Report of the Advocacy Task Force

I. Introduction

In order to achieve our UB2020 vision, we must have a clear and comprehensive view of the broader contemporary higher education landscape, including its problems as well as its possibilities. And, we must understand how to advocate for the vital societal role of higher education, not only on behalf of our own university, but also on behalf of US higher education writ large.

The Realizing UB2020 document speaks to that imperative: "One can neither discuss the current state of UB nor plan for our future without understanding the state of higher education nationwide. The challenges and opportunities faced by UB are determined in part by the larger forces taking shape on the national and global levels. We must be prepared to answer questions about the relevance of higher education; the demand for access to an affordable, quality education; new models of instruction and educational delivery, including the recent rise of massive online open courses; and the role of universities in driving economic growth in their home regions. Amidst all of these questions, funding for public universities [and federal funding for research] continues to decrease for many states, including New York."¹

In the context of these major shifts in US higher education, the Advocacy Task Force was charged with developing a broad, strategically focused, advocacy framework that furthers UB’s aspirations as articulated in the Realizing UB 2020 strategic plan.

II. Statement of problem

Public higher education institutions face a significant paradox in the 21st century.

Ironically, while there has never been a greater societal need for the personal and public benefits of higher education, public higher education institutions have never faced greater challenges in securing the public support they need to realize their full impact. On the one hand, the demand for access to higher education continues to rise, and the impact of colleges and universities in the social, cultural, and economic revitalization of their communities grows steadily more urgent. On the other hand, public funding for higher education remains stagnant, and public scrutiny and oversight continue to increase.

Higher education institutions—particularly public research universities—are uniquely positioned to play a leadership role in addressing the very social, cultural, and economic challenges that confront the 21st century world. But we cannot achieve our full impact without the support of the public—from local, state, and federal government and elected leadership, to residents, particularly from neighborhoods near UB, as well as community organizations, stakeholders, alumni, and the university community. These trends necessarily shape how public research universities like UB must envision and plan for our future. And as we confront this new reality, we must also revisit how we approach our efforts to increase public awareness and understanding of UB’s vision to marshal public support for our enterprise as a public research university committed to advancing the greater public good.

¹ Realizing UB2020: Achieving Academic Excellence (Draft document)
In this context, advocacy efforts play an all the more urgent role in order to ensure the success of a public higher education institution and its priorities. Advocacy at the local, state, and federal levels will be critical to gaining the requisite support, policy, and funding needed to advance our vision.

Yet UB cannot rely on a narrowly focused advocacy strategy that targets only legislators and elected officials. As expectations for our public impact expand and public support continues to diminish, there is a correspondingly greater need for broad-based community support—from the grassroots level to powerbrokers and policy-influencers—to achieve the ambitious goals of Realizing UB 2020.

III. Advocacy

Advocacy positions the university to have a strong presence—locally, state-wide, nationally, and internationally—to achieve the university's institutional priorities. Advocacy must also be relevant in articulating the benefit of higher education including the demand for access to a quality education as well as contributing to economic growth in their regions.

Successful advocacy models capitalize on the full intellectual and human resources of an organization. Moreover, successful models work with external communities to achieve mutually beneficial goals and leverage relationships with community leaders, elected officials, government agencies, and outside supporters to further the mission of the organization. The outcome: institutional priorities are achieved while at the same time benefitting the communities in which the institution resides.

In order for advocacy efforts to be fully realized, every member of the organization must be involved in advocacy, whether it is proactively advocating on behalf of the institution or listening and understanding the challenges of the communities in which the institution resides.

IV. Background/Context

From a historical perspective at UB, the town-gown relationship has been challenging and strained. An important goal as identified by the Task Force was to create a positive and productive town-gown relationship.

Considering successful advocacy models, the Task Force found it helpful to begin by considering the local, state, and federal realities confronting UB and the university's abilities to garner the support necessary to achieve our goals as outlined in Realizing UB 2020. The following is offered as a brief primer.

Federal—Congress has eliminated congressionally-directed spending, known as earmarks, for projects in legislator's home districts. Earmarks were banned because of the perception that they contributed to wasteful federal spending. In the past, UB has benefitted from earmarks including funds for the NYS Center of Excellence in Bioinformatics and Life Sciences, as well as the Multidisciplinary Center for Earthquake Engineering Research (MCEER) and the Allen Street Extension project. However, this model represents the "old world" of federal funding.

All federal funding awards that are relevant to higher education are now made through competitive processes at the federal agency level.
As of this writing, there is no sign that earmarks will return in the near- or long-term. Additionally, Congress has fallen into a pattern of not resolving federal budgetary issues. With Congress in gridlock, it has become very difficult for federal agencies to conduct long-term planning.

Furthermore, funding from FY2014 to FY2023 will be capped at levels that are negotiated by Congress and are consistent with short and long-term efforts to reduce the federal deficit. In FY2014 and FY2015 Congress has set funding levels for defense and non-defense discretionary spending that restore some of the expected cuts from the Budget Control Act of 2011, and federal agencies are each handling austere budgeting in slightly different ways. For example, The National Institutes of Health is making cuts to ongoing research awards, while the National Science Foundation is holding ongoing research support at their original levels and making fewer new awards. This results in heightened competition for competitive research awards.

**State**—New York has also eliminated member items, which were the state version of earmarks. While these traditionally did not provide UB with large allocations of funding, they did help with some of our smaller requests—but again, member items have been eliminated.

The state’s budget situation has also created an environment where new sources of funding are much more difficult to obtain. Furthermore, Governor Cuomo has altered the process by which money is allocated, funneling everything—including higher education funding—through the Regional Economic Development Council system. This forces higher education institutions to redefine their requests so that their primary focus is on demonstrating an economic development and job creation benefit.

New York State seems to have completely altered the traditional way it funds capital projects for public higher education institutions. SUNY institutions had come to rely on an annual appropriation of critical maintenance funding through a five-year capital plan. In addition, it was not uncommon for SUNY institutions to receive large appropriations for new capital projects. In the 2013-2014 enacted budget, the budget did not include a SUNY five-year plan, therefore UB was not appropriated any critical maintenance funding or any new funding for capital projects. This is very problematic, as we have an aging infrastructure as well as the critical need to keep all three campuses viable and vibrant in support of our education and research missions.

The creation and recommendations of the NY Works Task Force may provide some relief from this current situation, but that remains to be seen.

It is also possible that the governor plans to use the NYSUNY 2020 program as the new model for funding SUNY capital projects. This is less than ideal because:

- This program does not provide full funding for capital projects but rather seed funding that must be augmented very significantly through other revenue streams. This model, used for the new medical school, is not a viable model for our other capital projects.
- UB has received funding from the 1st round of the NYSUNY 2020 program. It is not clear if and when the research universities will be able to compete again for NY SUNY 2020 funding.

**Local**—While little or no direct funding comes to UB through local advocacy efforts, the university’s relationships with its “host” communities, particularly downtown, have become more important to its
advocacy endeavor than ever. As recently demonstrated by the comprehensive advocacy effort that went into gaining region-wide, as well as state-wide, support for UB 2020, “community” support or opposition plays a major role in the outcome of any major university advocacy effort. It is difficult, if not impossible, to gain political support for any major initiative at the state or federal level without the support of the local community. The task of gaining the support of the local community is complicated by the fact that expectations of positive university impact in the neighborhoods in which UB resides are high while mistrust and wariness continue to exist.

UB’s emerging campus downtown illustrates the need to build and foster relationships with new neighbors in surrounding communities. The importance of developing and maintaining these relationships cannot be overstated. During the planning to locate the new School of Medicine and Biomedical Sciences on the corner of Main and High Streets, neighbors initially voiced concern and opposition to different components of the project including design elements and access as well as employment and procurement opportunities. Without strong neighborhood relationships built or being built on trust, future university initiatives may run into unforeseen public objections or obstacles.

In 2005, as a precursor to the UB 2020 planning process, the UB Community Engagement Task Force (CETF) sought to establish base-line data on internal and external community perceptions of UB and its relationship to its host neighborhood. Through surveys and interviews of key community and political stakeholders (see Attachment A), the task force found that elected officials and residents in or around south campus were more critical of the university than those outside the immediate geographic area. The general impression is that while UB is an economic force and has a tremendous positive impact on the region, the university is an underutilized asset and could serve as a catalyst for change in the community.

In recent years, UB has taken more initiative to develop programming through community partnerships and collaborative opportunities (see Attachment B) to address community need. Great effort has been taken to change the community perception of UB from one that expects the university to “fix” neighborhood problems, to programs based on shared responsibility in seeking solutions. This includes educating the internal and external communities on UB’s involvement in its neighborhoods through multiple means of outreach.

In order for the university to successfully reach its stated goals, and realize its potential, UB needs the full and enthusiastic support of its elected leaders at the local, state and federal levels. We must build upon strategies that foster continued growth of positive relationships and dealings with key community and local government leaders to create real recognition and support for the progress being made. In order to gain the support of those government leaders and stakeholders, the university must have the proactive and passionate advocacy of the residents in the communities in which it resides.

V. Advocacy Survey

In order to understand the advocacy landscape at UB, the Advocacy Task Force developed and solicited responses regarding university-related advocacy using a general survey (see Attachment C) of deans, as well as the offices of vice provosts and vice presidents.
The Task Force received 13 responses (out of 28 survey solicitations). Among the questions asked of unit leaders included queries on: advocacy goals of units, target audiences for advocacy, advocacy assets currently in place, specific strategies considered 'best practices,' advocacy collaboration among units, emergent advocacy needs that are actionable, and suggestions for how the university can best support a unit's advocacy agenda.

As the survey responses were reviewed by Advocacy Task Force members, several themes emerged as the most common priorities among units (see Attachment D). These themes included: increasing unit and institutional academic reputation, increasing the recognition and awareness of UB and the value of a UB degree, increasing overall operational and capital funding, expanding funding and opportunities for research, and increasing the positive relations between the UB community and the Buffalo-Niagara community.

Several “best practices” for advocacy at UB were also illustrated as a result of the survey responses as tools and methods that can be replicated across campus units and at an institutional level. Examples ranged from specific university initiatives such as the Web Content Initiative, which provides a more uniform presentation online, to units describing how they maximize institutional resources (expertise and human resources) through, for example, working with the Office of Government and Community Relations to achieve advocacy goals. Other highlighted examples include support models within individual units that are structured specifically for international and external communications and advocacy, participation in the work of national advocacy groups (i.e., the AAU, APLU, etc.), and hosting outreach events to showcase innovative research, education, and engagement programs.

Over the course of this process, the Advocacy Task Force identified four specific areas where there are needs in terms of institutional advocacy:

- **Research Agenda**: Respondents identified a need to increase advocacy efforts for federal research support (NSF, NIH, etc.) and federal legislation that impacts higher education.

- **State & Capital Funding**: Respondents expressed a desire for increased advocacy for capital funding and a continuation of the rational tuition plan as well as increased advocacy for more support from SUNY and the New York State Department of Education.

- **Communications and Marketing**: Survey responses cited a need to enhance our institutional branding position and in particular enhancing UB's brand recognition nationally and internationally. While not an advocacy strategy, creating a strong and differentiating brand position will serve to strengthen institutional advocacy efforts.

- **Community Relations**: Highlighted needs include increased university-wide community engagement with philanthropic organizations and community groups as well as greater support for university-related economic development activities.

The Advocacy Task Force also found several commonalities from the survey responses for ways UB can support unit advocacy goals and institutional advocacy goals. These include recommendations to:
• Identify and adopt institution-wide advocacy messaging that aligns with the university’s overall brand.
• Create a university-wide advocacy structure for regular dialogue between the central administration and the units regarding on-going unit and institutional advocacy efforts.
• Increase collaboration with University Communications related to advocacy efforts within individual units.
• Increase resources at either the unit level or institutional level (i.e. Office of Government and Community Relations), or both, to increase the advocacy efforts of the units and the university at the state and federal level.
• Further partner with SUNY or other campuses with similar advocacy support units to achieve shared interests.

The survey responses provided a valuable source of data for the Advocacy Task Force as it considered the advocacy priorities of UB and moved forward with its task to formulate advocacy recommendations for Realizing UB 2020.

VI. Recommendations

In President Tripathi’s 2013 State of the University Address, he stated that in order to achieve our vision for UB, our collective focus must remain on three interconnected goals:

- Advancing research and discovery that respond to critical issues shaping our 21st century world;
- Creating the environment that prepares students to be leaders in this world;
- And engaging even more effectively with our communities, locally as well as globally.

In order to support and advance these broadly stated interconnected goals, the Advocacy Task Force offers the following recommendations.

As a primary objective in support of these recommendations, the Advocacy Task Force seeks to “reaffirm the current organizational reporting structure of the Office of Government and Community Relations.” The members of the Task Force believe that the Office of Government and Community Relations is best positioned within the Office of the President. With that said, the Task Force recognizes the importance of working horizontally and in concert with the offices of communications, development and alumni relations, research and economic development, finance and administration, university life and services, the provost, and the decanal units.

This organizational model is best suited to advancing UB’s institutional goals, just as differing models are appropriate for other institutions. There is seemingly not a uniform reporting/organizational structure “best practice” for government and community relations throughout higher education, but rather models are based on institutions’ unique sizes, histories, and institutional goals.

The following recommendations are presented within an advocacy framework construction:

1. Advocacy Positioning:
(1) **Deliverable.** To enhance public awareness of the value of public higher education to society and in particular the value of the University at Buffalo to its regional, state, SUNY, and national publics.

**Deliverable.** To achieve awareness, understanding, and support of university policy positions that support and are in concert with the UB 2020 vision and goals;

a. **Recommendation**—Working with the VP for Communications, develop a communications strategy for identified advocacy priorities.

   i. As part of the development of a broader communications and marketing strategy for the university, the VP for Communications should conduct a national survey to determine perception of the UB brand.

2. **Federal Research Support:**

(2) **Deliverable.** To support and advance the university's disciplinary and inter-disciplinary research agenda.

a. **Recommendation**—Create an internal structure, co-led by the vice president for research and economic development and the director of federal relations, and comprised of people identified by the vice presidents for development, research and economic development, and communications, that coordinates the advocacy efforts of the Office of Government and Community Relations with development and alumni relations, research and economic development, and university communications. A coordinated internal structure will advance the university’s research agenda (especially through federal funding) through actively engaging federal agencies, industry, and local/national/corporate foundations to maximize grant awards thereby enhancing the visibility, impact, and volume of the UB research enterprise.

3. **State Support:**

(3) **Deliverable.** To increase state support (capital and operating) in order to support our academic, research, and student living/learning priorities.

**Deliverable.** To continue to engage SUNY leadership and governance as to advance our institutional priorities

**Deliverable.** To influence local, state, and federal legislative activities necessary to realizing our research, education, hiring, master plan, and economic development agendas.

a. **Recommendation**—Create an internal structure to enhance two-way communication between the office of government and community relations and the
deans and vice presidents (or his/her designee). This new internal structure will help to inform our advocacy agenda.

i. The Task Force is proposing the implementation of an internal networking structure for university-related advocacy, from institutional to departmental goals, in which deans from every academic unit would identify a person from his or her unit to act as a government affairs liaison to the central administration. The assistant vice president for government and community relations would lead this group of representatives who would meet regularly throughout the year.

ii. Establish an annual meeting of the deans with the UB government and community relations team to exchange information regarding the advocacy agenda.

