



**A SELF-STUDY REPORT PREPARED FOR MIDDLE STATES
COMMISSION ON HIGHER EDUCATION
SEPTEMBER 2020**

PATH TO PREMIER

BINGHAMTON UNIVERSITY
STATE UNIVERSITY OF NEW YORK

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Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680
Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

**Certification Statement:
Compliance with MSCHE Requirements of Affiliation and
Federal Title IV Requirements
(Effective October 1, 2009)**

An institution seeking initial accreditation or reaffirmation of accreditation must affirm by completing this certification statement that it meets or continues to meet established MSCHE requirements of affiliation and federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education and transfer of credit.

The signed statement must be attached to the executive summary of the institution's self-study report.

If it is not possible to certify compliance with all such requirements, the institution must attach specific details in a separate memorandum.

State University of New York at Binghamton

(Name of Institution)

is seeking (Check one): ☐ Initial Accreditation ☒ Reaffirmation of Accreditation

The undersigned hereby certify that the institution meets all established requirements of affiliation of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education and transfer of credit, and that it has complied with the MSCHE policy, "Related Entities."

Exceptions are noted in the attached memorandum (Check if applicable)

(Chief Executive Officer)

(Date) July 1, 2010

(Chair, Board of Trustees or Directors)

(Date) July 1, 2010

**CHE Middle States Commission on Higher Education**

3624 Market Street, Philadelphia, PA 19104-2680

Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

Certification Statement:
Compliance with MSCHE Requirements of Affiliation and Related Entities Policy
(For use by SUNY State-Operated Institutions)
Reviewed and Affirmed July 16, 2015

An institution seeking initial accreditation or reaffirmation of accreditation must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation and the "Related Entities" policy.

This signed statement should be attached to the executive summary of the institution's self-study report.

Binghamton University (State University of New York)

The State University of New York represents that this institution operates within the program of the SUNY System. The undersigned hereby certify that SUNY recognizes the Commission's compliance requirements for this institution and will uphold State University's policies pertaining to MSCHE Standards and Requirements of Affiliation.

A handwritten signature in black ink, reading "Harvey G. Stenger".

Harvey G. Stenger
Campus President

May 19, 2016

(Date)

A handwritten signature in black ink, reading "H. Carl McCall".

H. Carl McCall
Chair, SUNY Board of Trustees

5/19/16

(Date)

SELF-STUDY READING GUIDE

The primary objective of our Self-Study Report, *Path to Premier*, is to provide an honest and forthright illustration of how Binghamton University has developed its goals and the progress we have made toward achieving them since our last reaccreditation in 2010. In the ten years since our last accreditation cycle, the Middle States Commission on Higher Education (MSCHE) has made significant adjustments to their Standards for Accreditation and Requirements of Affiliation. As a result, we have designed *Path to Premier* consistent with these new expectations.

SOURCES AND MIDDLE STATES-OWNED EVIDENCE INVENTORY

A key requisite of the Self-Study Report is evidence-based support. It should come as no surprise, then, that we referenced numerous sources throughout *Path to Premier*. Within the narrative, these sources appear as endnotes and a Master Sources List is found on page 124 of this document.

However, not all of our sources are applicable to Middle States Standards or criterion. Therefore, not all sources were uploaded to the Middle States-owned Evidence Inventory. All sources which are applicable to a Middle States Standard or Criterion have a “Middle States-owned Evidence Inventory Location” designation in our Master Sources List. For example:

- ³ SUNY. Leadership. Board of Trustees. General Summary Information (**7.1, 7.2A, 7.2B, 7.2C, 7.2D, 7.2E, 7.2F, 7.2G, 7.2H, 7.2I**)

This means that this specific document can be found in each of the corresponding Middle States-owned Evidence Inventory locations: 7.1, 7.2A, 7.2B, 7.2C, 7.2D, 7.2E, 7.2F, 7.2G, 7.2H, and 7.2I.

BINGHAMTON UNIVERSITY MIDDLE STATES 2020 SOURCES WEBSITE

We have made every effort to produce a Self-Study Report which is thoroughly sourced, easily to navigate, and consistent with the formatting guidelines set forth by Middle

States. We have developed binghamton.edu/middlestates2020sources/, a website which houses all sources which appear in our Self-Study Report. This website can be utilized digitally and in-print.

- IF READING DIGITALLY: All endnotes have been compiled at the end of this document into a single Master Sources List. These sources are all clickable. You will be redirected to the source’s corresponding information within our Middle States 2020 Sources Website.
- IF READING IN-PRINT: Access to all sources and corresponding documents used in our Self-Study Report can be found at binghamton.edu/middlestates2020sources/.

STRATEGIC PRIORITY ICONS

Path to Premier has been built around Binghamton University’s Strategic Plan, known as the *Road Map*. The *Road Map* has identified five Strategic Priorities that guide all that we do. Throughout the document we have highlighted areas where our Strategic Priorities have been emphasized.

RESOURCES FOR EVALUATION TEAM

If you have questions about how our Self-Study Report was organized, require navigational assistance, or are in need of any additional supporting documentation, please contact Anna McGoff (mcgoffa@binghamton.edu), the Associate Director of Accreditation Planning and Academic Analysis.

EXECUTIVE SUMMARY

The Path to Premier: A Self Study Submitted to the Middle States Commission on Higher Education is a comprehensive, reflective self-study prepared with broad input from the Binghamton University community.

Its development was a collaborative effort. Our 19-person Middle States Steering committee was led by three Co-Chairs. The Middle States Steering Committee was further divided into teams of two – one faculty and one staff – which were responsible for leading a Working Group that addressed a specific Middle States Standard or task. Fifty-six additional faculty, staff, and students participated in one or more of the Working Groups.

All Middle States Steering Committee and all Working Group members actively participated in the development of our Self-Study Report by conducting research, drafting content, and providing feedback via a clear process developed by the Middle States Steering Committee Co-Chairs. *Path to Premier* has also benefitted from suggestions and input given by members of Binghamton University's senior leadership, the campus community, and members of the greater Binghamton community.

Path to Premier documents Binghamton University's compliance with the seven Middle States Standards for Accreditation and fifteen Requirements of Affiliation and identifies opportunities for improvement to help the University make further progress toward its goal of becoming the premier public university of the 21st century.

Since its last reaccreditation in 2010, Binghamton University has undergone significant change. On January 1, 2012, Harvey G. Stenger, Jr. became Binghamton University's sixth president and launched an inclusive strategic planning process, *Road Map to Premier*, that set ambitious goals for enrollment growth, research and graduate education, student success, diversity and inclusion, and community engagement that would make Binghamton University a stellar exemplar of a public university.

Coupled with significant additional financial support generated by the NYSUNY 2020

Challenge Grant Program, which promised maintenance of state support, authorized modest increases in tuition and fees over a five-year period, and provided additional capital investments in research infrastructure, *Road Map to Premier* has encouraged us to make strategic choices that have, in turn, helped make Binghamton University better as it became bigger. Among the most important changes:

- Increasing enrollment from 14,746 in Fall 2011 to 18,124 in Fall 2019, with an increase in undergraduate students of 19% and graduate students of 38%;
- Hiring approximately 150 net new tenure track faculty to increase strength in research and lower our student-faculty ratio;
- Investments in research infrastructure and faculty that have increased research expenditures from \$31.7 million in FY 2014 to \$48.7 million in FY 2019, a 53% increase, and earned Binghamton a Carnegie Classification of Doctoral Universities: Very High Research;
- Enhancing research collaboration and intellectual community by creating six Transdisciplinary Areas of Excellence (TAEs) that address critical social, cultural, scientific, technological, and intellectual issues and have played an important role in faculty hiring and promoting collaboration;
- Creating an ongoing process of developing and refining goals and metrics for each of the *Road Map to Premier's* five Strategic Priorities, closely aligning resource allocation with the Strategic Plan, and refreshing the *Road Map to Premier* at five-year intervals;
- Investing in innovative programs that promote undergraduate student success, notably calculus reform, the First-year Research Immersion Program and the Source Project, the Fleishman Center for Career and Professional Development, an expanded Center for Learning and Teaching, and many others;

- Expanding programs in the health sciences by creating a new School of Pharmacy and Pharmaceutical Sciences, expanding our Decker School of Nursing into the Decker College of Nursing and Health Sciences which will include new programs in high-demand health professions, and constructing a new Health Sciences Campus in nearby Johnson City, New York to house these programs;
- Providing leadership, through the Binghamton University Foundation, Inc., in constructing and operating the Koffman Southern Tier Incubator which currently houses 54 start-up companies and has graduated 11 others, contributing to the economic resurgence of the Greater Binghamton community; and,
- Entering the silent phase of a comprehensive campaign designed to generate substantial philanthropic support that will help us achieve our goals.

OUR 2010 MIDDLE STATES ACCREDITATION AND 2016 PERIODIC REVIEW REPORT

At the conclusion of its last reaccreditation review in 2010, our Middle States Evaluation Team found Binghamton University in full compliance with the Standards of Excellence, and the Commission extended accreditation with no reservations or recommendations. In 2016, the University submitted its Periodic Review Report, documenting its continuing progress, including the steps we had taken to implement the sixteen recommendations that we ourselves had made to further our strategic objectives.

DEVELOPING OUR 2020 MIDDLE STATES SELF-STUDY REPORT

Developing this Self-Study Report has been a team effort. In December 2018, after consulting with the President, senior staff in Academic Affairs, and Faculty Senate leadership, the Provost appointed 19 faculty, staff, and students to serve as members of the Middle States Steering Committee and three individuals to serve as Co-Chairs of that group. The Steering Committee played an important role in developing the Self-Study design, which

was accepted by our Middle States liaison on May 30, 2019.

The Middle States Steering Committee established four goals for the Self-Study. First, it would document how Binghamton University has met the Standards for Accreditation and Requirements of Affiliation established by Middle States. Second, the Self-Study would draw extensively on input from members of the Working Groups to ensure that it was broadly representative. Third, it would recognize strengths and weaknesses with respect to the criteria identified under each of the seven Standards. Finally, it would identify issues we need to address, areas in which we wish to improve, and the next steps we must take in order to thrive in a challenging environment.

Nine Working Groups, consisting of 75 faculty, staff, and students, were appointed to develop parts of the Self-Study. Seven groups were each assigned responsibility for a section addressing one of the Standards of Accreditation, while the eighth was tasked with Verification of Compliance, and the ninth was charged with developing our evidence inventory. Two members of the Middle States Steering Committee – one faculty member and one administrator – were assigned to chair each of the Working Groups as Co-Chair Teams.

The Working Groups produced outlines, information, and content for their assigned Standard during Fall 2019. The Middle States Steering Committee reviewed all submitted materials, added additional data, adjusted data as necessary, and modified language to ensure a common voice. After this review, content was returned to the Co-Chair Teams and their Working Groups and each group underwent its own iterative process of review and feedback. As a result of this process, *Path to Premier – First Draft* was produced in February 2020. This document was distributed to the full Middle States Steering Committee and all Working Group members and was also submitted to our Evaluation Team Chair in preparation for our Preliminary Visit in March 2020. All members of the Middle States Steering Committee reviewed *Path to Premier – First Draft* and Co-Chair Teams shared the document with their Working Group members

along with a Feedback Form which was developed specifically for this phase of our process. The Feedback Form thanked Working Group members for their efforts and asked that they review the First Draft to ensure it was reflective of their contributions. It also asked that they provide corrections as necessary, make suggestions, and give general feedback on *Path to Premier – First Draft*.

On July 6, the Co-Chairs of the Steering Committee posted *Path to Premier – First Draft* on the Binghamton University accreditation website, created a web form for members of the community to provide feedback, and asked for comments via Dateline, the University's daily news briefs and announcements. On July 23, we conducted a virtual town hall attended by over 30 members of the community to seek feedback on the Self-Study Report.

ORGANIZATION AND OVERVIEW OF OUR 2020 SELF-STUDY REPORT

Path to Premier demonstrates how Binghamton University's Strategic Plan, the *Road Map to Premier* (Road Map) and its five Strategic Priorities have guided the campus in its decision making and allocation of resources, while also demonstrating compliance with Middle States' seven Standards for Accreditation and fifteen Requirements of Affiliation.

BINGHAMTON UNIVERSITY'S FIVE STRATEGIC PRIORITIES

- Strategic Priority 1 - Creative Activities
- Strategic Priority 2 - Learning Community
- Strategic Priority 3 - Inclusive Campus
- Strategic Priority 4 - Engagement
- Strategic Priority 5 - Strategic Investments

Our five Strategic Priorities were identified through an inclusive strategic planning process in 2012-13 that resulted in the *Road Map*. While we assess our progress toward achieving our Strategic Priorities quarterly and have continued to make periodic adjustments to the *Road Map*, our Strategic Priorities continue to guide our institutional efforts.

Path to Premier is organized around Middle States' seven Standards for Accreditation, while demonstrating in the context of each of the Standards how our Strategic Priorities have guided the campus to make decisions and allocate resources in ways that have enabled it to meet the Standards. It is divided into four distinct parts which systematically demonstrate our compliance with each Standard while also illuminating our institution's character and achievements, and identifying opportunities for future improvement and innovation.

Part One – The Institution. Part One begins with a discussion of Binghamton University's distinctive position on the higher education landscape and a brief history of how it has grown from a small public liberal arts college to a mid-sized research university that ranks among the nation's top public universities and aspires to become the premier public university. Part One goes on to address **Standard 7 (Governance, Leadership, and Administration)** and **Standard 2 (Ethics and Integrity)**, both of which are critical elements of the institution. Part One also addresses **Requirements of Affiliation #1, 2, 5, 6, 13, and 14.**

Part Two – Aligning Resources to Realize our Vision. Binghamton University prides itself on aligning resources in accordance with strategic planning. Our Strategic Plan, *Road Map to Premier*, identifies five Strategic Priorities that have guided us in innovating our practices, improving our policies, and demonstrating compliance with Middle States' seven Standards for Accreditation and fifteen requirements of affiliation. Since the Road Map's inception, we have periodically adjusted it while adhering to the five Strategic Priorities. We have also aligned budget processes and investments with our strategic priorities. Part Two addresses **Standard 6 (Planning, Resources, and Institutional Effectiveness)**, by discussing resources, planning, and the processes in place to ensure that we deploy assets in support of educational effectiveness, and **Standard 1 (Mission and Goals)** by showing the alignment between our vision, mission, the priorities and goals established by our Strategic Plan, and allocation of resources to achieve them. Part Two also addresses **Requirements of Affiliation #7, 8, 9, 10, and 11.**

Part Three – Academic Excellence and the Student Learning Experience. This section addresses **Standard 3 (Design and Delivery of the Student Learning Experience)**, which demonstrates how our growing strength in research and community engagement contributes to a premier academic experience for students, and **Standard 5 (Educational Effectiveness Assessment)**, which examines how we use assessment to ensure continuous improvement. Part Three also addresses **Requirements of Affiliation #8, 9, 10, and 15.**

Part Four – Ensuring a Premier Student Experience. As a premier public residential university, Binghamton leverages the relationship between living and learning and offers a co-curricular experience that prepares students for “advanced education, careers, and purposeful living.” This section addresses **Standard 4 (Support of the Student Learning Experience)**. Part Four also addresses **Requirements of Affiliation #8, 9, and 10.**

We have provided a cross-listed chart for all Requirements of Affiliation (see Appendix A).

NEXT STEPS

The decade since Binghamton University’s last reaccreditation has been a period of growth, innovation, and achievement. *Road Map to Premier*, our strategic plan, has enabled us to make the most of new leadership and the resources generated by the NYSUNY 2020 Challenge Grant Program and by enrollment growth. Because of an inclusive planning and implementation process, we generated ideas from across campus and built broad awareness of and support for the plan’s goals. These have been sustained by budget and renewal processes that were equally inclusive. The plan created priorities and goals appropriate for our mission as a public research university with a long tradition of excellence and a commitment to conduct path-breaking research, provide students access to a transformative education, and serve communities in the region and beyond. It also established resources and mechanisms to help us achieve them. While we have fallen short of some of our goals, we have enjoyed success in realizing many of them and, perhaps more importantly, we have developed processes that support assessment, data-driven reflection, and the ability to reconsider and adapt to changing circumstances.

Never have we had to adapt faster and more dramatically than the spring semester of 2020, shortly after we completed the draft of this self-study. The COVID-19 pandemic forced Binghamton University to suspend in-person instruction on March 19, 2020 and offer all courses and services to students online. The transition was disruptive for students, staff, and faculty, but we came together as a community to support our students and offer them continuity of instruction and necessary services such as mental health counseling and academic advising. Planning and investments we had undertaken through the *Road Map to Premier*, our enduring commitment to student success, our tradition of shared governance, and strong leadership enabled us to respond proactively and constructively:

- Our Center for Learning and Teaching, invigorated by significant new investments since 2013, began planning for a potential shift to online instruction in mid-February 2020; its staff provided in-person and online assistance to faculty who needed help with technology and pedagogy as they transitioned to and delivered online instruction.
- The culture and practices of shared governance that we have fostered enabled us to come together as a community to deal collectively with an unprecedented challenge. Faculty, staff, and student leaders have been involved in key decision-making processes, ensuring that the perspectives of stakeholders have shaped our responses and, thus, securing buy-in from the campus community.
- Our investment in programs in the health sciences, including a new Masters of Public Health program, has equipped the campus with invaluable public health expertise to plan for a return to in-person instruction in fall 2020.
- Our commitment to students, along with our understanding of their financial needs in this crisis, led us to become the first campus in the SUNY system to make pro-rata refunds of room, board and student fees, within three weeks of cancelling in-person instruction.

- Our culture of assessment and continuous improvement led us to conduct surveys of students and faculty to learn how the disruption affected teaching and learning. The results will enable us to provide faculty with the support they need to offer effective instruction in fall 2020.
- Our prudent financial management provided reserves that allowed us not only to make refunds to students, but also to defray expenses necessary to support faculty, students, and programs in making the transition to online instruction, and prepare for a return to in-person instruction.

The attributes that have enabled us to grow in both size and quality during the past decade and meet the challenges of the past months will continue to serve us on our path toward our ambitious goals and serve our stakeholders with integrity and effectiveness.





THE INSTITUTION

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PART ONE ADDRESSES STANDARD 7, STANDARD 2, AND PROVIDES AN INSTITUTIONAL HISTORY

PART ONE ADDRESSES REQUIREMENTS OF AFFILIATION #1, 2, 5, 6, 12, 13, AND 14

STANDARD 7 — GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy (MSCHE, 2020)

STANDARD 2 — ETHICS AND INTEGRITY

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully (MSCHE, 2020)

SECTION ONE

OVERVIEW AND INSTITUTIONAL HISTORY

Addresses Requirements of Affiliation #1 and 2

OVERVIEW

Binghamton University, the most selective institution in the 64-campus State University of New York system, occupies a distinctive place in American public higher education. Through commitment to strategic planning, pursuit of excellence, and success in balancing and creating synergies among teaching, research, and community engagement, the University has taken its place among the ranks of the nation's top public universities. While we have grown strategically in the past decade, our success is not rooted in size. We have succeeded because we strive to maintain balance among all elements of our mission and are committed to excellence in everything we do. Binghamton is an R-1 institution dedicated to pathbreaking discovery that creates new knowledge and helps transform the world; outstanding graduate programs that prepare the next generation of researchers, scholars, and professionals; highly selective undergraduate programs that offer a diverse student population access to a rigorous, transformative education informed by world class research; and engagement with communities – local, state, national, and global – that is reciprocal, tackles critical problems, and allows faculty and students to learn, grow, hone their skills, and enlarge their perspective while helping to make the world better.

Our Strategic Plan, *Road Map to Premier*, seeks to enhance Binghamton University's distinctive position by establishing Strategic Priorities and goals that are mutually reinforcing, creating synergies among the pillars of our mission, and strengthening our position as a research university that offers a diverse population access to a transformative undergraduate

education informed by research and community engagement.

BINGHAMTON UNIVERSITY'S FIVE STRATEGIC PRIORITIES

Strategic Priority 1 - Creative Activities

Strategic Priority 2 - Learning Community

Strategic Priority 3 - Inclusive Campus

Strategic Priority 4 - Engagement

Strategic Priority 5 - Strategic Investments

The priority we place on pathbreaking research and graduate education complements our commitment to excellence in undergraduate education and community engagement. Five High Impact Practices – designated as internships, education abroad, community engaged learning, undergraduate research, and creative endeavors and capstone/thesis – are central to our strategy of creating a transformative undergraduate experience that prepares students for “*advanced education, careers, and purposeful living*.” Each is strengthened by our investment in innovative research and community engagement. Our faculty's cutting-edge research contributes to regional economic development and positions us to partner with industry, government, and non-governmental organizations to address the most pressing problems facing the world. Because we recruit the best and brightest students – undergraduate and graduate – we provide a reservoir of talent to address community needs. Our commitment to create a diverse and inclusive campus strengthens all of our priorities by bringing diverse perspectives and a sense of shared purpose to everything we do – in research, education, and

community engagement. Throughout the Self-Study, we will highlight these complementary relationships and demonstrate how they contribute to Binghamton University's goal of becoming the premier public university.

INSTITUTIONAL HISTORY

Binghamton University opened its doors in Endicott, New York as Triple Cities College, a branch of Syracuse University, in 1946. In 1950, it was incorporated into the recently established State University of New York (SUNY) as Harpur College, a small liberal arts college. Eleven years later, in 1961, the college moved from its primitive facilities in Endicott to a newly developed campus on a 930-acre site in nearby Vestal. In 1965, Harpur College became the State University of New York at Binghamton, one of four doctoral-granting University Centers. It began using its informal name, Binghamton University, in 1991.

In addition to Harpur College of Arts and Sciences, which remains our largest college, we have developed five schools that have expanded the range of our academic offerings. The Decker School of Nursing and the School of Management were established in 1969; the Thomas J. Watson School of Engineering and Applied Sciences followed in 1983; and the College of Community and Public Affairs and the School of Pharmacy and Pharmaceutical Sciences further expanded opportunities for our students in 2006 and 2015, respectively. In 2019, the Decker School of Nursing was renamed the Decker College of Nursing and Health Sciences in recognition of new programs in the health professions in development. In 2020, the Watson School was renamed the Thomas J. Watson College of Engineering and Applied Sciences in recognition of its significant expansion during the previous decade.

Building on the commitment to excellence established by Harpur College, Binghamton has evolved into a highly selective, residential, mid-sized research university that offers bachelors, masters, and research and clinical doctoral degrees. Since 2011, the university has, by design, increased enrollment by 3,022 students. In Fall 2019, Binghamton enrolled 18,124 students – over 14,000 undergraduates (more than 7,000 of whom lived on campus)

and 3,959 graduate students. Students choose from over 130 undergraduate majors, minors, certificates, tracks and specializations, emphases, and concentrations, and 90 graduate programs. Even as we grew rapidly during the past decade, metrics for students' academic preparation and success improved, as did our ranking by *U.S. News & World Report* and other publications.

Since it began offering graduate degrees in 1961, Binghamton has become well known for outstanding masters and doctoral programs. For the past seven years, we have made increasing graduate enrollment a priority. Colleges and schools have created new graduate programs and been aggressive in their recruitment efforts. As a result, graduate enrollment has grown at a faster rate than undergraduate enrollment (19% vs. 38% between 2011 and 2019). In addition to significant growth in engineering, computer science, social work, and public administration, we have focused on the health sciences. Graduate programs in nursing, psychology, biomedical engineering, and health systems engineering have grown, and we have introduced new degree programs, including the Pharm. D. (the first class matriculated in 2017) and the M.P.H. (the first class matriculated in 2018), with programs in Occupational Therapy, Physical Therapy, and Speech Language Therapy in development.

Discovery has long been central to our mission, earning us the Carnegie classification, "Doctoral Universities: Very High Research Activity." Binghamton's faculty is committed to path-breaking research and includes a Nobel Laureate; NSF CAREER Award winners; National Academy of Inventors Fellows; IEEE Fellows; Fulbright Scholars; Guggenheim, National Endowment for the Humanities, Spencer, and American Council for Learned Societies Fellows; members of the National Academies of Science and Engineering; SUNY Distinguished Professors; and others who have won recognition for scholarly distinction.

Dating to 1966, when our internationally known Center for Medieval and Renaissance Studies was established, our faculty have embraced collaboration and interdisciplinarity. To build on that tradition and to strengthen research, we created five Transdisciplinary Areas of Excellence (TAEs) in 2013 and added



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a sixth in 2018. Focused on broad areas in which Binghamton possesses significant strength and has the potential to become internationally recognized by hiring additional faculty, each of the TAEs addresses significant social, cultural, scientific, technological, political, and intellectual issues. Since 2013, we have hired almost 100 faculty affiliated with the TAEs.

In addition to basic research, Binghamton places a priority on community engagement. Faculty and students are deeply involved with the community at the local, state, national, and international levels, through service, contributions to regional economic development, and also through the scholarship of engagement. In 2015, Binghamton was named an “Innovation and Economic Prosperity University” by the Association of Public and Land Grant Universities (APLU).

Internationalization has been and remains a high priority for Binghamton. With 12% of its student body in Fall 2019 coming from 100 countries, Binghamton has among the highest proportions of international students among universities in the U.S. We host the Confucius Institute of Chinese Opera, support a unique dual diploma program with several outstanding Turkish universities that enrolls more than 200 students, and have agreements with over 90 institutions across the globe. Professional organizations have recognized Binghamton’s commitment to and success in internationalization by conferring such prestigious awards as the American Council of Education’s Promising Practices Award for Excellence in Comprehensive Internationalization (2000); the Institute for International Education’s Andrew Heiskell Award for our Languages Across the Curriculum Program (2004) and for SUNY’s dual diploma program with Turkey (2007); and the NAFSA: Association of International Educators’ Senator Paul Simon Award for Comprehensive Internationalization (2007). President Lois B. DeFleur (2007) and Vice Provost for International Education and Global Affairs Krishnaswami Srihari (2014) were awarded the Michael P. Malone International Leadership Award by the National Association of State Universities and Land-Grant Colleges (NASULGC).

Binghamton’s physical facilities have expanded to accommodate growth and support our ambitious research agenda. The main campus is situated on a rolling, wooded 930-acre site in Vestal, New York that includes a 190-acre Nature Preserve used for teaching and recreation. To accommodate a growing student population, the campus replaced two superannuated residential communities between 2009 and 2013, in the process adding over 1,000 beds. Construction of the Innovative Technologies Complex—four state-of-the-art buildings that offer outstanding research facilities and house the Watson College Engineering and Applied Science and Harpur College of Arts & Science’s chemistry and physics departments – has accommodated growth of faculty, academic programs, and research. Renovation and expansion of existing structures has provided additional contemporary spaces for teaching, academic programs, research, and student services.

The University has expanded beyond the Vestal campus, creating two new sites to serve growing enrollment, provide appropriate facilities for academic programs, and contribute to the economic revitalization of the community. The University Downtown Center, located about five miles from the Vestal campus in downtown Binghamton, opened in 2007 and is home to the College of Community and Public Affairs, whose programs emphasize community engagement. A new Health Sciences Campus, located about two miles from the Vestal campus and adjacent to Wilson Medical Center in Johnson City, houses the recently opened School of Pharmacy and Pharmaceutical Sciences and the new home for the Decker College of Nursing and Health Sciences, which will open in fall 2020. A research and development facility, a geriatric clinic, and facility for collaboration with drug development companies will round out the campus.

Since its humble beginnings just seventy-four years ago, Binghamton University has grown in size, achieved R-1 status, and expanded its physical footprint beyond its Vestal campus. It has achieved international recognition for research, become a destination for bright, curious undergraduate and graduate students from around the world, and is ranked among the nation’s leading public universities by

U.S. News & World Report, Business Insider, Kiplinger's, Forbes, and others. Guided by our Road Map to Premier Strategic Plan, we remain committed to build on the successes of the past decade to strengthen research, provide students access to challenging, innovative, and transformative educational opportunities, irrespective of their means, and expand engagement with the communities we serve.



SECTION TWO

CREATING LEGITIMACY THROUGH TRANSPARENT GOVERNANCE AND ADMINISTRATION

Addresses Standard 7 – Governance, Leadership and Administration
Addresses Requirements of Affiliation #12 and 13

THE STATE UNIVERSITY OF NEW YORK

Binghamton University is part of The State University of New York (SUNY)¹, the largest comprehensive university system of higher education in the U.S. Through its 64 member institutions², including research universities, academic medical centers, liberal arts colleges, community colleges, colleges of technology and an online learning network. SUNY serves nearly 1.3 million students, including nearly 600,000 in credit bearing courses and programs and more than 700,000 through continuing education and community outreach programs. The State of New York assists in financing the SUNY system, which provides affordable college and university-level educational opportunities to students in the state and beyond. The annual all-funds budget for SUNY is approximately \$10.5 billion, which includes approximately \$3.5 billion in state support.

As a state university that is part of a large, comprehensive system, our governance and administration is multi-layered. While complex, it provides effective oversight, ensures integrity, encourages focus on mission, and offers shared services while affording us sufficient autonomy to define and pursue a course that is unique to Binghamton University while advancing SUNY's overall mission and goals.

THE SUNY BOARD OF TRUSTEES

SUNY and its member campuses, including Binghamton University, are governed by a Board of Trustees³ consisting of 18 members, 15 of whom are appointed by the governor with the consent of the New York State Senate to terms of seven years. In addition, the president of the SUNY Student Assembly serves as student trustee and the presidents of the University Faculty Senate and the Faculty Council of Community Colleges serve as ex-officio trustees. The Board has ultimate governance authority for the SUNY system, including direct authority over state-operated campuses, general supervisory authority over state-funded colleges at Alfred University and Cornell University, and shared responsibilities for the SUNY community colleges. The Board of Trustees has authority to:

- Appoint its own officers, the chancellor and the system administration senior staff;
- Review the performance of the chancellor;
- Appoint the president of each campus, including Binghamton University;
- Grant all degrees, diplomas and certificates at all state-operated campus, including Binghamton University;
- Regulate the admission of students and prescribe qualifications for their continued attendance;

- Regulate tuition, fees and charges, curricula and all other matters pertaining to the operation and administration of each state-operated campus; and,
- Establish new campuses.

As our governing body, the Board of Trustees operates under laws, policies, and procedures that provide guidance and establish effective, responsible, and responsive governance consistent with recognized standards of good practice.⁴ The Policies of the Board of Trustees stipulate that the Board appoints the Chancellor and Presidents of member campuses and charges it with reviewing the Chancellor's performance; they also delegate to the Chancellor, as the Chief Executive Officer of the system, responsibility for periodic evaluation of the performance of campus Presidents.

To ensure that the trustees serve the public interest and carry out the mission of the University, New York State Education Law Article 8⁵ assigns the Board responsibility for developing policies concerning and providing oversight of the quality of teaching and learning; approving degree programs; awarding degrees; establishing personnel policies and procedures; and ensuring sound fiscal management of all campuses in the system. Education Law Article 8 holds the Board accountable for advancing the State University's mission and ensuring the fiscal integrity and prudent financial management of campuses and the system as a whole by requiring it to submit annual reports and a five-year capital master plan to the Governor and the legislature and to commission annual independent audits that are submitted to the State Comptroller.

The New York State Public Officers Law⁶ establishes annual reporting responsibilities for trustees and all University officials designed to prevent actual or perceived conflicts of interest and ensure that their decisions serve the best interests of the University and are not influenced by political, financial, or personal interests. The Statement on the Governance Role of a Trustee or Board Member issued by the New York Board of Regents as guidance for trustees and board members of all New York institutions articulates principles of good practice in board governance and stipulates that Board members shall not interfere in the

day-to-day operations of the State University or member.

THE SUNY CHANCELLOR

The SUNY Chancellor is the Chief Executive Officer of the SUNY system. In June 2020, the SUNY Board of Trustees announced the departure of Chancellor Kristina M. Johnson.⁷ In August 2020, the SUNY Board of Trustees announced the appointment of Dr. Jim Malatras.⁸ The Chancellor and their staff are responsible for executing the plans, policies, and actions of the Board of Trustees and for developing initiatives for the Board of Trustees consideration. In addition, the Chancellor is also responsible for:

- Providing leadership and advocacy for the entire SUNY system;
- Coordinating the planning, development, and implementation of SUNY system-wide initiatives intended to result in greater effectiveness and efficiency, such as campus-based planning agreements and assessment of academic programs;
- Implementing and being responsive to applicable provisions of executive orders, directives, regulations, administrative procedures, information requests, etc., as established by state and federal agencies;
- Evaluating the performance of the president of each campus in the system, including Binghamton University;
- Providing centralized financial, legal, academic, external relations, audit, student life and human resources services and support to each campus in the system, including Binghamton University; and,
- Providing oversight, coordination and reporting in response to requests by state agencies, such as the State Comptroller's Office.

THE UNIVERSITY FACULTY SENATE

The University Faculty Senate (SUNY Faculty Senate)⁹ ensures shared governance for the SUNY system. The SUNY Faculty Senate is composed of elected representatives from each of the university centers and four-year campuses. The SUNY Faculty Senate meets three times a year, affording representatives

from each campus the opportunity to interact with faculty leadership from across the system and share views on academic issues common to all campuses. The SUNY Faculty Senate also provides a forum for the chancellor, the provost, and other members of SUNY senior staff to inform faculty of system-wide initiatives and policies and for faculty leaders to ask questions of, provide feedback to, and share concerns with the system leadership.

THE SUNY RESEARCH FOUNDATION

The SUNY Research Foundation (SUNY RF),¹⁰ a 501(c)(3) nonprofit educational corporation established in 1951, manages sponsored research for the system. As the largest, most comprehensive university-connected research foundation in the country, it provides administration and support services to assist SUNY faculty engaged in sponsored research. While each campus has staff that provides management of research awards secured by its faculty, SUNY RF offers vital assistance by providing electronic business tools, legal and auditing services, and guidance on best practices in grants management.

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BINGHAMTON UNIVERSITY ADMINISTRATION

Binghamton University is administered by a President who is supported by a strong leadership team of vice presidents, division directors, and academic deans. In consultation with faculty, staff, students, and alumni leaders, they have created a strong strategic vision for the University and work collaboratively to translate the vision into reality.

BINGHAMTON UNIVERSITY PRESIDENT

Binghamton University is led by a President, who is appointed by and serves at the pleasure of the SUNY Board of Trustees and reports to the Chancellor,¹¹ who is charged by the Board with evaluating his performance.¹² Under Board policies, the President also holds academic rank with continuing appointment (tenure). Dr. Harvey G. Stenger, Jr.¹³ is Binghamton University's sixth President. A chemical engineer who previously served as Dean of Engineering at Lehigh University and the University at Buffalo and as Interim Provost at the University at Buffalo, he

became Binghamton's sixth president on January 1, 2012. He led a broad-based, highly participatory strategic planning process that developed the University's Strategic Plan, Road Map to Premier. Since 2013, Road Map to Premier has guided the University toward its bold goal of becoming the premier public university of the 21st century.

Under Dr. Stenger's leadership, enrollment and revenues have surged, approximately 150 net new tenure track faculty have been hired, research expenditures have increased by 28%, new graduate programs such as pharmacy have been established, and the University has risen steadily in the rankings. His commitment to community engagement has made the University a driving force in regional economic development. President Stenger leads a strong, experienced leadership team of vice presidents, deans, and directors who are appointed by the President and serve at his pleasure. They have embraced his emphasis on strategic growth, inclusive leadership style, metric-based decision-making processes, and dedication to excellence.

The President meets weekly with his cabinet, the Senior Officer's Group (SOG). Deans, vice presidents, vice-provosts and associate vice presidents, and faculty and professional staff leaders meet monthly with the President and the Provost. This Senior Officers Group Plus (SOG+) provides a forum to discuss a broad range of academic and campus life issues, including strategic planning, budgeting, academic programs and standards, services, and assessment.

EVALUATION AND ASSESSMENT OF PRESIDENT STENGER

Binghamton employs a variety of approaches to assess the effectiveness of its governance, leadership, and administration. The President is evaluated periodically by the SUNY Chancellor and every 3-6 years by Binghamton University faculty and staff through a survey developed and administered by the Binghamton University Faculty Senate Evaluation Coordination Committee.

BINGHAMTON UNIVERSITY SENIOR LEADERSHIP

President Stenger is supported by a qualified group of senior leaders.

PROVOST AND EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS

As the University's chief academic officer, the Provost provides leadership for the University's academic mission, including student recruitment and academic success, faculty hiring and evaluation, academic program development and review, global academic initiatives, and marketing and communications. In consultation with the President, the Provost is responsible for budget, space, and resource allocations for all University divisions. Dr. Donald G. Nieman,¹⁴ a historian who previously served as Dean of Arts and Sciences at Bowling Green State University and Binghamton University, has served as Provost and Executive Vice President for Academic Affairs¹⁵ (the Provost) since July 1, 2012. The Provost and Executive Vice President for Academic Affairs is appointed by and serves at the pleasure of the President.

SENIOR VICE PROVOST AND CHIEF FINANCIAL OFFICER

The Senior Vice Provost and Chief Financial Officer, Dr. Michael McGoff,¹⁶ is responsible for developing and maintaining base budgets for the University and for developing strategies, assessments, and information that guide decisions about strategic initiatives. The Senior Vice Provost and Chief Financial Officer develops and maintains financial records, reports, and fiscal support services, including provision of accurate financial information to other campus administrators as necessary for planning and decision-making. He is responsible for institutional research and assessment, enrollment and revenue projections, academic space management, business affairs and budget. Senior Vice Provost and Chief Financial Officer McGoff reports to the Provost.

BINGHAMTON UNIVERSITY SENIOR ADMINISTRATION

In addition to the Provost and Senior Vice Provost and Chief Financial Officer, the Binghamton University Senior Administration¹⁷ is composed of four Vice Presidents, three division directors, the Vice President for Communications and Marketing, and the University attorney. All are appointed by and serve at the pleasure of the President. Each is responsible for a critical aspect of University business and, collectively, they provide advice to the President on matters of University policy. The responsibilities of these individuals are outlined below.

VICE PRESIDENT FOR ADVANCEMENT

The Vice President for Advancement, John Koch,¹⁸ oversees the alumni engagement and fundraising programs, including regional chapters and affinity groups, volunteer programs, signature events, major and annual giving, donor relations, prospect management, and research. The Division of Advancement¹⁹ is responsible for the University's advancement programs, including the Office of Development and the Office of Alumni Engagement. The division works closely with volunteers on the boards of directors for the Binghamton University Foundation and the Binghamton University Alumni Association. Vice President Koch reports to the President.

DIRECTOR OF ATHLETICS

Binghamton University's Department of Athletics²⁰ exists to provide all student-athletes an opportunity to achieve excellence in their academic, athletic, and personal pursuits. The Department offers equitable opportunities for all student-athletes and embraces the National Collegiate Athletics Association's (NCAA)²¹ principles of sportsmanship, integrity, amateurism, compliance, diversity and inclusion, and institutional control. Led by Director of Athletics Patrick J. Elliott,²² the core values of the Department of Athletics are excellence, integrity, and service. The Director of Athletics reports to the President.

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DIRECTOR OF DIVERSITY, EQUITY, AND INCLUSION

The Division of Diversity, Equity, and Inclusion (DEI),²³ created in 2014 as part of the *Road Map to Premier* Strategic Plan, supports the development and implementation of diversity and inclusion initiatives that create a welcoming campus climate that exudes a fundamental respect for human diversity in all its dimensions. It also provides oversight of the recruitment process for faculty and staff, supports retention of underrepresented faculty and staff, and conducts investigations of alleged discrimination. In April 2020, Dr. Karen Jones²⁴ was named Vice President for DEI.

