



2022–2027

Strategic Plan

GOALS AND INITIATIVES SUMMARY



State University
of New York

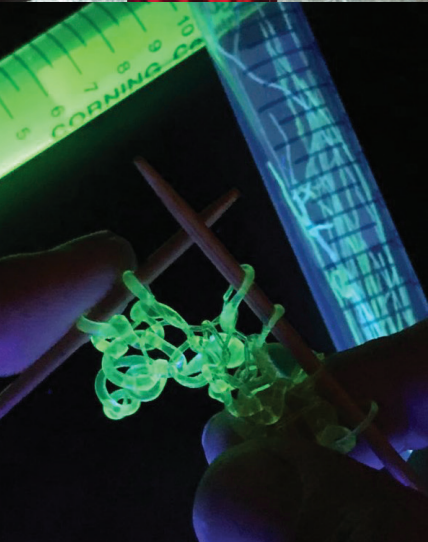


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FROM THE PRESIDENT



Dear FIT Community,

FIT's strategic plan continues to be the guiding force for the advancement of the college's mission, the introduction of innovation, and research opportunities for students and faculty. This iteration of the plan was finalized during the remote period of the COVID-19 pandemic. The plan maintains a focus on innovation and it also addresses goals and initiatives to further the expressed interest of faculty to introduce long-term flexible learning with regard to curriculum, interdisciplinary teaching and learning, and the intersection of these to create a dynamic educational atmosphere that can lead to lifelong learning for all of our students.

Deliberations within the Planning Council, the collegewide leadership group for the strategic plan, led to the formation of a subcommittee focused on identifying new ways for the college to experiment and develop our strategic goal of flexibility in the curriculum.

The committee evaluated existing curriculum attributes and identified flexible learning opportunities that could bring together students across programs for a combined learning experience. Categories of courses were identified to be included such as related area courses; courses with no prerequisites; special topic courses; etc. The goal will be to pilot the innovative suggestions of the sub-committee and to encourage additional experimental designs by faculty across our curricular areas.

The college's strategic plan is a living document that we will continue to use to chart our progress. We will also develop metrics to ensure that we meet our goals and learn where to alter or expand our course.

As we have done in the past, we will organize roundtable discussions involving a cross section of the constituent groups that comprise our community (faculty, staff, students, administrators, and trustees) to ensure that we consider and include the voices and ideas that will propel our planning and implementation for the coming years.

The development of this strategic plan is the result of the efforts and hard work of several members of our community. As we publish this fourth iteration of the college's strategic plan, I extend my appreciation for your time and your commitment to the ongoing excellence we envision for our college, and I look forward to working with you to achieve our strategic goals.

Sincerely,

Dr. Joyce F. Brown

INTRODUCTION

In September of 2018, FIT kicked off the process for its next strategic plan. Similar to the planning efforts in the past, the college partnered with a consulting organization to facilitate a campus-wide dialogue about where FIT should focus its strategic goals, what actions and resources would be necessary, and how these goals would be achieved.

Toward the very end of this effort, the world was upended by COVID 19 and its profound socio-economic impact. Simultaneously, a series of events led to the acknowledgment of systemic racism in the country and in industry. As it happens, most of the focus of the plan remained plausible due to the scenario planning methodology we employed (which is explained in the upcoming section). A strategic plan is a living document, and we expect it to change to reflect the college's needs and aspirations in a changing world. This plan will continue to be a tool to measure our progress as an institution while also seeking opportunities to alter our course as new needs and interests arise that align with our goals and objectives.





PROCESS AND METHODOLOGY

FIT is a community of unconventional minds: a place where we educate students to be design thinkers and problem solvers. We are moving forward with innovation while leveraging our traditional skills. We are seeking dynamic partnerships, cultivating unrestrained ingenuity, and advancing uncommon ideas. For these reasons, we embarked upon an unconventional process and methodology for the revised plan.

The methodology used for the plan's development is referred to as strategic "foresight." Foresight assists organizations to think differently about their future in order to unearth new opportunities. The planning process was shepherded by the Planning Council, a body comprised of over 30 leaders from across the college, to ensure that the recommendations reflected the long-term interests of the FIT community. Throughout the development of the plan, over 535 individuals contributed by means of committees, roundtable discussions, town hall meetings, stakeholder interviews, surveys, and alumni outreach.

