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Mission

The University at Buffalo plays an important role in our students’ lives, in our region and state’s prosperity, and in our nation’s progress. As a diverse academic community, UB’s stated mission is to bring the benefits of our research, scholarship, creative activity, and educational excellence to global and local communities in ways that impact and positively change the world. We view the three traditional pillars of the public higher education mission – research, education, and service – as interdependent endeavors that continually enrich and inform each other. Groundbreaking research, transformative educational experiences and deeply engaged service to all communities define the University at Buffalo’s mission as a premier research-intensive public university.

Vision and UB 2020

Building on our existing strong foundation of academic excellence, UB’s vision is to expand our reach and the strength of our worldwide impact with the consequence that we will be recognized as a member of the highest tier of the nation’s leading public research universities. Guided by this vision over the past several years, we created a strategic framework, UB 2020. The UB 2020 plan originated from a deliberate engagement of university leadership and faculty in a careful assessment of the specific strengths of UB’s various academic programs. The strategic analysis that emerged from this process was simple: UB has a distinguished, talented and productive faculty. Yet, the faculty is not yet large enough to provide the depth and diversity of expertise to generate the quantity and quality of impact that is the hallmark of the great public research university we hope to become.

What is needed to achieve our vision and what became the impetus for the UB 2020 program was a plan to grow the faculty to a more productive size and to focus new faculty hiring in areas where UB could leverage strategic faculty strengths to become thought leaders in key fields. In addition, success requires UB to invest in the staff, infrastructure and facilities to build the support environments that enable faculty to be highly productive and ensure student success.

Opportunity

At this moment in our history, UB has the opportunity to reimagine the central ambitions of our UB 2020 program. This document describes the specific pathways UB will follow to realize the aspirations of UB 2020 using and shifting base resources as needed, investing the funds provided by SUNY and New York State through the NYSUNY 2020 program and creating capacities to leverage our current investment with research and private funds with special attention to the financial and intellectual contributions of alumni, friends and partners.
THE PLANNING CONTEXT

The Opportunity and the Challenge

We cannot predict what the world of 2020 will be like, but we know that the pace of technological and societal change is accelerating. At UB we are planning for that future today. We face a world where universities compete fiercely for resources and talent. This competition is increasingly global in nature, and demographic trends and digital innovation will continue to shape the characteristics of our student population, the way we deliver education and the subjects we teach. Successful universities will be distinguished by their accessibility, their ability to provide exceptional opportunity and their strength in delivering extraordinary impact.

The financial stability of the University at Buffalo has been tested over the past four years. Yet, despite a substantial reduction of state taxpayer support, the university has preserved strength in many ways demonstrating leadership, management skill, a broad-based effort from all faculty and staff to make tough, smart decisions and resilience in the face of difficult circumstances. With Andrew Cuomo’s election as Governor, there is a renewed focus on the role of the public research university and a realization in state government that it is not good policy to further reduce state funding for these institutions. These new policies are encouraging at a time when this state faces severe economic challenges and the business model for higher education is under assault from new market forces.

In his State of the University address, President Tripathi observed that UB has passed through the worst of the financial crisis. We now have a moment to reflect upon the future of our university with a clear understanding of the challenges we face and the support we have received from New York State government with the passage of the NYSUNY 2020 legislation. This is our opportunity and how we use this moment will shape the direction we take for years to come.

The NYSUNY 2020 program gives the university a window where $100 million in new recurring investments can be made in faculty strength and in other forms of support that lay a foundation for our future over the next five years. It also provides a pathway for the university to move our medical school next to its partners in downtown Buffalo. The makings of a comprehensive Medical Center rivaling the nation’s best have been put in place with this initiative.

However, we should recognize that while the NYSUNY 2020 program is an important development, UB must use this tool and our strengths to launch a longer and more lasting transformation. We should continue and expand ways to further distinguish our educational and research offerings from our competitors. We have the opportunity to leverage the NYSUNY 2020 investment by attracting much larger shares of philanthropic support and research funding from a wider variety of sources in greater quantities. If we are to be successful, we should look inside the university, examine carefully and critically what we do and how we use our funds – both base and new funds – and how we adapt to our competitive and changing circumstances. When we have finished, there should emerge a new culture that reflects our core values, a greater
desire to perform and to attract funds that enable greater performance and impact for years to come.

