

MISSION REVIEW II

2005–2010

CAMPUS ROLE/DISTINCTIVENESS

Defining Characteristics

Buffalo State College, founded in 1871, is a member of the 64-campus State University of New York (SUNY) system. It is the largest comprehensive college in SUNY and the only one located in a metropolitan area. The current enrollment of more than 11,000 students includes a diverse mix of traditional, underrepresented, and adult students. The Middle States Association of Colleges and Schools is the regional accreditation organization for the college. Buffalo State was first accredited in 1948 and has since been reaccredited without interruption.

Characterized as a comprehensive regional institution, Buffalo State seeks to combine quality education, access, diversity, and service to create an environment that promotes intellectual, personal, and professional growth for students, faculty, and staff. The Carnegie Classification of Institutions of Higher Education classifies institutions based on their degree-granting activities. Buffalo State is classified in the Master's College and Universities I category. These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the master's degree. They typically award 40 or more master's degrees per year across three or more disciplines. The college offers more than 150 undergraduate and graduate majors and minors in liberal arts and applied programs.

Institutional aspirations for Buffalo State were identified in the Mission Review I process and included statewide leadership in the design and delivery of teacher education programs, in urban education initiatives, and in applied research.

Strategic Plan

Members of the campus community recently used a comprehensive, inclusive strategic planning process to affirm Buffalo State's statement of mission, vision, and core values.

Vision Statement

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

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

Mission Statement

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

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

Core Values

We, the Buffalo State community, are committed to:

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

The resulting strategic plan, adopted in 2002, is based on five strategic directions:

Strategic Direction 1: Quality Learning Experiences

Buffalo State will engage students in rigorous learning experiences, both in and out of the classroom, that heighten their aspirations and transform their lives.

Strategic Direction 2: Research, Scholarship, and Creativity

Buffalo State will support and expand opportunities for research, scholarship, and creative expression.

Strategic Direction 3: Regional Leadership and Service

Buffalo State will position itself as a leading educational, economic, and cultural partner, contributing to the vitality of the region.

Strategic Direction 4: Academic and Institutional Distinctiveness

Buffalo State will develop initiatives to support programs and activities that distinguish the college.

Strategic Direction 5: Institutional Leadership, Governance, and Responsiveness

Buffalo State will empower leadership at all levels, promote representative and inclusive governance, and provide superior services to the campus community.

These strategic directions translate into more than 50 action steps for the college.

Mission Review II (2005-2010): Initiative 1

The Buffalo State Strategic Plan 2003-2008 will define and guide goals and action steps for the college. Progress is continually monitored. A copy of the strategic plan is found in Appendix I. A number of action steps are not restated in the Mission Review II document since they focus on subjects not central in the mission review process.

Academic Plan

An academic plan was created following adoption of the strategic plan and revolves around six academic goals.

1. Build a diverse, intellectually vital faculty and staff.
2. Deliver a curriculum that will distinguish Buffalo State as a national leader in public higher education.
3. Engage students to create a community of learners.
4. Expand scholarship and create a culture of “scholars in the classroom.”
5. Employ assessment and evaluation methodology to guide continuous improvement.
6. Establish an organizational structure and administrative systems to ensure academic success and responsiveness.

The academic plan, adopted by the College Senate in December 2003, provides direction to the academic community and expands the goals of the strategic plan to include academic issues. Many of the academic plan initiatives are discussed in Mission Review II.

Mission Review II (2005-2010): Initiative 2

The Buffalo State Academic Plan will define and guide goals for the academic community. Progress is continually monitored. A copy of the academic plan is found in Appendix II.

Distinctiveness

Buffalo State adopted an institutional distinctiveness concept titled “Integrating Inquiry and Action.” This is a major outcome of the college’s strategic planning process.

Distinctiveness in integrating inquiry and action is suited to Buffalo State because:

- We are teacher-scholars in the classroom, closely and directly challenging students.
- We mentor students, encouraging them to develop as leaders and to make transitions to the professional world.

- We conduct research in the scholarship of teaching and learning, the processes of creative thought, and the foundations of educational development, and we can use this research to improve and enrich our teaching.
- Our small classes promote situations where students can actively solve problems, and we provide opportunities for laboratory, field, and studio experiences.
- Our developing culture of undergraduate research will enable students to be actively involved in research and creative activities in and out of the classroom.
- Our urban location means that students engage in a variety of off-campus experiences as student teachers, interns, service learners, and volunteers; professionals from the working world can readily come to campus to share their expertise with our students.

We aspire to become an institution known for:

- Our best practices in integrating inquiry and action, theory and practice.
- Our general liberal education program, which offers students a common exploration of the modes of intellectual inquiry and gives them processes of thought to use in their major fields of study.
- The expertise we have in the scholarship of teaching and learning, and in problem-based and inquiry-based learning.
- Our creation of classroom situations that facilitate and encourage students to become intellectuals, problems solvers, and agents of change.
- Our requirement that all students participate in a culminating course or experience in which they apply the lessons of their discipline.
- The fact that our students and their teachers, indeed all members of the Buffalo State community, are engaged in professional or service activities in Western New York and beyond.

Mission Review II (2005-2010): Initiative 3

The horizontal distinctiveness Theme “Integrating Inquiry and Action” will be institutionalized in internal and external affairs of the college.

Buffalo State also examined vertical or programmatic distinctiveness as part of the strategic planning process. Templates were developed for programs to use in determination of distinctiveness at the local, regional, national and international level. Templates were piloted with a small number of programs.

Mission Review II (2005-2010): Initiative 4

Programmatic distinctiveness will be used for institutional comparative advantage purposes such as recruitment, marketing, image, attracting resources, progress toward vision, fundraising, and reputation in the academic community. Templates for programmatic distinctiveness will be externally validated. All campus programs are invited to use templates to ascertain level of distinctiveness.

National Context—Peer Groups

Current and aspirational peers were identified using the National Center for Higher Education Management System's (NCHEM's) Comparison Group Selection Service. We sought peers among public institutions with no medical school located in the periphery of, or in a large city. Criteria used for matching purposes included total FTEs, total Headcount, part-time headcount, percent minority headcount, full-time faculty headcount, percent degrees awarded by level, student/faculty ratio, SAT/ACT admission scores, selectivity number and selector, total research expenditures and Carnegie classification (Masters 1/DRI). All data used in this process was from the 2001-2002 IPEDS file which is the most current, consistent national data file available.

Current peers are those institutions most similar to Buffalo State in 2004.

Bridgewater State College
Northern Kentucky University
Kean University
Montclair State University
Salem State College
Slippery Rock University of Pennsylvania
University of Nebraska at Omaha

Aspirational peers (2004) are those institutions with similar characteristics but with desired traits (especially first time selectivity) that make the institutions aspirational.

Oakland University
Portland State University
Rowan University
Towson University
University of Massachusetts at Boston
University of Missouri at St. Louis
University of North Florida
West Chester University of Pennsylvania
William Paterson University

Mission Review II (2005-2010): Initiative 5

Current and aspirational peer group analysis will be refined. Aspirational peers will be identified by criteria such as selectivity, retention, graduation, and related items. Refinement will result by considering academic reputation, scholarship accomplishments, and service and outreach engagement.

Buffalo State is classified as a Tier 4 institution in rankings developed by U.S. News and World Report. Assessment of those rankings and analysis of peer institutions suggests that the major factors restricting Buffalo State to Tier 4 are graduation rate, class size,

percent of first-time students in the upper 25 percent of their graduating class, and alumni giving.

Mission Review II (2005-2010): Initiative 6

Buffalo State actions and reputation will move the college out of Tier 4 to higher levels in national rankings (*U.S. News and World Report*).

Economic Impact—Local and New York State

SUNY economic impact data reveals the following for Buffalo State for the 2002-2003 academic year:

Enrollment:

Total students:	11,803
Erie County:	7,797
Regional:	9,371
Out of Region:	2,262
Out of State/International:	176
Living off campus:	10,146

Graduates:

Degrees and Certificates:	2,136
Degrees since inception:	7,775

Employment:

Total employees, State:	1,516
Total payroll and fringes, State:	\$82,631,840
Total payroll, sponsored programs:	\$18,112,375

Expenditures:

Core operations:	\$87,554,901
Residence halls:	4,902,648
Auxiliary Services:	34,893
Campus Foundations:	3,142,798
Sponsored Research:	31,166,541
Capital Expenditures:	6,180,292
All Funds – Total:	126,801,781
Charitable giving:	161,131

Direct economic impacts cited above become greater when U.S. Bureau of Economic Analysis multipliers are applied. To date, Buffalo State outreach efforts are primarily characterized via the following:

1. Small Business Development Center (SBDC)

2. Office of Continuing Education
3. Campus Centers formed to address specific regional, state, and national issues.
Examples include:
 - Center for Development of Human Services (CDHS)
 - Great Lakes Center (GLC)
 - Center for Health and Social Research (CHSR)
 - Center for Excellence in Urban and Rural Education (CEURE)

Buffalo State’s strategic plan adopted in 2002 includes the following as one of five campus strategic directions: Buffalo State will position itself as a leading educational, economic, and cultural partner, contributing to the vitality of the region. A campus vision and framework for this direction is being advanced by an internal faculty and staff group, The Community, Economic and Cultural Development Advisory Council (CECDAC). The council is preparing recommendations pertaining to the following:

- Campus strategies, communication plan, recognition system, and organizational structure to advance regional leadership and service.
- Follow-up to a 2002 Business and Economic Development study.
- Advance proposals for campus outreach initiatives: pending for example, are models for legal rights to products and information technology created by CDHS (Center for Development of Human Services), a regional arts development institute, and micro enterprise initiatives.

Mission Review II (2005-2010): Initiative 7

Actions of college faculty, staff, and students will advance the institution’s economic development goal which states “Buffalo State will serve as a catalyst and partner in helping to build the future of the Buffalo Niagara region and the State.”

1.0 Enrollment/Admissions

1.1 Enrollment Plans

Buffalo State submitted the following enrollment plan for fall 2005:

Headcount	11,350
Undergraduate (total)	9,157
Undergraduate: Full-time	7,827
First-time	1,295
Transfer	847
Continuing/returning	5,685
Undergraduate: Part-time	1,330
Graduate (total)	2,193
Graduate: Full-time	550
New	215
Continuing/returning	335
Graduate: Part-time	1,643

AAFTE

8,825

The plan meets two objectives. It complies with the directive to maintain AAFTE at or close to the academic year 2004-2005 target of 8804. It also delineates a headcount (11,350) target to sustain of the college’s core budget. The challenge with the headcount and AAFTE objectives resides in the dependence on increasing graduate student enrollments. Recent trends show declines in this population.

