

Memorandum of Understanding

State University of New York at Buffalo

and the

State University of New York

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1.0 Campus Role and Distinctiveness

The University at Buffalo recognizes the tripartite mission of the state university – research, teaching, and public service – not as separate or discrete actions, but as interdependent activities that inform and enhance each other within the University’s mission. As a public research university, there is an institutional commitment to bring the benefits of research, scholarship, and teaching excellence to the members of the communities so the understanding of their worlds and the quality of their lives may be enhanced.

While this commitment is necessary, it is not sufficient. As an institution, the University at Buffalo has the people, the tools, and the vision to become one of the nation’s premier public research universities. Through the strong leadership of President John B. Simpson, the university community has undertaken an intensive self-evaluation and review of its mission, aspirations, and goals. At the core of the strategic planning process – *UB2020* – is the goal of advancing academic excellence, “making our university one of the nation’s leading public research universities during the next 15 years.” *UB2020* is therefore a comprehensive plan to support the University’s academic programs and best position them to realize their potential. Put another way, the plan is a roadmap that the University will follow to realign resources, make strategic investments, and develop partnerships so it can grow its faculty – the foundation of the University.

The goal of transforming the University at Buffalo into one of the nation’s leading public research universities is ambitious. It will take time, tenacity, strong leadership, public and private investment, and hard work. However, having begun to implement a plan as ambitious as its goals, the institution sees *UB2020* as much more than a strategic planning process. These strategic efforts are viewed as the reorienting of the 21st century public research university.

UB2020 identifies the following Strategic Strengths:

- *Aging and Chronic Disease*, focused on the development of strategies for the diagnosis and treatment of chronic and degenerative diseases affecting an aging population;
- *Artistic Expression/Performing Arts*, intended to expand the range and depth of artistic expression inside the University at Buffalo and around the Western New York community and to catalyze a cultural renaissance and the formulation of the University at Buffalo as a national model of cultural citizenship;
- *Cultural, Historical and Literary/Textual Studies*, re-imagining the field of scholarly inquiry by creating a new 21st century foundation for interdisciplinary dialogue within these fields;
- *Bioinformatics and Health Sciences*, which focuses on discovery and commercialization to facilitate the process of disease recognition and innovative clinical response;
- *Civic Engagement and Public Policy*, leading to understanding and remediation of the social and legal problems experienced by diverse groups in the urban environment;

- *Clinical Sciences and Experimental Medicine*, creating teams of faculty in areas of health to produce innovative clinical applications to persistent societal health issues such as ADHD and childhood obesity;
- *Extreme Events: Mitigation and Response*, which focuses on the development of an innovative response to biodefense challenges and catastrophic events;
- *Information and Computing Technology*, building the capacity to develop new and unique applications of 21st century simulation and modeling and other emerging information technologies to respond to business defense and health care challenges in the region and nation;
- *Integrated Nanostructured Systems*, determining the chemical, optical, magnetics, electrical, spin, mechanical, and biological properties of materials and structures to translate into devices used in strategic areas in business and health sciences; and
- *Molecular Recognition in Biological Systems*, to provide advances in medicine and pharmaceutical sciences by understanding the fundamental biology and molecular nature of disease.

The Strategic Strengths will focus the University's faculty hiring and new program investment strategies with an expectation to achieve national and international recognition as a research leader in these critical arenas. In addition, they will focus research efforts, result in the formation of new educational programs and services, and inform and strengthen public service efforts.

Within this document is the high level overview of the University at Buffalo's strategic plans and the initiatives that will be pursued to achieve these plans and move closer to the goal of becoming a premier national research university. This goal aligns closely with the State University's overall strategic plans to become a premier public higher education system. The central element of this Memorandum of Understanding is a shared understanding about the goal of becoming a premier national university comparable in size and reputation to aspirational peer universities like Michigan and Wisconsin over the next 15-20 years. The University at Buffalo and System Administration will work together to grow enrollments by 10,000 AAFTE over this period. All other decisions and processes flow from this first premise – annual and five-year enrollment plans, faculty growth, and support infrastructure development. The University at Buffalo must do all it can to examine the use of current resources, redistribute these resources in a manner that achieves the greatest return, and generate new income to leverage recurring support from the State.

2.0 National Context: Peer Institutions

Comparisons to other, similar institutions provide useful benchmarks for campuses, reinforce an institution's confidence in existing practices, and can lead to new ideas for improvement. The University at Buffalo has chosen two groups of national research institutions to make

comparisons that provide a context to understand the institution's competitiveness with the very best public universities in the country.

