Realizing UB 2020:
Engagement Task Force
Final Report: 12/20/13:
Updated 1/12/14

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Realizing UB2020: Engagement

Review of the charge and deliverables

Charge:
The Engagement Task Force (ETF) will build a short and long-term university engagement strategy and propose and oversee the coordinating mechanisms for university-level initiatives. Coordination involves defining the objectives UB will pursue in each initiative, managing the top level interaction with partners, and the orchestration of the UB involvement in the respective engagement.

Deliverables:
1. Inventory current UB engagement efforts
2. Definition of a typology of engagement initiatives
3. Articulation of the university’s short and long-term engagement strategy – goals, principles, priorities with special attention to a complete response to the EOP report recommendations.
4. Recommend an organizational model that pursues UB’s short and long-term engagement strategy
5. Timeline with milestone and rationales for 1-4 above
6. A resource and organizational plan for the work and initiatives recommended by the Task Force

The State of Engagement at UB
While UB currently does a great deal of engagement, there is no easy way to find out what activities are taking place, nor what unit or individual is coordinating them. It’s not unusual for individuals from UB to be involved with a particular community partner and be unaware of the involvement of others from UB, only to meet each other at a partner’s meeting. Beyond possible lost collaboration opportunities, it can be embarrassing for the institution to have community partners introducing like-minded faculty and staff who arguably should have already known about each other. There was consensus by all members of the ETF that UB needs to 1) do a better job of gathering this information regularly so it can be used to guide activities and identify potential partners; 2) begin coordinating significant engagement efforts; and 3) do a much better job of communication, that is, telling the public (all key external communities and stakeholders), as well as the internal UB community, the story of UB’s engagement with communities, as well as with public and private organizations.

The ETF conducted a general inquiry about the types of engagement activities that are occurring at UB; the results of that inquiry are presented later in this report (See Deliverables and Recommendations: Deliverable #1).
An engaged university must have a community of engaged scholars. UB is fortunate in that the university already brings engaged scholars together in the Strategic Strength, Civic Engagement and Public Policy (CEPP). Because CEPP was formed during the NY State budget crisis, a time of significant cuts to UB, no hiring plan was associated with it. However, through modest funding from the deans and the provost, money was provided for a coordinator’s salary and small fellowship grants. Since its inception in 2009, CEPP, as reported in its self-study, has facilitated a wide range of activities, including funding over $100,000 dollars in research fellowships to UB faculty, welcoming new engaged scholar faculty hires, and providing workshops on grant-writing, community-based participatory research, and poverty research. The latter was “organized in partnership with two regional coalitions involved in issues of social justice and public policy” (p. 6, Appendix 4- CEPP Interim Self Study).

The CEPP’s Faculty Advisory Council (FAC) has been very active and is currently involved in exploring possibilities for a Communities of Excellence in anticipation of an RFP process later this academic year. The current funding model for CEPP will sunset with the implementation of the Communities of Excellence initiatives. Going forward, UB will need to identify a new model for supporting engaged scholars.

**National Best Practices**

The Research University Civic Engagement Network (TRUCEN) is a national organization that works to advance civic engagement and engaged scholarship among research universities and to create resources and models for use across higher education. UB is a member of TRUCEN, as are 35 other institutions (21 of which are members of the AAU). Reports and studies prepared by TRUCEN show that successful engagement plans tend to contain the following elements:

- Contain a vision for public engagement as a part of the university’s academic plan, and provide funding and staff (including leadership at the highest level of the organizational structure) to allow this to happen;
- Contain rigorous and systemic evaluation of engagement efforts, following the principles of scholarly research;
- Have significant impact on the institution and community;
- Requires collaborative efforts between the university and the community
- Ensure that engagement activities interface with the university’s stated mission;
- Develop and use key assessment metrics to measure progress, and to track what programs exist, what they do, and who is involved.

Engaged scholarship is key to an engaged university. The CEPP Interim Self-Study report cites (Appendix 4, CEPP Interim Self-Study) two types of engaged scholarship identified by the National Institutes of Health that are relevant to understanding the best practices in engaged scholarship:

“Community-engaged research is an approach that calls for conducting research in a collaborative manner that involves community and academic partners. The premise is an exchange of expertise between academics, as scientific experts, and communities, as local and cultural experts, to foster bi-directional learning that increases impact. Engaging communities
for research entails dialogue, as well as the formation of dynamic relationships and partnerships between researchers and communities.

Community-based participatory research (CBPR) is defined as scientific inquiry conducted in communities and in partnership with researchers. Inclusion of key community members in research through CBPR promises to deepen our scientific base of knowledge in the areas of health promotion, disease/disability prevention, and health disparities. Community-engaged and community-partnered research processes offer the potential to generate better-informed hypotheses, develop more effective and sustainable interventions, and enhance the translation of the research results into practice.” (NIH, 2013, as cited in CEPP Interim Self-Study, p.4)

Key Challenges/Opportunities
The key challenges for UB are 1) the lack of central infrastructure, and until the appointment of Dr. Gresham as the Vice Provost for Educational Collaboration and Engagement on July 1, 2012, a lack of senior leadership in this domain and 2) the high level of community expectations of the university.

In term of opportunities, UB has a chance to establish a stronger reputation as an engaged university: one that is very consistent with the direction being taken by other major public research universities. This can be achieved by more effectively communicating what is already being done and by harnessing the resources of the university (through engaged learning, scholarship and service) to target a significant problem or goal that will improve the quality of life in the Western New York region while contributing to the knowledge base and, consequently, making a strong contribution toward UB’s distinctiveness.

Deliverables & Recommendations

Deliverable #1: Inventory current UB engagement efforts
Given the timeline for the Engagement Task Force (ETF), a complete, exhaustive inventory of the university’s engagement efforts was assessed to be infeasible. Instead, the ETF conducted a high level inquiry of the deans, vice presidents, and vice provosts regarding engagement activities within their units. In addition to collecting information on currently performed activities, it was hoped that this inquiry would help identify how the university community is currently defining engagement.

Respondents were emailed and asked to respond to the following three questions:

1. What are the types of engagement activities regularly carried out by your faculty, staff, students, and alumni and what are some of the best examples of each?
2. What are some of the key challenges for the members of your unit to mount meaningful and productive engagement activities?
3. What else could you and your colleagues in your unit do to increase the impact of engagement activities – on students, for faculty, on the disciplines and professions you represent, and especially on communities with which you engage?

The survey was sent to 33 individuals representing all academic and service units of the university and a total of 29 responses were received. The responses were reviewed to identify common themes. An
executive summary of responses and themes was prepared and shared with the task force, and later the full, unedited responses were shared with the task force.

With regard to question #1, above, the most commonly cited areas of engagement were professional organization or advisory council membership; faculty research; continuing education programs; field placements or internships; partnership with outside agencies; outreach activities; community involvement; economic development; cultural and intellectual enrichment activities; and volunteer efforts. The overarching theme of these responses indicated involvement with the community inside and outside of UB, whether that was local or global. Student involvement was not confined solely to faculty-student interaction: instead, students were often cited as participating in volunteer activities, internships, and other efforts outside of the classroom. It is very clear that many engagement activities are underway, and that unit administrators have a solid understanding of what those programs involve.

A complete list of responses to this question, along with the respondent name and unit, is available in Appendix 1: Full Inquiry Responses, which is attached to this report.

To question #2, above, the responses were focused on the themes of a lack of resources (generally financial but also staffing or time); university barriers; poor communication; and a lack of institutional mission. The lack of resources was the underlying theme throughout this section: a lack of staffing, for example, often led to an inability to track what work had been done, or meant that desired programs could not be done due to a lack of time or competing priorities. Additionally, the topic of communications was also present throughout many responses: both in terms of providing information to superiors about engagement done, but also in terms of understanding what resources and engagement opportunities existed. A lack of institutional support through the “traditional higher education policies” in place at the university was cited by several units, and the result meant that engagement efforts were impeded. This lack of communication, coupled with the lack of resources, meant that it was difficult to accomplish desired engagement activities. A lack of incentives and lack of understanding about what counts as engagement were also cited as examples by academic units. Additionally, several units mentioned that there was a lack of clarity on the institution’s mission and support for engagement. Units were not sure what “counted” for engagement and what should be a priority, and specifically cited a lack of University communication as a cause of this confusion.

A complete list of responses to this question, along with the respondent name and department, is available in Appendix 1: Full Inquiry Responses, which is attached to this report.

The most commonly cited responses to question #3 were: better effort to engage with the community; defining UB-wide goals; better UB communications; and increased resources. It is interesting that although many units mentioned engagement efforts with the community, they continued to see more opportunities to participate. It is also clear that University communication needs to be improved so that units are aware of engagement expectations and opportunities. Several respondents specifically mentioned creating a University inventory or other system to track and monitor engagement activities. Additionally, respondents suggested the formation of an advisory council made of community partners,
Respondents felt strongly that these suggestions would improve University engagement efforts. Creating a “culture of engagement” was cited, as was the great need for a comprehensive University wide engagement plan. Additional suggestions included inviting scholars from other universities to campus; building partnerships in the community; expanding capacity for programs in the units; and addressing scope of practice issues. Non-academic units mentioned increasing memberships in professional organizations, adding outreach, and serving as ambassadors in the community.

A lack of resources continued as a prominent theme in these answers, with both additional staff and financial resources cited. Assessment of engagement efforts was cited as a specific goal by two units, but a lack of resources meant it could not easily be done. The lack of resources tied into desires to increase community outreach, with a lack of staff or finances constraining those desires. No unit, however, stated a need for additional financial or personnel resources without also giving a plan and uses for those additional resources.

A complete list of responses to this question, along with the respondent name and department, is available in Appendix 1: Full Inquiry Responses, which is attached to this report.

**Deliverable #2: Definition of a typology of engagement initiatives**

After reviewing the themes that emerged from our inquiry, as well as considering how others have defined engagement, the consensus of the ETF members was that the definition of engagement should be connected to the university’s mission, and it should include regional, state-wide, national, and global activities. Within this context, we concurred with the definition of engagement provided by the Committee on Institutional Cooperation Committee on Engagement:

> “Engagement is the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues, and contribute to the public good.”  


In drawing on this definition, it should be noted that the task force is using the word “partnership” to refer to a general exchange between the “town and gown”, not necessarily a formalized agreement. This definition would include engagement activities that serve a diffuse public, for example, a web site initiative disseminating research, or sharing a curriculum that might be of use to some constituencies, as well as those that involve explicit partnerships between some part of the university and a specific community partner. In addition, the ETF wanted to emphasize that community partners can come from any sector of society: for example, not-for-profit agencies, government agencies, citizen interest groups, planning commissions, economic development groups, political leaders, or businesses. It should also be noted that this definition does not include alumni engagement – from this perspective alumni engagement is focused on the university engaging with an important sector of the university, its
Alumni are an important university resource that could be drawn on, like other university resources, in a particular engagement project.

While engagement is one of the three pillars of the public research university (the other two being research and education), it can overlap with the first two pillars. Therefore, the relationship among these three core activities is best conveyed through the following Core Activities Venn diagram, which provides examples of the activities that fall in different sectors:

**Figure 1. Core Activities of Research University Venn Diagram**

The Core Activities Venn Diagram is provided to describe the activities that exist and to demonstrate the range of engagement (service) activities, not to assign value to particular types of engagement activities. It is purely illustrative and provides an opportunity to explore possible areas of engagement that have not been previously considered. The typology, then, entails the following categories that focus on the purpose of the activity and its connection to the unique characteristics of a university:

- **Single Purpose: Service**: engagement that has no other purpose beyond service to some external community (local, regional, state, national, global, including professional
service that isn’t based in the faculty member’s scholarship expertise). This includes activities like the United Way Day of Caring, State Employees Federated Appeal, food drives, holiday toy drives, and community education programs that don’t involve students or draw on particular faculty expertise. This is characteristic of the type of engagement that any large organization might bring to its communities.

- **Dual purpose: Engaged Learning:** engagement with some external community while providing learning experiences for students, and so in doing so, connects to this purposes of a university. This category includes such activities as internships, clinics (e.g., affordable housing, dental clinic), performances by students, and medical residencies.

- **Dual purpose: Engaged Scholarship & Scholarship-Informed Service:** engagement with some external community while bringing faculty expertise to bear on knowledge creation; again, in doing so, it connects to one of the purposes of a research university. This includes any faculty engaged scholarship that doesn’t involve student learning, as well as using scholarship to inform public policy (e.g., consulting with a national policy institute related to some social problem). Also, while not typically called engaged scholarship, the ETF members felt that professional service that informs the direction of the profession and its activities is a form of engagement. Some examples of the latter would be serving on a National Institutes of Health review panel or on editorial boards. Other forms of Scholarship-Informed Service would include service to the community based on one’s scholarship expertise, such as serving on a boards of directors or providing guest lectures in community organizations/businesses.

- **Triple Purpose: Engaged Learning/Scholarship (”Sweet Spot”):** engagement with some external community while providing learning experiences for students and scholarship/knowledge creation. This includes such activities as the Food Systems Planning & Health Communities Lab, the Interdisciplinary Science and Engineering Partnership, the Institute on Trauma and Trauma-Informed Care, and “The Front Yard.”

**Deliverable #3-5: Articulation of the university’s short and long-term engagement strategy – goals, principles, priorities with special attention to a complete response to the EOP report recommendations, including timeline & organization/resource plan.**

The nascent nature of a university-wide UB engagement strategy makes it difficult to be specific about planning because basic infrastructure needs to be put into place in order to construct meaningful plans. Once infrastructure is established, more specific plans and timelines can be created by those who are in the best position to assess feasibility, opportunities and challenges as they relate to timelines and resources. For this reason, the ETF members decided to combine these three deliverables into one section. Prior to articulating goals and recommendations, some general guidelines for engagement should be articulated for clarification purposes.

**General Considerations for Engagement**

1. Adequately staff service learning efforts to ensure both quality experiences for all involved.
2. Inform choice of target problems/goals based on data collected through community needs assessments, data collected by advocacy efforts, whenever possible, as well as vetting of a project by involved stakeholder communities.

3. Individual projects that affect the community in any way (e.g., university expansion, engaged scholarship, service initiatives) should involve those members of the affected communities – stakeholders will vary significantly depending on the location and goals of a project. Whenever possible, those stakeholders should be involved in the project planning.

4. Central investment in community engagement should be in programs that need centralized dollars to succeed.

5. All engagement programs should be encouraged to focus on the community impact, such as number of people assisted, lives changed, economic impact, etc.

6. Engagement programs should ideally involve mutually-beneficial partnerships with external constituents.

7. There needs to be clear communication between engagement and advocacy efforts within the university.

8. Consider using community expertise, and partnering with community experts, whenever appropriate in the life of the university.

Goals (in order of priority):

1. **Transform UB to become a fully engaged university; this requires a central infrastructure for engagement.** We are recommending the following be established in the office of the Vice Provost for Educational Collaboration and Engagement (VPECE), except where indicated:
   a. **Associate Vice Provost** to assist with identifying community needs and interests, especially relative to points of collaboration and research for key, high visibility projects (e.g., Tonawanda Coke), and to serve as another campus representative at/for various events. *(£100k for salary, recurring) – Priority #1, Spring 2014*
   b. **Establish Engagement Advisory Council** to provide high-level advisement to shape the development of UB’s engagement enterprise – this council would include experts from around the country who can advise on university-community engagement *(£5k for meeting costs, including travel for members at a distance). Priority #2a, Fall 2014*
   c. **Establishment of Internal Engagement Advisory Committee** to include representatives from all key engagement functions/units in the university (including academic units) with a goal of enhancing coordination, communication, and advising on UB engagement efforts/issues *(covered with existing infrastructure) Priority #2b, Spring 2014*
   d. **Service Learning Coordinator** (Elsewhere on Campus—we believe this is being addressed in another committee) to cover service learning coordination that isn’t practicum-based/clinic learning: central collection of information about activities and some campus-wide standards need to be created for service learning
   e. **Faculty Liaison** to organize ideas from the community and to help match them with faculty interests. Also to assist with guiding engaged scholarship projects with respect to brokering the reciprocal nature of the research as well as to assist with ensuring the
goal of publishing the results. *(40k for summer salary and Fall/Spring course replacement recurring) Priority # 3, Summer 2014*

2. **Recognize and communicate more effectively the existing engagement efforts of the entire UB community,** that is, individual faculty, staff and unit level engagement activities, as well as any UB wide engagement projects. We are recommending the following strategies:
   a. **Inventory of engagement efforts across campus (cost covered with existing infrastructure) Priority #1, Fall 2014**
   b. **Coordinating significant engagement efforts, where appropriate (See Goal 1a for details)**
   c. **Better internal and external communication on engagement activities.** Plan to be developed by VPECE in consultation and collaboration with the Vice President for Communications. It is key that the VPECE website be highly visible to both the internal and external communities so as to provide a visible point of contact for the community to use in seeking contact with the university and for faculty, staff and students to see as a resource in community collaborations *(cost for plan covered with existing infrastructure) Priority #2, Fall 2014.*
   d. **University wide recognition/celebration of excellence in community engagement. (30k, recurring to begin by Fall 2015, Priority #3**

3. **Sustain and Strengthen UB’s Engaged Scholarship Community.** As noted earlier, UB already has an engaged scholars’ community in the Civic Engagement and Public Policy (CEPP) Strategic Strength. While CEPP never had a hiring plan associated with it due to the NY state budget crisis, there were funds for a coordinator’s salary, and small fellowship grants were provided in a shared funding model between the deans and the provost. This funding model will sunset with the new Communities of Excellence initiatives. The ETF feels that preserving our current engaged scholars’ community, and enlarging that community, is essential if UB is to become an engaged university.
   a. **Ensure that the existing efforts (by CEPP) to facilitate collaboration and community among engaged scholars continue in some form, either as**
      i. **A Community of Excellence** (if the current CEPP Faculty Advisory Committee submits one, which they have been encouraged to do) *(costs & timeline to be developed in Spring/Summer 2014) Priority #1* OR
      ii. **Transform CEPP into an Office for Engaged Scholarship** Under the Vice Provost for Research or VPECE *($120k, recurring) Fall 2014, Priority #1*
   b. **Ensure that promotion and tenure criteria include community-engaged scholarship in the promotion and tenure process.**
      i. Clarification of the current Promotion and Tenure Guiding Principles, last updated in 2004 and located at [http://www.provost.buffalo.edu/facultyaffairs/pdf_guidingPrinciples2004.pdf](http://www.provost.buffalo.edu/facultyaffairs/pdf_guidingPrinciples2004.pdf), to illuminate where engaged research could be included in our current promotion and tenure process. The Vice Provost for Faculty Affairs is best suited to do this in consultation with the Provost and the President. *(costs covered by current infrastructure), Fall 2014, Priority #2*
ii. Expanding the definition of research impact used for promotion and tenure to include criteria that are relevant to community-engaged scholarship. The ETF recommends that a faculty task force be constructed to achieve this goal, ideally with faculty who have experience in engaged research. Please see the Appendix 2-Community-Engaged Scholarship Metrics for a description of how one university has accomplished this task. (costs covered by current infrastructure), Fall 2015, Priority #3

c. **Increase the percentage of faculty at UB with expertise in engaged scholarship**
   i. Incorporate into any faculty growth incentive initiative (e.g., 3E funds, Communities of Excellence) requirements to include a significant percentage of engaged hires (no new costs), Spring 2014, Priority #1
   ii. Require all schools/the College to include an assessment of the current percentage of engaged scholars and a plan to increase their percentage in their faculty replacement/growth plans (no new costs), Fall 2014, Priority #2

d. **Investment in a staff member**, most likely in the Vice President for Research’s office, to coordinate training and communications relevant to conducting engaged research, including the ethics of engaged research and unique IRB issues (including education of the IRB as it relates to this topic). The goal here is to ensure that faculty and staff performing engaged research should have expertise and be prepared to work with the community, and that the VPR’s office is equipped to provide resources to faculty and staff to ensure that goal is achieved. ($70K for salary, recurring) Spring 2015, Priority #4.

4. **Build UB’s distinctiveness through its leadership in significantly improving the quality of life for the university and our communities through one or more transformational, university-wide engagement project in partnership with the community.** The overall strategy would be to select and invest in 1-2 Major University Engagement Projects (MUEPs) that can mobilize the resources of a large portion of the university to target, in partnership with the community, a significant community problem or goal.

The major investment for a MUEP would be a high-level staff member with strong skills in group and community facilitation, political savvy, communication, decision-making and planning, and project management. This person would serve as the MEUP Project Lead and would have the role of bringing the university and community partners together to develop and implement a plan to address the target problem/goal. The following example is provided to clarify what is meant by “mobilizing the university resources” to address a target. If reducing poverty were the chosen target, then this project lead would seek to engage faculty and staff from all the disciplines where there might be expertise to inform and engage in such a project, including service learning/internships/clinics, as well as the entire university workforce (and alumni) who would have the opportunity to engage in those appropriate activities identified within the MUEP plan. A core aspect of MUEPs is that they engage all relevant resources of the university. ($100k
for MUEP Project Lead salary, $10k project costs, recurring, costs to begin Fall 2015). These costs are anticipated for one project.

a. **Development of a process for selecting a MUEP.** Responsibility: VPECE, in consultation with the Internal Engagement Advisory Committee or some other appropriate advisory group (decided by VPECE in consultation with the provost) **(cost for covered with existing infrastructure), Summer 2014, Priority #1a**
   i. The process developed should ensure that community stakeholders are involved in the vetting of the target problem/goal in some way.
   ii. This workgroup should ensure that input from the UB advocacy staff is used in this process, including data collected on needs assessments. See Appendix 3-Community Needs.
   iii. Projects like Sustainable Oregon should be examined for how they might inform the process.

b. **Select 1-2 MUEPs, based on the process above. Fall 2014, Priority #1b. Salary and project costs will kick in here, as the MUEP Project Lead will likely be working with the university & communities around defining potential projects**
   i. **Principles to Guide Selection of Major University Engagement Projects (MUEPs).** These principles are meant to guide the thinking that leads to the selection of a MUEP, but they are not intended to be a checklist, nor does their order reflect their importance. Appropriate MUEPs should:
      - Value the unique expertise that a research university brings to engagement. What can UB bring to the picture, because of our location, our status as a public higher education research institution, or the expertise of our faculty and staff.
      - Be highly relevant in terms of community needs. It should be noted that a list of key community needs has already been gathered by the Office of Government and Community Relations as it relates to the South Campus neighborhood (See Appendix 3-Community Needs) with an Integrated Stakeholder Model.
      - Be sustainable (i.e., not “fly by night”), long-term, and adaptable
      - Be innovative: reflect new, state-of-the-science-and-art approaches to the problem or goal in question.
      - Be a mutually beneficial partnership with external constituents.
      - Have impact for both the community and the university, that is, increase the quality of life for both.
      - Multidisciplinary; that is, bring to bear the expertise of many disciplines and professions to address the problem or goal.
      - Integrate at least two functions of university mission (overlapping circles in the Core Activities Venn Diagram): e.g., service with learning, service with research, or service with learning and research.
• Include plans to document, and disseminate the process and outcomes so others can learn from it.
   
   ii. Examples of MUEPs would be: revitalizing the South Campus neighborhood, significantly reducing poverty in Buffalo, transforming the Buffalo Public Schools, etc.
   
c. **Implement the selected MUEP. Priority #1c, Spring 2015**

**Economic Opportunity Panel (EOP) Report Response**

*EOP Report Recommendation (Rec) #1: Illuminate paths to good permanent jobs at UB by strengthening connections between residents and systems of education, job training, recruitment and placement that already exist.*

The Vice Provost for Educational Collaboration and Engagement (VPECE) is leading the university’s effort to develop a response to this first recommendation made by the Economic Opportunity Panel (EOP) in the Opening Economic Opportunity Report, which was released in April 2013. To date, more than 37 partner organizations and/or individuals - including the Educational Opportunity Center, the UB School of Management, BNMC, the Buffalo Urban League, Erie Community College, the Workforce Investment Board and members of the Buffalo Billion Committee - have been identified to assist in developing a workforce development strategy focusing on the health care sector. A partners’ luncheon brought together 63 participants who pledged to work with the university to develop strategies and opportunities that would lead to greater awareness of and access to employment opportunities both within UB and among its various partners. A follow-up meeting is planned for the end of January/early February, to continue mapping relationships among the partners, inform about the employment outlook in this sector, begin to identify individuals and/or organizations that can serve as anchors in their communities to assist with the dissemination of information and strengthening relationships with stakeholders. Also planned for the follow up are introductions to: (1) an electronic platform, Trello, which will allow partners to interact with each other outside of the meetings; and (2) the application process for the Consolidated Funding Application. Finally, Buffalo State College has been brought into this effort, as has UB’s HR department in order to address the need to facilitate the easier of navigation of UB Jobs and to explore the creation of a virtual jobs portal.

The above activities indicate significant progress in addressing this recommendation. The ETF recommendation is: **Responsibility for implementing EOP Report Recommendation #1 should continue to be with the Vice Provost for Educational Collaboration and Engagement (VPCE). The VPECE should work with the appropriate community and UB partners (including academic units, where appropriate) to develop and implement a plan to completely address this recommendation.**

*EOP Report Rec #2: Help minority and women owned firms – especially those based in the immediate neighborhood – form, grow and develop their businesses by securing business opportunities with UB for a wide range of routinely purchased goods and services and other ways.*

The Vice President for Finance and Administration (VPFA) is leading the response to this second recommendation. The following are some of the key activities that UB Procurement Services and Facilities is participating in that address this recommendation:

a) Supporting minority and women owned businesses (MWBE) in the City of Buffalo through developing business relationships with UB and fellow members of the Medical Campus:
• Golden Cup Coffee, MBE located in Buffalo’s Fruit Belt neighborhood, is now operating in Harriman Hall, UB South Campus, and the new Math and Science building at Buffalo State.

• 1 Accord Cleaning, MBE located in Buffalo, is cleaning multiple floors of the Gateway building. 1 Accord became a Certified with NYSID (New York State Industries for the Disabled) and now cleans the Burchfield-Penney Art Gallery at Buffalo State. This NYSID certification will allow future business within the Medical Campus members.

• UB Procurement staff supports the Buffalo Niagara Medical Campus (BNMC) project to share MWBE’s with the members of the medical campus.

• Between 4/1/2012 to 9/30/2013 UB spent $6.8 million, of State funds, with NYS certified minority businesses. UB placed 62% ($4.2 million) of that spend within the City of Buffalo. This spend continues to increase Year to Date.

• UB’s MWBE spend though the second Fiscal quarter 9/30/13 is 14% Minority and 19% Women for a total of 33%. UB’s MWBE results, YTD, surpass the six large Universities within SUNY.

b) Supporting Workforce Development

• UB Facilities, Procurement Services, Sodexo, The Buffalo Urban League, and the Black Chamber of Commerce are working together to create a process that will identify a source of candidates, from the City of Buffalo, for Custodial positions at UB. This program will also be expanded to the Medical Campus members.

• UB’s Campus Dining and Shops (FSA), Procurement Services, The Buffalo Urban League, and the Black Chamber of Commerce are working together to create a process that will identify a source of candidates, from the City of Buffalo, to enter into careers within Campus Dining. These individuals will then be able to hold similar positions within the Medical Campus when it opens.

• The creation of the BNMC Procurement Working Group, the Workforce Working Group and the one stop portal (coming online in 2014) in the Model Energy Home on Washington Street.

• Current UB Center for Entrepreneurial Leadership work with the Bailey Avenue Business Association

These activities represent significant progress in addressing the EOP Report Recommendation #2. The ETF recommends: **responsibility for implementing EOP Report Recommendation #2 should continue to be with the Vice President for Finance and Administration (VPFA) who should continue to develop and implement a plan to address this recommendation, in consultation with the UB 2020 Opportunities Advisory Council (OAC).**

**EOP Report Rec #3: Engage residents of McCarley Gardens and adjacent communities in planning for UB’s downtown expansion, especially to protect and enhance the values of their properties and neighborhood as UB continues to invest.**

Because this recommendation relates to UB property and/or facility expansion, the ETF recommends that **responsibility for implementing EOP Report Recommendation #3 lies with the VPFA, in consultation with the VPCEC. The ETF supports the recommendation that communities affected by expansion be engaged in the planning efforts for the projects that affect them.**
EOP Report Rec #4: Expand two-way communications between university and community that will be timely, transparent, participatory, and operating at multiple levels.

Transforming UB more fully into an engaged university will go a long way toward opening up communication with the community. Responsibility for EOP Report Recommendation #4 should lie with the VPFA as it relates to conducting day-to-day business with the community, and with the VPCEC, in consultation with the Vice President for Communications (VPC) and other appropriate senior leadership, to develop a plan to expand general two-way communications between UB and the community. It should be the responsibility of the VPC to work with all senior leaders of the university to address this goal as it might pertain to their respective jobs within the university.

EOP Report Rec #5: Assign responsibility and create accountability for ongoing implementation of these recommendations to (1) a member of UB’s senior leadership, and (2) to the UB 2020 Opportunities Advisory Council, or another appropriate entity with a charge to facilitate the role of UB and its medical campus partners in promoting economic development in the community.

The ETF has addressed EOP Report Recommendation #5 by assigning accountability for each recommendation above and for #6 below.

EOP Report Rec #6: Facilitate collaborations in the implementation of these recommendations with UB partner institutions, Kaleida Health and Roswell Park, as well as Buffalo Niagara Medical Campus Inc.