Enrollment expectations for 2005-2010 are identified in the following chart:

**Enrollment Planning
Fall 2005 – Fall 2010**

	2005	2006	2007	2008	2009	2010
Headcount	11,350	11,400	11,450	11,500	11,550	11,600
AAFTE	8,825	8,869	8,915	8,959	9,002	9,044

Delineation by student cohort will occur as part of the annual planning process and will be based on feedback to the fall 2005 plan.

1.2 Student Mix/Diversity

A snapshot of characteristics of Buffalo State students reveals the following:

Gender

	Male	Female
F2002 Undergraduate	40.4%	59.6%
F 2002 Graduate	30.6%	69.4%
F 2003 Undergraduate	40.4%	59.6%
F 2003 Graduate	30.0%	70.0%
F 2004 Undergraduate	40.3%	59.7%
F 2004 Graduate	30.8%	69.2%

Geographic Diversity

	Undergraduate Students			
	F2000	F2001	F2002	F2003
Region	82.4%	81.7%	81.3%	80.5%
Other – New York State	16.3%	16.8%	16.9%	17.7%
Other – United States	0.6%	0.8%	1.0%	1.1%
International	0.8%	0.7%	0.8%	0.8%

	Graduate Students			
	F2000	F2001	F2002	F2003
Region	84.8%	85.8%	87.3%	90.3%
Other – New York State	12.6%	11.4%	9.4%	6.8%
Other – United States	0.5%	0.5%	1.0%	1.0%
International	2.1%	2.2%	2.3%	1.9%

Age

Fall 2003 numbers indicate that of the total undergraduate student population at Buffalo State, 58.8 percent of students are age 21 or younger, 25.3 percent are age 22-24, 15.8 percent are age 25 and older, and 0.2 percent did not report age. The mean age of the undergraduate student and the percent of students age 25 and older places Buffalo State third behind Empire State and Old Westbury among the comprehensive colleges.

Disabilities

In fall 2002, the number of students with disabilities enrolled at Buffalo State was the third largest behind Plattsburg and Cortland.

Transfers

Trends in transfer student enrollments are illustrated below:

Year	F2003	SP2003	F2004
Students	1,102	594	1,014

Typically, transfer students comprise over 40 percent of the incoming undergraduate students in fall semesters and almost 90 percent of incoming undergraduates in spring semesters. The large cohort of transfer students entering in the spring semester is distinctive of Buffalo State.

Resident and Commuter

Buffalo State continues to be a campus where 80 percent of students are commuters:

Residence	Fall 2003		Fall 2004	
	Undergraduate	Graduate	Undergraduate	Graduate
On-campus	19.7%	0.8%	20.6%	1.0%
Off-campus	80.3%	99.2%	79.4%	99.0%

Ethnicity

Trends in total enrollments are illustrated below:

	F2000	F2001	F2002	F2003
Black	10.5%	10.2%	9.8%	10.0%
Asian	1.3%	1.3%	1.3%	1.2%
Hispanic	3.3%	3.4%	3.1%	3.1%
Native American	0.6%	0.6%	0.5%	0.6%
Non-Resident Alien	0.7%	0.7%	0.7%	0.8%
White	74.0%	73.9%	74.3%	73.2%
Unknown	9.6%	9.9%	10.3%	11.1%
Total	100.0%	100.0%	100.0%	100.0%

Mission Review II (2005-2010): Initiative 8

Student enrollments (2005-2010) will be no less than those projected in this document. The mix of students is likely to change in the following ways:

- **Age:** There will be little change in the mean age of undergraduate students.
- **Disabilities:** A slight increase will occur in this student cohort.
- **Ethnicity:** Increases are likely in all cohorts, especially Hispanic and Native American.
- **Gender:** There will be little change in the percentage of male and female students.
- **Geographic:** There will be an increase in students from beyond the region.
- **Graduate/Undergraduate:** A greater percent of the student headcount will be undergraduates, at least in the latter years.
- **Resident:** Numbers will increase as a function of expanded residence facilities.
- **Transfer:** Transfer students will comprise a larger percentage of incoming students.

1.3 Enrollment Management/Recruitment Strategies

One recruitment strategy is to increase the number of students who select Buffalo State as their first choice. Improvement in this area will result in increased yield, retention and graduation.

Buffalo State takes a three-pronged approach to student recruitment: print, electronic, and in-person.

In-person: Personal selling has been a noted strength of the college's admissions office and is what distinguishes the college's recruitment efforts from most of the other SUNY

four-year colleges and universities. The college will continue to increase the number and frequency of meaningful personal contact with prospective students and parents.

Print: The college plans to introduce a new viewbook and collateral materials in fall 2005. The concept will support the college’s three year-old image campaign, “Declare Yourself,” but will be revamped to focus squarely on, and appeal to the traditional applicant.

Electronic: Over the past two years the college has invested significant resources in its Web site. In fall 2004 the top level Web pages were redesigned to meet the needs of our primary audience—prospective students and their parents. It provides a depth and breadth of information that is not possible to achieve through print communications.

Attention to improving yield and retention will support enrollment goals. Departments and academic programs will develop strategies to increase yield, attain capacity for program majors, and improve retention. The academic profile of accepted students is stronger than the yield. College efforts will bring these more in line. Additional campus based scholarships will be established to support enrollment and selectivity objectives.

1.4 Admissions Selectivity

Trends in the percentage of first-time, full-time regularly admitted students by selectivity groups follow:

	F2000	F2001	F2002	F2003	F2004
Group 1	4.7%	4.1%	4.9%	4.1%	5%
Group 2	16.2%	15.2%	17.7%	16.6%	17%
Group 3	43.9%	44.2%	47.1%	45.8%	50%
Group 4	29.8%	28.9%	26.3%	30.0%	25%
Group 5	5.5%	7.7%	4.1%	3.5%	3%
Special Admits	25.6%	20.4%	18.6%	17.0%	20%

Recent trends in mean SAT and high school average for selected first-time, full-time student cohorts follow:

Cohort	Fall 2002		Fall 2003		Fall 2004	
	Mean SAT	HS Average	Mean SAT	HS Average	Mean SAT	HS Average
All Freshman	960	83.8	975	84.2	980	84.5
Regular Admit w/o Special Status	988	85.5	1001	86.1	1003	86.0
EOP	826	80.1	853	80.6	848	80.1
Honors	1191	93.0	1214	92.5	1176	93.1

Efforts have been to strengthen the academic profile while maintaining access to students. The All College Honors Program is at capacity (150 students) with the

acceptance of 47 new students for fall 2004. Scholarship awards (Honors, Presidential) have supported obtainment of student capacity in this program.

Proposed selectivity trends for 2005-2010 follow:

Selectivity (First-time Students)						
Fall 2005 – Fall 2010						
	F2005	F2006	F2007	F2008	F2009	F2010
Group 1	5%	6%	7%	7%	7%	8%
Group 2	18%	18%	19%	20%	22%	22%
Group 3	50%	51%	51%	51%	52%	52%
Group 4	24%	23%	22%	21%	19%	18%
Group 5	3%	2%	1%	1%	0%	0%
Special Admits	20%	19%	18%	18%	17%	16%

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Selectivity trends for first-time students entering Buffalo State will yield profiles of increasing student cohorts in groups 1 and 2 and decreasing student cohorts in groups 4 and 5. Overall goals are:

- **An increase in the percentage of students in groups 1 and 2 and declines in the percentage of students in groups 4 and 5.**
- **A slight decrease in the special admission cohort.**
- **Improvement of mean SAT in all student cohorts with regularly admitted students approaching the national average for college-bound students.**
- **An increase in the yield of students from selectivity groups 1 and 2 supported, in part, by new scholarship resources.**

1.5 Academic (Curricular) Preparedness

First-time students seeking acceptance at Buffalo State are expected to bring a broad, balanced high school education with study in English, foreign language, science, mathematics, and social studies. Either the ACT or SAT is required. The high school record is examined for courses, class rank and grades. SAT or ACT scores and recommendation letters contribute to the admissions decision.

In the fall 2002 application cohort, 12 percent of applicants had a 90+ high school average, 51 percent of applicants had a high school average in the range of 80-89, and 37 percent of applicants had less than an 80 average.

Acceptances by Buffalo State were:

High School Average	Percent Accepted by Buffalo State
90+	92% (8% did not complete application)
80 – 89	75%
Below 80	19%

The snapshots of accepted students revealed the following profile:.

Year	Mean SAT	Mean High School Average
Fall 2002	1023	86.1
Fall 2003	1032	86.5

Major feeder high schools are Clarence, Frontier, Hutch Tech, Kenmore East, Kenmore West, Lancaster, North Tonawanda and West Seneca West.

Transfer students are admitted based on space in academic programs and on a minimum 2.0 grade point average (4.0 scale). Some curricula have higher grade point average or other requirements for admissions.

1.6 Measures of Competitive Position with Respect to Benchmark Institutions

Historically, acceptance rates for first-time applicants are about 60 percent with a yield of slightly over percent. Acceptance rates for transfer students are around 70 percent with an average yield of about 63 percent.

In 2004 ranking data used by *U.S. News and World Report*, Buffalo State compared with nine other SUNY comprehensive colleges in the following ways.

- Average Acceptance Rate: 54 percent at Buffalo State was 4th highest
- Percent freshmen in top 25 percent of high school class: 25 percent of entering students at Buffalo State was the lowest.

SAT 25-75 percentile scores were on the lower range of the other schools.

The college will continue to benchmark with current peers and aspirational peers. Findings will define areas of focus to reposition Buffalo State in national rankings.

2.0 Faculty

2.1 Faculty Characteristics and Hiring Priorities

Characteristics and trends for faculty at Buffalo State are illustrated in the following charts. Items described are number of faculty, appointment type, tenure rank, year of service at Buffalo State, age, gender, and ethnicity.

Trends in faculty appointments:

Semester	Enrollment	Full-time Faculty (total)	Adjunct Faculty
Fall 1990	12,962	455 (est.)	118
Fall 1995	11,350	401 (est.)	155
Fall 1999	11,162	379 (includes 38 lecturers)	191
Fall 2000	11,399	375 (includes 47 lecturers)	202
Fall 2001	11,743	408 (includes 65 lecturers)	221
Fall 2002	11,803	411 (includes 58 lecturers)	220
Fall 2003	11,157	392 (includes 49 lecturers)	311*
Fall 2004	11,072	394 (includes 56 lecturers)	305

* Reflects change in reporting for supervision of student teaching and increased course offerings.

