

**STRATEGIC PLAN ANNUAL REPORT 2019-2020**

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**GOALS AND INITIATIVES FOR 2020-2021 (see pp. 20-25)**

1. **INTRODUCTION**

SUNY New Paltz’s Strategic Plan is a living document that aligns with our mission and the primacy of facilitating students’ learning and success, institutional processes and their improvement, financial solvency and accountability, cultivation and support of diversity and inclusion, and alumni and regional engagement. The Strategic Plan has seven interrelated Essential Initiatives that shape the College’s future and our effectiveness in serving our constituencies. The plan originally focused on eight Essential Initiatives that were later reduced to seven by integrating “Build Quality Online Programming” into the first-stated initiative “Nurture Innovation and the Learning Environment.” The plan’s seven Essential Initiatives are:

1. Nurture Innovation and the Learning Environment
2. Establish an Engaged Living and Learning Community
3. Strengthen Philanthropic Relationship and Success
4. Engage Alumni in the Life of the College
5. Market New Paltz Internally and Externally
6. Improve Internal Processes and Address Institutional Capacity
7. Strengthen Regional and Community Engagement

As 2018 approached, the final year of our 2013-2018 Strategic Plan, the President’s Cabinet evaluated our progress in accomplishing the plan’s Essential Initiatives and decided, in consultation with the Strategic Planning and Assessment Council (SPAC), to extend the Strategic Plan. In fall 2019, the President and Cabinet also accepted a recommendation from the SPAC to integrate the United Nations Sustainability Development Goals (SDGs) as a framework for our strategic planning. This action underscores the value and centrality of sustainability at New Paltz and the potential of the SDGs to help us accomplish several Strategic Plan Essential Initiatives (SPEIs).

1. **PROGRESS IN MEETING STRATEGIC PLAN GOALS & INITIATIVES IN 2019-2020**

We achieved substantial progress in realizing the SPEIs earmarked for 2019-2020 although we faced many hurdles. These challenges included balancing our budget in the face of flat levels of taxpayer support and rising expenses due to inflation; increasing personnel expenditures; and costly mandates such as research compliance, cybersecurity, changes in procurement requirements, and ever-increasing technology costs. In addition, since mid-spring semester, the College has been engaged in emergency planning, due to the COVID-19 pandemic, which created substantial disruption to our normal educational operations. Although we have worked systematically and diligently to maintain our distinctiveness, we appreciate that maintaining our standing as an excellent college will require continued fiscal restraint and constant vigilance to prudent strategic planning. Accordingly, this report ends with a description of the Strategic Plan goals and priorities that we plan to pursue in 2020-2021 to keep us on the path of educational excellence and institutional renewal.

**ESSENTIAL INITIATIVE – I: Nurture Innovation and the Learning Environment**

New Paltz recruits top students and endeavors to support their intellectual, personal, and social development. Taught and mentored by highly engaged and student-centered faculty, our students acquire a liberal arts education that is designed to equip them with knowledge and skills for successful lives and careers. Classroom methodologies include active, hands-on, collaborative, and inquiry-based teaching and learning. Although classes are largely seated, we have made incremental steps to expand online and hybrid programming and have done so without sacrificing our distinction as a residential college. High-impact practices, multi-tiered support for a diverse student body, and rigorous curricular offerings contribute to our strong student retention and graduation rates and to the competitiveness of our graduates to succeed in and contribute to the complex societies and economies they face.

* 1. **Meet undergraduate and graduate enrollment targets**

We continued to meet undergraduate enrollment targets while maintaining high admission and selectivity standards. We attracted students from the Hudson Valley region, New York City and throughout New York State, contiguous states, and from countries abroad, although this year we enrolled fewer international students. The majority of our students – 46% of undergraduates and 73% of graduate students – came from the Hudson Valley. Slightly less than half (47%) of our undergraduate students transferred from two- and four-year institutions beyond the Hudson Valley. However, we have a long tradition of transfer partnerships, articulation agreements, and jointly registered programs with our seven regional community colleges, from which we enroll 53% of our transfer students. Our headcount enrollments for AY2010-2019 have generally been stable at the undergraduate level but declined at the graduate level. Undergraduate enrollments have offset losses in graduate enrollment.

Led by Graduate and Extended Learning, cross-divisional areas such as Communication and Marketing, Enrollment Management, Undergraduate Admission, and Center for International Programs worked collaboratively to try to increase graduate enrollment. For example, the Office of Communication and Marketing (OCM) played a central role in efforts to recruit undergraduate and graduate students, especially in markets such as Long Island, metro New York, and the Hudson Valley, from which we draw a large percentage of our students. OCM introduced a billboard on the Mid-Hudson Bridge featuring new and revised offerings such as the accelerated MBA and the new bachelor’s degree in Business Analytics as well as the new Engineering Innovation Hub (EIH), which had its official opening on September 17, 2019. The EIH supports and diversifies the College’s rapidly growing engineering programs, fosters collaboration between the College and local industry through 3D design and printing, and creates opportunities for our students and faculty.

**Outcome 1.1:** Strategic recruitment and marketing produced strong enrollments at the undergraduate level but less robust registrations at the graduate level. Efforts to grow graduate enrollment are comprehensive in scope and include multiple campus divisions.

**1.2 Provide information about the costs of enrolling and opportunities for financial   
 support**

The Office of Student Financial Services (OSFS) administered $75 million in grants, scholarships, loans, and federal work-study funds last year. OSFS provided incoming and current students timely, clear-cut, comprehensive information about the costs to enroll and about opportunities for financial support. Students can access this information from the OSFS website, printed materials, and financial aid counselors. Due in part to these outreach efforts, our federal student loan default rate is substantially below the national average, as shown in Table 1.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | FY 2012 | FY 2013 | FY 2014 | FY 2015 | FY 2016 |
| New Paltz | 2.8% | 3.5% | 4.0% | 3.5% | 2.7% |
| National Average | 11.8% | 11.3% | 11.5% | 10.8% | 10.1% |

Table 1. New Paltz vs. National Average of Default on Federal Student Loans. Source: Office of Student Financial Services

Institutional scholarships and emergency funding supplement state and federal funding. The Office of Undergraduate Admission disbursed $1.3M in scholarships to high achieving applicants while the SUNY New Paltz Foundation awarded an average of $750,000 in scholarships to students last year. The Campus Auxiliary Services also provide $20,000 in emergency funding and in-kind support in the form of discounted meal plans and book awards to needy students in 2019-2020. The Student Crisis Fund supplied funds that could be used for non-tuition emergencies.

**Outcome 1.2:** Information about financial aid, institutional scholarships, emergency funding, and in-kind support is available in clear and easily accessible forms.

