

State University of New York at Fredonia



FACILITIES MASTER PLAN
CAPITAL PLAN YEARS 2013-2023
Phase One : Campus Profile

FINAL PROOF SET
MAY 9, 2011

Prepared for:

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and

SUNY FREDONIA

Project No: 05823

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Watts Architecture & Engineering, P.C.	Engineers
Stantec	Landscape Architecture
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SUNY
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Where Success is a Tradition



Many members of our campus community were involved in the preparation of this Facilities Master Plan. I am grateful to each of them and to all of the advisory committee members, who added critical input to help define the future direction for this university. Chan Krieger NBBJ, our Master Plan Architects, listened carefully to our needs and prepared a document that accurately reflects how new and upgraded campus facilities and spaces will enhance the quality of SUNY Fredonia's educational offerings.

I enthusiastically endorse the findings and outcomes of this plan, and look forward to seeing the improvements described in this document implemented throughout the campus. SUNY Fredonia is already one of the academic gems within the SUNY system, and this plan ensures it will be a facilities gem as well.

Dennis L. Hefner, Ph.D.
President



SUNY Fredonia: Past and Present; a view of I.M. Pei and Partners' vision, looking towards Reed Library from the Spine. Mason and McEwen Halls line the view, and highlight the diversity of architectural styles on campus. Source: staff photo.

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The Fredonia Academy, built in downtown Fredonia in 1821 using donations from the community. Source: "The Collections at SUNY Fredonia: The Online Collection"; www.fredonia.edu/library/special_collections/

“When this academy was established it was the ‘lone star’ of the West, no other such light glittered in the wide expanse between it and the Pacific, which is now dotted with temples for learning, as the stars dot the sky.”

From Obed Edison's History of Chautauqua County, NY (1894); as quoted in Threshold: Normal School to Arts and Science College 1867-1967 (1967).

Academic History of SUNY Fredonia

Introduction

The State University College at Fredonia has a long history of providing high quality education to New York State citizens, deeply rooted in the community of Fredonia and the broader region. Since its beginnings as Fredonia Academy, throughout its years as a normal school and later a teachers' college, the institution's success is due to the financial and philosophical dedication of the community that founded and maintained it. As the university evolved to become the liberal arts institution that it is today, it upholds strong ties to the Village of Fredonia and the region, while looking beyond Chautauqua County in providing renowned, selective programs and drawing increasing numbers of applicants.

What would become SUNY Fredonia began in a single building in downtown Fredonia, growing in enrollment and physical scale to encompass a campus of 225 acres and 47 buildings. What was once a small academy of 15 students, sharing its building with a local church, has become a thriving university with 5,573 undergraduates in Fall 2008. The mission of the school adapted over the years after its founding in 1821 from a school focused solely on teacher training to an institute of higher learning with multiple disciplines and graduate offerings. SUNY Fredonia's humble beginnings are evidence of the remarkable commitment to higher education by local citizens, and its status today as a highly-selective comprehensive college affords it the longevity to continue to offer exceptional programs to an accomplished student body, within an engaged community.

Development of Mission Over Time

The institution that would evolve into the State University of New York at Fredonia began as Fredonia Academy in 1821, a pioneering community-driven effort to provide public education beyond grade school to the youth of the village. The fledgling academy provided a well-rounded education to a growing number of pupils from its founding until financial hardship brought about by the Civil War forced its closure in 1867. Despite its demise, the dedication to public education in Fredonia persevered, and the school was repurposed as the Fredonia Normal School, a part of a state-sponsored effort to provide public teacher training for New York State Schools. Quality higher education was provided free of charge to those who made a commitment to teach after graduation.

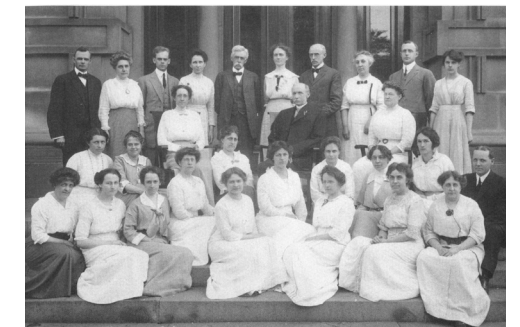
When the SUNY system was established, Fredonia was included as one of its 11 teachers colleges, continuing to offer professional teacher training. Throughout the 1950's the school began a philosophical and pedagogical shift, towards a well-rounded, innovative curriculum in education. As the College expanded its offerings through a new division of humanities and an A.B. bachelor's degree, the state's amended 1961 SUNY Master Plan mandated a massive expansion of the state higher education system, responding to the looming demand of postwar baby boom demographics. Thus began a major shift from a single-subject teachers' college to the liberal arts institution that exists today. Growth brought about in the 1960's propelled SUNY Fredonia to the reputable status as a multidisciplinary comprehensive college that it now enjoys, with renowned programs in arts and music complementing its strong traditions in educating teachers.

Historical and Current Enrollment

Enrollment levels and concentrations at SUNY Fredonia in the 189 years since the founding of Fredonia Academy have fluctuated along with changes in pedagogy, institutional organization, and funding sources. What was once a small community school paid for by Fredonia citizens developed into a regional teachers college with public and private support by 1867. When classes began at the Fredonia Normal School in August 1867, 62 boys and 85 girls were enrolled. With state assistance, the School grew both in space and numbers, with enrollment totaling 700 in 1930, before World War II and the Great Depression sent numbers plummeting. Despite this drop, enrollment in the 1950's bounced back, in anticipation of the crushing demand for teachers that emerged as the baby boom generation approached school age. After Fredonia became part of the SUNY system, record enrollments were recorded, increasing from 687 in 1955 to 1,243 in 1960.

The shift in focus from a teachers college to a liberal arts institution brought about additional students and an increase in program offerings at the school, making it more versatile and regionally competitive. Enrollment from 1960 onward continued to grow exponentially until stabilizing in the mid-1980's at around 5,000. At this point, the university offered a broad range of subjects which were distributed more evenly than during its years as a teachers college; programs in business, the sciences, and interdisciplinary studies were popular additions to the university's well-established education and music offerings.

Enrollments in the last two decades have experienced measured growth, to a total of 5,573 in the fall of 2008. Distribution of majors falls into five major divisions: the School of Business, the College of Arts and Humanities, the College of Education, the College of Natural and Social Sciences, and Interdisciplinary Studies. The largest programs are Fine Arts and Social Sciences programs, each sharing about one-quarter of undergraduate enrollment. The School of Education follows them, with approximately 15% of the undergraduate student body. Programs in Teacher Education and Music are nationally-recognized, and Music and Performing Arts programs are consistently of the university's most selective programs.

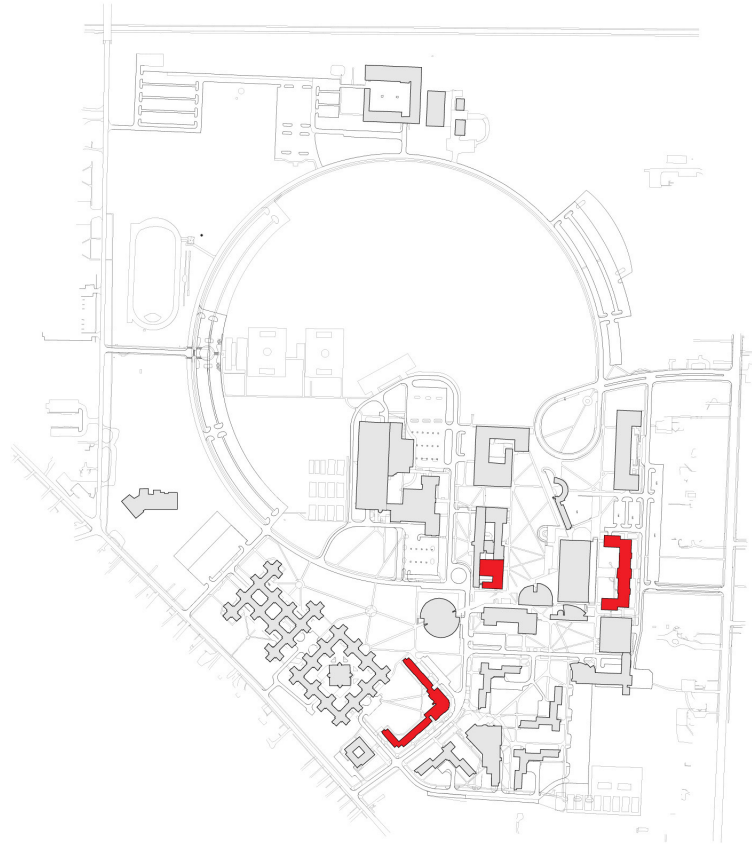


From top: The Fredonia Normal School before it was destroyed by fire in 1901; a typical classroom at the Fredonia Academy; the faculty of the Fredonia Normal School, 1913. Sources: "Traditions and Transitions: The Fredonia Story" and "The Collections at SUNY Fredonia: The Online Collection"; www.fredonia.edu/library/special_collections/

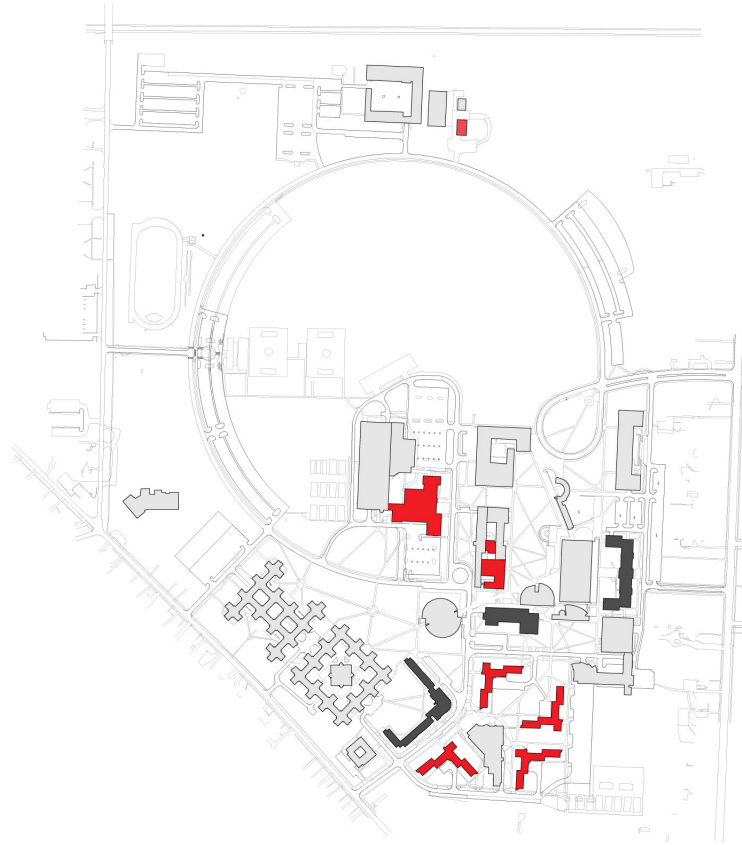
Academic History : Summary

1. What would become SUNY Fredonia began as Fredonia Academy, a community school built and funded by local citizens.
2. SUNY Fredonia shifted its focus from a teachers college to a liberal arts institution in the mid-1900's after being incorporated into the SUNY System.
3. Enrollment grew exponentially in response to the demand for higher education presented by the postwar baby boom, stabilizing today at around 5,500 students.

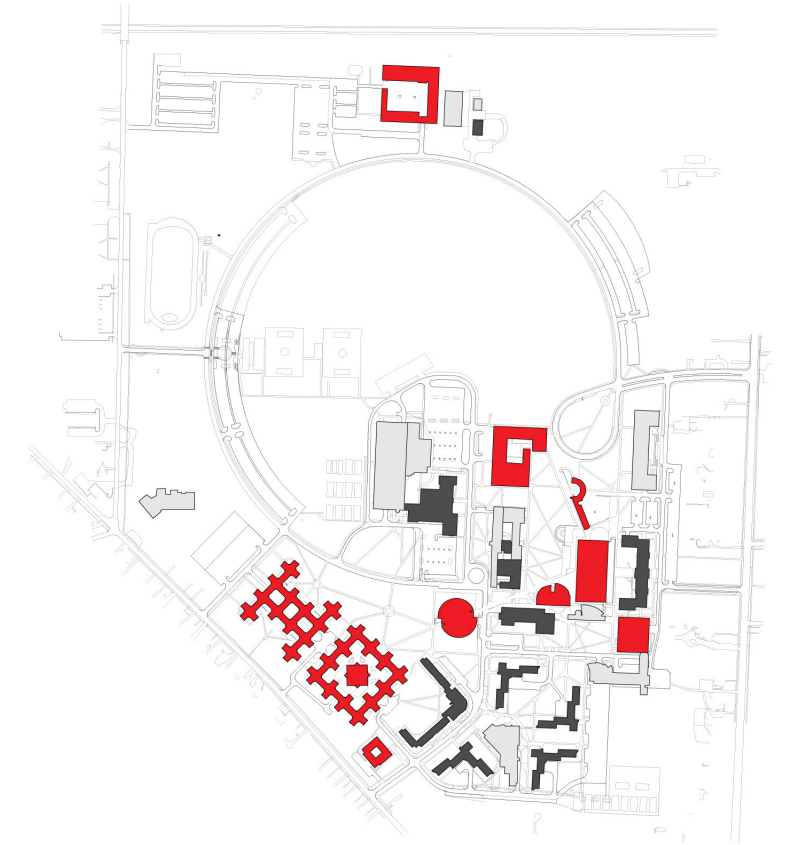
Physical Evolution of the Campus



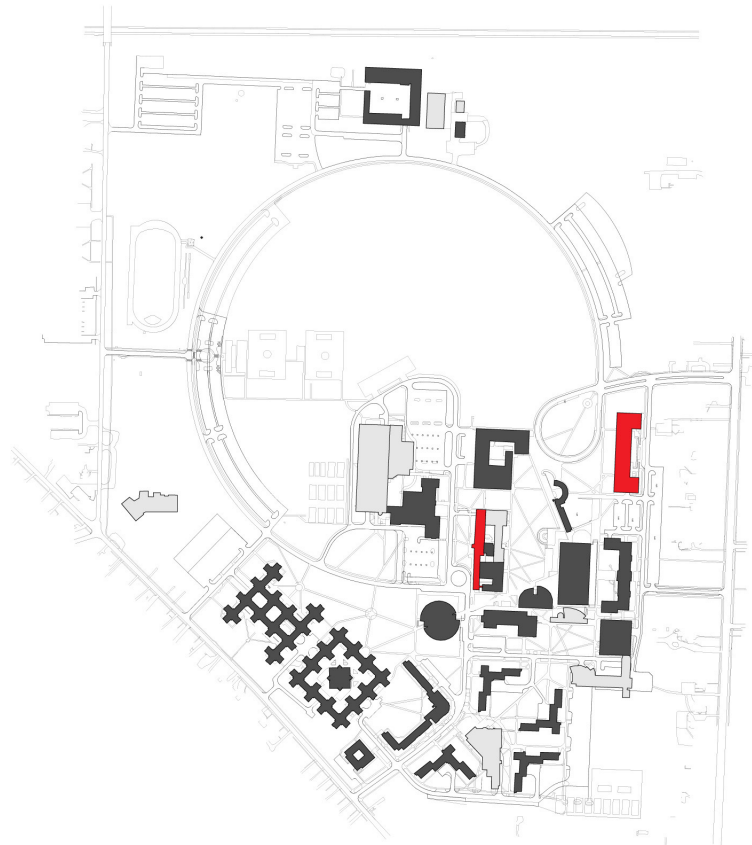
1940's



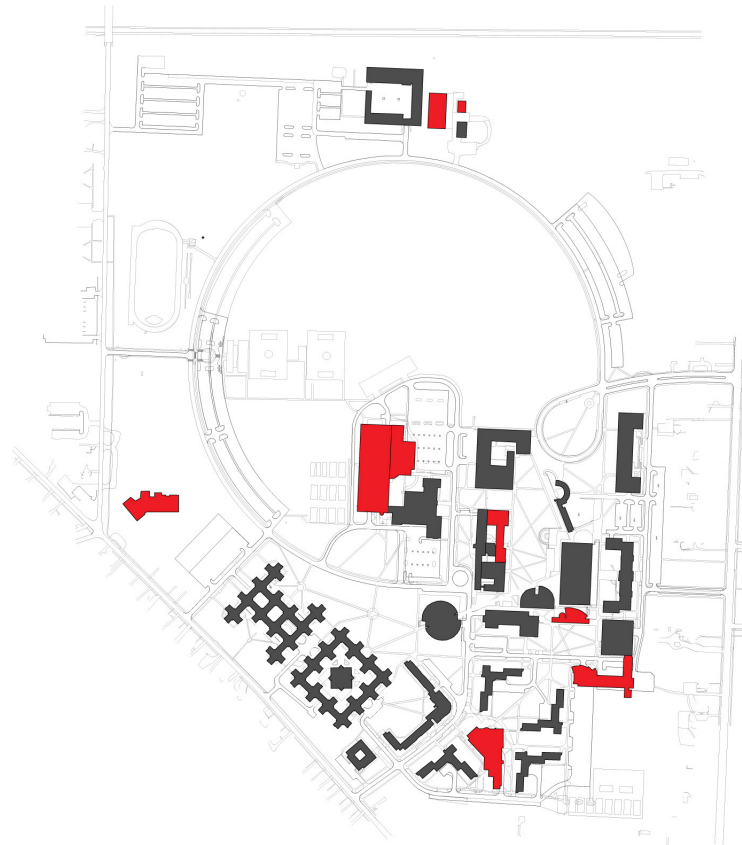
Pre-I.M. Pei & Partners Plan,
1950's






I.M. Pei & Partners Plan,
1960's



1970's



1980-present

-  Being Constructed During Time Period
-  Previously-Constructed
-  Not Yet Constructed

Note: Plans do not depict evolution of campus landscape and circulation systems; existing roadways are shown for reference

Physical History of the Campus

Campus Creation and Development

SUNY Fredonia has a long history in the community of Fredonia, with deep local connections stemming from its founding as Fredonia Academy in 1821. The Fredonia Academy was financed and built by local citizens through donations of a maximum of \$100, and including building materials, labor, and food when monetary support was not possible. Founded as a school for high school-age students, the Academy's mission focused on teacher training for qualifying 18 year-old boys or 16 year-old girls, with the goal of educating teachers towards the betterment of the New York State education system. The Academy, located in downtown Fredonia, was repurposed following a brief closure in 1867 to a normal school after being appointed by the state to receive funding for maintaining its teacher training program. Normal schools were established throughout the United States during this time, with the mission of training high school graduates as teachers, already an important component of Fredonia Academy's pedagogy. In 1850, a new building was built called the Fredonia Normal School, again made possible by community donations totaling \$100,000 for construction. Unfortunately fire destroyed the main section of this building in 1900. The next year, the building was replaced by "Old Main", made possible by legislative appropriations, and beginning the tradition of state funding for capital projects, in addition to administrative funding. New York State mandated a physical and pedagogical separation of high school curriculum from Normal Schools in 1906, as the Fredonia Normal School grew in early 1900's to address teacher shortage, with hopes of becoming teachers' college.

The beginnings of the SUNY Fredonia campus as it exists today emerged from this growth in the Fredonia Normal School during the beginning of the 20th century. The Normal School had grown to an enrollment of 700 by 1930, necessitating physical growth in the facilities. That year, the Fredonia Normal School acquired 58 acres of land at the core of what would one day become the campus of SUNY Fredonia. Unfortunately, Governor Franklin D. Roosevelt vetoed appropriations of \$1m for construction, and building on the land would not occur until nearly a decade later. Mason Hall, a new music building, was the first building built on the newly-acquired land, made possible by \$325,000 in state appropriations in 1939. Mason Hall would be the only building on the campus until 1951, when Gregory Hall dormitory was built. The campus continued to grow slowly after this time in response to its elevated status as a teachers' college after Fredonia was incorporated into the new State University system in 1948. Fenton Hall, a classroom and administration building, was built in 1951, and the majority of school functions were relocated from "Old Main". A number of

additional dormitories, service buildings, and an annex to Mason Hall were built in the early 1960's as the campus continued to grow.

The campus experienced a building boom starting in the 1960's, responding to state demand and recognizably shaping what would become the campus that is SUNY Fredonia. SUNY's master plan, issued and amended in 1961, laid the groundwork for a massive expansion of state colleges. This mandated growth underlined a particular need at Fredonia, as it began to shift from a teachers' college to a comprehensive college of arts and sciences. To address its new pedagogical organization and a doubling of enrollment in the early 1960's, SUNY Fredonia was in urgent need of facilities. In 1962, I.M. Pei and Partners began work on the Campus Master Plan that would shape the character of the campus as it exists today. In the same year, the State University Construction Fund was established to oversee funding and construction of the anticipated building boom that extended throughout the SUNY system. When unveiled in 1964, the Pei Master Plan added 125 acres of land to the core campus, and established a new physical organization of campus buildings and landscape spaces including 15 new buildings and the iconic "ring road". The ambitious plan was built in two phases, starting in the summer of 1965 with a dedication of the entire completed complex in the fall of 1969.

The products of the I.M. Pei and Partners Master Plan remain an important part of the architectural legacy of the SUNY system under the vision of Governor Nelson Rockefeller. Seen within the context of the astounding growth that occurred across the SUNY system, Fredonia remains one of the most successful and architecturally significant examples of this building period.

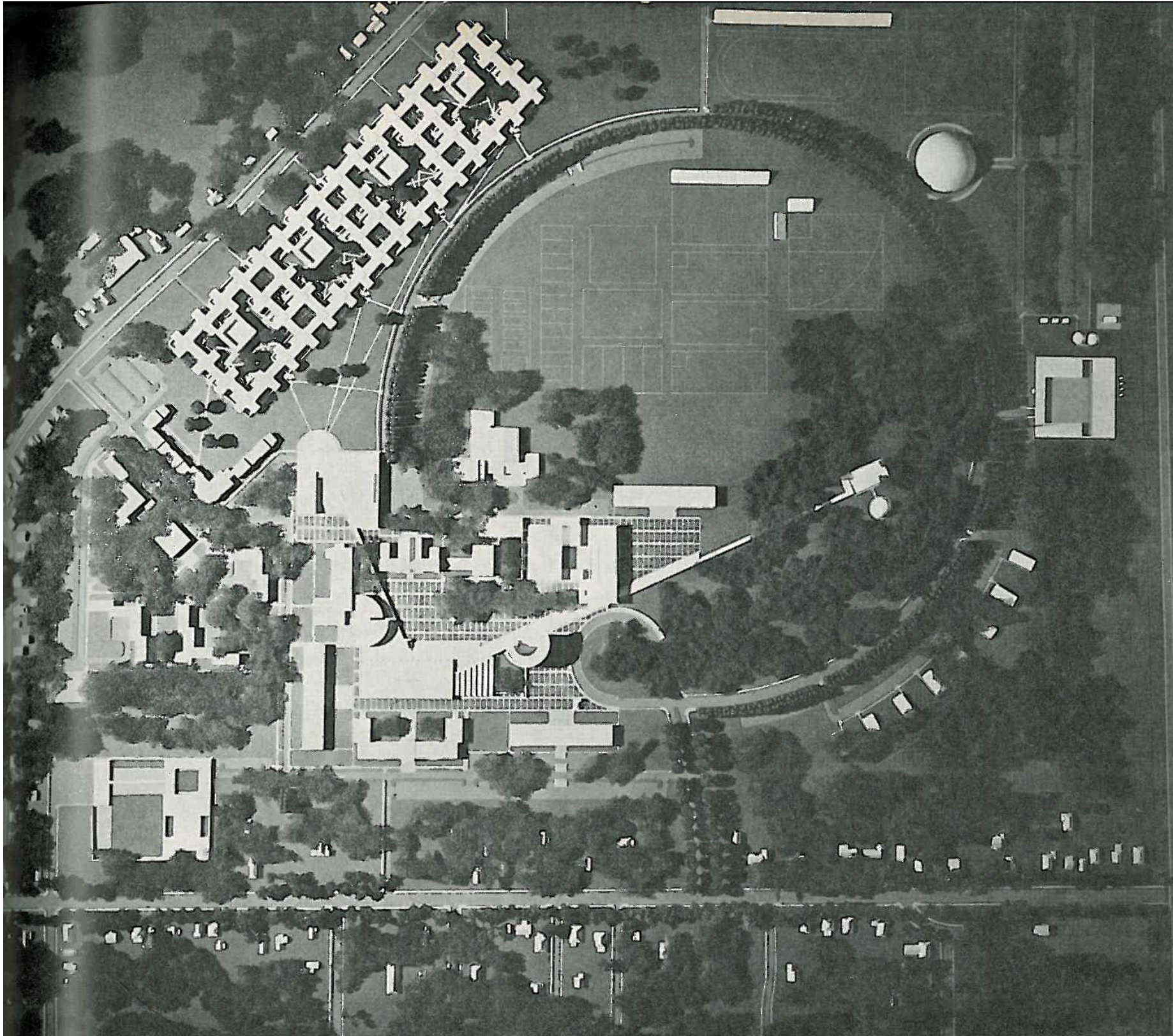
Few academic facilities were built following the massive growth that occurred as a result of the Pei and Partners Campus Master Plan. The most notable exception is Thompson Hall, built in 1973. This 136,000-sf academic building houses classrooms, faculty offices, and numerous departments. While its construction presumably satisfied a growing need for instructional space during the time of its construction, its increased use since that time have compromised its quality. Similarly, buildings built as a result of the I.M. Pei and Partners Master Plan leave a lasting legacy of modern architecture and planning, but are continually challenged to accommodate the needs of contemporary instruction and increased enrollment. As SUNY Fredonia continues to grow in numbers and breadth of academics, the success of new and existing facilities will be measured not only by their ability to meet current needs, but also by the ways in which they interact with the campus' distinct character and history.