Responsibility for EOP Report Recommendation #6 should lie with the VPFA, in collaboration with the OAC.
# Recommendations: Impacts

## Task Force Recommendations

<table>
<thead>
<tr>
<th>Task Force Recommendations</th>
<th>Time</th>
<th>Cost</th>
<th>Complexity</th>
<th>Overall Impact</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Build a central university structure for engagement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Hire Associate Vice Provost</td>
<td>Low</td>
<td>Medium</td>
<td>Medium</td>
<td>High</td>
<td>1</td>
</tr>
<tr>
<td>b. Establish Engagement Advisory Council</td>
<td>Medium</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
<td>2</td>
</tr>
<tr>
<td>c. Establishment of Internal Engagement Advisory Committee</td>
<td>Low</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
<td>2</td>
</tr>
<tr>
<td>d. Utilize Service Learning Coordinator</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
<td>High</td>
<td>2</td>
</tr>
<tr>
<td>e. Establish Faculty Liaison</td>
<td>Low</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
<td>3</td>
</tr>
<tr>
<td>2. Recognize and communicate existing engagement efforts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Inventory existing engagement efforts across campus</td>
<td>Medium</td>
<td>Low</td>
<td>High</td>
<td>High</td>
<td>1</td>
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<tr>
<td>b. Coordinate significant engagement efforts</td>
<td>Medium</td>
<td>Low</td>
<td>High</td>
<td>High</td>
<td>2</td>
</tr>
<tr>
<td>c. Internal and external communications plan</td>
<td>Medium</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
<td>2</td>
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<tr>
<td>d. Celebration of Excellence in Community Engagement event</td>
<td>Medium</td>
<td>Low</td>
<td>High</td>
<td>Medium</td>
<td>3</td>
</tr>
<tr>
<td>3. Sustain and strengthen UB's Engaged Scholarship Community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Continuation of existing efforts with CEPP as Community of Excellence</td>
<td>Medium</td>
<td>Med-High</td>
<td>Medium</td>
<td>High</td>
<td>1</td>
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<tr>
<td>b. Transform CEPP into an Office for Engaged Scholarship under either VPR or VPECE</td>
<td>Medium</td>
<td>Medium</td>
<td>Medium</td>
<td>High</td>
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<tr>
<td>c. Update Promotion and Tenure Guidelines to include community-engaged scholarship</td>
<td>Low</td>
<td>Low</td>
<td>High</td>
<td>High</td>
<td>2</td>
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<tr>
<td>d. Creation of a task force to expand definition of research impact</td>
<td>Medium</td>
<td>Low</td>
<td>Medium</td>
<td>Medium</td>
<td>3</td>
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<tr>
<td>e. Increase the percentage of faculty at UB with expertise in engaged resea</td>
<td>High</td>
<td>Low</td>
<td>High</td>
<td>High</td>
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<tr>
<td>f. Assessment of current % of engaged scholars and plan to increase % in faculty replacement or growth plans</td>
<td>High</td>
<td>Low</td>
<td>High</td>
<td>High</td>
<td>1</td>
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<tr>
<td>g. Hiring of staff member in VPR's office to coordinate training and communications relevant to engaged research and ethics</td>
<td>Low</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
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</tr>
<tr>
<td>4. Select and invest in 1-2 Major University Engagement Projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Develop process for selecting MUEPs for investment</td>
<td>Low</td>
<td>Low</td>
<td>High</td>
<td>High</td>
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<tr>
<td>b. Select 1-2 MUEPs for investment</td>
<td>Medium</td>
<td>Low</td>
<td>High</td>
<td>High</td>
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<tr>
<td>c. Hire an MUEP Project Lead</td>
<td>Low</td>
<td>Medium</td>
<td>Medium</td>
<td>High</td>
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<td>d. Implement selected MUEPs</td>
<td>High</td>
<td>Low</td>
<td>High</td>
<td>High</td>
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</tr>
</tbody>
</table>
## Recommendations: Timelines

<table>
<thead>
<tr>
<th>Task Force Recommendations</th>
<th>Targeted Completion Date</th>
<th>Cost</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Build a central university structure for engagement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Hire Associate Vice Provost</td>
<td>Spring 2014</td>
<td>$100K salary, recurring</td>
<td>1</td>
</tr>
<tr>
<td>b. Establish Engagement Advisory Panel</td>
<td>Fall 2014</td>
<td>$5K meeting costs annually</td>
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</tr>
<tr>
<td>c. Establishment of Internal Engagement Advisory Committee</td>
<td>Spring 2014</td>
<td>No additional cost</td>
<td>2</td>
</tr>
<tr>
<td>d. Utilize Service Learning Coordinator</td>
<td>Underway</td>
<td>No additional cost</td>
<td>2</td>
</tr>
<tr>
<td>e. Establish Faculty Liaison</td>
<td>Summer 2014</td>
<td>$40K course replacement, recurring</td>
<td>3</td>
</tr>
<tr>
<td>2. Recognize and communicate existing engagement efforts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Inventory existing engagement efforts across campus</td>
<td>Fall 2014</td>
<td>No additional cost</td>
<td>1</td>
</tr>
<tr>
<td>b. Coordinate significant engagement efforts</td>
<td>Spring 2014</td>
<td>Covered under 1a, above</td>
<td>2</td>
</tr>
<tr>
<td>c. Internal and external communications plan</td>
<td>Fall 2014</td>
<td>No additional cost</td>
<td>2</td>
</tr>
<tr>
<td>d. Celebration of Excellence in Community Engagement event</td>
<td>Fall 2015</td>
<td>$30K event costs, recurring</td>
<td>3</td>
</tr>
<tr>
<td>3. Sustain and strengthen UB’s Engaged Scholarship Community</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Continuation of existing efforts with CEPP as Community of Excellence</td>
<td>Spring/Summer 2014</td>
<td>Developed during process</td>
<td>1</td>
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<tr>
<td>b. Transform CEPP into an Office for Engaged Scholarship under either VPR or VPECE</td>
<td>Spring/Summer 2014</td>
<td>$120K salary, recurring</td>
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<tr>
<td>c. Update Promotion and Tenure Guidelines to include community-engaged scholarship</td>
<td>Fall 2014</td>
<td>No additional cost</td>
<td>2</td>
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<tr>
<td>d. Creation of a task force to expand definition of research impact</td>
<td>Fall 2015</td>
<td>No additional cost</td>
<td>3</td>
</tr>
<tr>
<td>e. Assessment of current % of engaged scholars and plan to increase % in faculty replacement or growth plans</td>
<td>Spring 2014</td>
<td>No additional cost</td>
<td>1</td>
</tr>
<tr>
<td>f. Hiring of staff member in VPR’s office to coordinate training and communications relevant to engaged research and ethics</td>
<td>Spring 2014</td>
<td>No additional cost</td>
<td>1</td>
</tr>
<tr>
<td>g. Hiring of staff member in VPR’s office to coordinate training and communications relevant to engaged research and ethics</td>
<td>Fall 2014</td>
<td>$70K salary, recurring</td>
<td>2</td>
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<tr>
<td>4. Select and invest in 1-2 Major University Engagement Projects</td>
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<td></td>
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<tr>
<td>a. Develop process for selecting MUEPs for investment</td>
<td>Summer 2014</td>
<td>No additional cost</td>
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<tr>
<td>b. Select 1-2 MUEPs for investment</td>
<td>Fall 2014</td>
<td>$10K per project, recurring</td>
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<tr>
<td>c. Hire an MUEP Project Lead</td>
<td>Summer 2014</td>
<td>$100K salary, recurring</td>
<td>1</td>
</tr>
<tr>
<td>d. Implement selected MUEPs</td>
<td>Spring 2015</td>
<td>Covered under 4b, above</td>
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</tbody>
</table>
Appendix I: Full Inquiry Responses

Responses were received from a total of 26 units and 30 individuals. The responses are below, organized by question. Unit names and the last name of the responder appear in bold before each reply. Replies have not been edited, only formatted to fit this document. Please note that not all respondents or units answered every question.

1. What are the types of engagement activities regularly carried out by your faculty, staff, students, and alumni and what are some of the best examples of each?

School of Public Health and Health Profession (KOZLOWSKI):

Our accreditation criteria expect the school to be engaged with the community. I have a “Dean’s Community Advisory Council” (16 community members) that meets twice a year and focuses on promoting networking across community groups and with the School on matters of common interest.

We have obligations to help with continuing education for the public health workforce in Western New York. We have created an Office of Public Health Practice that links with the community.

I have faculty who serve on State and National Boards (for example, two faculty serve on the New York State Tobacco Control Committee (one as a Governor’s Representative on that Committee).

Students: All undergraduate Exercise Science students must do a field placement (12wk supervised experiences each year). The occur in various businesses, non-profits, and health-care settings. Our OT, DPT, and MPH students all have extensive supervised clinical placements.

Faculty do research and service locally and globally that engage community issues (e.g., community responses to environmental hazards; interventions to prevent diarrhea in children). Faculty volunteers their time with community groups and agencies that relate to their concerns with health and disability.

Social Work (SMYTH)

A general trend in social work is to merge engagement with research or learning, or both. Examples are provided below.

Research:

- Example: 5 year Community-Based Participatory Research partnership with Hillside Family of Agencies to evaluate interventions in their programs, publish results together, and develop their
research infrastructure (e.g., setting up an IRB process in their agencies). Several students have done dissertations there, too, with the results guiding agency program implementation decisions.

- Example: our MSW -reaccreditation project involved a research program with several community agencies to study how they are implementing trauma-informed care. The project involved many faculty members and students. The findings shaped our curriculum and informed the development of the concepts and instrumentation, and assisted the agencies in advancing their work related to this topic.

- Example: Research in Tanzania on community development provides learning opportunities abroad for students and scholarship for faculty – the community in Africa has benefited through the community development activities.

- Example: Dr. Yunju Nam’s work on asset-based approaches to poverty reduction. Her work has guided policy development through the Sargent Shriver National Center on Poverty Law, and the Center on Budget and Policy Priorities in California. Her scholarship helped to inform the development of the Basic Economic Security Table (BEST), and she collaborated with Wider Opportunities for Women (WOW) a “policy think-tank in Washington, DC” in developing tools to inform policy advocacy efforts for low income and vulnerable population (e.g., see http://www.basiceconomicsecurity.org/more-info.aspx ). Similarly, she has been involved in shaping asset policy in Korea.

Service Learning:

- Many courses involve service learning projects related to the course content. One major example: Most of the students in the graduate Practice/Program Evaluation course (required of all MSW students) do projects based in agencies addressing questions relevant to the agencies – this work is overseen by faculty

- All or our masters students (MSW) complete 900 hours of internships in community agencies as part of their degree program. In addition to providing students with learning opportunities, these students enhance the workforce in the agencies and often complete projects (such as development of a new group or program, program evaluation) as part of that experience. Annually that comes out to be about 144,000 hours valued at about $2.9 million in free social work services.

Human Services Workforce Enhancement

- Example: Our Continuing Education program provides a range of workshops for the workforce throughout WNY, Rochester and online. In 2012 it offered 231 workshops with 1812 participants and engaged in 67 partnerships with other organizations in achieving this goal.

- Example: Our Institute for Trauma and Trauma-Informed Care provides specialized supervision to local agencies in evidence-based trauma-treatment methods – this project involves students who are receiving enhanced learning opportunities while simultaneously developing agency’s capacities for better evidence-based services. This project (as do many) also brings in money through RF in the form of
trainings/workforce development grants that we have in partnership with other schools of social work across the state.

- Example: Statewide partnership contract with the NYS Office of Mental Health and the NYS Social Work Dean’s Consortium to enhance mental health workforce in evidence-based treatment, resulting a new graduate level course and enhanced internships for students. This effort helped to solve a workforce crisis identified by the Office of Mental Health.

- Disseminating key research and practice developments to social workers and other human services professionals worldwide through our school-sponsored podcast, inSocialWork (over 125 episodes, 525,000 downloads in all 50 states and over 50 countries).

School-Wide Volunteer Programs

- Example: Two school wide volunteer programs for students, faculty, and staff – The DREAM program and Friends of the Night People. Both provide ongoing volunteer experiences to local agencies that allow the agencies to provide services they wouldn’t be able to provide otherwise.

- Example: Provided Suicide Prevention training to the 391 members of the NY Amry National Guard 2/101 Calvary

- Student led programs (through our GSA), for example: students assisting in Hurricane Sandy Recovery on Staten Island

Educational Collaboration and Engagement (GRESHAM)

The engagement activities that I see typically involve some type of faculty directed projects that support their research agenda while at the same time providing some type of support or service to their community partner. This “engaged scholarship” is intentionally designed to be beneficial to both partners and is often developed via a collaboration between or among partners. This may, for example, involve community needs assessments, or neighborhood redesign, co-authoring a grant, or providing health services for special populations. I am also aware of some student service learning activities where students provide a requested service to an organization as part of their class assignments. In each case the relationships can be defined by their reciprocal arrangements that fulfill a need for each partner involved. Two service learning examples come to mind: students are currently involved with the University Heights Collaborative in designing bike paths for the neighborhood; these students are from the School of Architecture and Planning. In another case, student from the Honors Program are researching the need for and design of a crosswalk to support the Buffalo Center for Arts and Technology in the Main-Utica St. area of the City of Buffalo. In each case, students are learning to apply information obtained through their academic coursework and at the same time are learning about urban environments; some had never experienced the urban context personally.
International Education (DUNNETT)

The Office of International Education (OIE) facilitates and supports a variety of engagement activities by faculty, staff and students. Locally, OIE engages with local community organizations (e.g. the International Institute) and schools around a range of shared interests in the international area, from hosting international visitors to international and global affairs programming. As part of its integration efforts, OIE also facilitates engagement by UB’s international students and scholars in the local community through service and outreach to schools and organizations—for example, around refugee agencies and charter schools with an international focus. OIE helps oversee the work of the Confucius Institute, which places teachers from China in local K-12 schools to teach Chinese language and culture. OIE staff members engage with broader community initiatives like the Western New York Regional Economic Development Council and boards of local organizations like WNED-TV, which seek expertise in the international domain. OIE is frequently sought out by representatives of local businesses and organizations planning to engage in other countries, where UB may have relevant expertise. OIE is also extensively engaged in national organizations, particularly professional associations that promote international education and exchange, such as NAFSA: Association of International Educators.

More central to OIE’s mission is engagement overseas through offshore degree programs, exchange programs, study abroad, outreach to international alumni, etc. These activities involve faculty, staff and students, and typically entail a local partner institution. For example, study abroad programs frequently involve the engagement of students and faculty in their local communities overseas in a variety of ways. Faculty teaching in offshore programs like those in Singapore has opportunities to engage with the host Singaporean community and culture through involvement in local organizations.

Graduate Department, School of Nursing (LEWIS)

- Faculty are engaged in the community. For example, one of our faculty sits on the Erie County Board of Health where she is also the Vice Chair of the board. We recently signed on to help with the Westminster Charter School project to promote careers in math and science.
- FNP students do field work in the community where they provide education and screening activities. For example, they do health education at the Farmers Market on a regular basis, participate in the Annual Health Fair at the Tuscarora nation, and in the past have done educational projects in the Migrant camps.
- Most faculty are members and officers in professional associations and or volunteer their time to review articles for journal publications, serve on editorial boards for journals and or as Editor, serve on certification accreditation boards, and the like. We have faculty who are fellows in their professional associations such as the ANA and American Association of Nurse Practitioners. We have faculty who serve on research committees at local institutions such as Roswell Park.
- We have a new Interprofessional education/practice grant from the HRSA to better prepare NPs for oral-systemic health care that is a partnership with the School of Dental Medicine. In conjunction with that grant, NP students and faculty will be in their practice clinics and mobile dental van that both serve the needs of underserved communities in Buffalo and surrounding communities.
Undergraduate Department, School of Nursing (LEWIS)

- Students are engaged in the community through a number of planned academic and non-academic activities. Two courses in the UG traditional program, one course in the Accelerate and RN-BS program have a service learning component. Students complete service learning with a number of health and non-health related organizations such as Food Bank of WNY, Habitat for Humanity, Project Naomi, UB Saturday Days of Service, and more. Students and faculty work with health organizations to provide flu vaccines in the community as well as on both UB campuses.
- The SON has two student organizations (NSO & MNSA) that engage in community activities throughout the academic year.
- Many of the faculty belongs to professional organizations that have a community engagement component. For example, Gamma Kappa SSTI chapter supports a women’s shelter.
- One of our faculty has been deployed through Erie County SMART in response to Hurricane Sandy and was able to take six students downstate and assist with establishing a shelter for evacuated seniors and persons with disability. They supported the shelter for three days.

Vice President for Research and Economic Development (LAVIGNE)

The following units, Office of Economic Development, NYS Center of Excellence in Bioinformatics and Life Sciences, University at Buffalo Center for Advanced Biomedical and Bioengineering Technology, and NYS Center of Excellence in Materials Informatics regularly engage in activities that connect external partners to university resources and vice-versa for the purpose of creating private sector growth and workforce development. Our units include personnel who make the connections with faculty, other staff, and students from other UB units, especially related to driving a new innovation-based economy in WNY, which has a major focus on supporting technology development and commercialization and facilitating company start-ups, expansion, and attraction. Supporting information is attached to illustrate our activities which range from funding and promotion of corporate sponsored research, along with a wide array of education, networking, and outreach initiatives. (SEE ATTACHMENT)

School of Management (ASSAD)

Alumni engagement – We involve School of Management alumni in a wide spectrum of activities that support the mission of the school in teaching, research and public service. In addition, alumni fully participate in our efforts to achieve enrollment goals by recruiting high-quality talent. We currently track 58 separate activities in which our alumni participate. Examples include
- speaking in class
- facilitating faculty research within their company
- Deep and manifold involvement in career advising and placement
- mentoring and coaching in our leadership programs
- working side-by-side with our students in community service projects as part of the Corporate Champions program
- Membership on the Dean’s Advisory Council
Our School of Management Alumni Association (SOMAA) provides over $50,000 in funding on an annual basis for a wide range of activities that connect students with alumni (ex: Network New York; Career Conversations, Executive Speaker Series, MBA Fellowship, and more.) Additionally, SOMAA provides a structure for our to re-engage with the school formally by serving on its board and various committees.

Economic Engagement
Center for Entrepreneurial Leadership (CEL)
Entrepreneurship is one of the dean’s three strategic priorities for the school. In past years, this activity has been conducted and managed by CEL. The mission of CEL is to unlock human potential, create jobs and invigorate the greater WNY community through entrepreneurial development. Since its inception, more than 1000 business owners have graduated from CEL. In view of the varied and multi-faceted activities of CEL, I have appended a recent overview of its activities to the present document.

CEL alumni company revenues top $2 billion annually and employ thousands of people in WNY. As a school and university priority, CEL recently received 3E funding to expand the scope and reach of its activities. See: http://mgt.buffalo.edu/about/News/celinnovationfund

The Henry A. Panasci Jr. Technology Entrepreneurship Competition
Another outstanding example of the school’s engagement in economic development is the annual Henry A. Panasci Jr. Technology Entrepreneurship Competition. This competition is run by CEL with the collaboration of UB’s STOR. Funded with a $1 million endowment, the program is designed to bring UB students from science, technology, business and other disciplines together to maximize their potential to create viable businesses in WNY. Many participants’ companies continue to thrive as businesses, receive SBIR grants and angel funding. One recently sold for an astounding $40 million. See: http://mgt.buffalo.edu/about/News/campuslabs

The Entrepreneurship Academy
The Entrepreneurship Academy was launched by President Tripathi in the first year of his presidency. SOM immediately expressed its intention to be closely involved with this program. Currently, SOM Professor Yong Li of SOM, whose research lies on the interface between strategy and entrepreneurship, serves as the faculty director of the Academy and has designed its entrepreneurship curriculum. The provision of a number of engagement opportunities for all UB students is currently underway based on the collaboration between Professor Li and STOR.

Career Resources
The Frank L. Ciminelli Family Career Resource Center of SOM is a highly effective and nationally recognized source of career advisement and placement. Its close connection with employers creates valuable engagement links. Among other services of interest to the economy is the internship for SOM students. This office runs about 300 internships per year at both graduate and undergraduate levels. Companies frequently approach us to get student internships arranged at their sites. See: http://mgt.buffalo.edu/career.

Center for Leadership and Organizational Effectiveness (CLOE)
This new center of SOM has been newly launched to create more effective leaders and organizations. The center will significantly advance research and teaching in the area of leadership and its impact on organizational effectiveness. It also will support UB 2020’s goals of accelerating
academic excellence, translating scholarship and developing leadership capabilities in UB students and business leaders.

Engagement opportunities will focus on partnerships with the business, nonprofit and public sector communities that support leadership development, innovation and change efforts that both contribute to leadership and organizational effectiveness. A key goal is to establish SOM and UB as a key resource to Western New York enterprises, precisely when the region is undergoing critical growth and transformation.

CLOE will also offer executive leadership programs, similar to its recent nondegree program, “Leading Transformation and Change in Health Care,” which gives participants a strategic understanding of the trends and transformations taking place in the health care industry through a series of presentations and discussions with noted health care leaders and experts. See: http://mgt.buffalo.edu/about/News/cloe2013

Experiential Learning
All of our degree programs include myriad experiential learning opportunities, some required, some optional. Case competitions, credit-bearing internships and team projects addressing real company problems are just a few of the notable and most common examples of this.
http://mgt.buffalo.edu/sites/magazine/features_ecommerce.html
http://mgt.buffalo.edu/about/News/ecida
http://mgt.buffalo.edu/about/News/targetcase13
http://www.youtube.com/watch?v=hgU7QEz1x88&feature=youtu.be

Community Engagement and Public Service
The School of Management faculty, staff, students and alumni engage in a wide variety of public service activities that benefit the WNY region and beyond. An excellent example of faculty sharing their expertise for the public good is the Career Opportunities in Accounting Program, a week-long summer program for minority high school students designed to introduce them to accounting as a career option. See: http://www.youtube.com/watch?v=q_SL0PesI7Q&feature=youtu.be

Accounting students serve the public by offering free tax preparation services to low/middle income families with special focus on those eligible for the earned income tax credit. Over the past four years, School of Management student volunteers have brought more than $4 million in tax refunds back into the Buffalo community by preparing more than more than 3,000 tax returns for low-income families. Approximately $725,000 was from the Earned Income Credit. See: http://www.buffalo.edu/home/feature_story/tax-prep.html

The school’s partnership with M&T Bank represents an outstanding example of the impact of collaborative community impact. Through this public/private collaboration, M&T and the UB School of Management are reaching out to local high schools to help them integrate MoneySKILL into their curricula. MoneySKILL is a free, interactive, web-based personal finance program developed by a School of Management finance professor in collaboration with the American Financial Services Association Education Foundation. More than 140 teachers from Western New York high schools are using MoneySKILL, and 71 percent of Buffalo public high schools have a teacher registered to use the program. In addition, at least one teacher in each of the eight counties of Western New York now have a teacher trained to use MoneySKILL. (See: http://www.youtube.com/watch?v=f7X1l_17AoQ)
Corporate Relations/Partnerships
The school’s relationship with the business community represents a critical component to our success, particularly in one of our areas of strategic priority – leadership development. Our company “partners in management” provide access to leaders in myriad ways in support of our teaching, research, service mission and the success of our graduates in finding career options in line with their educational objectives. For the hundreds of companies with which we have developed relationships, we regularly track 25 different “touch points” with ratings of each to create a weighted rank of our company relationships.
A highly successful example of one of our engagements in this area is our Corporate Champions program through which 18-20 companies partner with the school each fall for a full semester to provide a “learning lab” environment and access to senior leadership to a team of incoming MBA students. Thus far, 60 different companies have participated as Corporate Champions.
See: http://mgt.buffalo.edu/programs/new-york-mba/experience/corporatechampions

School of Pharmacy and Pharmaceutical Sciences (BRIERLEY)
Faculty: Peer Reviewed Journal Editors and member of editorial boards; presenters and invited guest lecturers at local, regional, national and international meetings; members of the American Association for the Advancement of Science; cutting edge drug discovery research work; work with underserved populations locally and abroad. Clinical Programs for the clinical faculty in Introductory and Advanced Professional Practice Experiential (IPPE & APPE) education as required by accreditation standards.

Residents: Heavily involved in providing patient education and counseling in various health care settings across the area. Counseling and education focus on chronic disease state management. Residents also volunteer at free medical clinics in underserved areas (Good Neighbors and Cornerstone manor). Community outreach also achieved attendance at community wellness clinics and vaccine administration.

Students: wellness clinics, political advocacy (Pharmacists Association of Western New York and the Pharmacists Association of the State of New York), health care advocacy, scholarship (professional presentations, posters, publications), professional organizations (committee membership and leadership), UB Health Affairs programs, WNY drug disposal programs, Half Way Dance Charity Fundraiser, Phi Delta Chi Charity Fundraiser, Operation HEART/DIABETES patient education programs. Clinical Programs for the clinical faculty in Introductory- and Advanced Professional Practice Experiential (IPPE & APPE) education as required by accreditation standards.

Staff: A majority of the school’s staff are active participants in many professional organizations such as CASE, NYSACAC and in the American Association of Colleges of Pharmacy, as well as participate in many UB and school based committees. They are also active in many community civic, religious and community organizations

Alumni: Student Mentoring/advisement (Deans Alumni Ambassador Program, panelists, admissions/advisement, interviewing, application review), community support, and professional development.
Continuing Education Programs:
The Office of Continuing Pharmacy Education (OCPE) provides opportunities for community engagement as pharmacy leaders from many practice settings. Community pharmacists are invited as CE program speakers and panel members and also participate as attendees. The advancement of webinar and distance learning allows for enhanced community participation raising the knowledge and skill level of the pharmacists who help train and precept our students. The OPCE has trained and certified over 300 pharmacists as immunizers in the state of New York and this spring will begin training and certifying community pharmacists as medication therapy management providers.

IMPORTANT IMPACT AREAS
New York State Department of Health Initiative
An ongoing state wide partnership between the School of Pharmacy and Pharmaceutical Sciences, the New York State Department of Health and SUNY Academic Health Centers aimed at helping Medicaid to improve drug therapy for New York State patients while streamlining costs via medication management.
 o SUNY wide engagement (Upstate, Stony Brook, SUNY Central). This may be the only true multi-campus initiative within SUNY.
 o It is a strong example of engagement with a state agency (DOH) leading to direct funding of programs within the School.
 o Funding has lead to increased engagement and research with managed care companies
 o Potential engagement with other state agencies (recent discussions with NYS Prisons)

Western New York Drug Take Back Program
Faculty and students work with regional health care and government agencies to coordinate drug drop off programs twice a year. These programs located at over 40 drop off locations throughout Western New York take in 12,000+ pounds of unwanted pharmaceuticals at each event.

Experiential Education: Intermediate (IPPE) and Advanced (APPE) Program
Students engaging IPPE & APPE clinical rotations are placed locally as well as nationally are various pharmacies, health centers, government agencies and various other private and public center organizations were they represent the University and the School.

Health Fairs and Wellness Clinics
Students engage in multiple health fairs and wellness clinics every year. These events incorporate medication management, patient education on multiple disease states and occur at community locations throughout Western New York. These fairs and clinics equate to over 100 clinics scheduled each semester where students interact directly with 700+ patients.

Underserved Populations
Faculty participate in Free Medical Clinics within the city of Buffalo as well as with overseas relief efforts (in conjunction with the UB Medical School) to medical clinics in the Dominican Republic.

International Collaborations
A. AIDS International Training and Research Program (AITRP): The University at Buffalo - University of Zimbabwe antiretroviral training initiative began in 2002 and now includes a more formalized training program to investigate the provision and outcomes of antiretroviral therapy in Zimbabwe.
Trainees from Zimbabwe are sent to UB to learn the latest drug therapy treatment protocols to treat HIV/AIDS and then return to Zimbabwe to implement new protocols

B. Chung Ching Medical University: Affiliation Agreement recently signed with the Chung Ching Medical University, China for training of their pharmacy students.

University Life and Services (BLACK)

Primarily service related efforts come from University Life. These include:

- United Way Day of Caring with Worklife Development.
- UB Day of Service; a volunteer effort on campus and in the University Heights area.
- Center for Student Leadership and Engagement (www.student-affairs.buffalo.edu/leadership) which provides citizenship training and offers opportunities to apply in service efforts off-campus.
- Student groups engagement off-campus includes service at almost every health, human service, and justice agency in WNY, including St. Joseph’s Community School, Habitat, Big Brother-Big Sister, etc.
- University Life and student organizations also are committed to significant fundraising in support of community service and betterment, including the United Way, American Cancer Society, Relay for Life, etc.
- Large numbers of University Life staff have volunteer leadership roles in off-campus community organizations, promoting education, culture, health, etc.
- Several University Life programs provide training programs to local organizations and services, including Career Services, University Police, and the Wellness Center.

School of Medicine and Biomedical Sciences (CAIN)

Medical Students/Physician Faculty/Staff

- Participation in providing care to several underserved communities in the area provides the cornerstone for community engagement.
  - East Side - Lighthouse Free Medical Clinic housed at Jefferson UBMD Family Practice This clinic is student run with physician oversight.
    http://medicine.buffalo.edu/about/community_outreach/lighthouse.html
  - Central Buffalo - Cornerstone Manor/City Mission
  - Allentown - Friends of the Night People Soup Kitchen and Free Clinic
  - West Side - Jericho Road Family Practice/ HOPE Drop In Center
- Provision of outreach education to elementary and middle school students in the community through:
  - Heart Smart – Provides information about healthy cardiac living to elementary school students.
  - Tar Wars- Provides information on the dangers of smoking to middle school students
  - D-link and the AMA- Provides support to the adolescent diabetic population via ongoing peer groups and a healthy Halloween party.
- Informational sessions about medicine and the medical school application process are provided in many venues by several groups:
  - Girl Scouts Go to Medical School
  - Rx for Success Mentoring
- UBMD clinical care
Graduate Medical Education Faculty/ Residents/Staff: The responses below are based on a definition of “engagement” as “involvement in the learning environment”. The term is historically used in undergraduate education and only recently introduced into the lexicon of Medical Education. In Graduate Medical Education, the learning environment is primarily clinical settings supplemented by simulated clinical settings, clinically oriented discussions and lectures, and patient or clinically oriented research.

- Physician faculty engaged in providing feedback on resident performance, mentoring, role modeling, and coaching as it pertains to technical skill development.
- Residents are engaged in similar activities as they pertain to medical students assigned to their clinical work teams.
- Specific Examples:
  - Patient rounds: Learners (residents and fellows) and faculty review the daily progress of patients in hospitals by discussing laboratory data, progress notes of consultants and nurses, interviewing and examining the patient, and then deciding on the appropriate course of action. The exercise involves questioning the learner, assessing their grasp of the patient’s condition through oral presentation, demonstrating or observing and coaching residents as they perform physical examination or procedural skills, and discussing relevant literature.
  - Quality Improvement Activities: Residents, with input from faculty members and other health professionals, select a clinical or performance outcome of significance. A cycle of PDSA (Plan Do Study Act) ensues involving measurement of current performance and identification of best practices (Plan), implementing a change (Do), re-measuring performance (Study), and determining whether a change in practice is warranted.
  - Journal Club: Residents select one or more published articles from refereed journals for presentation and discussion in a systematic format with peers and faculty. The articles are chosen by residents or faculty to address a clinical or research question relevant to the learning needs. Residents receive feedback on the quality of the analysis and the presentation.
  - Root Cause Analysis (RCA): In response to an adverse patient outcome, a team of health professionals, faculty members, and one or more residents, review the events leading to the outcome to identify preventable causes. The exercise involves group discussion, comparison with benchmarks, self-reflection, workflow review, and development of recommendations for improving practice.
  - Simulation Exercise: Residents conduct interviews with actors serving as patients or perform clinical duties, such as patient resuscitations or procedures, using mannequins, computers, or robots. The actors, observing faculty members and peers, or the equipment provide immediate feedback on performance and suggestions for improvement.

Graduate Students (Masters, PhD)/Faculty/Staff
- Participation in Hearts for the Hungry, a program that collects food for the City Mission as well as other Food Pantries in the local community (twice a year)
- Brain Awareness week: Speaking at local elementary and high schools regarding brain function and disease.
- Brain Bee: Preparing local High school students from participation in national neuroscience competitions.
- High school apprentice program at the HWI. 400 students from 15 different high schools (annual event).
- Habitat for Humanity.
- Ride for Roswell.
• High school lectures (for example Bioinformatics at Bishop Timon -St. Jude)
• Hands on in lab training for high school students.
• Bridge lectures series.
• WBFO informational discussions

**Academic Affairs and Sub-units (HERNANDEZ)**

**a. Financial Aid**

   i. *Jessica Leete, IT Coordinator*

      1. Intercollegiate – NYSFAA conference, FSA conference
      2. Community Service – United Way Day of Caring

   ii. *Rachel Barker, Associate Director*

      1. In person and phone student advising
      2. Professional Development:
         a. Workshops
         b. Conferences
         c. In house training sessions
         d. Webinars
      3. Involvement with Professional Organizations:
         a. New York State Financial Aid Administrators Association (NYSFAAA)
            i. Regional Meetings held 5-6 times per year
            ii. Annual Conference
         b. State University of New York Financial Aid Professionals (SUNYFAP)
            i. Annual Conference

   4. High School Financial Aid Nights
      a. Financial Aid Presentations
      b. Educating students/parents on the Financial Aid Process

   5. College Goal New York
      a. FAFSA Completion

   6. FAFSA Campaign
      a. Avenues to educate students/families to complete FAFSA by priority deadline dates of institutions

   7. SUNY Financial Aid Day

   8. Open House

   9. Orientation

iii. *Steve Burns, Assistant Director*

   1. Professional development and training of new material for staff.

iv. *Hugh Ganser, Associate Director*

   1. Open House
   2. SUNY Financial Aid Day
   3. YES program promotion and advisement at Buffalo High Schools
   4. UB Student Financial Literacy Efforts and training
   5. SUNYFAP Treasurer for state Financial Aid organization
   6. Boy Scout Troop- Advertising the University and providing financial aid advisement
   7. Promoting UB athletic events and attendance in support- including out of town

v. *Jennifer Pollard, Associate Director*
1. The most common activity in the Office of Financial Aid is providing information sessions on the Financial Aid Process to students, parents, alumni and the UB community. The information sessions are in the form of Open House presentations, Orientation sessions, SUNY Financial Aid Day, training of High School Counselors and Financial Aid nights at local High Schools, Community Colleges and College Fairs.

b. Graduate Enrollment Services (Chris Connor, Assistant Dean)

i. Various Boards: Several of my staff participates on various boards for causes. For example, I am serving as Vice President of the UB Child Care Board of Directors organization and have worked closely with the NYS Child Care Resource Network to promote the importance of support for quality care and attention given to Early Childhood Education.

ii. NAGAP: I and members of my staff are encouraged to present their ideas annual at national conferences related to our professions. Over the past 11 each of us have been actively involved in NAGAP, the National Association for Graduate Enrollment Management and have been asked to speak at various conferences around the world.

