

## Self-Study Design DRAFT

*Spring 2022*

### I. Institutional Overview

#### **Mission**

The University at Buffalo is a diverse, inclusive scholarly community dedicated to bringing the benefits of our research, scholarship, creative activities and educational excellence to local and global 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 our communities define the University at Buffalo’s mission as a premier, research-intensive public university.

#### **Vision**

Building on the existing strong foundation of academic excellence, knowledge and understanding, the University at Buffalo will advance into the nation's Top 25 public research universities, thereby expanding the scope of our reach and strengthening UB's world-wide impact.

#### **Strategic Goals**

To achieve greater societal impact locally and globally by:

- Enhancing faculty productivity and impact through increased research and scholarly funding and excellence
- Encouraging collaborations across the disciplines to amplify faculty strengths, create synergies and pursue innovation
- Providing state-of-the-art research environments
- Enhancing research, teaching and mentoring support structures to ensure faculty success

To provide our students with transformative, innovative and research-grounded educational experiences by:

- Elevating the academic profile of undergraduate, graduate and professional students, and further improving undergraduate four-year and six-year graduation rates
- Enhancing academic and career support structures to ensure student success

- Providing state-of-the-art educational environments
- Expanding impact as a recognized leader in international education
- Preparing students to live and lead in a global world

To promote a university-wide culture of equity and inclusion by:

- Integrating inclusivity into all aspects of our university
- Further enhancing faculty and student diversity through focused hiring and enrollment strategies
- Implementing best practices with regard to recruitment and retention of faculty, students and staff

To deepen our engagement in the regional community by (\*this goal will not be explicitly aligned with the self-study process as it is not directly covered by the Middle States standards):

- Further partnering with our local community to enrich the student experience and contribute to the social, cultural and economic vitality of Western New York
- Improving health care outcomes for the region
- Becoming a national destination for clinical care and medical/health sciences education

### **About the University at Buffalo**

Impactful research, scholarly distinction, transformative student experiences, and far-reaching service to local, state, national and international communities define UB's mission as one of the nation's leading public research universities. UB was founded in 1846 as a private medical college located in downtown Buffalo and joined the State University of New York (SUNY) in 1962. SUNY is the largest comprehensive state university system in the United States, and UB is a flagship and the largest and most comprehensive public research university within the system. In 1989, UB was among the first public universities in the Northeast to be admitted into the AAU. Over the years, UB's scope and mission have expanded significantly as it has grown into a world-renowned research university that is deeply engaged in the Western New York community, a national leader in public higher education, and a global hub for excellence in research and education.

UB enrolls more than 32,000 students (approximately two-thirds undergraduate and one-third graduate and professional students) and offers more than 400 degree programs at the baccalaureate, master's, professional, and doctoral levels across its 12 decanal units. UB's more than 273,000 alumni live in 150 countries worldwide.

UB has a distinguished faculty of approximately 1,500 full-time and 970 part-time members. UB is home to more than 80 research centers and institutes; its current annual research expenditures, including those in affiliated institutions, exceed \$400 million. The University Libraries hold more than four million volumes in eight libraries and provide access to an exceptionally wide array of digital information resources.

UB's academic programs and facilities are located on three distinct campuses in the Buffalo metropolitan area. UB's North Campus, located in the Buffalo suburb of Amherst, is the university's main undergraduate campus and home to UB's primary athletics and cultural facilities. Three miles to the south, on the northern edge of the City of Buffalo, is UB's historic South Campus, home to many of the university's professional schools. UB's Downtown Campus is the home of the Jacobs School of Medicine and Biomedical Sciences, Center for Excellence in Bioinformatics and Life Sciences (CBLS), Clinical and Translational Research Center, Ira G. Ross Eye Institute, and the Educational Opportunity Center. The downtown medical campus is a vibrant hub for translational research, clinical care, education, and entrepreneurial innovation.

Recognizing the key role that a vibrant 21st-century physical campus environment plays in enhancing education, research, and community engagement, UB is actively fulfilling its physical Master Plan goals for enhancing its North, South and Downtown campus spaces while connecting them more effectively to their surrounding communities.

With annual operating revenues of \$826 million, UB and its affiliated entities generate an estimated economic impact of \$1.7 billion annually in New York State. The University at Buffalo's total workforce of over 7,400 full-time equivalent employees makes it one of the region's largest employers.

UB is also a leader and an active partner with the more than 20 public and private colleges and universities in the Buffalo-Niagara region.

## **Highlights and Developments Since 2014**

Since 2014, UB has made substantial progress in advancing our research, education and engagement missions and realizing our ambitious strategic goals. What follows are highlights of this progress and the initiatives the university has undertaken since the last institutional accreditation.

### ***Top 25 Initiative***

Since 2019, UB's strategic direction has focused on situating the university among the Top 25 public research universities in the nation. As President Tripathi has stated, this initiative is driven by the positive impact that we make through our research, clinical care, creative endeavors and educational excellence. Becoming a Top 25 public research university will build upon our university's national and international reputation for excellence in our faculty; best-in-the-nation departments and programs; a diverse, welcoming, inclusive and supportive environment; the strong engagement of alumni and friends; a strategic use of resources; and innovation and entrepreneurship that contribute to sustainable economic prosperity for our region and state.

In spring 2018, UB launched the Boldly Buffalo philanthropic campaign to help us achieve our goals by increasing the availability of experiential learning programs; by making our transformative education even more accessible with scholarships and fellowships for our undergraduate, graduate and professional students; by accelerating the pace of discovery and investing in our world-class faculty through endowed chairs and professorships; and by building and modernizing the places and spaces where our students learn, discover and create. UB recognizes that increasing enrollment, expanding student scholarships and endowed faculty chairs, building a 21st century physical infrastructure to support research and economic development, and creating engaging and timely programming in the arts and humanities all depend on our ability to reach our funding milestones.

Since our last accreditation, UB has already made impressive progress toward achieving our Top 25 ambition. Since 2014, UB has risen in the U.S. News & World Report rankings over 15 spots. In addition, our schools of Dental Medicine, Pharmacy and Pharmaceutical Sciences, Social Work, and Public Health and Health Professions have all reached top 35 in the nation rankings. Despite the uncertainty caused by the pandemic, UB's current research expenditures have increased over the past two years and are at an all-time high. Because of these successes and UB's forward momentum, in January 2022, UB was formerly designated a "flagship" of SUNY by Governor Kathy Hochul, recognizing our status among the nation's leading public research universities.

### ***Academics and Research***

At UB, academic excellence is the foundation for everything that we do. We are committed to providing transformative educational experiences for all of our students that prepare them to thrive as professionals, researchers, leaders and citizens in the 21<sup>st</sup> century. To better ready students to answer pressing questions, address grand challenges and meet society's needs, since our last site visit, UB has created more than 100 new degree programs, including undergraduate degrees in Global Affairs and Materials Design and Innovation; master's degrees in Genetic Counseling, Sustainability Leadership, and Socially Engaged Graphic Design; and doctoral degrees in Nutrition Science and Water Resources Engineering. We have also added several new departments, including Engineering Education, Environment and Sustainability, Global Gender and Sexuality Studies, Indigenous Studies, Jewish Thought, and Materials Design and Innovation.

In fall 2016, following a university-wide effort, UB launched a revitalized general education program, the UB Curriculum. Developed with input from all university constituencies—including faculty and staff from across academic and central units—the UB Curriculum is an innovative, student-centered approach to general education that provides a consistent, liberal education for all UB undergraduates. The UB Curriculum makes general education a purposeful program with a beginning (a first-year seminar for all freshman and transfer students) and an end (an integrative capstone bringing together students' learning from both general education and their major courses). Along the way, students achieve foundational learning in diversity, communication, qualitative reasoning, and scientific inquiry, as well as breadth and depth in topical areas through thematic and global pathways.

UB ensures that all academic offerings are consistent with the university's mission and core academic programs. From course and program design through assessment of student learning outcomes, the university takes many steps to ensure the quality of its academic offerings. Educational offerings at all levels are developed, vetted and approved through a multi-level process to ensure that they meet the appropriate level of rigor. The university has clearly articulated educational and learning outcomes that reflect the core institutional values inherent in a UB education and consonant with the university's mission. Student learning is assessed at the program, school and university levels. The Office of Curriculum, Assessment and Teaching Transformation (CATT) supports those assessment efforts, oversees UB's robust comprehensive program review process, and integrates assessment with excellence in teaching to enhance student success.

In support of our mission and our Top 25 ambition, and previously our UB 2020 objectives, a primary UB strategic goal has been to significantly improve our undergraduate graduation and retention rates. In support of this goal, in 2012, UB launched a far-reaching, multi-pronged approach including its Finish in Four program—addressing degree completion—and the Student Success Initiative, which addresses retention and overall academic attainment. Finish in 4 began as an innovative program that pledges to give freshmen the resources to graduate within four years. This program has since evolved to serve as a benchmark for all eligible students and has guided our efforts at providing a standard and more cost-efficient graduation pathway for our undergraduate students. As a result of our efforts, UB has seen progress in improving undergraduate student success, but we are striving to even further improve our retention and graduation rates. Our first-to-second-year undergraduate retention rate is currently 86 percent. By 2025, we aim to increase it to 93 percent. Also, by 2025, our goals are to increase our 4-year graduation rate to 65 percent, and our 6-year graduation rate to 80 percent.

In addition, UB continues to focus on excellence in graduate education. In 2019, we launched UB's PhD Excellence Initiative to recruit outstanding PhD students and provide them with transformative academic programs that prepare them for future success. The same year, as part of this initiative, we increased stipends for full-time, fully-funded PhD students to a level that places UB in the top five of public AAU institutions. And, starting in fall 2021, we are also covering the cost of broad-based fees for these students.

Strategically, the university works to identify cross-disciplinary research and scholarly areas where existing strengths align with great societal need. This effort began with the Strategic Strengths initiative (2004-11) and continued through the 3 E-Fund (2011-13). Taking this model of building cross-disciplinary collaborations to the next level, we launched the RENEW (Research and Education in eNergy, Environment and Water) Institute in 2014, Communities of Excellence in 2015 focused on global health, advanced manufacturing, and personalized medicine, and the Artificial Intelligence Institute in 2018. Within the Buffalo community, in collaboration with our university partners, in December 2019, UB launched the Community Health Equity Research Institute to confront one of the most entrenched problems in the region and nationwide—namely, race-based health disparities.

Through these research initiatives, as well as UB's other research centers, institutes and individual faculty research projects, UB's faculty continue to undertake exceptional research and are increasingly being recognized for the strength and impact of their contributions:

- In 2020, our total research expenditures from federal and state sources, and internal research investments were \$422 million.
- UB has been awarded a five-year, \$21.7 million Clinical and Translational Science Award (CTSA), from the National Center for Advancing Translational Sciences of the National Institutes of Health, in recognition of the dramatic progress the university and its partners have made since 2015 when UB first received the CTSA.
- Faculty citations serve as a key indicator of our university's prominence in research. In the most recent five-year period examined, these citations have increased 150 percent.
- Since 2014, 42 faculty members have been appointed to the SUNY Distinguished Ranks.

### ***Campus Master Plan***

UB's academic programs and facilities are located on three distinct campuses in the Buffalo metropolitan area: the North Campus, the university's main undergraduate campus; the historic South Campus, home to many of the university's professional schools; and the Downtown Campus, home to UB's Jacobs School of Medicine and Biomedical Sciences. Recognizing the critical role that a campus environment plays in enabling research, education and engagement, UB is realizing a long-range master plan as the physical manifestation of the university's emergence as a premier 21st-century public research university. Across its three campuses, UB has developed and modernized facilities to support the growth of research, to enhance the student experience and to connect more closely to our surrounding communities.