Campus Buildings

Showing Academic, Administrative, and Athletics, and Service uses (Residence Halls not shown); Source: SUNY Fredonia Building Characteristics Inventory (BCI)

Building	gsf	year const.
Fenner House	4,175	1860
President Residence	9,931	1910
Admissions Annex	1,963	1910
Mason Hall	32,407	1940
Fenton Hall	72,759	1953
Mason Hall Annex	12,760	1961
Jewett Hall	65,530	1963
Dods Hall	82,591	1963
Nimo Switch	100	1965
Butler Building	4,080	1967
Central Heating Plant	11,828	1967
Erie Hall Dining	23,881	1967
Food Service	13,474	1967
LoGrasso Hall	24,445	1967
Maintenance Building	26,419	1967
McEwen Hall	50,894	1968
Maytum Hall	53,242	1968
Rockefeller Arts Center	119,687	1968
Houghton Hall	73,981	1968
Reed Library	80,861	1968
Williams Center	90,380	1970
Mason Hall Addition	50,500	1972
Thompson Hall	136,400	1973
Field House	91,734	1982
HPE Storage	896	1983
Stockade-Storage	2,400	1989
Carnahan Jackson Ctr	43,866	1991
Alumni House	4,031	1998
Salt Storage	1,200	2001
Steele Hall Natatorium	38,782	2002
Foundation House	6,745	2003
Mason Recital Hall	23,191	2004
University Commons	91,368	2006

= Academic and Athletics Buildings
MAY 2011



A design model of the I.M. Pei and Partners Campus Master Plan, unveiled in 1964. Source: Architectural Record, May 1964.

Physical Overview

SUNY Fredonia is located within walking distance of Fredonia's village center, and is easily accessed from the New York State Thruway. The campus is bound by a main north-south access to the east of campus at Central Avenue, to the south by Maple Avenue and Temple Street, a key connection to downtown Fredonia, to the west by Brigham Road, and I-90 (NYS Thruway) to the north. SUNY Fredonia's physical organization consists of a core campus, where most of the campus' academic, student service, and administrative buildings are located, and an outer area of athletic fields, service buildings, and parking organized along the circular Ring Road. The concentration of buildings at the campus core is organized around a series of landscape spaces connecting buildings. This compact organization, combined with a relatively constant topography, creates a very walkable campus with convenient access to most academic and social spaces available on foot, and in close proximity to campus residence halls.

In terms of overall character, the campus' aesthetic is predominantly modern, characterized by the Reed Library, the Rockefeller Arts Center, the Williams Center, and Maytum Hall. These buildings, built of cast in place concrete and often large expanses of glass, provide a memorable impression for visitors and serve to organize the campus through their striking formal expression and the strong visual axes they create. One such axis is "the Spine", an above-grade pedestrian connection between the Williams Center and Reed Library, designed to organize campus circulation. While currently underutilized and closed during winter months, the Spine was an important organizing element to the I.M. Pei and Partners plan, and continues to link zones of campus activity today.

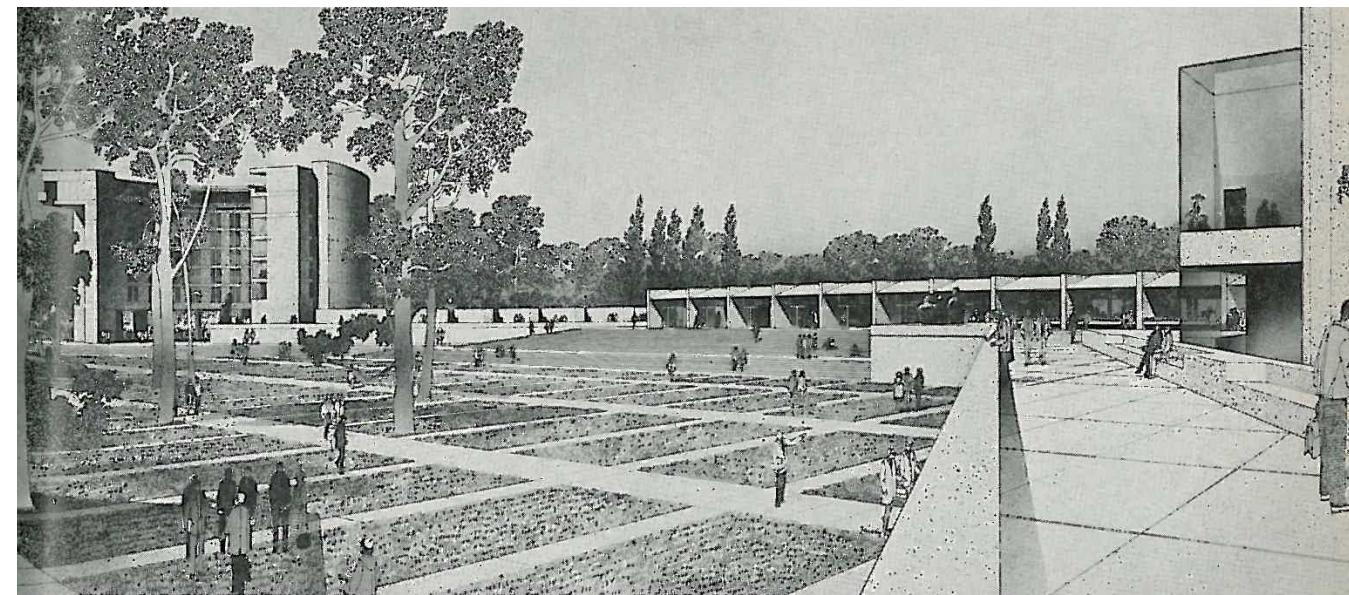
Though the legacy of the late period of postwar modernism is strikingly apparent because of the number of facilities built as a result of the Pei Master Plan, modern buildings were built alongside the more traditional buildings such as Mason and Fenton, adding a texture and complexity

to the aesthetic character of SUNY Fredonia. Mason and Fenton Halls are key components to the campus' physical plant, and they interact with Pei and Partners' modern buildings in interesting ways. The rich dialogue between original campus buildings and the modernism of Pei and Partners' buildings is an important part of the success of the Fredonia campus.

Future planning for growth at SUNY Fredonia must be respectful of the modernist tradition inherent in its buildings and campus organization, while accommodating current instructional needs with well-planned, flexible facilities. New construction at the campus since I.M. Pei and Partners' master plan was completed has been minimal, but existing facilities have continued to be retrofitted to meet the evolving needs of the pedagogy. The new Science and Technology Center, scheduled to begin construction in 2011, will be the first new academic building built on campus since 1973. This new building will bring not only much-needed classrooms and laboratories, but will also trigger evaluation of parking and landscape spaces immediately surrounding it. Similarly, any proposed new development within the campus core must be considered for its capacity to interact with the campus' strong aesthetic identity, along with its value in promoting the College's mission.

Physical History : Summary

1. The community-funded and -constructed Fredonia Academy evolved into the Fredonia Normal School and a state teachers' college before becoming the comprehensive liberal arts college that it is today.
2. The physical character of SUNY Fredonia was shaped most clearly by the campus master plan unveiled by I.M. Pei and Partners in 1964, and the building boom that followed it.
3. SUNY Fredonia today is characterized by a walkable campus and an aesthetic combination of modern buildings constructed as a result of the I.M. Pei and Partners campus plan, alongside more traditional campus buildings such as Mason and Fenton Halls.



An I.M. Pei and Partners rendering of their plan for the Fredonia campus. Source: Architectural Record, May 1964.



The SUNY Fredonia campus quad today, looking towards Maytum Hall. Staff photo.

Campus Timeline: Notable Periods, Expansions, Land Acquisitions, Planning Efforts & Major Projects



1821 Fredonia Academy founded, on contributions from local citizens including labor, building materials, produce, pork, cattle, grain, and whiskey. Largest contributors donated \$100.

November 25, 1824
Fredonia Academy incorporated by legislature

April 10, 1825
Legislative act provides \$350 annually to aid Fredonia Academy's financial struggles



The Fredonia Academy, founded 1821. Source: "Traditions and Transitions: The Fredonia Story".

October 4, 1826
Fredonia Academy opened for instruction in new building in downtown Fredonia

1830's Academy becomes recognized by NYS Board of Regents and becomes eligible for monies for the Literature Fund. "Ladies Department" is established for "all the useful and ornamental branches of female education."

1850 Teachers' Department at Fredonia Academy is formalized under the Board of Regents. It becomes one of eight schools in the state to receive funding for maintaining teacher training. Academy remodeled and doubled in size for an enrollment of 200 students.

1851 Erie Railroad connects Atlantic to Great Lakes in Dunkirk.

1861-65 The Civil War affects enrollment and financial stability at the Academy, dropping to only 61 students in 1864. Though postwar enrollment rose, unpaid tuition left the Academy vulnerable.

1864 Abraham Lincoln elected president, with critical assistance from then-New York State Governor Reuben Fenton.

1866 Legislature approves funding to set up four additional normal schools in New York state.

March 30, 1867
Legislation to enable establishment of normal school at Fredonia passed.

Spring 1867
Academy closed.

1867 NYS public schools' rate bills abolished, making tuition free, and bringing about enrollment increases at public schools.



The Fredonia Normal School. Source: Reed Library's "The Collections at Fredonia: Online Exhibit", http://www.fredonia.edu/library/special_collections/.

August 8, 1867
Cornerstone is laid for Fredonia Normal School, made possible by \$100,000 raised by citizens for construction

December 2, 1867
Classes begin at the new Fredonia Normal School for 62 boys and 85 girls, with a faculty of 5.

1879 Fredonia Normal School pioneers kindergarten teacher training program.

December 14, 1900
Fire at Fredonia Normal School kills 7, and destroys main section of the building.



Destruction from the 1900 Normal School fire. Source: Reed Library's "The Collections at Fredonia: Online Exhibit", http://www.fredonia.edu/library/special_collections/.

October 3, 1901
Cornerstone laid for "Old Main" to replace building lost in fire, with \$170,000 in legislature appropriations.

April 1903
Old Main is opened for instruction.



Old Main, built 1901-1903, in downtown Fredonia. Source: Reed Library's "The Collections at Fredonia: Online Exhibit", http://www.fredonia.edu/library/special_collections/.

1906 State Commissioner of Education requires physical separation of Normal School and high school students

1918 WWI ends
National shortage of teachers brings about full separation of high school to another building, and hopes to elevate Fredonia Normal School to a teachers' college.

1926 Western New York Music Festival at Fredonia is launched, an immensely popular gathering of thousands of school bands, orchestras and glee clubs; this reflects the success of Normal School's groundbreaking music program.

1930's Francis Diers and Harry A. King teamed to direct expanded Music Department, which enjoyed wide recognition.



A music class at Fredonia Academy, circa 1934. Source: "Traditions and Transitions: The Fredonia Story".

1930 Fredonia Normal School acquires 58 acres of land, the core of the current 225-acre campus, for \$49,000.

1931 Franklyn Jewett retires after 45 years as the sole head of Fredonia Normal School's Science Department.

July 11, 1939
Groundbreaking for Mason Hall, a new music building made possible by \$325,000 in appropriations. Mason will be the only building on the new campus for nearly a decade.

1940's
WWII and the Depression send enrollment plummeting to a low of 285 in 1944. Achieving state funding for construction on the fallow campus grounds becomes exceedingly difficult.

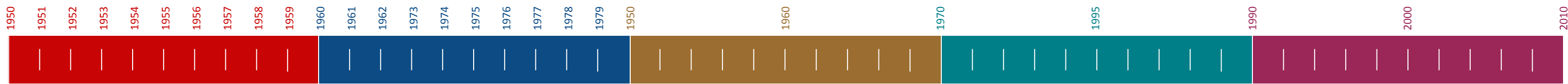
January 16, 1942
Regents approve granting of baccalaureate degrees to Fredonia Normal School graduates

July 1, 1942
Feinberg Bill elevates Fredonia Normal School to Fredonia State Teachers College

March 1948
SUNY established by Governor Thomas E. Dewey; Fredonia is one of its campuses, despite rumors of the closure of state normal schools.



Logo of the State University of New York. Source: www.suny.edu/communications



January 7, 1951
New dormitory building (Gregory Hall) becomes first new permanent structure on campus since Mason Hall in 1941.

June 8, 1951
Cornerstone laid for Fenton Hall, a classroom and administration building

1951 Speech curriculum added

1952 SUNY accredited by Middle States Association of Colleges and Secondary Schools and by the American Association of Colleges for Teacher Education

1952 Enrollment increases reflect demand for teachers as baby boom children approach school age.

1953 Major portion of College is moved from "Old Main" to Fenton Hall

November 2, 1957
Voters approve state bond referendum for \$250 million in university expansion

1958 Division of Humanities established.
Dallas K. Beal becomes Director of Elementary Education, beginning philosophical and pedagogical shift from traditional training to more well-rounded and innovative curriculum in education.
Alumni Hall dormitory completed.



An aerial view of the campus showing the few buildings that existed during this time period, from left: Mason, Fenton, a heating plant, and the Alumni Hall dormitory. Source: "A History of the Term of Oscar E. Lanford as President of the State University of New York College at Fredonia, 1961-1971", Joanne Schweik, 1999.

1955-1960
Applications, selectivity, and enrollment all increase due to better recruiting practices. Enrollment growth: 687-1243. Faculty growth: 85(1953)-129(1961)

1960's SUNY Fredonia enrollment grows from 1,050(1959) to over 2,200 by 1970.

SUNY Fredonia becomes able to provide A.B. degree, beginning the tradition of liberal arts education.

More distinct departments emerge: the Science Department splits into four new departments: Biology, Chemistry, Physics, and Geology. Social Sciences becomes History, Political Science, Economics, and Sociology.

New departments created: Art, Foreign Languages, Math, Philosophy, Psychology, Speech and Hearing, and Health and Physical Education.

1960-61 First transfer students from two-year community colleges begin in the new liberal arts program.
McGinnies Hall dormitory, Cranston Dining Hall, Mason Hall Annex, maintenance shops and garage are constructed.

January 16 1961
Amended version of State University Master Plan is issued, mandating a massive expansion of state colleges. The report concluded that colleges of education should become colleges of arts and sciences.

February 1961
First international study semester commences in Antwerp, Belgium.

Summer 1961
40 additional acres purchased to add to core campus.

October 13, 1961 Name changed to "State University College at Fredonia"

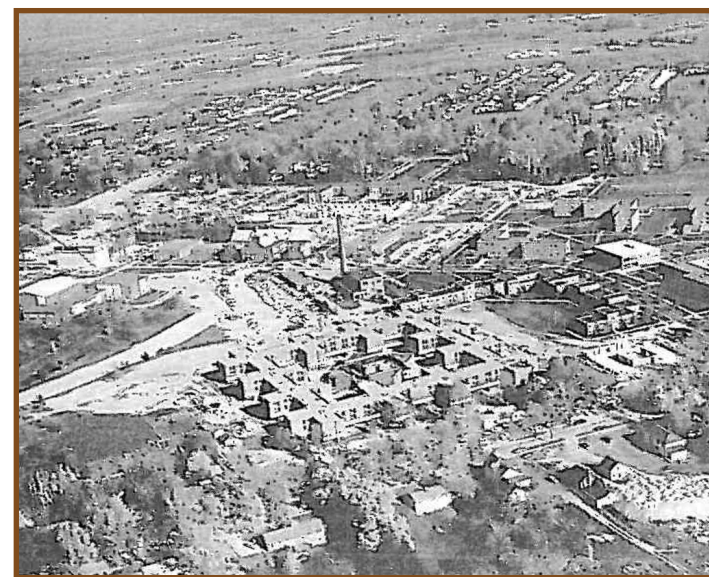
January 1962
I.M. Pei and Partners begin SUNY Fredonia Master Plan

March 1962
State University Construction Fund established

October 1963
Jewett Hall, Dods Hall, Nixon and Chautauqua dormitories are dedicated.

March 1964
Pei master plan is unveiled to the public. It includes an additional 125 acres of land, a ring road, and the taking of homes and land in both Fredonia and Dunkirk. 15 new buildings are proposed for an estimated \$44 million in construction.

Summer 1965-Spring 1966
Phase I of Pei master plan is contracted; a dormitory and dining complex, power plant and service building, fine arts building, and second science building are included.



An aerial view of the campus in 1967, showing significant growth as a result of the I.M. Pei and Partners Master Plan. Source: "A History of the Term of Oscar E. Lanford as President of the State University of New York College at Fredonia, 1961-1971", Joanne Schweik, 1999.

1967-1971
Maytum Hall and Michael C. Rockefeller Arts Center constructed.

1975 Thompson Hall opens.

1976-1986
The college initiates programs in cooperative engineering, recombinant gene technology and sound recording technology.

1983 Steele Hall is completed.

1991 Reed Library addition completed.

1998 Enrollment exceeds 4,500 students.

2001 Lake Shore Savings Clock Tower and Carillon dedicated.
Swimming and diving complex completed.

2004 Juliet J. Rosch Recital Hall dedicated.

2006 University Commons completed and opened.

2007 New state-of-the-art sound recording studio and control room is dedicated.
A new lighted soccer/lacrosse complex dedicated and opened as University Stadium.

2008 The Reed Library addition is dedicated as the Carnahan-Jackson Center for Learning and Scholarship.
Ground breaking is held for the university's Technology Incubator.

SUNY Fredonia Mission Statement

source:
<http://www.fredonia.edu/admissions/mission.asp>

The State University of New York at Fredonia, a comprehensive institution of higher education, declares as its mission:

To offer programs at the baccalaureate and master's degree levels – within and across the disciplines that comprise the liberal arts and sciences and in certain professional and applied fields – consistent with the university's existing strengths, its participation in the SUNY system, and the contemporary and future needs of a changing society; and to affirm the centrality, in this enterprise, of a general education in the arts, humanities, and sciences.

To encourage teaching and learning in formal and informal settings on and off campus, as well as through field experiences, student support programs, services and activities, and advising and counseling.

To promote involvement in the scholarly and creative enterprise by recognizing and supporting a broad range of intellectual activity; basic research and artistic creation; understanding, synthesis, and interpretation of existing knowledge and art; sponsored projects; and research that seeks to improve methods of teaching and learning. The university values and supports scholarly activity that directly involves students in the creative process and recognizes that the patterns of knowledge at the frontiers of research increasingly cross disciplinary boundaries.

To contribute to the intellectual, social, and emotional development of students by preserving the quality of campus life beyond the classroom and laboratory, by insuring a rich variety of experiences within a congenial residential atmosphere and an engaging physical environment, and by encouraging a supportive sense of community.

To develop and support service to individuals and organizations beyond the campus by opening the university's extensive educational, recreational, and cultural facilities to the community; by providing opportunities to attend lectures, athletic, and cultural events; by operating programs and clinics in association with specialized instructional programs, and by encouraging faculty and staff to contribute their expertise to the variety of community based endeavors for which it may be of value.

To commit the university to education that provides an awareness of global interdependence and cultural diversity through its curricular and co-curricular activities. Through active recruitment of students, faculty, and staff from underrepresented populations and the inclusion of this diversity in its programs, the university seeks to provide its students with the academic and personal richness afforded by exposure to such pluralistic perspectives.

To draw upon and contribute to the academic resources of the State University of New York and, in the context of excellence, to further SUNY's mission of providing accessible higher education to the diverse citizenry of New York State which the university serves.

Academic Mission

In the tradition of its evolution from a normal school to a SUNY comprehensive college, SUNY Fredonia's mission today is to continue to provide the quality of liberal arts education and well-regarded professional and non-professional programs for which it has become known, while upholding a commitment to campus and community life outside the classroom. First and foremost, the University is dedicated to its quality programs, and to the broad range of perspectives obtained through cross-disciplinary study, toward the continual improvement of teaching and learning on campus. The physical environment of the campus and facilities supports Fredonia's mission. The College sees its entire campus as a place of learning, both inside and outside the classroom, and at all hours of the day and night. It seeks to provide the type of collegial residential atmosphere common in its private university counterparts, with a focus on academics matched with an emphasis on civic engagement, intellectual creativity, and service to the university community. Along with its specific strengths and goals, SUNY Fredonia is mindful of its place within the SUNY system, as a contributor to the larger mission of providing higher education to New York State citizens. Fredonia's exceptional programs, commitment to general education, and its engaged living-learning residential atmosphere contribute to its reputation as a high quality liberal arts institution, a unique asset within the SUNY system.

Liberal Arts Education

Strengthening the sense of an atmosphere of living and learning is SUNY Fredonia's devotion to general education from a broad range of disciplines and perspectives. The strength of the College's programs are dependent on a solid educational foundation in the arts, humanities, and sciences. Fredonia's College Core Curriculum (CCC) is an integral part of the undergraduate experience, required of each enrolled student. The CCC is a rigorous blend of general education courses including history, sciences, foreign languages, and writing to be completed in concert with requirements of individual majors. This cohesive educational base has been a part of the curriculum and academic mission of the College since before its incorporation into the SUNY system; today, the importance placed on intellectual diversity remains a critical aspect of the SUNY Fredonia experience.

Quality of Programs

Beyond the high-quality general education so important to its mission, SUNY Fredonia's programs are critical to the attraction of accomplished high school graduates and talented faculty. The University's mission to remain committed to its key programs while strengthening all departments is clearly visible in strategic planning, allowing Fredonia to remain competitive with its SUNY and non-SUNY peers. The College of Music and the Department of Theatre and Dance have received increased attention and become increasingly popular with students; these programs draw the best and brightest students to audition and to eventually enroll, and the quality of instruction and performance spaces sustain their excellent reputation. Additionally, the College of Education is well known within the Chautauqua County and Western New York not only for its programs in the most contemporary practices of teacher training, but also as a valuable resource to local schools and communities. Programs in business, arts and humanities, and social sciences are also strong, and the sciences are expected to continue to receive increased recognition following the completion of the new Science Technology Center, beginning construction in 2011.

The Interdisciplinary Studies Program provides an important mechanism for SUNY Fredonia to remain flexible and current in meeting student demand. The program not only includes cross-disciplinary majors such as Women's Studies and International Studies, but also serves as an incubator for new programs with focus in multiple disciplines before being assigned to a particular division. A self-design major is also available for students who have interest in several programs – themes of self-design majors can also serve to inform future curricula and potential combined programs. While the importance of cross-disciplinary study is expressed as an ideal in the University's mission, its applications in the Interdisciplinary Studies Program underline its value.



From top: a grove of honey locusts in the future "Science Quad" (staff photo); a mainstage performance of "The Rocky Horror Show"; classroom field experience through the College of Education. Source: www.fredonia.edu/.

SUNY Fredonia Academics: Divisions and Departments

School of Business

Business Admin. & Accounting
Economics
Music Business

College of Arts and Humanities

Communication
English
History
Modern Languages & Literature
Music, School of
Philosophy
Theatre and Dance
Visual Arts and New Media

College of Natural and Social Sciences

Biology
Chemistry and Biochemistry
Communication Disorders & Sciences
Computer and Information Sciences
Geosciences
Mathematical Sciences
Physics
Political Science
Psychology
Sociology & Social Work
Sport Management

College of Education

Curriculum and Instruction

Early Childhood Education (BSEd)
Childhood Education (BSEd)
Early Childhood/Childhood (BSEd)
Childhood Inclusive Education
(BSEd)
Curriculum & Instruction (MSEd)

Language, Learning and Leadership

Literacy Education: Birth to Grade 6
(MSEd)
Literacy Education: Grades 5 - 12
(MSEd)
School Building Leadership (CAS)
Teaching English to Speakers of
Other Languages (MSEd)
Teaching English to Speakers of
Other Languages (CAS)
Intensive Teacher Institute/ITI -
TESOL (CAS)

Interdisciplinary Studies

American Studies
Arts Administration
Environmental Sciences
Exercise Science
International Studies
Legal Studies
Self-Design
Women's Studies

The Fredonia Campus Community

SUNY Fredonia offers itself as a resource to local citizens through its diverse cultural offerings, clinical services, and civic engagement that occurs both on campus and in the communities of Chautauqua County and Western New York. By inviting community members to the campus, and reaching out through various organizations and initiatives in nearby cities and towns, the University has developed strong community ties and has emphasized its importance as a cultural, intellectual, and economic center of the region.

Programs on campus have a long history of contributions to the community, making SUNY Fredonia a cultural and academic resource for the area. Performances, recitals, and gallery events are open to the public, making the Rockefeller Arts Center and Rosch Recital Hall virtual public buildings for the village of Fredonia. Clinical services offered to local families through the Department of Communication Disorders and Sciences, and educational resources available at the School of Education provide a valuable service to local families of children of all ages, especially those with special needs.

A strong sense of community is apparent on campus, visible through visitor impressions, student satisfaction and retention, and alumni loyalty. SUNY Fredonia is dedicated to cross-disciplinary interaction and civic engagement in and out of the classroom, as is evident through programs like OSCAR (Office of Student Creative Activity and Research) and FACE (Fredonia Academic Community Engagement). These programs create connections between students, faculty, and communities with which they have measureable impact. OSCAR, opened in 2006, promotes collaborative opportunities between students and faculty in undergraduate research. FACE is focused on local and regional communities, with the central mission of campus and community collaboration in the areas of civic engagement, sustainability, service learning, and community-based research. Additionally the Center for Multicultural Affairs creates an important community for formal and informal meeting amongst students of cultural and ethnic minorities.

Quality of the Physical Environment

SUNY Fredonia's campus is consistently noted by prospective students, current students, and alumni as a key attribute that first attracted them to the school. Its campus is a key component to Fredonia's uniqueness amongst its SUNY peers, with a residential character and quality of landscape environment more often found in a private university setting. Aside from initial impressions, the engaging environment at SUNY Fredonia contributes to its high retention rates and overall satisfaction of students and faculty, a benefit that has lasting effects on the quality of its programs, the caliber of instruction that the College is able to provide, and the loyalty and community of its alumni.

The campus environment as it exists today grew out of the Campus Master Plan executed by I.M. Pei and Partners, with most of the construction of that plan occurring in the 1960's and 70's. In fact, most of the buildings that make up the campus were constructed during this time, providing an uncommon consistency of construction and aesthetic character to new buildings and spaces. The quality of light and space within the buildings and in the spaces between them was considered as part of a whole; consideration was given to each building's contribution to the overall environment. The campus' distinct organization and building design was tailored to the landscape of its time, and today represents a legacy of late-modernist architecture and planning.

