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VISION
MISSION
CORE VALUES
STRATEGIC PLAN

BUFFALO STATE COLLEGE VISION STATEMENT

Buffalo State College will be a nationally recognized leader in public higher education, known :

- For the intellectual and creative accomplishments of its faculty, staff, and students.
- As a caring academic environment where lives are transformed through education and each individual is valued.
- As an institution that serves to improve our region, our nation, and our world, one student at a time.

BUFFALO STATE COLLEGE MISSION STATEMENT

Buffalo State College is committed to the intellectual, personal, and professional growth of its students, faculty, and staff. The goal of the college is to inspire a lifelong passion for learning and to empower a diverse population of students to succeed as citizens of a challenging world.

Toward this goal, and in order to enhance the quality of life in Buffalo, and the larger community, the college is dedicated to excellence in teaching and scholarship, cultural enrichment, and service.

BUFFALO STATE COLLEGE CORE VALUES

We, the Buffalo State community, are committed to:

- Access to quality public higher education.
- Quality teaching and learning.
- Opportunities for individuals to realize their full potential.
- The rigors, joys, and fulfillment of intellectual discovery.
- Supportive and collegial relationships.
- Respect for diversity and individual differences.
- Service to society

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Excellence from Within:
A Focus on Student Learning, Achievement, and Success
Buffalo State College
Strategic Plan 2009-2013

Preamble

A strategic plan serves multiple purposes for a college. Most important, it ensures that the institutional mission, vision, and goals are achieved. The plan also establishes a sense of institutional priorities, which can rally the campus community around specific activities and initiatives. In times of resource constraints, the plan can offer a sense of direction essential for allocation decisions.

A well-conceived strategic plan helps the institution define and attain comparative advantage among peers, supports the campus community as it focuses on institutional strengths and distinctiveness, and includes strategies for addressing institutional shortcomings, real or perceived.

Buffalo State has affirmed the following governing ideas for its 2009-2013 Strategic Plan:

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Core Values

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- Access to quality public higher education

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- Opportunities for individuals to realize their full potential
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Background and Process for Development of the 2009 – 2013 Strategic Plan

Buffalo State College's Strategic Plan 2003-2008 has guided the institution's progress during the past five years. In May 2007 Dr. John W. Moore, representing Penson Associates, Inc., conducted an assessment of the planning process and submitted a report to President Muriel Howard. Subsequently, on October 12, 2007, Buffalo State sponsored a Stakeholder's Conference, facilitated by Dr. Moore, for the purpose of initiating the strategic planning process for the period 2009-2013. Before and following the Stakeholder's Conference, campus discussion sessions for the College Planning Council (CPC), Vice President's Council (VPC), and other constituent groups evaluated progress toward action steps in the current strategic plan.

During that Stakeholder's Conference it was decided that the Strategic Plan 2003-2008 would be used as the conceptual framework and format for the 2009-2013 strategic planning process. The existing statement of "governing ideas" (i.e. mission, vision, and core values) was considered vital and true and reaffirmed for 2009-2013. The five strategic directions contained in the Strategic Plan 2003-2008 were also reaffirmed. It was decided that the existing organizational structure (CPC, VPC, other) would create action steps for strategic directions 2, 3, 4, and 5 in the 2009-2013 plan. These steps were accomplished through subsequent discussions.

