

**FINAL—2/20/06**

## **THE FREDONIA PLAN**

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## Introduction

*The Fredonia Plan* identifies a set of 21 action items designed to further improve campus performance in five strategic areas: student learning, scholarship and creative activities, campus diversity, technology, and image. The overall goal of the plan is to make an excellent university even better.

SUNY Fredonia is known for its:

- academic reputation--9<sup>th</sup> in the northeast according to *U.S. News and World Report*,
- exceptional graduation rates--7<sup>th</sup> in the nation for 4-year graduation rates according to the U.S. Department of Education,
- use of technology within the classroom--1<sup>st</sup> in SUNY according to the SUNY Student Opinion Survey, and
- improved campus diversity--tripled the absolute number of incoming students of color during the past nine years.

While the campus has many strengths, internal surveys and comparative national surveys suggest even more could be done to improve student learning, increase opportunities for scholarship and creative activities, enhance diversity, expand technology, and help SUNY Fredonia overcome its reputation as one of the state of New York's "best kept secrets."

The 21 action items listed in this plan represent a manageable number to be implemented over a five-year timeframe. Some actions represent a greater emphasis on existing activities; others, entirely new initiatives. Some involve better planning; others, greater consistency. Some can be implemented without funds; others require a reallocation of existing funds or new funds.

*The Fredonia Plan* provides a blueprint for activities beyond those that occur on a normal day-to-day basis. Once fully implemented, every SUNY Fredonia student will have a significant incoming student experience and a major senior capstone activity; faculty will receive greater support for scholarship, especially when it involves joint faculty-student research; alumni involvement will be greatly expanded and better coordinated; diversity goals, both ethnic and international, will be achieved; the wireless network will extend throughout the campus; and better support will be available for innovative teaching, to name a few of the significant outcomes.

SUNY Fredonia has a reputation for embracing continuous quality improvement. *The Fredonia Plan*, which will be evaluated annually to determine its effectiveness and to make any necessary changes, is further evidence of this university's willingness to recognize areas for improvement and take the steps necessary to further strengthen the educational environment. Five years from now, SUNY Fredonia will be a better university because of the actions recommended in this document.

## **SUMMARY OF ACTION ITEMS**

### **Student Learning:**

1. Expansion and Coordination of Existing Student Engagement and Learning Initiatives
2. Campus-wide Kickoff Event on Enhancing Fredonia's Culture of Learning
3. Center for Teaching and Learning Initiative
4. SUNY Fredonia Culture of Learning Plan
5. Incoming Student Learning Initiative
6. Capstone Experience Initiative

### **Scholarship and Creative Activities:**

7. Enhancement of Faculty and Professional Staff Scholarship and Creative Activities
8. Expansion of Joint Faculty/Student Scholarly and Creative Activities

### **Diversity:**

9. SUNY Fredonia Diversity Plan, 2006-2010
10. Formation of Student Advisory Committee for Diversity
11. Systemic, Integrated Diversity Programming
12. Expansion of International Activities
13. Recruit and Retain for Diversity in Students
14. Faculty and Staff Diversity Recruitment and Retention

### **Technology:**

15. Continuous Technology Upgrade Plan
16. The Wireless Campus
17. Single Gateway Initiative
18. Best Practices Initiative

### **Image:**

19. *Fredonia Footsteps* Initiative
20. Fredonia Choice Awards
21. Marketing/Advertising Initiative

## STUDENT LEARNING

### **GOAL: Intensify Significant Learning Experiences—Enhance the Culture of Learning at Fredonia**

Facilitating effective teaching and active learning is central to the primary mission of SUNY Fredonia. The process of teaching and learning is both constitutive and transformative; as Fredonia teachers, students, staff, and administrators work to create learning communities, all our identities change and develop. SUNY Fredonia should focus and coordinate its efforts to realize this conception of liberal education by reexamining the kinds of interactions, relationships, and institutional structures developed through all aspects of the teaching and learning process. This reexamination helps identify strategies for reaching our goal of intensifying significant learning experiences and enhancing the culture of learning at Fredonia. Building a culture of learning is an ongoing process and is everyone's responsibility. Passionate learning is happening in many ways and in many places at Fredonia, but we need to more consciously and cooperatively work toward making a shared culture of learning.