Full-time and adjunct (part-time) faculty (percent of total):

Semester	Full-time	Part-time
Fall 1990	80.3%	19.7%
Fall 1995	73.1%	26.9%
Fall 2000	66.0%	34.0%
Fall 2001	65.8%	34.2%
Fall 2002	66.1%	33.9%
Fall 2003	56.9%	43.1%
Fall 2004	56.4%	43.6%

Tenure status of full-time faculty:

Tenure Status	Fall 2002	Fall 2003	Fall 2004
Faculty	59.9%	63.5%	65.5%

Rank of full-time faculty:

Rank	Fall 2002	Fall 2003	Fall 2004
Professor	116	111	118
Associate Professor	136	141	138
Assistant Professor	101	90	82
Lecturer	58	49	56

Years of service in SUNY of full-time faculty (fall 2004 profile):

Years of SUNY Service	Professor	Associate Professor	Assistant Professor	Lecturer	Total
0 – 5	6	11	63	38	118
6 – 10	11	47	13	11	82
11 – 20	30	46	1	6	83
21 – 30	37	29	3	1	70
31+	34	5	2	0	41
Totals	118	138	82	56	394

Age of full-time faculty (fall 2004 profile):

Age Increments	Professor	Associate Professor	Assistant Professor	Lecturer	Total
25 – 29	0	0	0	4	4
30 – 34	0	2	8	7	17
35 – 39	0	8	17	4	29
40 – 44	6	14	11	12	43
45 – 49	10	27	19	6	62
50 - 54	14	37	12	9	72
55 – 59	23	32	12	10	77
60 – 64	38	12	3	3	56
65 – 69	17	6	0	1	24
70+	10	0	0	0	10
Totals	118	138	82	56	394

Gender of full-time faculty:

Gender	Male	Female
Fall 2001	61.5%	38.5%
Fall 2002	60.3%	39.7%
Fall 2003	61.7%	38.3%
Fall 2004	60.7%	39.3%

Ethnicity of full-time faculty:

Ethnicity	Fall 2001	Fall 2002	Fall 2003
White, non-Hispanic	85.4%	84.4%	85.5%
Black, non-Hispanic	5.4%	5.6%	5.7%
Hispanic	2.2%	2.7%	2.3%
Asian/Pacific			

Islander	3.9%	4.1%	4.4%
American Indian or Alaskan	0.7%	0.7%	0.5%
Non-resident Alien	2.4%	2.4%	2.1%

The faculty profile is monitored annually. Noteworthy in the current analysis is the age of faculty where over 60 percent are age 50 and older. This suggests significant turnover in the next five years.

The goal to increase full-time, tenure-track faculty appointments at Buffalo State is articulated in both the college's strategic and academic plan. Twenty faculty searches were recently approved for fall 2005 appointments to compliment a number of searches that carry over from academic year 2003-2004. The intent is to continue faculty searches in subsequent years to build tenure-track faculty appointments beyond those which are clearly replacement positions.

Faculty searches in process for fall 2005 appointments are in the following departments:

- Art Conservation
- Art Education
- Biology
- Chemistry
- Criminal Justice
- Design
- Earth Sciences and Science Education
- Economics and Finance
- Educational Foundations
- Elementary Education and Reading
- English
- Fine Arts
- Hospitality and Tourism
- Mathematics
- Performing Arts
- Philosophy and Religious Studies
- Speech-Language Pathology
- Social Work
- Sociology
- Technology

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Buffalo State priorities for faculty appointments include the following:

- **Increase the complement of full-time tenure-track faculty. Tenure-track appointments will take precedence over lecturer and adjunct faculty.**
- **Move toward a faculty headcount of 65 percent full-time and 35 percent adjunct, with sufficient appointments to meet student course needs.**
- **Increase the number of faculty from historically underrepresented groups.**

- **New faculty will be characterized by disciplinary expertise, commitment to general education (Intellectual Foundations), eagerness to engage with students in quality learning experiences, willingness to be active participants in activities to improve student retention and graduation, commitment to the institutional distinctiveness theme (Integrating Inquiry and Action), and by scholarship and service interests that mesh with the mission and vision of Buffalo State.**

Critical to accomplishing the academic mission are the essential services provided by professional and classified appointments. These appointments support enrollment, instruction, students, laboratories, and offices within Academic Affairs.

Mission Review II (2005-2010): Initiative 11

Classified and professional positions essential to the academic mission and mission review initiatives are priorities and will be filled by reassignments, sharing across areas, or new appointments.

2.2 Faculty Development and Retention Activities

Faculty development initiatives include a new faculty orientation program, availability of start-up funds for scholarship efforts, department mentoring and guidance, various small grant programs, CASTL Fellowships, provost incentive grants, undergraduate research awards, and others.

The SUNY Task Force Report on Faculty Development and reports from Buffalo State Task Forces on Leadership and Development are being used at Buffalo State as the basis for a comprehensive leadership and faculty/staff development program.

Buffalo State has a history of seeing faculty appointees through the continuing appointment and promotion process. Recent appointees, however, most often leave the institution early in their careers to advance career goals.

In addition to SUNY award opportunities, faculty are recognized by the college with President's Awards for Excellence in Teaching; Research, Scholarship and Creativity; Academic Advisement; Advancement of Equity and Campus Diversity; Service to the College; and Librarianship. New President's Awards for Excellence in Mentoring Student Research and Community Service/Outreach are being considered.

Proliferation of committees and related units prompted a campuswide review of these operations to eliminate redundancy and reduce numbers of members. Goals are to streamline committee structure and improve efficiency to ensure faculty can devote full attention to teaching, research, and service.

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Buffalo State will expand leadership and faculty/staff development opportunities. The initiative will be coordinated centrally and will address issues of development, retention, and recognition of faculty and staff.

2.3 Faculty review, promotion, and tenure process

Buffalo State’s faculty review process has evolved over the years. Institutional statements are found in the college’s *Directory of Policy Statements* (DOPS). Relevant policies include the following:

- VI:05:00 Procedures for Promotion of Faculty
- VI:05:01 Policy Guidelines for Promotion

The college’s statement on research, recently revised to include applied research and the scholarship of teaching, guides institutional review. Documents pertaining to faculty personnel actions are distributed to all new faculty, discussed in the new faculty orientation program, and replicated in the revision of the faculty handbook. New faculty appointees agree to a letter of expectation in consultation with department chairs and deans. This letter forms a framework of expectations for term reappointment reviews and for continuing appointment and promotion considerations.

The review process for faculty will undergo examination as part of the planned 2005 reorganization of academic departments and schools.

2.4 Faculty Research and Scholarship

Buffalo State continues to outrank all of the other SUNY University Colleges in terms of sponsored program activity. For FY 2003 Buffalo State’s total volume was \$33,018,800. This accounted for almost half of the total activity for all of the SUNY colleges combined. Trends in sponsored activity are illustrated in the following chart:

Year	Amount
1995/1996	\$19,274,000
1999/2000	\$27,362,300
2000/2001	\$24,629,800
2001/2002	\$29,385,300
2002/2003	\$33,018,800
2003/2004	\$33,985,000

This trend is expected to continue in the coming years.

Mission Review II (2005-2010): Initiative 13

Buffalo State will continue to expand award of external funds. Goals are an annual 5 percent increase in proposals submitted and a 2 percent annual increase in expenditures. Funding priorities (institutional focus) include the Great Lakes Center, Center for Excellence in Urban and Rural Education (CEURE), Center for Development of Human Services (CDHS), Center for Health and Social Research (CHSR), and the Fordham Center.

The Mission Review II Web site gave information on faculty full article equivalents and full citation equivalents for Buffalo State and many other comprehensive colleges. Buffalo State's placement was 179 of 464 comprehensive colleges for full article equivalents. This measure and others will be examined with the intent to monitor and improve the college's standing.

The Research Foundation Office supports campus research endeavors. Five units (Administration, Human Resources, Grants Management, Purchasing Services, Pre-award and Contract Services) employ 18 full-time and 3 part-time employees. The college recently expanded internal incentives to encourage submission of grants.

2.5 Faculty Opinion-HERI Survey

Buffalo State participated in the 2002 HERI Faculty Satisfaction survey. The results of this survey were widely distributed throughout the campus. The HERI survey (which was completed before the latest Strategic Plan) showed high levels of faculty participation in mission initiatives (69 percent), curricular initiatives (87 percent), faculty roles/rewards (59 percent) and campus governance initiatives (48 percent).

3.0 Academic Program Directions

3.1 Undergraduate

Buffalo State examined trends and viability of all undergraduate degree programs. Deans working with department chairs developed projections for student enrollments in major programs for fall 2005 and established capacity for programs. Capacity is a function of parameters such as the number of existing faculty in the program, availability of adjuncts to offer sections to meet disciplinary needs or student demands, seats available in courses, and the potential to support engagement with students in advisement, mentoring, research, internships, and like activities.

The following charts illustrate trends and projections for existing undergraduate programs. Many programs are at or near capacity and ability to increase student numbers will be dependent on allocation of full-time faculty and student interest. Program targets are to be established on an annual basis.

UNDERGRADUATE PROGRAM CAPACITY PROJECTIONS
Targets for Fall 2005

APPLIED SCIENCE AND EDUCATION							
Program Majors							
Program/ Department	F2000	F2001	F2002	F2003	F2004	Capacity	Target F2005
Business Admin	568	536	525	493	514	520	500
Bus & Markt Educ	43	39	24	24	36	35	35
Computer Info Sys	346	395	357	337	299	325	300
Criminal Justice	301	358	411	409	442	420	420
Career/Tech Educ	115	105	101	68	63	110	70
Elementary Educ	555	653	710	724	764	800	800
Exceptional Educ	380	413	377	289	307	300	300
Hospitality & Tour	126	119	119	135	150	175	155
Nutrition (Dietetics)	65	54	43	40	42	85	60
Social Work	247	229	249	230	186	210	190
Speech-Lang Path	72	68	68	85	90	95	95
TEC-Power/Mach	43	43	45	41	34	50	40
TEC-Electronics	58	60	61	55	52	100	60
TEC-Mech Engin	92	99	91	82	80	100	90
TEC-Indust Tech	128	114	92	90	72	140	90
TEC-Tech Educ	66	74	89	92	92	75	75
TEC-Fashion Textile	115	154	177	198	203	200	200
Total	3320	3513	3539	3392	3426	3740	3480

UNDERGRADUATE PROGRAM CAPACITY PROJECTIONS
Targets for Fall 2005

ARTS AND HUMANITIES							
	Program Majors						
Program/ Department	F2000	F2001	F2002	F2003	F2004	Capacity	Target F2005
Art Education	267	250	260	233	219	220	220
Public Comm	48	53	70	64	63	120	90
Comm Premajor	0	0	0	82	222	Premajor	200
Communication	284	340	358	226	124	250	140
Broadcasting	67	69	85	85	69	90	80
Journalism	15	20	28	31	31	60	50
Design Pre-major	253	296	306	276	219	Premajor	175
Design	27	14	23	37	51	150	70
Design-BFA	32	41	53	54	76	210	90
English Education	172	181	187	185	184	180	180
English	142	212	194	180	169	170	170
Art	88	112	113	123	143	150	150
Art History	18	18	20	21	34	50	40
Fine Arts	34	34	33	33	34	35	35
Painting	14	12	14	5	17	35	20
Photography	14	9	12	20	17	35	20
Printmaking	2	3	1	1	0	10	2
Sculpture	2	3	4	2	5	10	8
Humanities	34	32	29	30	26	40	30
Individualized Studies	22	23	41	39	52	60	55
French Education	11	12	7	4	2	10	4
Spanish Education	48	53	22	13	11	20	14
French Lang & Lit	9	7	9	15	18	25	20
Spanish Lang & Lit	40	38	55	47	39	50	45
The Arts	13	15	15	16	11	20	15
Theatre Arts	41	48	44	53	64	75	70
Music	17	22	37	51	41	40	50
Music Education	0	0	4	3	9	80	30
Philosophy	32	24	31	21	19	40	25
Total	1746	1941	2055	1950	1969	2245	2098

