The Pleasantville Project

Fall 2016

The Pleasantville Project is a collaborative initiative designed to increase the quality and desirability of the Pleasantville Campus. The overarching goal of the project is to increase enrollment and retention in Pleasantville, ensuring that the major investments the University is making in the campus yield desired results. A project committee was formed to develop a cross-functional, integrated set of goals, to measure outcomes, and to make course adjustments when necessary. The committee includes representatives from:

- Academic Affairs and Pleasantville Campus – Aisha Moyla and Adelia Williams, Committee Chair
- Assistant and Associate Deans Committee – Richard Schlesinger and Karen Berger
- Faculty Council – Padma Kadiyala
- Student Affairs – Lisa Bardill Moscaritolo
- Enrollment Management – Robina Schepp
- University Relations – Freddi Wald
- Athletics – Mark Brown
- Finance – Angelica Ferreira
- Government and Community Relations – Vanessa Herman
- Student Success – Sue Maxam

On July 1, 2016, Adelia Williams, Associate Provost for Academic Affairs, was appointed by President Friedman to serve as the Associate Vice President for the Pleasantville campus, with the charge of overseeing academic needs on the campus. With the completion of the construction phase of the Pleasantville project, Adelia has been collaborating with the schools and colleges to move the Pleasantville Academic Plan forward. Discussions were held with each of the schools, along with Enrollment Management and University Relations, to review the goals and priorities for the Pleasantville campus. Roundtable discussions were held twice to get input from faculty, staff and students on the matters that were important to the members of the Pleasantville community.

In addition, Adelia has worked closely with Aisha Moyla, Director of Administration, in collaboration with the WFC Task Force, Athletics, Buildings and Grounds, Dean for Students, Student Success, and University Relations, and Enrollment Management. Updates on all these areas are included throughout the report.

Add significantly attractive programs across schools.

New programs were launched in Pleasantville over the last three academic years to ensure enrollment and financial goals for the campus were met. A total of 295 students are enrolled in the new programs, of which, 199 are undergraduate students and 96 are graduate students. The enrollment goals that were established for the master plan appear to be on track. The goal is to have an incremental headcount of 350 by 2021.
<table>
<thead>
<tr>
<th>College/School</th>
<th>Degree</th>
<th>Program</th>
<th>Actual Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHP</td>
<td>MS</td>
<td>Professional Nursing Leadership</td>
<td>7</td>
</tr>
<tr>
<td>CHP</td>
<td>(CAGS)</td>
<td>Certificate of Advanced Graduate Study</td>
<td>0</td>
</tr>
<tr>
<td>CHP</td>
<td></td>
<td>Acute Care Nurse Practitioner</td>
<td>0</td>
</tr>
<tr>
<td>CHP</td>
<td>BS</td>
<td>Health Sciences</td>
<td>35</td>
</tr>
<tr>
<td>Dyson</td>
<td>BS</td>
<td>Digital Journalism</td>
<td>30</td>
</tr>
<tr>
<td>Dyson</td>
<td>BS</td>
<td>Digital Cinema and Filmmaking</td>
<td>65</td>
</tr>
<tr>
<td>Dyson</td>
<td>MS</td>
<td>Environmental Policy</td>
<td>6</td>
</tr>
<tr>
<td>Dyson</td>
<td>MPA</td>
<td>Public Administration</td>
<td>67</td>
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<tr>
<td>Dyson</td>
<td>BS</td>
<td>Public Relations</td>
<td>14</td>
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<tr>
<td>Education</td>
<td>MST</td>
<td>Inclusive Adolescent Education</td>
<td>10</td>
</tr>
<tr>
<td>Education</td>
<td>MST</td>
<td>Teaching English to Speakers of other Languages</td>
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<tr>
<td>Education</td>
<td></td>
<td>Advanced Certificate Programs in STEM Education</td>
<td>0</td>
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<tr>
<td>Lubin</td>
<td>BBA</td>
<td>Sports Marketing</td>
<td>45</td>
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<tr>
<td>Lubin</td>
<td>BBA</td>
<td>Healthcare Management</td>
<td>10</td>
</tr>
<tr>
<td>Lubin</td>
<td>MBA</td>
<td>Fast-Track, Finance</td>
<td>4</td>
</tr>
<tr>
<td>Seidenberg</td>
<td>MS</td>
<td>Enterprise Analytics</td>
<td>0</td>
</tr>
</tbody>
</table>

An analysis of Fall 2016 actuals to Fall 2017 projections was completed. Below is the summary:

- New full-time undergraduate student enrollment is expected to remain flat (708 in Fall 2016/712 in Fall 2017)
- Returning full-time undergraduate student enrollment is expected to increase by about 100 students (1430 in Fall 2016/1532 in Fall 2017) as follows:
  - About 50 more returning students in Lubin; about 40 more returning students in CHP; about 15 more in Seidenberg; Dyson and SoE flat)
- New full-time graduate student enrollment is expected to remain flat (98 in both Fall 2016 and projected for Fall 2017)
- New part-time graduate student enrollment is expected to remain flat (90 in both Fall 2016 and projected for Fall 2017)
- Returning full-time graduate student enrollment is expected to increase by 7 (with increases projected in Lubin only)
- Returning part-time graduate student enrollment is expected to increase by 11 (with increases projected in CHP only)

**Dyson College of Arts and Sciences**

**Environmental Issues:** Environmental studies and sciences continue to be hallmark areas for Dyson College and for Pace University. The Dyson College Institute for Sustainability and the Environment (DCISE), established in 2015, serves as a focal point for the college’s environmental efforts. Its mission is to bring together faculty, students and programs throughout the University that involve the environment and sustainability issues. The Institute functions as a dynamic academic center and resource for the Pace community and also engages members of the external community who are concerned about environmental issues.
The Institute employs contemporary resources for unique learning, research and service opportunities, and serves as a home to several Dyson College resources:

- Environmental Studies and Science Department
- Dyson College Nature Center
- Dyson College Center for the Arts, Society, and Ecology
- The Pace Academy for Applied Environmental Studies
- Environmental Consortium of Colleges and Universities

The Institute’s dedicated spaces, resources, and programs support students with various opportunities to fully engage in the interdisciplinary study of the environment through hands-on scientific, policy, conservation, and advocacy curricular and co-curricular activities and experiences. [http://www.pace.edu/dyson/centers/dyson-college-institute-sustainability-and-environment/about]

Among other activities, DCISE faculty and staff are actively engaged in planning and organizing the Third Summit on Resilience entitled Water Cooperation and Conflict: The Local and Global Challenge, which will take place at Pace on April 13, 2017, and feature national and international experts and practitioners from the public, academic, and private sectors to discuss collaborative problem-solving strategies for the protection and sharing of water resources. [http://www.pace.edu/dyson/news-and-events/third-summit-on-resilience-landing]

**New Programs:** Enrollment in Dyson’s new programs continue to increase. The PhD in Mental Health Counseling now has 30 students enrolled. The program is preparing to apply for accreditation from the Council for Accreditation of Counseling & Related Programs (CACREP).