PHASES

The planning process was divided into four phases that resulted in the creation of preliminary goals and initiatives. Within each phase, the FIT community was an integral part of the plan development. After the work in Phase 4 was completed in May 2019, the primary focus shifted to refining the strategic plan initiatives and developing assessment criteria.

Due to the impact COVID 19 had on the process, the development of the plan extended beyond Phase 4 as members of the Planning Council and Think Tanks met regularly to refine the plan's goals and initiatives. To better reflect the current needs of the FIT community, a Flexible Learning Committee was created that focused on how to make the curriculum more flexible and how to best move the plan's goals forward. A summary report of the Flexible Learning Committee's work as well as a listing of its members is included in the appendix of this document.

PHASE 1: Launch and Assessment

September 26–October 25, 2018

Understand FIT current needs and plan the strategic planning process.

PHASE 2: Goal Development

November 12, 2018–February 6, 2019

Review trends and insights to develop scenarios to support goal development.

PHASE 3: Plan Development

February 2– April 12, 2019

Activate and develop initiatives.

PHASE 4: Assessment

April 1–May 14, 2019

Present plan recommendations and identify plan metrics.

SCENARIOS

As part of our planning efforts, scenarios based upon the feedback from the FIT community were developed utilizing insight and trends for higher education and the creative industries. Scenarios are plausible, provocative, alternative views that imagine life 10 years from the time they were written. They are meant to magnify change happening today and challenge our assumptions about tomorrow. Scenarios then help us look beyond our current understanding to reveal the blind spots we may have about the future. In doing so, they are meant to uncover new directions for innovation and growth with contributions from our community. These are four scenarios that were created for FIT.

- **Augmented Learning and Working**—the impact of digital innovation tools on the creative industries
- **Local Values**—the change in consumer behavior due to a shift in societal norms
- **Tech-Enabled Self-Expression**—the drive toward mass personalization and inclusive environments
- **Common Ground**—the search for community due to the move toward digital mobile living and work environments

FIT students, staff, and faculty can read the actual scenarios by logging in to MyFIT (myfit.fitnyc.edu) and navigating to the Office of the President > Strategic Planning > 2019: Strategic Plan, Revised Plan Development page.



THINK TANKS AND GOALS

We formed working groups called Think Tanks in order to ensure that the work of the Planning Council along with the various interviews, surveys, and feedback from our roundtable discussions and town hall meetings were yielding strategic goals that will be realistic and achievable. The Think Tanks were comprised of faculty, staff, and student representatives from a cross section of our college community.

The charge of each Think Tank was to discuss the elements and ideas that had emerged from the dialogue and interactions surrounding the scenarios and to identify the embedded initiatives that could be implemented to support the strategic interest of the plan. As a result, the following themes emerged as significant pathways to our four long-term strategic goals:

1. Adopt a culture of flexible and dynamic learning.
2. Stake FIT's claim as an innovation leader and industry collaborator within the areas of art, design, science, and business.
3. Partner with the creative industries to further the creation of digital tools, processes, and platforms.
4. Cultivate an inclusive and collaborative community of lifelong learners where access, connection, curiosity, risk-taking, and respect are valued.





As envisioned in the previous strategic plans, this plan is projected over a five-year horizon. For tracking purposes, and to help inform the implementation process, the strategic plan initiatives have been broken into the following execution timeframes:

- **Quick Wins (6–12 months):** A pilot project that uses existing capabilities to implement an initial initiative within a year. Pilots can be moved in an expedited manner to demonstrate immediate impact with the hope of gaining momentum for the plan.
- **Innovation Imperatives (1–3 years):** Funded combinations of existing and new capabilities that institutionalize the initiative.
- **Blue Sky (3–5 years):** Stretch goals and activities that will scale initiatives and create breakthrough innovations that differentiate FIT and provide sustainable value.



GOAL 1

Adopt a culture of flexible and dynamic learning.

GOAL 2

Stake FIT's claim as an innovation leader and industry collaborator within the areas of art, design, science, and business.

GOAL 3

Partner with the creative industries to foster the creation of digital tools, processes, and platforms.