Landscape spaces on campus are equally important to the impressive architecture designed by Pei and Partners. The main campus "quad", as well as other supporting green space, connects campus buildings with attractive, mature landscapes where students circulate, meet, and congregate. Perhaps as important as I.M. Pei's contributions to the campus are those made by Dan Kiley, renowned American landscape architect and designer of prominent public spaces such as the Independence Mall in Philadelphia and the Gateway Arch landscape in St. Louis. Kiley's design is especially visible in the impressive grove of mature trees between Houghton and Jewett Halls, a grid of honey locusts creating striking linear perspectives as viewed from the paths that circulate within it. The fact that such sophisticated, high-quality landscape spaces exist on campus is supportive of the mission to provide a continuity of the learning environment that extends beyond the classroom. The quality of the Fredonia campus architecture and landscape, the integration of modern architecture with more traditional architectural styles, and the walkable scale of the campus distinguish Fredonia from many other SUNY campuses planned during the 1960's and 1970's.

Challenges and Opportunities

Given SUNY Fredonia's reputation for successful programs, selectivity, and high rates of student satisfaction, its facilities are generally not reflective of the high quality of education available on campus, despite the strengths of the campus environment. It was repeatedly reported and observed that instructional spaces were outdated and technologically inadequate, despite the campus' best efforts to retrofit facilities continually. Specifically, the University's reputable programs are at times compromised by the spaces they inhabit. Programs in the performing arts and music, though characterized by exceptional performance spaces, have grown dramatically with only modest increases in space, resulting heavy in use and overcrowding of instructional and rehearsal space. The School of Education, a key point of interaction between the University and the community through its many clinical and graduate offerings, has poor visibility and inadequate space for the sorts of interactive and observational learning that characterizes contemporary methods of teacher training.

The character of the SUNY Fredonia campus is one of its key assets, and its ability to further showcase campus features through future planning, with strategic improvements to the landscape and circulation systems and the placement of new construction, will bring increased visibility to this unique environment. These changes will benefit not only students and faculty, but also the many visitors to the campus that contribute to its vitality and sense of community. In a general sense, SUNY Fredonia suffers from a weak sense of arrival and organizational hierarchy, compounded by a confusing system of circulation, parking, and wayfinding, and contributing to a somewhat unfriendly arrival for visitors. Additionally, because space is at a premium, the rooms available for visitors are few, and are often the same overused classrooms used for instruction. Frequently, SUNY Fredonia is unable to provide adequate space for the types of conferences and large meetings that are of such great benefit to the institution and the community.

In addition to overall institutional identity, departmental identity is also in need of improvement. Particularly in Thompson and Fenton Halls, departments are densely-concentrated, and it is often difficult to distinguish departments from one another. The lack of openness and complex building circulation in Thompson Hall in particular contributes to a confusing, uninviting interior environment. Faculty and departmental offices are difficult to find, and are frequently too small to be used for interaction with students. Campus interviews and observations noted a poor sense of arrival, and the need for

informal meeting space to better foster departmental and cross-disciplinary interaction amongst students and faculty. The lack of departmental identity, social and flexible space, and the poor quality of the instructional environments present challenges to the reputation, popularity, and success of academic programs.

Solutions to the problem of institutional and departmental identity and the quality of academic space supportive of the mission must be considered carefully, to ensure that new space provides maximum benefit to the College. Specific recommendations regarding the addition of space to the campus must be made after careful analysis of existing facilities, enrollment and space data, and scheduling practices that will occur in Phases II and III of this plan. However, it is now possible to summarize ideas about space need that can be evaluated against later analysis, in order to confirm its necessity as recommendations begin to be made. Faculty, staff, and administration frequently reported the need for more public, flexible, technologically-equipped meeting and instructional spaces on campus. A number of needs have been expressed to address the demand for new space. Possibilities for public, multi-use, outreach-oriented space include:

- A Graduate Studies and Research "hub", assembling currently dispersed programs like Sponsored Research, OSCAR (Office of Student Creative Activity and Research), FACE (Fredonia Academic Community Engagement), and the Center for Regional Advancement. Such co-location would serve to further promote faculty and student interaction and cross-disciplinary activities, while allowing growth of graduate programs with an increased campus presence.
- Multi-purpose, state-of-the-art teaching space, equipped with current technology and interactive capability for distance learning. These spaces would provide much-needed high quality space for meetings and professional education and

development, along with instruction. Many campus programs and groups would benefit from such space, which could be used for a business courses' casework environment, Legal Studies and Political Science forum and court simulations, and for student government.

- Conference facilities for large groups, with breakout spaces for discussions and smaller meetings. With high-quality, technology-equipped facilities, SUNY Fredonia would supplement its current capabilities, bringing more conferences and large meetings to campus.

Academic Mission: Summary

1. At the core of SUNY Fredonia's mission is high-quality education with a liberal arts foundation. The College Core Curriculum supports academic specialization in key programs, such as the performing arts, music, and education.
2. The physical environment is one of the University's strongest assets, supporting the academic mission by providing a collegial residential atmosphere, and contributing to high retention rates.
3. Community involvement is an important facet of the Fredonia experience, made possible by public cultural events, interaction with local families through various clinical services, and participation in service opportunities and organizations.
4. Strength of University programs is generally not reflected in the facilities they inhabit. Weak departmental identity and an increasing demand for high-tech, flexible learning environments illustrates this challenge.

Accreditations

Middle States Association of Colleges and Schools

International Assembly for Collegiate Business Education

National Council for Accreditation of Teacher Education (NCATE)

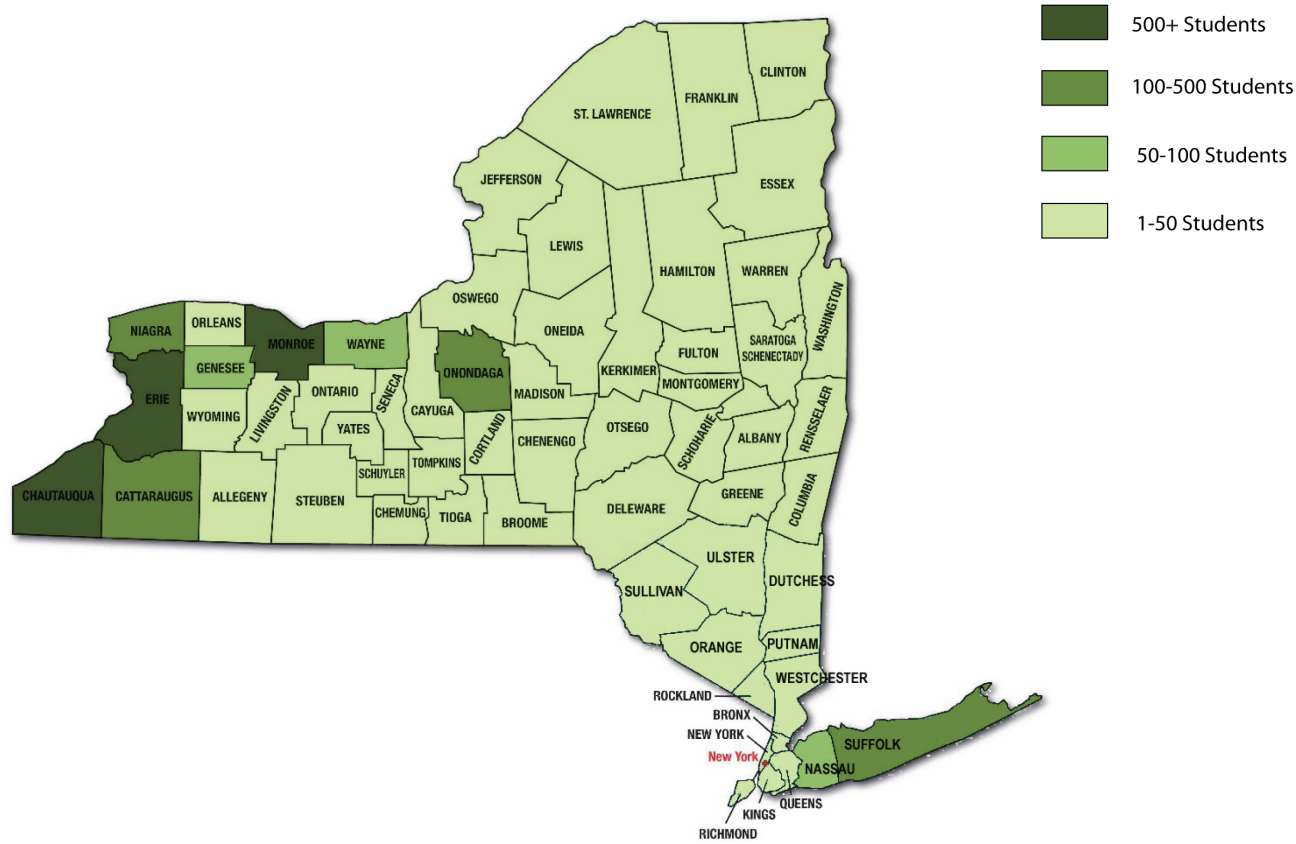
National Association of Schools of Music

Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA) New York State Education Department.

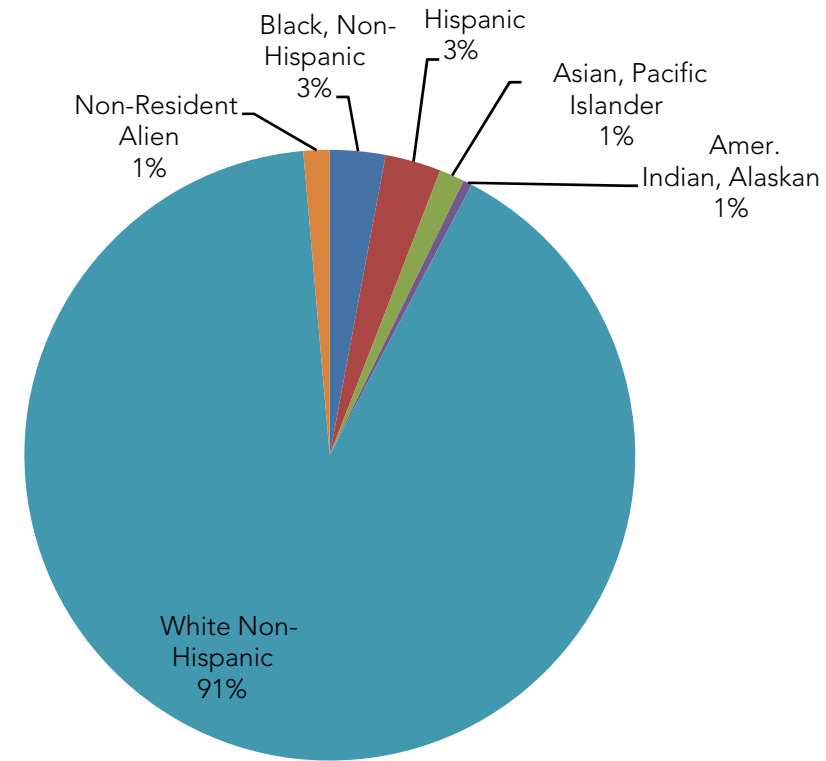
National Association of Schools of Theatre

Council on Social Work Education

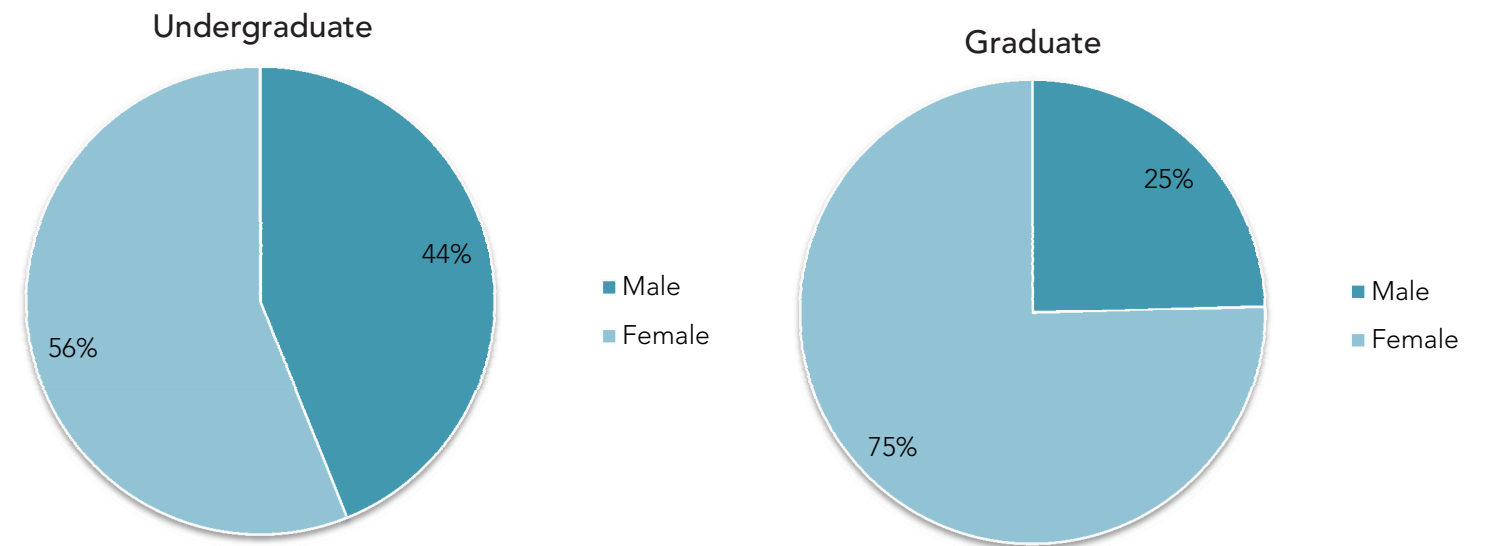
New York State Enrollment by County, Fall 2008



Enrollment by Racial/Ethnic Category
Headcount Enrollment Fall 2008



Enrollment by Gender
Headcount Enrollment Fall 2008



SUNY Fredonia: Today and Tomorrow

Institutional Reputation

SUNY Fredonia enjoys national recognition for its programs in Teacher Education and Music, with pioneering programs in music instruction. Fine and Performing Arts programs, are professionally accredited and nationally renowned. Strong programs in Theatre and Dance are highly selective; musical theatre programs accepting just 12 incoming students, and all theatre programs accepting only 40-50 students per year. Programs in the Visual Arts, Business, Sciences, and the Humanities are also strong. The school's location in Chautauqua County broadens its reach, attracting students not only in Buffalo and Western New York but also northern portions of Ohio and Pennsylvania and the cities of Erie and Cleveland. Fredonia is one of the most selective comprehensive college within the SUNY system.

Beyond achieving the recognition of prospective students, awareness of SUNY Fredonia extends to the Fredonia community and the region through a range of contributions, with visible economic and cultural impact. In addition, it provides a valuable cultural asset to Chautauqua County in its numerous lectures, symposia, exhibits and performances. Throughout its history, Fredonia's academic reputation has been strongly tied to community participation, a link that remains vital today.

Enrollment Levels and Mixes

SUNY Fredonia has experienced measured growth in the past five years, and enrollment in Fall 2008 slightly exceeded projections from the 2007 Mission Review II. Currently, the student population is about 56% female, 91% white, and 30% from Western New York. The college would like to improve diversity in coming years, to include more students of underserved populations and more students of color. The Mission Review II stated that increasing diversity is a priority for the campus, and committed to increasing recruitment practices to the economically disadvantaged, ethnic minorities, and those outside the region. In terms of program distribution, degree programs in the social sciences (including Business) and fine arts represented nearly half of all undergraduate enrollment in the fall of 2008. Education and the natural sciences have the next largest portion of enrollment, with about 13% in each. According to the Office of University Advancement, the School of Business and the College of Education have the most potential to attract more prospective students and increase selectivity.

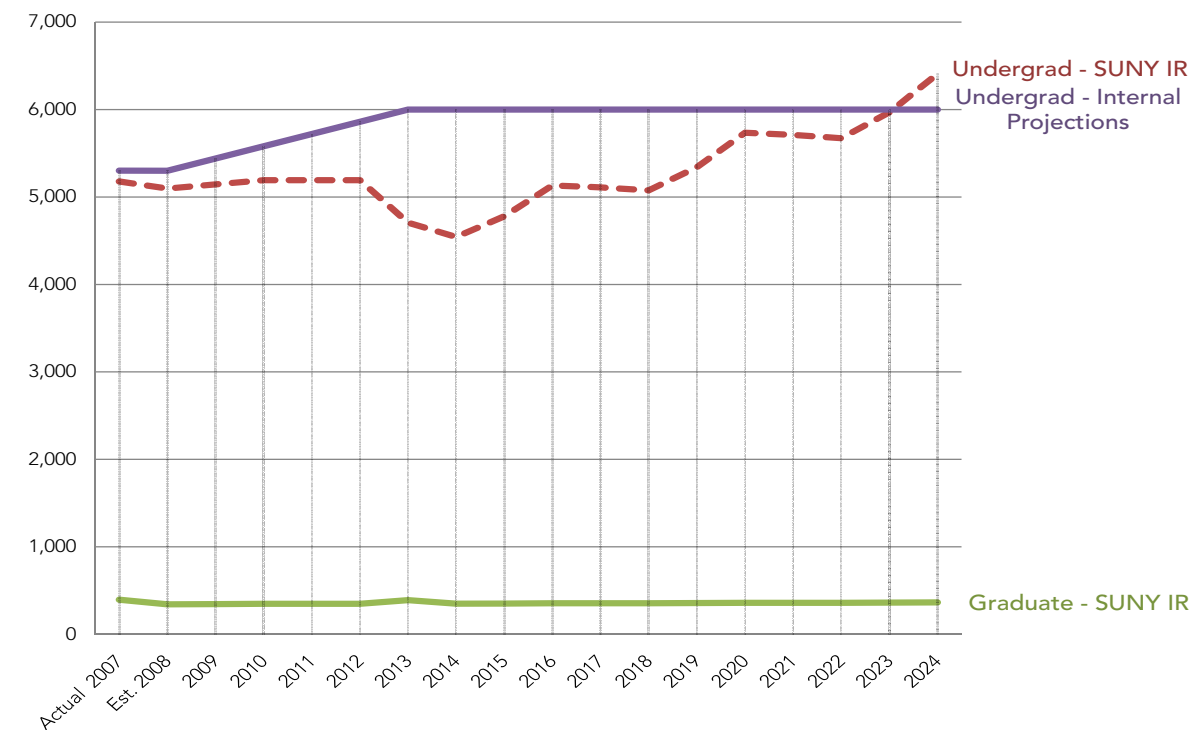
Enrollment Management

The Enrollment Management Committee at SUNY Fredonia meets monthly throughout the academic year, discussing issues of enrollment, retention, and recruitment. Increased focus has been directed to recruitment in recent years, both responding to and anticipating demographic shifts in New York State. Strategies include: engaging a professional consultant to direct and enhance recruitment efforts, creating connections between prospective and current students, and expanding recruitment into Eastern New York and outside the state.¹

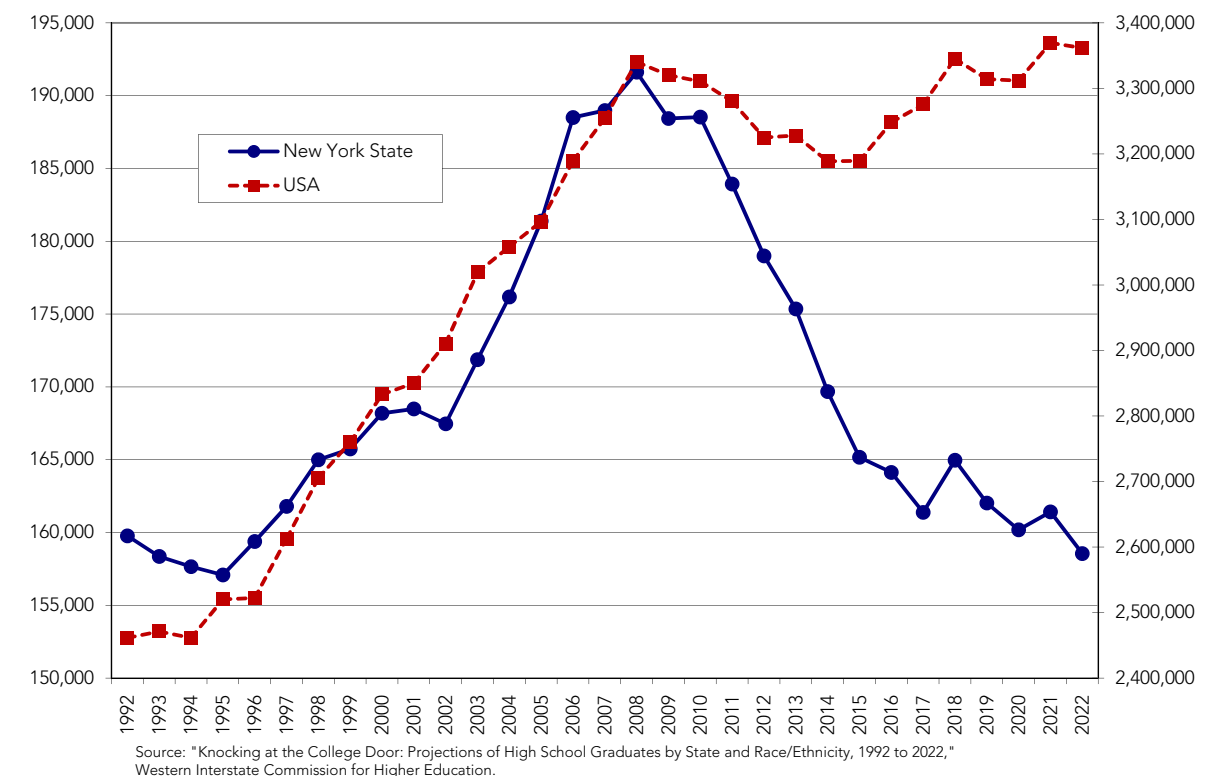
The size of the historical applicant pool suggests that the University will not have difficulty maintaining or increasing its future enrollment. However, the number of New York State high school graduates is expected to decrease dramatically in coming years, which may have an effect on SUNY Fredonia's admissions policies and recruitment practices in the near term. SUNY Fredonia has worked very hard in recent years to increase selectivity of the students it accepts, but as the number of applications dwindles, revisions to current benchmarks may be necessary to maintain stable enrollment numbers. Recruitment efforts that have been focused generally on Western New York might be reconsidered to expand the inquiry pool more aggressively in northern Ohio and Pennsylvania. The College's ability to remain competitive in its programs, existing and new, will be invaluable as maintaining enrollment becomes more challenging in the future.

¹ 2007 Mission Review II.

Enrollment Projections
Headcount for Fall Semesters, 2008-2025

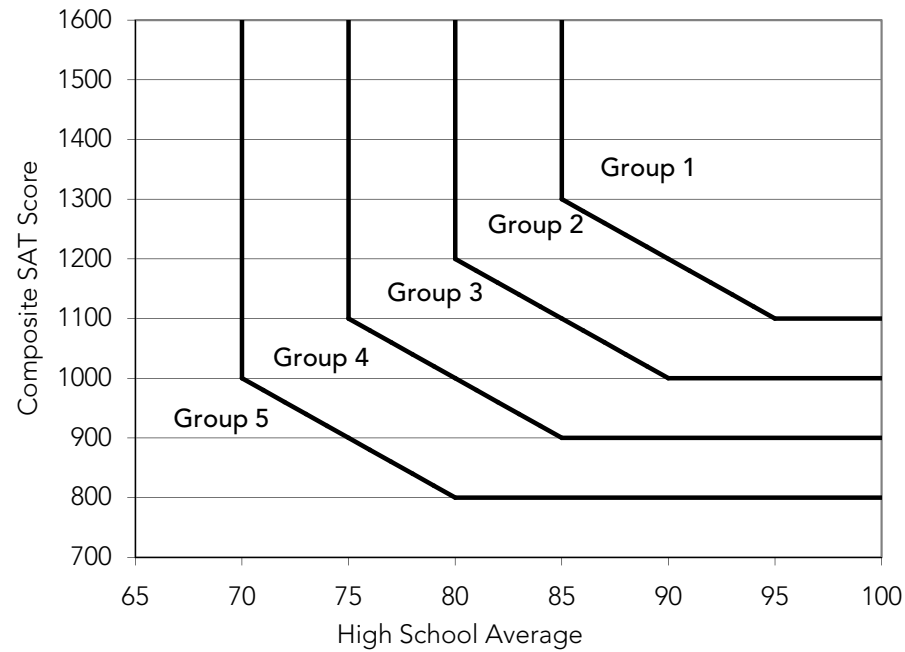


Enrollment Management
Projections for NYS High School Graduates, 1992-2022



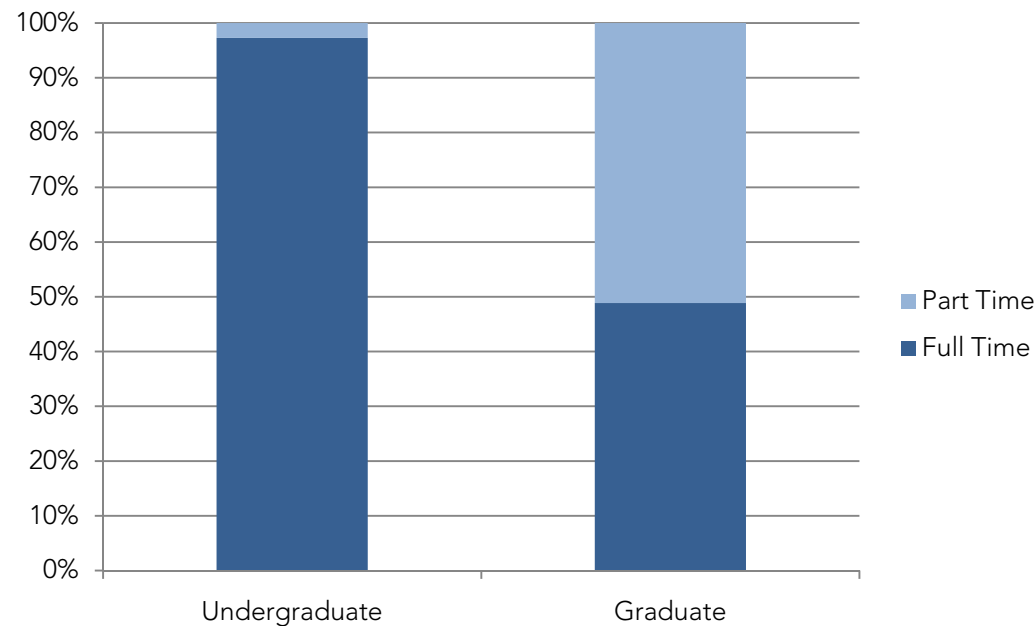
Selectivity Parameters

Taken from MISSION REVIEW II (2005-2010) GUIDANCE PACKET, <http://www.suny.edu/provost/MissionReview/MR2/MR2WhitepaperD.htm>



Full Time vs. Part Time

Headcount Enrollment Fall 2008



Selectivity Records and Goals

Standards set by SUNY have been used at Fredonia to categorize selectivity benchmarks and set goals for the future. The Selectivity Matrix established by SUNY combines high school SAT score with high school grade average in determining five groups of selectivity. SUNY's delineation of scores is shown at left. In determining a campus' overall selectivity, groups are distributed as follows:

- Most Selective - At least 60% of first-time, fulltime students enrolled are Group 1.
- Highly Selective - At least 60% of first-time, fulltime students enrolled are Group 2 or higher.
- Very Selective - At least 60% of first-time, fulltime students enrolled are Group 3 or higher.
- Selective - At least 60% of first-time, fulltime students enrolled are Group 4 or higher.
- General Admission - Not meeting any of the above categories.