4. **Community and Stakeholder Advocacy:**

   (4) **Deliverable.** To deepen UB’s impact and outreach in the regional community by strengthening or creating new programs and partnerships that contribute to the social, cultural, and economic vitality of Western New York.²

   **Deliverable.** To continue to engage community leadership, external stakeholders, local elected officials, and the Western New York state and federal delegations in order to realize the vision of the north, south, and downtown campuses.

   **Deliverable.** To complement and promote UB’s advocacy agenda by partnering with key constituencies to build the university’s capacity to address community needs.³

   a. **Recommendation**— In cooperation with the VP for Communications, and in light of the emergence of the UB Downtown Campus, revisit and update base-line data regarding community perceptions of the university and its community relations activities beginning with the 2005 Community Engagement Task Force report. *(see Attachment A)*

   b. **Recommendation**— The Office of Community Relations should work with the Vice President for Communications to develop a communication strategy within the broader institutional communication strategy to ensure university awareness, branding, and messaging reaches neighborhood communities on a consistent, regular basis.

   c. **Recommendation**— Increase the financial and organizational capacity of the Community Relations organizational structure to enhance positive relationships, communications, and partnering opportunities while managing expectations and proactively addressing challenges in the university’s host communities.

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² Language from UB Mission Statement
³ Language from President Simpson’s charge for the 2005 Community Engagement Task Force
d. **Recommendation**—Create meaningful and substantive linkages between the work of the Office of Community Relations and the findings, work and recommendations of the Engagement Task Force. CR acts as a link between community “need” and university/faculty interest.

e. **Recommendation**—Make capital investments on south campus and in adjacent community neighborhoods. Potential areas for investment may include, but are not limited to:

   i. **South Campus LED Message Boards**
      1. Located on Main Street and Bailey Avenue, the signs will promote UB-wide and campus events, welcome the community, and provide timely information to the university community.

   ii. **South campus “Place Making”**
      1. Permanent banner/flag stanchions on light posts surrounding the south campus perimeter and internal loop to promote the UB brand and vision.

f. **Recommendation**—Reintroduce the Integrated Stakeholder Model Concept

   i. Develop a “Neighborhood Summit,” consisting of community stakeholders and members of the UB community, which could lead to the creation of “Neighborhood Councils” for both the South and Downtown Campuses. These councils would consist of community stakeholders and overseen by UB, with a commitment to regular and frequent two-way communications between UB and its surrounding communities.

**Report endorsed by the Advocacy Task Force membership**

*Beth Del Genio,* Chief of Staff, Office of the President (Chair)  
*Alexander Cartwright,* Vice President for Research and Economic Development  
*John DellaContrada,* Assistant Vice President for Media Relations  
*Stephen Dunnett,* Vice Provost for International Education  
*Michael Glick,* Dean, School of Dental Medicine  
*Mary Gresham,* Vice Provost for Educational Collaboration and Engagement  
*Jaekyung Lee,* Dean, Graduate School of Education  
*Makau Mutua,* Dean, Law School  
*Nancy Paton,* Vice President for Communications  
*Michael Pietkiewicz,* Assistant Vice President for Government and Community Relations  
*Nancy Wells,* Vice President for Development and Alumni Relations

December 20, 2013
Community Engagement Task Force

Process, Findings and Recommendations
Our Charge

• President Simpson Charged the Task Force with the following:
  – Create a comprehensive, coordinated and integrated plan that will allow UB to realize its public service and community relations missions
    • Develop a campus wide strategy for integrating all public service and community relations efforts and programs
    • Develop processes, organizational structures and other support elements required to achieve the strategy
Task Force Members

A Community Engagement Task Force was created and staffed with a cross section of the University’s leading public service, community relations, communications and community service experts and resources

- Dennis R. Black, Vice President for Student Affairs
- Ruth D. Bryant, Assistant Dean, School of Architecture and Planning
- Thomas B. Burrows, Jr., Director, Center for the Arts
- Brian Carter, Dean, School of Architecture and Planning
- Danis J. Gehl, Director, University Community Initiative
- Mary H. Gresham, Vice President for Public Service and Urban Affairs and Dean, Graduate School of Education
- Donald J. Jacobs, Director, Center for Applied Technologies in Education
- Peter S. Killian, Assistant Vice President for Marketing and Creative Services
- Ryan A. McPherson, Assistant Vice President for Government Affairs
- Peter R. Pitegoff, Vice Dean, Law School
- Kathleen A. Wiater, Senior Director/Development, School of Medicine and Biomedical Sciences
Working Definitions Established by Task Force

- Community Relations – Relationships with and within the community both locally and well beyond Western New York
- Public Service – Application of scholarly expertise for the public good
- Community Service – Sharing our assets/resources with others (volunteerism)
- Community – People, groups and entities with whom we have a shared or common interest
Project Scope

• The scope of our project included all campus programs, organizations and efforts that are presently involved in, or that in the future can support, UB’s public service and community relations objectives.

• Included within the project’s scope were public service and community relations efforts performed by the following offices and units:
  – Public Service and Urban Affairs
  – Government Affairs
  – Student Affairs
  – Advancement
  – Schools / Faculty
  – Others as appropriate

• Scope did not include inventory of all existing efforts or establishment of key service focus areas for the future.
High Level Approach

The Task Force relied on the following work plan to carry out its charge

- **Internal and External Assessment**
  - Understand and assess current state
  - Identify current processes
  - Identify current stakeholders, roles, responsibilities, process owners, etc.
  - Assess current strategy
  - Identify and assess existing challenges and barriers
  - Understand and evaluate root causes of issues
  - Articulate and quantify (if possible) potential opportunities for UB

- **Design Solutions**
  - Consider and develop alternative solutions
  - Develop overarching strategy
  - Create new processes to support strategy
  - Identify appropriate process owners
  - Identify potential tools to enable/streamline process
  - Test solutions with key stakeholders and sponsor

- **Develop Recommendations**
  - Develop a series of recommendations for
    - Overall strategy
    - New organization wide processes
    - Organization roles and responsibilities
    - Technology as appropriate
  - Create a comprehensive implementation plan
    - Tasks and activities
    - Required resources
    - Timelines
Internal Assessment Process & Findings

• Our Internal Assessment involved detailed reviews of current public service and community relations programs
• We asked Task Force members to provide overviews of the efforts within their organizations
• We invited other campus leaders to provide overviews of their efforts as well (e.g., Margaret Paroski, John Sheffer)
• Task Force members raised questions and presentations were summarized and documented
• We developed a set of definitions to create a common frame of reference to guide future discussions
Summary of Internal Assessment

• There are many examples of extraordinary public and community service efforts at UB

• Robust public service is provided from many corners of the university, but with inadequate linkage to broader university objectives and strategies

• Our Internal Assessment yielded the following findings:
  – UB has robust Public Service offerings which deliver significant economic and social benefit to the community
  – Public Service offerings are successfully being delivered within some, but not all, of the schools
    • Such programs are effectively aligned to research and teaching objectives
  – Public Service offerings, however, are not being capitalized upon to support or strengthen broader community relations objectives
Summary of Internal Assessment

• While Public Service offerings are effective, broader based *Community Relations* at UB lack several critical elements
  – There has been a lack of appreciation for the relevance and importance of defining community relations goals and objectives. As a result:
    • There is no stated (nor widely shared) purpose or goal
    • There is no articulated strategy for community relations
    • There is no unifying theme or common message
    • There is inadequate integration and/or coordination of efforts
    • There is no leveraging and/or capitalizing on public service offerings
    • There is no dedicated marketing / public relations strategy or plan to advance community relationships
    • There is no clear focus of responsibility in the university for community relations
Summary of Internal Assessment

• The significant overall finding from our internal assessment is as follows:
  – *Strategy* – There is no UB community relations strategy
  – *Organization* – There is no organizational entity charged with fostering constructive community relations
  – *Process* – There are no institution-wide processes to coordinate, integrate or promote UB community relations
  – *Technology* – There are no systems in place to support or measure community relations activities or goals

• Thus, while some schools and departments are fostering good relations with the community, UB as an institution is failing to be recognized for the breadth and depth of its social and economic contribution to the community
University at Buffalo
The State University of New York

External Assessment and Findings
Background

• During this phase of the process, the Task Force identified key stakeholders within the community to provide feedback, views, and opinions about UB and its role in the community

• Key stakeholders were divided into two categories
  – Elected / Public - officials
  – Non-elected community leaders

• Interviews were held with key stakeholders
Public Representatives Interviewed

- Senator Dale Volker
- Senator Mary Lou Rath
- Assemblyman Sam Hoyt
- Assemblyman Paul Tokasz
- Deputy County Executive – Carl Calabrese
- Amherst Town Supervisor – Susan Grelick
- City of Buffalo Mayor’s Chief of Staff – Eva Hasset
- Executive Director Strategic Planning City of Buffalo - Tim Wanamaker
- City of Buffalo Councilwoman - Bonnie Russell
  - Councilwoman Russell’s staff – Joanna Cole and Sandra Munson
## Non-Elected Community Leaders Interviewed

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<thead>
<tr>
<th>Leader Name</th>
<th>Title/Position</th>
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<tbody>
<tr>
<td>Arlene Kaukus</td>
<td>CEO United Way</td>
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<td>James Magavern</td>
<td>Lawyer, Civic Leader</td>
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<tr>
<td>Doug Bean</td>
<td>Managing Partner EMA (Ad agency)</td>
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<tr>
<td>Cindy Abbott-Letro</td>
<td>Arts, Community Leader (media)</td>
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<td>James Pitts</td>
<td>Former Buffalo Council President, Civic Leader</td>
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<td>Gail Johnstone</td>
<td>CEO Community Foundation</td>
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<td>Tucker Curtin</td>
<td>University Heights Business Owner</td>
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<td>Thelma Roberts</td>
<td>Stockbridge Block Club</td>
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<td>Fred Brace</td>
<td>University Heights resident</td>
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<td>Jim Wadsworth</td>
<td>Lawyer, Oishei Foundation Chair</td>
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<td>Alyce Cuddy</td>
<td>Executive Director Gloria J. Parks Community Center</td>
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<td>John Huber</td>
<td>University Heights Business Owner</td>
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<td>Bernie Huber</td>
<td>University Heights Business Owner</td>
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<td>Lou Jean Fleron</td>
<td>Cornell SILR</td>
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<td>Reverend Chapman</td>
<td>St John Baptist Church</td>
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<td>Sister Jeremy</td>
<td>St Josephs University Church</td>
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<tr>
<td>Diana Quaye</td>
<td>University Heights resident</td>
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<tr>
<td>Sharon Murphy</td>
<td>South Campus employee and St Josephs University Church parishioner</td>
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Community Perceptions

- Interviewees were asked to provide their perceptions about UB’s *Involvement* and *Impact* in the community.
Role of a Public University in the Community

- Elected Officials responded as follows when asked to define the appropriate role of a public university in its community
  - Provide community leadership
  - Support economic development
  - Provide access to jobs
  - Strengthen public service mission
  - Serve as partners with other community institutions and leaders
  - Educate young minds
  - Bring forth the best ideas in the community
  - Serve as an impartial and neutral facilitator of community issues
General Findings from Elected Officials

• General perceptions about UB were mixed
• Elected officials who represent districts in or around University Heights were more critical than those outside
• General impression is that UB could serve as a catalyst for change in the community but hasn’t demonstrated the interest or leadership for doing so
• UB is seen as an underutilized community asset
• Positive feedback about public service in some of the professional schools (Law and Architecture and Planning in particular)
• Near unanimous view that UB needs to invest in stabilizing the University Heights neighborhood
General Findings from Elected Officials

• Significant comparisons were made to Canisius College
  – General belief that Canisius is doing more and has made a better impact in the community
• Most felt that UB has not done a good job of telling its own story
• Unanimous belief that the Institute for Local Governance and Regional Growth has been exceptional
  – High credibility
  – Neutral
• Unanimous view that UB can and should serve as a neutral and impartial unifier within the community
Suggestions from Elected Officials

• Elected officials provided several suggestions
  – Invest in stabilizing the University Heights neighborhoods
  – Take a leadership role in uniting community diversity and interests
  – Create a community roundtable
  – Expand the campus’ reach through financial investments (property, buildings, etc.)
  – Provide employees with low cost housing loans
    • Reflects lack of knowledge of existing UB programs
  – Assume broader leadership role in health related issues in the community (overweight, high heart attack rate, teenage pregnancy, etc.)
  – Pick 5 outcomes that serve the community’s and UB’s interest and go after them
Summary of General Findings – Non Elected

- **General Findings from Community Leaders**
  - There is a perception that the University has not lived up to its responsibility as a public university
    - Many view the University as having abandoned the community
  - There was a common feeling that the housing issue within University Heights needs to be addressed
  - There was a general agreement that UB needs to identify a critical few things within the community where it can have a major impact, even if it means that other areas are not fully supported
  - There is high regard and high expectations for Bioinformatics
  - Very positive views about the new medical campus and what it will mean to the community
  - There was an overwhelming view that UB is just “there”
  - Business leaders interviewed have a positive view of the University
  - Positive feedback about public service in some of the professional schools (Law and Architecture and Planning in particular)
  - Near unanimous view that UB does not effectively promote itself
Positive Themes

• **Community Leaders had several positive comments about UB**
  – UB is seen as a driving economic force in the community
  – UB considered to have the ability to make a positive impact in the community
  – There has been very positive feedback about President Simpson
  – UB is the higher education institution of choice in the community
  – The significance and importance that UB has in the economic well being of the community exceeds the reliance that other communities have on their local university
  – UB is seen as a highly credible and significant research institution
Negative Themes

• Community Leaders also had several negative comments about UB
  – UB could be doing more in the community
  – Everyone wants and expects UB to be a major player in the community
  – UB is seen as a major community asset but most people are unaware of the significant contributions UB is making
  – UB has been seen as unfriendly
  – UB used to have a broader visible presence in the community
  – UB is distrusted by many in the community
  – People felt that UB should be in a class of its own, at no time should it be compared to Canisius, Buffalo State, etc.,
    • Many view Canisius and Buffalo State as having more impact in the community than UB
  – Several concerns were voiced about what they perceive as a decline in the medical school
Suggestions

• Community leaders had several suggestions for UB
  – Alternate sporting and other activities between the North and South Campus to give inner city youth access to special programs
  – Set short term specific goals with defined and communicated timelines
  – Work on building trust within the community
  – Bring programs into the city
  – Encourage students be a part of their community
  – Communicate the results of the Community Engagement Task Force back to the community
  – Take more of interest in the University Heights neighborhoods
  – Follow-through on commitments
Rising issues within the Community

• Community Leaders responded as follows when asked to identify the leading issues in the community
  – The economy
  – Lack of jobs
  – Peace Bridge
  – Community self-image
  – Health Care
  – Education
  – Better land use
  – Better water use
Following an assessment of current internal programs, and interviews with both university and selected community representatives, the Task Force formulated its mission and goals.
Community Engagement Mission