**Pursuing Distinctiveness**

At UB, taking full advantage of this window of opportunity and responding to our challenges effectively is best achieved by creating, finding and promoting our distinctive features. If we fulfill our mission with a higher degree of distinction, we will attract better students, more funding, new sponsors and will engage community and economic partners in new and exciting ways.

The current higher education literature is commenting more frequently about university efforts to become “distinctive”. In a May 2012 article in the journal, Distinct Higher Education, Louise Simpson, the former Director of Communications at the University of Cambridge offered 8 steps to establishing university distinctiveness.

<table>
<thead>
<tr>
<th>TABLE 1</th>
<th>8 STEPS TO DISTINCTIVENESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Distinctiveness requires bravery and selectivity…At the end of the day, distinctiveness is about being focused – on what you want to do, what you want to offer, who you want to appeal to, and how you communicate all those things.”</td>
<td></td>
</tr>
<tr>
<td>1. Do something big, bold and different to be noticed</td>
<td></td>
</tr>
<tr>
<td>2. Actions are needed, not good intentions</td>
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</tr>
<tr>
<td>3. You are most likely to be noticed if you are the best at something cutting edge</td>
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</tr>
<tr>
<td>4. Explain your points of difference in an interesting way</td>
<td></td>
</tr>
<tr>
<td>5. The more you involve people, the more they will become your advocates</td>
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<tr>
<td>6. Moral codes are important guides to action, but not points of distinctiveness</td>
<td></td>
</tr>
<tr>
<td>7. People remember people more than things</td>
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</tr>
<tr>
<td>8. Your points of distinctiveness are finite; competitors catch up</td>
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</tbody>
</table>

At UB, attaining distinction will blend novel approaches and actions that move us to a position of leadership, depending on the situation. In these actions, we will always be striving for academic excellence and responsiveness to core values in those actions.

**The Statement of Institutional Direction**

UB will achieve distinctiveness through effective action informed by strategic direction. We will take the UB 2020 framework to the next level by creating a statement of institutional direction that will guide our next actions. This will be a narrative for the next generation, a strategy road map that can take full advantage of the opportunity before us.

This statement of institutional direction has four major parts. We first state our key institutional goals. These goals drive all of our more specific decisions. Then, we describe the core values that guide our actions. The core of the narrative follows with the description of 11 strategies.
The academic strategy comes first articulating the key educational and scholarship priorities for UB. The 10 other strategies cohere around and are designed to support the UB academic strategy (see Figure 1).

FIGURE 1
THE STATEMENT OF INSTITUTIONAL DIRECTION
Strategies for Realizing UB 2020

The document concludes with a description of the key next steps and final thoughts about what UB might look like in 2020. In laying out our future in this way, and by participating in its development the entire campus will have a shared sense of where we are headed and why and how we will get there. This is the beginning step in realizing the full promise of UB 2020.

The strategies offered here build upon our strengths and successes to best create lasting impact. We are an excellent university but we can improve and adapt to changing realities. The strategies we employ should respond to the most important challenges and take advantage of the most realizable opportunities. We will guard against inclinations to address every possibility at the same time or possibilities that divert us from our goals and most needed improvements. The entire campus community should weigh in on these questions.

We have decided, in the interest of having a healthy campus debate to offer many ideas in the strategy sections knowing that we cannot implement all that are proposed. We do this to consider alternatives for action, to imagine the possibilities. But before we do this, it is important to suggest the areas where strategies may have greatest effect. We will also suggest criteria that might be used to select priority initiatives as we move toward the final version of the statement.

What are the areas where we might benefit most from new direction, new funding, or new energies?
TABLE 3
PRINCIPLES FOR MAKING PRIORITY CHOICES

- Responds to institutional goals and priorities in a powerful manner.
  AND
- Enables move to leadership levels by creating excellence or strategic differentiation from our competitors.
  AND
- Accomplishes the greatest potential impact upon prospective and enrolled students, sponsors, alumni, donors, and the highest quality prospective faculty.
  AND
- Exhibits cost-effectiveness and achievability in appropriate timeframes by existing and planned faculty and staff and other planned purchases of expertise as possible.
  AND
- Other?

We encourage everyone reading this statement to express their opinion about these principles, the goals and potential strategies outlined below. This statement will be reflective of the campus community’s views only to the extent that you make your voice heard.
INSTITUTIONAL GOALS

There are four goals that inform our narrative of the future. It is in service to these goals that our strategies and actions take form.