GOAL 4

Cultivate an inclusive and collaborative community of lifelong learners where access, connection, curiosity, risk-taking, and respect are valued.

GOAL 1

Adopt a culture of flexible and dynamic learning.

Foster an adaptable learning environment that enables innovative thinking to flourish within our classrooms and extracurricular activities.



STRATEGY

FIT will promote a fluid learning atmosphere for traditional and nontraditional students that champions the lifelong learning journey of the modern student: an individual who embraces knowledge absent the constraints of time, place, and subject matter. FIT will continue to ensure that curricula and pedagogies reflect the nimbleness needed to be responsive to the ever-changing practices in higher education and the industries that the College serves.

CONTEXT

Due to the evolution of technology, higher education will need to alter its traditional teaching practices to become more dynamic and responsive to the changing needs of learners.

There will be a demand for traditional and nontraditional academic experiences that demonstrate integrative learning opportunities, the application of critical thinking, and the benefits of creative problem-solving for real-world business challenges.

INITIATIVES

A) Quick Wins (6–12 months)

- Explore utilizing technology to expedite the curriculum approval process. Develop an on-demand webinar for faculty by partnering with Academic Affairs on the development of the content and the creation of a template that includes a transparent timeline for all parties. (This will be a pilot program.)
- Develop a broad base communication plan to ensure easy access to all dates and procedures for new curriculum development.
- Bring consistency to the curriculum development process by providing a repository of relevant resources to support faculty, such as guidelines outlined by Academic Affairs.
- Establish a unified means to incorporate innovation into the curriculum while also incorporating the means for students to have room within their degree programs to pursue these opportunities. (This will be a pilot program.)

B) Innovation Imperatives (1–3 years)

- Revise course and program curricula to increase schedule flexibility and choice for students.
- Increase innovation-related opportunities for students to pursue credit.
- Establish a co-op and/or independent study program for students wishing to pursue innovation-related work or an industry experience.
- Review requirements for capstone courses to allow for student research flexibility.
- Support a structure to expand team-taught and interdisciplinary courses to be included in the major area required courses.
- Continue the work of the Flexible Learning Committee to incorporate flexibility and diversity into the curriculum.
- Establish a comprehensive adult learner strategy that supports FIT's mission for lifelong learning. (This will be a pilot program.)

C) Blue Sky (3–5 years)

- Update curriculum to ensure current industry advancements while also reflecting an interdisciplinary approach that combines the core elements and current substantive data from the different fields of study most relevant to the creative industries.
- Establish a common experience in the first and third years, such as a common read in topics like digital literacy, research, and business writing that further supports interdisciplinary study approaches.

GOAL 2

Stake FIT's claim as an innovation leader and industry collaborator within the areas of art, design, science, and business.



STRATEGY

FIT will encourage and support cutting-edge faculty and student research that positions FIT as a thought leader while also enhancing integrated research and teaching opportunities throughout our schools, programs, and departments. Leverage FIT's focus on real-world applications to pursue commercialization and industry recognition for advancements in research in the creative industries.

CONTEXT

As part of the strategic plan's emphasis on innovation, the Center for Innovation at FIT and the DTech Lab have the potential to provide opportunities for unconventional research that challenges faculty, students, and alumni to redefine the nexus of material science and design, such that research in art, design, science, and business is redefined and new consumer behaviors can be satisfied within industry parameters and product development.

INITIATIVES

A) Quick Wins (6–12 months)

- Execute a process to pursue short- and long-term faculty-led research projects that include students under the auspices of the Center for Innovation at FIT and the DTech Lab. (This will be a pilot program.)
- Enhance the overall demonstration of FIT’s successes by showcasing FIT’s innovation through special events, exhibitions, and lectures. Showcase the work of faculty and student collaborative research.
- Raise awareness of FIT as an institution that focuses on innovation through multidisciplinary, interdisciplinary, and transdisciplinary research.

B) Innovation Imperatives (1–3 years)

- Create a department for transdisciplinary learning for faculty and students who want to focus on innovation. The department will support a learning environment that crosses disciplines while creating synergies across schools, programs, and departments.
- Develop credit-bearing courses for students working with faculty on innovation-related research projects.