• To make a positive difference in our broader communities by:
  – applying our collective expertise for the public good,
  – sharing our leadership, creativity and capabilities, and
  – fostering a culture of community awareness and engagement in our students, faculty and staff
Community Engagement Goals

• In support of this mission the Task Force has developed the following five community engagement goals for UB:
  - Strengthen and sustain UB’s impact as a public institution serving diverse communities here and abroad
  - Build stronger community partnerships that enrich and enhance UB’s mission of teaching and research
  - Transform and promote UB’s identity as a connected and committed member of its communities
  - Cultivate a culture of community engagement in our faculty, staff and students
  - Be a good neighbor to the communities adjacent to UB campuses
Strategies

- Strengthen and sustain UB’s impact as a public institution serving diverse communities
  - Establish clear responsibility within UB for the collection, analysis and measurement of public and community service efforts
  - Design organizations and processes that successfully coordinate public and community service efforts and information
  - Create an inventory of all internal activities and continuously assess their impact in the community
  - Proactively seek to understand the needs and interests of diverse communities
  - Develop a unified university-wide public and community service plan
  - Create opportunities and incentives to apply research and scholarship for the public good
  - Commit sufficient financial and other resources to achieve public and community service goals
Strategies

• **Build stronger community partnerships that enrich and enhance UB’s mission of teaching and research**
  - Create meaningful structures, mechanisms and ways for the community and UB to interact
  - Continuously evaluate the impact of existing partnerships and identify potential institutional partnerships including a focus on geographical areas
  - Establish and implement focused and selected programs that have mutual benefit to the community and UB
  - Create organizations and processes that successfully coordinate and manage key institutional partnerships
  - Develop a community partnership plan with targets, tasks, resources, responsibilities, timelines and measures for success
Strategies

- Transform and promote UB’s identity as a connected and committed member of its communities
  - Create a focused and long-term awareness and image building campaign aimed at both internal and external audiences
    - Promote UB as an excellent institution nationally and globally
  - Implement state-of-the-art tools and processes that continuously monitor, measure and assess UB’s identity and image in the community
    - Proactively and regularly solicit the views, needs, and issues across diverse community
  - Communicate widely (internally and externally) information about UB’s public service, volunteer and community relations activities and results
  - Create opportunities and forums for senior UB leaders (e.g., President, Provost) to be visible in the community
Strategies

- **Cultivate a culture of community engagement in our students, staff and faculty**
  - Provide rewards, recognition, incentives and institutional support for focused community engagement
    - Accommodate reasonable time demands for staff to support institutional community priorities
  - Make community service a requirement for undergraduate graduation
  - Continuously promote community engagement to faculty, students and staff
    - Educate people about the importance and relevance of public and community service
    - Further integrate service learning into the curriculum
  - Foster a sense of civic responsibility in our student population through education, marketing, etc.
  - Reconsider role of service in tenure/promotion
Strategies

- Be a good neighbor to the communities adjacent to UB campuses
  - Educate students about residential rights and responsibilities and increase their awareness of personal safety
  - Enhance communications between UB, permanent residents, and off campus services
  - Reduce disruptive off-campus student behaviors
  - Encourage faculty and staff neighborhood home ownership
  - Open the campus and programs to the surrounding communities
  - Focus appropriate UB service and research initiatives on the neighborhoods
  - Involve local government and community engagement in exchanges about “town-gown” issues and opportunities
  - Focus appropriate UB education, service and research initiatives on key geographic areas
  - Develop campus properties with sensitivity to area neighborhoods
Structure

- To enable these strategies, the Task Force recommends that UB create a new Community Engagement Unit that is:
  - Directly responsible for overseeing the development and execution of community engagement goals and strategies
  - Directly responsible for developing and managing a Community Engagement budget and personnel
  - Directly responsible for overseeing the creation of tools and processes for collecting and assessing data
  - Directly responsible for coordinating the institutional community relations effort
  - Directly responsible for creating high visibility and presence on and off campus
  - Responsible for creating strong academic link with Provost, Deans, and close relationships with Government Affairs and Communications
Structure (cont’d)

Community Engagement Unit should have:

– Shared responsibility for facilitating the development of public service programs
  • Liaison with public service representatives in the schools and units
– Shared responsibility for developing community service activities
  • Liaison with Student Affairs and other units
– Community Engagement leader must have sufficient authority to execute Community Engagement plans
Structure (con’t)

• The execution of strategies will be delivered in part by the new Community Engagement Unit and in part by other campus entities, including:
  – Decanal Units for Public Service
  – Student Affairs for Community Service
  – Marketing and Communication

• The Community Engagement Unit will have sufficient authority to develop and apply incentives

• Community Engagement Unit will report to External Affairs
  – External Affairs leader is responsible for coordinating efforts of the various administrative units (i.e., Government Affairs, Communication, Development and Community Engagement) and working with the academic units through the provost and the deans
  – Community Engagement leader is given appropriate autonomy and authority to successfully develop and execute the Community Engagement Goals and Strategies
Community Engagement Delivery

- Task Force recommends consideration be given to elevating the proposed External Affairs position to the level of Executive Vice President

Functions / Areas of Responsibility
- Government Affairs
- Community Engagement
- Development / Alumni
- Communications

Community Engagement Delivered Through
- Direct Responsibility / Reports
- Collaboration / Liaisons
- Communication Networks
Community Engagement Delivery

• **Direct Responsibility**
  – Functions and people directly reporting into the Community Engagement Unit

• **Collaboration with Schools and Units**
  – Joint Development of Strategy (Community Engagement Unit and each school / unit)
  – Joint Development of Implementation Planning (Community Engagement Unit and each school / unit)
  – Marketing

• **Communication**
  – Better sharing of information between units and Community Engagement Unit
  – Creation and utilization of effective, efficient, and formalized communication tools/processes
Proposed Community Engagement Organization

- Oversees the implementation of the Community Relations Plan
- Develops and maintains relationships with local government and community leaders and organizations
- Helps to shape key messages and communications
- Serves as principle point of contact for community and neighborhoods

- Develops and manages community based initiatives and programs in support of community relations plan
- Leads campus wide community based programs (e.g., SEFA)
- Works with schools, departments and institutional public service centers in delivering various elements of the community relations plan

- Collects and maintains information related to all community, and public service activities across the campus
- Coordinates activities of public service liaisons in decanal units and community relations coordinators in departments
- Maintains statistics, facts, data, measures, etc. related to community issues and efforts
Collaboration / Liaisons

• The Community Engagement Unit will rely on structured relationships and liaisons with several key units
  – Within Each Decanal Unit and Vice Presidential Area
    • Propose to create Public Service Coordinators in each of the schools and units
    • Principal liaison with Community Engagement Office
    • Support the development of community engagement goals, strategies and tactics
  – Marketing/News
  – Government Affairs
  – Student Affairs
  – President’s Office
  – Provost’s Office
  – Development / Alumni
Organizational Support

• The new Community Engagement Unit will also be aided by a Community Engagement Advisory Committee

Role and Responsibilities

• Serves as strategic advisors to Community Engagement Unit
• Maintains integrity of Community Engagement Plan, Goals and Strategies
• Consider appointment of Community Engagement Task Force as initial Advisory Committee
• The Advisory Committee is to include both internal and external members in the future
How can UB focus service efforts?

• Need to understand current strengths and interests,

• Need to consider areas of academic investments in future (developing strategic academic strengths), and

• Need to understand community needs, initiatives.
Identification of Key CE Service Themes

1. Inventory of Existing Initiatives and Interests
2. CE Mission and Goals
3. Strategic Academic Strengths
4. Review of Opportunities (overlaps and gaps)
5. Consideration of Implementation Strategies
6. Final Recommendations

Assessment of Community Needs, Initiatives and Interests
Sought Campus and Community Input on Findings and Recommendation

- Community Reception – January 2005
- REPORTER article
- Campus-wide email
- Open Forums – February 2005
  - Community Stakeholders
  - North/South Campus
- Community organizations/individual consultation – March 2005
- UB 2020 website/feedback - ongoing
Stakeholder Observations on Report

• Encouraged by effort and focus

• Questioned possible impacts of centralization

• Promoted better partnerships/ better understanding of on-going community initiatives

• Concern over what would be key areas of focus in future
Campus Community Observations on Report

- Focus on geographic areas, not particular issues
- Make them measurable
- Address urgent social problems
- Address tenure/promotion issue
- Keep consulting with others; on and off campus
- Elevate CE in UB organization structure
- Partner with community/grassroot initiatives
- Wanted more input in process to date
- How will structure fit into existing UB organizations?
- UB can help “by not hurting community”
- Need involvement of community
Campus Community Observations on Report (con’t)

• Can this effort be financially supported and sustained?
• Need to add student focus
• Need to centralize marketing
• Need to overcome obstacles to people coming to campus or wanting to program on campus
• Need to pro-actively help local government
• Need to focus on urgent social concerns
Community Observations on Report

• To be added on or about March 4; based on responses to mailing to 550 organizations/individuals
Next Transition Steps:

Next Steps:

☑ Present initial findings, recommendations to President/Executive Committee
☑ Appoint Community Engagement Transition Team
☑ Develop plan to share draft findings / recommendations, internal and external
☑ Seek campus/community input on findings, mission, goals
☑ Develop Community Engagement organization/structure
☐ Develop Community Engagement leadership position description
☐ Revise Community Engagement report based on inputs
☐ Promote interim leadership for Community Engagement pending hiring of Executive Vice President External Affairs
☐ Make Final recommendations to President/Executive Committee
Next CE University Steps:

- Adopt/Revise CE Report
- Place proposed unit in existing or new university structure
- Create unit and appoint leadership
- Identify necessary resources for CE success
- Establish process/conduct inventory of existing service efforts/opportunities
- Lead process to develop of key CE focus areas for future service
Operation Door Hanger – Started in 2000

Organized by UB's Off-Campus Student Services office, and staffed by students, faculty, staff and neighborhood volunteers, it's all part of UB's continuing efforts to encourage safety within the community.

Each year before the start of the academic year, UB distributes to students and other residents of University Heights packets containing safety reminders, suggestions for how to be a good neighbor, information from local governments and utilities, and other useful information.

Capen Garden Walk – Started in 2002

The Samuel P. Capen Garden Walk began in 2002 as a partnership between the University Community Initiative, the Eggertsville Community Organization and the Gloria J. Parks Community Center.

The garden walk was created to showcase the neighborhoods surrounding South Campus, including University Heights & Eggertsville, while building community among neighbors. Further, the Garden Walk serves as a summer attraction throughout Buffalo, where the tourists may enjoy gardens and summer’s seasonal events while visiting local shops, hotels, and businesses.

Allen Hall as a gateway to the community

Community partners can enter UB’s “Front Door”; our Allen Hall location, which is located at the northeast side of the University Station Metro, serves as a portal for the community at large to participate, engage, and learn more.

As UB grows, our relationships do as well; UB is collaborating with neighborhood residents, organizations, and partners throughout the South Campus Neighborhoods in a wide range of initiatives, projects, and services.

UB Pride and Service Day – Started in 2005

UB Pride and Service is a day that connects mandatory student community service with community members in need of dedicated and spirited volunteers. UB students join community residents in doing various projects in our community and campuses, enabling all to feel proud that they’re making Buffalo a place that we’re all honored to call our own.

UB Neighbor – Started in 2006

In response to the 2005 Community Engagement Task Force (which listed, amongst other things) the University needed to improve communication with surrounding communities.

The UB Neighbor is a UB publication aimed at providing the most up to date news on UB events, initiatives, and collaborations that affect our residential neighbors. Released several times each year, the UB Neighbor is available for pickup at our Allen Hall Building and is sent directly to the doorsteps of thousands of neighbors who want to stay in the loop.
South Campus Collaboration and Involvement

**UB Alternative Spring Break** – Started in 2007

Alternative break programs engage students in experiential learning through community service and volunteerism during their fall (Thanksgiving), winter or spring break. The projects the students participate with address issues such as poverty, homelessness, hunger, literacy, HIV/AIDS, education and the environment.

The objective of the Alternative Breaks program is to involve students in service projects to learn about the problems of a community they would typically not know about. The goal is for students to take the intensity of the program/experience and transfer the lessons learned to their own home community upon their return. We hope students learn how they can become agents of change, make a difference in their community and lead a life of active citizenship.

**UB On the Green** – Started in 2007

UB On the Green is a an outdoor social venue & opportunity for faculty, staff & neighbors to mingle.

UB on the Green began in 2007 and is a free, three-week outdoor performance series targeted to the neighborhoods surrounding the UB South Campus.

Featuring music and dance talent from all over the world as well as local artists, activity tents for attendees to engage in and learn from, and a comfortable alcohol-free family-friendly environment for the community to enjoy.

**UB Gettin’ Dirty** – Started in 2007, last event on April 6, 2013

UB Student Association in coordination with UB Government and Community Relations brought hundreds of UB students volunteering in various locations throughout Western NY – working hand in hand on projects with community residents to improve the overall appearance of neighborhoods.

UB Gettin’ Dirty, originally aimed at merely cleaning up streets, has been reimaged and repurposed in 2010 – and now serves to bring students working hand in hand with residents throughout WNY. Students work on project locations from North Buffalo, to the west and east sides, and in and around downtown. The students have fun while “getting’ dirty” from a combination of street cleanup, garden and soil work, and various other neighborhood cleanup efforts as identified by residents.

This year, students assisted with street cleanup, doing yard and garden work, park enhancements, and general neighborhood cleaning at several locations around UB South Campus, including Linear Park, Minnesota Avenue Median, Bailey-Dartmouth Garden, and throughout various neighborhood streets – 16 sites total in Western New York.

**University Community Farmers Market** – Started in 2007, Held from Mid-May thru Mid-October

The University Community Farmers Market (UCFM) is a collaboration between the University at Buffalo, the surrounding South Campus neighborhoods and local organizations to promote wellness and community sustainability through the availability of fresh produce and locally grown food.
Through local vendors and easy neighborhood access, the market promotes healthy living and fosters a community gathering place for neighbors.

**Bailey Dartmouth Garden Collaboration** - Started in 2008

UB began collaboration in 2008 and has since continued to provide student volunteers, resources for benches, mulching, and more. UB also brought Grassroots Gardens into the picture to assist with ensuring proper garden care.

**Adopt-a-Family** – Started in 2008, last event on December 21, 2012

Adopt-a-Family is a program where UB partners with local community organizations to identify local families in need or who are experiencing financial challenges and would greatly benefit from some holiday assistance. Through the charitable donations of UB staff and faculty donations, families that are selected receive gift items ranging from toys, electronics, bicycles, food, diapers, clothing, bedding, and more. The event culminates at Allen Hall with a day of giving where donors can meet families while sharing the excitement and appreciation of the holidays.

This past year in 2012, twenty-seven offices from throughout the university “adopted” families for the holidays, purchased toys, clothing and household items from families’ wish lists from 31 selected families in the community.

**UB a Good Neighbor South Campus Cleanup Program** – Started in 2008, last event on April 21, 2013

The *UB a Good Neighbor Program* started as a weekly clean-up of select South Campus neighborhoods by UB Students. Knowing how students’ weekend activities can affect our neighbors, the program was a way to ensure a clean trash-free environment for community residents.