I am serving on a national committee for NAGAP, as well as being appointed and serving on NAGAP’s Research and Global and Issues committee.

Currently, I am collaborating with a colleague from SUNY in co-leading a national research project for NAGAP, the Leader in Graduate Enrollment Management, to develop a formal definition of graduate enrollment management, or “GEM” as it’s often called, and a best-practice model, based on the most current research of the profession. The goal of the project is to assist institutions in bridging the gap between operational needs and strategic planning aspects to enable a more cohesive and effective approach to the graduate educational enterprise.

By utilizing the NAGAP membership as source data, the research has access to institutional information from a wide cross-section of higher educational institutions across the United States. With more than 1,600 members, NAGAP provides unique research and training perspectives, as well as opportunities to network with colleagues at all types of institutions: large and small, public and private, secular and non-secular.

UB’s leadership role in NAGAP and the GEM national research project puts the graduate enterprise in the driver seat to establishing a “best practice” model while not only positioning UB nicely as a visible leader in profession but also providing our institution with access to an extensive network of data resources.

We have published our preliminary results in NAGAP’s perspective journal, create a periodic NAGAP research publication and have been asked to publish in an upcoming release of the European Association for International Education (EAIE) Journal.

iii. NYGAP: I was recently appointed as member of the board of the New York State Graduate Enrollment Management group (www.nygap.org) to serve as Chair of
Government Relations a newly formed group and initiative. Our goal is to work with NYS representatives to discuss the NYGAP organization and to promote the value of showcasing New York State's numerous opportunities to obtain a graduate degree and the added value of attempting to retain those who come from outside of the New York State area.

c. **HUB** – (Irene Holohan Moyer, Hub Functional Coordinator)
   i. We are services office within SVPAA Division and the VPE unit. We support all faculty and students who teach or attend UB. We also support approximately 1100 staff that administratively supports faculty and students with the use of the university student information system – HUB.
   ii. **Engagement Activities with External to the University Community in need**
      1. Adopt-a-Family
      2. Support different SEFA events
         a. Division Picnic – basket raffles and other contests, money donated to SEFA campaign
      3. Day of Caring participation
      4. Donations to St.Lukes
   iii. **Engagement Activities with Internal to the University Community to assist their use of HUB**
      1. We actively do outreach to our prospective, accepted and student population.
         a. Website
         b. Open House
         c. Orientation – International/Domestic
         d. Multiple Welcomes – Professional/Grad
         e. Events in Unions and other university locations
         f. UBE 101
      2. We assist with Faculty outreach
         a. Website documents and tools
         b. Question/Need online form
      3. We actively do outreach to our administrative users of the system, frequently with corresponding business offices (such as Financial Aid, Student Accounts, Registrar, ...)
         a. Website
         b. Email communications and updates
            i. System Training and Orientation

d. **Office of the Registrar** (Kara Saunders, University Registrar)
   i. Organized fund raisers – Coordination of the Artful Bra contest to benefit breast cancer research
   ii. Coordinated participation in UB-wide events, such as Christmas/holiday giving to local families, SEFA fund raiser and Day of Caring
   iii. Individual participation in events and fund raisers brought to our attention by staff or colleagues; such as participation in Natalie’s Walk to benefit those confined to wheelchairs; contributions to Ride for Roswell; raffles and fundraisers for local schools; contributions to organizations when family members or friends pass away.
   iv. Actively participate in the following organizations:
1. PeopleSoft Higher Education Users Group (HEUG) and NERHEUG (Northeast Regional HEUG)
2. SUNY Registrars Association
3. AAU Registrars Association
4. AACRAO
5. New York State Transfer and Articulation Association

e. **Student Accounts** (Shirley Walker, Director of Student Accounts)
   i. Participation in campus wide open house activities-preparing slide shows and doing presentation; responding to inquiries from the audience
   ii. Participation in freshmen, parent and grad school orientations- preparing slide shows and doing presentation; responding to inquiries from the audience
   iii. Membership in SUNY Bursar, SUNY Financial Aid and NYS Bursar organizations- representing the University at meetings, establishing agendas, networking with peers, vetting new policies and procedures
   iv. Representation with AAU Bursar organization
   v. Professional Staff Senate delegate

f. **The Student Response Center** (Natalie Douglas, Director of SRC)
   i. The SRC does not currently participate in any engagement activities.

g. **Undergraduate Admission** – (Barry Taylor, Director UG Admissions)
   i. The Office of Admissions is charged with the recruitment and admission of undergraduate students to the university. We conduct many on-campus and off-campus programs and events (see below) that are designed to inform high school and transfer students, high school counselors, and parents about the academic, social and cultural opportunities available at the University at Buffalo. Our outreach includes visits to high school locally, regionally, state-wide and out-of-state, community colleges by admissions staff and at times other UB staff who help us convey key messages of interest to high school students. Our off-campus events include visits to high schools, community colleges, local and regional receptions, alumni training, visits to non-profit community based organizations, where our conversations focus on the unique academic opportunities available for students seeking their undergraduate degree, as well as admissions, financial aid, and merit scholarship requirements. We also host on-campus programs and events designed to familiarize the same constituents with the admission requirements as well as financial aid and merit scholarship opportunities. We host daily on-campus tours and information sessions and several large open house events during the year. These programs attract thousands of potential students and their families during the year and our open to the public. Where appropriate and possible faculty, staff, and alumni are included in our events to help convey important messages about teaching and living in Buffalo and working at the university.
   ii. Fall 2013 funnel data
      Prospects  182,955 Inquiries  17,257
   iii. Fall 2013 application data (as of 6/28/13)
      |            | Applicants | Admits | Deposits | Enrolled |
      |------------|------------|--------|----------|----------|
      | Freshman   | 20,579     | 11,619 | 3,327    | 2,647    |
      | International | 2,237     | 1,247  | 364      | 12       |
iv. Communications
1. Outbound calls to prospective students 83,153
2. 66,056 incoming calls to our office
3. 16 chat sessions held with 1,096 attendees
4. 30,146 received to the UBADMIT account

v. On Campus programs
1. 232 Visit UB programs (12,966 registered guests 5,111 prospective students)
2. Fall Open House. (3500-4,000 visitors)
3. Fall Discovery Day (1000-1200 visitors)
4. Spring Open House for Juniors (1300 visitors)
5. Spring Accepted Students Day (3500-4,000 visitors)
6. Fall SUNY College Night at UB (400 visitors)
7. Special Group Visits (80 groups and 2300 students) and High School Bus Trips (80 students)
8. Native American Student Outreach Day (50 students)
9. Feeder School Fly-In (24 visitors)

vi. Off Campus programs
1. Fall “Visit UB” presentations in New York City (250 visitors)
2. Winter/Spring Educational Opportunity Program (EOP) Information Programs (50 visitors per program)
3. New Jersey Reception. (60 visitors)
a. Admissions and Honors joint programs in Metro New York, Long Island and Westchester (90 visitors per program)
4. Alumni Ambassador Programs (12 students)

vii. School Counselor Relations
1. SUNY Operation Inform Conference (200 counselors)
2. Fall and Spring Academic Spotlight Days (25-60 counselors per program)
3. Spring Metro New York School Counselor Fly-in (12-20 counselors)
4. Western New York Consortium School Counselor Tour Program (40 counselors)
5. College Board Conference (25-60 counselors)
6. NYSACAC Annual Pre-Conference College Tour (25-45 counselors)
7. Secondary School Counselor Advisory Councils (7 regional councils, 15 counselors per region)

Undergraduate Education (HUBER)

Academic Internships
• Honors: tend to be short-term, entry-level positions that allow students to gain practical skills, along with personal and professional experience. Students receive between 1 & 6 cr
• Public Service Internship Program: encourages direct exposure to and practical work experience from a wide range of diverse public and private agency assignments.
• See Academies offerings for sample internships

Learning Communities
• The Academies connect students directly to a community of supportive faculty, staff and peers, enhancing their UB experience through the integration of academic exploration, civic engagement
and personal growth. They offer specialized and theme-based seminars, shared residential community, workshops, speakers, social gatherings, and excursions all tailored to complement students’ interests and help to shape their journeys

- See Honors College for additional examples

Mentored Research

- CURCA matches undergraduates from all majors and disciplines with mentored research opportunities; allows them to apply for awards of up to $500 per semester to support their efforts; and coordinates a Poster Session at annual Celebration of Student Academic Excellence each spring; and currently piloting a new program for junior STEM faculty.
- All McNair Scholars participate in on-campus faculty supervised research; present research at national research conference; collaborate with CURCA;
- Academies theme: research exploration, see offerings

Service Learning

- Honors College: Colloquium- a 2-cr service learning course offered each fall and taken by all honors freshmen with 25 hours of service with one community partner in the city of Buffalo; Sophomore Service Learning Experience- a year-long service learning oppor
- See Academies offerings
- CPM101, CPM205, CPM225, CPM292, CPM306 have incorporated service-learning pedagogy into the curriculum. 5 CPM instructors have completed WNYSLC Service-Learning faculty fellows training.
- CSTEP – Community Health Educator (CHE): goal is to increase the number of minorities participating in organ donation. Will be achieved by engaging students pursing allied health majors in service learning, and training them to conduct educational workshops for UB students, and facilitating a campus-wide organ donation drive.

Experiential Travel Courses

- A new course to be piloted Winter Session 2014 through UGE: “Community Development in Context: Mara Region, Tanzania”; Students from all disciplines and majors will be invited to engage in community projects and learn about development strategies in rural northern Tanzania.
- Other study abroad courses are being offered during Winter Session to provide students with opportunities to travel abroad and experience different cultures

Volunteerism and Service

- Student Support Services- community service event once a year; TRIO Day
- McNair – College Conversations Program with Perry Choice Neighborhood Planning and Information Center; FAFSA Completion Project support with Bennett High School College Success Center. Additional lobbying activities.
- CSTEP – Annual Day of Service, Brush Up Buffalo, and CSTEP Shadow Day. Additional lobbying activities.
- STEM Programs – 2 community service projects completed by student groups during summer programs.
- Acker Scholars – All Acker Scholars complete 5 hours per semester as part of their requirements to maintain their scholarship.
- Peer Mentor Program – 2012-2013 Over 240 Community Service Hours completed by mentors in various community organizations.
- Many other volunteer and service activities coordinated by UGE programs

Connecting with Alumni, Community, and Partners
• Honors College alumni connection networking event
• Honors College Colloquium http://honors.buffalo.edu/curriculum/colloquium.php.

Graduate School (STONE)
The Office of the Vice Provost for Graduate Education (VPGE) engages the university community through a broad range of services: student academic and financial services; faculty governance and functional arm of the UB Graduate Faculty; curriculum/program development, approval and advocacy; academic program review/assessment; postdoctoral affairs; and as an institutional liaison with various external agencies and regulatory authorities. Examples of direct engagement include the following:

• **Graduate Student Support Community.** Our office provides outreach to academic departments through workshops and regular email communications, engaging the Directors of Graduate Studies and staff to assist with the interpretation and implementation of academic policies and procedures. We advise graduate students (and their support staff and faculty) with regard to student academic records and degree requirements, thus enhancing student retention and contributing to the smooth progression of students through graduate program milestones, and ultimately to successful program completion and degree conferral.

• **Graduate Student Fellowship Programs.** Through the administration of campus, state and federal fellowship programs, VPGE engages faculty, staff, students and external agencies in financial support of graduate students. The Arthur A. Schomburg Fellowship program and the Graduate Opportunity program (GOP) provide substantial support to students as part of UB’s diversity and inclusion efforts.

• **Knowledge and Research Dissemination.** In support of the University’s research dissemination goal, we advise graduate students and faculty regarding the process for submitting and accessing Electronic Thesis & Dissertations at UB. We foster graduate students’ development in writing grant applications and their engagement in academic research through an annual financial contribution to the Mark Diamond Research Fund, mentorship, and service on the MDRF application evaluation committee.

• **Postdoctoral Scholarship.** Through teacher training workshops, industry guest speakers, the Peer Research in Progress seminars, the Annual Postdoctoral Research Symposium, and other professional development opportunities, VPGE engages the postdoctoral scholars and their mentors across the University.

• **Linking UB to the national and international graduate communities.** Through ongoing communication and participation, senior members of the Graduate School staff actively interact with and perform leadership functions in numerous national and international professional organizations (e.g. CGS, NAGS, NPSMA, NAGAP; USETDA; EAIE). In addition, we are engaged on almost a daily basis with SUNY System Administration and the State Education Department regarding graduate/professional program and related matters. Senior staff also serve on the boards of local non-profit community, health care delivery, and educational organizations.

Student Success (TAPLIN/HOLLINS)

• Annual Majors and Career Night
  o Assist students with researching UB majors and provides networking opportunities with UB Academic Advisors/Career Services Counselors/Faculty/Alumni and Business Professionals
• Annual Sophomore Welcome Back Event (established in 2012)
• Provides an opportunity for Second year students to engage with staff from various campus offices
  • Prehealth Peer Mentoring Program
  o Undergraduate Prehealth Peer Mentors are trained to answer basic questions of fellow UB students interested in pursuing careers in Medicine; may also assist at Open House events/speak to prospective students
  • Finish in 4 Ambassadors
  o Undergraduate Finish in 4 Ambassadors help to promote the Finish in 4 initiative and changing the campus culture to encourage students to complete their undergraduate degree in four years; may also assist at Open House events/speak to prospective students
  • Student Advising Services (SAS) Student Focus Group
  o The SAS Student Focus Group provides an opportunity for undergraduate students to offer suggestions on how the Center to can enhance programs, services, websites, social media outreach, etc.
  • Community Service – United Way Day of Caring
  • Professional Organizations:
    o National Academic Advising Association (NACADA)
    o Western New York Retention Committee
    o Consortium for Student Retention Data Exchange (CSRDE)
    o Northeast Association of Pre-Law Advisors (NAPLA)
    o Northeast Association of Advisors for the Health Professions (NEAHP)
    o National Association of Advisors for the Health Professions (NAAHP)
    o Association for Institutional Research (AIR)

Teaching and Learning Center (WIETIG)

The Teaching & Learning Center (TLC) works with faculty, students and staff communities to promote instructional excellence at the University at Buffalo through the use of emerging technologies, evidence-based pedagogy and contemporary research on learning, engagement and instructional innovation.

All TLC services support, and provide leadership that is aligned with, the strategic mission of the University.

Core Outreach to University Community

Graduate School of Education (YERRICK)

We in GSE engaged in collaborative interprofessional research with government and school partners (Exceeding $20 million) including but not limited to:

• NIH, National Institute of Child Health and Human Development "Improving Parenting Capacity to Promote Safe Driving in Adolescents with ADHD"
• U.S. Department of Education, IES Grant "Project VIABLE-II: Unified validation of Direct Behavior Rating (DBR) in a problem-solving model"
• Spencer Foundation grant for “High school regulatory environment, student perceptions, and dropping out”
• Math Science Partnership (MSP) NSF grant in conjunction with the College of Natural Sciences and Buffalo Public Schools
• Through the Alberti Bullying Center we conducted school outreach events and secured multidisciplinary funding from, NIAAA, RIA, CDC, NICHD, and Spencer in collaboration with faculty in Psychology, Sociology, Communications, and Educational Psychology
• 3-E grant on human capital research for educational and economic development (with CAS) research
• New partnership with BPS for P-16 education development and application for US DOE grant on researcher-practitioner partnership.

The GSE increased online education offerings over 30% just this year despite the decline in NY teachers of over 10,000. We did this by looking across fields and creating interprofessional cohorts and courses like:
• Developing certificates for college teaching as well as professional development for teaching faculty that fill needs across UB. Also Developed new Advanced Graduate Certificates: Applied Statistical Analysis (on-campus); Mental Health Counseling (online), Rehabilitation Counseling (online); Educational Technology and New Literacies.
• Center for Rehabilitation Synergy – houses the Region 2 Technical Assistance Continuing Applied Statistical Analysis (on-campus).
• Continuing to extend our on-line offerings in ways that help us serve students in new ways as well as serve students who might have limited access to the physical campus.
• Developing new forms of assessment to continually improve our curricular offerings and communicate what we do to multiple stakeholders and continuously improve teaching.
• Setting benchmarks and the only UB high-quality teaching for both on-campus and online courses.
• Extending GSE’s mission at the undergraduate level offering the undergraduate minor in teaching, undergraduate minor in counseling, undergraduate minor in information sciences, and marketing exiting undergraduate offerings across the university in a consistent, cohesive and attractive way to content majors interested in education.
• Creating new graduate certificates to reach a wider audience needs: Educational Technology Ed.M.-non-certification; English Education Professional Certification, Ed.M.; Music Education Ed.M.; Literacy Advanced Certificate; and the CISL Ph.D.
• The Curriculum, Instruction, and the Science of Learning (CISL) Ph.D. was approved by SUNY and NYSED. We have already 30 new Ph.D. students to this interdisciplinary program, including 13 master’s level faculty from the Rochester Institute of Technology (RIT).

The GSE joined collaborations with other top tier institutions for exchanges of students and intellectual capital. For example we were accepted into the Network of Academic Programs in the Learning Sciences (NAPLES), a network of 19 top universities (including Stanford, Rutgers, Northwestern, UC Berkeley, and others).

GSE is also leading the charge facilitating interprofessional collaborations via P-20 education engagement. GSE is:
• Leading campus-based teacher and school leader preparation projects and initiatives as implemented by SUNY (i.e., C-TEN); coordinate curricular changes based on the state common core standards, with all groups involved in the preparation of students for P-20 education professions including school teachers, administrators, psychologists, counselors and librarians.
• Building a lab school/charter school on South Campus.
• Founding the Consortium for Online Education-Schools at UB (COESUB). Working together with UB schools and SUNY to share resources and ideas in an effort to reach school-based goals.
Service to the local and global communities:

- Onsite public access: Library locations are open to the public. Individuals are free to visit the Libraries to browse the print collections or to receive a visit card allowing in-library access to computers and online resources. Current programs:
  - Onsite access to Library Research Stations: Members of the general public who can access online library resources at any UB library – 863 active users.
  - Courtesy Borrowers: Includes visitor access to online resources at any UB library and borrowing privileges - 829 active users (149 UB Alumni, 67 SUNY Open Access students, 43 SUNY Open Access Faculty, 570 other Non-UB borrowers).
- Website: The Libraries’ website – http://library.buffalo.edu – offers virtual access to library services, digital collections, subject experts, information guides and selected resources.
- Special Collections: The Libraries’ world-renowned Special Collections are valued resources for local, national and international scholars and citizens. Faculty and staff from Special Collections, University Archives, the Music Library, the Law Library, the History of Medicine Collection and the Polish Room are integrated into the community, and work with others to create exhibits and programs offered at and beyond UB. Exhibits, events and programs are open to the public. Examples:
  - History of Medicine Collection: http://libweb.lib.buffalo.edu/hslblog/history/?p=940
  - Music Library: http://library.buffalo.edu/music/exhibits/june/
- Digital Collections: The Libraries are focused on creating digital collections highlighting our unique resources and collections about Western New York. Most collections are included in the statewide “New York Heritage” (http://www.nyheritage.org) website or available from the Libraries’ Digital Collections site (http://digital.lib.buffalo.edu/cdm/).
- Researcher assistance: Services are available in person at reference desks in all locations or by phone, text, chat or email to all who request them (http://library.buffalo.edu/askalibrarian/). Local professionals (physicians, attorneys, architects, engineers, etc.) and students and faculty from area colleges regularly visit library locations on the North and South campuses to access library resources and services.
- Government Documents Depository: As a federal depository, the U.S. Government collections and services are available to the local community, governmental agencies and regional planning organizations. UB librarians prepare pathfinders and guides available on the Libraries’ website, and also offer research consultations and workshops to individuals and groups. Members of the public may also borrow documents from the collection.
- Exhibits, book talks and events: All are open to the public and often co-sponsored with other areas of the university and community. Recent examples include activities related to the Reichert Frost Collection, the Farm Hands book talk and participation in UB’s sustainability programs. Librarian Ophelia Morey of the Health Sciences Library received a grant with the Buffalo & Erie County Public Library to create health-related exhibits for 37 area public libraries.
- Services to area high schools (http://library.buffalo.edu/help/servicesforalumni/schoolvisits.html): Librarians offer research classes onsite and at local schools to teachers and students from area high schools, some in partnership with UB offices offering programs for elementary and high school students.

Regional and SUNY Collaborations:
Last copy print repository (LCR): Plans are currently underway to work with the Buffalo & Erie County Public Library and selected WNY SUNY institutions to establish a regional last copy print repository at UB. The LCR is a long-range, cost-effective means to conserve valuable library resources by reducing unwanted duplication of, and long-term costs to shelve and care for, print materials that are seldom used but continue to have research value. The LCR collection will be accessible to the general public for onsite use. Access to all periodical content will be provided electronically; books and other circulating materials will be delivered by mail.

Professional and community organization activities:
- Many Libraries’ faculty and staff are actively involved in community cultural and service organizations. Examples: 155th NY Volunteer Infantry Reenactment Regiment, Inc.; Special Olympics; Friends of the Iroquois National Wildlife Refuge; African American Cultural Center; Cheektowaga Community Symphony Orchestra; Therapy Animals of WNY.
- Librarians consult on the development of library programs and services at other universities. Examples: National Library of Aruba, Singapore Institute of Management.
- Tenured librarians serve as external, disinterested reviewers for tenure dossiers of librarians from other institutions.

Research and teaching partnerships:
- National Center for Case Study Teaching in Science – http://sciencecases.lib.buffalo.edu/cs/: Directed by UB Biology Prof. Clyde Herreid and Co-Director UB Librarian Nancy Schiller, the Center actively promotes the use of case studies to teach science. Science teachers and scholars worldwide have developed cases and attended workshops. The website features peer-reviewed case studies developed by participants in the program.
- Communications in Information Literacy - http://comminfolit.org: UB Librarian Chris Hollister co-edits and co-founded this open access, peer-reviewed journal with a colleague from the University of Oklahoma – Tulsa.
- International librarians: The Libraries work with the Office of the Vice Provost for International Education to host visiting librarians from UB’s international partners and other institutions. Examples: Renmin University Library (Beijing), Nanyang Technical University (Singapore), Singapore Institute of Management, Istanbul Technical University (Turkey), Riga Business School (Latvia).

School of Dental Medicine (KERR)
Types:
- Oral Health Care community safety-net for those who face challenges accessing care
- Oral Health Care community education
- Needs assessment with community partners and organizations
- Squire Hall Clinic Oral Health Care and education (Clinic -> 50K/year patient visits)
- Research

Examples:
- Buffalo Public Schools: Dental Gateway (Bus children during school day to receive care) and in-school oral health education programs
- Give Kids a Smile Day – 800+ WNY children 1 day of free care at UB SDM
- Smile Education Day – 22K+ school children oral health education 1 day/year; SDM faculty, students and community dentist partnership
- City of Buffalo Mayor’s Clean Sweep Program (http://www.ci.buffalo.ny.us/Home/City_Departments/Citizens_Services/Save_Our_Streets_Program)
- Mobile Dental Van – http://dental.buffalo.edu/CommunityOutreach/MobileDentalVan.aspx
- Patient Services Program - http://dental.buffalo.edu/CommunityOutreach/PatientServicesProgram.aspx
- BOCA – Buffalo Outreach and Community Assistance (BOCA) is an international public health organization that recruits students and dental professionals to promote dental education and implement free dental care in those areas of the world that lack adequate access to care. http://dental.buffalo.edu/CommunityOutreach/BOCA/Mission.aspx
- Summer internships in community health centers, such as the Indian Health Service (IHS)
- Hired an Associate Dean for Community and Professional Initiatives
- Erie County Health Mall – Oral health care services for those with limited access and financial resources. Coordination of care with Catholic Health Services family medicine and Lakeshore Behavioral Health Services in the same facility.
- Needs Assessment – Working with Jericho, Evergreen, Haven House, Family Justice Center, Brothers of Mercy, Erie County Department of Health, City of Buffalo, etc.

Development and Alumni Relations (WELLS)
- Alumni mentors for students
- Alumni as guest speakers in classrooms
- Provide internships and/or jobs for students
- Help with student recruitment
- Attend events (both on and off campus)
- Support athletics activities

College of Arts and Sciences (PITMAN)
A host of academic outreach programs, from Gardella’s work in the Buffalo Public Schools to Furlani and Pitman’s summer workshop for high school students.
Many faculty members are involved with the science teachers forum, and the chair is in our Chemistry department.
Physics holds a physics and arts program.
Techne ran a robotics program for middle school boys and girls.
There are interns at the Buffalo Historical Society.
CDS runs a hearing and speech clinic that works with Buffalo residents.
There are mixed academic/outreach programs in geography.
Anthropology runs a Survey Research Center that excavates sites in the area; they bring WNY residents onto the sites give lectures about the findings etc.
How do you include the two galleries – in CFA and the Anderson? And music recitals and dance/theater performances?
School of Law (MUTUA)

Faculty engage in a wide variety of engagement activities including, but not limited to, scholarship/research/teaching related activities such as offering legal clinics that address affordable housing, violence against women, human rights, and economic empowerment for the poor. These are both local (WNY), NY, national, and international. Work includes filing victims’ claims at UN bodies. Students are the focus of these efforts. Faculty, staff, and students went to help with post-Katrina reconstruction, for example. Closer to home, faculty and students have worked with local/state/federal courts to help with suspects and convicts, especially juveniles, with alternatives to incarceration. Faculty serve on the boards of many local, national, and international boards that address rights questions. They’ve also gone into local high schools to teach basic law questions and inspire a pathway to college and higher education.

School of Engineering (FOLKS)

- Long time supporter of Buffalo Area Engineering for Minorities (BEAM) program
- Host, sponsor and organizer of National Grid Engineering summer camp for middle school students
- 65% of our 3000 students currently do summer internships with companies and not-for-profit organizations
- Many faculty do consulting on a paid or un-paid basis with companies
- Essentially all faculty have had or currently have leadership roles within their professional organizations
- Some faculty sit on the advisory boards of other academic institutions, or for corporations
- SEAS co-sponsors the STEM Forum for WNY High School Science Teachers, which is a professional development activity for the teachers, and seeks to build awareness of STEM and its impacts on our lives.
2. What are some of the key challenges for the members of your unit to mount meaningful and productive engagement activities?

School of Public Health and Health Professions (KOZLOWSKI):

Managing formal affiliation agreements with every placement site; HIPAA training; IRB approvals.

Our experience with a HRSA-funded Public Health Training Center illustrates how much difference is made by having trained staff, including instructional designers, to help organize and offer workforce development programs. Also the capacity to give programs away (not charge tuition/fees) is critical to getting participation.

The community’s lack of understanding or acceptance of indirect costs on grant-funded activities.

A big challenge arises from ignorance of what connections do exist and what is being done with them (see the second point below)

School of Social Work (SMYTH)

The greatest challenge is the lack of human resources to both coordinate these efforts and communicate them effectively (in terms of marketing/PR). Also, we don’t track these activities well.

Educational Collaboration and Engagement (GRESHAM)

(1) It doesn’t “count.” In my view, the key challenge to mounting an expanded program of engagement is the lack of integration of engagement as a viable component of the faculty P & T structure. At present, it is easier to involve tenured faculty in engagement activities because they no longer need to be concerned about achieving tenure. Unfortunately, much of the energy and innovation around opportunities for engaged scholarship comes from the assistant professor who is still excited about the possibilities represented by their research agenda but who are often discouraged from focusing on anything beyond traditional products for scholarship, i.e., that which “counts.” I believe that we as a campus need to make room within the P&T criteria for consideration of engagement activities as long as the activities can be articulated within the context of scholarship. Engaged scholarship results from embedding an engagement activity within a research paradigm or context that is then documented/reported as a form of scholarship.

(2) In some areas there is a perception that applied research is second class research. Only theoretical research is seen as valuable. I suggest, however, that in this age of accountability and challenge to higher education, both are equally valuable. It is our responsibility as an institution to support and promote each type of contribution if we are to be valued in society.
**International Education (DUNNETT)**

One of the largest challenges in the local sphere is engaging UB’s large and growing number of international students to a greater extent in local community activities. This is a key objective of the mandate to integrate international students and scholars into both the UB and local communities. Such engagement is essential if international students, particularly at the undergraduate level, are to gain the most benefit from their time at UB. Overseas, OIE engagement activities are typically secondary to, or derivative of, primary activities such as study abroad or offshore programs. Most faculty-led study abroad programs go beyond conventional classroom settings and involve intentional engagement activities with the communities and locales visited. UB students going on exchange to partner institutions overseas likewise have various opportunities to engage with their host communities through homestays, internships, service activities and the like.

**Graduate Department, School of Nursing (LEWIS)**

The inability of our school to have a faculty practice greatly limits our capacity to engagement in the community—at least around many clinical activities that we could be doing. For example, the ECHD has wanted to partner with us for years to staff their refugee and STD clinics and have our students there to work on projects that would benefit the health department.

**Undergraduate Department, School of Nursing (LEWIS)**

- The inability of the SON faculty to engage in a faculty practice in the community.

**Vice President for Research and Economic Development (LAVIGNE)**

One of the most common concerns we hear from both internal and external parties is that they don’t know how to connect with the resources they need or those who need their resources. This is a marketing communications, business development, and relationship building challenge that requires a significant effort of dedicated staff. While our staff has grown somewhat in the past year and the new Office of Economic Development has been launched, comparable institutions such as the University of Michigan, have more than a dozen individuals serving the business development function alone. The bulk of our engagement activity is supported through economic development-based grants, which creates natural limitations on the creation of a robust, broad-based, sustainable resource.

An additional obstacle is the traditional higher education culture at the university which does not support engagement activities through policies and the existing reward system. As such, our staff are typically having to identify faculty, students and other resources who are amenable to the new paradigm of engagement, then our staff often have to create or adapt process to formalize engagements, which can be a time-inefficient experience for our external customers and staff alike. The
Realizing UB2020 task force on Research and Innovation is addressing many of these concerns through the development of short and long term strategies that promote innovation-focused engagement.

**School of Management (ASSAD)**

The biggest obstacle on the way of expansive engagement activities is resource-related. We have limited faculty and staff to handle a very wide range of activities. Development of strong, meaningful and mutually beneficial external relationships is very labor intensive, especially given the reputational impact of fulfilled and unfulfilled expectations.

Another area of challenge is the lack of large presence from Fortune 500 companies in Western New York. Business schools located in or near cities with significant concentrations of major companies across a range of industries have broader access to larger pools of business professionals and organizational challenge within to engage their faculty, students and alumni.

Another significant factor is the lack of long-term and productive corporate support and funding for our engagement initiatives. Corporations seem to regard UB as a provider of “free resources.”

Apart from the above, a number of other factors can be cited over which we may have greater control.

- Further clarification of the exact mission of engagement within Realizing UB 2020.
- Suitable incentives for SOM to be involved in engagement
- A set of metrics as to how the success of engagement activities would be measured across UB
- More coordination among the various UB units involved in engagement
- Lack of a truly collaborative spirit among units as opposed to a zero-sum mentality
- Greater understanding among UB staff involved in outreach as to how SOM can contribute
- Rational division of labor so that SOM would rightfully claim areas within its disciplinary expertise. These include such topics as strategy, financial management, business planning, and leadership.

**School of Pharmacy and Pharmaceutical Sciences (BRIERLEY)**

- Limited numbers of quality sites for the Introductory- and Advanced Professional Practice Experiential (IPPE & APPE) programs for our PharmD students and Clinical Faculty.
- SUNY/NYS Department of Education/Clinical Practice scope of practice constraints for faculty pharmacists in the SUNY system
- Strategic Campus Wide Communications Plan and general campus wide public relations guidance
- Academic Health Center with strategic focus
• Resources:
  o Budget – costs associated around programming and events
  o Space

• Professional Practice Schedules – pharmacists work long shifts, seven days a week, so finding convenient times for them to participate in activities can be challenging

• Time – limited staff/competing priorities

University Life and Services (BLACK)

Would note several for consideration:

• Lack of institutional mission – efforts are not guided or directed in anyway by an institutional message or priority. Everyone just out doing what they can, where they can, when they can. Effort is not targeted (by topic, concern, or geographic are).