* 1. **Recruit, retain, and graduate a diverse student body**

Recruiting, retaining, and graduating undergraduate students from historically underrepresented groups remained a central priority for the College. In AY2019-2020, 48% of the incoming undergraduate class and 37% of our total undergraduate population were students of color. As shown in Table 2, students of color have a high retention rate of 85.3% and a six-year graduation rate of 76.2%. First-generation students, who comprise 26% of our undergraduates, have a retention rate of 81.8% and a six-year graduation rate of 76.7%. International students, coming from 37 countries, deepen the diversity of our campus.

|  |  |  |
| --- | --- | --- |
| **Student Cohort** | **Retention Rate** | **Graduation Rate** |
| All Students | 85.4% | 76.6% |
| Students of Color | 85.3% | 76.2% |
| Educational Opportunity Program | 79.6% | 73.0% |
| First Generation | 81.8% | 76.7% |
| Pell Recipient | 82.6% | 73.1% |
| Scholars’ Mentorship Program | 77.5% | 81.7% |
| Students with Disabilities | 85.9% | 75.5% |
| AC2 (AMP and C-STEP) | 87.2% | 73.3% |

Table 2. Student Graduation and Retention Rates. Source: Institutional Research

**Outcome 1.3**: The retention and graduation rates of New Paltz’s diverse student cohorts are very strong, exceeding national averages.

* 1. **Provide support for a diverse student body**

New Paltz has various resources and support programs for our increasingly diverse student body, including:

* Diversity Equity and Inclusion website – This is a central resource for learning about the full range of programs and services provided on campus.
* Diversity training modules such as the EverFi Diversity and Inclusion training and RISE (Ross Initiative in Sports for Equity) training. RISE is a national nonprofit that educates and empowers the sports community to eliminate racial discrimination, champion social justice, and improve race relations.

The following highly successful programs offer students from diverse backgrounds individualized, peer-mentorship, and networking support and in the case of the Educational Opportunity Program (EOP), student support in the form of stipends.

* EOP: The program has a retention rate of 79.6% and six-year graduation rate of 73.0%.
* Scholars’ Mentorship Program: The program has a retention rate of 77.5% and six-year graduation rate of 81.7%.
* AC2 Program: This program combines the SUNY-wide Louis Stokes Alliance for Minority Participation (AMP) and the New York State Department of Education-funded Collegiate Science and Technology Entry Program (C-STEP). It prepares historically underrepresented and income-eligible students for careers in STEM fields. The retention rate for the AC2 program is 87.2% and its six-year graduation rate is 73.3%.
* Disability Resource Center (DRC): This center provides services to students with permanent or temporary disabilities to enhance their educational success. The DRC has 607 undergraduate and 52 graduate student registrants in AY2019-2020. The retention rate for DRC students is 85.9% (vs. 85.4% for the general population) and the six-year graduation rate is 75.5% (vs. 76.6% for the general population).
* Office of Veteran and Military Services (OVMS): Initiated in 2014, OVMS’s enrollment rose from about 75 to more than 400 students. In 2020, New Paltz is designated by VIQTORY (a service-disabled, veteran-owned small business) as a top ten Military Friendly school in the small public university category. Prior to receiving this honor, the College was included on its Military Friendly List for five consecutive years and had gold status designation for the last three of those years. In the 2019-2020 *U.S. News & World Report: Best Colleges Rankings,* New Paltz was ranked 16th in “Best Colleges for Veterans” in the North.
* LGBTQ+ community: Work in support of our LGBTQ+ community includes the appointment of a LGBTQ Coordinator, the establishment of the Rivera House Living Learning Community, gender-inclusive housing, gender-neutral bathrooms throughout campus, and a Chosen/Preferred Name Policy, which permits students, faculty, and staff to self-select the name they would like to be known by on campus. Training through an Allies Program is also available to all members of our campus community.

**Outcome 1.4:** The variety of resources and support programs provided by the College to its increasingly diverse student populations contribute to their strong retention and graduation rates.

**1.5 Recruit and retain a diverse, highly qualified, and engaged faculty**

Teaching is a primary value at New Paltz. Therefore, recruiting and maintaining a high-quality teaching force is an important college priority. Table 3 shows that in fall 2019, 97% of the tenured and tenure-track faculty held a PhD or equivalent (e.g., EdD or DMA) or a terminal degree (e.g., MFA); among adjunct faculty that year, 35% had a terminal degree. Of the 667 faculty in fall 2019, 74 were lecturers and visiting professors, and 317 were adjunct faculty. The College seeks to increase the diversity of the faculty through dedicated and comprehensive recruitment efforts that are supported by the Office of Human Resources Diversity and Inclusion (HRDI). Although efforts to diversify the faculty have not always proved successful, we are encouraged that six of the 18 incoming fall 2020 full-time, tenure-track faculty are members of historically unrepresented groups.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 |
| Total Faculty | 664 | 682 | 628 | 596 | 667 |
| Tenured & Tenure Track  (% of all faculty) | 296  45% | 295  43% | 295  47% | 286  48% | 276  41% |
| Lecturers & Visiting  (% of all faculty) | 72  11% | 81  12% | 63  10% | 73  12% | 74  11% |
| Adjuncts  (% of all faculty) | 296  44% | 306  45% | 270  43% | 237  40% | 317  48% |
| Tenured & Tenure Track Holding Terminal Degree  (% of tenured/tenure track fac.) | 273  92% | 278  94% | 278  94% | 268  94% | 268  97% |
| Lecturers & Visiting Holding Terminal Degree  (% of lecturers & visiting) | 31  43% | 34  42% | 20  32% | 32  44% | 29  39% |
| Adjuncts Holding Terminal Degree  (% of adjuncts) | 82  28% | 92  30% | 78  29% | 97  41% | 111  35% |

Table 3. Characteristics of New Paltz Faculty. Source: Integrated Postsecondary Education Data System, Budget Office, SUNY New Paltz

**Outcome 1.5:** The faculty are qualified to teach in their disciplinary areas. They model various kinds of intellectual inquiry as teachers, advisors, and mentors. As active scholars and creative artists, they publish books and book collections, refereed and non-refereed articles and entries, and scholarly reviews; give professional presentations; engage in a range of creative activities; and serve as experts and public-facing intellectuals. Although New Paltz has a sufficient number of faculty, the number of tenure-line and tenured faculty has declined. This is an area for continued institutional attention as should supporting faculty retention.

**1.6** **Maintain a healthy student-faculty ratio and modest class size**

New Paltz has a student-faculty ratio of 16:1 and modest class sizes. Table 4 shows that over the last five years, up to 75% of our classes have had 30 or fewer students and over 90% of our classes have had fewer than 40 students. Small to modest class sizes allow for collaborative assignments and projects, individual student attention, and students’ acquisition and demonstration of essential knowledge and skills.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Average Class Size | Fall 2015 | Fall  2016 | Fall 2017 | Fall 2018 | Fall 2019 |
| Undergraduate Classes | 24.0 | 24.0 | 25.4 | 24.1 | 24.6 |
| Graduate Classes | 16.6 | 14.9 | 15.3 | 16.4 | 15.2 |
| Percent of Classes with Fewer Than 30 Students | 74% | 74% | 70% | 75% | 73% |
| Percent of Classes with Fewer Than 40 Students | 94% | 93% | 92% | 94% | 94% |

Table 4. Class Sizes. *Source:* Institutional Research (Common Data Set). Average class size calculation does not include internships, independent studies, student teaching or practicum.

**Outcome 1.6:** New Paltz’s student-faculty ratio and class sizes are modest, allowing for interactive classroom teaching and collaborative learning.