### **ACTION ITEM 1: Expansion and Coordination of Existing Student Engagement and Learning Initiatives**

Existing campus activities provide a firm foundation upon which the university can expand and enhance its culture of learning. Significant learning occurs both in and out of the classroom, and in order to build upon Fredonia's strengths, the campus should give special consideration to expanding:

- *Academic department scholarly and creative work that extends beyond the typical classroom.* An expansion of these activities would include encouraging the formation of even more academic student clubs, displaying more student research/creative work in public venues around the campus and on the Fredonia web site, better highlighting student scholarly and creative accomplishments in various campus publications, regularly publishing a journal devoted exclusively to student scholarship and creative productions, and organizing a day-long campus-wide celebration of student scholarly and creative achievements.
- *Learning that takes place beyond the academic department.* An expansion of these activities would include developing more student internship placements, increasing community service volunteer opportunities and service learning activities, planning a weeklong celebratory event to highlight student achievements in interdisciplinary studies (thereby coordinating the Rosa Parks Competition, the Women's Studies Symposium, the Diversity Conference, and other related activities), increasing opportunities for and participation in study abroad programs, and enhancing the coordination between academic affairs, student affairs, and residence hall programming.

## **ACTION ITEM 2: Campus-Wide Kickoff Event on Enhancing Fredonia's Culture of Learning**

The campus leadership in administration and governance must send a strong signal that the university as an institution that fosters, recognizes, and rewards effective and innovative teaching. One key way to initiate this process is for the Fredonia University Senate Executive Committee and the Vice President for Academic Affairs to work collaboratively in designing and implementing a campus-wide kickoff event on enhancing Fredonia's culture of learning. This kickoff event would be designed to catalyze a series of conversations across campus on alignment and sustainability of culture of learning enhancement efforts. This event will promote:

- *New Methods of Teaching and Learning.* The discussion and debate across disciplines and institutional positions would focus on the meaning, significance, and value of different models and methods of teaching and learning.
- *Rewards for Innovative Teaching.* Further discussion and debate among faculty and staff, within departments, within colleges and schools, among chairs, and between students, faculty, administration, governance, and unions would focus on how to foster and reward effective and innovative teaching.
- *Significant Learning Experiences.* Discussions about excellence in achieving significant learning, and how student feedback, program reviews, learning goals, and assessment activities might be better utilized to support student learning would be a major activity.

## **ACTION ITEM 3: Center for Teaching and Learning Initiative**

Fredonia should seek to consolidate and coordinate ongoing efforts and initiatives from Action Item 2 by creating a Center for Teaching and Learning. This Center would assist faculty, professional staff, and teacher candidates to further improve and add new dimensions to what they already do in the classroom and in designing courses, programs, and curricula. It can help members of the campus community consider, evaluate, implement, and assess pedagogies and activities that promote student hands-on learning, engagement, development, and success. The Center can serve as the coordination point for all campus teaching and learning initiatives that helps facilitate:

- *Teaching Excellence.* A university-wide process should be developed for redefining and clarifying student learning expectations and goals and developing a campus culture that recognizes, nurtures, and values innovation and excellence in teaching and learning.
- *Access to Teaching Resources.* Faculty and professional staff access should be improved for resources on student-centered pedagogies, learning-centered course design, scholarly teaching, the scholarship of teaching, and the use of instructional technologies to enhance teaching and learning.

- *Student Experiential Growth.* Expanded and focused collaborations between Academic and Student Affairs should appropriately address learning, growth, and success across the range of student experience.
- *Learning Communities.* Creation of professional learning communities for faculty and professionals should be a top priority.

#### **ACTION ITEM 4: SUNY Fredonia Culture of Learning Plan**

Developing a comprehensive plan for further enhancing the culture of learning at SUNY Fredonia is a necessary follow-up to the first three Action Items. The Culture of Learning Plan should draw on the experiences and insights of professors in academic departments and programs, professionals in Reed Library, Student Affairs, and Career Development, professional learning communities formed to focus on various components of the plan, and the directors of Professional Development and of the new Center for Teaching and Learning. At a minimum, it should include:

- *Visions, principles, goals, strategies, and processes for change.* Fredonia needs a shared and comprehensive vision for enhancing the culture of learning and needs to develop it in an inclusive, innovative fashion. This should be the result of a bottom-up, assessment-based, well-researched, ongoing strategic planning process.
- *Institutional support.* Fredonia should have a long-range vision for the eventual campus structure and leadership approach necessary for enhancing the culture of learning and recognizing and rewarding student and faculty efforts to achieve our goals, both at the department/program level and at the administrative level.

