriculum-related needs have been minimally funded for many years by the Student Computer Access Program (SCAP), administered by the SUNY System Administration. It has provided an annual stream of roughly \$125,000 to purchase hardware and software for student computing facilities, both public computing labs and specialized department-based facilities. In 1997, SUNY New Paltz adopted a special Technology Fee to supplement these funds. This fee has finally enabled us to address the issue of providing a regular cycle of hardware replacements and software upgrades, and to hire the necessary support to provide an adequate level of academic computing resources for our students.

No comprehensive survey has recently been made to assess the campus-wide impact of instructional technology on the enhancement of the curriculum, but the use of this technology is finally becoming widely adopted by the faculty and it is rapidly transforming the classroom and the teaching/learning process. There are four main elements of instructional technology available to the faculty:

- The smart classroom, where the faculty can present a combination of their material along with discipline-specific software or Internet-based resources.
- The BlackBoard courses conferencing system, where they can post their lectures including the network references, provide links to additional resources, and carry on follow-up discussions and quick quizzes on the material.
- The wealth of software now available for specific tasks that can be demonstrated in the classroom and then form the basis of a host of applications.
- The Internet itself as a vast resource to be tapped at will both during the lecture and throughout the BlackBoard discussions.

Specific examples of classroom use illustrate the range of applications:

- Virtual museum tours are now a part of Art History courses.
- Data analysis using SPSS or Excel is a part of coursework in multiple disciplines from Business through Sociology.
- Extensive exposure to software as a teaching tool is integrated into courses in Education.
- An upper level geography course now allows students to create a well-constructed web site that draws together and integrates diverse Internet based resources in place of a final research paper.
- Composition classes use material posted onto BlackBoard to facilitate peer critiquing of writing samples.
- In Communication Disorders, a few courses have been wholly converted to PowerPoint and are posted onto the BlackBoard discussion so that they can be reviewed at any time.
- Chemistry uses molecular modeling software, Music uses computer based composition software, Graphic Arts is largely computer based, and Foreign Language instruction is integrating PC based technology and Internet resources as well.
- PowerPoint is used extensively in the courses of Business, Theatre, Psychology, Sociology and other disciplines.

Instructional technology plays a role in achieving the campus goal of encouraging diversity by addressing the learning styles and needs of a diverse student population:

- Computerized instructional programs help to meet the needs of a student population that presents a wide range of preparedness for college study.
- The information technology programs of the campus provide for students with a wide range of experience and expertise in dealing with information resources.
- Delivering instruction in a variety of modes assures that all students, whatever their learning styles, will be optimally engaged and stimulated in the process of achieving information literacy.

- The use of a variety of modes of information technology can help in recognizing how cultural differences contribute to students' ideas about intellectual property and the demands of bibliographic citation, and in providing non-judgmental opportunities for students to become familiar with the citation conventions of American scholarship.
- The acquisition of specialized software, furniture, and other equipment has made it much easier for students with disabilities to use computers and to access library resources.

The development of resources over the decade has enabled the campus to provide students and faculty with an environment that is conducive to the utilization of instructional and information technology:

- The number of public lab PCs has grown from one hundred to almost four hundred.
- There are now eight classrooms on campus equipped for hands-on computer instruction
- Large lecture center rooms are equipped with projection systems to facilitate the integration of computer use into classroom instruction.
- E-mail accounts are available to all students and faculty.
- The speed of links to the Internet has improved greatly.
- The campus network has evolved to keep pace with heavy demand to support computer use for classroom instruction and the use of the Internet. Every academic building on campus is networked.
- The third generation of computer-mediated course discussion support software is in use.
- The Faculty Development Center has been established to improve faculty use of technology-based tools.

It is important to note that the Administrative Computing activities that support services to students outside of the academic program have evolved as well. Administrative computing on the campus is supported by an integrated collection of systems including some developed in-house as well as packages purchased from outside sources. As the systems have evolved, so has their ease of use and accessibility by students. We implemented telephone registration years ago, and added grade reporting shortly thereafter. We enhanced the regular transcript with a degree audit report. We put access to the basic elements of these systems on the web in 1996 and this past month we added a host of new features and rolled out a "my.newpaltz" home page where students can check announcements and the campus calendar, view grades, check holds, course availability, their major advisor, and change their address. We will shortly add the ability to view their bill and financial aid status, and add/drop courses.

H. Goal: to provide the appropriate infrastructure and technological support for distance learning activities that are consistent with the mission and goals of SUNY New Paltz as a student/learning centered institution. (SP, 1. A.3)

In spring 1995, SUNY New Paltz became a participant in a grant given to the SUNY system by the Alfred P. Sloan Foundation. The grant supported the effort by New Paltz and other campuses to provide courses through asynchronous computer-based learning,

beginning with the fall 1995 semester, and ultimately to deliver a degree program entirely online. This distance education program was designed to support the following institutional goals:

- Increase availability of courses;
- Facilitate timely completion to degree;
- Encourage faculty development in redesigning of courses;
- Increase student retention;
- Reduce education costs.

By the close of the 2000 Summer Session, SUNY New Paltz had offered thirty-four courses over the SUNY Learning Network (SLN) to a combined enrollment of 1228. Courses have been offered in sociology, graphics, art history, astronomy, English, history, philosophy, psychology, political science, economics, communication, and education. Many of these courses generated revenues in excess of expenditures. Some faculty teaching online enthusiastically embraced this modality; several made presentations and published scholarly articles in national journals reporting on their experience. Two became national leaders in online education in their discipline.

A Summer Session Survey done in 1998 revealed that New Paltz students would be well served by expanding general education course offerings in summer, and especially making it more convenient to take courses online. Many students who were enrolled in these courses lived between a half hour to over three hours away from campus. In response, the campus decided to increase the number of online courses it offered beginning in Summer Session 2000, when eleven courses were presented, some through the SUNY Learning Network and others using a New Paltz server and technical support. Most of these courses could be taken by students while they were away from campus during the summer to meet their general education requirements at New Paltz. Other courses were offered that might appeal to substantial numbers of students who needed them for their major concentration. Faculty came forward with course proposals. Computer technology and direct assistance from the Academic Computing Center and the SLN assisted with course development and ameliorating students' technical difficulties. Enrollments were strong, as were completion rates.

During the fall of 2000, New Paltz is again offering seven online courses. A variety of software platforms are now available to faculty for bringing materials to students online. This comes not only through the SLN, but through an on-campus initiative to provide the best platforms to assure successful courses.

In this effort to develop online courses, faculty have received generally good training and support from the SUNY Learning Network and from the New Paltz Center for Faculty Development. Enrollment is monitored by Extension and Distance Learning staff in collaboration with each department and the faculty member involved in the course. All courses are kept at their limit by actively using a wait list. Instructional information is provided to each student by the Extension staff to support the online information available at the SUNY New Paltz web site and Academic Computing site. This includes

links to the SLN information site as well. Special workshops were scheduled for students taking the summer courses to acquaint students with technical needs and requirements.

There are several problems caused for students by the centralized SUNY Learning Network, especially if students are taking SLN courses offered by more than one SUNY campus. These problems are to be found in the areas of registration, financial aid, articulation and credit transfer, academic calendar, payment schedules, and course drop/add policies. The main problem is that the SLN imposes a state-wide--even nation- and world-wide--learning system on its campuses, all of which have their own local policies and procedures.

Technology support for distance learning activities offered by the New Paltz campus outside of the SLN programming is in an experimental mode at present. WebBoard was used as a vehicle to deliver five of the six SUNY New Paltz hosted Summer 2000 online courses. The sixth course was delivered using TopClass, a course management software application that was adopted at New Paltz as part of a SUNY-wide initiative. This was a learning experience for all who participated in the Summer 2000 online environment. In retrospect, we should have insisted that the faculty choosing to give online exams use the course management software that had that capability built into the application (TopClass). In addition, we should recognize that many students who took the summer online classes thought that the courses would be less structured than they were. Students who had plans for the fourth of July weekend were very surprised that they had to take a mid-term exam that weekend.

In anticipation of increased demand for course management software to be used to enhance traditional courses as well as provide a secure, robust and easy-to-use application to support the delivery of online courses, Academic Computing implemented BlackBoard 5.0. The software shows great promise, but at this time, some of the features are not stable. As these problems are discovered, announcements are provided to all participants and work-arounds are suggested. Because of the difficulties encountered with this course management software, additional training for faculty has been postponed until the bugs have been removed by BlackBoard.

In addition, Academic Computing is investigating the acquisition of a server that will allow faculty to provide streaming content to their online courses. If this project moves forward, training will begin in the spring of 2001. By the spring 2001 semester, BlackBoard should provide a stable environment for those courses needing the enhanced features offered by BlackBoard. WebBoard will continue to be used by those who want to use a simpler package.

At the beginning of its participation in the SLN at the program's inception in 1995, SUNY New Paltz was expected to develop an undergraduate major program to be offered completely online. That goal is yet to be achieved. The program in "liberal studies" that had been assigned to New Paltz proved to be unappealing to the faculty, many of whom feel that online instruction compromises the campus goal of creating a student/learning

centered community. The Dean of the College of Liberal Arts and Sciences has determined that it is highly unlikely that his faculty will approve an online major.

Most recently, the faculty voted to implement a review process (which is a modification of the process for bringing new courses into the curriculum) for all courses that will be offered in an online format. Professors who wish to offer such courses must determine if their proposals are in line with the plans their chairs have for their departments. Further approval is needed from the Deans to assure that courses meet the criteria and that monies are available for development.

For the present, the distance learning program of SUNY New Paltz has the following goals:

- Develop expertise in online technology, course development, and pedagogy.
- Focus on the needs of SUNY New Paltz students for general education courses offered in the summer.
- Encourage within the limits of resources the development of appropriate synchronous (real-time video) distance learning activities--like the delivery of graduate nursing instruction.
- Continue to try to convince the SUNY Learning Network that it must develop a central data base of student users if students are to be adequately supported by administrative services.
- Seek a degree program to offer online that has a well-defined market niche, develops a new student constituency, serves a regional or state-wide need, and is acceptable to the New Paltz faculty.

DEVELOP INSTITUTION-WIDE ASSESSMENT POLICIES AND PROCEDURES

D. Goal: To continue and improve existing general academic assessment programs.  
(MSSC,C.8.A)

The following regularly administered instruments assist the academic sector in planning, assessment of performance, identification of problems, and implementing corrective action:

- Student Evaluation of Instruction (SEI). Every semester about 80% of the full-time faculty and nearly all of the adjunct faculty participate in the SEI. Although faculty participation is voluntary, it is the primary measure of faculty performance in the classroom and is used for decisions regarding promotion, tenure, reappointment and salary increases. The SEI individual faculty results are collated by department and college-wide, distributed to department chairs and deans, and used for intra-department analyses by the Office of Institutional Research.
- Faculty Opinion/Morale Survey (1995, 2000). The 1995 faculty survey was a SUNY-wide survey of faculty opinions about their environment, workload and satisfaction. It was an American College Testing (ACT) instrument and the results were used by SUNY System Administration for campus comparisons. The 2000 Faculty Morale Survey was developed locally by a member of the Task Force on Faculty Morale to look at many aspects of the campus impacting faculty and professional staff morale. Recommendations were based on the findings of the survey and presented to the campus community in a series of Task Force presentations.
- Faculty Salary Disparity Analysis. Every spring the Office of Institutional Research, in coordination with the Provost, conducts an analysis of faculty salaries using a linear regression where the dependent variable is salary and the independent variables include each faculty member's rank, discipline, years of experience, sex, ethnicity and other job-related variables. Predicted salaries, based on the regression, are compared to actual salaries and large deviations of predicted salary being higher than actual salary are then investigated on a by-case basis and salary adjustments are considered, as appropriate.
- Grade Distribution Analysis. Every fall and spring semester a grade distribution report is produced by the Office of Institutional Research. The report shows the distribution of grades awarded by course and instructor, and aggregate distributions are computed for departments and schools. The results are used as part of the overall study of trends in grades (particularly looking for any inflationary trend) and departmental grading tendencies, with emphasis on adjunct faculty grading patterns compared to regular faculty.