EXECUTIVE DIRECTOR OF THE BINGHAMTON UNIVERSITY FOUNDATION

The Binghamton University Foundation (The Foundation),²⁵ a 501(C)(3) organization governed by Binghamton University Foundation Board of Directors, raises funds and provides essential support to advance the purpose and mission of Binghamton University. Volunteers and staff working on behalf of the Foundation foster and maintain partnerships with alumni, parents, friends and members of the University community. The Foundation educates others about charitable giving, matches University fundraising priorities with donors' philanthropic intentions and provides stewardship of all assets held in trust for the benefit of the University. Foundation services include accounting, advancement information technology, the Binghamton University Forum, and gift and donor records. Sheila Doyle²⁶ serves as Executive Director of the Foundation and reports to the President.

VICE PRESIDENT FOR OPERATIONS

The Vice President for Operations, JoAnn Navarro²⁷ is responsible for the development, implementation, and monitoring of University policies governing physical facilities, campus safety and security, human resources, and capital construction. The Division of Operations²⁸ includes facilities management, information technology services, human resources, emergency services, and the University Center for Training and Development. Vice President Navarro reports to the President.

CHIEF INFORMATION OFFICER

Binghamton University's Chief Information Officer (CIO), is responsible for oversight of the University's Information Technology Services (ITS).²⁹ ITS supports teaching, learning, research and the student experience across the University by providing responsive support, technology expertise and innovative solutions via its staff, facilities, applications and services. ITS is comprised of Enterprise Systems and Applications, Operations and Infrastructure, Information Security, and Technology Support Services. It provides services including administrative systems, business intelligence tools, cable TV, distributed antenna systems, data management, enterprise messaging, enterprise servers, enterprise systems, general and specialty computer labs, help desk support, learning management systems, networking, physical access control, portal, research and innovation support, research networks, security operations, software licensing, telecommunications, video surveillance and virtual computing. Additionally, the Office of the CIO supports information technology governance, project management, finance, human resources, and operations. ITS has developed its own strategic plan,³⁰ which is overseen by the CIO, Niyazi Bodur,³¹ who holds a PhD in mechanical engineering and has over two decades of experience in information technology. CIO Bodur reports to Vice President JoAnn Navarro.

VICE PRESIDENT FOR RESEARCH

The Vice President for Research establishes divisional goals, spearheads strategic planning, administers divisional directives and builds internal and external partnerships to enhance the quality, volume, and reputation of research and scholarship at Binghamton University. The mission of the Division of Research³² is to promote and support the research and scholarly activities of the Binghamton University community and to foster an environment that encourages innovation and entrepreneurship. It is led by Vice President Bahgat Sammakia,³³ a SUNY Distinguished Professor of Mechanical Engineering, who reports to the President.

VICE PRESIDENT FOR STUDENT AFFAIRS

Led by the Vice President for Student Affairs, Brian Rose,³⁴ the Division of Student Affairs³⁵ supports students' personal and academic goals. The Division is responsible for a variety of academic support and student development programs and services. It includes the Dean of Students, Services for Students with Disabilities, the Office of Student Conduct, the Fleishman Center for Career and Professional Development, the University Counseling Center, Residence Life, University Health Services, the Center for Civic Engagement, the Educational Opportunity Program, TRIO and Veterans Programs, New Student Programs, campus recreational services, fraternity and sorority life, the Off Campus College, transfer student initiatives, transportation and parking, and auxiliary services, among others. Vice President Rose reports to the President.

UNIVERSITY DEANS

Binghamton University has seven academic colleges and schools. The Deans of the colleges and schools, along with the Dean of Libraries, are an important part of the senior leadership team. The Deans of the College of Community and Public Affairs (CCPA),³⁶ the Decker College of Nursing and Health Sciences,³⁷ the Graduate School,³⁸ Harpur College of Arts and Sciences (Harpur College),³⁹ the Binghamton University Libraries,⁴⁰ the School of Pharmacy and Pharmaceutical Sciences,⁴¹ the School of Management,⁴² and the Thomas J. Watson College of Engineering and Applied Sciences⁴³ report to the Provost. The Deans are distinguished scholars and experienced academic leaders who hold professorial rank with tenure. Within their colleges and schools, they have responsibility for faculty recruitment and development; tenure, and promotion; budget management and resource development; academic program development and review; development and donor relations; alumni engagement; community engagement; and student advising and success.

BINGHAMTON UNIVERSITY GOVERNANCE

While the SUNY Board of Trustees is Binghamton University's governing body,

several local organizations play an important role in campus governance.

THE BINGHAMTON UNIVERSITY COUNCIL

The Binghamton University Council (The Council),⁴⁴ established in conformity with New York State Education Law Article 8, Section 356,⁴⁵ serves as the local oversight and advisory body for Binghamton University's senior leadership. The Council is composed of ten members, including nine members appointed to seven-year terms by the Governor and one student representative elected by the Binghamton University student body. Current members include local professionals in the fields of law, real estate, education, healthcare, community organizations, and human services. The Council meets on the third Fridays of September, October, November, February, March and April. Meetings include a report by Binghamton University's president, the Council's student representative, and vice presidents and division directors on the operations of their areas. Meetings are widely publicized and streamed to make them accessible to students, faculty, staff, and the public. The Council supervises certain University operations and recommends candidates for president of the University to the SUNY Board of Trustees, approves changes to the Student Code of Conduct, authorizes the naming of building and grounds, and reports annually to the SUNY Board of Trustees. Members also serve as advocates for the University in the local community and beyond.⁴⁶

THE BINGHAMTON UNIVERSITY FACULTY SENATE AND EXECUTIVE COMMITTEE

A culture of shared governance permeates Binghamton University. The Binghamton University Faculty Senate (Faculty Senate)⁴⁷ is the primary campus-wide academic governance body. Its several standing committees provide advice and draft legislation in response to requests from senior administration and from its own Executive Committee. The Faculty Senate meets regularly and is a strong force for institutional

policymaking. The Binghamton University Faculty Senate Executive Committee (FSEC)⁴⁸ meets weekly during the academic year and reports to the Faculty Senate on matters of concern to the faculty that have come to its attention. The Faculty Senate Executive Committee has the discretion to:

- Refer questions or requests it may receive for consideration to the appropriate faculty committee;
- Make recommendations to the Faculty Senate on pending legislation, changes in the Faculty Bylaws, authorization of new degrees, creation, consolidation, or elimination of colleges, schools, and departments;
- Conduct periodic reviews of senior leadership, including the President, Provost, Vice Presidents, and Deans;
- Consider matters in confidence when appropriate;
- Establish and maintain communication with appropriate policymaking individuals and groups; and,
- Present faculty interests and views, and strengthen the role of the faculty in University policy making.

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BINGHAMTON UNIVERSITY FACULTY SENATE STANDING COMMITTEES

Much of the ongoing business of the Faculty Senate is conducted in its standing committees. Several of these are Joint Committees of the Faculty Senate, formed together with the office of the President or the Provost: Academic Computing & Educational Technology Committee (Joint); Budget Review Committee (Joint); Bylaws Review Committee; Committee for the University Environment (Joint); Committee on Committees; Convocations Committee; Diversity Committee; Educational Opportunity Program Advisory Committee; Educational Policy and Priorities Committee; Evaluation Coordinating Committee;⁴⁹ Intercollegiate Athletics Committee; Library Committee; Professional Standards Committee; University Calendar Committee (Joint); and University Undergraduate Curriculum Committee.

CAMPUS GOVERNANCE LEADERS

To facilitate open communication and collaboration between the Binghamton University Faculty Senate and the University's senior leadership, the President and Provost meet monthly with Faculty Senate leaders including the Faculty Senate Chair, the Vice-Chair of the Faculty Senate, Faculty Senate Executive Committee Chair, Budget Review Committee Chair, the Chair of the EPPC, and our SUNY Faculty Senators. The meetings are informal, and conversations are candid. These meetings allow faculty leaders to ask questions about issues, make suggestions, seek clarification regarding University initiatives, and raise concerns. They provide the President and the Provost with the opportunity to test ideas and to foster strong relationships with the faculty.

FACULTY GOVERNANCE WITHIN ACADEMIC UNITS

All academic staff are assigned to an academic unit (college or school) or sub-unit (department) by the President after consultation with the appropriate faculty of that academic unit or sub-unit. The Dean or Director of an academic unit is appointed by the President. The faculty of each academic unit, by a majority vote, establishes Faculty Bylaws⁵⁰ for discharging those functions within its jurisdiction. The Bylaws and any amendments are submitted to the Faculty Senate for review and appropriate action. The faculty of each sub-unit may collectively decide upon procedures for discharging its functions and responsibilities. These procedures, if approved by a majority of the voting members of the sub-unit, shall be adopted as sub-unit Bylaws. The Bylaws of the sub-unit are subject to review and approval by the academic unit to which the sub-unit belongs. If the procedures for the sub-unit are not codified, the sub-unit must operate within the policies and procedures established by the academic unit. Normally faculty business proceeds from lower to higher levels of faculty organization, but any individual or

academic unit or sub-unit may bring business to any level of faculty organization or to any administrative officer.

PROFESSIONAL STAFF SENATE

Professional staff participate in shared governance through the Professional Staff Senate (PSS).⁵¹ The PSS is a fact-finding, deliberative, and consultative body, with authority to make studies, reports, and recommendations on all governance matters that have a significant bearing on professional employees and plays an active role in shaping University policy. Membership consists of the past chair and 27 elected representatives. All terms for office are two years in length and staggered so that each year half of the seats are up for election. Elections occur at fixed periods and are conducted on a ranked choice basis. PSS Officers include Chair, Vice Chair, Treasurer, and Secretary. PSS committees include the Executive Committee, the Rules Committee, the Communications Committee, Professional Development Committee, the Distinguished Service Award Committee, the Evaluation Coordinating Committee,⁵² and the Budget Review Committee. The PSS Executive Committee functions as the Committee on Committees and is responsible for forwarding names to the appropriate offices to serve on University Committees.

THE INTERCOLLEGIATE ATHLETICS BOARD

The Intercollegiate Athletics Board (IAB)⁵³ acts in an advisory capacity to the Athletic Director and President. The IAB is charged by the President to report annually on the functioning of the intercollegiate athletics program with respect to those activities defined in its Bylaws.⁵⁴ The IAB has regular communications with the Faculty Senate, the Student Athlete Advisory Council and other key stakeholders for provision of information to, and solicitation of input from, the university community. The IAB and its subcommittees provide feedback and advice to the Department of Athletics on matters concerning compliance functions, academic issues, gender equity, and budget development.

THE STUDENT ASSOCIATION

The Student Association (SA)⁵⁵ is an independent 501(C)(3) organization that represents undergraduate students. It consists of an Executive Board elected by the student body that manages day-to-day operations of the SA and major initiatives such as concerts and Spring Fling; a Student Congress that debates and passes legislation relating to student life and whose members are elected by students in the residential communities and those living off campus; and a Judicial Board that rules on questions concerning interpretation of the Association's constitution and whose members are appointed by the President with approval by the Congress. Communication between the SA and the University's senior leadership is facilitated by regular meetings between members of the Executive Board and the President, Provost, and Vice President for Student Affairs and periodic visits by the President and other University senior leaders to the Student Congress. SA officers also participate in the *Road Map* Steering Committee and the SOG+.

THE GRADUATE STUDENT ORGANIZATION

The Graduate Student Organization (GSO)⁵⁶ represents all graduate students at Binghamton University. It brings the needs of graduate students to the University administration and provides funding to support graduate student travel, supports a variety of sociocultural groups, and fosters community among graduate students. Its executive board, which manages day-to-day operations and provides leadership, is elected at large by all graduate students at the University. The Graduate Student Senate, which debates and passes legislation, is composed of representatives elected by members of individual graduate programs. GSO leaders are represented on the *Road Map* Steering Committee and SOG+ and meet with senior University leaders, including the President, on an ad hoc basis to discuss matters of concern to graduate students.

CULTURE OF COLLABORATION

Binghamton prides itself on its commitment to transparency, open communication, and culture of collaboration. Senior leaders regularly engage faculty and students in ways that strengthen this commitment and help the University achieve its mission. The President and Provost are voting members of the Binghamton University Faculty Senate, attend the meetings of that body, provide information as requested, and participate in discussion of issues. They also meet monthly with Binghamton University Faculty Senate leaders and attend open meetings with the faculty in each of our seven academic colleges and schools annually, giving faculty and staff the opportunity to ask questions on topics of interest. The President, Provost, Vice Presidents, and Deans attend meetings of the Binghamton University Faculty Senate Executive Committee on an ad hoc basis to discuss issues of concern, and the Provost, Vice Presidents, Directors, and, on occasion, Deans make annual presentations on their budgets to the Binghamton University Faculty Senate Budget Review Committee. Leaders of the Binghamton University Faculty Senate, the Professional Staff Senate, the Student Association, and Graduate Student Organization participate in SOG+ and the *Road Map* Steering Committee. As members

of the *Road Map* Steering Committee, they have a voice in refining the University's goals and in making decisions about investments to advance the *Road Map*'s Strategic Priorities. The President, Provost, and Vice President for Student Affairs hold monthly meetings with the Executive Board of the Student Association, and the Graduate Dean meets periodically with officers of the Graduate Student Organization. These interactions provide for exchange of information and ideas and offer perspectives that help senior leadership develop and refine policies that serve campus stakeholders, help members of the campus community better understand University policies, and create a broad sense of investment in initiatives, such as the *Road Map*.

ASSESSMENT OF GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

Binghamton employs a variety of approaches to assess the effectiveness of its governance, leadership, and administration. The President is evaluated periodically by the Chancellor⁵⁸ and every 3-5 years by faculty and staff through a survey developed and administered by the Binghamton University Faculty Senate's Evaluation Coordinating Committee. The President evaluates members of his leadership team, and senior leaders, including vice presidents and Deans, are evaluated

CONTRIBUTION TO MISSION MEETINGS

Contribution to Mission (CTM) meetings, designed to align program-level planning and assessment with institutional-level priorities and goals, are held with each academic department once every three years. Participants include the departmental representatives (Chair, Undergraduate Director, Graduate Director), the Provost, the Senior Vice Provost and Chief Financial Officer, the Vice Provosts for Undergraduate and Graduate Studies, the Associate Provost for Institutional Research, Planning, and Effectiveness, and the Dean of the college or school where the program resides.

Departments present their goals, accomplishments, challenges, and resource needs and the Provost Office staff share a "Contributions to Mission Report"⁵⁷ that reflects faculty contributions to teaching and research; departmental data from the Delaware Study of Costs and Productivity; a department dashboard prepared by the Office of Institutional Research and Assessment; and department reports on assessment of student learning compiled in WEAVEONLINE.

The goal is a collegial discussion. As a result, the Provost's team becomes more familiar with the work and needs of academic departments, the data are given a context, errors in the data are sometimes discovered and corrected, and the relationship between University priorities and department goals are discussed.

every 3-5 years by faculty and staff through a survey developed and administered by the Binghamton University Faculty Senate Evaluation Coordinating Committee. The results of these surveys are shared with the individual and their supervisor. Subsequently, Binghamton University Faculty Senate leadership discusses the results with the individual's supervisor and the supervisor discusses them with the person evaluated. While the feedback reflects opinion, it provides useful information to members of the administration concerning how their performance is perceived by members of the community as well as suggestions for improvement. Administrative offices have developed goals and objectives and submit annual assessment reports via WEAVEONLINE that document progress toward achieving goals and ways in which data collected through assessment has led them to change policies and processes.

- To ensure implementation of recommendations included in Program Review reports, we will expand the agenda of Contributions to Mission meetings to include discussion of departments' progress and challenges in addressing these recommendations;
- We will ensure transparency in the operations of the University Police Department and its interactions with the campus community by creating a Campus Civilian Review Board composed of faculty, staff, and students; and,
- We will continue to identify opportunities to expand involvement of the Professional Staff Senate in the campus decision-making process.

OPPORTUNITIES FOR ADVANCEMENT AND INNOVATION

- To better reflect the views of graduate students in University decision-making, the Dean of the Graduate School and the Provost will institute regular meetings with the executive board of the Graduate Student Organization;



SECTION THREE

HOLDING OURSELVES TO THE HIGHEST STANDARDS IN ETHICS AND INTEGRITY

Addresses Standard 2 – Ethics and Integrity
Addresses Requirements of Affiliation #5, 6, and 14

OVERVIEW

We believe that creating a culture and set of practices that ensure that all members of the University community act ethically and carry out their responsibilities with integrity is essential to fulfill our mission and achieve our aspiration of becoming the premier public university. We are first and foremost educators, and the example all of us set for our students is important in preparing them to become ethical citizens, professionals, and leaders. In research, which is central to our mission, we can only discover new knowledge that advances our disciplines and develops solutions to critical problems if we follow the highest ethical standards and present the results accurately and truthfully. To serve the public, we must bring transparency, respect, and high ethical standards to our engagement with the community and the partnerships we establish with industry, government, and non-governmental organizations if we are to earn their trust and fulfill our mission. Those in positions of authority on our campus – from RAs to the President – must adhere to established procedures and high ethical standards in their interactions with students, staff, and faculty if we expect members of our community to feel respected and become invested in the institution's success. Ensuring that we operate ethically in everything we do – from the information displayed on our web site and conducting research to using funds contributed by donors – goes beyond fulfilling the legal responsibilities we have under state and federal law. It is essential to our identity and success.

As a member of the SUNY system, Binghamton University and all of its employees have a responsibility to abide by a wide range of laws, policies, and procedures established by the federal government, New York state, the SUNY system, the Middle States Commission on Higher Education, and the University itself. Such rules are designed to ensure that all employees behave ethically, avoid conflicts of interest, and serve the University's mission with integrity and decency. These policies are publicized widely, ensuring that all employees are informed of their responsibilities. Equally important, University leaders – administrators, faculty and staff – strive to create an atmosphere of transparency, respect, collegiality, open communication, and shared governance that fosters a culture of mutual respect, shared purpose, and ethical conduct. In addition, this commitment to transparency and shared governance creates a system of checks and balances within the University that ensures compliance with these important policies and procedures and a culture that values and reinforces ethical behavior.

SUNY is governed by the Board of Trustees which has established policies defining rights and responsibilities of all SUNY employees:

- The Policies of the Board of Trustees and the State University of New York;⁵⁹
- SUNY University-wide Policies and Procedures;⁶⁰
- The JCOPE Public Officers Law; and,⁶¹
- The SUNY Rules for the Maintenance of Public Order.⁶²

Binghamton University complies with the above policies as well as all state and federal laws, including:

- The Health Insurance Portability and Accountability Act (HIPAA);⁶³
- The Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act;⁶⁴
- The Family Educational Rights and Privacy Act (FERPA);⁶⁵
- The Higher Education Opportunity Act (HEOA);⁶⁶
- The New York State Human Rights Act;⁶⁷
- The Americans with Disabilities Act (ADA);⁶⁸
- The Drug-Free Schools and Communities Act;⁶⁹
- Title IX of the Education Amendments Act of 1972;⁷⁰
- Titles VI and of the Civil Rights Act of 1964;⁷¹
- Title VII of the Civil Rights Act of 1964; and,⁷²
- The Age Discrimination in Employment Act of 1967.⁷³

Additionally, Binghamton University has developed and implemented a variety of internal policies and procedures, ranging from the Student Code of Conduct⁷⁴ to the Faculty-Staff Handbook⁷⁵ with the primary objective of creating an inclusive community for all of its students, faculty, and staff where clear expectations and processes for enforcing them are established and the highest ethical standards are practiced.

ACADEMIC FREEDOM

Academic freedom, intellectual freedom, and freedom of expression are central to everything we do and are, therefore, core values that guide Binghamton University. Binghamton University complies with the Statement on Academic Freedom contained in the Policies of the Board of Trustees.⁷⁶ We have also developed and implemented internal policies and procedures designed to ensure that these values are respected and upheld. The Binghamton University Faculty-Staff Handbook defines and protects academic freedom and responsibility in unambiguous

CAMPUS DIALOGUE ABOUT FREE SPEECH

Over the past five years, political tensions have escalated on many U.S. campuses, including Binghamton. As a result, there have been calls to silence speech some consider hateful or politically reprehensible. In March 2018, Binghamton University's President and Provost joined with Faculty Senate leadership to conduct a forum on campus speech.⁸⁰ Entitled "Campus Speech: What are the Limits?" the event was a discussion featuring Suzanne Nossel, Executive Director of PEN America, Jermel McClure, President of the Student Association, and Jonathan Karp, Associate Professor of History and Chair of the Faculty Senate. The discussion was spirited as were questions from the audience.

During November 2019, conflict developed between conservative and progressive student groups on campus. In that context, self-styled progressive students and supporters from the Binghamton community succeeded in preventing the conservative economist, Arthur Laffer, from presenting a lecture on campus. Although there was no violence, one student and one community member were arrested for disorderly conduct. President Harvey Stenger,⁸¹ Vice President Brian Rose,⁸² and the Binghamton University Faculty Senate,⁸³ issued strong statements endorsing the importance of free speech and civility.

terms⁷⁷ and outlines expectations for all members of its community. The Faculty-Staff Handbook is reviewed and updated each summer prior to the start of a new academic year. Sections of the Faculty-Staff Handbook are assigned to offices across the University; these offices are contacted by email and asked to provide updates or confirm that no updates are needed.⁷⁸ The Binghamton University President's Commission on Free Speech and Academic Freedom (1992) affirmed the academic freedom of students⁷⁹ and faculty as well as the centrality of freedom of expression to the University's ability to fulfill its mission.

TENURE AND PROMOTION

Tenure is a vital component of academic freedom. Faculty who are hired on tenure track contracts and have met the standards established by their colleagues and the University in the areas of teaching, research, and service at the end of six years in rank earn tenure – or “*continuing appointments*” in SUNY’s terminology. Tenure gives faculty the freedom to pursue research, teach, and express their views freely without fear of retribution or termination. Binghamton’s tenure review process, which is fair and transparent, is governed by the Policies of the Board of Trustees, Binghamton University’s Faculty-Staff Handbook,⁸⁴ Binghamton University’s Procedures for Personnel Cases⁸⁵ and the United University Professionals contract. A more detailed discussion of the process is provided later in this section.

ACADEMIC INTEGRITY

Academic integrity is cultivated throughout the university and resides at the core of our research.

RESPONSIBLE RESEARCH AND INTELLECTUAL PROPERTY

With freedom of inquiry and expression comes the responsibility to conduct research in an ethical manner and in accordance with relevant laws, federal and state regulations, and the policies of the SUNY Research Foundation. All faculty, staff, and students must adhere to the University’s research policies and guidelines,⁸⁶ which include:

- Policy on Responsible Conduct of Research;⁸⁷
- Expectations on Research Data;⁸⁸
- Policy on Responsible Conduct of Research (RCR) Training;⁸⁹ and,
- Investigator Conflict of Interest Policy.⁹⁰

In addition, the Binghamton University Institutional Conflict of Interest Committee (ICIC)⁹¹ maintains an institutional climate where sponsored projects, research and scholarship, and entrepreneurship and intellectual property management are undertaken in a spirit of openness and

integrity. The ICIC reports to the Vice President for Research who acts on behalf of the President.

Policies and guidelines for specific areas of research are also to be adhered to by all researchers. These areas of research and the policies and guidelines governing them include:

- Human subjects;
- Institutional animal care and use;
- Biosafety;
- Radiation safety;
- Stem cells; and,
- Export control.

RESEARCH COMPLIANCE

Human subjects and animal research meet the demanding standards established by national accrediting bodies. Human Subjects Research Review oversight holds full accreditation from the Association for the Accreditation of Human Research Protection Programs.⁹² The Laboratory Animal Resources and the Institutional Animal Care and Use Committee both hold full accreditation issued by the Assessment and Accreditation of Laboratory Animal Care International.⁹³ The University’s Office of Research Compliance⁹⁴ is led by an Assistant Vice President who reports directly to the Vice President for Research. Its primary goals are to 1) educate researchers about policies, guidelines, and procedures designed to ensure ethical conduct of research and 2) enforce compliance. Additionally, research-related policies and guidelines are updated as necessary and widely publicized to all members of the University community via the University’s web site and through communications to faculty and staff.

The Assistant Vice President for Research Compliance serves as the Research Integrity Officer and is responsible for: 1) assessing Allegations of Research Misconduct to determine if they fall within the definition of Research Misconduct, are covered by federal regulations, and warrant an Inquiry on the basis that the Allegation is sufficiently credible and specific so that potential evidence of Research Misconduct may be identified, and 2)

overseeing Inquiries and Investigations⁹⁵ that are conducted by faculty committees appointed by the Provost. Findings are reported to the President and Provost for final decision.

Academic freedom allows faculty to pursue research that often results in the creation of valuable intellectual property. Binghamton

RESEARCH TRAINING

Binghamton University and the Research Foundation provide Responsible Conduct in Research training via the Collaborative Institutional Training Initiative (CITI).⁹⁶ This online training resource offers a variety of modules in numerous areas of research. In addition, the Offices of Research Compliance, Environmental Health and Safety, Occupational Health and Safety, and Laboratory Animal Resources conduct face-to-face workshops to ensure safe and ethical practices in research.⁹⁷

University's policies on patents, inventions, and copyrights⁹⁸ ensure that faculty benefit from the intellectual property they create as a matter of fairness and also as a way to incentivize innovation. Faculty members' intellectual property rights to online course content is protected by SUNY's copyright policy⁹⁹ and awareness of this policy is publicized by the University through its Center for Learning and Teaching.¹⁰⁰ The United University Professionals (UUP) contract¹⁰¹ also addresses academic freedom and responsibility in inquiry, teaching, and research.

The Division of Research is assisted by a standing committee of the Graduate Council,¹⁰² the Advisory Committee on Scholarship and Research (ACSR).¹⁰³ In collaboration with the Division of Research, the ACSR advises the Vice President for Research on all matters relating to research and scholarly activities whether externally sponsored or funded within the University, including the allocation of funds, travel, and publications. The ACSR also is responsible for promoting the development and growth of sponsored research and training programs throughout the University and conducting regular reviews of Organized

Research Centers and reporting to the Graduate Council on their establishment and continuation.

ACADEMIC HONESTY

Academic honesty is central to the University's mission.¹⁰⁴ Ensuring that the academic work students produce – quizzes, exams, papers, theses, and dissertations – is not copied from another student or plagiarized is a necessary condition of preparing them to become responsible and ethical professionals and citizens. Preventing academic dishonesty is also imperative to guarantee other universities and employers that the grades earned by our graduates while at Binghamton reflect their own efforts and abilities and not others'. The Binghamton University Bulletin,¹⁰⁵ which is overseen by the Office of the Provost, includes the University's policy on academic honesty which seeks to govern academic life for all members of the campus community. These policies define academic honesty¹⁰⁶ in unambiguous terms, prescribe procedures for implementation in a manner consistent with the structure of the University, seek to use the process for addressing academic dishonesty as an educational tool, protect the due process rights of students and ensure appropriate penalties for academic dishonesty, up to and including expulsion.

Several of the University's academic schools including the College of Community and Public Affairs,¹⁰⁷ the Decker College of Nursing and Health Sciences,¹⁰⁸ Harpur College of Arts and Sciences,¹⁰⁹ the Graduate School,¹¹⁰ and the Thomas J. Watson College of Engineering and Applied Science¹¹¹ have developed academic honesty policies that are consistent with but supplemental to the University's policy. These academic colleges and schools are aided by the efforts of the Binghamton University Library,¹¹² which offers and publicizes significant resources regarding citations and academic honesty that instructors are encouraged to highlight on their course syllabi.

STUDENT CODE OF CONDUCT

All Binghamton University students are individually responsible to review and understand the Code of Student Conduct,¹¹³ which is overseen by the Division of Student

Affairs and its Office of Student Conduct.¹¹⁴ This document states that the University is committed to developing a community that invites mutually respectful discourse and conduct. This allows all members of the university community to conduct and express themselves in a manner that enables others to feel personally safe and emotionally secure, both in and out of the classroom. The University has clearly articulated processes¹¹⁵ for enforcing the expectations contained in the Code of Student Conduct:

- *Level I - cases for which possible sanctions do not include more than three years of disciplinary probation, final probation, suspension, expulsion or removal from University housing.*
- *Level II - cases for which possible sanctions do include more than three years' disciplinary probation, final probation, suspension, expulsion or removal from University housing.*

Information regarding sanctions can be found in the University Sanctioning Guidelines.¹¹⁶

BINGHAMTON UNIVERSITY COMPLIANCE PROGRAM

To have an effective compliance program, an organization must maintain an organizational culture that encourages ethical conduct and a commitment to compliance with the law. Binghamton University offers a detailed description of its own compliance program.¹¹⁷ State and federal laws as well as SUNY policies require that Binghamton University designates employees to fill particular compliance functions and responsibilities. The comprehensive list of all relevant employees with compliance-related roles of employees is available to the public.¹¹⁸

CREATING A CULTURE OF RESPECT

Creating a diverse, inclusive campus is imperative to fulfill our mission of providing access and to achieve our goal of becoming premier. The experiences and perspectives that a diverse student body and faculty bring is an essential element of excellence, yet the benefits of diversity are most apparent when we create an inclusive environment in which classes, research, and co-curricular

activities are enriched by persons with diverse perspectives and who learn from one another. We are committed to nurturing an inclusive learning, working, and living environment that exhibits fundamental respect for human diversity in all its dimensions,¹¹⁹ something that is challenging for all campuses in our politically polarized environment.

DIVISION OF DIVERSITY, EQUITY, AND INCLUSION

The University has taken a number of steps to advance its priority of ensuring an inclusive campus. In 2013, it created the Division of Diversity, Equity and Inclusion (DEI)¹²⁰ and appointed a Chief Diversity Officer¹²¹ who reported directly to the president and is a member of the Senior Officers' Group. To raise the profile of the division and strengthen the University's commitment to diversity and inclusion, the President authorized a search for a vice president to lead the division. In July 2020, Dr. Karen A. Jones began her duties as DEI's first Vice President.¹²²

DEI is committed to the idea of respect for human diversity in our learning and working environment and to creating a welcoming atmosphere where prejudice, harassment and discrimination are unacceptable, called out, and addressed promptly and forcefully. DEI is responsible for:

- Providing oversight of the University's recruitment process for faculty and staff, ensuring that we conduct open, ethical searches, comply with all equal employment opportunity (EEO) laws and policies, create a welcoming process for candidates from all backgrounds, and develop a more diverse workforce;¹²³
- Providing professional development and training opportunities for faculty, staff, and students in conjunction with the University Center for Training and Development¹²⁴ as it relates to cultural competency, civility, equity, and inclusion;
- Encouraging and supporting the success and retention of underrepresented faculty, staff, and students;

- Supporting the efforts of the Employee Assistance Program¹²⁵ in offering assessment, referral, and consultation services to faculty, staff, graduate student employees, retirees, and their dependents;
- Serving as a resource regarding alleged discrimination or bias in the work environment, recruitment process, tenure process, and in our classrooms and university spaces;¹²⁶ and,
- Conducting quarterly reports and campus climate surveys.

One of the core objectives of DEI is to ensure that Binghamton conducts open, ethical searches for employees, complies with all EEO laws, creates a welcoming process for candidates from all backgrounds, and develops a more diverse workforce. The division supervises the employment process and conducts workshops for search committees¹²⁷ designed to reduce unconscious bias and promote inclusive hiring.

FACULTY DIVERSITY INITIATIVES

Binghamton faculty have embraced the importance of creating a more diverse and inclusive campus community. In 2014, the Dean of Harpur College of Arts and Sciences convened a faculty committee that produced a comprehensive report¹²⁸ on diversity and inclusion in the college and provided concrete recommendations, many of which have been addressed. One of the outcomes of the Harpur faculty committee's report was the creation, in 2016, of a Faculty Senate standing committee to focus specifically on institutional diversity initiatives. The Faculty Senate Diversity Committee (FSDC)¹²⁹ is charged with advising university administration and the Faculty Senate on all policies related to diversity, equity, and inclusion. The FSDC reviews new academic program and degree proposals before they reach the Faculty Senate. The program is reviewed in terms of how it addresses the issues of diversity within the content of the discipline as well as in terms of recruiting new students and the recruitment and retention of diverse faculty. The committee has also worked with the Provost to create workshops on unconscious bias for department chairs and members of the All University Personnel Committee.

Through several new initiatives, Binghamton University continues to seek increased recruitment and retention of diverse faculty members. Some examples include the Presidential Post-Doctoral Fellowship Program, the Presidential Diversity Research Grants, and the SUNY system-wide Promoting Recruitment Opportunity, Diversity, Inclusion, and Growth (PRODiG)¹³⁰ program. The Presidential Diversity Postdoctoral Fellowships is one of five "University Initiatives" arising out of the Road Map Renewal (2017). This fellowship program provides a mechanism to increase the diversity of our faculty by supporting postdoctoral fellowships in academic departments and programs that can successfully recruit diverse candidates to postdoctoral positions. Postdocs who demonstrate success may be offered tenure track positions. Also, beginning in 2017, the Presidential Diversity Research Grants were initiated to help tenure track assistant professors who are members of historically underrepresented groups succeed in their research and scholarship. Grant funds are designed to support faculty to strengthen their tenure and promotion portfolios. Launched in fall 2018, the PRODiG program provides financial support to recruit historically underrepresented faculty members in general, and women faculty in STEM fields to all SUNY campuses. The Provost, the then-Director of the Division of Diversity, Equity, and Inclusion, and the Faculty Senate Executive Committee named members to a committee that developed a PRODiG proposal for Binghamton which was submitted to SUNY for consideration in August 2019.

THE OFFICE OF SERVICES FOR STUDENTS WITH DISABILITIES

Binghamton University has a historical and demonstrated commitment to compliance with the Americans with Disabilities Act (ADA) and to providing access to individuals with disabilities.¹³¹ The University approaches access collaboratively and works with students, faculty, and staff to facilitate an inclusive campus.

The Office of Services for Students with Disabilities (SSD)¹³² is located within the Division of Student Affairs. The goal of SSD is to uphold the university's legal and ethical

responsibilities to ensure the provision of accommodations that afford enrolled students with disabilities equal access to, and participation in, all institutional programs and activities. SSD's disability documentation process¹³³ – which begins with a prospective student's intent to enroll – is clearly outlined. Further, SSD has developed and published information for prospective students who intend to enroll and register for Academic Accommodations.¹³⁴ Students who enroll at the University and register for Academic Accommodations with SSD are partnered with a highly qualified and dedicated staff member who determines reasonable accommodations and support services that will facilitate the student's success at the University. With regard to continuing students, SSD has developed and published the process for existing students who are registered with SSD.¹³⁵ This process begins with SSD notifying registered students that they are able to request accommodation letters prior to the beginning of each semester.

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Binghamton University has developed a variety of specific policies regarding reasonable equal access accommodations for students with disabilities.¹³⁶ State and federal laws including the ADA,¹³⁷ Section 504 of the Rehabilitation Act,¹³⁸ and New York State's Technology Policy 99-3,¹³⁹ require Binghamton University web-based content to meet specified accessibility standards established by the Worldwide Web Consortium.¹⁴⁰ SSD provides a wide variety of adaptive technologies as well as appropriate and necessary training for registered students with disabilities.¹⁴¹ For example, Binghamton University students registered with SSD are eligible for Kurzweil 3000, a web-based educational software that allows them to access their course materials. In addition to the efforts of SSD, the Provost and Vice President for Student Affairs have convened a Technology Accessibility Advisory Committee which has been working to develop recommendations to ensure that digital resources are accessible, and many of their recommendations have been implemented. The group is currently working on a comprehensive policy for the University.

SSD offers numerous resources for its faculty and staff within the context of accommodations for students with

disabilities.¹⁴² These resources include a suggested syllabus statement,¹⁴³ information on accessible course material and associated training,¹⁴⁴ and student disclosure instructions.¹⁴⁵ Affording access and ensuring the success of students with disabilities is a high priority for the campus. To celebrate faculty and staff who provide exceptional support to students who are registered with the office, SSD holds an annual recognition event for faculty and staff who are nominated by students.¹⁴⁶

OFFICE OF HUMAN RESOURCES AND UNIVERSITY OMBUDSMAN

Consistent with the University's goals of providing a respectful environment for all students, faculty, and staff and supporting a culture of transparency and communication, Binghamton University's Office of Human Resources¹⁴⁷ serves as an important resource for all members of the university community with regard to personnel-related situations. Due to the uniqueness of the University as a part of the SUNY system, such situations may be subject to multiple policies, federal and/or state laws, and union agreements.¹⁴⁸ Additionally, the campus employs an experienced Ombudsman¹⁴⁹ who confidentially assists individuals and groups in conflict management.

GRIEVANCE POLICIES

Binghamton University adheres to all state policies and negotiated contracts in its efforts to resolve grievances. Additionally, most University units have established and publicized grievance policies which provide information, opportunities, and appropriate resources to seek redress. A sampling includes:

- Classified service employees represented the Civil Service Employees Association (CSEA);¹⁵⁰
- Faculty and staff who are represented by United University Professions (UUP);¹⁵¹
- The College of Community and Public Affairs;¹⁵²
- The Decker College of Nursing and Health Sciences;¹⁵³
- The Graduate School;¹⁵⁴

- The School of Pharmacy and Pharmaceutical Sciences;¹⁵⁵
- Students – General Education Appeal; and,¹⁵⁶
- Students – Services for Students with Disabilities.¹⁵⁷

These institutional policies serve several purposes beyond defining the grievance process specific to the individual, unit, college, or school. They aim to fully describe procedures for seeking resolution in a manner consistent with the structure of the University, to protect the due process rights of the individual seeking resolution, and to provide adequate and appropriate resources for the individual seeking resolution. By developing and implementing such internal policies, the University has further demonstrated its commitment to protecting the rights of all members of the campus community.

AVOIDANCE OF CONFLICT OF INTEREST

Avoiding conflict of interest is essential to ensure that University faculty, staff, and leadership serve the University's interests. Indeed, even the appearance of conflict can raise suspicions that undermine collegiality and public trust essential to success. Binghamton faculty and staff are bound by a series of measures designed to prevent conflict of interest or the appearance of conflict. All Binghamton University employees are governed by the New York State Public Officers Law Code of Ethics,¹⁵⁸ a comprehensive measure designed to prevent conflict of interest or the appearance of conflict of interest. In addition, all Binghamton University employees must adhere to the State University of New York's Conflict of Interest policy,¹⁵⁹ which reflects pertinent State and Federal laws and regulations. Finally, conflict of interest policies are outlined in state-negotiated contractual agreements with:

- Classified service employees represented by CSEA;¹⁶⁰
- Faculty and staff who are represented by UUP; and,
- University police represented by the Police Benevolent Association of New York State (PBA).¹⁶¹

THE NEW YORK STATE JOINT COMMISSION ON PUBLIC ETHICS

The New York State Joint Commission on Public Ethics (JCOPE),¹⁶² established as part of the Public Integrity Reform Act of 2011, requires annual reporting designed to ensure that state – including University – employees avoid conflict of interest. It has jurisdiction over more than 250,000 officers and employees at State agencies and departments, including those employed by SUNY. JCOPE promotes transparency by making required disclosures by those under its jurisdiction available to the public. These disclosures include, but are not limited to, annual financial disclosure statements filed by thousands of individuals and activity and expense reports filed by lobbyists and their clients. Finally, it stipulates that state officers and employees are prohibited from soliciting or accepting gifts of more than a nominal value from individuals and entities that conduct business with New York state. All SUNY employees who are designated as policy-makers or who earn more than \$99,394 must file financial disclosure forms with JCOPE annually.

