



SHAPING  
OUR FUTURE

---

STRATEGIC  
PLAN

---

2019 – 2024

---



University at Buffalo  
School of Architecture  
and Planning





# Our Opportunity

---

“Shaping our Future is our invitation to consider the professions of architecture, urban planning and real estate development as creative, innovative and regenerative forces in our world.”

- Dean Robert G. Shibley

---

The challenges facing our world today – a warming planet, accelerating urbanization, and the largest forced uprooting of human populations since World War II among them – demand action. As educators, professionals and global citizens, we consider how our disciplines can lead the way as advocates for new ways of thinking, making, building – and living.







# Our Vision

As the world confronts the grand challenges of our time, we see architecture, urban planning and real estate development as professions that play a central role in the cultural and technological transformations to come.

---

Through teaching, inquiry and critical practice, the faculty, staff and students of the School of Architecture and Planning aspire to plan, design and build more healthy, equitable, just and artful places for people and the global and local ecologies that sustain them.

---

We commit to establishing a school culture of trust and inclusion that is steeped in the pursuit of knowledge, the preparation of global citizens, and capacities for critical reflection.



# CELEBRATING OUR HISTORY 1969 – 2019

## 1960s

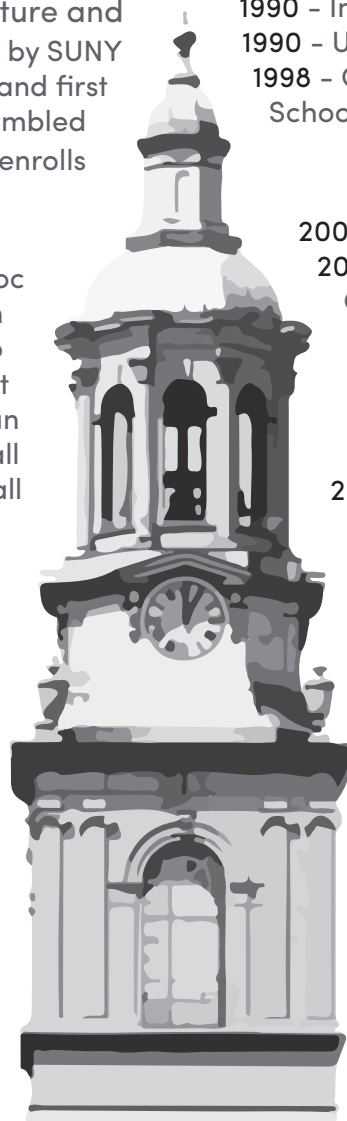
- 1967 - School of Architecture and Environmental Design established by SUNY
- 1968 - John Eberhard appointed Dean and first faculty assembled
- 1969 - First class of students enrolls

## 1970s

- 1971 - School moves from ad hoc classrooms to Bethune Hall on Main Street in Buffalo
- 1971 - First commencement
- 1974 - Harold Cohen appointed Dean
- 1975 - First Beaux Arts Ball
- 1977 - School moves to Hayes Hall
- 1979 - Master of Urban Planning degree established

## 1980s

- 1980 - Master of Architecture degree receives first accreditation
- 1984 - Center for Inclusive Design and Environmental Access formed
- 1984 - Michael Brooks appointed dean
- 1985 - Material and Methods shop moves from Hayes Hall basement to Parker Hall
- 1987 - Expansion into Crosby Hall
- 1988 - Master of Urban Planning degree earns first accreditation
- 1988 - Bruno Freschi appointed Dean
- 1988 - Students host the first Atelier



## 1990s

- 1990 - Intersight journal of student work launched
- 1990 - Urban Design Project founded
- 1998 - Center for Urban Studies incorporated in the School of Architecture and Planning

## 2000s

- 2002 - Brian Carter appointed Dean
- 2003 - Food Systems Planning and Healthy Communities Lab founded
- 2007 - Center for Architecture and Situated Technologies founded

## 2010s

- 2011 - Robert Shibley appointed Dean
- 2011 - Urban Design Project aligns with UB Regional Institute
- 2011 - Hayes Hall restoration begins
- 2013 - Urban planning PhD launched
- 2015 - MS in Real Estate Development launched
- 2015 - School's "GRoW Home" places 2nd in US Department of Energy Solar Decathlon
- 2015 - UB forms Community for Global Health Equity and Sustainable Manufacturing and Advanced Robotics Technologies research communities form with school faculty at the helm
- 2016 - Hayes Hall restoration completed
- 2018 - School debuts "See It Through Buffalo" in exhibition at 2018 Venice Architecture Biennale



# Our Tradition

Founded fifty years ago in the tumult of the late 1960s, the School of Architecture and Environmental Design was a direct challenge to orthodox architectural education at the time. With its first faculty and students self-described as a “band of renegades,” the program viewed design as a complex process dependent upon the social, cultural, technological and economic contexts in which we work.

We live our founding principles today, approaching teaching, research, creative practice and community-building as interdisciplinary enterprises nourished by research-in-practice, animated by design, making and doing, and driven by a spirit of public service.