#### **ACTION ITEM 5: Incoming Student Learning Initiative**

Every incoming student should have an incoming student experience. Departments and programs (including the Liberal Arts and Freshman Seminar programs) should be charged with rethinking how to integrate incoming (freshmen, transfer, and graduate) students into departmental and university-wide learning communities. Each academic program or cluster of programs should have a formal student introduction to the major for all new majors, which could include:

- *Special Incoming Student Activities.* The range of activities could include a lecture series, unique programs or colloquia, or a seminar for all new majors on such topics as introduction to the discipline, writing and research skills in the discipline, utilization of library resources, a Convocation Theme series and/or seminars on special academic interests.

- *Freshman Interest Groups.* Activities could include creation of Freshman Interest Groups (FIGs) or other cohort models.
- *General Education Courses.* Where appropriate, class sizes, goals, and pedagogies in College Core Curriculum course offerings for incoming students might be adjusted to better reflect an incoming student learning initiative.

### **ACTION ITEM 6: Capstone Experience Initiative**

Departments and programs should be charged with developing or revising the kinds of opportunities they offer for a capstone experience for all their majors, one which emphasizes student self-reflection on and analysis of their learning and experiences in both their major and their overall academic career. Departments and programs would incorporate into major requirements one or more, or a variation, of the following capstone experiences:

- *Senior Project, Performance, Presentation, or Thesis.* These experiences can be part of a regular senior course or as a separate activity.
- *Senior Seminar.* A one to three credit course would be required to provide the seminar.
- *Student Learning Portfolio.* The portfolio normally would involve collected works compiled over several years.

## **SCHOLARLY AND CREATIVE ACTIVITIES**

As experienced learners motivated by a thirst for further learning, faculty and professional staff are models, mentors, facilitators, and resources for students joining SUNY Fredonia's community of learners and culture of learning. Fredonia's offices, departments, schools, and colleges should reaffirm the importance of faculty and professional staff's scholarly and creative activities, for such activities have a multiplier effect. They contribute not only to the individual scholar or artist's personal and professional development, but also to the dispositions and habits of mind crucial to a vibrant and energized culture of learning. Rather than simply delivering knowledge and skills to student consumers in a service industry, faculty and professional staff who value research and creativity bring a curiosity about the world and an excitement for discovery capable of inspiring students with respect and passion for the life of the mind. Fredonia should reaffirm and enhance departmental and institutional commitments to scholarly and creative endeavors as a crucial contribution to and way of life in a community of learners, as an efficient way of attracting intellectually curious students, faculty, and professional staff, and as a foundation for intensifying the campus's culture of learning.

**ACTION ITEM 7: Enhancement of Faculty and Professional Staff Scholarly and Creative Activities.**

Fredonia has a distinguished record of recruiting and retaining faculty with extensive scholarly records. In order to further promote scholarly and creative activities among the faculty and professional staff, which underscore the concept of Fredonia as a community of learners, the university should reexamine its approaches to:

- *Support Faculty and Professional Staff for Scholarly and Creative Activities.* Scholarly and creative endeavors should be enhanced by providing reasonable start-up funds to new faculty (for enhancing labs and library holdings, for instance), augmenting the support provided by a one-stop grants office, and awarding release time and summer grants both to junior faculty to jumpstart their research and to senior faculty to enhance their and the university's record of scholarship.
- *Reward Faculty and Professional Staff for Scholarly and Creative Activities.* The current system for rewarding and providing special recognition for scholarly and creative endeavors should be reviewed and enhanced. This initiative would ensure an appropriate campus-wide role for scholarly and creative activities and achievements throughout the retention, promotion, and tenure process.