UNDERGRADUATE PROGRAM CAPACITY PROJECTIONS
Targets for Fall 2005

NATURAL AND SOCIAL SCIENCES							
Program Majors							
Program/ Department	F2000	F2001	F2002	F2003	F2004	Capacity	Target F2005
Anthropology	26	27	35	44	44	50	50
Biology	154	126	125	117	151	150	150
Biology Education	105	108	87	65	45	55	50
Chemistry	63	76	88	124	150	185	165
Chemistry Educ.	34	24	25	22	26	25	25
Earth Sci/Geology	70	75	65	59	59	65	65
Earth Sci Educ.	32	34	22	22	26	35	25
Economics	105	74	82	84	88	120	95
Geography/Plng	31	39	33	27	25	50	30
Health Wellness	147	134	120	125	133	140	135
History	138	162	196	178	206	200	200
Social Stud Educ	166	206	200	206	192	200	200
Math	59	70	64	68	57	60	60
Math Education	102	124	138	154	181	165	165
Physics	36	34	32	27	39	40	40
Political Science	80	92	86	77	103	115	110
Psychology	362	399	360	370	360	375	370
Sociology	255	244	209	184	196	230	205
Total	1965	2048	1967	1953	2081	2250	2130

Possibilities for the creation of new undergraduate programs identified in Mission Review II include the following:

Undergraduate
Accounting
Animal Behavior
Arts Management
Biotechnology
Digital Imagery
Television and Electronic Arts
Finance
Food Science Technology
Forensic/Investigative/Security Studies
Museum Studies/Education
Telecommunications
Water Ecology
Writing

A central focus of existing and potential programs will be strengthening student learning experiences. This will be through expansion of service learning, undergraduate research efforts, internships, active learning, and both in-class and out-of-class learning opportunities.

A number of units and initiatives of the college serve cohorts of undergraduate students and directly impact educational outcomes. These include, for example, the All College Honors Program, C-STEP, McNair Scholars Program, Educational Opportunity Program, and Student Services Support Program (SSSP). These programs, supported by state purpose and grant resources, contribute and will continue to contribute to undergraduate student success.

Mission Review II (2005-2010) Initiative 14

Maintaining viability of current undergraduate programs and development of new curricula to meet regional and State needs are academic priorities. Goals include monitoring and reaching capacity in program enrollments and strengthening the quality of student learning experiences. Resources will be needed to support undergraduate program goals, especially expansion of quality learning experiences and student engagement initiatives.

General Education (Intellectual Foundations)

Buffalo State adopted, in spring 2004, a plan for a new general education program named Intellectual Foundations (IF). Much of the coming two years will be spent in implementing this new program: revising existing curricula, developing course curricula, and preparing faculty to teach a new interdisciplinary course in the program.

Intellectual Foundations is intended to make more effective the fusion of Buffalo State's original general education program and the general education requirements added when the campus conformed to the Board of Trustees guidelines for Gen Ed 2000.

The new IF program is designed to transform the existing program from a distribution requirement, driven by faith in exposure through an arbitrary sampling, to a program organized around learning outcomes and an uncomplicated structure. It will provide students with a common and shared intellectual experience and encourage integration and synthesis among disciplines. No part of the program will belong to a division or department, but instead, the structure, delivery and governance will be the purview of the entire campus community.

The curriculum of the Intellectual Foundations program is organized on a simple hierarchy of coursework, beginning with an introductory course (BSC 101) that introduces all students to the characteristics of the cognate areas commonly associated with the liberal arts. Readings for the course will be organized by two major areas: the meaning and value of a liberal arts education and cognate foundations area material. A

similar course (BSC 301) will be taught for transfers with more than 65 hours. Students will also take courses in the cognate areas—arts, humanities, natural sciences, social sciences—as well as in American History, Civilizations, Writing, Oral Communication, Foreign Language, Mathematics and Quantitative Reasoning, Technology and Diversity.

All courses currently in the general education program must be resubmitted, and any department may submit a course for any category, since courses are to be judged based on their ability to meet prescribed learning outcomes.

An assistant dean housed in University College and a College Senate Intellectual Foundations Oversight Committee (SIFOC) will monitor the implementation of the program and the approval of new courses. Because the Senate recommended that the introductory course in the new IF program be taught almost exclusively by full-time faculty, implementing this program will require dedicated resources, reallocated and new.

In addition, because most faculty are comfortable teaching primarily in one cognate area and because the proposal encourages common readings for BSC101/301, significant faculty development will be required.

Nonetheless, the campus believes that emphasis on learning outcomes and simplification of the program (all courses will meet Gen Ed 2000 guidelines and not be add-ons to that requirement) are desirable. The campus accepted and supports the goals of the program: to promote an understanding of the continuity of human history, the depth of inherited knowledge, the validity of diverse modes of inquiry, the value of artistic expression and the richness of our collective experience; and to develop the skills and habits of mind required for a life of intellectual curiosity and civic engagement.

Mission Review II (2005-2010): Initiative 15

Implement for first-time and transfer students entering fall 2006 Intellectual Foundations as a general education curriculum that will bring distinction to the college.

3.2 Graduate Programs

Enrollment trends, targets for fall 2005, and capacities for graduate programs were identified by deans working with department chairs.

GRADUATE PROGRAM CAPACITY PROJECTIONS Targets for Fall 2005

APPLIED SCIENCE AND EDUCATION							
	Program Majors						
Program/Department	F2000	F2001	F2002	F2003	F2004	Capacity	Target F2005
Business	37	40	35	37	36	40	40
Ed Computing/CIS	133	177	165	159	136	170	150
Creative Studies	51	77	74	84	73	80	75
Criminal Justice	29	25	22	29	25	20	20
Career & Tech Ed/EDF	48	69	81	77	58	100	60
Adult Ed/EDF	86	88	91	72	91	120	100
SPA/EDF	91	103	109	99	89	100	100
El Ed & Reading	460	504	523	402	369	550	400
Educational Leadership/ELE	52	41	34	39	25	100	50
Exceptional Education	278	263	293	277	252	250	250
Speech-Language Pathology	51	45	43	38	39	40	40
Technology Educ/TEC	22	22	40	51	47	20	20
Industrial Tech/TEC	34	34	27	24	12	20	12
Total	1372	1488	1537	1388	1252	1610	1317

GRADUATE PROGRAM CAPACITY PROJECTIONS Targets for Fall 2005

ARTS AND HUMANITIES							
	Program Majors						
Program/Department	F2000	F2001	F2002	F2003	F2004	Capacity	Target F2005
Art Conservation	30	30	30	30	30	30	30
Art Education	69	79	85	127	106	115	115
English		32	33	33	36	40	38
English Education		77	81	82	94	92	90
Modern & Class Lang	-	-	2	10	13	25	10
Total	173	213	231	282	279	300	280

NATURAL AND SOCIAL SCIENCES							
	Program Majors						
Program/Department	F2000	F2001	F2002	F2003	F2004	Capacity	Target F2005
Biology	21	16	28	18	36	30	30
Chemistry	7	4	7	7	11	15	12
Earth Sci/Sci Ed	31	31	30	33	29	30	30
Economics	3	13	16	14	16	25	20
History	45	40	47	40	36	40	40
Social Studies Ed	56	63	71	75	84	85	80
Math	32	37	40	50	61	60	55
Physics	-	-	6	16	16	40	40
Total	195	204	245	253	289	325	307

OTHER						
	Enrollment					
Program/Department	F2000	F2001	F2002	F2003	F2004	Target F2005
Multidiscip. Studies	177	155	163	139	134	130
Undeclared	56	62	81	65	105	50
Other	43	31	51	27	4	10
Total	276	248	295	231	243	190

New graduate program possibilities or those in development identified in Mission Review II:

Graduate
Applied Sociology
Education (BS/MS)
Foreign Language Teaching
Forensic/Investigative/Security Studies
Health Promotion/Education/Administration
Human Services Administration
Management
MFA (Studio Arts, Theatre, Creative Writing)
Museum Studies
Non-profit Management
Public Administration
Watershed and Environmental Science

All of the proposed new graduate programs address regional needs and capitalize on college strengths. Eighty-four percent of current graduate students reside in Erie and

Niagara counties. Although some programs draw regionally (adult education and criminal justice) or internationally (art conservation and creative studies) the majority of our programs address the needs of students in the greater Western New York area.

Buffalo State has two nationally recognized graduate programs: Art Conservation and Creative Studies.

The Art Conservation Department is one of only three master's degree programs in the U.S. that prepares students for careers in the conservation of art and other material culture. Buffalo State's program receives the same levels of external grant support from major funding organizations in the arts and humanities as do its sister programs at New York University and the University of Delaware. The department has been awarded two prestigious NEH Challenge Grants. Buffalo's program is the second oldest of the three programs, having opened in 1970, and has the largest number of graduates, 309 at present. Of these graduates 92 percent are employed in conservation, the majority (58 percent) working for museums, art galleries, and other similar not-for-profit organizations. Examples of employers in this country include the Metropolitan Museum of Art, the National Gallery of Art, The Museum of Fine Arts Boston, the J. Paul Getty Museum, the Philadelphia Museum of Art, the Library of Congress, Los Angeles County Museum of Art and more than 80 other not-for-profits at locations throughout the nation. Graduates also hold appointment in other nations such as Canada, Norway, England, France, Switzerland, Austria, and Australia.

Buffalo State is the only institution of higher education in the world that offers a Master's of Science degree in creativity studies and a graduate certificate in creativity and change leadership. As a unique program with a rich history, the Creative Studies Department is recognized throughout the world for its prototype curriculum, research tradition, and outstanding service initiatives. In the summer of 2001 Creative Studies initiated a graduate program for distance students. Since that time the department has enrolled three cohorts of students. These students have come from such countries as: South Africa, Singapore, Taiwan, England, Italy, Holland, Australia, Brazil, and Argentina. In the fall of 2003 Creative Studies had active majors from 11 different states and 14 different countries. The department's website averages more than 20,000 hits per month from individuals in over 20 different countries.

Because Buffalo State recruits regionally its main competition for graduate students are the University at Buffalo and the area private colleges most notably Canisius College, Niagara University, D'Youville College, and Medaille College.

