Final Report of the Strategic Planning Committee
(2003-2004)

Members of the Strategic Planning Committee

28 January 2005

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State University of New York College at Plattsburgh

Our Mission
Plattsburgh State University of New York prepares a diverse student population for a wide range of professional careers by providing undergraduates with a strong foundation in the liberal arts, graduate students with advanced professional preparation, and all students with a commitment to academic excellence, ethical values, lifelong learning, and responsible citizenship within a global community. The university takes advantage of the natural surroundings, Lake Champlain and the Adirondack Mountains, in selected academic programs and courses, in recreational activities and in community involvement and services.

Our Vision
We will educate and graduate students who will stand out in their chosen careers and communities.

Our Pledge
- You will be welcomed and supported by faculty, friends, staff, and our community.
- You will be challenged to learn, think, and excel through close interactions with an outstanding faculty and staff.
- You will experience a diversity of cultures and perspectives.
- You will discover and develop your personal potential, while here and for the rest of your life.

Strategic Plan Initiatives (for 2004-2009)

1. ACADEMIC PROGRAMS: Promote proactive curriculum development to provide the highest quality undergraduate and graduate academic programs that will challenge our students as they prepare for rewarding professional lives. Recruit and retain an outstanding diverse faculty and staff, and support their professional growth.

2. ENROLLMENT MANAGEMENT: Manage our enrollment to increase diversity and the high academic achievement of all students. Improve student academic quality indicators while keeping class sizes low. Provide exemplary guidance to support and graduate a diverse student body.

3. CAMPUS INFRASTRUCTURE: Provide an attractive and welcoming campus environment and the resources necessary to promote learning in and out of the classroom. Provide the facilities, personnel, and infrastructure to support exceptional educational and student life programs and implement technological solutions to improve learning and service.

4. COMPREHENSIVE PLANNING: Integrate comprehensive planning for facilities, the budget, academics, enrollment, and marketing. Comprehensive planning and assessment will result in more effective internal and external communication.

5. EXPERIENTIAL LEARNING: Create a rewarding experiential learning opportunity outside the classroom. Experiential learning includes internships, national and international learning, service learning, independent research, Adirondack/Lake Champlain/Montreal experiences, student employment, student teaching, and field/clinical experiences.

6. STRATEGIC ALLIANCES: Build strategic alliances with other academic institutions, granting agencies, businesses, and other organizations through the North Country and beyond to benefit students, provide experiential learning, and promote civic responsibility and fiscal vitality.

While it is important that we allow the Strategic Plan to provide stability to our planning, we must remain creative and able to respond to external changes in the environment, and flexible to respond to unforeseen opportunities.
The Strategic Planning Committee (SPC) has been a very active group, full of ideas, and willing to work. The SPC met as a group for the first time on 25 November 2003. The previous page is a summary of our recommendations.

The Strategic Planning Committee completed work on two fronts, development of a Vision Statement and development of the Strategic Plan. We looked at making changes to the Mission Statement, but because of our late start, we left it as is.

1. VISION STATEMENT. After considerable discussion, the proposed Vision Statement and Pledges went out for vote in a campus-wide referendum that was completed early in Fall 2004 (Attachment 2, Results of balloting). The SPC edited the pledges in response to comments.

   **Our Vision**
   We will educate and graduate students who will stand out in their chosen careers and communities.

   **Our Pledge**
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   - You will experience a diversity of cultures and perspectives.
   - You will discover and develop your personal potential, while here and for the rest of your life.

2. STRATEGIC PLAN. The six interest groups (Academic Programs, Enrollment, Facilities, Fiscal Vitality, Student Life, and Technology) hosted open meetings and developed reports of their findings (Attachment 3). The entire SPC crafted six strategic initiatives from the feedback we received, and presented the initiatives widely across
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The final versions of the initiatives were put to a campus-wide referendum, completed in late Fall 2004, with these results, in rank order with 6 being the most important and 1 the least important (Attachment 1, Results of Balloting on the Strategic Initiatives.):

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Academic Programs</th>
<th>Enrollment Management</th>
<th>Campus Infrastructure</th>
<th>Comprehensive Planning</th>
<th>Experiential Learning</th>
<th>Strategic Alliances</th>
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<tr>
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As you can see, Academic Programs was selected as the single most important strategic initiative by a wide margin. The initiative also included faculty and staff hiring and professional development. The next two initiatives, Enrollment Management and Campus Infrastructure, were also seen as important: Lower ranking were given to Comprehensive Planning and Experiential Learning. The last initiative, Strategic Alliances, had the highest number of least important votes. (There may be some issues of placement here, with this initiative being the last one on the ballot.) After considerable discussion, the SPC decided to advance all six proposed initiatives forward as the Strategic Plan for 2004-2009. As many participants noted in their comments, all of the initiatives were important, and it was difficult to separate them entirely.

Next Steps (from the Strategic Planning Process Final Report):

**Phase III. Implementation of the Strategic Plan**

- Development of Action Plans (who will do what, when and how)
- with a detailed budget by each unit as part of normal operations.
- Each Action Plan needs a Key Manager and may need a Champion.

- Discussion of Action Plans at Planning Day(s) in January to coincide with budget planning, and at May Planning Day(s) for inclusion in the final budget.

**Phase IV. Yearly Review and Renewal**

- Assessment
- Call for new Action Plans and discussion

Recommended revisions to the planning process. Overall, we followed the planning process recommended by the 2003-2004 committee, however, we found a few areas that we recommend be modified before the next round of strategic planning.

1. Standards for Acceptance. We put the vision, pledges, and the initiatives out to vote, but did not, *a priori*, set what we would consider to be standards for acceptance or rejection. The committee felt that in order for something to be acceptable, the higher the number of yes votes, the better. We recommend a minimum of $\frac{2}{3}$ to $\frac{3}{4}$ yes votes for adoption of future items. Most of the proposals we put forward met this minimum standard of acceptance, most exceeding it by a good margin (but see comments below under Edits).

   % positive: Pledge: 71%  1. 90%. 2. 94%. 3. 95%. 4. 80%. 5. 62%.

2. Edits. The process did not allow for edits of text, but we did go ahead and make some changes to the pledges. Based on the comments, the lower acceptance rates for the Vision and Pledge 5 were largely due to negative reactions to the phrase, “stand out.” We elected to keep the vision statement as written, but edited pledge 5 by combining it with pledge 4 and deleting some of the language.

3. Timing. One problem the SPC had in following the process was the late start we had. To keep the planning process on a reasonable timeline, we had to work on the vision and
strategic initiatives at the same time. This schedule actually worked for us and allowed discussions to overlap. We recommend an earlier start for the next SPC and recommend that they work on both areas at the same time.