I. *Create a new and distinctive academic direction that integrates excellent research, teaching and engagement and positions UB as a thought and education leader around the world.*

II. *Prepare UB students to become effective leaders in tomorrow’s world.*

III. *Strengthen UB’s engagement in the region through focused and mutually beneficial community partnerships and efforts to create significant economic development.*

IV. *Become a top tier AAU public research university.*
VALUES

The following statements are offered to stimulate an institutional conversation about the core values UB will express through its plans and actions. One of the additional benefits of creating this statement is to reach an institution-wide consensus about codifying our core values.

**Excellence**
- Highest academic, research, and administrative standards
- Passion for continuous improvement
- Change that enables progress
- A culture of achievement – faculty, staff, students, university

**Integrity**
- Highest ethical standards
- Honesty, openness, and transparency

**Inclusion**
- Welcoming culture – aware and supportive of all groups
- Mutual respect among faculty, staff, and students
- Access to a UB education for all qualified individuals

**Impact**
- Research that identifies and solves critical global challenges
- Societal benefit and improving the human condition
- Personal growth – faculty, staff and students
- Outcomes as well as inputs

**Innovation**
- Originality across all disciplines and fields of study
- Culture of curiosity
- Leveraging funds, ideas, discoveries.

**Leadership**
- Pioneering thought leadership
- Shape the future
- Superb problem-solving ability
- Public service
A university’s strategy is different from its vision, mission, goals, priorities and plans. Strategy is the embodiment of choices institutions make about where to invest and how to succeed, to maximize long term value. Every university faces innumerable options for where to invest in this competitive context and how to create long-term impact. Often we must choose between seemingly conflicting objectives – short-term gains vs. the desired longer-term option to maximize value over time.

At UB, our academic strategy must be at the core of an overall institutional plan that is highly responsive to our institutional goals. But choices in our academic plan must balance with choices made in those areas that support the university’s academic direction. This section of UB’s narrative for its future describes 11 strategies that are our choices to maximize value and impact over time in this changing world.

The Academic Strategy

An academic strategy is an expression of chosen academic directions – for curriculum, for pedagogy, for investments in specific research interests, and for a scholarship of engagement. This strategy must also encompass consideration of changes in enrollment size, mix by program, by level, by geographic origin that may be necessary or desirable based upon curricular or pedagogical directions. The manner in which we plan for students to distribute across our program offerings is an important expression of our academic character. And, finally the academic strategy is enabled by the choices we will make in the hiring and replacement of faculty by rank, by program, by type – ladder, and non-tenure track (clinical, instructors, adjuncts).

Over the past few months, a new strategic concept is emerging within the university community that may combine the best features of the very successful Strategic Strength Initiative and the Undergraduate Academies program with new notions for the purpose of interdisciplinary teaching, research and service. This is the concept of the theme as a large scale interdisciplinary framework that integrates cross-disciplinary research, teaching and engagement programs around the content of a broad thematic area. Where the Strategic Strength areas focus on building research strength in particular areas and the Undergraduate Academies focus on supplementary learning experiences, a chosen theme, for example, Health, would be very broad, enabling participation from many Schools and departments in research, education and service activities conducted under that umbrella. The chosen theme areas would distinguish UB’s academic strategy in the originality of this concept, the integration of the teaching, research and service effort, the creation of new pedagogical innovations and in the signaling to the larger academic world where UB intends to be global thought leaders around the world in these areas. The theme concept, properly advertised, supported and embraced will differentiate UB from other universities and will attract good students intrigued by our emphasis in these areas.

The notion of the theme as the organizing framework for UB’s academic strategy must be tested, structured and discussed carefully within our university community in the months ahead. We will articulate the purpose and element of the theme concept and develop funding plans and

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1 Strategy, An Executive’s Definition, Ken Favero
governance structures that will enable the theme idea to fulfill its intended purposes fairly quickly. Most importantly, we must determine what themes we will choose to guide our plans.

