



# **The Power of Fredonia: An Integrated Learning Community**

## **Strategic Plan 2012-2017**

### *The Vision: A Transformative Learning Experience for All*

**A Strong Foundation.** Since SUNY Fredonia's last strategic plan in 2006, the university has been strengthened in a number of ways, with many changes arising from that plan. That plan identified five strategic areas to strengthen: the learning environment, scholarship, diversity, technology, and image.

Due to the focused and collaborative efforts of Admissions, Financial Aid, academic departments, student support areas, public relations, and publications, total enrollment has increased from 5,406 in Fall 2006 to 5,769 in Fall 2010, and the minority student population has increased from 7.8% in 2006 to 10.8% in 2010. The international student population has nearly doubled. Participation in the Foundations of Excellence national cohort brought Academic Affairs and Student Affairs together in examining successful campus practices with first-year students and refining processes for orientation, advising, and support services for new first-year, transfer, and international students. Capstone courses are now offered in each program of study, and the internship program has been greatly expanded. In addition to continued strength in community presence through the Office of Volunteer and Community Service and student teaching across New York State, SUNY Fredonia added the Fredonia Academic Community Engagement (FACE) Center, bringing infrastructure and community partnerships that have led to service-learning, community-based research, and sustainability initiatives on and beyond campus. New academic programs have been developed, and several programs were reviewed, revised, and reaccredited.

The Professional Development Center was added, bringing the annual Teaching and Learning Conference and many speakers, webinars, workshops, and seminars throughout the year. In addition, a revised structure and focus in the Office of Institutional Research, Planning, and Assessment have strengthened the use of assessment in all divisions.

The Doors to Success capital campaign exceeded its \$15 million campaign goal by nearly \$2 million, and collaborations between Advancement and Academic Affairs have led to successful Alumni Leadership Conferences. Students have more opportunities for scholarships, including renewable awards, and the Scholars Breakfast now brings an overflow crowd of students, donors, and families together each year. There have been complete redesigns of the SUNY Fredonia viewbook and other recruitment materials, the

website, *The Statement* magazine, and many other publications. SUNY Fredonia is now more frequently cited in the press throughout Western New York and beyond, and has also committed to a broader advertising presence via print, outdoor, radio, TV and online channels. The Office of Student Creative Activity and Research (OSCAR) was created, providing funding for student participation in research projects and conference presentations; the annual Student Expo now features the work of more than 325 graduate and undergraduate students. Start-up funds have been offered to the dozens of new tenure-track faculty hired since 2006, and support for teaching and other scholarship has been offered through several sources.

Technological advances include the development and maintenance of labs and software, the wireless network, business systems (including email), classroom management systems, card-entry systems, and smart room capacities. Since 2006, we have converted many print documents and processes to electronic: an annual undergraduate and graduate catalog, course schedules, summer and J-term schedules, employee application and screening processes, faculty activity reporting, and linking of book orders with Your Connection. Workshops offered by the Professional Development Center include innovative uses of mobile apps and devices. Students can now use their laptops anywhere on campus to check their FREDCard balances, the availability of washers and dryers, and the course materials in their ANGEL sites. The number of online course offerings has more than doubled, particularly during J-term and summer when students choose to take Fredonia courses from home.

The construction of the Technology Incubator has led to internship and collaborative opportunities as SUNY Fredonia provides an important economic development resource for the region. Campus construction since 2006—such as University Commons, Cranston Marche, sound recording studios, Campus and Community Children’s Center, Carnahan-Jackson Center, Marion Art Gallery, and updates to residence halls and academic buildings—has focused on creating spaces for greater interaction and learning. Spaces currently in design and under construction include the Science Center, addition to Rockefeller Arts Center, renovations of the Williams Center, a new fitness center; an additional classroom building and renovation of an academic commons in Reed Library are part of the Facilities Master Plan. The Sustainability Committee was created, leading to Going Green initiatives, new energy savings, and more coordinated efforts in sustainability education.

The accomplishments from the five directions of the previous strategic plan guided SUNY Fredonia in planning and resource allocation through the years of its implementation, demonstrating to the university community and to external reviewers—such as accrediting bodies—that our focused efforts result in significant positive changes. The Power of Fredonia plan builds on these accomplishments, re-emphasizes some of its critical themes, and yet articulates new initiatives which clearly define our institution’s place in the changing world of higher education.

**A More Integrated Future.** What emerged most strongly in the many reports and commentary submitted in the strategic planning process is a sense that SUNY

Fredonia will be even stronger with greater integration and communication across areas of strength. A key strength that many participants cited is the environment of the campus: it is described as “friendly,” supportive, and welcoming. The connections shared among students, faculty, staff, and community members are seen as the strength of the curricular and co-curricular programs. The goal of the Power of Fredonia is to put this strength at the center of who we are and what we do and to be more intentional about our work as a collaborative, diverse learning community.