**ACTION ITEM 8: Expansion of Joint Student/Faculty Scholarly and Creative Opportunities.**

In order to further promote scholarly and creative activities among students and build upon initiatives in Action Items 1 and 6, the university should provide incentives for faculty and professional staff to devote their time and energy to mentoring our students as they engage in advanced studies by:

- *Expanding Scholarly Grants.* Fredonia should seek ways to expand the number and size of academic year and summer grants available to support joint student/faculty research collaborations.
- *Offering Special Rewards.* The university should examine current reward and recognition structures, ranging from the allocation of release time to the awarding of discretionary salary increases, as an incentive to promoting even more joint student/faculty scholarship.

**DIVERSITY**

**GOAL: Recruit and Retain for Diversity in Students, Faculty, and Staff**

SUNY Fredonia faces challenges in improving its current level and support for diversity. Our distance from major urban centers and the relative lack of diversity within Chautauqua County are two major difficulties. Nevertheless, the campus must improve in this area for several reasons: (1) students must be prepared to enter a diverse, global world and to communicate about and across cultures; (2) this university has a commitment to providing access to a quality education for underrepresented groups; (3) as a university that draws from the entire state, SUNY Fredonia should better reflect the diversity that exists within the state; and (4) the overall educational experience will be enriched by greater diversity, both ethnic and international, in the curriculum and in the campus community. Despite recent improvements, the Middle States reaccreditation team identified the lack of diversity as a significant issue facing SUNY Fredonia, and the campus must continue to view its recent successes as the beginning of a long-term initiative.

**ACTION ITEM 9: SUNY Fredonia Diversity Plan, 2006-2010**

Developing a comprehensive and global diversity plan for the campus is necessary for ensuring the continued success of SUNY Fredonia. A task force, composed of representatives from across the campus, should be charged with developing a comprehensive plan that, at a minimum, addresses:

- *Campus Climate.* SUNY Fredonia needs a shared vision about diversity and the kind of campus climate that welcomes and sustains it.
- *Intercultural Curriculum.* Regardless of the demographics of the campus, students must have opportunities to explore the multicultural pluralism of a global society, and develop understanding of and appreciation for intercultural differences and similarities.
- *Recruitment and Retention for Ethnic and International Diversity.* The recruitment and retention of students, faculty, and staff for greater diversity, both ethnic and international, is a major challenge that must be addressed by this campus.
- *Institutional Support and Coordination.* SUNY Fredonia should have a long-range vision for the eventual campus structure and leadership approach necessary to improving diversity on this campus.

**ACTION ITEM 10: Formation of a Student Advisory Committee for Diversity.**

Ethnically diverse and international student leaders should have a voice and be recognized on topics such as:

- *Campus Diversity Issues.* Student success is directly related to how campuses respond to complex diversity issues.
- *Retention.* As part of the campus-wide retention and graduation initiatives, students can provide important information on what helps to improve retention.

### **ACTION ITEM 11: Systemic, Integrated Diversity Programming.**

In order to change the culture of the entire campus, a systematic approach should be implemented for providing diversity training and programming. As a minimum, this initiative would involve:

- *Diversity Training Sessions.* A set of required training workshops would be provided to administrators, faculty, and staff. Certain workshops would also be presented to students.
- *Diversity Programming.* A set of optional diversity programs, building upon the current “Dialogues on Diversity,” would be implemented for attendance by faculty, staff, and students.

### **ACTION ITEM 12: Expansion of International Activities.**

Expansion of the relationship between the Office of International Education and academic departments would help to attract more international students and further expand study abroad opportunities. Some of the activities would include:

- *Short-term Study Abroad.* Departments should further explore the possibility of offering study abroad courses as part of our J-Term and Summer Session offerings.
- *International Student Recruitment.* Academic Departments should work more closely with the Office of International Education to recruit more international students. Programs such as the collaboration with Ege University by the Computer Science and International Studies programs may provide a useful model for other disciplines.

### **ACTION ITEM 13: Recruit and Retain for Diversity in Students**

While the number of applications from students of color has been increasing dramatically, the number of acceptances has grown at a slower rate, along with an actual decline in the percent of accepted students of color who actually enroll. To improve both recruitment and retention, the campus should engage in several specific activities, including:

- *Creation of a Mini-Grant Program for Academic Departments.* An annual allotment should be made for mini-grants (\$2,000 or less) that assist departments in bringing groups of underrepresented students to campus for “come and see” weekends, and other special events and programs, or to support travel abroad to expand international student recruitment.