After the program saw much success, it naturally became more sustainable as students began to take matters into their own hands. As the need for a weekly cleanup declined, UB reduced the weekly clean-ups to bi-weekly; as needed; we saw a dramatic decrease in the amount of trash picked-up in the South Campus through UB Gettin’ Dirty and UB Community Day.

**Computer Labs and Access for Community Members** – Started in 2008

From having community computers available at our South Campus Health Science Library, to opening community computer labs - UB believes computer access is not a luxury, but a necessity, for our neighbors.

UB has set up computer labs at both the Trinity Baptist Church on Bailey Avenue and at the Phoenix Computer Lab located at New Testament Revival Cathedral on Kensington Avenue. From Washington to the Gateway Building on the medical campus, UB is currently seeking possible downtown computer lab locations due to the surplus of computers resulting from the EOC move.

**Free Tax Preparation Day** – Started in 2008
South Campus Collaboration and Involvement

IRS-certified accounting students from the University at Buffalo School of Management provide free tax preparation services to individuals and families with annual incomes below $50,000.

This service can be especially valuable to low-income tax filers by helping them apply for earned income-tax credits that can provide a needed boost in annual income. The tax credits, which can reduce or completely eliminate income taxes by refunding taxes already withheld from wages, can mean as much as $5,028 for a family with two children.

Services are offered on weekends during tax season on both North and South Campus: Jacobs Management Center and Allen Hall.

**School Supply Drive** – Started in 2009

The School Supply Drive is a two-month university-wide charitable drive for school supplies to benefit Pre-Kindergarten through 8th grade students across the Buffalo Niagara region.

UB employees drop off items in the designated collection boxes throughout the North, South and Downtown campuses that include paper, pencils, rulers, planners, markers, folders, and more.

The 2012 program supplies were distributed to schools situated around our 3 campuses: Futures Academy, Aloma D. Johnson Fruit Belt School, Martin Luther King Multicultural Institute, Highgate Heights Elementary, and Westminster Community Charter School.

**UB Neighbor Day Block Party and Safety Fair** – Started in 2009

UB’s Neighbor Day Block Party and Safety Fair offers UB students living off campus and community neighbors a great opportunity to get to know each other in a comfortable social atmosphere on the UB South Campus lawn.

The fair features information tables staffed by businesses, and organizations in the Main Street and Bailey Avenue areas, local police and governmental agencies, as well as university departments.

The event culminates with a simulated dorm fire, teaching students the importance of fire safety.

**Outdoor Summer Movie Series** – Started in 2010

The outdoor summer movie series is an outdoor showing of current movie releases that is free to all community members. Movies are show outside during the weekday evenings at dusk on UB South Campus Hayes Hall Lawn and community members need only a lawn chair and blanket to sit and enjoy the movies with neighbors.

In the event of rain, the films are moved indoors to Allen Hall on South Campus.

**UB Community Day** – Started in 2010, last event on September 29, 2012
South Campus Collaboration and Involvement

UB Community Day brought hundreds of UB students volunteering in various locations throughout Western NY – working hand in hand on projects with community residents to improve the overall appearance of neighborhoods.

Students gardened, cleaned up litter, de-weeded, and beautified plots at Linear Park, Minnesota Avenue Median, Bailey-Dartmouth Garden, Tyler Street Pocket Parks, and throughout various neighborhood streets.

**Good for the Neighborhood Community Empowerment Program** – 2010-2011

UB Government and Community Relations brought a free-of-cost certified leadership program that provided leadership training, mentorship, and $5,000 grants toward community projects for 3 community groups.

Participating organizations included the University District Block Club Coalition, University Heights Collaborative, and West Side Neighborhood Services.

**Operation Student Safety** – Started in 2011

Operation Student Safety includes targeted inspections of homes within the south campus neighborhoods with UB and City of Buffalo Building Inspectors.

By inspecting homes (electrical, smoke detectors, etc.) and issuing appropriate violations for owners to repair within a prescribed time, student rental properties are being held to reasonable living standards for UB students.

**University Heights Video Premiere** – Held in 2012

Initiated as a mere promotional video from the 2010-2011 Good For the Neighborhood Training program that UB put on for the University Heights Collaborative, the video became a centerpiece through which this charitable fundraising event was founded.

The video premier red carpet event raised funds for the benefit of the UHC, local block clubs and several community organizations and projects; including the Gloria J. Parks Community Center, the University Heights Tool Library, the University Community Farmers Market and the Capen Garden Walk.

**University Heights Tool Library (UHTL) Collaboration** – Started in 2013

UB Communications Department kicked of collaboration and assistance with positive publicity through local media outlets and our UB newsletters. We are currently working on assisting the UHTL with their leadership of the honors-student group “The Blizzard Brigade.” The Blizzard Brigade is group Honors program students who are forming a winter-neighborhood-shoveling team to assist elderly and vacant homes in ensuring safe, shoveled sidewalks.

Future collaborations in resource and promotion assistance are also in early-stage talks.

**UB H.O.M.E.** – Started in 2008
Originally known as the Home Loan Guarantee Program, the UB H.O.M.E. program is aimed at UB Faculty, Staff, and Graduate Students looking to purchase a home in our South Campus Neighborhood. Assistance in backing against mortgage default and potential grants are in the works.
Advocacy Task Force
Survey Questions
Academic Affairs

ADVOCACY: the act or process of advocating or supporting
a cause, institution, or proposal

1. Briefly describe the advocacy goals of your department/unit (such as research/scholarship support, heightened academic reputation, increased philanthropic giving, etc.).

Undergraduate Education:
- Recruitment – we continually advocate for UB in the work we do partnering with admissions to attract high-quality students to campus.
- Reputation – through our academic support programs, we aim to produce exceptional graduates who are able to articulate the ways in which UB has helped them achieve their goals. Programs such as the Honors College, Academies, and Cora P. Maloney College annually produce students who become the university’s best advocates.
- Community Service/Service Learning – Honors, Academies, and CPMC all have service learning programs in the City of Buffalo. These have been a successful and effective means of demonstrating that UB is a caring and responsible partner.
- Development – Honors, EOP, CPMC, and to a lesser extent, Academies, all have nascent development initiatives that advocate for the institution, while stressing the importance of giving back.

Graduate Education:
- The advocacy goals of the Graduate School are to promote state or national policies that enhance graduate education and/or improve the financial support of graduate students.

Marketing & Communication:
- Academic Affairs Marketing and Communications supports the UB brand and articulates the broad strategic objectives and supporting programs which shape the undergraduate and graduate educational experience. As such, we prepare print and electronic materials which make visible our programs and their impact on student outcomes. The primary audience includes prospective and current students. Secondary audiences, however, include parents/taxpayers of NYS, and community stakeholders.
GEMS:
- The UB GEMS area is leading a national research project for NAGAP, the Leader in Graduate Enrollment Management, to develop a formal definition of graduate enrollment management, or “GEM” as it’s often called, and a best-practice model, based on the most current research of the profession. The goal of the project is to assist institutions in bridging the gap between operational needs and strategic planning aspects to enable a more cohesive and effective approach to the graduate educational enterprise.

- As the research is ongoing, the current hypothesis is that the current GEM model is interdependent with some interdepartmental collaboration in support of the graduate student lifecycle. However, with professionals supporting multiple phases of this lifecycle, an integrated interdependence model supports stronger relationships and a differentiated student experience on campus. Specifically, at the forefront of enrollment is recruiting and admissions. At the graduate level, the notion of creating a “one-stop shop” and “full-service orientation” that bridges that gap between academic planning, career services, budgeting, advising, student services/success, registration and financial aid may be necessary to improve productivity, continuity and, above all else, a differentiated and improved student experience.

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

Student Accounts:
- N/A

Undergraduate Admissions:
- Admissions goals are to advocate for the overall mission of the University as well as research, teaching, affordability, and scholarship. Admissions Staff recruit undergraduate students to study in the academic departments that offer degrees at UB. Admissions advocates for the entire academic enterprise by communicating strong messages about the degree programs that move them to apply to degree programs at UB.

Data Analytics:
- The Data Analytics team within the Office of the Vice Provost for Enrollment will support the strategic initiatives of Enrollment Management and Academic Affairs by providing reporting and analysis to inform fact based decision making and facilitate strategic planning with data driven forecasts.
Financial Aid:
- UB’s Office of Financial Aid promotes educating the Greater Buffalo Community on financing a higher education through federal, state, institutional and private funding sources. Initiatives include providing information and instruction on where to find information for funding and the process to apply.

HUB:
- Our office’s primary role is supporting our University’s integrated Student Information System (HUB). Our offices goals are focused on supporting and advocating for our university constituents which includes Students, Faculty and Staff.

- **HUB 2013-2104 Goals**
  a) Support university goals and objectives with system and resource collaboration
  b) Strengthen continuous improvement philosophy and university innovation
  c) Improve **staff** (internal and external in our office) knowledge and utilization of student support systems
  d) Outreach and improvement of the **student's** system use and experience
  e) Building **Faculty** strength by improving their system use to facilitate their support of students

Office of the Registrar:
- Our advocacy is primarily internal to UB: advocating for student success (enrollment, retention, and graduation); for efficiency and effectiveness of policies and processes for faculty and staff; and for faculty participation in student success.

SRC:
- The main goal of the SRC is to exceed customer service expectations through our daily interactions with our customers. We are always looking for ways to improve student satisfaction by investigating how we might improve our communication with the populations we serve.

Teaching & Learning Center (TLC):
- Promote instructional curricular and assessment excellence at the University of Buffalo with faculty, students and staff through the use of emerging and established technologies, evidence based practice-pedagogy, and contemporary research on teaching and learning.
- Provide customized support for individual faculty and staff and collaborate with academic departments/division across campuses.
- TLC services support and provide leadership which are aligned with the stated mission of the University.
2. **Who are your targeted audiences for advocacy (such as alumni, business/industry, institutional peer departments/units, state government, federal government, etc.)?**

**Undergraduate Education:**
- Principally high-school students considering UB, and alumni considering philanthropy

**Graduate Education:**
- SUNY, local and state government, federal government.

**GEMS:**
- Peer AAU institutions and state government.

**Student Accounts:**
- Parents/students, Bank of America, Mercantile Collection Agency, Military Agencies, SUNY, Attorney General

**Undergraduate Admissions:**
- Admissions key targets are prospect students which could be from high schools or two-year colleges locally, regionally, state-wide, or nationally. Other key audiences include high school counselors, alumni, transfer counselors and faculty who all contribute to, and benefit from our work.

**Data Analytics:**
- Academic Affairs with a focus on Enrollment Management

**Financial Aid:**
- Primary audiences are high school junior and senior students and their parents.

- In addition to our institutional peer departments which include EOP, Academic Advising, all academic decanal units, Admissions, Veterans administration, and Student Accounts. Medical and dental students are provided information specific to their careers.

- In Spring 2013, the first annual City of Buffalo FAFSA Completion Campaign with the Buffalo City School District took place. This effort involved financial aid professionals from various local colleges to assist students in various Buffalo high schools to complete their FAFSA’s and return in April to work individually with the students to review/interpret their financial aid award letters received from the schools they were accepted to.

- UB Office of Financial Aid staff also participates in the Scholarship Fair and College Goal Sunday sponsored by SUNY.

- UB supports the Say YES to Buffalo education program. Our advisors visit local Buffalo High Schools to work with families on the college aid application process.
HUB:
- As stated above our constituency includes:
  - All teaching Faculty
  - All university students
  - Staff who use HUB administratively for their job functions (approx. 1100)

Office of the Registrar:
- UB students, faculty, and staff.

SRC:
- Our targeted audiences are our students and families, our colleagues and the UB community at large.

Teaching & Learning Center (TLC):
- The target audience for the TLC focuses on faculty, students and staff as well as appropriate leadership.

3. Can you describe what, if any, assets (either people and/or communication materials, etc.) your department/unit has in place that function, in some form, as advocacy for your department/unit?

Undergraduate Education:
- Each unit (Honors, Academies, CPMC, CURCA), has a staff member responsible for advocacy, social media, publicity, etc. Each unit produces its own newsletter (which, in the case of Honors, has won national awards), and each has its own customized literature for admissions and development.

Graduate Education:
- We do not have a dedicated advocacy staff.

GEMS:
- Chris Connor serves on both national and state committees:
  
  - NAGAP, National Association for Graduate Enrollment Management, Research and Global Issues Committee.
    - Defining GEM, Graduate Enrollment Management Research Project
  
  - NYGAP, Chair of Government Affairs
    - Grad2NY Initiative to encourage those who either graduate from a NYS institution to state in New York. Currently, we are working collaboratively with peer state and independent colleges in approaching the state of New York government leaders to establish a need based scholarship pool to recruit and retain residents of other states.
- State University of New York (SUNY) Faculty Senate Graduate Education and Research Committee
  - Attracting the Best Graduate Students to SUNY initiative

**Student Accounts:**
- Professional staff, web site, networking, professional associations

**Undergraduate Admissions:**
- Admission develops print and electronic communications to convey our messages. We do most of our communications electronically (3 million/year), but use print material for target audiences. We work with the Academic Affairs marketing and communications department to develop our messages and materials, and some outside vendors as well.

**Data Analytics:**
- The Data Analytics team, created in November 2013, currently consists of three full time employees whose focus is to advocate for the business intelligence required for efficient and effective operation of Academic Affair’s business and support units.

**Financial Aid:**
- Presentations posted on the financialaid.buffalo.edu website, brochures provided by federal and state sources, financial aid advisors presenting and educating at various UB, high school, and local college events and resource fairs

**HUB:**
- We created both a real HUB support office and a virtual HUB support model to more efficiently and successfully continue the idea (from our SST Project) of continuous improvement that advocates for our constituent groups in improving their experience with our HUB system and business practices. In support of this concept everyone on our staff is engaged in this model and supports it as a large part of their job role and day to day tasks.

**Office of the Registrar:**
- Part of all of our staff roles, but especially leadership staff as we determine approaches, priorities, and improvements. We have a website for students and a website for faculty and staff that serve as materials in support of what we advocate for.

**SRC:**
- We are currently developing a database Student Calendar that will allow students to view student related dates and information for several areas across Academic Affairs all in one place. This is an enhancement to the Student Calendar that is currently in place.
- Recently developed a UB swipe card system to track the students we serve. This is a database driven process that allows us to not only track customer counts and the
reason for the visit, but also collect demographic and academic information. We plan to develop ways reach out to students for feedback, to possibly identify high risk students and to improve our communication strategies.

- Recommended digital signage for our lobby to enhance our communication with students.

**Teaching & Learning Center (TLC):**

- Function as a unit of the Senior Vice Provost, which provides greater outreach and networks for communication.
- Weekly newsletters/announcements of workshops and seminars.

4. **Please list any specific strategies or activities undertaken by your department/unit that you have found effective, and if so, which of these best practices do you feel could be implemented on a university-wide scale?**

**Undergraduate Education:**

- We have been fairly successful with socializing around programming, especially when we have been able to arrange events that have an unusual dimension or that utilize interesting buildings in the city of Buffalo. So far, we have been able to build bridges with alumni that were in need of some repair, and lay what we hope will be the groundwork for future partnerships through internships, etc. Right across the unit – due mainly to the presence of our exceptional advising community – we are very strong on the personal touch.