---

**“It will not be a ‘School of Architecture’ in the narrow sense, but will involve all that ‘environmental design’ implies.”**

- Martin Meyerson, president of the University at Buffalo, 1966-1969, excerpted from the university’s academic plan

---

The school’s ethos also continues to be defined by the city in which we reside: persistence in the face of decline, and a legacy of industrial ingenuity and design for the public good. Even as we engage global issues from Uganda to Kashmir, it is Buffalo’s people, history, and our work within its complex landscapes that underscore our temperament and drive.

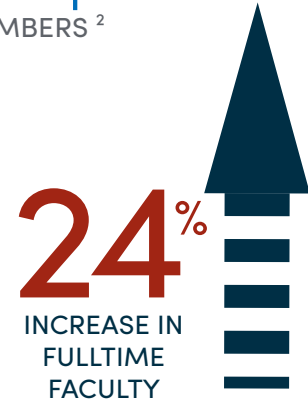
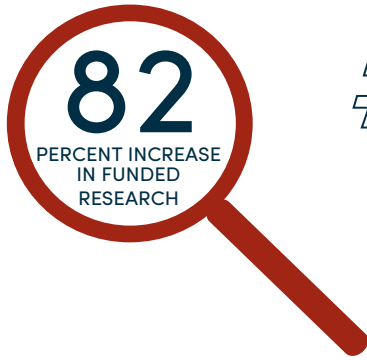
With our history as inspiration, and a better world as aspiration, we will pursue new avenues for influence through research, teaching and practice in our disciplines.



# A period of robust growth across our enterprise

RESEARCH POWERHOUSE <sup>1</sup>

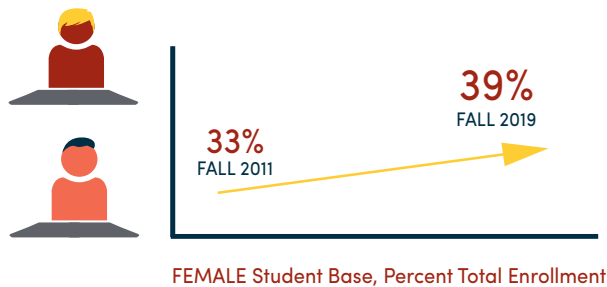
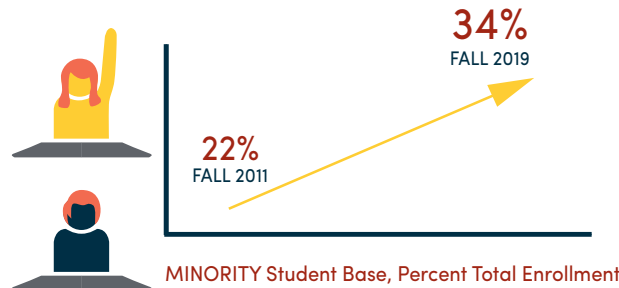
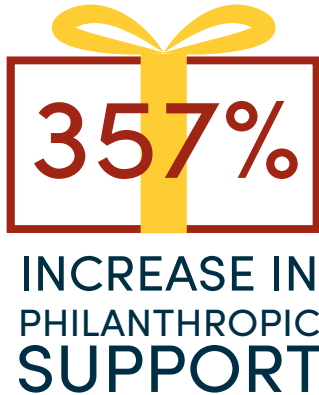
STRENGTH IN NUMBERS <sup>2</sup>



FINANCIAL SUSTAINABILITY <sup>3</sup>

BUILDING DIVERSITY <sup>4</sup>

PRIMED FOR PRACTICE <sup>5</sup>



1) Increase in research expenditures from FY2011 - FY2018.; Research ranking is for federal grant dollars, based on 2017 Academic Analytics data on 25 Association of American Universities institutions with accredited architecture and planning programs. The School of Architecture and Planning also ranks 7th in book publications per faculty member and 9th in citations per publication. These AAU institutions include: Columbia University, Cornell University, Georgia Institute of Technology, Harvard University, Iowa State University, Massachusetts Institute of Technology, Texas A&M University, The Ohio State University, University of Arizona, University of California–Berkeley, University of California–Los Angeles, University of Florida, University of Illinois–Urbana–Champaign, University of Kansas, University of Maryland, University of Michigan, University of Minnesota, University of Oregon, University of Pennsylvania, University of Southern California, University of Texas–Austin, University of Virginia, and University of Washington; 2) Faculty tenure and promotion and overall faculty growth as measured 2011–2018; 3) Growth in philanthropic gifts as measured 2011–2018; 4) Minority and female base measured as a percentage of total enrollment across graduate and undergraduate programs, 2011–2019. 5) Based on 2018 pass rates of all six categories of the Architectural Registration Exam. UB's comparison set in New York State includes Cornell University, Columbia University, Pratt Institute, and Syracuse University. UB's 70% ARE overall pass rate compares to 50% national average. UB also ranks 9th overall among all AAU institutions with architecture programs. Pass rate for American Institute of Certified Planners Exam is for 2013 graduates of UB's Master of Urban Planning who took the exam within five years of graduation, or by 2018.