- *Focusing on “Yield” Recruitment.* The Admissions Office and the International Office should develop approaches to improving student yields by having better follow-up for students accepted for admission.
- *Adoption of High Schools and Community Colleges.* The university should adopt high schools and community colleges with large populations of underrepresented students.
- *Coordination and/or Consolidation of Services.* Offices that play important roles in the retention of students include Advising, Campus Life, Career Development, Financial Aid, EDP, International Center, the Learning Center, Multicultural Affairs, and the Native American Consortium. Coordinating the services provided by all these offices through a formalized advisory committee, combined with physically grouping some services together in a general location, should make it easier for underrepresented students to seek and receive assistance.
- *Expansion of Student Retention Programming.* Likely program additions would include buddy programs, peer-to-peer activities, seminars, leadership training, scholarship and award incentives, and special volunteer service opportunities.

**ACTION ITEM 14: Faculty and Staff Diversity Recruitment and Retention.** An important recruitment activity involves expanding the size of the pools to ensure diverse representation among the perspective candidates. The Affirmative Action Office needs to continue building relationships with institutions awarding large numbers of terminal degrees to students from underrepresented groups. To improve in this area, the campus should:

- *Revise Written Materials Used for Faculty/Staff Recruitment.* A comprehensive set of professional recruitment materials would include relocation information containing relevant facts about the community’s social/living environment, health care, public/parochial schools, and maybe a separate section on “Dispelling the Myths” about relocating to the Southern tier of Western New York.
- *Develop a Consistent Set of Retention Activities.* The Affirmative Action Committee, working in collaboration with the academic departments and the Coalition of Faculty and Staff of Color, should identify and implement a set of formal retention activities.
- *Recruitment and Retention of International Faculty.* When recruiting qualified faculty from different countries, the campus must provide them with the appropriate immigration services and relocation information as needed. Special care should be taken to ensure that faculty of foreign countries find a variety of services that will match their cultural and religious needs.

# TECHNOLOGY

## **GOAL: Expand and Implement New Approaches to Utilizing Technology**

Effective use of technology is critical to the teaching and learning mission of SUNY Fredonia. Technology applications must be selected for use at Fredonia based on the needs of students, faculty, administration and staff as well as based on the need to support the other priorities of the Fredonia Plan. Technology services should focus on providing reliable and secure networked electronic access to high-speed Internet and e-mail connectivity, effective computer data storage/integration/dissemination, and instructional graphics and multi-media environments for the campus community. The campus must proactively support technology approaches for student-centered teaching, on-line learning and advisement, student and faculty research, business processes for administration and professional staff, and overall communication needs. There is a need for continuous improvement of existing technology, as well as the implementation of new technology approaches.

### **ACTION ITEM 15: Continuous Technology Upgrade Plan**

Providing the necessary technology tools—software, equipment, and support—to assist the campus is essential to ensuring the continued success and growth of SUNY Fredonia. Technological advances occur rapidly and require constant assessment, reevaluation, and upgrades. Technology upgrade activities must also be linked to professional development and student learning activities in order to achieve the necessary learning outcomes. The campus will prepare a continuous technology upgrade plan that includes:

- *Requirements for Hardware and Software.* Among the items identified would be operating systems, software for Banner Student Information System, e-mail hardware and software, desktop computers, laptops, servers, hardware for individual and shared file storage, and software applications supporting student learning and professional development endeavors in collaboration with the development of Center for Teaching and Learning initiatives. Network core equipment upgrades, bandwidth increases, and the selection procedures for new platforms must be clearly addressed to ensure continuity of technology services.
- *Description of the Facility Requirements.* Included will be the campus approach to “smart” classrooms, installation of high-tech conference facilities, and mobile computing activities.
- *Plans for Coordinating Associated Student Learning and Professional Development Initiatives and Training Requirements.* Providing sufficient, timely,

and ongoing training is necessary to ensure full utilization of the investment in hardware, software, networks, and facilities.