4. Increase Participation in Planning. More effort needs to be devoted to presenting information at regularly scheduled meetings for discussion. The SPC thinks we had too many open meetings. In many cases, particularly the second or third follow-up meetings for interest groups, we had very low levels of attendance.

5. Increase Participation in Voting. While 100% of academic and professional staff had the opportunity to participate in the campus-wide referenda, only about 200 did. The SPC was very concerned by that level of participation, and suggests the next SPC work on finding ways to increase the response rate. Suggestions include advertising the opportunity to vote at more standing committees, including chairs, facilities and planning, and faculty senate. We also suggest development of an incentive program. Those who do vote could be entered in a drawing for some prize, such as a gift certificate.

Implementation and Reporting
As we included in our last formal report, one issue that has come up in several of our open sessions and meetings requires your attention. How will implementation and reporting of the results of action plans be reviewed and communicated back to the campus? There have been several suggestions made, including establishing a small oversight group, handling it from the Provost’s Office, or keeping the SPC formed as the oversight group. If the SPC is maintained, then a regular cycle of member replacements needs to be developed and implemented. A major recommendation of the process committee was to not create a separate oversight group, but to keep planning within normal processes as much as possible.

Thank you for the opportunity to work with the SPC. It has been an interesting process with an exceptional group of people. We’ve learned a lot and even had a lot of fun. Please contact us if you have any questions.

Attachments:
- Results of balloting for the strategic initiatives, with comments.
- Results of balloting for the vision and pledges, with comments
- Subcommittee Reports
Attachment 1: Results of Voting on the Strategic Initiatives

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And the comments:

I would add that "provide an attractive and welcoming campus.." is really up for interpretation. Personally, I think that a clean campus would be better than our 'art work' campus.

These are all worthwhile goals.

Nice work, committee.

I believe that planning would have to be the most important initiative, as it would be necessary in order to realize any of the others. I think that some of the concerns that arise that cost us students are the results of poor planning. When nobody in authority wants to address (or admit) that underlying planning issue, the aggrieved students may very well feel that no one here cares. That situation would impair our ability to effectively market ourselves, recruit, or build strategic alliances. Any student who enrolls based on the campus, academic programs or experiential learning opportunities (or any other reason) may be lost due to poor or no planning to support those opportunities. Once we have constructed a campus community that will support and embrace the importance of long-term, proactive planning, I would think that the strategic alliances would be easier to court and maintain. Thank you for the chance to express my thoughts.

#1 I'm completely against the development of new graduate programs. We are stretched with providing good undergraduate degrees. Strengthen existing graduate programs, but the emphasis should be at the undergraduate level. Frankly, I'm a little unnerved by the number of people talking about new graduate programs at planning meetings.
#2 I love the idea of a beautiful campus. More trees. Lots of them.
This would be the best investment over the long term.

#3 Enrollment is an important issue, and we need to increase the academic qualities of our freshman. This problem won't be solved through marketing. See #1.

#4 Experiential learning? Sure, but I find it's too much work.

#6 Strategic alliances. I just want to qualify. I would love to partner up with most of the instutions mentioned. Not all of them.

These are so general, as I have commented on previosuly, that I'm hard pressed to understand them as initiatives. At best, they seem to be broad goals, which, in my view, no one could disagree with or give preference to.

These don't really appear to be strategic initiatives, just the general focal paths that any campus should be focused on in order to survive. I am disappointed in their ambiguity and lack of substance.

We need to focus on quality not quantity and stop trying to be all things to all people.

In these tough economic times we need to become better at planning and integrating for the future.

If there is no plan in place for contingencies the other initiatives don't matter.

A difficult task, they all have high merit and deserve equal billing!

I would probably have ranked Experiential Learning somewhat higher, except that it seems to overlook the most obvious way for students to learn outside the classroom--that is, by attending more of the on-campus extracurricular events. Too many students fail to attend, unless assigned or otherwise given credit, the art exhibits, theater productions, concerts, lectures and panel discussions, films--you name it. Of course many students work many hours or have other scheduling problems, but the great majority can and should learn to have faith in the educational value of all that is brought to them right on campus.

I think integrating our planning is most important. This will help identify/communicate on what we need for a built/learning/living/working environment that will have a positive effect on the execution of other initiatives.

Keep them all - they provide a comprehensive package as a whole.

Planning AND TRAINING of staff are key! INFORMATION getting/retrieval for administrative staff is key! If people don't know how to use the INTERGRATED computer system or AREN'T using it to its capacity, then we're lost before we start!!!!!!! To all be on the same page and communicating properly, we
should all have access to the same information!!!! and know how to use/access that information!

All initiatives are not mutually exclusive. Some of them are dependent on each other and may not be a wise idea to rank them as most important and least important. It is difficult to rank order some of these initiatives. I believe that the interfacing of some of the components of a few of the initiatives will have direct positive effects on the achievement of one or more of the initiatives.

Would have placed the "enrollment" piece higher but I think it could be accomplished through proper execution of the "Academic Programs" initiative. The same might be true of "Experiential Learning."

These are Hobson's Choices. All must be done to survive well...

All of these are important and useful objectives. A growing concern of mine is the current state and deteriorating condition of our infrastructure (e.g. building renovation) and resources for teaching and research, including state-of-the-art labs and instrumentation for the sciences.

We need a larger budget in order to accomplish all that we want to. We need to attract students from all over the world but in order to do so we have to be able to maintain the facilities in the standards that we have set in the past. More attention needs to be paid to the needs of the departments that maintain the facilities and grounds. The appearance of the campus is a vital part of attracting students. I am not trying to take anything away from the academic portion of the process. All I would like to see is availability of resources to promote the hiring of new staff that is desperately needed and the purchasing of new equipment that is also desperately needed. Thank you for allowing this space for comments.

But I think they are all important.

We have to have a strong and impressive campus environment before we can offer excellence in education for our undergraduate and graduate students. If we were to build a house we would build a firm, strong, supportive foundation before we invited guest to give our house life.

Boy, this was tough. All of these seem important! But high-quality academic programs and campus-based services are top priorities in my book.

I ranked Planning as "least important" only because I believe it is the overarching goal of the strategic plan (not a separate initiative). Experiential Learning can be folded into Academic Programs. Enrollment can be folded into Campus. Therefore, we could have three initiatives (Academic
Programs, Campus "Life", and Strategic Alliances) that would be a combination of the six presented in this ballot. (All six are worthy.)

Fund properly the programs already in existence that are underfunded before starting new programs. Or, cut the programs completely if they are not deemed important enough to fund properly.

Hard choices. They are all important.