**Graduate Education:**

- Within the state, it is best to work with other like-minded institutions. At the federal level, it is best to work with national advocacy groups, such as the AAU and the Council of Graduate Schools.

**GEMS:**

- UB needs to become more involved at both the state but especially the national level in various professional organizations. For a large major public research institution, we are noticeably absent in this arena. In addition to simply attending or presenting at conferences, we need to encourage professionals to become involved in various external committees to represent not only our institution but also their respective professions. Specifically, I would recommend that employees are encouraged to become actively involved in shaping the dynamic nature of the evolution of their professions.

**Student Accounts:**

- Assisting other offices in orientation, open house, etc.
**Undergraduate Admissions:**
- A long-standing best practice includes visits to high schools by staff to advocate for the University and convey important messages about applying and enrolling at UB. We also host small and large group regularly on-campus to take tours, meet faculty, and engage with the community. These programs are enhanced as we talk about UB’s affordability and access to all students, and include staff from financial aid.

**Data Analytics:**
- The Data Analytics team is currently forming its structure, resources, and prioritized objectives.

**Financial Aid:**
- UB hosts SUNY Financial Aid Day in February each year to assist prospective students and families in completing the FAFSA—no matter what school they plan to attend. Our website is a valuable resource for current and prospective students.
- Financial Aid advisors volunteer to give presentations on financial literacy, tips for financing higher education costs and availability at campus events and department functions.
- UB101 Course - Financial Literacy is provided to freshman students to assist in their financial decisions/transition to financial independence.
- Since July 8, 2013 – the Office of Financial Aid attended/presented at 43 on and off campus financial aid and college admissions events.

**HUB:**
- This **support model** which integrates both functional and technical university staff in supporting a functionally driven student information system is cited by many at the university and at other institutions as a very progressive and successful model in ERP system support. Our model includes intake of suggestions and issues, as well as processes to support implementation of change and improvements. It is structured in a way to support communication follow and innovation from our subject matter experts and our technical staff as well as our constituent groups. The model also supports and overall governance structure to assist in prioritizing and guiding when needs conflict.
- Our office Director played a major role in research, creation and implementation of this support and advocacy model, if there is a need for more information it can be provided.

**Office of the Registrar:**
- N/A
SRC:
- Although only recently implemented at the SRC, using the swipe card is a great way to track students and reasons for why they visit to better identify potential risks and patterns. This allows units the opportunity for personal follow-up with our students. It could improve our retention and graduation rates.

Teaching & Learning Center (TLC):
- Campus-wide seminars/special events – Genteel lecture series which has in the past focused on assessment and innovative pedagogy.
- Would benefit from increased campus-wide participation and leadership identified domains.

5. What other departments/units at UB do you work with now — or potentially in the future — on shared advocacy goals/initiatives?

Undergraduate Education:
- Currently: Enrollment/Admissions
  Academic Affairs
  Student Life
  Development
- Potentially: New VP for Marketing

Graduate Education:
- We work with the College or Schools and with Government Relations on an ad hoc basis.

GEMS:
- Currently, we are working collaboratively with our academic units in shaping a best practice models both at the institutional and unit level.

Student Accounts:
- Financial Aid, Admissions, Student Affairs, Financial Services, Records, EAS

Undergraduate Admissions:
- Financial aid, Vice Provost Academic Affairs for Marketing and Communications, every academic and student affairs department, athletics, Vice Provost for enrollment.

Data Analytics:
- As the Data Analytics team begins its charge, it will interface with units within VPE, VPAA, CIT, and other University data producers and custodians.
Financial Aid:
- The Office of Financial Aid works closely with the Office of Admissions, Academic Advising, EOP, Veterans Affairs and the UB Medical and Dental Schools. An important working relationship has been established with the Office of New Student Programs providing programming to freshman/transfer students. Fall open house and Spring Accepted Students days are our primary means of reaching out to these populations. Spring Accepted Students Day allows our prospective students to meet with their financial aid advisor, review their award letter and ask questions/advice.

HUB:
- We work regularly with CIT offices including EAS and EIS. We also work with SVPAA and VPE offices including but not limited to Office of the Registrar, Financial Aid, Student Accounts, Admissions offices (Graduate, Undergraduate and International), Student Response Center. We also work regularly with support staff in Academic units and well as offices outside SVPAA such as New Student Programs, International Student Services, University Housing, Student Life, Institutional Analysis, Academic Planning and Budget and others. All of these relationships assist in our goals of system improvement and support.

Office of the Registrar:
- These goals are shared across our unit (Vice Provost for Enrollment), our wider organization (Academic Affairs), and many units across campus (academic units, Student Affairs). We work across units as much as possible. We would like to establish a closer working relationship with University Communications.

SRC:
- We work with the areas of Financial Aid, Student Accounts, Registrar, Admissions, Hub Support and the Data Analytics Team.

Teaching & Learning Center (TLC):
- All offices of the Senior Vice President (Leadership Team: Dean of the Graduate School, Dean of Undergraduate Education, VP for Enrollment Management, Director of Marketing and Communication, and Financial Aid).

6. What are emergent advocacy needs and opportunities that your department/unit sees as actionable?

Office of the Sr. Vice Provost:
- Advocacy for capital funding to update and improve our facilities to enhance recruiting and the student experience.
- Continuation of the rational tuition plan after the current one terms.
- Advocate a strong branding position for the university and its role in positioning the university to better recruit both undergraduate and graduate students.
**Undergraduate Education:**
- Doing more in the NYC Metro area to attract excellent students and re-engage alumni. 2014 will be our third visit to NYC in three years for this express purpose, and we would like to expand the program, as well as bring more students to Buffalo.
- Better university-wide co-ordination for our various service learning efforts, either as part of the Realizing UB2020 experiential learning initiative, or as a skilled staff person in UGE with proven expertise in building community partnerships.
- Increase the number of undergraduates winning nationally competitive fellowships and scholarships, thereby providing excellent outcomes that can be used as part of the advocacy effort.
- Doing more in the city with boards, charitable organizations, community groups.

**Graduate Education:**
- Federal support of research and graduate education, and immigration reform.

**GEMS:**
- The implementation of an integrated Recruitment to Graduation GEM one stop shop model to improve the retention, services and successes of our graduate students.

**Student Accounts:**
- N/A

**Undergraduate Admissions:**
- Enhanced CRM, data and reporting.

**Data Analytics:**
- Providing validated and trusted data, reports, dashboards, analysis, self-service data discovery and analysis tools to business, academic, and support unit leaders.

**Financial Aid:**
- Having an extended time with freshman and transfer students at orientation would be helpful. We have found that students attending orientation show interest in how their education at UB will be funded, billing expectations and consequence of taking out loans.

**HUB:**
- There is an overall opportunity review our support of technology needs as a university, in a structured and central way. This is an issue in many institutions. Perhaps use a model like what we do here with functional and technical staff working closely together. This group could inventory our current central IT portfolio, review best practices of central IT processes, then periodically manage
and govern our institutional IT portfolio growth and project choices.

- This review may lead to increasing our technology portfolio that is provided centrally. It may also lead to understanding where we may have solutions in place that are unique to us and usable at other places, perhaps turning it into opportunity for revenue. Also taking this opportunity to increase our ROI on technology we already have agreements on and use them across divisions, schools and departments.

- There are so many great things happening around the university with technology that could be utilized by other departments, units, groups but we don’t always know it’s happened and available. Also it helps with the advocating of new products to support our greater mission if many need this functionality or tool then we can spread the cost and support among the many.

Office of the Registrar:
- N/A

SRC:
- Use the swipe card data to do some outreach for both improving our services as well as identifying students who may be at risk.

- Finalizing the database calendar in time for the winter and spring terms.

Teaching & Learning Center (TLC):
- Greater advocacy at all levels related to foundational principles of teaching, learning and assessment.
- Formalized, well-defined clinical supervision of instruction and assessment.
  - Decanal/chair/director development in the common core of clinical supervision in the area of teaching and learning.
- Increased clearly defined expectations related to the value of teaching and learning within the tenure process.
- Greater emphasis on application of the common syllabus.

7. In what ways could the university better support your department’s/unit’s advocacy efforts?

Undergraduate Education:
- Continue to improve and refine that web and marketing efforts on which we rely to convey our message.
- Review and inventory student scholarships to maximize impact from those funds.

Graduate Education:
- Additional staffing and/or assistance from Government Relations.

**GEMS:**
- More support for professional and career development of those whose proposals are accepted at conferences (national, international, state, etc.). This type of support and participation enables UB to become more visible as a leader in best practices but it also opens us up to a library of knowledge from peers and aspirant peer institutions. After all, life does exist outside of UB.

**Student Accounts:**
- Assist with direction.

**Undergraduate Admissions:**
- Validate our use of vendors; provide more useful data, total buy-in that recruitment and enrollment is in everyone’s interests.

**Financial Aid:**
- Advertising – financial literacy initiatives.
- We have found that students attending orientation show interest in how their education at UB will be funded, billing expectations and consequence of taking out loans. Managing debt is a key aspect of financial planning/responsibility that our office advocates.

**HUB:**
- The University could better support us and other groups on campus by taking a look at growing our university’s central IT technology portfolio as well as **reinstituting a university wide process** to add new technological tools to our portfolio or for more focused and unique needs. There is research and articles about this issue that may be helpful to inform this discussion, if pursued.

**Office of the Registrar:**
- The University could better support us and other groups on campus by taking a look at growing our university’s central IT technology portfolio as well as **reinstituting a university wide process** to add new technological tools to our portfolio or for more focused and unique needs. There is research and articles about this issue that may be helpful to inform this discussion, if pursued.

**SRC:**
- Providing resources to not only analyze the data collected, but to also develop a strategy and process for outreach and follow up to our students.

**Teaching & Learning Center (TLC):**
- Each becomes a validated and respected equal element of the tenure process.
- A senior leadership office related to teaching and learning.
- Integration and collaboration of initiatives related to teaching and learning including the principles of interprofessional education.
- Student engagement and participation in development of TLC initiatives.
- Enhanced course evaluation system which impacts improvement in teaching and learning.
Advocacy Task Force
Survey Questions -SMBS

ADVOCACY: the act or process of advocating or supporting a cause, institution, or proposal

1. Briefly describe the advocacy goals of your department/unit (such as research/scholarship support, heightened academic reputation, increased philanthropic giving, etc.).
   a. Fulfill a quadruple mission—excellence in education [undergraduate biomedical sciences, professional (MD, PhD)], research and scholarship (basic and clinical), clinical care (UBMD), and economic development.
   b. Increase philanthropy

2. Who are your targeted audiences for advocacy (such as alumni, business/industry, institutional peer departments/units, state government, federal government, etc.)?
   a. Alumni, medical and private foundations, grateful patients, community business leaders, public, city/state/federal government, accrediting organizations, potential students, potential graduate medical education trainees (interns, residents, fellows).

3. Can you describe what, if any, assets (either people and/or communication materials, etc.) your department/unit has in place that function, in some form, as advocacy for your department/unit?
   a. Transformed web site, communicating/marketing divisions in SMBS and in UBMD, school and public lectures/presentations both locally and nationally.

4. Please list any specific strategies or activities undertaken by your department/unit that you have found effective, and if so, which of these best practices do you feel could be implemented on a university-wide scale?
   a. School and public presentations/lectures, direct visits with state and federal elected officials, interactions with national medical and research associations.
5. What other departments/units at UB do you work with now — or potentially in the future — on shared advocacy goals/initiatives?
   a. Other health science schools, engineering, UB administration, affiliated hospitals.

6. What are emergent advocacy needs and opportunities that your department/unit sees as actionable?
   a. Importance of NIH funding, importance of funding graduate medical education, creation of an integrated academic health center with RPCI and Great Lakes Health, UBMD quality/comprehensive care, role of SMBS in local economic development, role of SMBS in promoting the public health.

7. In what ways could the university better support your department’s/unit’s advocacy efforts?
   a. Better coordinate advocacy efforts by identifying common messaging.
   b. More visible public advocacy (TV, media, symposia)
   c. Entice others (business, public) to help carry our message.
Advocacy Task Force
Survey Questions -Law

ADVOCACY: the act or process of advocating or supporting a cause, institution, or proposal

1. Briefly describe the advocacy goals of your department/unit (such as research/scholarship support, heightened academic reputation, increased philanthropic giving, etc.).

   The Law School has a strong alumni and external affairs department which serves several purposes – promoting faculty scholarship and the image of the school to peers and the public, enhancing philanthropic causes and the Law School Campaign, promoting the school to prospective students, building an alumni base, communicating the school's goals and ambitions, and building an identity.

2. Who are your targeted audiences for advocacy (such as alumni, business/industry, institutional peer departments/units, state government, federal government, etc.)?

   Our targets include prospective students, peers, the legal profession (lawyers and judges), state government, social media, and the public at large.

3. Can you describe what, if any, assets (either people and/or communication materials, etc.) your department/unit has in place that function, in some form, as advocacy for your department/unit?

   We have a full department (alumni and communications) which includes a Webmaster who manages the Law School website and social media interactions.

4. Please list any specific strategies or activities undertaken by your department/unit that you have found effective, and if so, which of these best practices do you feel could be implemented on a university-wide scale?

   We put out two issues of the Law Forum annually (over 10,000 copies) which goes to alumni, the legal profession, peers. We also produce annually an issue of SUNY Buffalo Law Philanthropy which goes to alumni and prospective donors. Our website is current by the hour and we use social media extensively.

5. What other departments/units at UB do you work with now — or potentially in the future — on shared advocacy goals/initiatives?
We work closely with UB Communications, including the Reporter, UB Alumni and Development Office, and UB Government Relations (especially on Albany).

6. What are emergent advocacy needs and opportunities that your department/unit sees as actionable?

We need to target overseas markets for prospective law students. We also need to build our brand beyond the borders of NY State.

7. In what ways could the university better support your department’s/unit’s advocacy efforts?

The University could help us in getting our messages out to a wider national and global audience.
1. Briefly describe the advocacy goals of your department/unit (such as research/scholarship support, heightened academic reputation, increased philanthropic giving, etc.).

- To obtain operational funding to improve the student experience and provide greater access to internships and employment opportunities
- Acquire capital dollars for critical student service initiatives
- Enact policy changes to create a more sustainable UB and Buffalo Niagara
- Ensure resources are available to provide full participation for students with disabilities and veterans in the university experience
- Provide legislative flexibility to create a world class student living and learning experience
- Increase positive relations between UB students and the Buffalo-Niagara community
- Leverage federal, state and local funding to create a sustainable transportation system intra and inter campus
- Increase recognition and awareness of UB to increase “value” of UB degree for graduates and alumni.

2. Who are your targeted audiences for advocacy (such as alumni, business/industry, institutional peer departments/units, state government, federal government, etc.)?

University Life and Services provides leadership to make the UB experience the best it can be for students, faculty, staff and our community. We serve the needs of nearly 30,000 students and a daily campus population of more than 40,000. Our advocacy agenda is comprehensive and includes multiple targets including but not limited to:

- New York State elected officials and policy makers
- Federal legislators and executive branch personnel
- Local elected officials at the county, city and town level
- Key Alumni
- Parents
- Students
- The Buffalo-Niagara non-profit community and those beyond our region,
• The Western New York business sector and national/international enterprises
• Key national and local media outlets

3. Can you describe what, if any, assets (either people and/or communication materials, etc.) your department/unit has in place that function, in some form, as advocacy for your department/unit?