Mission Review II (2005-2010): Initiative 16

Graduate education is an institutional priority. Initiatives will be pursued to ensure program viability, strengthen the educational experience of graduate students, and benchmark measures of quality against other masters programs in comprehensive colleges.

3.3 Professional Programs

Teacher education, historically and currently, constitutes a significant portion of undergraduate and graduate student enrollments at Buffalo State. Examples of college actions to ensure quality learning experiences and state leadership in teacher preparation are:

- All students preparing to teach secondary or specialized subjects complete a major in the discipline, and the programs mirror those of non-education majors. These provisions of the New Vision were incorporated within the Registration of Teacher Education Programs.
- A 100-hour field experience prior to student teaching requirement is part of all teacher education programs.
- The student teaching calendar consists of 75 days of student teaching.
- Buffalo State has jointly registered teacher education programs with Erie Community College, Niagara County Community College, and Jamestown Community College. Buffalo State arranges constant collaboration, advisement, and recruitment activities in all of these two-year schools.
- In 2002, Buffalo State established an Alternative Physics 7-12 teacher certification program in association with the Buffalo Public School system. The College is currently investigating the establishment of a similar program in mathematics.
- The Center for Excellence in Urban and Rural Education (CEURE) secures private funding for the recruitment of students to teach high need subjects. A primary mission of the Center for Excellence in Urban and Rural Education is to enhance the numbers, and the effectiveness, of students to work in urban and rural schools. CEURE collaborates with SUTEC and the Professional Development School Consortium (PDS). Other CEURE initiatives include continuous professional development for new and in-service teachers, as well as opportunities for collaboration between Buffalo State and P-12 schools.
- All teacher education programs at Buffalo State have been continuously accredited by the National Council for the Accreditation of Teacher Education (NCATE) since 1953. All teacher education programs have implemented an extensive assessment program to be in compliance with NCATE standards. Teacher Education Checkpoints have been incorporated into the assessment plan. Checkpoints include *Entrance to Professional Education or the Institution, Admission to Candidacy, Completion of Methods Courses, Student Teaching and Graduation, Post Graduation*. The Teacher Education Assessment Plan includes *Department Assessment Plans, Transition Points (Admissions Data, NYSTCE Scores, Student Teaching Evaluations, GPA in Methods Courses), Evidence of P-12 Student Learning, Samples of Candidates Work, Exit Surveys, 1 Year Follow-up Survey, 3 Year Follow-up Survey, SUNY Student Opinion Survey, General Education Assessment Data*.
- Buffalo State fully participated in the Teacher Education Transfer Template initiative.

Other professional programs (Social Work, Dietetics, Speech-Language Pathology) are continually monitored to ensure compliance with accreditation and licensing expectations.

Mission Review II (2005-2010): Initiative 17

Buffalo State will continue to emphasize professional programs, especially teacher preparation, and will create innovative options for educational program delivery.

3.4 International

Buffalo State established a single, more coherent International and Exchange Office headed by an assistant dean in fall 2004. All units related to international and exchange programs report to this unit including: International Exchange, International Student Affairs, The Center for China Studies, International Learning Styles, International Studies Minor, and National Student Exchange. The new office is part of University College.

A number of study abroad/exchange programs are sponsored by Buffalo State. These are Australia: Central Queensland, RMIT University, University of Newcastle, University of South Australia; Canada (Quebec): Trois-Pistoles French Immersion Program; England: Manchester Metropolitan University; Germany: Fachhochschule Dortmund; Italy: Buffalo State Siena Program, University of Siena; Netherlands: Amsterdam School of Business; Puerto Rico: Study Tour; Spain: University of Salamanca, plus short-term programs that may be offered only once or on a rotating basis. A total of 136 United States students participated in overseas programs sponsored by Buffalo State from summer 2003 through spring 2004. Half of these (68) were Buffalo State students. An additional 15 Buffalo State students were enrolled in programs sponsored by other SUNY or non-SUNY campuses, for a total of 83 having overseas experiences during this time period.

A summary of Buffalo State student participation in international study opportunities is presented in the following chart.

Academic Year	Buffalo State students studying abroad (number)
2000-01	71
2001-02	89
2002-03	78
2003-04	83

The number of international students at Buffalo State has declined in recent years.

Additionally, over sixty Buffalo State students participated in national student exchange programs in each of the past two years.

Mission Review II (2005-2010): Initiative 18

Buffalo State will employ a strategic approach (organization, plan, initiatives) to increase student participation in exchange opportunities and study both internationally and nationally.

3.5 Online Learning

Electronic learning helps the college fulfill its core mission as it has the potential to ease classroom availability on campus, increase course availability by breaking the time and place requirement, and increase enrollments by attracting new student markets. Buffalo State has an Adult Education Masters degree program and two graduate certificate programs (Adult Education and Human Resources Development) that are fully online.

The Electronic Learning Office provides support for the design, development, and delivery of Web-based courses and provides multimedia instructional design support to convert, adapt or develop technology mediated materials. Buffalo State's Technology Plan has an incentive program to develop at least 10 Web-based classes per year. The college has participated in the SUNY Learning Network (SLN) since 2000 and currently has 14 hybrid courses being developed for CourseSpace and 2 more for SLN. Blackboard has been in use on campus for five years. There are about 240 course sites per semester. During this year, about 40 percent of our students use Blackboard for at least one course. Buffalo State, as a member of SUNY, is also a member of the Multimedia Educational Resource for Learning and Online Teaching (MERLOT) which provides the potential for scholarly publication of online teaching and learning materials. Buffalo State is a founding member of the Buffalo CityNet Consortium and utilizes interactive video classrooms to deliver courses and for pre-service teacher preparation.

Mission Review II (2005-2010): Initiative 19

Online learning projects will focus on meeting student course needs and on attracting new student cohorts. The campus vision will be guided by the Technology Plan.

3.6 Collaborative Academic Programming

Buffalo State collaborative programs include the following:

- Joint admissions programs with Erie Community College, Genesee Community College, Monroe Community College and Niagara County Community College.
- Fashion and Textile Technology "Three/One" program with the Fashion Institute of Technology.
- Physics "Three/Two" program in physics-engineering with Binghamton University, Clarkson University, and University at Buffalo.
- Joint Ph.D. program in special education with the University at Buffalo.

The college wishes to pursue additional opportunities for collaborative participation, especially in joint doctoral programs.

3.7 Assessment of Academic Programs

Assessment in General Education has progressed greatly. The college has moved from a distribution program to implementation of an outcomes based program. The results from the first round of assessment yielded course additions/deletions to better address specific learning outcomes. Also, more consistency is being provided within multiple sections of a single course as well as across courses in designated areas. Assessment in math resulted in a Title III grant proposal which would lead to more effective delivery of mathematics within the general education program. Standards for student learning are also being clarified through the assessment process, and will be expanded to graduate study.

Assessment in major programs has led departments to clarify their programmatic goals and standards for student learning. In doing so, revision of course requirements, re-working of courses to more effectively address programmatic learning outcomes and addition of “capstone” courses in several programs has occurred. Program assessment reports are prepared and reviewed annually.

External accreditors universally rely on assessment of programs and learning outcomes as a standard for accreditation. Program reviews in accredited departments rely on national standards and outcomes. At Buffalo State, discipline accreditations include:

- NCATE – National Council for Accreditation of Teacher Education
- ABET – Accreditation Board for Engineering and Technology
- NAIT – National Association of Industrial Technology
- ACS – American Chemical Society
- FIDER – Foundation for Interior Design Education Research
- ADA – American Dietetic Association
- CHRIE – Accreditation Commission for Programs in Hospitality Administration
- ASHA – American Speech-Language-Hearing Association
- CSWE – Council on Social Work Education
- IACBE – International Assembly for Collegiate Business Education

Academic programs at Buffalo State that are not regularly reviewed by an external accreditation organization are evaluated through the five-year SUNY program review cycle.

Mission Review II (2005-2010): Initiative 20

All academic programs, graduate and undergraduate, will be evaluated by the five-year program review process or by visits of accreditation organizations.

- A systematic follow-up involving department, dean and provost will occur for each program review and accreditation visit.
- Necessary steps will be taken to maintain accreditation approval for all programs currently accredited.
- Buffalo State will move toward 100 percent accreditation of all programs which have recognized external accrediting organizations.
- Buffalo State will continue to meet internal and external expectations for assessment of student learning.

3.8 Responsiveness to local, regional, and state needs

The continuation of current academic programs, and possibilities for new ones, are in response to local, regional, and state needs. The creation and support of centers (CEURE, Great Lakes, CDHS, CHSR, Fordham Center) is a campus approach to address issues of this nature.

4.0 Student Outcomes

4.1 Retention/graduate rate goals and efforts

Trends in retention and graduation (first-time freshmen) and goals for the coming years are presented in the following chart. Goals are in parenthesis.

Cohort	Count	First Year Retention	Graduation		
			4 years	5 years	6 years
1996	1081	71.3%	14.2%	32.1%	40.6%
1997	911	73.0%	12.0%	33.2%	41.2%
1998	1218	71.0%	14.0%	36.5%	
1999	1192	71.8%	15.0%		
2000	1276	77.0%			
2001	1331	75.0%			
2002	1297	70.5%	(17%)	(39%)	(45%)
2003	1365		(19%)	(41%)	(46%)
2004		(78%)	(21%)	(43%)	(48%)
2005		(80%)	(22%)	(44%)	(49%)
2006		(81%)	(23%)	(45%)	(50%)
2007		(82%)	(24%)	(46%)	(51%)
2008		(83%)	(25%)	(47%)	(52%)
2009		(84%)	(25%)	(48%)	(54%)

Examples of major efforts in process to improve retention and graduation are:

1. Buffalo State created a University College in fall 2004 to coordinate and advance first-year programs and academic support initiatives. Headed by a dean, University College includes responsibility for the following, all likely to influence retention and graduation:
 - First-year Programs (learning communities, freshmen seminars, writing program)
 - Intellectual Foundations (General Education)
 - Academic Support Programs
 - Advisement for students who have not selected a major
 - International and Exchange Programs
 - Academic opportunities cluster (honor's program, undergraduate research)
 - Educational Opportunity Program
 - Grand funded student service support program
 - Academic standards and intervention
2. Retention data for academic programs will be systematically provided to departments. Faculty will engage students in activities (class, out of class) to strengthen retention and graduation. Departments will be charged with monitoring patterns and taking steps for improvement.
3. The practice of adopting an academic theme for each academic year was implemented fall 2004. The theme will focus classroom activities (especially for first-time students) with year-long campus activities. Overall the intent is to enhance the intellectual climate on campus and provide a focal point to engage new students, faculty, and the entire campus community. The theme for academic year 2004-2005 is "20th century Americans who changed our minds and our lives." Campus activities revolve around monthly themes.
4. The revision of Buffalo State's general education framework to the Intellectual Foundation model includes expectations for strengthening engagement of new students with full-time faculty. This initiative also simplifies the curriculum.
5. Continuing review of policies and practices impacting student success will result in change more favorable to students. The current revision of the advisement process to better serve all student cohorts is an example.