The choice of theme areas could be a time consuming process or it could be done very quickly. The important considerations are the following:

<table>
<thead>
<tr>
<th>Table 4</th>
<th>Choosing Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Considerations</strong></td>
<td></td>
</tr>
<tr>
<td>• <strong>An area broad enough to recognize multiple disciplines</strong> – all units should be able to imagine their contribution in building the theme area.</td>
<td></td>
</tr>
<tr>
<td>• <strong>The chosen themes should together cover the range of disciplinary spectrum from the sciences to the arts and humanities and point the university towards addressing societal needs and problems.</strong></td>
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<tr>
<td>• <strong>There should be a limited number of themes identified at the outset with the potential for more in the future based on the experience with this framework.</strong></td>
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<tr>
<td>• <strong>The chosen theme areas should be a natural extension from the Strategic Strengths and Undergraduate Academies initiatives.</strong></td>
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</table>

When considering all of these factors with particular emphasis on where the Strategic Strengths have led us and what our region and our ambitions tell us about where to focus, four theme areas have emerged as the best choices for our future.

<table>
<thead>
<tr>
<th>Table 5</th>
<th>UB Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health</strong> – the state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. The broad examination of promoting health, preventing disease and disability, and treating disease and disability.</td>
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<tr>
<td><strong>The Environment</strong> – the broad examination of the ways we preserve, sustain and improve all aspects of our environment from the preservation of natural resources to energy management and new sources, to mitigating or recovering from natural disasters to new technologies that reduce risk of future environmental degradation and strengthen commitment to climate action plans that will sustain our quality of life in the future.</td>
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<tr>
<td><strong>Creativity</strong> – the broad encouragement of the expression of the creative instinct, the study of creativity, the development and proliferation of cultural technologies, the nurturing and the uses of creativity and innovation across the disciplines and to solve regional and world problems.</td>
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<tr>
<td><strong>Justice</strong> – the exploration of how humans organize their societies, the cultures that develop and the principles of equity that underlie sustainable human endeavors.</td>
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</tbody>
</table>
Each of the Strategic Strength areas will contribute to the development of one or more of these theme areas. Table 6 below identifies the obvious primary connections but it is likely that the strength areas will connect to each of these broad themes in exciting ways.

<table>
<thead>
<tr>
<th>TABLE 6</th>
<th>THEMES AND STRATEGIC STRENGTHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEALTH</td>
<td>Molecular Recognition and Biological Systems and Bioinformatics</td>
</tr>
<tr>
<td>ENVIRONMENT</td>
<td>Extreme Events</td>
</tr>
<tr>
<td>CREATIVITY</td>
<td>Artistic Expression and Performing Arts</td>
</tr>
<tr>
<td>JUSTICE</td>
<td>Civic Engagement and Public Policy</td>
</tr>
</tbody>
</table>

We are in the midst of the creation of an Academic Medical Center in downtown Buffalo. Western New York is endowed with an abundance of water resources that must be protected and used in new ways for the region and beyond in our soon-to-be challenged future. UB and Western New York have made a great investment in the theater, the arts, the humanities, in cultural expression, and these investments have built a lasting and impactful cultural infrastructure in our region. Governance, equity and how cultures express and accept differences lie at the heart of social issues, wars, labor relations, and economic instability locally and around the world. Thus, it becomes self-evident that organizing themes centered in health, the environment, creativity and justice are consistent with UB’s and the region’s history, strength and uniqueness. Accordingly, we are proposing to move forward aggressively with these four themes and evaluate this decision on a continuous basis as this concept and the plans for these areas mature.

The theme concept is one of two core elements of the academic strategy. The second core element is the definition of the characteristics we will instill in every UB student. UB will train tomorrow’s leaders, a new kind of leader who thinks for themselves, who can formulate new directions for a country, a corporation, a college of a community; leaders who have vision. These students can focus rather than let themselves be dispersed everywhere into a cloud of electronic and social input. UB will give these students the experiences and the guidance to find their authentic
selves, their own unique reality. Students will leave UB with the specific character traits listed below and they will know and remember the many encounters at UB that produced them.

### TABLE 7
DISTINCTIVE TRAITS OF THE FUTURE UB GRADUATE

- Exhibit deep domain knowledge while being able to collaborate in solving complex problems
- Acquire and apply knowledge for a constantly evolving world
- Express a literacy and an appreciation of many cultures and the ability to navigate the world
- Demonstrate excellent communication skills
- Manifest excellent information and digital literacy
- Understand their unique personal growth while at UB and the next steps in that path
- Commit to engage in the affairs of their communities
- Exude pride in their alma mater and in all endeavors they pursue

Below presented is a matrix that describes the objectives and initiatives of UB’s proposed academic strategy. This matrix contains proposals that will, when viewed together, present a very extensive agenda. We will engage in robust conversation about all of these topics to learn about what is possible and what will be our priorities for action. We will find the capacity to do more if we challenge ourselves. But, in the end, we must define an implementable academic strategy and move forward.