The Digital Cinema and Filmmaking major, now in its second year, has exceeded its enrollment goals, with 63 majors enrolled. The Digital Journalism major, also in its second year, has 28 students enrolled. While some of these students were enrolled in other communications majors in earlier years, enrollments in the Media, Communication and Visual Arts Department overall, which houses these two majors, have also increased, from 176 distinct students in Fall 2014, to 214 distinct students in Fall 2016.

The Masters in Environmental Policy has 5 students enrolled in addition to the 24 students enrolled in the Environmental Sciences MS program.

The BS in Public Relations, in its first year, has 13 students enrolled.

**Writing Center:** The Writing Center on the Pleasantville campus continues to be a leader in improving students’ writing skills throughout the curriculum. Its office space in 15B Miller Hall has been renovated and provides an inviting drop-in space for students 4 days a week (Monday through Thursday from 10:00am-7:00pm). In addition, the Writing Center offers online writing consultations by appointment for writers who are unable to come in person to the Writing Center.

[http://www.pace.edu/dyson/centers/writing-center/plv]

The Writing Center also operates a satellite venue on Sundays from 4:00pm-10:00pm in 134 Alumni Hall, offering residential and other students a place to complete homework assignments and have Writing Center faculty and staff available for assistance with writing issues. This is a highly popular program with students.

In addition, Dr. Robert Mundy, Assistant Professor in the English Department and Director of Composition, will be hosting the Northeast Writing Center Association Regional Conference on April 1-2, 2017 on the
Pleasantville campus. The Northeast Writing Center Association (NEWCA) is a regional affiliate of the International Writing Center Association (IWCA), founded in 1983 to foster communication among writing centers and provide a forum for discussing concerns for faculty and peer supporters. This conference will enable Pace faculty and students to learn about state-of-the-art techniques and procedures for teaching writing through Writing Centers. This event will support faculty/staff/student research and provides an opportunity for faculty and students to interact with peers from other institutions.

**Pace Path Early Start:** The Pace Path Early Start Program provides added support for selected incoming students by giving them the tools they need to successfully begin their college experience. The free program consists of three components: a mathematics jump-start, financial counseling, and college immersion. [http://www.pace.edu/pace-path/early-start]

The Mathematics Department in Pleasantville, under the leadership of Lisa Fastenberg, has participated in developing the online mathematics component for Pleasantville for Fundamental Mathematics (MAT 100) and Algebra (MAT 103). These courses are designed for students interested in science, mathematics, computer science, business, education, or nursing/health majors. STEM/Business, Nursing majors selection is based on their math placement exam scores. This summer program allows such students to enter Pace in the fall with the skills needed to begin their major courses.

**New Faculty:** Dyson College hired 8 new full-time faculty on the Pleasantville campus for Fall 2016:

<table>
<thead>
<tr>
<th>Michelle Chase</th>
<th>Assistant Professor</th>
<th>Economics/History/Political Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louis Giovanetti</td>
<td>Lecturer</td>
<td>Economics/History/Political Science</td>
</tr>
<tr>
<td>Laurie McMillan</td>
<td>Associate Professor</td>
<td>English &amp; Modern Language Studies</td>
</tr>
<tr>
<td>Ramon Emilio Fernandez</td>
<td>Assistant Professor</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Courtney Gosnell</td>
<td>Assistant Professor</td>
<td>Psychology</td>
</tr>
<tr>
<td>Andrew Crosby</td>
<td>Assistant Professor</td>
<td>Public Administration</td>
</tr>
<tr>
<td>Justin Woods</td>
<td>Lecturer</td>
<td>Public Administration</td>
</tr>
</tbody>
</table>

**College of Health Professions**

The College of Health Professions is projected to continue to grow in PLV from Fall 2016 through Fall 2020*. The BS in Health Science is currently in its second year of launching the curriculum. The freshman level courses were rolled out in FY 2016, and the sophomore level courses are currently being rolled out in FY 2017. A total of 4 courses have been rolled out (on two campuses, PLV and NYC) thus far. We have secured NYSED approval for the full curriculum and all four concentrations. We will be rolling out the junior year in FY 2018, which will include the first of the concentration courses. New faculty office spaces were built in Lienhard Hall for the Physician Assistance program over the summer of 2016. New faculty office spaces were built in Lienhard Hall for the Physician Assistance program over the summer of 2016. Additional faculty office space will be built during the summer of 2017 in Lienhard Hall to make room for the Nutrition program faculty. A total of four faculty members were hired for the Fall 2016 semester.
Lubin School of Business

Undergraduate Programs:

Lubin undergraduate enrollment in Pleasantville in Fall 2016 is up 7.4 percent since Fall 2014. The Sports Marketing major (up 350%) since Fall 2014 continues to grow, and Healthcare Management is slowly increasing since its start in Fall 2015.

Lubin Professional Experience

The Lubin Professional Experience is graduating its first class in May 2017. These students joined Pace in Fall 2013 as Lubin majors and have completed all their degree requirements including the three LPE requirements: BUS 255 Professional Planning and Practice for Internships and Careers, a self-discovery and employment preparatory course, PLUS an internship course and a second professional experience, including either another internship, an LPE-qualifying course or a co-curricular leadership experience. Sixty-five percent of the original students are completing the program.

Center for Student Enterprise

The Center for Student Enterprise (CSE) includes three CSE student-run businesses that account for $300,000 in revenue and net income of $22,705 and employ more than 50 business students. The businesses are the Pace Perk, a late-night café, Pace Mart, a convenience store, and Pace Connect, a research and call center. A fourth business, Pace Delivers, a food delivery business, is starting up sometime soon in the Spring 2017 semester. The Lubin School of Business views these businesses as a way to provide meaningful work experiences as well as opportunities to learn teambuilding, business development, business analysis and entrepreneurship. The CSE is an integral part of our offerings for the Lubin Professional Experience since students can earn their internship credit through working in the various businesses.
Creating Entrepreneurial Opportunities Freshman Interest Group

The Creating Entrepreneurial Opportunities (CEO) freshman interest group (FIG) is in its third year and many of the students are business majors. A Shark Tank competition was held last spring that led to the newest CSE business, Pace Delivers. A preliminary Shark Tank competition was held again this fall with three strong new business ideas presented. A formal Shark Tank will be held again this spring and might lead to another new CSE business.