#### *North Campus*

The Heart of the Campus (HOTC) is a transformational physical master plan initiative. The fundamental goal of the Heart of the Campus is to build community and a sense of place at the center of the North Campus. In 2016, UB opened Phase 1 of HOTC, the renovated Oscar A. Silverman Library, a \$7.2 million project, to transform the 45,000 square-foot space into a vibrant, state-of-the-art, intellectual hub for the campus. The renovation of Silverman Library has inspired a libraries master plan that is reinventing UB's campus libraries into technology-rich spaces tailored to educational experiences and cross-disciplinary collaboration. These plans include transforming the primary research library (Lockwood Library). As the second phase of HOTC, extensive renovations include the 1Capen student support center, Accessibility Resources, Student Conduct & Advocacy, and the Office of Curriculum, Assessment & Teaching Transformation.

To improve the classroom experience for students and enable pedagogical innovation, the Instructional Facilities Steering Committee has overseen development of a classroom master plan to create learning precincts on North and South Campuses, which includes new and renovated classrooms, study areas and learning landscape spaces. Since 2014, UB has renovated 34 classrooms and added 27 new classrooms.

The Murchie Family Fieldhouse opened in 2019. This 92,000 square-foot facility for year-round training houses a full-size turf football field, 6,000 feet of rubber sprinting tracks, a triple jump pit, a pole-vaulting pit and motorized suspended softball hitting tunnels. It also contains two multi-level indoor filming/viewing towers. The facility supports university events, expanded student recreation programming and intramurals. UB is among 10 Mid-American Conference schools that have such a facility in the 12-member conference.

Most recently, we have accomplished the creation of a front door for the North Campus, a major goal of HOTC, through the One World Café, opened in spring 2022. Designed by the UB community, for the UB community, the three-story, 53,500 square-foot facility creates a welcome environment and provides study and gathering spaces for our students, faculty, staff and campus visitors. It includes a central gathering and dining space featuring seating for 800+, a global array of authentic, internationally-themed meals, function space, and a university club.

Finally, across all three campuses, to address student requests for more art on campus, a Public Art Committee was formed to place temporary and permanent public art installations. Currently, UB features nine of these installations, four of which are in One World Café. In 2021, the Public Art Committee created the Contemplative Sites program, which invites members of the university community to propose thematic ideas for one-year art installations. The first Contemplative Site project was the “Progress Pride Paths” on the North Campus. In the 2022-23 academic year, UB will add four new installations.

### *South Campus*

On our South Campus, we have renovated Townsend Hall as the new home of our Human Resources department and added a café and renovated reading rooms to Abbott Library. We are working to renovate Foster Hall to move the Graduate School of Education to the South Campus and to renovate Crosby Hall for Undergraduate Architecture & Planning Programs — all in accordance with our master plan. These renovations are subsequent to the 2016 reopening of a completely renovated and restored Hayes Hall, our iconic South Campus landmark, which houses the School of Architecture and Planning.

Also on South Campus, the School of Dental Medicine is undergoing a remarkable transformation. Once completed, the multimillion-dollar renovation will enhance students’ education and patients’ treatment at the school’s dental clinic. The renovation of the Biomedical Research Building will provide an interdisciplinary research center for the health sciences schools. This is Phase 1 of a multi-phased renovation plan for the Health Sciences Complex which is intended to transform this multi-disciplinary complex into an education, clinical and research center of excellence.

### *Downtown Campus*

In December 2017, we opened the doors of the new, downtown home of the Jacobs School of Medicine and Biomedical Sciences. Located on the Buffalo Niagara Medical Campus, the location situates the Jacobs School in the heart of our region's biosciences corridor, bringing students, researchers and clinicians together into a collaborative ecosystem. This highly synergistic environment creates space to share new knowledge, test cutting-edge interventions and make life-saving discoveries. It is our strategic intent to make UB, and Buffalo, a world-class destination for medical education, research and clinical care. This goal aligns with our fundamental commitment to enhance the quality of life for all people in our community and beyond.

Also on our downtown biomedical campus, we renovated the NYS Center for Bioinformatics and Life Sciences (CBLS) into a convergence space for innovation and collaboration for new technology and life sciences companies. This was funded through an Empire State Development grant and includes a business incubator to encourage innovation and entrepreneurship.

### ***Equity, Diversity and Inclusion***

In 2014, UB founded the Office of Inclusive Excellence. Led by the Vice Provost for Inclusive Excellence, UB's chief diversity officer and a member of the President's Cabinet, the office is responsible for coordinating and monitoring UB's efforts to institutionalize a culture of equity and inclusion university-wide, which is critical for providing the campus environment necessary for achieving excellence in today's highly globalized and rapidly changing world. This office collaborates with academic and administrative offices to create strategies that empower members of the campus community—whether faculty, students or staff—to achieve their full potential, unburdened by barriers to advancement based on stereotypes and bias. A pioneer within SUNY in launching an office focused on equity and inclusion and in creating a cabinet-level, chief diversity officer position, UB was a model for the entire system when SUNY launched its multi-prong effort in 2015 to address diversity and assure inclusive excellence system-wide.

In December 2016, UB released a strategic diversity and inclusion plan to integrate inclusive excellence into all aspects of university operations, foster a sense of shared responsibility, better monitor progress toward goals, and provide coordination of diversity and inclusion-related efforts across campus through the Office of Inclusive Excellence. To enable coordination across academic and administrative units, in spring 2019, all of UB's decanal units created the position of unit diversity officer (UDO), who reports directly to the dean and who are part of a larger UDO network. This new network has enabled UB's twelve schools to collaborate efficiently on shared concerns, while at the same time respecting differences among disciplines. The diversity officers also work to advance diversity, equity and inclusion within their schools.

Following the death of George Floyd and the societal uprising that followed, in June of 2020, President Tripathi formed a President's Advisory Council on Race to explore how we can live our social justice values in UB's programs, policies, activities and traditions. To date, more than 150 faculty, students and staff are involved in efforts to address critical issues relevant to curriculum; pedagogy; faculty and staff hiring, retention and advancement; the campus experience; and community engagement.

One of the university's top priorities is to enhance the diversity of our faculty. In support of this effort, several individual schools have launched or grown faculty pipeline programs. University-wide, in 2020-21, UB launched the Diversity Innovation Distinguished Visiting Scholars program. In the first two years of this program—among the largest and most comprehensive of its kind in the country—UB has welcomed a total of 17 exceptionally accomplished scholars to campus to leverage their scholarship, creative endeavors and teaching to advance diversity, equity and inclusion at UB. In fall 2021, UB launched the Visiting Future Faculty (VITAL) program for promising doctoral scholars. VITAL seeks to contribute to the growth of faculty from traditionally underrepresented populations in the United States, particularly from Indigenous, African American/Black, and Hispanic/Latinx backgrounds. VITAL scholars have the opportunity to present their work and engage with UB faculty and students.

Finally, both the MAC and the NCAA recognized UB for establishing an inclusive environment in athletics, on campus and in the community.

### ***Economic Impact and Entrepreneurship***

UB seeks innovative ways to intertwine our research, education, engagement and economic development activities. We build partnerships with New York State, public and private organizations, and companies to help drive economic growth, employment, productivity and wealth, and we provide our students with transformative educational experiences that prepare them for future success. In the most recent five-year period examined, more than 17,000 UB students have participated in internships and other experiential learning programs.

We are also helping researchers transition technology from the lab to the marketplace. And we are building bridges between academia and industry. UB and our partners have advanced our regional ecosystem for entrepreneurship with the opening of a 42,000 square-foot business incubator on our downtown medical campus. At the new incubator, UB staff and entrepreneurs-in-residence provide mentorship, training and connections to our faculty experts and student talent.

Since 2017, more than 300 industry partners from the City of Buffalo and across the region have worked with UB's Business and Entrepreneur Partnerships. From 2019 to 2020 alone, the number of active start-ups formed by UB faculty and students more than tripled.

In spring 2018, UB received a \$32 million investment from New York State to launch an Innovation Hub. The Innovation Hub is accelerating the growth of Western New York start-ups and supporting commercialization of technologies generated by UB and our partner institutions, including Hauptman-Woodward, Roswell Park Comprehensive Cancer Center, Kaleida Health, and the Jacobs Institute.

## ***Sustainability***

In 2020, UB launched a new climate action plan. UB's "10 in 10" is a roadmap of the important steps we are taking to increase climate action throughout the university and put us on a path to net-zero emissions by 2030. The steps were developed through a robust campus engagement process.

Over the past three years, UB has reduced our carbon footprint by 33 percent. And, with the installation of our solar panel arrays nearly complete, we will be producing 2.9 million kilowatt hours in our first year. This is equivalent to offsetting the energy use of nearly 500 homes a year. We are well on our way to achieving climate neutrality by 2030.

UB's sustainability work has received extensive national attention in recent years. As a result of our stewardship, we are regularly recognized as a global leader in this area. Recognition has come from groups such as STARS, the US Green Building Council, the EPA, the Sierra Club, and NYS DEC, among others. According to the 2021 Times Higher Education Impact Rankings, UB is number one in the world for climate action out of 566 colleges and universities that applied for the ranking.

## ***COVID-19 Response***

Like universities around the world, UB experienced an unprecedented disruption to campus operations as a result of COVID-19. In March 2020, UB immediately transitioned 4,000 courses to a remote-learning format and launched a framework of university-wide committees to develop plans for a variety of short and long-term scenarios in response to the pandemic. Composed of over 180 faculty, staff, students and senior administrators, these committees were charged with determining how best to allow UB to continue delivering excellent educational and research programs while protecting the health and safety of the university community.

As a result of this planning effort, in fall 2020, we oversaw an 87 percent reduction in classroom density. In fall 2021, we returned to a full in-person experience for all students. Throughout the transition back to on-campus activities, we have continued to adapt to health and safety guidance while reaffirming our mission as a place-based educational institution. Because of the precautions we have taken, including requiring all students to be vaccinated and boosted, implementing surveillance testing for all unvaccinated faculty, staff and students, and requiring masking and social distancing as appropriate based on state and federal guidance, UB has avoided widespread escalation of the virus on campus.

In addition, our university community has contributed to the communities we serve in terms of health and safety by providing evidence-based information about COVID-19. We led the New York State effort to vaccinate the members of our five county region. As of spring 2022, we are currently hosting a state COVID testing site and state vaccination site. When the vaccine was in highest demand, our students created a website to help people find vaccination appointments.

UB's Genomics and Bioinformatics Core is part of a \$20 million state-wide effort to identify COVID variants. Across disciplines, researchers have created a wastewater surveillance system to monitor trends not only in COVID-19, but in many viral infections. Also, human trials are underway in South Korea for a COVID-19 vaccine candidate created by a UB faculty start-up.

## Student Populations Served

The University at Buffalo is the largest public higher education institution in New York State in terms of total enrollment, and we serve an increasingly diverse student population across racial/ethnic categories. A particular point of pride for UB is that we are among the top 30 US institutions hosting the largest number of international students. The tables below provide a demographic breakdown of the university's student populations served during the 2020-21 academic year.