All the initiatives listed are important and worthy of resources. I see Planning and Campus as things that should happening anyway and shouldn't necessitate a special strategic initiative to undertake. I ranked Campus last partly because I feel we have a very attractive campus already. Yes, improvement can always be made but relatively speaking we're in good shape.

All of these are worthy goals; it's difficult to rank them by importance.

Difficult choices! So many ideas seem to intertwine.

Thanks for ALL your work!

I surely won't be the first to say that these "Strategic Initiatives" are inseparable, indeed all fundamentally essential for the health of our College, and that to indicate any priority for one over another is arbitrary. It might even be dangerous to have to choose. How can you have "strategic alliances" that are substantial without "planning" or "enrollment management"? How can you have quality "academic programs" without "strategic alliances" and "experiential learning"? Having said that, the bottom line for me is "academic programs" -- that's the engine that drives our whole raison d'etre and propels our society in a constructive, creative direction. Creating and maintaining quality "academic programs" takes money. The state is duplicitous in its expectations that we be "all we can be" without adequate resources. As a result, we have become concerned with quantity, at the expense of quality. So, I vote as above, but with great trepidation that just making the choice I have leads toward undermining our integrity and the capacity we have to do what we all want to do on behalf of our students, our community, and those who need us so much in our society. Thank you for your attention to my view, Doug Skopp

I think that attracting more motivated students is the key. Right now, I don't believe it is possible to increase the rigor of many courses, since there is such a disparity in student skills and, especially, motivation. I don't mind going the extra mile for a less skilled student who is trying her/his best.

I do object to unmotivated students asking for term paper topics the day before the paper is due, then deadline extensions, extra credit assignments, etc., and
I don't recognize them since they rarely attend class. This is getting to be much more common than it was 5 years ago. Also, I now have to google random phrases from every term paper to see if I can find out which ones were purchased on-line, though that is another topic for another survey. Last semester, I found 5 out of 50.

As a liberal arts college, the emphasis on "professional" seems too pronounced under academic programs

I apologize: I find it very difficult to rank such choices. They really seem to be integrated as part of a responsible and multi-faceted marketing and financial strategic plan.

I would like to see PSU do a better job of promoting its' education major, add a physical education major (or physical therapy in conjunction with CVPH), and a sports management major (within the business curriculum). These are the most requested majors (that we don't have) that I've found among high school seniors that we are recruiting.
Attachment 2:
Plattsburgh State Strategic Planning Committee
Vision/Pledge Ballot Results

(Responses are presented by straight vote, by individual vote, and by paper ballot, then summed.)
% positive: Pledge: 71%  1. 90%. 2. 94%. 3. 95%. 4. 80%. 5. 62%.

Our Vision
We will educate and graduate students who will stand out in their chosen careers and communities.

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<th>Move forward with the above vision statement?</th>
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Our Pledges
1. You will be welcomed and supported by faculty, friends, staff and our community.

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<th>Move forward with the above pledge?</th>
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2. You will be challenged to learn, think, and excel through close interactions with an outstanding faculty and staff.

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3. You will experience a diversity of cultures and perspectives.

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<th>Move forward with the above pledge?</th>
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4. You will discover and develop your personal potential.

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5. You will learn to stand out while here and for the rest of your life.

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Comments:

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Last item: Consider "distinguish yourself" instead of "stand out"

--

In the Our Pledges section, I fail to see why "staff" doesn't immediately follow "faculty". Are the staff less important than the friends?

For me, "Stand Out" continues to be a statement that has no impact. What does it mean? It seems less mature than the marketing phrases used by some sister institutions. I'm quite surprised that we paid a firm to create that slogan. It generates no excitement.

--

I vote yes on the "diversity of cultures" pledge, but only with the understanding that PSU needs to articulate what that means and actually support it... it currently does not, to my mind.

--

There are people who don't want to "stand out". Perhaps "aspire" or "personal best" or "potential" are better suited to describe the open doors Plattsburgh State can provide.

--

I don't believe we should make promises over which we have little or not control. While arguably that is the case for the quality of teaching, the expectations that faculty will do their jobs is reasonable. However, to promise the a student will develop anything is fully our of our control, as is the nod to our tag line used in the promise that claims a student will learn to perform or live in a certain way. While frankly I'm troubled by making any promises, primarily because there is not way to guarantee delivery, I am fully opposed to promising things that claim coming to PSU will change a young person's behavior, and even moreso, making the assumption that there is a direct and explicit cause and effect relationship between those behaviors and coming to college here

--

Please define "stand out" more clearly by using words such as "excel" or "become prominent."

--

I do not believe that all students can learn to be outstanding. I believe that it takes many attributes to be outstanding in one's chosen field or community, with an academic education being but one of those attributes.

--

Our vision: delete "and graduate"

Modify "through close interactions with" by simply substituting "by"

--

The "challenged to learn, think, and excel" is supposed to say to students that they are expected to do their best? I don't think that comes out very clearly....

--

Vision: To provide a complete learning experience for each student in the development of their personal potential so that they stand out in all facets of their life - in their career, in
their community, and especially in their personal lives.

The term "you will learn" gives me a negative feeling. I believe it is too strong. Students are planning their future and are smart enough to want to see their options. They especially don't like to be told what to do.

--
Stand out is not good in this context..."Stand out in the [your] field [profession]...too basic.

Plattsburgh State will graduate students whose academic, social and personal potential has been acknowledged and refined to enable them to excell in their chosen ...... or replace stand out with -- become recognized in their chosen professions as uniquely prepared and amply capable.

--
Though I know the "stand out" theme resonates with the "branding initiative," it seems vague and too generalized in this context.

--
One can "stand out" in both a positive and negative way. More importantly, to "stand out" draws attention to the individual rather than the quality of an individuals life, his or her achievements and their contribution to the quality of life and well being of all humanity.

--
We will educate and graduate students who will have the ability to stand out in their chosen careers and communities.

You will have the opportunity to discover and develop your personal potential.

You will have the ability to develop your full potential while here which will allow you to stand out with your personal and professional endeavors.

--
I would be interested to know the percentage of young students who would be eager to "stand out" in society and their chosen careers at this point in their education. I'm guessing that the majority would not want this kind of pressure put on them as soon as they leave high school, and may be turned off by such strong words as "stand out." You should substitute "stand out" with less imposing words such as, "successful, experts or professionals." Get rid of the last pledge, and substitute with "You will learn to develop your professional potential while here and in your chosen careers."

--
The final statement is somewhat vague and perhaps too easily misunderstood.

--
You cannot control what students get from their experience here. You can encourage and offer things but you cannot guarantee that students will "stand out". You cannot promise that everyone will be welcomed and supported by the community. That is not something that we control. "You will" discover and develop your personal potential - This can be
encouraged but the student needs to be receptive. You cannot promise this result - it needs to be a cooperative effort between school and student.

great words but will there be the funding to the departments to accomplish same.