- Faculty Workload Analysis. This is done annually and on request. The Course and Section Analysis is the official academic workload document of the college and reflects FTE, WFCO, class size, class type and other workload variables at the course, instructor and departmental levels. Faculty workload measures are computed from CASA and used to evaluate departmental workloads and to compare them to other SUNY campuses having similar departmental configurations (using the I&DR cost per credit hour taught). Workload of faculty, by tenure and rank, is computed to evaluate equity and distribution factors.

The utilization of the information generated by these instruments could be improved by a more systematic approach to taking corrective action when there is an indication of what may be a serious problem. This is particularly true of the Student Evaluation of Instruction, Faculty Opinion/Morale Survey, and the Grade Distribution Analysis. For the most part, meaningful corrective action requires a partnership of the faculty and the administration.

- E. Goal: To continue and improve existing general academic support assessment programs. (MSSC, C.8.B)

The programs of academic support services, especially Sojourner Truth Library, have been significantly improved by these instruments:

- Library Survey (1995, 2000). The Library staff, in coordination with Institutional Research, conducts two library use surveys; one for faculty and one for students. These in-depth questionnaires are administered in class to a large sample of students and mailed to all faculty, full-time and adjunct. The results have been very helpful in modifying some operational procedures (e.g. hours of operation) and identifying strengths and areas needing improvement.
- Alumni survey. The most recent alumni survey (1998) was administered to the graduating classes of 1994 and 1997 through the support of SUNY System Administration since it was a SUNY-wide project. An effort was made to send the questionnaire to all graduates having a valid mailing address. The low response rate precluded any in-depth analysis of the results, but the general tone and tenor of the aggregate response helped to identify some areas where program strengthening was indicated. The importance of integrating computer use in the classroom and the need for additional support in the area of career advisement were two items mentioned frequently.
- Basic skills placement exams. These instruments are administered to entering freshman by the Center for Academic Development and Learning to assess their college preparedness in the areas of reading comprehension, writing, mathematics, and basic skills. Changes in student performance on these basic skills tests have led to some significant curricular changes for students in the Educational Opportunity Program and for critical thinking courses offered by the Center (See V, A).

F. Goal: To continue and improve existing general student life/campus environment assessment programs. (MSSC, C.8.B)

The results of the following surveys have guided changes in the policies and programs of the departments responsible for the support of student life activities and the campus living/learning environment:

- Student Opinion Survey. This ACT questionnaire, administered to undergraduate students every three years, asks students to evaluate the college in over 80 areas in facilities, services and environment. The results are used to identify positive and negative trends and to compare New Paltz with the 27 other SUNY campuses that participate in the survey. (See V,D)
- New Freshman Questionnaire. Every three years we administer this UCLA/CIRP national survey of freshman to the incoming class during orientation. The freshman opinions are compared to previous years' results and used to evaluate adequacy of existing freshman-centered programs.
- Residence Life Survey. A locally developed survey administered annually by the residence life staff to students living in the residence halls. Questions are designed to evaluate the overall quality of residence life and to identify specific areas that could be improved.
- Campus Auxiliary Services (CAS) Survey. Conducted every two to three years, the survey looks at student attitudes and opinions about food services, laundry services, vending services and the bookstore.
- Student Retention Analysis. In the fall and spring semesters, the Institutional Research analysis looks at retention rates as a function of demographic variable and compares the semester rates by cohort year and type (transfer/freshman). Retention correlations and regressions are re-run and compared to previous years' results.

D. Goal: To continue and improve existing general enrollment management assessment programs. (MSSC C.8.D)

The following instruments are critical to effective long-term curriculum planning and to recruitment strategies that are responsive to changes in the institution's student market:

- Desired Curriculum Trend Analysis. Conducted annually, reviews freshman/transfers desired curriculum/major as stated in the enrollment application and compares desired with actual major, as declared 2-3 years later. Trends in desired curricula are used to estimate course availability and scheduling patterns.
- Yield Analysis. Annually looks at the end of the admission cycle yield as a function of geographic origin of students, ethnicity, high school performance, SAT scores and

desired curriculum. Compares current yield rates with previous years' rates in each sub area.

- Decliner Survey (1995). A survey of freshman applicants who were accepted into the college but declined to attend. This was an effort to determine if the reasons for not attending were the results of something the college failed to do, or if the reasons were out of the control of the college.
- Incoming Freshman Survey (1992, 1995). Similar to the Decliner Survey, but was aimed at why students selected New Paltz.

E. Goal: To systematically integrate the results of general institutional assessment programs, report them to the campus community, assign responsibility for dealing with issues that arise, and monitor progress on an annual basis. (SP, II.B.1)

SUNY New Paltz actively follows up the results of most of the general assessment programs with action designed to change the ways in which some aspects of the institution function. The locus for assigning responsibility for action is the President's Cabinet and the individual responsible for seeing that action is taken is the appropriate vice president. The reporting of action taken is the responsibility of that vice president. The Cabinet is usually made aware, but it is not always the case that the campus community is aware of survey results or of actions taken. Within the structure of the Strategic Plan and its annual progress reports, it is now more likely that the larger campus community will be kept up to date on changes in policies and programs and of the databases that lie behind these changes. Where it is appropriate and possible, the Office of Institutional Research does integrate the results of general assessment instruments and provides meaningful cross references. This is most easily seen in the instruments related to the campus environment, student support services, and enrollment management.

F. Goal: To develop on-going assessment strategies for the General Education program that will assist in making improvements and will establish a basis in outcomes assessment for the decennial review and major revision of General Education. (MRI,2.5)

There was no systematic assessment of the success of the General Education I program in meeting its goals, nor have there been any systematic assessments of GE II or GE IIA. There have been attempts to assess some of the aspects of the program: a project to evaluate the Modern World core course was developed but not carried very far; some evaluation of the composition and the basic mathematics requirements has been carried out; the Writing Board developed a survey instrument to assess the effectiveness of the intensive writing requirement in improving student writing. Important changes in GE I were made not on the basis of assessment but on the felt need to make some requirements more rigorous (mathematics and foreign language) and to include new materials (diversity, U.S. society, world civilizations).

On the whole, there is difficulty in articulating goals for the general education program that can be effectively linked to the wide range of courses that meet distribution requirements and then developing assessment strategies that will indicate how specific courses contribute toward meeting those goals. One of the challenges of the GE III Task Force will be in designing a program that can be assessed systematically and putting in place the mechanisms that will insure that assessment is carried out.

It is likely that the SUNY Trustees, having mandated the basic academic content and learning skills to be included in the general education program of each campus, will require that assessment be carried out by the individual campuses or will prescribe the assessment to be carried out uniformly through the system. (See VII.A)

G. Goal: To create a program of educational outcomes assessment for all undergraduate programs by 2004. (MRI, 2.5)

In response to the interim report issued by the SUNY Provost's Advisory Task Force on the Assessment of Student Learning Outcomes, SUNY New Paltz has agreed to the goal stated above in its Memorandum of Understanding with SUNY System Administration that concluded the Mission Review Initiative process in December 2000. Some important foundations have been laid for the campus effort to create a program of educational outcomes assessment for all undergraduate programs.

In 1991, a Task Force on Educational Outcomes Assessment was appointed by the Presiding Officer of the Faculty at SUNY New Paltz. It was charged with instituting educational outcomes assessment in undergraduate programs, college-wide. The Task Force was comprised of representatives from the School of Engineering and Business Administration, the School of Education, the School of Fine and Performing Arts, the Office of Institutional Research, the College of Liberal Arts and Sciences, the Division of Health and Physical Education, the Sojourner Truth Library, and the area of Student Affairs.

The goal of educational outcomes assessment at the State University of New York at New Paltz is the improvement of teaching and learning, and this goal constitutes the philosophical foundation of the New Paltz approach to outcomes assessment.

The areas in which educational outcomes assessment is to be pursued have been defined by System Administration:

- The academic major
- Basic academic skills
- The General Education Program
- Social and personal development

After examining the materials gathered and recommendations made by an earlier Task Force, the Task Force on Educational Outcomes Assessment defined its mission as: facilitating and providing technical assistance for college-wide assessment activities and

documenting the assessment activities that occur. Since its inception in 1991, the Task Force organized a variety of activities to fulfill its mission. As a result, many academic departments and special programs initiated assessment processes. Assessment issues that cross departmental lines have been discussed in college-wide meetings.

Until 1998, when it disbanded, the Task Force was the moving spirit behind the assessment of educational outcomes, especially in the academic majors. Among its first actions were the formulation of the principles that would guide its approach to assessment on campus:

- The process of educational outcomes assessment will not be used to evaluate individual faculty members.
- Members of the Task force will serve as facilitator and advisors, providing support as individual departments and units develop their own plans for educational outcomes assessment.
- The problem-solving approach to educational outcomes assessment, suggested by Dr. Peter Ewell (who served as a consultant to the Task Force in its first year of operation), is preferable to an approach that attempts to assess all aspects of departmental functioning simultaneously.
- The problem-solving approach dictates that the educational outcomes process will vary from one department to another.

In its first year, the Task Force collected material on outcomes assessment, worked with the initial departments to enter the program, sponsored a conference on campus featuring Dr. Peter Ewell, Senior Associate with the National Center for Higher Education Management Systems, and sent two of its members to the 1992 AAHE Conference on Assessment and Quality. Working intensively with academic departments and deans, over the years, the Task Force became a forum for the discussion of different approaches to assessment and for the sharing of experiences. Nationally recognized experts on assessment were brought to campus, among them Dr. Richard Light, Director of the Harvard Assessment Seminars. His presentation led the Task Force to organize an Assessment Roundtable as an interdisciplinary forum for the discussion of assessment and the dissemination of assessment strategies. More Task Force members attended subsequent AAHE Conferences on Assessment and Quality; the Task Force supported the attendance of other faculty and staff as well. In 1994-95 the Task Force began the publication of the Assessment Newsletter, which heightened campus awareness of the assessment process and its possibilities for guiding curricular and pedagogical change. In the spring of 1996, the Task Force held three institution-wide meetings: one on the construction and use of alumni surveys in outcomes assessment, one on portfolio assessment, and one on the assessment of general education.

Since the monitoring and documentation of the educational outcomes process was part of its mission, the Task Force issued annual reports summarizing its activities and documenting the progress of assessment projects. In 1994-95 the Task Force requested written reports from all departments on their assessment activities in the following areas:

- Problem/goal identification

- Process for gathering information
- Findings
- Changes adopted
- Re-evaluations

By the end of the 1995-96 academic year, the Task Force could report that twenty-two departments and programs had engaged in some form of assessment of educational outcomes and that ten of the participants had made changes in their programs on the basis of their findings.

By the mid-1990's, the interest and commitment to assessment had waned, largely because of the lack of financial support for training, implementation, and maintenance of campus-based assessment programs. Feeling that it had done all it could, the New Paltz Task Force on Educational Outcomes Assessment asked to be discharged in 1998. A rededication to outcomes assessment process has been made by the SUNY Provost, and the New Paltz campus is in the early stages of building its campus-based assessment plan which accommodates its distinctiveness, autonomy and diversity yet fulfills the directive from the SUNY Provost's Advisory Task Force on the Assessment of Student Learning Outcomes.

H. Goal: To foster educational outcomes assessment strategies that are appropriate to individual academic programs. (MSCC, C.8.b)

Educational outcomes assessment at SUNY New Paltz rests on the familiar five-point process:

- Determine what skills, knowledge, and attitudes students are to possess.
- Develop a process to determine whether the program, curriculum or individual course does indeed produce the desired outcomes.
- Analyze the findings.
- Make changes in course materials, pedagogy, or goals on the basis of the findings.
- Re-evaluate the educational outcomes after changes are made.

The individual academic programs that have made the greatest progress in implementing this model are the externally accredited programs and those seeking accreditation: business, engineering, nursing, communication disorders, education and fine and performing arts.