Mission Review II (2005-2010): Initiative 21

Retention and graduation rates for Buffalo State students will improve to no less than the targets identified in this document.

4.2 Transfer Success

Approximately 1,500 students matriculate annually at Buffalo State as transfers from other institutions. Factors attracting transfers are the college's diverse curriculum, articulation agreements, continuing efforts to ensure a smooth transition, and the ability to accommodate about 600 transfer students in a spring semester. The top six fall 2001 feeder transfer institutions in decreasing order of number of students transferred were Erie Community College, Niagara County Community College, University at Buffalo, Genesee Community College, Jamestown Community College, and Canisius College. Approximately 65 percent of the full-time upper division transfer students entering Buffalo State in fall 1999 graduated by fall 2003. Approximately 54 percent of full-time lower division transfer students entering Buffalo State in fall 1998 graduated by fall 2003.

Mission Review II (2005-2010): Initiative 22

Buffalo State will improve the four year transfer student graduation rate for each entering student cohort attaining a 72 percent graduation rate for the fall 2006 cohort.

The National Postsecondary Education Cooperative IPEDS Data Feedback Report: 2004 for Buffalo State indicated 29 percent of the 1997 first-time student cohort transferred out by fall 2003. The number was 6 percent higher than the comparison group in the IPEDS Report. College analysis of fall 1999 students transferring out identified University at Buffalo, Brockport, Empire State, and Fredonia as the top receivers within SUNY senior institutions.

4.3 Certification/Licensure Pass Rates

Buffalo State students have a four-year (1998-2001) pass rate of 93.7 percent on the New York State Teacher Certification Exam.

Mission Review II (2005-2010): Initiative 23

Buffalo State students will exhibit consistent improvement on the New York State Teacher Certification Examination.

The college monitors post-baccalaureate testing (for example, American Dietetic Association Registration Exam) for all programs.

4.4 Post-Graduate Success

The 2003 annual survey of recent graduates showed that 86 percent were employed, 79 percent were in jobs that related to their major and 68 percent obtained a new position after graduation. Even with a rather bleak economy in Western New York, alumni data analyzed by major indicates relatively high levels of employment in business (89

percent), computer information science (88 percent), hospitality (89 percent) as well as exceptional education (95 percent), art education (95 percent), elementary education (88 percent), earth science and science education (89 percent). The typical starting salary is \$31,000 with psychology graduates starting at \$23,800 and technology graduates starting at \$43,900.

Twenty-nine percent of Buffalo State's graduating class of 2002 enrolled in graduate schools. While many attend the University of Buffalo or Buffalo State, many of our former students are furthering their education at schools such as University of Miami, RIT, SUNY Stonybrook, Albany Law School, Carnegie Mellon, Oakland University, University of Nevada Reno, Suffolk University Law School, Torno Law School, University of Southern Maine and California State University Los Angeles. A focus for Buffalo State is to expand information and support for students wishing to pursue graduate study.

4.5 Student Life

A wide variety of programs, services and activities address the needs and concerns of the College's diverse student body. The following are selected examples.

Advisement

Buffalo State adopted a new advisement policy in spring 2004. The preamble to the policy reads as follows:

“Buffalo State remains committed to undergraduate and graduate advisement that is personal, relevant, and supportive. Student advisement properly goes beyond course selection to include all aspects of advising: program education, career counseling, mentoring, personal support, and/or referral to appropriate campus offices. Advisement is the responsibility of all agencies at Buffalo State.

Undergraduate advisement should provide each student with a clear roadmap for timely completion of degree requirements. Graduate advising may focus more intensely on research, guidance, and professional development.”

Academic departments are developing department advisement plans to serve student majors and pre-majors and to ensure monitoring of progress and checks for graduation. University College will create a plan for students without a major.

Health and Safety initiatives for students include the following:

- The Weigel Health Center provides alcohol, other drug and violence (AODV) prevention and health education programs, called “Get Real” and “Wellness Wednesdays.”

- The Campus Safety Forum conducts safety awareness campaigns, marketing and disseminating safety information and sponsoring appearances by national speakers on safety-related topics. Sanford Strong, national expert on personal safety, visited the campus in the fall, 2000. Jackson Katz and Donald McPherson, national experts on preventing sexual assault, addressed the campus in the spring, 2004.
- The Weigel Health Center has led the College's effort to comply with new requirements under the federal Health Information Privacy Protection Act (HIPPA) and with New York State law requiring students to document vaccination for measles, mumps and rubella (MMR) and to acknowledge receipt of information pertaining to meningitis.
- The Counseling Center and Dean of Students offer seminars for faculty on dealing with upset, difficult and disruptive students.
- The Critical Incident Support Team (CIS) developed by the Counseling Center assists the campus community with coping effectively during periods of crisis.
- Health and safety inspections are conducted regularly by resident assistants and Public Safety Aides in the residence halls. Fire drills and inspections are conducted on a regular basis in the campus residence halls. Fire alarm systems are inspected annually.

Living/Learning Environments Initiatives (including residence life) to support students include:

- Special interest housing opportunities are provided within several of the residence halls. Learning Communities have been established in Porter Hall; Native American, Diversity, Global Living Center and Honors Student theme-housing programs are available in Twin Rise North (North Wing). Family College housing is provided within Moore Complex, offering family units an opportunity to reside within a fully furnished, on-campus apartment.
- Events are conducted throughout the year to create a sense of community on campus.
- Student award recognition programs honor student achievement, including the Chancellor's Award for Student Excellence, the President's Medal, the Mildred Campbell Student Leadership Award, the Engel Student Humanitarian Award, and Who's Who in American Colleges and Universities.
- Student-athletes are involved with community service activities such as Kids Night Out, Take Back the Night, BSC Community Service Day and other events.
- The International Fiesta stimulates a spirit of internationalism on campus.
- The Weeks of Welcome program extends orientation activities into the first month of the fall term.
- The Office of Student Life provides support for United Students' Government (USG) and for student clubs and organizations, including Greek-lettered organizations.

The effectiveness of student support and student life programming is measured in a number of ways including:

- The Student Affairs Assessment Committee coordinates division-wide efforts to assess the needs and expectations of students and to determine the effectiveness of programs and services provided at responding to student needs and expectations and at improving their academic success. Student stakeholder meetings are held each year, along with department-based student focus groups, to involve students in the assessment process.
- Every three years, the College participates in the SUNY Student Opinion Survey (SOS), learning about student perceptions of all aspects of their college experience. The SUNY SOS results are compared with results over time from earlier surveys and are compared with those of other SUNY campuses.
- Starting in the fall, 2004, the College will conduct an annual Student Opinion Survey (Buffalo State survey) as a supplement to the SUNY Student Opinion Survey conducted every three years.
- The Residence Life Office participates in the ACUHO-I/EBI annual resident student survey to evaluate all services provided by the Residence Life Office. Fifteen different factors are evaluated with statistical analysis provided on overall student satisfaction for each factor.
- The Counseling Center measures student/client reports on how effective the center is on helping them stay in college and how well the services provided support their academic success.
- Athletics tracks the GPA achievement of all student athletes after each semester.
- Accreditation has been awarded by their respective accrediting agency to the Counseling Center, the Weigel Health Center and the Child Care Center, demonstrating that established standards of service have been achieved.

Student Life initiatives at Buffalo State are benchmarked with peer institutions in the following ways:

- The Weigel Health Center participates in health-specific benchmarking studies with health centers operation at other SUNY institutions.
- The results of the triennial SUNY Student Opinion Survey are widely shared, comparing Buffalo State results over time and with other SUNY campuses.
- The Office of Residence Life participates in an annual benchmarking study, the *ACUHO-I/EBI Annual Survey of Resident Students*.
- The Athletics department operates under standards established by the National Collegiate Athletic Association (NCAA) and the SUNY Athletic Conference (SUNYAC). Athletics competes for the SUNY Commissioner's Cup, comparing the performance of Buffalo State with all teams from participating campuses. Buffalo State's highest finish to date has been 6th place, earned in 2002-2003.

4.6 Student/Alumni Satisfaction

Buffalo State conducts an annual "Recent Alumni Survey" of graduates who have been out of school for 1 year. In addition, we participate in the SUNY SOS every 3 years and as of fall, 2004 we will conduct a yearly student satisfaction survey (Buffalo State

Survey) as well as participate in the NSSE (National Survey of Student Engagement). Also, every other year we administer the CIRP to all incoming freshmen during orientation.

The results of all of these surveys have provided direction for administration, academic programs and college service areas. The results are widely distributed in academic and student affairs and provide specific indicators of best practices and indicators of concern.

5.0 Technology

5.1 Academic Technology

Buffalo State has a 5-year technology plan for 2003-2008 <http://www.buffalostate.edu/orgs/tip/tpoc2/plan03.htm> that commits to an effective implementation, use, and management of technology to support the core vision and mission of the college. There is a shared governance structure that assures representation from all campus constituencies. The first two goals of the plan focus on mission and assessment. The plan is updated every two years; goals must be in alignment with the campus strategic plan.

A faculty computer replacement cycle (4-year) will be implemented in 2004-2005. Student labs and software have been on a 3-5 year replacement cycle for more than 3 years.

Currently all classrooms (193 total instructional spaces) have network connectivity. Twenty-three classrooms have been converted to Smart Classrooms. Plans for 6 more to be completed by next year are under way. In addition we have about 40 departmental Smart Carts with at least a computer and multimedia projector – many also have a VCR/DVD player. Instructional Resources also has equipment for loan (6 laptop/projector units) and has satellite equipment rooms in 10 buildings. They received more than 6000 requests in academic year 2003-2004 for set-ups. In addition 34 lab/classrooms have computers and individual connectivity for students and there are an additional 51 labs used by departments and the campus as a whole. Four of these are in the library. One (StudyQuad) is available 150 hours per week.

Wireless technology is being introduced and will likely see a big demand. Security issues and identity management present a challenge. The college plans to move to a single sign on, an enterprise level portal for all campus constituents. Bandwidth demand continually increases. Course management software will become ubiquitous. Commercial databases form a block of ongoing commitments each year along with software licensing, hardware and maintenance costs. Thus, there will need to be continued improvements to network infrastructure and a rethinking of academic software license management.

Interoperability will be an issue as we seek to have our many systems communicate with each other and meet certification and assessment reporting mandates. Timely training and development of staff expertise is critical for effective implementation. One often

overlooked investment is in personnel to support this technology beyond the 9 to 5 model. Our campus now run classes 7 days a week and often 18 hours per day.

