FREDONIA
STATE UNIVERSITY OF NEW YORK

Division of Engagement and Economic Development

Right Serving, Right Sizing Final Report

May 15, 2017

The Division of Engagement and Economic Development was fortunate to have several recent sources of data to support its Right Serving, Right Sizing efforts. These included data from the study for the Carnegie Foundation's classification of Fredonia as an Engaged Community, campus-wide input from a full-day campus engagement retreat (Appendix 1, EED Visioning Forum), the EED sponsored study of the university's Economic Impacts University Economic Impact Study, and the Fredonia Applied Council (ALC) reports and the meetings of the campus-wide ALC: (Fredonia Applied Learning Campus Plan Part I), (Fredonia Applied Learning Plan Parts II-IV), (Fredonia Applied Learning Campus Plan Parts V-VII). Finally, a revised FTI Strategic Planning document provides a roadmap for setting the incubators priorities and direction (Appendix II, Incubator Strategic Plan).

The Carnegie Foundation's designation of the college as an Engaged Community encouraged Fredonia to continue to strengthen: engagement assessment efforts, reciprocal partnerships, and the integration and alignment of our goals with other institutional initiatives. A subsequent campus-wide community Engagement forum involved a full-day retreat divided into two workshops. The first workshop was a "Campus Community Conversations," retreat attended by 78 participants including campus administrators, faculty, and staff. Attendees engaged in conversations about specific topics concerning how Fredonia can become an even more engaged community. The workshop question was *What should we consider as Fredonia becomes an engaged community?"*

Six key topics for conversation were chosen: 1) Integration and Alignment, 2) Student Engagement Expectations, 3) a Sustainable Engagement Model for the Future, 4) Reciprocal Partnerships, 5) Service Learning/Internships/Experiential Learning, and 6) Faculty Reward and Recognition. The purpose of these conversations was to allow a large and diverse group of stakeholders to share their experiences and perspectives with current engagement initiatives

across the campus community, and provide information to participants in a Practical Vision Workshop. This workshop included thirteen participants engaged in a process that examined the question, "What do we want to see in place in the next 2-3 years as a result of our actions?"

The consensus of the vision statement reflects some of the areas of topics that were discussed in the open community session. Consensus was reached on the importance of focusing efforts in three areas: 1) Internal Operations: developing inclusive and supportive processes and a sustainable infrastructure; 2) Developing a Culture of Engagement on campus; 3) External Efforts should focus on developing a distinctive niche that can lead to national prominence and recognition.

Another document that has helped shape our RS/RS conversations is the Incubator's strategic plan. The FTI Strategic Plan was revised in an all-day retreat that was attended by members of the incubator Advisory Board. The plan supports FTI's aspiration of serving as the economic development hub of Northern Chautauqua County. Specific goals within the strategic plan target support for new and innovative companies that have the potential to become successful local businesses, and cultivating supporting entrepreneurial efforts in the community and on campus. Objectives include the recruitment, retention, and support of innovative small businesses that have the potential to create jobs and contribute to the local economy, and expanding and enhancing its entrepreneurial education programs. Additional objectives target sustainability plans that will ensure external support of operations, and strengthen and expand partnerships with universities and colleges and economic development and entrepreneurial organizations throughout the county and state. Objectives will also result in the expansion of student-centered initiatives including the incubator intern program, the FTI student business competition, partnerships with academic programs, and outreach to area high schools and BOCES.

From a process perspective, the focus of weekly FTI and CDO staff meetings routinely included a discussion of the proportion of staff time spent on core mission centric tasks and activities. The staff was challenged to reflect on whether or not activities are central to their mission and, if so, to determine if they can be done more efficiently with the same or fewer resources. The results of these section discussions were shared and discussed in weekly EED Leadership meetings which are attended by the VP, Directors, and selected (rotating) staff members from FTI and the CDO. Weekly VP-Director meetings include discussions of RS/RS issues that have been generated in section staff meetings. In addition, monthly EED division staff meetings are held with the entire staff.

These all-inclusive division meetings primarily focus on RS/RS issues. This process of utilizing FTI and CDO staff meetings to critically evaluate "mission creep", efficiencies, and staffing is a bottom-up approach that is critical to "buy in", open exchange of ideas, and the acceptance of the change process.

Engagement and Economic Development

Revenue Generation

EED is partnering with the Division of Finance and Administration on Revenue Generation ideas. Campus wide survey data collected by the Division of Administration and Finance will provide suggestions and ideas for revenue generation. We are meeting regularly to identify opportunities for utilizing existing campus facilities and resources in novel ways that increase revenue for the campus. New programs, initiatives, and revenue enhancing partnerships are being explored. The two divisions are, for example, in discussion with a company that builds boutique hotels on or near colleges and universities to serve visitors and distinguished guests. We are engaging an outside firm to conduct a feasibility study of campus property to determine if a boutique hotel is a good fit and financially viable. Pending the outcome of the hotel feasibility study, we may also explore the possibility of developing public private partnerships that would enhance revenue opportunities at the College Lodge. Of course, broad based campus input would be obtained before moving with any proposed partnerships and use of campus assets.