C) Blue Sky (3–5 years)

- Seek recognition by external sources such as SUNY so that “Applied Arts” and “Business” research conducted at FIT will be considered institutional strengths.

GOAL 3

Partner with the creative industries to further the creation of digital tools, processes, and platforms.



STRATEGY

In order to be responsive to the growing adoption of digital applications and the ongoing changes in consumer preferences, FIT will provide academic programming and research to better elucidate the elements of the digital-based economy.

CONTEXT

Due to the impact of digital applications and the shift in consumer buying behaviors post-COVID 19, FIT will need to prepare students to learn from a wide range of technological advancements affecting the way brands create, manufacture, distribute, and sell products to meet organizational changes and consumer buying preferences. Thus, FIT must create a means to integrate learning between and among schools, programs, and departments.

INITIATIVES

A) Quick Wins (6–12 months)

- Provide students with an opportunity to experience the first-hand impact of the industry's shift post-COVID by incorporating projects related to the use of digital tools, the evolution of consumer buying preferences, and the renewed focus for sustainable products. (This will be a pilot program.)
- Expand the college's sustainability focus by incorporating sustainability into existing courses and projects that can relate to the FIT DTech Lab retailing initiatives. One of the main projects in the lab is to produce a fully sustainable fashion brand. (This will be a pilot program.)
- Pursue collegewide demand chain efforts that promote collaboration across departments, programs, and schools by hosting events and conversations such as “Breaking Down Silos with Transdisciplinary Learning” and “Let's Spark Collaborative Learning.”
- Pursue shared resource opportunities that utilize technology to encourage collaboration across departments, programs, and schools.

B) Innovation Imperatives (1–3 years)

- Create an interdisciplinary course compatible with activities and learning outcomes achieved in the FIT DTech Lab retail project.
- Review current coursework in the areas of Textile Development and Marketing, Production Management, and International Trade and Marketing to ensure all aspects of the demand chain are explored in a transdisciplinary structure.
- Identify and, where appropriate, expand faculty development support mechanisms to assist faculty adaption to the impact of change in the creative industries.

C) Blue Sky (3–5 years)

- Launch focused foundation courses/programs that broaden a student's choices while also ensuring consistency in the overall learning experience. Entering students will be afforded the opportunity to explore related disciplines before declaring a major. The special foundational coursework could occur during the first semester before students have started their selected specializations. This program could be managed at the school or department levels.

GOAL 4

Cultivate an inclusive and collaborative community of lifelong learners where access, connection, curiosity, risk-taking, and respect are valued.

By promoting opportunities to connect and engage, FIT will inspire and support a culture of excellence, innovation, cultural sensitivity, and civility. All members of our community will be encouraged to take risks and embrace challenges in order to generate inquisitiveness, progressive thinking, and cutting-edge research.



STRATEGY

FIT will meet students and alumni where they are and enhance their connection to FIT as an academic and professional resource by providing access to a lifelong learning community of innovators, thereby enabling the FIT network to thrive on a local and global scale.

CONTEXT

As technological advancements in business, media, and pedagogical delivery affect how those in the FIT community interact with one another, student needs and expectations will change, requiring greater emphasis on soft skills, customized curricular journeys, and more personalized support.

INITIATIVES

A) Quick Wins (6–12 months)

- Institutionalize training in intercultural competencies for the FIT community to advance intercultural understanding, civility, and global awareness so that the perspectives of all constituencies are viewed as equally relevant.
- Create an institutionalized dialogue among administration, faculty, staff, students, and alumni centered on the identification and implementation of the FIT community's core values and commitment to diversity.
- Promote collaboration and transdisciplinary work campuswide through the online listing of faculty profiles, which will provide a revealing window into areas of faculty expertise and interest and help facilitate connection for students, faculty, and those seeking partnerships with FIT.
- Establish a centralized on-campus jobs registry designed to enable students and hiring managers in the departments that are seeking student employees to see positions at a glance.

B) Innovation Imperatives (1–3 years)

- Host an annual on-campus jobs fair that would enable students to meet campus hiring managers to learn about employment opportunities within FIT departments and programs with the goal of enhancing a student's FIT experience.
- Establish a Student Research and Design Co-op for students that leverages FIT's innovation assets by designing a virtual and physical hub where undergrads and grads can connect.
- Expand the FIT recruitment efforts to achieve a student body reflective of the diversity of New York City.