**1.7 Complete the General Education (GE) program revisions and implement GE4**

Our current GE program, GE4, was revised over several years, culminating in faculty approval in spring 2016 and implementation in fall 2019. GE4 reaffirms New Paltz’s commitment to a liberal arts education. A key aspect of the revision was the incorporation of the SUNY-mandated competencies of Critical Thinking (CT) and Information Management (IM) within majors. During 2017-2019, departments revised their program curriculum maps to integrate the CT and IM competencies at the introductory, intermediate, and advanced levels in each major over four years of the degree. Our GE program requires completion of 32-37 credits, exceeding the SUNY mandated minimum of 30 credits. The graphic below illustrates that GE4 is organized around three categories.

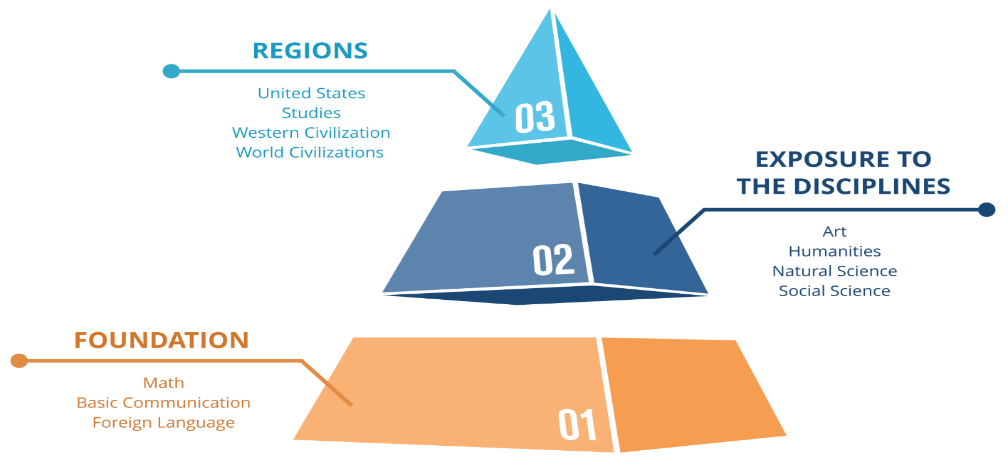


Figure 1. General Education 4 Content Areas. Source: General Education Board

OCM supported the roll out of the new GE4 program through communication efforts to current students, faculty, and prospective students and their parents. OCM’s goals centered on helping students see GE not only as an opportunity to gain exposure to foundational knowledge, but also as a chance to explore new perspectives and cultivate habits of empathy and critical thinking that will serve them throughout their lives and careers. The GE Board and OCM began to overhaul the GE website in fall 2019.

**Outcome 1.7:** GE4 aligns well with the College’s mission and SUNY standards, introducing students to many disciplines and skills and laying the foundation for study in the major.

**1.8 Require all students to take at least one Diversity course**

The College’s commitment to diversity and inclusion is affirmed with the new requirement in GE4 that all undergraduates, even those transferring to New Paltz, must take a Diversity course as a college requirement. A Diversity Board, that includes faculty, professional staff, and student representatives, was created in 2018 and charged to oversee the Diversity graduation requirement. The Diversity Board issued guidelines by which courses and learning experiences are reviewed and approved as meeting the Diversity requirement.

**Outcome 1.8:** The College’s values and commitment to diversity and inclusion as an institutional priority is demonstrated in the requirement that all students take a Diversity course as a condition of graduation.

**1.9 Develop targeted high-interest program offerings to serve current and new students   
and revise existing curricular offerings, as appropriate, to meet student and industry needs**

The faculty developed high-interest programs in targeted areas to serve current and new student populations (see below for programs that were launched and marketed during 2019-2020). New program proposals that remain in varying stages of development and approval are also described below.

New Programs

* BS Communication Disorders
* BS Biology
* BS Psychology – approved at all levels, except at NYSED
* BA & BS Biology
* BA & BS Geology
* Interdisciplinary online Bachelor’s in General Studies in active development
* BA Environmental Studies approved by faculty; External reviewers visited the campus in fall 2019 and their report was appended to our submission to SUNY in spring 2020
* Professional Geology certification
* MSED Early Childhood non-certification program
* MSED Childhood Education non-certification program
* BS/MS Psychology 4+1
* BS/MSED Mathematics 4+1
* Added Creative Writing Specialization to the MA English program revisions. The next step will be to add the Creative Writing Specialization to the accelerated BA/MA option.

Program Revision

* BS Visual Arts revision approved locally in fall 2019; awaiting further departmental input to finalize proposal for submission

**Outcome 1.9:** The College’s academic programs are rigorous and respond to students’ interests and industry needs.

**1.10 Expand the use of experiential learning opportunities and high-impact practices**

New Paltz provided a wide range of credit bearing and non-credit bearing applied learning, experiential opportunities and high-impact practices to benefit students. While many of these opportunities were part of a formal program, others were integrated into what we do in and outside of the classroom. Several of our applied learning opportunities were coordinated through the Career Resource Center (CRC), which maintained a database of available internships and volunteer opportunities and provided workshops and fairs through which students learned about and obtained internships and volunteer positions. Faculty supervised applied learning opportunities such as independent research projects, fieldwork, and internships. Several students documented co-curricular on-campus high-impact activities on their co-curricular transcript.

We offered other high-impact practices such as student-faculty research and First-Year Interest Groups (FIGs). Many undergraduates enrolled in faculty-mentored, discipline-specific research projects or in the Summer Undergraduate Research Experience or Academic Year Undergraduate Research Experience, to name a few. FIGs included articulated pre-medical programs and Leadership, Health & Wellness, Service Learning, and Career Exploration communities.

**Outcome 1.10:** New Paltz promotes student-centered authentic, collaborative, and hands-on learning experiences to promote students’ engagement and foster their in-school and post-school success. Our students participated in internships, fieldwork, capstone experiences, student-faculty research, Honors program and graduate theses, and other high-impact practices.

**1.11 Supply resources to support students with psychological, physical, and educational   
 difficulties and those with various disabilities**

The College provided resources and services to students with disabilities, psychological, and physical problems, and those who struggled educationally. Students obtained support through the Center for Student Success, Academic Advising, DRC, Student Health Center, Psychological Counseling Center (PCC), CRC, Math Lab, and Student Help Desk. Through generous support from the Kressner Autism Spectrum Disorder program, we were able to provide specialized courses and mentoring to faculty and staff to foster student success. We also offered supplementary forms of support for students who require academic remediation in specific subject areas. For example, the Supplemental Writing Workshop and English as a Second Language (ESL) tracks within the Composition Program provided focused work in writing skills. Courses such as MAT120 and MAT121 provided support (and college credit) for students not yet prepared to take classes that satisfy the campus mathematics requirement. Demand for mental health services rose at unprecedented rates and challenged the PCC’s capability to keep up with service needs.

**Outcome 1.11:** New Paltz offers substantial resources and services to our students to promote their educational success and their psychological and physical health and well-being.