### *Enrollment by Ethnicity & Gender*

The following table provides the ethnicity and gender breakdowns for graduate and undergraduate students.

|                                    | Undergraduate |              | Graduate      |              |
|------------------------------------|---------------|--------------|---------------|--------------|
| Federal Ethnicity                  | Male          | Female       | Male          | Female       |
| 2 or more races                    | 283           | 328          | 71            | 135          |
| American Indian or Alaska Native   | 56            | 36           | 15            | 24           |
| Asian                              | 2,017         | 1,491        | 419           | 496          |
| Black or African American          | 860           | 949          | 240           | 383          |
| Hispanic/Latino                    | 873           | 810          | 215           | 265          |
| International (Non-Resident Alien) | 1,340         | 1,501        | 1,936         | 1,137        |
| Native Hawaiian                    | 7             | 9            | 1             | 1            |
| Unknown                            | 585           | 407          | 183           | 226          |
| White                              | 5,625         | 4,290        | 2,084         | 3,034        |
| <b>Totals by Gender</b>            | <b>11,646</b> | <b>9,821</b> | <b>5,164</b>  | <b>5,701</b> |
| <b>Grand Totals</b>                | <b>21,467</b> |              | <b>10,865</b> |              |
| <b>Total Enrollment: 32,332</b>    |               |              |               |              |

*Enrollment by Program Funding*

The following table provides student enrollments by regular SUNY funding and external funding (e.g., off-shore programs).

| Funding             | Student Status | Undergraduate | Graduate | Total         |
|---------------------|----------------|---------------|----------|---------------|
| Regular             | Part Time      | 1,112         | 3,212    | 4,324         |
|                     | Full Time      | 18,894        | 7,305    | 26,199        |
|                     |                |               |          | <b>30,523</b> |
| External            | Part Time      | 582           | 261      | 843           |
|                     | Full Time      | 879           | 87       | 966           |
|                     |                |               |          | <b>1,809</b>  |
| <b>Grand Totals</b> |                | 21,467        | 10,865   | <b>32,332</b> |

*Enrollment by Student Status*

The following table provides student enrollments by SUNY student group.

| SUNY Student Group   | Total         |
|--|---------------|
| Undergraduate First-Time   | 4,371         |
| Undergraduate Continuing / Returning   | 15,559        |
| Undergraduate Transfer   | 1,492         |
| Concurrently Enrolled in High School (A student who is enrolled in a high school or a home schooling program while taking college courses) | 45            |
| New Graduate   | 3,860         |
| Graduate Continuing / Returning  | 7,005         |
| <b>Grand Total</b>   | <b>32,332</b> |

***International Enrollment by Country (Top 10)***

This table shows the top 10 countries of origin of international students at the Buffalo campus (off-shore programs excluded).

| <b>Country - Graduate</b>         | <b>Total Enrolled</b> | <b>Country - Undergraduate</b> | <b>Total Enrolled</b> |
|-----------------------------------|-----------------------|--------------------------------|-----------------------|
| <b>India</b>                      | 1,893                 | <b>China</b>                   | 689                   |
| <b>China</b>                      | 520                   | <b>India</b>                   | 243                   |
| <b>Canada</b>                     | 80                    | <b>Korea, Republic of</b>      | 93                    |
| <b>Korea, Republic of</b>         | 60                    | <b>Turkey</b>                  | 75                    |
| <b>Iran (Islamic Republic of)</b> | 48                    | <b>Vietnam</b>                 | 36                    |
| <b>Taiwan</b>                     | 42                    | <b>Canada</b>                  | 25                    |
| <b>Bangladesh</b>                 | 40                    | <b>Taiwan</b>                  | 22                    |
| <b>Saudi Arabia</b>               | 36                    | <b>Bangladesh</b>              | 22                    |
| <b>Pakistan</b>                   | 23                    | <b>Nepal</b>                   | 12                    |
| <b>Latvia</b>                     | 22                    | <b>Pakistan</b>                | 11                    |

## II. Institutional Priorities to be Addressed in the Self-Study

The institutional priorities to be addressed in UB’s self-study are:

- Priority 1. To achieve greater societal impact locally and globally.
- Priority 2. To provide our students with transformative, innovative and research-grounded educational experiences.
- Priority 3. To promote a university-wide culture of equity and inclusion.

These institutional priorities were taken directly from the university’s overall strategic priorities, and therefore are aligned with the current direction, mission and goals of the university. UB’s strategic priorities are developed by senior university leadership in wide consultation with various constituencies. The strategic priorities are regularly shared with the campus through State of the University addresses and reviewed at leadership retreats involving vice presidents, vice provosts, deans and shared governance leadership; and form the basis for annual strategic investment, hiring and capital planning processes.

The tables below demonstrate the mapping of the institutional priorities to the university mission, as well as the Standards of Accreditation.

| <b>Elements of the Mission Statement</b>                        | <b>Priority 1</b>  | <b>Priority 2</b>   | <b>Priority 3</b>   |
|---|--|---|---|
|   | <i>To achieve greater societal Impact locally and globally</i> | <i>To provide our students with transformative, innovative, and research-grounded educational experiences</i> | <i>To promote a university-wide culture of equity and inclusion</i> |
| <b>Diverse, Inclusive Scholarly Community</b>                   | X  | X   | X   |
| <b>Impactful Research, Scholarship, and Creative Activities</b> | X  |   | X   |
| <b>Educational Excellence</b>                                   | X  | X   | X   |
| <b>Engaged Service</b>  | X  |   | X   |

| Standards for Accreditation  | Priority 1   | Priority 2  | Priority 3  |
|--|--|---|---|
|  | <i>To achieve greater societal impact locally and globally</i> | <i>To provide our students with transformative, innovative, and research-grounded educational experiences</i> | <i>To promote a university-wide culture of equity and inclusion</i> |
| <b>I. Mission and Goals</b>  | X  | X   | X   |
| <b>II. Ethics and Integrity</b>                                    | X  | X   | X   |
| <b>III. Design and Delivery of the Student Learning Experience</b> | X  | X   | X   |
| <b>IV. Support of the Student Experience</b>                       |  | X   | X   |
| <b>V. Educational Effectiveness Assessment</b>                     |  | X   |   |
| <b>VI. Planning, Resources, and Institutional Improvement</b>      | X  | X   | X   |
| <b>VII. Governance, Leadership, and Administration</b>             | X  | X   | X   |

### III. Intended Outcomes of the Self-Study

1. To create a clear and purposeful document that meets the Middle States Commission’s expectations for decennial evaluation, deepens our institutional self-understanding and affirms our commitment to continuous improvement.
2. To undertake a collaborative approach to the self-study process to promote broad and diverse conversations regarding the institution’s direction, challenges and opportunities. This collaborative approach is essential for effective cross-campus implementation of the recommendations emerging from the self-study.
3. To identify UB’s strengths and gaps relative to each accreditation standard within the context of the university’s mission, goals and educational priorities.

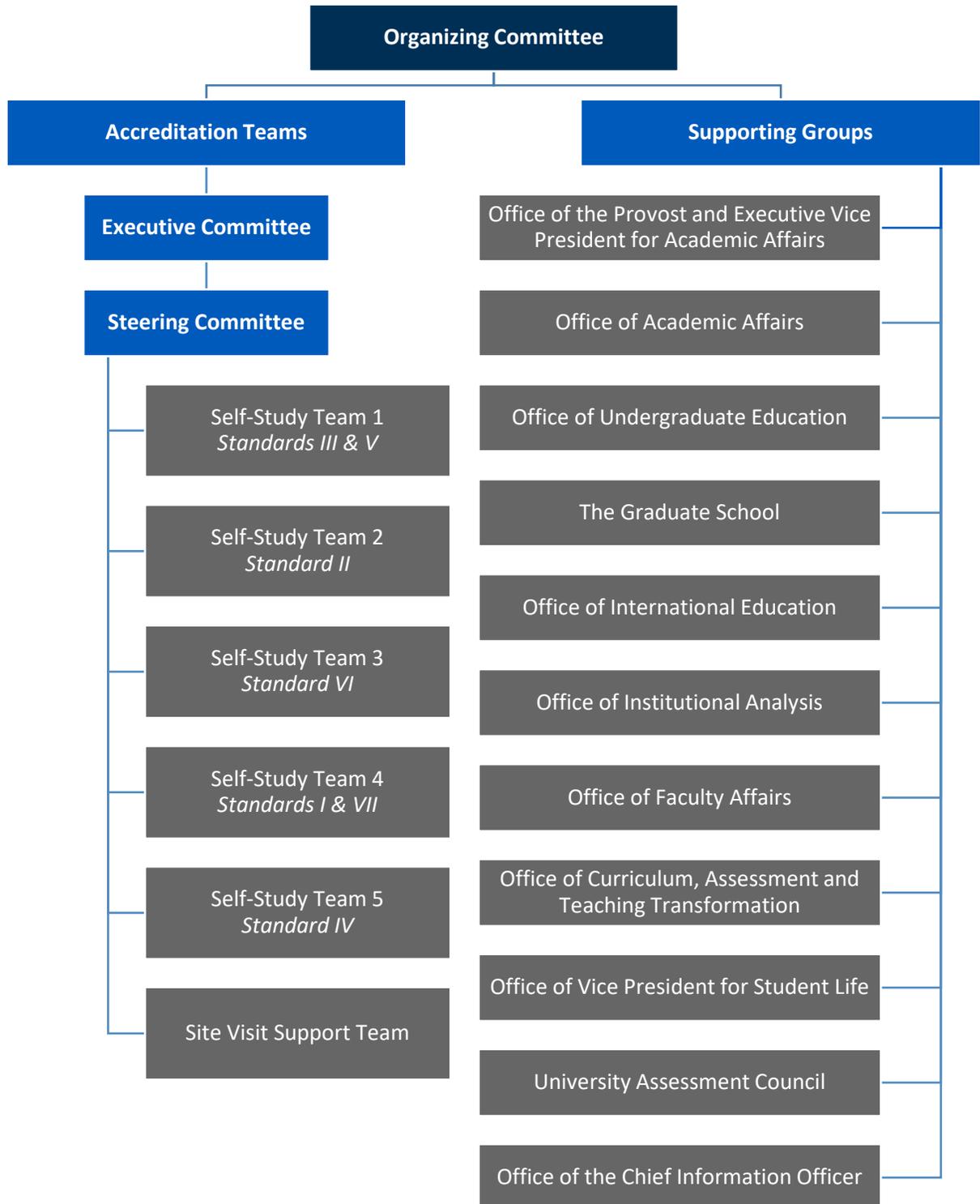
## IV. Self-Study Approach

**For our self-study, we are choosing a standards-based approach.** Our university is fortunate to have had stability in leadership over the last decade. Specifically, UB has benefitted significantly from the consistent guidance of university president Satish K. Tripathi, who had previously served as UB's Provost and Executive Vice President for Academic Affairs.

Launched in 2004, then Provost Tripathi served as a main architect of the UB 2020 strategic plan and continued as the executive steward of this overarching strategic vision when he began his tenure as UB's president in 2011. As such, UB has maintained a steadfast commitment to a consistent strategic plan for over 15 years. Nevertheless, our university's approach to strategic direction and guidance has been malleable and adaptable in response to changing circumstances and priorities. As a primary example of this adaptability, our recent Top 25 initiative has evolved from the strategic direction provided by our path toward UB's initial UB 2020 vision. Based on the stability and context thus provided, we have elected to take a standards-based approach.

## v. Organizational Structure of the Steering Committee and Working Groups

The following graphic illustrates the organization and reporting structure of the reaccreditation committees.



## Executive Committee

The Executive Committee is ultimately responsible for UB's reaccreditation process, and will meet each semester to review the progress of the steering committee. It oversees the self-study and the university's interactions with the Middle States Commission on Higher Education. The Executive Committee is responsible for approving the final drafts of all communications and reports to the Middle States Commission on Higher Education, as well as the timing and agenda for the reaccreditation visit.