The FIG also held fall events that included field trips to businesses (Sal’s Pizza and Madison Square Garden) and a panel discussion presented by CSE business managers. This spring workshops are planned on business etiquette and financial literacy.

Graduate Programs

Fast Track

The Fast Track program is designed to attract strong students to the Lubin MBA. Students must have a 3.30 UG grade point from an AACSB-accredited business school. The program began in PLV in the 16-17 academic year with an offering of the MBA in Financial Management. Though it was not possible to market until late in the recruiting season due to the need for faculty approvals, four students enrolled and are on track for graduating by end of Summer 2017. The program will continue into its second year on the PLV campus in the 17-18 academic year when it is expected enrollment will double. 100 % enrolled have been retained from the program and it is likely this will continue given the caliber of students enrolled, and short, 12-month timeframe to graduation. Marketing efforts are underway for the 17-18 academic year including direct outreach to accounting and finance honors students in Beta Alpha Psi currently attending UG business programs at AACSB schools.

Other Grad Programs

In addition to the PLV Fast Track program for an MBA in Financial Management, an MS and MBA in Accounting for those wishing to take the CPA are also offered on the PLV campus. Students in the combined BBA-MBA in Accounting move into the MBA when they reach 128 undergraduate credits upon satisfactory completion of all graduate entry requirements. Since 2015, the total number of students in these programs has remained relatively steady between 40-42 students with growth in the MS and BBA-MBA Accounting and some decline in the MBA. [There has been some PLV interest in the combined BBA-MS Tax program with three students enrolled in Fall 2016, up from zero in 2015.]

School of Education

The School of Education implemented a “teach live” curriculum under the Pace Path program to ensure all students have clinical practice outside the classroom. The program was marketed to all education majors. One additional faculty member was hired for the Fall 2016 semester to teach clinicals.

All undergrad programs completed Dean’s, Faculty Council, and University Curriculum Committee reviews in the fall to reduce the number of mandatory core curriculum credit to 120. All necessary documents are being collected and will be submitted to the Provost office in order to send to the state. This is taking time primarily because each program requires different documents, and we have little support with this.
The programs are:
- Revision to Undergraduate Childhood program - 120 credits
- Revision to all Undergraduate Adolescent programs (each are separate documents). Math, English, Social Studies, Biology, and the different Language Areas (Spanish) - 120 credits
- New Early Childhood single certification program - 120 credits
- New Early Childhood and Childhood dual certification program - 129 credits

In our communication with the State, we are sending the revisions in first. Our target date is March 1.

Seidenberg School of Computer Sciences and Information Systems

Culture of Growth: The Seidenberg School of Computer Science and Information Systems has seen significant growth in student enrollment in Pleasantville in Fall 2016. The most significant has been the growth in key undergraduate programs like the BS in Computer Science and the BS in Information Technology, as well as the PhD in Computer Science.

Recruitment and Retention

- Recruitment process: The recruitment process focused on reaching out to specific student audiences, including athletes and honors. We continued to expand outreach to high-schools through events with local and national reputation including GenCyber (cybersecurity), First Tech Challenge (robotics), and the Mobile App Development Bowl (app development), and hosted its first showcase for guidance counselors in which Seidenberg could demonstrate some of the innovative technologies used in the classroom. We also expanded the outreach to transfer student populations, primarily through our community partner program (Pace Cybersecurity Academic Partnership), but also through outreach specifically designed around Pace’s Pleasantville Community College Transfer Scholarships.
- New events: Seidenberg introduced a series of new events geared towards recruitment and retention such as “Lunch with the Dean” for prospective students, as well as Pace Path Live, which brings current students together with industry professionals to explore career options.
- Spaces: Seidenberg submitted a proposal for the redesign of the Seidenberg School space on the Pleasantville campus (Goldstein Academic Center 3rd floor) to enhance the student experience and strengthen the community. Work on the project will start in Summer 2017.

Marketing and Communication
During Fall 2016 we revamped and updated the Seidenberg Website. Our students are more active than ever in highly visible co-curricular activities including hackathons, coding competitions, and not-for-profit technology support. We are promoting these achievements with a first-rate internal communication and content development program, which has us active on the Pace Website as well on the major social media outlets like Facebook, Twitter, and Instagram. New video materials advertise our key academic programs at the undergraduate and graduate levels.

Academic Programs
- New programs: The undergraduate program in Computer Engineering is in the third and final level of approval with NYSED. We continue to explore new program offerings to attract professionals to Pace. For example, we started a proposal for a PhD in IT to address the student population that
needs to focus on education technology (professionals who work with technology in academic settings).

- **Capstone student projects:** These projects continue to expand industry partnerships, which should not only enhance the student experience, but also support student-faculty research and publication. The Michael Gargano Research Day is a Seidenberg signature event on the Pleasantville campus bringing in students and faculty to present their research.
- **New course offerings:** As we review the curriculum to ensure its relevance, we look into offering courses that cover technologies or skills that are currently in demand. For example, in Spring 2017, Seidenberg introduced a new undergraduate course in Python programming.

**Initiatives**

- **Maker Space:** Seidenberg is collaborating with the Associate Provost for Academic Affairs/Associate Vice President for Pleasantville to secure a collaborative, interdisciplinary workspace where Seidenberg students and others can provide technical expertise and Design Thinking training for the Pace community;
- **Women in Technology:** Seidenberg secured a $25,000 grant from General Electric to design a program to introduce high school girls to technology;
- **Mobile App Development Bowl:** The relationship with Westchester County was expanded to offer a third event in Spring 2017;
- **Interdisciplinary collaboration:** Seidenberg is working with the Environmental Center (Dyson) and the Entrepreneurship Lab (Lubin) to launch a student/faculty project focused on deploying water sensors in the pond in Pleasantville and analyzing the data.

**Administration**

- In an effort to unify the Seidenberg School, which formerly operated with campus-specific department chairs, a unified academic leadership structure has been put in place. The structure has evolved to one chair and one assistant chair for each discipline (CS and IT) across campuses.