At the Stakeholder's Conference there was consensus that primary emphasis and focus be placed on strategic direction number 1, Quality Learning Experiences. It was also determined that National Survey of Student Engagement (NSSE) benchmarks of effective educational practices would form the framework for most initiatives under strategic direction 1. NSSE, developed with support from PEW Charitable Trusts, was designed to measure student engagement in their college experience and is built around five clusters linked to successful college outcomes. These benchmark areas are:

- level of academic challenge
- active and collaborative learning
- student-faculty interaction
- enriching educational experiences
- supportive campus environment

Using the NSSE structure provides an opportunity for Buffalo State to benchmark institutional results against national data. A summary of results of Buffalo State seniors in the most recent (2008) administration of NSSE for those clusters follows:

<u>Category</u>	<u>BSC Seniors</u>	<u>NSSE (top 50%)</u>	<u>NSSE (top 10%)</u>
Level of academic challenge	53.5	59.9	63.3
Active & collaborative learning	49.7	55.4	59.7
Student-faculty interaction	41.4	49.3	55.3
Enriching educational experiences	37.0	47.3	54.3
Supportive campus environment	53.7	63.5	66.7

Five task force groups, one for each benchmark area, were convened to study and prepare initiative recommendations for the 2009-2013 strategic plan.

The College Planning Council received recommendations for the strategic plan in May 2008 and created a draft plan. In addition to College Planning Council input, the following made suggestions for the draft plan: Council on Equity and Campus Diversity, Research and Creativity Council, Innovation/Creativity/Efficiency Task Force groups, College and Community Partnership Office, Service Learning Oversight Committee, Student Affairs, Institutional Advancement, and the vice presidents. In early spring 2009, the College Senate Academic Plan committee held open forums and used other means to solicit input regarding the draft strategic plan. That and other feedback led to a modification of the plan with the expectation that the entire campus community and its stakeholders would have the opportunity to participate in the finalization of the Strategic Plan 2009-2013, with campus adoption in the spring 2009 semester.

In addition to development of the strategic plan, all multi-year college operational plans have been updated. These include the Academic Assessment Plan, Disabilities Services Plan, Emergency Response Plan, Equity and Diversity Plan and Technology Plan. Annual plans are prepared for Affirmative Action, Budget, Development, and Enrollment.

Implementation of the 2009 – 2013 Strategic Plan

Five strategic directions provide the structural basis for the 2009 – 2013 Strategic Plan. A number of initiatives within a specific direction comprise the framework for actions. The College Planning Council (CPC) will prioritize and identify further courses of action. The initiative actions are not meant to be final at this time.

Responsibility for achieving plan strategic directions resides in the campus community with leadership for initiatives to be assigned to the provost or vice presidents. The time frame for implementation and milestones of progress will be determined for each initiative in consultation with the College Planning Council and in view of fiscal conditions.

A number of key performance indicators accompany each initiative. These will be used to monitor annual progress and evaluate plan outcomes after five years. Metrics for some key performance indicators will be a number defining item status at a point in time, while other metrics define a desired goal. Buffalo State will develop a dashboard system for continual monitoring of strategic plan strategic directions in relation to the key performance indicators.

The dashboard will support decision-making and will be readily available to the campus community.

Budgetary implications of each initiative are projected using one \$ to five \$\$\$\$\$. One \$ translates to minimal if any new funding required (but suggests continuation of existing expenses) while five \$\$\$\$\$ indicates significant new resources are needed to support goals of the initiative.

The College Planning Council will continue as the primary monitoring and advisory entity for the strategic plan. CPC consists of approximately 50 members of the campus community representing all constituencies. Over the next five years, CPC will:

- Establish standing oversight groups headed by a CPC member to develop and monitor implementation steps and final key performance indicators for an initiative or for a strategic direction.
- Monitor strategic plan progress and provide feedback to the campus community.
- Prepare an annual report on strategic plan progress.
- Serve as a representative campus group to link planning with budget.

The 2009-2013 Strategic Plan

Strategic Direction 1: Engage students in rigorous and transforming learning experiences, both in and out of the classroom, heightening their aspirations and empowering them to succeed as citizens in a challenging world.

Initiative 1.1: Raise the level of academic challenge.

Strategies:

- Articulate expectations for high levels of performance.
- Empower faculty with needed tools to establish and maintain the highest level of academic rigor.
- Empower students with needed tools and support to perform at the highest level of academic rigor.
- Use the five-year cycle of accreditations and program reviews to ensure quality and relevance of curricular offerings.
- Improve Buffalo State's academic profile and academic reputation.