C) Blue Sky (3–5 years)

- Develop a culture of meaningful campus-work experiences for students; provide training and support for supervisors, giving them the ability to develop learning outcomes and recruit, hire, train, and evaluate students so that student campus employment becomes a high-impact practice.
- Offer post-graduate services and develop resources/fellowships available to all FIT graduates that can assist them with professional advancement.
- Identify and secure a physical space on or near campus to serve as an alumni networking, collaboration, discussion, and meeting center.

IMPLEMENTATION PLAN

Strategic planning at FIT continues to be an integral part of the overall DNA of the college. With the engagement of our students, faculty, administrators, and alumni, the strategic plan serves as a guide to set the tempo and direction for the schools, departments, and program efforts. To that end, the strategic implementation process will require continuous support from the FIT community.



As in the past, we will continue to monitor plan outcomes regularly. This will entail tracking the plan's key performance indicators (KPIs) to gain insight on where we are adequately meeting goals as well as areas in which we are deficient and/or where our achievements lead to new directions and expectations. We recognize that being innovative requires the ability to know when and how to pivot. Throughout the process of implementing our strategic plan, the FIT community will receive ongoing updates and be invited to be a part of this continuing dialogue.

APPENDIXES

PLANNING COUNCIL MEMBERS

Laurence Baach, *Vice President for Information Technology and Chief Information Officer*

Rachel Baum, *Associate Professor, History of Art*

Sherry Brabham, *Treasurer and Vice President for Finance and Administration*

Joyce F. Brown, *President*

Robin Burns-McNeill, *Chair, FIT Board of Trustees*

Judith Byrd, *Member, FIT Board of Trustees*

Brooke Carlson, *Interim Dean, School of Graduate Studies*

Sean Cormier, *Associate Professor and Chair, Textile Development and Marketing*

Justine De Young, *Associate Professor, History of Art*

Roberta Elins, *Professor, Marketing Communications, and President, United College
Employees of FIT (UCE of FIT)*

Keith Ellenbogen, *Associate Professor, Photography*

Michael Ferraro, *Executive Director, FIT DTech Lab*

Yasemin Jones, *Interim Vice President for Academic Affairs*

Tardis Johnson, *Interim Vice President for Enrollment Management and Student Success*

Saumya Joshi, *President, FIT Student Government Association (2022–2023)*

Jacqueline Jenkins, *Interim Executive Director of the Center for Continuing and
Professional Studies*

Stephan Kanlian, *Professor, Cosmetics and Fragrance Marketing and Management, and Vice
President for Adjunct Faculty, UCE of FIT*

Jennifer LoTurco, *Deputy to the President*

Philips McCarty, *Vice President for Advancement and Executive Director of the FIT Foundation*

Elizabeth Peek, *Member, FIT Board of Trustees*

Deirdre Quinn, *Member, FIT Board of Trustees*

Troy Richards, *Dean, School of Art and Design*

Robin Sackin Litwinsky, *Assistant Professor, Fashion Business Management*

Ajoy Sarkar, *Professor, Textile Development and Marketing*

Theanne Schiros, *Professor, Science and Math*

Christie Shin, *Associate Professor, Communication Design Pathways*

Asta Skocir, *Professor, Fashion Design—Apparel*

Carli Spina, *Librarian and Head of Research and Institutional Services, Gladys Marcus Library*

Calvin Williamson, *Professor, Science and Math, and President of the faculty Senate*

Lauren Zodel, *Assistant Professor, Fashion Design—Art*

THINK TANK MEMBERS

GOAL 1: Adopt a culture of flexible and dynamic learning.

Co-Chairs

Maria Hwang, *Assistant Professor, Science and Math*

Robin Sackin Litwinsky, *Assistant Professor, Fashion Business Management*

Members

Brendan Leach, *Associate Professor, Illustration MFA*

Jennifer Lee, *Assistant Professor, Fashion Business Management*

Sandra Markus, *Professor, Fashion Design—Apparel*

Carmita Sanchez-Fong, *Professor, Interior Design*

Christie Shin, *Associate Professor, Communication Design Pathways*

Carli Spina, *Librarian and Head of Research and Institutional Services, Gladys Marcus Library*

GOAL 2: Stake FIT's claim as an innovation leader and industry collaborator within the areas of art, design, science, and business.