**Honors College**

**Transitions:**

- Dr. Mohsen Shiri-Garakani (Associate Professor of Physics) finished his one-year term (August 2015-July 2016) as Pleasantville Director of the Pforzheimer Honors College, and Professor Shobana Musti-Rao (Associate Professor of Education) began her two-year term (August 2016-July 2018).
- Dr. Lawrence Hundersmarck has created a two-semester sequence for all Honors College students. In the fall they took Introduction to Philosophy and in the spring they will take Ethics in seminar courses designed to improve critical reading, thinking, and expression skills.

**Student Profile:**

**First-Year Students**

- Fall of 2016 saw 38 new students enter the Honors College
  - 12 in the College of Health Professions
  - 11 in the Lubin School of Business
  - 10 in the Dyson College of Arts and Sciences
  - 5 in the Seidenberg School of Computer Science and Information Systems
  - 1 in School of Education
- 5 of the 38 participate in inter-collegiate athletics, 3 women, and 2 men
After one semester, 17 of these students had a GPA above 3.7, and qualified for membership in Alpha Lambda Delta

Fall Honors Courses

CIS 102T- 1 honors student, the rest were non-honors.
ENG 120- 17 honors students, 1 non-honors
CRJ 305- 4 honors students, 12 non-honors
HON 499- 4 honors students
MGT 490- 4 honors students, 17 Business Honors Program (BHP) non-honors
PHI 110/PHI 297- 38 honors students
PSY 112- 11 honors students
PSY 208- 14 honors students
SOC 102- 3 honors students, 21 non-honors
TCH 475- 2 honors, 7 non-honors
LAW 101/ PHI 121- 14 honors, 3 BHP non-honors
ENG 201/ MAR 250- 11 honors students
WS 266/HIS 207- 16 honors students
FIN 260- 4 honors students, 16 BHP non-honors

Honors College community events

- Apple picking and journeying on the Walkway Over the Hudson
- Presidential Election Discussion with Professor Howard Weishaus
- Tour of the United Nations with the Honors FIG
- Trip to see Jersey Boys on Broadway
- Conversation with Professor Hundersmarck reflecting on studying in Rome
- Gingerbread house decorating contest at the Dean of Student’s Holiday Party
- Monthly movie and/or craft nights
- Weekly cookies and conversation gatherings
- Honors students participated in Pace Makes a Difference Day, and the Pace for Kids Dance Marathon, benefiting Maria Fareri Children’s Hospital at Westchester Medical Center.

Develop a Vision for Student Life

Through our focused effort and planning over the last two and half years, Student Affairs is happy to report an increased retention rate for our residential students, academic successes, and an increase in student engagement. These successes complement the new residential and student life facilities and ultimately the consolidation of the two campuses into one.
Student academic success

- FY16: 15 more first-year students than last year (65) were honored at a Housing Banquet for having a 3.85 grade point average for the fall.
- 47% of our first-year residential students reported that they participated in an academic success program this past year.
- 95% of students seen indicated that their work at the Counseling Center made it possible for them to progress towards completing their education goals.

Increased student engagement/involvement

- FY16: For Fall 2015 semester, 78% of our full-time students on the Pleasantville campus participated in at least one or more activity offered by Student Affairs. This is an increase of 8% from the Fall 2014. Students swipe into events offered by Student Affairs and this is how this measure is taken.
- With a slight increase of 20 programs this year, the program attendance for Residential Life programs increased by 24% compared to last year.
- First-year student involvement rates in all categories we tracked were higher. For Fall 2015, on average, first-year students engaged in at least 1-5 activities at an 11-15% higher than in Fall 2014.

Persistence rate for residential students

- Retention rate of entering FY residence hall students from Fall 2015 to Fall 2016 increased by 1%.

The Office of Residential Life and Housing has developed a 3-year plan to continue enhancing the residential experience on the Pleasantville campus. Please see the three-year plan in attachment 1.

Please see attachment 2 for further data on First Year Engagement in Pleasantville

Please see attachment 3 for additional metric on Residential Life in Pleasantville

Develop a Strategic Plan for Athletics

Pace athletic teams saw improvements academically

Student-Athletes increased overall GPA to 3.25 for Fall 2016. In the Fall of 2016, 272 (record number) student-athletes had above a 3.0 GPA, which represents 72% of all active student-athletes. Three student-athletes were named to scholar all-region teams and one student athlete was an Academic All-American.

<table>
<thead>
<tr>
<th>Team Name</th>
<th>Fall 2016 GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>3.33</td>
</tr>
<tr>
<td>Men’s Basketball</td>
<td>3.07</td>
</tr>
<tr>
<td>Women’s Basketball</td>
<td>2.94</td>
</tr>
<tr>
<td>Men’s Cross Country</td>
<td>3.35</td>
</tr>
</tbody>
</table>
Enrollment Goals:

- For FY18, we have secured 71 new students out of our 110-120 recruiting goal.

Athletic teams won 41% more games/matches than the previous Fall semester.

Fall 2016 athletic teams had an overall 56% winning percentage and won 41% more games than the previous fall.

Among the highlights; the women’s soccer team advanced to the Northeast-10 Championship game while the women’s volleyball team reached the semi-finals of the Northeast-10 Championship. The field hockey team won 50% of their contests in just their second year of existence.

Individually student-athletes for the fall teams have been recognized for their success with 10 All-Conference performers and 2 All-Region selections.

Other notables:

Athletics retained 88% of its student-athletes from FY16, up 11% since FY13 and FY14.

Fall 2016 Intramural participation on the Pleasantville campus is up 17% compared to Fall 2015 for a total of 414 participants.

Visits at Goldstein Recreation Center are up 25% compared to last term for a total of 22,521 student visits for the Fall 2016.

In collaboration with Student Development and Campus Activities, Men’s Soccer was started as our pilot club sport.

<table>
<thead>
<tr>
<th>Sport</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women’s Cross</td>
<td>3.48</td>
</tr>
<tr>
<td>Field Hockey</td>
<td>3.47</td>
</tr>
<tr>
<td>Football</td>
<td>3.02</td>
</tr>
<tr>
<td>Men’s Lacrosse</td>
<td>3.13</td>
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<tr>
<td>Women’s Lacrosse</td>
<td>3.44</td>
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<tr>
<td>Women’s Soccer</td>
<td>3.53</td>
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<tr>
<td>Softball</td>
<td>3.28</td>
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<tr>
<td>Spirit Squad</td>
<td>3.23</td>
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<tr>
<td>Men’s Swimming</td>
<td>3.41</td>
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<tr>
<td>Women’s Swimming</td>
<td>3.57</td>
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<tr>
<td>Volleyball</td>
<td>3.20</td>
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<tr>
<td>Weighted GPA</td>
<td>3.25</td>
</tr>
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Student Success and Retention Efforts

The Division for Student Success (DSS) continues to collaborate with multiple University departments to implement significant retention-related initiatives and programs based upon the Provost’s University-wide task force’s recommendations.