CONSENSUAL RELATIONSHIP POLICY

To achieve an environment free of harassment and exploitation as well as promote fairness in grading, evaluation, and career opportunities, it is vital that all University personnel maintain professional boundaries with students, and with employees over whom there is or will be a supervisory relationship. Binghamton University's Consensual Relationship Policy¹⁶³ was updated in September, 2019 to reflect these core values.

EQUAL OPPORTUNITY EMPLOYMENT POLICY

Binghamton University is committed to provide for and promote equal opportunity employment (EOE), compensation, and other terms and conditions of employment free of discrimination.¹⁶⁴ The department of Human Resources is responsible for maintenance and oversight of the employment opportunities website, which is made readily available to the university community as well as the public.¹⁶⁵ The University has developed professional faculty¹⁶⁶ and staff¹⁶⁷ policies with regard to

recruitment, verification of credentials, and term appointment.

TITLE IX

As required by Title IX and its implementing regulations,¹⁶⁸ Binghamton University does not discriminate on the basis of sex in the educational programs and activities that it operates. As a demonstration of the University's commitment to Title IX, it hired an experienced Title IX Coordinator in November 2015 and makes all Title IX-related resources readily available.¹⁶⁹ This Title IX-specific department is overseen by Risk Management and Administrative Compliance,¹⁷⁰ which reports to the President.

In addition to compliance with all aforementioned policies and agreements, Binghamton University faculty and staff must comply with the University's Personnel Policies and Procedures outlined in the Faculty-Staff Handbook.¹⁷¹ Binghamton University's Office of Risk Management and Administrative Compliance¹⁷² displays University-wide policies and procedures as well as associated State and Federal resources.

PROMOTION, DISCIPLINE, AND SEPARATION

Ensuring fairness in the evaluation, promotion, discipline, and separation of employees is critical to comply with federal and state law and union contracts as well as to create an environment where employees feel valued and are invested in the campus. Binghamton policies and contracts with the unions that represent our employees ensure that these decisions are made fairly and that employees have opportunities for redress.

Binghamton University's policies on faculty term appointments are outlined in the Faculty-Staff Handbook¹⁷³ and Procedures for Personnel Cases.¹⁷⁴ In addition, a variety of University policies are designed to ensure that criteria for the promotion and evaluation of faculty¹⁷⁵ and professional staff¹⁷⁶ are transparent and the process of review is fair.

With the approval of the All University Personnel Committee, the Office of the Provost has established and publicized the process of appointment, review, and renewal

for all non-tenured faculty at the rank of Assistant Professor or Assistant Librarian.¹⁷⁷ These terms are outlined in the Faculty-Staff Handbook¹⁷⁸ and the Procedures for Personnel Cases. Tenure-track assistant professors receive a three-year contract and are reviewed for renewal during their third year. Department Initiating Personnel Committees (composed of all tenured faculty in the unit) make recommendations that are reviewed by the department chair, dean, All University Personnel Committee, and Provost, with a final determination made by the President. If the President does not recommend renewal, the faculty member is given a terminal one-year contract. If the President supports renewal, the faculty member is given a second three-year contract. At the end of the second year of that contract, the faculty member prepares a portfolio documenting his or her accomplishments in teaching, research, and service, and the department solicits letters of evaluation from at least four established scholars in the faculty member's field as well as other relevant information. Department Initiating Personnel Committees evaluate the material and make a recommendation on whether the faculty member should receive tenure and promotion to associate professor. That recommendation is reviewed by the department chair, dean, All University Personnel Committee, Provost, and President, who makes a recommendation to the Chancellor, who decides whether the individual receives a continuing appointment (tenure). The review is transparent, thorough, and allows for multiple recommendations.

Continuing appointment (tenure) as professor, associate professor, librarian, or associate librarian may be given with an initial appointment or thereafter upon recommendation of the appropriate personnel committee and review by department chair, dean, University Personnel Committee, Provost, and President, with the final decision made by the SUNY Chancellor. Consistent with The Policies of the Board of Trustees, reappointment at the end of three consecutive years at these ranks for those holding these titles shall be with tenure at the University. An exception can be made in the case of a faculty member who resigns from a continuing appointment or term appointment at one

unit of State University to accept a term appointment on another campus, in which case one additional term appointment of no more than three years may be given by the Chancellor upon the recommendation of the President.

To ensure full and fair review in all cases, the All University Personnel Committee must conduct a formal review upon the request of the candidate, the appropriate dean, one-third of the members of the department personnel committee, or the Provost. The process includes review of all material any of the parties consider relevant as well as interviews of the parties by the committee.

Resources for managers and supervisors in the case of renewing professional employees are provided by Human Resources.¹⁷⁹ These policies, procedures, and forms are provided as well as critical dates for these processes. Qualified professional employees are eligible for permanent appointment¹⁸⁰ upon completion of seven consecutive years of full-time service, providing the last two or more years of such service are in the same professional budget title. The Office of Human Resources is responsible for the oversight of this policy and the initiation of its process.

Administrative guidelines for employee disciplinary cases are transparent and subject to handling under the contract negotiated by the union representing the employee. Such policies adhere to The Policies of the Board of Trustees and union agreements. The University has also developed institutional policies and procedures for cases of faculty or staff non-renewal.¹⁸¹ These policies – as well as their mandatory annual review – are detailed in the Division of Operations' Policy Developments and Standards.¹⁸²

CLARITY AND ACCURACY IN COMMUNICATIONS

Binghamton University represents itself to prospective students, faculty, staff, and the public through its web site and a variety of print and digital communications. To preserve the public trust and enable prospective students and employers to make informed decisions, we are committed to maintaining the highest ethical standards in

all of our communications. The University's core principle is to be straightforward, honest, accurate and accessible in all of our communications. In an effort to maintain veracity and accuracy, the Office of Communications and Marketing¹⁸³ reviews and edits most material that is disseminated by campus units. Should any inaccurate information be released on its behalf, the University strives to act swiftly to correct it and to be transparent concerning any facts and information that helped create the communication. The Office of Communications and Marketing reports to the President, who ensures that material accurately represents University programs and policies. Binghamton University values freedom of expression and diversity of perspective. All communications are crafted with the intent to avoid offending or provoking the University's many and diverse audiences.

AFFORDABILITY AND ACCESSIBILITY

SUNY's mission is to provide access to New York residents, irrespective of financial means. SUNY tuition is among the lowest in the nation. Moreover, New York state is especially generous in supporting this mission with financial aid to low- and middle-income students, notably the Tuition Assistance Program¹⁸⁴ and the Excelsior Scholarship Program,¹⁸⁵ which was created in 2018. The latter provides free tuition (but not fees, books, room, and board) to families whose adjusted gross income is less than \$125,000. Governor Andrew Cuomo's 2021 executive budget proposes to expand the Excelsior Scholarship Program to include families whose adjusted gross income is \$150,000 or less.¹⁸⁶

Consistent with SUNY's mission, Binghamton University prides itself on offering an elite education to students of all economic backgrounds. In 2018-2019 Binghamton administered \$31,099,303 in New York state financial aid funds in the form of the Tuition Assistance Program (TAP) and the Excelsior Scholarship and \$19,8830,080 in Pell financial aid funds to eligible students. The Binghamton University Foundation supplemented New York state's efforts by awarding a total of \$2,154,927 in scholarships. Further, the

University's Educational Opportunity (EOP)¹⁸⁷ and TRIO programs – which are dedicated to providing financial support to low-income and first-generation students – awarded a combined \$1,388,520 in financial aid.

In addition to its commitment to serving students regardless of socioeconomic status, the University has worked diligently to help prospective students and their families understand financial aid options as well as the cost of attending Binghamton University by widely publicizing all associated information.¹⁸⁸ All types of financial aid available, including scholarship opportunities,¹⁸⁹ loans, FAFSA and other financial aid-related forms are publicized online and every effort to support students is made. Advisors in the Office of Student Financial Aid and Student Records work one-on-one with students to ensure that they are aware of all support available. Further, they offer information about special circumstance appeals¹⁹⁰ and New York state's Excelsior Scholarship. Staff in the Office of Student Accounts work with students who encounter unanticipated financial difficulties to develop payment plans that allow them to remain in school.

OPPORTUNITIES FOR ADVANCEMENT AND INNOVATION

- We will continue to pursue racial justice through reexamination of the goals and metrics of Strategic Priority 3, reevaluation of existing campus programs from policing and financial aid to faculty recruitment and curricular offerings, and implementation of mechanisms identified as efficacious and feasible;
- We will monitor the impact of the disruption caused by COVID-19 on faculty success and progress toward tenure and adjust programs to ensure faculty success accordingly;
- As we launch our comprehensive campaign – which is in its silent phase – we will prioritize fundraising for need-based scholarships, thereby helping us expand access and recruit, retain, and ensure the success of low-income students; and,
- We will develop a secure e-portfolio for faculty personnel cases to enhance the efficiency, effectiveness, and integrity of the tenure and promotion process.





ALIGNING RESOURCES TO REALIZE OUR VISION

2

PART TWO ADDRESSES STANDARD 6 AND STANDARD 1

PART TWO ADDRESSES REQUIREMENTS OF AFFILIATION #7, 8, 9, 10, AND 11

STANDARD 6 – PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges (MSCHE, 2020)

STANDARD 1 – MISSION AND GOALS

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission (MSCHE, 2020)

SECTION ONE

OPTIMIZING RESOURCES FOR INSTITUTIONAL IMPROVEMENT

Addresses Standard 6 – Planning, Resources, and Institutional Improvement
Addresses Requirements of Affiliation #7, 8, 9, 10, and 11

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OVERVIEW

Although Binghamton University has enjoyed significant success in recent years as a result of its rapid enrollment growth, it faces many challenges posed by the contemporary environment of American higher education. Like most public universities, Binghamton has been affected by flat or declining state and federal appropriations, increasing student debt, growing demands for institutional accountability, the pressing need for more diversity, access, opportunity, and inclusion, and loud but ill-informed individuals who demonstrate a fundamental misunderstanding of American higher education.

These issues are well-documented and not unique to Binghamton. What sets Binghamton apart and strengthens its ability to meet these challenges is its entrepreneurial spirit and commitment to strategic planning. The University works diligently to maximize resources available and to allocate the resources appropriately to advance its Strategic Priorities. It regularly devotes attention to developing and refining goals and metrics to assess the efficacy of its investments and measure its progress toward achieving its goals. The University also demonstrates willingness to adapt to changing circumstances and an openness to new approaches, as well as a commitment to addressing society's most critical issues and playing an active role in solving them.

In 2011, New York state unveiled its NYSUNY 2020 Challenge Grant program,¹⁹¹ which promised SUNY maintenance of state support, authorized modest increases in tuition and

fees over a five-year period, and provided additional capital investments in research infrastructure. In response, Binghamton University adopted an economic development plan.¹⁹² A critical component of our plan was enrollment growth of 2,000 students by the year 2016 – a goal we exceeded. In order to achieve this goal while remaining a highly selective university that offered students a transformative education, campus leadership thought prudently about each major expenditure and investment of time, financial capital, and other resources. The allocation of new human, technological, financial, and physical resources was distributed judiciously and strategically. The implementation plans prepared by university divisions and the methodical execution of those plans regularly considered the need to use resources in an optimum manner.

In an environment in which resources are constrained, we are committed to developing the financial resources necessary to achieve our goals, including the optimization of faculty and staff resources, expanding technologies to meet the needs of faculty, staff, and students, and upgrading physical infrastructures. Our mission, vision, and *Road Map to Premier Strategic Plan*¹⁹³ explicitly guide the way in planning, revenue creation, and budget allocation, and the University's resource allocation is unambiguously linked to its planning.

Binghamton University acknowledges that the internal competition for limited resources is high. These include:

- State support through the SUNY allocation process;

- Direct, legislative New York state support;
- Income from student fees;
- Federal appropriations;
- Research revenues;
- Funds generated by housing and dining services;
- Philanthropic support;
- Additional revenue generated through the Binghamton University Foundation; and,
- State support through the Regional Economic Development Council and the Upstate Revitalization Initiative.

University leadership, including the President, Executive Vice President for Academic Affairs and Provost, the Chief Financial Officer, Vice Presidents, Deans, and departments, strive to make sure that these resources are utilized wisely to enable specific areas to achieve their goals and to enable the University as a whole to achieve its Strategic Priorities.¹⁹⁴

INSTITUTIONAL OBJECTIVES: RESEARCH (FACULTY)

Binghamton University's research expenditures have grown by 23% since 2011, exceeding \$47 million in 2018. Our faculty's leadership in their respective fields has resulted in significant success in securing external funding, which has augmented University resources, supported graduate students and postdoctoral fellows, helped us purchase sophisticated instrumentation, and earned Binghamton University the distinction of the Carnegie Classification Doctoral Universities: Very High Research Activity,¹⁹⁵ or R-1 status.

Faculty research has been enhanced by investment in 150 new tenured and tenure-track faculty since 2014, bringing our total to over 760. This increase was funded by additional revenue generated through enrollment growth. We have, however, increased our faculty hiring at a faster rate (28%) than our enrollment growth (23%). Binghamton faculty are committed to conducting leading-edge research and are recipients of a variety of academic accolades including but not limited to:

- National Science Foundation CAREER Award;
- Membership in the National Academies of Sciences and Engineering;
- National Academy of Inventors Fellows;
- Institute of Electrical and Electronic Engineers (IEEE) Fellows;
- Fulbright Scholars;
- Guggenheim Fellows;
- National Endowment for the Humanities Fellows;
- American Council for Learned Societies Fellows; and
- The Nobel Prize in Chemistry.

INSTITUTIONAL OBJECTIVES: RESEARCH (STUDENTS)

External funding from the Howard Hughes Medical Institute, the National Science Foundation, and other sources, supplemented by investments from the University, has enabled us to develop unique research programs for undergraduate students. For example, the University's First-year Research Immersion Program,¹⁹⁶ discussed in greater detail in Part Two, Section Two, is a three-semester program which gives STEM students the opportunity to conduct hands-on research in collaboration with faculty as soon as they set foot on campus. Often their work leads to presentations at national conferences and refereed publications. Another new program, the Source Project – also discussed in Part Two, Section Two – provides similar opportunities for students in the social sciences and humanities.

In addition to academic research initiatives, Binghamton places a priority on community engagement. Faculty and students are deeply engaged in the community at the local, state, national, and international levels, through service and research that contributes to economic development as well as to finding solutions to some of the world's most pressing problems. In 2015, Binghamton was named an "Innovation and Economic Prosperity University" by the Association of Public and Land Grant Universities (APLU).¹⁹⁷

SP2

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SP5

SP4

INSTITUTIONAL OBJECTIVES: FACILITIES SUPPORTING RESEARCH AND GROWTH

In support of our growing enrollment and faculty hiring, we have secured New York state strategic initiative funding, critical maintenance funding, and regional economic development funding to expand our facilities. Since 2010, we have added three new buildings, totaling 373,900 square feet of research and academic space to the Innovative Technologies Complex on the east side of the main campus and built two new residential communities that added approximately 1,000 beds to accommodate enrollment growth. Critical maintenance funding has allowed us to transform old residence halls into modern spaces for academic departments, undergraduate advising, counseling services, undergraduate admissions, student financial aid, advising, and international programs; add more than 40 new classrooms that reflect the latest thinking in student-centered learning design; construct a new vivarium; renovate the old Engineering Building; and begin renovation of the original science buildings on the main campus.

Equally important, we have extended our physical footprint, expanding from the main campus in Vestal to locations in downtown Binghamton (about 5 miles from the Vestal campus) and Johnson City (two miles from the main campus). We began this process in 2007, when the University Downtown Center (UDC)¹⁹⁸ opened and became home to the College of Community and Public Affairs, a newly constituted school. It continued in 2017, when the Koffman Southern Tier High Tech Incubator (the Incubator) opened in a newly constructed facility in downtown Binghamton. In 2018, the first building in our Johnson City Health Sciences campus, the School of Pharmacy and Pharmaceutical Sciences,¹⁹⁹ opened proximate to United Health Services' Wilson Hospital, the region's largest medical center. Work on the Health Sciences Campus continues with renovation of an abandoned factory that will become a state-of-the-art 96,000 square foot home for the Decker College of Nursing and Sciences,²⁰⁰ scheduled for completion in late summer 2021.²⁰¹

These moves had the intended effect of alleviating congestion on the Vestal campus as the number of students and faculty grew. Moreover, their new locations serve to foster important relationships beyond the campus. The College of Community and Public Affairs (like the Incubator) is now close to community partners who are central to its programs. The School of Pharmacy and Pharmaceutical Sciences and the Decker College of Nursing and Health Sciences, are now sited adjacent to a major hospital where students have clinical placements and faculty have research partnerships. Developing these new sites also contributes to community economic revitalization, a high priority for the state and the University. Operating on three sites is made possible by excellent bus services. Off Campus College Transportation, a student-operated system, and Broome County Transit, which is supported financially by the University, provide free, reliable, and frequent transportation linking all three locations. These bus services also operate routes to grocery and retail locations in Vestal and Johnson City.

FINANCIAL PLANNING AND BUDGET PROCESS – INCOME

There are seven specific types of income Binghamton University uses to pursue its objectives.

STATE PURPOSE INCOME

State purpose income is received from student tuition payments, legislative appropriations, and “university wide funds.”

Student tuition payments are the largest source of state purpose income. This income is technically a state revenue, meaning, it is returned to SUNY Administration and allocated to the University. There is a significant benefit of this model: when state purpose income – including tuition – is allocated to the university, it can be used to pay its faculty and staff without incurring additional charges for fringe benefits, which currently amount to over 62% of an employee's salary. This represents a significant investment by the state in SUNY campuses that may go unrecognized when viewing the University's budget.

University wide funds are a separate legislative

appropriation which is disbursed by SUNY Administration to individual campuses for specific purposes. Binghamton utilizes university wide funds for programs including:

- Academic Equipment Replacement (AER);
- Child Care Centers;
- the Empire Innovation Program (EIP);
- Empire State Scholarships;
- the Educational Opportunity Program (EOP);
- Faculty Diversity Program;
- Graduate Diversity Fellowships;
- the Small Business Development Center (SBDC);
- Student Support Services; and,
- State University Scholarships.

STATE UNIVERSITY TUITION REIMBURSEMENT ACCOUNT

State University Tuition Reimbursement Account (SUTRA) income is derived from tuition revenue collected from summer and winter sessions, contract courses, overseas academic programs and over-target tuition revenue from the Fall and Spring semesters. While a portion of this income remains with SUNY Administration, the balance is returned to the campus as fringe-bearing funds. At Binghamton, a significant portion of this balance is allocated to the academic units that generated this revenue by offering summer and winter session courses or contract courses, providing them with resources to achieve their goals.

INCOME FUND REIMBURSEMENT

Income Fund Reimbursement (IFR) income is received from various sources, the largest of which is student fees.²⁰² The process for establishing and setting student fees is governed by policies set by the SUNY Board of Trustees.²⁰³ Other University sources of IFR income include payments by outside contractors including food services and the University bookstore and customer-generated revenue including ticket sales for athletic events, performances, vending machines, and

parking fees. These income sources do not carry employee fringe benefits. Therefore, if an employee is paid using IFR income, the actual cost of the employee is approximately 1.62 times the salary of the employee.

DORMITORY INCOME FUND REIMBURSEMENT

Dormitory Income Fund Reimbursement (DIFR) is predominantly room rent paid by students living on the Binghamton University campus. This income is used to pay residence hall staff, to reimburse the campus for dormitory-related utilities and services such as cleaning and repairs, to cover the cost of renovations, and to service debt incurred to construct University residence halls. Debt service is the majority of the costs allocated to the DIFR income.

SUNY RESEARCH FOUNDATION INCOME

The SUNY Research Foundation (SUNY RF) was created to allow individual SUNY campuses to conduct research projects without following the often-cumbersome policies and procedures that govern state expenditures. The majority of Binghamton University's RF income is received through grants and contracts awarded to faculty and staff and is used to conduct research projects that incur direct and indirect costs. These grants and contracts are between an external agency, for example, the National Science Foundation (NSF), and the SUNY RF, and not Binghamton University. The University also receives SUNY RF income through royalty payments made to SUNY RF for the right to license intellectual property, meaning, patents. Patents held by University faculty members are technically owned by SUNY RF but are assigned to Binghamton University. To defray the indirect costs of research, grants and contracts are charged an indirect cost assessment that is used to pay for research infrastructure. These include the cost of space, utilities, administration and libraries.

BINGHAMTON UNIVERSITY FOUNDATION INCOME

Monetary funds which are gifted to Binghamton University by foundations, alumni, or individuals are given to the Binghamton

University Foundation (the Foundation). The Foundation is a not-for-profit 501(c)(3) corporation that was established by Binghamton University to allow it to receive gifts on behalf of the University and to manage and expend funds in a manner consistent with the intentions of donors and the University's mission. Similar to the SUNY RF, the Foundation has greater flexibility in investing and expending funds than does the University. As a 501(c)(3), gifts to the Foundation are tax deductible. The Foundation allows the University to use the gifts it receives to strengthen programs and support students and faculty. The Foundation is governed by a Board of Directors that includes the University's President, Provost, and Vice President for Advancement as ex-officio members. The Board has fiduciary responsibility to donors and authority to manage its resources.

NEW YORK STATE CAPITAL FUNDING

State capital funding includes critical maintenance funding, which we receive annually; strategic initiative funding, which we receive intermittently; and funding from the Regional Economic Development Council, the Upstate Revitalization Initiative, and the Broome County Industrial Development Authority, also received intermittently.

In addition to a variety of revenue sources, Binghamton has the fiscal and human resources, technical infrastructure, and established processes to support its operations and delivery of its programs.

BINGHAMTON UNIVERSITY BUDGETING PROCESS AND ANNUAL FINANCIAL REPORT

Binghamton University uses a modified incremental budgeting process. Each unit typically receives a new year allocation substantially the same as the ending allocation of the previous year. During the year, unit allocations will have been adjusted upward for additional employees, negotiated salary increases, supplies and expenses; or adjusted downward for targeted reductions, redeployment of resources, or reorganization. Each of these adjustments

will have been overseen by the Vice President of the appropriate division, the Dean of the appropriate academic college or school, and the Director of the appropriate unit. These adjustments are based on assessment, redirection of goals and objectives, and Contributions to Mission meetings. To ensure transparency, beginning in 2016 the President and Provost issued an annual comprehensive financial report²⁰⁴ that shows allocations and expenditures by division, and within Academic Affairs, by individual college or school.

REVENUE AND ENROLLMENT PROJECTIONS

Because tuition is our single largest source of revenue, projecting tuition revenue for the coming academic year is a critical aspect of budget planning. Each May, Binghamton submits revenue estimates to SUNY Administration.²⁰⁵ These projections include an estimate of the tuition which all students will pay over the course of the upcoming academic year, financial aid appropriated by New York state, funds from federal, and private sources, and internal University funds allocated toward our graduate, teaching, and research assistants. The tuition estimates must also take into account the mix of students we plan to enroll including undergraduate and graduate, in-state, out-of-state, international, full time, and part time. As a result, the tuition portion of the revenue estimates are primarily based on enrollment projections.

Accurate enrollment projections are critical because they are directly linked to our future state purpose funds. If we submit a tuition estimate which exceeds the revenue collected, we must remit those excess funds to SUNY Administration. If we submit a tuition estimate which underestimates our revenue for the associated academic year, we may forego a portion or all of the revenue which could have been received and utilized. The Senior Vice Provost and Chief Financial Officer, the Office Institutional Research and Assessment, the Business Office, the Office of Undergraduate Admissions and Enrollment, and the Graduate School use an Enrollment Projection Model as well as current admissions data to develop our enrollment projections.

OPERATING REVENUE

Binghamton University's operating revenue reflects a consistent and steady growth since 2011. While state support has remained flat, growth in revenue is due to the increase in tuition and fee revenue from expanded enrollment; SUNY's 5-year rational tuition increases as part of the NYSUNY2020 Challenge Grant Program initiative; and annual tuition increases approved by the SUNY Board of Trustees.

FINANCIAL RESPONSIBILITY AND ACCOUNTABILITY

Binghamton University's governance structure provides a well-defined process that extends to financial management and decision-making and creates clear lines of responsibility. The President, in consultation with the Provost and Executive Vice President for Academic Affairs and the Senior Vice Provost and Chief Financial Officer, make decisions about allocation of incremental resources or reductions to base budgets as well as any changes in the University's budget processes. For example, in 2019, we changed our budget process to encourage colleges and schools to increase revenue from graduate enrollment to help the campus fund multi-year salary increases negotiated between New York state and unions representing our faculty and staff. We established targets for graduate revenue for all colleges and schools and determined that those that did not meet their targets would face reductions to their base budgets and those that exceeded their target would receive non-recurring funds equal to the amount they exceeded their targets. The strategy worked. All colleges and schools, except one, met their targets and avoided cuts, and we were able to lift the hiring hold we had put in place in response to a financial shortfall and resume faculty and staff recruitment. We have provided all colleges and schools with targets for 2020-21 and will continue to monitor the success of this new arrangement going forward.

The President is accountable to the SUNY Chancellor for all decisions, including fiscal management. Vice Presidents and deans have budget authority for their units. Because

they report to the President and the Provost, respectively, and serve at the pleasure of the President, they are accountable for responsible financial management. The President and the Provost release an extensive annual financial report that shows revenues and expenditures by division and, within the Division of Academic Affairs, by college and school. The Binghamton University Annual Financial Report is made public and provides transparency in how resources are allocated. As part of SUNY, Binghamton has a well-developed, time-tested process of comprehensive, sustainable planning for facilities, infrastructure, and technology that is closely linked to its strategic and financial planning process.

STATE UNIVERSITY CONSTRUCTION FUND

The State University Construction Fund (SUCF),²⁰⁶ through which most capital projects are realized, is a public benefit corporation established by Chapter 251 of the Laws of 1962. SUCF is administered by a Board of Trustees consisting of three members appointed by the Governor, one of whom must be a State University Trustee. Members other than the State University Trustee are also confirmed by the Senate.

The State University Construction Fund conducted Facilities Master Plans at each of the 32 four-year SUNY campuses, and these plans provided criteria and guidelines for campus improvements and facilities development for the ten-year period from 2013 to 2023. SUCF conducted this unique large-scale planning effort with the distinct charge for each campus' facilities plan to be closely aligned with its academic mission and strategic vision. Binghamton University has benefitted significantly from the SUCF procedures through which it receives funds of two sorts: for capital ("Strategic Initiative") projects and for critical maintenance. Success in securing Construction Fund resources is, in no small part, due to the University's transparent planning processes and our reputation for efficiency and excellence.

SUNY MASTER CAPITAL PLAN

As previously stated, the University's goals included an increase in undergraduate and graduate enrollment. This growth trajectory would not have been possible without increased space and improvements in our facilities achieved through the five-year Capital Plan process that allowed the University to prioritize and stage critically important expansion and renovation projects. A discussion of these projects and how they support our Strategic Plan can be found in Part One, Section Two. In accordance with SUNY's 2019-20 Capital Program Plan, Binghamton University issued a campus statement detailing its current major ongoing academic facilities projects.²⁰⁷

BINGHAMTON UNIVERSITY PHYSICAL FACILITIES DEPARTMENT

There is perhaps no other department at Binghamton University that plays such a comprehensive role in the success of its Capital Program Plan than its Physical Facilities Department (Physical Facilities).²⁰⁸

More than 400 employees comprise Physical Facilities, where the university's growth in enrollment and research continues to provide a quickly changing and challenging work environment. Overseen by the Vice President of Operations, who reports to and serves at the pleasure of the President, Physical Facilities works directly with SUCF to achieve the goals outlined by the Capital Program Plan and endeavors to meet these challenges with creativity, professionalism, and excellence.

The fundamental goal of Physical Facilities is to support the University's mission and its various constituents in a proactive, responsible, and accountable manner through staff in its six departments: Operations, Design, Construction, Long Term Planning, Business Affairs, and Administration. Physical Facilities maintains, operates, and protects the University facilities and environs in such a way as to provide an atmosphere conducive to learning and research, which is safe for the University community, and attractive for University visitors and prospective students while preserving the University's physical heritage for future generations.

CAMPUS CONSTRUCTION PROJECTS

Since 2017, over 200 projects were either completed, proceeding, or in design at Binghamton University. Some examples include:

- Renovation of the Engineering Building to improve 66,000 square feet of space was completed in 2020, providing the fastest growing school in the University contemporary space for two of its largest departments;
- Deteriorated campus walkways continue to be replaced and paving of road sections including the main campus entrance was completed in summer 2018;
- Work on renovation of Science 2, vacated by the Departments of Chemistry and Physics when they moved to the new Smart Energy Building in 2017, continues;
- Phase five of electrical distribution upgrades began in fall 2019; and,
- Designs for a Living Building and the Welcome Center are in planning stages.

All modifications to Binghamton University facilities, regardless of complexity, must comply with Title 19 of New York state's Department of State Division of Building Standards and Codes.²⁰⁹ Any modifications, alterations, or additions to Binghamton University physical facilities, environs or grounds – regardless of funding source – must be performed by University Physical Facilities, or under the direct supervision and/or with review and approval of Physical Facilities if performed by a licensed contractor. Inspection by the campus building inspector is required depending on the scope of the project.

BINGHAMTON UNIVERSITY AUDITS

Binghamton University has a robust internal auditing process²¹⁰ which guarantees fiscal responsibility and financial viability. Pursuant to SUNY policy,²¹¹ Binghamton University does not complete annual audits at the campus level. Rather, an annual independent audit of the SUNY financial statement is completed after September 1st each year by SUNY Administration. Binghamton University's financial activity is a component of this independent audit.

Binghamton University does not issue financial statements, as SUNY Administration compiles financial information for each campus using the SUNY Office of Finance and Budget²¹² that it maintains. SUNY Administration then publishes aggregate SUNY audited financial statements and management letters each year.²¹³ This information is provided by SUNY to the Office of the New York State Comptroller (OSC) for inclusion in the New York state financial statements that are audited by an independent external accounting firm, ensuring oversight and accountability. In addition, Binghamton University is subject to random topical audits that are conducted by the Office of the State Comptroller and the SUNY Internal Audit Office.²¹⁴

Integrated Postsecondary Education Data Systems (IPEDS) information is useful for reviewing the University's revenue, expenses, assets and liabilities and contains the last four years of campus IPEDS financial reports. In addition to the IPEDS reports, the University maintains detailed financial information for the funds over which it has allocation and expenditure control and uses that information to make management decisions and plan strategically. The University financial chart of accounts and funds arise from the funding categories and financial framework of the SUNY Administration and as mandated by OSC and the NYS Division of the Budget.

BINGHAMTON UNIVERSITY AUDITING COMMITTEE

Although Binghamton University does not complete annual audits at the campus level, Binghamton has created its own Auditing Committee²¹⁵ which reports directly to the President and has representatives from all divisions. Its mission and responsibilities are as follows:

The Audit Committee shall be a committee consisting of campus professionals with a background in finance, accounting or audit as appointed by the President of Binghamton University. The Committee shall provide vision and oversight of the campus internal audit function. The Committee shall assist senior University leadership in fulfilling its oversight and monitoring responsibilities with respect

to the financial and other operations of the University, the financial reporting process, the system of internal controls, the audit process and the University's process for monitoring compliance with all applicable laws and regulations. The Committee shall coordinate with external auditors to facilitate the outside auditor engagement(s).

The Committee meets at least monthly and otherwise as necessary. The Committee will review with the external auditor the scope of the audit before its commencement and, upon its completion, discuss any material risks and weaknesses in internal controls identified by the auditor. For those entities that have a board of directors with an Audit Committee, a copy of the engagement letter and the final report will be provided to this body.

The Audit Committee shall:

- a) In conjunction with Senior University Leadership, develop an audit plan focused on high-risk areas of the University. Present the plan to the President's Senior Officer's Group (SOG) for approval on an annual basis.*
- b) Meet with the external auditor(s) to review the scope of the audit before its commencement and, upon its completion, discuss any material risks and weaknesses in internal controls identified by the auditor.*
- c) Work collaboratively with risk management and the administrative compliance department to evaluate the effectiveness of internal controls and management compliance systems.*
- d) Keep the University President apprised of any material issues as they arise.*

BINGHAMTON UNIVERSITY PERIODIC EVALUATION OF ACADEMIC UNITS

Binghamton University has a long tradition of undertaking academic program reviews, typically every seven years. Program reviews assess undergraduate and graduate academic programs, faculty productivity, doctoral graduates' placement and time to degree, outcomes and satisfaction of undergraduate majors, changes in numbers of students over

time, faculty and student achievements in research or creative activities, opportunities for new developments in the programs, and resources and challenges confronted by the programs. For decades, these reviews have provided an opportunity for external faculty consultants to advise the program and the administration about both challenges and opportunities in our academic programs.

Binghamton University self-identified limitations of its program review process. First, it determined that reviews conducted by programs and reports provided by outside evaluators often primarily focused on the need for additional resources. The University wanted program reviews to provide a more rigorous and informative assessment, one that could assess effective use of existing resources, potentially result in positive change, and help align each program's aspirations and achievements more closely with institutional goals.

In 2013, a series of discussions focused on program review took place among members of the Provost's senior staff. As a result, significant changes were made to the University's Guidelines for Periodic Evaluation of Academic Units.²¹⁶ These new guidelines include a more detailed set of questions to be addressed by the review which are to be supported by a broad set of data provided to a program, as well as a more comprehensive report by outside evaluators about the quality of and opportunities for the program. External faculty consultants are asked to provide advice about the quality of what the unit does, how current resources are used, and how they might be used to better achieve the unit's aspirations.

In recent years, program reviews have led to important changes, including an innovative redesign of the Department of Mathematical Science's calculus program, significant modifications to the undergraduate curriculum in the Department of Biological Sciences, and acquisition of an fMRI to serve the research needs of faculty in the Department of Psychology. Leadership for program review comes from the Vice Provost for Graduate Education and Dean of the Graduate School. A transition in that position that occurred in 2017 created a hiatus in program review, causing

us to fall behind schedule. We have identified the problem and developed an aggressive schedule to get us back on track with this vital process.

CONTRIBUTION TO MISSION MEETINGS

Binghamton University has developed a distinctive and highly effective approach to the assessment of its academic programs and institutional effectiveness. For over seventeen years, the Division of Academic Affairs has committed time and resources to high-level assessment meetings with every academic department on campus. These Contribution to Mission (CTM) meetings are designed to align program-level assessment and achievements with institutional-level goals. CTM meetings are designed to occur every three years for each academic program.²¹⁷

On average, 10-15 CTM meetings occur each academic year. These meetings are typically frank discussions of challenges and opportunities as well as successes; they raise questions about ways to increase the program's effectiveness and generate further dialogue and thought within an academic program. At the same time, they serve a crucial function in advancing institutional effectiveness: they are strategic, open conversations about unit-level goals in relation to institutional goals and they allow direct exchange of ideas about evolving trends in the field, changes in faculty expertise, adjustments in unit goals, and resource issues.

EVALUATION OF NON-ACADEMIC UNITS

Non-academic units at Binghamton University also participates in regular consideration of their goals and objectives, including assessments of how these goals are being met. By utilizing the software tool WEAVEONLINE, non-academic units, such as Binghamton University's Office of Budget and Business Affairs,²¹⁸ record and assess their annual progress.

BINGHAMTON UNIVERSITY OFFICE OF BUDGET AND BUSINESS AND AFFAIRS

SP5

The Office of Business Affairs consists of four subunits: Procurement, Budget and Finance, Accounting, and Student Accounts.²¹⁹ Under the guidance of the Senior Associate Vice President for Budget and Business Affairs, each subunit sets annual goals in support of the University's objectives.²²⁰ These goals and objectives have specific targets and are discussed in periodic staff meetings as well as assessed and measured annually. They include such items as staff development, financial reporting and tracking, customer service and communication, and resource optimization.

While the University has significantly increased faculty, students, and staff as part of the NYSUNY2020 Challenge Grant Program, the Office of Budget and Business Affairs has reengineered processes and policies to handle the additional workload without adding departmental staff or expense. Office leadership meets formally twice per year with individual academic schools and divisions to help them manage their finances and inform them of best practices. The Office of Budget and Business Affairs provides training and outreach to assist academic schools and divisions with the use of financial systems and in fiscal planning and resource management. The Office of Budget and Business Affairs provides guidance on revenue opportunities concerning tuition, fees, and e-commerce and is responsible for developing and implementing campus-wide strategic sourcing opportunities and efficiencies.

Circumstances change, and Binghamton recognizes the value of being attentive to shifting conditions and nimble in our response. The University prides itself on its timely assessment of resource allocation, its responsive planning process, and its ability to make resources available where they are most needed, while also investing in institutional renewal.

UNIVERSITY RESPONSE TO CONTRACT NEGOTIATIONS

Recently, we have been required to fund the multi-year salary increases that were part of

contracts negotiated between New York state and United University Professions (UUP)²²¹ and the Civil Service Employees Association (CSEA).²²² These new contracts called for three years of retroactive payments to all UUP and CSEA employees in addition to base increases to salaries through AY 2021-22. The contracts were implemented without a concomitant new allocation to the SUNY campuses. These new financial liabilities meant that we had to make adjustments and rethink our financial model. Employee salaries are financed by both state and University funds. The contract negotiations have required some careful thinking and careful redeployment, especially with regard to University salaries which are funded by student fees and for which specific student services are expected. First, the University decided to support all divisions by using financial reserves to cover all retroactive payments. The expectation was that each division would then cover all of its own base salary increases going forward, with the exception of the Division of Academic Affairs, which was directed by the President to meet its negotiated salary increases in a different fashion.

DIVISION OF ACADEMIC AFFAIRS

The Division of Academic Affairs is unique in its ability to produce additional state allocated resources and therefore University revenue by increasing enrollment, changing the enrollment mix (e.g., recruiting more out of state students), and/or creating new programs. By the time of the UUP and CSEA contract negotiations, the University had already met its goal of 14,000 undergraduate students and therefore, new revenue would need to come from additional graduate students, especially those recruited from out of state. One of Binghamton's goals for the NYSUNY2020 Challenge Grant Program was a total of 6,000 graduate students, but in Fall 2019, we reported 3,957 graduate students, which represented a substantial increase over 2011 but fell short of the ambitious target of 6,000. Thus, we emphasized attracting and enrolling high-quality graduate students to existing programs as well as developing new programs to enhance Binghamton's graduate and research profile and produce a much-needed additional source of revenue. To provide an incentive to schools and departments, the

President initiated a supplemental budget process designed to enlist the Division of Academic Affairs in the production of additional revenue while enhancing academic offerings to students. The President and the Provost described this process to the university community in a widely distributed publication.²²³

Each academic college and school was assigned a budget reduction amount for the upcoming fiscal year that could be reduced, or even eliminated, by meeting or exceeding a graduate revenue target based on an average of the previous years of that college or school's graduate revenue production. A goal of this approach was to induce Deans and faculty to increase graduate enrollment where appropriate. Similarly, the President has directed that any increase in undergraduate revenue will accrue to the Provost to be used to meet needs in the academic programs where he judges it most appropriate. The strategy worked. All colleges and schools, except one, met their targets and avoided cuts, and we were able to lift the hiring hold and resume faculty recruitment. We have provided all academic colleges and schools with targets for 2020-21 and will continue to monitor the success of this new arrangement going forward.