The composition of the Executive Committee includes:

|                          |  |
|--------------------------|--|
| Satish K. Tripathi       | President  |
| A. Scott Weber           | Provost and Executive Vice President for Academic Affairs  |
| Beth Del Genio           | Chief of Staff to the President  |
| Craig W. Abbey           | Vice Provost for Institutional Analysis and Planning   |
| Ann M. Bisantz           | Dean of Undergraduate Education; Professor of Industrial and Systems Engineering, School of Engineering and Applied Sciences                                       |
| Carol M. Van Zile-Tamsen | Associate Vice Provost for Curriculum, Assessment and Teaching Transformation  |
| Keith A. Alford          | Dean, Professor, School of Social Work   |
| Mark M. Alnutt           | Vice President and Director of Athletics   |
| Allison Brashear         | Vice President for Health Sciences; Dean, Professor of Neurology, Jacobs School of Medicine and Biomedical Sciences  |
| Venugopal Govindaraju    | Vice President for Research and Economic Development; SUNY Distinguished Professor of Computer Science and Engineering, School of Engineering and Applied Sciences |
| Brian F. Hamluk          | Vice President for Student Life  |
| Graham L. Hammill        | Vice Provost for Academic Affairs and Dean of the Graduate School; Professor of English, College of Arts and Sciences  |
| Laura E. Hubbard         | Vice President for Finance and Administration  |
| Kemper E. Lewis          | Dean, Moog Professor of Innovation of Mechanical and Aerospace Engineering, School of Engineering and Applied Sciences   |
| Lee H. Melvin            | Vice Provost for Enrollment Management   |
| Gary M. Pollack          | Dean, Professor of Pharmaceutical Sciences, School of Pharmacy and Pharmaceutical Sciences   |
| Suzanne N. Rosenblith    | Dean, Professor of Educational Leadership and Policy, Graduate School of Education   |
| Robin G. Schulze         | Dean, Professor of English, College of Arts and Sciences   |

## Reaccreditation Steering Committee

The Reaccreditation Steering Committee oversees the university-wide discussion relating to the development of the Self-Study Report and communicates progress to the campus. The Reaccreditation Steering Committee is responsible for reviewing and integrating self-study draft components submitted by the self-study teams, and ensuring completeness of the final self-study. The Reaccreditation Steering Committee will participate in meetings, presentations and interactions with the visiting Evaluation Team from the Middle States Commission on Higher Education.

The Reaccreditation Steering Committee includes representatives from the Executive Committee, members of the Organizing Committee, unit liaisons, and co-chairs from each of the self-study teams, among others. This committee meets quarterly and reviews the progress of the working teams. The members of the Reaccreditation Steering Committee include:

|                                     |   |
|-------------------------------------|---|
| Craig W. Abbey (co-chair)           | Vice Provost for Institutional Analysis and Planning  |
| Ann M. Bisantz (co-chair)           | Dean of Undergraduate Education; Professor of Industrial and Systems Engineering, School of Engineering and Applied Sciences  |
| Carol M. Van Zile-Tamsen (co-chair) | Associate Vice Provost for Curriculum, Assessment and Teaching Transformation   |
| Daniel P. Kelly                     | Associate Director, Communications and Outreach   |
| Cathleen M. Morreale                | Assistant Vice Provost, Educational Effectiveness and Learning Analytics  |
| Daniel Schweitzer                   | Program Review and Assessment Technician  |
| Melinda M. Whitford                 | Research Analyst, Institutional Analysis  |
| J. Brice Bible                      | Vice President and Chief Information Officer  |
| S. Todd Brown                       | Vice Dean for Academic Affairs, Professor, School of Law  |
| Luis A. Colón                       | Associate Dean for Inclusive Excellence, A. Conger Goodyear Professor of Chemistry, College of Arts and Sciences  |
| Beth Corry                          | Associate Vice President for Business Services and Controller   |
| John Della Contrada                 | Vice President for University Communications  |
| Jeffrey R. Errington                | Associate Dean for Undergraduate Education, Professor of Chemical and Biological Engineering, School of Engineering and Applied Sciences; Faculty Senate Academic Policies and Grading Committee Member |
| Sandra J. Flash                     | Associate Vice Provost for Academic Affairs   |
| Robert Granfield                    | Vice Provost for Faculty Affairs; Professor of Sociology, College of Arts and Sciences  |
| Lindsey L. Hallman                  | Senior Assistant Director of UB Curriculum  |
| Christine A. Human                  | Lecturer, Associate Dean for Accreditation and Student Affairs, School of Engineering and Applied Sciences  |
| Krista Hanypsiak Krause             | Assistant Vice Provost for Undergraduate Education  |
| Christina R. Hernandez              | Senior Associate Vice President for Student Life  |
| Kara Kearney-Saylor                 | Director, Internal Audit  |

*(Steering Committee continued)*

|                           |   |
|---------------------------|---|
| Nojin Kwak                | Vice Provost for International Education; Professor of Communication, College of Arts and Sciences  |
| Evviva R. Weinraub Lajoie | Vice Provost for University Libraries   |
| Alan J. Lesse             | Senior Associate Dean for Medical Curriculum, Associate Professor of Medicine, Jacobs School of Medicine and Biomedical Sciences                          |
| Joseph Lewandowski        | Director, Resource Planning   |
| Ndubueze L. Mbah          | Associate Professor of History, College of Arts and Sciences  |
| William J. McDonnell      | Associate Vice Provost for Academic Planning & Resource Management  |
| Courtney A. Pfahl         | Assistant Vice Provost for Communications, Office of the Provost  |
| Peter Q. Pfordresher      | Associate Dean for Academic Affairs, Professor of Psychology, College of Arts and Sciences; Faculty Senate Academic Policies and Grading Committee Member |
| Tonga Pham                | Associate Vice President, University Facilities   |
| Barbara J. Ricotta        | Senior Associate Vice President for Student Life, Dean of Students  |
| Kara C. Saunders          | University Registrar  |
| Eileen Cain Sherman       | Chief of Staff, Office of the Provost   |
| Despina M. Stratigakos    | Vice Provost for Inclusive Excellence; Professor of Architecture, School of Architecture and Planning   |
| Frederick W. Stoss        | Chair, Faculty Senate; Librarian, University Libraries  |
| Cheryl J. Taplin          | Senior Associate Vice Provost, Student Success and Academic Support   |
| Kris Tjaden               | Associate Dean for Natural Sciences and Mathematics, Professor of Communicative Disorders and Sciences, College of Arts and Sciences                      |
| Hilary N. Weaver          | Associate Dean for Diversity, Equity and Inclusion, Professor, School of Social Work  |

## Organizing Committee

The Organizing Committee orchestrates the day-to-day operations associated with UB's reaccreditation review and self-study process. It schedules and coordinates activities of the self-study teams and manages interactions with MSCHE including overseeing the self-study team visit as coordinated by the site visit support team. It develops and maintains the evidence repository; creates draft and reference materials for the self-study teams; provides logistical and technical support; and monitors the progress of the teams, academic units and academic support units, with respect to project milestones and deliverables.

The members of the Organizing Committee include:

|                                     |  |
|-------------------------------------|--|
| Craig W. Abbey (co-chair)           | Vice Provost for Institutional Analysis and Planning   |
| Ann M. Bisantz (co-chair)           | Dean of Undergraduate Education; Professor of Industrial and Systems Engineering, School of Engineering and Applied Sciences |
| Carol M. Van Zile-Tamsen (co-chair) | Associate Vice Provost for Curriculum, Assessment and Teaching Transformation  |
| Daniel P. Kelly                     | Associate Director, Communications and Outreach, CATT  |
| Cathleen M. Morreale                | Assistant Vice Provost, Educational Effectiveness and Learning Analytics, CATT   |
| Daniel Schweitzer                   | Program Review and Assessment Technician, CATT   |
| Melinda M. Whitford                 | Research Analyst, Institutional Analysis   |

## Self-Study Teams

Each of the self-study teams is charged with conducting a comprehensive review of reports, documents, institutional data and other sources of evidence related to the assigned accreditation standards. Each team will use this evidence to address the relevant lines of inquiry in a written report to demonstrate compliance with accreditation standards. The teams will direct requests for additional evidence to the Organizing Committee and will also prepare periodic status reports for the Steering Committee.

### Self-Study Team 1: Curriculum & Assessment

#### *Standards III & V*

|   |   |
|---|---|
| Jeffrey R. Errington<br>(co-chair)      | Associate Dean for Undergraduate Education, Professor of Chemical and Biological Engineering, School of Engineering and Applied Sciences; Faculty Senate Academic Policies and Grading Committee Member |
| Kris Tjaden<br>(co-chair)               | Associate Dean for Natural Sciences and Mathematics, Professor of Communicative Disorders and Sciences, College of Arts and Sciences  |
| Cathleen M. Morreale<br>(staff support) | Assistant Vice Provost, Educational Effectiveness and Learning Analytics, Curriculum, Assessment and Teaching Transformation  |
| Tilman Baumstark                        | Associate Vice Provost for Faculty Affairs  |
| Sean J. Bennet                          | Associate Dean for Social Sciences, Professor of Geography, College of Arts and Sciences  |
| Katharine P. Darling                    | Associate Dean for Academic Services, Graduate School   |
| Jeff C. Good                            | Professor and Chair of Linguistics, College of Arts and Sciences; Faculty Senate Academic Planning & Assessment Committee Member  |
| Julie. Gorlewski                        | Associate Professor and Chair of Learning and Instruction, Graduate School of Education   |
| Kelli Hickey                            | Director, Enrollment Management, Jacobs School of Biomedical Sciences   |
| Krista Hanypsiak Krause                 | Assistant Vice Provost for Undergraduate Education  |
| Ndubueze L. Mbah                        | Associate Professor of History, College of Arts and Sciences  |
| Joanne Song McLaughlin                  | Associate Professor of Economics, College of Arts and Sciences; Faculty Senate Academic Policies and Grading Committee Member   |
| David J. Murray                         | Clinical Professor of Management Science and Systems, Director of Sleiman Computer Laboratory, School of Management   |
| Sue Ann Sisto                           | Professor and Chair of Rehabilitation Sciences, School of Public Health and Health Professions  |
|   |   |

*(Self-Study Team 1 continued)*

|                        |   |
|------------------------|---|
| Danielle Lamarre-Smith | Director, UB Curriculum   |
| Cynthia A. Tysick      | Associate Librarian, Educational Services Team, University Libraries          |
| Noemi Waight           | Associate Professor of Learning and Instruction, Graduate School of Education |
| David F. Watson        | Professor and Chair of Chemistry, College of Arts and Sciences                |

**Self-Study Team 2: Ethics & Integrity***Standard II*

|                                    |  |
|------------------------------------|--|
| Kara Kearney-Saylor<br>(co-chair)  | Director of Internal Audit   |
| S. Todd Brown (co-chair)           | Vice Dean for Academic Affairs, Professor, School of Law   |
| Daniel P. Kelly<br>(staff support) | Associate Director, Communications and Outreach, Curriculum, Assessment and Teaching Transformation                                |
| Kelly H. Ahuna                     | Director, Office of Academic Integrity   |
| Jennifer J. Chazen                 | Director, Student and Academic Services, Graduate School   |
| Jessica P. Clark                   | Senior Director, Admissions for Recruitment and Communication Strategy, Office of Admissions                                       |
| Mark Coldren                       | Associate Vice President, Human Resources  |
| John Gottardy                      | Director, Financial Aid  |
| Holly A. Klick                     | Research Analyst, Institutional Analysis   |
| Evviva R. Weinraub<br>Lajoie       | Vice Provost for University Libraries  |
| Elizabeth A. Lidano                | Director, Student Conduct and Advocacy   |
| James G. Milles                    | Vice Dean for Undergraduate Studies, Professor, School of Law; Faculty Senate Academic Freedom and Responsibility Committee Member |
| Sharon E. Nolan-Weiss              | Director, Title IX/ADA Coordinator, Equity, Diversity and Inclusion  |
| Christopher M. Putrino             | Director, Employee Relations   |
| Marcene Robinson                   | Unit Diversity Officer, News Content Manager, University Communications  |
| Kara C. Saunders                   | University Registrar   |
| Amy M. Schmit                      | Assistant Vice President for Administration and Planning, Research and Economic Development  |
| Timothy A. Tryjankowski            | Chair, Professional Staff Senate; Director, University Honors College Research and Co-Curricular Activities                        |
| Kathryn E. Tudini                  | Assistant Vice Provost and Director, International Student Services  |
| Carrie Woodrow                     | Director, Policy, Compliance & Internal Controls   |