• Lack of resource commitment – most efforts are “in addition to” day-to-day campus efforts, viewed as supplemental rather than primary (i.e. an afterthought to a degree). They are not planned or supported to the extent other initiatives are.

• Lack of recognition – As a campus, we don’t know all the good work being done and certainly have little or no means of recognizing or appreciating it.

School of Medicine and Biomedical Sciences (CAIN)

MD Program
• Preparation for all events requires faculty input as does reflection after the community engagement. It can be difficult to foster faculty engagement and the participation of our volunteer community physicians to facilitate these events.

Graduate Medical Education Faculty and Residents
• Patient care demands present a challenge to those types of engagement activities that are not directly occurring simultaneously with the provision of clinical services. Lectures, seminars, research projects, and simulations are examples.
• Funding for simulation equipment and personnel is scarce.
• Faculty Development is necessary in a number of areas, including but not limited to:
  o evaluation and feedback skills;
  o use of simulation technology in teaching;
  o design and assessment of quality improvement activities

Graduate (Masters, PhD) Program
• Providing information and increasing awareness of community based programs.
• Time to participate is another limiting factor for most faculty, staff and graduate students as there is just not enough free time.
Academic Affairs and Sub-units (HERNANDEZ)

a. Financial Aid
   i. Jessica Leete, IT Coordinator
      1. Cost involved (such as with the cost of participating in intercollegiate conferences).
      2. Time of year (sometimes the activity occurs during a high workload time of year making it difficult to pull away from the office in order to participate, such as with United Way Day of Caring).
   ii. Rachel Barker, Associate Director
      1. Time commitment
      2. Lack of experience to public speak
      3. Lack of confidence to public speak
      4. Communication
   iii. Steve Burns, Assistant Director
      1. Many of the clerical staff in this unit lack experience in public speaking and don’t enjoy being in the spotlight in activities involving the community.
   iv. Hugh Ganser, Associate Director
      1. No response
   v. Jennifer Pollard, Associate Director
      1. The key challenge for the Office of Financial Aid is the time the events we are asked to participate in are held. Most events are held in the evening and on the weekends. The staff already works a full work week and is not offered any compensation to do these types of presentations. The staff is covering their own cost of gas and are presenting on a very specialized topic as an expert with no compensation in return. Volunteering a couple times a year is encouraged but the Office of Financial Aid management cannot require this type of time commitment.
      2. Limited budget for conference travel to become more engaged in our field of college affordability and continue to receive training to increase our knowledge in the field.

b. Graduate Enrollment Services
   i. Resources allocated towards participation in annual conferences and select professional development opportunities. While some organizations do subsidize some of the costs, I think UB hurts itself by not becoming more actively involved at a national level in various organizations. This is especially true for faculty and staff chosen to showcase their best practices. Unfortunately, as an institution we are way behind in this area.

c. HUB
   i. It would be great to holistically know the opportunities that are out there to participate in engagement. As well as a well-defined goals/direction that the University has on what they support in this area.

d. Office of the Registrar
   i. Community engagement is not clearly related to our everyday work of managing student records and other records-related activities, so people don’t see it as a critical, valued component of what we do.

e. Student Accounts
   i. Limited staff and budget
f. The Student Response Center
   i. One of the biggest challenges would be staffing. Since my staff is comprised of all classified members, it would be difficult to participate in anything after the hours of a regular work day. If such engagement were to take place during the work day, I would not have enough staff to participate and keep the office running.

   g. Undergraduate Admission
   i. Gathering and analyzing data which measures effectiveness of our efforts.
   ii. Having sufficient staff for all of the programs needed to achieve enrollment goals.
   iii. Having a clear university brand.
   iv. Getting information to students and their families, and being sure they have read it.
   v. Being sure we have complete list of community partners and addresses.
   vi. Knowing who to partner with at the university, or enough about their areas.

Undergraduate Education (HUBER)

- Developing and managing partnerships toward meaningful student experiences
- Travel: time and money to support excursions and travel to placement sites
- Promotion of opportunities to students
- Incentivization for faculty participation and engagement
- Lack of cohesive institutional approach and collaboration among various offices
- Recognition of the importance of engagement and experiential learning
- Lack of incentivization for students with regard to tangible outcomes or rewards
- No models or support for developing domestic travel courses
- Insufficient faculty engagement to support scale-up of experiential learning for students
- Accommodating time for student engagement within their academic schedules

Graduate School (STONE)

Consistent increases in enrollment and overall workload, without a commensurate increase in staff, have impeded our ability to provide services in a timely manner and have prevented us from implementing new initiatives and additional outreach that would greatly strengthen the graduate enterprise at UB.
Student Success (TAPLIN/HOLLINS)

Key Challenges

- Identifying timeframes that are best for students/staff/faculty to participate in activities
  
  To assist with this issue, UB could perhaps consider having a designated timeframe where there weren’t many classes offered, similar to the “Bengal Pause” at SUNY Buffalo State)

- Determining the best type of activities to draw student interest/participation

Teaching and Learning Center (WIETIG)

As the TLC moves ahead and evolves, it will continue to develop and promote its central themes by:

- Leveraging its strengths and resources in four core areas:
  
  - Pedagogy
  - Assessment
  - Online learning
  - Instructional technology

- Building strong relationships with academic and support units across campus to promote learning

- Developing programs and support structures that serve the instructional needs of faculty, academic units, teaching assistants and academic support staff

- Collaborating with key academic and administrative stakeholders to develop a more coordinated system for collecting, storing and the reporting of assessment data

- Collecting and disseminating contemporary research on teaching, learning, student engagement and instructional technology

- Sharing “best practices” and “promising practices” across academic units

- Facilitating campus-wide conversations about the teaching-learning process

- Establishing strategic partnerships with other teaching and learning centers in WNY, the SUNY system and across the united states in order to provider leadership and support for instructional excellence
• Developing new models for integrating student learning support (e.g., tutoring services, student academic support offices) and instructional/faculty support

• Promoting instructional models which support retention and completion initiatives

• Providing support and assistance for UB’s Middle States and other accreditation efforts

• Begin a comprehensive strategic planning initiative involving UB’s academic units, support units, Faculty Senate committees (e.g., the Faculty Senate Teaching and Learning Committee) and a TLC Advisory Board
  ○ Establish a TLC Advisory Board
  ○ Develop a “needs assessment” instrument for faculty and academic support staff in order to gather new ideas for programming, support models and communications
  ○ Analyze the results of the “needs assessment” in order to identify new topics, trends and ideas for programs, workshops and faculty-support groups
  ○ Review and refine processes for collaborating with key institutional partners, including the Libraries and IT, on programs and support structures for learning

• Provide TLC staff with a new organizational structure that will be adaptable to present and future needs

• Develop new TLC locations
  ○ Establish a “TLC South” that will offer targeted instructional support services for South Campus faculty and academic support staff
  ○ Research a possible “TLC Downtown” that would offer targeted instructional support services for Medical Corridor faculty and academic support staff

• Scoring Services
  ○ Review current procedures and survey customers for feedback
  ○ Develop and implement a sustainable model for the application of Scoring Services across the University.

• Develop new communication methods and channels to market TLC services and to keep campus constituents informed about faculty development opportunities available from the TLC and other sources, such as SUNY Center for Professional Development, SUNY Learning Network and the Sloan Consortium.
Graduate School of Education (YERRICK)

There are several key challenges due to the nature of our work. As you can see from above and many other available examples, we are engaged in and offer a vast array of service, professional development, and research projects with local schools. There are THREE key challenges we meet in our engagement efforts.

1) The most significant challenge we have in engaging with the local school districts is competition on an playing field which is not level. For example, we are put in direct competition with BOCES for offering professional development opportunities, certification courses, and professional credits. Though we have advertised and coordinated events for professional development of teachers, counselors and administrators from those who are clear leaders the nation (e.g., publications, awards, organizational positions), school districts can assign their teachers to take a lesser quality offerings and get reimbursed up to 80% of their fees from NY State. There is no discussion of equal quality nor qualifications for presenters or for workshops. We cannot compete within this structure. We are told time and again our offerings are superior. We are also told that our preparation of educational professionals is exceptional and our graduates have broad knowledge and abilities to work cross-disciplinary in ways that reflect our good interprofessional and engagement model. However, many local competing programs have gone to truncated, fewer courses, less contact hours (online options) and other modifications our university views as compromises. Our numbers go down as easier, less rigorous, and cheaper programs are getting into the game of educational preparation.

2) Secondly, we have nearly a dozen separate certification organizations that our 4 units maintain. Each are distinct and all but one has been a model of success and high standards. It is a challenge to maintain this many different inflexible standards from the field of counseling, administration, teacher education, special education and many others yet we are meeting regularly to decide how we can mutually achieve more than one certification with combined courses and departmental collaborations. Further, the State of NY does not seek our advice when providing changes. As an example, last year the NY State decided with only one month’s notice mid-year that a 3 credit special education option would be added to all teaching certifications. Also, the NY State adopted a new video reflection component to teacher education without connecting any resources to either certification shift. We adjusted, collaborated, and successfully met each requirement.

3) A third challenge to engagement with educational partners is the elimination of the Office of School Liaison that president Weber established. We used to have an office which would interface on our behalf with BPS as well as other districts. It was Mara Huber that did a wonderful job of setting expectations for both stakeholders and keeping both at the table in tens of millions of dollars’ worth of grants. That office was eliminated when Dr. Williams left and there is no one to interface on behalf of grants we secure or pursue in partnership with one another.

University Libraries (WELLS)

• Lack of clarity on the priority of engagement activities in the larger context of library and university priorities – what activities are considered meaningful and productive?
• Lack of university-wide methods for reporting and assessing the impact of faculty and staff research and service.
• Staffing and resource challenges.
• Lack of an identified alumni cohort for the University Libraries.
• Limited communication about and awareness of community programs in other university areas.

School of Dental Medicine (KERR)
- Lack of resources (people, time, and money) and magnitude of unmet needs.
- Better alignment between University based values for community engagement and University based values of advancement and promotion.
- Constrained resources make it difficult to meet current perceived advancement and promotion requirements, and alignment with UB goals, i.e. AAU metrics.
- Regulatory, legal, and University policy introduce barriers to flexibility, innovation, and streamlining operations when opportunities arise.

Development and Alumni Relations (WELLS)
• With respect to members of the UB community, the challenge is associated with helping them understand their role – as well as the value and importance of it – as part of the process of engaging UB’s friends and alumni in meaningful ways and on various dimensions.

• Engaging an alumni base as vast and geographically diverse as UB’s—230,000 strong from 120 countries—presents challenges on various levels. In reaching our national and international alumni, limited resources complicate the university’s ability to engage them in meaningful, sustained ways. In connecting with UB’s local alumni and friends, the challenge lies in encouraging them to view the university as an institution worthy of their engagement and involvement. As a public institution, UB’s local constituencies—particularly as residents of New York State—may already feel they have provided support by way of their tax dollars (although, the university’s state support has continued to decline); the challenge is to not only highlight UB’s value to the Western New York community and its residents—which they likely already recognize—but the value of a greater level of engagement with it(beyond their perception of supporting it through taxes), given their existing perspective.

College of Arts and Sciences (PITMAN)
Keeping track of them all... Seriously there is no single place to ‘register’ and coordinate activities, so it is difficult to get a picture of all that is happening.
School of Law (MUTUA)

Faculty sometimes feel discouraged that engagement activities are not given pride of place at UB, especially in determining tenure, merit pay, or social standing. Another challenge is resource constraints such that faculty would do more if there was more material support.

School of Engineering (FOLKS)

- The paramount challenge is that we have no staff to oversee and coordinate activities. This leads to a lack of consistency and a lack of coordination, and limits our impacts across the board. Just one person would make all the difference to our activities in this space, but securing funding for such an administrator is a challenge.
3. What else could you and your colleagues in your unit do to increase the impact of engagement activities – on students, for faculty, on the disciplines and professions you represent, and especially on communities with which you engage?

School of Public Health and Health Professions (KOZLOWSKI):

Have more staff who spend time on enhancing and developing activities. Resources for sponsoring events involving the community that needs to be given away to the community.

Have better communication efforts to connect with the community and greater communication on what connections exist or are being explored. There are examples of multiple investigators, from multiple schools who propose community-partnered projects—but with the school dean’s or the OVPR having no knowledge of the commitments or initiatives that have been proposed which are sometimes competing with each other. It can make it look like UB doesn’t know what UB is doing.

School of Social Work (SMYTH)

We would love to be part of university-wide projects that address the needs of key communities through cross-school collaborations of service learning/research to revitalize regional communities. This really requires some infrastructure in the university, such as 1-2 staff per “project” to organize our efforts and facilitate the partnership with key community stakeholders. We could develop a comprehensive strategy to address the issues in the South Campus neighborhoods, for example. All schools have something going on in these areas, but by defining a university-wide goal for projects and staff to assist we could significant increase the impact while providing an opportunity for cross-disciplinary learning and scholarship. With regard to our current projects, the university could assist by providing us with more resources for effective communication about what we’re doing (e.g., short videos).

It would be useful to have an Advisory Council comprised of community partners and university faculty and staff. Many campuses with active engagement platforms have such a council and it is used to generate ideas and to promote mutually beneficial partnerships. Strengthening such relationships is especially beneficial to a public institution that depends heavily on the endorsement of elected officials since the benefits of supporting a public university often become more tangible. There are some in the community who say that they only hear from us when we need something. This is unfortunate and a council that provides both a forum for discussion with and an entrée into the administration of the university would be helpful.

Adopt and publicize our definition of engagement. It should be prominent on our homepage.

We could also invite scholars from other campuses to present on their successful engagement initiatives.
International Education (DUNNETT)

UB’s international students and scholars represent a relatively untapped resource for the local community in terms of benefiting from their distinctive cultures, talents and perspectives via engagement activities. Indeed, there is a huge potential “win-win” in increasing, extending and deepening the engagement of UB’s international students and scholars in the local community. This would clearly benefit the community and the students themselves, not to mention UB. OIE is currently working to promote enhanced integration of its international population, particularly at the undergraduate level, through new staff and programming. While study abroad programs already involve engagement with host communities, such engagement also could be expanded and deepened to the benefit of both parties. Study abroad is by its very nature an engagement activity, though it benefits from a more intentional approach to engagement (as a program objective), with appropriate assessment of outcomes.

Graduate Department, School of Nursing (LEWIS)

- We are currently working with the Nursing CEOs and educators to build partnerships around the DNP capstone projects, which need to be situated in community clinical or health related facilities. The goal is to establish a list of available projects that are needed and requested by the community for our BS and MS to DNP students. Currently we have requests from the Brothers of Mercy Long Term Care facilities, ECMS to help with reducing hospital acquired infections, and Independent Health Association to screen primary care patients for eating disorders including obesity, anorexia, and bulimia. We are just at the planning stages for this engagement activity and as yet do not have the students matched with the facilities.

Undergraduate Department, School of Nursing (LEWIS)

- We work closely with community partners (health agencies and systems) to facilitate RN-BS student completions of senior synthesis projects which aim to improve health care quality and safety.

Vice President for Research and Economic Development (LAVIGNE)

I believe we have a good handle on what type of support to provide per our mission as described in item 1 and that we could increase the impact of our engagements through higher quality, more robust and reliable delivery of our services in a receptive environment that ideally will be a result of Realizing UB2020 initiatives.

School of Management (ASSAD)

- Expand our leadership development capacity in order to have a measureable impact on the health and wellbeing of our community. (Healthcare leadership is another of our strategic priorities.) Our newly formed Center for Leadership and Organizational Effectiveness (mentioned above) and our expanding relationships with UB Academic Health Center schools including the *Interprofessional Education* Center represent the beginning of this programmatic effort.
• Further highlight and acknowledge the success and impact of current engagement activities to our various stakeholders, particularly prospective students, alumni and business partners.

• Overcome the challenges identified in the responses to the preceding question.

**School of Pharmacy and Pharmaceutical Sciences (BRIERLEY)**

If scope of practice issues for SUNY faculty pharmacists could be resolved to give them the same ‘scope of practice’ SUNY provides to faculty physicians and faculty dentists, this would allow a much higher level of community engagement for the School of Pharmacy and Pharmaceutical Sciences. Addressing this ‘scope of practice’ issue could also allow our faculty to be able to conduct community practice teaching of our students more effectively.

**University Life and Services (BLACK)**

• Establish and maintain a focus; what are the issues we are going to attack?

• Have a plan; we lack a comprehensive plan on how to engage as an institution.

• Create a culture; we have not placed a value or importance on “service” to the extent we value and promote “teaching” and “research”.

• Measure results; we must have some means of demonstrating that we acted and that UB actions made a difference.

**School of Medicine and Biomedical Sciences (CAIN)**

**MD Program**

• Initiated the process of inter-professional education at several of our sites in particular the Lighthouse Clinic. Increasing this effort will be important in providing quality care to the populations we seek to impact.

**Graduate Medical Education Program**

• Expanding the size and scope of programs such as the UB-Royal College of Physician’s partnership that trains medical educators to teach and assess learners in clinical settings. The program currently emphasizes small group and large group teaching, assessing learner knowledge, provision of feedback, and the distinction between system vs personal practice based learning.

**Graduate (Masters, PhD) Program**

• Need for central agency or administrative entity that provides information on community based initiatives. In addition this group should identify specific areas of expertise that is needed for each initiative. An entity such as this should also participate in educating the faculty, staff and students about the importance of these community based activities.
Academic Affairs and Sub-units (HERNANDEZ)

a. Financial Aid
   i. Jessica Leete, IT Coordinator
      1. Higher participation rate. There are additional intercollegiate organizations we could get involved in (such as HEUG conferences)
      2. Active (give a presentation) versus passive (listen to presentations)
   ii. Rachel Barker, Associate Director
      1. Financial Literacy
      2. Debt Management
      3. Confirm students understand their rights and responsibilities as students
      4. Confirm students understand their rights and responsibilities as loan borrowers
      5. Educate families on the Financial Aid Process
      6. Educate students as to their responsibilities academically
      7. Enhance communication
      8. Be more proactive
   iii. Steve Burns, Assistant Director
      1. Everyone in the Financial Aid Processing/Operations unit considers student borrowing and debt ratio upon graduation to be an important issue for students to deal with. Therefore while my staff will process loans as asked by parent and student borrowers they are mindful to reduce borrowing whenever possible and thus reducing student loan debt whenever possible.
   iv. Hugh Ganser, Associate Director
      1. Having dedicated time to complete certain community initiatives would be very helpful. The efforts for Financial Literacy campaigns with the UB students would be one example.
   v. Jennifer Pollard, Associate Director
      1. The University at Buffalo Financial Aid staff are experts in the area of college affordability, the financial aid process and the loan/repayment process of students. Marketing members of our organization as experts in these fields could educate the UB community in addition to the larger Buffalo/Western NY community. Presenting on these very specific topics will raise awareness as well as acknowledge UB as a leader in financial literacy and college affordability.

b. Graduate Enrollment Services
   i. I think being ambassadors for change and encouraging people to get more involved and willing to share their ideas in driving our profession and things we are passionate about forward.

c. HUB
   i. The University should promote the need to make sure units are documenting and tracking outcomes and return on investment of our engagement with our communities. Have the university provide us with knowledge and tools for doing that type of tracking and sharing. This would also assist us in recruiting, development and retention efforts to share this information. And have it easily accessible to our staff, faculty and students.
ii. This would also nicely tie into continuous improvement opportunities and philosophies by supporting the idea of setting expectations, measuring outcomes and sharing experiences - internally and where appropriate externally.

d. **Office of the Registrar**
   i. We could do more with our Artful Bra fundraiser if there was greater awareness on campus. The group has a strong need for a marketing expert to help us improve our marketing to potential artists, donors, and attendees at our annual event. Additionally, it would be helpful to have a central, organized way of informing others on campus of the opportunity to help coordinate or to participate in the Artful Bra contest.

e. **Student Accounts**
   i. Be in a position to do more outreach with the AAU peers to improve processes and in turn improve service to students

f. **The Student Response Center**
   i. No response

g. **Undergraduate Admission**
   i. More outreach to community based organizations
   ii. Financial aid literacy training for staff who can talk more about the value of a UB education and affordability.
   iii. Work with other university partners on engagement outreach.
   iv. Develop an outreach strategy and plan along with other university staff.
   v. Develop a virtual tour to help those unable to visit the campus see the campus.
   vi. Train other university staff on fundamentals of recruitment and admissions to help us with outreach.

**Undergraduate Education (HUBER)**

- Establish a solid core of partners within close proximity to campus for more intensive engagement, with appropriate staff to develop and manage those relationships
- Better sharing of successes within and external to the UB community.
- Share across units knowledge gained from professional development activities
- Create a more intentional flow of information, resources, student referral, and engagement opportunities to faculty/staff.
- Better assess inputs and outputs in relation to experiential learning to understand activities and promote value of experiential learning.
- Offer meaningful incentives to students and faculty related to engagement
- Greater collaboration among departments on campus
- Required engagement as opposed to volunteer only
- Sharing importance of engagement and related requirements as part of recruitment

**Graduate School (STONE)**

At present, the VPGE/Graduate School is functioning at maximum capacity. However, we aspire and propose to engage the University community in greater measure through the following activities:
• **Enhancements to Graduate Student Services.** The Office of the Vice Provost for Graduate Education proposes three enhancements to its graduate student services functions that would substantially improve the effectiveness and efficiency of our graduate student engagement through improved academic advising and communications.

1. Through consultation with academic departments, build and maintain robust graduate interactive electronic degree audits (GIA) within the HUB system. Currently, graduate academic advising is conducted inefficiently through dialog, static websites, or casual email.

2. By leveraging the HUB communication tool, we can develop and maintain more engaging, cost-effective and efficient communications to our graduate students through the conversion of our current communications to the more engaging “3C” (checklists, communications, comments) platform in the HUB system. Individual communications to students would be electronically stored and be viewable by our constituents.

3. In collaboration with the Academic Planning, Budget and Evaluation and Institutional Analysis, VPGE would assemble and analyze additional data that is currently being collected through the Survey of Earned Doctorates (SED) and UB’s PhD Exit Survey. Efforts will include implementing a “student progress” rubric to measure student outcomes; collecting and analyzing various other non-credit bearing milestones, and analyzing the SED and UB PhD survey data. Analysis of these data, recorded in the HUB, would provide a better understanding of graduate student progress; enable a more robust comparison to peer institutions; establish the basis for productive dialog to improve student progress; and create the ability to centrally track student job placement following graduation and career progression.

• **Establish a Fellowship Office in the Graduate School.** Fellowship offices are present in the Graduate Schools of many of our peer AAU public and private universities including, among others, UCLA, University of Washington, University of North Carolina at Chapel Hill, University of Wisconsin, and University of Michigan. Those graduate fellowship offices serve to promote, support and facilitate the recruitment and retention of the very best graduate students and postdoctoral scholars.

The primary objectives of a Fellowship Office at UB will be (1) to provide ongoing information sessions and other information sources regarding graduate funding opportunities including fellowships, training grants and other funding opportunities to graduate students, postdoctoral scholars and undergraduate students applying to graduate school at UB; (2) to offer writing workshops to support students in preparing grant applications; (3) to promote and work with programs, departments, and faculty to submit proposals for training grants, including interdisciplinary and multi-university funding opportunities; (4) to write and manage University-wide and multi-University grants for minority graduate student and postdoctoral scholar support; and (5) to manage and coordinate internal graduate student funding programs.

• **Increase Fellowship Support.** Adequate financial support for graduate students and postdoctoral scholars is a proven effective mechanism to recruit and retain the very best and brightest scholars. Likewise, training grants serve as an effective recruiting instrument due to their prestigious nature. An established fellowship office would augment existing funding opportunities for under-represented graduate students and postdoctoral students, thus,
bolstering retention rates for these groups and provide publicity and exposure for the University as these types of opportunities are an important component of program and institutional rankings.

Student Success (TAPLIN/HOLLINS)

- Collaborating with the Office of Undergraduate Admissions and local high schools to talk with high school students about college preparation and success.

Teaching and Learning Center (WIETIG)

TLC response incorporated into each element of item #2.

Graduate School of Education (YERRICK)

Our GSE has formed a Task Force on Engagement which has already met 4 times this semester and will continue to meet for the remainder of the academic year to take specific actions addressing the following 5 goals:

Pursue expansive avenues for collaborative research and leadership. The GSE will actively seek funding and collaborative opportunities which align with UB2020, serve educational institutions, and position GSE in a leadership role regarding current educational trends. This includes the application for competitive grants, the connection to ongoing funded efforts, and the development of new pathways for collaborative research on teaching, policy, and practice.

Identify Strategic Positions Where GSE Faculty Can Serve with Maximum Impact. In order to capitalize on its strengths, GSE faculty need to operate in positions and circles surrounding essential educational issues. To this end the Engagement Task Force will compile and share information regarding faculty strengths. From this assessment we will explore GSE’s role on essential panels, governing Boards, committees, and leadership roles and strategically place specific people with specific knowledge and skills.

Develop a Strategic Plan to Engage GSE Faculty More Integrally with Service Providers and Recipients. The Engagement Task Force will develop a plan with local, regional, and State agencies to assess needs, establish MOU’s, explicate partnership expectations, and create innovative spaces where research/teaching practices overlap.

Seek Support for Inter-Professional Education and Engagement (IPEE) Restructuring within SUNY. The Engagement Task Force will pursue a path for establishing a culture of IPE (Inter-Professional Education) within GSE and with Other UB Units. This includes the identification of roadblocks for productivity and process, facilitating events for the training of faculty and staff.

Orchestrate Improved Information Exchange and Communication Regarding Education. This Engagement Task Force will seek ways to improve the lines of communication between and among educational stakeholders. It will investigate available venues for compiling, streamlining, and
disseminating information to IPE partners through a variety of venues. The Engagement Task Force will also create specific and regular lines of communication regarding educational resources, opportunities, activities, and GSE offerings. In order to accomplish this goal GSE will also need to establish stronger working relationships with other UB computing entities and technological resources extending beyond UB’s domain. Therefore the Engagement Task Force will also seek improved communication and collaboration with technology services as well and seek to establish a feedback loop with UB’s computing service entities.

University Libraries (WELLS)

- Work with others at the university to develop assessment mechanisms for measuring and demonstrating the impact of our research and service.
- Collaborate with areas outside the Libraries to develop complementary programs and activities.
- Communicate with the university community about current Libraries’ programs and services.
- Participate on and contribute to university-wide groups focused on community engagement.

School of Dental Medicine (KERR)

There is significant unmet need and opportunities for providing additional education, service, and research. Further expansion of existing and new community engagement activities and outcomes is largely constrained by limited resources.

Development and Alumni Relations (WELLS)

The division of Development and Alumni Relations could provide meaningful solutions to campus challenges and opportunities, particularly those that are identified in the UB 2020 plan – enrollment goals, externships and internships, and meeting financial resource goals, as engaged alumni are more likely to give and support UB. Engaging alumni in campus activities is a meaningful way of doing this, and utilizing them as ambassadors to assist in goal achievement will create strong bonds.

College of Arts and Sciences (PITMAN)

Being able to present all that happens in the College might help the campus tell its message – that it is very actively engaged in the community.

I am aiming toward being able to offer every undergraduate student an opportunity to do something outside the classroom – either service or experiential learning, research or study abroad. Having an inventory of outreach activities would help in achieving that goal.

School of Law (MUTUA)

There is still an “us-them” mentality among members of the UB community versus the community in which we live. I feel that units can reach out more to serve the local communities in their areas of engagement – law could do more with the bar, bench, and the courts – and the underserved
citizens. GSE could do more with local schools (I see that Johns Hopkins is running several of our local high schools, something we could do).

School of Engineering (FOLKS)

We would like to do more in the K-12 space, and are beginning to talk about how to help Westminster Charter Elementary School, which has ~80% African American students, with STEM education activities. The objective would be to attract more of this under-represented group to higher education in STEM.
Appendix 2-
Community-Engaged Scholarship Metrics

The University of North Carolina-Greensboro (UNCG) has provided promotion and tenure review committees with a website outlining procedures to document and review community-based scholarship efforts for inclusion in the materials used for promotion and tenure decisions. UNCG’s website, located at http://communityengagement.uncg.edu/scholarly-resources/p-t.aspx, provides resources and information to guide promotion and tenure committees in the process of documenting and evaluating community-engaged scholarship efforts. The website contains definitions of community-engaged scholarship and specific examples of faculty activities that fit these definitions.

Community-engaged scholarship definitions and examples
UNCG states that the term “community-engaged scholarship is not used as a synonym of community-engaged research or creative activity”. Instead, the university provides a definition of community-engaged scholarship that attempts to cover all forms of academic work, including research or creative activity, teaching, and service. The university also clearly states that their definition of community-engaged scholarship is “not to replace deliberate and collaborative conversation among faculty colleagues”, allowing for inclusion of activities that may not exactly fit this definition.

To qualify as community-engaged scholarship, work must adhere to the key principles of community engagement, which contain mutually reciprocal partnerships and public purpose, as well as adhere to the key principles of scholarship.

These principles of scholarship mean that work must:

- Demonstrate a high level of discipline-related proficiency,
- Be creative or original,
- Be documentable,
- May be peer- or constituent-reviewed, and
- Have significant impact.

UNCG’s site explains that work may be done in a scholarly way (by posing questions and systematically investigating practices or outcomes), but may not actually be scholarship if it is not presented publically for peer or constituent review. Scholarship must contain learning, as well as sharing that learning for both outside critique and further study. Additionally, not all community-engaged activities undertaken by faculty comprise scholarship, if the mutually reciprocal partnerships and public purpose are absent.

The rigor of community-engaged scholarship, like that of traditional disciplinary scholarship, should be demonstrated through methods that are appropriate to the goals, questions, and context of the work.

Community-engaged scholarship uses community partners to
• Identify appropriate areas of inquiry,
• Design studies or creative activities,
• Implement activities that contribute to shared learning or capacity building, or
• Engage in other activities that bridge university and community contexts

Community-engaged scholarship brings about positive change in the community and the university through the use of information gathered, relationships built, and actions taken during the activity.

Examples of the products of community-engaged scholarship can include, but are not limited to:

• Publications
• Exhibitions
• Programs
• Partnerships
• Courses
• Grants
• Curricula

These products should also simultaneously advance the mission and goals of the university and the community organization, or of the public more generally.

Faculty who undertake community-engaged scholarship (in collaboration with communities or organizations) may contribute to multiple institutional goals by:

• Conducting academic roles in an integrated way;
• Using research to inform their teaching
• Using service and teaching as ideas for research
• Using teaching as an opportunity to connect student learning with community issues

Additional measures of community engaged research, teaching, and service

In addition to community-engaged scholarship, UNCG defines and provides examples of community-engaged research/creative activity, community-engaged teaching, and community engagement (service) in order to guide promotion and tenure decisions.

Community-engaged research/creative activity is defined by UNCG as the “collaborative generation, refinement, conservation, and exchange of reciprocally beneficial and societally relevant knowledge that is generated in collaboration with, communicated to, and validated by peers in academe and the community.”

Community-engaged research/creative activity:

• Produces products informed by (multi)disciplinary knowledge, including publications, exhibitions, and programs that simultaneously meets the university’s mission and goals as well as addresses issues of societal concern.
• Is research or creative activity that involves systematic inquiry,
• Produces results that are publicly observable, allows for critique, and
• Is available for others to use and develop

Like community-engaged scholarship, community-engaged research/creative activities demonstrate methodological rigor through the use of methods that are appropriate to the goals, questions, and context of the work. Similar to community-engaged scholarship, community-engaged research creative activities are undertaken in collaboration with community partners, who help set research questions, determine methodology, join in creating research projects, and/or engage in other activities that bridge academic and community contexts.

UNCG provides the following examples of Community-Engaged Research and Creative Activities:

• Writing papers for refereed journals and conference proceedings
• Creating exhibits in educational and cultural institutions
• Disseminating community-engaged research through public programs and events
• Conducting and disseminating directed or contracted research
• Conducting and reporting program evaluation research or public policy analyses for other institutions and agencies
• Developing innovation solutions that address social, economic, or environmental challenges (e.g., inventions, patents, products, services, clinical procedures and practices)

UNCG defines community-engaged teaching as “activities that honor principles of community engagement and provide opportunities for students to collaborate with faculty and community members for the dual—and integrated—purposes of learning and service.”