With an experienced team of professionals and more than 20 operational units we work to incorporate advocacy into our everyday functions across the division, but do not have any staff specifically assigned to the task. We have several FTE working in communications/marketing/development and advocacy can play a role in their work.

4. Please list any specific strategies or activities undertaken by your department/unit that you have found effective, and if so, which of these best practices do you feel could be implemented on a university-wide scale?

To obtain the necessary support and engagement for the University and University Life priorities, we utilize innovative and adaptable model that incorporates all relevant institutional tools and resources for the advancement of our image, public policy and funding objectives. By integrating our agenda with grassroots networks, a broad and deep coalition of supporters, a holistic public relations approach, and direct lobbying, we have been able to create a much greater impact and overcome obstacles as they arise.

5. What other departments/units at UB do you work with now — or potentially in the future — on shared advocacy goals/initiatives?

We work in collaboration with nearly every department and unit at UB on a multitude of advocacy fronts. From partnering with Academies, Honors and other student communities, working with local government and agencies on off-campus issues, to advocating with facilities to put forth more sustainable operational practices our division’s breadth and depth mandates that we collaborate across the campus to achieve our goals.

6. What are emergent advocacy needs and opportunities that your department/unit sees as actionable?

• Obtain operational funding to increase the student experience and access to internships and employment opportunities
• Enact policy changes to create a more sustainable UB and Buffalo Niagara
• Increase positive relations between UB students and the Buffalo-Niagara community
• Leverage federal, state and local funding to create a sustainable transportation system intra and inter campus
7. In what ways could the university better support your department’s/unit’s advocacy efforts?

Develop and share with University Life specific university advocacy priorities and then build a collaborative advocacy agenda, leveraging greater assets and gaining greater impact. Developing a clear and articulate campus advocacy plan, messages and strategies, that University Life can help promote.
Advocacy Task Force
Survey Questions - Nursing

ADVOCACY: the act or process of advocating or supporting a cause, institution, or proposal

1. Briefly describe the advocacy goals of your department/unit (such as research/scholarship support, heightened academic reputation, increased philanthropic giving, etc.).
   
   Increased alumni support
   Increased philanthropic giving
   Expanded opportunities for funded research-beyond NIH
   Advocacy for the profession, such as support for bills on the state or national level

2. Who are your targeted audiences for advocacy (such as alumni, business/industry, institutional peer departments/units, state government, federal government, etc.)?
   
   Alumni
   State and federal government
   Foundations

3. Can you describe what, if any, assets (either people and/or communication materials, etc.) your department/unit has in place that function, in some form, as advocacy for your department/unit?
   
   Communications director

4. Please list any specific strategies or activities undertaken by your department/unit that you have found effective, and if so, which of these best practices do you feel could be implemented on a university-wide scale?
   
   Use of social media for connecting with alums
5. What other departments/units at UB do you work with now — or potentially in the future — on shared advocacy goals/initiatives?

Currently do not

6. What are emergent advocacy needs and opportunities that your department/unit sees as actionable?

Support from SUNY and State Ed for programming

7. In what ways could the university better support your department’s/unit’s advocacy efforts?

   Designated staff who will learn about the profession and understand the needs
   Our fair share of advocacy in comparison to the other units-size of unit should not be the only criterion for priority setting
Advocacy Task Force
Survey Questions - Development

ADVOCACY: the act or process of advocating or supporting a cause, institution, or proposal

1. Briefly describe the advocacy goals of your department/unit (such as research/scholarship support, heightened academic reputation, increased philanthropic giving, etc.).

To strengthen alumni engagement and increase philanthropic giving from a wide-range of individuals (i.e. alumni, friends, grateful patients) and also corporate/foundation sources.

2. Who are your targeted audiences for advocacy (such as alumni, business/industry, institutional peer departments/units, state government, federal government, etc.)?

Alumni, corporations, foundations, grateful patients, friends and parents.

3. Can you describe what, if any, assets (either people and/or communication materials, etc.) your department/unit has in place that function, in some form, as advocacy for your department/unit?

We are strategically organized to support the advocacy goals of the Division of Development and Alumni Relations – to strengthen alumni engagement and increase philanthropic giving.

4. Please list any specific strategies or activities undertaken by your department/unit that you have found effective, and if so, which of these best practices do you feel could be implemented on a university-wide scale?

Our unit is comprised of staff spread across the campus; therefore, by the nature of our organization, best practices are already implemented on a university-wide scale.
5. What other departments/units at UB do you work with now — or potentially in the future — on shared advocacy goals/initiatives?

We work with both academic and non-academic units from across the university to achieve our advocacy goals.

6. What are emergent advocacy needs and opportunities that your department/unit sees as actionable?

The Realizing UB 2020 initiative will provide the basis and blueprint for philanthropic goals and alumni engagement activities moving forward.

7. In what ways could the university better support your department’s/unit’s advocacy efforts?

Collectively embrace a culture of philanthropy, as well as the allocation of additional resources to accomplish the mission and goals of the division. Encourage communication across departmental boundaries to facilitate goal achievement.
Advocacy Task Force
Survey Questions -CIO

ADVOCACY: the act or process of advocating or supporting a cause, institution, or proposal

CIT/CCR

1. Briefly describe the advocacy goals of your department/unit (such as research/scholarship support, heightened academic reputation, increased philanthropic giving, etc.).

   CIT, through CCR, seeks to heighten the reputation of UB not only academically, but also within the industrial community through our economic development activities. We also continue to sponsor numerous tours for alumni and philanthropic purposes.

2. Who are your targeted audiences for advocacy (such as alumni, business/industry, institutional peer departments/units, state government, federal government, etc.)?

   Primarily industry though our economic development activities. We also often interact with federal and state officials, through tours and presentations, to lobby for support of UB to sustain its research activities.

3. Can you describe what, if any, assets (either people and/or communication materials, etc.) your department/unit has in place that function, in some form, as advocacy for your department/unit?

   CIT has a communications group, led by Rick Lesniak, who has a doctorate in communications. Their function is to develop newsletters, flyers, and other communications, along with the continued development of the UBIT website, to inform the university community, alumni, about UB’s advances and capability in Information Technology as it applies to their needs.

   In addition, CCR staff, working through the NYSTAR funded NYS High Performance Computing Consortium, routinely work with New York State industry.

4. Please list any specific strategies or activities undertaken by your department/unit that you have found effective, and if so, which of these best practices do you feel could be implemented on a university-wide scale?
First, forming a group within CIT whose primary function was communication and marketing (they work closely with UB's Communication Office) was a big step forward and should be considered campus wide. This helped provide a focus in the organization that communication and marketing was important to CIT, and therefore UB. Too often, prior to this, CIT would be content to simply “do a good job” but not be concerned about ensuring that information regarding newly developed and existing functionality in information technology was reaching our customers (faculty, staff, and students).

Second, the NYS High Performance Computing Consortium (hpc2.org) has provided a good vehicle for us to reach out across the state to make other institutions and industry aware of what UB has to offer and is doing. This year, we intend to have one of our staff members spend a substantial portion of his time devoted to the marketing aspects of the consortium as well as serving as the liaison between CCR and the industrial partners.

Finally, UB’s new web content management system is excellent, and all decanal units and business units should be required to transition to it to provide not only a uniform look and feel for UB’s website, but also because it is designed to function on mobile devices, without looking like a miniaturized version of the website.
5. What other departments/units at UB do you work with now — or potentially in the future — on shared advocacy goals/initiatives?

CCR works with many of the units across campus (CAS, SEAS, Government relations, OVPR, Office of the President, and Office of the Provost) to assist as requested in specific advocacy initiatives.

6. What are emergent advocacy needs and opportunities that your department/unit sees as actionable?

I think through our efforts in the Bioinformatic and Materials Informatic COE’s, along with economic development activities of CCR (hpc2.org and a soon to be announced grant from the EDC (REDC) for HPC Infrastructure to Support Economic Development in NYS), we are well positioned to expand our mission of economic development in WNY and NYS. We can use more help in selling UB’s capability in (big) data analytics to NYS and beyond. Of all the SUNY campuses, UB is the best poisoned by virtue of UB’s long standing support of CCR, to provide SUNY and NYS with access to the IT resources needed to support (big) data analytics.

7. In what ways could the university better support your department’s/unit’s advocacy efforts?

Provide a modest budget to CCR in terms of infrastructure refresh and resolve the ongoing budget issues. In the future, if UB is to make inroad in (big) data analytics, we will need to expand CCR’s support staff modestly to support the IT needs of researchers in informatics (medical, bio, and materials).
Advocacy Task Force
Survey Questions - GSE

ADVOCACY: the act or process of advocating or supporting a cause, institution, or proposal

1. Briefly describe the advocacy goals of your department/unit (such as research/scholarship support, heightened academic reputation, increased philanthropic giving, etc.).

The Graduate School of Education (GSE) is concerned with the entire complex of interrelated activities through which people learn, gather information and make sense of their world, and prepare for and support life and work over a lifetime in schools, libraries, at home and work, and online. A core mission of GSE is to inform and prepare a profession to improve human development, education, and the information environment in local, national, and global contexts. As such we aim to advocate the UB2020 plan by:

- Leading our areas of expertise through research
- Seeking additional funding to compensate for decreased federal and state funding for education
- Expansion of reach of online learning to a wider school, civic, and health professional audience
- Broaden our visibility through an increased reputation in scholarship and dissemination
- Addressing needs of local educational institutions through outreach and research efforts
- Seeking partnerships with other UB units and local community institutions
- Serving in leadership roles in local, state, national, and global organizations—shaping educational policy and reform

2. Who are your targeted audiences for advocacy (such as alumni, business/industry, institutional peer departments/units, state government, federal government, etc.)?

Our targeted audiences for our advocacy activities are broad and diverse. They include but are not limited to:

- State Educational Department and organizations it runs
- Local private, public, and charter school districts
- Community economic and social development
- Informal education institutions including libraries, museums, and community organizations
- Counselors, psychologists, rehabilitation specialists, and other related medical practitioners
- The growing global community of educators seeking our research and leadership in the preparation of professionals in online venues
• Education stakeholders like parents and students in the Western New York region

Through our leadership with partnerships with the above audience, we create and apply knowledge in human development, social and economic context, educational policy, learning and pedagogy, and information studies. Through our externally funded research projects, we will conduct cutting-edge research, promote innovation, and maximize impact in academic fields and the society. Educational innovation in GSE will be achieved in multiple forms with and for this audience including new information and learning systems and products, effective psychological, behavioral, and curricular interventions, best educational policies, and standardized measurement instruments.

3. Can you describe what, if any, assets (either people and/or communication materials, etc.) your department/unit has in place that function, in some form, as advocacy for your department/unit?

GSE has both intellectual and physical assets which have created strong legacy of advocacy for the UB2020 initiative. Our faculty has expertise in education, informatics and information science, computer science, statistics, and mathematics. Specific faculty interests related to big data include online learning, learning trajectories, alternative assessment, classroom videotape analyses, integrated international databases, and time-indexed effect sizes. We are streamlining our research foci as well as developing interprofessional connections within GSE, bringing these colleagues together and integrating their various knowledge and skills toward specific initiatives identified below. GSE faculty is well-positioned to develop a strength and distinction in the following areas:

• Educational policies related to Science, Technology, Mathematics, and Engineering (STEM);
• Innovative online statistical analysis methods and tools.
• Interventions for childhood and adult mental health disorders; development of social and behavioral competencies. This theme is built on many strengths within GSE, such as:
  ADHD assessment and treatment
  Autism spectrum disorders assessment and treatment
  Bullying identification, assessment, and intervention
  Family, School, Societal Transitions
  Healthy living interventions to promote physical and mental health
  Impact of stress on parenting
  Interventions for youth with reading difficulties
  Study of school discipline procedures, security measures, and relation to outcomes
  Teacher training in effective instruction and behavior management
  Transitional planning for typical and at-risk youth

GSE is well-equipped to provide leadership surrounding the above interventions and therefore posed to work in a multi-disciplinary fashion with the School of Medicine and Biomedical Sciences, College of Arts and Sciences, School of Dental Medicine, School of Engineering and Applied Sciences, School of Nursing, School of Pharmacy and
Pharmaceutical Sciences, School of Public Health and Health Professions, and School of Social Work which all have faculty with expertise in interventions and intervention-related research.

4. Please list any specific strategies or activities undertaken by your department/unit that you have found effective, and if so, which of these best practices do you feel could be implemented on a university-wide scale?

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

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

We will continue to submit funding applications to the:

- U.S. Department of Education,
- National Science Foundation,
- Office of Economic Cooperation and Development,
- Institute of Museum and Library Services
- W.T. Grant Foundation,
- Ford Foundation,
- Spencer Foundation, and
- Rockefeller Foundation

There is increased regional and state needs for GSE efforts as funding for public education has substantially decreased and underserved populations are increasing as observed through patterns of migration and immigration in our region.

Organizing conferences or forums on specific issues is a good strategy to raise awareness and communicate messages for research-based advocacy. The University communications office need to provide help with unit efforts.
5. What other departments/units at UB do you work with now — or potentially in the future — on shared advocacy goals/initiatives?

We currently have a wide variety of advocacy initiatives in collaboration with other units on UB’s campus as well as other institutions. These include but are not limited to:

- A Math Science Partnership grant from NSF with the College of Arts and Sciences serving Buffalo Public Schools (Co – PI: Joe Gardella and Xiufeng Liu)
- New York State Education Department Grant = $600,000 (Buffalo Partnership working with 1 struggling urban high school with 70% English Language Learners) including UB faculty from English, Biology, Mathematics, Linguistics.
- UB/GSE Research Institute for the Science of Learning start up to provide infrastructure to increase collaboration among UB units for grant writing and research on teaching excellence across the disciplines from pre-school through higher education (P-20).
- 3-E grant on human capital research for educational and economic development with the College of Arts and sciences research.
- We work in the Interdisciplinary Research Center in Comparative and Global Studies in Education
- We have multidisciplinary grant activity working in collaboration with faculty in Psychology, Sociology, Communications, Educational Psychology funded by RIA and NIAAA through the Alberti Center. A related effort is work with the Western New York Regional Center for Autism Spectrum Disorders sponsored by The University at Albany Center for Autism and Related Disabilities.

6. What are emergent advocacy needs and opportunities that your department/unit sees as actionable?

Our most immediate opportunities for advocacy that we are currently believe are actionable include:

- We work with the Psychology and Sociology Department through an Efficacy of a Comprehensive School-Based Intervention for Children with High-Functioning Autism Spectrum Disorders funded by IES and the US Dept. of Education
- We are developing a plan to start a lab school/charter school on South Campus drawing upon the sociological, economic, and urban planning expertise found on UB’s campus
- We founded the Consortium for Online Education-Schools at UB (COESUB) and continue to establish the standards at UB for online delivery of instruction. Working together with UB units and SUNY to share resources and ideas in an effort to reach school-based goals.
- We are leading campus-based teacher and school leader preparation projects and initiatives as implemented by SUNY (e.g., C-TEN); coordinate curricular changes based on the state common core standards, with all groups involved in the preparation of students for P-20 education professions including school teachers, administrators, psychologists, counselors and librarians
- The GSE joined collaborations with other top tier institutions for exchanges of students and intellectual capital. For example we were accepted into the Network of Academic
Programs in the Learning Sciences (NAPLES), a network of 19 top universities (including Stanford, Rutgers, Northwestern, UC Berkeley, and others).