- Business: The most highly evolved program of education outcomes assessment exists in the School of Business. Guided by the Departmental Assessment Committee, the School derives its goals for student performance from employers, the School's Industry Advisory Board, AACSB standards, and the School's own mission. Outcomes are measured by course grades, student portfolios, major projects, the capstone experience of the Strategic Management course that requires students to draw on the coursework undertaken in the program, standardized assessment tests in different subject matter areas, and internship experiences. The School's Strategic Planning Committee is charged with interpreting the data produced by student

outcomes assessments—as well as data on faculty and program assessment—to recommend changes in the curriculum, pedagogy, or the mission of the School. This iterative process serves as the basis for continuous quality improvement, as reflected by the revised objectives and assessment criteria.

- **Engineering:** Electrical and Computer Engineering draw their goals for student performance from the criteria of ABET and from the mission of the institution. Assessment procedures focus on assessment of the individual student design folder, assessment of the senior design project, annual surveys of graduating students, alumni, and employers, and program review with the Engineering Industrial Advisory Board. The results of the assessment process may be changes in design projects assigned at different points in the program, in the process and/or content of the senior design project, in curriculum and pedagogy, and in program objectives, curriculum and procedures.
- **Education:** The School of Education does not at this time have a common assessment system for its various programs, but each of the programs relies on various combinations of approaches to assessment: student portfolios, New York State Teacher Certification Exams (NYSTCE), Capstone Seminar/Project, written course examinations, student teaching products, Cooperating Teacher and College Supervisor evaluations, and Administrative Internship products. There is no sure mechanism to insure that results of these approaches to assessment are analyzed and fed back into the process of establishing the goals and objectives of the academic programs of the School of Education, although such analysis, feed-back, and change do take place.
- **Nursing:** Accredited by the Commission on Collegiate Nursing Education, the Department of Nursing has a well-developed system for assessing educational outcomes. The objectives of the department's evaluative activities are to respond to internal and external requirements for program effectiveness; to provide evidence upon which to base decisions regarding student educational needs, curriculum development and revision; to determine if students are meeting program goals and objective; to provide a mechanism for feedback to faculty, students, and administrators regarding strengths and weaknesses of the program goals and objectives; to provide a mechanism for feedback to faculty, students, and administrators regarding strengths and weaknesses of the program; and to provide evidence upon which to base decisions regarding organizational structure and process. The assessment instruments of the department focus on alumni surveys, end-of-program surveys, departmental course evaluations, input from the Community Advisory Meeting, end-of-program reflection assessment for BSN students, and end-of-program focus group exit interviews for MSN students.
- **Communication Disorders:** The Department of Communication Disorders, accredited by the American Speech-Language and Hearing Association, employs a wide range of assessment strategies including graduate and employer surveys, results on national board exams, results from comprehensive examinations, clinical evaluations of

students by external supervisors, success in graduate school placements. The results of these modes of assessment are discussed at department and subcommittee meetings and at the department's annual curriculum retreats and inform decisions concerning curriculum, revisions of comprehensive examinations, changes in clinical policies and procedures, and faculty performance issues.

- **Fine and Performing Arts:** A successful portfolio review is required for students entering the art and art education major programs; theatre and music require auditions: thus initial performance and skill criteria are required. Capstone experiences in theatre, music, and art in the form of productions, recitals, and exhibitions provide a means of assessing student achievement at the end of the programs. It is unclear the extent to which goals and objectives are considered in the review of capstone presentations or the means by which the review of those presentations becomes an agent for change in curriculum and pedagogy. The art history program collects limited portfolios from its majors, and its honors students generally produce a thesis; however, it appears that there is no department-wide approach to assessment opportunities. All programs of the School of Fine and Performing Arts are accredited by national organizations: National Association of Schools of Art and Design, National Association of Schools of Music, National Association for Music Therapy, and the National Association of Schools of Theatre.
- **Liberal Arts and Sciences:** With the exception of the Department of Nursing and Communication Disorders, no departments or programs in LA & S can be said to have a structured and systematic approach to educational outcomes assessment. All employ some forms of assessment to be sure—portfolios, capstone courses, surveys, and standardized tests are popular—and changes are made in curriculum and pedagogy, but there are few mechanisms to link desired outcomes to assessment instruments or the results of assessment to the making of changes. A few departments are, however, farther along than others. The Department of Economics has used its Senior Seminar in Economics as the means of assessing its majors' mastery of theory and application. The Department of Psychology has utilized surveys—the Questionnaire for Psychology Majors and the Program Evolution Questionnaire—for several years and has used the results to make changes in the program requirements and in student advising. The department plans to institute a system of entrance/exit exams and to develop a capstone course. The Department of Philosophy faculty meets each semester to discuss in depth the progress of each philosophy major; the primary objective is to help individual students, but the process also provides evaluation of the program's success in meeting its objectives. The Department of History initiated an outcomes assessment project based on portfolio development with the goals of assessing success in creating coherent plans of study for students in the major, success in teaching writing and critical thinking skills, the consistency of work load and assignments from course to course, and the quality of the teaching, advising, and mentoring of the department. Problems in administering the program have limited results, and the department is seeking other ways of collecting and reviewing relevant information. It is evident that many LA & S departments do not clearly understand the process of educational outcomes

assessment and how it differs from more standard and traditional approaches to the assessment of a department's programs.

- I. Goal: To create a program of educational outcomes assessment for all graduate programs that are not individually accredited. (MSSC, C.8.a)

Once the business and education programs achieve national accreditation, the great majority of New Paltz graduate students will be in accredited programs that will be subject to the outcomes assessment requirements of their accrediting organizations. Presently, formal assessments of student outcomes exist in a number of graduate programs. These include departmental comprehensive examinations and/or theses, portfolio assessment, and exit interviews. After graduation, assessment is accomplished by tracking pass rates on national and state examinations such as the National Teachers Exam or the national board exams in communication disorders (PRAXIS), and state certification success, results from employer surveys, 1, 3, and 5 year post-graduation student surveys, and departmental alumni networks. Students in graduate classes have the opportunity to evaluate their courses through the campus Student Evaluation of Instruction (SEI) instrument. Anecdotal evidence is a useful indication of program quality at the graduate level. The Metals faculty, for example, report that all five (US) professional positions open in Metal last year went to alumni of the New Paltz program; Communication Disorders students have little difficulty being accepted for their clinical internship year, and almost 100% of graduates in the last five years passed the national board exams (PRAXIS); at least 97% of Special Education students successfully complete student teaching; 100% of Art Education students receive permanent certification; English graduates not only are active in professional organizations, they have founded a new national scholarly organization devoted to the study of a major neglected writer and her work. A number of departments report that significant numbers of their students have been accepted for doctoral level work and/or are employed as professionals in their discipline. However, there is no systematic approach to the collection and interpretation of such evidence. Communication with graduate students after graduation usually is at the departmental level and in many departments is informal and anecdotal. Giving individual departments easy access to the university-wide database (maintained by Advancement) would allow them to better track their graduates.

- J. Goal: To review, and where possible implement, institutional policies that may encourage the development of a comprehensive educational outcomes assessment program. (MSSC, C.8.b)

The Middle States Steering Committee has concluded that “as of the writing of this report, there is no formal institutional plan of outcomes assessment.” (MSCC, 95) An attempt to assess the status of outcomes assessment at the departmental level was made by the Middle States Steering Committee. A brief questionnaire was developed and sent to all academic departments as well as some additional units (Career Development, Student Advising, Graduate Dean). The following report summarizes the range of ideas in the responses; the statements do not necessarily represent a consensus among the respondents. The departments that responded were: English, Art History,

Chemistry, Humanistic Education, Communication and Media, Business Programs, Art Educational Studies, Physics, Career Development, Student Advising, Geography, Elementary Education, Women's Studies, Nursing, Secondary Education, History, Economics, Political Science, Biology, and Philosophy.

Departmental responses fell into several broad categories of methods:

- Some differentiated between assessment for majors and non-majors.
- Some listed only outcomes assessment for their majors.
- Some differentiated between assessment in upper level and lower level courses.
- Departments that had to meet professional or accreditation standards specified how they had to comply with externally imposed standards.
- A few departments that have graduate programs included criteria for assessing student mastery in their MA programs (theses, original research, certification, exams.)

Some of the ways that departments use to trace and evaluate students' academic competencies and their impact on programs are listed below:

- Common examinations in courses with multiple sections to provide comparative information on student performance
- Results on state, national and standardized professional examinations and comparisons with other programs in the nation
- Graded reviews of papers and projects to trace the development of student competencies
- Oral presentations critiqued by faculty, students and, in some cases, external and professional audiences
- Student and alumni surveys to assess the success of a program in providing the skills and knowledge needed by graduates to achieve employment and professional mobility
- Portfolios of student papers written throughout study in a major program to allow faculty and students to trace master of theory, methods of research and analysis, and familiarity with the literature of the field
- Capstone courses, senior seminars, large research projects that require students to integrate the skills and knowledge required by the major
- Feedback from professionals observing student performance in internship programs
- Examinations, writing assignments, and class presentations
- Learning experiences that require students to be effective in group participation and to exercise leadership of a group effort
- Performances, exhibitions, artifacts, videotapes to demonstrate mastery of technique
- Interviews with graduating students to help assess program strengths and weaknesses.

Departments report that their assessment efforts have produced changes in curriculum and pedagogy:

- Departmental actions that stemmed from assessment information include: adding supportive instruction such as more class time on difficult topics, student-instructor conferencing, modifications of course content, more frequent testing to encourage the growth of better study skills, change in instructional delivery, publishing lecture notes

(on electronic reserve), addition of course work with more theoretical basis and less rote learning.

- Departments have added or modified course requirements and course offerings to provide greater flexibility and to meet the interests of students with diverse goals. Numerous such modifications were introduced as a result of prior assessments.
- Curricular modifications may be prompted by unsuccessful student performance, but more often they are prompted by the needs of a changing student body and a changing society.

However, except for a few programs that are externally accredited by organizations that have strong outcomes assessment standards, there seldom seem to be necessary links between program goals and objectives, assessment instruments, analysis of the results, and review of the program based on those results. There is, in other words, a good deal of assessment going on, but it is unclear how effective that assessment is in determining whether or not students learn what SUNY New Paltz wants them to know.

The Middle States Steering Committee has received from faculty a number of suggestions concerning the improvement of outcomes assessment on campus. While not necessarily endorsing these suggestions, the Steering Committee believes that they should be reviewed, tested for feasibility, and, where possible, implemented (MSSC, p.p. 97-99):

- Workload reduction in terms of courses taught and/or class size would help facilitate the implementation of a greater variety of outcome measures to assess student learning, teaching effectiveness, and program quality.
- Placing less reliance on the Student Evaluation of Instruction (SEI) in making faculty personnel decisions would encourage more pedagogical risk-taking and experimentation, which would, in turn, improve student performance.
- Provide more support services to help students improve the writing skills they need to be successful in writing-intensive courses.
- Offer to faculty workshops and seminars that will help them develop assessment strategies, especially ones to address new competencies being required of students: e.g., computer expertise, information literacy, critical thinking.
- Establish an office on campus to follow-up graduates, administer alumni surveys, collect and analyze data, provide data to those concerned with the success and opinions of their graduates.
- Institute mandatory exit interviews for graduating seniors, conducted by the major department to assess program effectiveness.
- Improve communication between the academic program and the workplace to ensure that students are equipped to compete successfully.
- Articulate clearly learner objectives for each course and make sure that these objectives match those of the concentration or major and of the departmental mission statement.

The Middle States Steering Committee concludes:

"It is evident that many departments on the SUNY New Paltz campus are interested in outcomes assessment and engage in this process in a variety of ways. This may indicate that there is no clearly superior method of assessment and that methods which work in some fields do not necessarily work in others. Outcomes assessment is certainly a useful tool and should be fostered across the campus. Care must be taken to ensure that outcomes assessment is carried out using techniques that are appropriate to the program being assessed. Some of the best judges of this will be the faculty in the departments involved."