OPPORTUNITIES FOR ADVANCEMENT AND INNOVATION

- We will assess the impact of the disruption caused by COVID-19 on University finances in relation to plans for developing new initiatives and preserving the strength of existing programs;
- We will assess lessons learned from shifting to remote instruction in response to COVID-19 to expand and increase the effectiveness of online instruction and programs; and,
- We will assess how our recent investments in faculty hiring in the health sciences position Binghamton for new research opportunities and clinical partnerships.



SECTION TWO

ADVANCING OUR MISSION: ROAD MAP TO PREMIER

Addresses Standard 1 – Mission and Goals
Addresses Requirements of Affiliation #7, 9, and 10

OVERVIEW

Binghamton University's historic commitment to combining highly selective, innovative, student-centered undergraduate programs with cutting edge research, outstanding graduate education, and deep, purposeful community engagement is the foundation of its aspirational goal to become the premier public university in the United States. This balance and commitment to excellence are clearly stated in our vision statement:²²⁴

Binghamton as an institution is dedicated to higher education, one that combines an international reputation for graduate education, research, scholarship and creative endeavor with the best undergraduate programs available at any public university.

They are further articulated in our mission statement:

Binghamton University is a premier public university dedicated to enriching the lives of people in the region, state, nation and world through discovery and education and to being enriched by partnerships with those communities.

ROAD MAP TO PREMIER STRATEGIC PLAN

To ensure that we are guided by our vision, stay focused on our ambitious mission, and act strategically as we seek to accomplish it, we have relied on a systematic, inclusive planning process. After two years of interim leadership following the retirement of President Lois B. DeFleur in 2010, Dr. Harvey G.

Stenger, Jr. became Binghamton University's sixth President on January 1, 2012. At that time, the state had initiated a new program called the NYSUNY 2020 Challenge Grant Program²²⁵ that was designed to make investments in SUNY as part of an effort to reinvigorate the economy of Upstate New York. The program provided \$35 million in matching funds for each of SUNY's four University Centers (Albany, Binghamton, Buffalo, and Stony Brook) to expand research infrastructure and included a commitment by the state to "maintenance of effort" (that is, state support would not be reduced). It also allowed all SUNY campuses to increase enrollment, provided a "rational tuition" plan that increased SUNY's relatively modest tuition by \$300 per year through AY 2016-17, and authorized Binghamton and SUNY's other three University Centers to charge students an "excellence fee" of \$75 per year which would grow to \$375 per year by AY 2016-17, when the NYSUNY 2020 Challenge Grant program concluded. With new leadership and the promise of new resources, Binghamton decided to increase enrollment by at least 2,000 students by AY 2016-17 and to develop a strategic plan that would use new resources to realize its vision and fulfill its mission.

Our strategic planning process began in Spring 2012 and concluded a year later when we unveiled our *Road Map to Premier Strategic Plan*.²²⁶ The plan identifies five Strategic Priorities²²⁷ that align closely with Binghamton University's vision, mission, and values and guide us to fulfill our responsibilities as a premier public university committed to serving the citizens of New York, the nation, and the world:

BINGHAMTON UNIVERSITY'S FIVE STRATEGIC PRIORITIES

Strategic Priority 1 - Creative Activities

Strategic Priority 2 - Learning Community

Strategic Priority 3 - Inclusive Campus

Strategic Priority 4 - Engagement

Strategic Priority 5 - Strategic Investments

- **Strategic Priority 1: Creative Activities**, with its emphasis on “*path-breaking graduate education, research, scholarship, and creative activities*” is designed to nurture discovery. To this end, graduate programs will be supported in their efforts to engage students in research and creative practice at the forefront of their fields, fostering vital expertise among students and an international reputation for the University. Enhancing innovative research, scholarship, and creative practice has called for an ongoing investment in transdisciplinary approaches.
- **Strategic Priority 2: Learning Community**, calls on us to “*create a transformative learning community that prepares students for advanced education, careers, and purposeful living*” and directs us to create innovative and rigorous educational programs worthy of a premier public university. Our emphasis on High Impact Practices, innovative pedagogy, and encouragement of learning beyond the classroom are key components of this commitment to offering stellar undergraduate programs.
- **Strategic Priority 3: Inclusive Campus** asserts our aim to “*unite to create a diverse and inclusive campus culture*” which is critical to providing broad access and the diverse perspectives that are vital elements of premier educational and research programs. This diversity will serve to enhance the University’s economic, social, and cultural impact through its expanded community.
- **Strategic Priority 4: Engagement** reinforces our mission as a premier public university, which serves and is enriched by community partnerships. “*Service*

learning” initiatives are central to fostering engaged citizenship locally and serving the community while partnerships with local and regional businesses, non-profits, and government agencies will contribute to economic development and quality of life in our region and state.

- **Strategic Priority 5: Strategic Investments** directs us to “*optimize the acquisition and allocation of human, technological, financial and physical resources*” and is essential if we are to have the resources necessary to accomplish our mission and achieve all of our Strategic Priorities.

ROAD MAP STEERING COMMITTEE

The process of developing the *Road Map* and its five Strategic Priorities was highly inclusive. During the summer of 2012, approximately 400 individuals volunteered to participate in the strategic planning process. These included senior leaders, Binghamton University Council members, representatives of the Faculty Senate and Professional Staff Senate, faculty and staff, students, alumni, and community members. Volunteers were assigned to one of nine strategic planning groups. The President and Provost selected 2-3 faculty members, staff, and senior leaders to serve as co-chairs of each of the nine groups. These individuals, augmented by members of the SOG+, became a broad group of 45 senior leaders, faculty, staff, and students who constituted the *Road Map* Steering Committee to guide the planning process. The nine groups met weekly during Fall 2012 and developed five- and 20-year goals for their areas as well as 179 “*ideas, initiatives, and innovations*” that would help us achieve those goals. The *Road Map* Steering Committee grouped these goals into distinct areas that were ultimately refined into our five Strategic Priorities. Subsequently, the *Road Map* Steering Committee prioritized the ideas, initiatives, and innovations that came from the nine planning groups and selected 46 for funding. These included establishing a new school in the life sciences (which became the School of Pharmacy and Pharmaceutical Sciences), enhancing the Center for Learning and Teaching, creating a Division of Diversity, Equity, and Inclusion, expanding the capacity of the Fleishman Center for Career and Professional Development, enhancing English

instruction for international students, and many more. What is notable is that the planning process aligned resources with the Strategic Priorities from its inception.

ROAD MAP STRATEGIC PLANNING GROUPS

Advancing Learning
Community Engagement
Creative Activities and Research
Diversity and Inclusiveness
Global Engagement
Infrastructure
Philanthropy
Rankings and Reputation
Student Success

We have worked hard to ensure that the *Road Map to Premier* is widely publicized and well known by our stakeholders. Indeed, our goal has been to integrate it into the fabric of planning and decision-making across campus. We began with an inclusive planning process, ensuring that 400 members of our community who participated were familiar with the process, outcomes, and objectives. In Spring 2013, we introduced the *Road Map to Premier* Strategic Plan with a campus-wide event attended by over 500 individuals at which the President and Provost spoke, and we celebrated our accomplishment as a community. Our Road Map website²²⁸ is updated regularly, explains the planning process and strategic priorities, identifies goals and metrics, and shows progress in achieving them.

All *Road Map* Steering Committee members serve on a subcommittee that is responsible for implementation and assessment of one of the Strategic Priorities. To ensure that the broad language of the Strategic Priority could be translated into concrete accomplishments and we can track progress, each subcommittee created 4-5 goals for its area and a set of metrics to help measure progress. Focused on strengthening research, supporting student success, increasing diversity and inclusion, and nurturing community engagement, the goals are in alignment with the commitments of a highly selective public research university. The *Road Map* Steering Committee²²⁹ continues to meet quarterly.

ROAD MAP BUDGET PROCESS AND REQUESTS FOR PROPOSALS

Success in achieving our goals has been the result of sustained focus and alignment of resources with our Strategic Priorities. We created a Road Map Budget Process that has evolved over time but has been transparent and has engaged members of the campus community in allocating resources. Since its inception the Road Map Budget Process has included requests for funding proposals from all members of the community and involved faculty and staff groups in evaluating proposals. When we developed the Road Map, in 2012-13, the nine strategic planning groups that shaped the plan created 179 proposals for initiatives, ideas, or innovations; the *Road Map* Steering Committee prioritized 46 of those for funding. In the next three years, 2014-16, Requests for Proposals (RFPs) were issued to the campus, inviting all faculty, staff, and students to request funding for initiatives that would advance the *Road Map*'s strategic priorities.²³⁰ Proposals were ranked by the vice presidents and division directors, the Binghamton University Faculty Senate Budget Review Committee, the Professional Staff Senate, the Student Association, and the Graduate Student Association. The *Road Map* Steering Committee considered this feedback and recommended projects to the President and Provost for funding. In 2014,²³¹ ten projects received \$1.8 million in base funding for use in 2015-16; in 2015,²³² 14 proposals were funded with \$1.7 million in base funding and \$2 million in one-time funding for use in 2016-17; and in 2016,²³³ 17 projects were supported with \$2 million in one-time funding.

Road Map funding has not been the sole or even principal source of financial support for initiatives supporting our efforts to advance our Strategic Priorities and reach the goals associated with them. Vice presidents and Deans have redirected resources to help achieve *Road Map* goals. Because direct state support is limited and not likely to increase, we have also been aggressive and entrepreneurial in seeking and receiving external support. We have acquired significant funding from donors, foundations, federal agencies, and New York state to pursue our Strategic Priorities.

ROAD MAP GOALS AND METRICS

The Strategic Priorities serve as broad directives for action to ensure that the University accomplishes its mission and makes progress toward achieving its aspirational goal of becoming the premier public university of the 21st century.

The goals we set are aspirational but realistic, based on the assumption that we can make sustained, incremental gains in key areas. Because the *Road Map* has helped focus attention on these areas, established metrics, and tied resource allocation to our Strategic Priorities and goals, we have made sustained progress on most of our goals.

We have, however, fallen short in some. For example, Strategic Priority 2 – *Learning Community* set an aspirational goal of a 93% first-to-second year retention rate. In 2013, retention had fallen to an alarming 89%, but we brought together a group to analyze the relevant data and develop an intervention strategy that brought us to 92% in 2018. However, the following year we fell back to 90%. While disappointing, the beauty of the *Road Map* is that it's clearly stated goals and metrics have forced us to assess why retention was not sustained and to develop a new comprehensive enrollment management plan to mobilize human and technological resources to get us back on track. We are confident that we can be successful.

The goals and metrics for each Strategic Priority are assessed, refined, and sometimes revised during periodic meetings of the Strategic Priority subcommittees as well as in quarterly meetings of the full *Road Map* Steering Committee. For example, one of our goals is that Binghamton University has “a *research, scholarship, and creative activities profile of a premier public university*.” Initially, we chose committed funds as a metric and set a target of \$50 million by 2020. We had already reached our target by 2019, but we recognized that while the metric enabled us to track annual growth in committed funds, we wanted to be able to benchmark in relation to other universities. As a result of much discussion in the Strategic Priority 1 – *Creative Activities* subcommittee and consultation with the *Road Map* Steering Committee

we determined to use the National Science Foundation's Higher Education Research and Development Survey to ascertain our rank among 70 doctoral universities without medical schools. This metric not only allows us to compare ourselves with commensurate universities but to determine whether we are improving our relative standing.

At quarterly *Road Map* Steering Committee meetings, one of the Strategic Priority subcommittees does a “deep dive,”²³⁴ presenting an in-depth report on steps taken to refine goals and metrics and progress in achieving them. Discussion among *Road Map* Steering Committee members provides valuable feedback for the Strategic Priority subcommittees, helping them refine their work and ensuring that there is broad consensus on goals, metrics, and any new directions. Progress toward achieving goals is reported to stakeholders on the *Road Map* web site.

ROAD MAP RENEWAL

We have also re-evaluated the *Road Map* in light of progress we have made, areas where we are falling short, and changing circumstances. In November 2016, as the NYSUNY 2020 Challenge Grant Program was coming to an end, President Stenger initiated the *Road Map Renewal* process.²³⁵ While senior leaders and members of the *Road Map* Steering Committee agreed that the *Road Map*'s five Strategic Priorities remained appropriate, they believed that it was time to develop new initiatives to help the University adapt to a changing environment and continue to make progress on achieving the ambitious goals the *Road Map* established in 2013.

Over 350 faculty, staff, students, alumni, and community members attended the *Road Map Renewal* kick-off event; during Spring 2017, approximately 200 worked as part of five teams that developed new initiatives to help the University advance the Strategic Priorities. The teams presented 36 proposals that were evaluated and ranked by the *Road Map* Steering Committee. At the conclusion of the process, the *Road Map* Steering Committee, with input from the Binghamton University Faculty Senate Budget Review Committee and the Professional Staff Senate, identified four major University Initiatives (UIs) that would

receive significant investments and make transformative contributions to helping the University achieve its Strategic Priorities.

ROAD MAP RENEWAL INITIATIVES – UNIVERSITY INITIATIVES (UIS)

Developing a College of Nursing and Health Sciences

Health Sciences Core Facilities Support combined with the Brain Imaging Center

Data Science Initiative

Presidential Diversity Postdoctoral Fellowships

In addition, vice presidents and division directors agreed to support ten other Divisional Initiatives (DIs) which were developed during the *Road Map Renewal* process. These DIs had strong support from those who evaluated the proposals. Progress toward implementing all of these projects are reported on and evaluated at quarterly *Road Map* Steering Committee meetings.

ROAD MAP RENEWAL INITIATIVES – DIVISIONAL INITIATIVES (DIS)

Enhancement of innovative technology infrastructure

High-impact Learning Innovations Council (HILIC)

Recruitment and retention

Digital Commons and Innovation Lab

Center for InterProfessional Education and Research

Social Science Experimental Suite

Binghamton University Neighborhood Improvement Plan

University Conference and Welcome Center

Global Initiatives Project

Expansion of the Glenn G. Bartle Library

Our re-evaluation of the *Road Map* is ongoing. Over the summer of 2020, it had been planned that each Strategic Priority would modify committee membership to incorporate needed

expertise for goal setting and achievement for 2025. This process would be informed by our scheduled June 2020 meeting of the Road Map Steering Committee at which each of the five Strategic Priority committees would report on whether or not their targets were met. If a target was not met, the team would give a brief explanation for the reason why. Was the target too ambitious? Were there factors beyond the University's control that made achievement unlikely? Were there not enough resources devoted to achievement? Did the priorities of the University change in such a way to make the goal/target inappropriate? Using this information, each Strategic Priority committee would also indicate the direction it would like to go in setting new goals and targets for the year 2025.

By the fall 2020 meeting, the expectation was that each Strategic Priority would have amended its goal statements to reflect the necessary changes in focus. By the winter 2020/21 meeting, on this timeline, each Strategic Priority committee would have set new targets for each of its goals and collected baseline data for each of its metrics. Quarterly meetings were expected to resume in spring 2021. At each quarterly meeting, one or (two) of the Strategic Priority committees would present a "deep dive", as they have done in the past, providing an update on progress toward targets and activities undertaken to reach the goals. The process was designed to ensure that the *Road Map* and its key goals and metrics and responses to the changing circumstances and to help us continue on the *Path to Premier*. As a result of COVID-19 and the immediate attention it demanded from everyone, this timeline was temporarily suspended and the current *Road Map* goals were extended for one year. It is anticipated that the renewal process, outlined here, will be reactivated in summer 2021.

FACULTY HIRING

From AY 2012-13 to AY 2016-17, Binghamton University used support generated by the NYSUNY 2020 Challenge Grant Program and enrollment growth to strengthen research, scholarship, and creative activity. Binghamton's plan, which was approved by Governor Andrew Cuomo in August 2012, allowed the campus to increase enrollment,

raise in-state tuition by \$300 per year and out-of-state tuition by 10% per year (for five years), and add an excellence fee (it began at \$75 per year and grew by that amount for four years, growing to \$375 in AY 2016-17). Binghamton used the revenue generated to hire 193 new tenure track faculty between 2012-2017. As a result, the number of tenure track faculty increased by almost 150 from 2011 to 2019.

FEDERALLY SUPPORTED RESEARCH CENTERS

One indication of Binghamton University's growing research strength is the growing number of federally supported research centers. These helped earn Binghamton the Carnegie Classification of Doctoral Universities – Very High Research Activity (R-1) in 2019.²³⁶

They include: Developmental Exposure to Alcohol Research Center²³⁷ (awarded by NIH in 2009, renewed in 2014 and 2018); The NorthEast Center for Chemical Energy Storage²³⁸ (awarded by U.S. Department of Energy in 2014 and extended for two years in 2018); New York Node of the Next Flex Flexible Hybrid Electronics Manufacturing Institute²³⁹ (awarded by the U.S. Department of Defense, 2015); and Center for Energy-Smart Electronic Systems²⁴⁰ (awarded by the NSF in 2012 and renewed in 2017).

Our aggressive faculty hiring also strengthened undergraduate and graduate education. Because our tenure-track faculty increased by 28% from 2011 to 2019 while enrollment increased by only 23%, our student/faculty ratio decreased from 20.4:1 to 19.5:1. Students also benefited from the opportunity to take courses from and conduct research with faculty who brought fresh perspectives and new areas of expertise to their departments.

FACULTY STARTUP

To support faculty hiring and ensure that we can compete for top candidates, additional funds were allocated for faculty startup by the Vice President for Research, the Provost, and

the President in the amount of \$13.2 million. These were supplemented by funds from the Road Map budget process (\$1.6 million in one-time funds and \$232,000 added to base). We also used SUNY's Empire Innovation Program²⁴¹ (which provided \$4.7 million to support start up between 2012 and 2019) to boost available startup funds.

The Provost and Vice President for Research established a formula for awarding startup funds that ensured predictability, growth, and flexibility: departments were allocated an amount for new hires based on the size of recent startup packages in their area, and this amount was increased by 10% per year to ensure that we remain competitive. Deans were authorized to manage startup funds allocated for all searches in their schools so that they could use savings on packages that came in lower than projected to support those that exceeded projections. These investments have allowed us to hire outstanding faculty (including 10 NSF CAREER Award winners since 2012) who have strengthened research, scholarship, and creative work at Binghamton.

TRANSDISCIPLINARY AREAS OF EXCELLENCE

As Binghamton launched its faculty hiring initiative in 2012, the Provost, in collaboration with Faculty Senate leadership, created a new approach to hiring to ensure that decisions were strategic, promoted collaboration, and fostered intellectual community beyond departmental units. A joint committee, appointed by the Provost and the Faculty Senate, met during the 2012-13 academic year and identified five Transdisciplinary Areas of Excellence, or TAEs.²⁴² A sixth TAE, Data Science, was added in 2018 in conjunction with the *Road Map Renewal* process.

All six TAEs address important scientific, cultural, economic, and intellectual issues and were areas in which Binghamton had existing faculty strength and could become internationally visible with the infusion of additional faculty. With support from the Binghamton University Foundation, the Provost allocated \$25,000 per year to support each TAE. Three of the TAEs that have significant opportunities for external funding (Data Science, Health Sciences,

SIX TRANSDISCIPLINARY AREAS OF EXCELLENCE

Citizenship, Rights, and Cultural Belonging
Data Science
Health Sciences
Material and Visual Worlds
Smart Energy
Sustainable Communities

and Smart Energy) have been allocated \$50,000 per year through the Road Map budget process to support seed grants²⁴³ designed to enable teams of faculty from different disciplines to gather data to support major proposals to funding agencies. This support has led to numerous conferences and symposia, visiting speakers, research grants, public outreach events, and other projects designed to promote research collaboration among faculty. The TAEs have developed an effective and inspired method for research engagement that brings together faculty from various disciplines, departments, and schools to collaborate on research that has social impact. To date, approximately \$800,000 of investments in the TAEs have yielded approximately \$4.5 million in external funding or a return on investment of 5.5x. The funding has brought together 129 faculty from 38 departments in six schools to collaborate on 73 projects. The TAEs were also involved in the hiring process. Since 2013, we have hired approximately 100 faculty affiliated with one of the TAEs.

In addition to their role in hiring, the TAEs have played an important role in faculty recruitment, success, and retention. Through conferences, symposia, and visiting speakers, they have created intellectual communities for many faculty members that extend beyond the department with which they are affiliated. They have also encouraged productive collaborations, both by bringing faculty with common interests together and offering seed grants to support research collaboration that positions the recipients for success in developing proposals for external funding. Many faculty members have commented that the TAEs were instrumental in their decision to accept a position at Binghamton or to remain here even when offered positions elsewhere.

In 2017, the Binghamton University Faculty Senate conducted a review of the TAEs. While the findings confirmed the value of the TAEs, it recommended changes to improve their operations. These included governance policies, support for TAE steering committee chairs, clarification of the TAEs' role in promotion and tenure decisions, and creation of a joint Binghamton University Faculty Senate-Provost Committee to oversee implementation of the changes. The joint committee is currently concluding its work.

INVESTMENT IN LIBRARIES

Strong libraries are essential to support research, scholarship, and creative work, yet the demands on libraries and their staff and the cost of data bases, journals, and books continue to increase faster than the overall rate of inflation. Recognizing the critical role that our Libraries play in supporting scholarship and teaching, Binghamton has made additional investments. In 2010-11 the Libraries' budget was \$9,506,365. In recognition of the important role the Libraries play in supporting our Strategic Priorities \$300,000 was added to its base budget in 2014. In 2015, the Provost augmented the base budget by an additional \$500,000 and committed to an annual increase of 6% in serials budgets. As a result, the base budget had reached \$12,343,756 in 2018-19.

The Glenn G. Bartle Library, our main library, was constructed in 1977. While several areas have been updated, including a complete renovation of the fourth floor in 2002, the addition of the South Study Lounge in 2014, and the conversion of space to create a Graduate Student Study Lounge in 2016, much of the facility needs renovation to meet the changing needs of students and faculty. Two projects are currently underway. A \$55.7 million renovation of the third floor that will provide additional space for studying, collaboration, and digital humanities is in design with completion anticipated in 2024 and a \$3 million renovation of the Newcomb Reading Room, scheduled to begin in January 2020, will offer additional inviting, highly functional space for collaboration.

SMART ENERGY BUILDING

In 2012, as part of the NYSUNY 2020 Challenge Grant Program, New York state and SUNY allocated \$35 million for construction of a \$70 million, 124,000 square foot research facility focused on clean energy research. Opened in 2017, the Smart Energy Building²⁴⁴ provides the departments of physics and chemistry expanded, state-of-the-art research facilities that have facilitated recruitment of outstanding faculty and graduate students and contributed to growth in research funding. Because the facility is part of the Innovative Technologies Complex – a four-building complex that is home to the Thomas J. Watson College of Engineering and Applied Sciences and two of our federally supported research centers (the Center for Energy Smart Electronic Systems and the Northeast Center for Chemical Energy Storage) – it has promoted collaboration among scientists and engineers on energy-related research that is the focus of one of our TAEs.

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SCHOOL OF PHARMACY AND PHARMACEUTICAL SCIENCES

One of the priorities identified in the *Road Map* strategic planning process was establishing a School of Pharmacy and Pharmaceutical Sciences²⁴⁵ to promote research and graduate education in the life sciences. Pharmacy was identified as an opportunity because of attractive career opportunities it offered graduates as well as synergies with strong research programs in Behavioral Neuroscience, Chemistry, Biomedical Engineering, Biology, and Systems Science and Industrial Engineering. After developing a business plan, the Provost's Office prepared a proposal for a new degree (the PharmD) which was ultimately approved by SUNY, the New York State Department of Education, and the American Council of Pharmacy Education in February 2017, allowing us to matriculate the first class of PharmD students in August 2017. In the interim, we recruited a founding dean with a strong record in research and pharmacy education, outstanding research and clinical faculty, and staff to support the research and educational mission of the new school. With a \$60 million investment by New York state, we designed and constructed a state-of-

the art home for the school in the village of Johnson City, New York, two miles away from our main campus and proximate to the largest hospital in the region. The new building, which opened in July 2018, provides 105,000 square feet of space for teaching and research, including 18,600 square feet of research labs and research instrumentation. The school has generated \$5.2 million in research funding and is currently seeking approval of a PhD in Pharmaceutical Sciences and working with our Department of Physical Facilities on the design and construction of a 18,000 square foot research and development building that will be connected to the pharmacy building and provide additional facilities for researchers. The School of Pharmacy and Pharmaceutical Sciences developed and publicizes its own Strategic Plan for 2019-24.²⁴⁶

GRADUATE STIPEND INCREASE

PhD students are critical to our research and educational mission. However, competition for top students is keen and requires competitive stipends. Our doctoral stipends, last raised in 2007, had fallen behind our competitors, making it difficult for many programs to recruit their top applicants. In 2016, with support from the Road Map budget process, the University committed \$546,000 in base funding for 2016-17 and an additional \$1,707,500 in base funding over the following three years to make significant increases in doctoral stipends.²⁴⁷ The increase varied by discipline, with stipends in STEM fields rising from \$18,000 per year to \$23,000 per year and those in the humanities and social sciences increasing from \$14,000 and \$15,000 per year, respectively, to \$17,000 per year.

INSTITUTE FOR GENOCIDE AND MASS ATROCITY PREVENTION (I-GMAP)

Investing in emerging areas of scholarship that draw on faculty interest and expertise is a priority for Binghamton. In 2017, a generous gift of \$510,000 to the Binghamton University Foundation, combined with support from the Provost, allowed us to support a group of faculty whose research and teaching center on evidence-based approaches to identify conditions that contribute to the outbreak

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PROVOST'S DOCTORAL FELLOWSHIPS SUMMER PROGRAM

In 2013, we created the Provost's Doctoral Fellowships Summer Program²⁴⁸ to help us recruit top applicants.

Recipients are guaranteed a \$4,000 annual summer fellowship for four years to support independent summer research and study. This award is in addition to any summer funding received from the student's department or faculty research grants. In 2019, we awarded \$372,000 to support 93 fellows.

of mass atrocities and interventions that are successful in preventing them. The Institute for Genocide and Mass Atrocity Prevention (I-GMAP)²⁴⁹ underwrites faculty research, course development, visits to campus by leading practitioners in the field, an annual international conference exploring new approaches to prevention, and "The National Mechanisms Project," an annual publication that provides a comprehensive overview of best practices in atrocity prevention. I-GMAP also supports an undergraduate minor, student internships with organizations conducting pioneering work in the field, and development of a master's degree in mass atrocity prevention. The success of the program has allowed it to raise an additional \$1,737,775 from private donors.

HEALTH SCIENCE CORE FACILITY

Providing tools that are widely accessible to researchers from multiple departments allows the campus to avoid duplication and make investments in expensive equipment that serves many investigators. As part of the *Road Map* budget process, faculty identified a core instrumentation facility for health sciences research as a high priority. In 2015, we allocated \$200,000 to support purchase of equipment for the core facility and funds to hire a technician to operate and maintain the equipment. The Vice President for Research also allocated research infrastructure funds to renovate 4,500 square feet of space in our Center of Excellence Building for the facility. Work was completed and the facility opened

in 2018. Instrumentation grants from NSF have provided \$610,868 to purchase a two-photon confocal microscope and \$346,502 to purchase a cell analyzer for use in this facility. In addition to these instruments, the facility also includes a low-flow cytometer, a laser confocal microscope, a water purification system, an autoclave sterilizer, and various incubators, centrifuges, and other general use equipment included in microbiology and cell culture lab spaces that are used for research, training, and teaching.

FMRI

Acquisition of a magnetic resonance imaging (fMRI) instrument for research that requires brain imaging has been a priority for faculty in psychology for many years. In 2016, external reviewers who participated in program review of our Department of Psychology emphasized the urgency of acquiring an fMRI instrument to provide necessary support for ongoing research in psychology and brain science, long areas of strength at Binghamton. The following year the *Road Map Renewal* identified the acquisition of an fMRI as one of four University Initiatives. We began to explore opportunities for a partnership with United Health Services (UHS), the largest health system in our region. Talks with UHS progressed, and in 2018, Binghamton and UHS agreed on a business plan for the purchase of an fMRI instrument and its operations in a UHS facility adjacent to campus. This facility will be known as the Brain and Body Imaging Center.²⁵⁰ Our target is to take possession of the fMRI instrument by January of 2021. Our goal is to officially open the Brain and Body Imaging Center around the beginning of the spring 2021 semester.

THE FINE ARTS

Binghamton has long boasted outstanding undergraduate and graduate programs in the fine and performing arts. Students and faculty work, rehearse, and perform in outstanding facilities: the Anderson Center for the Performing Arts²⁵¹ (home to the 1200-seat Osterhaut Concert Theater and the 400-seat Chamber Hall); three theaters in the Fine Arts Building (the 600-seat Watters Theater and two 90-seat black box theatres); excellent art studios; a University Museum

that hosts curated art exhibits and is home to a permanent collection of 4,000 objects; rehearsal space for music, theater, and dance; and cinema production labs. Since 2010, the University has made additional investments in the fine and performing arts, adding the Kenneth C. Lindsay Study Room and a new sprinkler system to the University Art Museum, updating the Watters Theater sound system and AV equipment in the Osterhout Theater, hiring a Museum director and 17 faculty, and supporting a Transdisciplinary Area of Excellence – Material and Visual Worlds – focused on the arts.

Currently, there are several initiatives underway to further strengthen the arts. The Dean of Harpur College has engaged department chairs and faculty in discussion of a new school of the arts designed to promote collaboration and leverage additional investments in programing. Formalization of this initiative has been put on hold until such time as the allocation of new resources on which it is predicated becomes possible again. Informally, however, the departments of what is currently the Division of Fine Arts have collaborated extensively to respond to the very particular challenges of COVID-19 to studio and performance-based teaching and creative practice.

In addition, in Spring 2020, Physical Facilities began work on a master plan for the Fine Arts

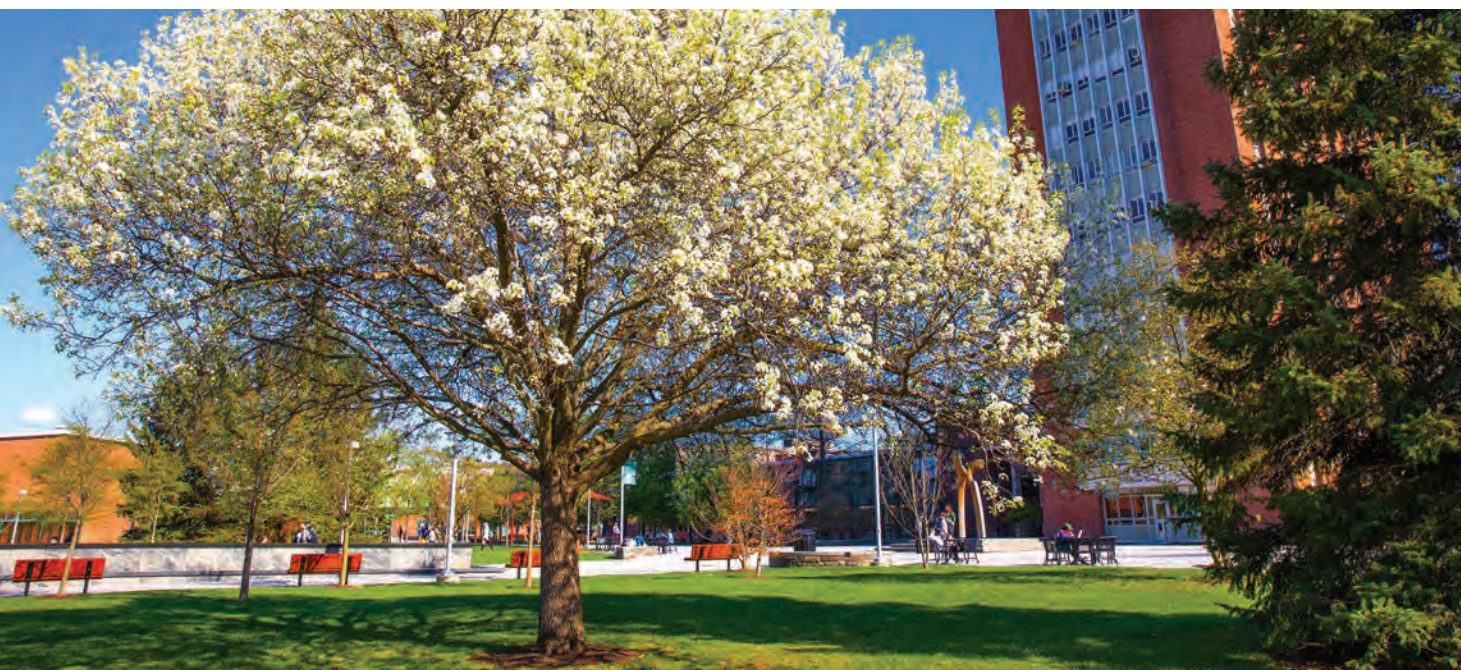
Building, the first step in a major renovation designed to create contemporary spaces that will facilitate collaboration.

UNDERGRADUATE RESEARCH

One of the goals we established to help us achieve a transformative learning community is ensuring that all students participate in at least one of five designated High Impact Practices before they graduate. One of these HIPs is undergraduate research, which leverages our strength as an R-1 University to offer undergraduates a transformative experience that helps them develop strong critical thinking, problem solving and communication skills; learn to ask questions, frame, and evaluate hypotheses; and understand how new knowledge is created.

EXTERNAL SCHOLARSHIPS AND UNDERGRADUATE RESEARCH CENTER

In 2010, Binghamton established the External Scholarships and Undergraduate Research Center to support and promote research and scholarship opportunities for undergraduate students.²⁵² The Center created the Summer Artists and Scholars Program,²⁵³ which initially provided \$3,000 fellowships to two undergraduates to allow them to pursue faculty-mentored research during the summer;



thanks to investments by the Provost, the program has expanded to support up to 20 students with a \$3,500 stipend each summer. Since 2012, 120 students have been supported by the program. In 2012, the Center initiated Research Days,²⁵⁴ a three-day celebration of research that takes place every April. Research Days features a campus-wide lecture on research, delivered by a prominent visiting speaker, a community engagement showcase, an “Art of Science” photography exhibit, and poster sessions in which undergraduate and graduate students present their research. The number of students participating in the poster sessions has grown from 32 in 2012 to 185 in 2019. In 2015, the Center started an online blind-reviewed (by Binghamton faculty) journal, *Alpenglow*,²⁵⁵ which publishes articles by Binghamton undergraduates.

FIRST-YEAR RESEARCH IMMERSION PROGRAM

Offering undergraduates the opportunity to engage in authentic research as first year students is another way we seek to leverage our strength as an R-1 University to serve undergraduates and offer them an education that is second to none. In 2014, the Howard Hughes Medical Institute awarded Binghamton \$1.2 million to launch the First-year Research Immersion program (FRI Program).²⁵⁶ That award was supplemented by grants from the NSF and New York’s Regional Economic Development Council as well as financial support from the Provost’s Office. Students participating in the FRI Program can select from ten research “streams” focused on different topics in biomedical sciences, sustainable energy, environmental science, computer science, and engineering. Each stream is limited to 30 students who enter the first semester of their freshman year and participate for three semesters. In their first semester, students learn about research methods and ethics and work in teams of 4-6 conducting a literature search and developing a poster presentation on a research issue of interest. In their second and third semesters, students work with team members to explore a research topic in their area. Students in each stream work under the direction of a research educator – a postdoctoral fellow who provides guidance to students in the stream. In addition, there are 3-6 tenured and tenure-track faculty

who advise student research projects in each stream. Students work in labs that were renovated specifically for their stream and have sophisticated instrumentation. In Fall 2019, 308 freshmen and 229 sophomores were enrolled in the FRI Program. Outcomes for the FRI Program have been very positive, as indicated by the rigorous assessment we have conducted.

CURE LABS

The FRI Program has had a broader impact on undergraduate STEM education. It served as a model for redesigning lab courses in our Department of Biological Sciences as course-based undergraduate research experiences (CUREs). These allow students to develop novel hypotheses and execute guided research projects to test those hypotheses in contrast to the “cookbook” approach that has been a staple of undergraduate lab courses for more than a century. As a result, students are exposed to a more realistic and hands-on understanding of how the scientific process actually works. In AY 2019-20, the CURE approach was employed in our introductory biology lab, which enrolled over 800 students, and labs in upper-level biology classes that enrolled approximately 500 students. Currently, we are developing a proposal to HHMI to support transformation of undergraduate lab courses in chemistry that serve 1,000 students per year into CUREs.

SOURCE PROJECT

As a result of the FRI Program’s success for STEM students, we have developed a program to extend similar opportunities to first year liberal arts students. In 2018, with support from the Vice Provost for Undergraduate Education and Enrollment, the External Scholarships and Undergraduate Research Center launched the Source Project.²⁵⁷ It provides a two-semester sequence to first-year students that introduces them to research methods in the social sciences and humanities and gives them the opportunity to develop an independent research project that they present at the end of the second semester of the program. In 2018, we offered two streams (Human Rights and Human Migrations), each led by a tenured faculty member, that enrolled 37 students; in 2019, we had three streams (“Human

Nature,” “Discovering Place: Binghamton as a Laboratory for Environmental Studies,” and “Human Rights”) with 68 students. We have expanded to offer six streams in 2020-21²⁵⁸ (“Human Rights/Research in Human Rights,” “What is Nature/Beyond Human Nature,” “People, Politics, and the Environment,” “Thinking Through Painting,” “Immigration and Refugee Resettlement,” and “The Social Context of Learning”) with a target of 150 first-year students.

CENTER FOR CIVIC ENGAGEMENT

SP2

We have designated civic engagement as another of our high-impact learning experiences. It leverages our community engagement infrastructure to provide students with opportunities that help them contribute to the community while applying what they learn in the classroom. In 2014, our Center for Civic Engagement (CCE)²⁵⁹ moved into new quarters located in the heart of the Student Union, giving it high visibility. With support from the *Road Map* budget process and the Vice President for Student Affairs, we have added three staff, including an associate director and a faculty engagement associate. The CCE has expanded partnerships with community organizations and increased faculty interest through outreach and services that support faculty who wish to include service learning experiences in their classes. Student participation in co-curricular CCE projects has grown from 129 in 2011 to 536 in 2018. In 2015, a course designation process was established for courses that include a service-learning component and there are now 33 designated courses in a variety of disciplines across campus. To further expand community engagement activities, we are currently taking the steps necessary to apply for Carnegie Classification for Community Engagement in 2024.

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FLEISHMAN CENTER FOR CAREER AND PROFESSIONAL DEVELOPMENT

Internships, which help students explore and prepare for careers, are the third pillar of our effort to expand student participation in High Impact Practices. In 2014, our Career Development Center occupied expanded

and renovated space in a highly visible spot in the Student Union and was renamed Fleishman Center for Career and Professional Development (Fleishman Center or CCPD).²⁶⁰ A \$500,000 gift allowed us to add a full-service interview suite supporting nearly 3,000 interviews annually; a program and conference room to support over 800 annual career workshops; and a resource area that supports over 6,800 annual career consultations. Investments from the Road Map budget process and the Vice President for Student Affairs allowed us to increase staff in the Fleishman Center from 14 to 20. The Road Map process specifically supported the innovative “career consultant in residence” approach, a partnership with Residential Life in which career consultants have offices in the residential communities, allowing for staff to integrate career education into the lives of students early and in new ways.