SUNY Fredonia increased its selectivity to Highly Selective during the first Mission Review in 2000, and as of the 2007 Mission Review II the University reported the proportion of students in Groups 1 and 2 ranged from 69.75% to 70.5%. In the MR II, the University projected specific goals for increasing selectivity further to a goal of 80% of enrolled students in Groups 1 or 2 by Fall 2010. To achieve these increases, SUNY Fredonia committed to obtaining additional grants and establishing more merit-based scholarship opportunities, in order to bring more Group 1 students to the campus.

As mentioned earlier in this section, expanding regional marketing and financial incentives for out-of-state candidates in the Erie and Cleveland areas present unique opportunities for SUNY Fredonia to increase selectivity. To date, regional marketing has been focused mainly on Western New York high school students who benefit from reduced in-state tuition rates. Reportedly, if SUNY was able to provide regional tuition to students from northern Ohio and Pennsylvania, coupled with a more aggressive marketing effort in these areas, SUNY Fredonia might have the potential to draw more (and more qualified) students to the campus.

Student Outcomes and Transfers

SUNY Fredonia enjoys relatively high retention rates in comparison to its SUNY peers. In recent years, the University has met its goal of 85% first-year retention, but has fallen short of its MR II goals for six-year graduation rate. Fredonia hoped to increase the rate of six-year graduation to 64% by 2008, and 70% by 2010, but instead these numbers have fallen to 59% in 2008. Though this percentage represents a reduction in the University's usually high averages, the rate is still comparable or better than those of the comprehensive colleges.

Outcomes of transfer students at Fredonia mirror those of their traditional counterparts. The University has 21 articulation agreements with eight area SUNY institutions, a 2+2 program with Monroe and Jamestown Community Colleges, and joint admissions with Niagara County Community College.² Transfer students account for a large proportion (over 36%) of incoming students, and Fredonia strives to obtain quality applicants and create as seamless a transition as possible for them after they arrive. Most transfers enter at the junior level, and the vast majority comes from SUNY 2-year institutions. Fredonia considers itself a "transfer-friendly" campus, allowing students to enroll directly into a major, assigning them advisors in their departments, and providing dedicated registration and orientation to ease the transition from other colleges.³ In 2007, Fredonia's lower division entering transfers were graduating in five years or less at a rate of 61%, with a first-year retention rate of 78%.

Full-Time vs. Part-Time

There are relatively few part-time students at SUNY Fredonia; about 96% of students are full time. Students with a course load of less than 12 credit hours are considered part time, and pay a per credit hour rate of tuition.

² 2007 Mission Review II, <http://www.fredonia.edu/admissions/xfer.asp>

Program Resources and Limitations

SUNY Fredonia’s commitment to its key programs is evident in the available resources on campus. Performance and rehearsal facilities are integral to the success of programs in music, dance, and performing arts. The reputation of the School of Music and the Department of Theatre and Dance is supported by spaces such as Rosch Recital Hall, King Concert Hall, and Marvel and Bartlett Theatres, where students master their craft in a professional setting. Continual renovation and painstaking maintenance of these facilities is critical to these programs, and the College’s dedication to providing state-of-the-art theatre and music performance facilities is reflected by frequent improvements to both Mason Hall, home to the School of Music, and the Rockefeller Arts Center, housing the Department of Theatre and Dance. Despite this, these buildings are not without challenges as a result of their heavy use, increases in enrollment, and evolving pedagogy since the time of their construction. Detailed evaluations of specific facilities will be outlined in later sections of this plan, but a summary of the unique challenges of SUNY Fredonia’s performance space is provided below.

Mason Hall and the School of Music

Though much attention has been given to performance spaces in Mason Hall, rehearsal and practice space is at a premium, making renovation difficult. The sensitivity of instruments to temperature and humidity fluctuations is a particular issue in the building, and can be addressed only with sophisticated HVAC improvements. In addition, sound transmission and acoustical quality is of utmost importance to all spaces in the School of Music – not only performance spaces – and while the construction of new, right-sized rehearsal rooms is now underway, additional study will be required to improve acoustics in the entire Mason Hall complex.

Rockefeller Arts Center

Similar issues confront the Rockefeller Arts Center, with excellent performance spaces overshadowing the need for improvement to instructional and support space. The RAC was built in 1969 for the purposes of providing performance space, without the intention of the building (with the exception of the wing of arts studios) being used for instruction, much less the home to an academic department in the performing arts. As such, the complex today is overcrowded by the popular and reputable Department of Theatre and Dance, in addition to the use for which the building was originally intended, by the Department of Visual Arts and New Media. Former theatre storage and support space is now used for theatre technology classrooms and dance studios, and rehearsal space is in constant demand. As with Mason Hall, the RAC is used round the clock, making renovation planning difficult.

Though demand for high-quality space considerably outweighs supply, SUNY Fredonia’s facilities for performance are unique and exceptional, and supportive of the academic mission.

Reed Library

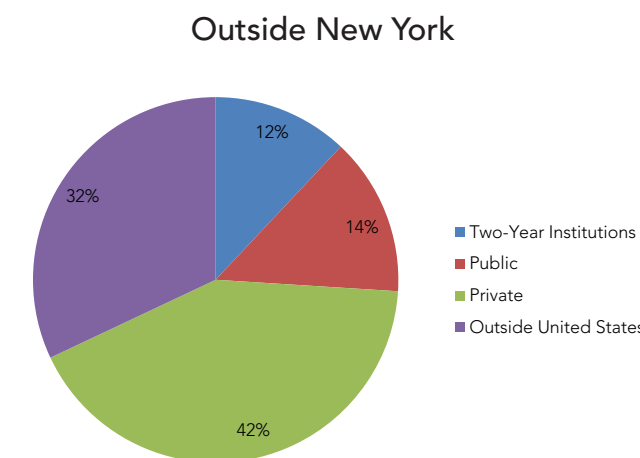
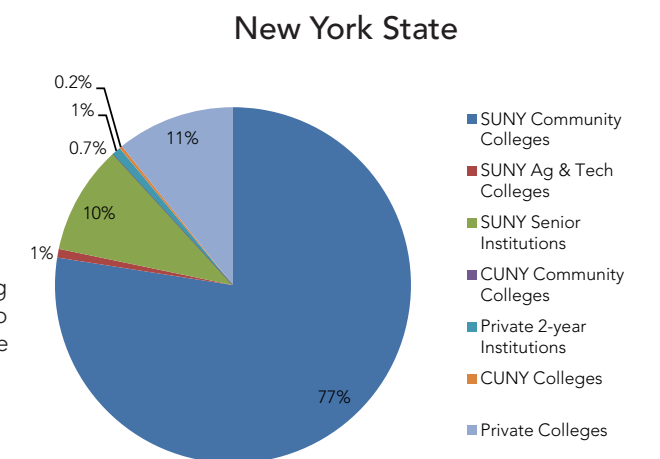
Reed Library is the home to collections uniquely suited to SUNY Fredonia, with special attention paid to key holdings in music and art, and in the history of Chautauqua County and the region. In addition to traditional collections used for academic research, Reed Library’s archives and special collections are reflective of the unique history and pedagogy of the school. The library serves as a resource not only to students and faculty of SUNY Fredonia, but also to community members and regional historical societies. Reed Library acts as repository for much of Chautauqua County’s historical societies’ artifacts and archives. Its multimedia Music Collection is the largest subject represented in Reed Library holdings, reflective of the importance of the School of Music in the academic curriculum. The collection includes books, scores, recordings and videos. In addition to collections, Reed Library serves as a hub of the campus. Its centralized location, along with the large “learning commons”, makes it a popular place of gathering and study. Reed Library’s capacity to accommodate students with increasing technological needs has been challenging to this building, built before the intensive networking and technology needs that are commonplace in institutions today.

Identity and Reputation

In a general sense, Fredonia’s programs are limited by the facilities they inhabit. The campus is frequently cited for its private university “feel”, and the quality of its undergraduate education, a reputation that has been cultivated over years of quality instruction and high selectivity, despite instructional space that is at times inadequate. With the exception of its key academic programs in the performing arts and music, many academic programs have very weak identity in the closed, unfriendly buildings in which they are located. Faculty offices are small and some are windowless, impeding the important interaction that

occurs with student advising. Informal, flexible meeting space is at a minimum, and technology continues to be a challenge in meeting the needs of current instruction methods. Without improvements to or addition of instruction space to bring the campus’ facilities to the standard of excellence reflective of its reputation, efforts to attract and retain exceptional students and continue to grow its programs will be increasingly difficult.

Source of Undergraduate Transfers
By Institution Type Fall 2008



SUNY Fredonia Today and Tomorrow: Summary

1. Enrollment levels have remained relatively stable, but the University plans to grow to 6,000 by as soon as 2014.
2. Though New York State demographics indicate a drop in high school graduates in coming years, SUNY Fredonia’s high selectivity levels and large applicant pool will allow it to maintain steady growth.
3. Facilities related to SUNY Fredonia’s key programs, such as the School of Music’s Mason Hall and the Department of Theatre and Dance’s Rockefeller Arts Center, though providing exceptional performance spaces, are in need of constant upgrades to maintain them as valuable program resources.

International Programs

Semester Programs with Affiliated International Universities

- Australia
University of the Sunshine Coast (USC)
- Bulgaria
American University in Bulgaria (AUBG)
- England
Northumbria University
- France
Institute for American Universities (IAU)
- Spain
Conservatorio Superior de Musica
Manuel Castillo de Sevilla (CSM)
- Turkey
Izmir University of Economics (IUE)
- Vietnam
Danang University in Vietnam

Student Teaching

- Australia
University of the Sunshine Coast (USC)
- United Kingdom
Swansea Metropolitan University and
the University of Plymouth

Alternative Pedagogical Structures

Distance Learning

Fredonia's Office of Lifelong Learning and Special Programs oversees its online course offerings and delivery. Online courses are a popular way for students to access Fredonia's and other SUNY schools' course catalog conveniently and efficiently. In the Fall semester of 2009, nine courses were offered 100% online, with additional courses offered in a combination of online and on-site. The SUNY Learning Network (SLN) is used by the University to coordinate instruction and delivery of online courses. The 2007 Mission Review II indicated a commitment to expanding online learning opportunities to a total of 40 online courses by 2010.

Online/distance learning offerings have grown at Fredonia, but the campus does not offer true synchronous (real-time) courses. Such courses require faculty training and support, and generally take longer to develop than Fredonia's traditional, resident-based curriculum. SUNY does offer centralized training for faculty interested in online course development, but it has not been employed at Fredonia. Fredonia uses the "ANGEL" learning management system, SUNY's delivery method for online and distance learning courses. Currently, there are 36 courses in development for online delivery.

On-campus interviews and observations revealed numerous challenges to the University's ability to offer distance learning. Synchronous technology is not available to the campus for real-time course offerings, so many distance learning courses are offered as a hybrid between asynchronous and on-campus coursework. However, when distance learning students are required to be on campus for short durations, there is little to no availability of short-term housing to accommodate them. If the University plans to grow distance learning in the future, technological capabilities and space demands of these courses will require further study.

Alternative Scheduling

The majority of classes are scheduled between the hours of 8am and 4pm, though time slots are available as late as 9:30pm. In general, instructors will choose to take a less desirable time slot for a course because a well-equipped room of the right size is available, rather than holding classes in a room that is too large or too small, without the appropriate technology or equipment. Evening courses have become more popular for all course types, because of adjunct availability and general faculty demand.

Scheduling for the School of Music and the Department of Theatre and Dance is handled internally to the departments because of the convenience of scheduling rehearsals, practice times, and one-on-one private lessons. Because many of these types of courses are scheduled on a week-by-week basis, it is often difficult to track their time and space usage. These courses are sometimes offered for fewer credits than is represented in the time commitment involved, or not designated set times or rooms because they are held in faculty offices or other non-instructional spaces. These departments often require students to dedicate significant off-hours time to coursework, which keeps their spaces occupied nearly 24 hours per day.

Joint Degrees/Programs

Interdisciplinary Studies Programs is an umbrella organization of majors and minors that are either in the incubator stages prior to departmental adoption, or are cross-disciplinary academic programs that are broad enough in scope that they do not fit easily into one of the departments. Interdisciplinary Studies also offers a Self-Design Program that allows students the flexibility to be able to combine two or more programs at the university without having to satisfy all departmental requirements for the major, an alternative to a double-major that encourages study across disciplines within a four-year time window.

Collaboration between programs generally occurs within Colleges. Inter-College collaboration is mostly found overlapping the College of Education, which administers teacher education programs in specific disciplines like math, science, and music. Additionally, the College of Natural and Social Sciences programs in Communication Disorders have overlap within their own department, and also with College of Education Speech-Language Pathology certification programs. Political Science programs are tied to several Interdisciplinary Studies majors, such as Legal Studies and International Studies.

International Programs

The International Education Center oversees study abroad programs and international student services at SUNY Fredonia. The Center's Program Development staff assist faculty in creating and implementing international offerings. Currently, Fredonia offers semester programs through international universities in seven countries, student teaching opportunities in the UK and Australia, and short-term "J-Term" and summer programs. In addition, support is provided on campus for students interested in international fellowships such as the Fulbright Scholarship. The Coordinator for International Learning facilitates the development of international study with faculty, and helps to internationalize instruction on-campus by encouraging awareness of global issues in the various fields of study at Fredonia.

The Center also participates in the National Student Exchange program, allowing students at SUNY Fredonia to take courses at NSE member colleges (mostly within the US and Canada), for up to one calendar year. Though not an international program, it extends Fredonia's offerings participation in the program supports the International Education Center's mission to promote cultural diversity and global awareness.

The Interdisciplinary Studies programs include a major in International Studies, which has six areas of concentrations focused on international relations, global history, and issues facing developing countries.

Alternative Pedagogical Structures: Summary

1. Technological capabilities challenge the University's ability to provide distance learning courses, though opportunities for growth exist.
2. The Interdisciplinary Studies program is an important way for the University to test new programs and for student to focus on study across disciplines

Institutional Development

Research Qualities and Goals

Fredonia's Office of Sponsored Programs is responsible for the administration of funded research on campus, and provides a range of services to obtain funding through grants. This office aids in developing all aspects of grant proposals including budget review and facilitation and support for production and submission. It also oversees the allocation of on-campus funding programs such as fellowships and incentive awards available to faculty. Fredonia is part of the Research Foundation of the State University of New York, an organization which provides administrative support to sponsored research programs and allocates research funding at 30 SUNY campuses.

Sponsored research expenditures have grown in the last decade, from \$2.55 million in 2004-05 to \$4 million per year currently. This growth is expected to continue, especially in the sciences after the construction of the new science building. In addition, science departments are expected to alter their faculty from 80/20 tenure/non-tenure to 60/40, which promises to bring about more innovation, research, and collaboration amongst students and faculty.

Though many Fredonia departments participate in research, it is frequently reported that the space in which research is conducted is inadequate. Programs with high levels of interest are at times unable to accommodate research using contemporary methods, mostly because of the configuration of and high demand placed on space. Behavioral observation space for Psychology, Sociology, Communications Disorders, and Education is minimal, and is often shared by multiple programs. Computer Science research labs are needed to take pressure off of instructional labs. While additional research space is to be gained in the sciences with the construction of the new science building, expected increases in research-focused faculty are likely to increase demand.

As mentioned in previous sections, the Office of Student Creative Activity and Research (OSCAR) facilitates connections between student and faculty in undergraduate research. This important program promotes cross-disciplinary interaction, increases visibility of sponsored programs and faculty research, and provides exposure to research activity to a wide range of undergraduates.

Faculty Planning

There are currently 259 full-time and 201 part-time faculty/adjunct professors at SUNY Fredonia. Student-faculty ratios over the past ten years have averaged at around 17.5. As of the 2007 MRII, 64% of courses on campus were taught by tenured or tenure-track faculty, a percentage that the College hoped to increase to 75%. Attention to faculty demographics was also addressed, and goals were set for gender equity, minority representation, and faculty credentials. The MRII also indicated a commitment to alter the ratio of full-time to adjunct professors on campus by reallocating adjunct funding, allowing for 30 additional full-time hires. This shift is an indication of the dedication of the College to an engaged, participatory faculty that is focused on teaching as a primary pursuit, and involved in all aspects of campus life.

The respective colleges at SUNY Fredonia have specific plans for faculty growth that reflect changes in curriculum, pedagogy, and student demand. Departments that indicated a desire for additional faculty included:

- College of Natural and Social Sciences
 - Chemistry: has projected growth for two new lines of full-time faculty
 - Math
 - Criminal Justice: has experienced significant growth; projects one new faculty
- College of Arts and Humanities
 - Communications
 - Modern Languages

Facilities needs for faculty support space is frequently noted as a major issue in the majority of departments on campus. Because faculty are expected to dedicate significant time to student advising, private offices are particularly important because of privacy concerns. In addition, training and meeting space is needed for faculty to collaborate, improve curriculum, and bring about innovative course styles and subject matter. Quality and quantity of faculty space will continue to be a concern as departments grow.

Fundraising

The Office of Development, within Fredonia's Division of University Advancement, is responsible for fundraising efforts. The Development Office solicits and obtains donations to capital campaigns and the college's annual fund. The not-for-profit Fredonia College Foundation administers funding after it is obtained, maintaining relationships with donors and ensuring that donations are allocated according to donors' intentions. The Foundation is entrusted with accepting and holding financial contributions, investing endowment, and awarding grants in the form of lectureships, student loans and scholarships, and faculty education. Funds obtained by donation allow the college to remain competitive by enabling the College to provide programs and services in line with those available at private universities.

In the past, fundraising and marketing efforts have focused on showcasing Fredonia's programs, such as the performing arts, Music, Education, Business, and Communications. The construction of the new science building will help to elevate the reputation of the sciences at Fredonia, and in turn may garner additional philanthropic support.

In 2008, the Office of Development and the Fredonia College Foundation embarked on a \$15 million capital campaign, in part to offset a reduction in state funding. The Doors to Success Campaign intends to reach its goal by December 31, 2011; as of June 2009, \$8,769,911 had been raised. The Annual Fund solicits donations through direct mail, phone-a-thons, and giving from current and former faculty and staff.

Gifts to the Annual Fund in 2008 totaled \$283,494. In the midst of the economic downturn, fundraising efforts have been challenging in recent months. To balance a dip in donations and investment earnings, the Fredonia College Foundation reduced endowment spending from 5% to 4% in 2008.

Structural Budgetary Issues and Concerns

The current fiscal climate in New York State underlines the importance of SUNY Fredonia's attention to fiscal responsibility, resourceful use of funding, and careful planning for the future. The University's commitment to assessment and planning allows it to constantly evaluate budgetary structures and practices, and make adjustments when necessary. Current capital projects have been developed through the five-year capital plan, mandated by SUNY in 2007. These capital plans, established at all SUNY campuses, also include critical maintenance projects. New construction facilitated by the last five-year capital plan includes the new Science Technology Building, the Campus and Community Center project, and an addition to the Rockefeller Arts Center.

The President and Cabinet have authority in allocating resources at SUNY Fredonia, a process that includes oversight by the University Senate's Planning & Budget Advisory Committee (PBAC). The PBAC maintains a proactive role in preparation and allocation of resources on campus, and is charged with regularly advising the President and Cabinet, and reporting its activities to the University Senate. The University's recently-submitted Middle States Self Study highlighted several important adjustments that benefit budgetary operations on campus. These changes include the reorganization of administrative functions and reporting for increased accountability and the establishment of scheduled meetings between Administration leadership and each Vice President analyzing and evaluating state and non-state budget accounts.¹

While close attention to budget allocation helps the college to achieve maximum benefit of state funding, the University has several important supplements to state appropriations that allow it to remain competitive with its public and private competitors. One of these is the Faculty Student Association, described earlier in this document regarding the important auxiliary services it provides. The FSA is also a key investor in operating budgets and capital projects, such as the University Commons, a project which included a \$7.5 million investment of FSA funds.² The other contributor that helps SUNY Fredonia make up for state budget shortfalls is the Fredonia College Foundation. This 501(3)(c) corporation is responsible for receiving contributions for capital projects, scholarships, and improvements to academic programs. The Foundation also ensures that these private donations are allocated

according to the intentions of the donors. With the use of endowed funding sources, SUNY Fredonia is able to supplement declining state appropriations with contributions that can be carefully directed towards efforts supportive of the University's mission.

Concern has been expressed, both SUNY-wide and at SUNY Fredonia, regarding the ability to remain competitive in faculty hiring and retention using current state funding. Both SUNY's 2007 White Paper for the Commission on Higher Education and SUNY Fredonia's Middle States Self-Study refer to inadequate state funding as an impediment to faculty development and retention. In the 2007 Mission Review II, SUNY Fredonia set a goal of increasing the full-time to part-time faculty ratio by increasing full-time faculty hiring. The ratio has remained relatively stable for the last decade, and without increases in funding this goal will be difficult to attain. In addition, as enrollment approaches the projected 6,000, additional faculty hires will be needed to accommodate growth.

Institutional Development: Summary

1. Growth in sponsored research is expected to continue beyond the \$4m per year in expenditures it currently generates, despite a shortage of research space.
2. Future faculty growth will be focused on full-time hires, with specific needs in the College of Natural and Social Sciences and the College of Arts and Humanities.
3. The Fredonia College Foundation is a key fundraising supplement to state support, receiving and holding private contributions for capital projects, scholarships, and academic advancements.

¹ "Enhancing the Culture of Learning: A Comprehensive Self-Study Submitted to the Middle States Commission on Higher Education, Spring 2010," p. 12.

² "Enhancing the Culture of Learning: A Comprehensive Self-Study Submitted to the Middle States Commission on Higher Education, Spring 2010," p. 13.



Campus and Community



Campus Life

SUNY Fredonia distinguishes itself from its peers in the quality of campus life, with a distinctly residential character and a strong sense of campus community. This attribute is what draws prospective students to the campus, and keeps them engaged as students with a wide array of cultural, social, and service experiences available to its students. An active student body, combined with exceptional services and facilities more common in private universities, fosters deep connections to the campus and its people. Students come to Fredonia for this strong sense of campus identity and connectedness, and remain loyal to the University as alumni.



Half of the student body resides in on-campus housing. There are 14 residence halls on campus, with options for corridor, suite, kitchen-suite, or independent living. As enrollment increases in coming years, the University plans to add 200-300 additional beds to the campus in order to maintain 50% of students living on campus. Food service, vending, and bookstore services are provided by the Faculty Student Association (FSA), a private not-for-profit organization.



The hub of campus life is the Williams Center, which provides meeting and informal study space, food service, and a broad range of student services. The Williams Center is also where the campus newspaper and student government offices reside. The Student Association holds weekly meetings in lecture halls on campus and 3500 events per year, and also facilitates organization and development of 140 student groups. The Williams Center is a key place of connection for student activities and groups, where gatherings of all types, from tutoring to large meetings, occur frequently. Because the Williams Center was designed for a smaller student body and the facility is now in high demand, more space of this type is needed on campus.

Finally, at the center of campus life are the many performances and productions at SUNY Fredonia. Recitals, theatre and dance productions, and events associated with the visual arts create a full schedule for the many performance venues and galleries on campus throughout the year. In addition to productions associated with academic programs, numerous student groups and professional productions add to the diverse offerings in music and the arts. With this full schedule, SUNY Fredonia is both an outlet for student creativity and leadership in the arts, and a cultural asset to the surrounding community and Western New York.

From top: a 2009 performance of 'La Boheme' in Marvel Theatre; annual "Activities Night" for campus organizations and clubs; a pep rally in Dods Hall; Technology Incubator ribbon-cutting in 2007. Source: ww2.fredonia.edu/news/PhotoGallery/.

Athletics Programs

Athletics plays an important role in campus life at SUNY Fredonia. The athletics program emphasizes the development of the participant (rather than the spectator), and academic performance of student-athletes is of utmost importance. The intercollegiate athletics programs are tied to several academic programs of study, such as Exercise Science and Sport Management majors available at Fredonia. SUNY Fredonia is a member of SUNYAC, and Division II NCAA, with ten available womens' and seven mens' teams, with numerous intramural opportunities as well. At its core, the intercollegiate athletics programs at SUNY Fredonia are focused on developing the talents of student-athletes in their sports, while building leadership and community in campus life.

Athletics events are held in Steele Hall's ice arena, basketball and track facilities, and the Steele Hall Natatorium. Dods Hall is used only for practice, recreation, and Women's Volleyball events. New outdoor soccer game and practice fields were built in 2007 following the 2002 Outdoor Athletic Facilities Master Plan. All facilities used for intercollegiate athletics are shared with academic and recreational athletics uses, which has placed stress on the facilities and made scheduling challenging in the past. The gradual and often piecemeal nature of the growth of the athletic facilities over the years has resulted in a number of redundant spaces and a great deal of inefficiencies in building circulation and spatial organization.

Community Involvement

The residents of Fredonia and Chautauqua County have long been an active part of the development of SUNY Fredonia, from its origins as the Fredonia Academy, built and funded by local citizens. Today, SUNY Fredonia gives in return as a key contributor to Chautauqua County's cultural and financial success. King Concert Hall, Rosch and Diers Recital Halls, and the entire Rockefeller Arts Center complex are considered as much a part of the community as of the College, drawing residents to frequent student and professional productions, recitals, and arts events throughout the year.