K. Goal: To coordinate and clarify areas of administrative responsibility by setting performance standards for academic, student, and institutional support areas and annually provide to the campus community assessment and evaluation of performance. (SP, II. B.2 & 3)

At this time the goal stated above has not been approached systematically on a campus-wide basis. Such a major activity will evolve over the years of implementing the Strategic Plan.

## XI

### PLAN FOR ON-GOING SELF-STUDY OF INSTITUTIONAL EFFECTIVENESS AND CHANGE:

- A. Goal: To establish an on-going planning, implementation and review process to coordinate the goals and tasks that grow out of the Strategic Plan. (SP, II.B.2.b.)

The first Strategic Plan Progress Report: 1999-2000 has been distributed to the SUNY New Paltz campus community and reports on the actions and accomplishments of the campus in response to the Strategic Plan, which was adopted by the faculty in fall 1999 after a two-year process that involved every unit on campus. The mechanisms are in place at the level of the President's Cabinet to continue this process until it is time to develop a new strategic plan.

- B. Goal: To utilize the 2006 Periodic Review Report as a basis for review and revision of the institution's mission statement. (SP, p.3)

As the record of Major Planning Documents: 1980-2000 (Appendix H) indicates, the planning cycle of SUNY New Paltz parallels but is not driven by the ten-year cycle of accreditation reviews by the Middle States Association. The institution's next Periodic Review Report in 2006 will review the various goals identified in this Decennial Self – Study: 1991-2000 and, utilizing the annual strategic plan progress reports and other indicators, will chart the progress made in achieving institutional goals and will report on significant issues and activities that were not anticipated by the Strategic Plan of 1999. On the basis of the 2006 Periodic Review Report, SUNY New Paltz will review its Mission Statement and measure it against ten years of institutional change and development. The open and collaborative campus process that resulted in the 1997 Mission Statement will be followed in this review and mission.

- C. Goal: To utilize the 2007 review and revision of the institution's mission statement as the basis of the development of a new campus strategic plan for the next five to seven years. (SP, p.3)

With a new mission statement in place, a new strategic plan will be developed to cover the next five to seven years. The process will again engage all campus units in self-studies that will be the basis of the goals and objectives of a strategic plan that will be in place in 2008 or 2009 and will serve as the major planning guide and action agenda for the campus.

- D. Goal: To utilize the 2008 development of a new campus strategic plan as the basis for the 2011 Decennial Self-Study. (SP, p.3)

The Decennial Self-Study: 2000-2011 will, like the present one, focus on the major campus goals, issues, and concerns identified in the most recent strategic plan and in other planning documents that may be generated. In time, that self-study will confirm

past achievements, document failures to achieve goals, and point to the future as a major planning document in the evolving history of SUNY New Paltz.

E. Goal: To continue in all institutional self-study activities the campus tradition of openness and broad participation of faculty, students, and staff. (SP, p.3)

Planning at SUNY New Paltz does not occur in an administrative vacuum. Although some planning documents must be produced quickly to meet SUNY deadlines imposed often without campus consultation – the Mission Review Initiative is a case in point – they are nevertheless firmly rooted in the processes of broadly-based campus consultation that underlie the development of mission statements and strategic plans.

At SUNY New Paltz, every accreditation review is a planning document; every department review results in an action agenda; every budget is an opportunity for the campus community to participate in an annual planning exercise to match goals to resources (See XIII, C.); the experience of every year's recruiting cycle is the basis for planned near- and long-term changes in institutional policies and programs; every survey produces planning activities to deal with academic, student support or administrative issues and concerns that have been identified. At present the Campus Master Plan is being restudied and revised in the light of the last ten years of physical and program development.

The weakness of SUNY New Paltz has not been in good planning and self-study, of which there has been an abundance. If there is a weakness it lies perhaps in a lack of institutional awareness of what activities are being carried out, what results are being achieved, and what aspects of the institution's structure and culture are being changed. The process of developing, circulating and discussing the strategic plan progress report each year will be a help in this regard. SUNY New Paltz is an academic community that must always be doing, a cultural trait that creates a vibrant and changing campus. It is a community that often needs to pay more attention to reflecting on the results of what is done.

XII

SUPPORT INSTITUTIONAL PROGRAMS WITH ADEQUATE FINANCIAL RESOURCES

G. Goal: To increase the state support of the institution. (SP, p.5 & 8)

From 1988 to 1998 the SUNY System, and as a consequence SUNY New Paltz, suffered from very poor state budgets that showed minimal increases in some years and actual reductions in others. (See Appendix N for annual SUNY New Paltz financial plans.)

There has been some improvement during the last two years:

- Operating Budget 1990-91: \$32,971,219
- Operating Budget 2001-01: \$40,969,400

The historic underfunding of SUNY New Paltz was partially addressed by the SUNY System Resource Allocation Model (RAM--which has now become BAP, Budget Allocation Procedure). The RAM recognized the breadth of academic program at SUNY New Paltz and program cost; in addition, the campus received new base funds in recognition of the costs associated with the geographic location of the campus. The New Paltz operating budget was increased by \$1.4 million over the prior year. Unfortunately, RAM has not been fully implemented across the system and has been limited by under-performance of some campuses and their inability to contribute the revenue necessary to support their budgets. In effect, the successful campuses are subsidizing the less successful. Increases to the New Paltz budget have been used to fund new full-time faculty lines, decreasing campus dependence on part-time faculty. In addition, requests for non-recurring expenditures were solicited through each VP. The funded items included: upgrades to classroom furniture, renovation of student lounge areas, and faculty conference and travel awards.

Table 15: 2000-01 Operating Fund Allocations among Major Sectors

	PSR	PST	OTPS
I & DR	\$18,181,605	\$2,822,460	\$552,533
Org Act	\$226,643	\$15,515	\$27,150
Org Res	\$-	\$-	\$-
Public Service	\$205,494	\$115,000	\$61,525
Library	\$1,208,094	\$60,000	\$740,584
Student Services	\$2,655,682	\$29,500	\$241,043
Maint & Operations	\$4,280,099	\$-	\$2,769,405
Gen Admin	\$2,583,026	\$-	\$145,534
Gen Instit	\$1,861,193	\$-	\$2,187,315
Total	\$31,201,836	\$3,042,475	\$6,725,089
Grand Total	\$40,969,400		

Addressing the question of whether SUNY New Paltz is supported by adequate resources, the Vice President for Finance and Administration replied:

"This is a difficult question to answer. Each year we get by. Could we increase programs and enrollment with additional funding? Yes. Are we being encouraged/rewarded by New York State to do this? No."

H. Goal: To decrease the percentage of the New Paltz operating budget funded by student tuition versus the tax-levy portion. (SP, P.5)

According to the Strategic Plan, 63% of the SUNY New Paltz operating budget (1998-99) was funded by student tuition versus 36% for the SUNY University Centers and 18% nationally. Of an institutional all-funds annual budget, only about 15% is state-funded. In effect, SUNY New Paltz students are required by the system to pay for more of their education and to receive less than some campuses can provide.

In 2000-01, 58% of the New Paltz operating budget is funded with tuition revenue, indicating some improvement of the situation.

I. Goal: To implement "The Budget Process at SUNY New Paltz" as defined by the Budget, Goals and Plans Committee, 4/23/99. (SP, p.7 and SP, Appendix C)

As the Strategic Plan (7) points out, "The new consultative budget process, proposed by the Budget, Goals and Plans Committee, approved by the faculty, and adopted by the administration should go far toward informing and involving the campus in budgetary matters. It serves as a model for making other administrative processes more transparent and inclusive." The process was implemented in the 1999-2000 academic year and appears to provide an opportunity for budget input and a method of providing budget information to members of the campus community. In one sense, it is a limited exercise that can focus only on the allocation of resources received by the campus since the campus does not have the opportunity to submit a budget request to the SUNY System Administration.

J. Goal: To utilize the SUNY Mission Review Funding allocated to the campus to carry out the agreed-upon activities and to achieve the defined goals. (MRI, Appendix A)

As result of the Memorandum of Understanding, which concluded the SUNY New Paltz Mission Review Initiative process in December 1999, the campus received a \$615,000 Mission Review funding award to facilitate changes in and enhancements to campus mission. This competitive award was based on the academic merit of New Paltz's proposal to:

- Improve retention through changes in selectivity enhancement, freshman year programming, faculty development, and improved transfer articulation.

This award will be made in three installments of \$205,000. First year funding is contingent upon an agreed-upon Memorandum of Understanding. Second and third year funding is contingent upon the campus meeting reporting and other requirements.

At the conclusion of each year for which the campus receives Mission Review funding, New Paltz will submit a report containing a narrative section describing:

- The nature and dollar amounts of strategic investments that have been made in support of this plan, especially the new faculty that have been hired to meet the need for increased lower division instruction by full-time faculty;
- Developments in the extent and breadth of the Freshman Year Initiative;
- The activities of the Center for Teaching and Learning; and
- The steps that have been taken to:
  - Improve transfer articulation;
  - Required all transfer students with more than 45 credits to be accepted into a specific academic major; and
  - Develop three, three-credit courses in General Education for transfer students;

A data section indicating, for the years 1999-2000 forward:

- New Paltz’s freshman and transfer retention, and progress with respect to time-to-degree rates;
- The percentage of the teaching loads in the lower division of the new faculty hired with Mission Review funding and the percentage of lower division courses taught by full-time faculty;
- The number of students and the percentage of the freshman class enrolled in the Freshman Year Initiative; and
- The number of faculty taking advantage of the Center for Teaching and Learning ; and

An analysis of the size and makeup of the freshman application pool broken out by selectivity group, geographic origin, and admissions rate with data on the number of prospective New Paltz students in Groups 1 and 2 who applied to the university, were accepted, enrolled, and returned as sophomores.

The following allocations of funds were made in the first year of the program, reflecting many campus goals and priorities discussed in the Decennial Self-Study: 1999-2000.

Table 16: Mission Review Initiative Budget (2000-2001)

Teaching and Learning Center:	
Administrative Staff	\$25,000
Student Assistant (TS)	\$ 2,500
Faculty replacement (Spring 2001)	\$12,000
Programming costs and travel	<u>\$15,000</u>
Total	<u>\$57,500</u>

Freshman Year Initiative and General Education

Stipends and program costs to Student Services	\$20,000
Freshman Year Coordinator (Spring 2001)	\$25,000
New course development (Faculty reassigned time)	<u>\$ 6,000</u>
Total	\$51,000

Subtotal                      \$108,500

Faculty Augmentation & Development

New Faculty (hired for Fall 2000)	\$85,000
Retreats and consultants	<u>\$11,500</u>
Total	\$96,500

Grand Total                      \$205,000

K. Goal: To enhance the advancement capabilities of the institution. (SP, III.B.7)

At present, the Division of Advancement of SUNY New Paltz is being reshaped by recently appointed staff members. Plans to enhance advancement and to project goals will be formulated over the next few months. These will reflect the goals stated in the Strategic Plan (16):

Increase fundraising capabilities; develop the Public Affairs function to meet the needs of the University; develop a Community/Government Affairs function; position the board of the SUNY New Paltz Foundation to provide greater fundraising leadership for the campus.

Increases in fundraising are evident, however, as the Strategic Plan Progress Report: 1999-2000 states, "Success in increasing the institution's fundraising capabilities was reflected by the following: the goals of the Annual Giving programs were exceeded; a 116% increase in scholarship funding and a 5% increase in alumni giving were achieved; and Alumni Association affinity partnerships were renegotiated with the expectation of \$700,000 in additional revenue over the next five years."

L. Goal: To continue to find ways to generate revenues through public/private partnerships. (SP, 8)

In the recent past, SUNY New Paltz has been successful in generating modest revenues by providing incubator support for emerging high technology industries and through a program of collaborative use of university research equipment by small industries and individual entrepreneurs. A major source of non-state funds is the Center for Continuing and Professional Education from the credit-free programs of its Institutes of Professional Development and International Business. The Center for Applied Management of the School of Business provides assistance to regional businesses, non-profit organizations,

and municipalities on marketing, planning, and economic development. The New Paltz Software Institute offers courses and workshops in high-level computer skills. Through the School of Education and the Classroom Technology Institute, classes, workshops and seminars are offered for in-service teachers in collaboration with regional BOCES and school districts and staff development and assessment projects with school districts. With the establishment of the School of Physical Science and Engineering and the greater visibility of the business program in the new School of Business, such revenue-producing activities are expected to increase.