**1.12 Commit to student success through strengthening academic advising**

Qualitative survey data from instruments such as the National Survey of Student Engagement and Student Opinion Survey pointed to opportunities to improve academic advising (see Table 5). Thus, last year, the College continued to prioritize resources and focused attention toward improving academic advising.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Opinion Survey  Rank among SUNY Comprehensives (1 is the “best,” 13 is the “worst”) | 2003 Rank | 2006 Rank | 2009 Rank | 2012 Rank | 2015 Rank | 2018 Rank |
| General Academic Advising (including the Advisement Center) | 10 | 12 | 13 | 11 | 11 | 11 |
| Academic Advising in Your Major | 11 | 12 | 13 | 6 | 7 | 9 |
|  |  |  |  |  |  |  |
| Student Opinion Survey – Rank Among All SUNY 4-year Institutions (1 is the “best,” 24-26 is the “worst”) | 2003 Rank | 2006 Rank | 2009 Rank | 2012 Rank | 2015 Rank | 2018 Rank |
| General Academic Advising (including the Advisement Center) | 23 | 25 | 24 | 23 | 23 | 24 |
| Academic Advising in Your Major | 24 | 24 | 24 | 9 | 16 | 18 |

Table 5. National Survey of Student Engagement Data on Advising. Source: Institutional Research

Each student had an academic faculty advisor and a primary-role advisor assigned from the Office of Academic Advising. Students with a minor, double major, or dual degree also had advisors. In spring 2020, 432 undergraduates pursued double majors and dual degrees and in the last 10 years, there has been a sharp rise in the number of students adding a minor to their major: from 676 in 2010 to 1578 in spring 2020. Communication among all advisors was facilitated through the Starfish platform. Starfish facilitated record sharing and allowed for a personalized and strategic approach to student success. It enabled documentation of a student’s progression during the semester through mid-term evaluations of first-year students, EOP students, and all athletes.

To support registration planning and course predictive analytics, we purchased and installed Course Scheduler in 2019, which enabled students to pre-register and stay on track with their eight-semester graduation plan. Course Scheduler also analyzed existing student graduation deficiencies a full year in advance allowing students time to make up missing coursework over the winter and/or summer terms and to graduate on time.

**Outcome 1.12:** Early data show the efficacy of improvements carried out in advising in achieving intended goals such as promoting first-year retention and higher than average persistence rates, that include first-generation students, Pell recipients, and those from historically underrepresented populations.

**1.13 Increase online program and course offerings and provide support for faculty   
 development**

In line with the goal to expand online offerings, we increased the number of courses delivered in part or fully online. Table 6 shows online courses dominate the summer and winter session offerings and an increase in the number of online courses offered in spring and fall. The total number of students taking fully online and hybrid courses nearly doubled between AY2015-2016 and AY2019-2020 and the number of sections increased almost at the same rate. Students are able to complete the MBA Public Accountancy, MBA Business Administration, and Advanced Certificate in Trauma and Disaster Mental Health online. A BS General Studies, designed for online delivery to non-traditional students who have earned at least 60 undergraduate credits, is being reviewed externally for SUNY and New York State Education department approval.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | Number of Course Sections | | | | |
| Semester | Course Level | Section Type | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
| Fall/Spring | Undergrad | Online | 53 | 62 | 67 | 85 | 102 |
| Hybrid | 58 | 104 | 104 | 119 | 146 |
| Undergrad Total | | 111 | 166 | 171 | 204 | 248 |
| Graduate | Online | 31 | 32 | 42 | 42 | 51 |
| Hybrid | 8 | 15 | 32 | 56 | 54 |
| Graduate Total | | 39 | 47 | 74 | 98 | 56 |
| Fall/Spring Total | | | 150 | 213 | 245 | 302 | 304 |
| Summer/Winter | Undergrad | Online | 123 | 128 | 133 | 131 | 146 |
| Hybrid |  | 3 | 1 |  | 1 |
| Undergrad Total | | 123 | 131 | 134 | 131 | 147 |
| Graduate | Online | 22 | 27 | 28 | 34 | 36 |
| Hybrid |  | 10 | 14 | 14 | 24 |
| Graduate Total | | 22 | 37 | 42 | 48 | 60 |
| Summer/Winter Total | | | 145 | 168 | 176 | 179 | 207 |
| Grand Total | | | 295 | 381 | 421 | 481 | 511 |

Table 6. Online and Hybrid Course Enrollment Trends, 2015-2016 to 2019-2020. Source: Institutional Research, SUNY SIRIS Term/Section Report

The College has paid close attention to quality assurance regarding online course offerings. Recognizing that online teaching requires specific pedagogical skills, we have provided extensive training and resources to faculty to prepare their courses for a virtual environment. Instructional Technology Services created easy to understand online training for faculty as well as support to faculty and students.

**Outcome 1.13:** Online and hybrid course offerings have increased substantially over the last decade and the College has attended to issues of quality assurance in distance education by providing resources and course development support to instructors to facilitate online teaching and learning.

**1.14 Promote the Sojourner Truth Library as a bastion of academic support**

The Sojourner Truth Library, which draws high usage from patrons, provided robust academic support for our campus. Library faculty collaborate with teaching faculty to ensure alignment of course-integration library instruction with course outcomes and assignments. Library faculty liaisons provided resources such as course-related online research guides and subject-specific support. The Library’s Digital Arts, Sciences, and Humanities Lab served as an interdisciplinary, collaborative space for faculty and students to learn how to use and create digital tools and projects, including maps, archives, data visualizations, video essays, and podcasts.

**Outcome 1.14:** The Sojourner Truth Library stands out as a bastion of academic support on the New Paltz campus.

* 1. **Maintain attentiveness to program accreditation activities**

Our Council for Accreditation of Counseling and Related Educational Programs (CACREP) review of the counseling programs is proceeding. However, the CACREP onsite review previously scheduled for fall 2019, and then rescheduled for spring 2020, has been postponed, due in part to the coronavirus pandemic. The School of Education (SoE) is transitioning from the Council for the Accreditation of Educator Preparation to the Association for Advancing Quality in Educator Preparation (AAQEP) accreditation. The school is aligning assessments and data sources to the AAQEP standards and preparing reports to conform to this new accrediting body’s standards.

**Outcome 1.15:** Programmatic quality assurance is highly prized at New Paltz. In accordance, the College maintains rigorous academic programming and is supportive of program reaccreditation efforts.

**1.16 Utilize the Teaching and Learning Center to support faculty professional development,   
 creativity, and innovation**

Evidence of the College’s commitment to enhancing teaching excellence, creativity, and community building is demonstrated by the support offered to faculty through the Faculty Development Center (FDC). FDC offers a full range of support programming for faculty members at all stages of their careers. These include panel discussions, guest presentations, and brown-bag sessions on issues ranging from developing rubrics to best practices in teaching to dealing with underrepresented student groups. Bonding events such as teas and hikes complement the offerings available through the FDC to early, mid, and late career faculty.

**Outcome 1.16:** The FDC has exemplified itself as a beacon of support to faculty members in their professional development and in fostering their sense of community.