I suppose that this strategic vision is innocuous enough. But the standout branding has always rubbed me the wrong way. Pledge number four would be absolutely fine if we wanted to say: we pledge to provide an environment for you to discover and develop your personal potential. Some of the others can use some rewording, but should be fine. In any case thank you for all of your hard work. I know that this can be something of a grind.

My concern is that "diversity" as a word is such a cliche - it is unfortunate we did not use more timeless language to express the commitment. I also regret we make to specific commitment to things international.

The proposed vision statement lacks vision. We already educate and graduate. It gives us nothing to strive for.

These statements are simply untrue because they not describe the experiences that the overwhelming majority of our students have while at PSUC or during their careers. The pledges are particularly suspect and no self-respecting institution of higher education would make such absurd-sounding and obviously false claims.

"Outstanding" for faculty needs to be worked on.

Strategic, simple, clear and meaningful.

I wish there was some commitment to experiencing and fostering a perspective that includes the development of personal potential within a context of concern for and commitment to others and our shared environment.

Based on my responses it seems clear to me that I find the vagueness of "standout" off-putting. Someone who leads the KKK "stands out." I know we paid a media company to come up with this but...it just is not resonant and, in fact, worrisome.

1. "Stand out" sounds as if we are claiming to educate superstars. Better to say "contribute to their professions and communities."

2. This sounds as if it were the promise of a summer camp. I prefer a phase about a staff and instructors "working with you to help you to reach your potential."

3. this is okay, but needs to be quantified along the lines of "we pledge to maintain a student/teacher ratio of, on average, no more than 15:1." To some degree the present learning communities are deceptive window dressing in that the 25:1 ratio is at the expense of the ratios in other sections of the same courses, which are larger and may well
have to be increased to accommodate the lower Learning Communities caps.

4. Better to say "we will encourage you to experience a diversity of cultures and intellectual perspectives through our General Education programs, Study Abroad opportunities, and XX major and minor programs."

5. This one would be better phrased in academic terms than in the human potential phrase used here.

6. Again, this sounds like the claim of a summer camp for reforming wallflowers.

--

Many students are here because they've discovered their potential. Also, "stand out" isn't always positive and is vague.

--

I like it.

--

"Will" is a strong claim in the pledges above. There is no way that we can guarantee that each student will exhibit the attitudes and behaviors highlighted in the final four pledges. The pledges sound like hollow educational clichés, and effectively increase the odds that the institution will fail. We would be far better off to inform students, the public and to remind ourselves of what we can, without a doubt, provide in this educational environment (and even that is questionable). The first pledge is a good example of this strategy. In other words, we cannot control the outcomes of our students’ experiences; however, we can be clearer as to WHAT WE WILL DO to improve the odds of success for each student.

--

The use--twice--of the term "stand out" is unfortunate. For one thing, it isn't unequivocally positive. And it's very wishy-washy: what does it really mean? If you wish, you could use the adjective "outstanding" to qualify something: citizen, member of society, etc. But "stand out," twice? No.

--

I have more control over the first pledges than over the last two. I don't believe we can pledge that every student will discover and develop "potential" or will learn to "stand out" while here and for the rest of his/her life. We can pledge to do all we can, but a lot depends on the student.

--

Experiencing a diversity of cultures and perspectives is highly possible. However, I am very disappointed at the Greek System here. So far I have not seen any Latino, African American sororities; that are recognized on campus. And from my understanding you need 10 people to be interested for the process. The Greek council here needs to understand that Latino and Black Greeks don't fall under the same umbrella as white Greeks. There's a different process and different rules. Which I believe this school is scared to accept us. And then I think how is it possible to get 10 people interested in a sorority when there's no type of information to give out. Try going to the Greek office, you are just handed some papers and told you need 10 people. Not even white Greeks can get 10 people; so
how do you expect minorities to get 10 people when only a percentage of people are interested in sororities...

--
The last two pledges seem not to be in within the institution's ability to deliver. We cannot pledge that an individual will "discover and develop their personal potential"-- perhaps that is a pledge that students should make when they accept admittance.

I also don't think we can pledge that a student will "stand out while here and for the rest of your life." The odds are entirely against us.

--
Instructions state that deadline to vote was August 1st

--
"sTAND OUT CAN BE NEGATIVE AS WELL AS POSITIVE

--
"Stand out" is lame, a meaningless cliche. And it is not even original, in that I have seen local tv commercials on behalf of Champlain College using the same slogan. I think we can and should do much better. If we have to have a "brand" let's at least have one that represents a thoughtful, intelligent use of language as a means to communicate something definite and substantial. Here is an alternative that is more alive at least and responsible, I believe, in offering information to our potential students: Come Learn With Us! At any rate, I find it better than "Stand Out!" Thanks, Doug Skop

--
WHAT DOES "STAND OUT" HAVE TO DO WITH EDUCATION?

COULD WE REPLACE "STAND OUT" WITH EXCEL.

1. WE WILL EDUCATE AND GRADUATE STUDENTS WHO WILL EXCEL IN THEIR CHOSEN CAREERS AND COMMUNITIES.

fOR #6 YOU WILL LEARN TO BECOME OUTSTANDING CITIZENS OR INDIVIDUALS WHILE HERE AND FOR THE REST OF YOUR LIFE

--
Remove "friends" from "You will be welcomed and supported by....." Replace "You will discover and develop...." with "You will discover new things about yourself and have the opportunity to develop your full potential." Replace "You will learn to stand out...." with "You will learn to be independent and develop skills to help you be successful in all aspects of your life."

--
I believe we should change the wording of "stand out" to some other wording that flows more smoothly such as you will learn to be a leader or you will learn to develop your personal potential to the highest levels...

--
The phrase "stand out" is very weak. It sounds silly. We want to educate students who will make substantial contributions to the communities (and the world) in which they live and work.

--
Am not sure that "stand out" is the right wording. One could stand out for being a fool or for being crass, as well as for being noble or efficient or well informed, etc.

--
I don't believe the term "stand out" indicates much of anything. Our goals for our students are that they will contribute positively, excel in their chosen fields, and lead fulfilling lives. "Stand out" just doesn't say it.

--

Comments on the pledges I voted no on:

First pledge: why not phrase as faculty, staff, friends and community? Not clear who the friends are, but staff, I think, should precede them in the list.

Fourth pledge: Is this a pledge we can fulfill? It seems not to put any responsibility on the student. Perhaps rephrase as "You will be supported in discovering and developing your personal potential."