Academic programs in the arts play an active role connecting with Fredonia and Chautauqua County residents. The School of Music's community programs include workshops and symposia, musical groups, and instruction for all ages through the Musical Journeys program. The School offers many opportunities for local musicians of all skill levels to perform alongside Fredonia's talented students in faculty, in bands, ensembles, and choruses, and to take advantage of the exceptional rehearsal and performance spaces available on campus.

In addition to cultural contributions, SUNY Fredonia also provides valuable services to local and regional residents. The local community is an important resource for child development study offered through the School of Education and the Department of Communications Disorders and Sciences. Clinical services are provided to local families that include evaluation and treatment of communication difficulties and professional consultation not available elsewhere in the Fredonia area. Grants such as Project Bridge and Project ELA assist in training practicing teachers in contemporary methods, especially in key areas of instruction such as English Language Learning and TESOL (Teachers of English to Speakers of Other Languages). Additionally, the School of Education provides leadership and student involvement in outreach programs in area schools, and is involved on training teachers and improving education in underserved areas of education. In general, the facilities in which these services are performed on campus, particularly clinical and observational research, can be problematic because of privacy issues due to their location within academic buildings.

Within Chautauqua County and Western New York, SUNY Fredonia provides a valuable resource to communities through service opportunities and a number of programs serving local economies. The new Fredonia Academic Community Engagement Center (FACE), founded in Fall 2009, was instituted to provide a forum for civic engagement and service learning initiatives on campus. The goal of FACE is to create campus-community connections through civic projects, sustainability campaigns and activities, and community-based research.¹ Though the center is still being developed, its existence indicates the continued commitment of SUNY Fredonia to community involvement, and promises to strengthen efforts already in place. In addition, the Center for Regional Advancement is invested in local communities by facilitating regional collaboration amongst Chautauqua County's many small towns and villages, with the goal of energizing local economies and increasing efficiency through sharing and consolidation of municipal services. Finally, the Technology Incubator, recently built in downtown Dunkirk, is a valuable asset to local startup businesses, providing access to technology, business services, and mentoring in order to ensure survival and success.

¹ <http://www.fredonia.edu/face/>

Campus and Community: Summary

1. Activity outside the classroom contributes to the strong residential character distinct to SUNY Fredonia. The Williams Center serves as a hub of campus life, though space there is in high demand.
2. Gradual and piecemeal growth over time has rendered some athletics spaces redundant and inefficient.
3. SUNY Fredonia is a fixture of Chautauqua County, providing numerous cultural opportunities, clinical services, and service learning connections between students and residents.
4. The Center for Regional Advancement contributes to the regional economy by facilitating increased efficiencies amongst regional municipalities.
5. The Technology Incubator provides local startup businesses with valuable space, technology, and mentoring to ensure their success.

Local and Regional Economic Impact

The Center for Regional Advancement is responsible for much of SUNY Fredonia's contribution to the regional economy, with the mission is to facilitate collaboration amongst the region's local governments and municipalities towards the creation of cohesive regional development. The Center helps to promote sharing of services, and has participated in plans to dissolve Villages in Chautauqua County, an effort supportive of simplified, consolidated governance and services.

Community revitalization and development is a large part of the Center's activity, as is evident in the construction of the Technology Incubator in downtown Dunkirk. The Incubator facilitates the development in the technology sector by dedicating space, business consulting, and administrative support to local start-up companies. Businesses starting at the Incubator are able to take advantage of these services and the resources of SUNY and New York State Technology Centers, increasing their chances of long-term success and fostering commitment to the institution and the local area.

In terms of overall economic impact, SUNY Fredonia makes measurable contributions to the local economy as an employment center and an economic engine within the small Village of Fredonia. According to the 2007 MRIL, "the most recent economic impact study shows that the College employs 1,158 people and that its activities lead to another 799 people being employed. Direct expenditures amount to \$86.9 million, with additional indirect expenditures amounting to \$122.4 million, accounting for a total economic impact of \$209.3 million (based on U.S. Bureau of Economic Analysis methodology)."

C ACADEMIC GOALS & DIRECTIONS

Characteristics and Development of the Colleges

College of Arts and Humanities

The College of Arts and Humanities encompasses a large number and diverse range of academic programs at SUNY Fredonia, and is the division with the highest undergraduate enrollment. The College is home to the Department of Theatre and Dance and the School of Music, two of SUNY Fredonia’s most recognized programs. The Department of Visual Arts and New Media offers a range of majors in traditional visual arts disciplines such as painting and sculpture, and continues to innovate with evolving programs in graphic design, media arts, and animation. Humanities programs include the Departments of Communications, Modern Languages and Literature, Philosophy, and History. Courses offered in the College of Arts and Humanities are an important component of the College Core Curriculum as well, and the College has a measureable impact on all students, not only its majors. In addition to curricular contributions, the College of Arts and Humanities occupies a large and visible footprint on campus; the Rockefeller Arts Center and Mason Hall are exclusively occupied by the College, McEwen Hall is home to the Department of Communications, and Thompson and Fenton Hall are partially dedicated to humanities departments.

Growth potential in the College of Arts and Humanities exists mainly in its most popular and selective programs, including music, the arts, and communications. In general, this potential is hindered by space shortages and, to some extent, faculty numbers. The Department of Communications has increased its enrollment by nearly 150 students in the last five years, and could continue to grow if space and faculty were added. Similarly, the Department of Theatre and Dance receives many more applications annually than it is able to accept, making the programs at times more selective than they might like to be. In the Department of Visual Arts and New Media, growth in Art History and Graphic Design, the school’s top major, are possible. The dance program is expected to more than double by 2014, to a total of 50 majors; with only one dance studio in Dods Hall, the program is sorely in need of additional studio space both to accommodate instruction and achieve accreditation of the dance major. Planning for an addition and renovation of the Rockefeller Arts Center will expand performing arts, dance, and visual arts facilities, potentially allowing for additional enrollment. Humanities growth is expected to remain stable, with some modest potential increases in some of the Modern Languages programs.

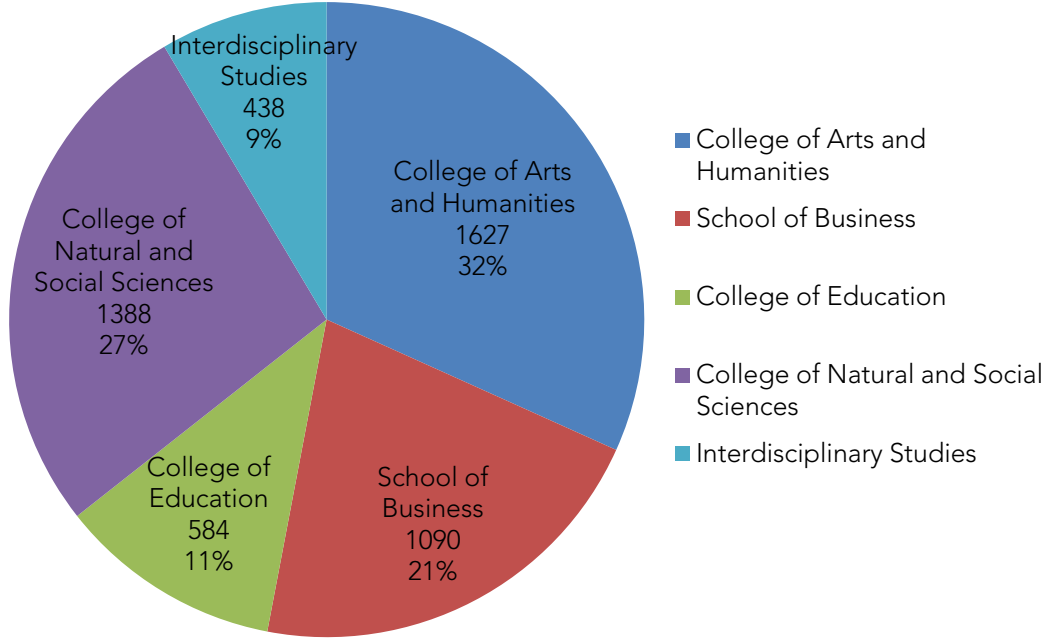
College of Education

The College of Education is a nationally-recognized, clinically intensive department, offering both undergraduate and graduate programs in a variety of specializations, and professional teacher certification. Fully accredited by the National Council for Accreditation of Teacher Education, the College provides its students with a well-rounded and current teacher education, along with field experience starting in the first year. It consistently provides New York State with qualified professional teachers trained in only the most current methods, and specialized in key areas such as Inclusive Education to students with disabilities, and English-language teaching to non-native speakers.

The College’s collaborations within SUNY Fredonia and the community provide cross-disciplinary opportunities and involvement in local and regional education. The MS Speech Pathology program leading to certification is made possible through a partnership with the Department of Communication Disorders and Sciences. Additionally, the School of Music administers Music Education graduate and undergraduate programs affiliated with the College of Education, and the College of Natural and Social Sciences works closely with the College on teacher preparation in related subjects. A strong relationship to the local community and throughout Chautauqua County has long been a part of the College’s mission, providing teacher training, tutoring, clinical services to local families, and outreach programs such as Upward Bound. Federal grants such as Project ELA and Project Bridge create important professional connections by providing training to practicing teachers in the underserved areas of English Language instruction.

Though the College of Education has experienced a marked decline in enrollment in the last five years, it continues to be a key program for SUNY Fredonia, and its future development is dependent on its ability to evolve to meet the demand of current clinical and instructional methods. Technology continues to be of utmost importance to teacher education, and at times existing technology has hindered the College’s capabilities. Retrofitted “smart” classrooms on campus are in very high demand, and faculty are willing to travel across campus if necessary to teach in rooms equipped with technology, rather than doing without it in more convenient locations. In addition to technology, the College suffers from a weak physical identity on campus, due to its location in Thompson Hall, a closed, complicated building with a poor sense of entrance to the College. Given the College of Education’s prominent place in SUNY Fredonia’s history, along with its national reputation for excellence and strong community relationships, improvements to both its instructional facilities and its visual and physical impact on the campus are critical to its continued success.

Undergraduate Headcount Enrollment by College
Fall 2008



College of Natural and Social Sciences

The College of Natural and Social Sciences is the second-largest College at SUNY Fredonia, home to lab sciences such as biology and chemistry, programs with clinical emphasis like the communications disorders and psychology, and social science majors such as anthropology. In all, 11 academic programs are represented, and the College is a participant in 8 interdisciplinary majors and 15 interdisciplinary minors. Reflecting the SUNY Fredonia mission, the College is heavily invested in the community, providing clinical services in speech pathology and psychology and outreach through field experience in social work. The Department of Communication Disorders and Sciences provides a valuable resource to the local community through the Youngerman Clinic, assisting children and adults with problems with speech and hearing. The department also runs a one-of-a-kind, state-registered preschool owned by the Buffalo Hearing and Speech Clinic, a high-demand program catering to 6 traditional students and 6 students with special needs.

Located mainly in Houghton and Jewett Halls, but with space in Thompson and Fenton Halls as well, the College of Natural and Social Sciences' programs are currently somewhat scattered throughout the campus. To combat this phenomenon, programs in the natural sciences will benefit from consolidation in the new Science and Technology Center, scheduled to begin construction in 2011. The building will be the new home to the Departments of Biology and Chemistry, vacating valuable space in Houghton and Jewett Halls for renovation and expansion by other departments within the College.

Presumably, the construction of the new Science and Technology Center will also enable departmental growth, especially in the natural sciences. A growing emphasis on sustainability has generated an interest in establishing an environmental science program. However, creating a formalized program has proven to be a difficult administrative challenge because of resistance from the SUNY College of Environmental Science and Forestry at Syracuse University. Interest in the natural sciences is also based in the health sciences. The College would like to create a pre-med program, but it would need to rely on collaboration and resource-sharing within SUNY Fredonia and with other institutions. Faculty growth in the Department of Chemistry is projected for two new positions.

Some programs not slated for occupation of the new building also plan to experience growth. The Department of Computer Science has been growing since it became a separate program in 2004, and plans to continue. The College would also like to incorporate International

Studies, now in the Interdisciplinary Studies Program with 40-50 current majors. The BA program in Criminal Justice has experienced explosive growth with no dedicated space or equipment. Criminal Justice is now taught entirely by adjunct faculty who bring their own equipment, but one full-time faculty hire is projected. Regardless of growth projections, all departments at the College of Natural and Social Sciences expressed a need for more instructional space that is flexible, right-sized for the types of courses that are currently taught at the College, and supportive of current pedagogies such as group projects, multimedia learning environments and interactive classroom activities.

School of Business

The School of Business was formally separated into its own college in 2003, and now comprises the Departments of Business Administration and Economics, with undergraduate majors in Accounting, Economics, Finance, Management, and Marketing. The separation brought increased visibility to the School, located in Thompson Hall. The Music Business program is an important collaborative opportunity with SUNY Fredonia's renowned School of Music and the Department of Communications, educating future record producers and recording engineers. Professionally-oriented programs and courses offered through the School of Business are complemented by internships facilitated by the school with local and regional businesses and corporations. In addition, SUNY Fredonia's Technology Incubator aspires to have a valuable and lasting impact on the economy of the city of Dunkirk, where it was opened in December 2009. The Incubator is an important resource for the local economy, supported by the School of Business through consulting, and is capable of supplying business students with internship opportunities.

School of Business enrollment is expected to remain stable within existing programs, though the introduction of new programs has been considered, which would presumably lead to an increase in enrollment. Potential new programs include Executive Education, Corporate Education, and an Executive MBA program. These programs would likely require additional faculty, but more importantly a different kind of facility for instruction. Because of the professional nature of these potential programs and of those that currently exist within the School, more public, high-tech, casework and seminar environments are ideal. As the School of Business continues to evolve to better prepare its graduate for professional careers, the types of instructional spaces that it provides in support its mission should be continually evaluated.

Interdisciplinary Studies

Undergraduate Interdisciplinary Studies at SUNY Fredonia includes a self-design major as well as various programs that cross disciplines. The programs offered through Interdisciplinary Studies fall into two categories: those that reside there permanently as multi-disciplinary academic programs, and those that are in the "incubator" phase prior to being included in a specific college. Currently, there are nine majors and 18 minors offered by Interdisciplinary Studies, ranging from Geographic Information Systems to Women's Studies. Each major is assigned a coordinator who drives curriculum development, programming, and faculty recruiting. The Self-Design Major program is an opportunity for students to design their own major and without having to extend their education beyond four years or choose multiple majors. It also allows students who fall short of fulfilling requirements of a particular major because of course choices or GPA restrictions to recombine their coursework to complete a degree. Requirements of the Self-Design major are rigorous, and include prerequisites for graduation that are common in the Colleges, such as completion of the College Core Curriculum, along with individualized evaluation and review of each program of study. All Interdisciplinary Studies programs are overseen by the Vice President of Academic Affairs.

Growth in Interdisciplinary Studies is difficult to track because of the constantly-evolving nature of the programs, frequent program additions, and the shifting status of programs being consolidated and reorganized as they make their way into formalized departments within the Colleges. Since 2004, Interdisciplinary Studies experienced significant growth, adding 275 majors. The ability of Interdisciplinary Studies to meet this demand with this flexible program is a testament to SUNY Fredonia's forward-looking academic organization.

Strategic Plan and Growth

SUNY Fredonia completed a five-year strategic plan, entitled the "Fredonia Plan", in 2006. The plan outlines a diverse set of action items, categorized into five key areas: student learning, scholarship and creative activity, diversity, technology, and campus image. It emphasizes a combination of reinforcement of its core strengths such as its academic reputation and high retention rates, while identifying areas of improvement and planning practical solutions. Together with the Mission Review II, the Fredonia Plan is a valuable strategic planning document, with observable impacts on development since its adoption. Enrollment growth outlined in the Fredonia Plan is related to increased cultural diversity, with a focus on New York City and international recruitment and retention. Renewed focus on faculty recruitment and retention, especially with consideration to cultural and ethnic diversity, is also encouraged. Finally, improvement to student learning is a main focus of the Fredonia Plan, with potential for both pedagogical and physical manifestations. For example, one specific action item of the Plan is the creation of a multidisciplinary "Center for Teaching and Learning", expressing the commitment to improve teaching across disciplines by providing a forum for faculty interaction. Such a collaborative center has been repeatedly described as a potential complement to the educational experience at SUNY Fredonia, for the benefit of both students and faculty. While a new facility is not explicitly suggested for the Center for Teaching and Learning, or many of the other Fredonia Plan action items related to student learning, the intentions inherent in the Plan are important indicators for future facilities needs.

The State University of New York's Strategic Plan, "The Power of SUNY", was unveiled in April 2010. The plan contains numerous possibilities for alignment with SUNY Fredonia's rigorous strategic planning efforts. Following closely behind the College's Middle States visit in March, SUNY Fredonia is uniquely poised to integrate its future planning with that of the SUNY system. The core values of student-centeredness, community engagement, diversity, integrity, and collaboration in SUNY's plan echo many important facets of SUNY Fredonia's educational mission. As the College embarks on its next five-year strategic plan, its alignment with system-wide planning has the potential to be seamless and clear.

SUNY IR enrollment projections indicate that SUNY Fredonia expects to grow beyond 6,000 students by 2024, though on-campus interviews suggest that this could take place as soon as 2014. With current budgeted enrollment just over 5,000 FTE, the projections indicate a substantial increase, which will have an effect on faculty projections, student housing, and demand for instructional space. Verification of these projections and analysis of their impacts will occur in Phase III of this plan, but it is clear that this significant increase in the student body will require careful planning, especially with regard to facilities.

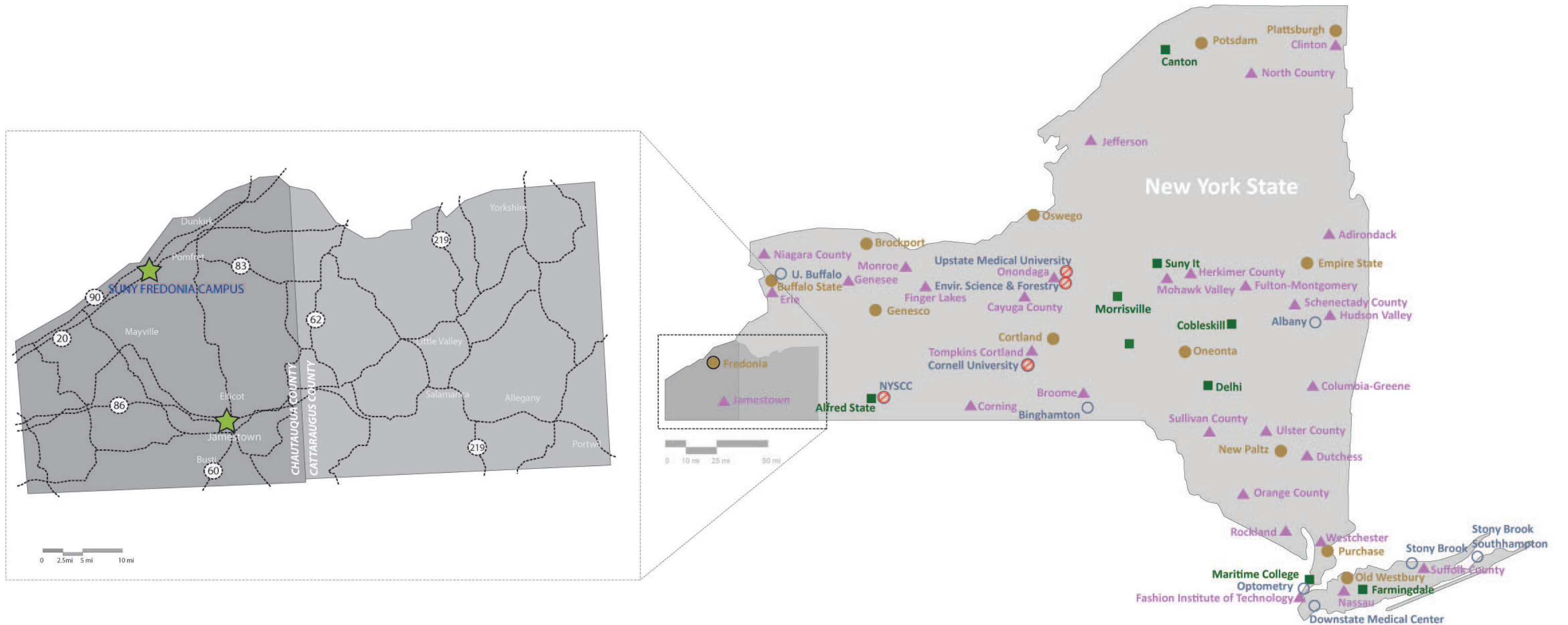
Organizational Changes

A proposed reorganization of the colleges may have an impact on enrollment, academic development, and potentially facilities. The reorganization involves a merger of the College of Arts and Humanities with the College of Natural and Social Sciences, creating a new College of Arts and Sciences. The School of Music and the Departments of Visual Arts and New Media and Theatre and Dance will be recombined to create a College of Visual and Performing Arts. This change not only aligns with common academic groupings common in many institutions, but also allows SUNY Fredonia to more visibly represent the importance of its key programs and academic mission. The value of general education and the liberal arts is clearly reflected in the diverse nature of the College of Arts and Sciences, and SUNY Fredonia's prominent programs in the arts and music are more recognizable as a stand-alone division. In this scenario, Interdisciplinary Studies would remain separate from the colleges at the onset of the reorganization, but would likely be integrated into the College of Arts and Sciences in the future.

Precedent for this organizational shift can be found in the recent separation of the School of Business from the College of Natural and Social Sciences. This change, instituted in 2003, provided business programs with increased visibility, and positioned the School of Business for growth in the future. Similar effects are anticipated with the current proposal, along with a consolidation of academic administration. Formal institutionalization of this organizational change has not yet been scheduled, but it is anticipated to have impacts on administrative hiring with the addition of new deans and associate deans, and may contribute to enrollment redistribution as the arts become even more focused as a separate college.

Characteristics & Development of the Colleges: Summary

1. The College of Arts and Humanities is home to both the School of Music and the Department of Theatre and Dance, two of SUNY Fredonia's key programs. It is also a major contributor to courses within the College Core Curriculum.
2. The clinically-intensive College of Education enjoys national recognition, though inadequate facilities and a weak sense of identity on campus challenge its continued success.
3. The construction of the new Science and Technology Center will enable enrollment growth and increased research for the College of Natural and Social Sciences.
4. New programs being considered by the School of Business, such as an Executive MBA program and Corporate Education, will require new and different types of instructional space.
5. A proposed change to the organization of the Colleges, creating a College of Visual and Performing Arts and a College of Arts and Sciences, reflects the importance of SUNY Fredonia's key programs in the performing arts and music.



- SUNY System Key**
- University Centers
 - University Colleges
 - ▲ Community Colleges
 - Technical Colleges
 - ⊘ University Centers/ PhD Granting Inst.

SUNY System Connectivity

Academic resources available through the State University of New York are a key asset to the ability of its campuses to remain current in instructional practices and to take advantage of collaborative opportunities available at their peer colleges and universities. To the extent possible, SUNY Fredonia is involved in SUNY-wide initiatives that benefit its programs, and continues to integrate technology available through SUNY into its research and instructional capabilities. In addition, the ease with which students are able to transfer from SUNY institutions is an important advantage for SUNY Fredonia and the entire system. The College of Education is involved in the SUNY Teacher Education Transfer Template, which allows teachers-in-training at five area community colleges to seamlessly transfer into SUNY Fredonia's programs. In addition, SUNY Fredonia has 21 articulation agreements with eight area SUNY institutions, and offers several combined degree programs. These include 3+4 combined degrees in Pre-Optometry and Pre-Dental with the SUNY College of Optometry and the University at Buffalo School of Dental Medicine respectively, and 3-2 dual degrees in Engineering with numerous affiliated public and private schools of engineering through the Cooperative Engineering Program. The College offers 2+2 degree programs with Monroe Community College and Jamestown Community College, and has a joint admissions policy with Niagara Community College.

Technology enables sharing of resources throughout the SUNY system, allowing campuses to take advantage of library collections and curricular capabilities that it may not possess, while offering up its own unique strengths for the benefit of others. Online learning at SUNY continues to evolve, and course offerings available through the SUNY Learning Network are becoming more popular. As with other new initiatives, a commitment to growing online learning at SUNY Fredonia must be met with technological improvements and faculty training to ensure success. The SUNYConnect library management system is also an important asset to SUNY's advantageous sharing of resources. Reed Library was the first SUNY campus to implement SUNYConnect, and it remains a system-wide leader in integrating technology into its operations.

Aside from curricular and technological integration into the State University system, SUNY Fredonia is a leader for one important SUNY organization. The Native American Consortia were created by SUNY to promote higher education among Native American communities. Getting SUNY involved with these communities is an integral part of its commitment to diversity. The Consortium provides a range of services both to current and prospective students in the interest of improving retention and graduation rates amongst Native American students; its home at SUNY Fredonia allows students at the College improved access to Consortium services, and asserts the College's important role within SUNY.

SUNY System Connectivity: Summary

1. SUNY Fredonia participates in numerous articulation agreements, making transfers from SUNY institutions seamless and efficient.
2. SUNY Fredonia is the seat of the Native American SUNY: Western Consortium, created by SUNY to provide services and improve the experiences of its Native American students.

Peer Campuses

Current Peers:

Alfred University
 Canisius College
 Ithaca Colleges
 Niagara University
 Saint Bonaventure University
 Salisbury University in Maryland
 SUNY New Paltz

Aspirational Peers:

SUNY Geneseo
 The College of New Jersey
 Colgate University
 Hamilton College



A view of the campus quad, looking towards Mason Hall. The quad is a popular place for informal gathering and study during warm months. (Staff photo)

SUNY Fredonia: A Unique Academic Environment

Core Curriculum Themes

As described in the section of this plan related to the Academic Mission, the importance of the liberal arts education is critical to the SUNY Fredonia experience. Its College Core Curriculum (CCC) is an extensive set of requirements for all undergraduates that goes beyond minimum SUNY requirements to provide a well-rounded basis for upper division specialization. Adding to SUNY requirements, the CCC includes two speaking-intensive courses, and an upper-level course requirement. The speaking-intensive requirement places emphasis on in-depth, individualized study and communications skills in courses that include research projects and presentations. The upper-level course requirement can be satisfied in a number of ways: by taking two upper-level courses, completing professional teacher certification as a primary major, achieving a second major or a minor, or international study. These two supplements to SUNY general education guidelines, in addition to the traditional writing, language, humanities and sciences requirements, indicate an value of independent, critical thinking at SUNY Fredonia in preparing its graduates.