As the University aspires to move into the ranks of these nationally recognized universities, it is important to understand the conditions that have contributed to their success. The first category – comparably-sized aspirant peer universities – is a group of prominent public research universities similar in size to the University at Buffalo with a similar diversity and range of program offerings. This group includes the University of Iowa, the University of North Carolina at Chapel Hill, and the University of Pittsburgh. The second category – elite-public aspirant peer universities – is a group of elite public universities that have a similar range of degree offerings. Moreover, these institutions reflect the kind of institution that the University at Buffalo aspires to become over the next 15-20 years through sustained and focused planning and action. These institutions include the University of Michigan at Ann Arbor, the University of Washington, and the University of Wisconsin at Madison. Selected comparisons are shown below in Table 1a.

Table 1a

University at Buffalo Peer Analysis Table

	University at Buffalo	Comparably-Sized Peer Institutions			Elite-Public Peer Institutions		
		University of Iowa	University of North Carolina Chapel Hill	University of Pittsburgh	University of Michigan Ann Arbor	University of Washington	University of Wisconsin Madison
Total Headcount Enrollment (IPEDS)	27,255	29,745	26,359	26,795	39,031	39,135	40,879
Full-Time Headcount Enrollment (IPEDS)	22,180	23,818	21,922	21,562	35,888	32,789	36,252
Percent of Enrollment which is Full-Time (IPEDS)	81.4%	80.1%	83.2%	80.5%	91.9%	83.8%	88.7%
Total Degrees and Certificates Awarded (IPEDS)	6,128	6,257	6,575	6,936	10,671	10,320	9,432
Total Faculty Headcount (IPEDS)¹	2,245	2,624	2,060	4,100	4,313	4,256	4,023
% Full-Time Faculty (IPEDS)²	66.2%	86.2%	94.0%	82.4%	78.3%	91.1%	75.8%
% FT Faculty with Tenure (IPEDS)³	53.8%	51.1%	72.1%	30.6%	49.0%	36.4%	50.1%
Faculty Rank Distribution (IPEDS)							
% Full Professor	33.6%	30.7%	32.7%	19.9%	30.7%	34.2%	46.9%
% Associate Professor	31.8%	21.4%	18.7%	19.3%	17.9%	21.4%	12.6%
% Assistant Professor	30.7%	18.4%	15.7%	32.3%	23.6%	21.7%	18.6%
% Instructor	1.7%	0.3%	0.4%	5.4%	2.4%	4.0%	0.0%
% Lecturer/Other	2.3%	2.3%	2.1%	3.2%	10.8%	11.6%	5.1%
% No Rank (IPEDS)	0.0%	26.8%	30.3%	19.9%	14.6%	7.3%	16.8%
Student/Faculty Ratios and Percent of Adjunct (IPEDS-EAP, 2003)							
Student FTE/Total Faculty FTE	13.5	12.9	13.7	6.2	9.7	8.8	7.3
Student FTE/Total Faculty Headcount	11.0	12.0	13.1	5.6	8.6	8.3	6.5
Student FTE/FT Faculty Headcount	16.5	13.8	14.1	6.9	10.9	9.1	8.0
Student FTE/Tenure Track Faculty	21.4	16.5	14.5	15.5	14.5	20.4	9.8
Student FTE/GA & TA	19.4	8.2	7.3	10.8	10.5	9.6	6.8
% Adjunct Faculty	31.9%	6.5%	5.7%	17.8%	17.3%	8.5%	16.4%
First-Year Retention (2003 cohort, IPEDS)	84%	83%	95%	89%	96%	92%	92%
% First-Time, Full-Time Students Graduating Within Six Years (IPEDS)	57.1%	64.5%	82.9%	64.9%	85.1%	71.3%	75.8%
SAT Scores 25th and 75th Percentiles (IPEDS)²	1070/1250	1070/1330	1190/1390	1120/1310	1210/1440	1070/1310	1150/1390
% Freshmen with a High School G.P.A. > 3.0 (College Board)^{3,4}	58.0%	92.0%	94.0%	NA	98.0%	97.0%	95.0%
Freshman Acceptance Rate (IPEDS IC2004)	56%	83%	37%	48%	62%	71%	70%

Table 1a

University at Buffalo Peer Analysis Table (cont.)