Key Performance Indicators:

- Buffalo State's score in the "level of academic challenge" NSSE benchmark area will rise from 53.5 to at least 59.9, or to a score that earns Buffalo State a place in the current upper 50 percent of NSSE institutions.

- Recognition of Buffalo State students in regional and national competitions and in academic societies will increase.
- Progress toward the institutional goal of receiving and maintaining 100 percent accreditation of eligible programs will continue.
- Surveys and other measure of assessment will indicate that the institution's academic reputation has improved in the perception of potential students, alumni, and community and business leaders.
- Student survey responses will indicate a perception of increased academic challenge.

Budgetary Implications: \$\$\$

Initiative 1.2: Increase student participation in active, inquiry-based and collaborative forms of learning.

Strategies:

- Infuse active, inquiry-based and collaborative pedagogies into the curriculum.
- Provide professional development for faculty and staff to enhance skills in active, inquiry-based and collaborative pedagogy.
- Engage students in internships, service learning, capstone learning experiences, and similar collaborative initiatives.

Key Performance Indicators:

- Buffalo State's score for the "active and collaborative learning" NSSE benchmark area will rise from 49.7 to at least 55.4, or to a score that earns Buffalo State a place in the current upper 50 percent of NSSE institutions.
- The number of students in service learning courses will increase.
- Seniors reporting internships in NSSE will increase.
- Programs with capstone/culminating learning experiences will increase.
- There will be evidence of student and faculty involvement with collaborative initiatives such as the American Democracy Project.

Budgetary implications: \$\$

Initiative 1.3: Promote student, faculty and staff interaction to enhance learning and to support student progress toward graduation.

Strategies:

- Improve, strengthen and support advisement as a means of facilitating student retention and progress toward graduation.
- Intensify and support curricular and co-curricular opportunities for student-faculty-staff interaction.

Key Performance Indicators:

- Buffalo State's score in the "student-faculty interaction" NSSE benchmark area will rise from 41.4 to at least 49.3, or to a score that earns Buffalo State a place in the current upper 50 percent of NESSE institutions.

- Student surveys (SUNY SOS, NSSE, ACT Advising) will demonstrate that advisement of all students in every program has improved.
- The number of student-faculty interactions in research, learning communities, and with student organizations will increase.
- The number of full-time faculty engaged in research with undergraduate students will increase.
- The Residence Hall faculty-fellows program will expand.

Budgetary implications: \$\$

Initiative 1.4: Enrich educational experiences by increasing complementary learning opportunities and connecting co-curricular and curricular experiences.

Strategies:

- Infuse diversity, global issues and different perspectives throughout the curriculum.
- Increase national and international experiences of students.
- Strengthen student involvement with staff and alumni in their activities at the college.
- Increase student engagement in workplace or community settings.
- Implement interdisciplinary themes to enhance learning.

Key Performance Indicators:

- Buffalo State's score for the "enriching educational experiences" NSSE benchmark area will rise from 37 to at least 47.3, or to a score that earns Buffalo State a place in the current upper 50 percent of NSSE institutions.
- An increase will occur in the number of students who have had an international experience before graduation.
- The number of students (in/out) in national exchange programs will increase.
- Members of the campus community with NCBI training will increase.
- A co-curricular transcript to reflect student engagement will be implemented.
- Interdisciplinary themes will be evidenced in a number of new courses or revised courses.
- Student involvement with alumni and staff will increase and be documented.

Budgetary Implications: \$\$\$

Initiative 1.5: Provide a supportive campus environment that enables students to thrive academically and socially.

Strategies:

- Increase cross-cultural interaction among students from diverse cultures and racial/ethnic backgrounds.
- Create physical spaces that support the integration of academic and social activity and engagement.
- Employ technology effectively to support instruction and administration.
- Increase student access to support services (e.g., Academic Skills, library, computer labs, studios, Information Commons).