In 1999-2000, efforts to support the region's emerging technology industry and businesses were advanced by the inclusion of New Paltz in the award of a \$250,000 grant funding a partnership with Pace and Marist for the development of a Center for Emerging Technology.

### XIII

#### CREATE EFFECTIVE ORGANIZATION, ADMINISTRATIVE, AND GOVERNANCE STRUCTURES

- A. Goal: To foster a community whose members communicate and receive information reliably, are aware of the organizations' goals, know where responsibilities lie, know how to participate in the organization, and understand how decisions are made and resources allocated. (SP, 6)

The Strategic Plan reflects at some length on this goal under the rubric of "Organizational Effectiveness" (Strategic Plan, 6&7):

" An effective organization is one whose members communicate and receive information reliably, are aware of the organization's goals, know where responsibilities lie, know how to participate in the organization, and understand how decisions are made and resources are allocated. We should seize this opportunity to improve communication, planning, and accountability across the institution.

The Strategic Plan represents one way to achieve this goal, especially if there is an ongoing mechanism for reviewing our objectives and assessing our progress toward them. Organizational effectiveness is enhanced to the extent that faculty and staff are involved in planning and decision-making. Everyone needs to feel that their voices are represented in this process.

Developing the mechanisms for communication and mutual accountability will likely take time and learning. But the long-term benefits from developing broad-based understanding of and commitment to campus-wide goals will be realized in our ability to respond more rapidly and creatively to changes in the internal and external environment.

Administrative offices should find ways to communicate more clearly and frequently with each other and with academic units. The new consultative budget process, proposed by the Budget, Goals and Plans Committee, approved by the faculty, and adopted by the administration should go far toward informing and involving the campus in budgetary matters. (See SP, Appendix C). It serves as a model for making other administrative processes more transparent and inclusive.

There are many ways we can build organizational effectiveness throughout the institution. Both long and short-term plans should be openly communicated and must address issues of available resources."

The Middle States Steering Committee addressed the issue of organizational communication. In the 1990 Middle States Decennial Self-Study, many of the issues analyzed under the topic of communication were raised under the topic of Morale. The report cited the need for open communication, for cross-departmental communication and a college-wide vision or purpose for

improving collegiality. Consultation and involvement received the most comments. The report suggested that faculty in departments where access to information and collaborative decision-making occurred were more satisfied than those in departments where this was not the case. The report suggested that efforts should be made to increase collaboration among faculty, staff and administration and to recognize employee contributions. The report also recommended a review of the governance system, especially regarding the representation of professional staff. Additionally, under the Computer/Communications Support Systems section, the report recommended that a Local Area Network be established as part of a campus information/communications plan. Since 1990, communication at SUNY New Paltz has changed in substantial ways, yet still remains a concern, as identified by the Strategic Plan and the 1998 Faculty and Professional Staff Morale Survey.

- Improvements in communication: The issue of communication focuses on how people get information and whether they get the information they need. The university has established several systematic ways of communicating on campus. The weekly newsletter, *News Pulse*, maintains the goal of highlighting the academic achievements of the faculty, staff, emeriti, alumni, and students of SUNY New Paltz while publicizing campus events, programs, construction projects and other faculty/staff concerns. It has been a weekly publication since March 1998 that is distributed in hard copy and on the web. A Calendar of Events is also published monthly to publicize campus events. The award-winning SUNY New Paltz web site (originally created in 1995, but relaunched in mid-1998), with a designated web-master, is used as a key communication tool for both internal and external audiences. Internal audiences can find important news items on the university's home page on the "news ticker." Events on campus can be found in the online Calendar of Events. *The SUNY New Paltz Fact Book* is published annually by Institutional Research and distributed to local media, faculty, staff, the New Paltz Chamber of Commerce and the SUNY New Paltz web site. The alumni magazine, *Observer*, updates SUNY New Paltz graduates on campus events and news about their fellow alumni, semi-annually. The campus e-mail and interoffice mail systems are also routinely used to send information on campus. The student newspaper, *The Oracle*, claims to have circulation approaching 10,000 readers. President Bowen has reinstated the monthly Faculty Conversations, informal meetings of faculty and staff with the President and senior administrators to exchange information, express opinions, and ask questions. In February 2001, about fifty faculty and staff attended the first bi-weekly campus networking lunch, an idea that arose in the December Faculty Conversations meeting.
- Problems with communication:
  - There is no effective way to communicate with both residential students and those living off campus.
  - Campus mailings must rely on often incomplete data bases for generating labels or rely on departmental contact persons to distribute material. Neither method is reliable.

- The use of e-mail is growing but not all faculty and staff use it. Duplicate e-mail systems on campus create confusion, and it is difficult to target specific groups.
  - There is some concern over whether faculty and staff receive timely information about decisions that are made--e.g., those concerning enrollments in courses. Because these decisions must be implemented by faculty and staff, any delay in communication creates problems and confusion.
  - Information overload can be a problem when a large amount of information is being disseminated: drafts of the Middle States Steering Committee documents, for example. It is difficult to balance the individual's need to know with the need to make full information available to the entire campus community.
- The accessibility of necessary information: People need to be able to access the information necessary to effectively complete their work. The phone mail system was cited as having both a positive and negative effect on accessibility. On the positive side, messages can be left for those away from their desks or on the phone. Voice mail, however, can limit accessibility because in some departments and/or divisions, it is difficult to speak to an actual person. Furthermore, some concern was expressed about being able to acquire information when necessary because it is difficult to identify whom to contact for information. The way the telephone directory is designed makes it difficult to quickly identify the person one needs to call. (For example, for maintenance problems people will tell you to call MOC, but MOC is not listed in the telephone directory. Similarly, Athletics is listed under Intercollegiate.) The constant change of office and departmental names, titles, and personnel make it difficult to maintain an up-to-date database. There is no link with Human Resources data and, thus, the names of adjunct faculty usually do not appear in the directory, nor do other personnel changes such as promotions, resignations, etc. that occur. However, an adjunct faculty web site is in progress.
  - Consultation and involvement in decision-making: Effective communication also involves input from employees regarding decisions about matters that affect their work and how they do it. Several opportunities for input and involvement for faculty and professional staff exist on campus. Through participation on faculty governance committees, faculty and professional staff can make recommendations and provide input into administrative decisions. Special task forces are formed to look into particular issues (e.g., the Task Force on Teaching and Pedagogy, the GE III Task Force, etc...). A plan for faculty and staff input into the budget developed by The Budget /Goals and Plans Committee was recently implemented. The Faculty and Professional Staff Morale Survey represented an opportunity for faculty and professional staff to provide feedback to the administration.

Although opportunities exist, there is dissatisfaction among some faculty and professional staff with their level of involvement in decision making. As indicated by the results of the Morale Survey, there is dissatisfaction with the faculty governance system, opportunities for input, the amount of time faculty and professional staff have to provide input, and the acknowledgment of input when it is given. Relatively few

opportunities exist for classified staff involvement and input into decisions. For example, no assessment of classified staff morale was attempted.

- **Coordination across units:** In addition to upward and downward communication, communication across units is essential to organizational effectiveness. There appears to be some ambiguity in terms of administrative responsibility. This makes it difficult to identify whom to contact for information. In addition, cross-functional input is limited. This becomes problematic when different functional units are interdependent on each other. When decisions made by people in one department or division have implications for the work of another department or division, relevant input should be sought.
- **Collegiality and community:** Effective communication depends on the open and honest exchange of information. To the extent that people feel that they are a valued part of the community and treat each other with respect and collegiality, people will be more likely to get involved and provide accurate information. Results from the Faculty and Professional Staff Morale Survey suggest that people have reservations about providing information, experience a certain amount of distrust, and feel their input is not appreciated. Informal opportunities for contact should be encouraged to build a sense of community and collegiality. It is interesting to note that the issue of a faculty and staff dining area was a concern in the 1990 Middle States Report and is still a concern today. At a recent faculty meeting, the faculty and professional staff passed a motion to request that a faculty and staff dining area be created.
- **Recognition by the campus community:** Steps have been taken toward providing recognition. The creation of News Pulse provides an outlet for recognizing the efforts of faculty and professional staff. In addition, several awards have been recently instituted as a mechanism for recognizing outstanding performance, for example, the Liberal Arts and Sciences Teacher of the Year Award and the Outstanding Student Service Award for professional and CSEA staff. An assessment of the success of these programs in impacting morale, however, has not been made.

In campus-wide meetings on the issues to be treated in the Decennial Self-Study, the Middle States Steering Committee received numerous recommendations for the improvement of communication on campus.

- Create a suggestion program, and individuals who make practical suggestions that result in improvements and/or cost savings should be rewarded.
- Develop mechanisms for classified staff to have input into campus decision-making.
- Provide increased resources, including writing staff, for publications like News Pulse and the Observer and to maintain the SUNY New Paltz web site.
- Resolve the issue of multiple campus e-mail systems.
- Create a campus intranet to share information that will be kept confidential from an external audience.
- Create space on campus that promotes informal contact among faculty, professional staff and classified staff, in particular a faculty and staff dining room.

- Redesign the telephone directory with usability in mind and involve graphic design and public affairs in its development.
- Create more extensive, far-reaching campus-wide recognition programs for outstanding teaching and service.
- Create effective ways to contact students with timely announcements: create e-mail lists for students; place digital message boards at strategic points on campus.
- Survey faculty, professional and classified staff morale on an ongoing basis.
- Designate one office on campus to be responsible for the maintenance of accurate personnel information to be used for mailings, institutional research, human resources, telephone contact, e-mail, and other business-related matters.

The Middle States Steering Committee concluded its survey of campus improvements in and remaining issues about communication with the following observation:

"Overall Recommendation: In the process of collecting information for this document, it became apparent that negative information was not readily available—even when specifically requested. This is a serious problem for this institution, as we cannot do a complete and honest self-evaluation if people are unwilling to come forth with all information regarding campus programs. A number of the Middle States Steering Committee members were told that the internal and external environments are not conducive to open communication. Faculty and staff are afraid to put their problems on the line. Internally, there is a fear of retaliation from senior management should a negative feature of a program be brought forth to the public forum. Individuals who came forth with criticisms asked that this be done confidentially in order to avoid potentially negative consequences. Externally, the SUNY Board of Trustees has had a tenuous relationship with SUNY New Paltz and performance issues are inextricably linked to budgetary issues. Putting our weaknesses as a University on the World Wide Web for all to see could have severe impact on funding to our campus." (MSSC)

- B. Goal: To reorganize some structures and time-worn procedures to enhance the institution's ability to implement change, increase administrative efficiency, and enhance the delivery of academic instructional and support services. (SP, II)

A beginning has been made in what will be a lengthy process of institutional assessment and change. Besides the dramatic organizational changes noted in C. below, the support system for the sciences will be revised. At the current time, each science department has one technical staff person to assist with a wide variety of tasks (from ordering to lab set up). This will soon be changed from a generalist mode to one of specialization with a "team" of lab technicians with areas of specialty reporting to one dean. Similarly, Computer Services has undergone a change from technical persons assigned to a given department who perform generalized computer-related tasks to a team of specialists who deal with Macs, Unix, and Novell system issues as they arise across the campus. This team reports to the Director of Computer Services.