Fifth pledge: I think this would be strengthened by actually mentioning the name, Plattsburgh. "You will learn to stand out while at Plattsburgh (or Plattsburgh State) and beyond" For the rest of your life seems a bit over the top.

Thanks for the opportunity to comment.

--
I approve the pledges, but you need to implement a plan of internal action. We are NOT doing these things. Talk to as many students as you can and you will hear about all the problems they have with staff members giving them the runaround (namely on the administrative side) since there is little or no communication among departments. In addition, many students say that faculty members can be very hard to reach and don't always remember their appointments with them.

--
The last pledge still needs work. The wording is concise and neat but seems a little awkward, a little too simple.

"You will learn to stand out in life, here and beyond." is a suggestion, but still isn't pleasing either.

Like I said, it needs work!

--
I think the vision statement does not sufficiently distinguish Plattsburgh from any other college/university.

--
Are these pledges realistic, and how will we attain them?

--
Don't like the part about "and graduate" in the vision statement...otherwise it is fine.

--
Suggestion: You will encounter an environment in which you can discover and develop your personal potential.

--
I think this last would put too much pressure on the students. Standing out is great, but not everyone can be 'excellent' and the students who aren't have their own worth.
--
drop 'excel'; replace staff with 'fellow students';
drop the 'personal' in personal potential;
drop the entire last statement
--
And we will have enough faculty and staff to work with you.
--

Comments from written ballots:

Change pledge 4 to: You will be assisted to discover and….

I’m not sure that the words “stand out” are desirable---they are vague and rather than “stand out” I’d rather have some who demonstrates competency and excellence in their chosen field or a dedication to their career. We---a faculty---can pledge to assist them to become/develop this.

---

Pledge 5: You will continue to develop a love of learning and an open mind for the rest of your life.
ATTACHMENT 3: Interest Group Reports

Strategic Planning Process at Plattsburgh State
Academic Programs Interest Group Report

(February 23, 2004)
Based on faculty and staff input at open meetings on February 12 and 16.

To embody its mission of preparing a “diverse student population for a wide range of professional careers by providing undergraduates with a strong foundation in the liberal arts, graduate students with advanced professional preparation, and all students with a commitment to academic excellence,” Plattsburgh State University should strengthen its traditionally solid liberal arts programs and expand its professional undergraduate and graduate programs and graduate ventures with other universities. Its curriculum should anticipate and respond to marketplace needs, changing demographics, student/parent interest, and SUNY competition. Its programs should be attractively designed and named, and must be adaptable to changing times and needs in order to prevent unnecessary program and faculty cuts. The college should commit itself to programs that have long-term viability and are not tied to narrow faculty specializations, and it should continue its commitment to a vital General Education program, student enrichment, a regional mission within a 150-mile radius of Plattsburgh, and the local community. The curriculum should also facilitate student recruitment, retention, and prompt graduation, and should create the most-optimal match between quality programs and their costs, and the college’s facilities and human resources. A vital curriculum depends on a vital faculty. Competing for and hiring outstanding faculty and staff and supporting their professional growth should be a major college priority.

A long-term, college-wide Academic Planning Committee (APC) is essential for a healthy curriculum. The college should create an academic planning group representing the college’s divisions, largely composed of faculty who are trusted to make nonpartisan decisions for the college as a whole. This body should have or should develop broad expertise in curriculum direction nationwide and should become knowledgeable of the present health of local programs. In anticipating the college’s future curricular opportunities and needs, it should consult with academic units, which have the best expertise in understanding their curriculum; external evaluators; administrators; and representatives of areas that might impact curriculum planning, such as fiscal vitality, recruitment, technology. This body should be proactive and make recommendations, not just respond to crisis situations and requests for academic change from academic units. Whenever possible, the APC should recommend creating new programs and mergers of existing programs that require a minimal shift in financial and personnel allocations. Each year it should update a three-to-five-year academic plan for the college. Its membership should be elected through a campus-wide election for perhaps two-year terms with no limit on the number of terms that can be served and half of the members coming up for election each year.
Ongoing communication between the campus and the Academic Planning Committee will be crucial. An APC website should be set up to receive campus input and to report on all academic planning initiatives, and an electronic newsletter should serve as a campus-wide academic planning forum.

Among the specific suggestions campus members made for academic direction are the following:

Explore five–year combined bachelor’s/M.S.T. and bachelor’s/M.S.Ed. programs as well as graduate and cooperative ventures with other colleges, such as sharing M.B.A. and Computer Science M.S. degrees with Clarkson University.

Develop online undergraduate and graduate courses to expand our academic reach.

Develop new programs in fields like Health Science, Gerontology, Law Enforcement, Athletic Training, and Physical Therapy.

Support interdisciplinary, diversity-oriented, and international studies courses and encourage community-service involvement.

Advertise how concentrations of courses that cross departmental lines can prepare students for careers rather than relying totally on a majors/minors approach.

Reduce the paperwork involved and the barriers erected by bureaucracy in instituting academic changes.

Strategic Planning Committee
Academic Programs Interest Group Conveners:
Robert Ackland (Literacy Education)
Ron Davis (Journalism)
Rich Higgins (Admissions)
Taher Zandi (Psychology)
Strategic Planning Process at Plattsburgh State  
Student Life Interest Group Report

Monday, Feb. 16, 2004

After a general discussion on enrollment that included what type of student Plattsburgh State University of New York wants to attract, enrollment targets, decrease in scholarship monies, diversity, graduate students, academic programs (including web-based and distance learning programs) and graduation rates, one over riding theme came forth:

There is an ongoing concern that attracting and retaining students is a campus wide issue. Each and every member of the community must be highly ingrained in the success of all elements of the university and the faculty must have access to and interaction with the applicant pool to ensure that we are attracting students who will feel connected and stay at Plattsburgh until graduation. Enrollment and retention are not just the job of the admissions office; rather they are the guiding principle for all who work at SUNY Plattsburgh.