Transfer Credit Evaluations (TCEs): The University-wide TCE Committee, comprised of staff and faculty, has made significant progress this past year. Key accomplishments include: (1) the roll out of the automated Department Transfer Credit Evaluator System (DTCES) for which 100% of the Departmental Evaluators have been trained, and reducing the response protocol from 10 to 5 days; (2) increasing blanket approvals and syllabi for select/most common 100-level courses; (3) designing and facilitating a TCE session at Transfer Orientations; (4) assigning back-up Departmental Evaluators for most departments; (5) proactive monitoring of, and “intrusive” outreach to students from the TCE pending list; (6) ongoing cross-divisional communication through the TCE listserv for important updates; (7) finalizing of TCEs so that they can be rolled over from Admission to OSA two months earlier than usual; and (8) the creation of a TCE tutorial video that is distributed to new transfer students to help them navigate their TCE. These changes have positively affected the 1,000+ transfer students who enrolled at the University for Fall 2015, Spring 2016, and Fall 2016.

Pace Path Early Start Programs: In Summer 2016, Pace rolled out a pre-matriculation math program – free of charge to incoming first-year students on both campuses deemed at-risk and in need of developmental math support. This summer math bridge course was a collaboration between the Math Department and the Center for Academic Excellence, and was designed to build a foundation for the success and retention of our incoming students. Of the 101 students initially enrolled in Pleasantville, 62 finished the course and, of those, 51 passed (82%). Follow-up was conducted with those who did not pass to urge them to take advantage of the support opportunities at Pace in the fall semester (e.g., math tutoring, academic coaching, etc.). The progress and retention of all participants is being tracked.

“First Gen” Initiative: The Division for Student Success, Center for Community Action and Research (CCAR), and Student Development and Campus Activities (along with other departments) have partnered on this new initiative to support Pace’s first generation college students through a series of co-curricular support programs throughout the year. Based on best practices, the Division for Student Success conducted a “First Gen Jargon Audit” of Pace’s website to determine whether the answers to a first-year student’s typical questions could be easily found and understood (e.g., not using technical jargon they would not understand).

Community College Scholarship Recipients: The Division for Student Success has worked closely with the Admission Office and the students who come to Pace with a special academic transfer scholarship (36 new students in Fall 2016) in order to promote their engagement and success. This was accomplished by the following: (1) contacting them individually prior to the start of the fall semester; welcoming them to Pace and introducing their Advisor and on-campus resources; (2) providing Advisors and student service units with a list of scholarship recipients so they could connect with them prior to and during the semester; (3) gathering feedback from these students during the semester about their experience transitioning to Pace; and (4) contacting the students to provide them with information about registration and offer assistance as needed. 100% of community college scholarship recipients who entered in Fall 2015 and January 2016 have been retained.
Interventions for At-risk Students: The Division for Student Success proactively intervened on behalf of 500 academically at-risk students on both campuses identified by the Office of Planning, Assessment and Institutional Research (OPAIR). These interventions included contact with their UNV 101 Instructors who were asked to provide feedback on these students including what interventions they feel would be useful to assist and retain these students; follow up with students who are not registered for Spring 2017; and communicate with instructors to ensure that they have added notes in Starfish for these students (as well as to clear any needed flags and pay particular attention to students who have 3 or more flags). Measures were taken to connect students directly with appropriate University resources including, but not limited to, the Tutoring and Writing Centers and on-campus job opportunities.

Pace App Enhancement: The Division for Student Success worked closely with ITS to enhance the Pace App. With these improvements, students can view grades, get up-to-date information about campus events and easily find contact information for all departments, and so much more!

Tutoring Center: To support students and professors through final exams, the Tutoring Center offered professors from a variety of 100-, 200- and 300-level courses the option of running small group final exam sessions. Sixteen professors took advantage of this, which included all sections of MAT 100, 103, 104 and 117. Three hundred fifty students attended the review sessions. Approximately 50% of the total visits were first-year students; 57 unique student-athletes attended these sessions. Overall feedback indicates that the review sessions were successful. Based on feedback, adjustments will be made for future semesters.

Schedule Explorer: The Division for Student Success, ITS, and OSA collaborated to further enhance the online Schedule Explorer for students and Advisors. It now displays the following on the front class roster page if a course is: (1) part of a learning community; (2) linked to another course; (3) has pre-requisites; and/or (4) is otherwise restricted. This will greatly improve students’ ability to select courses easily and efficiently.

Advising Initiatives: Building on Advising Month that was initiated last year, the Division for Student Success and school/college-based Advisors promoted Advising Period to students, stressing the importance of making advising appointments early and that October was the start of advising period, with registration taking place in November. In Pleasantville, Advisors tabled in Miller Hall to meet students, answer quick advising questions, and sign them up for appointments. Also implemented and heavily promoted was a Who is My Advisor? campaign, making advising office information very visible. Additionally, an email account was created (whoismyadvisor@pace.edu) for students to find out who their Advisor is in case they are unsure.

New Hire Training and Onboarding for Advisors: The Division for Student Success, in collaboration with Academic Advisors, has created a new hire training and onboarding program for all new Academic Advisors on both campuses in order to ensure a seamless and consistent transition to their new role. Components of the program include: (1) welcoming new Advisors with a letter covering key and useful resources; (2) ensuring new Advisors are given access and training for pertinent technology platforms/systems; (3) providing access to the Advisor Resources Shared Drive which houses important advising protocols, policies and other documents; (4) pairing new Advisors with a seasoned mentor from a different college, school or program; and celebrating the one-year anniversary of each new Advisor with a congratulatory email.

Advisor of Excellence Program: The Division for Student Success, in collaboration with advising units, created this new year-long, in-house professional development program, focused specifically on the field of academic advising. The 8 participants selected for the pilot cohort (which begins in January 2017) will
participate in a number of activities, sessions, and projects throughout the year, both individually and as a group.