# Our Plan

---

“Shaping Our Future” is our plan to build on our tradition with even greater precision in organizational sustainability and impact through research, design, teaching and engagement.

---

This document reflects a shared set of priorities at the current time in the school’s history and serves as a guide for strategic investments and school governance.

The plan development process was led by eight committees engaging all faculty and staff, as well as a representative number of students and alumni, over the course of the 2017-19 academic years.

We will audit progress on the plan and annually propose a three-year expenditure plan based on projected revenues and Shaping our Future strategies.



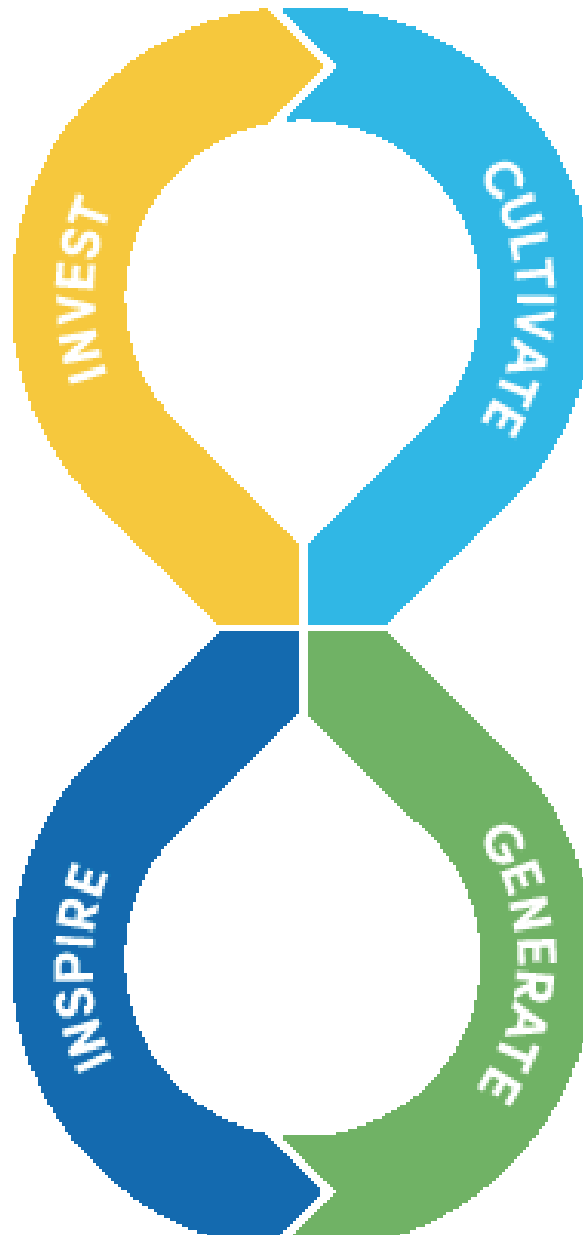
# How we will achieve our vision

## Invest in core missions

- Support student development: academic, professional and personal
- Propel faculty advancement and bolster scholarly impacts
- Strengthen staff fulfillment and advancement
- Build innovative programs and courses
- Invest in our learning spaces and technologies

## Inspire support

- Build alumni engagement and philanthropic support
- Advance the reputation of our school and raise the profile of our faculty, staff, students, alumni and partners



## Cultivate inclusive excellence

Create a culture of inclusion, advance equity, and support diversity in our teaching and research, in our professions, and in our communities.

## Generate impacts

- Transform and influence the knowledge, policies, and practices that shape our world
- Prepare future leaders and global citizens in architecture, urban planning and real estate development
- Improve communities around the world, with a focus on the Buffalo Niagara region and New York State.

A photograph of a diverse group of students in a classroom or meeting room. In the foreground, a young woman with long brown hair and a black jacket is smiling and looking towards a young Black woman with glasses and a dark turtleneck. They are both smiling and appear to be in conversation. In the background, other students are visible, including one wearing a pink hijab and a green shirt. The room has large arched windows and a whiteboard.

## Promote Equity, Inclusion and Diversity

We will advance equity, inclusion and diversity in our programs, curriculum and learning environments – from our school to the communities and disciplines in which we work.

The School of Architecture and Planning confronts racism, misogyny, implicit or explicit biases, and any other practices, structures and policies that undermine students, faculty and staff from leading full professional and academic lives. Equity, inclusion and diversity (EID) are complimentary, reinforcing and interrelated ideas. Without diversity, inclusion is meaningless, and without inclusion, equity cannot be achieved. Equity advances fair, just and equitable outcomes for all people. Inclusion ensures that all people have a full and equal opportunity to be included, embraced, engaged and celebrated in all settings, from physical spaces to decision-making processes. Diversity engages those who have been denied access to an academic environment, including historically underrepresented minorities and people representing varied gender identities and expression, people with disabilities, people from low socioeconomic status, and people from varied countries of origin, especially the Global South.