### **ACTION ITEM 16: The Wireless Campus**

Creating a “wireless campus” allows for a convenient, flexible, and mobile computing environment. Wireless access enhances classroom instruction by fostering the use of online class discussions, Internet /electronic library resource searches, course management system access, in-class hands-on exercises/experiential learning, etc. as promoted by the instructor. Wireless access points are currently located in public areas such as Reed Library, the Williams Center, selected lounges, and two classroom buildings (Thompson and Fenton). A three-year phased approach is proposed to wireless implementation in remaining classroom buildings, additional lounge areas, and selected outdoor areas allows current staff to build the infrastructure using allocated funds.

Creation of the “wireless campus” would improve:

- *Access.* Wireless access would be available in all classroom buildings, conference facilities, and public areas.
- *Innovation.* The wireless network would allow faculty, staff, and students to use new approaches to their communication, student learning, and professional development activities. A successful prototype currently in use is that of the library instruction sessions held in the Temporary Reed Library classroom that utilize wireless laptops, and group exercises tied directly to class assignments. Providing the appropriate training and support for effective use of wireless, including extensive faculty professional development in how to best incorporate this technology into classroom instruction, should be a high priority.

### **ACTION ITEM 17: Single Gateway Initiative**

Providing access to a core of individually customizable “self-service” user applications via a single “gateway” (logon) available to the user while on or off campus creates a seamless and accessible interface to current and future educational and administrative tools. This single secure logon would ideally provide the “gateway” to local and SUNY-wide resources for ease of access and increased communication, learning, and research opportunities. This action item would require an institutional financial investment in infrastructure and human resources involving:

- *Applications.* The campus will want to convene and task institutional stakeholder focus groups to determine the application integration needs of students, faculty, and staff as well as the targeted messaging and communication protocol.
- *Software.* The purchase of portal software and the human resource investment required to design and implement a portal (or intranet)

- *Hardware.* The purchase, implementation, and administration of a hardware platform to support portal development and use are a priority.
- *Support.* It will be necessary to develop an appropriate campus support system to effectively utilize the portal for communication, business transactions, and student learning and professional development activities.

### **ACTION ITEM 18: Best Practices Initiative**

Identification, assessment, and use of available technologies are an ongoing process. In order to increase overall technological effectiveness and ensure effective use of current electronic information resources, the institution should develop a process for identifying internal or external current “best practices” or “change projects” and assess those best practices for broad use across the institution in a cost-effective and learning-enhanced manner. To identify and promulgate “best practices” in academic and administrative use of technology and data, the campus should:

- *Create “Best Practice” Teams.* Through the Center for Teaching and Learning, “best practices” team of 3-4 individuals should be assigned to work with faculty and staff (or offices and departments) to identify best practices or needs and to support the extended use of the best practices.
- *Conduct a Pilot Project.* A pilot project, which might include an incentive plan, should be used to identify the most effective ways to disseminate information about best practices across the institution.
- *Implement an Information Management Competency Skills Program.* Implementing this plan ‘across the curriculum’ should pair the instruction of Information Literacy skills with Computer Literacy skills, positioning our students to become lifelong learners. Integrating these skills into the curriculum should occur through faculty/librarian collaboration.

## **IMAGE**

**GOAL: Knowing and telling our story to strengthen and build recognition of SUNY Fredonia as an extraordinary higher education institution of academic excellence.**

As noted in its Vision Statement, “SUNY Fredonia aspires to be a comprehensive, selective, diverse, residential institution that is above all a community of learners.” The campus, working diligently to fully meet this vision, has truly become one of the premier Master’s state universities in the nation. The published rankings show Fredonia students are among the most consistently satisfied, perform superbly in graduate school programs, and graduate at one of the highest rates in the nation. Within one week in April 2005, Fredonia’s Students in Free Enterprise team won the regional competition for the eighth consecutive year, and Computer Science students won the Northeast regional competition, Graphic Design students won four of the five scholarships awarded at a multi-state competition. SUNY Fredonia’s School of Music is one of the premier music programs in the nation, the BFA degree in Musical Theatre and BS in Sound Recording Technology are the only accredited programs in these fields offered by a New York public university, and Fredonia was the first in SUNY to offer a BS degree in Recombinant Gene Technology.