Economic Development

VP Kearns, Dean Karafa and chairs of the relevant science departments continue to meet and discuss how we can contribute to the workforce needs of the Athenex Pharmaceutical company which is being built in Dunkirk. Fredonia hosted a visit with the Athenex leadership team, QuaDPharma, the CCIDA, the county Education Coalition, and representatives from JCC and area high schools. EED hosted a working lunch to discuss Fredonia's role in helping to fill the company's educational and workforce needs. The group toured the Fredonia Science Center and visited with science faculty members. Ongoing internal and external discussions are focusing on opportunities for partnerships with Athenex. Potential benefits to Fredonia include student internships, jobs for our graduates, and leadership and corporate training opportunities through FTI and the university.

EED continues to work with other companies that have the potential to create jobs and contribute to Fredonia's academic, applied learning and sustainability goals. For example,

we are currently working with TimberFish Technologies (TFT), a startup company that is using a natural ecosystems approach to producing land-based fresh farmed fish. TFT produces seafood from renewable resources that are not used as a food source and not grown on agricultural land. Mutually beneficial collaborations are being explored with TFT including participation in the campus StartUp NY program, and collaboration on environmental science offerings and internships.

EED has also been working with local farmers and other interested parties to help make small local farms sustainable. The division is submitting a large grant to support an indoor aeroponic farming pilot project on campus. If approved, the project will support student training and interdisciplinary programs for high-functioning autistic adults and other disabilities.

The revised Fredonia StartUp NY campus plan has been approved by the state. The major change in the plan is the addition of a food processing plant in Westfield to our tax-free zone. A three-party StartUp NY lease-leaseback and affiliation agreement has been approved by the CCIDA and it has been signed by the IDA, Fredonia, and The Original Crunch Roll Factory. Crunch Roll has purchased and equipped a former food processing plant in Westfield and they have been approved for sponsorship by our campus for the StartUp NY tax benefits. The application has been recommended for approval by the state Empire State Development agency. The company proposal includes the addition of 20 to 50 new jobs as well as new internships for our students.

Program Evaluation Center

The Cabinet has approved the formation of a grant-funded Fredonia Program Evaluation Center within EED. Initial funding for the center is through the Substance Abuse and Mental Health Services Administration (SAMHSA)-funded Chautauqua Tapestry (2015-2019; $200,000 for evaluation) which includes partnerships with most human services and school districts within the county. Mansoor A. F. Kazi, Ph.D., lead evaluator for the Tapestry grant, will serve as the PEC Director. He has partnered with Rockland County to receive a similar SAMHSA grant ($1 million a year, including $200,000 for evaluation) over the next four years beginning October 1, 2017. The Rockland county grant will be used to help build the Fredonia PEC. Our plan is to expand the scope of the Center to include a broad range of evaluation and outcome activities that will generate additional grants and may lead to revenue generation opportunities.

Assessment and Data Collection

A new CRM system (Salesforce) is currently being deployed and will be a powerful tool in terms of tracking engagement and economic development initiatives, programs, Fredonia Technology Incubator, Start-up NY, grants, fund-raising, applied learning, and Carnegie data. This tool will assist the campus in measuring impact and developing strategic partnerships with employers and the community. The Fredonia Technology Incubator is working on developing Salesforce as an efficient customer relationship management solution. Customized functionality and processes have been developed in a sandbox and work is now moving to a production environment. The CRM will streamline efficiencies and serve as an essential tool in gathering and managing engagement and economic development, start-up data, and overall institutional impact with community employers. Additional data are being gathered from key stakeholders on campus (i.e., School of Business, Career Development, FTI, University Advancement, etc.) and will be imported into the system. The Rochester Group consultant and Director of Engagement and Career Development provided a demo to Cabinet which showcased the CRM tool and capabilities for Fredonia. Salesforce is also being used at other institutions in academic advising so this may be another area to explore for Fredonia.

Applied Learning Council

The CDO Director is serving as the Chair of the Applied Learning Council, working with a team of faculty and staff across campus to draft Fredonia's Applied Learning Campus Plan. The Council has finalizing work on Parts I-VII of the Fredonia Campus Plan. SUNY Administration will eventually be making all campus plans public on their website. SUNY Administration has also sent a Request for Information that is due July 15, 2017. Campuses will need to report on approved applied learning course sections in the SUNY SIRIS database. Joint planning meetings and conversations with Academic Affairs, Institutional Research and Planning, and the Chair of the Applied Learning Council were held to discuss these processes. The Registrar has also been included in the discussions. A survey was sent to faculty, staff and students to provide input on whether or not Fredonia should require students to complete an approved applied learning experience as a requirement for graduation. Based on survey responses, 65% of respondents indicated that they are in favor of making approved applied learning a local graduation requirement.

Career Development Office (CDO):

The CDO has successfully transitioned into the Engagement and Economic Development Division. The CDO move from Student Affairs to EED was pursued, in part, as an alternative to hiring a new Director of Engagement for the Division. This resulted in a significant cost savings at the time of the change.

Transitioning into a new Division brings new opportunities but also challenges. Three professional staff members have taken on additional duties and a CDO secretary, who retired in September of 2016, is not being replaced. At the same time, the office is operating with the usual challenges of full appointment schedules, a busy recruiting and internship Learning Contract season, and more demand for career services by students, faculty, staff, alumni and employers.

At the end of the last academic year, CDO budget lost approximately $16,000 in annual revenue from the elimination of the technology fee (Resume Expert Account). In addition to the budget reduction, utilization of Credential Files is significantly winding down as this service is no longer being utilized as other viable consortium application systems are in, and employers are no longer requiring confidential letters of recommendation. As a result, the CDO has streamlined services, utilized technology to do more with less, applied for FSA grants when possible, and is operating with a minimal budget.