### THE ACADEMIC STRATEGY MATRIX

<table>
<thead>
<tr>
<th>POTENTIAL OBJECTIVE</th>
<th>POTENTIAL INITIATIVES/ACTIONS</th>
<th>QUESTIONS</th>
</tr>
</thead>
</table>
| 1. What are the features required in a new UB curriculum for all degree programs that instill the characteristics we expect future UB graduates to exhibit? | - Define the new and distinguishing features of this UB curriculum (by degree program)  
  - Theme-based content  
  - General education core  
  - Mandatory freshman seminar  
  - Mandatory capstone  
  - Mandatory service learning  
  - Inter-professional core  
  - International experiences  
  - Pedagogical innovations (e.g. flipped classroom, etc.)  
  - Develop methods for learning | - Can UB move to a national leadership role in delivering high-quality innovative pedagogy?  
  - What is required to implement systematic learning assessment?  
  - Who administers the pedagogical innovation “think-tank”?  
  - Can the new UB curriculum be aligned with SUNY transferability standards and the demands of professional accreditation |
| (Goals I and II) | outcomes assessment across all degree areas.  
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Create a “think-tank” and resource fund for creation of pedagogical innovation.</td>
</tr>
<tr>
<td>2. What is the theme-based research and scholarship agenda that will enable UB to become an international thought leader?</td>
<td></td>
</tr>
</tbody>
</table>
| (Goals I, III, and IV) | • Identify theme-based targets and goals for funded research growth that focus on:  
|                | o Multi investigator opportunities  
|                | o National center grants  
|                | o Expanded federal market share in all agencies  
|                | o Expanded corporate and private source funding.  
|                | • Identify theme-based growth areas in non-STEM fields.  
|                | • Identify theme-based university growth areas in engagement scholarship. |  
|                | • Will the proposed theme-based target areas be broad and deep enough to position UB as a thought leader in these areas? |
| 3. Should UB’s 5-year enrollment plan be more responsive to demand and workforce needs? | | |
| (Goals I and II) | • Examine 5, 10 and 15 year workforce needs projections.  
|                | • Complete longitudinal study of application acceptance and enrollment yield across all existing degree programs.  
|                | • Examine demographic trends in strong, weak, and target markets-out-of-state and international locales as well as in-state.  
|                | • Create an enrollment proposal that maximizes response to demand and career opportunities. |  
|                | • Is there an upper limit not to exceed for out-of-state and international enrollment levels?  
|                | • Will/should base resources be redistributed based on shifts in enrollment mix across programs?  
|                | • Is there a limit to possible enrollment redistribution? |
| 4. What should be the size and mix of faculty by program rank and type to achieve the educational, research, scholarship and engagement | | |
|                | • Identify required teaching needs for each program consistent with their expected contribution to the enrollment plan.  
|                | • Identify the faculty capacity required in the research and scholarship agenda to achieve target goals. |  
|                | • Is the concept of the “triple-threat” department with a greater mix of clinical, teaching and research faculty a workable concept?  
|                | • Is the concept of a “teaching” faculty a workable concept?  
|                | • How will tenure, compensation |
| needs of the new UB academic plan? (Goals I, II, III, and IV) | • Identify the balance of ladder faculty and non-ladder faculty (not adjuncts) required to meet each program’s teaching, research and service obligations.  
• Review and adjust promotion and tenure policies as necessary. | and workload policies be modified if the triple threat and teaching faculty concepts are viable? |
| --- | --- | --- |
| 5. Should UB reinvigorate its commitment to serving life-long learning needs of the region with a more expanded and diverse menu of course, degree and certificate program options? (Goals I and III) | • Conduct market assessment and best practices review.  
• Determine content priorities and new innovations in program structure and pedagogy.  
• Identify and address legal and organizational structures to best enable success. | • Is a robust commitment to the life-long learning agenda consistent with UB’s mission and vision?  
• Would participation in a SUNY regional consortium be a better step to take than attempting to organize a much greater stand-alone campus effort? |
THE STUDENT SUCCESS STRATEGY

For a place-based university in this digital age, the quality of the student experience and the supports enabling student success will become increasingly important features in the competitive student marketplace. Students, especially undergraduates, can find more of their academic content online but not the social experience of campus life or the help and guidance of trained student service professionals. At UB, we are redoubling our efforts to create a student experience that will stand the test of change and these new technologies while preparing our students for the opportunities of this changing world.