In addition, the following recommendations were made:

Attracting Students
- Remain a Tier 3 school but increase recruitment of Tier 2 students
- We need to remain mindful of the marketplace and to work hard at achieving brand strength.
- We must remain mindful of discovering potential and allowing students to Stand Out
- Students we’re attracting now are a right fit – we should continue to pursue that type of student
- Identify students and build relationships with key audiences. Communication should increase between deans and/or department heads and students who have been accepted. These individuals will become anchoring mentors for the student.
- Invest in bringing more accepted students to campus and track the numbers of students accepted to those who matriculate

Enrollment Targets
- Formula for size, what is our “best” size – we need to take a serious look at how many students we are able to handle given our current plant facilities and teaching faculty to allow us to avoid unplanned, and therefore unmanageable, growth.
- With no substantial state funding for increasing enrollments, we should keep total headcounts about what they are now
- “Reality dictates enrollment” – market place and competition influences our enrollment.
- Manage enrollment through academic programs, some are full, others need students. Direct recruitment efforts to those programs needing students

Decrease in Scholarship Funds
• Work to increase scholarships
•Merit scholarships are important to attract higher ability students

Diversity
• Age diversity is just as important as other kinds of diversity
• International and out of state students add immensely to diversity and learning on campus, including emotional intelligence
• Continue with goals for diversity
• Peer diversity (Tier 1, Tier 2 and Tier 3 students helping each other)

Graduate Students
• Additional distance learning and web-based courses
• Develop reputation for graduate studies. We can do this through adding more and stronger graduate programs specifically suited to area needs. These programs add to the perceived quality of the entire institution.
• Orientate returning adult students for graduate programs

Academic Programs:
• Discuss rational plan regarding to web-based courses and distance learning
• Resources for quality programs
• Class sizes smaller
• Not serving population as well as we could be – offer classes needed for students, more sections
• Stellar programs with broad undergraduate program
• Program mix – look at what students want to study and match mix to vision
• We need to take a serious look at our distance learning and on line courses, particularly with regard to the target of these programs. They should not be used for on campus students to supplement when they cannot get into regular courses – but truly be designed and marketed for off campus users. Further, we need to emphasize training in distance teaching.

Graduation Rates:
• Continue doing well with graduation rates, especially when compared to other SUNY schools
• Graduation rates are very important
• Look at impact on graduation rates vs. SAT scores

In summary, the group put forth a fairly solid voice of keeping the College at a manageable enrollment number, keeping Plattsburgh a Tier 3 school but try to attract more Tier 2 students, keeping diversity a priority and having departments look at their enrollments and making more decisions on a departmental level with regards to enrollment targets. In addition, there is a strong need to look at how the past Strategic Planning Committees dealt with enrollment; it takes an entire “village” (or College community) to be responsible for enrollment, which is linked to so many different
facets. These factors include facilities, technology, fiscal vitality, student life and academic programs, among others.
The campus will prioritize at a macro-level the Capital Plan (see attached). A new committee, the Capital Planning Committee, has been formed to deal with the prioritization and the process for decision-making. The criteria and process for decision-making for capital projects, including programmatic implications, should be identified and coordinated by this committee.

The campus will address and communicate Logistical Planning (Succession Planning schedule – personnel replacement strategy; equipment/furniture; on-going maintenance; disruption; parking assessment as critical component of existing and planned developments).

<table>
<thead>
<tr>
<th>Group</th>
<th>Importance</th>
<th>Urgency</th>
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<tbody>
<tr>
<td>Staffing</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Planned Maintenance Upgrades</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>Monetary Funding Issues</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>HVAC Infrastructure Upgrade</td>
<td>11</td>
<td>14</td>
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<tr>
<td>Space Allocation</td>
<td>11</td>
<td>8</td>
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<tr>
<td>Academic Facilities</td>
<td>7</td>
<td>7</td>
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<tr>
<td>Communication</td>
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<td>Environment</td>
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<td>Master Facilities Plan</td>
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<td>14</td>
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<tr>
<td>Miscellaneous</td>
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**Top Results of Affinity Sort to Surface Issues of Today and in the next 5-10 Years**

**Staffing:** Sufficient maintenance staff; Enough manpower to complete PM, projects, maintenance, etc; Staffing levels; Manpower inside & grounds to maintain; Reward system for excellent employees; More staff for maintenance & construction; Work assessment; Training; Building reps.

**Planned Maintenance Upgrades:** Replace walks and roadways; Aging facilities and need for upgrade; Facility schedule maintenance; Certain facilities looking “worn”; Aging resident halls and other building; Positive physical environment (Campus Express is an eyesore); Cabling - data/voice; Reconstruct/redesign Hawkins Pond and surrounding landscape; Telecommunications wireless capability – phone and computer; $$ to upgrade/repair facilities.
Monetary Funding Issues: Unexpected expenses; Unfunded mandates; Not enough money for technology in classrooms; Funding; All building air condition upgrade.

Space Allocation
Priority; Oversight on facilities usage; Department location; Too much dedicated space; Too much adapted space; Parking; “Private” spaces underutilized; Low utilization of classroom space; Not enough classroom space; While Ward Hall is being renovated, where will the current residents have office and teach?; Lack of storage space on campus; Improve college/campus vehicle entryways; Upgrade campus electrical system; SS to upgrade facilities; Not enough office space; Office space allocation; Additional office space; Space allocation – better efficiency in doing, especially with respect to classes.
PLATTSBURGH STATE UNIVERSITY OF NEW YORK
Proposed in Executive Budget

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>Repair/Replace Roofs - Various Buildings</td>
<td>$2,409,000</td>
</tr>
<tr>
<td>Exterior Masonry Repair/Painting - Various Buildings</td>
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</tr>
<tr>
<td>Rehabilitate Hudson Hall – Phase II</td>
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<tr>
<td>Rehabilitate Saranac Hall</td>
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<tr>
<td>Elevator Safety/ADA/Code Upgrades - Various Buildings</td>
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<td>New Elevators/ADA Compliance – Buildings 11, 12, 38</td>
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<tr>
<td>Environmental Compliance – Buildings 20, 27, 31</td>
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<td>Replace Cooling Towers/Chillers – Various Buildings</td>
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<td>Rehabilitate Ward Hall</td>
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<td>Exterior Site Safety Improvements</td>
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<td>Renovate Pool for Code Compliance - Building 11</td>
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<td>Upgrade Campus Infrastructure</td>
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<td>Upgrade Emergency Exit Signage Campus-wide</td>
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<td>Upgrade Emergency Lighting Campus-wide</td>
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<tr>
<td>ADA Compliance - Various Buildings</td>
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<td>Emergency Generators - Buildings 3, 32, 34, 37, 40</td>
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<td>Install UPS Systems - Buildings 21, 29, 40</td>
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<tr>
<td>Window Replacement - Various Buildings</td>
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<tr>
<td>Field House Rehabilitation</td>
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<td>Exterior Rehab - Sibley Hall</td>
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<td>Upgrade Sibley Hall Mechanical Systems</td>
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<tr>
<td>Rehab/Upgrade Kehoe Building Mechanical Systems</td>
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<tr>
<td>Rehabilitate Field House Mechanical Systems</td>
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<tr>
<td>Replace Ice Rink Bleachers</td>
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<tr>
<td>Campus-wide Projects, Including Renovate/Replace Athletic Fields</td>
<td>3,620,000</td>
</tr>
</tbody>
</table>

**TOTAL**                                                           **$34,275,000**
Statement on the Scope of the “Student Life” Interest Group: The issues addressed in this document encompass the complete range of experiences that a student has during their tenure at Plattsburgh State. The initial thought was to focus on student experiences “outside the classroom.” However, it became apparent that no other Interest Group covered the “classroom experience.” There may be some overlap with other Interest Groups, specifically Facilities and Technology. Information was gathered at three separate forums – a) a general session for the campus on Friday, February 13 at which 33 students, faculty and staff attended; b) a meeting with 11 Presidents from the different Residence Hall Councils; and c) a Student Association Senate meeting which had approximately 45 students in attendance. The information gathered has been sorted into several broad categories. Specific recommendations try to capture the spirit and overlapping connections of the issues that were shared at these forums.