The CDO has been serving a steadily increasing number of students. The combined number of students served (appointments, events, spotlights, recruiting, presentations, etc.), plus the number of employers we interact with, clearly shows an increase in service utilization. The CDO serves a very large number of students, alumni and employers for an office of three and a half professional staff. A significant expansion in the CDO's workload has occurred despite enrollment declines. Students and alumni are using the CDO services at record-high levels. The value of individual appointment consultations is extremely important in crystalizing student and alumni career goals. The number of learning contracts has greatly increased, necessitating greater faculty interaction and employer outreach on top of the increased paperwork and student appointment load.

Given all of this, the CDO is operating very lean in terms of efficiency, staffing, and spending. This is important as an office that directly and clearly serves the campus mission of engaging and challenging students to become skilled, connected, creative and responsible professionals. The office also serves as an important connector with employers and community organizations.

CDO RS/ RS Changes:

- Time for Innovation
  CDO counselors are now given a block of time each week in which appointments are not scheduled to brainstorm new ideas and efficiencies that could be implemented, follow-up with students and employers, and complete administrative work. This change has led to new and improved ideas, efficiencies and collaborations, and increased staff productivity and happiness.

- Internship Increased Efficiencies (paperless office)
  The CDO implemented new streamlined internship processes for Fall 2016 and Spring 2017. Learning Contracts, confirmation letters, mid-term/final evaluation forms, and post internship surveys are sent via e-mail to student interns, site supervisors, and faculty sponsors. Not only does this strengthen communication between all constituents, this process saves money (postage, envelopes and labels, paper are no longer needed), and has saved valuable staff time. Losing a secretary to retirement, the remaining secretary would not be able to coordinate the front desk operations and generate letters and mailings from a robust internship program. This system also increases accuracy and is environmentally friendly, moving the CDO to a paperless office with sustainable practices while ensuring the growth and viability of the internship program.

- FREDNetwork Implementation
  The career service management system (FREDNetwork) was successfully launched and it has received positive feedback from students and employers. The new brand was designed to highlight the importance of connecting and engaging students and alumni with employers, the campus, and the CDO. Enhancements include a new student/alumni user interface, tablet and mobile friendly functionality, a mobile app, the addition of skills for job postings, and an enhanced job search feature to improve the system. There are currently nearly 1,500 jobs and internships available in FREDNetwork (Over 400 jobs and 1,000 internships).

- Implementation of Career Pathways on CDO Website
  The Pathways supports the SEM Plan and enrollment efforts

(http://students.fredonia.edu/cdo/explore-career-pathways), connecting Fredonia academic programs, faculty and departments, career industry information and outlook projections, applied learning activities, Fredonia student groups, and professional associations.

- First-Year Pilot of My Plan
  All students in the pilot were encouraged to complete My Plan, a career educational assessment tool, to assist with student career planning. Over 500 students completed the assessment, developed a personal career plan, and identified next steps needed, thus contributing toward retention efforts.

- Workshops and Presentation Policy
  CDO has implemented strategic policies to promote and expand the impact and educational value of workshops by partnering with student clubs, groups, and faculty.

- Group Topic-Based Appointments
  As appropriate, students are encouraged to bring a classmate or friend for group and/or topic-based appointments. This type of appointment has been effective particularly for international students who prefer to come in pairs or small groups. It also saves valuable counselor time.

- Resume Drafts Required
  Students are now required to bring in updated resume drafts for resume appointments. This allows counselors to focus on advanced training instead of spending time on the basics that can be reviewed on the CDO website or via office handouts.

CDO Revenue Enhancing Suggestions:

Job & Internship Expo – The CDO is considering charging for our Job & Internship Expo. The Graduate School Fair brings in approximately $2500-$3500 each year after paying for itself, but right now it pays for itself and the Expo. Even a $100 fee per table (less for nonprofits) could add another $2000 or more to our budget (more, since it will not eat at the Grad Fair revenues either). This would be inexpensive for employers by job fair standards, where most other offices charge employers $150 or $200 (and even more at schools like UB). The risk is that fewer local employers (especially human service agencies) will stop attending.

Summer Job Expo – The expansion of the Job & Internship Expo included a separate, but concurrent, Summer Job Expo in March 2017. This could have the potential to add revenue to the Expo's ledger.

Sell Sponsorships or Ads – To generate revenue, the CDO may pursue sponsorships for CDO events or sell program ads. We have been selling ads to employers for the Job & Internship Expo program but perhaps an increased fee structure could be implemented.

Students FEE: Actual and reasonable costs for supplies and materials may be charged to each student utilizing Career Services. No charges would be assessed on students for career service staff, advisement, and referral services.

Alumni: Actual and reasonable costs for materials, labor and overhead may be charged to Alumni utilizing Career Services.

The Fredonia Technology Incubator (FTI):

The FTI Advisory Board was reconstructed as a result of internal discussions and consultation with FTI constituents in the community, FTI clients, and members of campus. The opportunity to reconstruct the Board came about as the result of the dissolution of the formal not for profit status (501c3) of FTI. Through consultation with the SUNY Research Foundation and the Fredonia College Foundation, partners in the FTI corporation, it was determined that the FTI corporate structure was both expensive and resulted in time-consuming paperwork. Given the size of the Fredonia Incubator and the amount of funds raised for its operation, it was determined that FTI would be better served by disbanding the corporation. Fundraising efforts at FTI will be supported by the Fredonia College Foundation.