Community-engaged teaching activities enhance the education of the students, as well as the capacity of community members, groups, organizations, or the public more generally to address issues of societal concern. High quality community-engaged teaching, as defined by UNCG, is undertaken in collaboration with community partners. These collaborations should:

• Help students make connections between their academic learning objectives and issues of societal concern;
• Foster intellectual inquiry to prepare students for meaningful lives and engaged citizenship;
• Ensure the service addresses issues of societal concern;
• Build capacity of students and community members, groups, and organizations to affect positive change.

UNCG provides the following examples of Community-Engaged Teaching:

• Developing and delivering community-based instruction, such as service-learning experiences, on-site courses, clinical experiences, professional internships, and collaborative programs
• Developing and delivering off-campus teaching activities such as study-abroad courses and experiences, international instruction, and distance education courses
• Developing and delivering instruction to communities and other constituencies

UNCG defines community-engaged service as “activities that honor principles of community engagement and enable the University to carry out its mission, contribute to the function and effectiveness of the faculty member’s profession and discipline, and reach out to external communities and constituencies, such as government agencies, business, and the arts”.

UNCG provides the following examples of activities that faculty may do that qualify as community-engaged service:
• Consulting and providing technical assistance and/or services to public and private organizations
• Writing position papers for the general public
• Collaborating with schools, businesses, advocacy groups, community groups, and civic agencies to develop policies
• Providing leadership in or making significant contribution to economic and community development activities

Community engagement differs from community service

The university also provides a distinction between community engagement and community service.

Community engagement requires collaborative, reciprocal processes that recognize, value, and respect the knowledge, perspective and resources among partners. Community service, however, may be provided in a unidirectional or expert model, where the university’s resources are extended to serve the community or public.

UNCG makes a point of stating that the definitions for community and engagement and service allows for greater recognition of the duration of the commitment, the resources needed, the processes followed, and the expected outcomes.
Appendix 3 – Community Needs

In a time of diminishing public resources, urban universities are being approached by their neighborhoods and by city governments to play an increasingly active role dealing with the complex challenges of urban revitalization. The urban university has a significant stake in improving the quality of life on and adjacent to its campus. The university is typically the most powerful institution in the neighborhood, but it alone cannot unilaterally solve these challenges. As a result, partnerships are imperative. A project should be highly relevant in terms of community needs and it should be noted that a list of key community needs/goals has already been gathered by the UB Office of Government and Community Relations in partnership with the UB SOM under a year-long engagement process known as the “Integrated Stakeholder Model” for the South Campus Neighborhood.

UB’s South Campus neighborhood consists of various community groups, local businesses and other key stakeholders whose interests and concerns vary on many issues, but are consistent on their neighborhood priorities: safety, quality of life, housing and thriving business districts. In order to effectively address these issues, these groups and the University at Buffalo should look towards an integrated stakeholder model.

The challenge of neighborhood vitality can be stated simply: If people choose to live, work, and invest in a neighborhood, then businesses will thrive, property values will rise and the population will grow (or at least remain stable). When a neighborhood is in decline, its private market is weak and people are choosing not to live or invest there. To revitalize a neighborhood, institutions and citizens must leverage their respective strengths to restore the private market by taking advantage of the neighborhood’s assets and by removing the barriers (crime, blighted property, etc.) which limit growth. The city, the university, community groups, the business sector and other interested parties must act as a unified coalition, thereby aligning resources, sharing accountability and greatly increasing chances for success. Models across the country have shown that by integrating stakeholders into a unified initiative, public commitment will begin to spark renewed confidence, attract private sector investment, increase collective accountability and ultimately lead to revitalization.”

Further Expansion on the 5 specific “buckets” that were agreed upon:

- Housing Goal: Increase stability and population of the area
- Business Goal: Create a walk-able, diverse community providing a mix of retail, entertainment and services
- Student Relations Goals: Establish a sense of ownership of the neighborhood by students. Increase perception of students
- Marketing/Leveraging Community Assets Goals: Change the perception of University Heights from a 'crime-ridden party zone' to a diverse, great place to work, live and recreate
- Quality of Life Goal: Return neighborhood to a walk-able community
South Campus Neighborhood Integrated Stakeholder Strategic Plan Proposal

In a time of diminishing public resources, urban universities are being approached by their neighborhoods and by city governments to play an increasingly active role dealing with the complex challenges of urban revitalization. The urban university has a significant stake in improving the quality of life on and adjacent to its campus. The university typically is the most powerful institution in the neighborhood, but it alone cannot unilaterally solve these challenges. As a result, partnerships are imperative.

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Purpose of the Plan

- Revitalize the South Campus Neighborhoods by assisting current and future residents and other key stakeholders to create a diverse, mixed-income area of residential, commercial, and other appropriate land uses;
- Serve as an official, publicly adopted guide to public and private investment in the neighborhood over the next 15 to 20 years;
- Enunciate clearly the collective desires of neighborhood stakeholders concerning quality-of-life issues affecting the community in the short and long-term futures;
- Encourage and excite existing and potential partners to make the South Campus neighborhood a more engaged, organized, and cohesive neighborhood of stakeholders sharing a common future;
- Engage sources of potential funding in an exhaustive community-based planning process where a wide array of options can be fully discussed, and where a high level of consensus can be achieved in major policy areas; and
- Provide realistic and fiscally responsible direction for implementation of strategies that will lead to sustainable, positive changes in the South Campus community

Stakeholder Model – Action Steps

- Create a legal entity to lead/own this initiative
  - It is imperative UB is NOT this entity but should be comprised of leaders of the key stakeholders;
• University Administrators;
• City leadership;
• Representatives of the area business and philanthropic community
• South Campus Neighborhood community groups
• Permanent Residents; and
• Student representatives (off-campus residents)

• Fund and employ a comprehensive neighborhood approach/plan using multiple partnerships to address key issues, such as safety, housing, quality of life, education, business districts etc.;
• Emphasize market-based revitalization through programs and projects which are critical to removing barriers to private investment. Ultimately, the public dollars and university commitment are limited and must support efforts which over time will validate individual choices to live, work and invest in the neighborhood.
• Identify strategic revitalization projects of sufficient scale and potential to positively alter the underlying market conditions and shift the public and private perception of the neighborhood;
• Engage both the academic and academic support sides of the university with community stakeholders. To sustain these partnerships over time, however, each university unit’s mission should provide alignment with the neighborhood’s goals; and
• Focus on long-term results as the issues are complex and require a comprehensive approach.
• Begin with community-based planning which identifies a shared vision for the neighborhood, builds consensus for a plan of action and permits trust-building among stakeholders. This would include examining all aspects of the social, economic and physical environment of this most densely populated area with the goal of creating a comprehensive improvement plan and implementation strategy.
  o This would include communicating with each key stakeholder within the South Campus Neighborhood to learn of their priorities and concerns, these key stakeholders are:
    • Various Churches, including St. Joe’s/VOICE Buffalo
    • Street Synergy
    • Main Street & Bailey Ave Business Associations
    • University Heights Collaborative
    • University District Block Club Coalition
    • University District Community Development Association
    • Banks (M&T, HSBC, Key, Citizen)
    • VA Hospital
    • City, County, NYS & Federal Governments
    • University at Buffalo
    • Buffalo Public Schools
    • NFTA
    • Foundations, Civic Organizations (e.g. LISC, Real Estate Assoc., CPC?)
    • Private Developers

This shared integrated stakeholder model must not only be embraced by the university but also by all stakeholders who work towards these common objectives. Through this authentic relationship, all parties will be able to understand the very real concerns, limitations and capacity issues each individual entity brings to the table and therefore more strategically allocate resources to address neighborhood priorities.
INTRODUCTION:

Our Buffalo and Western New York region stands at a crossroad as we continue our transition from our proud industrial past to the promising future of a knowledge-based economy still in its infancy. Driving much of this transformation is the growth and expansion of our hometown research university—the University at Buffalo. The university's growth plans—commonly referred to as UB2020—and its estimated 10,000 new students, 10,000 new jobs, an additional 20,000 construction jobs and three growing campuses offer our region its best hope for a successful transition to a 21st century economy.

Similarly, many of our city neighborhoods are in transition and they, too, stand at a crossroad. While some of our most hard hit neighborhoods are finally getting the attention they need with demolition of dilapidated housing and the construction of new affordable housing units, neighborhoods like those surrounding the University at Buffalo's South Campus in Northeast Buffalo are fraying at the edges and are at risk of falling into a terrible state of decay. These neighborhoods (University Park, University Heights, Main-LaSalle, and Kensington-Bailey) are experiencing:

- Rising rate of violent crime (higher increase than city average)
- 30% of homes in poverty (compared with the national average of X%)
- The highest concentration of homes in danger of foreclosure in Erie County
- Neglected properties in decline
- A highly transient population,
- Small businesses struggling to survive a sagging local and national economy

Taken together, these highly publicized experiences have led to a negative public perception of this community that undermines ongoing efforts to leverage the strength of the university and other neighborhood assets for private investment. Moreover, as the UB 2020 initiative has become the community's #1 economic development priority, the threats to the neighborhoods that host university campuses should be viewed as threats to one of our region's greatest assets. As such, a collaborative group of key stakeholders have committed themselves to partnering, within an "integrated stakeholder model" of neighborhood redevelopment, to address the systemic issues threatening the South Campus area neighborhoods. The following represents an implementation strategy that will help this dynamic group of collaborators make the South Campus area neighborhoods one of the premier communities in the nation as UB strives to become one of the preeminent public research universities in the country.
1. Months 1-2- Getting Started (December/January 2010)

o Organize a series of meetings amongst various groups within the South Campus Neighborhoods to present and outline this integrated stakeholder model and seek feedback (1st meeting took place 11/6/2009 with UHC Board);

o During these meetings we should elicit from each group specific recommendations as to whom they would prefer represent their interest moving forward, as a member of the newly formed Steering Committee (mentioned below);

o Organize the Steering Committee - The Steering Committee should have between 9-13 members and include representatives from the neighborhood-level stakeholders groups including: neighborhood associations, community groups, property owners, institutions, businesses, schools, etc. The Steering Committee should also include key executives from the area foundation, corporate, university, and governmental communities. Ideally the committee should be equally made up of three (3) representatives from grassroots organizations; three (3) from grasstop organizations; and one (1) from City Planning. Without consultation (and judging from recent history), below are potential selectees:

GRASSROOTS

- Thelma Roberts (UDBCC);
- Dave Ellerbrock (UHC);
- Jim Rosanski (UHC);
- Tucker Curtain (?)-Talking Leaves Owner (?)
- Carl Thomas (UDBCC);
- Abraham Cisse (UDBCC/Bailey);

GRASSTOP

- Sister Jeremy (St. Joe's/Voice Buffalo);
- Banks (M&T, Key, HSBC, Citizens);
- UB (various departments)
  - School of Management;
  - UB Law School;
  - CEL;
  - School of Architecture;
  - Student Affairs;
  - Off-Campus Student Services
• NFTA
• City, County, NYS Governments (B. Russell);
• Foundations/Civic Organizations  (LISC, etc.)

CITY

• Planner(?)
  o Determine & finalize the planning area boundaries (map already completed);
  o Steering Committee begins to identify methods to publicize meetings, locate facilitators, find potential meeting facilities, etc.;
  o CR Staff begins data collection and analysis from feedback for the integrated stakeholder model;

Convene (facilitated by Casey Foundation Rep.?) Meeting of Steering Committee to

  • Confirm participation via this model;
  • Outline specific set of action steps/charge for Steering Committee;
  • Begin Outline for First Public Meeting, including goal setting;
  • Identify/Secure Consultant to facilitate planning/implementation of process; and
  • Begin process of creating independent entity, to lead planning & implementation process (The Steering Committee provides transitional leadership...may make up initial board) (Laurene Breen & Law School Clinic)

2.  Months 3-4 (February/March 2010) - First Public Meeting- SWOTS (Strengths,Weaknesses, Opportunities,Threats)

  o Consulting Team should have been identified and secured within first two (2) months; planning and facilitating a series of public meetings with input and guidance from the Steering Committee which would serve as the "Client";

  o Steering Committee, with administrative support from CR Staff and consulting team, organizes the first public meeting to identify neighborhood strengths, weaknesses, opportunities and threats (this will be the first South Campus Neighborhood Meeting)- This will be the first of many bi-monthly meetings; and

  o Steering Committee should begin search for initial Director, Officers and Board of Directors for 501(c)(3).

3.  Month 5- (April 2010) -Second Public Meeting- Land Use Workshop

  o Consulting Team, with administrative support from CR Staff and input from the Steering Committee, organizes a public meeting to identify future land uses for the planning area;

  o Consulting Team works to publicize the public meeting and identify any needed facilitators; and
Consulting Team organizes, with Steering Committee assistance, a public meeting for commercial and business property owners to review proposed land uses, if additional outreach is necessary.

4. Months 6-8 (May/June 2010) - Implementation Strategies

- Staff provides neighborhood issues identified in the first public meeting to "Consulting Experts" to recommend implementation strategies (these experts can be students from UB or outside consultants);
- Steering Committee and interested community members draft goals, objectives, and action steps, timelines, partnerships, and potential funding. This may be done through workshop format or through a series of Planning Team meetings;
- Based on the consulting experts' and Steering Committee input, staff develops a first draft of the plan that identifies implementation strategies;
- Third public meeting outlining draft and implementation strategies;
- Steering Committee reviews draft plan and provides comments;
- Staff updates other City departments on plan issues as needed;
- 501(c)(3) application should already have been submitted to the into Department of State for review/approval by this point; and
- Steering Committee should identify/elect initial Director, Officers and Board of directors of 501(c)(3)

5. Month 9- (July 2010) - Interdepartmental Review

- Steering Committee prepares, with assistance from the Consulting Team and CR, the second draft of the plan that incorporates comments from the second public meeting and work groups;
- Consulting team organizes City interdepartmental and interagency review of the plan document;
- Steering Committee assists with incorporating interdepartmental and interagency comments into the plan document; and
- 501(c)(3) status should be approved by the Department of State


- Consulting team organizes, with Steering Committee and CR, the fourth public meeting to review the final draft of the plan with City comments incorporated;
Consulting Team works to publicize the public meeting and identify any needed facilitators; and
Consulting Team, with Steering Committee and CR Staff assistance, incorporates comments from the third meeting into the plan document.

7. Months 11-12- (September)- Plan Adoption

- Fifth public meeting prior to submitting to City Council for review;
- Consulting Team and Steering Committee with assistance from CR Staff prepares the plan for consideration by Planning Commission and City Council.

8. Month 13 - After Adoption

- Steering Committee assists with the development of a Coordinating Group to monitor and work towards plan implementation; and
- Coordinating Group publicizes the plan to neighborhood stakeholders and newcomers.
### Business Goal: Create a walk-able, diverse community providing a mix of retail, entertainment and services

<table>
<thead>
<tr>
<th>Emerging Strategies</th>
<th>On-going Initiatives/Action Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage current and potential business owners in the planning process</td>
<td>Increase home ownership</td>
</tr>
<tr>
<td>Attract locally-owned businesses</td>
<td>Strengthen up-keep/infrastructure</td>
</tr>
<tr>
<td>Develop a small-business incubator</td>
<td>Enforce rental registry</td>
</tr>
</tbody>
</table>

### Housing Goal: Increase stability and population of the area

<table>
<thead>
<tr>
<th>Emerging Strategies</th>
<th>On-going Initiatives/Action Items</th>
</tr>
</thead>
<tbody>
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</table>

### Student Relations Goals: Establish a sense of ownership of the neighborhood by students. Increase perception of students

<table>
<thead>
<tr>
<th>Emerging Strategies</th>
<th>On-going Initiatives/Action Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate UB expectations and enforce consequences</td>
<td>Develop and implement a sustained public relations campaign</td>
</tr>
<tr>
<td>Introduce/increase membership in local block clubs</td>
<td>Build upon historic tradition of neighborhood - branding</td>
</tr>
<tr>
<td>Engage the “visiting” student in the respect of the neighborhood</td>
<td>Create and distribute community newsletter highlighting neighborhood assets</td>
</tr>
</tbody>
</table>

### Marketing/Leveraging Community Assets Goals: Change the perception of University Heights from a “crime-ridden party zone” to a diverse, great place to work, live and recreate.

<table>
<thead>
<tr>
<th>Emerging Strategies</th>
<th>On-going Initiatives/Action Items</th>
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### Quality of Life Goal: Return neighborhood to a walk-able community

<table>
<thead>
<tr>
<th>Emerging Strategies</th>
<th>On-going Initiatives/Action Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase police presence - foot patrol - return of neighborhood police</td>
<td></td>
</tr>
<tr>
<td>Increase green space/beautification</td>
<td></td>
</tr>
<tr>
<td>Enforcement of current Quality of Life laws</td>
<td></td>
</tr>
</tbody>
</table>
South Campus Neighborhood Integrated Stakeholder Model

Outline of Steering Group

Role of the Steering Group

- To develop and oversee a planning process for the South Campus neighborhood, the outcome of which is an agreed master plan for strengthening the area.
- The Steering Group will be the planning and coordinating element in a three-tier structure, the other two components of which are a funders group and a series of working groups organized around the threads of the planning framework.

Membership

The Steering Group is "an organization of organizations" (as opposed to individuals):

- St. Joe's/VOICE Buffalo
- University Heights Community Development Association (UHCDA)
- University District Block Club Coalition (UDBCC)
- University Heights Collaborative (UHC)
- Rounds Avenue Block Club
- Buffalo Urban League
- City of Buffalo
- Business Districts (Bailey Avenue and Main Street)
- UB (Community Relations)
- M&T Bank
- Key Bank

- In order to ensure continuity of participation, each organization has two representatives.
- It is recognized that each organization will have its own decision-making processes and that, on occasions, "checking back" will be required.
- Participating organizations will be asked to reflect membership of the Steering Group and representation in their local minutes.

Way of Working

- Communication needs to be open, with issues, concerns and fears put 'on the table' for discussion.
- As the Steering Group becomes established and the work begins, it will be helpful to have a set of guidelines or norms that guide the group's operation, e.g. how decisions get made.
- Initially, the work of the Steering Group will be facilitated by an external facilitator, rather than led by a formally constituted leadership role(s). The efficacy and appropriateness of this arrangement will be kept under review as the work progresses.
- The fact that participating organizations have their own missions, strategic plans and ongoing initiatives will be factored into the work of the Steering Group.
UB 2020 Academic and Strategic Strengths

Civic Engagement and Public Policy

Interim Self-Study 2009-13
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Research methodologies available to community-based researchers include community-engaged research and community-based participatory research. The National Institutes of Health articulate clearly the value of these methodologies supported by CEPP:

“The first principle is that engagement is essential to our ability to achieve the overall purpose of the university.”

Realizing UB 2020 Draft Plan 2013

“Community-based participatory research/Community-engaged research.

Community-engaged research is an approach that calls for conducting research in a collaborative manner that involves community and academic partners. The premise is an exchange of expertise between academics, as scientific experts, and communities, as local and cultural experts, to foster bi-directional learning that increases impact. Engaging communities for research entails dialogue, as well as the formation of dynamic relationships and partnerships between researchers and communities.

Community-based participatory research (CBPR) is defined as scientific inquiry conducted in communities and in partnership with researchers. Inclusion of key community members in research through CBPR promises to deepen our scientific base of knowledge in the areas of health promotion, disease/disability prevention, and health disparities. Community-engaged and community-partnered research processes offer the potential to generate better-informed hypotheses, develop more effective and sustainable interventions, and enhance the translation of the research results into practice.”

National Institutes of Health 2013
I. SUMMARY

“UB’s CEPP initiative is a much-needed, much-valued asset for individual UB faculty engaged in community-based research. My research, which has resulted in publications and large-scale funded grants as well as community-based successes, … both locally and nationally, is greatly facilitated by the CEPP initiative.”

Samina Raja, UB Urban and Regional Planning

The Civic Engagement and Public Policy Strategic Strength (CEPP) is a faculty-driven, interdisciplinary research initiative that has supported and enhanced the work of hundreds of UB researchers – faculty and graduate students – who use community-based research strategies to study issues of social justice, equity, and public policy. CEPP’s efforts at supporting and advancing community-based research and scholarship have increased the capacity of UB scholars who use these community-based methodologies and created a platform for UB to achieve a significant national presence in the burgeoning field of community-based research.

In this Interim Self-Study we highlight the societal, institutional, and personal benefits of CEPP to the broader society, to UB as a nationally-ranked public research university, and to individual researchers.

Within UB, the frame of engagement as outlined in Realizing UB 2020 has been identified as a core institutional value. As a major AAU public research university, UB has an obligation to support research that not only advances knowledge but also produces and disseminates evidence to inform public policy, stimulate public debate, and make an impact on improving the human condition. CEPP provides a model for engaged research and scholarship that can provide the backbone to this vision. Community-based research is integral to any form of engagement and to the study of health, environment, and justice in the 21st century.

A. UB AS RECOGNIZED ACADEMIC CENTER FOR COMMUNITY-BASED RESEARCH

The Civic Engagement and Public Policy Strategic Strength joined other UB Strategic Strengths in 2010-11 after a planning year in which the need for Strength focused on engaged research and the study of issues of social justice, equity, and public policy become apparent. Since then, CEPP has taken its place at the national table for civic engagement within the ranks of AAU research universities, has developed a positive research presence in the local community, and has become the locus for community-based research internally at UB. Our presence at the national forum for research universities involved in civic engagement, including community-based research, began in 2011 when we were invited to join The Research Universities Civic Engagement Network (TRUCEN). One of the TRUCEN founding members and leading community-based researcher, Dr. Susan Ostrander from Tufts University, reviewed and consulted with CEPP FAC members in the planning year. As one of the 36 invited member institutions, 22 of whom are fellow AAU members including Cornell, Duke, Harvard, UC Berkeley, UCLA, Iowa, Michigan, Michigan State, Stanford, UNC-Chapel Hill, U Wisconsin-Madison, we are now participating actively and have already published in their journals.
B. CEPP IN THE COMMUNITY: ENGAGING OTHERS

Since its inception, the Civic Engagement and Public Policy Strategic Strength has been actively developing local collaborations with key community stakeholders. Through partnerships across the spectrum of issues such as health and wellness, environmental justice, housing and homelessness, economic and social justice, education, and poverty, CEPP has facilitated dialog and research partnerships between community stakeholders and UB researchers.

One example illustrates: In 2010 the first Poverty Research Workshop was organized in partnership with two regional coalitions involved in issues of social justice and public policy – the Homeless Alliance of WNY, and the Partnership for the Public Good. This event showcased community-based research on issues related to Buffalo’s crisis of poverty and has now been held and co-hosted by CEPP every year since 2010. It has attracted almost 200 participants each year drawn from local scholars, community organizations, local government officials, and policymakers, and has led to research collaborations and facilitated relationships between scholars and community members.

CEPP acknowledges the importance of the community research partner to the research endeavor whether local or global in scope, and developed a Community Scholar-in-Residence Fellowship to provide the opportunity for a community research partner to work with faculty on campus on a research project or grant proposal.

C. COMMUNITY-BASED RESEARCH AT UB

In 2009-10, in an initial survey, more than 70 UB faculty members self-identified as being engaged in research involving collaborations with stakeholders outside the academy. Interestingly, 78% of the respondents stated that they not only conduct community-based research but also had submitted external grant proposals for their research. Since that planning period, over 440 faculty members, graduate students, and research staff have been actively involved in CEPP’s programming, fellowships, and community-based research. Over 100 of these members of faculty have provided outline research information that is contained in a directory online to facilitate interdisciplinary interaction, see Appendix A.

In only three years, CEPP has established itself as the hub for UB’s community-based research faculty and graduate students to find intellectual, financial, and practical support in multiple ways including: fellowships, research workshops, an internal research community, public research conferences and forums, and partnership facilitation.

![Involvement within UB](image)

CEPP has established a number of research fellowships that not only support direct research costs but also support grant development and research dissemination that may not be found within some departments. These fellowships directly addressed a need articulated by faculty that we discovered during an assessment of fellowships in spring 2012. CEPP has also created regular research presentations and workshops to facilitate community collaborations and showcase research partnership results.
D. CEPP IN THE WORDS OF OUR FACULTY

The value of CEPP is best expressed by UB members of faculty whose words present a summary of the impact and necessity of CEPP. The four testimonials below represent faculty from across UB at every career stage from named chair to assistant professor who use community-based research methods.

Joseph Gardella, John and Frances Larkin Professor of Chemistry, College of Arts and Sciences

“The CEPP initiative has been extraordinarily successful at linking UB’s research in civic engagement and scholarly work that can be aligned with civic engagement, with the community, broadly writ, through workshops, symposia and other community collaborations. This leverages UB’s investment with other not for profits, government agencies, etc.

By promoting a variety of funding mechanisms for scholars and researchers within UB and external to UB, important collaborations and partnerships are formed that can provide sustainability for such research. CEPP’s mechanisms for operation are directly aligned with high impact and good leverage of funds invested.

Finally, younger faculty hired under UB2020 know well that broader impacts of their research and scholarship are expected, not just because of UB’s role as a public university, but in the added responsibilities of community leadership in WNY for economic impact.

Thus, CEPP is a critical factor in helping young research active faculty and those pursuing all types of scholarly work to learn about collaborations for opportunities for public engagement at all types of levels and brokering collaborations. This informal factor is central to professional development of young and new faculty on campus.”

Erin Kearney, Assistant Professor, Department of Learning and Instruction, Graduate School of Education; Civic Engagement Research Fellow 2011-12 and Grant Development Fellow 2012-13

“The Civic Engagement and Public Policy program has been central in advancing my research agenda in a number of ways and has also strongly supported my professional growth. The funding provided through this UB initiative is invaluable for new scholars, especially in an environment of shrinking research funds from external grant-giving agencies. The Civic Engagement initiative also brings together a group of passionate, engaged scholars, and I see the ability to make these connections with faculty across campus as one of the major benefits of the CEPP initiative. The staff members who run the CEPP program are smart, open, responsive, and supportive; they embody the community-building ethos of the overall CEPP initiative, and I am grateful for their hard work. My experiences with the CEPP program have been some of the most rewarding and productive of my first four years at UB, and I can only envision continued success as the CEPP evolves in upcoming years.”

Susan Vivian Mangold, Chair, CEPP; Professor, Law School

“CEPP is a crucial resource for UB faculty engaged in community-based research. Five years ago, as part of my Provost’s Leadership Fellowship, I gave a final presentation on external grants for community-based research at UB and compared our funding against our peer institutions. UB was performing very poorly. To tap into these resources, the fellowships, workshops, and networks established by CEPP are crucial.

For my own funded research, CEPP has brought together scholars
across the university doing research using community-based partnership research (CBPR), the methodology I am employing in my study. It was exceedingly helpful to present my work alongside a Medical School colleague also using CBPR and gain feedback from scholars across the university. Until CEPP, none of us knew each other or our work and had no way to facilitate those critical interactions. Participating in the focus groups to evaluate the CEPP programs and plan for the future, it was poignant to hear stories from colleagues in many different schools encounter the same questions and obstacles in attempting to conduct community-based research at UB.

CEPP uses very little funding to provide a vital institutional resource. It is my belief that UB must continue to support community-based scholarship across the university to position itself as a top public research university.”

Samina Raja, Food Systems Planning and Healthy Communities Lab, Department of Urban and Regional Planning, School of Architecture and Planning

“I write this note to strongly endorse UB’s efforts to support research and scholarship in Civic Engagement and Public Policy. UB’s commitment to Civic Engagement and Public Policy (CEPP) is essential to my scholarship and public engagement, which spans the domains of food systems, community development, and urban and regional planning/policy.

Faculty engaged in community-based research – not to be confused with community-placed research - face an extraordinary number of challenges. Community-based research (CBR) must be both relevant to a community’s aspirations and rigorous in terms of its design, execution, and analysis. The goals of community partners can be disconnected from the goals often laid out by universities for faculty. Community partners seek to frame/own their problem, seek resolution to their problems, and translate any knowledge into action on the ground. Faculty members, on the other hand, are expected to generate new knowledge and scholarship that results in peer-reviewed publication and generate funded research. Of course, the two sets of expectations do not have to be mutually exclusive. However, to meet both sets of expectations, CBR requires an extraordinary and sustained commitment of time and resources from faculty (and community partners). Community timelines and university timelines are rarely, if ever, in harmony. Traditional external/national research sponsors are unlikely to fund the preliminary work – developing relationships, understanding community frames and questions - that must precede the development of a community-based research project.

For individual faculty members – especially tenure-track junior faculty – these challenges are difficult to overcome in the face of limited institutional/university-wide support for community-based research. UB’s CEPP initiative is a much-needed, much-valued asset for individual UB faculty engaged in community-based research. My research, which has resulted in publications and large-scale funded grants as well as community-based successes, including policy/plan adoptions and physical development of community food system projects both locally and nationally, is greatly facilitated by the CEPP initiative. To give a specific recent example, in 2011, with support of the UB CEPP initiative, my collaborators and I hosted an inaugural Food Policy Summit in Buffalo, a collaborative community-university partnership event. A tangible community-based result from the summit is that a Buffalo and Erie County Food Policy Council (FPC) was created by law in May 2013, the first of its kind in New York State. The FPC, which will work to improve the region’s food system, will benefit current and future generations of residents. One of many tangible research results is that the policy process and outcomes from the summit is the subject of articles that are currently in review for publication in peer-reviewed journals.
The lessons I learn through my CBR projects in Buffalo prepare me for ongoing scholarship and practice in communities across the United States and globally. For example, building off of my experience of working in communities in Buffalo, in 2012, I launched Growing Food Connections, a 5-year, multi-million initiative funded by the National Institute of Food and Agriculture (NIFA) that integrates research, education, and civic engagement to re-build community food systems in all census regions of the United States. I am grateful for the CEPP initiative, which supports the work of my research lab and my collaborators as well as fosters a university-wide culture that is supportive of meaningful and high quality community-based research.”

II. SUPPORT FOR COMMUNITY-BASED RESEARCH

Supporting faculty research has been at the core of CEPP goals since its inception. CEPP provides multiple forms of support to enable UB researchers to advance community-based research projects designed to study issues of social justice and public policy. Examples of this support include:

- **Fellowships** that provide either direct support for research or enable faculty members to bring a community research partner to campus to work on their research project or a grant proposal. Fellowship applications go through a competitive process and provide funding to faculty that is not available from the department or school. The four different fellowship opportunities include:
  - Research Fellowships
  - Research Fellowships for Grant Development
  - Research Dissemination Fellowships, and
  - Community Scholar-in-Residence Fellowships.

- **Research Workshops** that examine community-based research methods and the challenges and educational opportunities for both new and seasoned researchers to the many methods used to conduct community-based research.

- **Grant-Related Workshops** that offer researchers the opportunity to hear from and interact with experts and program directors on strategies for successful external grant applications, or on other specific aspects of the external funding process.

A. FELLOWSHIPS

CEPP’s initial Research Fellowship program began as a pilot program in the spring of 2009 and is the core of CEPP’s support for community-based research. The Research Fellowship was augmented by a Community Scholar-in-Residence Fellowship the following year, 2010-11. After a rigorous self-assessment of our program in spring 2012, CEPP expanded the research fellowship program by adding Grant Development and Research Dissemination Fellowships in fall 2012.

All Research Fellowships are for a maximum of $3,500 and requests for proposals are circulated across UB twice a year. The Community Scholar-in-Residence Fellowship for $3,000 is only offered once per year. All fellowship applications undergo examination by a Review Committee comprised of four members of the CEPP Faculty Advisory Committee.

Outcomes of the community-based research by CEPP-funded fellows appear in section III below and in Appendices E, F, and I.

**Research Fellowships, 2009-14**

This fellowship program requires a research partner outside the academy and covers all stages of the research process from data collection and field interviews to grant development and research
dissemination. Twenty-five of these fellowships have been awarded to 26 faculty members since 2009-10.

