



POWER OF
FREDONIA

An Integrated Learning Community

STRATEGIC PLAN 2012-2017



The Vision:

A Transformative Learning Experience for All

Virginia S. Horvath
President

► 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. It 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 increased from 5,406 in Fall 2006 to 5,769 in Fall 2010, and the minority student population increased from 7.8 percent in 2006 to 10.8 percent in 2010. The international student population 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 Services and through placements in 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 also 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 University 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* alumni 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 through traditional and new media 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 Research and Creativity Exposition now features the work of more than 325 graduate and undergraduate students. Start-up funds have been offered to 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 format: 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, the range of student organizations in FSU4U, and the course materials in their ANGEL sites. The number of online course offerings has more than doubled, particularly during the winter and summer breaks when students can take Fredonia courses from home.

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 the University Commons, Cranston Marché, sound recording studios, Campus and Community Children’s Center, Carnahan-Jackson Center for Learning and Scholarship, Cathy and Jesse Marion Art Gallery, and updates to residence halls and academic buildings – has focused on creating spaces for greater interaction and learning. The campus also recently opened a 9,000-square-foot fitness center and renovated its student union, the Williams Center. Spaces currently in design and under construction include a state-of-



SUNY FREDONIA'S TECHNOLOGY INCUBATOR

the-art, 92,000-square-foot Science Center, and an addition to Rockefeller Arts 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 many new Green initiatives, 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 and re-emphasizes some of its critical themes, yet articulates new initiatives which clearly define our institution's prominent place in the changing world of higher education.



THE RENOVATED WILLIAMS CENTER



PHYSICS PROFESSOR ERICA SNOW WORKS WITH STUDENTS

► A More Integrated Future

What emerged most clearly 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 feature 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 powerful core of 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 this 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, residence halls, student organizations, athletics, 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 within the parameters of SUNY requirements. And the Baccalaureate Goals Task Force 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, athletics 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 promote these principles 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.

Each of the four strategic directions in *The Power of Fredonia* builds on the idea of a strengthened learning community with Fredonia students and their learning at the center.

► Background on the Planning Process

In Fall 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 Power of Fredonia* builds upon the successful completion of the 2006 Fredonia Plan and links the work at SUNY Fredonia with the statewide 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. An implementation team for each strategic goal will define metrics and measure progress over the years of implementation. To see updates, please visit www.fredonia.edu/president/strategicplan2011.

The final draft of this plan was approved by the University Senate and Cabinet in 2012.

► 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 21st century students. In addition to mastery of knowledge in their fields, they seek academic engagement, 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

- 1.1 Using the principles established in the Baccalaureate Goals, Learning Outcomes Framework:
 - 1.1.a. Review and revise the general education program to ensure a strong liberal education foundation and clarify goals and assessments for general education.
 - 1.1.b. Review and revise the curriculum of each major and minor to connect the work in the major to these overarching goals.
 - 1.1.c. Review and revise the ways that co-curricular learning is documented and measured.
- 1.2 Expand support for faculty and staff scholarship and creative activity to ensure the intellectual and creative vitality at the heart of a modern university.
- 1.3 Strengthen the commitment to integrate advanced learning technologies in the classroom by redesigning face-to-face, blended, and fully online learning courses and programs.
- 1.4 Expand support for integrating advanced learning technologies through increased training, workshops, lab support, and software and system upgrades.
- 1.5 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).
- 1.6 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, New York State, 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 highly values creativity and collaboration, SUNY Fredonia relies on the diverse perspectives each person brings to campus relations and community partnerships.

Strategic Actions

- 2.1 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).
- 2.2 Support efforts to promote a healthy workplace and productive relationships among groups at SUNY Fredonia.
- 2.3 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.
- 2.4 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.



- 2.5 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.

- 2.6 Continue to seek private gifts and involvement in programs and initiatives by alumni, faculty, friends, parents, foundations, and businesses.
- 2.7 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 we considered in broad contexts 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

- 3.1 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.
- 3.2 Integrate environmental stewardship into all campus practices, including course work, residence life, student activities, construction/renovation, and campus and auxiliary operations.
- 3.3 Establish an Institutional Plan for Scholarships that examines policies and priorities for awarding student scholarships and articulates plans for increasing the number of scholarships.
- 3.4 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.
- 3.5 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 a 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 develop a fuller understanding of perspectives, life experiences, history, and cultures of others.