The formal dissolution of the FTI Corporation allowed for the revamping of the Advisory Board which had been dictated by the requirements of the corporate partnership. The corporate board had included a significant mix of members from the Research Foundation and the College Foundation. The new Advisory Board, which is made up of business, community, and faculty members, is better able to advise FTI on local business needs and practices, and provides a much needed interface with the university.

FTI continues to expand the support services it provides to its clients and the community. The Fredonia Technology Incubator hosted 73 community events this year which were attended by approximately 1,400 individuals. In collaboration with the College of Visual and Performing Arts, the Fredonia Technology Incubator (FTI) continued its Arts and Business Luncheon series. Two distinguished visiting artists (VAP) discussed the business aspects of their artistic endeavors.

FTI added a part-time Entrepreneur in Residence (EIR) early this year and he provides regular coaching and assistance to clients. FTI has initiated discussions with a leadership training organization to provide an entrepreneurial education certificate program to all clients and the community. These discussions have moved the FTI Center for Entrepreneur Leadership (CEL) proposal closer to reality. In addition, FTI is expanding its mentorship program is building a network of experts to support business startups at the incubator and serve as a resource to our current mentors. These actions build on the goal of FTI as both a full service business incubator and a vital community resource. The addition of two staff positions, a Program Manager and Secretary, and significant program expansion was made possible through the support of grant funding from the John R. Oishei Foundation ($300,000), and a Consolidated Funding Application (CFA) grant from NYS ($375,000) . Networking events and lectures continue to be held and enhanced, including the well-attended arts and business luncheon series. Consistent with the objectives outlined in our revised Strategic Plan, the number of clients and community use of our facility continues to increase, as do the number of applied learning opportunities for our students. Our second annual student business competition was highly successful and resulted in the addition of two new student business clients at the incubator. Our engagement with faculty and discussions around our strategy, ideas and initiatives, increased significantly in the first quarter of 2017. Many of these advancements have been possible because of extramural grant support.

 FTI Revenue Enhancing Initiatives

- The incubator staff, in collaboration with the College Foundation, created an FTI naming brochure. It is currently in its final editing phase. Once finalized, a campaign to raise revenue through naming FTI opportunities will be pursued within the College Foundation capital campaign.

- FTI is planning to rollout an FTI Membership Drive in June. FTI will offer annual memberships to individuals and organizations to further establish a sustainable operational budget for FTI. Membership benefits include priority use of the facility and preferred access to FTI programming and events. The annual membership fee will be $100 for an individual member, $5,000 for a leader, $1,000 for a sponsor, and $10,000 for a sustaining corporate sponsor.

- FTI has begun an effort to secure FTI Program and Event Sponsorship revenue. FTI is offering event and programming sponsorship opportunities to individuals and organizations to further establish a sustainable operational budget for FTI. Sponsor benefits include priority use of the facility, preferred access to FTI programming and

events, and promotion. The annual fee is $10,000 for a Premiere corporate sponsor, $5,000 for an Elite sponsor.

- Empire State College joined FTI as a tenant in January. A second anchor tenant has agreed to rent a suite of four offices at the incubator beginning this summer. The anchor tenant would provide a reliable revenue stream to the incubator.

- The following FTI revenue generating initiatives are under discussion with the Advisory Board:

  Equity in Incubator Clients – In the future FTI may require or encourage new clients to provide an equity stake in their company for admittance to the program. Consistent with many other incubators, this initiative could be implemented as a "percent pledge" or formally as a requirement. Significant revenue can occur for the university at sale of company.

  FTI Alumni Partnership – Contact with distinguished alumni has demonstrated the benefit of formalizing an outreach initiative with Fredonia alumni. This outreach program would create opportunities for alumni involvement in FTI programming while substantially assisting FTI's effort to recruit clients to the incubator.

  Expanded Leadership Training - FTI has been in discussion with a leadership training organization to provide an entrepreneurial education certificate program to all clients and the community. These discussions have moved the proposed FTI Center for Entrepreneur Leadership (CEL) closer to reality. The CEL will focus on providing education and training for entrepreneurs, business leaders, students and faculty. It would produce new revenue streams through certificate offerings, training programs, and grant funding. The CEL would augment and support the university's current program in Leadership Studies offered through the Division of Student Affairs and the Entrepreneurial Education Program (workshops, lectures, luncheons) currently offered at the Technology Incubator. Leadership training courses that maximize the use of university facilities, including the FTI and the College Lodge, will be tailored for executives, managers, community leaders, and young professionals.

  Center for Social Entrepreneurship – A Center for Social Entrepreneurship (CSE) would provide resources and programming for individuals and organizations focused on innovative and new solutions for bettering society. The CSE would provide forums, workshops, and resources for social entrepreneurs and existing not-for-profit organizations. The Center would generate new revenue streams by creating external

funding opportunities. Similar to the CLE, educational programming could be developed that is tailored to social entrepreneurs, not-for-profits, students and faculty.