The Fleishman Center reached 33,649 total students and 10,258 unique students through events, programming, and career consultations in 2018-19. A suite of new, online platforms is available to support students with their professional development including instant resume feedback, virtual interview practice, and an online job portal connecting students and alumni to over 40,000 job and internship opportunities and 12,000 employers. For the past three years, Binghamton University students participated in internships at a rate of 71% annually and we have seen a 5% annual increase in overall placement rates since 2015 - exceeding the *Road Map* goal three years early. In 2017 the Fleishman Center was the recipient of a National Career Development Association’s Exemplary Career Center Award, the top award for a career center, in recognition of its innovative approaches, dedication to students by the staff, and its hard work on behalf of student success. The donation and university investment had a profound impact on the overall success of Binghamton University students, making the Fleishman Center a destination for students and giving it the capabilities to better connect them with alumni, internship opportunities, and employers.

INTERNATIONAL EDUCATION

We have designated education abroad as another High Impact Practice. With support from the Road Map and the Provost's Office, we have added one advisor in our Office of International Education and Global Initiatives,²⁶¹ allowing staff to spend more time advising students and engage in greater outreach to students and faculty. Generous support from a donor has enabled us to provide financial assistance to low income students, helping to reduce one of the most significant barriers to students who seek to study abroad. These efforts have led to a modest increase in Binghamton students studying abroad, from 497 in 2014-15 to 553 in 2018-19.

CENTER FOR LEARNING AND TEACHING

To provide greater support to faculty who wish to experiment with student-centered pedagogies, we have made significant investments in our Center for Learning and Teaching (CLT).²⁶² We moved the CLT into space in the heart of campus to make it more accessible to faculty and equipped it with a "learning studio," a state-of-the-art classroom whose flexible design and technology provide faculty with opportunities to experiment with techniques that engage students. The learning studio has also served as a model for new and renovated classrooms. To provide visionary leadership and credibility with faculty, we also hired a senior faculty member who is a SUNY Distinguished Teaching Professor as Executive Director of the Center.²⁶³ With support from the Road Map budget process and the Provost's Office, we increased the Center's staff from two to seven, including three instructional designers who work with faculty to help them design courses in ways that promote student learning. The CLT's budget has increased from \$20,000 in 2013 to \$335,000 in 2019-20, enabling it to support workshops on pedagogy, provide instructional improvement grants to faculty, and offer mandatory training to those who teach online courses for the first time.

The Department of Educational Communications, which supports classroom

technology, began reporting to the executive director of the CLT in 2014, ensuring that annual updates to classroom technology meet faculty needs and support student-centered teaching. In addition, the Provost has given the executive director a voice in all classroom renovation and construction projects, ensuring that faculty views are represented and new and renovated classrooms are spaces that encourage engaged teaching. This had a positive impact on the \$14 million renovation of the Classroom Wing, completed in 2016, which added 20 contemporary classrooms to our stock as well as on renovation of other classrooms across campus.

SUPPORT FOR UNDERGRADUATE ADVISING

Strong, responsive, accessible academic advising is a critical element of student persistence and success. While advising is critical at all levels, it is especially important during the freshman and sophomore years, as students deal with transition issues and explore majors and paths to advanced education and careers. At Binghamton, as at many public universities, most freshmen and sophomores are advised by professional advisors in college and school advising offices. The *Road Map* strategic planning process identified advising as an area of need; in many of our academic colleges and schools, the ratio of students to advisors was unacceptably high. Through the *Road Map* budget process and investments by deans and the Provost, we have hired additional advisors in all of our colleges and schools. In Harpur College,²⁶⁴ which enrolls over 60% of Binghamton undergraduates, the number of advisors doubled, from 9 in 2012 to 18 in 2019.

REFORM OF CALCULUS INSTRUCTION

Calculus is a critical course for students in business, engineering, the sciences and several social sciences. Many students who earn a D or an F in or withdraw from calculus do not graduate in four years, leave their chosen majors, or, in some cases, withdraw from the University. Like most universities, we had high D, F, W rates in our calculus courses that compromised the success of our students,

especially our engineering students. In 2013, the Department of Mathematical Sciences initiated a fundamental overhaul of calculus instruction,²⁶⁵ hiring a full-time director of calculus, investing in intensive training for calculus instructors, “flipping” calculus courses, and completely restructuring them. The results have been profound with D, F, W rates decreasing by more than 50%. A more detailed discussion of our approach can be found in Part Three.

CREATING NEW PROGRAMS IN THE HEALTH SCIENCES

Career opportunities in the health sciences continue to expand and Department of Labor projections indicate that the job market will remain strong for the foreseeable future. Preparing students for careers in these fields is consistent with our responsibility as a public university to serve students and New York state. In 2013, our *Road Map* Strategic Plan identified pharmacy as a priority, and we moved quickly to develop a School of Pharmacy and Pharmaceutical Sciences.²⁶⁶ The school welcomed its first class in 2017 and is offering students a high-quality education that will prepare them for a high demand profession whose role in delivering health care is expanding.

As part of the *Road Map Renewal* in 2017, we identified transforming the Decker School of Nursing into the Decker College of Nursing and Health Sciences²⁶⁷ as a high priority. The new college will offer programs leading to the doctor of physical therapy, doctor of occupational therapy, masters in speech language pathology, and masters of health science in addition to existing programs in nursing (BS, Masters Nurse Practitioner, DNP, PhD) and public health (MPH). We have begun to hire faculty in physical therapy, occupational therapy, and speech language pathology, and are developing program proposals to submit to SUNY, the New York State Department of Education, and the appropriate accrediting bodies. Once established, these programs will provide opportunities for Binghamton students to pursue degrees in these high-demand disciplines.

SUPPORT FOR INTERNATIONAL STUDENTS

Binghamton prides itself on being a cosmopolitan campus that attracts students from across the globe. International students increase the diversity of our campus, and they help us create a community that prepares all of our students for life and work in an interconnected world. Our *Road Map to Premier* Strategic Plan underscored the importance of internationalizing the campus by prioritizing recruitment of and support for international students. With investments from the *Road Map* budget process, the Provost's Office, SUNY critical maintenance funding, and the Regional Economic Development Council, we have taken significant actions to promote internationalization and better serve international students.

We have increased staffing in our International Students and Scholars Services from 8.5 in 2013 to 12 in 2020,²⁶⁸ providing additional assistance with visas and counselling on immigration and academic issues. Our English Language Institute (ELI),²⁶⁹ which offers classes to help international students improve their English language skills and adapt to U.S. culture, grew from two full-time instructors in 2011 to five full-time instructors in 2020 as a result of investments from the *Road Map* and the Provost's Office.

Facilities to support our internationalization efforts and our international students are also important. At the time we launched the *Road Map*, International Education and Global Affairs and International Students and Scholars Services were housed in cramped quarters. The space they occupied compromised functionality and sent a mixed message about how the University valued international initiatives. Using critical maintenance and Regional Economic Development Council funding, we renovated Old Champlain Hall to serve as our “global center.” The project was completed in 2015 and provides 39,250 square feet of modern spaces that serve as a central location for International Students and Scholars Services, the Office of International Education and Global Affairs, and the ELI. It also includes a 2,078 square foot meeting room to host events for international students and programs.

At the request of the President, in 2017, the Watson Institute for Systems Engineering (WISE) conducted an analysis of best practices in recruiting and supporting international students, known as the “Preferred Destination Project.”²⁷⁰ It led us to develop new approaches to recruitment, initiate a charter bus service to transport international students from John F. Kennedy Airport in New York City directly to Binghamton, New York, and change student employment procedures to ensure that international students have access to on-campus jobs. In Fall 2019, the President recruited a new WISE team to revisit best practices in recruiting and serving graduate students to assure that we continue to improve in this critical area.

Binghamton’s international student enrollment grew from 13.5% to 15.7% of our student body between 2011 to 2016. The past three years have been more challenging, as they have been on many U.S. campuses, and we saw the proportion of international students decline to 12.1% in Fall 2019. We have developed new recruitment strategies to reverse this trend. The Office of Undergraduate Admissions has added two additional staff with significant international experience, invested additional resources in international travel for recruitment and yield events, and entered agreements with carefully selected recruitment partners.

INTERNATIONAL EDUCATION AND GLOBAL AFFAIRS

International Education and Global Affairs (IGEA)²⁷¹ is an organization that houses the Office of International Student Services (ISSS),²⁷² the Office of International Education and Global Initiatives (IGEI)²⁷³ and the Office of Graduate Recruitment (OGR). The ISS provides immigration regulatory guidance, institutional compliance, and support services to international students and scholars. The IGEI is responsible for the administration of education abroad programs and services to students and faculty involves in such outbound, credit-bearing activities. The OGR is responsible for graduate recruitment, both international and domestic. In addition to the specific missions of these individual units, the IGEA focuses on the following:

- Mechanisms to internationalize the campus and achieve campus goals. This includes providing strategic direction to achieve comprehensive campus-wide internationalization;
- Processes that foster working with individual academic units, such as academic colleges/schools/departments, to enhance the level and scope of internationalization;
- The academic merit, overall value, and viability of agreements for international cooperation into which our campus may wish to enter;
- Implementation of sound study abroad and exchange program planning, review of proposals and new programs, monitoring the mix of commitments to maximize high quality options across the institution, and periodically conducting evaluations of Binghamton’s international partnerships and study-abroad programs. In its evaluation role the International Education Advisory Committee²⁷⁴ examines the goals established for each project and the outcomes achieved, and then makes recommendations for continuation, modification, growth, reduction or elimination of the partnership or program; and,
- Working with different constituencies across campus to enhance globalization. This includes organizations, faculty and staff groups, volunteer organizations and academic units.

ENHANCED SUPPORT FOR STUDENT MENTAL HEALTH

Nationally, 40% of college students deal with diagnosed mental health issues that can compromise their success and we have taken steps to enhance mental health services for students. Using critical maintenance funding as well as funding allocated through the *Road Map* budget process, we created expanded (from 2,900 square feet to 4,600 square feet) and attractive space in Old O’Connor Hall to house the University Counseling Center.²⁷⁵ In addition, with support from the *Road Map* budget process, the Student Health Fee, and the Vice President for Student Affairs, we have

added 9 staff to the Counseling Center, and 4.5 case management staff to the Dean of Students Office,²⁷⁶ developed an after-hours counseling service that provides students access 24-7, and recruited 11 student interns from our Master of Social Work program to work with staff in residential communities to provide services to students. For a fuller discussion of our approach to providing mental health services to students, see Part Four, Section One.

DIVISION OF DIVERSITY, EQUITY, AND INCLUSION

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We are committed to creating a diverse and inclusive campus community to provide access to our state's diverse population and to offer all members of our community the opportunity to learn with – and from – individuals from different backgrounds. To ensure that our campus is inclusive as well as diverse, the Road Map budget process, the President, and the vice presidents have committed funds to hire a chief diversity officer, created a new University division – the Division of Diversity, Equity, and Inclusion (DEI) – moved several offices with functions related to diversity into the new division, hired six additional DEI staff, identified diversity officers in each of the University's six other divisions, and, as part of the Road Map Renewal, created a Presidential Diversity Postdoctoral Fellowship program designed to recruit postdocs from underrepresented groups who may enter the ranks of our faculty upon completion of their fellowship. In April 2020, Dr. Karen A. Jones was appointed as DEI's first Vice President.²⁷⁸

DEI has enabled us to identify areas where improvement is needed, take steps to enhance diversity, and make the campus more inclusive. It developed and conducted a Campus Climate Survey in 2014 that provided valuable information and has informed efforts to enhance diversity and inclusion. DEI also provides cultural competency training for faculty, staff, and students, workshops on unconscious bias for search committees and other groups, and a variety of programming to help students understand the challenges diversity creates and to thrive in a community that is far more diverse than the communities most came from.

The Binghamton University Faculty Senate added a Diversity Committee as one of its standing committees in 2016. It reviews all new academic program proposals to ensure that they address how they will contribute to diversity. The committee has partnered with the Provost and the Vice Provost for Diversity and Inclusion to conduct unconscious bias workshops for members of the All University Personnel Committee and department chairs.

PROMOTING RECRUITMENT, OPPORTUNITY, DIVERSITY, INCLUSION, AND GROWTH

In 2019, SUNY launched a bold new initiative, Promoting Recruitment, Opportunity, Diversity, Inclusion, and Growth (PRODiG)²⁷⁹ designed to increase the ranks of underrepresented minority faculty in general and women in STEM disciplines by a thousand throughout SUNY within ten years. Binghamton quickly embraced the PRODiG program. Our DEI director and the Vice Provost for Diversity and Inclusion chaired a committee with members representing all six colleges and schools as well as representatives of the Faculty Senate to develop our PRODiG proposal. The committee collected a wealth of data on faculty hiring at Binghamton and developed a plan for increasing recruitment of underrepresented minorities and women in STEM disciplines. In 2019-20, we have hired six faculty through the program and are preparing for additional hires in the coming years.

MERGING UNIVERSITY GOALS WITH GREATER BINGHAMTON COMMUNITY

As the second largest employer in the Greater Binghamton area, we take our responsibility to serve the local community seriously. Indeed, our *Road Map to Premier Strategic Plan* calls upon us to enhance our “*economic, social, and cultural impact through engagement from the local to the global.*” Several recent initiatives illustrate our commitment to and continuing impact on the local community.

SP4

KOFFMAN SOUTHERN TIER HIGH TECH INCUBATOR

Opened in 2017, the Koffman Southern Tier High Tech Incubator (the Incubator)²⁸⁰ is a partnership between the Binghamton University Foundation, SUNY Broome Community College,²⁸¹ and the Broome County Industrial Development Agency. Construction of the 35,000 square foot facility located in downtown Binghamton was supported with funding from the Binghamton University Research Foundation, an NYSUNY 2020 Challenge Grant to SUNY Broome Community College, the Regional Economic Development Council, the Federal Economic Development Agency, and the Broome County Industrial Development Agency. A \$3 million gift to the Binghamton University Foundation established an endowment that supports operation of the facility, allowing it to offer tenants reduced rent. The facility offers wet labs, dry labs, offices, meeting rooms, event space, mentoring, and opportunities to pitch ideas to venture capitalists. While the Incubator is open to any startup that meets its criteria, our goal is to provide a space for start-ups that originate in research by Binghamton faculty and students, providing a venue where the results of research and creative work on our campus can translate into new companies that take root in the community. The Incubator has an 88% occupancy rate, 54 firms have located there, and 11 companies have graduated to occupy permanent quarters in the Greater Binghamton area, creating more than 120 jobs.

TOWN GOWN ADVISORY BOARD

Binghamton is a residential university, with over 7,000 students living on campus. Nevertheless, well over half of our 18,000 students – most graduate students and almost half of our undergraduates – live in the Greater Binghamton community. They contribute significantly to the local economy (with an estimated direct expenditure in 2018 of \$204.9 million and an economic impact of \$319.6 million) by supporting 3,000 jobs and contributing 501,676 hours of service to the local community through internships and service learning.

Our students also have an impact on the neighborhoods where they live and community

members with whom they interact. As in any university community, there can be friction between students and community members, the safety of students who live off-campus is a concern, and excessive consumption of alcohol by students creates problems. To promote positive relations between the University, its students, and the community and ensure student safety, we created the Town Gown Advisory Board (TGAB)²⁸² in 2017. The TGAB's membership includes representatives of Binghamton University's administration, faculty, and students as well as individuals designated by city government, community-based organizations, neighborhood groups, and others. The full TGAB meets three times each year, while five subcommittees (Promoting and Cultivating Positive Community Engagement, Student Housing, Transportation and Parking, Dangerous/Underage Drinking, and Safety) meet throughout the year to develop strategies to address critical issues. The TGAB also reviews and selects projects for funding by the University to improve University-community relations and better serve the neighborhoods in which our students live.

PARTNERSHIP WITH BINGHAMTON POLICE DEPARTMENT

Binghamton University is committed to providing for the needs of its students, faculty, and staff within the context of the greater Binghamton community. In 2013, Binghamton University began a partnership with the Binghamton City Police Department (BPD). A BPD officer, whose salary was paid by the University, was designated as the police liaison to Binghamton University. This position allows for students, staff, and faculty to interact directly with community law enforcement and encourages open lines of communication and information sharing.

The purpose of the BPD liaison is to provide a single point of contact between local law enforcement and members of the Binghamton University community. The BPD liaison responds to concerns of university constituents (students and their families, faculty, and staff) in a timely manner through multiple mechanisms including phone, email, and direct face-to-face meetings. Reduced conflict and improved communication

between local law enforcement and the university promotes enhanced community cohesion which encourages higher achievement for students, a reduction in crime, and a higher quality of life for all residents of the greater Binghamton community.²⁸³

BINGHAMTON UNIVERSITY COMMUNITY SCHOOLS

Supporting PK-12 education is an especially important form of engagement with the local community: it is critical to the vitality of the community and its residents, especially children from low-income families, and it offers opportunities for Binghamton students to serve, develop professional skills, and apply what they learn in the classroom in real-world settings. Binghamton University Community Schools (BUCS)²⁸⁴ is a partnership among the College of Community and Public Affairs, the Center for Civic Engagement, and ten local school districts in addition to two Boards of Cooperative Educational Services (BOCES)²⁸⁵ sites. It is an especially innovative approach to engagement with PK-12 education that enhances our local community and Binghamton University students.

Binghamton University student interns and volunteers come from a wide variety of disciplines, from Social Work, Education and Nursing, to Biochemistry, Mechanical Engineering, Psychology, Computer Engineering, and more. In the 2018-19 school year, 453 Binghamton University undergraduate and graduate students served 18,379 hours with BUCS. 347 University

students have already served 8,847 hours in the fall semester of 2019. University students participate in student engagement activities, social/emotional services, referrals, extended learning supports, community engagement activities, and family engagement activities at local schools, community agencies, and families' homes. These activities supplement knowledge university students learn in their degree programs and provide opportunities for both independent research as well as collaborative research with their professors studying the impact of these interventions.

HEALTH SCIENCES CAMPUS

When we began planning for the School of Pharmacy and Pharmaceutical Sciences in 2013, we decided to locate it in nearby Johnson City, New York, a community that has suffered economically since the Endicott-Johnson Shoe Company – which once employed over 20,000 workers – closed its doors in the 1970s after years of decline. Since 2014, we have acquired 15 acres of land in Johnson City proximate to United Health Services' (UHS) Wilson Hospital (the region's largest medical center) to create our health sciences campus. In 2018, the first building, a 105,000 square foot state-of-the-art home for our School of Pharmacy and Pharmaceutical Sciences opened. Currently, we are completing renovation of a 96,000 square foot Endicott-Johnson factory building constructed in 1917 for our Decker College of Nursing and Health Sciences, designing an 18,000 square foot Research and Development Building and an

JOHNSON CITY STORY MAP PROJECT

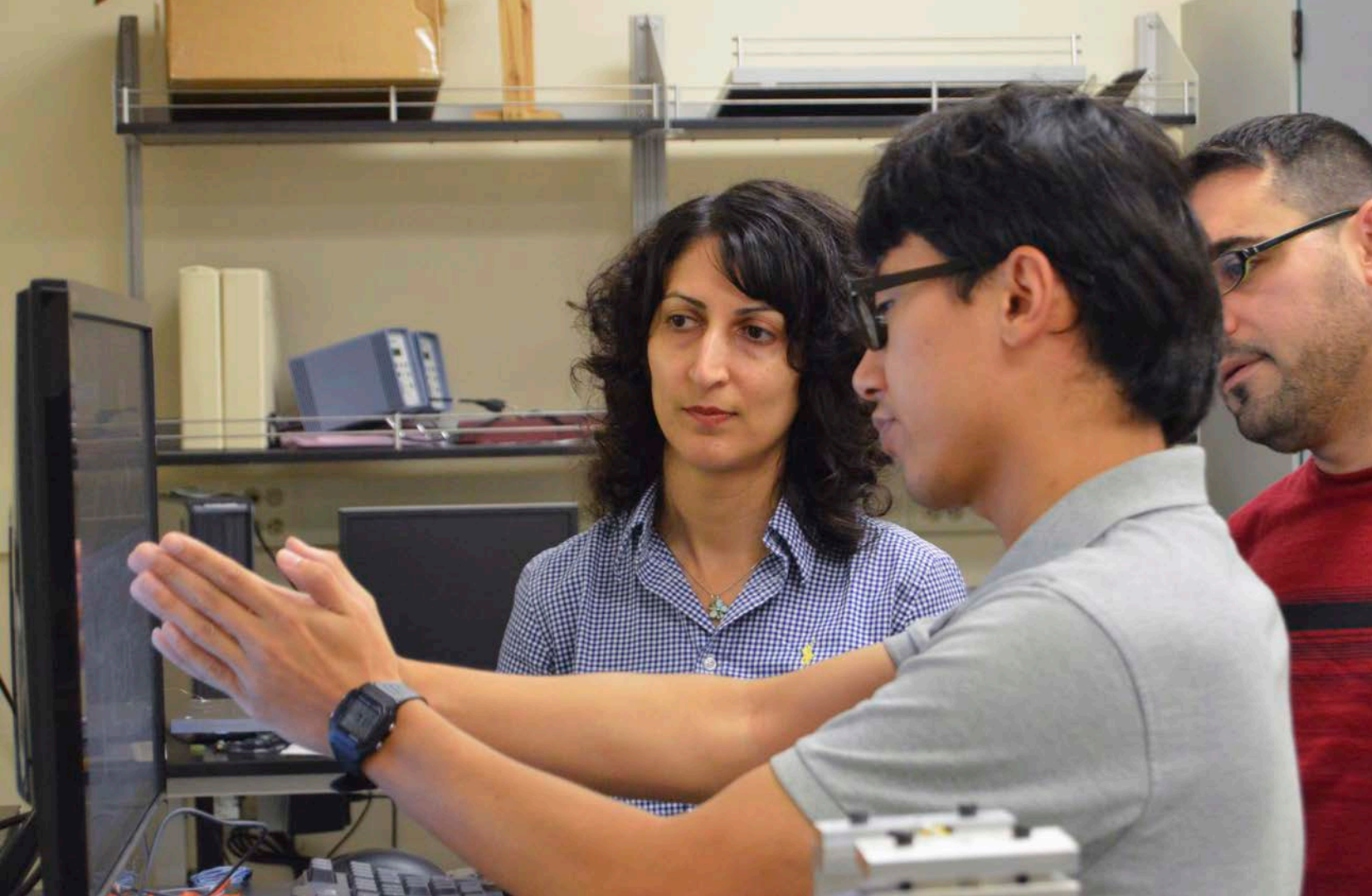
In 2017, with support from the President's Office, the Department of Geography launched the Johnson City Story Mapping project.²⁸⁶ Faculty, staff, and undergraduate and graduate students collected baseline information from the community when construction of the School of Pharmacy and Pharmaceutical Sciences began and are documenting changes as construction of the health sciences campus continues. They employ a variety of methods, including analysis of data from city databases using advanced GIS technology and techniques, videos that document changes in the community (including those shot with drones), and interviews with community residents and business owners. The goal was to ensure that our Johnson City initiative contributes to community revitalization in a manner that serves all members of the community and avoids problems associated with gentrification. The Story Map Project is a prime example of the value of the university's investment in civic engagement, both for students and for the communities with which they collaborate.

elder clinic we will operate in collaboration with Lourdes Hospital (the other major hospital in the community), and planning renovation of another abandoned industrial building to provide space for companies engaged in drug development.

This initiative has already had a positive effect on the Johnson City community; a private developer has transformed two century-old factory buildings into apartments, new businesses have opened, and UHS has begun planning for a \$120 million expansion of its Wilson Hospital campus. Because the health sciences campus will bring over 1,000 students as well as more than two hundred faculty and staff to the neighborhood, it has the potential for expanded community partnerships and economic transformation of a struggling community.

OPPORTUNITIES FOR ADVANCEMENT AND INNOVATION

- Because the *Road Map to Premier* is central to our efforts to advance our mission, we will continue periodic review of the goals and metrics that measure our progress in achieving *Road Map's* five Strategic Priorities, the membership of the five Strategic Priority committees, and the membership of the *Road Map* Steering Committee;
- We will conduct a thorough evaluation of the effectiveness of our Clifford D. Clark Diversity Fellowship for Graduate Students²⁸⁷ to ensure that we continue to increase the number (and percentage) of underrepresented minority graduate students at Binghamton;
- We will continue efforts now in progress to implement the recommendations of the Joint Provost-Faculty Senate Committee on the Transdisciplinary Areas of Excellence and Interdisciplinary Scholarship to ensure progress on a critical university initiative; and,
- To continue efforts to advance the *Road Map to Premier's* emphasis on community engagement, we will pursue Carnegie Community Engagement classification²⁸⁸ in the 2023 review cycle.



3

ADVANCING ACADEMIC EXCELLENCE AND STUDENT ACHIEVEMENT

PART THREE ADDRESSES STANDARD 3 AND STANDARD 5

PART THREE ADDRESSES REQUIREMENTS OF AFFILIATION #8, 9, 10, AND 15

STANDARD 3 - DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations (MSCHE, 2020)

STANDARD 5 - EDUCATIONAL EFFECTIVENESS ASSESSMENT

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education (MSCHE, 2020)

SECTION ONE

CREATING A TRANSFORMATIVE LEARNING COMMUNITY

Addresses Standard 3 – Design and Delivery of the Student Learning Experience
Addresses Requirements of Affiliation #9, 10, and 15

OVERVIEW

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Binghamton recruits outstanding students and is committed to offering them challenging, rich, innovative, student-centered learning experiences that are strengthened by its excellence in research and community engagement. Central to achieving this goal are faculty who are experts in their disciplines, engaged in research and discovering new knowledge, and committed to teaching. Also important are new approaches to promote student success in gateway courses such as calculus, innovative programs such as our First-year Research Immersion Program, support for faculty through the Center for Learning and Teaching to help them experiment with new pedagogies such as “flipping” their classrooms, and classrooms designed to promote student-centered teaching. We are committed to continuous improvement in teaching and learning to the end of offering a transformative education that prepares students for successful, rewarding purposeful lives.

The motto of Harpur College, our founding school, adopted in the 1950s, still characterizes Binghamton’s philosophy: *“from breadth through depth to perspective.”* We are committed to developing and offering academic programs, undergraduate and graduate, that are appropriate in length and foster student learning experiences that encourage students to synthesize information and gain perspective on their discipline and the world. Our aspiration is supported by systems, processes, and a faculty committed to ensure these outcomes.

ACADEMIC PROGRAM PROPOSALS AND APPROVALS

New degrees and certificates – as well as substantial revisions to existing programs – must undergo thorough internal and external review to ensure that they are rigorous, coherent, contemporary, and prepare graduates who have a mastery of the subject. The process begins with submitting a Letter of Intent (LOI)²⁸⁹ describing the proposed program and justifying the need for it. SUNY circulates the LOI to other institutions of higher education for comment.

After the LOI is approved, a full proposal for the new program is developed by the academic department, college, or school, which must be reviewed by the Graduate Council or the University Undergraduate Curriculum Committee (for undergraduate programs) and the Binghamton University Faculty Senate. SUNY also requires that two external reviewers, invited from a list submitted by the University, visit campus to meet with faculty, students, the appropriate dean or deans, and Provost Office staff and conduct a review of the proposed program. Written reports from reviewers often lead to changes that strengthen the program. After the Binghamton University Faculty Senate endorses the program, it is reviewed by the SUNY Provost Office staff, who sometimes ask for clarifications or even changes. It then must be approved by the New York state Department of Education before we are allowed to recruit for it or even promote it. The new academic program development process is protracted, typically taking two

years, a source of frustration for faculty and deans eager to get new programs to market. Nevertheless, the process is thorough and ensures that programs are well conceived, rigorous, and serve prospective students.

ACADEMIC PROGRAM REVIEW

In addition to a very thorough program approval process, we have a variety of other means to ensure program quality. Our program review process calls for reviewing existing programs every seven years. These reviews begin with a department self-study that includes all aspects of the department's activities, including its undergraduate and graduate programs. A key part of the process is external review by two and sometimes three senior faculty in the discipline chosen by the Provost's Office staff from a list submitted by the department. The external reviewers, as well as the department self-study, highlight the strengths and weaknesses of degree programs and sometimes offer concrete suggestions for change. When the Department of Mathematical Sciences was reviewed in 2013, the reviewers identified concerns about the department's service courses, notably calculus. This prompted the department, Harpur College of Arts and Sciences, and the Provost's Office to develop a plan for reforming our approach to teaching calculus as well as investments to support the plan. The outcome was significant changes that resulted in a dramatic increase in student success, described in Part Three, Section Two.

Similarly, evaluators brought to campus for the review of the Department of Biological Sciences in 2014, identified concerns about the undergraduate curriculum. With support of the Provost's Office and Harpur College of Arts and Sciences, the Department of Biological Sciences began the process of reassessing its curriculum, notably instructional labs. As a result, it developed a CURE (Course Based Undergraduate Research Experience) lab for its introductory course and, subsequently, used the CURE approach in labs for upper-level classes. More details about this initiative can be found in Part Three, Section Two.

Academic departments regularly assess their own program outcomes. The results of these assessments often lead to changes that make

programs more effective. We have provided a detailed discussion centered on academic program assessment, also found in Part Three, Section Two.

PROGRAM ACCREDITATIONS

Many of our programs hold nationally recognized accreditations and undergo rigorous, periodic review by the appropriate accrediting bodies to ensure that their curricula are contemporary and effective.

COLLEGE OF COMMUNITY AND PUBLIC AFFAIRS

- The Master of Public Administration Program (MPA)²⁹⁰ is accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA);²⁹¹
- The Master of Social Work Program (MSW)²⁹² is accredited by the Council on Social Work Education (CSWE);²⁹³
- The Bachelor of Social Work Program (BSW) welcomed its first class in fall 2019 and is currently in Candidacy Stage²⁹⁴ in accordance with the Council on Social Work Education (CSWE). Full CSWE accreditation status is expected by fall 2021;²⁹⁵ and,
- The programs in the Department of Teaching, Learning, and Educational Leadership (TLEL)²⁹⁶ are accredited by the Association for Advancing Quality in Educator Preparation²⁹⁷ in the areas of Teacher Education and Educational Leadership.

DECKER COLLEGE OF NURSING AND HEALTH SCIENCES

- All Decker College of Nursing and Health Sciences programs are accredited by the New York State Board of Regents;²⁹⁸
- The baccalaureate degree program in nursing²⁹⁹ and the master's degree programs³⁰⁰ in nursing are accredited by the Commission on Collegiate Nursing Education;³⁰¹
- The doctor of nursing practice program and post-graduate APRN certificate programs are accredited by the Commission on Collegiate Nursing Education (CCNE);³⁰²

- The Innovative Simulation and Practice Center (ISPC)³⁰³ is accredited by the Society for Simulation in Healthcare (SHH)³⁰⁴ in the area of Teaching/Education; and
- The Masters of Public Health degree, which accepted its first class in Fall 2018, is preparing for accreditation by the Council on Education for Public Health, which can only be attained after our first class graduates in May 2020.

HARPUR COLLEGE OF ARTS AND SCIENCES

- The Department of Chemistry's BS in Chemistry is certified by the American Chemical Society; and
- The Department of Psychology's PhD in Clinical Psychology is accredited by the Commission on Accreditation of the American Psychological Association.

SCHOOL OF PHARMACY AND PHARMACEUTICAL SCIENCES

- As Binghamton University's newest academic school, the School of Pharmacy and Pharmaceutical Sciences received approval from the SUNY Board of Trustees for its plan to confer the Doctor of Pharmacy degree (March 2015);
- The New York State Board of Regents authorized the University to award the Doctor of Pharmacy degree (December 2016);
- Middle States Commission on Higher Education approved the inclusion of Binghamton University's Doctor of Pharmacy degree in (January 2017);
- The New York State Education Department reviewed and registered Binghamton University's Doctor of Pharmacy program in (February 2017); and,
- The Doctor of Pharmacy program has been granted Candidate Status³⁰⁵ by the Accreditation Council for Pharmacy Education;³⁰⁶ ACPE will conduct the accreditation review in spring 2021, prior to the graduation of our first class.

SCHOOL OF MANAGEMENT

All business programs are accredited by the Association to Advance Collegiate Schools of Business International (AACSB).³⁰⁷

THE THOMAS J. WATSON COLLEGE OF ENGINEERING AND APPLIED SCIENCE

- The Bachelor of Science (B.S.) programs in Biomedical Engineering, Computer Engineering, Electrical Engineering, Industrial Systems Engineering, and Mechanical Engineering are accredited by the Engineering Commission of the Accreditation Board for Engineering and Technology, Inc. (ABET),³⁰⁸ and,
- The Bachelor of Science (B.S.) program in Computer Science is accredited by the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc. (ABET).³⁰⁹

CLEAR ARTICULATION OF ACADEMIC PROGRAM OFFERINGS

Providing clear and accurate descriptions of academic programs to prospective and current students and tools to help them understand degree requirements and keep on track toward timely graduation is a responsibility Binghamton takes seriously. The Binghamton University Bulletin³¹⁰ is the resource of record for all program and degree-related information, including the requirements for each degree offered by the University. Each academic college, school, department, and program must review information about their program included in the Bulletin listings annually to make sure that it is current and accurate. It is the responsibility of Graduate Directors and Undergraduate Directors to review and, where necessary, update all relevant information. This process helps ensure that all publicized information is accurate and that any changes – including new program offerings – are added to official publications in a timely manner. Staff in the Office of the Vice Provost for Undergraduate Education and the Graduate School enforce deadlines and review submissions for accuracy and consistency. Supplementing their efforts, the Office of Communications and Marketing reviews material posted to University web sites

to ensure that program descriptions published there accurately reflect the Bulletin. The accuracy of the University's public materials is also assessed and audited by external offices, including SUNY System Administration and the New York State Department of Education.

DEGREEWORKS

We also devote resources to ensuring that our students understand degree requirements and stay on track for a timely graduation. We have added 15 professional advisors to academic college and school advising offices since 2011. These individuals, combined with faculty advisors in students' departments and programs, are available for consultation on questions about degree requirements. We have supplemented advisors with a software package, DegreeWorks,³¹¹ that helps students take responsibility for their academic progress. Using DegreeWorks, students can run a degree audit which displays detailed progress-toward-degree information including outstanding degree requirements. Students are reminded that completing the total credit hours required does not necessarily mean they have fulfilled all of their degree requirements. Students can also choose to run unofficial "what-if" reports within DegreeWorks. These provide an idea of how courses may apply in different majors. For example, if a student is currently enrolled in Harpur College and considering an intra-university transfer³¹² to the School of Management, the "*what-if*" report will show the student if their credits will apply to their new major, pending successful application and transfer.

BINGHAMTON UNIVERSITY FACULTY

Faculty who have a high level of expertise in their discipline, are actively engaged in research that keeps them abreast of the latest developments in their fields and engaged in the creation of new knowledge are critical to providing students a challenging, high quality education.³¹³ Our policies ensure that our faculty have adequate time to devote to teaching and research, qualify for periodic leaves that enable them to develop their skills and remain current in their field, and professional support that allows them to

grow as teachers. As a result, Binghamton has an outstanding faculty that includes 35 SUNY Distinguished Professors, NSF CAREER Award winners, members of the National Academies of Sciences and Engineering, IEEE Fellows, Guggenheim Fellows, recipients of fellowships from the National Endowment for the Humanities, American Council of Learned Societies, and the Spencer Foundation, and a Nobel Laureate.

In Fall 2019, Binghamton employed 1,073 faculty members: 599 tenured and tenure-track faculty, 175 full-time non-tenure track faculty, and 314 part-time faculty.³¹⁴ 83% of our faculty hold the terminal degree in their field. Since 2011, we have hired 193 tenure-track faculty, including almost 150 net new tenure-track faculty, bringing a welcome infusion of new ideas and fresh approaches to departments and programs. The size of the tenure track faculty has grown by 28% while the student body has increased by only 23%. The dramatic increase in tenure-track faculty has strengthened degree programs across campus. Because tenure-track faculty have a long-term investment in their departments and are engaged in creating new knowledge as well as teaching, our investment in expanding their ranks has raised the vitality of undergraduate and graduate programs.

Our student/faculty ratio declined from 20.4:1 in 2011 to 19.5:1 in Fall 2019, although we saw an increase from 18.9:1 to 19.5:1 between Fall 2018 and Fall 2019. That increase – which we are beginning to reverse – occurred because the campus had to assume responsibility for faculty and staff raises negotiated but not funded by New York state, as discussed previously in Part Two, Section One. To absorb the cost of the faculty and staff raises, the Binghamton University administration imposed modest budget reductions and a hiring hold. As a result, vacant tenure-track faculty positions were, for the most part, not filled. Because the contractual salary increases will continue through AY 2021-22, we developed a plan to increase tuition revenue, largely by recruiting more out of state and international students and increasing revenue from graduate enrollment. The plan succeeded in helping us meet revenue targets for 2019-20. We have resumed faculty hiring and hope to make progress, once again, toward reducing our student/faculty ratio.

Of course, our overall student/faculty ratio does not tell the whole story. While student/faculty ratios are roughly comparable across academic colleges and schools (except in the Decker College of Nursing and Health Sciences and the School of Pharmacy and Pharmaceutical Sciences where accreditation standards and clinical placements require them to be lower), they vary significantly between departments, especially in Harpur College of Arts and Sciences. In the past decade, we, like many campuses, have seen a significant shift in enrollment away from the humanities and many of the social sciences to STEM fields. With support of the Provost's Office, Harpur College has moved resources to meet the shifting student demand and ensure that students get the classes they need to graduate on time (as is indicated by our 83% graduation rate). However, shifting tenure track lines is more complicated; we make a lifetime commitment to tenure-track faculty and can't shift those resources quickly to meet changes in enrollment. In addition, enrollment shifts are cyclical, so we would be ill advised to make dramatic changes in allocation of tenure lines, even if we could. Nevertheless, imbalances among departments in their student/faculty ratio makes it harder for students in some STEM departments to secure research positions in faculty labs.

OPPORTUNITIES FOR FACULTY RESEARCH AND DEVELOPMENT

The teaching responsibilities of tenure-track faculty are typically 1-2 courses per semester, depending on discipline, affording them sufficient time to devote to teaching and students while maintaining an active research program. A variety of faculty leave programs afford time away from teaching to allow faculty to concentrate on research, pursue professional development opportunities, and strengthen skills and knowledge that contribute to their teaching and research. These include:

- Sabbatical leave³¹⁵ (full-pay for one semester or half-pay for a year), which all tenure-track faculty are eligible to receive after six years of full-time service;
- The Dr. Nuala McGann Drescher Diversity and Inclusion Leave Program³¹⁶ - sponsored

by the New York State-United University Professionals Joint Labor-Management Committee and supplemented by financial support from SUNY campuses - offers pre-tenured faculty a one-semester paid leave to pursue research that will help them earn tenure. Preference is given to faculty who are under-represented in their department, unit, program or school on the basis of their protected class status, including but not limited to, age, race, creed, color, sex, sexual orientation, national origin, military or veteran status, disability, gender expression and gender identity;

- Faculty who are awarded competitive fellowships for research, such as a Guggenheim Fellowship, remain in full-time status with 100% of their effort assigned to research. An agreed upon amount of the faculty member's award is returned to the school to cover cost of filling the faculty member's instructional responsibilities;
- Harpur College provides tenure-track faculty a paid one-semester Dean's Teaching Release³¹⁷ leave after a successful third year review to allow them time to pursue research that will strengthen their case for tenure and promotion to associate professor;
- The Watson College of Engineering and Applied Science provide new tenure-track faculty with a reduced teaching load for their first two (in some departments, three) years to develop courses and establish their research program; and,
- The Ellyn Kaschak Institute for social Justice for Women and Girls, the Institute for Advanced Studies in the Humanities, and the Institute for Genocide and Mass Atrocity Prevention provide support for faculty research, including fellowships that carry a one-course teaching reduction for one semester.