Several initiatives undertaken simultaneously during the strategic planning process have been very helpful in clarifying the next steps for SUNY Fredonia. The Facilities Master Planning process involved Student Affairs, Academic Affairs, and Administration divisions in considering how the physical environment of the campus can support the kinds of learning environments that we envision for classes, studios, laboratories, residences, offices, cultural events, and social interactions. The growth of the Professional Development Center programs has given the campus a view of shared learning for faculty and staff—and the importance of lifelong learning opportunities as we face the challenges of technology, assessment, and other areas that require new learning each year.

Most importantly, the work of several groups has been instrumental in clarifying a distinct identity for SUNY Fredonia and suggestions for a more integrated future. The Enrollment Management Committee continues to refine its approaches to reaching the population of students that we want to attract, highlighting the ways Fredonia students learn and connect with faculty, staff, and one another. The General Education Committee has built on the ideas in the Middle States self-study to begin discussions of the ways general education might be reimaged at Fredonia and still meet the SUNY requirements. And the Baccalaureate Goals Task Force has engaged the campus in an inclusive process of articulating a clear set of learning goals that could become the hallmark of a Fredonia undergraduate or graduate degree. If we agree that each Fredonia graduate will be *skilled, connected, creative, and responsible*, then our work together in degree programs, leadership opportunities, academic and student support services, business operations, and facilities has greater opportunity for collaboration as an integrated learning community. Each of the four strategic directions in *The Power of Fredonia* builds on this idea of a strengthened learning community with Fredonia students and their learning at the center.

Diversity is an essential and fundamental component of *The Power of Fredonia*. We as a university echo the SUNY-wide commitment of equity, inclusiveness, and access and that these principles be promoted in Fredonia’s student body, personnel, and curriculum. To this end, specific measurable strategic actions linked to diversity are included in each of the four principal goal statements.

### ***Background on the Planning Process***

In the fall of 2010 a steering committee of 12 Fredonia stakeholders was charged by President Dennis Hefner with leading the campus in developing a five-year strategic plan

that would provide direction and focus for the university. The 2011-2016 plan, “The Power of Fredonia,” builds upon the successful completion of the 2006 Fredonia Plan and links the work at SUNY Fredonia with the state-wide strategic plan, “The Power of SUNY.” Specifically, the committee was dedicated to developing a process that was both inclusive and collaborative. The resulting document is based on the input of hundreds of people. Details about the planning toolbox, data collection, opportunities for response and suggestions, and previous drafts of the plan are included on the Strategic Planning 2011 website: <http://www.fredonia.edu/president/strategicplan2011/>

### ***Plans for Implementation and Assessment***

Once the final draft of this plan is completed and approved by the University Senate, the President will work with the Cabinet to establish an implementation team for each strategic goal and assign roles and timelines for implementation. Responsibilities for implementation teams include, but not necessarily limited to:

- Cost analysis and budgetary breakdown of assigned strategic actions.
- Definition and development of metrics for assigned strategic actions, noting how success will be measured and goals will be met in each case.
- Identification of phases for completion of assigned strategic actions, with defined benchmarks of progress through the implementation period.
- Delineation of emergent new ideas and potential strategic actions for the next planning process.

Annual reviews of the President’s effectiveness are linked to the implementation of both the campus-wide and SUNY-wide strategic plans.

### ***Plans for Sharing the Strategic Plan Drafts and Progress Reports***

The final draft of this plan, the Implementation Plan, and annual progress reports on each strategic goal will be posted on the websites of the President, Strategic Plan, and Office of Institutional Research, Planning, and Assessment.

# Fredonia as a Community of Learning

*GOAL: SUNY Fredonia will be known as a community of learning, with innovative teaching practices and distinctive, diverse learning opportunities for all of its stakeholders.*

Innovation in teaching and learning is important to ensure that SUNY Fredonia is meeting the needs of the twenty-first century student seeking academic engagement as well as critical thinking, networking, collaboration, and information technology skills that will help them be successful in their careers and in their lives. As the task force that developed the Learning Outcomes Framework in Fall 2011 points out, this kind of learning is the responsibility of the entire campus community, as faculty and staff from all divisions have important roles in helping students become skilled, connected, creative, and responsible. This community of learning also assumes that faculty and staff model lifelong learning through our engagement with our scholarly disciplines and professional fields, through assessments of our progress, and through regular opportunities for learning about pedagogy, technology, and issues in higher education.

## *Strategic Actions*

- Using the principles established in the Baccalaureate Goals, Learning Outcomes Framework:
  - Review and revise the general education program to ensure a strong liberal education foundation and clarify goals and assessments for general education.
  - Review and revise the curriculum of each major and minor to connect the work in the major to these overarching goals.
  - Review and revise the ways that co-curricular learning is documented and measured.
- Expand support for faculty and staff scholarship and creative activity to ensure the intellectual and creative vitality at the heart of a modern university.
- Strengthen the commitment to integrate advanced learning technologies in the classroom by redesigning face-to-face, blended, and fully online learning courses and programs.
- Expand support for integrating advanced learning technologies through increased training, workshops, lab support, and software and system upgrades.
- Expand and develop opportunities that research has shown to have strong, positive impacts on student retention and success (such as living-learning communities, first-year programs, field-based experiences, collaborative research, study abroad, academic advising, and capstone courses).
- *Diversity Matters*: Provide curricular and co-curricular experiences that enlighten and inform students about their own identities and those of people different from themselves.