Visiting Artists/Exchange Programs/Reciprocal Agreements –FTI, and others, have been working with FTI clients Lake Arts Foundation and Venture Productions on a collaborative partnership with Hagen-Berghof Studios (HB) in New York City. We have discussed two possible scenarios: First, a series of professional workshops, retreats, panel discussions and salons that take place in on the campus or regional property of Fredonia during the summer or winter break. Second, Fredonia students and other emerging NY State theatre/film professionals could attend HB master workshops and/or participate in new play workshops approved by HB, Fredonia, Venture Productions and LakeArts.

Appendices

I.   EED Visioning Forum Executive Summary

II.   Incubator Strategic Plan

Appendix I:

EED Visioning Forum Executive Summary

Executive Summary

SUNY Fredonia Engagement and Economic Development

Conversation Forum & Practical Vision Session

September 16, 2015

On September 16, 2015, the Fredonia Engagement and Economic Development, (EED), Department hosted a full day retreat divided into two workshops led by outside facilitators from Regenerate Group LLC, BethMarie Ward, CTF and Connie Foster, CTF. Based on the Carnegie Foundation's designation of Fredonia as a 2015 recipient of an Engaged Community classification, Fredonia was encouraged to continue to deepen its efforts to attend to:
 (1) assessment (2) reciprocal partnerships (3) faculty rewards (4) integration and alignment with other institutional initiatives. Regenerate Group, LLC, helped launch campus wide conversations with a full day retreat divided into two workshops.

The first workshop was a "Campus Community Conversations," retreat with 78 participants including leadership, faculty and staff who gathered to engage in conversations about specific topics conducive to developing one of their strategic pillars: Fredonia as an Engaged Community. The workshop question was ***"What should we consider as Fredonia becomes an engaged community?"***

Six key topics for conversation were chosen: **Integration and Alignment, Student Engagement Expectations, Sustainable Engagement Model for the Future, Reciprocal Partnerships, Service Learning/Internships/Experiential Learning, and Faculty Reward and Recognition.** The conversation process was designed with a World Café and Appreciative Inquiry methodology. Four 20 minute rounds took place, where participants chose four topics of interest with questions that were designed to reach objective, reflective, interpretive and decisional levels of conversation. Each round ended with each table prompted to generate a card about their topic that reflected what the institution is currently doing well and a card that reflected an improvement or suggestion. The data generated is provided in the tables below (pgs. 3-4). The purpose of these conversations was to allow a diverse group of stakeholders to share their experiences and perspectives with current EED initiatives across the campus community in order to inform the EED and other participants in the afternoon session to develop a Practical Vision.

The second workshop was a Practical Vision Workshop based on ToP® Methods developed by the Institute of Cultural Affairs. Thirteen participants engaged in a process that asked the question, *"What do we want to see in place in the next 2-3 years as a result of our actions?"* Participants partook in individual and paired brainstorming, generating ideas that answered the aforementioned question. Group consensus took place in the "naming" of each column of data that was clustered in similar themes. The consensus levels of the vision are reflected in the colored boxes on the table on page 3. The bulleted brainstorm ideas on page 7 may or may not become action items in the planning phase.

The consensus of the vision statement reflects some of the areas of topics that were discussed in the community session, with the highest amount of consensus focusing on Internal Operations (Inclusive and Supportive Processes/Sustainable Infrastructure) (yellow); Cultural Shifts Internally and Externally (Innovative Culture of Engagement) (blue); External Efforts (Nationally Recognized/ Distinctive Edge) (green).

The Practical Vision answers the question, "What do we want to see in place in the next two to three years as a result of our actions?"
**The five following statements answer the question based on group consensus:**

Inclusive and Supportive Processes	Sustainable Infrastructure
Innovative Culture of Engagement	
Nationally Recognized	Distinctive Edge

*Note: The yellow vision boxes focus on Fredonia internally, the green vision boxes focus on Fredonia externally in relation to the world, and the blue vision box ties in a cultural shift both internally as a community and externally as a leader in the country.

Next Steps:

Regenerate Group, LLC recommends that the EED hold a Community Conversations Forum specifically targeting community leaders, businesses, and other external stakeholders, plus one or two student focus groups to elicit their concerns, ideas, and potential contributions that will systemically strengthen Fredonia as an engaged, healthy community, improving the lives of all its members. It is also recommended to develop a 10 month action plan in order to mobilize implementation into these five areas of the Practical Vision. The planning and implementation teams should be lean with participants who have relevant knowledge and experiences; access to information; connections campus wide, and ideally, project management skills. Members should include representatives from Divisions such as Academic Affairs, IT, Community Relations, Fredonia Foundation, EED and other key stakeholders.
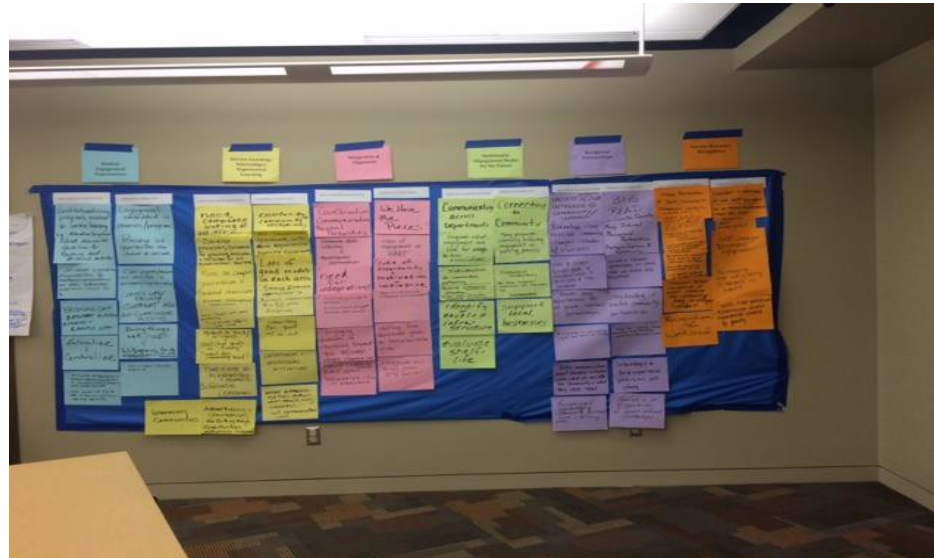
Fredonia EED Community Conversations, September 16, 2015