Academic colleges and schools provide additional support that helps faculty establish and maintain strong research programs that position them to mentor students in research and bring the most current knowledge and insights into their classrooms. Harpur College of Arts and Sciences offers competitive grants to support faculty research including the Harpur College Faculty Research Grant³¹⁸ and

the Harpur Subvention Award,³¹⁹ ranging in amounts from \$1,000-\$10,000. Harpur College of Arts and Sciences also has as a Visiting Speaker Fund to support faculty who wish to bring distinguished scholars to campus and a Dean's Conference Funding Program³²⁰ to support conferences and workshops on campus. The Watson College of Engineering and Applied Sciences provides approximately \$100,000 to support faculty travel to meet with program officers at funding agencies. A Watson Faculty Professional Development Account in the Foundation provides support for faculty to attend conferences. The School of Pharmacy and Pharmaceutical Sciences provides faculty up to \$2,500 per year to travel to academic meetings. The School of Management also provides faculty up to \$2,500 annually for conference travel. Additionally, each of our six Transdisciplinary Areas of Excellence (TAEs) provide between \$10,000 and \$50,000 annually for its Seed Grant Program³²¹ that supports research that will position faculty for success in developing research collaborations and generating preliminary results that will enable them to compete for external funding.

GUIDING PRINCIPLES AND PRACTICES OF EFFECTIVE TEACHING

Binghamton faculty bring passion for teaching as well as scholarly expertise in their discipline to their classrooms, labs, and studios. This commitment to teaching is reflected in the Faculty-Staff Handbook, which includes a statement of "*Guiding Principles and Practices of Effective Teaching*,"³²² adopted by the Binghamton University Faculty Senate. The eight principles encourage faculty to:

- Set clear goals and intellectual challenges for student learning;
- Employ teaching methods and strategies that actively involve students;
- Communicate and interact effectively with students;
- Attend to the intellectual and social growth of students;
- Respect the diverse talents and learning styles of students;
- Encourage learning beyond the classroom;

FOSTERING TRANSDISCIPLINARY COLLABORATIONS

In 2013, Binghamton created five Transdisciplinary Areas of Excellence (TAEs) and added a sixth in 2018. The TAEs bring together faculty from a variety of departments and schools to investigate important scientific, cultural, economic, and intellectual issues:

Citizenship and Cultural Belonging,
Data Sciences,
Health Sciences,
Material and Visual Worlds,
Smart Energy, and Sustainable Communities.

All involve complex issues that can only be fully understood by employing the methods and perspectives of a variety of disciplines. The TAEs support faculty development through conferences, symposia, research grants, and, perhaps, most importantly by creating intellectual community and fostering collaborations among faculty. The TAEs have also supported faculty in curricular innovation. The Smart Energy and Materials and Visual World TAEs collaborated with the Corning Museum of Glass to develop a general education course, *Materials Matter*, that examines the aesthetic and physical properties of three materials used by artists: glass, paint, and ceramics. The course fulfills general education aesthetics and lab science requirements. It is designed to help STEM students appreciate the artistic and historical importance of the materials they study and humanities and arts students to understand from a scientific perspective the properties of the materials artists use—and have used—to produce art. Development of the course has been supported by a \$100,000 grant from the National Endowment for the Humanities.

- Reflect on, monitor, and improve teaching philosophy and practice; and,
- Integrate teaching and learning with research, scholarship, and creative activities.

CENTER FOR LEARNING AND TEACHING

The University and its schools, departments, and faculty help faculty colleagues develop as teachers in a variety of ways. The Center for Learning and Teaching (CLT),³²³ whose staff and services were substantially expanded in 2013 with investments from the Road Map budget process and the Provost, is charged with creating and providing opportunities, resources, and support for the professional growth of all university faculty and staff.³²⁴ Additionally, the CLT is responsible for overseeing the development of innovative, evidence-based pedagogy and technology to complement these efforts.³²⁵

The CLT offers a series of workshops³²⁶ on topics ranging from the use of specific instructional technologies (e.g., Iclicker, Wolfvision's vSolution Matrix, Panopto) to incorporating debate into classes and employing open educational resources and community-based learning and engagement. In Fall 2019, 162 instructors and educational support staff attended workshops at the CLT. In addition to general workshops open to all faculty, the CLT partners with schools and colleges to offer specialized workshops. For example, the CLT worked with the Watson College of Engineering and Applied Sciences to offer workshops for engineering faculty on such topics as *"Handling Cultural Differences in an Engineering Classroom"* and *"Teaching Large Engineering and Computer Science Classes."* The CLT also partnered with the School of Management to offer a custom workshop related to online and hybrid teaching methods. The CLT also offers a teaching online certification program that has served 99 faculty and 136 graduate students since 2014, has provided over 500 consultations with instructional designers since 2014, and arranged 40 non-evaluative observations that provide faculty feedback on their teaching since 2016.

LEARNING MANAGEMENT SYSTEM

As Binghamton's contract with Blackboard approached its end, the CLT designed a pilot project to get faculty feedback on what they wanted in a new Learning Management System (LMS). CLT staff designed a pilot to test three different products: Blackboard Ultra, Canvas, and Desire to Learn. Faculty members were recruited to use one of the three products in their classes during Spring 2019. Faculty and their students provided feedback on the LMS they used, and participating faculty gave several presentations discussing their experience at forums organized by the CLT. A report on the results were presented to the Provost in Summer 2019 and will inform the LMS selection process, which began with an RFP in November 2019. Involving faculty in the process of choosing the next LMS will help us select a product that best meets their needs and ensures that faculty are fully invested in institutional decisions that affect teaching and learning.

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FACULTY MENTORING

Academic schools, departments, and faculty also provide support to help colleagues improve teaching skills. The Provost's Office has established expectations and guidelines for the Faculty Mentoring Program.³²⁷ Academic units have developed more granular policies that reflect the needs of their discipline. Harpur College of Arts and Sciences has created a Mutual Mentoring Initiative³²⁸ that provides up to \$4,000 to support teams of faculty within a single department, in an interdisciplinary area, or in "affinity groups" that focus on common problems to help faculty succeed in teaching and research. It is open to tenure track faculty and tenured faculty seeking promotion to professor. The School of Pharmacy and Pharmaceutical Sciences developed a three-member mentoring team for all untenured faculty that provides guidance on teaching and research. All academic departments on campus use peer observations of teaching as part of their reviews for contract renewal, tenure, and promotion.

SCHOOL OF MANAGEMENT 360-DEGREE FEEDBACK

The School of Management has developed and implemented a 360-degree multiple-point feedback process for its faculty members. This process is administered by the Faculty Development Committee (FDC) and is designed to give participating faculty a more complete picture of their teaching performance. Two peers, one from the participating faculty's functional area (i.e., Operations/supply chain, Finance, Marketing, Leadership, Strategy, Management Information Systems, or Accounting) and another from a different area observe the faculty member and provide developmental feedback in a face-to-face meeting. The FDC chair also visits the faculty member's class to solicit anonymous feedback from the students about what they would like to see the faculty do differently. This information feedback is then shared with the participating faculty member.

FACULTY TENURE AND PROMOTION

We conduct faculty reviews to ensure effective performance in teaching as well as research and service. These are done according to criteria that are written, effectively disseminated, fair, and incorporate multiple levels of review, ensuring that the President and the SUNY Chancellor, who make the final decisions on tenure and promotion to higher rank, rely on a variety of perspectives and recommendations. The policy that establishes the criteria and process for reviews for all Binghamton University faculty³²⁹ is published and made accessible on the Provost's website, the Faculty-Staff Handbook,³³⁰ and the Faculty Bylaws.³³¹

The UUP contract, which covers faculty as well as professional staff, contains provisions guaranteeing due process to its members in personnel actions, whether for tenure, promotion, discipline or termination. Faculty evaluation policies are reviewed annually by the Provost, the Interpretations and Procedures sub-committee of the All University Personnel Committee, and sometimes by ad hoc committees created by

the Binghamton University Faculty Senate. These reviews ensure that our policies are revised to address problems that come to light in the course of reviews as well as changes in scholarship and teaching that are not fully recognized by our policies. While the Procedures for Personnel Cases govern all cases, colleges, schools, and departments have developed policies that establish more granular criteria appropriate to a particular discipline. Department policies are reviewed and approved by the college or school dean and must be consistent with University policies.

HIGH IMPACT PRACTICES

In addition to rigorous degree programs offered by faculty with the disciplinary expertise and pedagogical skills necessary to provide effective instruction, Binghamton offers students rich opportunities to make the most of their time on campus. We have invested in five specially powerful High Impact Practices (HIPs) – internships, education abroad, community engaged learning, undergraduate research, and creative endeavors and capstone/thesis – that bring richness and depth to students' educational experience and prepare them for careers and advanced education. Measuring participation can be challenging, and we err on the side of undercounting. We are well on our way to achieving our goal without making the HIPs degree requirements: at the end of the 2018-19 academic year, 86% of students graduating had completed at least one HIP, and many had completed more than one. To increase the percentage, we have examined student data to determine the characteristics of those graduates who have not participated and have learned that financially disadvantaged students, transfer students, males, and students in Harpur College of Arts and Sciences are least likely to complete an HIP. With that knowledge, we will develop strategies to make these programs more attractive and accessible to students from these groups.

TUTORING AND ADVISING

We provide a variety of other services to support the academic needs of our students


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RECOGNIZING DIGITAL SCHOLARSHIP

Modes of scholarship change, albeit slowly. One of the most important changes in the past two decades is the growth of a variety of forms of digital scholarship. In 2012, the Faculty Senate appointed an ad hoc committee on best practices in scholarly research to examine the growing importance of digital scholarship, best practices in evaluating it, and suggestions for revisions to our promotion and tenure policies. After its report was endorsed by the Faculty Senate Executive Committee, the Provost worked with the All University Personnel Committee's Interpretations and Procedures sub-committee to make changes to the Procedures for Personnel Cases, which now reads:

*"The growth of digital media has greatly expanded and diversified the ways that university faculty conduct and disseminate scholarly research and creative activities. Academic units should demonstrate openness to peer reviewed scholarship and creative activities produced in new media. The tenure and promotion process should encourage innovative and ambitious work and not discriminate against work simply because it is presented in new media. The criteria of excellence, impact, and originality, apply to both print and digital scholarship and creative activities. In considering a case where scholarship or creative activities are produced in new media, the Initiating Personnel Committee should address explicitly how both the external evaluators and the Initiating Personnel Committee evaluated the venue and the work in its digital form in relation to 'excellence, impact, and originality.'"*³³²

and help them succeed. The Center for Learning and Teaching provides tutoring to students through University Tutorial Services.³³³ The CLT has increased the number of tutors it employs from about 40 in 2011 to 87 in fall 2019 to respond to enrollment growth. It also monitors student demand and deploys resources to meet it. Timely, professional advising is also essential to help students succeed. We have expanded the number of professional advisors on campus significantly since 2011, reducing the student-advisor ratio. We have also made dramatic changes in gateway courses like calculus that are critical to students' success and progress in a variety of majors. We discuss these innovations in Part Three, Section Two. Given the dramatic increase in the number of students diagnosed with mental health conditions, counseling services are critical to student academic and social success. We have expanded the number of counselors and range of counseling services to meet this need; information can be found in Part Four, Section One.

BINGHAMTON UNIVERSITY LIBRARIES

Libraries³³⁴ are a vital resource for students in all of our programs, providing services,

collections, technologies, programs and spaces to support teaching, learning, and scholarship of students and faculty. We are proud of our Libraries, which hold almost 2.5 million volumes, 358 data bases, 218,000 journals, 135,000 media in all formats, and employ 85 faculty and staff and 124 student employees who help students access information. In addition to its regular holdings, the Libraries has an outstanding Special Collections Department containing manuscripts, rare books, and other original sources to support student and faculty research. In the past three years, for example, Special Collections has used donor funds to acquire several medieval books of hours and a medieval music manuscript that faculty in our Medieval and Early Modern Studies program have used for student research projects. Libraries' budgets have increased by 30% since 2011.

INTERPROFESSIONAL EDUCATION COLLABORATIVE

Interprofessional education – creating scenarios, simulations, and class material that bring together students from different health professions to prepare them to work in teams – has become critical to education in the health professions and to accreditation of programs in these areas. Binghamton had little

experience with interprofessional education prior to establishment of the School of Pharmacy and Pharmaceutical Sciences, which admitted its first class in 2017.

The Interprofessional Education Collaborative (IPEC)³³⁵ is a national organization that connects healthcare disciplines for better care and that was formed in 2009 to advance interprofessional learning opportunities for healthcare professionals. In 2016, we recruited three faculty members from Nursing, Social Work, and Pharmacy to create an Interprofessional Education Curriculum and Assessment Committee.³³⁶ The committee worked to develop a three-course graduate-level sequence covering interprofessional communications, healthcare delivery and healthcare ethics as well as simulation opportunities. Students will be assigned to teams in all three courses and, where possible, team assignments will facilitate longitudinal learning across the courses. The Interprofessional Education Curriculum and Assessment Committee was also charged with assessing whether students meet IPEC competencies across the four domains: values/ethics; roles/responsibilities; communication; and teams and teamwork. Binghamton University now has IPEC affiliations in the disciplines of pharmacy, nursing and social work and developed its own Interprofessional Education (IPE) Program which had 13 teams of 12 students each in 2017.³³⁷

In 2018, we expanded these efforts to include third- and fourth-year medical students from the SUNY Upstate Clinical Campus, which is located in Binghamton. The Interprofessional Education Curriculum and Assessment Committee and our faculty have done excellent work, attending national conferences to learn best practices and designing and implementing a series of high-quality interprofessional education experiences. We discovered, however, that we had not provided sufficient infrastructure to support the effort and placed too heavy a burden on faculty who had many other responsibilities. In 2019, the Provost appointed a clinical professor in Nursing to a .5 position as Director of IPE and provided her with staff assistance to provide logistical and scheduling support.

BINGHAMTON UNIVERSITY GENERAL EDUCATION

With its roots in Harpur College, Binghamton assigns a special value to providing all undergraduates with a strong general education program.³³⁸ Our program uses a distributional model that requires students to satisfy requirements in several domains of knowledge and skills but allows them to choose from among a range of courses in a variety of disciplines to fulfill the requirement in each domain. Our model, with its breadth of choice, encourages students to experiment



and to take courses in areas such as linguistics or anthropology that they probably did not have access to as a high school student. This helps expand students' intellectual awareness, opening new areas and ways of knowing, sometimes leading them to majors they had not envisioned when they matriculated.

Our general education curriculum fosters cultural and global awareness as well as cultural sensitivity through courses that examine cultural pluralism in the United States (i.e., how distinct groups identified by ethnicity or identity have affected or been affected by American institutions); explore global interdependencies (i.e., the way that distinctive world regions and cultures have interacted and influenced one another); investigate the humanities through literary or philosophical study; and gain appreciation for the arts through studying or practicing artistic expression and practice. All students are introduced to ways of knowing, thinking, and understanding outside as well as within their own academic fields. Thus, science students explore the arts and humanities, while arts and humanities students develop an understanding of inquiry in the natural and social sciences.

Our general education curriculum also nurtures development of critical skills that transcend the exposure it provides to different domains of knowledge and inquiry. Development of these skills is infused throughout our general education curriculum. As the University Bulletin underscores, the general education curriculum has *"broad goals"* and *"is intended to help students develop"*:

- An appreciation of and capacity for effective personal expression;
- Knowledge about various intellectual traditions;
- An understanding of and respect for different peoples and civilizations;
- Knowledge of and appreciation for the natural world, achieved through active engagement with the methods and philosophy of natural science;
- Logical thinking, balanced skepticism, and tolerance for ambiguity and uncertainty;

- A knowledge of and appreciation for the arts and creative expression;
- Skills needed to locate, evaluate and synthesize information from a variety of sources;
- Skills needed to understand and use basic research techniques; and,
- Skills needed to perform the basic operations of personal computer use.

These skills and perspectives are integrated into our general education curriculum, whose learning outcomes are subject to rigorous assessment as discussed in Part Three, Section Two. Courses focused on written and oral communication skills are required, but students use the skills developed in those courses in papers and presentations they make in courses in other areas and their major. Writing courses explicitly address critical thinking skills as do requirements in the social and natural sciences that require students to understand the methods of those domains, which are grounded in making and testing hypotheses using quantitative and qualitative methods. Mathematics and lab science courses focus explicitly on scientific and quantitative reasoning, important ways of thinking critically. Writing courses require information literacy and proficiency in using technology to acquire information and prepare papers that present analyses using that information. Courses in the sciences and social sciences, as well as those exploring cultural pluralism in the United States and global interdependencies, also teach information literacy and call upon students to use technology to analyze and present data and information.

BINGHAMTON UNIVERSITY GRADUATE PROGRAMS AND DEGREES

Binghamton University has offered graduate degrees, including the PhD, for more than 50 years. Many of our programs have long been nationally and internationally recognized for their excellence. Since 2010, we have focused heavily on strengthening graduate programs, adding new programs, notably the Pharm.D., and increasing graduate enrollment. Indeed, graduate enrollment has grown from 2,885 in

Fall 2011 to 3,975 in Fall 2019, a 38% increase – significantly larger than the 19% increase in undergraduate enrollment.

Graduate education and research are inextricably bound: truly excellent graduate education requires faculty who are working at the cutting edge of their disciplines to provide instruction and mentoring, and faculty need outstanding graduate students to support their research and provide the intellectual stimulation that comes from teaching at the most advanced levels. As an R-1 university, we recruit faculty who are expected to conduct research that makes significant contributions to their disciplines. That expectation is clearly articulated in our tenure and promotion documents, and we provide significant support for faculty research, with investments in startup, equipment, facilities, library collections, as well as travel, research assistants, and other expenses. We also provide faculty time to pursue research: approximately 50% of their time is allocated to research, and we supplement this with sabbaticals and pre-tenure research leaves.

We have also strengthened graduate education by dramatically increasing the number of tenure track faculty, adding almost 150 net new tenure track faculty since 2011, an increase of 28%. This represents faster growth than the increase in enrollment, which grew by 23% over this period. Hiring research-active faculty is an investment in graduate education and graduate students, who rely on research-active faculty to offer coursework grounded in the latest knowledge and provide opportunities to conduct cutting edge research.

Binghamton graduate programs provide students opportunities for independent thinking and research. All of our PhD programs require students to conduct original research and complete and defend a dissertation presenting that research. Clinical doctoral programs like the PharmD³³⁹ and Doctor of Nursing Practice (DNP) also offer opportunities for research. PharmD students have the opportunity to participate in a research track³⁴⁰ that consists of a research methods course followed by a multi-semester research project mentored by a faculty member. The School of Pharmacy

and Pharmaceutical Sciences provides Summer Research Fellowships³⁴¹ of \$5,000 to six students to conduct faculty-mentored research. The DNP requires students to complete a scholarly project³⁴² designed to prepare advanced-practice nurses to apply current research in evaluating practice and implementing clinical innovations to change practice. While masters programs are typically less research-intensive, they provide instruction in research methods and include either a thesis, masters project, or the opportunity for students to apply knowledge they have acquired through internships or practica.

FINANCIAL SUPPORT FOR GRADUATE STUDENTS

Binghamton provides generous financial assistance to support graduate student study and research. Between 2016 and 2019, we invested \$2,040,789 to make significant increases in graduate stipends and in 2018-19, a total of \$14,593,181 in graduate assistantship support was offered. In 2018-19, the Clifford D. Clark Diversity Fellowships supported 59 first-generation or historically underrepresented graduate students and the Division of Student Affairs provided \$875,333 in total support for 70 graduate students including \$140,946 in support for masters students in the Student Affairs Administration program. In summer 2019, the Provost's Doctoral Fellowships Summer Program provided 109 doctoral students \$4,000 each.

Graduate students also receive assistantship support through external awards. In 2017, the Department of Psychology won a T32 Training Grant (\$1.7 million over 5 years) from the National Institutes of Health. This grant provides four PhD students studying Behavioral Neuroscience with stipends, tuition, health insurance, and support to attend scientific conferences. In 2018-19, 487 graduate students were paid \$5,242,849 (plus an additional \$838,000 for employee benefits) to work on sponsored projects which helped them develop research and professional skills. Also in 2018-19, the Watson Institute for Systems Excellence (WISE) provided \$1,102,203 in stipends and \$1,236,000 in tuition support for masters and PhD students in the Department of Systems Science and

Industrial Engineering who worked on research projects funded through corporate contracts. The Institute for Advanced Studies in the Humanities supports a Public Humanities Graduate Fellowship that provides one doctoral student with training in methods of public scholarship and allows fellows to explore the public dimensions of scholarship in partnership with a community organization. The Institute for Advanced Studies in the Humanities and the Ellyn Uram Kaschak Institute for Social Justice for Women and Girls both offer several doctoral fellowships each year to support students working on their dissertation.

Academic colleges, departments, and the Graduate School also provide support for student travel, research, conference attendance, and conference presentation. A snapshot of 2018-19:

- The Department of Economics (\$6,469).
- The Department of English (\$250 to each masters student and \$500 to each doctoral student).
- The Department of History (\$6,250 plus an \$9,638 allocation from four donor-funded accounts).
- The Department of Philosophy (\$5,500).
- The Department of Psychology (\$27,200).
- The Thomas J. Watson College of Engineering and Applied Sciences, which has the largest number of graduate students enrolled (\$143,500).
- The Graduate School (\$100,000 in 2019-20, providing assistance to students whose academic departments have limited resources).

BINGHAMTON UNIVERSITY 3MT® COMPETITION

The 3MT® Competition³⁴³ celebrates the exciting research being performed by graduate students and cultivates their academic, presentation, and research communication skills by challenging them to present their research to a non-specialist audience in three minutes or less using only one PowerPoint slide.

Developed by the University of Queensland in 2008,³⁴⁴ the 3MT® Competition is currently held at 600 colleges and universities across more than 65 countries worldwide. As part of its professional development efforts, Binghamton University's Graduate School hosted its first 3MT® competition in Spring 2020.

GRADUATE COMMUNITY OF SCHOLARS

The Graduate School has developed the Graduate Community of Scholars (GCOS)³⁴⁵ to provide professional development opportunities to all graduate students and encourage interaction among students from different programs. GCOS provides a series of workshops organized around four themes and competencies that are vital for every graduate student: planning, resilience, engagement, and professionalism. Topics include effective approaches to teaching (in conjunction with the CLT), writing grant proposals, networking, creating an effective academic or professional C.V., digital scholarship, finding academic employment, and many others.

THE UPSTATE WORKSHOP IN MODERN AMERICAN HISTORY

Organized by two faculty members in the Department of History, the Upstate Workshop in Modern American History has offered graduate students and faculty in modern U.S. history the opportunity to present conference papers and book and dissertation chapters to a critical yet supportive audience. Work is circulated in advance and a faculty member in the presenter's area from another institution is invited to comment on the work. Workshop members then participate in wide ranging questions and discussion designed to provide feedback to help sharpen the work. After the workshop, the presenter, commentator, and others have dinner, affording an opportunity for networking and further discussion. Typically, there are six workshops each year.

CAREER EXPLORATION

The Fleishman Center for Career and Professional Development also provides services and resources to support graduate students, including help with exploring a wide variety of career options, guidance on leveraging advanced skills and subject expertise in students' job search, advice on resume development and crafting and implementing targeted job search strategies, and access to state-of-the-art facilities for remote interviews with prospective employers. These services supplement the many professional development opportunities that faculty in every department provide.

OPPORTUNITIES FOR ADVANCEMENT AND INNOVATION

- We will develop greater expertise in the Graduate School to expedite the development and approval of new academic programs;
- Because interprofessional education is critical to programs in the health professions, we will conduct a thorough review of our Interprofessional Education program and develop and implement recommendations to strengthen this nascent program; and,
- As SUNY revisits General Education, we will conduct a review of General Education at Binghamton to ensure that our program is consistent with new SUNY guidelines and provides a strong intellectual foundation for our students.



SECTION TWO

MEASURING EDUCATIONAL EFFECTIVENESS

Addresses Standard 5 – Educational Effectiveness Assessment
Addresses Requirements of Affiliation #8, 9, and 10

OVERVIEW

Binghamton University is committed to continuous assessment and improvement of its operations to increase effectiveness, allocate resources in a manner that supports its strategic priorities, and improve student outcomes. Our assessment efforts are led by the Office of Institutional Research and Assessment (OIRA),³⁴⁶ which is directed by Associate Provost for Institutional Research, Effectiveness, and Planning, Nasrin Fatima.³⁴⁷ OIRA supports the University's commitment to using data-driven analytics to inform institutional decisions and policies.

To support OIRA's efforts, the University has invested in a variety of data analytical software packages that enable it to evaluate institutional and unit-level effectiveness. For example, WEAVEONLINE is used to develop, document, and archive all program-level and operational-level unit assessment activities. Additionally, Binghamton has recently welcomed additional OIRA professional staff members whose primary responsibilities involve the support of university-wide data collection and analysis and the provision of assistance to individual units across campus in their assessment activities. These efforts are supplemented by graduate assistants who are hand-selected by Mohammad T. Khasawneh,³⁴⁸ Department Chair and Graduate Director of the Department of Systems Science and Industrial Engineering and Associate Director of the Watson Institute for Systems Excellence (WISE).³⁴⁹

To inform its assessment and planning efforts, the University administers a variety of

national and home-grown surveys as well as benchmarking reports, including:

- The COACHE Faculty Survey;
- The National Survey for Student Engagement (NSSE);
- The Faculty Survey of Student Engagement (FSSE);
- Higher Education Research Institute (HERI) Faculty Survey;
- The National Study of Instructional Costs & Productivity;
- The SUNY Sexual Violence (SVP) Climate Survey;
- Binghamton University Contributions to Mission;
- Binghamton University Deans' Dashboards;
- Binghamton University Student Evaluations of Teaching;
- Binghamton University Senior Surveys; and,
- Binghamton University Student Opinion Surveys.

We have established metrics to ascertain progress toward our goals, including the percentage of graduates who have applied to graduate school or secured employment within six months of graduation (82%);³⁵⁰ graduation rates (in four years, 73%; in six years, 83%);³⁵¹ participation in High Impact Practices;³⁵² and our rank among U.S. universities for doctoral degrees awarded. Progress toward these goals is reported on the University's *Road Map* website.³⁵³

WEAVEONLINE

We support and sustain assessment of student learning in a variety of ways. Goals, standards for evaluating, and data on student achievement for all programs are recorded and available in WEAVEONLINE (WEAVE).³⁵⁴ WEAVE is a software package that allows programs and departments to organize and record their goals, outcomes, and changes and make them readily accessible to OIRA, Deans' offices, the Provost's Office, accreditors, and others. OIRA staff members spend considerable time training faculty and staff across campus on how to design assessment programs and how to use WEAVE. WEAVE helps sustain assessment efforts because results are archived, making it easy for faculty and staff to access them and add to them after each assessment cycle. In addition, WEAVE facilitates evaluation of progress over time – which is critical in deciding when program changes are warranted – because results for successive years are available with a few clicks. As a result of COVID-19, departments were not required to submit WEAVE reports for 2019-20. Several samplings 2018-19 WEAVE reports have been provided for in this section and WEAVE access has been made available for the Evaluation Team.

ASSESSMENT – INSTITUTIONAL GOALS

There is a close relationship between our institutional goals and the educational experiences provided by colleges, schools, and departments. All of our colleges, schools, and departments are committed to the success of their students (as reflected in an 83% six-year graduation rate), offer opportunities for students to pursue High Impact Practices, and prepare students for careers and advanced education. Students who graduate from our professional schools are especially well prepared to enter careers, although many choose to pursue advanced education. Many graduates of Harpur College enter graduate and professional school, but many also accept employment in a wide variety of careers because the strong liberal arts education they earn provides them with transferable skills.

Our colleges, schools, and departments make these relationships clear on web sites

describing academic programs of study. Most programs provide students an overview of the major, a one-minute video about the program recorded by a student (the “*major minute*”), internship and research opportunities, careers, and options for graduate study which include 4+1 programs which allow students to earn their masters at Binghamton with only one additional year of study.

DEPARTMENT OF TEACHING, LEARNING, AND EDUCATIONAL LEADERSHIP

Departments have also made significant investments in assessment, certainly in faculty time but also in staff and technology. The Department of Teaching, Learning, and Educational Leadership (TLEL)³⁵⁵ which is part of the College of Community and Public Affairs, has recently invested significant resources and undertaken significant organizational changes to support assessment, program improvement, and educational effectiveness. The department hired a Director of Assessment;³⁵⁶ developed and implemented Trello Boards, which are aimed to organize and archive the department's documents across several key areas; developed and implemented the Assessment Portfolio to meet Association for Advancing Quality in Educator Preparation (AAQUEP)³⁵⁷ accreditation standards; and implemented the Taskstream³⁵⁸ online student portfolio program which allows faculty and staff to track and analyze departmental metrics including student coursework, assessments, and fieldwork and internship experiences.

Assessment of learning outcomes in classes and programs is also critical. Binghamton faculty have taken responsibility for assessing student learning. The Faculty-Staff Handbook³⁵⁹ stipulates that “*participation in assessment, including assessment of general education, is considered part of the duties of each faculty member*” and that departments develop “*assessment procedures, learning outcomes and detailed information regarding assessment duties.*”

UNIVERSITY UNDERGRADUATE CURRICULUM COMMITTEE

Faculty have also taken responsibility for assessment of our general education program.³⁶⁰ In 2002, the University Undergraduate Curriculum Committee (UUCC) created a process that identified a sample of faculty teaching courses in each general education category and asked them to create a portfolio of student work and respond to a survey assessing students' success in meeting the category's learning outcomes. Each category was to be reviewed once every three years. Once reports from faculty were submitted, an evaluation sub-committee for each category reviewed the results and wrote a report that evaluated whether and to what extent learning outcomes were met. Categories were assessed on a three-year cycle. This approach led to changes in course learning outcomes. For example, in 2015, the UUCC responded to concerns that the range of groups included in the category, cultural pluralism in the United States, was too narrow. After discussion, it changed the learning outcomes, broadening the groups that came within the purview of the category to include gender and sexual identity as well as ethnicity.

In 2017, the UUCC revised the general education assessment process.³⁶¹ Concerned that too few faculty members identified to participate in the assessment process actually assembled portfolios and completed surveys evaluating student performance, the committee decided to design surveys for each category that are sent to all faculty teaching a course meeting the requirements for a particular category in the year the category is assessed. Surveys were sent to faculty teaching composition, foreign language, and laboratory science courses in 2018-19. While the committee has not yet completed its analysis of the results and presented its report, response rates were high, providing a much more representative sample.

ASSESSMENT – PROGRAM-SPECIFIC LEARNING OUTCOMES

With support from OIRA, academic departments have developed learning outcomes, goals, and objectives for their

programs. They have recorded these in WEAVE, analyzed the data, and, in many cases, made changes to their programs in light of the results. Academic departments' assessment plans identify meaningful curricular goals, appropriate standards for evaluating them, and data on the extent to which students have met them. Some examples are:

ACCOUNTING³⁶²

The B.S. program in Accounting³⁶³ has identified learning outcomes as critical thinking in the field; functional competence; and understanding of the differences between U.S. and international accounting standards. The School of Management assesses these by evaluating student work completed in a half dozen core courses.

CHEMISTRY³⁶⁴

The Chemistry Department defines learning outcomes for the B.S. in Chemistry³⁶⁵ as basic knowledge in several areas of chemistry; the ability to use the scientific method and laboratory techniques to investigate chemical problems; the ability to present chemical information through oral and written presentations; and preparation for professional and career growth. The measures used to assess student success in meeting the learning outcomes are seniors' performance on a standardized test developed by the American Chemical Society; student performance on final exams in core courses; performance of a sample of students on lab reports in two advanced courses; evaluation of students' special lab project in Instrumental Methods of Analysis; evaluation of students' poster presentation in the department's capstone course; student placement after graduation; and students publishing their work in refereed journals or presenting at national conferences.

COMPARATIVE LITERATURE³⁶⁶

One of the learning outcomes for students in the MA program in Comparative Literature³⁶⁷ is that they will develop knowledge of world literature and literary theory. As a result of assessment, especially the exit survey of graduates, faculty were concerned that too many students believed that they were not

achieving this outcome. Faculty decided that, starting in 2019-20, they would change the exam process. They updated the reading list students use to prepare for the exam and also require that students prepare a portfolio that includes a revised research paper that they have written and a syllabus for a comparative literature course that they design.

COMPUTER SCIENCE³⁶⁸

The PhD program in Computer Science³⁶⁹ has established learning outcomes that include: students' ability to apply computer science skills to analyze and solve problems that require critical thinking; apply specialized methods to advanced problems in their specialization; identify a substantial open research problem in the field and propose a feasible approach to address that problem; solve a substantial open research problem in the field; effectively write technical documents and make technical presentations; and recognition as top performers in the breadth and depth of their ability to analyze and problem-solve, identify and address open research, and communicate effectively. Watson College faculty assess students' mastery of these by their performance on the comprehensive exam, research proficiency exam, dissertation prospectus, dissertation and defense, and research publications, as well as honors, awards, and placement.

ECONOMICS³⁷⁰

For the BA/B.S. in Economics,³⁷¹ learning outcomes have been defined as basic knowledge of micro and macroeconomics as well as a basic knowledge of statistics. Student learning is evaluated by their performance in the advanced microeconomics and macroeconomics courses and the statistical methods course as well as results of the senior survey.

ELECTRICAL AND COMPUTER ENGINEERING AND COMPUTER ENGINEERING

Faculty in the Department of Electrical and Computer Engineering (EECE) have developed a comprehensive set of learning outcomes for students in the B.S. in Electrical Engineering and the B.S. in Computer Engineering

consistent with ABET recommendations, including the ability to apply knowledge of mathematics, science, and engineering; the ability to design and conduct experiments, as well as to analyze and interpret data; the ability to design a system, component or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability; the ability to function as a computer engineer on multi-disciplinary teams; the ability to identify, formulate, and solve computer-engineering problems; the ability to understand the professional and ethical responsibilities of an engineer; the ability to communicate effectively; broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context; recognition of the need for, and an ability to engage in life-long learning; knowledge of contemporary issues; and the ability to use the techniques, skills, and modern engineering tools necessary for computer engineering practice.

EECE uses the ABET Compliance Tracking System (ACTS) to map each of the student outcomes to specific course objectives listed in course syllabi. Course instructors are asked to choose an exam or homework question that reflects a course objective and report the number of students who perform above, at, or below expectations. These numbers are combined into an overall score reflecting the attainment of student outcomes. ACT software was developed by the Watson College. Additionally, instructors of undergraduate EECE courses must provide free-text summaries which detail how well students were prepared for the specific course and how well the course objectives were met. These summaries are examined for trends, patterns, issues, or evidence that student were not being met and therefore if curricular changes were necessary.

Assessment of student learning outcomes in the Department of Electrical and Computer Engineering's B.S. program revealed that students do not enter courses with sufficient prior Matlab experience. (Matlab is a programming language used for matrix calculations, developing algorithms, and visualizing data.) The department responded

with a curricular change in 2016, introducing a required course EECE212 which is taught in the second semester of the sophomore year and combines Matlab experience with matrix and vector manipulation and linear algebra concepts through eigenvectors. Assessment in EECE also raised concerns about delays in starting the team-based senior project that is the capstone experience for students. Forming the teams and identifying the faculty advisors for each project did not occur until the start of the Fall semester, which meant that students were not able to select their project and begin work with their team until after the semester began. The result was that students had less time to devote to building an effective team and working on their project. In collaboration with the Department of Mechanical Engineering, EECE arranged its industry and faculty-sponsored senior projects prior to the fall semester which allowed students to identify their preferences in advance. Consequently, EECE seniors are now able to identify their senior project preferences in advance, senior project teams are assigned in a timely manner, and teams are able to begin collaborating during the second week of the fall semester.

GEOGRAPHY³⁷²

The MA in Geography³⁷³ faculty have established learning outcomes that include demonstration of comprehensive, in depth understanding of the theories and methods underpinning geographic analysis; demonstration of the ability to identify a problem and conduct research; and demonstration of the ability to collect and independently analyze information using appropriate methods and techniques. Faculty assess students' success in achieving these through evaluation of a literature review completed by students; evaluation of student papers in the department's research course; evaluation of student performance on the master's thesis or project; evaluation of students' ability to collect spatial and aspatial data; students' ability to make a professional oral presentation; and student responses on an exit survey.

HISTORY³⁷⁴

The learning outcomes for the History PhD program³⁷⁵ are that students will: demonstrate extensive, in-depth knowledge of subject matter and scholarship in their chosen areas of concentration (e.g., European, East Asian, or U.S. history); competency in conducting original, independent research including identifying a research problem, designing a research study, and using materials effectively, showing sensitivity to the original intent (as well as language) of those materials, the processes through which they were stored and/or collected, and the distinction between the cultural context in which they were produced and our own; and effective, audience-appropriate oral and written communication skills, respecting the rules for professional communication. These are assessed by students' performance in the required historiography course, oral and written presentations in the required research seminar, and oral and written performance in the dissertation prospectus defense and dissertation defense as well as the cumulative grade point of graduates and results of a student exit survey.

HUMAN DEVELOPMENT³⁷⁶

Faculty in the B.S. program in Human Development³⁷⁷ have established as learning outcomes knowledge of theory and epistemology of research methods; critical analysis of methodologies in social science research; understanding of the impact of global capitalism; understanding of multiple power relationships; understanding of factors influencing child/adolescent development; familiarity with critiques of child/adolescent development theory; and the ability to apply knowledge to social service agency practices. Assessment of these relies on students' performance on a critical analysis of a research study in the department's social science research methods course; performance on a multiple choice test in two courses (Social Justice and Adolescent and Child Development), and performance in the required capstone practicum course which involves work in a community agency.

MASTERS OF BUSINESS ADMINISTRATION³⁷⁸

Learning outcomes for the MBA³⁷⁹ program include the ability to apply skills in microeconomic and/or statistical analyses to inform decisions; the ability to apply knowledge in each of the functional areas of business including accounting, finance, organizational behavior, marketing, management information systems, and operations management to make effective business decisions; demonstration of well-developed team skills including the ability to work towards common goals; and demonstration of critical thinking skills which enable the identification and prioritization of business opportunities and problems as well as the development of solutions. School of Management faculty assess these by evaluation of student work in four core courses.

MEDIEVAL AND EARLY MODERN STUDIES³⁸⁰

Our interdisciplinary Medieval and Early Modern Studies BA³⁸¹ program has established foundational knowledge and research skills in the field, the ability to critically evaluate sources, and basic knowledge of a relevant research language as learning outcomes. To assess student accomplishment, the faculty use an oral exit interview, an evaluation of student written work, the results of a survey of graduating students, and a brief translation test.