	University at Buffalo	Comparably-Sized Peer Institutions			Elite-Public Peer Institutions		
		University of Iowa	University of North Carolina Chapel Hill	University of Pittsburgh	University of Michigan Ann Arbor	University of Washington	University of Wisconsin Madison
Medical School Profile (U.S. News 2006)							
Applications ⁵	2,249	2,277	2,921	5,029	4,875	3,053	2,232
Acceptance Rate (%)	14%	13%	7%	9%	9%	7%	11%
Total Enrollment ⁶	559	581	647	573	682	795	612
MCAT	9.5	10.2	10.4	10.7	11.4	10.4	10.3
Undergraduate GPA	3.59	3.72	3.60	3.68	3.73	3.67	3.73
Instate Tuition	\$20,053	\$19,887	\$8,877	\$31,244	\$21,355	\$13,716	\$21,728
Out-of-State Tuition	\$34,753	\$38,355	\$34,243	\$37,152	\$32,801	\$31,916	\$32,802
Medical School Faculty (AAMC, 2004)							
Total	556	867	1,239	1,748	1,623	2,093	902
Basic	134	101	256	159	150	356	171
Clinical	420	754	983	1,589	1,446	1,737	731
Other	2	12	0	0	27	0	0
Expenditures per student FTE (IPEDS FY2003-04)⁷							
Total E&G (including support costs)	\$25,633	\$32,876	\$51,974	\$49,085	\$53,245	\$51,182	\$42,363
Instructional	\$9,118	\$10,317	\$22,593	NA	\$16,039	\$16,308	\$9,867
Research	\$4,630	\$8,318	\$10,935	NA	\$13,584	\$15,656	\$15,973
Public Service	\$328	\$1,677	\$3,318	NA	\$2,405	\$662	\$2,901
Faculty Scholarship (ISI)⁸							
Publications/FT Faculty '98-01	3.6	4.3	5.7	3.0	4.5	3.8	3.1
Publications/FT Tenure/Track Fac '98-01	4.8	5.7	5.9	6.9	6.5	8.5	5.4
Citations/FT Faculty '98-01	6.6	10.2	15.8	7.5	11.1	12.0	7.9
Citations/FT Tenure/Track Faculty '98-01	8.8	13.4	16.4	17.2	16.0	27.2	13.6
Research Expenditures (NSF, 2003)							
Total R & D (in 000s)	\$240,180	\$292,035	\$390,542	\$409,684	\$780,054	\$684,814	\$721,248
(Rank)	(59)	(43)	(29)	(27)	(3)	(5)	(4)
Federal R & D (in 000s)	\$129,794	\$197,260	\$280,678	\$345,625	\$516,818	\$565,602	\$396,231
(Rank)	(58)	(40)	(23)	(15)	(3)	(2)	(8)
Federal R & D per FT Faculty (in 000's)	\$87.3	\$87.2	\$145.0	\$102.3	\$153.1	\$145.9	\$129.9

Note: This table reflects the most recent data available from the Integrated Postsecondary Education Data System (IPEDS-2003-04), the College Board Annual Survey of Colleges (2004-05), U.S. News "America's Best Graduate Schools" (2006), the Association of American Medical Colleges (AAMC), Institute for Scientific Information (ISI), National Science Foundation (NSF), and data files maintained by the State University of New York Office of Institutional Research and Analysis.

¹ Total Faculty Headcount, % Full-Time Faculty, and % FT Faculty with Tenure for University of Wisconsin at Madison taken² SAT Score Data for University of Wisconsin-Madison taken from the 2003-04 College Board Annual Survey of Colleges. from the 2004 IPEDS EAP survey (early release). ³ Percent of Freshman with a H.S. GPA >3.0 for Stony Brook University taken from the 2002-03 College Board Annual Survey of Coll⁴ Percent of Freshman with a H.S. GPA >3.0 for University of California at San Diego, University of Michigan Ann Arbor, University of North Carolina-Chapel Hill, University of Pittsburgh and University of Wisconsin taken from the 2003-04 College Board Annual Survey of Colleges.

⁵ AAMC Facts, Applications and Matriculants by School and Sex, 2004.

⁶ Total Medical School Enrollment for Pennsylvania State taken from AAMC Facts, Applications and Matriculants by School and Sex, 2004.

⁷ Instruction, Research, and Public Service Expenditures do not include support costs; Total E&G includes support costs; Pennsylvania State and University of Pittsburgh expenditure data limited to total E&G due to differences in accounting methods (FASB), total E&G for these campuses may not be comparable to other publics using GASB.

⁸ Institute for Scientific Information (ISI). Summarized by SUNY Office of Institutional Research and Analysis; publications converted to full article equivalents; note that full-time faculty are instructional/research faculty regardless of tenure status.