- C. Goal: To consider proposals to make the academic divisions more nearly equal in size and reflective of disciplinary connections. (SP, p.6 & II.A.1)

The recommendation that academic divisions be reorganized to improve manageability was implemented through year-long consultation with affected faculty and culminated in the resolutions passed at the April 7, 2000, faculty meeting endorsing the creation of a new School of Physical Science and Engineering and a new School of Business. (Strategic Plan Progress Report: 1999-2000). This organizational change has eliminated the School of Engineering and Business, which was never very functional as an academic entity in which the constituents created a sum greater than the parts. The new School of Physical Science and Engineering includes the departments of chemistry, physics, geology, and mathematics and computer science that had been part of the College of Liberal Arts and Sciences. The School of Business now stands above with significantly fewer faculty than the other academic units but with a very substantial number of undergraduate and graduate students. (See Organizational Tables, Appendix L)

- D. Goal: To address issues of course availability and scheduling, of faculty teaching schedules, and enrollment information availability to provide better utilization of resources and more effective planning.. (SP, II. B.2)

The Strategic Plan Progress Report: 1999-2000 states that efforts to make courses available across time zones and days of the week in order to address student-scheduling needs yielded some improvement, including increased course offerings at 8:30 a.m. and 3:30 p.m. and on Fridays. Improvements were made in predicting course demand, particularly for general education courses and meeting that demand. Part of this strategy involved the development of on-line courses designed for students to complete some general education requirements while living and working at home during Summer 2000.

- E. Goal: To foster a campus governance system that is appropriately involved in campus decision-making and is an effective means of communication within the campus community. (MSSC, I.D.3)

A rapid overview of the campus governance system will highlight its structure and allocation of responsibilities:

- The teaching faculty and the professional staff are the body that is referred to as the Faculty. The entire Faculty of SUNY New Paltz meets once a month, on average. All motions and actions taken in faculty committees are reported and approved at meetings of the Faculty.
- The main central committees of the Faculty are the Academic Senate and the Organization Committee. The Academic Senate is the largest Faculty committee. The sub-committees of the Academic Senate report to it. They are: the Curriculum Committee, Academic Affairs and Budget, Goals and Plans Committees. All curriculum proposals originate in the appropriate schools of SUNY New Paltz and with their local councils, Education Council, Fine and Performing Arts Council, Liberal Arts and Science Senate, and Business and Engineering Council. They then

go to the Curriculum Committee, which sends then to the Academic Senate and to the Faculty.

- All academic policies originate in the Academic Affairs Committee, go to the Academic Senate, and to the Faculty. Budget and capital plans go from Budget, Goals and Plans to the Academic Senate and the Faculty. The following were recently added to the by-laws as sub-committees of the Academic Senate: Academic Standing, Retention, and Academic Appeals.
- The Organization Committee holds all college-wide elections: University Faculty Senator (representative to the system-wide faculty senate), Presiding Officer of the Faculty, and representatives to the College Auxiliary Services Board. It also conducts all evaluations of senior administrators. The Executive Committee of the Faculty consists of all standing central committee chairs. (See Faculty By-Laws, Appendix I)

The campus governance system of SUNY New Paltz is the Fabulous Invalid of the campus, often languishing, sometimes seemingly moribund, and then leaping into vigorous health. Much depends on what there is to do for the most visible governance groups, the Faculty Senate and the Faculty. However, the vital signs of governance are healthy in the standing committees that have well defined responsibilities: the College Curriculum Committee, the Graduate Council, the Committees on Reappointment and Tenure and on Promotion and Salary Increase, the Budget, Goals and Plans Committee, the Organization Committee, the Committee on Research, Awards and Leaves, and the Academic Affairs Committee. These, along with special groups appointed to deal with specific issues, have been active in seeing that personnel actions are carried out responsibly, that sabbatical leaves and internal grant awards are made on the merits of applications and proposals, and that curricular proposals and undergraduate and graduate policies are reviewed critically. During the past three years, the Budget, Goals and Plans Committee and the Organization Committee have been very much involved in planning institutional change. The Academic Senate and the Faculty respond to matters brought to them by the standing committees. When there is matter for debate and action, these legislative bodies debate and act. Otherwise, attendance at regularly scheduled meetings is sometimes disappointing.

During the last five years, the governance system has been active in developing major campus statements: the 1997 Mission Statement and the Strategic Plan. The process that developed these documents was broadly consultative, involving much of the campus community, and showed the governance system at its most effective. The next major challenge for campus governance will be the reshaping of the General Education Program and the establishment of a structured system of educational outcomes assessment.

Shared governance is an ideal that is never quite realized – at least, not for very long. There are times when external pressures – usually deadlines imposed by SUNY System Administration without regard of rhythms of campus life – prevent full consultation before the campus administration must take action. Such was the case with the initial campus response to the SUNY Mission Review Initiative; however, the content clearly

reflected the goals being developed at the time through the strategic planning process. On the other hand, when the campus has the leisure needed for reflection, the collaboration of governance and administration produces positive results: e.g., the development of a budget planning process, the adjustment of faculty workload to create greater equity, the restructuring of the sciences and engineering. These accomplishments join many over the years that testify to the value of common goals discussed openly and pursued through actions agreed upon by the campus community.

“Consultation” is always likely to be an issue in shared governance: has it taken place, was it complete enough, were ideas and grievances heard and positions appreciated? Often “appropriate consultation” seems to mean agreement of the administration with those who are consulted: governance bodies, task forces, search committees. Usually agreement is achieved, sometimes through lengthy negotiation, as was the case in achieving the final form of the Strategic Plan. Sometimes agreement cannot be achieved – in personnel actions, in senior-level appointments, in budget allocations – but when the Trustees Policies assign responsibility to a campus president, in carrying out these responsibilities, a president may have to consult and respectfully disagree.

After a review of practices at other SUNY campuses, the New Paltz administration agreed to provide campus governance with one-course release time for the Presiding Officer, dedicated office space, appropriate office technology, a part-time secretary, and a modest annual budget. At a recent meeting of the New Paltz Faculty, the Presiding Officer stated that under the current administration campus governance has flourished and cited, as evidence of this, the addition of the Presiding Officer to the Extended Cabinet and Board of Trustees of the SUNY New Paltz Foundation.

What will most help the system of shared governance at SUNY New Paltz?

- Participation in governance activities by more faculty
- Better and more timely feedback from the administration to explain why decisions were made.

## XIV

### WORK EFFECTIVELY WITH GOVERNING BOARDS AND WITH THE PUBLIC/PRIVATE ENVIRONMENTS

- A. Goal: To preserve traditional campus commitments to openness and diversity in an environment increasingly hostile to many of the basic values of U.S. higher education. (1996 Periodic Review Report, p. IV)

In the SUNY New Paltz Periodic Review Report of 1996, (p. iv), mention was made of “an uneasy concern that while the State University of New York at New Paltz is capable of shaping its future and has the vision to do so, external political, ideological, and financial forces may create an environment in which the traditional missions of New York State public higher education and of the New Paltz campus not only cannot flourish but may be changed beyond recognition.” It was predicted, accurately with regard to political and ideological forces, that the Decennial Self-Study: 1991-2000 “will be much concerned with these matters.”

Over the past five years the composition of the SUNY Board of Trustees has changed from bipartisan politically to total partisan: all fifteen members are members of the same political party. Two leaders of the Board have been publicly identified with the ultra conservative American Council of Trustees and Alumni (see *New York Times*, 24 August 2000), including the SUNY board chair and its chair of the Academic Standards Committee. These two people have been lauded by the ACTA for imposing a uniform core curriculum across SUNY, an act so unprecedented as to invite in 1999 the equally unprecedented act by the SUNY Senate and the SUNY UUP to vote no confidence in the Board for interfering with the academic freedom of the faculty.

Events occurring in 1997 at SUNY New Paltz foreshadowed the faculty’s censure of the Board in 1999. Trustee Candace de Russy used the annual Women’s Studies Conference at SUNY New Paltz in October 1997, dealing with women’s sexuality, first to denounce New Paltz President Roger Bowen and then to call for his resignation because in her judgement he permitted academic freedom to degenerate into academic license. Her protestations caught the eye of the *Wall Street Journal* and the *New York Post*, which joined in her attack on Bowen and Women’s Studies, as did in quick order several State legislators and even the Governor. The *New York Times* defended the campus and its President for appropriately defending academic freedom and eventually a special Review Committee, appointed by the Chancellor, issued a report that likewise found the President’s actions to be defensible on the grounds of academic freedom. In June 1998 the AAUP awarded Bowen the Alexander Meikelijohn Award, but this only inflamed conservatives, especially *New York Post* editorial writers. As late as Fall of 2000 the new Chancellor and the Chair of the Board of Trustees indicated that they had little confidence in the New Paltz President to “control his faculty.”

Immediately after President Bowen’s appointment in 1996, the ten-year Council Chair and the head of the Presidential search committee was replaced by the Governor. A new

chair and a new member were appointed. A year later, three more appointments were made without prior consultation with the University and two of them have been relentless in their criticism of the President and one even used the performance of “The Vagina Monologues” on campus in February 2000 as an occasion to demand the President’s resignation. In May 2000, following a Student Association-sponsored event dealing with female sexuality, the *New York Post* once again criticized the president and lampooned the campus. It has been speculated that a member of the College Council was instrumental in this event’s ultimately being brought to the attention of the *Post*.

Since 1996, the New Paltz College Council has not enjoyed the reputation it had earned over several decades as a model for serving as constructive advisors to the Administration and active advocates for the University. However, in the more recent years, a majority of the Council has emerged as supportive and concerned allies of the University and the monthly meetings have been generally free of acrimony.

B. Goal: To work productively with campus-based boards concerned with institutional advancement and alumni affairs. (SP, III.B.7&9)

Ideology and politics have not intruded in campus relationships with two other important boards.

Relations with the Alumni Association have improved steadily after getting off to a very rocky start under President Bowen. In 1996 negotiations over the appropriate level of financial support from the University to the Association failed to reach a mutually satisfactory conclusion. Moreover, relations worsened when the President decided to cede Hopfer House to Admissions at the expense of the Division of Advancement and Alumni Affairs. When private donors were found to fund an addition to Hopfer to accommodate Alumni Affairs, relations began improving. Once under new leadership, the Alumni Association negotiated a new agreement that includes a new level of institutional support. A compelling example of the new mutually supportive relationship with the Alumni Association is the Association’s recent agreement to partner with the administration in developing apartment housing on University land to address the shortage of on-campus housing. Improved relationships between the Alumni Association and the campus were also reflected in the formal agreement redefining the Association’s relationship with the SUNY New Paltz Foundation. In addition, the effectiveness of the Alumni Association were strengthened by a tripling of the volunteer base (20 v. 55) and the broadening of nationwide representation to 17 states.

Relations with the New Paltz Foundation, the fund-raising arm of SUNY New Paltz, have steadily improved with new board appointments that have broadened the heretofore regional focus of board membership, success in fund-raising, and the development of new by-laws under the leadership of former vice president Richard Podgorski. In 1999-2000 the Foundation set a new record for fund-raising and managed to secure the first endowed chair (in journalism) in New Paltz’s history. Preliminary groundwork has been laid for launching the University’s first capital campaign.

- C. Goal: To maintain and expand positive campus interactions with the public/private Sector in the region that it serves. (SP, III.8)

The State University of New York at New Paltz includes in its mission as a small regional university substantial faculty and institutional service to the mid-Hudson region.

In addition to those revenue-producing programs and activities referred to in Chapter XII,G, the campus provides the region it serves with a wide range of educational and cultural programs that enrich the environment and contribute to the desirability of the mid-Hudson as a place of residence, business, and industry. A list of examples, by no means exhaustive, will serve to illustrate this important role of SUNY New Paltz and its policy of collaborating with other agencies and institutions to enhance the public good.

- Interaction of the nursing and communication disorders programs with regional health care facilities, including an on-site clinic for hearing disorders at a regional hospital.
- Consultation on environmental concerns, regional planning issues, local history and historic preservation by faculty in the sciences, geography, history, and English.
- Programs in the fine and performing arts offered to the public of the mid-Hudson region.
- Though the Institute for International Business, international students consult with regional businesses on global marketing opportunities and provide service to local non-for-profit agencies.
- Collaboration is developing with Marist College in professional/economic development activities through continuing education programs.
- Collaboration with Vassar College and other regional institutions in the Poughkeepsie Institute addresses urban concerns.
- New Paltz collaborates with regional public and private higher education institutions and with many public sector organizations to promote the identification, conservation, and marketing of the cultural resources of the region.
- The Speech and Hearing Center of the program in Communication Disorders and the Reading Center of the School of Education serve the needs of regional adults and children.
- The Language Immersion Institute has brought intensive foreign language instruction to over 33,000 regional and national participants in the institute's programs during its 18-year history.
- The Migrant Education and G.E.D. programs meet some of the educational needs of the region's largest migrant population.
- Sponsored by the School of Education, the Science and Technology Entry Program (STEP) encourages mathematically talented minority high school students to prepare for college careers in mathematics, the sciences, and engineering.
- Under faculty supervision, business students carry out marketing surveys for regional businesses and not-for-profit organizations.
- New Paltz faculty and administrators join with officials of the Village of New Paltz to develop and maintain a sister-city program with Osa, Japan.