* 1. **Maintain institutional commitment to sustainability**

The College has dedicated itself to creating a more sustainable campus. To advance this goal, the Office of Campus Sustainability (OCS) and the Sustainability Committee took a leading role in sustainability-related planning and assessment activities. OCS carried out energy conservation measures in 2019-2020, including upgrading all exterior lighting and one-third of interior lighting to LEDs, installing insulating blankets in mechanical rooms, repairing steam traps, and installing 284 KW of solar photovoltaics on campus, including battery storage. These energy conservation measures “cost-avoided” approximately $250,000 annually from the College’s utility bills. In 2019, the Biodiversity Initiative, a program of the OCS in collaboration with others from across campus, developed a Campus Pollinator Habitat Plan and earned Bee Campus USA distinction. We also were recognized again as a Tree USA Campus.

**Outcome 1.17:** Reflecting an institutional priority, sustainability is a central feature in many of our educational programs and in many facets of the institution’s operations.

* 1. **Maintain the campus’s physical infrastructure**

Our facilities management department, working in concert with senior administration, facilitated campus-wide planning for the campus’s physical infrastructure. Our Facilities Master Plan, updated in 2019, addresses programmatic needs, deferred-maintenance schedules for all buildings, and the sufficiency of classrooms, faculty offices, and instructional-support space. The College completed several major capital construction projects last year, including the Jacobsen Faculty Tower lobby renovation and corridor upgrades, resident student parking expansion and Route 32 crosswalk alignment, Haggerty Plaza Deck replacement and roof garden creation, Bouton Residence Hall single use bathroom renovation, Student Union second floor lobby renovations, and replacement of the roofs in the South Classroom Building and Central Heating Plant.

**Outcome 1.18:** The campus planned for and, as funding permitted, maintained the campus’s physical infrastructure and landscape.

**ESSENTIAL INITIATIVE - II: Establish an Engaged Living and Learning Community**

We welcome people of diverse backgrounds, cultures, and ambitions and provide a distinctive living and learning community that demands a commitment to curricular and co-curricular learning opportunities that are supported by faculty, staff, alumni, and external stakeholders. With these allies, students are afforded opportunities to learn about themselves, to explore their interests, and to become leaders in and beyond the classroom.

* 1. **Build a culture of diversity and inclusion across the campus**

Building a culture of diversity and inclusion is a priority in the Strategic Plan and in the mission statement. The mission statement affirms our dedication to “the construction of a vibrant intellectual/creative public forum which reflects and celebrates the diversity of our society.” A recent example of how the entire community came together to support diversity, equity, and inclusion is the [Hasbrouck Complex renaming project](https://www.newpaltz.edu/hasbrouck-renaming/). The buildings in this central housing and dining complex were named after New Paltz patentees who owned slaves. The President, Diversity and Inclusion Council, and campus community, with support from the wider community, worked collaboratively during 2017-2018 to bring about a resolution to students’ concerns about living in buildings named after slaveholders. The solution was the launching of the Peregrine Complex in 2019-2020 and renaming of buildings within the complex after local natural resources. A contemplative space originally scheduled to open in 2019-2020 has been delayed but will open as soon as the COVID-19 emergency permits. As part of that initiative, OCM is creating a video showcasing the College’s full history, including that of enslaved Africans, indigenous peoples, Huguenots and their descendants, and our renaming process, to debut during the ribbon-cutting ceremony for the new contemplative space. The President, VP for Communication and Marketing, and Associate VP for HRDI & Chief Diversity Officer presented the building name change process and communication plan at a 2019 SUNY Diversity Conference.

Two programs implemented across the campus to advance diversity and inclusion goals were the Black Lives Matter at School and SUNY’s Promoting Recruitment, Opportunity, Diversity, Inclusion, and Growth (PRODiG) program. Black Lives Matter at School, a coalition that organized for racial justice in education, worked intensively with colleagues and students alike to bring awareness to the structural racism that has poisoned our society and schools. Approximately 800 people participated in 13 Black Lives Matter at School events across a one-week period in February 2020. SUNY’s [PRODiG](https://www.suny.edu/prodig/) program focuses on strategic faculty recruitment, retention, and growth practices pertaining to the representation of historically underrepresented faculty across all disciplines and women faculty of all races in STEM fields. The OCM created faculty and staff recruitment videos and other collateral to support PRODiG and other campus-wide efforts to maintain and diversify our staffing ranks.

**Outcome 2.1:** The College has achieved some successes in advancing diversity and inclusion goals but opportunities for growth remain.

* 1. **Expand living and learning opportunities**

Fostering students’ sense of belonging is an important value at New Paltz and configurations signifying this value are evident in student life. Student Affairs launched a new Transfer Student Living and Learning Community in 2019-2020 to bring together students interested in being active members in a network of transfer students. We continued to use the Project for Education Research that Scales Social Belonging for College Students inventory with incoming undergraduate students to assess subpopulations that may be struggling with a sense of belonging at New Paltz and to then to assist these students. The Department of Residence Life has a Resident Assistant in each hall who is designated as a Cultural Advocate to conduct specific outreach and programming in the hall. The program will continue and expand with the hiring of an Intercultural Relations Coordinator for the newly forming Center for Student Engagement.

**Outcome 2.2:** Community building is an important value at New Paltz and several initiatives have been implemented or are underway to promote this.

**ESSENTIAL INITIATIVE - III: Strengthen Philanthropic Relationships and Success**

New Paltz remained committed to strategic fundraising and outreach. On October 3, 2019, we launched our College’s first fundraising campaign*,* Soaring Higher - The Campaign for SUNY New Paltz,a seven-year $23 million initiative. Campaign funds will be used to support many activities, including such strategic priorities as scholarships, experiential learning opportunities, and program expansion.

**3.1 Engage in outreach and philanthropy activities**

The Office of Development and Alumni Relations (OD&AR) worked with many units across the campus to achieve the College’s fundraising goals. Fine and Performing Arts (F&PA) worked closely with the Office of Development on multiple outreach efforts involving the Theatre, Music, Graphic Design, and the Visual Arts programs. The School of Science & Engineering provided major support for underrepresented students in computer science and engineering through the Kyncl Scholars’ program. The Director of Athletics worked closely with the OD&AR staff to plan alumni events, which resulted in new endowed and annual gifts to Athletics. Major equipment purchases for the Hudson Valley Additive Manufacturing Center on campus were made possible through the generous support of many individual and foundation donors. Gift officers carried out over 200 meetings with prospective major gift and planned giving donors and made several visits beyond New Paltz, including meetings in New York City, Boston, Chicago, Phoenix, Santa Fe, Denver, Albany, and Washington, D.C. These activities yielded many gifts, including bequest intentions. The OD&AR provided stewardship impact reports to scholarship and program donors, whose contributions supplied needed student scholarships and emergency student funds.

**Outcome 3.1:** New Paltz achieved notable success in engaging the campus in philanthropic efforts and toward meeting philanthropic goals. We launched our first-ever fundraising campaign.