"What should we consider as Fredonia becomes an engaged community?"

Reciprocal Partnerships		ntial Learning		Integra	& Alignment
Doing Well	**Improve/ Suggestion**	**Doing Well**	**Improve/ Well Suggestion**	**Doing**	**Improve/ Suggestion**
• There are a lot of opportunities for expert-informed partnerships • Internships & field experience programs are strong • There are existing campus agencies that encourage reciprocity (CDO, speakers bureau) • Longstanding & trusted community partnerships • Formal & informal opportunities in place that we know are reciprocal between campus & community x2 • BIG READ in South County	• Recognizing/acknowledging community partners more & defining roles • Better communication about campus initiatives and what we can offer the community & what they want/need • Reciprocity is not necessarily equal but must be 2-way • Provide clear expectations for all people involved in partnerships • Way to collect formal data & understand what is being done & the benefits • Develop clear accessible community & campus calendar of events • Faculty & Student outreach @ community schools (local)	• Great opportunities (Great Lakes, Belize, NYC) available—not communicated well • Enthusiasm & individual initiative • Connecting Bac. Goals w/ SL, etc. • Lots of good models in each area. • Opportunity & community receptivity • All students graduate with some experiential learning experience • Strong internship opportunities in Business, Communication & a few other disciplines	• Learning communities • Advertising & showcasing the cutting edge opportunities already happening • Find a way to acknowledge & promote experiential learning • Methods to track/recognize unit/dept. goals v. "fishing" What does community need? • Include international experiences; some departments will need mentoring & x-discipline efforts will help • More on campus internships & targeted resources • Develop processes/procedures for planning, evaluation, & reflection for all experiential learning • Need complete listing of all CEA occurring	• We have the pieces • Value of engagement in HARP • Lots of opportunity & motivation & initiative • Some university sectors that incorporate community engagement • Shifting from department goals to baccalaureate goals	• Integrate all silos into one farm! • Applied • Committee Bacc goals; designated Office of Engagement • Coordination communication of reciprocal partnerships • Systemic data collection & departmental partnerships • Need for integration • Establish bridge to community—no communication-- projects, initiatives seem isolated • Engaging students in "Thinking beyond the resume" values & quality of life important

This data was created in response to the above focus question by members of the Fredonia Campus-wide conversations in a World Café and Appreciative Inquiry process facilitated by BethMarie Ward, CTF and Connie Foster, CTF. www.regenerategroup.com.

Faculty Rewards/Recognition		he Future		Student Engagement Expectations	
Doing Well	Improve/ Suggestion	Doing Well	Improve/ Suggestion	Doing Well	Improve/ Suggestion
- Good interpersonal relationships across departments created by faculty - HARP language recognizes engagement - Recognition: HARP, College Council - Engagement is included in our HARP document; we're having conversations about this issue	- Re-imagine the weighting of research in HARP - Recognition of workload - Increase visible awareness of what faculty are currently doing to recognize & award it - Be truthful of resources that exist or not on webpage, e.g. FACE - Celebrate community engagement on web - Use digital measure put Carnegie Button - Discussion of how to recognize scholarship of engagement within dept. who is reviewing dossier w/ goal of alignment to HARP - Recognition of tangible engagement: grants, evaluation - Need consistency on criteria of what is engagement between personnel commitment - Formal recognition at dept., college & university levels	- Support local businesses - Individual initiatives: we have natural resources all around us; enthusiasm - Many programs currently infusing engagement as part of process - Connecting to community	- Evaluate shelf life - Identify & develop infrastructure - Infrastructure for innovative partnering - Re-think continuing education - Partner with Reservation immediate neighbors (Dunkirk) - Programs without engagement can look for new associations - Communication across departments	- Fredonia= largest internship program now - Doing things well (in silos though) - Willingness to do engagement (just need resources) - Campus life/faculty support for co-curricular activities - Class projects/research that contribute to business/organizations - Providing "silo" opportunities that students do well with - Engagement embedded in courses/programs	- No limited transportation & student opportunities to travel to Incubator/Dunkirk/Fredonia main street businesses - Work better with SA to set up Service Learning & Internship opportunities - Institutionalizing programs related to Service Learning, e.g. alternative Spring Break - Need documented guidelines for capturing self-directed activities - Set clearer expectations/ responsibilities for employers/organizations on what internship experiences should be - Bridging gap between Academic Affairs & Campus Life - Formalize and centralize