**Self-Study Team 3: Planning, Resources & Institutional Improvement***Standard VI*

|  |  |
|--|--|
| Joseph Lewandowski<br>(co-chair)       | Director, Resource Planning  |
| William J. McDonnell<br>(co-chair)     | Associate Vice Provost for Academic Planning and Resource Management   |
| Melinda M. Whitford<br>(staff support) | Research Analyst, Institutional Analysis   |
| Kristina M. Costanza-Metcalf           | Assistant Dean, Chief Business Office, School of Public Health and Health Professions  |
| Peter L. Elkin                         | Professor and Chair of Biomedical Informatics, Jacobs School of Medicine and Biomedical Sciences   |
| Katherine G. Ferguson                  | Senior Associate Dean, College of Arts and Sciences  |
| Daniel J. Kaczmarek                    | Director, Assessment and Research, Student Life  |
| Kelly M. Kenline                       | Assistant Vice President, Director of Strategic Portfolio Management, UB Information Technology  |
| Kelly M. Hayes McAlonie                | Director, Campus Planning  |
| Jennifer L. Pesany                     | Assistant Vice President, Financial Management   |
| Kimberly A. Spates                     | Sector Financial Director, College of Arts and Sciences  |
| Mark T. Swihart                        | SUNY Distinguished Professor and Chair of Chemical and Biological Engineering, School of Engineering and Applied Sciences; Faculty Senate Budget Priorities Committee Member |

**Self-Study Team 4: Mission, Goals, Governance & Administration***Standards I & VII*

|  |  |
|--|--|
| Beth Del Genio<br>(co-chair)           | Chief of Staff to the President  |
| Craig W. Abbey<br>(co-chair)           | Vice Provost for Institutional Analysis and Planning   |
| Kelly A. Hengesbach<br>(staff support) | Communications Specialist, Office of the President   |
| Mark M. Alnutt                         | Vice President and Director of Athletics   |
| Rajan Batta                            | Associate Dean for Faculty Affairs and Diversity, SUNY<br>Distinguished Professor of Industrial and Systems Engineering,<br>School of Engineering and Applied Sciences   |
| Venugopal Govindaraju                  | Vice President for Research and Economic Development; SUNY<br>Distinguished Professor of Computer Science and Engineering,<br>School of Engineering and Applied Sciences |
| Robert Granfield                       | Vice Provost for Faculty Affairs; Professor of Sociology, College of<br>Arts and Sciences  |
| Robin G. Schulze                       | Dean, Professor of English, College of Arts and Sciences   |
| Frederick W. Stoss                     | Chair, Faculty Senate; Librarian, University Libraries   |

**Self-Study Team 5: Support of the Student Experience***Standard IV*

|                                      |  |
|--------------------------------------|--|
| Christina R. Hernandez<br>(co-chair) | Senior Associate Vice President for Student Life   |
| Christine A. Human<br>(co-chair)     | Lecturer, Associate Dean for Accreditation and Student Affairs,<br>School of Engineering and Applied Sciences  |
| Daniel Schweitzer<br>(staff support) | Program Review and Assessment Technician, Curriculum,<br>Assessment and Teaching Transformation  |
| Kevin L. Ahuna                       | Director, Intercultural and Diversity Center   |
| Gwen S. Appelbaum                    | Assistant Dean and Director of the Career Resource Center, School<br>of Management   |
| Matthew J. Ardila-<br>Weigand        | Director, Orientation, Transition and Parent Programs, Student Life  |
| Eric Blackledge                      | Executive Director, Campus Dining and Shops, Faculty-Student<br>Association/Student Life   |
| Martha C. Bohm                       | Associate Dean for Academic Affairs, Associate Professor of<br>Architecture, School of Architecture and Planning; Faculty Senate<br>Campus Environment and Sustainability Committee Member |
| Elizabeth A. Colucci                 | Assistant Dean for Graduate Professional Development, Graduate<br>School   |

*(Self-Study Team 5 continued)*

|                           |   |
|---------------------------|---|
| Kathryn Doran             | Senior Advising Administrator/Senior Academic Advisor, School of Engineering and Applied Sciences             |
| Mark G. Frank             | Professor of Communication, College of Arts and Sciences  |
| Karyn C. St. George       | Administrative Director, University Honors College  |
| Janessa E. Givens-Daniels | Senior Associate Director, Customer Service & Operations, Financial Aid                                       |
| Jacqueline Hollins        | Associate Vice Provost/Senior Executive Director/Unit Diversity Officer, Student Success and Academic Support |
| Vivian C. Jimenez         | Director, Tutoring and Academic Support Services, Student Success and Academic Support                        |
| Arlene F. Kaukus          | Director, Career Services, Career Design Center   |
| Kira M. Love              | Director, Transfer Experience and Summer/Winter Sessions, Admissions  |
| Jennifer R. Markee        | Strategic Operations Manager, Student Services-1Capen   |
| Dawn M. Reed              | Director, Interdivisional Marketing and Communications, Enrollment Management                                 |
| Barbara J. Ricotta        | Senior Associate Vice President, Dean of Students, Student Life   |
| Elizabeth Rodriguez       | Director, Educational Opportunity Program   |
| Steven I. Shaw            | Associate Vice Provost and Director of International Enrollment Management and International Admissions       |
| Aaron P. Stang            | Associate Athletic Director for Academic Affairs  |
| Megan R. Stewart          | Director, Fellowships and Scholarships  |
| Jared B. Strohl           | Diversity Project Coordinator, Inclusive Excellence   |
| Thomas R. Tiberi          | Director, Campus Living   |
| Lisa H. Tuyn              | Senior Associate Director/Coordinator Academic Advisement, Student Success and Academic Support               |
| John J. Wood              | Senior Associate Vice Provost, International Education  |

## VI. Guidelines for Reporting

Self-study teams will be responsible for preparing a written report that addresses the research questions and lines of inquiry with explicit linkages to sources of evidence in the repository. These reports will be submitted to the Organizing Committee by January 1, 2023.

### **Self-Study Team Deliverables and Report Template**

Each self-study team has been assigned review of one or more Middle States standards. Teams will perform this review by responding to lines of inquiry regarding institutional policies and procedures and their adherence to the MSCHE standards. Based on this narrative and the corresponding sources of evidence cited, the team will describe how the policies and procedures demonstrate UB's commitment to, and achievement of, institutional priorities. Specifically, each team should complete the following steps:

1. Review the lines of inquiry and associated evidence.
2. Develop narrative answers to each line of inquiry, citing the appropriate related sources of evidence.
3. Compile these answers into a written report (with clear evidence citations).
4. Review the related UB goals, and the team's written report, and prepare an additional goals statement to describe the ways in which UB's policies and procedures promote achievement of these goals, as well as how sources of evidence demonstrate goal achievement (see the table below).

As teams work on the lines of inquiry, they may encounter gaps in evidence. If individual team members are able to locate additional sources of evidence, they should feel free to use these but also submit them to the Middle States Organizing Committee for appropriate archiving. In addition, teams can submit requests for additional evidence to the Middle States Organizing Committee.

Lines of inquiry by self-study team are presented following the mapping of teams to strategic priorities. Following completion of their reports related to the lines of inquiry, teams will use the table below to develop a description of the ways in which university policies, procedures and initiatives support achievement of these priorities.

| Self-Study Team   | Priority 1  | Priority 2  | Priority 3  |
|---|---|---|---|
| <b>SELF-STUDY TEAM 1:<br/>Curriculum &amp;<br/>Assessment</b>                         | <i>To achieve greater societal impact locally and globally</i>  | <i>To provide our students with transformative, innovative, and research-grounded educational experiences</i>   | <i>To promote a university-wide culture of equity and inclusion</i>   |
| <b>SELF-STUDY TEAM 2:<br/>Ethics &amp; Integrity</b>                                  | <ul style="list-style-type: none"> <li>Enhancing research, teaching and mentoring support structures to ensure faculty success</li> </ul>                   | <ul style="list-style-type: none"> <li>Elevating the academic profile of undergraduate, graduate and professional students; further improving undergraduate four-year and six-year graduation rates</li> <li>Enhancing academic and career support structures to ensure student success rates</li> <li>Preparing students to live and lead in a global world</li> </ul> | <ul style="list-style-type: none"> <li>Integrating inclusivity into all aspects of our university</li> </ul>  |
| <b>SELF-STUDY TEAM 3:<br/>Planning, Resources &amp;<br/>Institutional Improvement</b> | <ul style="list-style-type: none"> <li>Providing state-of-the-art research and educational environments</li> </ul>  | <ul style="list-style-type: none"> <li>Elevating the academic profile of undergraduate, graduate and professional students; further improving undergraduate four-year and six-year graduation rates</li> </ul>  | <ul style="list-style-type: none"> <li>Integrating inclusivity into all aspects of our university</li> <li>Further enhancing faculty and student diversity through focused hiring and enrollment strategies</li> <li>Implementing best practices with regard to recruitment and retention of faculty, staff and students</li> </ul>           |
| <b>Self-Study Team 4:<br/>Mission, Goals,<br/>Governance &amp;<br/>Administration</b> | <ul style="list-style-type: none"> <li>Enhancing faculty productivity and impact through increased research and scholarly funding and excellence</li> </ul> | <ul style="list-style-type: none"> <li>Providing state-of-the-art research and educational environments</li> </ul>  | <ul style="list-style-type: none"> <li>Elevating the academic profile of undergraduate, graduate and professional students; further improving undergraduate four-year and six-year graduation</li> <li>Integrating inclusivity into all aspects of our university</li> <li>Further enhancing faculty and student diversity through</li> </ul> |

|  |   |   |   |
|--|---|---|---|
|  | <ul style="list-style-type: none"> <li>• Encouraging collaborations across the disciplines to amplify faculty strengths, create synergies and pursue innovation</li> <li>• Providing state-of-the-art research environments</li> <li>• Enhancing research, teaching and mentoring support structures to ensure faculty success</li> </ul> | <ul style="list-style-type: none"> <li>• Enhancing academic and career support structures to ensure student success rates</li> <li>• Providing state-of-the-art educational environments</li> <li>• Expanding impact as a recognized leader in international education</li> <li>• Preparing students to live and lead in a global world</li> </ul>  | <p>focused hiring and enrollment strategies</p> <ul style="list-style-type: none"> <li>• Implementing best practices with regard to recruitment and retention of faculty, students and staff</li> </ul>   |
| <p><b>Self-Study Team 5:<br/>Support of the<br/>Student Experience</b></p> |   | <ul style="list-style-type: none"> <li>• Elevating the academic profile of undergraduate, graduate and professional students; further improving undergraduate four-year and six-year graduation rates</li> <li>• Enhancing academic and career support structures to ensure student success rates</li> <li>• Expanding impact as a recognized leader in international education</li> <li>• Preparing students to live and lead in a global world</li> </ul> | <ul style="list-style-type: none"> <li>• Further enhancing faculty and student diversity through focused hiring and enrollment strategies</li> <li>• Implementing best practices with regard to recruitment and retention of faculty, staff and students</li> </ul> |