- Implement a comprehensive communication plan for students.
- Complete facility improvements to enhance the learning environment and campus life.
- Instill in students acceptance of the standards of behavior associated with Buffalo State's "Compact for a Civil and Caring Academic Community."

Key Performance Indicators:

- Buffalo State's score in the "supportive campus environment" NSSE benchmark area will rise from 53.7 to 63.5, or to a score that earns Buffalo State a place in the current upper 50 percent of NSSE institutions.
- Facilities improvements and new construction (phase 1 of Math-Science Complex; Technology Building; new Residence Halls) will be completed.
- All classrooms capable of being technology-enhanced will be renovated.
- The percent of the campus having wireless connectivity will increase.
- Student use of support services will increase.
- The square footage of space used for integrated academic and social activities will increase.
- A comprehensive communication plan will be in place.
- The percentage of students reporting awareness and acceptance of the community standards under Buffalo State's "Compact for a Civil and Caring Academic Community" will increase annually.

Budgetary Implications: \$\$\$\$\$

Initiative 1.6: Provide access to higher education through enrollment of an appropriate number and mix of students who can be served effectively by Buffalo State programs and resources.

Strategies:

- Exceed national norms of peer institutions in enrollment, retention, and six-year graduation rates.
- Continue to develop a unified, comprehensive first-year experience that integrates academic and non-academic programs.
- Ensure a smooth, seamless transition for transfer students.
- Expand student educational opportunities by instituting evening/weekend degree programs.
- Aggressively pursue online/hybrid course development to serve students.
- Create new undergraduate and graduate majors that attract students, meet state and regional needs, and comply with the college mission; ensure a broad spectrum of course offerings.
- Strengthen the academic profile of both the EOP and general admit full-time freshman cohort.
- Use effective marketing and branding to enhance the academic profile of applicants to the college.
- Establish and meet five-year enrollment goals for various student cohorts

Key Performance Indicators:

- The first-to-second-year retention rate for incoming full-time freshman students will meet or exceed those of peer institutions.

- Transfer student retention and graduation will increase.
- Credit hours generated annually in evening and weekend courses will increase.
- Credit hours generated annually in online/hybrid courses will increase.
- The number of degrees awarded annually will increase.
- Regular admit applicants will increase both in number and in the percentage of applicants exceeding a high school average of 85.
- The first-time student six-year graduation rates will increase to over 50 percent.
- Market research and branding reports will show an increase in awareness and perception of Buffalo State's academic strength, diversity of programs, and other comparative advantages.

Budgetary Implications: \$\$\$\$

Initiative 1.7: Develop graduate education as a distinctive academic component of the campus.

Strategies:

- Develop and implement an enrollment plan for graduate studies.
- Ensure quality of graduate programs.
- Strengthen procedures for collaboration, communication, and consultation among students, the Graduate School, department chairs, and graduate faculty.
- Recognize faculty and staff who have provided exemplary service to graduate students and programs.
- Assure efficient operation of graduate admissions processing, record-keeping and graduation reviews.
- Collaborate with Institutional Advancement and the Research Foundation to seek external funds to support graduate programs, students, and faculty.

Key Performance Indicators:

- The graduate program population will increase.
- Funded graduate assistantships will increase.
- The average annual stipend for graduate assistants will increase to levels competitive with local graduate institutions.
- New interdisciplinary graduate programs responsive to student and society needs will be established.
- The number of graduate degrees awarded annually will increase.
- The two-year graduation rate of full-time graduate students will increase.
- Milestones for degree completion of part-time graduate students will be completed.
- The percent of graduate students enrolled in interdisciplinary programs will increase.
- Theses and projects will be submitted electronically.

Budgetary Implications: \$\$\$\$

Initiative 1.8: Ensure appropriate levels and ranks of full- and part-time faculty.