The strategies ensuring student success and satisfaction supplement and reinforce our core desire to prepare UB students to become a new kind of leader for tomorrow’s challenge. This discussion begins with ideas about how we improve our admissions practices to enroll higher quality and more diverse students over time. We then discuss a more expanded program of co-curricular experiences that supplement and complement the new UB curriculum. These experiences will be theme-based, will utilize technologies and learning resources and staff expertise in novel ways. They will relate to and identify with the kind of student we enroll and the traits of the student we hope to graduate. It will be a goal for all aspects of this strategy to implement programs and services that will be accessible, effective and appropriate. They will engage students actively and will be designed to be effective on multiple campuses for multiple populations. They will develop the whole student—from their health, to the way they engage the university and each other in partnerships of community. In the end, these strategies should create a learning experience that will have students becoming our most outspoken advocates for the way UB has treated them, has made their college years enjoyable and has prepared them for success in their future endeavors.

The objectives expressed below are wide-ranging - there is much to do and much to build on already. Priority choices will have to be made. The major elements of these strategies are contained in the matrix below.

THE STUDENT SUCCESS MATRIX

<table>
<thead>
<tr>
<th>POTENTIAL OBJECTIVE</th>
<th>POTENTIAL INITIATIVES/ACTIONS</th>
<th>QUESTIONS</th>
</tr>
</thead>
</table>
| 1. How will UB implement an informed admissions plan that attracts diverse and increasingly selective student cohorts at all levels? (Goal II) | - Admit freshmen enrollees to their major of choice  
- Create a university enrollment culture where the following features are evident:  
  - Strong linkages between central and unit enrollment practices  
  - Reliable and predictive student models  
  - Best-practice communication strategies that resonate with | - What are the implications for university enrollment of admitting freshman to major of choice?  
- What investments are required in the decision to admit freshman to their major of choice?  
- How do we balance access, diversity and quality in our admissions strategy?  
- What are the best strategies for UB to diversify its international
students and parents
  - New recruitment and retention strategies tuned to the different needs of diverse student cohorts.
  - Create a plan of services that make UB the destination of choice for transfer students.

<table>
<thead>
<tr>
<th>Question</th>
<th>Possible Solutions</th>
</tr>
</thead>
</table>
| How will UB implement distinctive theme-based co-curricular experiences that improve the UB learning and student life environment? (Goal II) | - Develop implementation plans for best-practice, theme-based (where appropriate) supplemental student experiences that align with the new UB curriculum such as:
  - Diversity/global learning/study abroad – internationalizing the UB experience
  - Service learning/community based learning
  - Living/learning communities
  - Writing-intensive courses
  - Undergraduate research
  - Universal tutoring for all students
  - Internships
  - Leading edge career orientation and placement programming
  - Develop a co-curricular transcript for every student. |
| What approach will be used for assessing the practices and success of these initiatives? | - Will curricular innovation challenge or enhance transfer recruitment efforts? |