Co-Chairs

James Pearce, *Emerging Technologies Manager, Information Technology*

C.J. Yeh, *Professor, Illustration and Interactive Media*

Members

Preeti Arya, *Assistant Professor, Textile Development and Marketing*

Keith Ellenbogen, *Associate Professor, Photography*

Ruth Jeyaveeran, *Assistant Professor, Textile/Surface Design*

Andy Liu, *Assistant Professor, Fashion Design—Art*

Amy Sperber, *Assistant Professor, Fashion Design—Art*

Thomas McManus, *Assistant Professor, Communication Design Pathways*



GOAL 3: Partner with the creative industries to further the creation of digital tools, processes, and platforms.

Members

Robin Baxter, *Assistant Professor, Fashion Business Management*

Jennifer Bentivegna, *Assistant Professor, Fashion Business Management*

Peter W. Chan, *Associate Professor, Production Management: Fashion and Related Industries*

Sonja Chapman, *Associate Professor, Home Products Development*

Michael Ferraro, *Executive Director, FIT DTech Lab*

Md. Imranul Islam, *Assistant Professor, Textile Development and Marketing*

Alexander Nagel, *Assistant Professor, History of Art*

Tom Scott, *Assistant Professor, Fashion Design*

Calvin Williamson, *Professor, Science and Math, and President of the Faculty Senate*

Lauren Zodel, *Assistant Professor, Fashion Design—Art*

GOAL 4: Cultivate an inclusive and collaborative community of lifelong learners where access, connection, curiosity, risk-taking, and respect are valued.

Co-Chairs

Brian Fallon, *Interim Director of Faculty Development and CET*

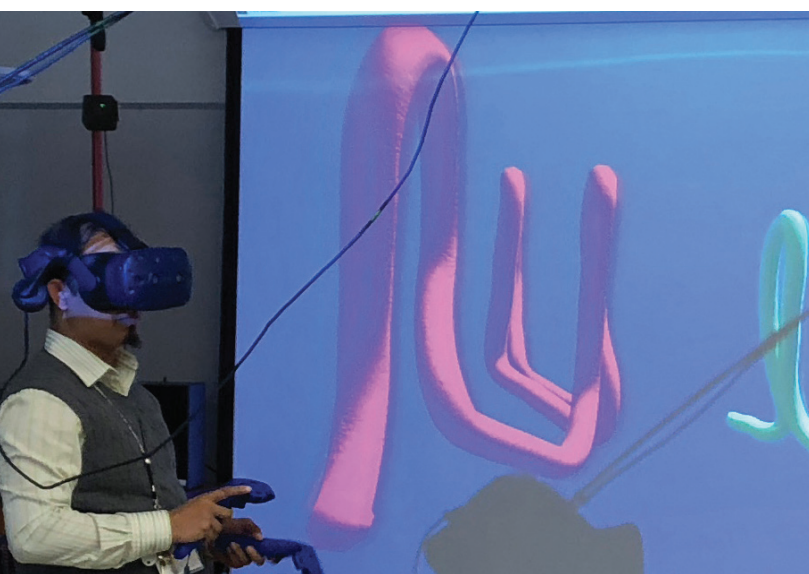
Tardis Johnson, *Interim Vice President for Enrollment Management and Student Success*

Members

Sarah Mullins, *Assistant Professor, Fashion—Footwear and Accessories*

Matthew Petrunia, *Associate Professor, English and Communication Studies*

Joseph Plutz, *Director, Office of Disability Services, FIT-ABLE*



FLEXIBLE LEARNING COMMITTEE REPORT

The Flexible Learning Committee was developed by President Brown as a result of feedback provided during the September 2022 Planning Council meeting and the fact that flexible learning has been a recurring goal throughout the previous strategic plans. Eleven faculty members and administrators were charged with identifying and executing pilot initiatives that would demonstrate ways that the college could achieve flexibility in the curriculum and throughout the degree programs in each undergraduate school. During the Fall 2022 Semester, the committee focused on the following tasks:

- Identify flexible learning pilot initiatives.
- Examine and articulate opportunities to pursue studies outside of a student's major.
- Draft a goal implementation plan.
- Develop plans to launch and monitor pilot initiatives.