**SELF-STUDY TEAM 1: Curriculum & Assessment, Standards III & V***Standard III: Design and Delivery of the Student Learning Experience –Lines of Inquiry*

- Describe the process through which UB designs and delivers academic programs that foster a coherent learning experience.
  - Are these processes sufficient?
  - If not, what do you recommend?
- How does UB ensure that qualified faculty design, deliver, and assess academic programs and student learning at both the graduate and undergraduate levels?
  - Does UB have sufficient numbers of instructional faculty to deliver academic programs effectively?
  - What opportunities are available for professional development for faculty?
  - What procedures are in place to ensure that instructional faculty are reviewed regularly, equitably?
    - To what extent are instructional faculty clearly apprised of criteria, expectations, and policies for re-appointment, promotion, and tenure?
  - Are these mechanisms sufficient?
  - If not, what do you recommend?
- In what ways does UB clearly communicate to students opportunities and supports related to progress in the major and overall academic success?
  - Are these processes sufficient?
  - If not, what do you recommend?
- Describe the learning opportunities and resources available to support academic programs and student success at both the graduate and the undergraduate level.
  - What additional learning opportunities and resources are available to promote the development of research, scholarship, and independent thinking among graduate students?
  - Are these sufficient?
  - If not, what do you recommend?
- Describe UB's general education program.
  - Does it allow for student exploration, while emphasizing local and global diversity and advanced thinking skills?
  - Is the program aligned with key learning outcomes, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy?
  - What processes exist to assess student achievement of general education outcomes and ensure that the program is continually improving?
- What processes are used to assess the effectiveness of programs in promoting student learning and success?
  - Are these sufficient?

- If not, what do you recommend?

*Standard V: Educational Effectiveness Assessment – Lines of Inquiry*

- Does UB have aligned educational goals/learning outcomes at all levels (i.e., institution, program, course) that are consistent with the mission of the institution?
- Describe the processes through which the institution evaluates student achievement of learning outcomes.
  - How does the assessment process impact student success and goal achievement?
  - How are assessment results communicated to stakeholders?
  - Are these sufficient?
  - If not, what do you recommend?
- How are assessment results used for continuous improvement purposes, such as:
  - Improving student learning?
  - Improving pedagogy and curriculum?
  - Reviewing and revising academic programs and services?
  - Planning, conducting, and supporting professional development activities?
  - Planning and budgeting for academic programs?
  - Information for key stakeholders about UB and its programs?
  - Improving overall student success, such as retention, completion, transfer and placement?
- Describe how these assessment processes are assessed and subjected to continuous improvement efforts.
  - Are these assessments of the assessment processes sufficient?
  - If not, what do you recommend?

**SELF-STUDY TEAM 2: Ethics & Integrity, Standard II**

*Standard II: Ethics and Integrity – Lines of Inquiry*

- What policies and processes exist to support academic freedom, intellectual freedom, freedom of expression, and intellectual property rights?
  - Are these policies and processes adequate?
  - If not, what do you recommend?
- Describe the climate of UB with regard to the culture of respect for individuals in different campus roles (i.e., students, faculty, staff, administrators) and from different backgrounds?
  - To what degree is this culture of respect pervasive and well developed?
  - Do you have any recommendations?
- Describe various grievance policies that exist to protect the rights of students, faculty, and staff in terms of their fairness and the efficiency and effectiveness of these policies for resolving issues.

- How are these policies disseminated to and promoted among campus constituencies? Is this dissemination effective?
- If not, what do you recommend?
- What conflict of interest policies are in effect and are these successful in preventing such conflicts?
  - Are these policies sufficient?
  - If not, what do you recommend?
- Describe the processes in place to ensure that hiring, evaluation, promotion, disciplinary, and separation practices are fair and impartial?
  - Are these processes sufficient?
  - If not, what do you recommend?
- What mechanisms exist to ensure that there are honesty and truthfulness in all campus communications, including public announcements, advertisements, recruiting materials, and internal communications?
  - Are these mechanisms effective?
  - If not, what do you recommend?
- To what extent does UB:
  - Promote affordability and accessibility to students?
  - Ensure that students understand funding, value vs. costs, how to make informed decisions about incurring debt?
  - Are these efforts effective?
  - If not, what do you recommend?
- Describe UB's efforts to maintain compliance with all external reporting requirements.
  - Are these efforts effective?
  - If not, what do you recommend?
- Describe UB's efforts to systematically and periodically assess policies, processes, and mechanisms that ensure that UB is achieving its mission with ethics and integrity.
  - Are these efforts effective?
  - If not, what do you recommend?

### **SELF-STUDY TEAM 3: Planning, Resources & Institutional Improvement, Standard VI**

#### *Standard VI: Planning, Resources, and Institutional Improvement – Lines of Inquiry*

- Describe the process for aligning institutional goals and objectives with those in individual units and departments.
  - Comment on the degree to which goals at all levels are:
    - Clearly stated.
    - Assessed appropriately.
    - Aligned with the institutional mission.

- Have been developed based on assessment findings.
  - Are used for planning and resource allocation processes.
- In what ways are planning and improvement processes clearly documented and communicated to key stakeholders to foster constituent participation and incorporate the use of assessment results?
- Describe the financial planning and budgeting process.
  - To what extent are these processes aligned with the institution’s mission and goals, evidence-based, and linked to unit strategic plans and priorities?
- To what degree are resources (fiscal, human, physical infrastructure, and technical infrastructure) adequate to support operations?
- To what degree are there clear and explicit processes for assigning responsibility and accountability in participating in clearly defined decision-making processes?
- Describe the extent to which comprehensive planning processes for facilities, infrastructure, and technology address sustainability and deferred maintenance and are linked to strategic and financial planning processes.
- Describe the annual audit process and how follow-up addresses any concerns raised in annual audits.
- How is the adequacy and effective utilization of institutional resources assessed?
- What assessment processes are used to determine the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources?
  - Are these assessments sufficient?
  - If not, what do you recommend?

**SELF-STUDY TEAM 4: Mission, Goals, Governance & Administration Standards I & VII**

*Standard I: Mission and Goals – Lines of Inquiry*

- What are the university mission and goals and how were they developed?
- What roles do various governing bodies play in developing and supporting the university mission and goals?
  - SUNY Board of Trustees
  - UB Council
  - Faculty Senate
  - Professional Staff Senate
  - Student Association
  - Graduate Student Association
- Do the university mission and goals realistically reflect the primary endeavors of UB as an R1 institution?
- In what ways do university goals reflect and support student success and institutional improvement?

- What is the process for periodically assessing the relevance and attainability of university mission and goals?

*Standard VII: Governance, Leadership, and Administration – Lines of Inquiry*

- To what extent is the governance structure clearly articulated and transparent?
  - Does the governance structure clearly outline roles, responsibilities, and accountability for decision making by each relevant constituency?
- Describe the governing body of the institution.
  - In what ways does this governing body ensure that the institution fulfills its mission and goals and provide fiduciary responsibility, as well as accountability for academic quality, planning, and fiscal well-being?
  - How does the governing body ensure institutional independence from undue influence by external forces and, thus, integrity?
  - How does the governing body ensure that the institution is free to conduct day to day business without undue interference from the governing body and/or individual members of that governing body?
  - In what ways does the governing body provide oversight for policies related to the academic matters of the institution (e.g., educational quality, approval of degree programs, degree awards, personnel decisions, and fiscal management)?
  - What role does the governing body play in policy related to strong fiscal management?
  - How does the governing body evaluate the performance of the president?
  - Describe the effectiveness of board activities.
  - What conflict of interest policies are in place to ensure the integrity of the governing body?
- Describe the position of the president, including the roles and responsibilities, as well as the president’s role establishing procedures to assess the institution’s efficiency and effectiveness.
  - How is this person selected and appointed?
  - How does the institution ensure that the president has adequate credentials?
- Describe the qualifications of the senior leadership team, as well as their roles in supporting the effectiveness of the president.
  - Present the organizational chart and describe how it defines reporting relationships.
  - How do processes ensure qualified administration and leadership teams who are resourced appropriately to perform their duties, regularly engage with faculty and students, and advance UB’s goals and objectives?
  - Describe the procedures in place for assessing the effectiveness of administrative units and how results are used to enhance operations.

- What methods are used to periodically assess governance and leadership?
  - Are these assessments sufficient?
  - If not, what do you recommend?

### **Self-Study Team 5: Support of the Student Experience, Standard IV**

#### *Standard IV: Support of the Student Experience – Lines of Inquiry*

- Please describe the policies and processes used to recruit, admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals make them a reasonable fit for UB.
  - Are these policies and processes communicated with clarity and executed in an ethical manner?
  - Comment on the comprehensiveness and accuracy of information shared to students about expenses, financial aid, scholarships, grants, loans, repayment, and refunds.
  - How are students with educational needs (i.e., at risk) identified and supported in the achievement of their educational goals?
  - To what extent are orientation, advisement, and counseling programs designed to support student retention and success?
  - In what ways does UB support students' educational goals, including degree completion, transfer to other institutions, and post-completion placement (e.g., career/graduate school)?
  - Are the processes, programs, and policies in place to support students sufficient?
- Describe the policies and procedures regarding evaluation/acceptance of transfer credits.
- How is credit awarded for experiential learning, prior non-academic credit, or other alternative learning approaches?
- Describe how the privacy of student information is maintained and released appropriately?
- Describe how athletics and co-curricular opportunities are managed with regard to academic, fiscal, and administrative principals that are consistent with all other programs?
- What processes are used to assess the effectiveness of programs in supporting the student experience?
  - Are these sufficient?
  - If not, what do you recommend?

## VII. Organization of the Final Self-Study Report

This section includes an outline of the organization, format and structure of the final Self-Study Report, including information that will be found in the document's introduction and conclusion, and initial indications of the focus of each chapter. In cases where the institution employs the priorities-based approach, this section contains a description of which Commission Standards will be addressed in a separate chapter of the Self-Study Report. The Requirements of Affiliation will be addressed throughout the document in alignment with the Standards.