## How will we get there?

**Gender equity.** Create culture in school and communities where people of diverse gender expressions and orientations thrive.

**Racial, ethnic, and socioeconomic equity.** Develop a culture where students, faculty, and staff from minority groups thrive in school and in life.

**Focused racial equity.** Develop a culture where African American students, faculty, and staff thrive in school and in life.

**Build EID capacity.** Ensure students learn about scholarship and design focused on marginalized groups.

**Support work-life balance.** Cultivate an atmosphere where diverse work-life integration needs are acknowledged and supported for faculty, staff and students.

**Create inclusive environments.** Ensure physical facilities reflect the needs and celebrate the richness of our diverse students, faculty, staff and visitors.

**Reinforce governance.** Strengthen governance mechanisms through which EID concerns can be addressed.



Promote  
Equity,  
Inclusion  
and Diversity



## Support Student Development

We will support the holistic growth of our students through academic, professional and personal development

The School of Architecture and Planning is committed to the holistic growth of our students, beginning with the recruitment of a diverse student body and continuing throughout their academic career at UB. Student development is complex and shaped by psychological, social, intellectual, creative and academic experiences, as well as student relationships with peers, faculty, staff and administration, mentors, and professional networks. Student support must also consider the full cultural contexts of our students – from their socioeconomic background, to their health status, to their geopolitical and sexual identities. We strive to provide opportunities for inclusive learning and growth that increase the value of the student experience and accelerate post-graduate development.



## How will we get there?

**Assess.** Survey current and prospective students, alumni and professionals to assess gaps in student learning/development objectives and available student supports.

**Integrate best practices.** Foster discipline-specific approaches to student development through best practice application.

**Grow opportunities.** Encourage student participation in and grow opportunities for competitions, research projects, academic papers, award nominations, internships, career mentoring, conferences, and study abroad.

**Build community.** Strengthen sense of community, within and between departments, among students, faculty, staff, administration and external audiences.

**Connect with alumni.** Bolster alumni connections with students, faculty and staff through events that celebrate accomplishments and cultivate networking.



Support  
Students



## Propel Faculty and Scholarly Impact

We will promote a culture of continual professional development for faculty that advances the collective research enterprise of the school

A comprehensive approach to the professional development of faculty supports the success of both our collective research enterprise and the scholars who drive it. The process entails clarifying measures of success, and then incentivizing those outputs in accordance with the full spectrum of faculty specialty areas, affiliations, and personal and professional development needs. Faculty partnerships within and across disciplines, and with industry, policy and practice are critical to the transformation of knowledge, methods and values.



## How will we get there?

**Faculty development.** Develop a clear process for measuring and incentivizing research conducted by all levels and types of faculty across specializations in the school.

**Scholarly outputs, impacts, and metrics.** Define faculty titles and responsibilities, establish relevant architecture and planning metrics, and determine impact factors beyond publication.

**Transformative scholarly partnerships.** Catalyze partnerships that transform the knowledge, methods and values of the school's scholars, peer academics, practitioners, policymakers and funders.

**Scholarly support.** By 2024, increase faculty satisfaction with both school and university support for research.



Propel  
Faculty



## **Strengthen Staff Fulfillment and Advancement**

We will support continual professional growth for all staff members in line with individual and organizational goals

As the backbone and core of the School of Architecture and Planning, staff keep the day-to-day operations of the school—its faculty and students—moving forward. Historically, staff professional development and career planning has been secondary to faculty and student development. A plan that meets the personal and professional development needs and aspirations of staff – and aligns with the institutional goals of the school – is needed.

## How will we get there?

**Analyze workflow and organization.** Develop a clear organization of staff members and their commensurate responsibilities to support school missions and goals.

**Manage performance.** Establish a process for ongoing communication between supervisor and employee to set goals and monitor performance, provide training development opportunities, rate performance, and reward accomplishments.

**Invest in training.** Assist staff in advancing knowledge and skills toward a successful career path.

**Equitably apply policy.** Ensure that procedures and practices of policies are applied equitably across all staff areas.



**Strengthen  
Staff**





## Build New Courses and Programs

We will diversify academic programs in line with the strategic strengths of our faculty and new market demands for knowledge and training

The disciplines of architecture, urban planning and real estate development have assumed new spheres of influence in society, intersecting with diverse intellectual and practice domains. The School of Architecture and Planning will continue to adapt and innovate its programming and curriculum to both respond to and interrogate these dynamics. In addition to developing new capacities in faculty expertise, the school will expand degree offerings to meet market demands and push boundaries in knowledge-creation and practice. A commitment to excellence in teaching and research underlies this growth and diversification.

## How will we get there?

**Review.** Assess the strengths and weaknesses of the school's newest collaborative programs.

**Develop.** Explore and develop new undergraduate and graduate programs.

**Implement.** Market and launch new programs.

**Expand.** Assess the viability of forming a third department in the school.



Build  
Programs





## Invest in Spaces and Technologies for Research and Education

We will support existing and create new facilities that enhance experiential learning, build skills in emergent technologies and advance community/industry engagement.