**Research Fellowships for Grant Development, 2012-13**
Research Fellowships for Grant Development, first awarded to four researchers for three projects in fall 2012, are designed to support the preparation and submission of external grant proposals for community-based research projects. These fellowships may help defray direct costs associated with the development of external grants including grant writing, hiring of grant consultants or statistical or other technical assistance necessary for a competitive proposal, travel support to visit potential funders, as well as workshops or other activities to promote the submission of sponsored research proposals.

**Research Dissemination Fellowships, 2012-13**
The Research Dissemination Fellowships, also introduced in 2012 and awarded to five faculty members, support the dissemination of the results of community-based research and may be used in many different ways, such as: to craft a dissemination plan for a grant proposal; to rework a report or practice recommendation into a scholarly publication; to prepare the research results for use in non-academic publishing outlets, such as policy reports; to present research findings to policymaking groups; or to assist in developing a plan with the community research partner to change current practice.

**CEPP Research Fellows List, 2009-14**
Thirty-three CEPP Research Fellowships, including Grant Development and Research Dissemination Fellowships, have been awarded to 35 faculty members from the Schools of Architecture and Planning, Engineering and Applied Sciences, Law, Management, Medicine and Biomedical Sciences, Public Health and Health Professions, Social Work, the Graduate School of Education, and the College of Arts and Sciences. See *Appendix B* for complete details with project titles and community research partners.

David Blersch, Civil, Structural, and Environmental Engineering  
Filomena Critelli, Social Work  
Nathan Daun-Barnett, Educational Leadership and Policy  
Sarah Elder, Media Study  
David A. Gerber, History & UB Center for Disability Studies  
Himanshu Grover, Urban and Regional Planning  
Erin Hatton, Sociology  
Daniel B. Hess, Urban and Regional Planning  
Bruce Jackson, English  
Linda S. Kahn, Family Medicine  
Erin Kearney, Learning and Instruction  
Fred Klaits, Anthropology  
Kathleen Kost, Social Work  
Jill Koyama, Educational Leadership and Policy  
James Lenker, Rehabilitation Science  
Jordana Maisel, IDeA Center & Urban and Regional Planning  
Christopher Mele, Sociology  
Sara Metcalf, Geography  
Teresa Miller, Law  
Brenda L. Moore, Sociology  
Yunju Nam, Social Work  
Heather Orom, Community Health and Health Behavior  
Miriam Paeslack, Arts Management  
Anne Marie Perrault, Library and Information Studies  
Michael A. Rembis, History & UB Center for Disability Studies  
William Scheider, Social and Preventive Medicine  
Corrie Stone-Johnson, Educational Leadership and Policy  
Tony Szczygiel, Law  
Debabrata Talukdar, Marketing  
X. Christine Wang, Learning and Instruction  
Matthew Withiam-Leitch, Family Medicine  
Sue Winton, Educational Leadership and Policy  
Janet Yang, Communication  

**Community Scholar-in-Residence Fellowships, 2010-13**
One Community Scholar-in-Residence (CSiR) Fellowship has been awarded each year since 2010-11 to a community research partner nominated by a group or member of faculty (see *Appendix C* for a list of
CSIR Fellows, nominating faculty, and details of their projects). These Fellowships enable faculty members to work directly with community research partners over a sustained period of a few weeks or months on a research project or grant proposal and to involve them in the researcher’s world by embedding them in the life of the academy.

The consequences of working more closely together have been noted by both involved faculty and the Community Scholars themselves. Developing relationships with community groups is one of the prime challenges to community-based research and these fellowships have cemented research alliances and opened doors for future collaborations.

The work of the Community Scholars and nominating faculty has varied from year to year depending on the nature of the research projects undertaken but the results have included publications and external grant awards.

The 2010-11 Community Scholar, Eric Walker, of People United for Sustainable Housing (PUSH)-Buffalo and his seven nominating faculty partners led by Camilo Trumper, UB Transnational Studies, engaged in a community-based research project to enable the transformation of the Grant Street Neighborhood Center (GSNC) into a neighborhood-based space for supplementary youth education and empowerment. As well as an introductory presentation and reception at UB, a series of three public workshops were held at the GSNC, attracting over 120 UB faculty and researchers, community members and educators.

Kevin Connor, director and founder of the Public Accountability Initiative, was the 2011-12 Community Scholar-in-Residence nominated by a consortium of six faculty members led by Steve Halpern, UB Political Science, to work together on a project entitled “Citizen Participation, Public Authorities, and Buffalo’s Waterfront.” Two public presentations were held on campus in September 2011 and April 2012.

The 2012-13 Community Scholars, Pamela Herold and Deborah Hemphill, working with faculty in the Department of Family Medicine led by nominating faculty member, Laurene Tumiel-Berhalter, developed two successful grant applications to WNY Affiliate of Susan G. Komen for the Cure Community Grant Application and NIMHHD, and also co-presented at a national conference, and co-authored a conference poster presentation. See Appendices E and I for these details.

B. RESEARCH WORKSHOPS

CEPP programming includes research workshops to provide UB faculty and graduate students with practical insights into research methods, best practices, challenges and opportunities for all types and aspects of community-based research. Some of these events are targeted at researchers, others provide a forum for discussion and networking between community research partners and scholars. Three examples follow and the comprehensive list appears in Appendix D.
May 17, 2013: 77 Goodell St, UB Downtown
“Community-Based Participatory Research and Asset-Based Community Development Workshop”
Designed for practitioners of community-based participatory research (CBPR) from both the academy and the community, this workshop attracted over 70 registrants. The lead presenter was Dr. Deborah Puntenney, Associate Director, Asset-Based Community Development Institute, and Research Associate Professor, School of Education and Social Policy, Northwestern University. Supplementary presenters: Laura Mangan, UB CEPP, Sam Magavern, Partnership for the Public Good and UB Law, and Jessica Bauer Walker, Community Health Worker Network of Buffalo. Organized by UB CEPP, Community Health Worker Network of Buffalo, Partnership for the Public Good.

March 19, 2013: 509 O’Brien Hall, UB North
“Community Engagement in Research: From Ethics to Operations to Engaging at Scale”
This lecture and discussion featured health researcher and ethicist, Dr. Jim Lavery, at one of two events during his visit. Lavery is Research Scientist at the Centre for Research on Inner City Health, Centre for Global Health Research, and Keenan Research Centre in the Li Ka Shing Knowledge Institute of St. Michael’s Hospital; and Associate Professor, School of Public Health and Joint Centre for Bioethics, University of Toronto. Lavery’s focus on community engagement in global public health research resonated with over 30 UB participants and he addressed the questions: (1) why should we engage communities in research?; (2) how should we engage communities in research?; and (3) how can we scale-up community engagement for research and interventions with larger populations? Cosponsored by UB CEPP, UB Center for Clinical Ethics and Humanities in Health Care, UB Medicine and Buffalo Clinical Translational Research Center (CTRC), and UB Family Medicine.

April 21, 2011: American Red Cross Training Center, Delaware Ave, Buffalo
"Collaborating with Scholars on Community-Based Research"
Over 35 participants were involved in this practical workshop with presentations by Laurene Tumiel-Berhalter, UB Family Medicine, Erin Robinson, Sociology, Canisius College, and Erin Heaney, Clean Air Coalition. Sponsored by UB CEPP, Partnership for the Public Good, WNY Service Learning Coalition.

C. GRANT-RELATED WORKSHOPS

Workshops to help in the development of external grants have been an important part of CEPP programing since 2009. Federal and international grants workshops have been hosted or co-hosted and each event attracted over 50 faculty members and graduate students. Information about other grant workshops at UB is always circulated to the CEPP listserv.

In 2012-13 two IRB workshops were organized with the UB Institutional Review Board for Social and Behavioral Sciences. These responded directly to our spring 2012 program evaluations when we heard from faculty, who lack departmental support to develop external grant proposals, that it would be useful to have opportunities to hear about and discuss the IRB process.

February 28, 2013: 9 Norton, UB North

Chris Marks, UB IRB Administrator, Social and Behavioral Institutional Review Board

March 29, 2012: 9 Norton, UB North

“German Grants Opportunities for UB Scholars”

Presenters/coordinators: Despina Stratigakos, UB Architecture; Patricia Mazón, UB History, Campus Coordinator, German Academic Exchange Service (DAAD); Wolfgang Wölck, UB Linguistics, DAAD Research Ambassador. *Hosted by the Gender Institute, cosponsored by CEPP and UB Geography.*

September 23, 2011: 9 Norton, UB North

“Successful National Science Foundation Proposals: Insights and Strategies for Early Career Scholars”

Thomas J. Baerwald, National Science Foundation, Senior Science Advisor, Behavioral and Cognitive Sciences Division; and Program Director, Geography and Spatial Sciences (GGS) and Dynamic of Coupled Natural and Human Systems (CNH) programs. *Cosponsored by UB CEPP and UB Geography, with visit supported by the UB Office of the Vice President for Research.*

November 8, 2010: 9 Norton, UB North

“Successful National Science Foundation Proposals: Insights and Strategies”

R. Saylor Breckenridge, former NSF Project Director, Methodology, Measurement, and Statistics (MMS) program, Directorate for Social, Behavioral, and Economic Sciences; Associate Professor, Sociology, Wake Forest University. *Cosponsored by UB CEPP and UB Sociology.*

III. OUTCOMES OF COMMUNITY-BASED RESEARCH BY FUNDED FELLOWS

There are many outcomes of community-based research by UB faculty and researchers supported by CEPP. Fellows and other CEPP-affiliated faculty have disseminated their research results by publishing in scholarly journals, presenting locally to colleagues and community and at national and international conferences and at CEPP hosted workshops. UB community-based researchers also submit grant proposals for the expansion of their research and initial indicators from the CEPP Research Fellows show considerable success in grant awards. Other outcomes in the areas of policy and practice can also be seen.

A. DISSEMINATION OF COMMUNITY-BASED RESEARCH

Providing opportunities for UB researchers to present the results of their research is an integral and important part of CEPP’s mission. Opportunities exist for presentations at major public events, such as the Poverty Research Workshop, and smaller research events at UB when UB researchers present and discuss their work.

Multiple channels are available for UB researchers to disseminate research results including:

- Publications and presentations by CEPP Fellowship recipients
- Affiliated Faculty Research Presentations
- Community-Wide Research Workshops
Publications and Presentations by CEPP Fellowship Recipients

The outcomes of CEPP’s fellowships are as varied as the projects CEPP has funded and a list of the traditional scholarly benefits of supporting community-based research from our Research Fellows and the nominating faculty of our Community Scholars-in-Residence appears in Appendix E. These results include articles, books, as well as exhibitions, documentaries, and conference presentations.

All CEPP fellowship recipients present the results of their research, often with community research partners involved, usually within the year after they have received the fellowship. To date, CEPP has organized 16 presentations, a screening, and exhibitions of research by CEPP Fellows on the north and downtown UB campuses and in downtown Buffalo at the Albright Knox Art Gallery, Hallwalls, the Burchfield Penney Art Gallery and the M & T Center.

These Research Fellows presentations, listed in Appendix F, have included UB faculty members, graduate students, and other researcher support staff and librarians, as well as numerous community members and community research partners.

Affiliated Faculty Research Presentations

CEPP hosts and co-hosts many research presentations by UB scholars that illustrate the breadth of support for community-based research, and give practical insights into the many different methods used within the community-based research framework. Examples from CEPP-affiliated members of faculty include:

September 14, 2012: 509 O’Brien Hall, UB North
“Using Community-Based Participatory Research to Study the Relationship between Sources and Types of Funding and Mental Health Outcomes for Children Served by the Child Welfare System”
Susan Mangold, UB Law
Professor Mangold presented information on her current mixed-methods study research project funded by the Public Health Law Program of the Robert Wood Johnson Foundation and conducted in partnership with Public Children’s Services Association of Ohio and the University of Rochester Medical Center. Cosponsored by SUNY Buffalo Law School Law Faculty Workshop Program.

February 23, 2011: 509 O’Brien Hall, UB North
“Pro Bono and the Public Good: institutionalizing the Private Interest in Public Practice”
Robert Granfield, UB Sociology
Dr. Granfield discussed his on-going work on pro bono legal work carried out by private lawyers. His presentation focused on the field interviews conducted with pro bono lawyers across Canada from Montreal to Vancouver was conducted as a result of a partnership with Ottawa’s Center for Human Rights Research and Education and Pro Bono Law Ontario and funded by a Fulbright award. This international research has expanded the domestic focus of the first stage of his research published in Private Lawyers in the Public Interest: The Evolving Role of Pro Bono in the Legal Profession (co-authored, 2009 Oxford Univ. Press). Cosponsored by UB Sociology.
COMMUNITY-WIDE RESEARCH WORKSHOPS
CEPP has hosted and cosponsored a number of Research Workshops (see Appendix G). A few examples follow that show the deep connections between the events in which CEPP has been involved and the Realizing UB2020 themes of Environment, Health, and Justice.

Poverty Research Workshops
Poverty Research Workshops have been hosted annually since 2010 to offer everyone concerned with Buffalo’s crisis of poverty the chance to hear about new and ongoing research, promising strategies, and opportunities for collaboration. The workshops are designed for local scholars, social service agencies, advocates, and government leaders and staff, among others.

The workshop has attracted almost 200 participants each year and has led to research collaborations and facilitated relationships between scholars and community members. For example, the unique needs of chronically homeless women was identified by the director of the Matt Urban HOPE Center on Buffalo’s Eastside as being an important issue to investigate to ensure that the provision of various services were, in fact, necessary and appropriate. In 2011, CEPP brought together members of faculty and doctoral students to partner with the agency to develop a series of research questions and projects.

The workshops have been organized in partnership with two regional coalitions involved in issues of social justice and public policy – the Homeless Alliance of WNY, and the Partnership for the Public Good -- and with the additional support of the WNY Service-Learning Coalition. Full details of each Poverty Research Workshop appear in Appendix G.

Over 750 people have attended a Poverty Research Workshop since 2010.
Participants commented:
“The presenters were passionate, well-informed, and effective…”
“… truly challenging and thought provoking…”
“… very interesting information, detail oriented and information is research based.”

Buffalo Poverty Research Workshop IV: Poverty and Education
March 1, 2012: Olmsted Center for Sight, Buffalo

Buffalo Poverty Research Workshop III
March 2, 2012: Olmsted Center for Sight, Main St, Buffalo

Poverty Research Workshop II: Homelessness & Women
March 4, 2011: St. Stanislaus Social Hall, Fillmore Ave, Buffalo
Additional sponsorship provided by the National Center on Family Homelessness, cosponsorship by the UB Gender Institute and WNY Women’s Fund.
Poverty Research Workshop  
February 26, 2010: Frank E. Merriweather Library, Buffalo

Environmental Protection Agency Citizen Science Training  
May 8, 2013: 509 O’Brian Hall, UB North  
“Leveraging Environmental Monitoring: Key Steps in Producing Credible Data”  
This all-day training workshop provided over 30 researchers from UB and across WNY and S. Ontario, together with local city, county, and state officials, and community-based environment organizations and local foundations, the ability to discuss in-depth issues related to data collection with federal and state regulators. UB participants were from a wide range of disciplines including Engineering, Geography, Philosophy, Chemistry, Nursing, and Social and Preventive Medicine.  
Cosponsored by EPA Region 2, UB CEPP, and UB Office of Sustainability.

Buffalo Food Policy Summit  
The September 2011 two-day Summit on food systems policy and economic development was organized by Dr. Samina Raja, UB Urban and Regional Planning and UB Food Systems Planning and Healthy Communities Lab, and her community research partner, Healthy Kids/Healthy Communities, Buffalo Niagara Medical Campus. See Appendix G for details.

Buffalo Food Policy Summit: Public Forum  
September 20, 2011: Karpeles Manuscript Library Museum, Buffalo  

Buffalo Food Policy Summit: Policymakers  
September 21, 2011: UB Jacobs Executive Development Center, Buffalo

Buffalo Food Policy Summit: Research Roundtable  
September 21, 2011: Harriman Hall, UB South Campus  
“Rebuilding Community Food Systems: Opportunities for Multidisciplinary Research”

Cosponsors included UB CEPP and Cornell Cooperative Extension Erie County with Grassroots Gardens, Massachusetts Avenue Project, and New York Sustainable Agriculture Working Group (NYSAWG). Major funding came from the Community Foundation for Greater Buffalo.

UB-Sponsored Public Research Presentations  
CEPP has also made contributions to UB-wide public events such as the UB This Summer Lecture Series, the pre-lectures at the Distinguish Speaker Series events, and the Newman Center Lectures. These
events have provided yet another avenue for the dissemination of the results of community-based research to UB and local community audiences. Both CEPP Research Fellows and Faculty Advisory Committee members have used this forum to present their work and engage the public in discussion, see Appendix H.

**B. EXTERNAL FUNDING**

External funding to support the expansion or continuation of a research project is often essential to produce the outcomes necessary to make an impact on policy and practice.

**RESEARCH FELLOW GRANTS AWARDED AND PROPOSALS SUBMITTED**

Since the first Civic Engagement Research Fellowships were awarded in 2010, and Community Scholar-in-Residence Fellowships were awarded in 2011, 14 external grant proposals have been submitted by Fellows of which 6 have been successful with $2,344,780 awarded for fellowship-related projects. A further 4 proposals are pending, and 4 proposals were rejected. Not surprisingly, the number of grant proposals submitted is greater a year or two after the initial fellowship year and this is reflected in the results. See Appendix I.

**AFFILIATED FACULTY GRANTS AWARDED AND PROPOSALS SUBMITTED**

During the CEPP’s formative years, there was a focus on building capacity within UB among Research Fellows that included programing and networking opportunities. In addition, CEPP encourages and supports researchers already involved in community-based research by hosting research presentations and cosponsoring events that showcase this research framework or promote related policy issues. As a result, we can identify a number of federal and foundation grants that have been awarded to CEPP-affiliated faculty such as Joe Gardella, UB Chemistry (National Science Foundation/Interdisciplinary Science and Engineering Partnership, $9.8 million), Sue Mangold, UB Law (Robert Wood Johnson Foundation, $270,269), and Samina Raja, UB Urban and Regional Planning (US Department of Agriculture/NIFA Program, $3.96 million).

In addition, CEPP does partner with members of faculty and community organizations working in the preparation of grant proposals, e.g., a Bureau of Justice Affairs (BJA) proposal for Improving Indigent Defense Delivery Systems was submitted in 2012 with faculty from Law, Sociology, and the Legal Aid Bureau Buffalo; a proposal for support of a school-based anti-bullying program from Co-PIs Amanda Nickerson, Alberti Center/GSE; Bob Granfield, Sociology, and Tom Feeley, Communication, was submitted in 2013 to the Centers for Disease Control.

**C. OTHER OUTCOMES**

Events cosponsored by CEPP have also produced outcomes of note. For example, the September 2011 Food Policy Summit organized by Samina Raja, UB Urban and Regional Planning and community research partner, Healthy Kids, Healthy Communities, has successfully facilitated the development of an Erie County and City of Buffalo-wide Buffalo Food Policy Council. The Buffalo Food Policy Council was announced in spring 2013 and is to begin full operation in fall 2013.
IV. PUBLIC RESEARCH CONFERENCES AND FORUMS

Each year, CEPP supports one or two major conferences or forums. The full list of these events is included in Appendix J. Two examples below serve as illustrations.

**NYS POLICY CONFERENCE**

May 2, 2013: Hotel @ Lafayette, Buffalo  
Film Screening, “The House I Live In,” with panel discussion and community dialog.  
May 3, 2013: Ramada Hotel and Conference Center  
**Leading the Way: Moving New York State toward a Public Health and Safety Approach to Drug Policy**  
Over 200 policymakers, state and local legislators, academics, advocates, service providers, community organizations, as well as former users, participated in this conference.  
The Conference was organized by Bob Granfield, UB Sociology, and the Drug Policy Alliance of NY; hosted by the Baldy Center for Law & Social Policy, SUNY Buffalo Law School, and the Drug Policy Alliance. Sponsors included CEPP, UB School of Public Health and Health Professions, UB Department of Sociology, SUNY Buffalo Law School, UB Research Institute on Addictions, WNY Peace Center; and an additional 68 organizations from around New York State were Conference Partners.

**MAJOR PUBLIC FORUM**

March 28, 2011, Student Union Theatre, UB North  
**“The Cost of Homelessness: Collecting Data to Effect Change”**  
Dennis Culhane, University of Pennsylvania’s Dana and Andrew Stone Professor of Social Policy, Professor of Psychology in Psychiatry, Professor of Policy Research and Evaluation in Education, Senior Fellow of the Leonard David Institute of Health Economics and Center for Public Health Initiatives, and Research Associate, Population Studies Center; and Director of Research, National Center for Homelessness among Veterans, US Department of Veteran’s Affairs.  
This forum at UB brought together scholars, policymakers, and community organizations.  
Organized by UB CEPP and the Homeless Alliance of WNY, cosponsors included UB Family Medicine, Geography, Sociology, and Urban and Regional Planning, the Graduate School of Education and the School of Social Work.

V. GOVERNANCE AND ASSESSMENT

A. GOVERNANCE

The CEPP initiative is governed by a Faculty Advisory Committee with oversight from a ten-member Deans Coordinating Council, chaired by Dean Nancy Smyth, and the Vice Provost for Strategic Initiatives. Implementation of policy and administration is carried out by Laura Mangan, Coordinator.

**VICE PROVOST FOR STRATEGIC INITIATIVES**  
Jean Wactawski-Wende, Professor, Public Health and Health Professions
DEANS COORDINATING COMMITTEE 2012-13
Nancy Smyth (Chair), Dean, School of Social Work
Wayne Anderson, Dean, School of Pharmacy and Pharmaceutical Sciences
Arjang Assad, Dean, School of Management
Michael Cain, Dean, School of Medicine and Biomedical Sciences
Liesl Folks, Dean, School of Engineering and Applied Sciences
Lynn Kozlowski, Dean, School of Public Health and Health Professions
Jaekung Lee, Dean, Graduate School of Education
Makau Mutua, Dean, Law School
Bruce Pitman, Dean, College of Arts and Sciences
Robert Shibley, Dean, School of Architecture and Planning

FACULTY ADVISORY COMMITTEE
CEPP has benefitted greatly from the commitment and work of the FAC members who have met monthly through the semesters in plenary sessions – usually 10 times per year. In addition, there is one standing subcommittee, the Fellowship Review Committee, and other ad hoc subcommittees have been convened as needed. Bob Granfield was the founding chair and Susan Mangold is current chair.

Joseph Atkinson 2010-present
Professor, Civil, Structural, and Environmental Engineering; Director, Great Lakes Program; School of Engineering and Applied Sciences

Sharmistha Bagchi-Sen 2009-present
Professor and Chair, Geography, College of Arts and Sciences

Greg Dimitriadis (Interim Chair, fall 2010) 2009-present
Professor, Educational Leadership and Policy, Graduate School of Education

D. Munroe Eagles 2009-12, emeritus 2012-present
Professor, Political Science; Director, Canadian Studies Program, College of Arts and Sciences

Diane Elze 2009-present
Associate Professor, School of Social Work

Thomas Feeley 2012-present
Professor and Chair, Communication, College of Arts and Sciences

Kathryn B Friedman 2009-present
Director of Cross-Border and International Research, Regional Institute; Research Associate Professor, Architecture and Planning, School of Architecture and Planning

Robert Granfield (Chair, 2009-11) 2009-present
Professor, Sociology, College of Arts and Sciences

Susan Vivian Mangold (Chair, 2011-) 2009-present
Professor, School of Law

Heather Ochs-Balcom 2012-present
Assistant Professor, Social and Preventive Medicine, School of Public Health and Health Professions

Al Price 2010-present
Associate Professor, Urban and Regional Planning, School of Architecture and Planning

Laurene M Tumiel-Berhalter 2010-present
Associate Professor and Director of Community Translational Research, Primary Care Research Institute, Family Medicine, School of Medicine and Biomedical Sciences; Research Associate Professor, Social and Preventive Medicine, School of Public Health and Health Professions

Niraj Verma 2009-11 (left UB)
Professor and Chair, Urban & Regional Planning, School of Architecture and Planning

Ruqaijah Yearby 2009-11 (left UB)
Associate Professor, School of Law and School of Public Health and Health Professions
CEPP COORDINATOR
The CEPP initiative is coordinated by Staff Associate, Laura Mangan, who implements the policy decisions of the FAC, administers the fellowship programs, cultivates faculty involvement in community-based research, develops and maintains collaborative relationships with community organizations, facilitates interdisciplinary collaborations between members of faculty within UB, and between faculty and organizations and individuals outside UB. She also organizes all events and activities of CEPP and the many events and activities cosponsored by CEPP, from meetings of the FAC to major public workshops. She also facilitates the development of external grant proposals. Each year, two student assistants are hired, trained, and supervised.

STUDENT ASSISTANTS
CEPP takes advantage of the UB Work Study and S.A.G.E. Internship programs to increase its capacity with undergraduate and graduate student providing assistance for events administration, post-event evaluation, and research.

2012-13
Raymona Brown, Nursing/Public Health undergraduate (fall 2012).
Carrie Li, Marketing undergraduate from the School of Management (spring 2013).

2011-12
Adetola Adegbite, Management/Political Science dual degree undergraduate returned for a second year.
Glory Luk, Marketing undergraduate, School of Management.

2010-11
Adetola Adegbite, Management/Political Science dual degree undergraduate.
Tamara Wright, Law/Urban and Regional Planning dual degree graduate student

2009-10
Katie Blackman, Graduate School of Education graduate student
Chinwe Egbota, Management undergraduate

B. ASSESSMENT
In addition to providing direction for CEPP, the Faculty Advisory Committee and Coordinator have also conducted regular assessments of the programming and activities of CEPP to ensure that our mission is carried out.

- An initial survey of faculty was conducted from fall 2009-spring 2010 to gauge interest in engaged research and scholarship at UB.
- An expert in civically engaged research from Tufts University, Dr. Susan Ostrander, consulted with the Faculty Advisory Committee during the planning year, enabling the FAC to align CEPP with the national movement for engaged research and scholarship.
- A review of the fellowship program was conducted with a survey and focus groups in spring 2012 enabling CEPP to receive feedback from all Research Fellows and Community Scholars. As a result, a number of programmatic changes and expansions were made including two new research fellowships being offered, and a CEPP Research Network created in 2012-13.
VI. Conclusion and Recommendations

The Civic Engagement and Public Policy Strategic Strength takes seriously the growing commitment within higher education to be engaged with multiple constituencies from the local through the global. As this interim report demonstrates, our efforts at promoting engaged scholarship at UB through community-based research strategies has produced significant outcomes and has created a platform for UB to become a recognized leader in the field.

It is because of our tireless efforts over the past three years and the exciting work of UB researchers who are conducting engaged research that we applaud the University’s expanding support for the principle of engagement. The core value of engagement is now seen across the university. As the draft plan states: “The university, within the broader social system, has the fundamental responsibility to fuel knowledge creation and application to enhance societal purposes.”

A number of Schools at UB have similarly dedicated themselves to the value of engagement, and now see this value as central to their mission. In the recent College of Arts and Sciences draft strategic plan engagement of the larger community through our scholarly activities is identified as one of three core values, and CEPP is recognized for its contributions in bringing expertise and energy to the challenges that confront us locally, regionally, nationally, and globally.

The members of the CEPP FAC find it gratifying that the university has embraced the value of engagement in research as well as teaching, and that our efforts at building a culture of engagement with many UB researchers have been recognized by university leaders. We believe that this recognition and the university’s growing commitment to engagement are encouraging as we move forward into the future.

Because of the activities of CEPP along with the newly established engagement mission of the university, we believe that UB can and should become a leader in community-based research and training. To do this, and to take seriously the pronouncements of UB’s commitment to engagement, the university needs to invest in community-based research and training efforts across the campus.

The CEPP FAC has shared its recommendations with the Realizing UB2020 Planning Committee and looks forward to working with the Provost’s Office to make UB a leader in community engagement.