**University Relations**

**Westchester PR Update**

The dean of each school at Pace shared the priorities for Westchester in recent Pleasantville Project exploratory meetings. During Fall 2016, University Relations met with Adelia Williams and Aisha Moyla, the deans, and key staff at each school for an update on priorities for the Westchester campus. This is helping shape Westchester PR priorities and strategies going forward. A detailed summary of these meetings was produced and serves as a guide for messaging and stories.

Highlights of PR opportunities discussed at these meetings include new academic programs, new and ongoing research, faculty expertise, strategic community partnerships and examples of experiential learning.

With the first phase of the Master Site Plan for Pleasantville now complete, the external messaging for Pleasantville will continue to focus on improved and evolving academics and the enhanced student experience with new and revitalized facilities that support academics.

**Stories in the news and in development:**

The Westchester campus has made news with several major stories over the past few months. An op-ed by President Friedman on the proposed bioscience center in Westchester was published in *The Journal News* with shorter versions appearing in other Westchester media.

The work of the environmental policy clinic regarding the Coast Guard and commercial ships was featured widely in major regional media, exemplifying experiential learning at its best. John Cronin, Senior Fellow for Environmental Affairs, was also interviewed recently by WCBS TV about the possibility of the new Tappan Zee Bridge being named for Pete Seeger, and also by WAMC public radio about the Trump Administration and the Environmental Protection Agency.

In response to Governor Cuomo’s proposed Excelsior Scholarship offering free tuition to certain students at public colleges in New York State, President Friedman is spearheading public relations efforts of private institutions in the Hudson Valley. President Friedman and five other college presidents will meet with the editorial board of *The Journal News* and other media outlets in February to discuss the value of choice in colleges and positive outcomes of a private education. The Commission on Independent Colleges and Universities, of which President Friedman is a board member, is working closely with Pace on this public awareness initiative.

Pace is partnering with Teatown Lake Reservation as a sponsor of the 13th annual EagleFest event Saturday, February 11, at Croton Point Park. James Eyring, Assistant Director of the Dyson College Nature Center, will demonstrate with birds of prey at EagleFest in Croton and a film screening of *The Eagle Huntress* will take place on campus in David Pecker Lecture Hall in Willcox as part of the event at 1:30pm and 3:30pm that day. A press conference was held January 25, and stories featuring Pace as a sponsor appeared in *The Journal News* and News 12.
*Daily Voice* continues to be a successful marketing partnership for Pace in Westchester, with increased reader engagement, and a new website structure that pins content partner stories to the top of the Daily Voice homepage.

University Relations is currently reviewing PR agencies for New York City and Westchester through an RFP process, vetting potential firms through exploratory meetings, formal proposals and presentations. Agencies will be selected in February.

**Mortola Library**

**Mortola Library Fall 2016 facilities update:**

105,099 people entered the Mortola Library in Fall 2016. This represents a slight decrease from Fall 2015 (115,220). We expected this downturn with the final completion of campus construction and users gravitating to the new and renovated spaces.

- All-gender restroom access was implemented in Fall 2016 in the Mortola Library. The library was the first on campus to offer multi-stall all-gender restrooms.
- First-floor reference section was reconfigured/reduced to allow for more student study space.
- Worked with Netta Architects on future renderings and budget for development of collaborative and quiet study spaces on second floor wing of Mortola.

**Mortola Library Fall 2016 Reference Services update:**

- Reference team handled over 750 research transactions (reference desk, phone, consultations, Blackboard).
- Over 600 virtual reference questions were answered (chat, system tickets, FAQs) (University-wide - not just for Mortola)
- Targeted student outreach and support to honor transfers, at-risk, and athletes. Upon review, this outreach may need to be transferred to Starfish to be more effective.
- Purchased a targeted list of high use textbooks in order to help defray high textbook costs for students. Over 20 new textbooks were placed on reserve for in-library short-term use.
- Pilot new “roaming” librarian program, where a staff member regularly sets up outside the library to promote library use, answer questions, and offer support to students. (150+ interactions)
- Librarians were paired with advisors to facilitate a personal point of contact in the library that advisors could refer students to. Subsequently met with Starfish coordinators to discuss adding library staff to the system so that faculty and advisors can refer students for library support. We hope to be added into the system in the next year.
- Mortola Library and Tutorial Services staff collaborated to offer to pilot some presentation practice sessions for students during the last two weeks of the Fall 2016 semester. It was designed to offer students the chance to practice their presentations in front of library and tutorial staff for feedback prior to students presenting in class. Although only one signed up for a session, feedback from faculty to the idea
was positive and we plan on offering it again in Spring 2017 targeting additional outreach and campus buy in.

**Mortola Library Fall 2016 Instructional Services update:**

- The Instructional Services Department at the Mortola Library taught ninety-one (91) information literacy instruction sessions on the Pleasantville campus in Fall 2016
  - Sessions are requested by faculty and taught by librarians
  - Most sessions last between 60-90 minutes
  - Sessions were taught for classes in Dyson, Lienhard, Lubin, School of Education, Seidenberg and a variety of mixed groups (UNV101s)

- In Fall 2016, 105 undergraduate nursing students completed the *Apollo RN* online research tutorial and Final Quiz
  - The tutorial is facilitated by a librarian embedded in the Blackboard course shell for the Evidence-Based Practice courses (NURS409 and NURS298)
  - For NURS409, the Final Quiz counts as 1% of the course grade - average score was 89.76
  - For NURS298, the Final Quiz counts as 2% of the course grade - average score was 87.11

**Other Mortola Library Fall 2016 updates:**

- In anticipation of the service standard initiative underway on campus, the Mortola Library held team building and service quality workshops in Summer 2016. This was followed up by departmental level discussions based upon Utah Valley University initiative standards: [http://crln.acrl.org/content/77/7/338.full](http://crln.acrl.org/content/77/7/338.full). Based upon these departmental level discussions, we plan on initiating some library service improvements. We will initially focus on some of the “low hanging fruit” that exist on how we can better interact with our users. We anticipate being part of the official University customer service initiative in the coming months.

- Mortola Library Fall 2016 programs:
  - “This We Believe” Read Aloud: In the library courtyard to support the common reading where students could read their own UNV101 statements.
  - “Toast-mageddon 2016:” Building upon the success and popularity of a similar Spring 2016 event, we rebranded and expanded the event that gave free toast away to students prior to exams.
  - Mortola Library “Game Nights:” Three board game nights were offered in the library in Fall 2016. The events were popular and had a good regular following offering students a fun activity on Friday night event nights.
  - Friday film series: The library hosted Dr. Becky Martin’s Friday night film discussion series.
  - Stress relief week: The library offered a variety of stress relief activities during a week prior to exams including puzzles, clay sculpting, and bamboo zen gardening.
  - Student photo exhibit: The library hosted a student environmental photo exhibit titled “Man’s Intrusion into Nature” from Angelo Spillo’s INT198G course.
Looking forward

- We have requested approval from Finance for a space planning consultant in Pleasantville.
- A Classroom Occupancy Study will be conducted by OSA in Fall 2017.
Attachment 1
The Office of Residential Life and Housing continuously strives to improve, in order to best serve the Pace University community. The specific areas we plan to enhance from 2016–2019 appear below.