Over the next five years, the school will need to focus on several parallel, concomitant efforts, including the strategic renovation of both Crosby and Parker Halls and the long-term usage of Hayes Hall. In addition, the advancement of the Fabrication Workshop, print lab and classroom facilities will need to incorporate future digital workflows that support the school's commitment to experimentation and collaborative learning. To meet these goals, the school must align funding with priorities based on our unique strengths and ensure that facilities reflect those qualities.



## How will we get there?

**Renovate core facilities.** Work with university facilities to develop plans for and carry out renovations of Crosby and Parker Halls.

**Improve Hayes Hall space utilization.** Maximize use of classrooms, offices and meeting spaces in Hayes Hall.

**Enhance fabrication capabilities.** Advance safety, efficiency and capacity of the Fabrication Workshop to meet educational and scholarly needs and initiatives.

**Advance information technology capacity.** Improve the quality and capacity of information technologies, printing and educational technologies and facilities.



Invest in  
Facilities

# Inspire Engagement and Support

We will grow alumni involvement in and philanthropic support for school priorities in research, education and engagement



As we project the use of philanthropic resources, priority will be given to ideas that coalesce faculty interests with donor and prospective donor passions, including organized research, creative efforts, new partnerships, and student experiences and support. This idea borrows from existing clusters of faculty inquiry such as the school-wide initiative in affordable housing design and research groups in the Department of Architecture. These areas of faculty collaboration are expected to evolve over time. Private support is also critical for exploratory work by faculty researchers whose interests do not have an existing or easily identified source of external funding. Success in these areas will depend upon increased levels of alumni and faculty/staff giving, and investment in the programs and events that facilitate such engagement.

## How will we get there?

### **Create a school-wide culture of development.**

Cultivate a faculty advancement coalition designed to assist faculty in better leveraging centralized university resources for fundraising and engagement.

**Set philanthropic priorities.** Develop a process and timeline to identify new fundraising opportunities, priorities and/or initiatives of the school and its academic research centers. Grow both the endowment base and annual giving.

**Engage alumni.** Enhance alumni engagement and support for the benefit of programs, faculty and students of the school, and to improve fundraising success.



Inspire  
Engagement



# Build our Global Reputation

We will build upon an emerging global stature for the School of Architecture and Planning as a premier site of research, teaching, and professional preparation in architecture, urban and regional planning, and real estate development.



In today's fiercely competitive higher education environment, differentiation is paramount. Colleges and universities, including UB, have responded by dedicating more resources than ever before to communications and marketing, from hiring high-profile leaders, to increasing staff, to beefing up budgets for advertising. While the school has made great strides in reputation-building, our programs continue to be under-recognized for their quality and stature.

## How will we get there?

**Sharpen message.** Reframe messaging based on digital communications analytics, qualitative reviews of communications, and new audience intelligence.

**Enhance materials.** Assess and refine full suite of print and digital communications collateral per the above.

**Generate fresh content.** Build a participatory community for content generation and dialogue that penetrates all communications channels.

**Measure and adjust.** Support efficiency and impact metrics and operational improvements.



Build  
Reputation







# Our Journey

*The success of “Shaping our Future” will rely upon the support and participation of our community – students, faculty, staff, alumni and friends.*

---

*As we find inspiration in our vision and direction through our plan, we invite you to join us in the journey.*

---

*The stakes are high. “Shaping Our Future” is our plan to meet the challenges of today’s world through architecture, urban planning and real estate development.*

# Our Plan: A Detailed Look

## 1

## Promote Equity, Inclusion and Diversity

**Gender equity.** Create culture in school and communities where people of diverse gender expressions and orientations thrive.

- Celebrate accomplishments of individuals.
- Offer training to faculty and staff on creating gender-expression inclusive learning environments, including “respect and civility training” by UB’s Office of Equity, Diversity, and Inclusion.
- Employ discourse analysis to ensure voices of women students, faculty, and staff are fully heard.
- Raise awareness and understanding of issues faced by people with diverse gender orientations and expressions face.

**Racial, ethnic and socioeconomic equity.** Develop a culture where students, faculty, and staff from minority groups thrive in the school and in life.

- Focus on recruitment of students from the Global South, students with disabilities, and students from marginalized socioeconomic backgrounds.
- Assist students, faculty, and staff from underrepresented minority groups in submitting scholarship, fellowship, and awards applications.
- Secure scholarship support for diverse, highly-qualified, out-of-state students.
- Host public events that gather international and domestic students and faculty around relevant global topics.
- Develop supports to address linguistic, cultural, and other barriers.

**Focused racial equity.** Develop a culture where African American students, faculty, and staff thrive in school and in life.