The CEPP FAC asks that the Civic Engagement and Public Policy Strategic Strength continue to be supported by UB, and would be happy to discuss what would be appropriate and suggest that a period of 3-5 years be considered. Our budget is currently the salary of one senior staff person and $42,000 per year for fellowships and programs.
VII. APPENDICES

Appendix A: CEPP Faculty Directory
Appendix B: Research Fellowships
Appendix C: Community Scholar-in-Residence Fellowships
Appendix D: Research Workshops
Appendix E: Publications and Conference Presentations by Fellowship Recipients
Appendix F: Research Fellow Presentations
Appendix G: Community-Wide Research Workshops
Appendix H: UB-Sponsored Public Research Presentations
Appendix I: Research Fellows’ Grants Awarded and Proposals Submitted
Appendix J: Public Research Conferences, Workshops, and Forums
<table>
<thead>
<tr>
<th>Name</th>
<th>Department, School</th>
<th>Research Keywords</th>
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<tbody>
<tr>
<td>David Alff</td>
<td>English, CAS</td>
<td>Projects - Public works - Improvement - Writing - Plans</td>
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<td>Alex Anas</td>
<td>Economics, CAS</td>
<td>Transportation - Housing - Land use - Economic development - Environment</td>
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<td>Joseph Atkinson</td>
<td>Civil, Structural, &amp; Environmental Engineering, SEAS</td>
<td>Ecosystem restoration - Great Lakes modeling (hydrodynamic, water quality) - Environmental fluid mechanics - Sediment transport</td>
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<td>Sung-Heui Bae</td>
<td>Nursing</td>
<td>Healthcare Workforce – Overtime – Work environment – Patient safety – Work team/groups</td>
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<tr>
<td>Sharmistha Bagchi-Sen</td>
<td>Geography, CAS</td>
<td>Economic development - Labor markets - International business - Biotechnology industry - University &amp; regional development</td>
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<td>James Battista</td>
<td>Political Science, CAS</td>
<td>State legislatures - Legislative parties - Legislative committees - Legislative representation - Internal legislative institutions</td>
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<td>Carol Berman</td>
<td>Anthropology, CAS</td>
<td>Animal behavior - Primate social behavior - Conservation biology</td>
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<tr>
<td>Ellen Berrey</td>
<td>Sociology, CAS</td>
<td>Race &amp; class inequality - Law &amp; social policy - Qualitative methods - American culture</td>
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<td>Mary A. Bisson</td>
<td>Biological Sciences, CAS</td>
<td>Environment - Plant biology</td>
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<td>David Blersch</td>
<td>Civil, Structural, &amp; Environmental Engineering, SEAS</td>
<td>Ecological systems modeling – Ecological Engineering – Living machines -- Phytoremediation</td>
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<td>Barbara Bono</td>
<td>English, CAS</td>
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<td>Julie Bowker</td>
<td>Psychology, CAS</td>
<td>Peer relationships - Friendships - Children - Adolescents - adjustment</td>
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<td>Barry Boyer</td>
<td>Law</td>
<td>Environmental policy - Great lakes - Environmental history - Water quality</td>
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<td>Thomas W. Burkman</td>
<td>Asian Studies, CAS</td>
<td>International relations - International reconciliation - Japan/China/Korea - Peace studies</td>
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<td>Renee Cadzow</td>
<td>Family Medicine, SMBS</td>
<td>Health disparities – Child growth &amp; health – Material &amp; child health – Poverty – Lifestyle incongruity/income inequality</td>
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<td>Douglas H. Clements</td>
<td>Learning &amp; Instruction, GSE</td>
<td>Mathematics education - poverty - Educational standards - Teaching - Professional development</td>
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<td>Julia Colyar</td>
<td>Educational Leadership &amp; Policy, GSE</td>
<td>Higher education - College access - Underrepresented students - Women in leadership</td>
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<td>Kim Diana Connolly</td>
<td>Law</td>
<td>Environmental law &amp; policy - Clinical legal education - Social justice</td>
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<td>Sarah Delevan</td>
<td>Civil, Structural &amp; Environmental Engineering, SEAS</td>
<td>Environmental &amp; water resources engineering - Environmental engineering - Experimental fluid mechanics - Biological/ecological flow applications</td>
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<td>Greg Dimitriadis</td>
<td>Educational Leadership &amp; Policy, GSE</td>
<td>Popular culture - Alternative education sites &amp; programs - Qualitative inquiry</td>
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<td>Name</td>
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<td>Research Areas</td>
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<tr>
<td>Howard J. Doueck</td>
<td>Social Work</td>
<td>Child protection - Child abuse &amp; neglect - Assessment of risk - Services for individuals with developmental disabilities</td>
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<td>Dinissa Duvanova</td>
<td>Political Science, CAS</td>
<td>Social movements - Organizational development - Interest groups</td>
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<td>Munroe Eagles</td>
<td>Political Science, CAS</td>
<td>Canadian studies - Canadian-American relations - Cross-border regionalism - Political participation - Voter turnout</td>
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<td>Diane Elze</td>
<td>Social Work</td>
<td>GLBTQ, youth - HIV prevention - Adolescent health - Mental health</td>
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<td>Thomas Feeley</td>
<td>Communication, CAS</td>
<td>Interpersonal communication – Health communication – Theories of persuasion &amp; social influence – Organ</td>
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<tr>
<td>Kathryn Bryk Friedman</td>
<td>Regional Institute, A&amp;P</td>
<td>Canada-US border security - Governance of binational regions - International law</td>
</tr>
<tr>
<td>Joseph A. Gardella, Jr.</td>
<td>Chemistry, CAS</td>
<td>Environmental science - Brownfields &amp; toxic sites - Air pollution - K-12 science education - K-12 special education</td>
</tr>
<tr>
<td>Jordan Geiger</td>
<td>Architecture, A&amp;P</td>
<td>Urban design – Interaction design</td>
</tr>
<tr>
<td>David Gerber</td>
<td>History; Center for Disability Studies, CAS</td>
<td>Developmental disability – US ethnic historians</td>
</tr>
<tr>
<td>James A. Gardner</td>
<td>Law</td>
<td>Law - Democracy - Government</td>
</tr>
<tr>
<td>Robert Granfield</td>
<td>Sociology, CAS</td>
<td>Law &amp; Legal practice - Addiction - Access to justice - Housing - Poverty</td>
</tr>
<tr>
<td>Donald Grinde</td>
<td>American Studies, CAS</td>
<td>Native American policy - Environmental restoration - Indigenous Studies - U.S. government policy - Native American government policy</td>
</tr>
<tr>
<td>Himanshu Grover</td>
<td>Urban &amp; Regional Planning, A&amp;P</td>
<td>Planning policy - Resilient &amp; sustainable communities - Environmental hazards - Climate change - International environmental policy</td>
</tr>
<tr>
<td>Stephen Halpern</td>
<td>Political Science, CAS</td>
<td>Public Law - Civil liberties</td>
</tr>
<tr>
<td>Erin Hatton</td>
<td>Sociology, CAS</td>
<td>Work &amp; Labor Markets - Labor &amp; Labor Movements: Law &amp; Social Policy - Race, Gender, Class &amp; Inequality</td>
</tr>
<tr>
<td>Berat Z Haznedaroglu</td>
<td>Civil, Structural &amp; Environmental, Engineering, SEAS</td>
<td>Microbial water quality - Sustainable bioenergy</td>
</tr>
<tr>
<td>Steve Hoffman</td>
<td>Sociology, CAS</td>
<td>Organizations – Social psychology – Science &amp; technology – Theory – Qualitative methods</td>
</tr>
<tr>
<td>Bruce Jackson</td>
<td>English, CAS</td>
<td>Narrative theory &amp; Performance - Ethnography - Film - Photography</td>
</tr>
<tr>
<td>Stephen Jacobson</td>
<td>Educational Leadership &amp; Policy, CAS</td>
<td>School leadership - Successful high poverty schools - Teacher compensation - Teacher labor markets - School administrator preparation</td>
</tr>
<tr>
<td>Linda Kahn</td>
<td>Family Medicine, SMBS</td>
<td>Health disparities – Complex chronic illness – Diabetes &amp; depression – Qualitative research</td>
</tr>
<tr>
<td>Name</td>
<td>Department/Program</td>
<td>Research Interests</td>
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<tr>
<td>-----------------------------</td>
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</tr>
<tr>
<td>Mansoor A. F. Kazi</td>
<td>Social Work</td>
<td>Program evaluation - Mental health - Children &amp; families - Youth justice - Evidence based practice</td>
</tr>
<tr>
<td>Erin Kearney</td>
<td>Learning &amp; Instruction, GSE</td>
<td>Cultural dimensions of foreign language teaching &amp; learning – Language teacher development &amp; education – Language play &amp; learner identity</td>
</tr>
<tr>
<td>Marc Kiviniemi</td>
<td>Community Health &amp; Health Behavior&lt; SPHHP</td>
<td>Health behavior change - Decision making - Health communications</td>
</tr>
<tr>
<td>Fred Klaits</td>
<td>Anthropology, CAS</td>
<td>Faith-based outreach - Health care - Citizenship</td>
</tr>
<tr>
<td>Kathleen A. Kost</td>
<td>Social Work</td>
<td>Poverty - Employment - Disaster planning - Organization Development - Community building - Culture &amp; community development</td>
</tr>
<tr>
<td>Jill P. Koyama</td>
<td>Educational Leadership &amp; Policy, GSE</td>
<td>Social policy - Educational inequity - Immigrant education - Anthropology - Ethnography</td>
</tr>
<tr>
<td>James Lenker</td>
<td>Rehabilitation Science, SPHHP</td>
<td>Assistive Technology outcomes research - Universal Design - Complete Streets</td>
</tr>
<tr>
<td>Sandhya Limaye</td>
<td>Center for Disability Studies, CAS</td>
<td>Disability - Social work - Family &amp; Children - Women</td>
</tr>
<tr>
<td>Xiufeng Liu</td>
<td>Learning &amp; Instruction, GSE</td>
<td>Science education - Public understanding of science - Science &amp; the public - K-12 schools - Science policy</td>
</tr>
<tr>
<td>Zhen Liu</td>
<td>Economics, GSE</td>
<td>Industrial organization - Finance &amp; accounting - Decision making &amp; game theory</td>
</tr>
<tr>
<td>Patricia Logan-Greene</td>
<td>Social Work</td>
<td>Violence victimization &amp; perpetration - Cumulative adversity &amp; development - Prevention programming - Juvenile justice - Inequalities in the justice system - Mass incarceration</td>
</tr>
<tr>
<td>Arabella Lyon</td>
<td>English, CAS</td>
<td>Human rights - Transnational/global feminism - Deliberative rhetoric</td>
</tr>
<tr>
<td>Susan Mangold</td>
<td>Law</td>
<td>Child abuse &amp; neglect - Child protection - Family violence - Child welfare</td>
</tr>
<tr>
<td>Sam Magavern</td>
<td>Law</td>
<td>Public policy - Affordable housing - Community economic development</td>
</tr>
<tr>
<td>Martha McCluskey</td>
<td>Law</td>
<td>Law &amp; economics – Welfare law – Gender &amp; law – Critical legal studies – Health law</td>
</tr>
<tr>
<td>Christopher Mele</td>
<td>Sociology, CAS</td>
<td>Housing - Gentrification - Displacement</td>
</tr>
<tr>
<td>Sara Metcalf</td>
<td>Geography, CAS</td>
<td>Land use policy - Participatory modeling - Urban agriculture - Sustainable transportation</td>
</tr>
<tr>
<td>Ruth Meyerowitz</td>
<td>Transnational Studies, CAS</td>
<td>Women’s right -- Labor rights – Public policy</td>
</tr>
<tr>
<td>Amy E. Millen</td>
<td>Social &amp; Preventive Medicine, SPHHP</td>
<td>Nutrition - Epidemiology - Chronic disease - Vitamin D - Public health</td>
</tr>
<tr>
<td>Name</td>
<td>Department, Program</td>
<td>Research Interests</td>
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<tr>
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<tr>
<td>Suzanne Miller</td>
<td>Learning &amp; Instruction, GSE</td>
<td>Education - Teaching - Learning - Public schools - 21st century literacies</td>
</tr>
<tr>
<td>Teresa Miller</td>
<td>Law</td>
<td>Criminal punishment theory – Immigration law – Prisoner law – Criminal procedure – Law &amp; documentary studies</td>
</tr>
<tr>
<td>Brenda Moore</td>
<td>Sociology, CAS</td>
<td>Race &amp; ethnic relations – Military sociology – Gender stratification</td>
</tr>
<tr>
<td>Dalia Muller</td>
<td>History, CAS</td>
<td>Race &amp; ethnic relations – Military sociology – Gender stratification</td>
</tr>
<tr>
<td>Yunju Nam</td>
<td>Social Work</td>
<td>Social policy - Poverty - Asset building - Immigrants &amp; Refugees - Aging</td>
</tr>
<tr>
<td>Valerie Nessel</td>
<td>Library &amp; Information Studies, GSE</td>
<td>Information literacy - Information-seeking behavior</td>
</tr>
<tr>
<td>Jerry Newman</td>
<td>Management</td>
<td>Poverty - Low wage labor - Fast food jobs</td>
</tr>
<tr>
<td>Carl Nightingale</td>
<td>Transnational Studies, CAS</td>
<td>Race – Critical race theory – Urban history – World history – Youth culture</td>
</tr>
<tr>
<td>Heather Ochs-Balcom</td>
<td>Social &amp; Preventive Medicine, SPHHP</td>
<td>Genetics - Genetic epidemiology - Breast cancer - Health disparities</td>
</tr>
<tr>
<td>Heather Orom</td>
<td>Community Health &amp; Health Behavior, SPHHP</td>
<td>Cancer prevention - Community Engagement - Environmental Disasters</td>
</tr>
<tr>
<td>Jessica Owley</td>
<td>Law</td>
<td>Environmental law – Land conservation – Public/private divide – Property – Federal Indian law</td>
</tr>
<tr>
<td>Miriam Paeslack</td>
<td>Arts Management Program, CAS</td>
<td>Photographic image &amp; urban space – Memory &amp; identity</td>
</tr>
<tr>
<td>Anne Marie Perrault</td>
<td>Library &amp; Information Studies, GSE</td>
<td>Information seeking behaviors of educators – Public &amp; school library services to youth with disabilities</td>
</tr>
<tr>
<td>Lorna Peterson</td>
<td>Library &amp; Information Studies, GSE</td>
<td>Librarianship - Information access - Cultural heritage - Cities &amp; urban life - Cultural preservation</td>
</tr>
<tr>
<td>Alfred Price</td>
<td>Urban &amp; Regional Planning, A&amp;P</td>
<td>Urban housing – Low income housing – Housing policy – Project financing – Brownfields redevelopment</td>
</tr>
<tr>
<td>Gail Radford</td>
<td>History, CAS</td>
<td>20th century US public policy – Political economy -- Urban history – Social movements</td>
</tr>
<tr>
<td>Samina Raja</td>
<td>Urban &amp; Regional Planning, A&amp;P</td>
<td>Food systems planning - Built environment &amp; health - Healthy communities - Fiscal impacts</td>
</tr>
<tr>
<td>Deborah Reed-Danahay</td>
<td>Anthropology, CAS</td>
<td>Immigration - Civic engagement - Postcolonialism - Education - Ethnic associations</td>
</tr>
<tr>
<td>Chris S. Renschler</td>
<td>Geography, CAS</td>
<td>Community resilience - Watershed management - Environmental modeling - Interdisciplinary communication - Geographic Information Systems</td>
</tr>
<tr>
<td>Name</td>
<td>Department</td>
<td>Specialties</td>
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<tr>
<td>Sarah Robert</td>
<td>Learning &amp; Instruction, GSE</td>
<td>Teachers' work - Policy - Educational equity - Social studies - Argentina</td>
</tr>
<tr>
<td>Adjoa Robinson</td>
<td>Social Work</td>
<td>Family Caregivers -- Community-based Participatory Research -- Mental Health -- Cultural Competence -- Health Disparities</td>
</tr>
<tr>
<td>William Scheider</td>
<td>Social &amp; Preventive Medicine, SPHHP</td>
<td>Community health - Community-based epidemiology - Community empowerment &amp; health - Environmental health of communities</td>
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<tr>
<td>Kristen Schultz</td>
<td>Sociology, CAS</td>
<td>Family - Education - Gender - Aging &amp; the life course - East Asia</td>
</tr>
<tr>
<td>Lee</td>
<td></td>
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<tr>
<td>Robert Silverman</td>
<td>Urban &amp; Regional Planning, A&amp;P</td>
<td>Fair housing - Affordable housing - Citizen participation - Race relations - Community development</td>
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<tr>
<td>Jason Sorens</td>
<td>Political Science, CAS</td>
<td>Federalism - Ethnic politics - Secession - Human rights/freedom - Civil war/intrastate conflict</td>
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<tr>
<td>Kristin Stapleton</td>
<td>History; Asian Studies, CAS</td>
<td>Urban history - Chinese history - Popular culture - Police</td>
</tr>
<tr>
<td>Michael Stefanone</td>
<td>Communication, CAS</td>
<td>New media - Social networks - Social psychology - Organizational communication</td>
</tr>
<tr>
<td>Edward Steinfeld</td>
<td>Architecture, A&amp;P</td>
<td>Universal design - Housing - Transportation - Urban design &amp; planning - Urban technology</td>
</tr>
<tr>
<td>Ernest Sternberg</td>
<td>Urban &amp; Regional Planning, A&amp;P</td>
<td>Urban security - Regional economic development - Urban physical planning &amp; infrastructure</td>
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<tr>
<td>Corrie Stone-Johnson</td>
<td>Educational Leadership &amp; Policy, GSE</td>
<td>Educational leadership – Educational change – Teacher leadership – Micropolitics</td>
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<tr>
<td>Despina Stratigakos</td>
<td>Architecture, A&amp;P</td>
<td>Diversity - Gender - Architecture</td>
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<tr>
<td>Debra Street</td>
<td>Sociology, CAS</td>
<td>Health care - Income &amp; employment - Pensions - Retirement - Labor market</td>
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<tr>
<td>Charles Syms</td>
<td>Social Work</td>
<td>Addictions</td>
</tr>
<tr>
<td>Tony Szczygiel</td>
<td>Law</td>
<td>Aging in community - Public benefits</td>
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<tr>
<td>Debabrata Talukdar</td>
<td>Management</td>
<td>Economic development - Poverty - Environment - Housing for the poor - Public infrastructure services</td>
</tr>
<tr>
<td>Gwynn Thomas</td>
<td>Global Gender Studies, CAS</td>
<td>Gender &amp; politics - Women's political leadership - Citizenship - State development - Feminist theory</td>
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<tr>
<td>Suzanne Tomkins</td>
<td>Law</td>
<td>Intimate partner violence prevention – Women’s rights – Social justice</td>
</tr>
<tr>
<td>Camilo Trumper</td>
<td>Transnational Studies, CAS</td>
<td>Latin American history – Urban studies – Visual culture – Cultural history</td>
</tr>
<tr>
<td>Laurene Tumiel-Berhalter</td>
<td>Family Medicine, SMBS</td>
<td>Chronic disease - Patient empowerment - Preventive care - Underserved communities - Primary care</td>
</tr>
<tr>
<td>John Violanti</td>
<td>Social &amp; Preventive Medicine, SPHHP</td>
<td>Stress - Cardiovascular disease - First responders - Disasters</td>
</tr>
<tr>
<td>Name</td>
<td>Department/Field</td>
<td>Focus Areas</td>
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<tr>
<td>Jean Wactawski-Wende</td>
<td>Social &amp; Preventive Medicine, SPHHP</td>
<td>Epidemiology - Women's health - Cancer - Osteoporosis - Clinical trials</td>
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<tr>
<td>Deborah Waldrop</td>
<td>Social Work</td>
<td>Aging - End-of-life care - Palliative care - Caregiving - Hospice Decision-making</td>
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<tr>
<td>Christine Wang</td>
<td>Learning &amp; Instruction, GSE</td>
<td>Early education - Literacy &amp; science learning - Ebook/iPad based learning</td>
</tr>
<tr>
<td>Hua (Helen) Wang</td>
<td>Communication, CAS</td>
<td>Online community building &amp; development – Communication technology – Health promotion &amp; social change</td>
</tr>
<tr>
<td>Larry Nash White</td>
<td>Library &amp; Information Studies, GSE</td>
<td>Assessment - Organizational Intelligence - Knowledge Management - Leadership - Libraries</td>
</tr>
<tr>
<td>Janet Yang</td>
<td>Communication, CAS</td>
<td>Risk information seeking &amp; processing - Decision making - Environmental issues</td>
</tr>
<tr>
<td>Ezra Zubrow</td>
<td>Anthropology, CAS</td>
<td>Human rights - Heritage - Disability - Geography of social policy</td>
</tr>
</tbody>
</table>
CIVIC ENGAGEMENT RESEARCH FELLOWSHIPS, 2009-14

2013-14

David Blersch, Research Assistant Professor, Civil, Structural, and Environmental Engineering, School of Engineering and Applied Sciences
Project title: Economic Feasibility of Algal-Based Aquatic Pollution Recovery for Nearshore Great Lakes in Buffalo, NY
Community Research Partners: Groundworks Buffalo, NY; Buffalo State College Great Lakes Center, NY

Nathan Daun-Barnett, Assistant Professor, Educational Leadership & Policy, Graduate School of Education
Project Title: Examining the Effects of the Buffalo FAFSA Completion Project
Community Research Partner: Say Yes to Education, Buffalo, NY

Fred Klaits, Assistant Professor, Anthropology, College of Arts and Sciences
Project Title: Care, Respect, and Disability: Building a Grassroots Community Health Organization in East Buffalo
Community Research Partner: Eastside Holistic Wellness Coalition, Buffalo, NY

Janet Yang, Assistant Professor, Communication, College of Arts and Sciences
Project Title: Design Effective Communication Strategy to Promote Organ Donation
Community Research Partner: Finger Lakes Donor Recovery Network

2012-13

Kathleen Kost, Associate Professor, School of Social Work
Project Title: “Assessing Readiness for Change among Village Leaders in Tanzania”
Community Research Partner: Immaculate Heart Sisters of Africa (IHSA), Kitenga, Tanzania

Jill Koyama, Assistant Professor, Educational Leadership & Policy, Graduate School of Education
Project Title: “Collaboratively Tracing Refugee and Immigrant Newcomer Service Networks”
Community Research Partner: Buffalo English Language Learners (BELL) Network

Tony Szczygiel, Professor, Law School
Project Title: “Canopy of Neighbors Public Benefits Screening Project”
Community Research Partner: Canopy of Neighbors, Buffalo, NY

X. Christine Wang, Associate Professor, Learning and Instruction, Graduate School of Education
Project Title: “iLearning³: Technology Enhanced Early Science and Literacy for Diverse Learners”
Community Research Partner: PS #39/Dr. Martin Luther King School, Buffalo Public Schools
2011-12

Filomena M. Critelli, Assistant Professor, School of Social Work
Project Title: “Service Needs, Service Access and Improved Service Utilization Strategies for Immigrant and Refugee Domestic Violence Victims: Perspectives of Consumers and Providers”
Community Research Partner: Domestic Violence Victims Services Program, International Institute of Buffalo, NY

David A. Gerber, UB Distinguished Professor, History & Director, UB Center for Disability Studies, College of Arts Sciences, and
Michael A. Rembis, Adjunct Assistant Professor, History & Associate Director, UB Center for Disability Studies, College of Arts and Sciences
Project Title: “An Oral History of the West Seneca Development Center (1961-2011), West Seneca, NY”
Community Research Partner: Museum of DisAbility

Erin Hatton, Assistant Professor, Sociology, College of Arts and Sciences
Project Title: “When Is a Worker Not a Worker? Excluding Workers from U.S. Employment and Labor Law”
Community Research Partner: Southern Poverty Law Center, Montgomery, AL

Daniel B. Hess, Associate Professor, Urban and Regional Planning, School of Architecture and Planning
Project Title: “Older Adults’ Vulnerabilities to Extreme Weather in Western New York”
Community Research Partner: Erie County Department of Senior Services, Buffalo, NY

Bruce Jackson, SUNY Distinguished Professor and James Agee Professor of American Culture, English, College of Arts and Sciences
Project Title: “Photo Documentation of Buffalo’s Waterfront Grain Elevators”
Community Research Partner: The Campaign for Buffalo History, Architecture & Culture Inc., Buffalo, NY

Teresa Miller, Professor, Law School
Project Title: “Community Outreach from Inside Attica”
Community Research Partner: The Lifers’ Group at the Attica Correctional Facility, Attica, NY

Anne Marie Perrault, Assistant Professor, Library and Information Studies, Graduate School of Education
Project Title: “Consumer Health Informatics: Develop a Community Engagement Approach to Foster Health Literacy in Young Adults with Disabilities”
Community Research Partners: People Inc., Kaleida Health Library Services, Buffalo and Erie County Public Library, and Parent Network of WNY, all of Buffalo

Corrie Stone-Johnson, Assistant Professor, Educational Leadership and Policy, Graduate School of Education
Project Title: “College Readiness at the Crossroads: The Contemporary Challenges of Post-Secondary Preparation”
Community Research Partner: Maryvale Union Free School District, Cheektowaga, NY

2010-11
**Himanshu Grover**, Assistant Professor, Urban & Regional Planning, School of Architecture & Planning

*Project title:* “Assessing the Impact of Climate Variability and Change on Local Planning and Policymaking. Pilot Study: Buffalo-Niagara Falls Metropolitan Area”

*Community Research Partner:* Energy and Climate Change Task Force Group, Western New York Environmental Alliance (WNYEA), Buffalo, NY

**Linda S. Kahn**, Research Associate Professor, Primary Care Research Institute, Family Medicine, School of Medicine and Biomedical Sciences

*Project title:* “Identifying Barriers and Facilitators to Diabetes Self-Management on Buffalo’s West Side”

*Community Research Partner:* Jericho Road Family Practice, Buffalo, NY

**Brenda L. Moore**, Associate Professor, Sociology, College of Arts and Sciences

*Project title:* “Military Sexual Trauma: Gender Differences in Perceived Treatment, Recovery, and Resilience

*Community Research Partner:* Department of Veterans Affairs, VA Western New York Healthcare System, Buffalo, NY

**Debabrata Talukdar**, Associate Professor, Marketing Department, School of Management

*Project title:* “Consumption Circumstances at the Base of the ‘Economic Pyramid’: Insights and Implications from the Urban Slums in Africa”

*Community Research Partner:* World Bank, East Africa Division, Nairobi, Kenya

**Sue Winton**, Assistant Professor, Educational Leadership and Policy, Graduate School of Education

*Project title:* “Promoting Citizens’ Engagement with Education Policy through Policy Dialogue”

*Community Research Partner:* People for Education, Toronto, ON

**2009-10**

**Sarah Elder**, Professor, Media Study, College of Arts and Sciences

*Project title:* “Surviving Climate Change: Impacts, Responses, Strategies and Resilience in an Alaska Native Village”

*Community Research Partner:* Elders and Political Leaders, Village of Emmonak, AL

**Christopher Mele**, Associate Professor, Sociology, College of Arts and Sciences

*Project title:* “Publicly-Subsidized Urban Development and Environmental Justice Concerns in Chester, Pennsylvania”

*Community Research Partner:* DelCo Alliance for Environmental Justice, Chester, PA

**Sara Metcalf**, Assistant Professor, Geography, College of Arts and Sciences

*Project title:* “Participatory Modeling for Community Agriculture”

*Community Research Partner:* Massachusetts Avenue Project (MAP), Buffalo, NY
CIVIC ENGAGEMENT RESEARCH FELLOWSHIPS FOR GRANT DEVELOPMENT, 2012-13

Erin Kearney, Assistant Professor of Second & Foreign Language Education, Learning and Instruction, Graduate School of Education
*Project Title:* Foreign Language Instruction in Head Start: Laying Foundations for More Multilingual and Pluralistic Civic Life
*Community Research Partner:* Bethel Head Start, Buffalo, NY

James Lenker, Associate Professor, Rehabilitation Science, School of Public Health and Health Professions, and
Jordana Maisel, Director, Outreach and Policy Studies, Center for Inclusive Design and Environmental Access (IDeA) & Regional and Urban Planning, School of Architecture and Planning
*Project Title:* Assessing the Impact of the *Complete Streets* Initiatives in Medium-to-Large Municipalities
*Community Research Partner:* GOBike Buffalo

William Scheider, Research Assistant Professor, Social and Preventive Medicine, School of Public Health and Health Professions
*Project Title:* A Community-University Research Partnership to Reduce Air Pollution and Its Health Effects in NW Erie County
*Community Research Partner:* Erin Heaney/Clean Air Coalition, Buffalo, NY

CIVIC ENGAGEMENT RESEARCH DISSEMINATION FELLOWSHIPS, 2012-13

Yunju Nam, Assistant Professor, School of Social Work
*Project Title:* Long-Term Financial Security among Older Low-Income Asian Immigrants
*Community Research Partner:* National Asian Pacific Center on Aging

Heather Orom, Assistant Professor, Community Health and Health Behavior, School of Public Health and Health Professions
*Project Title:* “Growing Healthy Together”: Using a Neighborhood Health Assessment to Engage Community Members in Collective Action for Health
*Community Research Partner:* ECMC’s Office of Community Health Education and Outreach; Delevan-Grider Community Center, Buffalo NY

Miriam Paeslack, Assistant Professor, Arts Management Program, College of Arts and Sciences
*Project Title:* Ineffably Urban, Imaging Buffalo
*Community Research Partner:* Squeaky Wheel, Buffalo, NY; PUSH Buffalo, NY

Corrie Stone-Johnson, Assistant Professor, Educational Leadership and Policy, Graduate School of Education
*Project Title:* College Readiness at the Crossroads: The Contemporary Challenge of Post-Secondary Preparation
*Community Research Partner:* Maryvale Union Free School District, Cheektowaga, NY

Matthew Withiam-Leitch, Research Assistant Professor, Family Medicine, School of Medicine and Biomedical Sciences
*Project Title:* Disability and Domestic Violence in Erie County: Facing the Challenge of Providing Community Services for Disabled Victims of Domestic Violence
*Community Research Partner:* Family Justice Center of Erie County, Buffalo, NY
COMMUNITY SCHOLAR-IN-RESIDENCE FELLOWSHIPS

2012-13

UB nominating faculty member: Laurene Tumiel-Berhalter, Associate Professor & Vice Chair of Research, Primary Care Research Institute, Family Medicine; Research Associate Professor, Social and Preventive Medicine.

Community Scholars-in-Residence 2012-13: Two members of the Patient Voices Network, Pamela Herold and Deborah Hemphill.
The fellowship offered a formalized research training opportunity to both fellowship recipients that has led to them taking on leadership roles in the Patient Voices Network co-authoring successful grant proposals, conference presentations, and research publications. (See Appendices E and I below for details.)

2011-2012

UB nominating members of faculty: Steve Halpern, Political Science; Sam Magavern, Law; Martha McCluskey, Law; Ruth Meyerowitz, American Studies; Gail Radford, History; Henry Taylor, Center for Urban Studies, Urban and Regional Planning.

Community Scholar-in-Residence 2011-12: Kevin Connor, Director, Public Accountability Initiative (PAI). Nominated by the consortium of six faculty members listed above led by Professor Stephen Halpern, the research focused on Citizen Participation, Public Authorities, and Buffalo’s Waterfront.
Meetings and interviews took place in fall 2011 with community stakeholders and faculty and two public workshops were conducted:

September 27, 2011: 9 Norton Hall, UB North
“The Role of Public Authorities and Accountability in the Development Process: Developing the Research”
Kevin Connor, Public Accountability Initiative, and Steve Halpern, UB Political Science

April 27, 2012: 9 Norton Hall, UB North
“Public Authorities and the Public Good”
Kevin Connor, Public Accountability Initiative, and Steve Halpern, UB Political Science

2010-11

UB nominating faculty members: Ellen Berrey, Sociology; Jordan Geiger, Architecture; Steve Hoffman, Sociology; Dalia Mueller, History/Caribbean Studies; Carl Nightingale, Transnational Studies, Miriam Paeslack, Arts Management/Visual Studies, and Camilo Trumper, Transnational Studies.
Eric Walker, together with his nominating faculty research partners, engaged in a community-based research project that seeded the transformation of the Grant Street Neighborhood Center into a neighborhood-based space for youth empowerment.
An introductory reception was followed by three workshops at the Grant Street Neighborhood Center, each attended by over 40 members of UB faculty, researchers, community members and educators:

February 18, 2011: “Developing a Laboratory for Youth Power”
March 26, 2011: “Creating an Infusion Model for Youth Development and Youth Empowerment through Community Practice”
April 2, 2011: “Peripheral Vision: Visual Literacy as a tool for Agency and Exchange”

Community Scholar-in-Residence, Eric Walker of PUSH-Buffalo, presents with Dalia Mueller, UB History/Caribbean Studies, and UB Camilo Trumper, UB Transnational Studies, at the first of three workshops at the Grant Street Neighborhood Center.
June 5, 2013: 77 Goodell St, UB Downtown
“Conducting Qualitative Research Interviews”
Presenters: Linda S. Kahn, UB Family Medicine, Bonnie M. Vest, UB Family Medicine, Elisa Rodriguez, Roswell Park Cancer Institute.
This afternoon workshop presented to over 50 faculty and other researchers practical information on how to conduct qualitative research interviews, covering the rationale for and components of qualitative interviewing, as well as best practices.
*Sponsored by the Primary Care Research Institute, UB Family Medicine; cosponsored by CEPP.*

May 17, 2013: 77 Goodell St, UB Downtown
Community-Based Participatory Research and Asset-Based Community Development Workshop
Presenter: Deborah Puntenney, Associate Director, Asset-Based Community Development Institute, and Research Associate Professor, School of Education and Social Policy, Northwestern University.
Supplementary presenters: Laura Mangan, UB CEPP, Sam Magavern, Partnership for the Public Good and UB Law, and Jessica Bauer Walker, Community Health Worker Network of Buffalo.
*Organized by UB CEPP, the Community Health Worker Network of Buffalo, and Partnership for the Public Good.*

April 25, 2013: 9 Norton Hall, UB North
“Out of the Stacks and Into the World”: A Practical Workshop on How to Disseminate Research into the Policy Arena
Presenters: Kathryn Friedman, UB Regional Institute; Sam Magavern, Co-Founder, Partnership for the Public Good, and SUNY Buffalo Law School; Sharon Entress, Senior Policy Associate, UB Regional Institute, and Brenda Stynes, Graphic and Information Designer, UB Regional Institute.

March 19, 2013: 509 O’Brien Hall, UB North
Community Engagement in Research: From Ethics to Operations to Engaging at Scale
March 19, 2013: Hohn Auditorium, Roswell Park Cancer Institute, UB Downtown
“Re-Thinking the Ethical Foundations of Community Engagement in Research”
Presenter: Jim Lavery, Research Scientist, Centre for Research on Inner City Health & Centre for Global Health Research, and the Keenan Research Centre in the Li Ka Shing Knowledge Institute of St. Michael's Hospital; and Associate Professor, School of Public Health and Joint Centre for Bioethics, University of Toronto. *Sponsored by UB Center for Clinical Ethics and Humanities in Health Care, UB Medicine & Buffalo Clinical Translational Research Center (CTRC), UB Family Medicine, and UB CEPP.*

April 21, 2011: American Red Cross Training Center, 786 Delaware Ave, Buffalo
"Collaborating with Scholars on Community-Based Research"
Presentations by Laurene Tumiel-Berhalter, UB Family Medicine, Erin Robinson, Sociology, Canisius College, and Erin Heaney, Clean Air Coalition, followed by discussion and Q&A.
*Sponsored by UB CEPP, Partnership for the Public Good, and WNY Service Learning Coalition.*

March 28, 2011: 106 O’Brien Hall, UB North
“Ensuring the Right to Adequate Housing: Comparative Strategies from Canada and the United States”
Panelists: **Bruce Porter**, Director, Social Rights Advocacy Centre, Canada; **Judge Henry Nowak**, Erie County Supreme Court, former Buffalo Housing Court; **Eric Walker**, co-founder, PUSH-Buffalo & CEPP Community Scholar-in-Residence 2010-11.