Requirements of the College Core Curriculum include:

1. Basic Written Communication - 3 credit hours
2. Mathematics/Quantitative Reasoning – 3 credit hours
3. Foreign Language - 0-6 credit hours.

Fulfilled by one of the following:

- All students earning 85 or higher on a foreign language NYS Regents Exam have fulfilled this requirement;
- B.A. Degree Students: Successful completion of two courses in the same language yielding proficiency at the Elementary II level or proficiency as approved by Chair, Department of Modern Languages, SUNY Fredonia;
- All Other Degree Students: Successful completion of one course at the Elementary I level of language or proficiency as approved by Chair, Department of Modern Languages, SUNY Fredonia.

4. Arts – 3 credit hours
5. Humanities – 3 credit hours
6. Social Sciences – 6 credit hours. (Two courses from different disciplines; only one may be from Business Administration, Education, History, Communication, or Speech.)
7. Natural Sciences – 6 credit hours. (Two courses from different disciplines; only one may be from

Mathematical Sciences or Computer and Information Sciences.)

8. American History – 3 credit hours.

9. Western Civilization – 3 credit hours

10. World History or Non-Western Civilization – 3 credit hours

11. Speaking-Intensive Requirement – 0-6 credit hours.

12. Upper-Level Requirement – 0-6 credit hours—must be taken at Fredonia.

Fulfilled by one of the following:

- Two approved Upper Level Category 12 courses outside student's primary major.
- Completion of a primary major in a teacher certification program;
- Completion of a declared second major, minor, or concentration, not in same discipline as primary major;
- Credit hours in a Study Abroad Program sponsored by an accredited academic institution, as approved by CCC Director.

Administrative and Academic Organization

SUNY Fredonia is organized into four divisions reporting to the Office of the President: Administration, Student Affairs, University Advancement, and Academic Affairs. Administration oversees budgets, capital projects, coordination of facilities maintenance and planning and auxiliary services, and human resources. Student Affairs is involved in all aspects of student services, campus life events and groups, residence life, athletics, and University Police, and acts as a clearinghouse for student and parental concerns and issues. The Division of University Advancement encompasses the Fredonia College Foundation, Public Relations and Publications, and Alumni Affairs, and is charged with soliciting and allocating capital funding, mostly through alumni donation and grants.

Academic Affairs is home to the six colleges, along with Reed Library administration, the Professional Development Center and Lifelong Learning, Graduate Studies and Research, and academic support functions such as Information Technology Services. The organization of the five key academic colleges under Academic Affairs ensures that the needs of the College are being met in a prioritized way. The clear established hierarchy, together with frequent sharing of information and meetings amongst Academic Affairs units, provides a streamlined communication process and informs capital and strategic planning effectively.

Administrative Departments

(With key functions within department)

Administration

- Bookstore
- Budget Office
- Campus Assessment Office
- Central Receiving
- Copy Center
- Employee Assistance Program (EAP)
- Environmental Health & Safety
- Facilities Services
- Facilities Planning
- Faculty Student Association
- Human Resources
- Internal Control
- Mail Service
- Payroll Office
- Property Control
- Purchasing Office
- Research Foundation
- Student Accounts
- University Services
- VP for Administration

Student Affairs

- Admissions Office
- Athletics
- Campus Life
- Career Development Office
- Child Care
- Counseling Center
- Educational Development Program
- Financial Aid Office
- Health Center
- Internships
- Judicial Affairs Office
- Multicultural Affairs Center
- Police, University
- Residence Life
- Student Association
- Ticket Office
- University Police
- Veterans Affairs
- Volunteer and Community Services

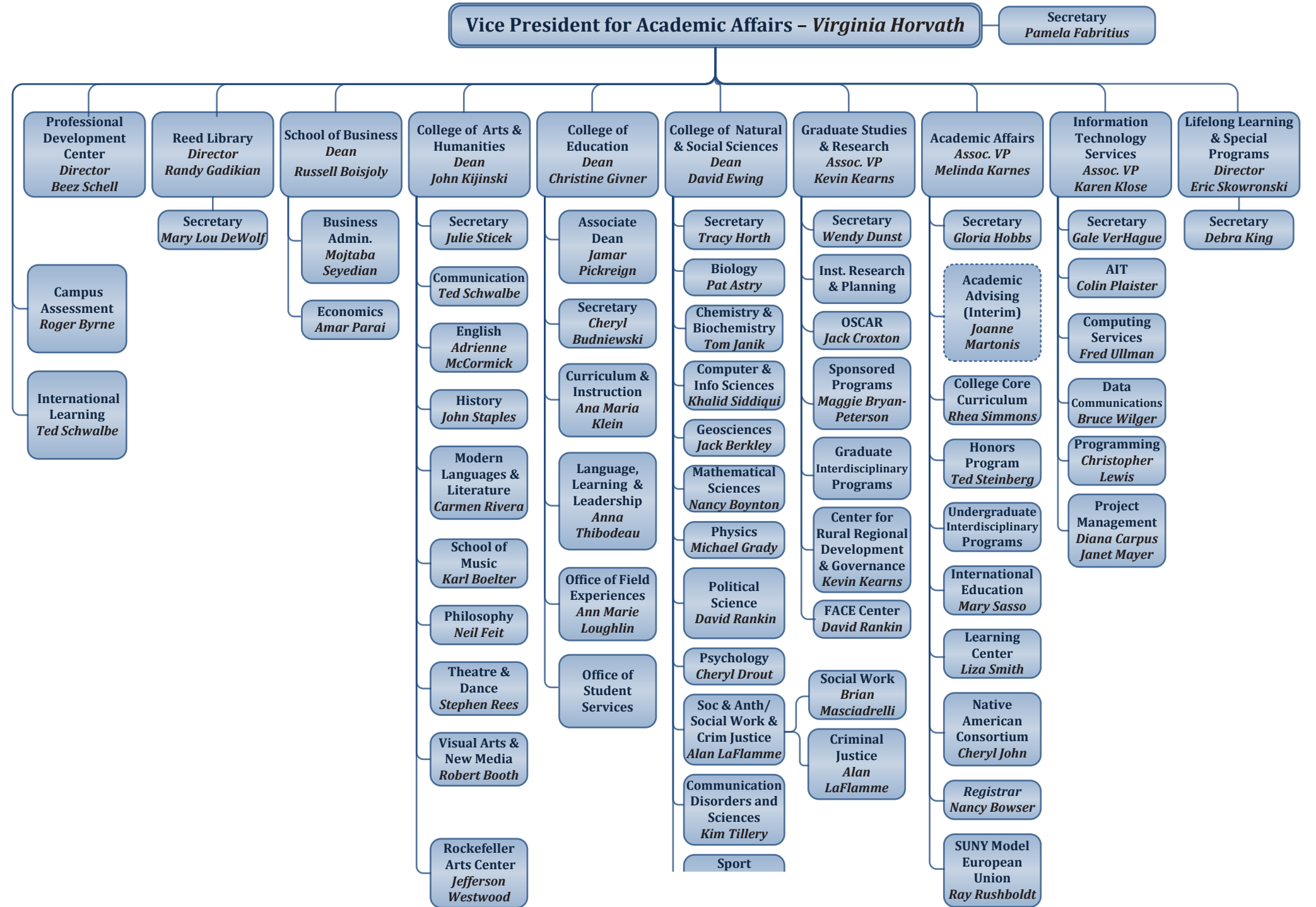
University Advancement

- Alumni Affairs Office
- Fredonia College Foundation
- Public Relations
- Publication Services

Academic Affairs

- Academic Advising Office
- Academic Affairs Administration
- Academic Information Technology
- Center for Regional Advancement
- College Core Curriculum
- College of Arts & Humanities
- College of Education
- College of Natural & Social Sciences
- Educational Development Program (EDP)
- Graduate Studies & Research
- Information Technology Services
- Interdisciplinary Studies
- International Educational Center
- Learning Center
- Lifelong Learning & Special Programs
- Professional Development Center (PDC)
- Reed Library
- Registrar's Office
- Rockefeller Arts Center
- School of Business
- Sponsored Programs
- Study Abroad
- Ticket Office

Academic Affairs Organizational Chart



As of: 9/1/2009

Student Life Activities

Quality of campus life is one of SUNY Fredonia’s distinct characteristics that is frequently noted as a key asset to student attraction and satisfaction. The campus is extremely active outside of class hours, with a breadth of opportunity for social interaction and leadership available through many clubs and organizations. The Williams Center is the hub of student life activity, a place where gathering and information sharing occurs, and events and meetings are scheduled. The College’s Office of Campus Life oversees and organizes much of the student life activity that occurs on campus, including orientations and volunteer services.

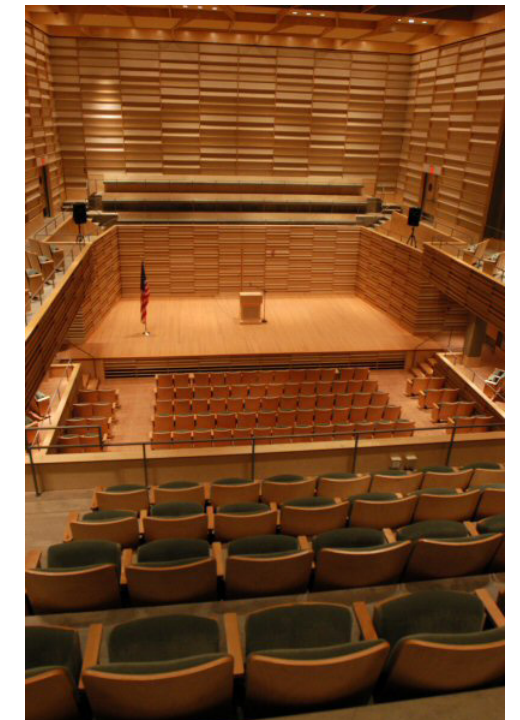
Student groups are extremely active at SUNY Fredonia, and the demand for meeting space far outweighs supply. Student governance is provided by the Student Association, charged with oversight of the more than 100 student groups on campus. The group meets weekly, usually in lecture halls large enough to accommodate anywhere from 50 to hundreds of attendees. Similarly, the Center for Multicultural Affairs (CMA) is a critical component of campus life activities, home to several student groups such as the Black Student Union and the Pride Alliance. The CMA provides a valuable service to students, and is an important part of SUNY Fredonia’s mission to increase diversity and cultural awareness. It is located in Thompson Hall, an academic building, but would benefit from the increased visibility of co-location with other student service functions. Concern was frequently expressed as to the quantity and quality of space for meetings of all sizes and for all audiences on campus; the CMA and the Student Association are just two examples of obvious need. Evaluation of and potential increases to space supportive of public functions and group interaction will serve to bolster SUNY Fredonia’s reputation for a robust and active campus life.

Facilities Demands and Requirements

Aside from traditional academic classrooms, SUNY Fredonia’s key programs in theatre and music have unique space requirements that contribute positively to their reputation as professionally-oriented programs in the performing arts. These space requirements tend to eschew square footage per FTE statistics, sometimes indicating a surplus of space without detailed explanation of the unique programmatic demands. Facilities for the performing arts and music typically have much higher demand for space than most academic programs. This is a function of the larger-than-average square footage per occupant requirements inherent in the types of spaces required, as well as associated support spaces critical to their functionality. In addition, there is a significant amount of non-scheduled time dedicated to these disciplines, contributing to heavy space utilization outside of classroom hours.

While SUNY Fredonia’s distinguished programs in the performing arts and music have placed significant demand on space, and have flourished within the Rockefeller Arts Center and Mason Hall, improvements must continually be made to bring facilities up to current standards of professional performance. These buildings have served the programs residing within them well, however the facilities suffer from repeated retrofitting and intense use, making renovation complicated and logistically difficult. The facilities for these programs are integral to their reputations. Attention to humidity and temperature control is critical to the health and tuning of musical instruments, and the latest technologies are critical to the continued success of the performing arts.

In addition to the unique requirements of the Department of Theatre and Dance and the School of Music, academic programs are in need of facilities that better represent the importance of the liberal arts education that is the hallmark of SUNY Fredonia’s reputation as a selective comprehensive college. Spaces currently occupied by academic departments in the College of Arts and Humanities are cramped and uninspiring, with weak identity amongst departments. Instructional space needs have evolved, outpacing the College’s ability to retrofit existing classrooms with the latest in “smart” technology. As SUNY Fredonia grows to the projected 6,000 in the coming years, the need for high-quality instructional space that is welcoming, flexible, and multidisciplinary will become even more apparent.

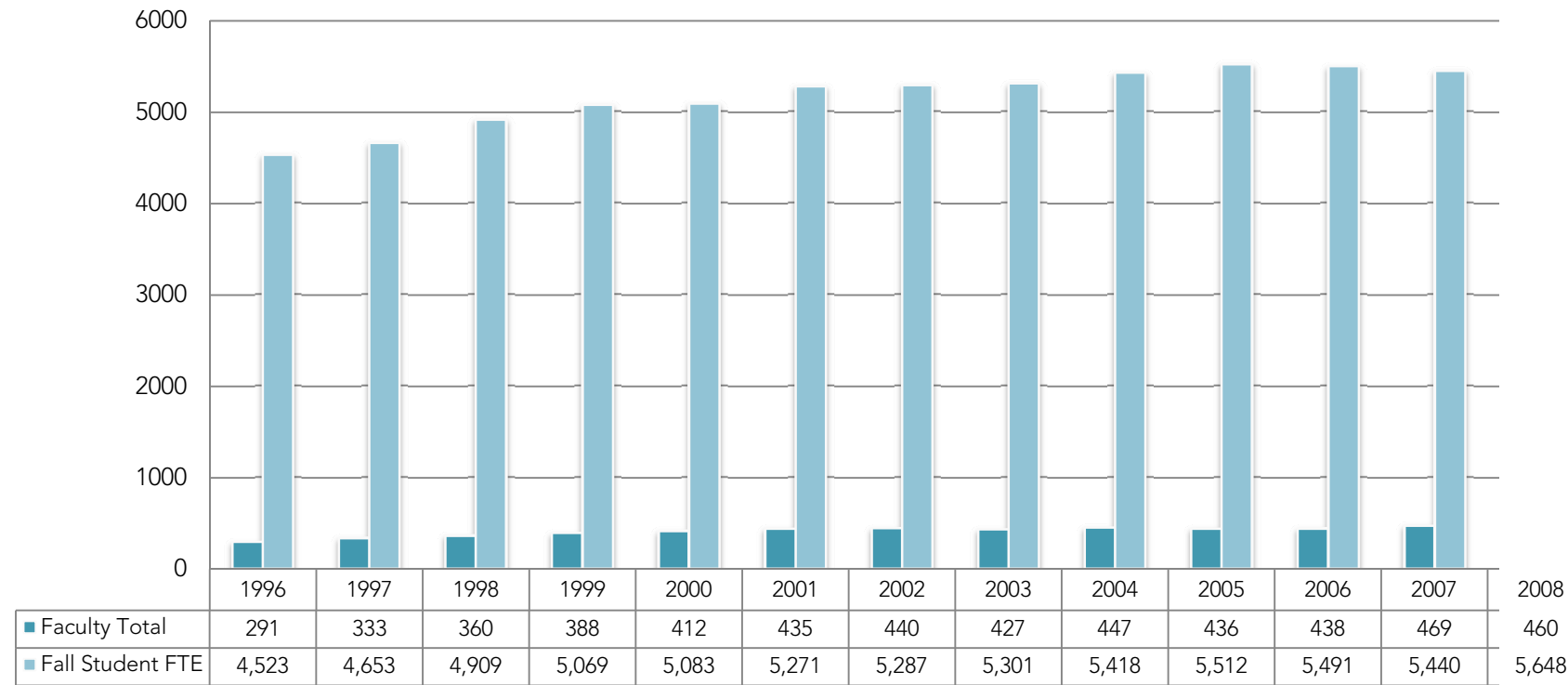


From top: the Rosch Recital Hall in the School of Music; Marvel Theatre in the Rockefeller Arts Center; a classroom in Thompson Hall. (Staff photos)

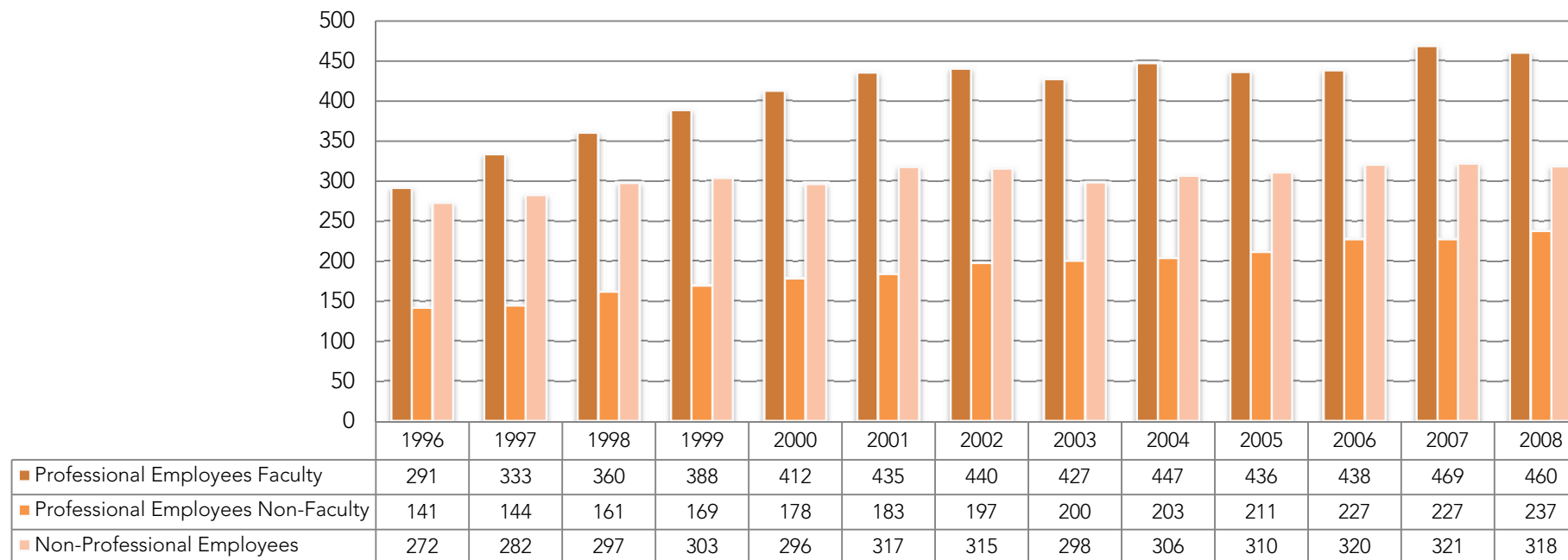
A Unique Academic Environment: Summary

1. The College Core Curriculum is an important part of the well-rounded Fredonia academic experience, exceeding SUNY’s general education requirements and placing emphasis on focused, self-driven study.
2. Student activities support SUNY Fredonia’s mission to create a strong campus community, but space for student events and meetings is in high demand.
3. Facilities for performance and the arts at SUNY Fredonia benefit the reputation of its key programs, but are more space- and maintenance-intensive than other academic programs.

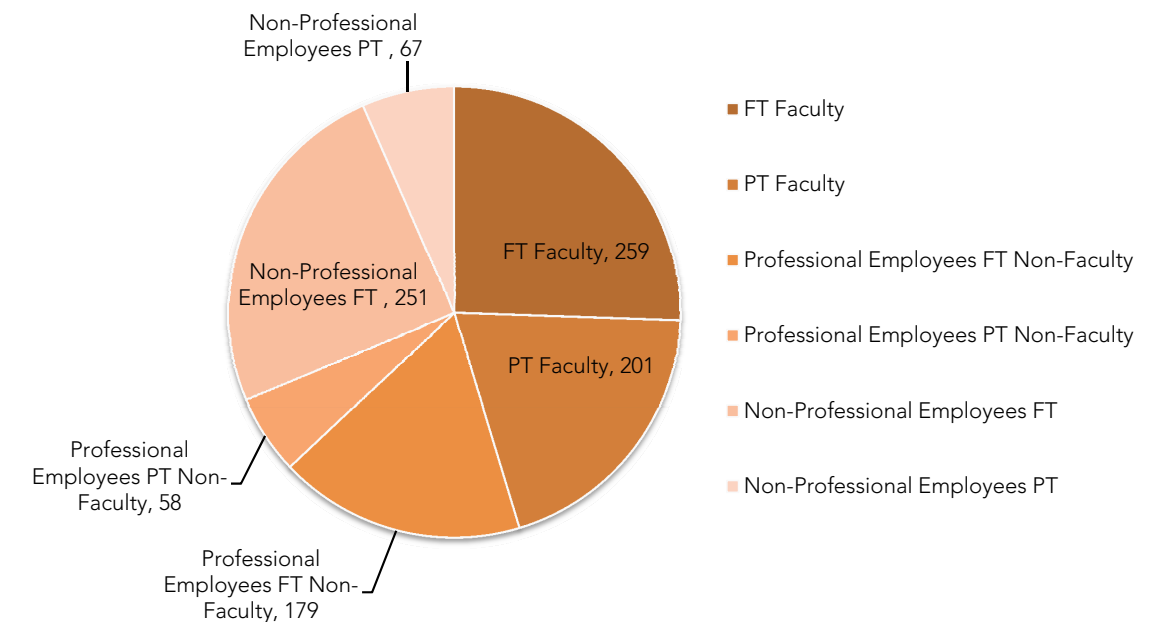
Faculty Headcount and Student FTE
1996-2008



Faculty and Support Staff Headcount
1996-2008



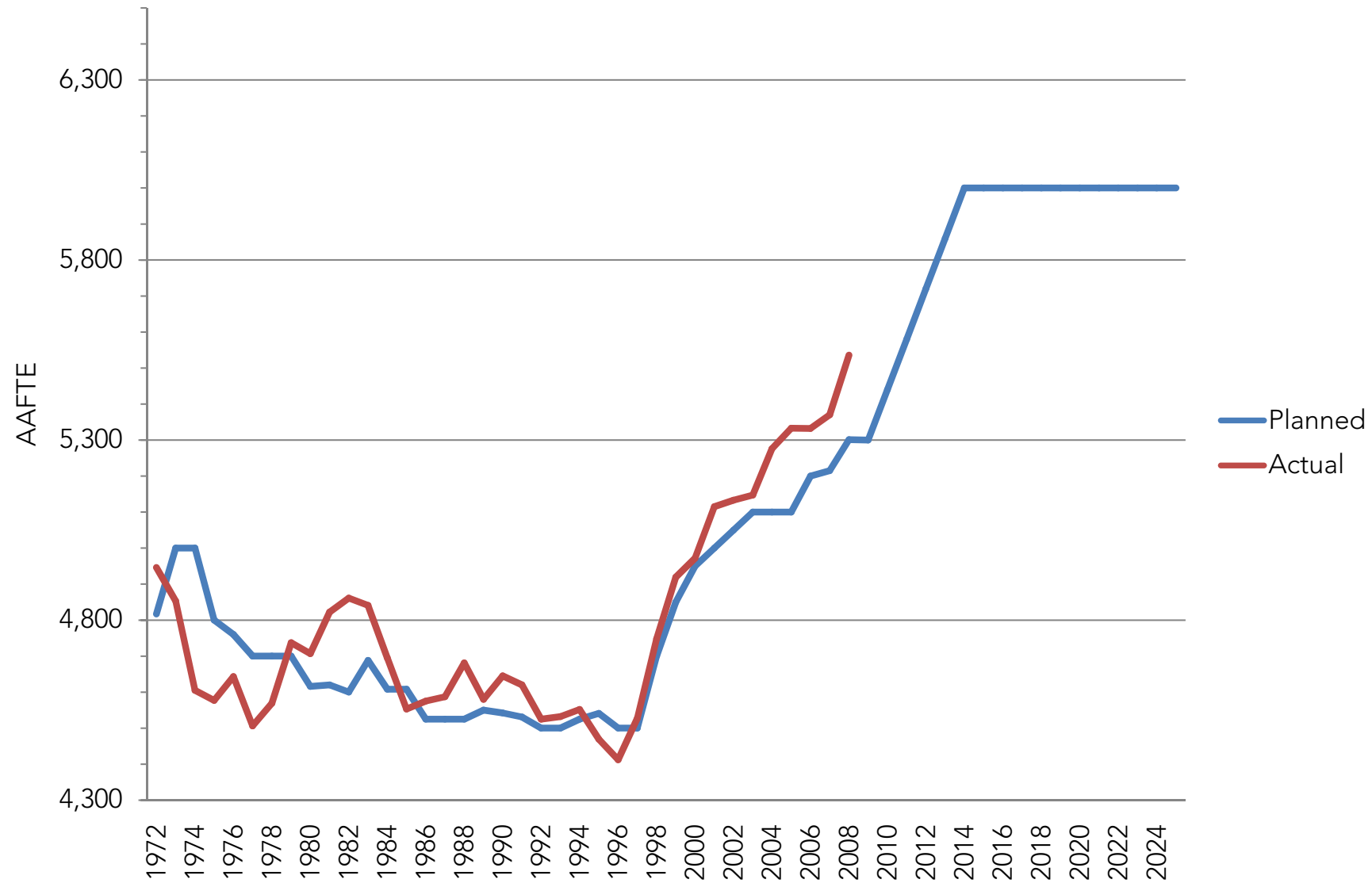
SUNY Fredonia Employees
Fall 2008



Fall 1996 through Fall 2008
Includes Full-Time Equivalent (FTE) Students for the Fall Semester