- Celebrate the work and accomplishments of African American students, faculty, scholars, guest lecturers, staff and alumni in our buildings and materials, particularly during Black History Month.
- Host lectures and community events that empower/represent African American students, faculty, and staff.
- Assist African American students, faculty, and staff in submitting scholarship, fellowship, and awards applications.
- Target recruitment from Historically Black Colleges and Universities and other universities with underrepresented minority populations.
- Provide social and learning supports to African American students.

**Build EID capacity.** Ensure students learn about scholarship and design focused on marginalized groups.

- Convene a committee to develop strategies and practices for integrating concepts of equity, inclusion, and diversity into course content and teaching methods.
- Develop strategies and practices for the ethical engagement of diverse community stakeholders.

**Support work-life balance.** Cultivate an atmosphere where diverse work-life integration needs are acknowledged and supported for faculty, staff, and students.

- Provide yearly training to faculty and staff on their own work-life integration and study-life balance for their students.
- Make mentorship available to faculty and staff challenged by work-life responsibilities.
- Cultivate supportive environment for faculty, staff, and students who are caregivers and/or pregnant.

**Create inclusive environments.** Ensure physical facilities reflect the needs and celebrate the richness of our diverse students, faculty, staff, and visitors.

- Display images and exhibits in our facilities—including Hayes Hall—that reflect the diversity of the school.
- Name rooms and other facilities to honor the diversity of the school; honor various types of contributions, including non-monetary.
- Use inclusive design methods to improve the spaces in which students, faculty, and staff work, learn, converse and relax.
- Coordinate with UB Accessibility Resources to identify relevant trends among students and challenges particular to our school.
- Ensure all school displays, exhibitions, and events are inclusively designed.

**Reinforce governance.** Strengthen governance mechanisms through which EID concerns can be addressed.

- Establish an EID committee that oversees EID concerns school-wide.
- Integrate EID discussions into departmental and school-wide meetings.
- Promote participation in university-sponsored learning opportunities, such as through the Office of Inclusive Excellence.



# 2

- Record, post, and review school-wide and departmental meeting

## Support Student Development

**Assess.** Survey current and prospective students, alumni, and professionals to assess gaps in student learning/development objectives and available student supports.

- Identify existing instruments for measuring attitudes about architecture, planning and real estate development education. Related student learning objectives, and perceptions of the school.
- Conduct survey.
- Develop action plan for student recruitment, development, and retention based on survey results.

**Integrate best practices.** Foster discipline-specific approaches to student development through best practice application.

- Consult literature, stakeholder focus groups, and on-campus experts to identify best practices.
- Disseminate and apply practices.

**Grow opportunities.** Encourage student participation in competitions, research projects, academic papers, award nominations, internships, career mentoring, conferences, and study abroad programs.

- Disseminate student opportunities on the school's website.
- Document and showcase accomplishments in school publications.
- Implement career mentoring that aligns students with peers, faculty and alumni.

**Build community.** Strengthen sense of community, within and between departments, among students, faculty, staff, administration and external audiences.

- Hold 2-3 school-wide, student-led activities per year.
- Increase faculty, staff, administration and alumni/professional participation in student-led activities
- Hold semesterly coordination meetings of student leadership organizations including student leaders and faculty advisors.
- Engage student leaders in school-wide meetings.
- Continue pairing current students with prospective students during recruitment process.
- Build philanthropic support for student-faculty events.

**Connect with alumni.** Bolster alumni connections with students, faculty and staff through events that celebrate accomplishments and cultivate networking.

- Host annual symposium to celebrate alumni accomplishments and foster student-alumni networking.
- Publish alumni work in school media.

- Use faculty contacts to build inventory of networking opportunities.
- Involve alumni in student recruitment.
- Engage alumni and professional organizations in school-wide meetings.

## Propel Faculty and Scholarly Impact

**Faculty Development.** Develop a clear process for measuring and incentivizing research conducted by all levels and types of faculty across specializations in the school.

- Update and regularly disseminate promotion and tenure guidelines to all faculty
- Enhance faculty mentoring and commit to annual feedback cycle.
- Require Graduate Research Groups (GRGs) and specializations develop a research agenda and local, national and international dissemination strategy.
- Invest in teaching development.
- Formalize interdisciplinary teaching opportunities with other departments.
- Support faculty efforts to submit for awards, fellowships and licensure/accreditation.

**Scholarly outputs, impacts and metrics.** Define faculty titles and responsibilities, establish relevant architecture and planning metrics, and determine impact factors beyond publication.

- Clarify and codify standards for hiring, reappointing and promoting clinical and research faculty.
- Establish goals and learning objectives for all GRGs and specializations.
- Develop guidelines for tracking and maximizing research and design-as-research outputs for all faculty lines.

**Transformative scholarly partnerships.** Catalyze partnerships that transform the knowledge, methods, and values of the school's scholars, peer academics, practitioners, policymakers, and funders.

- Establish Associate Dean for Creative Practice and Research to lead faculty advancement issues.
- Assess existing partnerships and scholarly interests within the school.
- Use analysis to identify and build transformative partnerships.
- Hold monthly in-school workshops to strengthen partnerships and advance outputs.
- Feature partnership research in public programs and on website.
- Seed pilot and scale-up prior projects with support for dissemination based on UB's Community of Excellence model.
- Revise promotion and tenure guidelines toward transformative partnerships.