## XV

### PROVIDE PHYSICAL FACILITIES THAT ENHANCE CAMPUS PROGRAMS

M. Goal: To complete revision of the facilities Master Plan and maintain an aggressive schedule of implementation, particularly with regard to ADA compliance. (SP, I.E.1)

SUNY New Paltz developed a draft revision of its Campus Master Plan in 1999-2000; this in-house revision is the basis of a State University Construction Fund contract with a professional space planner to update the “official” master plan.

The last Campus Master Plan was completed in 1992 (See Major Planning Documents: 1980-2000, Appendix H), but the work on this project that defined priorities for new construction, renovation, space reassignment, parking, and public image was substantially completed before December 29, 1991, when PCB contamination radically changed the state of the campus physical facilities and brought about major renovation projects that were not envisioned by the 1992 Master Plan. A thoroughly renovated and re-equipped Parker Theatre opened in Spring 1994, a far superior facility to its largely jerry-built predecessor; subsequently the building has been made handicapped-accessible with the installation of ramps and an elevator. Coykendall Science Building, which houses Biology and Chemistry, was stripped to a mere shell; now a state-of-the-art science building completely re-equipped, the facility opened in fall 1997. Of the four residence halls that suffered contamination, two were safe to reopen by spring 1992, although one of them reopened with electrical/mechanical areas sealed off for future work. A third residence hall reopened in fall 1992, and the fourth and most extensively contaminated did not reopen until fall 1993. The bill for cleaning and renovation came to about \$50 million.

Despite this interruption to the orderly planning of the physical development of the campus, much that was projected by the 1992 Campus Master Plan has been achieved, as well as a few projects, like the Dorksy Museum, not envisioned by that plan:

- Fine Arts Building (Ceramics, Metals, Printmaking, Sculpture), 1996
- McKenna Theatre renovations to correct code and safety issues, improvements in building systems, 1996
- Terrace Restaurant, 1994
- Hopfer House restoration, 1995
- Louis & Mildred Resnick Engineering Building, 1998
- Samuel Dorsky Museum of Art, 2001
- Child Care Center, 2001
- Campus Walkways, Roads, and Parking areas, 2001
- Hopfer House addition for Alumni Affairs, 2001

A number of major projects are presently under construction or in design:

- Residence Hall I (Esopus) under construction, July 2001
- Residence Hall II (Lenape) in design, July, 2002

- Atrium for Student Union Building in design, March, 2002
- New Access Road, under construction, July 2001
- Health Center renovation, under construction, Spring, 2002
- Athletic/Recreation Center, in design, Spring, 2003
- Apartment Complex, in planning, Summer, 2003

According to the Strategic Plan Progress Report: 1999-2000, “ The most major accomplishment with respect to the recommended continuation of the campus beautification was the major landscaping associated with the rebuilding of the LeFevre Parking Lot which included the initial phase of the trans-campus (east-west) walkway, which was completed during the Spring 2000 semester.”

ADA legislation standards have added a new level of complexity to the already complicated and often confusing construction/renovation process on campus. The Campus Environmental Health and Safety Officer, through scheduled meetings, addresses issues such as fire protection, regulating exit noise levels, indoor air quality, chemical use, coordinating shut-downs, traffic, etc. to minimize impact to campus operations. An example of a major project would be the ongoing project to upgrade the fire alarm system in 23 buildings on campus to meet ADA standards (\$2.3 million). Recently completed was the upgrade of the elevators in three buildings (HAB, SUB, JFT), to meet ADA requirements (\$1.1 million). Similar projects have been requested for the residence halls with the fire alarm upgrade estimated at \$600,000.

In general, it is the policy of the university to give priority to health and safety and ADA projects. SUNY New Paltz has been working steadily in major and minor projects to meet ADA requirements and has been especially effective in smaller jobs that are under campus control and not managed by the State University Construction Fund. A good example would be the curb cuts made around campus to improve accessibility to buildings from parking lots. This project was accomplished by campus staff and funded from parking registration fee revenue. Another example would be the Green Room created to address students with multiple chemical sensitivities. However, there is such a backlog of renovation projects that there is typically a three-year delay for the initiation of new ones. Urgent ADA and health and safety issues are usually dealt with in a more timely manner.

N. Goal: To schedule renovations of all classrooms over a 10-year period; complete “Humanizing the Humanities” not later than 2001. (SP, I.E.3)

The “Humanizing the Humanities” project is the renovation and beautification of the major general purpose classroom building on campus. The building’s classrooms, hallways, stairways, and student spaces have been improved. New windows for the building are in design and design for A/C will follow. It is unlikely that the total project will be completed by the end of 2001.

A start has been made toward achieving the goal of renovating all classrooms over a ten-year period. Work is now progressing in the renovating of the Modular Science Building.

All classrooms in the Old Main Building were refurbished in time for the start of the fall 2000 semester. Major renovation projects are in preliminary design for the Old Main Building, which houses the School of Education, and the van den Berg Learning Center, which houses the School of Business.

- O. Goal: To explore and expand space for the activities of student clubs and organizations, recreation and intercollegiate activities. (SP,I.E.5)

Vacated bookstore space on the first floor of the Student Union Building will be converted into additional seating for dining, student lounge/game space and possibly an additional computer lab. New athletic facilities will provide additional space for sports and recreation and will also have some space for student organizations.

- P. Goal: To maintain and improve campus residential desirability by rehabilitating and constructing new facilities. (SP, I.F)

The Strategic Plan Progress Report:1999-2000 states, “Accomplishment of the goal of constructing one new residence hall during 1999-00 was thwarted by the necessity of the redesign and rebid of this project after the initial bids came in well over budget. Groundbreaking for this hall was held in August 2000. The feasibility of a second hall was established and bond funding for it secured. Completion of the second hall is now expected for Fall 2002. These delays, compounded by the unprecedented demand for student housing for Fall 2000, also resulted in postponement of the project to rehabilitate all of the existing halls at least until both new residence halls are available for occupancy.”

Additional space to house about 100 students in double-occupancy rooms will be recaptured in College Hall devoted to faculty office space for the last 30 years. Faculty will be relocated into a new modular building by fall 2001 and the College Hall space will be thoroughly renovated. Faculty to be moved have expressed their displeasure about the plan, but the priorities of a student/learning centered community have prevailed on a campus desperately short of space to house a growing full-time student population.

An apartment housing project is planned for the 5+ acres located adjacent to and north of the campus's Route 32 parking lot. The project envisions six 2-story buildings containing sixteen 2-bedroom apartments. At present, options for financing this project are under review for feasibility.

- Q. Goal: To clarify and publicize the process for funding and scheduling construction and maintenance projects and to ensure that the project prioritization process is open, fair, and well understood on campus. (SP, II.B.b)

The Vice President for Finance and Administration works closely with the Provost and the Vice President for Student Affairs to seek input on projects, to develop priorities, and to provide information on scheduling and progress. As long as the campus is subject to the construction/renovation policies and practices of the State University Construction

Fund, it is likely that there will be both perceived and real problems in the project prioritization process on campus.

The Middle States Steering Committee has expressed its concerns with campus processes that deal with construction, renovation and alteration, and routine maintenance and repair. The Steering Committee has made the following recommendations, which reinforce the goals of the Strategic Plan:

- A system of overview and accountability needs to be explored by the President's Cabinet. The President's Office needs to appoint an overseer to handle approved projects—one person needs to know all priorities.
  - Communications with all parties involved with projects should be enhanced to keep work progressing smoothly. Both the Facilities Operation Center and the end customer need to discuss the details, expectations and prepare schedules for the project to achieve positive end results. This should include updating the Office for Disabled Student Services with project locations and status.
- R. Goal: To move toward a two-year horizon for space planning that is tied to curriculum change, grant activities, physical plan projects, and other pertinent factors. (SP, II.B.2.c)

This task is currently not assigned and will require either additional staff or a change in campus planning priorities.

- S. Goal: To revitalize the role and responsibilities for building coordinator and engage faculty and staff in the process of monitoring and maintaining the campus. (SP, II.B.2.d)

This task is currently not assigned and will require either additional staff or a change in campus planning priorities.

- T. Goal: To establish a secure campus that is supportive of a student/learning centered community, on which the potential for crimes against individuals and property is reduced and where conditions that enhance personal safety are preserved and improved. (MSSC, I.D)

SUNY New Paltz is a campus where reported criminal activity is on a downward trend from 1993 to present. In spite of this, parents, students and prospective students continue to express concern over the perceived threat of criminal activity, and safety issues come up for discussion at campus forums and during orientation sessions. Below are the current statistics required of every university by the FBI for uniform crime reporting. (See *Student Right to Know and Campus Security Act* for a full reporting of campus safety.)

Table # 17

Statistics as required by FBI Uniform Crime Report:

	1999	1998	1997
Murder	0	0	0
Rape	0	0	0
Robbery	1	1	2
Aggravated Assault	0	1	2
Burglary	1	1	5
Arson	0	0	0
Auto Theft	0	1	0

Table # 18

Comparison of SUNY Institutions\* based on Uniform Crime Reports 1998:

	Brockport	Cortland	Oswego	New Paltz
Murder	0	0	0	0
Rape	3	0	3	0
Robbery	0	2	3	0
Aggravated Assault	1	4	0	1
Burglary	21	22	20	1
Arson	0	0	3	0
Auto Theft	1	0	3	1

\*Brockport, Cortland and Oswego used for comparison based similar student enrollment and suburban setting.

The New Paltz campus reported crime rate is lower than other public and private schools in the northeast region. Reported rape on an average campus in the United States is 9.70 per 100,000 students enrolled. The SUNY New Paltz rate of reported rape is 0.00. It should be noted that there are limitations to these reported statistics since no consideration was give cultural, environmental, and institutional differences among colleges and universities used for this comparison.

The SUNY New Paltz campus is open, allowing access not only to faculty, students and staff but to all members of our local community. Our desire is to remain an open campus but a by-product of this is greater numbers of incidents of theft and criminal mischief. In order to maintain the current levels of safety and security, the campus has increased the presence of uniformed police, provided electronic monitoring of buildings, labs and remote parking lots, established a campus lighting plan with the Physical Plant, and increased campus awareness through programs targeting specific populations.

As is the case on most college campuses across the nation, vandalism and petty larceny (particularly computer hardware) are the crimes that must be regularly addressed. Attempts thus far to deal with issues of building access, which could prevent criminal mischief or theft of property, have focused on individual departments. The lack of consistency across campus results in personnel and students activating alarms on average of 35 false alarms per month.

The Middle States Steering Committee recommends that the problem be addressed in the short run by providing training to faculty, students and staff who may require night and weekend access to buildings to insure that they are familiar with the proper use of the many individualized alarm systems on campus. For the long run, the campus needs to pursue vigorously its plan to install a uniform card access security system in academic buildings as well as on the exterior doors of the residence halls. This will have the positive effect of reducing false alarms and controlling access to buildings throughout a 24-hour period.

In compliance with a request from the SUNY Chancellor, in fall 1984, the President of SUNY New Paltz appointed a committee of faculty, staff and students to research and evaluate the campus environment as it relates to personal safety. The Committee reports to the President, citing recommendations for remedial action and progress on continuous assessment of present conditions and practices that impact personal safety on our campus. Over the past ten years, the Committee on Personal Safety has taken an increasingly visible and active role in education regarding sexual assault on campus and in recommending campus procedures for reporting and disseminating information regarding such incidents.