The final Self-Study Report will be organized in format and structure as follows in the outline below:

1. Eligibility Certification Statement
2. Executive Summary
3. Introduction
  - 3.1. Mission
  - 3.2. Vision
  - 3.3. Strategic Goals
  - 3.4. About the University
  - 3.5. Highlights and Developments Since 2014
    - 3.5.1. Top 25 Initiative
    - 3.5.2. Academics and Research
    - 3.5.3. Campus Master Plan
    - 3.5.4. Equity, Diversity, and Inclusion
    - 3.5.5. Sustainability
    - 3.5.6. Economic Impact and Entrepreneurship
    - 3.5.7. Coronavirus Response
  - 3.6. Overview of Institutional Self-Study
4. Institutional Priorities
  - 4.1. Achieve Greater Societal Impact Locally and Globally
  - 4.2. Provide our Students with Transformative, Innovative, and Research-Grounded Educational Experiences
  - 4.3. Promote a University-Wide Culture of Equity and Inclusion
5. Self-Study Approach
6. Curriculum and Assessment (Standards III & V)
  - 6.1. Review and Evaluation of Findings
  - 6.2. Analysis and Conclusions
  - 6.3. Evidence that Institution meets Middle States Standards for Accreditation
  - 6.4. Suggestions for Improvement
  - 6.5. Relevant Documents and Websites
7. Ethics & Integrity (Standard II)
  - 7.1. Review and Evaluation of Findings
  - 7.2. Analysis and Conclusions
  - 7.3. Evidence that Institution Meets Middle States Standards for Accreditation
  - 7.4. Suggestions for Improvement

- 7.5. Relevant Documents and Websites
8. Planning, Resources, & Institutional Improvement (Standard VI)
  - 8.1. Review and Evaluation of Findings
  - 8.2. Analysis and Conclusions
  - 8.3. Evidence that Institution Meets Middle States Standards for Accreditation
  - 8.4. Suggestions for Improvement
  - 8.5. Relevant Documents and Websites
9. Mission, Goals, Governance, & Administration (Standards I & VII)
  - 9.1. Review and Evaluation of Findings
  - 9.2. Analysis and Conclusions
  - 9.3. Evidence that Institution Meets Middle States Standards for Accreditation
  - 9.4. Suggestions for Improvement
  - 9.5. Relevant Documents and Websites
10. Support of the Student Experience (Standard IV)
  - 10.1. Review and Evaluation of Findings
  - 10.2. Analysis and Conclusions
  - 10.3. Evidence that Institution Meets Middle States Standards for Accreditation
  - 10.4. Suggestions for Improvement
  - 10.5. Relevant Documents and Websites
11. Summary of Major Findings, Recommendations and Conclusions
12. Inventory of Supporting Documents
13. Appendices

### **Editorial Style and Format of All Reports**

All final documents submitted to the Middle States Commission on Higher Education will be editorially reviewed by the Reaccreditation Steering Committee and the Executive Committee for completeness and accuracy of content. Submitted final documents also will be reviewed by a copy editor to ensure consistency in format, voice and editorial style.

Each self-study team will be presented with basic editorial style information and guidelines to facilitate an efficient and cohesive compilation of team reports into the final self-study document.

The initial self-study team drafts will be reviewed by the Organizing Committee. Editorial suggestions and needs for revision will be discussed with the self-study team co-chairs and then reviewed with each team. Initial drafts will be revised and a final report will be submitted for incorporation into the full Self-Study Report. An initial draft of the full Self-Study Report will be distributed to the Steering Committee and each of the self-study teams for review and comment.

The Executive Committee will be responsible for reviewing and incorporating suggestions for improvement. A revised draft of the Self-Study Report will be shared with the Steering Committee and the university community for review and comment. The Executive Committee will consider all feedback and prepare a final report for review by the Steering Committee and University Communications. The final report will then be presented to the president and the provost and executive vice president for academic affairs for review and comment. The approved finalized document will then be submitted to the Middle States Commission on Higher Education.

Suggestions for institutional improvement identified through the self-study will be assigned to the appropriate responsible unit for further consideration and action.

### **Template for Reports of the Self-Study Teams**

Reports of the self-study teams should be limited to no more than 10 pages, exclusive of supporting reference documents and appendices. The report should be organized as is appropriate to the team, but should include the following sections:

- Standards addressed
- Review and evaluation of findings
- Evidence that institution meets Middle States standards for accreditation
- Analysis and conclusions
- Suggestions for improvement
- Supporting documentation and appendices

## **VIII. Verification of Compliance Strategy**

Point people for each relevant section of the Verification of Compliance Report have been included on the Steering Committee. These individuals represent the Office of the Registrar, Financial Aid, the Graduate School, and UBIT. This group will use evidence in the repository to help support their completion of the Verification of Compliance Template. Once completed, the report will be reviewed by the Steering and Organizing Committees for completeness.

## IX. Self-Study Timetable

The timetable below contains the tactical communications plan (highlighted in blue), as well as all of the key milestones in our self-study process.

| Activity  | Date                              |
|---|-----------------------------------|
| Middle States Annual Update Meeting   | Fall 2015 through the present     |
| Middle States Reaccreditation Organizing Committee formed   | October 2020                      |
| Five Self-Study Evidence Gathering Teams established and charged  | October 2020                      |
| Evidence gathering process  | October 2020 – May 2021           |
| Evidence gathering team completes initial round of evidence gathering   | June 2021                         |
| Organization/review of evidence   | June 2021 to present              |
| Identified reaccreditation co-chairs  | September 2021                    |
| Co-chairs and Organizing Committee attend Self-Study Institution  | October/November 2021             |
| Presentations made to various groups and programs regarding Middle States accreditation <ul style="list-style-type: none"> <li>• Graduate Council/Undergraduate Associate Deans Council</li> <li>• Graduate School Executive Committee</li> <li>• Participants on Self-Study Teams</li> <li>• Professional Staff Senate</li> <li>• Faculty Senate</li> <li>• Town Hall Meetings</li> <li>• Liaisons at off-shore locations (i.e., Singapore, Amrita)</li> </ul> | Ongoing starting in November 2021 |
| Meetings with university administration <ul style="list-style-type: none"> <li>• President/UB Council</li> <li>• Provost’s Cabinet</li> <li>• Vice President and Deans Meetings</li> <li>• UBF Board</li> </ul>   | On-going                          |
| Completed Self-Study Design   | January 2022                      |
| Establish and charge Steering Committee   | February 2022                     |
| Establish and charge Self-Study Teams   | February 2022                     |
| Establish and charge Reaccreditation Executive Committee  | February 2022                     |
| Institutional announcement of launch of Self-Study Process  | March 2022                        |
| Campus visit by Middle States Liaison Paul Starkey  | April 2022                        |
| Self-study teams review evidence and draft Self-Study chapters  | March 2022-January 2023           |
| Chapter reviews (Steering/Organizing Committees)  | February 2023-May 2023            |
| Final evidence compilation  | June/July 2023                    |
| Communication/scheduling of team chair visit  | August 2023                       |
| Distribute Self-Study draft to campus community and solicit feedback  | August 2023                       |
| Establish Site Visit Coordinating Committee   | September 2023                    |

|  |   |
|--|---|
| Complete Self-Study draft and submit to team chair                   | September 2023                            |
| On-campus visit with team chair                                      | October 2023                              |
| Finalize content and editing of Self-Study                           | December 2023                             |
| Distribution of Self-Study to key stakeholders                       | December 2023                             |
| Upload documentation to MSCHE Portal                                 | January 2024                              |
| Accreditation site visit schedule developed                          | January 2024                              |
| Communication/scheduling with all site visit participants per agenda | January 2024                              |
| Communication to SUNY Liaison regarding schedule/self-study          | January 2024                              |
| Materials to Peer Evaluators   | February 1, 2024                          |
| Site Visit meeting prep  | February/March 2024                       |
| Final Site Visit preparations  | February/March 2024                       |
| Reaccreditation Site Visit   | March/April 2024                          |
| Accreditation outcome announcement                                   | Subsequent to Receipt of Evaluator Report |

## X. Communication Plan

The time-table above contains the tactical communications plan. The communications strategic overview is included below.

| Purpose   | Audience   | Methods   | Timing   |
|---|--|---|--|
| To share data, documents and research results and communicate in a secure, transparent and meaningful manner. | <ul style="list-style-type: none"> <li>Steering Committee members and Self-Study Team members</li> </ul> | <ul style="list-style-type: none"> <li>Middle States Self-Study website</li> <li>UB Box file storage system</li> <li>Periodic meetings</li> </ul>   | <ul style="list-style-type: none"> <li>December 2021 through April 2024</li> </ul> |
| To update campus audiences about the self-study process   | <ul style="list-style-type: none"> <li>Students</li> </ul>   | <ul style="list-style-type: none"> <li>UB Self-Study website</li> <li>Semesterly Spectrum articles</li> <li>Student Association and Graduate Student Association updates through UB Council representatives</li> <li>President’s institution-wide communications</li> </ul> | <ul style="list-style-type: none"> <li>February 2022 through April 2024</li> </ul> |
|   | <ul style="list-style-type: none"> <li>Alumni and Community Members</li> </ul>                           | <ul style="list-style-type: none"> <li>UB Self-Study website</li> <li>President and university strategic communications</li> </ul>  | <ul style="list-style-type: none"> <li>February 2022 through April 2024</li> </ul> |
|   | <ul style="list-style-type: none"> <li>Faculty, administration and staff</li> </ul>                      | <ul style="list-style-type: none"> <li>UB Self-Study website</li> <li>UB Now articles</li> <li>Draft report feedback solicitation process</li> <li>Meetings with existing faculty and admin/staff groups</li> </ul>   | <ul style="list-style-type: none"> <li>February 2022 through April 2024</li> </ul> |
|   | <ul style="list-style-type: none"> <li>UB Council and other relevant governance bodies</li> </ul>        | <ul style="list-style-type: none"> <li>UB Self-Study website</li> <li>Semesterly updates at regular meetings</li> <li>President and university strategic communications</li> </ul>  | <ul style="list-style-type: none"> <li>February 2022 through April 2024</li> </ul> |

## XI. Evaluation Team Profile

The University at Buffalo, State University of New York is a diverse, inclusive scholarly community dedicated to bringing the benefits of our research, scholarship, creative activities and educational excellence to local and global communities in ways that impact and positively change the world. We recommend a profile of the visiting evaluation team collectively reflects an understanding of the university's mission, vision and strategic goals, its situational context as a place-based institution, and its role as a flagship institution in the State University of New York system.

### Team Chair

The University at Buffalo recommends that the team chair be a chancellor, president, provost or someone with similar prior senior leadership experience from a major public research university in the Middle States region. An individual having an appreciation of the present challenges confronting public higher education and previous experience serving on and/or leading Middle States teams is recommended. The University at Buffalo is pleased to work with our Middle States liaison in identifying a team chair.

### Team Members

Given the scope of the University at Buffalo's educational enterprise, an evaluation team comprised of approximately 7-10 individuals is suggested. Preference would be for team members to be primarily affiliated with major public research universities in the Middle States region. It is suggested that the team comprise administrators or faculty with experience or expertise in the following areas:

- Undergraduate success, retention, and engagement
- International education and admissions
- Graduate education and research
- Culture change and campus climate regarding diversity, equity, and inclusion
- Financially and educationally diverse needs and backgrounds of undergraduate students