Strategies:

- Ensure complement of faculty sufficient to achieve institutional mission, to serve the number of students enrolled, and to create the desired intellectual environment.
- Provide effective professional development opportunities and other support for faculty advancement.

Key Performance Indicators:

- The number of full-time tenure track faculty will increase.
- The number of part-time faculty will decrease.
- The diversity in tenure-track faculty will equal benchmarks set by peer institutions.
- More faculty members will be promoted to distinguished ranks.
- Endowed chairs and professorships will increase.

Budgetary Implications: \$\$\$\$\$

Strategic Direction 2: Expand student, faculty and staff engagement in research, scholarship, and creative activities.

Initiative 2.1: Increase financial support to expand research, scholarship, and creative activities.

Strategies:

- Support development programs and multiple methods of assisting faculty with efforts to write grants, conduct research, complete scholarly/creative projects, and publish.
- Aggressively pursue external funding through a variety of traditional and non-traditional channels.
- Develop strategies to support faculty and professional staff conducting research in areas with limited opportunities for external funding.
- Collaborate with alumni and the philanthropic community to identify support for research, scholarship, and creative activities.
- Expand and enhance the program for visiting scholars (international and national faculty) to stimulate collaborations in research, teaching, scholarship, and creative endeavors.
- Continue to value and celebrate research, scholarship, and creative endeavors for faculty, staff and students, both undergraduate and graduate.
- Investigate and invest in business models to convert approved Centers into revenue-generating units.

Key Performance Indicators:

- CDHS will continue to operate at its current or an improved fiscal level.
- The number of faculty receiving external funds will increase.
- The percentage of sponsored program funds received directly from federal agencies will increase.
- The federal agency R & D rankings for Buffalo State will improve.

- The number of methods of supporting faculty efforts to write grants, conduct research, complete scholarly/creative projects, and publish will increase.

Budgetary Implications: \$\$\$

Initiative 2.2: Develop infrastructure to strengthen the campus research environment and capacity.

Strategies:

- Develop a campus-wide fund for maintenance and support of high-end research equipment.
- Provide competitive start-up funds for new faculty at levels appropriate to each discipline.
- Provide state-of-the-art laboratory, library, computer and media support for scholars on campus to ensure their research endeavors make use of cutting-edge technologies.
- Evaluate, upgrade, and improve academic and administrative information technology services.
- Implement a vehicle to support intellectual property transfer.

Key Performance Indicators:

- Research and scholarship at the college will increase.
- There will be increased success in recruiting and appointing faculty who become strong scholars.
- The value of equipment owned by the institution will increase.
- Intellectual property commercialization by campus scholars will increase.

Budgetary Implications: \$\$\$\$

Initiative 2.3: Advance programs, centers and accomplishments that strengthen Buffalo State's national identity in research, scholarship and creative activity.

Strategies:

- Identify and develop targeted areas of research strength, programs and centers through which Buffalo State can realistically achieve national distinction.
- Expand interdisciplinary and multidisciplinary research, scholarship, and creative endeavors.
- Develop a strategic hiring plan to support existing and new interdisciplinary research centers.
- Provide effective professional development opportunities and other support for faculty advancement in research, scholarship and creative activity.
- Recognize campus scholars for their research accomplishments.

Key Performance Indicators:

- More funds will be allocated for interdisciplinary projects.
- Interdisciplinary scholarship will increase.
- The number of scholars recognized for research accomplishments and creative activity will increase.
- The quantity of peer reviewed publications and performances/exhibitions by Buffalo State faculty will increase by 10 percent annually.

- The number of faculty awards for excellence from the college, SUNY, or national organizations will increase.

Budgetary Implications: \$\$\$

Initiative 2.4: Support and encourage student involvement in research, scholarship and creative activities.

Strategies:

- Expand student creativity and research initiatives both at the graduate and undergraduate level.
- Expand scholarship support.