MASTERS OF PUBLIC ADMINISTRATION³⁸²

MPA³⁸³ faculty made a significant and successful change in the program's capstone that has enhanced student learning through opportunity for greater reflection and improved their chances for placement upon graduation. The MPA curriculum included 6 credits of culminating experience coursework in the form of: 1) a 2-credit Praxis course; 2) a 1-credit Problem Definition course; and 2) a 3-credit Capstone course. Beginning in 2015, the faculty identified several shortcomings with this approach. Among the most pressing problems were: 1) lack of sufficient faculty

capacity to oversee capstone projects given increasing enrollments; 2) lack of sufficient quality capstone project placements in the community given increasing enrollments; 3) too much emphasis on application of knowledge and skills without sufficient reflection; and 4) insufficient flexibility in the curriculum to allow students to deepen their specialization areas or to take elective courses. In response, the faculty engaged in a process during the 2015-16 academic year to explore alternatives. In 2016-17, through a process that involved a faculty retreat, a meeting with the MPA Advisory Board, and a large forum with MPA students, faculty made several changes to the MPA curriculum. In particular, they dropped the Praxis and Problem Definition courses entirely, freeing up 3 credits for students to strengthen their specializations or to take an elective, and they replaced the Capstone Course with an ePortfolio course (note that in fall 2018, the name of this course was changed to Reflective Practitioner). The course uses the tool of an ePortfolio to allow students to document their competencies in each of the student learning outcomes in a way that promotes synthesis and reflection, facilitates assessment of each of the student learning outcomes, and supports students' professional development and preparation for the job search process. The e-portfolios prepared during the Reflective Practitioner course are a space where students compile materials demonstrating: core competencies and specialization competencies (if applicable), transferable skills obtained from the internship, and reflection on the MPA program experience. They do so by compiling representative materials from their courses (papers, reports, memos, policy briefs, etc.) and/or through developing new products.

NURSING – UNDERGRADUATE³⁸⁴

Passing the National Council Licensure Exam ("NCLEX") is required for nursing graduates to practice as Registered Nurses. The Decker College of Nursing and Health Sciences established as one measure of achieving program learning outcomes for B.S. nursing³⁸⁵ students a passing rate above the average rate of New York state nursing programs. In 2015-16, Decker graduating seniors' passing rate fell to 76%, 7 points below the state average, a real

shock for a school that recruits top students to its program. The dean and faculty responded with a comprehensive plan to improve student learning. They increased use of PassPoint (an NCLEX prep program) in senior spring courses, made juniors more aware of NCLEX, encouraged them to include NCLEX prep in their personal study strategy, developed exam questions in classes that mirrored the NCLEX format, mapped the NCLEX test blueprint to the curriculum, mapped curriculum content across the program to identify content omissions and unnecessary content duplication, and strengthened and clarified (adjunct) clinical faculty roles. The strategy worked. Students graduating in May 2018 had a 93% passage rate.

NURSING – GRADUATE³⁸⁶

The Doctor of Nursing Practice³⁸⁷ program defines learning outcomes as students' ability to: develop new practice approaches based on theory and scientific evidence to transform healthcare delivery; enact leadership, management, and communication skills; evaluate implementation of evidence-based quality improvement initiatives; assess outcomes of care, care systems, and quality improvement initiatives using healthcare information systems and patient care technology; formulate evidence-based and consumer-oriented nursing and health policies; employ collaborative and consultative leadership skills; collaborate with the healthcare team to improve outcomes; and deliver comprehensive evidence-based APRN care. Measures include: assessment of students' work in core courses on theory and nursing application, organizational behavior concept analysis, HIPPA and Information Security, and APRN Case Study; assessment of students' quality improvement plan and capstone project; assessment of students' ability to apply evidence-based principles in clinical practice; and the results of the SkyFactor EBI Graduate Nursing Exit Assessment, which measures graduate students' perception of all areas of the DNP program.

ASSESSMENT – PROGRAM REVIEW AND DEPARTMENTAL IMPROVEMENTS

Binghamton periodically reviews all academic programs. These assessment results are used to improve student learning, pedagogy, curriculum, support services, design professional development activities, and improve indicators of student success. There are two recent examples of how this program review resulted in dramatic improvements within entire academic departments.

DEPARTMENT OF BIOLOGICAL SCIENCES³⁸⁸

A major change in curriculum and pedagogy grew out of program review in the Department of Biological Sciences in 2014. In response to questions from Provost Office staff, the external reviewers recruited for program review expressed concerns about instruction in the introductory biology classes, which are taken by students in Biology, other science departments, Nursing, some engineering departments, and a variety of students who take it to fulfill a general education requirement. There was special concern that the curriculum and pedagogy in the introductory labs had not stayed abreast of best practices and students were not developing a deep understanding of the scientific method and research. As a result of our success with the First-year Research Immersion Program (FRI Program), staff in the Provost's Office and faculty in the department were interested in transforming the introductory lab into a Course-based Undergraduate Research Experience, or a "CURE" lab. Indeed, one of the goals of the \$1.2 million grant we received from the Howard Hughes Medical Institute to start the FRI Program was creating a model of authentic undergraduate research that would serve as a model for instruction in courses across STEM curricula.

With support from the Provost's Office, we hired a tenured faculty member with considerable expertise in college-level biology education, especially integrating CURE approaches into the curriculum. With her help, biology faculty transformed the introductory

biology courses and the lab that serves them into a CURE lab. In AY 2019-20, over 800 students were enrolled in the introductory lab, gaining a much better understanding of research methods and techniques. Faculty have considered the change in the introductory lab so successful that they have introduced it in labs in advanced classes. In AY 2019-20, almost 500 students enrolled in CURE labs in 300- and 400-level courses. Moreover, the change is having an impact beyond biology. In 2019, the Department of Chemistry developed a proposal to the Howard Hughes Medical Institute to support development of CURE labs in its courses.

DEPARTMENT OF MATHEMATICAL SCIENCES – CALCULUS³⁸⁹

Fundamental changes in calculus instruction that have improved student learning in key gateway courses for STEM and other students emerged from assessment of student outcomes during program review of the Department of Mathematical Sciences in 2013 as well as review of retention rates for engineering students by staff in the Provost's Office. While external reviewers recruited for the department's program review found "*a healthy department working at a high level*," they expressed concern about the delivery of instruction in calculus courses, where far too many engineering students were earning a D or F or withdrawing from Calculus 1 and Calculus 2 courses. Those results had concerned staff in the Provost's Office, the Thomas J. Watson College of Engineering and Applied Science, and Harpur College of Arts and Sciences for a number of years. The Department of Mathematical Sciences had explored efforts to improve calculus instruction even before the external evaluation, experimenting with "flipped" classes, creating a calculus testing center, adding online homework, adding new initiatives to improve TA training, and making revisions to the curriculum in Calculus 1 and 2.

In the aftermath of the program review, the Provost's Office initiated discussions with the department and staff in the Watson College's Dean's Office to explore more systemic change. With financial support from the Provost's Office, experts in calculus education, identified through national organizations,

were brought to campus for meetings with stakeholders and presentations on Teaching Assistant development for effective calculus teaching, the use of "flipped" classes, and tutoring and software packages to improve placement and student success. The Provost's Office also authorized recruitment of a full-time director of calculus who possessed a record of success and innovation in calculus pedagogy. That individual was hired through a collaborative process that included participation by mathematical sciences faculty, the Provost's office staff, and faculty in engineering and natural sciences departments. Building on "active learning" curricular innovations that had already been introduced in a pilot calculus project, the new director transformed all Calculus 1 courses into "flipped" courses with an emphasis on active learning in the classroom. In addition, the calculus director met with all academic units that require calculus for their programs and worked with them to align calculus course sequencing and learning outcomes to be consistent with the skills and learning needed for student success in the associated programs. Extended tutoring and academic support services were added, and a substantially enhanced orientation was developed for all first-time teachers of the calculus course.

The second year of the reform process (2015-16) saw even more significant changes. Calculus 1 (Math 224/225)³⁹⁰ and Calculus 2 (Math 226/227)³⁹¹ were each divided into two 2-credit modules (4 credits each); an additional 2-credit course, Introduction to Calculus (Math 223),³⁹² was added to the curriculum as well. The advantages of the new modular system are significant. It allows for a more nuanced approach to placement. Students who would formerly have met the minimum requirement for Calculus 1 are now placed in the Introduction course. Their chances for success are greatly enhanced by more suitable placement. It allows students who get into difficulty to quickly return to the sequence. If a student has difficulty passing the first half of Calculus 1, they can repeat the same course in the second half of the semester. It allows students who fall behind in the sequence to get back on track with a 2-credit winter session course and be back on pace with their cohort for the spring semester.

The results have been very impressive: student learning in calculus, as measured by passing grades, has increased dramatically. From a DFW rate that averaged more than 21.5 percent in Calculus 1 from 2008-14, between Fall 2016 and Fall 2020, the DFW rates were 14% in Calculus 1, module 1 and 12% in Calculus 1, module 2. The results in Calculus 2 have been equally impressive, thanks to deeper student learning in Calculus 1, the emphasis on active learning, and the reconfigured approach to learning outcomes and assessment. From a DFW rate that averaged more than 34% in Calculus 2 from 2008-14, between Fall 2016 and Fall 2020, the DFW rate was cut to 16.8 % in Calculus 2, module 1 and 13.1% for Calculus 2, module 2.

The success of this initiative, which grew from a program review of the Department of Mathematical Sciences, has improved institutional effectiveness and enhanced the success of students in STEM fields on campus.

COMMUNICATION OF ASSESSMENT TO STAKEHOLDERS

Binghamton regularly communicates the results of its assessment activities to stakeholders. Our progress toward achieving the institutional goals established for each of the *Road Map's* five Strategic Priorities is discussed at quarterly meetings of our *Road*

Map Steering Committee. It is also reported on the *Road Map* website. WEAVE conveys assessment results for all programs to deans and staff in the Provost's Office. These are reviewed and discussed with representatives of the program at Contributions to Mission meetings, which the Provost convenes with each academic department on a three-year cycle. For those programs that are accredited, assessment results are made available to teams who visit campus as part of accreditation reviews.

ASSESSMENT – SERVICES FOR STUDENTS

Assessment has also revealed the need to augment services we provide to students to support their success. Harpur College of Arts and Sciences has implemented several initiatives to increase educational effectiveness and student outcomes. Examples include:

- The Critical Thinking Lab,³⁹³ which provides support for students in the Department of Philosophy and the Philosophy, Politics, and Law Program;
- Math Help Rooms, which provide support for students in math courses; and,



- The Writing Center,³⁹⁴ which is available to all students across all disciplines. Tutors are available to assist students with any writing-related assignments including research papers, reports, analyses, editorials, proposals, abstracts, and lab reports. Additionally, tutors work with students to develop skills related to critical reading, source citing, and presentations.

DECKER COLLEGE DIVISION OF ADVISING AND ACADEMIC EXCELLENCE

The Decker College Division of Nursing and Health Sciences Advising and Academic Excellence (Decker College Advising)³⁹⁵ has undergone significant transformation over the recent years. Originally known as the Decker Student Services Office, it has grown from 3 professional staff to 7 professional staff and 13 student staff since 2015. Decker College Advising provides long-term support to nursing students beginning at the time of inquiry (prospective students) and through degree certification (graduating students).

Decker College Advising has implemented an assigned advisor model which facilitates an established, professional advising relationship for nursing students upon admission. Once Decker students enroll in upper-division nursing coursework, a faculty advisor is also assigned, strengthening the support system as the student enters clinical rotations. Decker College Advising encourages and facilitates timely communication between faculty and staff by utilizing Starfish, which promotes early intervention for struggling students and positive reinforcement for subsequent success.

In addition to a refined structure, Decker College Advising has transitioned to a paperless file system, incorporated graduate student advising, developed cohort-specific newsletters, increased nursing-specific funding and sponsorship opportunities, and implemented website and landing pages specifically for newly-admitted students. Decker College Advising also facilitates organized opportunities for nursing students to engage and connect with Decker alumni and employers in the health sciences.

Decker College Advising conducts their own satisfaction survey for prospective, admitted, and current nursing students. Data from

the survey reflects an average of 4.8 out of 5.0 in overall satisfaction from respondents with regards to their advising-specific experiences.³⁹⁶

FLEISHMAN CENTER FOR CAREER AND PROFESSIONAL DEVELOPMENT

Career services are a critical support service for students, helping them use the education and skills they have acquired to find employment. The Fleishman Center for Career and Professional Development (Fleishman Center or CCPD)³⁹⁷ offers students an array of services to help them prepare for careers and conduct successful job searches. To track its progress and find ways to more effectively serve students, the Center gathers and publicizes a wealth of student outcome data³⁹⁸ via Binghamton University's Senior Survey, which has a response rate of 90%. The Senior Survey gathers information regarding students' future plans including employment and admission to graduate and professional schools. Additionally, the Fleishman Center publishes its own annual Activity Report.³⁹⁹ The Activity Report is a detailed summation of the Fleishman Center's performance in key metrics in comparison to the University's Carnegie-classified peer institutions. The Fleishman Center reached 33,649 total students and 10,258 unique students through events, programming, and career consultations in 2018-19. In 2017, the Fleishman Center received the Exemplary Career Center Award from the National Career Development Association (NCDA).

HARPUR COLLEGE ADVISING OFFICE

As Binghamton's largest school (offering over 100 majors and representing approximately 60% of undergraduate students), Harpur College has addressed concerns about advising expressed by students. In an effort to address accessibility and scheduling concerns, Harpur College's Advising Office⁴⁰⁰ implemented Starfish software, which allows students to schedule their advising appointments online and to view the current waiting time for walk-in appointments. These efforts have been supported by investments from the Road Map and the Provost's Office. Harpur College's Advising Office has been

able to hire 9 new academic advisors since 2013, doubling the number of advisors available. The Harpur Advising Office has also developed and implemented several in-house programs and assessment tools. Two examples include the HARP program for students who are on academic probation and the Harpur Academic Advising Weekly Advising Satisfaction Survey.⁴⁰¹ Additionally, one wing of Old Champlain Hall was renovated to become home to Harpur Advising, increasing the space available from 3,594 square feet to 5,413 square feet and providing more inviting, functional spaces that are conducive to interactions with students.

ASSESSMENT – STUDENT OUTCOMES

While we assess student outcomes in individual programs, we also pay close attention to University-wide student outcomes. In Fall 2014, the Provost’s senior staff learned that our retention rate fell to 89%, almost two points below where it had been for several years. Because retention is an important indication of student success and we had set the goal of a 93% retention rate in the *Road*

Map, we were deeply concerned. Staff of OIRA conducted a thorough and sophisticated statistical analysis of first-year students who matriculated in 2013 but did not return in August 2014. Neither high school grade point average, SAT scores, ethnicity, family income, nor unmet financial need explained students’ failure to persist at Binghamton. What did stand out was students’ first semester grade point average at Binghamton. Students with GPAs below 2.0 after one semester, and especially those below 1.5 were most likely to leave. In November, the Provost staff developed an aggressive intervention plan: when Fall grades were reported, advising offices called students with GPAs below 2.0; advisors met with students from this group and, where appropriate, adjusted their schedules for the Spring semester; we planned regular consultations with students as the Spring semester progressed; and we checked their performance at mid-semester. The result was a sharp turnaround for the 2014 cohort; its retention rebounded to 91%. Subsequent cohorts continued to show strong results, with retention peaking at 92% in Fall 2018 – just 1 point below the *Road Map* target.

EARLY ALERTS PROGRAM

Our Early Alerts program dates back to the 1990’s when we began collecting data on student success in our Educational Opportunity Program (EOP), TRiO, Student Support Services (SSS), and Division I athletics programs. Faculty reported on the progress of students in these programs at mid-semester and students experiencing difficulty were directed to appropriate support services.

In 2015, the system was automated. Faculty received an electronic list of students from these programs enrolled in their classes and were asked to comment on their progress. Lists were then sent to the appropriate offices for follow-up with the students. The alert list was available to the faculty throughout the semester so that updates could be made at any time. A weak link in the system was that it required staff to monitor and compile the alerts and notify appropriate support offices. In addition, to being slow, the system was not scalable to the entire student body.

To address these shortcomings, we piloted the commercial software “Starfish Early Alert” in 25 courses across the university in Spring 2019. Starfish alerted students, academic advisors and support staff when academic performance issues arose, enabling them to develop appropriate remedies. After the pilot, both faculty and advising offices concluded that Starfish met our early alert needs in a format that was scalable across campus. Starting Spring 2020, Starfish is fully operational as our primary early alert platform. All advising offices, student support services, tutorial services, EOP, Athletics, and the Dean of Students are part of the early alerts network which provides real-time updates on student success issues across all university courses.

Unfortunately, progress has not continued. In November 2019, we discovered that retention for the 2018 cohort declined to 90%. Preliminary analysis suggested two causes. As with the 2013 cohort, students whose GPA fell below 2.0 during their first semester were among the most likely not to return. However, students with a 4.0 GPA were even more likely to leave. Our hypothesis is that students whose first choice was not Binghamton and who were offered admission as transfer students to schools they considered more attractive were likely to leave. These data pose an even more complicated challenge than we faced in 2014. We must redouble our efforts to intervene with students who perform poorly in their initial semester.

We have developed an Enrollment Management Steering Committee⁴⁰² to better coordinate efforts among the Provost's Office, the academic colleges and schools, and the Division of Student Affairs to intervene with students who have performed poorly. We planned to launch this group in March 2020, but the onset of the COVID-19 pandemic forced us to put this initiative on hold until fall 2020. We are also developing a plan to better understand why so many of our highest-performing students left Binghamton, by reaching out to them to discuss their experiences at Binghamton. The one thing we know at this point is that the top students who are most academically engaged stay at Binghamton. All of the approximately 300 students enrolled in the First-year Immersion Program – some of the top students from the 2018 cohort – returned in fall 2019.

ASSESSMENT – NEW ACADEMIC PROGRAMS

Development of new academic programs is imperative to serve the shifting demands of students. For a university like Binghamton, whose strategic plan calls for growth at the graduate level, it is even more necessary. Through our strategic planning process, we prioritized expanding graduate programs in the health sciences. We believe that they will help students enter satisfying careers in the fastest growing segment of the U.S. economy, and have the potential to contribute to the

growth of research. This led to development of a School of Pharmacy and Pharmaceutical Sciences, which matriculated its first class in August 2017, and expansion of the Decker School of Nursing into the Decker College of Nursing and Health Sciences, with new programs (currently being developed) in occupational therapy, physical therapy, speech language pathology, and masters and doctoral degrees in health science. Our decision-making process was informed by environmental scans that confirmed the need for these programs, nationally and in our region, the opportunities for the new programs to enhance research in the health sciences, opportunities for collaboration with local partners, and carefully designed business plans that stipulated University investments and the revenue that the new programs would generate to justify those investments. The process has been informed by ongoing assessment, careful financial planning, and evaluation of how the new programs fit our strategic plan and meet the needs of students.

Assessment activities have informed planning, conducting, and supporting a range of professional development activities. Our assessment of the need for developing new programs in the health sciences and the business plans we have developed for them has led to investment in professional development for faculty in the area of interprofessional education, which is essential for health sciences education yet something that we did not previously support.

While we are not currently a major player in online education, we have seen online offerings grow in the past decade, especially in our Summer and Winter sessions. In 2011, the Dean of Harpur College charged a faculty committee to study the College's online offerings and report on issues of support, academic rigor, potential for growth, and a number of other issues. The committee's report completed in Fall 2012, highlighted the need to provide better support for faculty and graduate students who taught online courses to ensure the quality of our offerings. The report coincided with the start of the *Road Map* strategic planning process, which recognized the need for additional investment in professional development for faculty in their role as teachers. Investments from the *Road*

Map and the Provost's Office led to additional staff and new leadership for the CLT. One of the CLT's first initiatives was the creation of a certificate program for faculty and graduate students teaching online courses, helping them adapt their classes and pedagogy to the online environment. Since 2014, 235 faculty and graduate students have completed the certificate program.

In 2017, the Decker School of Nursing – now Decker College of Nursing and Health Sciences – entered agreements for online learning programs with Academic Partnerships LLC (AP).^{[403][404]} Several graduate programs supported by AP were submitted to SUNY and the New York State Education Department for review in 2019 but have not yet been approved for delivery.

ASSESSMENT – CREDIT EARNED FROM OUTSIDE INSTITUTIONS

Binghamton has established clearly-defined and readily accessible policies for the transfer of credit.⁴⁰⁵ To receive Binghamton University credit, coursework must have been taken at an accredited college or university. Additionally, a student must earn a grade of C- or better in such courses. Courses must be approved through the appropriate academic department in order to count towards major/minor requirements and several academic schools have prerequisite coursework. A petition through the student's academic advising office is required for courses to receive Binghamton University general education or miscellaneous elective credit. Additionally, transfer students receive a Binghamton University Credit Evaluation⁴⁰⁶ so they are able to see exactly how their earned coursework has been applied. If a student does not agree with the granting or placement of their transfer credits, they have the right to submit an appeal.⁴⁰⁷

UNIVERSITY PROGRAM REVIEWS

Binghamton continuously evaluates the effectiveness of its assessment processes. Contributions to Mission meetings with departments, which occur on a three-year cycle and include members of the Provost's staff (including the director of OIRA), the dean of the department's college or school,

and department leadership, allow discussion of departments' assessment activities. Where departments are not conducting assessment in a timely manner or have processes in need of improvement, those matters are pointed out and changes requested. The *Road Map* establishes University-wide priorities and goals for student achievement. Those are reviewed periodically by the teams that guide each of the five Strategic Priorities and by the entire *Road Map* Steering Committee, which meets quarterly.

Evaluation of our assessment activities sometimes reveals the need for action. Program reviews, which are conducted for academic departments every seven years, are a critical means of assessing departments' performance, including their undergraduate and graduate programs, and developing plans for improvement, where appropriate. Indeed, the sweeping and highly impactful changes made in calculus instruction and lab courses in the Department of Biological Sciences – discussed previously – began with shortcomings highlighted by program review. In 2013, the Provost's staff identified limitations in the process: reviews conducted by programs and reports provided by outside evaluators often focused primarily on the need for additional resources and failed to offer a more rigorous and informative assessment that could yield necessary change and help align the program's aspirations and achievements more closely with institutional goals. In response, significant changes were made to the University's Guidelines for Periodic Evaluation of Academic Units.⁴⁰⁸ These new guidelines include a more detailed set of questions to be addressed by the review which are to be supported by a broad set of data provided to the program, as well as a more comprehensive report by outside evaluators about the quality of and opportunities for the program. External consultants are asked to provide "advice about the quality of what the unit does, how current resources are used, and how they might be used to better achieve the unit's aspirations."

PROGRAM REVIEW SCHEDULE

Additional changes were underway as this self-study was being prepared. In 2019, the Dean of the Graduate School, one of the members

of the Provost's senior staff responsible for program review, discovered that we had conducted no program reviews for almost two years. Working with the Vice Provost for Undergraduate Education and the Provost, he developed an aggressive timeline for reviews for the next five years, which begins with a review of the Department of Sociology that was scheduled for Spring 2020 but moved to Fall 2020 because of the disruption caused by the COVID-19 pandemic. In the process of developing a schedule⁴⁰⁹ to reinstitute these important assessment tools, we took the opportunity to review the procedures and processes we use in program review. We have identified areas where we can improve them and have done so by revising the guidelines for the reviews and how we follow up on them.

OPPORTUNITIES FOR ADVANCEMENT AND INNOVATION

- We will revive our program review process and complete a full cycle of reviews by 2025, using virtual visits by the external reviewers who play a critical role in the process, thereby making reviews possible in the face of challenges posed by COVID-19;
- We will implement our new Enrollment Management Steering Committee to provide a holistic approach to student success, retention, and graduation; and,
- We will review our response to the disruption caused by COVID-19 to identify best practices to ensure the integrity and effectiveness of online teaching and assessment of student learning outcomes.





ENSURING A PREMIER STUDENT EXPERIENCE

4

PART FOUR ADDRESSES STANDARD 4

PART FOUR ADDRESSES REQUIREMENTS OF AFFILIATION #8, 9, AND 10

STANDARD 4 – SUPPORT FOR THE STUDENT EXPERIENCE

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success (MSCHE, 2020)

SECTION ONE

OUR COMMITMENT TO STUDENT SUCCESS

Addresses Standard 4 – Support for the Student Experience

OVERVIEW

SP2

We are committed to providing an outstanding experience for all of our students. We aim to recruit students who can thrive in a challenging academic environment, to communicate with them in a transparent manner, and to provide support systems that allow them to reap the full benefits of our campus community. In addition to outstanding faculty and innovative, high-quality academic programs, we also offer innovative co-curricular programs, student support resources, and meaningful opportunities for a rich student life. Our Office of Institutional Research and Assessment continuously assess our progress with regard to the student experience by using a variety of national metrics. These assessments are supplemented by the significant efforts of the Division of Student Affairs, which has developed its own in-house assessment department.

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OFFICE OF UNDERGRADUATE ADMISSIONS

SP1

Our Office of Undergraduate Admissions reports to the Vice Provost for Undergraduate Education and Enrollment, who sets overall direction for recruitment, communications with prospective students, and admissions. Undergraduates may apply online⁴¹⁰ using the SUNY Application, the Common Application, or the Coalition Application. Binghamton has earned a reputation among prospective undergraduate students as a top value – a University that offers premier academic programs which are financially accessible. This reputation has been reflected in a growing

applicant pool for first-year students (almost 38,000 in 2019). By combining responsibility for undergraduate education and enrollment in one position, we ensure that those who are recruiting and admitting students understand our academic culture and that students who are admitted can succeed here. The strong academic abilities of Binghamton students are reflected in the mean SAT score of our first-year students, which has increased even as undergraduate enrollment has grown.⁴¹¹

GRADUATE RECRUITMENT AND ADMISSIONS

In Spring 2020, the Office of Graduate Recruitment (OGR) was established as part of the Office of International Education and Global Initiatives (IGEI),⁴¹² housed within the Department of International Education and Global Affairs (IGEA).⁴¹³ The OGR is responsible for all domestic and international graduate student recruitment for Binghamton University. Academic departments also play a critical role in graduate student recruitment by participating in recruitment activities and reviewing student applications. Faculty review prospective graduate student applications and make admissions decisions as well as identify recipients of internal funding. The Graduate School processes admissions decisions and communicates with all prospective graduate students.

ACCESS AND OPPORTUNITY

Binghamton prides itself on offering access to an elite education to students irrespective of their means. Indeed, in Fall 2019, 26% of our students were Pell-eligible. To provide support

SLATE BY TECHNOLUTIONS™ CRM

All enrollment management personnel at Binghamton utilize Slate by Technolutions,⁴¹⁴ a powerful customer relationship management software tool. Slate manages student inquiries and communicates with prospective and admitted students. Slate's functionality allows us to provide analytical data regarding applications, admissions, and enrollments. This data can be broad – for example, all undergraduate applicants in a given cycle – or specifically tailored to a particular school, department, or program. Slate's Mailings feature allows undergraduate and graduate representatives to easily and accurately send messages to large groups of individuals. Slate's Webinar feature helps these same representatives communicate with prospective and admitted students both domestically and abroad. It is a powerful tool that helps us answer questions, give presentations, and assist prospective and admitted students in becoming better informed about our program offerings, student activities, and campus community.

for the wide range of talented students who matriculate, we offer several programs, discussed below, to support low-income, first-generation college students.

COST OF ATTENDANCE

The cost of attending college and assistance available to defray the cost of attendance are matters of concern for students and their families. We provide accurate, comprehensive information about tuition, fees, room and board for all prospective undergraduate students.⁴¹⁵ We provide detailed information about the cost of graduate studies and funding opportunities to prospective graduate students.⁴¹⁶ Cost of attendance as well as financial aid is itemized in materials sent to students when they are admitted and bills that are mailed prior to the beginning of the semester. Our Office of Student Accounts provides comprehensive, transparent

information on billing and payment, including payment options, international student payments, billing dates, refunds, and past due balance penalties.⁴¹⁷

EDUCATIONAL OPPORTUNITY PROGRAM

Our Educational Opportunity Program (EOP)⁴¹⁸ is designed to provide access and support to economically disadvantaged students whose academic profile falls below our regular admissions standards. Once they matriculate, EOP students have access to a wide range of services. These include: private, appointment-based one-on-one tutoring sessions, drop-in tutoring sessions led by master tutors, academic coaching, academic workshops, a textbook lending library, a computer center with printing, private study rooms, academic software, and EOP Counselors who serve as campus liaisons. The program has been very successful in helping low income students succeed and earn a Binghamton degree. Six-year graduation rates for EOP students are impressive: 81% for the 2012 cohort, 78% for the 2013 cohort.

BINGHAMTON ENRICHMENT SUMMER PROGRAM

EOP students have academic promise and the capacity to succeed. Our program offers a range of comprehensive services to aid in their success. Central to these services is a mandatory four-week summer orientation program for incoming first-year EOP students, the Binghamton Enrichment Summer Program.⁴¹⁹

The Binghamton Enrichment Summer Program is a highly structured academic preparatory summer experience that focuses on developing the academic skills, cultural awareness, and personal responsibility necessary for success at a selective university. The mission of Binghamton Enrichment Summer Program is to prepare pre-freshmen EOP students for the academic rigor and social challenges of life at a highly selective University so that they can successfully transition to Binghamton. In addition to a comprehensive orientation process introducing students to Binghamton University, students are required to complete

three college-level courses designed to introduce the conventions of college-level math and writing, while requiring students to critically analyze and assess their own cultural assumptions from a variety of perspectives. Building positive relationships with EOP staff, instructors, classmates and other university professionals allows incoming EOP students to build confidence and enhance academic skills. As a result, the Binghamton Enrichment Summer Program integrates students into the overall campus culture through collaboration with a variety of departments including the Financial Aid Services, Services for Students with Disabilities and the University Counseling Center. Students also earn eight college credits if they successfully complete the courses.

ENGLISH LANGUAGE INSTITUTE

Binghamton also serves many international students. In addition, many New York state students come from families in which the primary language spoken at home is not English. To provide support in developing high-level proficiency in English, which is necessary for success at the University and after graduation, we have developed an English Language Institute (ELI)⁴²⁰ that serves undergraduate and graduate students. It provides English language skills assessment and credit-bearing courses in English as a Second Language as well as writing and speaking for English language learners, tutoring services, and informal activities to help international students and their families develop conversational skills. Based on assessment of international students' performance in their first year at Binghamton, we discovered that many international students struggled in their first year yet did not enroll in ELI courses that were recommended to them. In response, we developed, tested, and then implemented an on-site placement test and, where the results raised concern, required students to enroll in the appropriate ELI course. As a result, the percentage of international students with a GPA below 2.0 after their first semester fell from 23% in Fall 2010 to 15% in Fall 2019.

MCNAIR SCHOLARS PROGRAM

The Ronald E. McNair Post-Baccalaureate Achievement Program, also referred to as the

McNair Scholars Program at Binghamton⁴²¹ is a United States Department of Education initiative with a goal of increasing the attainment of PhD degrees by students from underrepresented segments of society. At Binghamton, our scholars include first-generation low-income individuals and members from racial and ethnic groups historically underrepresented in graduate programs. The McNair Scholars program provides opportunities for research and other scholarly activities for students through summer internships, seminars, conference participation, graduate school visits and other educational activities designed to prepare students for doctoral study. The program also provides advising and mentorship via Binghamton faculty members who assist students in securing admission and financial assistance for enrollment in graduate programs across the country.

STUDENT SUPPORT SERVICES

Student Support Services (SSS)⁴²² promotes academic success and personal growth for first-generation students, income-eligible students and students with disabilities. Services provided by SSS include: academic advising, career coaching, personal counseling and mentoring, free tutoring services, leadership development, and assistance in obtaining financial aid. SSS provides workshops and seminars on a variety of topics such as computer literacy, study skills, time management and career exploration. In addition, SSS encourages students to attend cultural enrichment events throughout the year.

ORIENTATION

Orientation⁴²³ programs are critical to helping students make a successful transition to a new level of academic work or a new institution. Our new student orientation programs address the needs of different groups by providing unique programs for each, including first-year students, transfer students, and Binghamton Advantage Program students as well as sessions for the families of each of these distinct groups. Issues addressed are advising, course registration, resource gathering and campus acclimation, making connections, and resources for healthy living. We have

established goals for our orientation programs, assess performance in achieving them, and seek to improve them in light of the results. In recent years, assessment has revealed that orientation for first-year students has been too focused on conveying information and has not allowed sufficient time for making connections and academic advising. We have also learned that transfer student orientation needs improvement in the areas of course registration, resource gathering, and campus acclimation. The Vice President for Student Affairs, the Provost, and the Vice Provost for Undergraduate Education and Enrollment have charged a group to make changes in summer orientation for first-year students, and a Transfer Student Initiative including Residential Life, Harpur Academic Advising, and the Fleishman Center for Career and Professional Development are addressing weaknesses in transfer orientation programs.

B-WELCOME PROGRAM

Beyond summer orientation, our efforts to help students make a smooth transition continues during the first six weeks of the fall semester with our B-Welcome program.⁴²⁴ B-Welcome events include move-in welcomes and receptions, academic troubleshooting, tours, programs offered by key offices, academic departments, and student services, and recreational and leisure events. These events are designed to assist students to acclimate to campus, make friends, become familiar with campus resources, and begin to identify as members of the Binghamton University community.

NEW GRADUATE STUDENT ORIENTATION

We also provide graduate students an orientation designed to help them acclimate to the University and understand the services available to help them succeed.⁴²⁵ The Graduate School organizes a comprehensive orientation for all graduate students that introduces them to benefits and support available from Human Resources, includes panels featuring Graduate School staff, faculty, and graduate students who offer advice for success, and provides guided campus tours. Most academic departments also offer

their own orientation programs. Graduate Orientation programs are supplemented by the Graduate Community of Scholars that provides all graduate students with opportunities for professional and academic development.

CALCULUS PLACEMENT TEST

As part of our orientation for undergraduate students, the Department of Mathematical Sciences administers a calculus placement test,⁴²⁶ designed to help advisors place students in the appropriate mathematics course. For students who are not likely to be successful in calculus, we offer pre-calculus courses as well as a two-credit introduction to calculus course which helps students hone their skills.

ADVISING

Advising is critical to help students explore their interests, make the most of University resources, chart a path for themselves, and succeed at the University and beyond. Academic advising offices are housed within each of the colleges that offer undergraduate programs at Binghamton University. Each advising office reports to its respective college or school's Dean's office. While all advising offices provide similar services such as degree planning, course selection, guidance on academic policies, transfer credit evaluations, campus partner referrals, graduation checks, post-graduation planning, career exploration, and New York state financial aid compliance, advising models and staffing size vary from school to school. Each school has developed a model that matches the nature of its programs and the needs of its students. Harpur College of Arts and Sciences, Decker College of Nursing and Health Sciences, the Thomas J. Watson College of Engineering and Applied Sciences, and the College of Community and Public Affairs follow a dual advising approach, where students work with both the college advising office and a faculty advisor within their major. Students in School of Management are advised solely within the college or school's advising office.

STARFISH RETENTION SOLUTIONS™

From 2016-19, all academic advising offices implemented Starfish Retention Solutions™ by Hobson (Starfish)⁴²⁷ to schedule student appointments online and record notes from advising appointments that can be shared with other advisors who may subsequently meet with the student. Starfish allows advisors to query student visits and track demands and trends within student visits. Some faculty advisors – notably advisors in large majors such as computer science, psychology, integrative neuroscience, and environmental studies – also use Starfish. Another benefit of Starfish is that it has an Early Alert system which allows instructors to identify students who are excelling, struggling, or need additional assistance. The University ran a pilot program in spring 2019, and in spring 2020 replaced the current homegrown academic alert system with Starfish, helping us identify students who need additional assistance.

OFFICE OF VETERANS AND MILITARY SERVICES

The Office of Veterans and Military Services⁴²⁸ supports veterans and their dependents. Its staff provide a range of services to support their success. These include helping veterans make a smooth transition from military to academic life and access educational benefits to which they are entitled. The Office also supports a Veteran Student Organization and Veterans Lounge where veterans can meet, study, or relax between classes.

COUNSELING

Providing mental health services for students is critical to enable them to succeed. In the past decade, the percentage of young adults (18-25 years-old) who report “*serious psychological distress in the last month*” grew from 8% in 2007 to 13% in 2017. This disturbing trend has had a profound impact on every college campus, including Binghamton, and has serious implications for student success.

Our approach to providing counseling services to address the mental health issues our students face and help them succeed academically and socially is informed by a model developed by the JED Foundation,⁴³²

STUDENT ACADEMIC SUPPORT SERVICES

The Writing Center,⁴²⁹ which is part of our first-year writing program, offers all students assistance with writing; tutors in the Writing Center review student work and offer guidance on organization, grammar, syntax, analysis, thesis development, and more. University Tutorial Services provides tutoring services for students⁴³⁰ in a wide range of classes to all Binghamton University students; in the 2018-19 academic year, 81 tutors served 3,876 unique students in 197 different courses. The Speaking Center⁴³¹ offers consultation, by appointment, to students seeking to hone public speaking skills and prepare for presentations.

the nation’s leading organization dedicated to young adult mental health. It is an evidenced based, community health model covering seven strategic areas and addressing four themes:

- Enhancing protective/preventative factors and resilience (life skills and connectedness);
- Early intervention (identifying those at risk and increasing help-seeking);
- Availability and access to clinical services; and
- Environmental safety and means restriction.

Binghamton University has been a JED Campus since 2015, one of fewer than 300 schools nationally.

UNIVERSITY COUNSELING CENTER

Binghamton University provides clinical care through the University Counseling Center (UCC).⁴³³ In AY 2018-19, 8,872 appointments were generated by 2,152 unique students—approximately 12% of our enrollment, which is well within national norms. The International Association of Counseling Services, Inc. recommends a counseling center staff to student ratio between 1:1000 and 1:1500. Binghamton’s student to staff ratio is 1:1219 (2018-2019). The university has invested significant resources in the UCC by hiring

additional counselors, a licensed psychiatrist, and a psychiatric nurse practitioner. As a result of these additions, our counseling center staff to student ratio has improved 25% and in 2018-19, there were 2,165 psychiatric appointments generated.⁴³⁴

Our UCC also provides group therapy treatment coordination and referral services, an after-hours phone counseling service (Protocol), and private space for students to Skype with providers in their home communities. The domestic and international student health insurance plans that the University sponsors have a tele-counseling benefit, and students are informed of this benefit and encouraged to take advantage of it. Likewise, if a student's family's insurance plan has this benefit, they are encouraged to take advantage of it.