SUNY Fredonia	All Employees			Professional Employees						Non-Professional Employees			Fall Student FTE
	TOTAL	FULL TIME	PART TIME	Faculty			Non-Faculty			TOTAL	FULL TIME	PART TIME	
				TOTAL	FULL TIME	PART TIME	TOTAL	FULL TIME	PART TIME	TOTAL	FULL TIME	PART TIME	
1996	704	562	142	291	213	78	141	112	29	272	237	35	4523
1997	759	563	196	333	211	122	144	110	34	282	242	40	4653
1998	818	601	217	360	228	132	161	127	34	297	246	51	4909
1999	860	611	249	388	236	152	169	126	43	303	249	54	5069
2000	886	625	261	412	247	165	178	129	49	296	249	47	5083
2001	935	644	291	435	260	175	183	134	49	317	250	67	5271
2002	952	630	322	440	249	191	197	134	63	315	247	68	5287
2003	925	630	295	427	247	180	200	141	59	298	242	56	5301
2004	956	640	316	447	250	197	203	148	55	306	242	64	5418
2005	957	643	314	436	249	187	211	151	60	310	243	67	5512
2006	985	683	302	438	255	183	227	170	57	320	258	62	5491
2007	1017	694	323	469	264	205	227	175	52	321	255	66	5440
2008	1015	689	326	460	259	201	237	179	58	318	251	67	5648

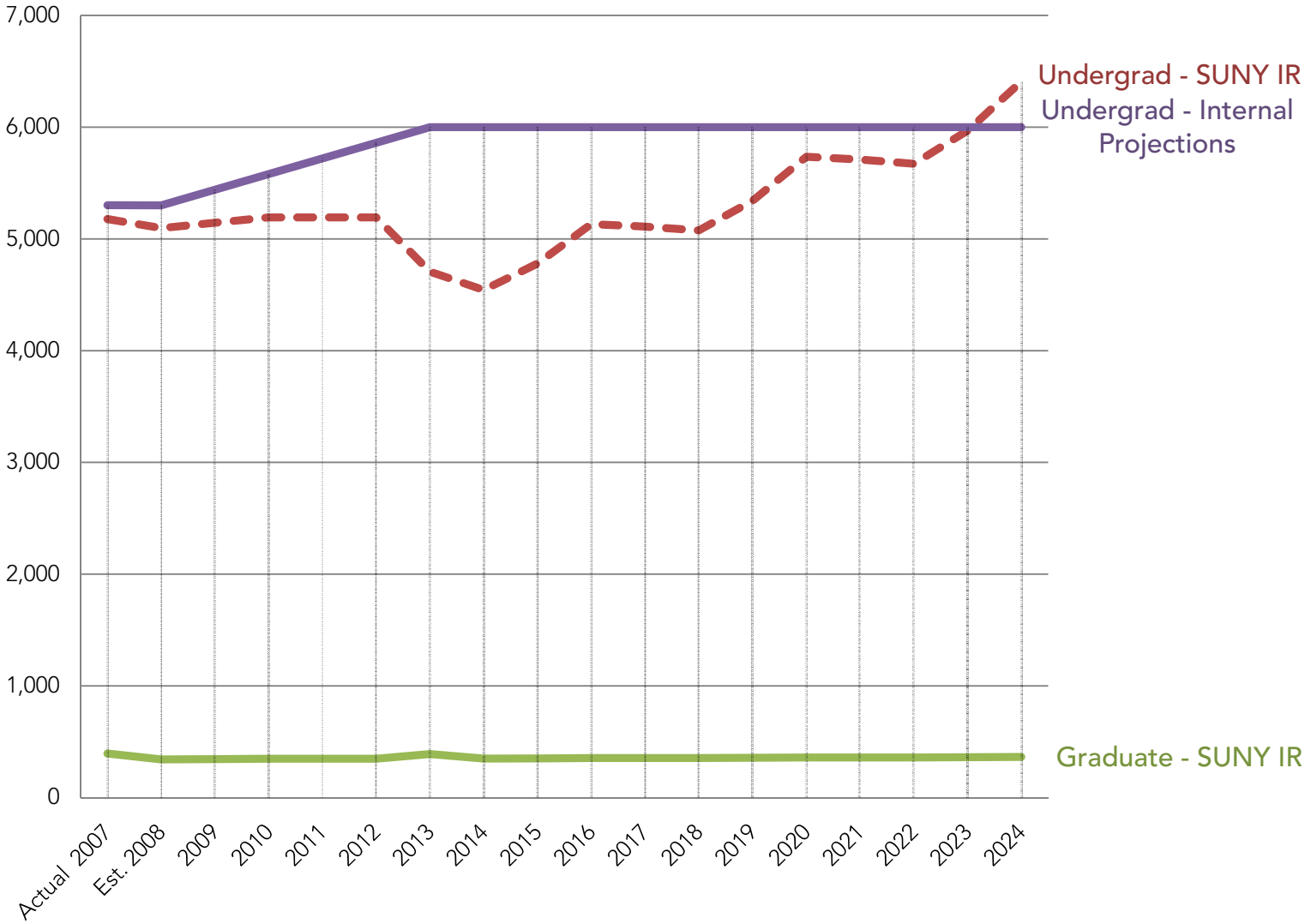
Planned and Actual Enrollment
1972-2008



	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	200
Planned	4,817	5,000	5,000	4,800	4,760	4,700	4,700	4,700	4,616	4,620	4,600	4,688	4,608	4,608	4,525	4,525	4,525	4,550	4,542	4,531	4,500	4,500	4,525	4,541	4,500	4,500	4,700	4,850	4,950			
Actual	4,946	4,853	4,605	4,577	4,643	4,506	4,569	4,737	4,707	4,822	4,861	4,841	4,695	4,553	4,575	4,587	4,681	4,580	4,645	4,620	4,525	4,532	4,552	4,469	4,412	4,527	4,748	4,919	4,972			

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Planned	5,000	5,050	5,100	5,100	5,100	5,200	5,215	5,301	5,300	5,440	5,580	5,720	5,860	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000
Actual	5,115	5,133	5,147	5,276	5,333	5,332	5,370	5,536																	

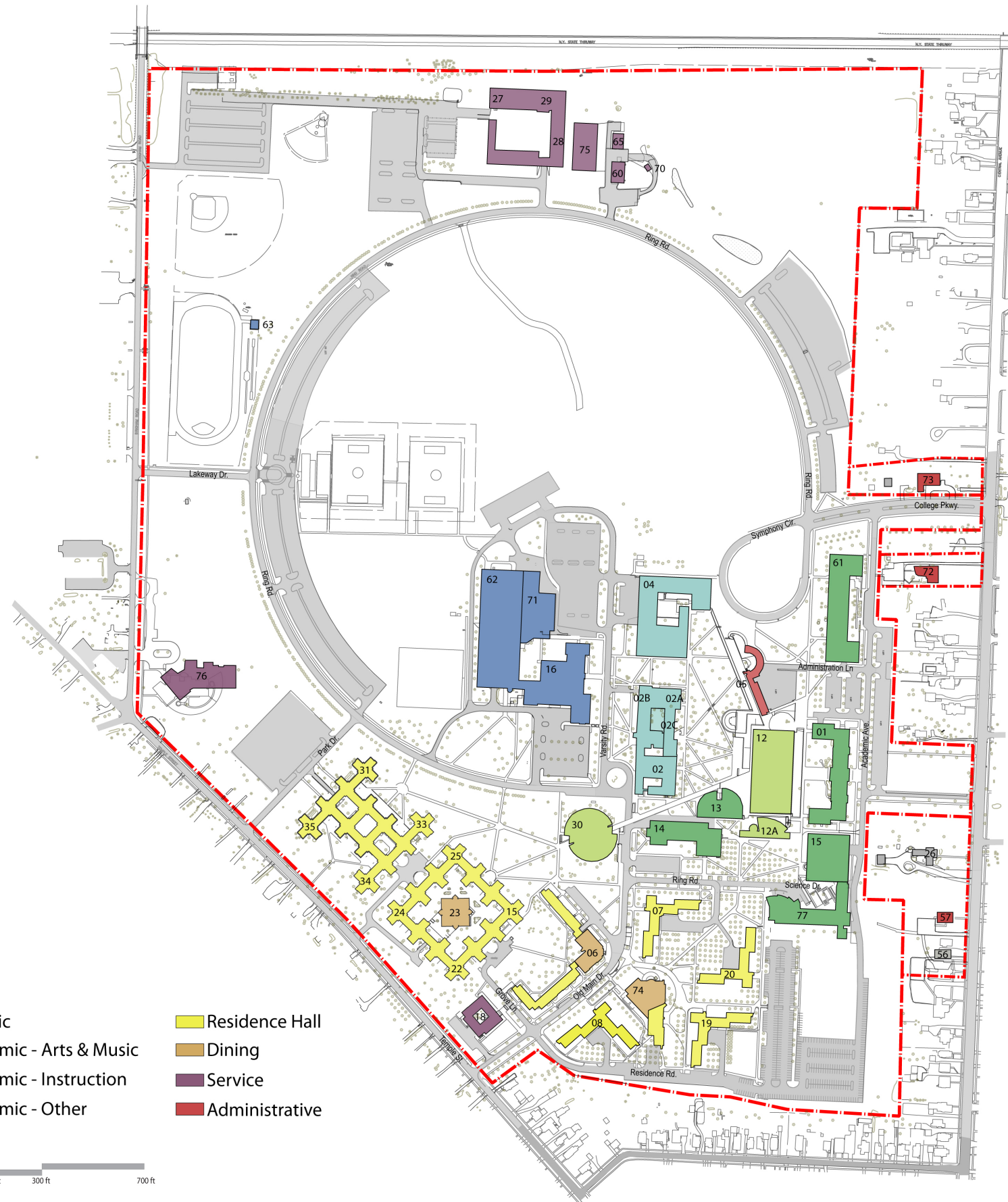
Enrollment Projections
Fall Semesters, 2007-2024



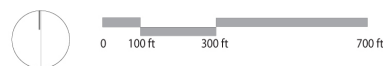
	Actual 2007	Est. 2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
— Total Undergraduate - SUNY IR	5,178	5,097	5,145	5,193	5,193	5,193	4,706	4,543	4,780	5,132	5,111	5,076	5,341	5,735	5,710	5,672	5,968	6,408
— Total Graduate - SUNY IR	395	342	345	348	348	348	390	349	351	354	354	354	356	359	359	359	362	365
— Total Undergraduate - Internal Projections	5,301	5,300	5,440	5,580	5,720	5,860	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000

Facilities by Function

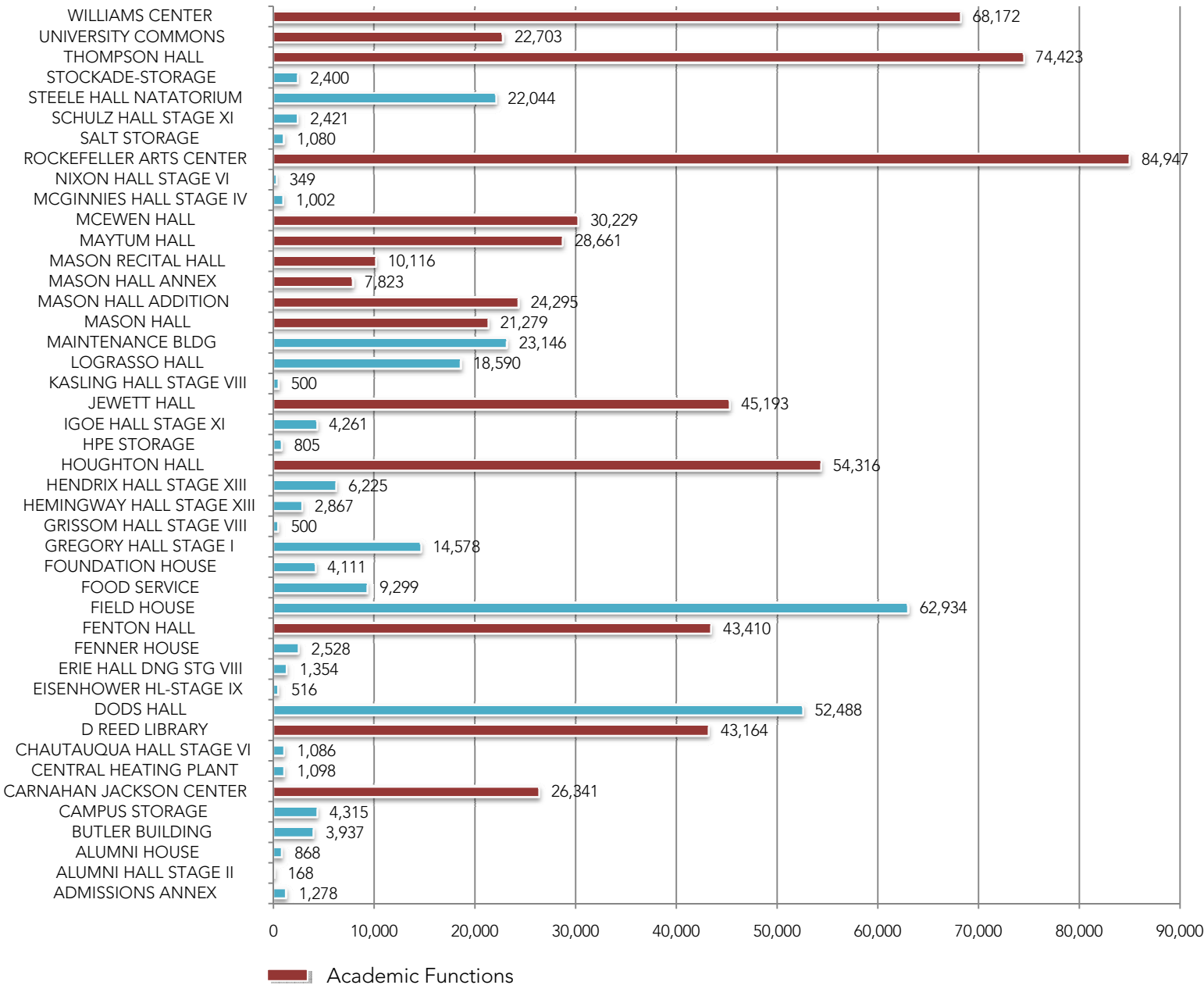
BLDG	NAME	CONST DT.	GSF
56	Admissions Annex	1910	1,963
07	Alumni Hall	1958	43,994
73	Alumni House	1932	4,031
04	Rockefeller Arts Center	1968	119,687
60	Butler	1967	4,080
76	Campus Children's Center	2010	14,271
12A	Carnahan Jackson	1991	43,866
27	Central Heating Plant	1967	11,828
19	Chautauqua Hall	1963	45,055
24	Disney Hall	1967	51,750
12	Daniel A. Reed Library	1968	80,861
16	Dods Hall	1963	82,591
25	Eisenhower Hall	1967	51,750
23	Erie Dining Hall	1967	23,881
57	Fenner House	1860	4,175
01	Fenton Hall	1953	72,759
29	Food Service	1967	13,474
72	Foundation House	1920	6,745
06	Gregory Hall	1951	72,940
21	Grissom Hall	1967	51,750
34	Hemingway Hall	1970	55,125
35	Hendrix Hall	1970	56,685
15	Houghton Hall	1968	73,981
63	HPE Storage	1983	896
31	Igoe Hall	1970	55,125
14	Jewett	1963	65,530
22	Kasling Hall	1967	51,750
18	Lograsso	1967	24,445
28	Maintenance	1967	26,419
02	Mason Hall	1961	12,760
02A	Mason Hall Annex	1961	12,760
02B	Mason Hall Addition	1972	50,500
02C	Mason Recital Hall	2004	23,191
05	Maytum Hall	1968	53,242
13	McEwen Hall	1968	50,894
08	McGinnies Hall	1960	45,063
20	Nixon Hall	1963	45,991
26	President Residence	1910	9,931
70	Salt Storage	2000	1,200
33	Schulz Hall	1970	55,125
77	Science and Technology Center	2012	91,962
62	Steele Hall (Field House)	1982	91,734
71	Steele Hall Natatorium	2002	91,734
65	Stockade Storage	1989	2,400
75	Storage Bldg (Campus Storage)	2007	5,000
61	Thompson Hall	1973	136,400
74	University Commons	2006	91,368
30	Williams Center	1970	90,380



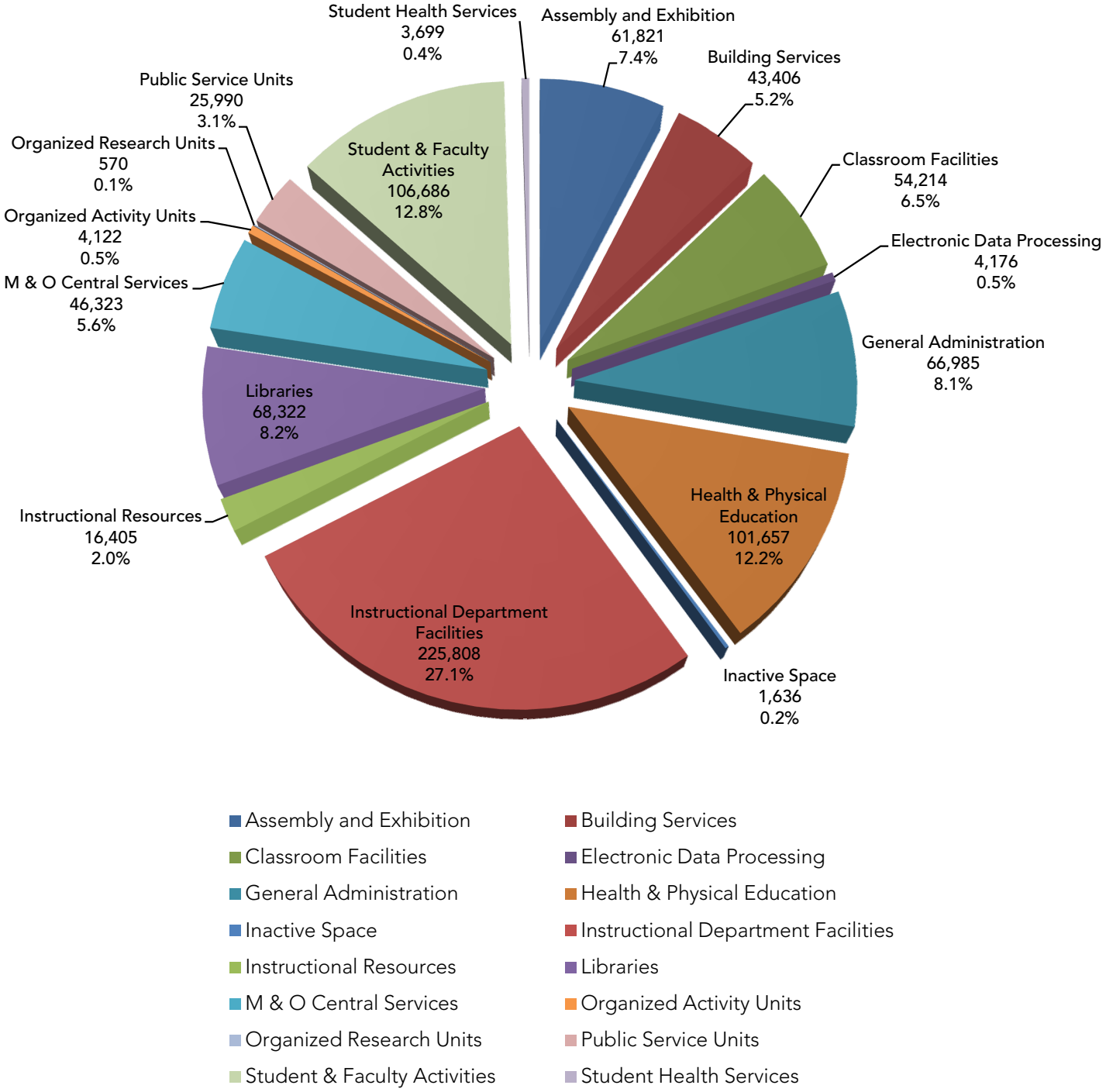
- Athletic
- Academic - Arts & Music
- Academic - Instruction
- Academic - Other
- Residence Hall
- Dining
- Service
- Administrative



Net Assignable Space by Building



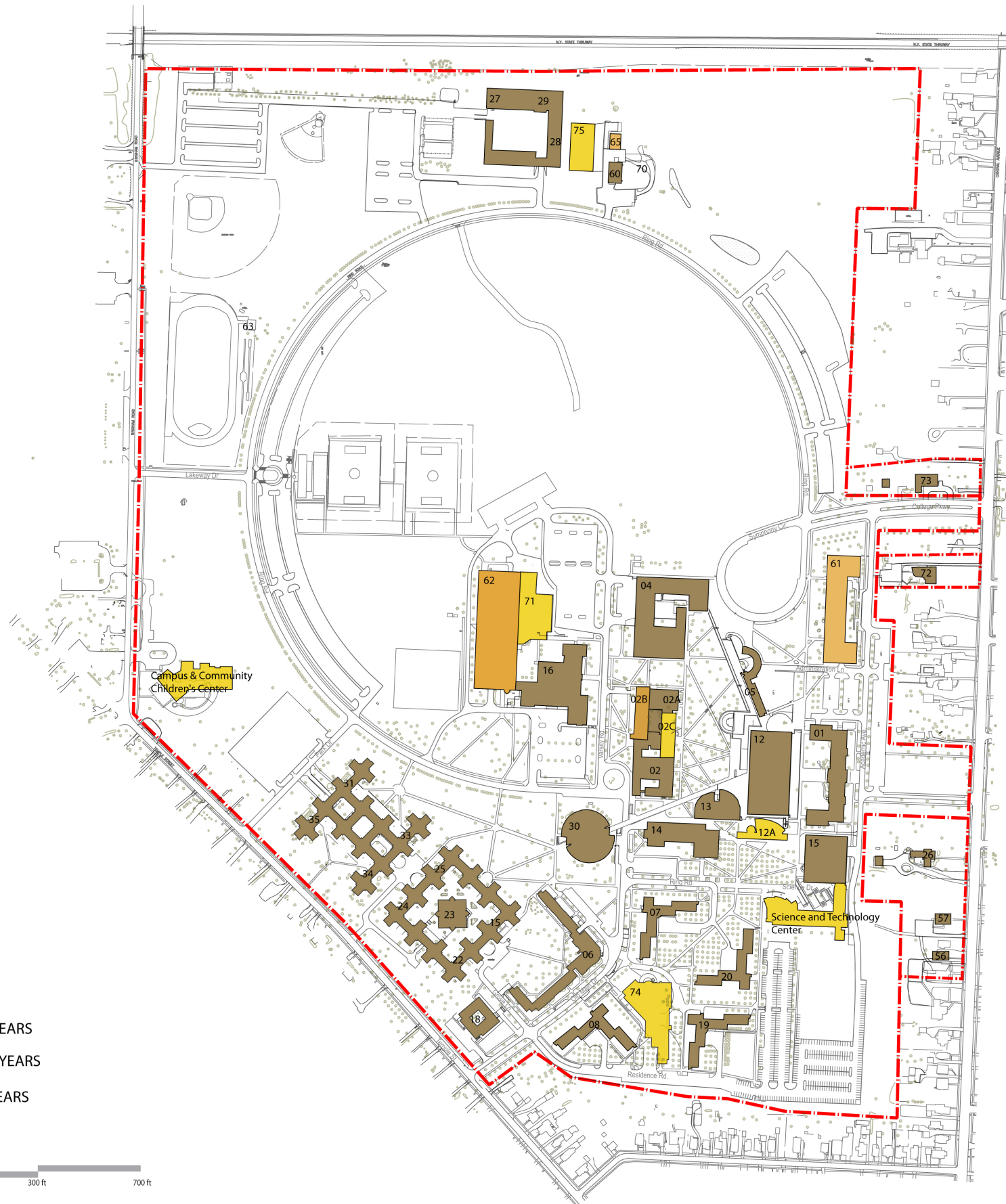
Net Assignable Space by Use



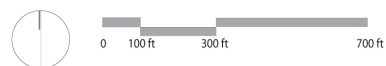
Age of Facilities

Source: SUNY Fredonia
Building Characteristics Inventory (BCI)

BLDG	NAME	CONST DT	GSF
56	Admissions Annex	1910	1,963
07	Alumni Hall	1958	43,994
73	Alumni House	1932	4,031
04	Rockefeller Arts Center	1968	119,687
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25	Eisenhower Hall	1967	51,750
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57	Fenner House	1860	4,175
01	Fenton Hall	1953	72,759
29	Food Service	1967	13,474
72	Foundation House	1920	6,745
06	Gregory Hall	1951	72,940
21	Grissom Hall	1967	51,750
34	Hemingway Hall	1970	55,125
35	Hendrix Hall	1970	56,685
15	Houghton Hall	1968	73,981
63	HPE Storage	1983	896
31	Igoe Hall	1970	55,125
14	Jewett	1963	65,530
22	Kasling Hall	1967	51,750
18	Lograsso	1967	24,445
28	Maintenance	1967	26,419
02	Mason Hall	1961	12,760
02A	Mason Hall Annex	1961	12,760
02B	Mason Hall Addition	1972	50,500
02C	Mason Recital Hall	2004	23,191
05	Maytum Hall	1968	53,242
13	McEwen Hall	1968	50,894
08	McGinnies Hall	1960	45,063
20	Nixon Hall	1963	45,991
26	President Residence	1910	9,931
70	Salt Storage	2000	1,200
33	Schulz Hall	1970	55,125
77	Science and Technology Center	2012	91,962
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71	Steele Hall Natatorium	2002	91,734
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75	Storage Bldg (Campus Storage)	2007	5,000
61	Thompson Hall	1973	136,400
74	University Commons	2006	91,368
30	Williams Center	1970	90,380