The Personal Safety Committee (composed of faculty, staff and students) works with the University Police, the Office of College Activities, the Office of Disabled Student Services, the Office of Residence Life, the Center for Student Development and the Psychological Counseling Center to continuously address campus safety issues as they arise. Annually, the Personal Safety Committee makes recommendations to the university's administration. In the last five years, there has been substantial success in the implementation of these recommendations.

Some of the safety issues addressed have been programming to address sexual assault and acquaintance rape (R.A.D self-defense training for women, Date Rape, Drugs and Alcohol, Sexual Assault brochure), fire safety program (prohibition of halogen lighting, fire safety training for residence hall directors), general personal safety campaigns (student escort program, elevator breakdown procedures, Crime Prevention Day). The campus administration has been responsive to the concerns brought forth by the Personal Safety Committee. Funding and targeted renovation projects such as video cameras in the Route 32 Lot, support of a University Police Bike Patrol, installation of the emergency Blue Light system, early removal of snow and ice or delayed opening, and preparing for potential Y2K safety issues have been investments that have supported the Personal Safety Committee's mission.

Unfortunately, the lack of adequate lighting on campus to accommodate the evening students walking throughout the campus remains a problem. This is not easily resolved since installation of lighting requires a substantial investment in terms of staff time and funds.

To address work-related health and safety concerns, the Labor/Management Health & Safety Committee was reorganized and expanded in October 1991. The Committee has:

- Corrected safety violations, solved health & safety problems and improved the safety of the campus
- Assured faculty/staff that the University cares about their health & safety
- Performed a “watchdog” function for the entire campus community.

To help improve employee health and promote a healthy lifestyle, the Health and Safety Committee sponsored the WORKPLACE WITH HEART program, a personal health program promoted by the university and initially funded through a grant from Kingston Hospital. Upon termination of the grant, the university dedicated support for the continuance of the program’s activities.

The Middle States Steering Committee endorses the following recommendations made by the two committees concerned with safety:

- The Committee on Personal Safety recommends that the university make it a priority to develop a “campus-wide” educational safety program that would reach students, faculty, and staff. The Personal Safety Committee will prepare and present a proposal to the university administration for review within the next academic year.
- The Health and Safety Committee recommends the adoption of a campus-wide safety education and training program aimed at reducing Worker's Compensation claims. The Health and Safety Committee will prepare and present a proposal to the university administration for review within the next academic year.
- The Personal Safety Committee will work closely with the Campus Architect, the Vice President for Administration and the University Police to develop a plan to incrementally improve lighting of parking lots and walkways on campus.

## XVI

### REVIEW CAMPUS PUBLICATIONS

A. Goal: To ensure that campus publications reflect the educational, communal, and diversity goals of the institution as expressed in its mission statement; are accurate, helpful, and supportive of a clean, safe and attractive living/learning environment; and are informative and enhance the level of alumni involvement with SUNY New Paltz. (SP, p.6, II.B & III. B.9)

The publications produced on campus include a wide range of materials, including forms, invitations, flyers, posters, billboards, and books. They cover recruitment, retention, development, and administrative needs. Design and production priorities are generally given to recruitment and development publications, and all projects are designed to reflect and promote the high quality and affordability of an education at SUNY New Paltz.

The Publications Office recently developed a checklist for departments to use that specifies what copy to include, such as the affirmative action statement and ADA information, what content needs to be on covers, proper address information, etc. This is expected to improve consistency in fulfilling mandated content and build toward a more unified image.

In addition, the office plans to review all major publications “packages” over the next year for look, quality, and consistency with an overall campus identity. Publications, in conjunction with Public Affairs, will be developing a campus style and usage guide for publications and marketing. This is expected to further improve consistency and quality in all publications. Efforts in this area will be further enhanced through a planned branding campaign expected to begin in the coming year.

In general, publications are reviewed for balance and accurate representation of our diversity. Efforts are made to keep the photo file current, and photo sessions will continue to be structured to reflect the diversity of the campus.

Recruitment publications such as the interest piece and viewbook have become more focused on student profile images with content tailored to that audience. The design is intended to reinforce the message that we strive to be student-centered and are a diverse community. Posters, billboards, and ancillary publications have all been created to tie together for a unified visual image and to relate to the overall identity of the university.

Retention materials, such as the scholarship package, now include a postcard notice with a group of students on the front, which is repeated on the cover of the booklet. The image highlights our diversity and reminds students that the material and program are for them. The orientation package, consisting of invitation booklets, reminder cards, name tags, table tents, etc., has retained a consistent look and ties in directly with recruitment materials through use of common images.

The mandated student help publications will be combined this coming year to facilitate ease of use for the students. Campus Regulations and Judicial Procedures, the Institutional Response to Drug and Alcohol Abuse piece, and the Sexual Harassment brochure will be combined and renamed to make them more accessible. Other publications may be included or reformatted to eliminate duplication of content, and all materials will be designed to tie in to the recruitment and retention materials. This is the first step in developing a package of student help and information pieces that may include a comprehensive student handbook – reviving previous efforts waylaid by lack of resources.

Improvement in development publications has been focused on the alumni magazine, Observer. In the fall of 1998 it was reformatted from a tabloid to a magazine, and since then has evolved to a full-color piece maintaining a consistent look. This publication, previously produced once each year, is now scheduled for three issues per year, augmented by a university annual report, designed to complement the look of the Observer.

Overall, the focus for improvement will be centered on consolidating student publications to make them more user-friendly, and on development of a more consistent image tied to a branding strategy.

## XVII

### LOOK TO THE FUTURE

- A. Goal: To continue to strive for official recognition of the status of SUNY New Paltz as the residential public university in the Mid-Hudson region. (SP, p.2)

The documents generated by SUNY New Paltz for the SUNY Mission Review Initiative included the case that the campus has made since 1990, namely, to be formally considered by the SUNY System as a regional university rather than a university college.

The identification of SUNY New Paltz with university status originated with the 1986 Middle States Association response to the campus Periodic Review Report. The CHE assessment of the achievements documented by that report was that, in the 5 years since the campus visit, New Paltz had moved from a "predominately liberal arts institution with some professional studies to...a small university with a broadened range of programs which responds thoughtfully and successfully to the felt needs to the mid-Hudson region." The Middle States Association reaffirmed the "broadened" mission of the campus in the course of its 1991 decennial reaccreditation review and 1996 periodic review.

Indeed, by comparative standards in terms of size of the student population, the organization and levels of academic programs, and the administrative structure, we are a university. We read in our Mission Statement under "Identity," "We are the only residential public university in the Mid-Hudson region." In truth, regionalism being what it is, local residents look not to Albany or to the many private and public universities in New York City, but to New Paltz as *their* university. Additionally, regional economic development officers from several counties, local business leaders, and local officials all point to the critical importance of having a public university in the Mid-Hudson region in order to spur economic growth, regional identity and pride. Appropriately, they see New Paltz as the sole contender for these purposes. In 1999, Pattern for Progress, a public policy research group comprised of the region's major CEOs, voted unanimously in support of official university status for SUNY New Paltz.

The status of New Paltz as a university is a fact awaiting official SUNY recognition. Our more than 50 graduate degree programs include the MFA and the MBA, both terminal degrees in their respective fields. We have among our faculty world-class researchers and artists, distinguished writers and scientists. We have now on our Foundation Board members with national reputations. And among our alumni/ae we count tens of thousands of distinguished citizens including a world famous actor, an Oscar-winning producer, a Pulitzer-prize winning writer, and several state legislators and one congressman. We have students from 45 foreign nations; and if permitted greater powers of self-governance, we intend to begin recruiting more American students from other states. We have developed a national reputation. Among others, the *US News and World*

*Report*, for example, recognizes New Paltz as among the most selective "regional universities" in the North.

Many foreign students we recruit are from nations that regard "colleges" as a lesser, lower level sort of educational institution. It wears the soul to be forced to explain that our title fails to describe who we are. As we expand our global reach, most colleges are at a disadvantage (Dartmouth being one exception) in recruiting talented foreign students and scholars. The title "university" accurately conveys the breadth and depth of our academic programs; "college" does not.

New York State seeks to be more competitive; SUNY says it wishes to give the campuses more autonomy. Both can be accomplished if SUNY unleashes its larger comprehensive colleges and permits them to assume a title descriptive of their regional and, perhaps, growing national importance. Businesses relocate near universities, not near colleges. Research monies flow more generously to universities rather than to colleges. New York State--as other states have recently discovered--only enriches itself by abandoning outdated classifications and nomenclature, and by allowing those institutions with plans equal to their ambitions to boldly declare who they are.

The opening sentence of the "Mission Review Dialogue Points [14 April 1999]" describes New Paltz as it used to be: "a comprehensive, liberal arts college..." While we indeed make the liberal arts the foundation of our educational enterprise, unlike conventional liberal arts colleges, we offer a variety of professional programs most commonly associated with universities. We are bigger and more comprehensive than Colgate University, and resemble hardly at all Hamilton College or Vassar College. The latter are liberal arts colleges and are anything but "comprehensive." The following chart reflecting New Paltz's distribution of majors in 1999-2000 provides a portrait of a comprehensive institution:

Table 17: Distribution of Majors 1999-2000

	<u>LA &amp; S</u>	<u>Engineering &amp; Business</u>	<u>Education</u>	<u>F &amp; PA</u>
Number	1086	431	1803	822
% of total	26%	10%	45%	19%

In virtually any other state in the country, an institution similar in size and breadth of programs to New Paltz is called a university. In fact, it is almost impossible to find examples, outside of New York, of peer institutions which are designated as colleges. Within the State, there is no logic to the designations. For example, Colgate University has an enrollment of 2,650 undergraduates, offers 48 degree programs at the undergraduate level and has no graduate school, compared with New Paltz's 6,080 undergraduate, and 1,660 graduate students, 54 graduate programs and more than 100 undergraduate programs.

The title "university" accurately describes who we are. It would be helpful to New York State, to the Hudson Valley, and to the members of the University at New Paltz and the

New Paltz community if SUNY, the Board of Trustees, and the Board of Regents affirmed this simple truth.

Much of the material in the Decennial Self-Study: 1991-2000 points toward a future in which SUNY New Paltz will even more thoroughly realize its institutional identity as a small regional university.

- B. Goal: To achieve recognition of university status without abandoning the institution's values as a student/learning centered community embracing cultural and ethnic diversity. (SP, p.2)

Just as there is much in the Decennial Self-Study: 1991-2000 that supports the continuing evolution of SUNY New Paltz as a university, there is even more that identifies the core values of the campus:

SUNY New Paltz strives to be an innovative teaching/learning community committed to diversity, affordability, and excellence. These are the values that will advance our reputation as a distinguished university, one that meets the needs of the diverse citizenry of New York State and contributes actively to the economic/cultural life of our region. (Strategic Plan, p.4)

Recognition as a university on the one hand; an innovative teaching/learning community that fosters diversity on the other: The goals are not necessarily incompatible, but achieving both together is immeasurably more difficult than achieving either one alone. Throughout the pages of this Self-Study there is ample evidence that SUNY New Paltz--its faculty, students, and staff--does not shy away from the difficult. In fact, it is a campus community that has a long history of committing itself to meeting challenges with creative courses of action.

XVIII

APPENDICES

- A. Middle States Steering Committee
- B. Campus Groups Contributing to the Self-Study
- C. Input to the Self-Study from Campus Meetings (to follow)
- D. 1997 Mission Statement/Strategic Plan
- E. Strategic Plan Progress Report: 1999-2000
- F. Mission Review Initiative—Memorandum of Understanding
- G. Major Planning Documents: 1980-2000
- H. Faculty By-Laws
- I. Student Opinion Survey—New Paltz Ranking
- J. Administrative Services in Support of Students (to follow)
- K. Organization Tables
- L. GEIIa Memorandum to Presidents, 9/21/99
- M. Financial Plans: 1991-2000
- N. Appointment, Evaluation, and Orientation of Part-Time Faculty