The Plattsburgh Experience (for students) – with the objective of student retention and providing quality experiences
* Student/Faculty/Staff engagement – provide structured opportunities/space that facilitates these interactions; create a seamless living learning environment by incorporating the academic experience with student space (go to the students – e.g., residence halls).
* Require an experiential component to each student’s academic program (choices may include: internship/co-op, research with faculty member, study abroad experience, significant leadership experience, significant community service experience, senior project, etc.).
* Create a structured first year experience for new students with the goal for “student success” – learning communities, housing options, coordinated services/experiences, common experiences, coordinated individual support.
* Common experiences for all students – communicate and take pride in our history, as well as establish new traditions that engage both new and returning students (e.g., academic ceremonies that are student oriented – not faculty oriented-students interested in hiring a commencement speaker with name recognition, social activities that bring students together in a safe and appropriate manner, change current programs to entice more student involvement – Homecoming, athletic events).
* Communicate high expectations for students in all aspects of their experiences (e.g., academic excellence, academic honesty, residence hall standards, civility, commitment to service, etc.).
* Recognize, support, and create new efforts in the Art/Music/Theatre programs to enhance the concept of Plattsburgh State being the “Cultural Center” of the larger community. Create new opportunities for students to engage in these efforts (e.g., summer programs).
* Create housing options that meet the needs and interests of the following groups: traditional age students, older students, graduate students, students with similar academic/social interests, married students, etc.
* Respond to student concerns related to daily living (e.g., parking, food service, laundry facilities, bathroom facilities, etc.)
* Enhance/support the Greek Organizations on campus – elevate the profile by actively supporting (faculty, staff, community) these groups/student members.
* Create a “Leadership” minor for students to enroll in that builds off the existing programs being offered in the Center for Greek Affairs and Leadership Development.
* Coordinate course offerings based on demand for seats (i.e., enough courses and seats that meet the needs of our current and incoming students) – work with Registrar, Deans, Dept. Chairs.
* Create new programs and course offerings that meet the interests of current and prospective students. Review current course offerings (especially non-major) to see if they have outlived their usefulness.
* Create a pool of scholarship money that students can apply for once they are here – e.g., for students who get into Honor Societies, for “most improved” students – in terms of g.p.a. increase, etc.
* Hold cost of education (including all fees, room, board, etc.) constant for the four years. Only raise fees/cost for the incoming group of new students.

**Student Empowerment/Advocacy on behalf of students**
* Create programs/outreach/forums that encourages students to be engaged (at their chosen level), voice their ideas/issues/concerns, create change, etc.
* Be vigilant and creative in keeping students informed and involving them on matters that affect their lives, e.g., fee increases, policy changes, etc.
* Increase political involvement of students – nationally and locally.
* Create/identify a position (faculty or staff) on campus to serve as an advocate/ombudsman for students.

**Plattsburgh State Student Services and Student Related Facilities**
* Coordinate greater information sharing between offices so that proper referrals are made to students (e.g., being able to inform students what office takes care of which matters).
* Continue to update and create services that provide greater access and flexibility for the end user (e.g., virtual services, flexible office hours) so that the College meets the demands of all the different groups of students (i.e., adult student, students with child care concerns, under prepared students, etc.)
* Continue to take pride in the care and attention given to individual students – even as we try to increase effectiveness of services we cannot loose site of the importance of human connections.
* Create and provide a comprehensive career development component to every students’ experience. Career development needs to be an ongoing, multi-year (i.e., length of the student’s time here) process that involves advisors, faculty, and the appropriate support services. Provide greater networking with employers to place graduating students in jobs.
* Coordinate comprehensive services/outreach to graduate students (e.g., orientation, activities).
* Coordinate comprehensive services/outreach to International Students.
* Enhance recreation opportunities for all students. Provide appropriate access for non-intercollegiate athletes to facilities. Update existing or create new facilities to provide recreation opportunities (e.g., lighted fields behind Memorial, a climbing wall, indoor tennis, using kayaks in the pool, a skate park, etc.). Expand/enhance opportunities for students through the “Adirondack Experience” program.
* Maintain a campus environment (i.e., facilities and grounds) that fosters a sense of pride in our campus. The following examples were provided: crumbling brickwork in certain buildings, desks and tables in bad repair in classrooms, grass in need of being planted, flower beds needing attention, etc.

**Enhanced Role of Faculty/Staff**
* Create a comprehensive and on-going orientation and training program for all faculty and staff. This is needed in order to raise awareness of existing and new services/programs (both academic and non-academic) offered to students on campus. This will enhance services delivered and academic advising to students, as well as dispel misperceptions and assumptions that exist within any organization. This should be incorporated into yearly planning days or offered at the beginning of each academic year.
* Utilizing on-going planning and assessment efforts on campus, work toward creating a campus wide agreed-upon level of “quality services” delivered to students. Clear priorities need to be communicated to all personnel who work with students.
* Create and communicate a consistent statement/message that sets a high level of expectation for all around performance when working with students. Provide training to managers and supervisors on the importance of modeling a high level of performance.
* Create and fund both faculty development and staff development programs and opportunities for all personnel with the goals of professional growth and providing better services/experiences for students.
According to the Merriam-Webster Dictionary, Fiscal Vitality can be defined as

**Fiscal 1**: of or relating to taxation, public revenues, or public debt<br>
**2**: of or relating to financial matters

**Vitality 1 a**: the peculiarity distinguishing the living from the nonliving<br>
**b**: capacity to live and develop; also: physical or mental vigor especially when highly developed.

For our purposes, we will define Fiscal Vitality as: The capability to develop financial matters with physical and mental vigor.

This Sub-Committee was charged with determining where we want to be, financially, in the next five to ten years and how we are going to get there. Being fiscally vital means that we have the resources at our disposal and the organization in place, to make strong financial decisions, using the best information possible, to achieve the best return.

