Middle States Commission on Higher Education

Certification Statement:
Compliance with MSCHE Eligibility Requirements & Federal Title IV Requirement

An institution seeking initial accreditation or reaffirmation of accreditation must affirm that it meets or continues to meet established MSCHE eligibility requirements and Federal requirements relating to Title IV program participation by completing this certification statement. The signed statement should be attached to the Executive Summary of the institution’s self-study report.

If it is not possible to certify compliance with all eligibility requirements and Federal Title IV requirements, the institution must attach specific details in a separate memorandum.

Binghamton University is seeking:

☑ Reaffirmation of Accreditation
☐ Initial Accreditation

The undersigned hereby certify that the institution meets all established eligibility requirements of the Middle States Commission on Higher Education and Federal requirements relating to Title IV program participation.

[Signature]
(President)

9/23/10
(Date)

[Signature]
(Chair, Binghamton University Council)

9/23/10
(Date)
SUNY and Binghamton University Officials/Participants in Self-study Process

State University of New York

Senior Administration

Nancy Zimpher, Chancellor
Monica Rimai, Senior Vice Chancellor & Chief Operating Officer
John J. O’Connor, Vice Chancellor & Secretary; President of Research Foundation
David K. Lavallee, Provost & Senior Vice Chancellor for Academic Affairs
Phillip W. Wood, Vice Chancellor for Capital Facilities & General Manager of the Construction Fund
Marti Anne Ellerman, Interim University Counsel
Michael C. Trunzo, Vice Chancellor for Government Relations
Mitch Leventhal, Vice Chancellor for Global Affairs

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Marshall Lichtman
H. Carl McCall
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Pedro Noguera
Kenneth O'Brien (Faculty)
Linda Sanford
Carl Spielvogel
Cary Staller
Harvey F. Wachsman
Gerri Warren-Merrick

Binghamton University

Binghamton University Council
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Albert Nocciolino
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Brian M. Prew, Esq.
Matthew J. Salanger
John F. Spring, MD
Sumeet Kalantry (Student Representative)

**President and Vice Presidents**
C. Peter Magrath, Interim President

Jean-Pierre Mileur, Interim Provost and Vice President of Academic Affairs

James Van Voorst, Vice President of Administration

Marcia Craner, Vice President of External Affairs

Brian Rose, Vice President of Student Affairs

Bahgat Sammakia, Interim Vice President for Research

**Strategic Planning Council**
Mary Ann Swain, Chair through June 2010, Provost & Vice President for Academic Affairs

Upinder Dhillon, Chair beginning July 2010, Dean, School of Management

Josephine Allen, Professor of Social Work, College of Community & Public Affairs

Diana Bendz, CEO, Girls! Balance the Equation

C. Beth Burch, Professor, School of Education
Rita Christopher, Secretary, Decker School of Nursing

Terrence Deak, Associate Professor of Psychology and Chief of Staff, Office of the President (SPC member beginning July 2009)

Sara DeClemente-Hammoud, Chair, Professional Employees Council

Shelia Doyle, Associate Vice President for External Affairs

Kathryn Fletcher, President cic2020, Doctoral Student, Bioengineering

Lisa Gilroy, Director, Research Development Services

Lloyd Howe, Associate Vice President for Student Affairs and Dean of Students

Matthew Johnson, Deputy to the President, Associate Professor of Psychology (SPC member through June 2009)

Jean-Pierre Mileur, Interim Provost & Vice President for Academic Affairs

Michael McGoff, Vice Provost for Strategic & Fiscal Planning

Sean McKitrick, Assistant Provost & Director, Office of Institutional Research & Assessment

Weiyi Meng, Professor of Computer Science

Mary Muscari, Associate Professor, Decker School of Nursing

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Richard Naslund, Chair, Faculty Senate, Professor of Geology

JoAnn Navarro, Associate Vice President for Administrative Services

Don Nieman, Dean, Harpur College of Arts and Sciences

Briana Sakamoto, Undergraduate Student Representative, Music major

Elizabeth Abate, Assistant to the Provost/Assistant for Undergraduate Education & Learning, Staff Support

Deborah Dunn, Secretary to the Provost, Staff Support (staff support through May 2010)