Data review and observations with participants at the end of session:	
Common Themes: • Coordination & communication within projects • We have the pieces! • Too few bridges to community/infrastructure • Need to get good data • Competition for time • Providing resources—support for workload • Student integration with curriculum • Making current work visible	**Missing:** • Community priorities/ still haven't figured it all out • Measuring impact: Where is the impact? • Community perception important—community listening: What does the community need? • Use information as an opportunity to recruit Fall students: Gains/Facts: How do we measure: $, people, trickle effects • Reach younger students earlier
Surprises: • We have more going on than we thought • Alternative to spring break is in place • Transportation is BIG for students • Promoting Freshmen seminar • Helping students talk about in appropriate ways for their career development • Creating a culture of service—translates in transcript for exceptional work	**Learnings:** • What reciprocal really means: Community/Students/Faculty • What are resources that help? Place on campus to make connections • Business support is needed • Internships—We are winning!!! Fredonia!
Concerns: • Wasn't trained to do this—can I make the transformation? Fast enough? • Units have to think systemically • Prioritizing—Stop Doing • SUNY as a world-academic-economic development—help communities • Starts with our students—TEACHING institution	**Important:** • Students/Community System • How many people participated- supported: Cross disciplinary, local media help • Repository—multi-modal communications • Find way to respectfully find out what community needs • Programs=sustainable • Faculty designation of digital measures • Campus Report/Engagement Report

Strengths:	Benefits:
- Existing relationships—community & campus - Committed people - Kevin-role in cabinet - Community willingness - Collaborative, sustainable partnerships - City, local/government agencies - High need - Clear vision of where we are going - Action - SUNY & Governor= Fredonia - Carnegie Classification - U.S. President Honor Roll	- More opportunities for students-campus - Better prepared students across all majors - Healthier communities - High economic enhancement - High recruitment - Opportunities to partnerships=$ for funding
Weaknesses	Dangers:
- Measuring impact - Silos - Middle layer not part of culture: some don't see as necessary - Policy is not equivalent to culture - Translation of doing - Some don't "know how" to do this - Competition of limited resources - We aren't seen as resource - Sandwiched between UB/Counties - Cornell—farmers- Ag. Extension - North/South divide*** - Marketing - Finite amount of time competing	- Not being able to sustain - Expectations from the community could become too high - Unrealistic expectations - Overextension of community resources - Competing resources - Human/Capital resources--burnout

Sustainable Infrastructure	Inclusive and Supportive Processes	Innovative Culture of Engagement	Nationally Recognized Leader	Distinctive Edge
• Data Collection • Easy, intuitive, relational database for tracking, etc. Community Engagement • Sustainable infrastructure	• Engagement guidelines for all majors & departments • Strengthening campus capacity to meet community needs • Continuous improvement mechanism • Coordination across persons engaged with these activities • Generic engagement options, e.g. oral history • Effective communication & coordination across silos • Curricular requirements • Faculty support • Education Re: comm. Engagement-- mentoring	• President's award for excellence in community engagement • Faculty recognition: Major named award- Faculty/ Professional/ Student; Distinguished Engaged Professor • Campus events that are focused on the local community • Everyone believes difference between degree & education is experience • All units consistently value & reward applied learning, scholarship of engagement • Faculty engagement outside of classroom • Incubator-like environment/culture	• Distinctive, innovative leader • "Fredonia is an economic engagement force!" • Utilize web pages in each department • Marketing Fredonia as a community engagement institution (e.g., CE #1) • Campus engagement report on website • Getting the word out: marketing accomplishments • Greater effort to ask community members what we can do for them	• Region clearly shows signs of impact of Fredonia's engagement • Clear numerical goals for Center for Engagement & Economic Development • Reciprocal partnerships • #1 in SUNY:-- # projects, % of student interns, economic impact **Key:** ==Internal operational focus== **Cultural shift both internally and externally** **External recognition**

This data was created in response to the above focus question by participants of the Fredonia EED Practical Vision Workshop, September 16, 2015.
The facilitated process utilized was a ToP® Practical Vision Workshop, a method of the Institute of Cultural Affairs.
Facilitators: BethMarie Ward, CTF and Connie Foster, CTF, www.regenerategroup.com.

Appendix II:

Incubator Strategic Plan

Strategic Plan

2017-18

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Revised February 8, 2017

State University of New York at Fredonia Mission

Fredonia enriches the world through academic scholarship, artistic expression, community engagement, and entrepreneurship. The university challenges and inspires students to become skilled, connected, creative, and responsible global citizens and professionals throughout their lives.

Fredonia Technology Incubator (FTI) Mission

The Fredonia Technology Incubator promotes economic growth by supporting entrepreneurship and the development of new, innovative companies into successful business ventures.

FTI Vision

Located in the commercial waterfront district of Dunkirk, NY, FTI provides new firms with the resources they need to grow, attain long-term success and create jobs. This takes place in a smart growth environment that fosters creativity, technology development, commercialization and successful business management practices. To accomplish this, FTI makes available a variety of business and education services, mentoring, professional consulting, and work-ready space. FTI also facilitates access to capital. FTI combines these resources with those of Fredonia, state and local government, WNY Incubator Network (WIN), area businesses, and the community, in order to graduate businesses that are financially viable, freestanding employers in the region. FTI serves as the economic development hub of Northern Chautauqua County and conducts outreach to underserved populations.