Nevertheless, even with these accomplishments and the many more that could be cited, people with passing knowledge of the campus tend to describe SUNY Fredonia as a campus known for music and teacher education. It’s true that music and education are outstanding, but there is much more to this exceptional campus. Our public image just does not match the reality, and in order for SUNY Fredonia to attract the brightest students and the most talented faculty and professional staff, for our graduates to be treated as prize recruits by nationally ranked graduate programs, and for expanded success with our fund-raising programs, our image must reflect reality.

### **ACTION ITEM 19: Fredonia Footsteps Initiative**

SUNY Fredonia is larger than small colleges, but smaller than large universities, fostering an environment of intellectual advancement conducive to student learning and attaining standards of excellence. The size and collaborative culture on campus provide real opportunities to build life-long relationships with distinguished, dedicated and responsive faculty and staff. Fredonia is committed to educating the whole person, in and out of the classroom, preparing individuals for a lifetime of success while providing a strong sense of community.

SUNY Fredonia alumni and emeriti faculty/staff have a close bond with the campus and frequently are some of our best ambassadors. There is a real opportunity to build life-long relationships with distinguished, dedicated and responsible alumni, emeriti faculty, and emeriti staff, who live in various parts of the state, nation, and world. The Fredonia Footsteps initiative would:

- *Encourage More Alumni/Emeriti Profiles.* These profiles would be used to increase articles in alumni hometowns, company newsletters, and national and international venues, as appropriate.

- *Further Involve Alumni High School Teachers and Guidance Counselors.* Alumni high school teachers and guidance counselors should play a more active role in our student recruitment efforts.
- *Expand Alumni Involvement in Career Development Initiatives.* Expanded involvement by alumni in career development and placement initiatives, including additional internship opportunities, would be a priority.
- *Add Academic Programming for Alumni.* The number of special curricular offerings, such as travel abroad programs, made available to alumni and emeriti faculty/staff should be greatly expanded.

### **ACTION ITEM 20: Fredonia Choice Awards**

Scholarship incentives typically are highly successful in attracting and recruiting students who excel academically. The “Fredonia Choice Awards” will involve a scholarship pilot program spearheaded by SUNY Fredonia alumni teaching in high schools throughout New York State. Alumni will coordinate the program at their high school by identifying one or more students who show academic excellence and by presenting a Fredonia scholarship at their high schools’ awards ceremonies. Not only would people in attendance hear about Fredonia, but also there would be a corresponding news release in the community newspaper about the scholarship winner. The scholarship will be a one-time “recruitment” award of a fixed amount, payable toward the first year of attendance at SUNY Fredonia. The program could be phased in gradually as external fund-raising generates the dollars for these awards, and would assist with:

- *Student Recruitment.* The awards will help identify and, hopefully recruit, academically talented high school students.
- *Name Recognition.* SUNY Fredonia’s name recognition within high schools should be improved.
- *Greater Alumni Involvement.* Allowing alumni, who have entered the teaching profession, to have a significant role in shaping the academic quality of future incoming classes will be a major positive.
- *Media Exposure.* The program will generate opportunities for additional media exposure.

### **ACTION ITEM 21: Marketing/Advertising Initiative**

SUNY Fredonia’s rich heritage is based on a long-standing history and culture of excellence. Every communication and advertising effort should boldly feature SUNY

Fredonia's strengths. All communication efforts, both internal and external, should be considered "marketing" material, and the campus should continue its on-going efforts both to provide a unique Fredonia "look" to all published materials and to continue building upon the campus motto of "Where Success Is a Tradition."

This marketing/advertising initiative requires:

- *Better Written Materials.* A comprehensive review should be conducted of all written communication materials, including brochures, standardized letters, and letterhead.
  - *Improved Website.* An extensive evaluation of the entire website will be necessary to ensure consistency and appropriateness.
  - *Greater Faculty and Staff Involvement.* The campus needs a plan to involve faculty and staff more fully in enhancing the image of the campus, including the sponsorship of faculty exchange programs and outreach opportunities in area schools.
  - *Shared Facilities.* Expand the use of campus facilities (Natatorium, Rockefeller Arts Center, New Soccer Stadium, etc) as a focal point for regional academic, artistic, and athletic events. Our best marketing is often our beautiful campus. It should be showcased as much as possible to members outside of the immediate Fredonia community.
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