### Individuals from institutions that might present conflicts of interest include

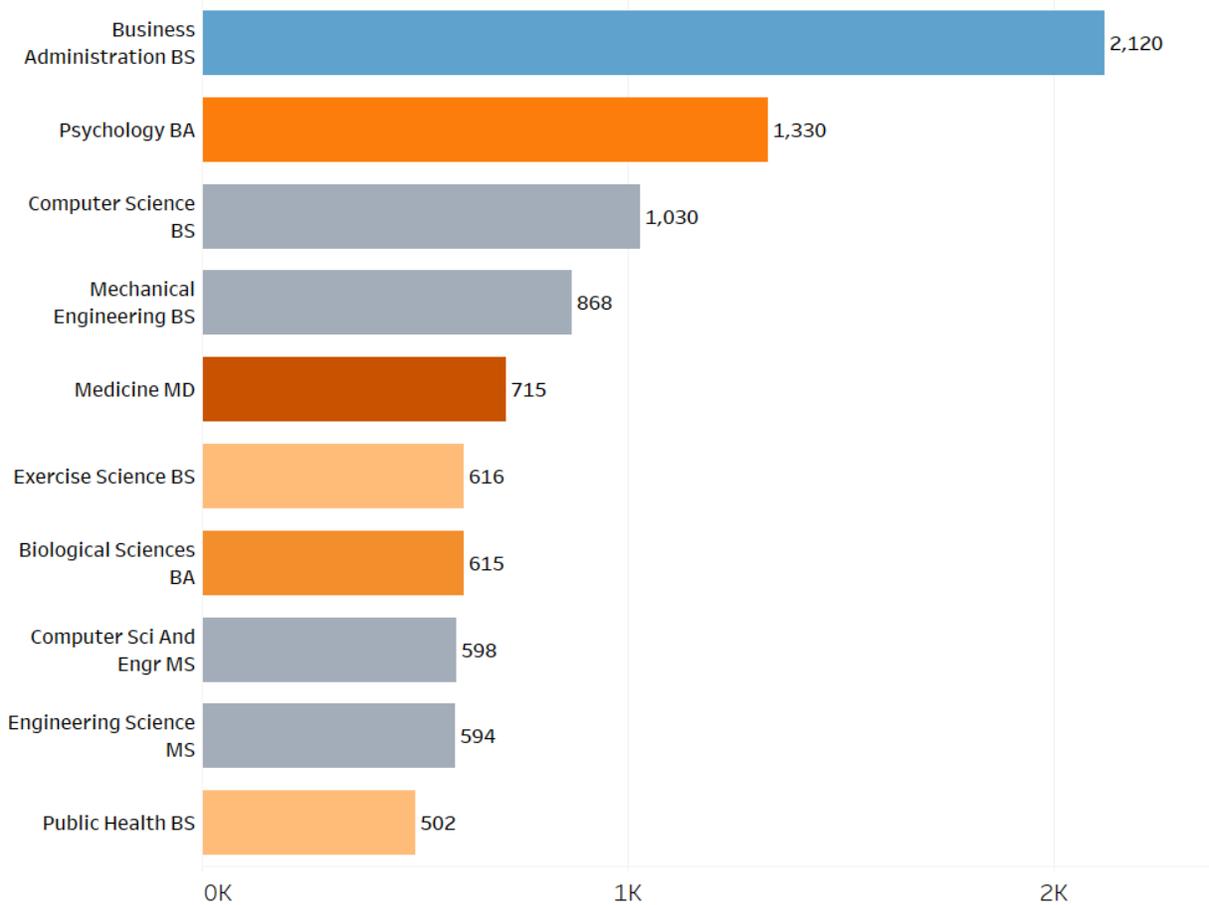
- Other SUNY and CUNY institutions
- Admissions overlap institutions (e.g., RIT, University of Rochester, Syracuse University, St. John's University, New York University, and Fordham University)
- Buffalo/WNY consortium-based institutions (e.g., Alfred State, Alfred University, SUNY Buffalo State, Bryant and Stratton College, Canisius College, Daemen College, D'Youville University, SUNY Empire State College, SUNY Erie, Genesee Community College, Hilbert College, Houghton College, Jamestown Community College, Medaille College, Niagara County Community College, Niagara University, St. Bonaventure University, SUNY Fredonia, Trocaire College, Villa Maria College)

**Comparable Peers for Possible Reviewers in MSCHE**

- Rutgers, Pennsylvania State University, and University at Pittsburgh
- We do not currently have any aspirational peers in the MSCHE Region. However, University of Maryland, which does not have a medical school, may be considered similar in size and structure.

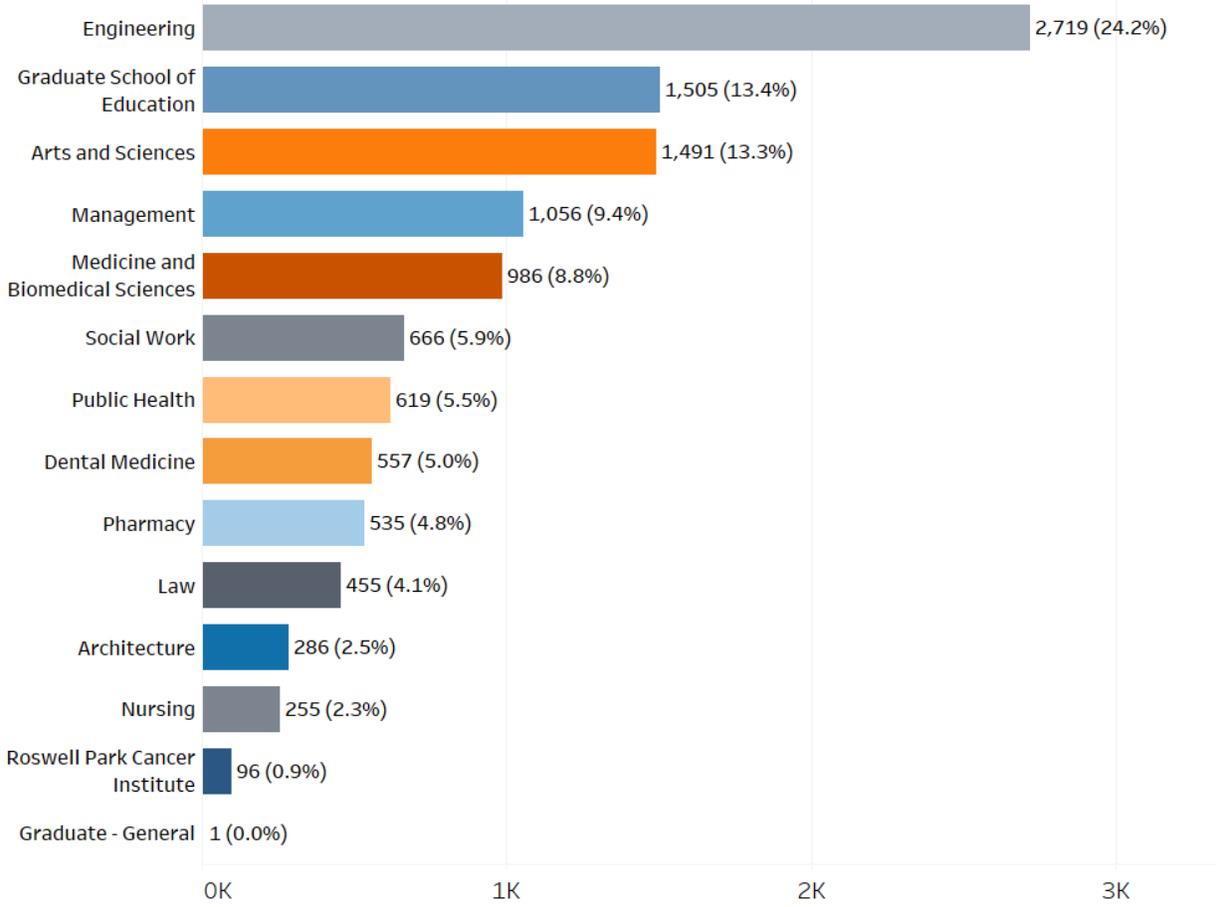
Over the past year, the programs with the largest enrollments in Fall 2021 include the following:

Top Ten Programs by Enrollment



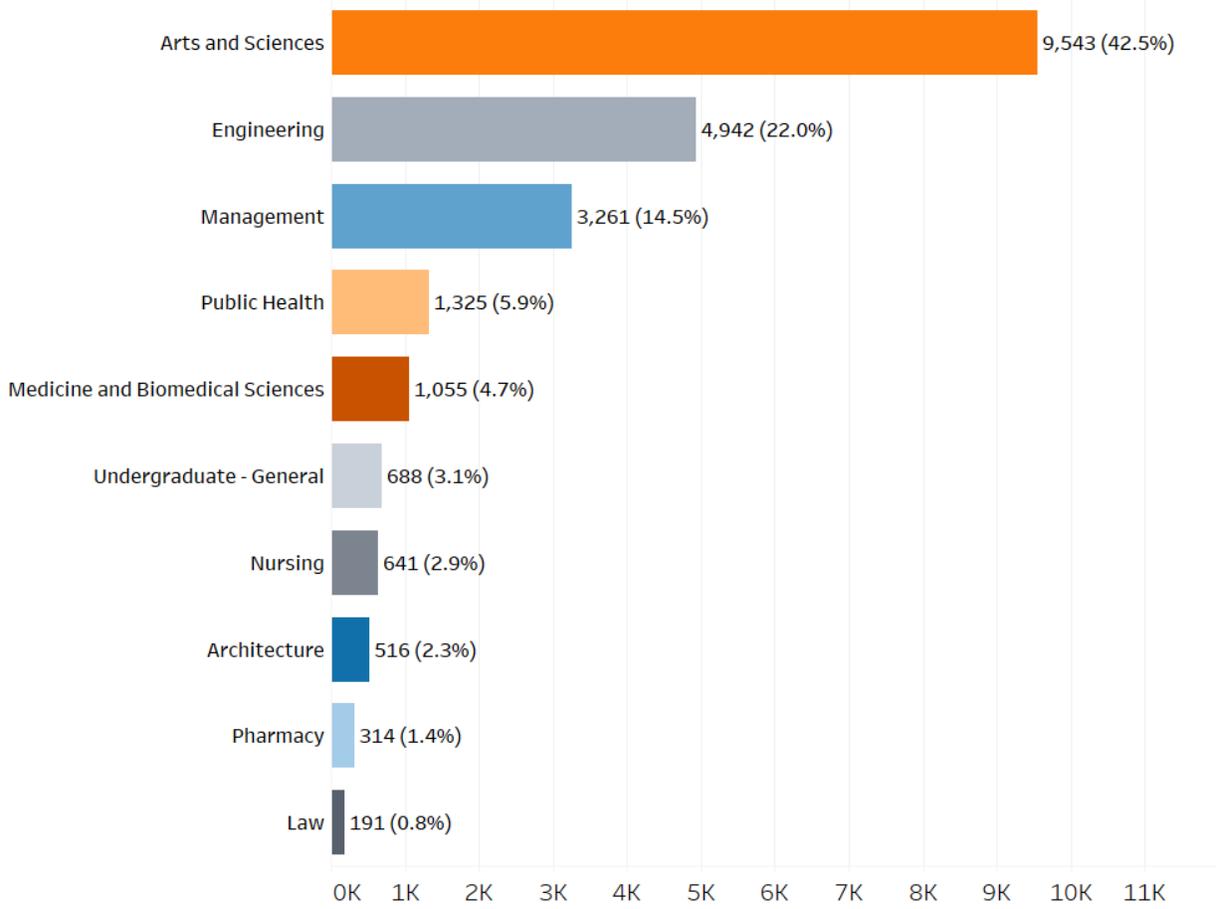
## Graduate Enrollments by Unit

### Graduate Enrollments Fall 2021



## Undergraduate Enrollments by Unit

### Undergraduate Enrollments Fall 2021



## XII. Evidence Inventory

The self-study process began with the organizing of evidence gathering teams. These teams were structured to parallel the self-study teams to gather evidence related to the criteria reflected in the standards addressed by the respective team. This process occurred during the 2020-21 academic year.

The self-study document inventory is housed in the university's Box web resource. It will be under construction and updated on an ongoing basis throughout the process by the Steering Committee staff support at the request of the self-study teams. Once all analyses are complete, a comprehensive summary will be built and uploaded to the Middle States self-study portal. A shared Excel spreadsheet for each standard contains the names, source, dates, rationale for inclusion, and names of contact people who were responsible for surfacing the evidence is maintained by the staff support for the Organizing Committee. After the initial surfacing, a secured Formstack with upload capabilities was used for members to upload new evidence, channeling all new evidence submissions through the staff support to ensure quality control regarding naming, organization and file type protocols. Upon the conclusion of the development of all self-study team drafts, the Organizing Committee will review the evidence using the Evidence Inventory Institutional Self-Evaluation Rubric provided by MSCHE.