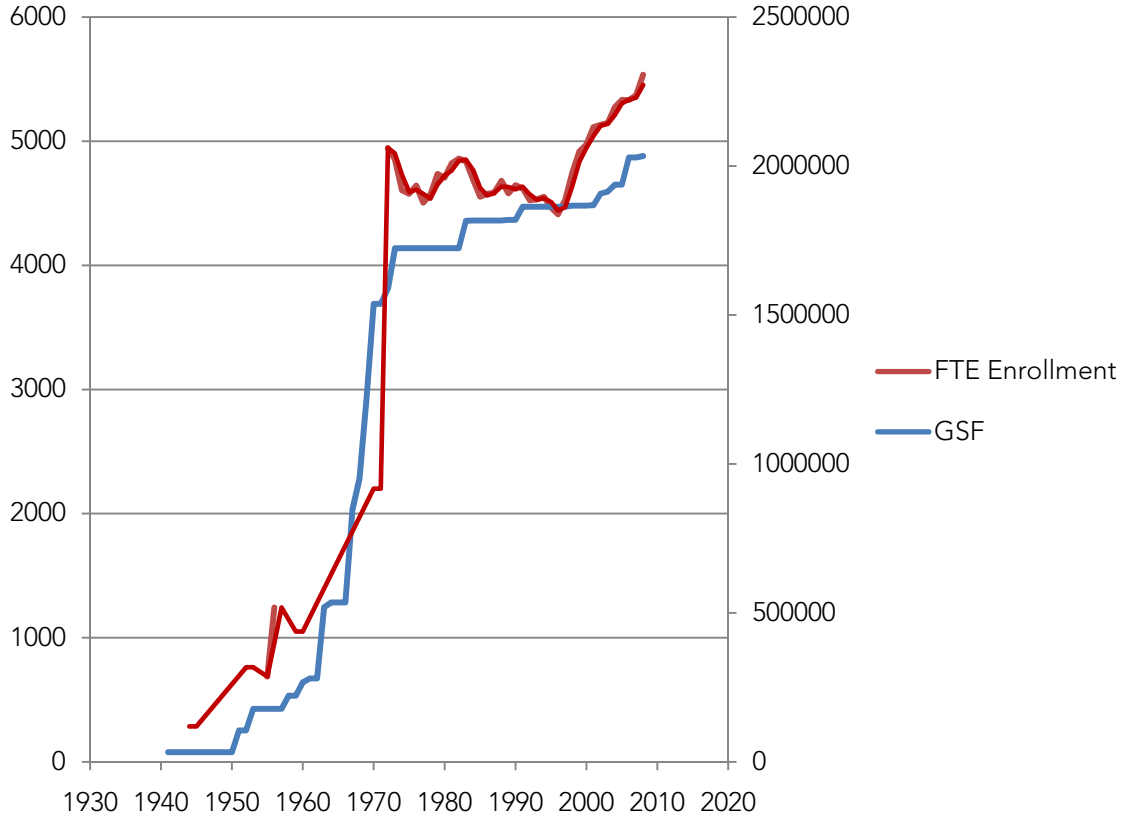


- < 15 YEARS
- 15-40 YEARS
- 40+ YEARS



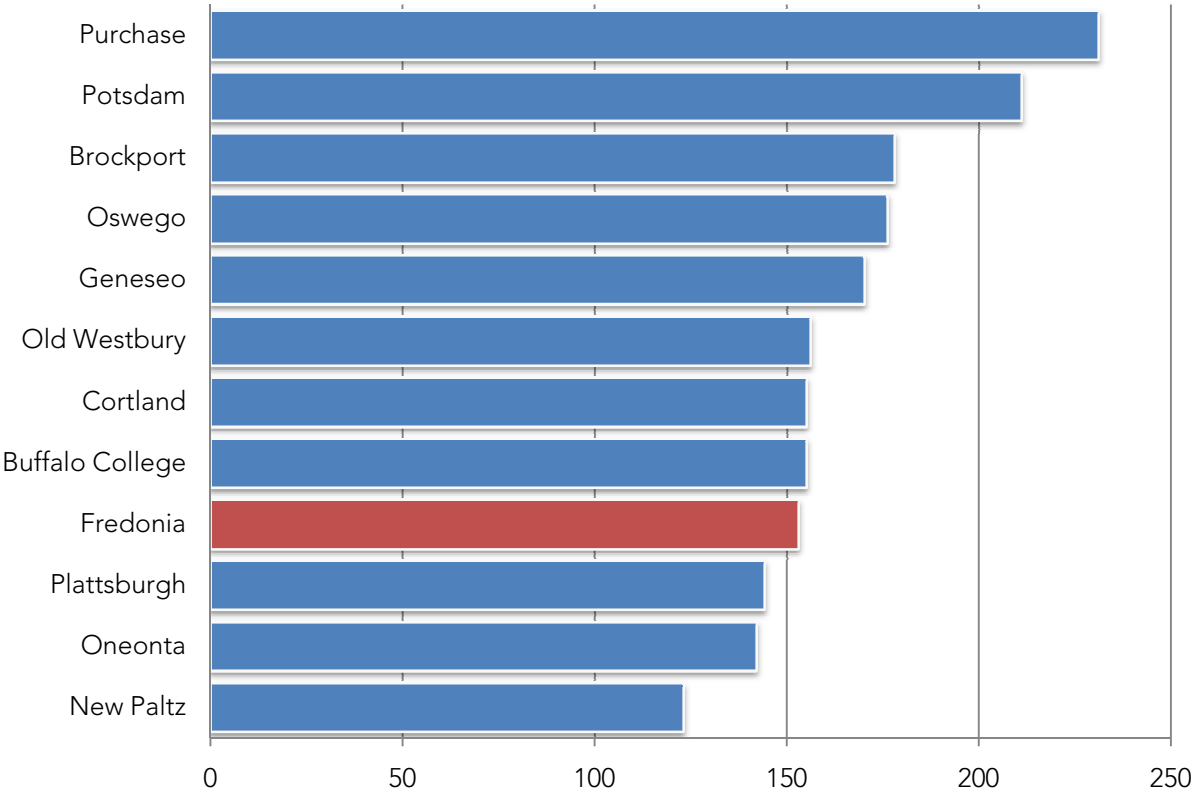
Campus Growth

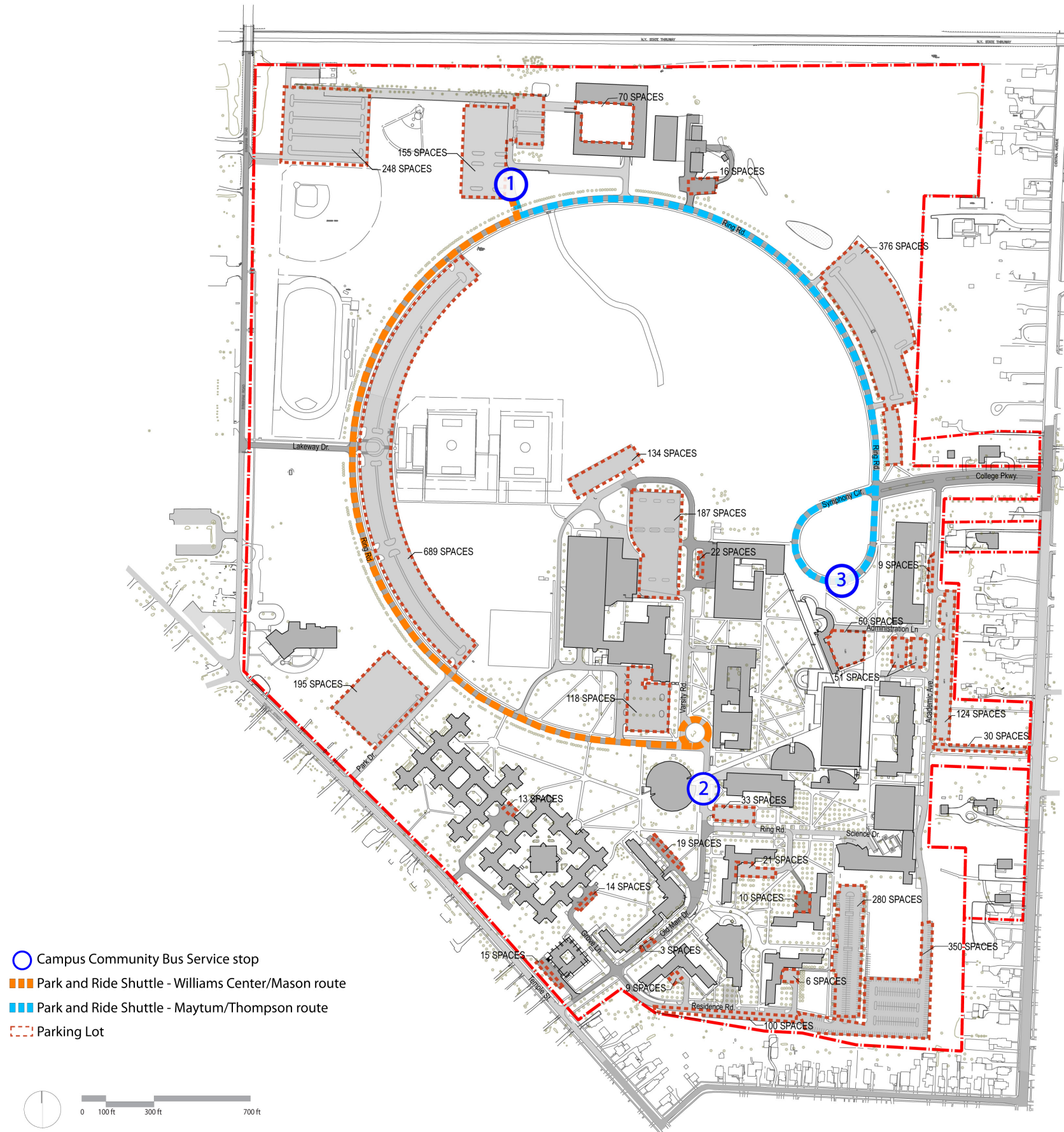
FTE Enrollment and Campus Gross Square Footage, 1940-present

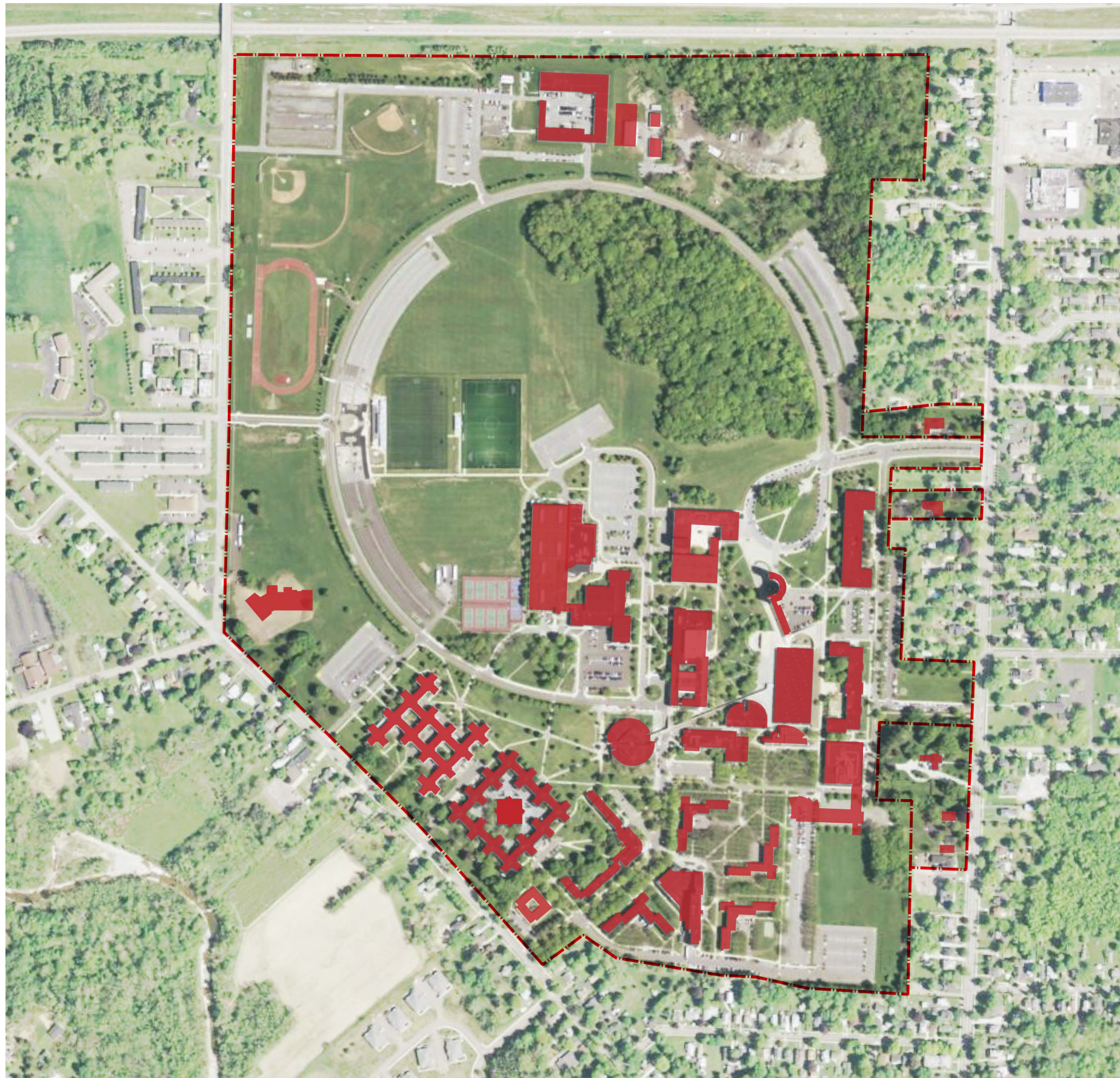


Campus Comparisons

Assignable Square Footage per FTE at SUNY Campuses







A view of the campus quad from the Spine (staff photo).

Physical Environment: Facilities Overview

The Fredonia campus is sited at the northwest edge of the Village of Fredonia, with its southern and eastern boundaries adjacent to the residential streets and its northern limit bounded by the New York State Thruway. The site was originally established for the Fredonia Normal School in 1930, but after becoming part of the SUNY system, the campus grew from 58 acres to over 225 acres, its current size. Originally a sparse collection of modest post-war collegiate buildings, the I.M. Pei and Partners master plan (started in 1962) transformed the campus to its current state. The Fredonia campus is a realization of the traditions of campus planning from the late modern era, rational campus planning, and a highly formal design sensibility, woven into a sparse fabric of existing post-war collegiate buildings. The campus is organized into three distinct functional zones: an academic core, an athletic core and a residential core. A large circular ring road sweeps a vast arc around these areas, creating an open landscape beyond the cores and establishing parking areas for cars on the campus perimeter. Trees and plantings, designed by the notable modernist landscape architect Dan Kiley, are thoughtfully placed among the variously scaled open spaces to integrate the different zones of the campus.

The Academic Core

At the heart of the academic core of the Fredonia campus is Reed Library. Conceived as the centerpiece of the Pei Master Plan, Reed is visible from almost every other academic building in the area. Facing the academic quadrangle to the west, the front entrance to Reed, with its monumental stairs, extensive glazing and monolithic convex roof, provides a striking iconic image. Inside Reed, the spacious stack and reading room area creates one of the most impressive interior spaces on campus.

A raised concrete walkway, known as the Spine, reaches out to the west of Reed, connecting McEwen Hall, a classroom building for general instruction, and the Williams Center, a student activities facility. Both McEwen and Williams were designed by Pei as part of the Master Plan and, like the Reed Library, executed in board formed cast-in-place concrete. An addition to the south of Reed Library, the Carnahan Jackson Center, was constructed in 1991. Built primarily of dark brown brick, the Carnahan Jackson Center provides a second gateway to the library facing Science Drive. To the west of Carnahan Jackson, adjacent to the spine sits Jewett Hall, a two-story brick and limestone building built in 1961 as the school's first science building. Designed in a late modernist style with minimal ornamentation, Jewett is now reaching the end of its useful life as a science facility and has been identified for renovation.

Across the academic quadrangle from the front entrance to Reed sits Mason Hall. Completed in 1941, Mason stands as the oldest building on the Fredonia campus – the first structure to be built on the land acquired in 1930 by the Fredonia Normal School. Built of red brick in the Georgian style, the building known as “Old Mason” was designed as a facility for music instruction. While still serving the same purpose today, Mason has grown considerably. Three additions have been built to the north and west of its original footprint, expanding the gross area of Fredonia's music facility from 32,000 to 118,000 square feet. Currently, only Mason's south and east façade reveal the original Georgian structure.

Of the three additions to Mason Hall, two different additions have been constructed to the north of the original building. In 1961, the Mason Hall Annex was built to expand practice rooms and offices. In 2004, portions of the Annex were demolished for the construction of the Rosch Recital Hall, which directly abuts the original Mason building and creates a dedicated entrance for performances. In addition to providing Fredonia with an outstanding small concert hall, the Rosch addition includes premium sound studios for recording and engineering music.

To the west of the original Mason sits the Mason Addition, built in 1971 and often referred to as “New Mason”. Like the Rosch Recital Hall, The Mason Addition also took out some parts of the Mason Annex when constructed. It runs the length of the entire Mason complex, facing Dods Hall and the athletic complex to the West. Built with a dark brown brick in a late modernist style, the Mason Addition contrasts the original Georgian building. It primarily houses offices and practice rooms.

A fourth addition to Mason Hall is also currently under construction. Linked to the music facility at the north end of the Mason Annex and Mason Addition, two new recital rooms are due to be completed in 2010.

Moving to the opposite side of Reed Library from Mason Hall, the eastern perimeter of the academic core is bounded by three instructional facilities: Fenton Hall, Houghton Hall and Thompson Hall. Fenton Hall, completed in 1951, sits directly to the east of Reed Library and houses classrooms and offices for departments in the liberal arts, as well as the Office of the President. Fenton faces one of the primary campus entrances off of Central Avenue, presenting a neoclassical limestone entrance and brick wings to the north and south. The pathway between Fenton and Reed is also one of the most travelled pedestrian routes on campus.

To the south of Fenton Hall sits Houghton Hall, which serves the science departments. Built of dark brown brick in 1968, Houghton is the one academic building of Pei's master plan not made of cast concrete. A significant addition to the south of Houghton is being designed to greatly expand the laboratory capabilities of the college.

To the north of Fenton is Thompson Hall, the largest academic building on campus at 135,000 gross square feet. Designed in a late modernist style and executed in dark brown brick with minimal fenestration, the three story monolithic structure extends to the main campus entrance at University Way. It faces Symphony Circle to the east, with Maytum Hall and the Rockefeller Arts Center beyond.

Completing the core campus, Maytum and Rockefeller represent two more iconic structures from the Pei Plan, similar to the Reed Library. A concrete walkway, raised on grade rather than stretching overhead like the Spine, connects Maytum back to Reed. Crescent shaped in plan and 9 stories tall, Maytum is highly visible throughout campus. A cast-in-place concrete building, it houses administrative offices and is undergoing an extensive interior renovation, due to be completed in 2010. The Rockefeller Arts Center sits to the west of Maytum, adjacent to the northern end of Mason Hall. Rockefeller is a multi-purpose fine arts and performing arts facility, housing the 1,145-seat King Concert Hall, the Bartlett Theater and studios for dance and fine arts.

The Athletic Core

To the west of the academic core is Fredonia's athletic complex. Built in phases over the course of 40 years, the complex consists of three buildings all linked into a single facility. Playing fields and courts are set to the west and north of the complex, with additional fields further beyond the ring road in the same direction.

Dods Hall is the oldest of the three athletic buildings. Constructed in 1963, Dods houses offices, classrooms and a gymnasium with basketball courts and bleachers. It is a steel-frame building with red brick and aggregate concrete panels for exterior walls. The original pool in the building has been filled and now serves as a fitness room. Fredonia is beginning the design process for renovating the area occupied by the old pool into a general-purpose fitness center.

To the west of Dods Hall, fronting the athletic fields, is Steele Hall, which houses Fredonia's ice rink, field house, training rooms and locker rooms. Built with a brown brick cavity wall and absent any fenestration, Steele



From top: Reed Library; “Old Mason” and the entrance to the Rosch Recital Hall; Maytum Hall administrative building; the Rockefeller Arts Center (staff photos).



Entrance plaza to University Commons, looking towards Gregory Hall



The Athletic Core: entrance to Steele Hall Natatorium



Campus landscape of linear rows of honey locusts

Hall dominates the view to the campus from the outer reaches of the ring road.

On the east side of campus, however, the 2004 natatorium addition to Steele has created a bright and attractive front door to the building. Constructed with extensive glazed curtainwall, the natatorium has a large open lobby, generous conference room, and direct views to the swimming and diving areas.

Condition of Buildings

Fredonia's buildings have been well-maintained and are generally in good to fair condition. The fact remains, however, that most of the primary buildings on campus have exceeded 40 years in age. Of the college's oldest buildings, Fenton Hall and Jewett Hall are both due for substantial renovations as their systems, windows, doors and finishes have simply exceeded their expected life. The cast-in-place Pei Master Plan era buildings have weathered remarkably well, especially given the extreme environment, however the limitations inherent in the type of construction are now clear. Poor thermal performance of windows and weather-related damage to the concrete also makes these buildings strong candidates for upgrades.

Recent constructions are in good condition. The Steele Hall Natatorium, Carnahan Jackson Library and Rosch Recital Hall have all performed well. Several studies are underway for major renovations to existing buildings, including the Williams Center and the Rockefeller Arts Center. Overall assessments of each individual building can be found in Part II of this report.

Site Access and Circulation

The main entry to the Fredonia campus is not entirely clear. The University Parkway with its formal planting and the generous passenger drop-off, has the presence of a main entry. It is also convenient to the Rockefeller Arts Center, and allows a view of the main academic quad and its landmark buildings. But in reality, the Old Main Drive serves equally as the day-to-day main vehicular access reaching into the campus core. Two other roads give access to the campus Ring Road, though neither is a main entrance. One is from Temple Street next to Igoe Hall and the other is at Lakeway Drive from Brigham Avenue. The latter drops off in front of the Soccer / Lacrosse stadium, and is convenient to the athletic fields and parking.

Fredonia is an easily walkable campus. Circulation paths are well defined and pedestrian crossings are well marked. The most prominent pedestrian element is the cast concrete Spine, which connects the William Center to McEwen Hall and Reed Library. Pedestrians can move between these buildings either on or below the Spine. In the winter, pedestrians tend to circulate across campus by moving through buildings as much as possible.

Campus Planting and Site Materials

The most striking element of the campus landscape are the mature groves of Honey Locust trees planted on a dense grid; they have grown to create a tall canopy that casts dappled shade on the ground. Circulation paths bisect the grid. Formal planting elements also appear along University Parkway with its columnar English Oaks, and along the Ring Road, with the densely spaced Armstrong maples, planted as replacement for the original poplars.

The rest of the campus features rather typical campus planting with informal groupings of deciduous and evergreen trees and shrubs in lawns. Two wooded areas were preserved as islands in the formal campus scheme, providing a bucolic background for contemporary sculpture and a bit of wildlife habitat.

The prevalent site material is concrete, in a soft buff color, used on walls, steps and walkways. There have been more recent efforts to introduce pavements other than poured-in-place concrete, such as concrete pavers near the university commons. Pedestrian crossings are highlighted with stamped concrete or asphalt. The condition of pavements is generally good, with some areas showing winter damage. The concrete steps at Reed Library and the Spine had multiple locations of considerable damage.

Qualitative Aspects of the Physical Campus

Campus Buildings

The quality of Fredonia’s physical environment varies, often depending on the age of a particular facility. Newer buildings, such as the Rosch Recital Hall, Steele Hall Natatorium and Carnahan Jackson Center, have provided the school with high-quality, contemporary facilities fulfilling the respective needs of the programs these buildings serve. The recital addition to Mason Hall and the new science building will further improve the quality of space on campus. However, several older buildings are reaching a point at which the quality of their interior environments is no longer suitable for their program functions, and exterior appearance is starting to show deterioration. For example, most of the teaching spaces on campus exist within buildings constructed before 1973. While renovations have been ongoing within classrooms and labs for many years, certain inherent characteristics, such as cast-in-place or load bearing masonry structures, limit the possibilities for high-quality upgrades needed for current academic environments.

Campus Landscape

The quality of Fredonia’s landscape, both in planted material and overall composition, is very good. Aside from the monoculture of honey locusts in the quads, and the Armstrong maples along the Ring Road, the plant palette has an admirable diversity of species, including Kwanzan cherries, American beech, crabapples, green ash, blue spruce, sugar maple, white fir, zelkovas, and many others. The campus also has a variety of outdoor spaces. The Library quad features the stepped plinth as a popular space for outdoor gathering; and the shaded lawn has a more traditional campus setting. The Rockefeller Arts Center plaza and courtyard allow gatherings before events and the plaza in front of the University Commons is a popular destination with its coffee shop. Benches and sitting areas appear throughout the campus in various locations. Signage is clear and consistent.

The weakest site element at Fredonia is the path under the Spine, where the concave walls constrict the walkway and impair visibility on this very well traveled axis. The crossing of the Spine’s axis and Old Main Drive is also a major conflict point between pedestrian, vehicular, and service traffic, and a dangerous spot due to its poor visibility. The Spine itself, one of the major circulation elements of the original campus master plan, is under-used and closed in winter.

Character and Success

As a physical landmark, Fredonia’s campus possesses a unique and identifiable character. The combination of highly recognizable architectural forms and a well-integrated, mature landscape create a campus that is both rich in appearance and compelling to move through. The rational distribution of academic, athletic, and residential uses also lends clarity to the campus. At its most elemental level, the constructed environment of Fredonia succeeds in creating a distinct physical identity for the college. Fredonia has a character of “place” which directly results from the buildings and landscape of the campus and their corresponding arrangement.

The success of Fredonia’s physical environment must, however, be evaluated beyond its distinctive appearance and organization. Several factors make the campus somewhat less successful than its initial image conveys. As the iconic modernist buildings of the Pei Master Plan so successfully create an identity, they also impose certain limitations on the campus environment. The formal considerations that dominate the design of several Pei buildings have created conditions that may not best suit the users of the buildings, nor the pedestrian traffic on the campus. Extensive masses of cast-in-place concrete often create difficult exterior and interior conditions. Most notable may be the hard connections between Pei-era buildings, particularly the raised concrete spine. Impassable in winter, severe and dark in certain key locations, the cast concrete pedestrian connections are inhospitable and often unused. Ultimately, for the campus environment to be completely successful, many of the severe and hard-surfaced areas will need to be softened and made more amenable.

The Pei buildings, of course, are not the only buildings on campus. Several buildings not part of the initial Master Plan lack visual power and are unsuccessful in meeting the challenges of today’s collegiate environments. Thompson Hall is a good example of such a building, as are the athletic facilities of Dods Hall and Steel Hall, excluding the natatorium.

Any discussion of the character and success of Fredonia’s campus must acknowledge the severe weather of western New York. As a campus that experiences months of harsh wind and considerable snow, everything from the pedestrian experience to building detailing and plant material selection is subject to the effects of the weather. It should be understood that there are many days of the academic year when the winter weather can overwhelm the campus, creating an environment that is inherently less than ideal.



From top: Williams Center and the Spine; the main (side) entrance to Thompson Hall; a view of Reed Library and the McEwen Hall on a particularly blustery winter day (staff photos).