▶ **Enhance Educational Opportunities:**

We will build on our already strong foundation of living-learning programs, high-impact practices, and faculty integration to ensure that our residence halls continue to flourish as centers of learning on campus.

- Enhance the Faculty-in-Residence Program
- Further develop programming for upper-level students and First-year Interest Groups
- Implement a Residential Life curriculum
- Increase departmental presence in professional organizations

▶ **Improve Customer Service Strategies:**

As an integral student-facing department, we will continue to assess our processes and procedures to ensure they are user-friendly and accessible.

- Collaborate with strategic campus partners to improve external processes
- Digitize all Housing operations forms
- Formalize internal department transitional processes and procedures
- Improve room selection process
Develop Effective Fiscal Management Strategies:

In order to maintain our current initiatives and plan for improvements in our department, we will continue to work to prioritize our spending practices in ways that allow us to bring new levels of learning, safety, community, and service to our campus.

- Adjust staffing and training strategies to better meet the needs of the community
- Create a renovations cycle for on-campus housing spaces
- Implement a budget review process
- Restructure funding to provide greater support for student leadership

Diversify Communications Platforms:

To meet the growing demand for innovative methods of communication, our department will work to better understand the most effective ways of communicating with our constituents.

- Create better branding for our department
- Create student-friendly Judicial process forms
- Implement a Communication Plan
- Improve the marketing and accessibility of Student Conduct processes

Develop Effective Fiscal Management Strategies:

In order to maintain our current initiatives and plan for improvements in our department, we will continue to work to prioritize our spending practices in ways that allow us to bring new levels of learning, safety, community, and service to our campus.

- Adjust staffing and training strategies to better meet the needs of the community
- Create a renovations cycle for on-campus housing spaces
- Implement a budget review process
- Restructure funding to provide greater support for student leadership
Mission and Vision Statement

The Office of Residential Life and Housing creates a safe, vibrant community where students are encouraged and challenged academically and socially. Our team of qualified staff guides residential students in their experience to develop personal responsibility, live and learn with others, and gain a broader understanding of the world.

Learning Pillars

The Office of Residential Life and Housing is committed to the development of residential students. Thus, the following learning pillars were chosen to guide our work:

• Multicultural and social responsibility
• Personal development
• Sense of community
• Academic success

Office of Residential Life and Housing

861 Bedford Road
Elm Hall, Suite 132
Pleasantville, NY 10570

Phone: (914) 597-8777
Fax: (914) 989-8146

www.pace.edu/housing
Attachment 2
# First Year Student Engagement

## Three Year Comparison

<table>
<thead>
<tr>
<th>Distinct Students</th>
<th>Column Labels</th>
<th>Participated in Event (%)</th>
<th>Did Not Participate in an Event</th>
<th>1-5 Events</th>
<th>6-10 Events</th>
<th>11-15 Events</th>
<th>16-20 Events</th>
<th>More than 20 Events</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Row Labels</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall 2014</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pleasantville</td>
<td>74%</td>
<td>166</td>
<td>142</td>
<td>97</td>
<td>79</td>
<td>54</td>
<td>100</td>
<td>638</td>
<td></td>
</tr>
<tr>
<td>Commuter</td>
<td>42%</td>
<td>119</td>
<td>75</td>
<td>8</td>
<td>2</td>
<td></td>
<td></td>
<td>204</td>
<td></td>
</tr>
<tr>
<td>Housing</td>
<td>89%</td>
<td>47</td>
<td>67</td>
<td>89</td>
<td>77</td>
<td>54</td>
<td>100</td>
<td>434</td>
<td></td>
</tr>
<tr>
<td><strong>Fall 2015</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pleasantville</td>
<td>76%</td>
<td>163</td>
<td>210</td>
<td>153</td>
<td>67</td>
<td>38</td>
<td>45</td>
<td>676</td>
<td></td>
</tr>
<tr>
<td>Commuter</td>
<td>37%</td>
<td>129</td>
<td>65</td>
<td>9</td>
<td>1</td>
<td></td>
<td></td>
<td>204</td>
<td></td>
</tr>
<tr>
<td>Housing</td>
<td>93%</td>
<td>34</td>
<td>145</td>
<td>144</td>
<td>67</td>
<td>37</td>
<td>45</td>
<td>472</td>
<td></td>
</tr>
<tr>
<td><strong>Fall 2016</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pleasantville</td>
<td>78%</td>
<td>135</td>
<td>162</td>
<td>132</td>
<td>68</td>
<td>43</td>
<td>75</td>
<td>615</td>
<td></td>
</tr>
<tr>
<td>Commuter</td>
<td>46%</td>
<td>106</td>
<td>72</td>
<td>13</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>196</td>
<td></td>
</tr>
<tr>
<td>Housing</td>
<td>93%</td>
<td>29</td>
<td>90</td>
<td>119</td>
<td>65</td>
<td>41</td>
<td>75</td>
<td>419</td>
<td></td>
</tr>
</tbody>
</table>

**Percentage of change Analysis**

For the first year student, we have seen a 2% overall increase in engagement from Fall 2015 to Fall 2016.