**Scholarly support.** By 2024, increase faculty satisfaction with both school and university support for research.

- Survey faculty satisfaction on biannual basis.
- Establish fund for endowed professorships in architecture and planning.
- Engage UB Office of Research Advancement semesterly to increase support for research.
- Inventory and publicize to faculty internal and external grants, awards, and fellowships.



- Connect hard-to-fund research to alternative sources of support.
- Evaluate and revise IFR salary cost recovery, return on overhead, and course-buyout policies.
- Support clinical and adjunct faculty pursuit of scholarship.
- Review faculty balance of research/teaching/service loads.
- Promote research dissemination.

# 4

## Strengthen Staff Fulfillment and Advancement

**Analyze workflow and organization.** Develop a clear organization of staff members and their commensurate responsibilities to support school missions and goals.

- Align unit's staff organization, including supervisory relationships, with school missions and goals.
- Delineate staff functions and workflows.
- Ensure all performance programs are up-to-date and reflective of responsibilities per university and state guidelines.
- Align individual job responsibilities with past training and experience, job title, and compensation.

**Manage performance.** Establish process for ongoing communication between supervisor and employee to set goals and monitor performance, provide training development opportunities, rate performance, and reward accomplishments.

- Train supervisors on coaching and evaluation of staff members.
- Provide routine feedback to all staff members.
- Provide staff with a minimum of one formal evaluation by supervisors per year, and one 360-degree review every 3-5 years.

**Invest in training.** Assist staff in advancing knowledge and skills toward successful career path.

- Biannually assess satisfaction and career goals of staff members.
- Facilitate annual discussions with staff members regarding permanent appointment, promotion, and career advancement; staffing needs; and office climate.
- Hold regularly scheduled staff meetings.
- Identify barriers to satisfaction and develop a plan for addressing them.
- Facilitate access to training, professional development, and release time.
- Individually discuss career path options as part of annual reviews.



**Equitably apply policy.** Ensure that procedures and practices of policies are applied equitably across all staff areas.

- Conduct an annual review to assess breakdowns in policies or procedures involving staff members and their supervisors.
- Develop uniform system of rewards (e.g., discretionary pay) and repercussions for supervisors for the evaluation of supervisees and performance program updates.

## Build New Courses and Programs

**Focus and refine messaging on the essence of what sets us apart from our peers and Review.** Assess the strengths and weaknesses of the school's newest collaborative programs.

- Form a school-wide committee including faculty, staff, students, and alumni to assess the performance of current collaborative programs—MSRED, MS Historic Preservation, MS in Architecture, and PhD programs.
- Identify what is needed to improve collaborative program enrollment and learning outcomes.
- Develop and implement plan for curricular and other revisions.

**Develop.** Explore and develop new undergraduate and graduate programs.

- Develop catalog of collaborative programs at peer schools of architecture and planning.
- Identify areas for curricular collaboration between our two departments.
- Explore prospects for development of new programs in each department.
- Form strategic partnerships with departments outside the school for the development of minors, concentrations, certificates and advanced certificates.
- Partner with the Communities of Excellence to shape new interdisciplinary programs.
- Assess marketability and resource implications of all proposed programs prior to formal submission.

**Implement.** Market and launch new programs.

- Based on the work above, develop 3-5 new programs, ranging from undergraduate minors to full master's programs, for submission to SUNY and the NYS Education Department.
- Develop student recruitment and advisement strategies for programs.
- Secure necessary support resources, facilities and personnel.
- Staff and launch each program.





# 6

**Expand.** Assess viability of forming a third department in the school.

- Meet with other deans and university leadership to discuss challenges to and paths toward forming a new department.
- Form committee comprised of school leadership to assess the viability of forming a new department.
- Convene school-wide discussion to inform decision.

## Reinforce Spaces and Technologies for Research and Education

**Renovate core facilities.** Work with university facilities to develop plans for and carry out renovations of Crosby and Parker Halls.

- Select an architect to fulfill the new vision of Crosby Hall as a set of large, open studios with integrated review spaces.
- Complete the vision of Parker Hall as a space for student, faculty, staff, and industry collaboration, with digital and analog tools for experimentation.
- Prepare surge spaces for temporary relocation of studios, classrooms, and offices
- Renovate, fit-out, and reoccupy Crosby and Parker Halls.
- Develop and carry out facility maintenance plans.

**Improve Hayes Hall space utilization.** Maximize use of classrooms, offices, and meeting spaces in Hayes Hall.

- Acquire facilities management software to manage, maintain, and schedule facilities.
- Complete FFE implementations (living and learning landscapes 2 and 3, faculty/staff lounge, gallery, benches, and signs).
- Define and implement targeted improvements, such as acoustic treatments and poster displays, to the interior of Hayes Hall.
- Develop multi-year plan to maintain building quality.