**ESSENTIAL INITIATIVE - IV: Engage Alumni in the Life of the College**

Alumni are among our most important constituents. They embody our institutional values and commitments. The College has approximately 64,000 alumni, most of whom until seven years ago had not had any substantial contact with New Paltz other than receiving our Alumni Magazine and invitations to Reunion. We invested considerable resources and time to connect with alumni and to foster a climate of growth for alumni engagement. Alumni events offered included the 40 Under Forty award program and the Orange and Blue Network. Members of the Orange and Blue Network advised current students (alumni-to-student networking) and alumni (alumni-to-alumni networking). Several alumni served on advisory councils, mentored students, judged competitions, and participated in campus-sponsored events such as the Women’s Leadership Summit and Distinguished Speaker Series. We published the *New Paltz: The Alumni Magazine* website, a complement to the bi-annual printed magazine, to keep the New Paltz alumni community engaged with news and activities related to the College. The website provides access to multimedia content such as videos, photo galleries, interactive graphics, active links to alumni accomplishments (e.g., Alumni Profiles & Stories, Class Notes, Seen & Heard) and more. Each month, we publish Connect, an alumni e-newsletter.

* 1. **Foster a climate of growth for alumni engagement across the campus**

The College applied ample resources to strengthen alumni structures and outreach efforts. We expanded Alumni Council membership and witnessed an increase in alumni involvement in Alumni Association activities. We also enlarged the College’s footprint through regional alumni programming, such as the event hosted in Atlanta in October 2019 and other events hosted around the country. Affinity groups such as Asian Studies and First World alumni participated in the 2019 Alumni Reunion. We added an alumni “Generations family” as keynote speakers. Last year’s speakers were Everton Henriques ’78, Jeannie Irvine ’78, and their two children Everton Henriques ’10 and Jeannie Henriques ’08.

Continued strengthening of coordination between Alumni Relations and schools resulted in implementation of a number of activities. The Center for International Program (CIP) hosted alumni events in Japan, Turkey, Sweden, and New York City and CIP staff have begun to work on a "Where are they now?" set of web pages for Study Abroad and Global Engagement alumni. In the schools, Liberal Arts & Sciences (LA&S) engaged in regular outreach to alumni through the Liberal Arts in Action program, through which alumni were invited to the campus for visits and to give class presentations and seminars. F&PA were invited to the campus for theatrical and musical events. Alumni Night at the Theatre has proven to be a popular event, gathering local alumni twice yearly for a reception followed by a New Paltz student production.

**Outcome 4.1:** The College continued to implement a number of initiatives to increase alumni engagement in the life and work of the College.

**ESSENTIAL INITIATIVE - V: Market New Paltz Internally and Externally**

Like many in higher education, New Paltz operates within a highly competitive market environment; vying for qualified students, recognition, and prestige; scarce financial resources; and political support. In accordance, marketing and communication activities are integral to the College’s success. We used various media to market the College to our stakeholders, which include students and families, alumni and friends, legislators, and the general public.

**5.1 Employ an integrated and centralized marketing approach to market the College,   
 stressing the College’s distinctive identity and its programs and activities.**

The OCM used an integrated and centralized approach in marketing and communicating about the College. The OCM used the voices and experiences of students, faculty as scholars and mentors, and alumni in promotional materials for academic programs and initiatives, philanthropic efforts and alumni affairs, and to increase the campus’s visibility and price-to-value position. With the OCM’s help, Graduate and Extended Learning (GEL) was able to develop materials for all accelerated programs, revamp the graduate website, and overhaul the marketing approach to improve communication and enhance recruitment and enrollment. GEL launched the Online Learning webpage and a new website for F&PA. The OCM and the GE Board also produced a video that promotes our revised GE program to current and prospective students. The OCM and Instructional Technology Services have made substantial progress in making the College’s website more accessible, which is in line with our values to be a more inclusive community. There now is an accessibility statement on all print and digital event promotion materials that go through the OCM.

**Outcome 5.1a:** The OCM utilized a collaborative and integrated approach to marketing the College, its programs, and activities.

**Outcome 5.1b:** The OCM has played a central role in advancing our College’s accessibility goals.

**ESSENTIAL INITIATIVE – VI: Improve Internal Processes and Address Institutional Capacity**

Much was done to improve internal processes and to address institutional capacity. HRDI generated clear and helpful descriptions of roles and responsibilities for all positions; reviewing, tightening, and streamlining personnel, business, and academic policies and procedures; developing and implementing plans for professional development throughout the College; and allocating staff resources among departments for maximum efficiency and effectiveness. Significant progress also has been achieved to streamline faculty governance and committee structure and function, a need identified by faculty in the 2010-11 Middle States self-study process.

**6.1: Improve internal processes, by generating clear descriptions of roles and responsibilities   
 for positions, reviewing and streamlining policies and procedures, developing and   
 implementing plans for professional development of faculty, staff, and administrators;   
 and allocating resources to increase efficiency in institutional processes.**

Faculty recruitment is a key joint venture involving faculty, administrators, and HRDI working together to ensure that correct processes and the College’s Diversity and Inclusion Plan are followed in all searches. With this joint support, departments critically assessed hiring needs, identified skills gaps in talent or opportunities to grow current employees, considered redundancy in key functions, and implemented best practices for more efficient and effective ways of engaging in work. Departments created positions that invited diverse applicant pools and expanded opportunities for existing employees. HRDI’s Director of Organizational Development and Training, hired in 2017 to oversee and support employee development, worked with campus units to improve business processes and procedures and to build employee competence. Last year, HRDI implemented a number of compliance trainings and professional development education (e.g., ADA accessibility, sexual harassment and Title IX, health and safety, diversity and inclusion, and internal controls). HRDI also provided training on a new Performance Program model for United University Professions employees and expanded outreach to employees through a retirement readiness program and workshop series, technology literacy training, Excel training, managing conflict, and many others.

Last year, we prioritized funding for proposals that support mission-critical goals that enhance retention and graduation. We purchased and installed Course Scheduler to support registration planning and course predictive analytics. Course Scheduler enabled students to pre-register and stay on track with their eight-semester graduation plan. Because it can analyze graduation deficiencies a full year in advance, students are able to make up missing coursework over the winter and/or summer terms.

A Budget Advisory Committee (BAC), created in 2018, provided a formal avenue for faculty to provide input into the campus’s budget processes and decisions. The BAC was co-chaired by the Vice President for Administration and Finance and by the Provost and Vice President for Academic Affairs and included academic, professional, and classified staff and students. Committee members received training on the budget from the VP for Administration and Finance.

We moved all of OCM staff to the Team Dynamix project management software. Team Dynamix streamlined work order and projects, which improved efficiency with campus partners on marketing and communication activities. Team Dynamix also helped to further integrate the OCM team.

**Outcome 6.1:** New Paltz implemented several initiatives aimed at improving instructional processes and strengthening internal capacity, including its already high student retention and graduation rates, and its budget processes.

**6.2 Review, streamline, and assess faculty governance**

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

**Outcome 6.2:** The College used assessment and broad consultation in its review and streamlining of faculty governance. Assessments carried out two years after implementing the new faculty governance model revealed the new model is effective in facilitating shared governance on our campus.

**ESSENTIAL INITIATIVE – VII: Strengthen Regional and Community Engagement**

New Paltz is surrounded by the beautiful landscape of the Hudson Valley and is situated in an enviable location, mid-way between the New York City and Albany. We capitalized on our physical assets as we served as an intellectual and cultural hub with arts, cultural, and educational events open to the entire region.