• We are also endeavoring with the College of Engineering to create this year a STEM Teacher Credential which represents a new Master of Arts in Teaching degree. This degree is an interdepartmental effort with Mathematics, Computer Science, Chemical and Biomedical Engineering Departments led by the Graduate School of Education to be submitted in January and launched next Fall 2014.

• GSE is working with the Western New York Children’s Psychiatric Center to develop a response and define the Role of Professionally Staffed, On-site Libraries in the Treatment of Emotionally Disturbed Children and Adolescents.

• GSE also has a presence at the Lafayette High School as we collaborate with Buffalo Public Schools and Johns Hopkins University on the turnaround plan for this distressed school.

• We continue to look for opportunities to work with School of Medicine and Biomedical Sciences, College of Arts and Sciences, School of Dental Medicine, School of Engineering and Applied Sciences, School of Nursing, School of Pharmacy and Pharmaceutical Sciences, School of Public Health and Health Professions, and School of Social Work which all have faculty with expertise in interventions and intervention-related research.

• GSE is collaborating with Kaleida Health Library Services, the Buffalo and Erie County Public Library, and Parent Network of WNY to Develop a Community Engagement Approach to Foster Health Literacy in Young Adults with Disabilities.

We are maximizing each of these above opportunities for advocating UB2020 by supporting faculty efforts in securing and managing external funding, while giving credit to faculty for their role in increasing UB’s public image and brand. We are also utilizing mainstream media and social media outlets for publicizing GSE’s accomplishments, contributions, and leadership.

7. **In what ways could the university better support your department’s/unit’s advocacy efforts?**

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

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

- We have nearly a dozen separate certification organizations that our 4 units maintain. Each are distinct and all but one has been a model of success and high standards. A second challenge is to maintain this many different inflexible standards from the field of counseling, administration, teacher education, special education and many others yet we are meeting regularly to decide how we can mutually achieve more than one certification with combined courses and departmental collaborations. Further, the State of NY does not seek our advice when providing changes. The State Education Commissioner is facing increasing criticism for his hard line approach to reform—being criticized publically and challenged even by members of his own Board of Regents. Yet, he is staying the course and we continue to have to comply with changing certification and credentialing challenges. One example is the NY State adoption of a new video reflection component to teacher education without connecting any resources to either certification shift. We had to dedicate unanticipated technological and faculty resources to this crisis to successfully meet each requirement—thus distracting from our original advocacy plan for UB2020.

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

- A final challenge is maintenance and replacement of increasingly antiquated educational technology. While there is a large pool of technology fees collected there is a minimal designated funding stream for how the technology fees get used and channeled back to UB units. The university could assist the GSE with explicating the vision for technology growth on campus (particularly with regard to educational technology) and delineating the process for the allocation of technological fees and other sources of innovation resources. With changing Chief Information Officers and shifting priorities, the distribution and allocation process for technological progress is less than transparent. While GSE represents a large portion of the Graduate School population, we have a disproportionate reimbursement of these collected fees and it is insufficient to provide technological services millennial students are looking for.

- Organizing conferences or forums on specific issues is a good strategy to raise awareness and communicate messages for research-based advocacy. The University communications office needs to provide help with unit efforts.
Advocacy Task Force
Survey Questions – University Libraries

ADVOCACY: the act or process of advocating or supporting
a cause, institution, or proposal

1. Briefly describe the advocacy goals of your department/unit (such as research/scholarship
support, heightened academic reputation, increased philanthropic giving, etc.).

   • Further research and scholarship in all disciplines by advocating for sustainable scholarly
     communication models
     o The Association for Research Libraries (ARL) and Scholarly Publishing and Academic
       Resources Coalition (SPARC) lobbied in favor of the Fair Access to Science and
       Technology Research Act of 2013 (FASTR) and the Office of Science and Technology
       Policy’s Executive Directive on Increasing Access to the Results of Federally Funded
       Scientific Research.
     o ARL and SPARC lobbied successfully against the Research Works Act (H.R.3699),
       proposed legislation designed to roll back the NIH Public Access Policy and block the
       development of similar policies at other federal agencies.
     o ARL in partnership with AAU and APLU is advocating for the formation of a shared open-
       access research infrastructure (SHARE).

   • Further research and scholarship in all disciplines by advocating for intellectual freedom

   • Increase federal funding of libraries
     o The American Library Association (ALA), ARL and others in the library and education
       organizations support the annual appropriations of a number of federal and
       congressional agencies, national libraries, and agency programs and initiatives. These
       include: the Institute of Museum and Library Services, the Library of Congress, the
       National Agricultural Library, the National Libraries of Medicine, the National Archives
       and Records Administration, the National Endowment for the Humanities, the National

   • Create a scalable infrastructure to preserve digital scholarship

   • Improve the UB Libraries’ reputation regionally and nationally
     o In combination with our programs, our statewide advocacy efforts maintain UB
       Libraries’ reputation as the leading library in SUNY.
     o Vice Provost Austin Booth’s active service in ARL enhances UB Libraries’ reputation
       nationally.
     o UB Libraries’ staff serve on a variety of national and regional boards, committees and
       task forces.
     o The UB Libraries’ Communications Team regularly evaluates the effectiveness of the
       Libraries’ internal and external communication initiatives.

   • Increase donor pool and development monies
Contact with donors occurs through established personal and professional relationships, and our bi-annual newsletter, *UB Libraries Today*.

2. **Who are your targeted audiences for advocacy (such as alumni, business/industry, institutional peer departments/units, state government, federal government, etc.)?**

- **Federal government**
  - Advocacy occurs through membership in larger professional groups, such as the ARL, SPARC and ALA. These organizations lobby the legislative and executive branches, and provide amicus briefs to the judiciary.

- **State government**
  - Advocacy occurs through communicating our priorities with the SUNY Provost's Office.
  - Advocacy occurs through membership in statewide groups, such as the NY3Rs and New York Library Association. These groups testify at various state legislative hearings, lobby legislators and provide briefs.

- **Professional Organizations**
  - As members of the most prominent professional library organizations, UB Libraries participate in setting libraries’ agenda nationally. Vice Provost Austin Booth serves on national committees as do many UB Libraries staff members.

- **Alumni**

- **Peer libraries**
  - Advocacy occurs through membership and active participation in professional organizations.
  - Advocacy occurs through UB Libraries’ collaborative initiatives.
  - Advocacy occurs through UB Libraries’ faculty and staff professional involvement, scholarship and presentations.
3. Can you describe what, if any, assets (either people and/or communication materials, etc.) your department/unit has in place that function, in some form, as advocacy for your department/unit?

Assets include:

- University Libraries Website
  - Our website is heavily trafficked with over 12 million page views from 1.8 unique visitors annually.

- Heavily trafficked spaces
  - Over 3.5 million visitors annually.

- The UB Libraries’ Communications Team
  - The primary goal of the UB Libraries’ Communications Team is to evaluate and improve the effectiveness of the Libraries’ internal and external communication initiatives.

- UB Libraries Today
  - Biannual newsletter focused on Libraries development efforts.

- Social media channels

- Staff whose duties relate to advocacy
  - Communications Officer
  - Web Developer/Graphic Designer
  - Coordinator, Community Outreach Services

- 0.5 FTE Development Officer through the Office of the Vice President for Development and Alumni Relations

- A culture that values professional development
  - Library staff members are encouraged to be professionally active regionally and nationally.

4. Please list any specific strategies or activities undertaken by your department/unit that you have found effective, and if so, which of these best practices do you feel could be implemented on a university-wide scale?

- Balanced Scorecard
  - UB Libraries uses Balanced Scorecard, a strategic planning tool, to measure impact, progress, and effectiveness of Libraries’ activities on strategic goals. Advocacy measures, such as media mentions, new donors, external partnerships and website traffic to specific pages, allow the Libraries to track how we are doing in this area.
  - Several Fortune 500 companies and large non-profits use Balanced Scorecard or metrics based strategic planning tools, so it could be scaled for use.
5. What other departments/units at UB do you work with now — or potentially in the future — on shared advocacy goals/initiatives?

- The Office of University Communications
- The Office of the Vice President for Development and Alumni Relations
- The Office of the President
- The Office of the Vice President for Research & Economic Development
- Decanal units

6. What are emergent advocacy needs and opportunities that your department/unit sees as actionable?

- Scholarly communications issues related to open access, open data, NIH, NSF and the Executive Directive on Increasing Access to the Results of Federally Funded Scientific Research will become more prominent in the upcoming years.
  - The publishing industry is formidable. They have yet to find a model in the digital age that generates previous levels of profitability. In turn, they have engaged in self-interested advocacy tactics that emphasize traditional practices, thwart innovation and run counter to academic progress.
  - The University’s support through this transition is crucial to appropriately advance the sciences, arts and humanities.

- In an age of information overload, the value of an information literate populace — a populace that can identify, locate, evaluate, and effectively use information to constructively address issues or problems.

7. In what ways could the university better support your department’s/unit’s advocacy efforts?

- Best practices for communicating advocacy issues, successes, and setbacks.
- Regular communications summarizing the University’s and unit’s advocacy concerns, particularly if focused on a specific piece of legislation.
Advocacy Task Force  
Survey Questions – Dental Medicine

ADVOCACY: the act or process of advocating or supporting a cause, institution, or proposal

1. Briefly describe the advocacy goals of your department/unit (such as research/scholarship support, heightened academic reputation, increased philanthropic giving, etc.).

The SDM is driven to lead innovation in oral health education, research and service to improve quality of life. This is achieved through three individual, yet aligned areas;

Academics – The SDM seeks to globally transform dental education to produce innovative, compassionate, inquisitive graduates that value integrity and seek to increase quality of life under the guidance of world class faculty.

Research – The SDM seeks to re-invigorate SDM research so we are a globally recognized leader in innovation, excellent scholarly contribution, and an organization that defines excellence in research.

Service – The SDM excels at community engagement, acting as an oral health safety net for Western New York, and offers oral healthcare not only locally but globally. The SDM advocates for those individuals and groups who face large barriers to receiving care.

2. Who are your targeted audiences for advocacy (such as alumni, business/industry, institutional peer departments/units, state government, federal government, etc.)?

Alumni - Alumni are essential for philanthropic success, as well as fulfilling our vision to define excellence in global health and for promotion of excellence of the education they received.

Business/Industry – SDM and business/industry collaboration, partnerships, and support are filled with opportunities to succeed well beyond what anyone has done before. Innovation, knowledge, service, and financial synergies create the potential for entirely new directions and outcomes.
Academic- Cross collaboration between alumni, business and government will foster academic excellence through direct financial support and exposure to cutting edge technologies.

Government at all levels represents many challenges and burdensome regulatory cost, and at the same time opportunities for partnership and support that can assist in achieving important goals.

3. **Can you describe what, if any, assets (either people and/or communication materials, etc.) your department/unit has in place that functions, in some form, as advocacy for your department/unit?**

The SDM invested in marketing efforts that communicate SDM needs and successes to relevant stakeholders. Tools and resources include electronic newsletters, digital media, custom videos, routine attention to relationships with the media/press, managing public relations, etc.

The SDM has created the SDM Advancement Council that draws upon leaders from industry, government, insurance, and healthcare who are directly engaged in SDM advocacy and philanthropy efforts. In addition, Development continues to seek out major gift opportunities on an ongoing basis.

4. **Please list any specific strategies or activities undertaken by your department/unit that you have found effective, and if so, which of these best practices do you feel could be implemented on a university-wide scale?**

Prioritization – Early on the SDM refreshed its mission, vision, and core values; next it adopted 9 strategic initiatives for investigation and implementation, depending on feasibility study outcomes. Selected initiatives are underway or implemented, and the SDM is now moving forward with a follow up Strategic Planning Summit to review successes and failures, current environment, and adopt a strategic plan for going forward. The focus that priorities bring is incredibly helpful when leveraging resources, seeking support, and moving forward.
5. **What other departments/units at UB do you work with now — or potentially in the future — on shared advocacy goals/initiatives?**

The SDM has a good working relationship with UB Development. Presently, the SDM and Development are refining SDM priorities, building case statements for those priorities, and creating a strategy for obtaining support both internally and externally to the SDM.

We currently have ongoing collaboration with Schools of Nursing; Pharmacy and Pharmaceutical Sciences; and Public Health and Health Professions and would like to strengthen our initiatives with all units of the Academic Health Center.

6. **What are emergent advocacy needs and opportunities that your department/unit sees as actionable?**

The SDM recently completed a Facilities Master Plan and identified priorities for updating SDM infra-structure so teaching/learning and patient care can be enhanced. The SDM needs to increase internal support and engagement, build UB senior leadership support, and obtain external financial support totaling $32M.

With rising costs of dental education, the SDM is advocating for support to recruit and retain students with financial needs from underrepresented communities.

Uphold the SDM’s tradition of academic excellence through faculty recruitment and development.

7. **In what ways could the university better support your department’s/unit’s advocacy efforts?**

Better collaboration among all units for student recruitment and scholarship opportunities.
Advocacy Task Force
Survey Questions
Vice Provost for International Education (VPIE)

ADVOCACY: the act or process of advocating or supporting a cause, institution, or proposal

1. Briefly describe the advocacy goals of your department/unit (such as research/scholarship support, heightened academic reputation, increased philanthropic giving, etc.).

Advocacy priorities for International Education relate to our primary constituents—international students and scholars, international employees, and UB students and staff participating in programs overseas. Advocacy on the federal side pertains to a range of immigration issues that impact UB’s international students, scholars and employees, with the proposed immigration reform legislation being foremost. In support of the university’s various missions, VPIE seeks to advocate for enhanced immigration benefits, as well as reduced restrictions, for its international constituents, whether they are studying, researching, teaching or working at UB. Included here are foreign national employees on work (H1-B) visas and those seeking permanent residency. To be as competitive as possible in attracting the best faculty and researchers/post-docs from the global market, UB advocates for enhanced immigration benefits and opportunities for prospective foreign national employees. Another area of federal advocacy relates to federally funded international education and exchange programs administered by the Department of State and the Department of Education. These include flagship programs like Fulbright, Humphrey, Muskie, etc. On the local level, VPIE advocates for improved housing and public safety in the University Heights, where a large number of international graduate students live.

2. Who are your targeted audiences for advocacy (such as alumni, business/industry, institutional peer departments/units, state government, federal government, etc.)?

As noted above, the primary target audience for VPIE advocacy (working with Government Relations) is the federal government, which has jurisdiction over immigration matters pertaining to students, scholars and foreign national employees; and administers federally funded exchange programs like Fulbright. A secondary audience is local government, on issues relating to the safety, health and well being of international students and scholars.

3. Can you describe what, if any, assets (either people and/or communication materials, etc.) your department/unit has in place that function, in some form, as advocacy for your department/unit?