**Enhance fabrication capabilities.** Advance safety, efficiency, and capacity of the Fabrication Workshop to meet educational and scholarly needs and initiatives.

- Develop five-year replacement and growth plan for all tools.
- Develop training materials in online and other formats in support of current students and recruitment efforts.
- Develop plan to grow shop capacity during peak times through increases in usable square footage, equipment, and staffing.
- Implement plan as agreed upon with the dean.

**Advance information technology capacity.** Improve the quality and capacity of information technologies, printing, and educational technologies and facilities.

- Evaluate the need and ability to increase: multi-user cutting capabilities, output

distribution areas, peak-time capacity; personal- and direct-print options, and the variety of media/formats of printing facilities.

- Implement added printing features per assessment.
- Develop strategy for purchase and integration of student-owned computers and software.
- Develop strategy for supporting flexible pedagogies, including those that integrate personal computing and small-scale prototyping in studios and classrooms.
- Develop five-year replacement and growth plan for classroom, office, and meeting-room technologies | Construct space for high-quality photo-documentation.
- Coordinate with university facilities to develop a plan for improved quality and maintenance of exterior spaces and landscapes.

## Inspire Engagement and Support

**Create a school-wide culture of development.** Cultivate a faculty advancement coalition designed to assist faculty in better leveraging centralized university resources for fundraising and engagement.

- Collaborate with unit development officer to clearly communicate advancement processes to faculty.
- Leverage connectivity with central advancement office to consistently maximize use of resources including annual fund, corporate and foundation relations, and alumni engagement.
- Identify opportunities for faculty to participate in advancement-related trainings.
- Strive to communicate with constituents in a way that demonstrates the impact of our work.

**Set philanthropic priorities.** Develop a process and timeline to identify new fundraising opportunities, priorities and/or initiatives of the school and its academic research centers.

- Hold annual brainstorming meeting with leaders of research centers and academic research groups/specializations to discuss key activities and opportunities for funding of research and teaching.
- Review and prioritize opportunities with chairs and dean and then with leadership in Division of University.
- Pursue newly identified funding sources; sustain a balanced focus on capital campaign, endowment and annual giving.

**Engage alumni.** Enhance alumni engagement and support for the benefit of programs, faculty and students of the school, and to improve fundraising success.

- Create compelling packages of content related to the impact of research and student programming to capitalize on centralized university events showcasing our faculty.
- Hold annual brainstorming meeting with faculty and staff groups to review past activities and new engagement opportunities with alumni.





- Review and prioritize ideas with chairs and dean; report back to school stakeholders.
- Facilitate faculty information-sharing on former students.
- Work with department chairs and alumni engagement to host an annual young alumni event with a recruitment overlay.
- Identify communication needs and opportunities for existing and proposed alumni engagement programs.
- Pursue new ideas in alumni engagement.



## Build our global reputation

**Sharpen message.** Reframe messaging based on digital communications analytics, qualitative reviews of communications, and new audience intelligence.

- Conduct annual scan of peer and aspirant school digital and print media to distill our distinguishing factors.
- Refine vision statement for the school and departments; vet and revise with faculty, staff, alumni and students.
- Assess key content gaps across school communications materials, focusing on representations of faculty, students and alumni and their work.
- Develop 2019-20 messaging campaign for recruitment and reputation-building; identify variations to our message to more effectively reach diverse audiences.

**Enhance materials.** Assess and refine full suite of print and digital communications collateral per the above.

- Re-envision [ap.buffalo.edu](http://ap.buffalo.edu) as a central and more inclusive hub for fresh content and thought-leadership on research and learning experiences.
- Develop a blog for viewpoint pieces and documentation of the creative process by faculty, students and alumni.
- Develop a video strategy, including content sources, staff training and equipment investment.
- Coordinate with curation and facilities committees to reflect our story within our facilities.
- Re-envision format and serialization of alumni magazine toward fresher content and production efficiency.
- Consider new communications forums and materials to extend message in line with 2019-20 recruitment priorities.

**Generate fresh content.** Build a participatory community for content generation and dialogue that penetrates all communications channels.

- Engage alumni and professional partners as guest contributors to our blog.
- Develop and curate “takeovers” of social media accounts to build engagement on our channels and provide authentic content for targeted audiences.
- Clarify process, and build related staff and technological infrastructure to facilitate direct submissions of content from students, alumni and faculty.

- Increase faculty and staff engagement and participation in school communications (including submittal of their work for publicity and promotion).

**Measure and adjust.** Support efficiency and impact metrics and operational improvement.

- Create quality-control plan for website maintenance and development.
- Enhance student and staff support to fill gaps in digital marketing, web development, video production and social media.
- Build communications dashboard measuring key performance indicators; develop regular reporting and response protocol for staff and academic leadership.
- Engage with University Communications on UB's enterprise initiatives, including the Sprinklr assessment tool for social media and website accessibility and performance.
- Establish annual survey tool to assess perceptions and assessment of communications materials by admitted/accepted students, alumni, donors, partners and faculty/staff/students.



B/amp