The campus is launching through E.H. Butler Library an Information Commons approach to serving students. All open computing labs have been moved to the library. Student proctors will be trained to provide peer support. The Faculty and Staff Technology Development Center will expand its mission to include training students in supported software packages and take on the documentation and training for the Oracle Student System & Degree Navigator. Computing & Technology Services works closely with the Electronic Learning Office (providing instructional design support for SLN, CourseSpace and Blackboard), Instructional Resources (providing AV services, TV production, interactive video classrooms, satellite downlink services, graphics and photography) and librarians who ensure information literacy and attention to copyright.

As members of SUNYConnect Butler Library implemented Aleph this past year. SFX had been fully implemented the year before. They have also been full participants in the SUNY IDS Project using ILLiad and the LAND delivery service to provide expedited interlibrary loan services among the SUNY Colleges. SUNYConnect plays a vital role in the delivery of databases as well. The library uses a continuous assessment / continuous improvement model for management. Adopting an Information Commons approach will ensure quality service, expert help, and seamless access to information in a supportive high-tech environment that empowers the Buffalo State community to access, evaluate and ethically use information to promote academic excellence. Two credit bearing courses are offered: Library 100 (1 credit) and Library 300 (3 credits). Library faculty teach in learning communities and work to integrate library resources into course management software. Librarians are involved in the information management general education assessment process. 24/7 Virtual Reference is offered within a consortial arrangement with the Western New York Library Resources Council.

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Buffalo State technology priorities will continue to be defined by the 2003-2008 Technology Plan. The plan is annually reviewed by the Technology Council. Goals are to progress with the campus vision for technology which states “Buffalo State is committed to an effective implementation, use, and management of technology to support the core vision and mission of the institution.”

6.0 Facilities

6.1 Overall campus facilities planning and design concept

In 1994, Buffalo State retained Saratoga Associates and Cannon to undertake a facilities master plan. This plan was updated in 2002 by Foit-Albert Associates. With some minor revisions, we continue to follow the basic tenets of these plans. The major goals of these plans are to:

- Bring the learning environment into the 21st century
- Upgrade campus utility infrastructure
- Order and organize campus site
- Maximize potential expansion space
- Re-organize existing space
- Improve utilization of existing space
- Reinforce campus residential life

The most recent master plan developed by Foit-Albert focused primarily on the deficiencies in the physical conditions of buildings and infrastructure problems. We continue to work closely with the SUNY Construction fund to address these issues within our allotted budget.

Among the projects that were outlined in the latest memorandum of understanding, that have been completed, are:

- The centralization of enrollment management services in Moot Hall
- The conversion of Moore Complex into 2, 3 and 4 bedroom apartments
- Expansion of the Child Care Center
- Alterations to several buildings and classrooms to support technology needs
- Reconfiguration of campus roads and pedestrian walkways to enhance safety

Existing conditions were assessed during a critical maintenance field survey conducted by Foit-Albert Associates. A detailed list of critical maintenance deficiencies, projects and associated costs was developed from the information gathered during the survey. The cost estimate for critical maintenance project totaled \$100 million. The college prioritized these projects based upon health and safety issues. Many of the buildings that make up the campus are no longer used for the program for which they were designed. This coupled with changes in technology and teaching methods make many of these spaces inefficient and inadequate for the departments that use them. Examples of this are Caudell and Upton Halls. Caudell Hall was originally constructed as a facility for teaching Home Economics teachers, but now is used for programs such as Hospitality and Fashion Technology. Upton Hall was designed strictly for an Industrial Arts program that no longer exists. Similar issues are found in the Science Building, Classroom Building, Bacon and Ketchum Halls. Should these concerns be left unanswered, our programs, especially in the sciences and technology, will suffer tremendously.

6.2 Educational Facilities

Two major projects that the college wishes to pursue are the Science Building renovation and addition and the construction of a new Technology Building. The current Science Building is outdated and inappropriate to today's standards. In addition to needed mechanical and electrical upgrades, there are issues pertaining to health, safety and ADA compliance. Foit-Albert Associates indicated that the only feasible solution to these problems is a total renovation of the building. Current estimates for such a project exceed

\$50 million. Similar problems exist with the college's technology programs. In 2003 Stieglitz Snyder Architecture completed a program study for the construction of a new technology facility. This building was to house all technology program as well as the college's Computer Information Systems programs. Total cost of the project was estimated to be in the vicinity of \$30 million. Lack of capital funds has put this project on hold.

Buffalo State is providing leadership to renovation planning for the H.H. Richardson property. This is likely to provide space for academic initiatives.

6.3 Residence Hall Facilities

Plans for renovation of the residence hall facilities are presented in detail in the *Residence Hall Capital Plan: 2003-2004 through 2007-2008*. The College also plans to construct a new, 200-bed apartment-style residence hall, to be located in the North Quad, proximate to the Moore Hall and Towers residence complex.

The prioritization of residence hall projects is based upon the following five factors:

- Emergency Repairs: repairs that pose a danger to the safety and security of the residents and the physical facilities.
- Building Systems Upgrades: repairs to major building systems.
- Aesthetic Upgrades: purchasing of new furnishings, equipment and aesthetic upgrades within the buildings.
- Routine Maintenance: day to day repairs needed throughout each of the facilities.
- Occupancy Demands: any building changes needed to meet occupancy demands from year to year.

Budgeting for the capital plan is based upon the feedback from campus constituents, the Dormitory Authority and various consultants. The budget development process includes input from each of these sources with final decisions for implementing a project based upon the end cost to the residents as part of an annual increase in housing rates. The College maintains an annual reserve in its Dormitory Income Fund Reimbursable (DIFR) account. In consultation with the Office of Finance and Management, the annual DIFR budget maintains a minimum of an 8 percent reserve of the annual operating budget.

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Buffalo State priorities for facility enhancements to support a quality academic experience include:

- **Renovation of Science Building**
- **Rehab of Bacon Hall**
- **Address priorities in residence hall capital plan and construct new 200 bed apartment style residence hall.**
- **Construct new Technology Building**

- **Construct new building for Burchfield-Penney Arts Center.**
- **Implement via renovation and new construction the campus center concept (Student Union).**
- **Expand capacity for use of technology to support instruction to all classrooms.**
- **Address accessibility issues in Cassity Hall.**

6.4 Hospital Facilities: Does not apply

6.5 Energy Planning

Buffalo State is conducting a comprehensive audit of its energy use, identifying ways to reduce overall demand by changing the design and operation of mechanical systems. The audit will result in a campuswide project, funded by energy savings and further subsidized by the New York State Energy Research and Development Authority (NYSERDA). Phase Two of the same project will examine our energy sources and identify alternatives that can further reduce overall/unit costs, and are environmentally proactive. The College currently participates in the SUNY Electricity Buying Group.

We are also developing a campaign to raise and maintain awareness of the positive environmental impact of energy conservation. Initially subsidized by NYSERDA, the informational campaign will target all constituencies and promote the expectation that personal conservation effort is a required component of campus life.

7.0 Administrative Structure and Resource Management

7.1 Administrative Structure/Effectiveness

Academic Affairs, headed by the provost, is organized in the following ways:

- Three faculties (Arts and Humanities, Natural and Social Sciences, Applied Science and Education), each headed by a dean.
- Graduate Studies and Research headed by a dean.
- University College headed by a dean.
- Enrollment Management (Admissions, Financial Aid, Registrar) headed by an associate vice president.
- Curriculum and Assessment headed by an associate vice president.
- E.H. Butler Library and Instructional Technology headed by an assistant vice president.
- Continuing Education headed by a director.

Within the above there are 33 academic departments headed by a department chair and numerous centers and units headed by a director or coordinator.

A goal adopted in the Academic Plan is to “Establish an organizational structure and administrative systems to ensure academic success and responsiveness.” A year-long dialogue on restructuring led to plans to implement a new academic organization model.

Components of the plan with tentative timelines follow. Creation of University College in fall 2004 was the first step in this academic reorganization.

- The current faculties (Arts and Humanities, Natural and Social Sciences, Applied Science and Education) will be reorganized into four schools effective fall 2005. The schools each headed by a dean are: School of Arts and Humanities; School of Natural and Social Sciences; School of Education; and School of Professions
- Academic departments and programs determined their preference for placement in the four schools. Final deployment will be decided in the coming month for fall 2005 implementation.
- A new model for sharing support services between academic departments and for differential (ten-month or twelve-month; amount of stipend and reassignment time) department chair appointments will be implemented fall 2005.
- The office of strategic planning will be reassigned to Academic Affairs effective January 2005. Planning responsibility will be combined with additional roles to support college and academic goals.
- The relationship between Student Affairs (headed by a vice president) and Academic Affairs will be restructured effective fall 2005. Student Affairs will be integrated within Academic Affairs to strengthen collaborative efforts to ensure student success.
- A heightened emphasis on data and institutional research will lead to a more systematic and unified approach to the collection, analysis, and distribution of findings. Implementation strategies are in development.

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Reorganization, including that proposed in the September 2004 campus document addressing student success and future direction, will be implemented to establish an administrative structure to ensure academic quality.

7.2 Alignment of Resource Planning and Academic Plans

Buffalo State has a dynamic, continuing, process for budget development, consultation, and reallocations, for each of its funds. An annual process is initiated in spring each year. The annual process is a confirmation that all programmatic and periodic requests to date have been appropriately implemented for the upcoming New Fiscal Year (NFY). A campuswide calendar for communicating the timeline for budgetary consultation and development is shared widely.

Resource Planning Effectiveness

Buffalo State's effectiveness in resource *planning* is excellent. It is the *practice* that is compromised by the campus' inability to control major influences affecting resources coming to the campus. The College relies heavily on a system-wide resource allocation methodology. To the extent that information is received late in a budgeting cycle, or distribution of available system-wide resources is not effected in a predictable, discernible, and equitable manner, the campus' resource planning effectiveness is put at risk. Identifying resources to support strategic initiatives necessarily lags when available resources are dedicated to core operations, and little or no information is known about NFY resources. Resources needed to support initiatives must then be reallocated from existing programs. The resulting realignment of resources necessitates a longer preparation period, which ultimately delays support to the initiative, a less effective and desirable action.

The state budgeting process, in combination with employee contracts negotiated by the Governor's Office of Employee Relations (GOER), presents a challenge when attempting to compare this institution with those outside SUNY. Resources are predominantly constrained at the level of current costs (84 percent total payroll, 7 percent utilities, 9 percent materials and equipment) and recent years have required the campus to self fund GOER-negotiated employee increases.

However, once obtained, the campus is effective at allocating and monitoring its resource activity.

7.3 Institutional Development/Fundraising

To meet the goals described in the SUNY \$3 Billion Challenge, Buffalo State has undertaken a \$50 million capital campaign. The campaign, begun in 2001, has met nearly half its goal as of June 2004 with a total of \$24.1 million raised.

The capital campaign is comprised of four initiatives:

- New Building Component (\$30 million goal): Campaign for the construction of a new fine arts building to house the Burchfield-Penney Art Center and college art functions including the Museum Studies Program and the Art Conservation Program.
- *Endowing the Future* Component (\$10 million goal): A five-year initiative to raise \$10 million from planned gifts in order to help build the college's endowment.
- Academic/Student Needs Component (\$7 million goal): Fundraising for scholarships and identified academic programs.