The committee convened for three working sessions, where they discussed options to achieve their goals. They evaluated current course curriculum attributes and identified flexible learning opportunities that could create collaborative learning experiences for students. They also focused on how the college's academic culture and protocols supported or limited the possibilities for advancing flexible learning.



COMMITTEE'S PROPOSED IDEAS FOR FLEXIBLE LEARNING

1. Leverage current related area courses as a possible solution for bringing together students from B&T, A&D, and LAS majors.
 - a. Consider creating a graduation requirement to ensure that all students enroll in six credits in the AAS and six credits in the BS/BFA programs, whereby the course content is multidisciplinary.
 - b. Revise current related area courses in order to create cross-listing pairs across degree programs.
 - c. Develop special topics courses in collaboration with departments across schools.
2. Provide credit for group or competition projects, using the Retail World Congress as an example.
3. Introduce a shared first-year and third-year experience into all degree programs.
4. Increase curriculum flexibility by incorporating special topic courses as well as utilizing courses with no prerequisites.
5. Unlock elective restrictions.
6. Incorporate additional advising support, so students are informed about the various elective options and how to pursue them.
7. Reassess course numbering to facilitate easier registration.
8. Build flexibility by means of remote and synchronous courses and programs.
9. Apply a model like COIL to introduce collaborative learning opportunities among multiple classes.
10. Create flexibility in learning formats by means of remote and synchronous courses and programs.
11. Utilize faculty and industry guest speakers in classes to bring different industry learning perspectives into the classroom across disciplines.

PROPOSED PILOTS FOR SPRING 2023 CROSS-DISCIPLINARY PROJECT

Pilot #1

During Spring 2023, Menswear 256 and Fashion Merchandising 205 will collaborate on a joint curriculum project designed and implemented under the direction of instructors from both classes. The classes will run separately during the semester, with the exception of 3 joint class meetings to discuss the integration of the two areas on the joint project. Professors will only grade their own students on the project.

With the goal of supporting the scaling of this cross-disciplinary project, the professors will be invited to address the faculty to describe the process, the execution, and the outcomes of the project.

Pilot #2

Utilize a special topics course enabling students from different schools and majors to register for the course. The proposed special topics course to be piloted during the Fall 2023 semester is FM 480- Structural Racism and the Challenges of Diversity in the Fashion Business Retail Industry. Because this course is able to be taught from multiple perspectives, a call would go out to instructors from each school to create a course based on this topic from their discipline of study.

Pilot #3

A key point raised during the committee's discussions was that regardless of the flexible solution presented, there is a need for marketing and advising to ensure that students are aware of these courses. The committee members presented ideas such as leveraging the school's social media platforms, creating course hashtags, and the use of SGA members to spread the word and help with the promotion of the opportunities to participate in these courses. As with students, there is a need for faculty to be aware of the opportunity to create flexible learning collaborations. The committee suggested that faculty be informed about and encouraged to participate in these efforts and that college-wide communications be utilized to inform faculty about these opportunities.

In fall 2023, the SUNY-mandated Gen Ed replacement timeline will be in effect. These considerations may facilitate the development of greater flexibility in some of our curricular areas.

FLEXIBLE LEARNING COMMITTEE MEMBERS

Shawn Grain Carter, *Associate Professor, Fashion Business Management*

Roberta Ellins, *Professor, Marketing Communications*

Keith Ellenbogen, *Associate Professor, Photography*

Yasemin Jones, *Interim Vice President for Academic Affairs*

Robin Sackin Litwinsky, *Assistant Professor, Fashion Business Management*

Ajoy Sakar, *Professor, Textile Development and Marketing*

Christie Shin, *Associate Professor, Communication Design Pathways*

Carli Spina, *Librarian and Head of Research and Institutional Services, Gladys Marcus Library*

Calvin Williamson, *Professor, Science and Math, and President of the Faculty Senate*

Mary Wilson, *Acting Associate Dean, School of Art and Design*

Lauren Zodel, *Assistant Professor, Fashion Design—Art*



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of New York