<table>
<thead>
<tr>
<th>Question</th>
<th>Possible Solutions</th>
</tr>
</thead>
</table>
| How will UB best complete Finish-in-Four implementation? (Goals II and IV) | - Model student flow and course needs for all undergraduate enrollees.
  - Secure universal agreement that all course requirements for F14 will be supplied now and in the future.
  - Create an individualized student advising and degree tracking program that makes students and advisors aware of status to degree and issues/obstacles to on-time degree attainment.
  - Evaluate needs and implement needed student tutoring resources to help students succeed in their coursework and stay on track toward their degree objective
  - Establish a winter intersession and expand summer program offerings to |
| Will curricular innovation simplify or complicate the F14 effort? | - How will admission to major of choice impact F14 goals? |
| What are the personnel and technology resources required to provide individualized advising and tutoring? |
| expand access to courses essential for students to complete their degree requirements on-time.  
- Develop a concomitant transfer “Finish in X” model. |
| --- |
| 4. **Should UB implement a need-based aid program and other measures that reduce Pell-eligible undergraduate student indebtedness by 20% by 2015/2016?**  
(Goal II) |
| - Use state-of-the art analytics to pinpoint student financial need and predict future unmet student financial need.  
- Create financial plan to achieve this goal. Special attention paid to the use and impact of endowed scholarship resources for this purpose.  
- Devise communication strategy that monitors student financial status and addresses apparent problems before they impede enrollment and progress to degree.  
- Should the need based strategy utilize funds formerly allocated to the merit scholarship program?  
- Are units willing to reallocate current scholarship dollars to achieve this objective?  
- Should this initiative include increased merit-based scholarships for international freshmen in support of higher enrollment targets? |
| 5. **How will UB best improve the services and support systems for graduate students across the university?**  
(Goals I and II) |
| - Develop strategies to improve retention and time-to-degree metrics.  
- Require each unit to supplement curriculum to include professional development and career preparation.  
- Increase global opportunities for graduate students in part through enhanced flexibility in assistantship requirements.  
- Develop an expanded and competitive university fellowship, minority fellowship and teaching/research assistantship funding plan. This should include a significant expansion of our existing and successful, but underfunded, minority graduate student fellowship programs.  
- Should UB provide fifth-year and summer support for graduate students to accelerate academic success?  
- How easy will it be to track the careers of alumni after 5-10 years?  
- Can we engage major employers of our graduates as we re-examine our curriculum?  
- What are the most serious limitations in the graduate/professional student experience today? |
| 6. **Should UB implement the Heart of the Campus initiative as the highest priority capital project?** |
| - Develop implementation strategies to meet an accelerated timeframe for this project.  
- Develop an implementable funding plan.  
- Conduct a university-wide  
- What are the implications for university competitiveness and student satisfaction if we do not implement this project?  
- What other projects will not be completed because of this decision in the next 5 years and |
<table>
<thead>
<tr>
<th>(Goals II and IV)</th>
<th>Information campaign to convey how this project contributes to the building of a vibrant campus and place for our students.</th>
<th>is this trade-off acceptable?</th>
</tr>
</thead>
</table>
| 7. Should UB upgrade the Athletics Program to a peer public AAU competitive level? (Goals II, III, and IV) | • Implement a funding and capital master plan for Athletics that would involve at least the following elements:  
  o Upgrades to existing stadium and other facilities.  
  o Increases in grant-in-aid funding  
  o Increases in operations support—equipment, travel, coach contract costs, etc… | • Will the achievement of this objective generate sustainable student, alumni, and community support?  
• Can sustained success in UB athletics elevate the UB academic profile?  
• What are the opportunity costs of these investments? |
| 8. How can UB expand recreation facilities to levels comparable with peer AAU schools? (Goals II and IV) | • Determine and finalize scope of a new, state-of-the-art stand-alone facility on the North Campus, as well as necessary improvements to South Campus, and creating recreation facilities at the Downtown Campus.  
• Create financing plan that will including lifting SUNY restrictions upon fee revenue as a source to pay for capital projects.  
• Begin the design and development phase of this project in 2013 with a completion goal of 2016. | • What will be the opportunity costs for this initiative?  
• What alternative funding sources are available if SUNY and NYS will not approve the use of fee revenues for this project? |
THE RESEARCH AND SCHOLARSHIP SUCCESS STRATEGY

The UB academic strategy identifies university research priorities and determines the number and types of faculty that should be hired to achieve these goals. This research and scholarship support strategy facilitates the full implementation of theme-based research objectives and ensures that the policies and infrastructures are in place to enable the faculty and their teams to achieve UB 2020 research and scholarship goals. In this section, we discuss research and scholarship space needs, identify the services required to compete successfully for more research funding as well as infrastructures that support and encourage the growth of arts and humanities scholarship. This strategy also examines how the university incentivizes and celebrates research and scholarly achievement. The objectives range from new ways of thinking about seed funding, bridge funding, matching funds arrangements to the way we support technology development to the point of commercialization to the formation of an infrastructure that focuses on recognizing scholarly achievement.

The research and scholarship enterprise at UB will be greatly advantaged if we can have a support environment comparable to the best amongst public AAU universities in this country. The matrix summarizes the most important efforts we will undertake to put that environment in place.