While our residential community remain unchanged, our commuter engagement increased 9%.
Attachment 3
<table>
<thead>
<tr>
<th>Metric</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort residence hall students</td>
<td>405</td>
<td>444</td>
<td>458</td>
</tr>
<tr>
<td>Average Fall Term GPA</td>
<td>3.13</td>
<td>3.13</td>
<td>3.15</td>
</tr>
<tr>
<td>Fall to Spring Retention %</td>
<td>94.3%</td>
<td>94.4%</td>
<td></td>
</tr>
<tr>
<td>Fall to Spring Retention N</td>
<td>382</td>
<td>419</td>
<td></td>
</tr>
<tr>
<td>Retained in Spring and Resident Housing</td>
<td>368</td>
<td>406</td>
<td></td>
</tr>
<tr>
<td>Retained in Spring and not in Resident Housing</td>
<td>14</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Retained in Spring and Resident Housing AVG Spring GPA</td>
<td>3.20</td>
<td>3.18</td>
<td></td>
</tr>
<tr>
<td>1st year retention (fall to fall) N</td>
<td>324</td>
<td>360</td>
<td></td>
</tr>
<tr>
<td>1st year retention (fall to fall) %</td>
<td>80.0%</td>
<td>81.1%</td>
<td></td>
</tr>
<tr>
<td>Spring Resident Housing, Retained in Fall and Resident Housing</td>
<td>298</td>
<td>332</td>
<td></td>
</tr>
<tr>
<td>Spring Resident Housing, Retained in Fall and not in Resident Housing</td>
<td>14</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

Note: The cohort for these metrics include fall first-time, full-time, degree-seeking students living in resident housing on the PLV campus.

Yellow - updated after fall census
Blue - updated after spring census
Green - updated after spring term completed
Orange - updated after fall census, year two

Source: Banner Census
C.Hessler
OPAIR
Updated 1.26.17
Attachment 4
Competing priorities for space on the Pleasantville campus has become a critical issue that is being carefully evaluated.

**Current recommendations under consideration:**

- Relocate Graduate admissions to Paton House to open space for the MPA program in Vineyard
- Move Accommodated Testing to third floor of Mortola Library where CAE currently resides
- Move CAE to the Tutoring Center location

**Spaces for Consideration:**

- Paton House is being renovated, and will house Career Services, the Health Unit, and Graduate Admissions
- 1 office in Wright Cottage will be available beginning summer 2017
- The Art Barn is being considered as a Makerspace
- The third floor offices in Willcox are now being used by Student publications – Vox and the Pace Chronicle. We recommend these offices to be moved to North Hall so that they can be renovated for the Media and Communications faculty.

**Other:**

Faculty Office guidelines for the Pleasantville campus are under development.

<table>
<thead>
<tr>
<th>Department</th>
<th>Current Location</th>
<th>Existing Space</th>
<th>Notes</th>
<th>Needs</th>
<th>Proposed New Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodated Testing</td>
<td>Using tutoring center space</td>
<td>No permanent location</td>
<td>The department can no longer be supported by the Center for Student Excellence. The utilization of these service are growing a rapid speed and can no longer be supported in the Tutoring Center space.</td>
<td>3 individual testing rooms that can hold a desk, with a desk top computer and 3 chairs</td>
<td>Temporary space has been identified on the 2nd Floor of Mortola Library until a permanent location can be identified. The temporary space will be returned to the Library when Accommodated Testing moves out.</td>
</tr>
</tbody>
</table>
# Pleasantville
## Spring 2016 Space Planning Needs

<table>
<thead>
<tr>
<th><strong>Department</strong></th>
<th><strong>Current Location</strong></th>
<th><strong>Existing Space</strong></th>
<th><strong>Notes</strong></th>
<th><strong>Needs</strong></th>
<th><strong>Proposed New Location</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Special Events</strong></td>
<td>West Hall – BC</td>
<td>2 offices w/cubicles for 4 staff members</td>
<td>Special Events would like to be on the PLV campus to be able to manage the large amount of events held on campus.</td>
<td>University Relations is looking to accommodate the Special Events team at the Vineyard in the UR suite on the 2nd floor and the current cubicle space on the 1st floor.</td>
<td>TBD</td>
</tr>
</tbody>
</table>
| **Psychology Department** | Marks Hall | • 2 Private Offices  
• Welcome Reception  
• Lab Space  
• Graduate Student Office | The Psychology department is growing and needs space to expand. | | Math Department will vacate first floor of Marks Hall and move to Choate House. Psychology Department will expand into first floor of Marks. |
| **Human Resources – Staffing and Recruitment** | Dow Hall – BC | Welcome/Reception Area | The staffing and recruitment office needs a location on the Pleasantville campus in order to meet the student needs for the hiring process | • Counter space to greet students.  
• Private space for students to complete paper work | Entry area of Goldstein will be converted for this purpose. |

<table>
<thead>
<tr>
<th><strong>Department</strong></th>
<th><strong>Current Location</strong></th>
<th><strong>Existing Space</strong></th>
<th><strong>Notes</strong></th>
<th><strong>Needs</strong></th>
<th><strong>Proposed New Location</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing Center</strong></td>
<td>Miller 15B</td>
<td>Classroom</td>
<td>The utilization of the writing center continues to increase. The number of students using the space has increased.</td>
<td>A larger space and an office.</td>
<td>TBD</td>
</tr>
</tbody>
</table>
| **Affirmative Action** | No space | Using space in the Dean Suite while in PLV | The Affirmative action office needs space in PLV to meet with students, staff and faculty | • Private office  
• Access to a private file cabinet that can be locked  
• Willing to use Swing Space | TBD |
### Faculty Dining Hall

**Current Location**: Choate House  
**Existing Space**: First Floor, dining area, kitchen and storage space  
**Notes**: Dyson is in need of space for their growing departments. Need to move the Faculty Dining Space out of Choate House  
**Needs**:  
- Space that can accommodate 20 – 25 faculty members and a food station  
**Proposed New Location**: Will move to Butcher Suite between the hours of 11 – 2 pm.

### Government and Community Relations

**Current Location**: No space  
**Existing Space**: Currently using Jonathan Hill’s office or will sit in the Library  
**Notes**: Bill Colona needs space to work when on the Pleasantville Campus  
**Needs**:  
- Swing space that can be used when in PLV  
**Proposed New Location**: TBD

### Department

<table>
<thead>
<tr>
<th>Department</th>
<th>Current Location</th>
<th>Existing Space</th>
<th>Notes</th>
<th>Needs</th>
<th>Proposed New Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ITS – Academic Technology</strong></td>
<td>West Hall</td>
<td>3 offices in West Hall</td>
<td>Academic Technology is requesting have 2-3 staff members moved to the Pleasantville campus. This area of ITS collaborates with faculty and staff and will be hindered by being moved to an off-site location.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- 2 – 3 private offices  
- Lounge area for collaborative work with faculty  | Academic Technologies has moved to the Student Collaborative Room in the Computer Resources Center. |
| **Student Delivery Group – Lubin Marketing Department** | New program | This a new program that will be launching in the Spring 2017 Semester. |  
- A space that can accommodate 2 -3 computers for students to manage the operations  | Space has been confirmed for students in the old mailroom in North Hall, right next to the Pace Perk. |