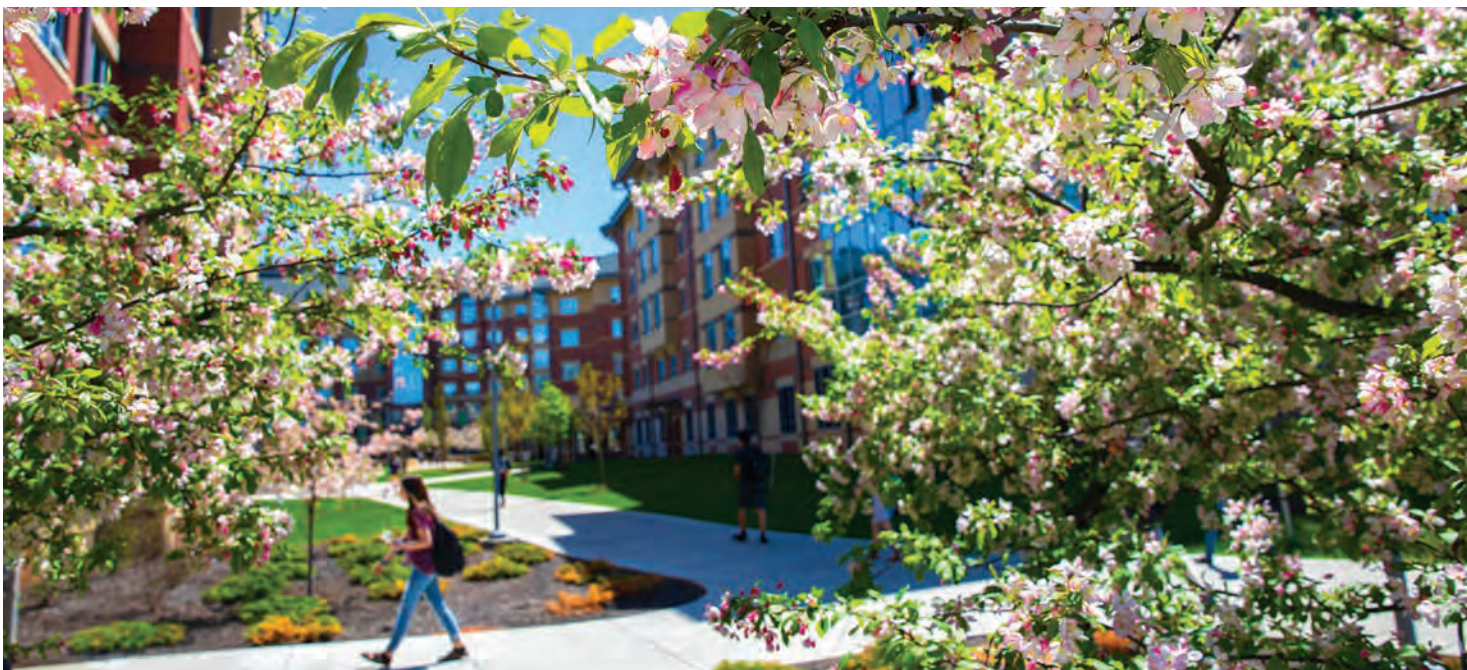
CARE (CONSULTATION, ADVOCACY, REFERRAL, EDUCATION) TEAM

The Consultation, Advocacy, Referral, Education (CARE) Team⁴³⁵ is a group of Case Managers in the Dean of Students Office. When a student is referred to a Case Manager, it is usually because the student is having a difficult time physically or emotionally, has experienced a personal loss, or is facing an unexpected challenge or crisis. Case Managers help students cope with complex

situations. During a student's first meeting with a Case Manager, factors contributing to their struggles are identified and discussed. The Case Manager works with the student to identify potential solutions by discussing both on and off-campus resources. Usually a plan of action is developed, which provides the student a strategy for success. Case Managers typically meet with a student two to four times in person and check-in with a student via email/phone periodically throughout the academic year.

EXERCISE IS MEDICINE-ON CAMPUS

Binghamton University is also a gold level Exercise is Medicine-On Campus (EIM-OC)⁴³⁶ school. EIM-OC uses physical activity to address health issues through prescribed exercise. Following an "*activity prescription*" from a health care provider and a resulting free comprehensive fitness consultation with an EIM exercise professional, students are provided with a customized physical activity program and referrals to alternative resources as indicated. For some students, it is an introduction to options of physical activity that they were unaware of, for others it is a re-orientation to the importance and benefits of regular exercise.



STUDENTS OF CONCERN COMMITTEE

The Students of Concern Committee's (SOC)⁴³⁷ goal is to foster early identification of concerns about students. SOC includes staff from the Dean of Students Office, school advising offices, the University Counseling Center, and University Police Department, bringing together professionals from a variety of areas that play a critical role in addressing the needs of students experiencing significant difficulties. Early review of problematic situations can reduce the impact on a student and/or their classroom, social or living environment.

THREAT ASSESSMENT TEAM

A subset of the SOC Committee, this group of professionals reviews cases where there is concern of risk to individuals or the community. The process consists of assessment, management and monitoring.

SUPPORTING STUDENTS' ACADEMIC ACHIEVEMENT

We work hard to provide strong academic and support programs that ensure student success. Historically, we have had very high retention and graduation rates, and our *Road Map to Premier* Strategic Plan has challenged us to improve them. Among undergraduates, the retention rate for freshmen from 2013 to 2017 ranged from 89.2% to 92.1%, putting us within a point of the aspirational 93% goal we set in our Strategic Plan. We suffered a setback in 2019, when we discovered that retention for the 2018 cohort fell to 90%, a good rate but short of our goal. We are currently developing a strategy to improve retention – as discussed in Part Three, Section Two – to resume progress toward our goal. Retention rates for transfer students are also good, ranging from 85-88% from 2013-2017.

We have also set ambitious four- and six-year freshman graduation rates of 73% and 83%, respectively. We have approached or reached those targets in recent years, with four-year graduation rates ranging from 72.9% for the 2012 cohort to 71.7% for the 2014 cohort and six-year rates ranging from 83% for the 2010 cohort to 82.4% for the 2012 cohort. The four-year graduation rate for transfer students in

the 2014 cohort was 74.8%; the six-year for those in the 2012 cohort was 80.9%.

Among first-time, first-year students, the four-year and six-year graduation rates for female students and in-state students consistently met or exceeded our ambitious targets. The rates for male students, out-of-state students, international students, and students from historically underrepresented groups in higher education lagged, however. These data will inform targeted strategies we develop to achieve the ambitious goals we have set for retention and graduation rates.

Retention of master's and doctoral students is also very good, with retention of first-year master's students ranging from 88% to 95.8% in the time period from 2013 to 2017 and retention of first-year doctoral students ranging from 88.3% to 95.2% during the same timeframe.

HEALTHY CAMPUS INITIATIVE

The goal of Binghamton University's Healthy Campus Initiative (HCI)⁴³⁸ is to create an environment and identity that encourages and supports healthy living. Improving the health and well-being of our community and its members improves students' capacity to learn, reduces some of the high-impact impediments to academic performance, improves student retention by improving coping strategies and psychological health, and sets the stage for lifelong healthy living. Workplace wellness for faculty and staff can positively impact employee health and job satisfaction, boost engagement and enhance productivity, resulting in greater employee retention and institutional cost savings.

20:1

Founded by Binghamton University in 2004-05, 20:1⁴³⁹ is dedicated to the approximately 20 women per hour who are sexually assaulted in the United States. It is a peer-to-peer model, through which male and female students on campus educate other students about sexual assault with an emphasis on programming directed at men in Greek Life and Athletics. The main goals are to: raise awareness of what constitutes sexual assault; define and explore consent; challenge perspectives and

deeply held biases; challenge victim blaming and rape myths; explore and encourage bystander behavior; provide information on how to support victims; and highlight available resources both on and off campus.

BCONNECTED

BConnected⁴⁴⁰ is a new programming model within Residential Life with focused themes of Community, Wellness, Academic Success and Life Skills. We know that connection is critical in promoting mental health as well as student success more generally. BConnected informs students about activities and opportunities, encouraging them to become engaged and make connections that promote their success.

THE FOOD PANTRY

Food insecurity has increasingly become an issue on college and university campuses and can pose a barrier to student success. Many students come to campus with limited resources and little experience managing their needs. Hunger makes it difficult to study, sleep, or engage in academic work and social activities at the same level as peers. The Food Pantry⁴⁴¹ is equipped to provide a variety of food and personal care items for our students in need.

HEALTH AND WELLNESS STUDIES COURSEWORK

The Department of Health and Wellness Studies⁴⁴² offers HWS100, a half-semester, credit bearing course, to first-year students. HWS100 focuses on developing healthy practices and behaviors supporting a healthy transition to campus and student success.

M-HOPE

The Mental Health Outreach Peer Educators (M-HOPE)⁴⁴³ is a group of student ambassadors who engage and educate the campus community on topics of mental health and wellness.

MASTERS OF SOCIAL WORK INTERNS IN RESIDENTIAL LIFE

We have placed second year Masters of Social Work⁴⁴⁴ students into Residential Life⁴⁴⁵

to assist with case management of student situations and crises within our residential communities. These interns help our residents adjust to life on campus, supporting their transition to young adulthood by providing assistance with social, behavioral, emotional and academic concerns.

MENTAL HEALTH ADVOCACY TRAINING PROGRAM

The Mental Health Advocacy Training Program⁴⁴⁶ is a training series for students aimed at increasing mental health literacy on campus. Students are recognized at the conclusion of the program as mental health advocates and are awarded the MHA Certificate. The goal is to increase mental health literacy within our campus, making us a healthier community.

OASAS GRANT

We are one of 20 SUNY/CUNY schools who are recipients of a five-year grant to advance efforts on managing high risk drinking and substance abuse.

OPIOID OVERDOSE PREVENTION PROGRAM

This collaboration between our School of Pharmacy and the Decker Student Health Services Center is designed to address the consequences of the opioid epidemic that affects our society, including those on college campuses.

REACH

The Real Education About College Health (REACH)⁴⁴⁷ peer education internship program heightens students' awareness and understanding of health issues that directly affect their lives such as cold/flu prevention, proper nutrition, benefits of physical activity, party safety tips, sexual risk reduction, the importance of sleep and more.

STUDENTS ON THE SPECTRUM

Students on the Autism Spectrum are a growing sub-set of our population. While these students perform well in the classroom, they often struggle with integration into a residential campus. We have a work group,

including Dr. Jennifer Gillis Mattson, an authority on autism from the Department of Psychology, that addresses this issue.

UNITED HEALTH SERVICES

Relationships with community partners are important because we have students who transition between both systems. We meet regularly with the behavioral health team from the United Health Services (UHS), the largest health system in our region, to address issues/concerns, processes/procedures to ensure smooth interface and transition between both systems.

BC HEARS PROGRAM

We have developed targeted interventions to help local students facing various academic, institutional, personal, and community barriers complete college degrees. Since July 2016, the Broome County HEARS (Higher Education Access, Retention and Success) program (BC HEARS)⁴⁴⁸ has helped 22 students enroll/re-enroll in Binghamton University classes, 59 students graduate with a bachelor's degree from Binghamton University, and 31 Binghamton University students receive their associate degree from their transfer college.

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POST-COMPLETION SUCCESS FOR STUDENTS

Binghamton launches its graduates into successful post-completion lives. Our post-graduation placement rates are impressive and continue to improve. For the class of 2018, 77% of those seeking post-graduation employment were employed within six months of graduation, and 90% of graduates seeking to pursue advanced education were placed. These numbers were up from 2016, when they were 67% and 85%, respectively. Acceptance rates for law school and medical school were 85% and 51%, respectively. The average starting salary for Binghamton graduates is \$57,420, significantly higher than the national average of \$50,004.

SP1

HARPUR EDGE

Harpur Edge,⁴⁴⁹ which has been supported by gifts of more than \$1.5 million from alumni and friends of the University since it was launched in 2014, provides students in our largest college resources to help them prepare for careers and graduate school. Its programs include:

- Presentations by Harpur alumni focusing on their paths as liberal arts graduates to careers in law, finance, business, entertainment, medicine, government, and non-profits;
- One-on-one distance mentoring sessions with alumni in a variety of careers;
- The Liberal Arts to Careers Externship Program (LACE) affords students a brief shadowing experience at the workplace of an alumnus during winter or summer break;
- The Harpur Fellows Program provides students with a \$4,000 fellowship to design and implement a service project that addresses a pressing social or community need—local or global—about which they are passionate;
- The Harpur Law Council Pre-Law Public Interest Law Summer Internship Program offers students paid summer internships performing legal research in a public interest setting;
- The Harpur College Summer Physician Mentor Program pairs pre-med students with physician-alumni in the New York metro area for shadowing experiences that help them learn about a variety of areas of practice; and
- The Ellyn Uram Kaschak Summer Research Grant supports student research on issues of social justice for women and girls.

PRIORITIZING OUR TRANSFER STUDENTS

Far more students transfer to Binghamton from other institutions than leave us to attend another school; in Fall 2019, we enrolled 992 transfer students. To facilitate transfers, our Office of Undergraduate Admissions and Enrollment has developed a special

website devoted to transfer applicants.⁴⁵⁰ Students can see how credits earned at other institutions will transfer to Binghamton and learn of admission criteria and prerequisites for each of our colleges and schools. We evaluate credits earned elsewhere and determine how they will apply at Binghamton promptly so that transfer students know the requirements they must complete to receive their Binghamton degree before they matriculate. Typically, within two weeks from acceptance a student knows about the credits that will transfer.

SUNY TRANSFER PATHS

SUNY has created Transfer Paths⁴⁵¹ that summarize the common lower-division requirements for specified majors that are common to all SUNY campuses offering those majors, to maximize credit acceptance and timely progress to graduation. When developing new programs or revising existing programs in Transfer Path disciplines, departments must ensure that these programs provide tracks which allow transfer students to meet the designated Transfer Paths.

ARTICULATION AGREEMENTS

To help students who intend to transfer to Binghamton, we have developed articulation agreements⁴⁵² with SUNYs, CUNYs, and other community colleges. Agreements are written to demonstrate how a student may complete their degree requirements over eight semesters (4 years) if they complete their first four semesters (two years) at the school from which they are transferring. Agreements vary by college and within each major program and expire after 5 years. With functional area shifts and new personnel, the University is in the process of creating and maintaining articulation agreements and transfer articulation tables updates.

TRANSFERRING AWAY FROM BINGHAMTON UNIVERSITY

Student mobility is a reality of contemporary higher education. While we hope to retain all students who matriculate at Binghamton, we recognize that some will decide to transfer to

BINGHAMTON ADVANTAGE PROGRAM

The Binghamton Advantage Program (BAP)⁴⁵³ is a unique, joint admissions program between Binghamton University and nearby SUNY Broome Community College (SUNY Broome). BAP students live on the Binghamton University campus while taking classes at SUNY Broome. The BAP program's summer orientation sessions⁴⁵⁴ allow incoming BAP students to meet with Binghamton University and SUNY Broome advisors, register for courses at SUNY Broome, meet other new BAP students, and become familiar with resources on both campuses. Upon successfully fulfilling program and course requirements, BAP students have the opportunity to transfer to Binghamton University.⁴⁵⁵

other institutions. We support their decision by making it easy for them to send or receive copies of their academic transcripts.⁴⁵⁶ In addition, faculty members routinely provide students who intend to transfer with mid-semester grades when required by the receiving institution.

COMMUNITY COLLEGE PARTNERSHIPS

Several programs support the academic success of low income or underrepresented transfer students in the sciences through partnerships with community colleges.

BRIDGES TO BACCALAUREATE PROGRAM

The Bridges to Baccalaureate Program (Bridges),⁴⁵⁷ a program funded by the National Institutes of Health at Binghamton for 12 years, supports entry of URM community college students from Westchester, Onondaga, and Monroe Community Colleges into the biomedical sciences through supplemental instruction, undergraduate research, and cohort building seminars. Students in the program who subsequently transfer to Binghamton (67) have a 91% graduation rate.

SMART ENERGY SCHOLARS PROGRAM

The Smart Energy Scholars Program⁴⁵⁸ is in the second year of a five-year award to provide \$10,000 scholarships to students from CUNY's Queensborough Community College and SUNY Broome who transfer to Binghamton. Students must major in chemistry, physics, or mechanical engineering and have demonstrated financial need. Notably, one of the Principal Investigators on the grant is M. Stanley Whittingham, the 2019 Nobel Laureate in chemistry. As of Spring 2019, 25 students were enrolled with no graduating cohort yet.

EXPERIENTIAL EDUCATION

Internships, clinical placements, and other forms of experiential education deepen students' learning by allowing them to apply what they have learned in the classroom. In many professional schools, experiential education is a required component of the curriculum.

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CAREER DEVELOPMENT INTERNSHIP PROGRAM

Internships are one of the five High Impact Practices that we encourage undergraduates to pursue to help them explore and prepare for careers and secure employment upon graduation. The Fleishman Center for Career

Development assists students who are seeking internships. It also offers a seminar, CDCI 385/395, which is mandatory for students who wish to receive academic credit for their internships. Fifty percent of the student's grade is based on performance in the seminar and the balance on the internship supervisor's evaluation. Internship guidelines specify the number of internship hours students must complete for each credit hour and require that at least 75% of the intern's time be devoted to meaningful project-based work rather than on administrative tasks.

PROFESSIONAL INTERNSHIPS

In some professional programs, clinical and internship programs are part of curricula; they are arranged and supervised by program staff and faculty. On-site preceptors and supervisors are licensed professionals who have been evaluated by program faculty and, in the case of pharmacy and clinical psychology are appointed to adjunct faculty status. Preceptors and supervisors evaluate and report on students' performance but grades are assigned by program faculty and staff. All of these programs are separately accredited by professional bodies and credit-bearing experiential learning conforms to the high standards set by each.



STUDENT INFORMATION AND RECORDS

Binghamton University strictly adheres to the Family Educational Rights and Privacy Act (FERPA), the federal law that protects the privacy of student education records. The Office of Student Records and Registrar Services publishes a FERPA link on its website to inform students, faculty and staff, and parents of the FERPA regulations that govern student records. The website also explains the procedures governing the release of directory information and the nature of directory information that can be released. It provides succinct guidance to faculty and staff by directing them to not release information if in doubt and to contact the Director of Student Records for clarification or for questions about specific situations. The web site provides direct links to forms that students may use to exclude information from the directory and for parents to gain the right to access student records of their children if the children choose to grant access.

Maintaining the security of student records is a high priority. The University Information Security Program⁴⁵⁹ and the Binghamton University List Server Policy⁴⁶⁰ define the primary standard of guidance for implementing the Binghamton University Information Security Program, outlines campus responsibility for information security, and establishes a hierarchy of related policies and procedures. It follows SUNY's Information Security Policy⁴⁶¹ which is the responsibility of the Vice President for Operations. Compliance is determined by periodic audits, scans, and reviews, with the frequency determined by "the risk and criticality of the resource, major change, or new State or Federal regulations.

A RICH STUDENT EXPERIENCE

Binghamton offers a rich array of student life activities and extracurricular programming. These programs are critical to campus culture and the success of our students. To ensure that these programs operate with integrity and meet the same high standards we expect of all of our programs, they are governed by the same academic, fiscal, and administrative procedures and principles that apply to other Binghamton programs.

BINGHAMTON UNIVERSITY DIVISION I ATHLETICS

Our approach to the student experience for our Division I student-athletes is multifaceted and successful in adhering to the same academic, fiscal, and administrative principles and procedures that govern other programs. The Director of Athletics reports to and serves at the pleasure of the President. The Department's budget and fiscal operations are overseen by the University Budget Office and must follow all University, SUNY, and state laws, policies, and procedures. Oversight of Binghamton's athletic programs is provided by the National Collegiate Athletic Association (NCAA) and two campus bodies, the Intercollegiate Athletics Board⁴⁶² and the Faculty Senate Intercollegiate Athletics Committee. The Assistant Provost and Director of Athletics Compliance reports to the Senior Vice Provost and Chief Financial Officer.

STUDENT-ATHLETE ACADEMIC POLICIES

Consistent with NCAA policies, graduation rates for Division I student-athletes are calculated by three formulas: the Federal Graduation Rate, the Academic Progress Rate (APR), and the Graduation Success Rate (GSR). The Federal Graduation Rate is calculated by the Office of Institutional Research (OIRA). The GSR differs from the Federal Graduation Rate in two main ways: by holding colleges and universities accountable for student-athletes who transfer into their institution and by not penalizing colleges and universities whose student-athletes transfer in good academic standing.⁴⁶³ The APR measures eligibility and retention for student-athletes who receive athletics financial aid.

STUDENT-ATHLETE SUCCESS CENTER

We make every effort to ensure that all students, including student athletes are successful. Binghamton's Student-Athlete Success Center (SASC)⁴⁶⁴ is a student-oriented resource center designed with the overall success of the student-athlete in mind. Its staff is committed to integrating the student-athlete fully into the college environment to maximize the educational and social benefits of the collegiate experience. The SASC provides

services to approximately 400 student-athletes each year. Its activities as well as the strong academic preparation of our student athletes is reflected in the academic success of Binghamton student-athletes. In Spring 2019, athletes earned an average GPA of 3.29, with 75% of student-athletes earning a 3.00 GPA or higher. This represents an improvement over the prior two academic years, in which GPA averages were 3.18 (2016-17) and 3.23 (2017-18).

STUDENT-ATHLETE WELLNESS

In Fall 2018, to better address mental health issues experienced by student athletes, the Binghamton University Department of Athletics and the University Counseling Center collaborated to hire a full-time licensed clinical counselor to work directly with student-athletes as well as with other students. The position was designed to maximize student confidentiality, promote full regulatory compliance and create an interventional model that provides external referrals where needed.

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EXPLORE, ENGAGE, AND B-YOU

In 2017, Binghamton University received a three-year NCAA Choices Grant for its Explore, Engage, and B-You initiative centered on changing campus drinking culture.⁴⁶⁵ Guided by a collaboration between the Department of Athletics and College of Community and Public Affairs, Explore, Engage, and B-You is the university's first institute dedicated to leadership training in alcohol interventions. Student-athletes receive training and support to help them feel more comfortable talking to other students about the risks associated with alcohol use, underage drinking, and peer pressure. The program's curriculum includes building a knowledge base around alcohol use, communication, and transformative leadership.

STUDENT SERVICES PARTNERSHIPS

Binghamton has several partnerships through which it provides important student services. There are multi-layered strategies in place

to evaluate effectiveness and performance of third-party vendors, facilitate student and faculty-staff feedback, receive and resolve complaints and grievances, integrate third-party staff into the University community and to align their programs and services with Binghamton's strategic plan.

The most significant third-party relationships (dining services, campus bookstore, campus bus service) are managed through the Department of Auxiliary Services. Auxiliary Services was intentionally moved within the Division of Student Affairs shortly after our last Middle States site visit given that the overwhelming majority of transactions are with students. Auxiliary Services procures contracts with vendors through campus committees that include student, faculty, and staff representation. In addition, Auxiliary Services regularly convenes user advisory groups for food services (Student Culinary Council), transportation and parking (Parking and Transportation Stakeholders Group) and Barnes and Noble Campus Bookstore (Bookstore Advisory Committee). These groups participate in procurement, provide customer input to services and capital projects and also help pilot new initiatives and oversee program evaluation.

Auxiliary Services also provides operational management to the Binghamton Auxiliary Services Corporation (BASC), a separate corporate entity that contracts with the University to provide limited services (e.g., our campus banking/ATM contract, graduation photography) to the campus community. The BASC Board of Directors consists of university administration, faculty and students in equal measure. All third-party services have key performance indicators, operating budgets, capital plans and service plans that are monitored and evaluated through the Division of Student Affairs.

BINGHAMTON UNIVERSITY DINING SERVICES (SODEXO)

The Division of Student Affairs has actively facilitated the direct engagement of third-party vendors in advancing Binghamton's strategic plan. Binghamton University Dining Services (Sodexo) is fully integrated into our Healthy Campus Initiative (HCI) which

undergirds our goal to be recognized as one of the healthiest campuses in the United States. Sodexo provides financial support to our certified organic campus farm (BU Acres), is deeply engaged in multiple sustainability initiatives including a Food Recovery Network that serves multiple community pantries and soup kitchens and provides scholarship support to students and a summer internship fund.

OFF CAMPUS COLLEGE TRANSPORT AND HARPUR'S FERRY EMERGENCY SERVICES

Binghamton is particularly proud that two third-party vendors (Off Campus College Transport (OCCT) and Harpur's Ferry Emergency Services) are student-run. Harpur's Ferry has twice been recognized as the top collegiate ambulance service and OCCT provides bus service to all campus locations, popular off-campus destinations and off-campus student housing. The student run nature of these programs provides students with genuine work experience and leadership development opportunities while also providing the campus with critical services in a cost-effective manner. There are strong staff liaison relationships through a formal Board of Directors (Harpur's Ferry) and through an oversight committee (OCCT) in addition to formal contractual relationships to coordinate these services to our full campus community.

ASSESSMENT OF STUDENT EXPERIENCE PROGRAMS

The Division of Student Affairs regularly assesses programs designed to support the student experience. A number of home-grown tools have been established by the division in an effort to gauge the effect and measure progress of a variety of important initiatives.

STUDENT AFFAIRS ASSESSMENT AND STRATEGIC INITIATIVES (SAASE)

The Office of Student Affairs Assessment and Strategic Initiatives (SAASI) was created over a decade ago. In 2019, it changed its name to Student Affairs Assessment and Solutions for Engagement (SAASE)⁴⁶⁶ in order to better represent its mission of

educating and collaborating with others to efficiently produce valuable information and facilitate engagement throughout the campus community. This mission reflects its dual purpose of supporting data efforts for the Division of Student Affairs while also building a culture of assessment. Funding for SAASE supports the Division of Student Affairs in maintaining and growing its capacity for data-informed decision-making and is also a symbol of the priority which is placed on using assessment in our everyday activities. SAASE utilizes a variety of methods to evaluate progress toward departmental, divisional and University-wide goals. Examples of SAASE-supported assessment initiatives include:

FIRST DESTINATION CAREER OUTCOMES

The Binghamton University Career Outcomes University-wide Report⁴⁶⁷ is used to measure career outcomes for each of the graduating cohorts. The 2018 cohort had an impressive 90% response rate and 82% of this graduating class reported as either employed full or part time, serving in the military, volunteering, or furthering their education. This data is used widely throughout the university by schools, academic departments, departmental accreditation and as part of SP2 as well as for additional data analysis (e.g. relationship between participation in High Impact Practices and career outcomes).

FIRST-YEAR ORIENTATION REPORT

Each summer, Orientation assesses each specific group attending orientation: First-years, Transfers, BAP and family members.⁴⁶⁸ Orientation pairs specific outcomes with measures and targets to evaluate progress over time using multiple methods including surveys, attendance tracking, and data from the student information system. The results have been used to tweak Orientation in the areas of the Campus Services Fair, advising and time spent with Orientation leaders. Perhaps the largest change was moving Orientation to an online format during Summer 2020 in response to COVID-19. This was a great opportunity to change the entire structure of Orientation. Assessments were kept the same for areas like academic advising in order to determine if there is a positive effect.

FIRST-YEAR FAMILY ORIENTATION REPORT

SAASE is consistently utilizing their resources to measure new student affairs initiatives. One recent example is the First-year Family Orientation Report.⁴⁶⁹ SAASE sent a post-orientation survey to families of all first-year students who attended a summer orientation session in 2019 with the hopes of measuring programming and satisfaction of family members who attended orientation. As noted above, the response rate for the post-orientation family survey was 37%. Family members were asked about specific information sessions attended and asked to gauge their perceived level of understanding regarding important university resources. Family members were also given the opportunity to suggest potential areas of improvement for future orientation programming.

FLEISHMAN CENTER IMPACT REPORT

In 2018-2019, the Fleishman Center for Career and Professional Development (Fleishman Center) decided to dig deeper into their usage numbers. Combining usage with career outcomes data showed positive relationships between the number of Fleishman sessions a student attended and their career outcomes. A similar relationship was found between participating in the CDCI internship program and career outcomes. Fleishman uses this data to assist students with seeing the value of connecting with its programming. More information on how Fleishman is using data can be seen in its annual university-wide Activity Report as well as reports specific to academic colleges and schools.

THE NATIONAL COLLEGE HEALTH ASSESSMENT

Administered every 2 years, the National College Health Assessment (NCHA) is a way to track trends in student health and wellness behaviors. The data from this survey is compared to our Healthy Campus 2020 Targets to determine areas where we need to focus time and resources via the Healthy Campus Initiative.

THE RESIDENTIAL LIFE SURVEY

The Residential Life Survey is administered once per semester. It began as a way to get 360° feedback from Resident Assistants from the residents they assist. As the department began developing a residential curriculum model, the survey was adapted to gather baseline data and then progress data towards the goals of the curriculum.

STUDENT AFFAIRS ACTIVITY REPORT

The Student Affairs Activity Report⁴⁷⁰ offers an annual snapshot of the Division of Student Affairs. Vice President Brian Rose discusses the division's emphasis on data analysis to promote accountability and efficiency. The 2019 Student Affairs Activity Report featured key metrics for the past year's academic advising and support, high-impact learning experiences, retention and graduation rates, and the Fleishman Center for Career and Professional Development.

UNIVERSITY COUNSELING CENTER SATISFACTION REPORT

As the need for mental health services grows on our campus, the University Counseling Center (UCC) evaluates components of services provided by the UCC. Beginning in 2014, a survey has been administered and updated annually to measure UCC client treatment outcomes and satisfaction. Survey responses are reported in the University Counseling Center Satisfaction Report.⁴⁷¹ Findings indicate that UCC clients are very satisfied with the overall quality of UCC services (93% in 2017, 92% in 2018, and 91% in 2019).

SAASE CAPACITY TRAINING

SAASE offers a wide range of programming designed to help student affairs practitioners build their assessment skills. Programs include information sessions centered on data informed practice,⁴⁷² utilizing Excel to create interactive dashboards, a variety of workshops centered on data visualization,⁴⁷³ an Annual Reports Workshop,⁴⁷⁴ and an annual Assessment Bootcamp.⁴⁷⁵

DIVISION OF STUDENT AFFAIRS A-TEAM

Established in 2019, the Division of Student Affairs A-Team (A-Team)⁴⁷⁶ is led by the Director of SAASE and its committee includes representatives from departments across the division. The purpose of the A-Team is to enhance the culture of assessment in the Division of Student Affairs. A-Team membership is open to all Student Affairs employees who are interested in learning more about assessment. No previous assessment experience is necessary. Participants in A-Team commit to the following:

- Participate in training that empowers departments and individuals to enhance current assessment practices;
- Learn new assessment strategies and techniques that can be applied to current or future projects;
- Share assessment resources across a larger group of colleagues;
- Assist with creating and implementing a division-wide assessment planning process and timeline;
- Serve as a liaison to their department regarding best practices for assessment and learning opportunities; and,
- Build collaborations across the Division of Student Affairs where assessment efforts can be combined.

BINGHAMTON UNIVERSITY'S HIGH IMPACT PRACTICES

We have established five High Impact Practices as part of the Road Map. Our goal is that 100% of our students will have participated in at least one HIP upon graduation. Since 2015, SASSE has gathered and reviewed HIP participation data. Their assessments have determined that 85% of each graduating class have participated in at least one HIP.

However, SAASE's analysis determined that the percentage of HIP participation has not been affected by efforts to create additional HIP opportunities, rather, the average number of HILP experiences increased among students who had already participated in at least one. In 2018, an examination of the 15% of students who did not participate in at least one HIP revealed trends indicating that these students

tended to exhibit higher financial need, lower GPAs, lower placement rates after graduation.

HIGH IMPACT PRACTICES INNOVATION COUNCIL

As a result of assessment centered on our five High Impact Practices, the University launched the High Impact Practices Innovations Council (HIPIC).⁴⁷⁷ The goals of the HIPIC are:

- To provide an efficient platform to coordinate production of student-directed information about HIP opportunities;
- To facilitate collaboration of data collection and analysis of HIP information by leveraging administrative resources; and,
- To spearhead fundraising efforts in order to make HIPs more accessible to all students.

The creation of the HIPIC illustrates the connectivity of assessment practice at the university and divisional levels as well as our commitment to deep and meaningful integration between academic affairs and student affairs.

SUCCESS IN HIGH IMPACT PRACTICES

Will Frazier (Binghamton, Class of 2019) is a recent example of a student who participated in undergraduate research. Mr. Frazer took part in the First-year Research Immersion Program and continued with geophysics research throughout his undergraduate career. Mr. Frazier was the recipient of the Provost's Award for Undergraduate Research in spring 2019 and in fall 2019 he was admitted to the Earth and Planetary Sciences PhD program in Yale University with full funding.

OPPORTUNITIES FOR ADVANCEMENT AND INNOVATION

- Consistent with our commitment to providing access to a premier undergraduate experience, we will develop interventions to ensure that more low income, first generation, and transfer students participate in High Impact Practices, and we will assess the effectiveness of these opportunities; and,

- To ensure that incoming students – first year, transfer, and graduate – are well prepared to begin their studies at Binghamton, we will revisit all new student orientation programs to ensure streamlined and well-focused programming and increase new students' engagement with advisors, faculty, and peers.

CONCLUSION

This Self-Study confirms that we have met the seven Middle States Standards for Accreditation and the fifteen Requirements of Affiliation. We have a robust system of governance – including a highly developed culture of shared governance undergirded by institutional structures that facilitate it – that provides effective oversight while allowing the campus sufficient autonomy within a large state system to chart its own course and make a distinctive contribution to the SUNY system. Federal and state laws, SUNY regulations and policies, and campus policies, procedures, and culture ensure that Binghamton University operates with integrity guided by a commitment to the highest ethical standards. Importantly, our campus culture of shared governance creates a strong system of checks and balances that reinforces formal policies and processes.

The NYSUNY 2020 Challenge Grant Program and Binghamton's enrollment growth have

infused resources into the campus, ensuring that we have adequate faculty, staff, and facilities to accommodate growth while strengthening research and serving students and the community even more effectively than we had hitherto been able to. Those results have been made possible because of our commitment to planning, assessment, and the alignment of resources with our strategic priorities and goals. We have designed a Strategic Plan and made investments that maximize the synergies among research and graduate education, undergraduate education, and community engagement. The result has been a growth in research, expansion of graduate education, deeper engagement with the community, and exceptional student outcomes.

Path to Premier is a beginning as well as an end. While it reports on our successes in meeting the Middle States' Standards for Accreditation and Requirements of Affiliation, it also reveals the next steps on our path to become even stronger. With the health sciences and graduate education areas targeted for expansion, we will continue to explore additional investments and develop new approaches to Interprofessional Education, student services on the Health Sciences Campus, and support for graduate students more generally. To remain a destination of choice for the best students from around the world to help them achieve



their potential, we will continue to expand investments in the arts and humanities as well as the sciences and professions, maintaining balance in our offerings and an academic culture that fosters creativity, discovery, and scholarship. We will continue to assess the effectiveness of our five identified High Impact Practices that are essential to our strategic plan and make adjustments as necessary to ensure that they serve students well. To ensure that our *Road Map* Strategic Plan remains relevant and effective, we will continue to review it periodically and adjust goals and metrics as necessary to ensure continued progress toward our goal of becoming the premier public university of the 21st century.

Path to Premier has truly been a collaborative effort. Provost Donald G. Nieman, Michael McGoff, Nasrin Fatima, and Pamela Smart would like to thank and acknowledge all members of our Working Groups: Donald Loewen, Sara Reiter, Howard Brown, Terrence Deak, Cornelia Mead, Mary Muscari, Bahgat Sammakia, Douglas Summerville, Barbara Wolfe, JoAnn Navarro, Gale Spencer, Sara Ballard, Gregory Delviscio, David Eagan, Christopher Governanti, Fernando Guzman, Thomas Kelly, Krista Medionte-Phillips, Angela Riley, Joseph Schultz, Leo Wilton, James Pitarresi, Elizabeth Casteen, Nina Flanagan, Hans Gindlesberger, Julia Glauberman,

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Corresponding Middle States-owned Evidence Inventory Location **(Standard:Criterion)** follows source *if applicable*

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- ⁵ SUNY. Policies of the Board of Trustees. Article 8. [State University and State Financial Assistance for Higher Education](#) **(7.2A, 7.2D, 7.2E, 7.2G, 7.2H)**
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- ⁷ SUNY. [SUNY Board of Trustees Announce Departure of Kristina Johnson as Chancellor](#)
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APPENDIX A: REQUIREMENTS OF AFFILIATION

1. Institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from the appropriate governmental organization or agency within the Middle States Regency as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates	<ul style="list-style-type: none"> Part 1, Section 1 - <i>Overview and Institutional History</i> Also see <u>The Laws of the State of New York, Article 8, Section 352</u>
2. The institution is operational, with students actively enrolled in its degree programs	<ul style="list-style-type: none"> Part 1, Section 1 - <i>Overview and Institutional History</i>
3. For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit for initial accreditation takes place, unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate that students have achieved appropriate learning outcomes	<ul style="list-style-type: none"> N/A
4. The institution's representatives communicate with the Commission in English, both orally and in writing	<ul style="list-style-type: none"> N/A
5. The institution complies with all applicable government laws and regulations	<ul style="list-style-type: none"> Part 1, Section 3 - <i>Holding Ourselves to the Highest Standards of Ethics and Integrity</i> (Standard 2)
6. The institution complies with applicable Commission, interregional, and inter-institutional policies	<ul style="list-style-type: none"> Part 1, Section 3 - <i>Holding Ourselves to the Highest Standards of Ethics and Integrity</i> (Standard 2)
7. The institution has a mission statement and related goals, approved by its governing board, that defines its purpose within the context of higher education	<ul style="list-style-type: none"> Part 2, Section 1 - <i>Optimizing Resources for Institutional Improvement</i> (Standard 6) Part 2, Section 2 - <i>Advancing our Mission: Road Map to Premier</i> (Standard 1)

<p>8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes</p>	<ul style="list-style-type: none"> • Part 2, Section 1 – <i>Optimizing Resources for Institutional Improvement</i> (Standard 6) • Part 3, Section 1 – <i>Creating a Transformative Learning Community</i> (Standard 1) • Part 3, Section 2 – <i>Measuring Educational Effectiveness</i> (Standard 5) • Part 4, Section 1 – <i>Our Commitment to Student Success</i> (Standard 4)
<p>9. The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality</p>	<ul style="list-style-type: none"> • Part 2, Section 1 – <i>Optimizing Resources for Institutional Improvement</i> (Standard 6) • Part 2, Section 2 – <i>Advancing our Mission: Road Map to Premier</i> (Standard 1) • Part 3, Section 1 – <i>Creating a Transformative Learning Community</i> (Standard 3) • Part 3, Section 2 – <i>Measuring Educational Effectiveness</i> (Standard 5) • Part 4, Section 1 – <i>Our Commitment to Student Success</i> (Standard 4)
<p>10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments</p>	<ul style="list-style-type: none"> • Part 2, Section 1 – <i>Optimizing Resources for Institutional Improvement</i> (Standard 6) • Part 2, Section 2 – <i>Advancing our Mission: Road Map to Premier</i> (Standard 1) • Part 3, Section 1 – <i>Creating a Transformative Learning Community</i> (Standard 3) • Part 3, Section 2 – <i>Measuring Educational Effectiveness</i> (Standard 5) • Part 4, Section 1 – <i>Our Commitment to Student Success</i> (Standard 4)
<p>11. The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities adequate to support its educational purposes and programs and to ensure financial stability. The institutional demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis</p>	<ul style="list-style-type: none"> • Part 2, Section 1 – <i>Optimizing Resources for Institutional Improvement</i> (Standard 6)

12. The institution fully discloses its legally constituted governance structure(s) including any related entities. The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being accomplished	<ul style="list-style-type: none"> Part 1, Section 2 – <i>Creating Legitimacy Through Transparent Governance and Administration</i> (Standard 2)
13. A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/system or other chief executive officer shall not serve as the chair of the governing body	<ul style="list-style-type: none"> Part 1, Section 2 – <i>Creating Legitimacy Through Transparent Governance and Administration</i> (Standard 2)
14. The institution and its governing body/bodies make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities	<ul style="list-style-type: none"> Part 1, Section 3 – <i>Holding Ourselves to the Highest Standards of Ethics and Integrity</i> (Standard 2)
15. The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs	<ul style="list-style-type: none"> Part 3, Section 1 – <i>Creating a Transformative Learning Experience</i> (Standard 3)