Key Performance Indicators:

- The number of undergraduate students engaged in undergraduate research will increase per the NSSE survey.
- Funding for undergraduate research fellowships will increase.
- The number of publications by undergraduate and graduate students will increase.

Budgetary Implications: \$\$\$\$

Strategic Direction 3: Contribute to the improvement of the vitality of the community, region and state.

Initiative 3.1: Become a regional and state leader in public education.

Strategies:

- Partner for innovative educational practices with urban, rural, and suburban schools.
- Collaborate with the Buffalo Public Schools to improve educational outcomes at Campus West School.
- Use school partnerships to improve teacher education programs.

Key Performance Indicators:

- The number of schools in partnership agreements with Buffalo State will increase.
- The amount of external funding secured for school /college initiatives will increase.
- Faculty scholarship on the theme of innovative educational practices will be demonstrated by an increase in the number of published articles.

Budgetary Implications: \$\$\$

Initiative 3.2: Become a regional and state leader in economic and workforce development.

Strategies:

- Expand partnerships with economic and business organizations.
- Empower centers and departments to apply their expertise to solving problems and addressing regional issues.
- Create organizational structures to stimulate and expand college involvement with economic and workforce development.

Key Performance Indicators:

- Collaborative initiatives by centers will increase.
- External funding in support of economic and workforce development will increase.
- College actions that stimulate regional economy will be documented.
- The regional economic impact of the college through its support of economic and workforce development initiatives linked to SUNY Research Foundation strategic priorities will be documented.

Budgetary Implications: \$\$\$

Initiative 3.3: Create, expand and strengthen partnerships with cultural, environmental, and community organizations.

Strategies:

- Develop a master plan for intentional community/academic partnerships with priorities based on Buffalo State's vision, mission, and distinctiveness.
- Emphasize partnerships in which faculty and students are involved in curriculum-related learning opportunities while serving community organizations.
- Expand mutually beneficial partnerships with local museums and other cultural institutions.
- Become the region's cultural partner-of-choice through flexible collaborations and innovative projects and pedagogies.
- Conduct periodic evaluations to determine progress and effectiveness of partnership initiatives.
- Increase mutually beneficial partnerships to reflect Buffalo State's identity as an AACSC institution characterized by "stewardship of place."

Key Performance Indicators:

- A master plan for partnerships will be in place.
- Buffalo State will earn a Carnegie Foundation classification as a community engaged campus.
- The number of community partnerships that benefit quality learning experiences and address regional issues will increase.
- Cultural partnerships will increase in total number, number initiated in a given year, and the number continued from the previous year.
- Periodic evaluations to determine progress and effectiveness of partnership initiatives will occur.
- Mutually beneficial partnerships reflecting "stewardship of place" will increase.

Budgetary Implications: \$\$

Strategic Direction 4: Strengthen programs and activities that distinguish the college.

Initiative 4.1: Become nationally recognized for a visible commitment to diversity of thought, experience, and values.

Strategies:

- Provide faculty and staff development to facilitate the infusion of diversity and global issues into coursework and out-of-class experiences.
- Increase the number of students who have in- and out-of-class experiences with diverse peoples and communities throughout the world.
- Expand international and multicultural aspects of the curriculum in each academic discipline.
- Recruit and retain a diverse population of faculty, staff and students.
- Include in annual reports departmental and program activities and outcomes for students related to diversity and global issues.
- Strengthen regional leadership in equity and campus diversity.

Key Performance Indicators:

- The mean score for seniors on diversity items in NSSE will increase by 5 percent.
- The number of students having experiences with diverse peoples and communities will increase.
- Annual scholarship, recognition, and citations resulting from the college's diversity initiatives will increase.
- Annual reports will include activities and outcomes for students related to diversity and global issues.

Budgetary Implications: \$\$\$

Initiative 4.2: Become recognized as a regional, state, national and international leader in arts and culture.