Create Jobs – Support new, innovative, companies into successful business ventures.

Recruitment and Retention
The Fredonia Technology Incubator will develop a plan and infrastructure for recruiting viable clients. This includes drafting a recruiting plan and utilizing the WNY Incubator Network (WIN), Chautauqua County Industrial Development Agency and the Buffalo Niagara Enterprise where appropriate. The target market for recruitment will be community entrepreneurs, faculty, students, expatriates, and alumni.

The plan centers around a marketing strategy that clearly articulates FTI's value proposition – that we are a mixed use incubator focused on arts & technology startups that offers a unique service and support package for entrepreneurs. In addition, the plan will highlight community resources and amenities. The overall recruitment plan will include measureable targets.

FTI will also host targeted and signature events to recruit entrepreneurs from traditionally underserved communities such as Hispanics, Veterans and young professionals. FTI will utilize Salesforce to track and measure recruitment plan implementation.

Sustainability

FTI will develop and implement a sustainability plan exploring grants, anchor tenancy, equity stake in clients, public private partnerships, space naming opportunities, memberships, and program sponsorship. In order to achieve this goal, the incubator will establish a sustainability sub-committee of Advisory Board, identify potential membership services, explore grant service opportunities for grant writing and administration, and seek co-principal investigator with faculty. FTI will initiate program and event sponsorship, and membership opportunities (review and roll out) conduct community outreach and create partnerships, and explore co-working space and/or drop in office for revenue. Through recruitment and retention efforts, FTI will increase the number of clients, therefore increasing rent revenue.

Programming and Services

FTI will enhance its Entrepreneurial Education Program through the following goals: Creating inventory of services provided, exploring what the traditional services provided by other Incubators; and surveying current clients regarding what educational services are needed and effective. FTI will establish certificate programs (entrepreneurship, leadership, arts, social entrepreneurship) and enhance its Mentoring Program, review FTI Mentoring Program criteria and guidelines, review its application review process, and enhance and expand professional services (legal, accounting, marketing)

FTI will tap into STEM Ecosystem (STEMHUB Buffalo invited by Stem funders network) for K12, Higher Ed, Corporation/Businesses, and Philanthropic as a way to engage companies, community and university. FTI will seek an entrepreneur in residence (EIR) to enhance support services.

FTI will continue to develop and enhance networking opportunities for clients and community through continued art gallery exhibition openings and other events. FTI will continue its Arts and Business luncheon series.

Economic Development Hub

FTI will continue working toward the establishment of a one-stop-shop for economic development by recruiting economic development/small business support entities to locate at FTI, seeking joint marketing/event efforts with economic development organizations, and partnering with Northern Chautauqua Community Foundation LED on small business support services.

Marketing and Communications

FTI will revise and implement marketing and communications plan that coordinates marketing program to university and local/county efforts; revises website/social media program that attracts high volume/traffic; demonstrates or highlights success stories; releases economic impact data; and calls for routine distribution of press releases, e-mail marketing, newsletters, and social media posts. FTI will increase outreach and promotion in community and campus with a presence at events such as the Makersfaire and Fredonia Internship Expo.

FTI will continue to expand statewide and national presence through attendance at conferences and events such as the Business Incubator Association of NYS (BIA/NYS), the International Business Innovation Association (InBIA). The incubator will explore a virtual communication platform, conduct outreach to prominent Fredonia alumni such as entrepreneurs and successful professionals. FTI will conduct outreach and seek partnerships with regional industry through StartupNY program, CCIDA, and FTI mentors.

Capital
The incubator will develop plan to explore capital financing for tenants including the following: CCIDA Seed Capital fund for FTI; a Fredonia Alumni Entrepreneurship Fund; an angel club specific to FTI; and a partnership with College Foundation for capital. FTI will establish a finance subcommittee of the advisory board.

Strategic Partnerships-Engagement
FTI will seek partnerships with regional universities and colleges such as JCC, UB, and Alfred. The incubator will enhance strategic partnerships with economic development and entrepreneurial organizations such as the Small Business Administration, SCORE, Launch NY, the Small Business Development Center, Chautauqua Opportunities, Dunkirk Local Development Corporation, LED, and Chadwick Bay LLC. FTI will seek to create "collisions" through its networking programs and events.

Governance and Outcomes
FTI will expand and diversify its advisory board, increase Board participation beyond meeting attendance, and establish and cultivate structured subcommittees. Ongoing documentation of achievements and success with community businesses will be documented and tracked using Salesforce.

Cultivate Entrepreneurial Spirit in the Community and Campus

Entrepreneurship Education
FTI will expand entrepreneurship training opportunities for clients and the community, develop networking events around entrepreneurship, and explore certificate programs in leadership, arts entrepreneurship, and social entrepreneurship.

Community Integration
FTI will seek an understanding cultivated to all stakeholders, especially university stakeholders and initiate a culture change initiative around the entrepreneurial ecosystem

Student Centered Initiatives

FTI will Provide student-friendly space in Incubator; explore the creation of a Makerspace (space to create, innovate, share ideas), enhance Student Business Competition, enhance Internships and Service Learning opportunities (Clients and FTI), strengthen relationship/partnership with University departments, connect to Dunkirk-Fredonia high schools (and all other school systems--BOCES), and plan and implement Youth Inspire program

FTI will explore the establishment and capacity of a Center for Social Entrepreneurism.