**7.1 Strengthen campus-community engagement**

New Paltz was involved in several public-facing events last year in which President Christian was a visibly and enthusiastic participant. President Christian served on the board of directors of the Mohonk Preserve, Advisory Council of Historic Huguenot Street, President's Trust of the Association of American Colleges and Universities, and as a consultant with Mohonk Consultations. He also co-chaired the Mid-Hudson Regional Economic Development Council and presented information about the College and its economic impact to stakeholders, including attendees at regional Chamber of Commerce meetings.

We hosted several regional events on our campus during AY2019-2020. They include the fourth Hudson Valley Future Summit, held November 18, 2019, which centered on the theme, “Creating Equity in the Hudson Valley.” Our half-day conference, “Long Term Affordability and Short Term Rentals,” held September 18, 2019, under the auspices of the Hudson Valley Future Summit and in partnership with the Benjamin Center, attracted many individuals from the surrounding college community. The Fall Distinguished Speaker Series, held October 17, 2019, featured Ilyasah Shabazz ’85 in conversation with Janus Adams ’67. Our spring 2020 Distinguished Speaker Series featured an evening with Arthur O. Sulzberger Jr., chairman of the *New York Times,* in conversation with James H. Ottaway Jr. ’18 HON, journalist, newspaper executive, philanthropist, and longtime friend of the College. We also presented the sixth Women’s Leadership Summit.

**Outcome 7.1a:** The College participated in several campus-community events that elevated our stature as an intellectual resource and strengthened our position as a regional hub.

**Outcome 7:1b**: In spring 2020, the College publicized new findings for the most recent Economic Impact Statement (<https://www.newpaltz.edu/makinganimpact/> ).

1. **STRATEGIC PLAN GOALS & PRIORITIES FOR 2020-2021**

**College-Wide Strategic Goals and Priorities**

In his August 21, 2020, State of the College address, President Donald P. Christian announced that the College will pursue these five central strategic priorities in AY2020-2021.

1. Supporting student success
2. Adjusting our budget
3. Sustaining and growing enrollment
4. Dedicating time and attention to anti-racist action
5. Keeping health and safety an overarching priority

Along with these key priorities, the campus will carry out the goals and priorities described below. Each goal or priority aligns with one of the seven Strategic Plan Essential Initiatives. The President, Cabinet, SPAC, Associate and Assistant Vice Presidents, Deans, Associate and Assistant Deans, chairs, faculty, and staff will help to accomplish the goals and priorities.

**ESSENTIAL INITIATIVE - I: NURTURE INNOVATION AND THE LEARNING ENVIRONMENT**

Campus-Wide Strategic Plans

1. Implement each of the following strategic plans and report progress in achieving the plan’s goals and priorities: Strategic Plan, Financial Plan, Diversity and Inclusion Plan, Instructional Technology Plan, Facilities Master Plan, Energy Master Plan, Disaster Recovery Plan, Electronic Information Technology Accessibility Plan, Campus Sustainability Plan, and Campus Pollinator Habitat Plan

Enrollment, Retention, and Graduation

1. Achieve projected enrollments across student types in line with the College’s budget projections
2. Monitor student retention and graduation rates by level, gender, race/ethnicity, EOP, SMP, first generation, and Pell recipient, and maintain rates above state and national totals
3. Maintain overall graduate enrollment at the 2019-2020 level; grow MBA enrollment by 2% in fall 2020 and 7% in spring 2021
4. Achieve a paperless graduation

Financial

1. Address budget deficits created in part by reduced state funding
2. Make budgetary decisions based on long-term financial impact and in consideration of mission-critical endeavors that support the fiscal health and educational success of the College
3. Continue updating the campus on the budget

Programmatic and Curricular

1. Publish program learning outcomes on departmental webpages
2. Develop a system to recognize and compensate faculty who mentor or supervise high-impact learning experiences such as fieldwork, internships, independent studies, honors theses, and graduate theses
3. Facilitate curricular innovation and ensure that curriculum remains relevant

* Publicize disciplinary areas in which new program proposals should be developed
* Launch programs approved to begin in 2020-2021 – accelerated (4+1) Psychology, BS General Studies, Micro-credential in Health Care Administration, and MA Digital Design and Fabrication
* Gain approval for programs to launch in 2020-2022 - MS Interdisciplinary Autism Studies, MAT Visual Arts Education, and MAT Music Education, BA General Studies
* Re-envision and revise the Certificate of Advanced Study School Business District Leadership program and explore expansion of accelerated (4+1) programs in MAT and MSED

1. Offer the BA General Studies, our first online bachelor’s degree
2. Expand online course offerings in four master’s programs - MSED Literacy Education, MS Computer Science, MBA Public Accountancy, and MS Music Therapy
3. Increase the number of faculty certified for online and hybrid training by 4.5% (30 faculty)
4. Explore cost-savings measures for textbook choices and open educational resources as a means of lowering the cost of textbooks and course materials for students
5. Use the Electronic Information Technology Accessibility Plan to move the campus toward becoming a fully accessible campus

Strategic Planning and Assessment

1. Directed by the Strategic Planning and Assessment Council, integrate the United Nations Sustainable Development Goals as a framework to connect our work to the Strategic Plan Essential Initiatives
2. Reinforce realignment of and integration of strategic planning and assessment structures
3. Connect institutional, GE, and program learning outcomes to signature assessments
4. Systematize the format for reporting findings and outcomes from assessment
5. Increase the frequency with which the College communicates assessment findings and the resulting actions
6. Celebrate and acknowledge the work that faculty, staff, and administrators do in assessment by repeating the 2019 Assessment Conference annually
7. Monitor GE4 implementation and the newly implemented GE assessment protocols and make adjustments, as necessary
8. Disseminate and take action on the spring 2019 GE assessment findings
9. Conduct seniors focus groups by school and focus groups with graduate students

Regional and Disciplinary Accreditation and Program Reviews

1. Achieve Middle States Commission on Higher Education reaccreditation, AAQEP accreditation for the SoE, and CACREP accreditation for the counseling programs
2. Complete self-studies in Black Studies, Geology, and Physics & Astronomy

Academic Advising and Student Engagement, Support, and Success

1. Report findings and goal attainment from the Excellence in Academic Advising self-study
2. Continue to improve academic advising and attrition intervention strategies
3. Facilitate students’ participation in experiential learning opportunities and monitor participation rates
4. Maintain living-learning communities and opportunities for student-faculty mentorship and engagement
5. Create a centralized student-facing support site of information for need areas in a student’s life: a one-stop site linked to Academic Advising, the Office of Financial Aid, the Counseling Center, the DRC, the Center for Student Success, the CRC, HAVEN, legal counsel, etc.
6. Demonstrate the value of a New Paltz degree through indicators associated with employment and educational attainment

Health and Safety

1. Implement protocols to control the spread of COVID-19 on our campus

Financial Literacy

1. Implement financial literacy initiatives and monitor participation rates and outcomes (i.e., loan default rate)
2. Track and report retention and graduation rates of Pell recipients