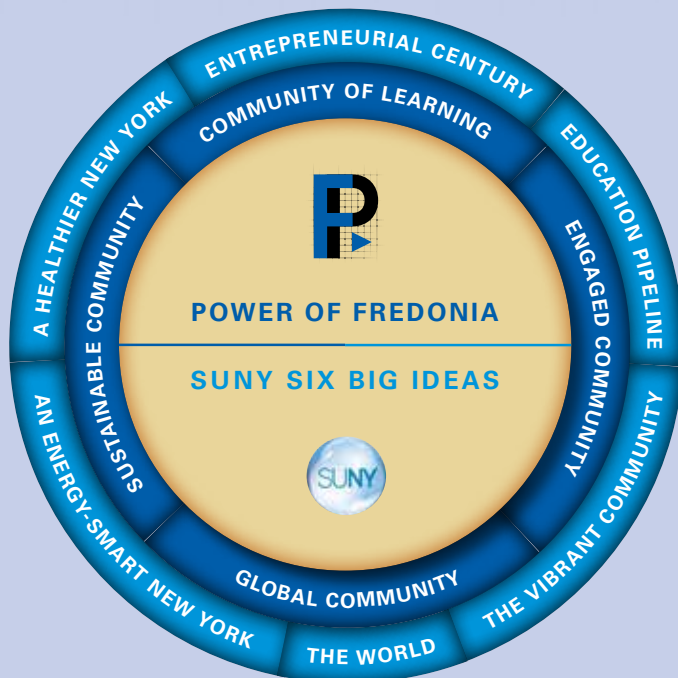
Strategic Actions

- 4.1 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.
- 4.2 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.
- 4.3 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.
- 4.4 Strengthen the awareness and positive perceptions of the campus and its programs, faculty, staff, students, and graduates.
- 4.5 Diversity Matters: Expand and develop curricular and co-curricular programs that strengthen abilities to communicate across cultures and understand people whose identities and knowledge may be different from our own.

Power of Fredonia's Relationship to SUNY's Six Big Ideas

The Power of Fredonia's four pillars energetically dovetail with the State University of New York initiative, *The Power of SUNY*.

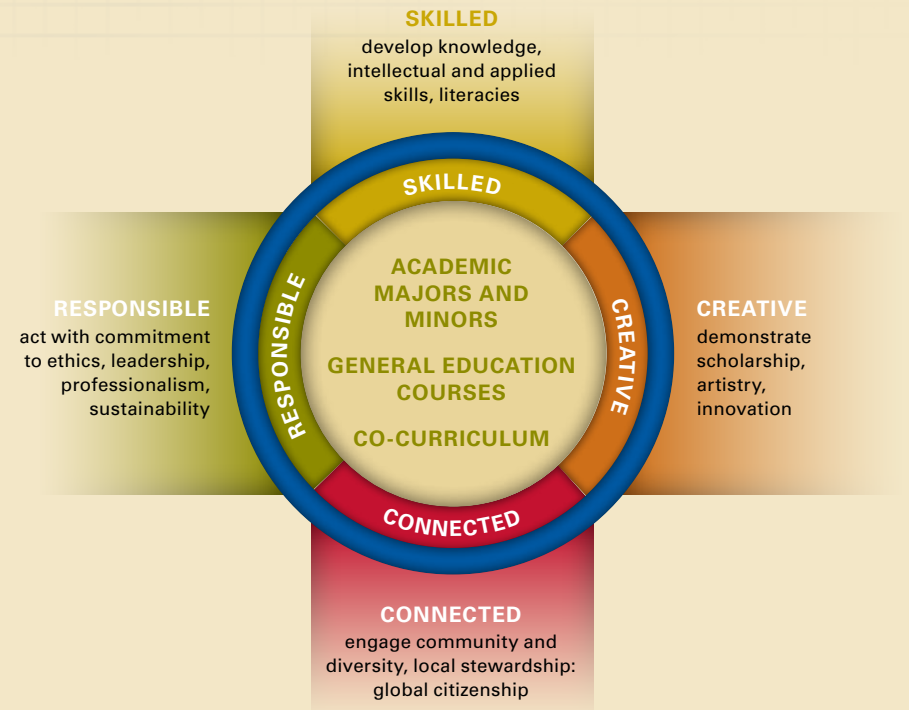
The Six Big Ideas include *SUNY and the Entrepreneurial Century* and *SUNY and the Vibrant Community*, which are reflected in our pillar as an Engaged Community with our Technology Incubator, overall contributions to the economic health of the area, and a commitment to serve as a cultural hub for the area. *SUNY and the Seamless Education Pipeline* directly relates to our pillar as a Community of Learning, from strengthening general education and enhancing all academic programs, to embracing new technology. *SUNY and a Healthier New York* and *SUNY and an Energy Smart New York* are reflected in Fredonia's pillar as a Sustainable Community with our commitment to environmental stewardship and supporting students and families through financial literacy. *SUNY and the World* directly relates to Fredonia's pillar as a Global Community, which includes a major commitment to internationalization and cross-cultural education.



Undergraduate Learning Outcomes Framework

The Learning Outcomes Framework shows what is distinctive about a Fredonia education by representing the characteristics cultivated in all Fredonia undergraduates. The mission is accomplished through having four baccalaureate goals infused throughout academic programs, general education, and co-curricular programs. This framework represents a shared, holistic approach that Fredonia faculty and staff have in working together for students' educational experience: it visibly connects the acquisition of specialized knowledge undertaken in academic majors and interdisciplinary programs with a dynamic general education program, linked with innovative opportunities for co-curricular engagement.

Mission Statement





POWER OF
FREDONIA



SUNY
FREDONIA

Office of the President

138 Fenton Hall

Fredonia, New York 14063

STATE UNIVERSITY OF NEW YORK AT FREDONIA