Strategies:

- Enhance the perception of excellence of contributions to the arts and culture through expansion and promotion of students and faculty in on-campus events, and regional, state, national and international venues of creative expression.
- Advance recognition of Buffalo State's leadership in creative expression and cultural programming through exemplary collaborations with regional schools (such as Campus West, the Buffalo Academy for the Visual and Performing Arts, and School 30) and other academic and cultural institutions nationally and abroad.
- Expand mutually beneficial partnerships with regional, national and international museums and cultural institutions.
- Become a national model for the integration of the resources of the Burchfield Penney Art Center into academic programs throughout Buffalo State.

Key Performance Indicators:

- The number of faculty and students participating in exhibitions, performances, publications and presentations in regional, national and international venues will increase, as will the number of students participating in the annual campus Research and Creativity Celebration.
- There will be a heightened perception of excellence assessed through the amount of publicity and the number of awards and other recognitions of Buffalo State's contributions to arts and culture (determined, for example, through College Relations reporting, faculty annual reports, department chair reports, and marketing/branding surveys).
- National and international partnerships with museums and cultural institutions will increase.

Budgetary Implications: \$\$

Initiative 4.3: Support distinctive activities and themes for which the college will be widely known and admired.

Strategies:

- Develop interdisciplinary clusters (for example, visual arts or STEM disciplines) reflective of academic and institutional distinctiveness.
- Align curriculum with horizontal distinctiveness theme of "Integrating Inquiry into Action."
- Support and market distinctiveness initiatives, making them a part of the Buffalo State brand.

Key Performance Indicators:

- Student involvement in action-based and inquiry-based learning will increase.
- Recognition for distinctiveness in at least five academic disciplines or clusters will be obtained.
- Distinctiveness initiatives will be marketed and recognized as part of the Buffalo State brand.

Budgetary Implications: \$\$\$\$

Strategic Direction 5: Promote representative and inclusive governance and superior service to the campus community.

Initiative 5.1: Improve institutional leadership, management and shared governance.

Strategies:

- Strengthen the organizational and leadership skills of department chairs, program managers, and governance leaders.
- Expand faculty, staff, and student leadership opportunities.
- Develop and implement strategies to explore, define, and support shared governance.
- Develop and implement a comprehensive professional development program for all faculty and staff.

Key Performance Indicators:

- The number of college employees participating in leadership and professional development programs will increase.
- Multiple assessment measures, such as self-reports, increases in engagement, achievement of campus goals, and successful problem-solving, will be incorporated into professional and leadership development.
- Leadership opportunities, through such activities as strategic planning implementation, committee assignments and pertinent campus-wide problem-solving, will be provided.
- Strategies for defining and supporting shared governance will be implemented.
- A comprehensive professional development program for faculty and staff will be in place.
- Faculty and staff seeking elected positions with the College Senate and leadership positions in the college will increase.

Budgetary Implications: \$\$

Initiative 5.2: Enhance the effectiveness and responsiveness of administrative operations.

Strategies:

- Use integrated assessment, planning, and resource allocation to enhance institutional and unit effectiveness.
- Develop a dashboard approach to reporting accomplishments and accountability measures.
- Strengthen and leverage the use of the Internet and the Web to improve the efficiency of the campus.
- Implement an online catalog for undergraduate and graduate programs.
- Continue commitment to emergency preparedness planning and training.
- Pursue and commit to Green Campus initiatives.
- Improve the safety and promote the perception of safety on campus.
- Make institutional policies widely available to the campus and update as changes occur.

Key Performance Indicators:

- Dashboards will be used to verify assessment of continuous improvement in the relevant institutional and vice-presidential area goals.
- Funding for college operations from all revenue sources will increase.
- Satisfaction with ability to access and use information for administrative and academic purposes, such as the online catalog, policies, assessment of projects and initiatives, research, etc. will improve.
- The communication stream and transaction capability on the Web will be demonstrably increased.
- The perception of the college by external constituents will improve.
- A commitment to Green Campus initiatives will be evidenced.
- Marketing and branding perceptions of campus safety will demonstrate improvement.
- Policies will be available and current through the online version of the Directory of Policy Statements (DOPS).