*Sponsored by the Buffalo Human Rights Center; Buffalo Human Rights Law Review; UB Canada-US Legal Studies Centre; and UB CEPP.*

February 11, 2011: 509 O'Brian Hall, UB North

**Peter A. Joy**, Vice Dean and Henry Hitchcock Professor of Law, Washington University, “Academic Freedom in Contexts of Experiential Learning and Community-Based Research”

*Organized by UB Clinical Legal Education, UB Baldy Center for Law & Social Policy and UB CEPP.*

April 28, 2010: 9 Norton Hall, UB North

**Participatory Research Methods: “Community-Based Research: Different Methods, Different Challenges”**


April 21, 2010: 509 O'Brian Hall, UB North

**Pamela Goldberg**, United Nations High Commissioner for Refugees Regional Office, Washington, DC

“Refugee and Asylum Law: Incorporating a Gender and Human Rights Perspective”

*Cosponsored by Buffalo Human Rights Center, UB Baldy Center for Law & Social Policy, UB CEPP, UB International Law Students Association.*

March 22, 2010: 280 Park Hall, UB North

**“Civic Engagement and Public Decision Making: Can Only Government Govern?”**

Dr. Susan Ostrander, Professor of Sociology, Tufts University, founder of the Tufts University Civic Engagement Research Group.

*Organized by UB CEPP and cosponsored by UB Sociology.*

*Over 60 faculty, students, and members of the community attended Dr. Ostrander’s presentation.*
March 3, 2010: 509 O’Brian Hall, UB North
“City-Based Implementation of Human Rights Treaties: Comparative Lessons for Buffalo”
Public lecture & training for local advocates with:
Krishanti Dharmaraj, former executive Director, WILD for Human Rights, San Francisco
Ejim Dike, Director, Human Rights Project, Urban Justice Center, New York City Human Rights Initiative
Martha Davis, Northeastern School of Law, Boston
Sponsored by Buffalo Human Rights Center Comparative Human Rights & Practice Series,
Baldy Center for Law & Social Policy, cosponsored by UB CEPP.
There are many outcomes of community-based research projects by UB faculty and researchers who directly benefitted from the support of CEPP. We have listed outcomes below from one discrete group of community-based researchers at UB -- those who received CEPP fellowship funding, i.e., Research Fellows or Community Scholar-in-Residence Fellows. Note: the majority of 2012-13 fellowship recipients, many of whom are still conducting their research, will appear in future reports. Outcomes are listed in order of the year of fellowship award.

Publications

2009-10

**Christopher Mele**, UB Sociology


**Sara Metcalf**, UB Geography


Erin Kearney, UB Learning and Instruction


Linda Kahn, UB Family Medicine


Debrabrata Talukdar, UB Marketing


Jill Koyama, UB Educational Leadership and Policy


Practitioner publications: Co-authored by research project partners, information about the database was disseminated through the newsletter of the BELL Network website (www.bellnetwork.org), and also in two funding proposals submitted by BELL Network.

**Yunj Nam, UB Social Work**

**Miriam Paeslack, Arts Management Program**

Exhibitions, documentaries, presentations
This listing excludes the Research Fellow Presentations listed in Appendix F below.

2009-10
**Sarah Elder, UB Media Study**

Public film exhibitions with presentation of research findings:
University of Alaska, Summer Arts Festival, Surviving Arctic Climate Change, (film in progress), Fairbanks, Alaska, July 2011

Civic Engagement Research Fellows Presentation/Humanities Institute Scholars at the Muse Series, Albright-Knox Art Gallery, Buffalo, NY, April 15, 2011

University of Alaska Fairbanks, March 18, 2011
Other smaller film screening venues (Ft. Erie, Canada; New York City; Alaska; Buffalo)

Film presentation and conference panel participation. “Surviving Arctic Climate Change”, Conference: The Big Thaw: Policy, Governance and Climate Change in the Circumpolar North, University at Buffalo, April 17-18, 2013. Sponsored by The Baldy Center for Law and Social Policy, UB Anthropology, and National Science Foundation Office of Polar Programs.

Lecture. “Evolving Media practices”, University of Massachusetts Amherst, lecture with film excerpts from Surviving Climate Change, February 2013.


Conference paper. “Going Back, Moving Forward: Collaborating a Film Trajectory” in Documentary Futures session, American Anthropological Association Meeting, Montreal, November 19, 2011.
2010-11

Erin Kearney, UB Learning and Instruction


Linda Kahn, UB Family Medicine


2011-12
Erin Hatton, UB Sociology


Presentation. “Nannies, Welfare Recipients, and Prisoners: The Struggle for Worker Rights.” UB Humanities Institute, Scholars@Hallwalls Lecture Series and Civic Engagement Research Presentation, Buffalo, NY, April 19, 2013


Bruce Jackson, UB English


Corrie Stone-Johnson, UB Educational Leadership and Policy

2012-13
Michael Rembis/David Gerber, UB History
Kathleen Kost, UB Social Work

Jill Koyama, UB Educational Leadership and Policy

Yunju Nam, UB Social Work


Laurene Tumiel-Berhalter, UB Family Medicine and 2012-13 Community Scholars-in-Residence


2010-11/2011-12/2012-13
Sue Winton, Corrie Stone-Johnson, Jill Koyama
CIVIC ENGAGEMENT RESEARCH FELLOW PRESENTATIONS

PRESENTATIONS 2012-13

May 9, 2013: 9 Norton Hall, UB North

“Consumer Health Informatics: Developing a Community Engagement Approach to Foster Health Literacy in Young Adults with Disabilities”
Anne Perrault, UB Library and Information Science, Graduate School of Education
Dr. Anne Perrault, together with her project’s Community Research Partners, spoke on the perceived areas of need for youth with disabilities in accessing, evaluating, and using health information and outlined the community-based participatory research framework used to approach the project. She also addressed resources available in the community that could be leveraged to teach and refine the health literacy skills of youth. Community partners attending included People, Inc., directors of the Kaleida Health Libraries and the Amherst Public Libraries, and colleagues from the UB Youth Adolescent YALT program, UB’s Health Sciences Library and Buffalo State College.

April 19, 2013: Hallwalls Contemporary Arts Center, Buffalo

“Nannies, Welfare Recipients, and Prisoners: The Struggle for Worker Rights”
Erin Hatton, UB Sociology
Dr. Erin Hatton presented her project, "Invisible Work, Invisible Workers," in which she examines three categories of workers who -- to various degrees -- do not legally count as “employees”: prisoners, welfare recipients, and nannies. Through in-depth interviews with each of these groups, Hatton explored the nature of work and the struggle for worker rights beyond the boundaries of the law. This research builds on her fellowship project, “When is a Worker not a Worker? Excluding Workers from U.S. Employment and Labor Law.”
Event cosponsored by CEPP and the UB Humanities Institute and the Scholars @ Hallwalls series.

April 11, 2013: 9 Norton Hall, UB North

“Improving Access to Domestic Violence Services for Women of Immigrant and Refugee Status: Perspectives of Consumers and Providers”
Filomena Critelli, UB Social Work
Dr. Filomena Critelli conducts research on women’s activism and gender-based violence in domestic, as well as international, contexts and her research fellowship presentation focused on women of immigrant and refugee status and their access to services in Buffalo. In addition to her Community Research Partners from the Domestic Violence Victims Services Program of the International Institute of Buffalo, there were over 40 professionals, faculty, and graduate students in attendance from across six UB Schools and the College of Arts and Sciences, social service agencies, community organizations, and multiple legal services agencies.

April 2, 2013: 9 Norton Hall, UB North

“An Oral History of the West Seneca Development Center (1961-2011)”
Michael Rembis, UB History & Director, Center for Disability Studies and David Gerber, UB History Emeritus & Founding Director, Center for Disability Studies
Dr. Rembis spoke to a capacity crowd about the research he has conducted with Dr. Gerber examining
the lived experience and understandings of those involved in the process known commonly as "deinstitutionalization," i.e., the transition in the model of care for individuals with developmental disabilities from large institutions to decentralized residential homes and services.

Over 50 people attended with faculty members and graduate students from six UB Schools and the College, staff of community not-for-profit organizations and social service agencies, together with former residents and staff of the West Seneca Development Center. Thirteen participants volunteered to help with future research.
March 27, 2013: 9 Norton Hall, UB North
“College Readiness at the Crossroads: The Contemporary Challenges of Post-Secondary Preparation”
Corrie Stone-Johnson, UB Educational Leadership & Policy
Dr. Corrie Stone-Johnson discussed her ongoing research partnership with Maryvale Union Free School District about the implication of rising accountability on school counselors and the students they aim to serve, as well as the school level challenges, specifically work roles and relationships, that impact the job of school counseling. In addition, Dr. Stone-Johnson is working with the school counselors to develop curriculum and tools that attempt to surmount the challenges they face and help them prepare students for life in and after secondary school.

February 8 – June 16, 2013: Burchfield Penney Art Gallery, Buffalo
“Being There: Bruce Jackson, Photographs 1962-2012” and
December 21, 2012 – June 23, 2013: M & T Center, Buffalo
“Totems at the Western Terminus”: Burchfield Penney Art Gallery Photography Exhibition
Bruce Jackson, UB English, SUNY Distinguished Professor, James Agee Professor of American Culture

December 7, 2012: 77 Goodell St, UB Downtown
“Older Adults’ Vulnerabilities to Extreme Weather in Western New York: Results from a Survey of Meals on Wheels Clients”
Daniel Hess, UB Urban and Regional Planning with Debra Street, UB Sociology, and discussants from Ken-Ton Meals on Wheels, and Erie County Department of Senior Services.
UB researchers, Dr. Hess and Dr. Street, presented the results of their survey research with Community Research Partners from Eric County Department of Social Services, and collaborators from Kenmore-Tonawanda Meals on Wheels. Over 30 people participated from 10 different UB departments and units, and 10 social service agencies, not-for-profit organizations, and Erie County departments.

November 30, 2012: 9 Norton Hall, UB North
“Rental Housing Markets at the Base of the ‘Economic Pyramid’: Insights from the Slums in Kenya and Senegal”
Debabrata Talukdar, UB Marketing, School of Management
Dr. Talukdar presented the policy implications of the research findings of a comparative statistical analysis of the informal rental markets in Nairobi, Kenya, and Dakar, Senegal using World Bank data on households. This study – part of a bigger project -- was conducted with Community Research Partner, Sumila Gulyani, from the World Bank’s East Africa Division. Talukdar focused on a number of issues such as how living conditions differ for tenants and owner-occupiers, how much tenants in slums pay in rent, and what features influence rents in these informal housing markets. He also compared the rental housing markets in the slums of these two cities.

Presentations 2011-12

February 15, 2012: 9 Norton Hall, UB North Campus
“Military Sexual Trauma: A Contemporary Issue in Historical Context”
Brenda Moore, UB Sociology

February 17, 2012: 77 Goodell St., UB Downtown Gateway
“Identifying Barriers and Facilitators to Diabetes Self-Management on Buffalo’s West Side”
Linda S. Kahn, Primary Care Research Institute, UB Family Medicine
April 13, 2012: 9 Norton Hall, UB North Campus
“Assessing the Impact of Climate Variability and Change in Local Planning and Policymaking (Case Study: Buffalo-Niagara Falls Metropolitan Area)”
Himanshu Grover, UB Urban & Regional Planning

April 18, 2012: 9 Norton Hall, UB North Campus
“Integrating Foreign Language Instruction into Head Start: A Collaborative Endeavor”
Erin Kearney, UB Learning & Instruction, Graduate School of Education

Presentations 2010-11

November 16, 2010: 9 Norton Hall, UB North
“Modeling the Local Food Movement: A Civic Engagement with the Massachusetts Avenue Project”
Sara Metcalf, UB Geography
This presentation involved Dr. Metcalf’s Community Research Partner, Diane Picard, Exec Director of the Massachusetts Avenue Projects, together with panelists Samina Raja, UB Urban & Regional Planning and Lynda Schneekloth, UB Architecture.

April 15, 2011: Albright Knox Art Gallery, Buffalo, NY
“Surviving Arctic Climate Change: A Documentary on Inuit Knowledge”
Sarah Elder, UB Media Study
Cohosted by UB Humanities Institute & Riverrun “Scholars at MUSE” series

April 20, 2011: 509 O’Brian Hall, UB North
"City of Smoke and Mirrors: The Use of Race in the Making of Chester, Pennsylvania"
Christopher Mele, UB Sociology
Professor Mele’s CEPP fellowship research project, “Publicly Subsidized Urban Development and Environmental Justice Concerns in Chester, Pennsylvania,” produced a preliminary field report and can be seen on YouTube at: http://ub2020.buffalo.edu/civic/overview/insights/christopher_mele.php
COMMUNITY-WIDE RESEARCH WORKSHOPS

Environmental Protection Agency Citizen Science Training
May 8, 2013: 509 O’Brian Hall, UB North
“Leveraging Environmental Monitoring: Key Steps in Producing Credible Data”
This all-day training workshop provided over 30 researchers from UB and across WNY and S. Ontario, together with local city, county, and state officials, and community-based environment organizations and local foundations, the ability to discuss in-depth issues related to data collection with federal and state regulators. UB participants were from a wide range of disciplines including Engineering, Geography, Philosophy, Chemistry, Nursing, and Social and Preventive Medicine.
Cosponsored by EPA Region 2, UB CEPP, and UB Office of Sustainability.

Green and Healthy Homes Environmental Justice Forum
April 26, 2013: Clinical and Translational Research Center, UB Downtown
"An Environmental Justice Forum for Buffalo Homes and Neighborhoods"
This public forum brought together over 50 local activists, academics, and community organizers, together with federal experts in environmental justice from the Environmental Protection Agency and policymakers from the US Attorney’s office.
Sponsored by the SUNY Buffalo Law School Healthy Homes Legal Practicum, the Community Foundation for Greater Buffalo's Green and Health Homes Initiative, UB CEPP, and Neighborhood Legal Services.

Buffalo Poverty Research Workshop IV: Poverty and Education
March 1, 2012: Olmsted Center for Sight, Buffalo
This most recent workshop attracted 200 participants and topics included “The Impact of Poverty on School Wellness,” “Preparing Teachers for Poverty’s Challenges,” and “Meeting the Non-Academic Needs of Students in Poverty.” Nine speakers from the Buffalo Public and Charter Schools, UB and Buffalo State College, as well as a BPS parent representative and a BPS teacher, presented research from multiple perspectives. The program feature the following speakers and panelists:

Introduction: Poverty and Education: What the Data Show
- Sam Magavern, Co-Director, Partnership for the Public Good

Session 1: Impact of Poverty on School Wellness
- Assunta R. Ventresca, Director, Health Related Services, Buffalo Public Schools
- Samuel Radford, III, Director, District Parent Coordinating Council

Session 2: Preparing the Teachers for Poverty's Challenges
- John Siskar, Senior Advisor for Buffalo State Educational Pipeline Initiatives
- Jill Koyama, UB Educational Leadership and Policy, Graduate School of Education

Session 3: Meeting the Non-Academic Needs of Students in Poverty
- John Crabbe, Supervisor of Attendance Services, Buffalo Public Schools
- Keith Frome, Head, King Center Charter Middle School; Co-Founder, College Summit
- David Rust, Executive Director, Say Yes to Education, Buffalo
- Fran Hawkes, Buffalo Public School teacher, PS 31 Harriet Ross Tubman School

Organized by UB CEPP, the Homeless Alliance of Western New York, Partnership for the Public Good, and Western New York Service Learning Coalition.
Public Forum
November 27, 2012: Temple Beth Zion Auditorium, Buffalo

Community Health Worker Community Forum
This forum attracted over 100 people including community health workers and other frontline workers, community members and advocates, researchers, policymakers, and funders. Keynote address was given by Carl Rush, MRP, Director, Project on Community Health Worker Policy and Practice, Institute for Health Policy, University of Texas-Houston and Community Health Worker National Education Collaborative.

Sponsored by the CHW Network of Buffalo, Buffalo Urban League, Inc., Partnership for the Public Good, PUSH-Buffalo, Ujima Co., Inc, and UB CEPP, and was supported by the Health Foundation of Central and WNY.

Public Presentation
October 30, 2012: 108 O’Brian Hall, UB North
“Foreclosures: Everything Your Property Professor Never Told You ...”

Organized by the SUNY Buffalo Law School, cosponsored by UB CEPP.

Public Workshop
April 25, 2012: The Belle Center, 104 Maryland St., Buffalo
“Asset Mapping and Mobilizing Workshop: Using Asset-Based Community Development to leverage Buffalo’s Strengths toward Positive Change”
Initial presenter: Sam Magavern, Partnership for the Public Good; Asset mapping facilitators: Jessica Bauer Walker, Community Health Worker Network of Buffalo; Rahwa Ghirmatzion, Ujima Company, Inc., Samuel Radford, III, District Parent Coordinating Council, Grace Tate, Community Initiatives and Human Resources, Buffalo Urban League.

This event was organized by the Community Health Worker Network of Buffalo with Buffalo Urban League, District Parent Coordinating Council, Partnership for the Public Good, Ujima Company, Inc., UB CEPP, and The Belle Center. Funding was provided by the Community Health Foundation of Western and Central NY.

Buffalo Poverty Research Workshop III
March 2, 2012: Olmsted Center for Sight, Main St, Buffalo
In addition to getting the latest data on local poverty, participants heard about three innovative university-community collaborations: implementing the “Housing First” model to end chronic homelessness; teaching science and engineering in the Buffalo Public Schools; and improving health outcomes by paying heed to patient voices. The introduction and presentations included:

- Sam Magavern, co-Director, Partnership for the Public Good and SUNY Buffalo Law
- Karen Carman, Hope Center Director, Matt Urban Human Services Center of WNY; Elizabeth McClam, Director, Homeless Services Program, Lake Shore Safe Haven, Lake Shore Behavioral Health; Dale Zuchlewski, Executive Director, Homeless Alliance of Western New York
- Joseph Gardella, UB Chemistry; Daniel L. Maclsaac, Physics, Buffalo State College
- Laurene Tumiel-Berhalter, UB Family Medicine; Rona D’Aniello, Diabetes Education Coordinator, UB Family Medicine.

Organized by CEPP, the Homeless Alliance of Western New York, Partnership for the Public Good, and Western New York Service Learning Coalition.
Buffalo Food Policy Summit: Two-Day Summit
The Summit on food systems and policy was organized by Dr. Samina Raja, UB Urban and Regional Planning & UB Food Systems Planning and Healthy Communities Lab, and her community research partner, Healthy Kids/Healthy Communities, Buffalo Niagara Medical Campus. Cosponsors included Cornell Cooperative Extension Erie County; Grassroots Gardens; Massachusetts Avenue Project; New York Sustainable Agriculture Working Group (NYSAWG); and UB CEPP. Major funding came from the Community Foundation for Greater Buffalo. The Summit was an UB Inauguration Week event and attracted over 200 participants.

Buffalo Food Policy Summit: Public Forum
September 20, 2011  Karpeles Manuscript Library Museum, Buffalo
Over 80 people attended this public forum. Speakers included:

- Samina Raja, UB Urban and Regional Planning
- James Johnson-Piett, Urbane Development, LLC, New York, NY
- Mark Winne, Community Food Security Coalition, Portland, OR
- Heather Wooten, Public Health Law and Policy, Oakland, CA.

Buffalo Food Policy Summit: Policymakers
September 21, 2011: 8:30-1:00: UB Jacobs Executive Development Center, Delaware Ave, Buffalo
The Policymaker Summit featured innovative national policymakers and experts and included strategies and national practices for building healthy food systems and simultaneously fostering economic development. This invitation only event was at capacity with 60 attendees, and included a welcome by UB President Dr. Satish Tripathi and Buffalo Mayor Bryon Brown and a video address by U.S. Senator Kirsten Gillibrand.

- Joseph Cimperman, Councilman, Cleveland City Council, OH
- Samina Raja, UB Urban and Regional Planning
- National speakers (see above Public Forum)

Buffalo Food Policy Summit: Research Roundtable
September 21, 2011: Afternoon: Harriman Hall, UB South Campus
“Rebuilding Community Food Systems: Opportunities for Multidisciplinary Research”
Over 70 UB researchers, local and state policymakers, and community organizations, participated in this roundtable with the following speakers and panelists:

Speakers and panelists included:

- Samina Raja, UB Urban and Regional Planning
- Michael Conard, Urban Design Lab, Columbia University
- Leonard Epstein, UB Pediatrics and Social and Preventive Medicine
- Sara Metcalf, UB Geography
- Sarah Robert, UB Graduate School of Education

Buffalo Complete Streets Transportation Summit: Two-Day Symposium
The Complete Streets Transportation Summit highlighted the role of Complete Streets in promoting sustainability and economic development in the City of Buffalo and its surrounding regions. The event was coordinated by Green Options Buffalo with Healthy Kids, Healthy Communities-Buffalo, Buffalo Niagara Medical Campus; Buffalo Niagara Riverkeeper; Joy Kuebler Landscape Architects; UB Center for Inclusive Design and Environmental Access; UB CEPP; and Wendel Companies.
Buffalo Complete Streets Transportation Summit: Public Forum
April 19, 2012: Asbury Hall, 341 Delaware Ave, Buffalo
“Complete Streets: How National Best Practices can Influence the Buffalo Streetscape”
Moderator: Robert Shibley, Dean, UB School of Architecture and Planning
Panelists:
  • Tavis Dockwiller, principal landscape architect, Viridian Landscape Studio, Philadelphia
  • Gail Dorfman, Commissioner, Hennepin County, MN
  • Jeff Olson, Designer and former NYS Pedestrian & Bicycle Program Manager at Alta Planning and Design, Saratoga Springs, NY
  • Sam Zimbabwe, Assoc. Director for Planning, Policy & Sustainability, District Dept of Transportation, Washington, DC.

Buffalo Complete Streets Summit: Policymakers
April 20, 2012: UB Jacobs Executive Development Center, Delaware Ave, Buffalo
The Policymaker Summit of over 60 invited participants included an introduction by Dr. Michael Cropp, President & CEO, Independent Health and national speakers (see list above).

Public Workshop
June 30, 2011: Madonna Hall, D’Youville College
“Smart and Sustainable Community Development: Strategies for Investors and Policymakers in Buffalo”
Organized by the Community Health Worker Network of Buffalo, Partnership for the Public Good, and UB CEPP.

The TransAmericas Research Workshop
April 21, 2011: 120 Clemens Hall, UB North
“The World of Mexican Migrants”
Judith Adler Hellman, Social & Political Science, York University
Co-sponsored by the UB Feminist Research Alliance, Transnational Research Workshop, and UB CEPP.

Panel Discussion
March 28, 2011: 106 O’Brien Hall, UB North
“Ensuring the Right to Adequate Housing: Comparative Strategies from Canada and the United States”
Panel discussion with Bruce Porter, Social Rights Advocacy Center, Canada; Eric Walker, PUSH-Buffalo/CEPP Community Scholar-in-Residence; Judge Nowak, former judge, Buffalo Housing Court,
moderator: Irene Khan, UB Law visiting professor, former secretary-general of Amnesty International. Organized by Buffalo Human Rights Center, cosponsored by UB CEPP

Poverty Research Workshop II: Homelessness & Women
March 4, 2011: St. Stanislaus Social Hall, Fillmore Ave, Buffalo.
Over 190 people participated in this workshop of scholars and community groups that highlighted recent scholarship on women and homelessness. The workshop also explored ways to encourage more community-based participatory research and fostered collaborations between community groups and scholars.

- Keynote address by Maureen Hayes, National Center on Family Homelessness, with responses by Kevin Blair, Niagara University; William O’Connell, HUD; Karen Carman, Matt Urban HOPE Center.
- Presentations by Ellen Grant & Monique Watts, WNY Women’s Fund; Lauren Breen, UB Law Community Economic Development Clinic, Kathleen Granchelli, YWCA Niagara & Suzanne Tomkins, UB Law Women, Children & Social Justice Clinic; Teresa Miller, UB Law; Kenny Gaston, GROUP Ministries & Jessica Walker, Community Health Worker Network of Buffalo.

Research Poverty Workshop II

Organized by UB CEPP, the Homeless Alliance of Western New York, the National Center on Family Homelessness, Partnership for the Public Good, and Western New York Service Learning Coalition and cosponsored by the UB Gender Institute and WNY Women’s Fund.

Stakeholder Learning Day
December 1, 2010: Temple Beth Zion, Buffalo
“Community Health Workers: A New Opportunity to Advance Health and Wellness in Buffalo”
Organized by the Community Health Worker Network of Buffalo, cosponsored by Partnership for the Public Good, UB CEPP, with support from the Community Health Foundation of Western and Central New York.

Colloquium
October 18, 2010: 280 Park Hall, UB North
Matt Desmond, Society of Fellows and Sociology, Harvard University
“Disposable Ties and the Urban Poor”
Organized by UB Sociology Colloquium, cosponsored by UB CEPP.
Poverty Research Workshop
February 26, 2010: Frank E. Merriweather Library, Buffalo
The first Poverty Research Workshop showcased research on issues related to poverty and indicated the
need by scholars and community and local organizations and to work together. The 165-seat
auditorium had standing room only. The presentations by scholars and many of their community
research partners was followed by a discussed of research needs in the community.

Speakers included:

- “Possibilities for Community Collaboration”
  Curtis Haynes, Jr., City of Buffalo Common Council Member; Economics, Buffalo State College
- “The Geography of Urban Poverty”
  Wende Mix, Geography & Planning, Buffalo State College
- “Ladders Without Rungs: Recent Findings on Poverty and Low-Wage Work in Buffalo Niagara”
  Kathryn Foster, Director, University at Buffalo Regional Institute
- “Creating People’s Park: Redefining Urban Space Through Community-Based Research in
  Buffalo, NY”
  Erin Robinson, Sociology, Canisius College
- “Using Research to Support the CAO—Keep Buffalo Neat Workforce Development Initiative”
  Henry Louis Taylor, Director, UB Center for Urban Studies & L. Nathan Hare, President/CEO, Community Action Organization of Erie County, Inc.
- “Bridging Theory and Action to Promote Food Justice”
  Samina Raja, UB Urban & Regional Planning & Diane Picard, Executive Director, Massachusetts Avenue Project (MAP)

Filling the Gaps: Community-Based Research in Buffalo
Moderated discussion led by Sam Magavern, Partnership for the Public Good.
Organized by CEPP, the Homeless Alliance of Western New York, Partnership for the Public Good, and Western New York Service Learning Coalition.

The first Poverty Research Workshop with faculty and community research partner co-presenting: L. Nathan Hare and Henry Taylor, Jr. (center).
The CEPP Strategic Strength has also made contributions to UB-wide public events such as the UB This Summer Lecture Series, the pre-lectures at the Distinguish Speaker Series events, and the Newman Center Lectures. These events have provided yet another avenue for the dissemination of the results of community-based research to UB and local community audiences. Both CEPP Research Fellows and Faculty Advisory Committee members have used this forum to present their work and engage the public in discussion.

**UB This Summer Lectures 2011-13**
July 24, 2013: Davis Hall, UB North

**“The Great Lakes Futures Project’: Toward a Sustainable Future for the Great Lakes-St. Lawrence River Basin”**
Joseph Atkinson, UB Civil, Structural, and Environmental Engineering and Director, Great Lakes Program, and Kathryn Friedman, Director, Cross-Border and International Research, UB Regional Institute, and Research Associate Professor of Law & Policy, UB School of Architecture & Planning.

June 26, 2013: Davis Hall, UB North

**“How Climate Change Impacts Planning and Policymaking in WNY”**
Himanshu Grover, UB Urban and Regional Planning, 2010-11 Civic Engagement Research Fellow

June 27, 2012  Davis Hall, UB North Campus

**Linda S. Kahn**, Primary Care Research Institute, UB Family Medicine, 2010-11 Civic Engagement Research Fellow

**“West Side Wellness: The Case of Diabetes Self-Management”**

August 3, 2011  Student Union, UB North Campus

**Christopher Mele**, UB Sociology, 2009-10 Civic Engagement Research Fellow

**“The Art of the Deal: Casinos, Prisons, Incinerators and Other Adventures in American Urban Development”**

**Pre-DSS Lecture**
November 9, 2011

**“Bullying Prevention: Research Highlights from UB’s Alberti Center”**
Introduction: Robert Granfield, UB Sociology
Presenter: Amanda Nickerson, UB Alberti Center for Bullying Abuse Prevention; UB Counseling, School, and Educational Psychology

**Sponsored by UB’s Alberti Center for the Prevention of Bullying Abuse and School Violence and CEPP.**

**UB Newman Center Bridge Lecture Series**
June 18, 2013 Newman Center, UB North Campus

**“Legal Update on the Catholic Church’s Sexual Abuse Scandal”**

Susan Vivian Mangold, SUNY Buffalo Law
For information regarding external grants awarded to Civic Engagement Research Fellows, please contact the Office of the Provost.
NYS Drug Policy Conference
May 2-3, 2013: Hotel @ Lafayette & Ramada Hotel and Conference Center
Leading the Way: Moving New York State toward a Public Health and Safety Approach to Drug Policy
Over 200 policymakers, legislators, academics, advocates, service providers, community organizations, as well as former users, participated in this conference. The energy and level of discussion about how to move New York’s drug policy forward were described as “truly inspiring.” Participants engaged in a range of discussions about realizing a shared vision of a drug policy grounded in science, health, human rights, and compassion. The opening keynote speaker was Elizabeth Glazer, NY Deputy Secretary for Public Safety. The opening plenary on “Drug Policy Today – Where are we now?” was followed by sessions on Prevention, Harm Reduction, Public Safety, Treatment and Recovery, and the conference ended with a plenary, “Leading the Way on Drug Policy: Towards a Public Health and Safety Approach.
The Conference was organized by Bob Granfield, UB Sociology, and the Drug Policy Alliance and hosted by the Baldy Center for Law & Social Policy of SUNY Buffalo Law School, and the Drug Policy Alliance of NY. Conference Sponsors were CEPP, School of Public Health and Health Professions, UB Sociology, SUNY Buffalo Law School, UB Research Institute on Addictions, WNY Peace Center; and a further 68 organizations from around New York state were Conference Partners. Details at http://www.drugpolicy.org/events/leading-way-toward-public-health-safetyapproach-drug-policy-new-york

IPV Conference
October 19, 2012: Samuel’s Grand Manor, Williamsville, NY
This all-day conference brought together over 250 scholars, advocates, and members of the judiciary and bar to discuss the remarkable ripple effect of education, research, and advocacy on intimate partner violence and social justice in the local, national, and international arenas. Luncheon keynote address, “Twenty Years of Community-Based Participatory Research: A Bridge to Evidence Based Practice.” Dr. Catherine Cerulli, Director, Laboratory of Interpersonal Violence and Victimization, University of Rochester Medical Center, and former director of research, SUNY Buffalo Law Domestic Violence Clinic.
Sponsored by Baldy Center for Law & Social Policy, cosponsored by Bar Association of Erie County, Eighth Judicial District Gender and Racial Fairness Committee, Minority Bar Association of WNY, NYS Unified Court System, Eighth Judicial District Family Court, UB CEPP, SUNY Buffalo Clinical Legal Education Program, UB Gender Institute, Women’s Bar Association of State of NY.
Conference
September 11-13, 2011: Burchfield Penney Art Gallery; Student Union Theatre, UB North Campus; Bethesda World Harvest International Church; 106 O’Brian Hall, UB North Campus

40 Years after the Attica Uprising: Looking Back, Moving Forward
Conference organized by Professor Teresa Miller, SUNY Buffalo Law School; sponsored by the Baldy Center for Law and Social Policy, Prisoners’ Legal Services of New York State, the Criminal Justice Department of Buffalo State College, and Erie County Reentry Task Force; cosponsored by UB CEPP, UB Gender Institute, and UB Humanities Institute.

Major Public Forum
March 28, 2011, Student Union Theatre, UB North
“The Cost of Homelessness: Collecting Data to Effect Change”
Dennis Culhane, University of Pennsylvania (Dana and Andrew Stone Professor of Social Policy, Professor of Psychology in Psychiatry, Professor of Policy Research and Evaluation in Education, Senior Fellow of the Leonard David Institute of Health Economics and Center for Public Health Initiatives, and Research Associate, Population Studies Center); and Director of Research, National Center for Homelessness among Veterans, US Department of Veteran’s Affairs.
With over 300 people in attendance, this forum at UB brought together scholars, policymakers, and community organizations.
Organized by UB CEPP and the Homeless Alliance of WNY, cosponsors included UB Family Medicine, Geography, Sociology, and Urban and Regional Planning, the Graduate School of Education and the School of Social Work.