The sub-committee on Fiscal Vitality would like to make the following recommendations:

1. Any recommendation made by any of the strategic planning sub-committees should reflect both the Mission and the Vision Statements developed by the college and the Strategic Planning Committee.

2. An open and objective process must be developed where new and existing programs are analyzed and assessed so that the institution can determine which programs are contributing to, or will contribute to, the fiscal vitality and mission of the institution.

3. Provide fiscal predictability, by identifying what resources are currently available and what resources will be available in the future, and by using objective 2 to determine where the resources should be used in order to get the best return.


5. Establish a stable reserve to help address unexpected opportunities or help mitigate unforeseen crisis. Develop a methodology for maintaining and replenishing the reserve as it is used.

6. Any idea, for change in allocation of resources, should be vetted to determine the short, medium, and long range cost and benefit. Once a decision has been made to change an allocation, assessment should occur at a predetermined period of time to confirm the outcome of the decision.
7. In order for this institution to be fiscally vital, regular and continuous oversight and guidance of the strategic planning, budgeting and assessment processes have to occur, in order to reflect changes that occur in priority or funding.

8. Develop a multi year budget plan that encompasses an “All Funds” budget approach. i.e. (state, dorm, IFR, CAS, research foundation, Capital Funds, legislative items, college foundation)

9. Create an on-line, real-time financial management reporting system that provides the most up to date income and expenditure information available, as well as, access to historical information. This information should be able to viewed at every level of the organization. i.e. (account, department, director/dean, VP, or the University as a whole)

10. Increase the emphasis on generating financial support form private resources and appropriate entrepreneurial activities.
Many themes present themselves when the campus is asked to discuss the future of technology: communication, mobility, environmental concerns, service coordination, improved automation, and alignment with business/educational processes/goals. Communication is by far the broadest theme, expressing great hopes and desires for reengineering processes of consultation, decision-making, and training.

In the future, Plattsburgh State will have an open and vigorous process for researching new technologies and discussing their applications in support of campus goals and objectives. The foundation of this process will be strong and broad-based needs assessment efforts. The process will recruit stakeholder input rather than simply asking for it. It will also keep stakeholders informed and engaged at regular intervals. Particular focus will be given to ensuring that student views are represented.

In addition to solution-based or goal-based discussions of technology, the campus will attend to the social, ethical, and cultural issues concerning how technology transforms the campus. No small part of this will include attention to security, privacy, and personal safety issues. The process for adopting new technologies, or changing delivery methods of existing ones, will include a review that accounts for such organizational changes. This process will also include an assessment of how selection impacts goals of openness and adaptability.

Outcomes assessment and business/educational process alignment assessment will also be part of the process of introducing or changing technology on campus. The campus will be able to answer questions about how specific technological elements move the campus forward or support mission, goals, and objectives. As part of this alignment, the campus will regularly assess the allocation of technology resources to ensure that appropriate resources are in place to support both the educational and business operations of the campus.

These processes will be complemented and supported by an environment that encourages open communication and leverages technology to support it. The campus will train staff in the proper ways to use technology to communicate. It will have tested and agreed upon best practices that will allow users to make informed choices about the best way to communicate their messages, receive feedback, and promote discussion. It will also use technology to manage the process of official communication to ensure that one can be reasonably sure important messages arrive at their destination. This will afford decision-makers and planners a means of soliciting input that is reliable and that will prevent lagging due to lack of feedback.

Training will have a very strong role in all of this. While “how-to” courses will still have their place, training will also be concerned with larger issues of technology use. The campus will be significantly focused on aligning training with business/educational goals, while also helping to ask broader questions about what the uses of technology mean to our community. Courses will seek to move attendees from usage to “thinking” with technology. Crucial to this, will be leadership that values training to the degree that it is coordinated across campus and available and accessible to all constituent groups – faculty, staff, and students.

The campus will value mobility as much as it does communication and training. In fact, mobile infrastructure will be an important enabler of communication, training, and other processes. Wireless access, both in terms of phone service and computer networks, will be a given. The
campus will have a means of tailoring the delivery of messages, data, and information to individual choices: cell phone, computer, PDA, etc. To do this, it will need to have a convenient way for users to select the delivery method and most importantly, content that makes them care about being “connected” to the campus.

Mobile storage plays an important role as well. No matter where our community members are in the world, they will be able to use a variety of devices to retrieve and store data and access services. Well-designed and supported server systems and authentication/authorization systems will ensure that their access is reliable and secure. Careful attention to the integration of devices is necessary to bring this vision about.

The campus understands that mobility is more than a question of geography – it is also a question of time. The campus will have staff and systems in place to support access and service after the traditional 8-4:30, Monday-Friday business hours. The concept also extends to on-campus facilities. One will not have to find a wireless signal – all buildings will be covered. One will also not need to carry a notebook or PDA with them everywhere – each building will have a complement of open access computers for quick access. One will also not have to go looking for a smart classroom – all classrooms will be “smart.”

As both a component of the mobile environment and a direction unto itself, the Web will play an increasingly important role in the campus’ future. Many business applications, including asset management, bill payment, and funds transfer, will be regularly conducted via a Web interface. Many, perhaps all, official forms will be available over the web. Official documents, reports, and other content will be easy to access and easy to post on the web. Servers and software that drive the Web will ensure that content is automatically and transparently formatted such that it can be accessed by a variety of devices: phones, PDA, etc.

The mobile environment also requires that the campus adapt its technology funding and distribution models. Desktop distribution and lifecycle maintenance will continue, but with options for the use of mobile devices: notebook, palmtops, tablet PCs, PDAs, and phones. The campus will have a process that assesses the needs of the individual, aligns them with institutional goals and objectives, and selects the connectivity solution that will be the best fit.

It will also be sure to take good care of its network as nothing will move without strong support for this backbone. As with other elements, this central feature will also accommodate a variety of devices, and remain open and adaptable to new uses.

As the campus grows in technology use, it will be mindful of the environmental consequences of such growth. It will also make it a priority to use various technologies to keep Plattsburgh as “green” as possible. As with other technologies, the campus will have an ongoing process for researching and selecting technologies that manage energy better, make more efficient use of it, and reduce waste. Energy management system upgrades will be in place. Research into alternative energy resources and renewable energy possibilities will continue to be a regular part of operations. The campus will recognize that having the most environmentally friendly systems as possible (HVAC, heat, light, waste processing, recycling) is a significant strategic advantage.

Finally, the campus will not be an island in its strategic use of technology. It will regularly assess its success in forging strategic alliances with local business and community groups. Examples currently exist with the current broadband initiative that the campus is part of and at other campuses, such as Morrisville’s alliance with Nextel. Such alliances will extend the reach of the campus, establish it as a leader in technology, and return dividends of improved service to our students and other campus community members.