# Fredonia as an Engaged Community

*GOAL: SUNY Fredonia will be known as a respectful, supportive community, which stimulates and supports social, cultural, artistic, intellectual, and economic growth through multiple and diverse campus and community collaborations.*

SUNY Fredonia depends upon shared and vital networks of involvement, communication, and understanding in our relationships with one another and in our connections to Chautauqua County and the broader region. As a public, regional university, SUNY Fredonia has an important role in the cultural, intellectual, and economic growth of the region. Community engagement is valued both as a form of faculty scholarship and as an important learning experience for students. As a community that values creativity and collaboration, SUNY Fredonia relies on the diverse perspectives each person brings to campus relations and community partnerships.

## *Strategic Actions*

- Build the documented record of structures, support, and visibility of community engagement so that SUNY Fredonia can be considered for external recognition, such as the Carnegie Elective Community Engagement Classification (2015).
- Support efforts to promote a healthy workplace and productive relationships among groups at SUNY Fredonia.
- Strengthen co-curricular and experiential opportunities—including internships, student research, performances, service-learning, and field-based courses—so that students broaden and connect their learning to the community and the world.
- Strengthen connections between the intellectual resources of the university and the clients and programs of the Technology Incubator so that there is more visible and direct participation in the economic development of the region.
- Expand support for intellectual, pedagogical, and creative activities that are inherently cross-disciplinary in nature – including team-taught courses and interdisciplinary collaborative projects – so that both students and faculty not only explore new concepts and experiences but also understand their own fields of study in new ways.
- Continue to energetically seek private gifts and involvement in programs and initiatives by alumni, faculty, friends, parents, foundations and businesses.
- *Diversity Matters*: Establish and then follow principles of community that engage everyone at the university in working together, respectful of the diverse identities, viewpoints, and creative approaches each brings to our shared work.

## **Fredonia as a Sustainable Community**

*GOAL: SUNY Fredonia will be known as a sustainable community, engaging in practices that ensure our own vitality as an institution, integrating sustainability principles into all aspects of campus life, and acting as a model for sustainability initiatives in the communities we serve.*

Sustainability principles should be considered in broad contexts that include environmental, academic, and economic arenas. We have to learn how to live well in our places without undermining their ability to sustain us over time. In addition, SUNY Fredonia has the responsibility to integrate the principles of sustainability into every aspect of campus life—from what we teach to what we do—in order to create positive change for our university, our community, and our global future.

### ***Strategic Actions***

- Revise the SUNY Fredonia mission statement to be certain that it reflects what we are as a university and that it accurately provides a foundation for sustaining the institution in both the near and distant future.
- Integrate environmental stewardship into all campus practices, including coursework, residence life, student activities, construction/renovation, and campus and auxiliary operations.
- Establish an Institutional Plan for Scholarships that examines policies and priorities for awarding student scholarships and articulates plans for increasing the number of scholarships
- To assist students and families in affording college and avoiding the financial difficulties that can make staying in college difficult, expand the capability of the Financial Aid Office, and include financial literacy as an important component of orientations for first-year and transfer students.
- *Diversity Matters:* Continue to recruit a talented, diverse student, faculty, and staff population and to offer the welcome and support for sustaining an inclusive, respectful, diverse community.

# Fredonia as a Global Community

*GOAL: SUNY Fredonia will be known as a global community, with an even more internationalized curriculum and stronger engagement with regional, national, and global communities.*

As members of the global society, we need to understand and respect the economic, social, and biological interdependence of global life. Such awareness recognizes individual difference as a collective strength and encourages the preservation of cultural histories and heritages. All of us in the SUNY Fredonia community need to have more opportunities to learn about what is taking place in the world and to develop a fuller understanding of perspectives, life experiences, history, and cultures of others.

## *Strategic Actions*

- Establish an Institutional Plan for Internationalization that includes plans for increasing student participation in study abroad, developing more short-term study abroad programs, attracting and supporting international students at Fredonia, and ensuring that global issues are an integral part of general education, major and minor programs, and co-curricular programs.
- Strengthen, encourage, and increase faculty and staff participation in exchange programs, cross-cultural research and creative activity, and media-based exchanges with national and international universities.
- Strengthen support for international students who enroll at SUNY Fredonia so that the university recruits, retains, and supports even more students from a wide variety of countries.
- Strengthen the awareness and positive perceptions of the campus and its programs, faculty, staff, students and graduates.
- *Diversity Matters:* Expand and develop curricular and co-curricular programs that strengthen our abilities to communicate across cultures and understand people whose identities and knowledge may be different from our own.



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