Faculty

1. Support and maintain a diverse, highly qualified, engaged, and accessible faculty through activities centered on teaching, advising, scholarship and creative work, and service
2. Extend support to early-, mid-, and late-career faculty through the FDC

**ESSENTIAL INITIATIVE – II: ESTABLISH AN ENGAGED LIVING AND LEARNING COMMUNITY**

Diversity, Equity, and Inclusion

1. Explore new and creative ways to enhance diversity, equity, and inclusion and to support student and employee retention and success, paying close attention to students and employees from underrepresented groups
2. Track attainment and report progress in meeting Diversity and Inclusion Plan and Diversity and Inclusion Council goals and priorities
3. Open contemplative space on campus to showcase the College’s full history, including that of enslaved Africans, indigenous peoples, and Huguenots and their descendants, including the legacy of slavery and our renaming process
4. Produce video showcasing the College’s full history to debut during fall 2020 ribbon-cutting ceremony for new contemplative space
5. Determine organizational structure and sustainable plan for “Stepping Into Diversity” leadership development program
6. Launch National Black Studies Honors Society, Ank Matt Wedjau Honor Society,on campus
7. Achieve designation as a smoke-free/tobacco-free campus

Educational Programming and Student Support

1. Open (officially) new Scholars’ Mentorship Program Center
2. Continue co-curricular transcript participation
3. Implement initiatives that foster students’ sense of belonging at New Paltz

**ESSENTIAL INITIATIVE - III: STRENGTHEN PHILANTHROPIC COMMITMENTS AND SUCCESS**

Philanthropic Commitments

1. Be a campus leader and model antiracism in the work and communications of the Department of Development with alumni, donors, prospects and friends of the College
2. Achieve and seek to surpass fundraising goals, including Soaring Higher - The Campaign for SUNY New Paltzfundraising goal of $23 million
3. Celebrate milestone anniversaries for Theatre Department 50th (2020) and The Dorsky Museum 20th (2021)
4. Engage all Academic Affairs units with Development staff in achieving fundraising goals
5. Award student scholarships, matching or exceeding 2019-2020 level
6. Deepen the Foundation Board Director’s experience and commitment to campus life and affirm the Director’s participation
7. Continue to provide timely and accurate stewardship reports to scholarship and program donors as an integral part of an already-strong partnership

Sponsored Programs

1. Maintain or exceed amount received through grants and sponsored programs in 2019-2020

**ESSENTIAL INITIATIVE - IV: ENGAGE ALUMNI IN THE LIFE OF THE COLLEGE**

Alumni Engagement

1. Create a virtual Reunion program and virtual events throughout the year to keep alumni engaged during a time when we are unable to host live events
2. Launch the Orange and Blue Network, an online alumni engagement platform and career and mentorship tool

* Transition from the Career and Mentorship Network (Firsthand) to Orange and Blue Network (Graduway)

1. Further develop relationships with the five schools and campus departments to educate and activate them as partners in alumni relationship building
2. Continue to collaborate with the OCM to produce Connect, the monthly e-newsletter, the bi-annual *New Paltz: The Alumni Magazine*, and Alumni website – our primary vehicles for connecting and communicating with alumni and the campus community

**ESSENTIAL INITIATIVE - V: MARKET NEW PALTZ INTERNALLY AND EXTERNALLY**

Marketing and Communication

1. Work with the President and campus units to achieve institutional and programmatic goals through use of marketing and communication channels, including efforts to become an anti-racist campus, transparency in our continuing budget adjustment efforts, and support of the Middle States reaccreditation process
2. Support achievement of enrollment targets through marketing and communication
3. Participate in advocacy and outreach efforts to legislators to ensure the College receives due consideration in matters affecting New Paltz and higher education more generally
4. Maintain strong levels of communication to stakeholders about New Paltz’s spring 2021 reopening plans

**ESSENTIAL INITIATIVE - VI: IMPROVE INTERNAL PROCESSES AND ADDRESS INSTITUTIONAL CAPACITY**

Academic Planning

1. Lay the groundwork for the next Provost/Vice President for Academic Affairs to build on in developing an academic master plan
2. Develop Strategic Plan for Graduate & Extended Learning
3. Develop Strategic Plan for Center for International Programs

Processes, Policies, and Capacity

1. Complete Provost/Vice President for Academic Affairs search and other searches deemed to be critically important
2. Offer diversity, equity, and inclusion training to faculty and staff
3. Pilot online Reappointment, Tenure, and Promotion (RTP) process
4. Reduce the time for degree conferral from 6-8 weeks to 48 hours
5. Create workflow for independent study and field work
6. Complete RTP ad hoc committee work and adopt new process documents
7. Develop Financial Aid Advising Guide to help faculty advisors and students to understand the regulations and implications of academic decisions on student aid
8. Monitor and report on the use of software solutions aimed at improving work functions and processes
9. Monitor institutional compliance with state regulations and accreditation-related federal regulations

Database Conversion

Convert database from Banner to Blackboard RE/NXT with targeted go live by end of FY2021 (Development & Alumni Relations)

Instructional Technology

1. Improve efficiencies in work services and processes through use of technology tools and solutions
2. Implement revised Computer Technology Plan and report progress in goal attainment

**ESSENTIAL INITIATIVE – VII: STRENGTHEN REGIONAL AND COMMUNITY ENGAGEMENT**

Strengthen Campus’s Regional Community Engagement

1. Develop economic impact report
2. Increase the College’s presence and impact in the region
3. Continue prevention efforts through NP SAFE and the Greater New Paltz Community Partnership
4. Engage community, increase visibility, and maintain revenue streams through a range of signature and special events
   1. Re-imagine signature events for virtual delivery including: Women’s Leadership Summit (7th annual), Hudson Valley Future Summit, and Distinguished Speaker Series
   2. Support the success of the Dorsky Museum’s Art Uncorked fundraiser
   3. Maintain sponsorships and attendance for annual golf tournament in June 2021
   4. Engage more students, diversify attendees, and expand community involvement in all events

**Members of the Strategic Planning and Assessment Council**

**Laurel M. Garrick Duhaney**

Associate Provost, Strategic Planning & Assessment

**Sue Books**

Professor, School of Education

**Dante Cantu**

Executive Director, Academic Advising & Center for Student Success

**Linda Eaton**

Associate Vice President, Student Affairs

**Deborah Gould**

Assistant Provost, Academic Affairs

**Isidoro Janeiro**

Associate Professor & Department Chair, College of Liberal Arts & Sciences

**Julie Majak**

Assistant Vice President, Administration & Finance; Officer, Internal Controls

**Lisa Mitten**

Sustainability Coordinator, Facilities Management

**Matt Newcomb**

GE Board Deputy Chair

**Tom Nolen**

Associate Dean, School of Science & Engineering

**Chih-Yang Tsai**

Professor, School of Business

**Andrea Varga**

Associate Professor, School of Fine & Performing Arts

**Lucy Walker**

Assistant Vice President, Institutional Research

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For more information regarding Strategic Planning & Assessment contact

Associate Provost Laurel M. Garrick Duhaney at [duhaneyl@newpaltz.edu](mailto:duhaneyl@newpaltz.edu)

[**www.newpaltz.edu/spa**](http://www.newpaltz.edu/spa)