THE RESEARCH AND SCHOLARSHIP SUCCESS MATRIX

<table>
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<tr>
<th>OBJECTIVE</th>
<th>INITIATIVES/ACTIONS</th>
<th>QUESTIONS</th>
</tr>
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</table>
| 1. What are the elements of a research and scholarship facilities master plan through 2020? (Goal I, III, and IV) | • Update research space standards consistent with national best practices.  
• Conduct research space utilization study applying best practice space standards.  
• Update research space needs estimate in the UB Facilities Master Plan.  
• Develop state-of-the-art safety standards for all types of research facilities.  
• Create a plan that meets research space needs:  
  o Space reallocation  
  o Renovation, if necessary  
  o New buildings, if necessary  
  o Partnership facilities, if possible  
  o Safety needs | • How can UB maximize the productivity of our available and planned research space?  
• What role can private partners play in helping UB build, renovate or have access to research facilities? |
| 2. How can UB | • Create a support infrastructure | • What is the best organizational |
| upgrade research grants management infrastructures to national best practice standards? (Goals I, III, and IV) | devoted to the identification of and response to opportunities for large, multidisciplinary, national center grant awards as well as single grant awards.  
- Implement a best practice clinical trials grants management infrastructure.  
- Establish best practice processes for compliance with federal and state regulations. | structure to achieve this objective?  
- What is the appropriate funding model to create and operate these infrastructures? |
| --- | --- | --- |
| 3. Should UB create an organization to support arts/humanities scholarship? (Goal I) | • Inventory the current limitations in scholarship support across arts and humanities discipline.  
• Create a staffing and support funding plan for the center.  
• Upgrade library resources and staffing to support an expanding arts and humanities scholarship agenda.  
• Identify all possible grant and foundation programs that support arts and humanities scholarship and connect faculty interests with these funding opportunities. | • What is the most effective organizational placement for this program?  
• How do we expand access to external sources of support for arts and humanities scholarship? |
| 4. Should UB institute a more central model for the management of core instrumentation facilities and research computing infrastructures (Goal I) | • Inventory core instrument facilities across the university.  
• Create a business plan and staffing structure for an organization that can meet current and planned core instrument needs.  
• Implement policies governing mechanisms that enable the purchase of instrument cores  
  o Prior approval of instrument purchases  
  o An integration of faculty start-up negotiations involving major computing and instrumentation and the central instrumentation business plan | • What is the most effective organizational placement of this function?  
• What are the cost/benefit trade-offs of a more centralized model?  
• Can start-up costs be reduced in the aggregate with the implementation of this approach? |
### 5. How should UB restructure financial policies for research activity to create greater impact and fund research support costs?

(Goals I, III, and IV)

- Conduct policy inventory and cost-benefit analysis of current practices.
- Consider policy changes or developments in the following areas:
  - Seed funding program
  - Matching funding program
  - New start-up business and product development fund
  - Indirect cost recovery distribution policy
  - Salary recovery policy
  - Animal facility per diem rates
  - Faculty salary supplementation for research performance
  - Start-up matching funds program
  - Course buyout policies
  - Faculty travel funds
  - Conferences, symposia

- Should UB utilize faculty salary and indirect cost recovery funds to reward and incentivize research outcomes or cover the costs of research infrastructures?
- What should be the central and unit responsibilities for funding research costs and research incentives?

### 6. What would be effective guidelines for the management of research centers and institutes?

(Goals I, III)

- Inventory all existing centers and institutes:
  - Size and representation
  - Funding structure
  - Longevity
  - Future plans
  - Management challenges

- Survey AAU universities to learn of best practices across the country for centers/institute management.
- Create new policy guidelines that establish standards for achieving center designation, establishes sunset clauses and financial/funding policies associated with their establishment and operation.

- Should UB greatly reduce the number of recognized centers and institutes?
- What is the role of the center/institute in the new theme-based academic strategy?

### 7. Should UB create a research and scholarship

- Create a staffing and support budget plan.
- Inventory all research award

- How will this program be responsive to all disciplines?
| recognition infrastructure?  | programs and develop a matrix that matches faculty candidates for award programs with award and other recognition opportunities. | 8. **What changes in organization funding, staffing and expertise are required to increase UB visibility as a thought leader in priority research fields?**  
(Goals I, III, IV) |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| 8. **What changes in organization funding, staffing and expertise are required to increase UB visibility as a thought leader in priority research fields?**  
(Goals I, III, IV) | - Conduct assessment on strengths and weaknesses of current efforts and best opportunities for visibility enhancement.  
- Identify lessons for improvement from a review of national best practices. (e.g. faculty on national committees and with productive relationships with national think tank organizations)  
- Develop investment, organizational, and staffing recommendations based on these reviews. | - What forms of expertise are required for UB to identify and capitalize on opportunities for sponsorship across the disciplines and assert a greater leadership role in establishing the national research agenda? |