- Community Maritime Center (\$3 million goal): Campaign for the construction of a Community Maritime Center to house an historic watercraft museum and boat-building facility at the College's Porter Avenue waterfront property. The Center will be part of the larger Buffalo State Waterfront Campus that will also include the Great Lakes Research Institute, Ecolab, and Outdoor Teaching Pavilion.

Campus and foundation infrastructure are changing in the following ways:

- Staffing: In 2000 the College added the position of Capital Campaign Coordinator to its Institutional Advancement and Development staff. The Capital Campaign Coordinator manages the day-to-day operations of the New Building Component of the \$50 million capital campaign.
- Technology: An e-mail fundraising program of the Buffalo State College Foundation will be up and running by fall 2005.
- Training: In addition to the full complement of professional development activities made available to advancement staff, there is a particular focus on providing development training to the college's five Deans (Arts and Humanities; Applied Science and Education; Natural and Social Sciences; Graduate Studies and Research; and University College) and to its Director of Intercollegiate Athletics. Their increased participation will be a key component in the success of the \$50 million capital campaign and in the college's development efforts well into the future.

Efforts to encourage student, alumni and faculty/staff participation include the following.

- Student participation: Students in the All College Honors Program play the most prominent role in fundraising activities within the Buffalo State College Foundation. Members of this group of 150 high-achieving students are regular volunteers for the fundraising events that support their program, including the annual Scholarship Gala and the annual Golf and Tennis Classic. In addition, a student from the All College Honors Program regularly serves as the student representative to the Board of Directors of the Buffalo State College Foundation.
- Alumni participation: Buffalo State alumni play crucial roles in the capital campaign, as key volunteers and major donors. Various alumni chair the *Endowing the Future* and Academic/Student Needs Components of the campaign, while the New Building Component includes an Alumni Committee co-chaired by two prominent alums who are also major donors. The capital campaign has received a \$1,250,000 gift from a member of the Class of 1950 for the purpose of endowing a chair in the college's Center for Excellence in Urban and Rural Education. Further, the New Building Component of the campaign was launched with a \$1 million gift from an alumnus of the Buffalo Normal School, the precursor to the current Campus West School at Buffalo State. Gifts from alumni account for nearly \$4 million toward the capital campaign total.

- Faculty/Staff participation: In addition to advancement staff who are directly involved in managing the campaign, faculty and staff of the college support the campaign generously as advisers, volunteer fundraisers and lead donors. Two faculty members and two emeriti faculty members also serve on the advisory committee for the Endowing the Future Component of the capital campaign, and have been highly successful in cultivating other donors for the campaign. The two largest gifts of the campaign—each \$1 million—were made by a retired faculty member, a Distinguished Service Professor Emeritus, who is an enthusiastic and effective fundraiser himself. More than \$3 million overall has been contributed to the capital campaign by faculty, staff and emeriti.

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The \$50 million dollar capital campaign will be successfully completed in the 2005-2010 timeframe. The capital campaign and additional development activities will support strategic and academic goals.

7.4 Collaborative Administrative/Financial Arrangements

Buffalo State participates in a number of collaborative programs with SUNY and other SUNY campuses.

The personnel officers of the western New York SUNY campuses have provided joint training opportunities in the past for professional staff and academic department chairs. They are currently planning a leadership training program and are preparing to survey members campuses to determine other training needs that could be addressed jointly. Under the auspices of the Western New York SUBOA, they are also looking into the possibility developing an on-line employee performance evaluation form.

Buffalo State also participates in a consortium of purchasing officers from western New York SUNY campuses. The group meets regularly and shares strategies for handling purchasing issues, such as sharing RFPs for the purchase of good and services.

Trademark licensing for the college is handled through the 4-SUNY Campus Consortium. For a modest annual cost, the consortium has allowed the College to develop a successful trademark program without having to hire an expert in trademark licensing.

The College currently participates in the SUNY Electricity Buying Group.

8.0 Community Relations and Service

8.1 Educational contributions

The mission of Continuing Education includes the charge to develop noncredit and credit programs for revenue generation.

Noncredit certificate program recently offered include:

- Customer Service Certificate
- Supervision Certificate
- Purchasing Management Certificate Program
- Conflict Management/Anger Management
- Wetlands Delineator Certificate
- Meteorology Certificate
- Heating Ventilation Air Conditioning Certificate
- Allied Health Programs (through AHEC grant)

Credit experiences arranged and managed include:

- CPA Refresher Course, Taxation
- Early Childhood Undergraduate Certificate
- Music and Movement Education Teaching Training
- Driver Education

Other programs offered by Continuing Education are review courses (New York State Teacher Certification Review Courses), contracts (Drinking Driver Mandatory Education Program), and youth programs (Kids College Enrichment Programs; job shadowing and mentoring in healthcare).

Continuing Education was recognized for work with the self sufficiency calculator in cooperation with the Erie County Commission on Women.

8.2 Extracurricular and cultural contributions

Buffalo State contributes culturally to the Western New York community through the Performing Arts Center, the Performing Arts Department and Warren Enters Theatre, the Burchfield-Penney Art Center, Athletic events and facilities, and numerous department-sponsored events. Events in a typical year (2003-2004) by major category follow:

The Performing Arts Center in Rockwell Hall fills four community functions: evening performance series sponsored by the PAC (6-10 events annually), on-school-time performances for area schools (K-8)(6-10 events annually), public performances of the music and dance programs (15-20 events annually), and rentals to campus and community organizations (50-75 events annually). Attendance at PAC events has increased annually from 41,735 in 1999 to 55,056 in 2003.

In addition to events in the Performing Arts Center, The Performing Arts Department also schedules events in the Warren Enters Theatre, a state-of-the-art, newly renovated facility that primarily supports theatrical productions. The Warren Enters Theatre is a laboratory space used almost exclusively for 3-4 productions offered by the performing arts department and Casting Hall, the student theatre organization. Plays run for 6-8 performances, with attendance of 250-400 people at each performance. A second theatre in the Theatre Arts Building presents up to three plays per year with about 100 people at each performance. The department also schedules events at various community venues throughout Western New York. Annual attendance figures approach 4,500. These venues also are for lectures and community rentals when not in use by the performing arts department.

The Burchfield-Penney Art Center in Rockwell Hall houses the largest collection of work by Western New York artists, focusing particularly on the work of Charles Burchfield. The Burchfield-Penney offers approximately 28 exhibitions over the year and another almost 60 educational offerings. These largely engage members of the community where there is a very strong following. This is a total audience of approximately 18,000 at the Rockwell site. We have a further impact on the community outside the Rockwell facility throughout satellite exhibition spaces. Regular satellite programming takes place at M&T Plaza where exhibitions are changed two times per year and lectures and tours that happen periodically. Other exhibitions took place at Mount Ararat, a community center on Jefferson Avenue near Bailey. We also periodically have exhibitions in other locations throughout the region and further a field. In the past year we have had exhibitions in New York City which featured our Milton Rogovin collection and Boca Raton which featured a very successful exhibition from the year 2000 titled *Frank Lloyd Wright Windows of the Darwin D. Martin House*. Our total estimated audience impact for the last fiscal year, including outside sites, is approximately 69,000.

During 2003-2004, the Intercollegiate Athletics Department sponsored 268 events with a total attendance of over 300,000 people. The department also oversees rental of the ice arena, which is used by a number of community organizations, the sports arena, the pool and other athletic facilities. The athletics department has established facility use agreements with a number of community groups and organizations, including the Skating Association for the Blind and Handicapped, the Western New York (WNY) Federation hockey league, the Buffalo Saints Hockey League, the Canisius College and Erie Community College hockey programs, the Neumann Catholic Swim League and the WNY Section 6 high school basketball tournament.

Individual departments host dozens of community-oriented events each year. A variety of examples follow:

- Upton Gallery exhibitions featuring the work of Buffalo State faculty and students (6-8 per year; 2000 people)
- Project FLIGHT (Books for Kids and Women's Hall of Fame in WNY); approximately 175,000 books distributed.

- Community Service Day (300 people)
- Creative Studies Intervention Camp at Buffalo Science Museum (30 people)
- Creative Studies Intervention for Families with the Buffalo Science Museum (120 people)
- Monroe Fordham Lecture Series (500-800 people)
- Technology Leadership Training for Principals in the Buffalo Public School System (all principals in Buffalo public schools)
- Social Work Department adoption of a Buffalo Public School
- Annual Student Art Sale (800 people)
- Art Partners (100 people)
- Students for Free Enterprise (30-50 people)
- Readings by poets and authors (5-20 per year; 500 people)
- Art Conservation Annual department Open House (200 people)
- Clay Olympics (40 people)
- Consultant and conservation service provided to the City of Buffalo Art Commission and Buffalo area institutions and individuals through the department's Conservation Service Program (approximately 100 works conserved)
- GIS meetings for county personnel and other GIS-related meetings and lectures(10-15 per year; 200 people)
- Psychology Speaker Series (150 people)
- Buffalo Public Schools Art Initiatives (2000 people)
- Griffis Sculpture Park Cooperative (20 people)
- Communication Speaker Series (300 people)
- Medial Literacy Forum for area high schools (50 people)
- Concerts/Lectures sponsored by the Student Union Board (25,000 people)

These cultural events are supported by a range of formal and informal partnerships with area organizations, such as the Buffalo Science Museum, Studio Arena Theatre, the Buffalo Zoo, Shea's Buffalo, the Albright-Knox Art Gallery, the Erie County Historical Society, the Karpelis Museum, the Arts Council of Buffalo and Erie County, and others. Our partnerships with these institutions involve countless numbers from the community.

We estimate attendance at the various events on campus open to the community exceeds 500,000. Attendance at major campus venues is recorded by those organizations. Informal counts are provided for most department events. Efforts are underway to increase attendance at those venues where we have capacity: athletic events and the performing arts center and Enters Theatre. The athletic program has employed theme nights and other promotions to increase attendance at sporting events. The performing arts center will be offline for renovation during the 2004-2005 academic year. Attendance has increased significantly as we have focused more on community-oriented programming, and we expect that to continue through strategic programming choices. The re-opening of the Enters Theatre quadrupled capacity for theatrical productions. A campaign is currently underway to increase community awareness of the theatre and build a wider audience for productions at the theatre.

Success of cultural and athletic events is gauged by attendance at these events, relation to the core mission of the college or program, and revenue generated where applicable. The effectiveness of departmental events is evaluated in annual reports and monitored on a regular basis for major campus venues.

8.3 Service to Community

Initiatives, current and planned, are described throughout this Mission Review II document. They connect to the strategic direction which reads “Buffalo State will position itself as a leading educational, economic, and cultural partner, contributing to the vitality of the region.”