Budgetary Implications: \$\$\$\$

Appendix A: Accomplishments Resulting from Buffalo State Strategic Plan 2003 – 2008

Buffalo State's Strategic Plan 2003 – 2008 effectively served as a guide for institutional direction, resource allocation, and decision making. Favorable state budget allocations derived from BAP 2, internal reallocation, and healthy Buffalo State enrollments resulted in allocation of \$5.2 million in continuing support and \$2.7 million in one-year support through the college's budget allocation process (Investments in the Future). A short list of major achievements with indication, when possible, of new resources directed to the initiative follows:

- The mission, vision, core values, and strategic directions evolving from creation of the strategic plan became part of the fabric of Buffalo State.
- Full-time filled faculty positions increased from 393 in fall 2004 to 433 in fall 2008 and included funding of 36 new faculty positions.
- Fee per course stipend increased for adjunct faculty.
- Intellectual Foundations (IF), implemented in 2006, is now the general education program of record for most students. There has been continual development of BSC 101 (Foundations of Inquiry), the cornerstone course. Plans for a similar course for transfer students were eliminated.
- The college progressed toward the goal of 100 percent accreditation of eligible programs with new accreditation by NASAD (visual arts), NAST (theatre), NASM (music), and ACEJMC (communication) and maintained existing accreditations. Over 90 percent of the college's eligible programs are now accredited.
- One-time support was dedicated to initiatives such as service learning, library collections, classroom and office improvements, lab equipment, peer mentoring, and student travel.
- Buffalo State conceptualized and supported leadership programs including the year-long Achieving Success through Leadership (ASTL) program, the Emerging College Leaders program, and a leadership minor for students. Approximately 35 Buffalo State employees have participated in the ASTL program and over 75 employees took advantage of the Emerging College Leaders initiative.
- Buffalo State complied with assessment expectations of SUNY, Middle States and the various accreditation organizations.
- Reorganization occurred to support strategic plan initiatives. These include establishment of University College in 2004, realignment of the academic programs into four schools in 2005, integration of student and academic affairs in 2005, combining of college and foundation accounting in 2006 and creation of a Chief Information Officer position and office in 2007.
- A College and Community Partnerships office was funded and established in 2006.
- The number of technology enhanced classrooms increased from 15 in 2003 to 54 in 2008.
- Major renovations and new construction included completion of the Burchfield Penney Art Center and renovation of dining services in the student center.
- Planning and dedication of funds are well along for renovation and new construction of the Math-Science Complex, construction of a Technology Building, construction of new residence hall, construction of an athletic stadium, and many smaller projects for campus beautification and upgrades.
- Sponsored program research and contract expenditures increased from slightly over \$36 million in 2005 to over \$51 million in 2008.
- The office of undergraduate research was created and funded.

- Campus communication mechanisms were revised (The Bulletin) or added (The Daily).
- Improvements were made to first-year programs included kicking off the academic year with a first-year student convocation, adopting a two-year academic theme, enhancing learning communities, and decoupling registration from orientation.
- E. H. Butler implemented an information commons and study quad.
- The college's advisement policy was revised in 2004.

Appendix B: Operational Plans

Academic Assessment Plan

Disabilities Services Plan

Emergency Response Plan

Equity and Diversity Plan

Technology Plan

Annual plans for Affirmative Action, Budget, Development, and Enrollment

[In the final printed version of the Strategic Plan, links to the operational plans will be provided. The Emergency Response Plan is confidential and will not be published or linked within the Strategic Plan.]

Appendix C: Benchmark Institutions

Peer Institutions

Aspirational Institutions