Each semester for the past 20 years VPIE has published “UB International,” a 28-page newsletter featuring a broad range of UB’s international programs, activities and initiatives. In addition to faculty and staff on campus, the publication is mailed to several thousand constituents in the US and
overseas. The newsletter has helped raise awareness both at home and abroad about UB’s international engagement and confirm UB’s leadership in this area. VPIE also publishes special brochures and view books to describe the university’s internationalization plans and initiatives. The “Global Reach” area of the UB website also serves to showcase UB’s extensive international activities.

4. Please list any specific strategies or activities undertaken by your department/unit that you have found effective, and if so, which of these best practices do you feel could be implemented on a university-wide scale?

Keeping VPIE’s mission and goals front and center has been effective, as has the ongoing effort to raise awareness of UB’s international stature and engagement, both on campus and with the university’s various publics. Consistent, regular print and electronic communications have effectively supported both of these endeavors.

5. What other departments/units at UB do you work with now — or potentially in the future — on shared advocacy goals/initiatives?

VPIE currently works closely with both the Office of the President and Government Relations on a range of advocacy goals and initiatives. To a lesser extent, VPIE works with VPUE, the Graduate School and Student Life and Services on issues of mutual interest. VPIE also partners with Development and Alumni Relations in advocacy specific to alumni and donors and donor prospects.

6. What are emergent advocacy needs and opportunities that your department/unit sees as actionable?

The most important government advocacy concern is the pending immigration reform legislation, the final outcome of which is far from certain. However, as of fall 2013, the unprecedented opportunity to tackle this vital matter in Congress appears to be diminishing. A second emergent need/opportunity is in the realm of international alumni and development. As the 20-City Tour demonstrated, there is huge untapped potential to recruit enhanced affiliation/support from international alumni and to attract international philanthropy. VPIE is particularly interested in attracting donor support to assist UB students wishing to study abroad.

7. In what ways could the university better support your department’s/unit’s advocacy efforts?

In its federal advocacy efforts, VPIE has received excellent ongoing support from Government Relations, and VPIE and the Office of Development and Alumni Relations continue to expand their collaboration in outreaching to international alumni and donors. The university’s overall approach to advocacy could benefit from increased engagement by the deans and schools.
Advocacy Task Force
Survey Questions –
Educational Collaboration and Engagement

ADVOCACY: the act or process of advocating or supporting a cause, institution, or proposal

1. Briefly describe the advocacy goals of your department/unit (such as research/scholarship support, heightened academic reputation, increased philanthropic giving, etc.).

Support for scholarships is always welcomed for both EOC and MFC students. In addition, funding opportunities for programs – e.g., workforce development for EOC is helpful, and for precollege initiatives for EOC and Office for University Preparatory Programs (OUPP – includes, Upward Bound, Science & Technology Enrichment Program and the Liberty Partnerships Program).

2. Who are your targeted audiences for advocacy (such as alumni, business/industry, institutional peer departments/units, state government, federal government, etc.)?

Alumni, state and federal government, private foundations... whoever will help!

3. Can you describe what, if any, assets (either people and/or communication materials, etc.) your department/unit has in place that function, in some form, as advocacy for your department/unit?

We use central resources through Development and Government Relations

4. Please list any specific strategies or activities undertaken by your department/unit that you have found effective, and if so, which of these best practices do you feel could be implemented on a university-wide scale?

Through EOC and OUPP, well organized advocacy efforts are organized through the state organizational infrastructure. For Upward Bound, the federal program, the TRIO organization carries the responsibility for organizing the affiliates.
5. What other departments/units at UB do you work with now — or potentially in the future — on shared advocacy goals/initiatives?

None at this time

6. What are emergent advocacy needs and opportunities that your department/unit sees as actionable?

It would be helpful if some of the needs of these individual areas were echoed through the university agenda whenever possible. It would give more credibility and power to the requests we make.

7. In what ways could the university better support your department’s/unit’s advocacy efforts?

I understand that even the university’s agenda must be prioritized. That being said, broadening the menu of requests, or even partnering with other SUNY or other campuses that have similar support units - e.g., continuing professional education, pre-college – workforce development – might be another way of supporting these units.
Advocacy Task Force
Survey Questions – Office of the VPRED

ADVOCACY: the act or process of advocating or supporting a cause, institution, or proposal

1. Briefly describe the advocacy goals of your department/unit (such as research/scholarship support, heightened academic reputation, increased philanthropic giving, etc.).
   - Garnering funding for the research, scholarship and creative activities of our faculty
   - Increasing public awareness of UB’s research and scholarly activities

2. Who are your targeted audiences for advocacy (such as alumni, business/industry, institutional peer departments/units, state government, federal government, etc.)?
   - Funding Agencies (Federal & State & Local governments; Foundations; Corporations; Individual Donors)
   - University Peers
     - Aspirational
     - Other Public Research Universities
     - SUNY
   - UB Community of Scholars
     - to increase collaborations
     - to publicize, incentivize and recognize excellence
   - Local Community

3. Can you describe what, if any, assets (either people and/or communication materials, etc.) your department/unit has in place that function, in some form, as advocacy for your department/unit?
   - Senior Staff of VPRED
   - Newsletter “Discovery”
   - Collaboration/Partnership with staff in offices as outlined in question 5.

4. Please list any specific strategies or activities undertaken by your department/unit that you have found effective, and if so, which of these best practices do you feel could be implemented on a university-wide scale?
   - Identifying agency funding priorities or key programs that align with UB strengths, then building strongest research teams to submit competitive proposals to key strategic funding opportunities. Institutionalizing this practice on a larger scale could be beneficial in building additional research strengths, and capacity for the university.
5. What other departments/units at UB do you work with now — or potentially in the future — on shared advocacy goals/initiatives?

- Office of the President
- Office of the Provost
- Office of the Vice President for Finance and Administration
- Office of the Vice President for University Communications
- Office of Government Relations
- Office of Corporate and Foundation Relations
- Deans Offices of Academic Units

6. What are emergent advocacy needs and opportunities that your department/unit sees as actionable?

- With START-UP NY, regular and proactive interactions with the Governor's Office and any other state agencies working on this program will be critical
- Further establishing and building of strong relationships with federal funding agencies program officers, elected officials or other individuals who could advance UB's research agenda at the federal level

7. In what ways could the university better support your department’s/unit's advocacy efforts?

- We have a good foundation for advocacy efforts with the offices identified in question 5. Increasing these efforts – more proactive interactions with our faculty, better identification of funding opportunities, improving the process for creating communications materials – would improve the advocacy efforts of our office, which is to advocate for the research, scholarship and creative activities of our faculty.
Advocacy Task Force
Survey questions/Summation of Responses

ADVOCACY: the act or process of advocating or supporting a cause, institution or proposal

1. Briefly describe the advocacy goals of your unit (such as research/scholarship support, heightened academic reputation, increased philanthropic giving, etc...)

Summary:

- Recruitment, Reputation, Community Service, Development.
- To promote state or national policies and legislation that enhance education and research and/or improve the financial support of students.
- Support the UB brand and articulate the broad strategic objectives and supporting programs.
- Excellence in education, research and scholarship, clinical care, economic development, increase philanthropy.
- Promote faculty scholarship and image of the school to peers and the public.
- Operational and capital funding.
- UB Sustainability.
- Increasing public awareness of UB’s research and scholarly activities.
- Increase positive relations between UB community and the Buffalo-Niagara community.
- Leverage federal, state, and local funding.
- Increase recognition and awareness of UB to increase “value” of UB degree for graduates and alumni.
- Expand opportunities for federally funded research.
- Heighten the reputation of UB not only academically, but also within the industrial community through our economic development activities.
- Expansion of reach of online learning to a wider school, civic, and health professional audience.
- Serving in leadership roles in local, state, national, and global organizations—shaping educational policy and reform.
- International students and scholars, international employees, and UB students and staff participating in programs overseas.
- A range of immigration issues and enhanced immigration benefits that impact UB’s international students, scholars and employees, with the proposed immigration reform legislation being foremost.
- Federally funded international education and exchange programs administered by the Department of State and the Department of Education.
2. Who are your targeted audiences for advocacy (such as alumni, business/industry, institutional peer departments/units, state government, federal government, etc.)?

Summary:
- Students, parents, alumni.
- SUNY, local, state, federal governments.
- Funding Agencies (Federal & State & Local governments; Foundations; Corporations; Individual Donors)
- University Peers
- Peer institutions, professional organizations.
- The public, community business leaders, private foundations and non-profit groups, elected officials and policy makers, local and national media outlets.
- State Educational Department and organizations it runs
- Local private, public, and charter school districts
- Informal education institutions including libraries, museums, and community organizations

3. Can you describe what, if any, assets (either people and/or communication materials, etc.) your unit has in place that function, in some form, as advocacy for your department or unit?

Summary:
- Staff serving on local, state, and national organizations.
- Senior Staff
- Web sites and social media.
- Print and electronic communications.
- Unit or departmentally dedicated Communications Officer, Web Developer, Community Outreach Coordinator; Development Officer.
- SDM Advancement Council
- No dedicated Advocacy staffing.

4. Please list any specific strategies or activities undertaken by your unit that you have found effective, and if so, which of these best practices do you feel could be implemented on a university-wide scale?

Summary:
- Work with national advocacy groups (i.e., AAU, APLU, etc.)
- A support model structured for internal and external communications.
- Direct visits from faculty with state and federally elected officials; interactions with national organizations and research associations.
- Periodic unit/departmental publications to communicate to the university community, alumni, external community.
• Web site and social media.
• School outreach events, partnership with the Buffalo Public Schools.
• Organizing conferences or forums on specific issues.
• Consistent, regular print and electronic communications

5. What other units at UB do you work with now—or potentially in the future—on shared advocacy goals/initiatives?

Summary:

• Development
• VP for Communications & Marketing
• Office of the Provost
• Office of the Vice President for Finance and Administration
• Office of Corporate and Foundation Relations
• Government Relations
• University Communications
• Office of the President
• Other departmental units.
• None

6. What are emergent advocacy needs and opportunities that your unit sees as actionable?

Summary:

• Advocacy for capital funding and continuation of the rational tuition plan.
• Building a strong branding position institutionally.
• Increased university-wide community engagement with philanthropic organizations and community groups.
• Increased advocacy efforts for federal research support (NSF, NIH, etc.) and immigration reform.
• Increased advocacy for more support from SUNY and the NYS Education Department.
• Building UB’s brand beyond NYS, extending further into overseas markets.
• Developing institutional basis and blueprint for philanthropic goals and alumni engagement.
• Increased support for university-related economic development activities.
• The Consortium for Online Education-Schools at UB.
• Continued interdisciplinary research among UB schools
• Pending immigration reform legislation
• International alumni and development
• START-UP NY, regular and proactive interactions with the Governor’s Office
• Further establishing and building of strong relationships with federal funding agencies program officers, elected officials or other individuals

7. In what ways could the university better support your unit’s advocacy efforts?

Summary:
• Identifying common, institution-wide, advocacy messaging and strong university branding position.
• Additional resources at either the unit level or institutional level (Government Relations), or both, to increase advocacy efforts on behalf of individual units and university-wide.
• A structure for regular communications between the central administration and units regarding advocacy efforts and needs at the unit level and institutional level.
• Increased coordination with University Communications on advocacy efforts within units.
• Better collaboration among all units for student recruitment and scholarship opportunities.
• Increased advocacy engagement by the deans and schools.
• Partnering with other SUNY or other campuses that have similar support units.
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<tbody>
<tr>
<td>1</td>
<td><strong>Task Force Recommendations</strong></td>
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<td>Overall Impact</td>
<td>Priority</td>
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<td>8</td>
<td>Working with the VP for Communications, develop a communications strategy for identified advocacy priorities; As part of the development of a broader communications and marketing strategy for the university, the VP for Communications should conduct a national survey to determine perception of the UB brand.</td>
<td>High</td>
<td>Low</td>
<td>Medium</td>
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<td>9</td>
<td>Create an internal structure, co-led by the vice president for research and economic development and the director of federal relations, and comprised of people identified by the vice presidents for development, research and economic development, and communications, that coordinates the advocacy efforts of the Office of Government and Community Relations with development and alumni relations, research and economic development, and university communications. A coordinated internal structure will advance the university’s research agenda (especially through federal funding) through actively engaging federal agencies, industry, and local/national/corporate foundations to maximize grant awards thereby enhancing the visibility, impact, and volume of the UB research enterprise.</td>
<td>Moderate</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
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<td>10</td>
<td>Create an internal structure to enhance two-way communication between the office of government and community relations and the deans and vice presidents (or his/her designee). This new internal structure will help to inform our advocacy agenda: The Task Force is proposing the implementation of an internal networking structure for university related advocacy, from institutional to departmental goals, in which deans from every academic unit would identify a person from his or her unit to act as a government affairs liaison to the central administration. The assistant vice president for government and community relations would lead this group of representatives who would meet regularly throughout the year; Establish an annual meeting of the deans with the UB government and community relations team to exchange information regarding the advocacy agenda.</td>
<td>Low</td>
<td>Low</td>
<td>Medium</td>
<td>Medium</td>
<td>High</td>
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<td>11</td>
<td>In cooperation with the VP for Communications, and in light of the emergence of the UB Downtown Campus, revisit and update base-line data regarding community perceptions of the university and its community relations activities beginning with the 2005 Community Engagement Task Force report.</td>
<td>High</td>
<td>Low</td>
<td>Medium</td>
<td>Medium</td>
<td>High</td>
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<td>12</td>
<td>The Office of Community Relations should work with the Vice President for Communications to develop a communication strategy within the broader institutional communication strategy to ensure university awareness, branding, and messaging reaches neighborhood communities on a consistent, regular basis.</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
<td>High</td>
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<td>13</td>
<td>Increase the financial and organizational capacity of the Community Relations organizational structure to enhance positive relationships, communications, and partnering opportunities while managing expectations and proactively addressing challenges in the university’s host communities.</td>
<td>Medium</td>
<td>Low</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
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<td>14</td>
<td>Create meaningful and substantive linkages between the work of the Office of Community Relations and the findings, work and recommendations of the Engagement Task Force. CR acts as a link between community “need” and university/faculty interest</td>
<td>Medium</td>
<td>Low</td>
<td>Medium</td>
<td>Medium</td>
<td>High</td>
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<td>15</td>
<td>Make capital investments on south campus and in adjacent community neighborhoods. Potential areas for investment may include, but are not limited to: South Campus LED Message Boards-- Located on Main Street and Bailey Avenue, the signs will promote UB-wide and campus events, welcome the community, and provide timely information to the university community; South campus “Place Making”-- Permanent banner/flag stanchions on light posts surrounding the south campus perimeter and internal loop to promote the UB brand and vision.</td>
<td>Medium</td>
<td>Low</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
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<td>16</td>
<td>Reintroduce the Integrated Stakeholder Model Concept: Develop a “Neighborhood Summit,” consisting of community stakeholders and members of the UB community, which could lead to the creation of “Neighborhood Councils” for both the South and Downtown Campuses. These councils would consist of community stakeholders and overseen by UB, with a commitment to regular and frequent two-way communications between UB and its surrounding communities.</td>
<td>Medium</td>
<td>Low</td>
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