Subcommittee for the Academic Affairs Division

Nancy Stamp, Chair, Dean of the Graduate School

S.G. Grant, Dean, School of Education

Nancy Um, Associate Professor, Art History

Carolyn Pierce, Assistant Professor of Nursing

David Klotzkin, Associate Professor of Electrical & Computer Engineering

John Meador, Director, University Libraries

Subimal Chatterjee, Professor, School of Management

Leo Wilton, Associate Professor of Human Development, CCPA

Katharine Krebs, International Affairs

Jeffrey Donahue, Director, Educational Communications Center
Srikanth Poranki, Doctoral Student in System Science & Industrial Engineering

Elizabeth Carter, Director, Discovery Program

Subcommittee for the Administration Division

JoAnn Navarro, Chair, Associate Vice President for Administrative Services

Frank Saraceno, Associate Director, Information Technology Services

Karen Fennie, Communications Specialist, Physical Facilities

Donald Paukett, Assistant Vice President for Administrative Affairs

John Cordi, Director of AP, Travel & Revenue Accounting

Peter Partell, Associate Dean for Administration, Watson School of Engineering & Applied Science

Laura O’Neil, Executive Assistant, President’s Office

Subcommittee for the External Affairs Division

Rebecca Benner, Chair, Senior Director for Advancement Services and Campaign Operations

Rose Frierman, Director, Alumni & Parent Relations

Katharine Ellis, Director, Communications & Marketing

Rebecca Benner, Senior Director of Advancement Services

William McCarthy, Associate Director, Career Development Center
Subcommittee for Research

Stephen Gilje, Chair, Associate Vice President for Research
Rachel Coker, Associate Director, Research Advancement
Joe Walker, Assistant Director, Sponsored Funds Administration
Theresa Partell, Grant & Contract Administrator, Research Development Services
Terry Kane, Director of State Relations
Christopher Bishop, Assistant Professor of Psychology
Jesenko Muftic, Director, Design
James Wolf, Director, Academic Computer Services

Subcommittee for the Student Affairs Division

Nancy Paul, Chair, Director, Career Development
David Hagerbaumer, Campus Life
Milton Chester, Judicial Affairs
Suzanne Howell, Residential Life
Designee from Student Health Advisory Committee
Designee from Campus Recreation Advisory Committee
Bill Ziegler, Associate Professor of Computer Science & Faculty Master
Sharon Holmes, Associate Professor, CCPA
Binghamton University opened its doors as Triple Cities College in 1946 to serve the needs of local veterans returning from service in World War II. Originally located in Endicott, five miles west of the present campus, the fledgling school was a branch of Syracuse University. Four years later, when the college was incorporated into the State University of New York, it was renamed Harpur College in honor of Robert Harpur, a Colonial-era teacher, patriot and pioneer who devoted his later years to settling the area around Binghamton.

Until 1953, Harpur College was one of only two public liberal arts colleges in the state. In 1961, the campus was moved across the Susquehanna River to Vestal, its present location. Growing enrollment and a reputation for excellence soon led to the selection of Harpur College as one of four doctorate-granting University Centers in the state system. In 1965, the campus was formally designated the State University of New York at Binghamton. Binghamton University was adopted as its name in 1992.

Since its initial founding in 1946, the university has grown to almost 15,000 students, with approximately 12,000 undergraduate and 3,000 graduate students. The campus is spread across 887 acres south of the Susquehanna River in the Binghamton suburb of Vestal. The on-campus Nature Preserve contains 190 acres of protected forest and wetlands, with hiking/biking/running trails and a six-acre pond. In 2006, in concert with its mission to engage with its communities of interest, the university opened its Downtown Center, which houses the College of Community and Public Affairs and facilities for the Office of Continuing Education & Outreach.

The university is acclaimed for its residential communities, modeled after those of Oxford University, each with its own distinct personality and neighborhood feel. Faculty masters, who have their offices in each residential community, teach and/or direct area-based courses. Students in each community enjoy camaraderie as they engage in their...
educational pursuits while building a sense of community. For example, Hinman College recently celebrated its 40th anniversary, prompting Brent Gotsch (class of 2007) to author a comprehensive history of Hinman entitled “Hinman College: The First 40 Years.”

Currently, the university consists of six schools: Harpur College of Arts and Sciences, the College of Community and Public Affairs, the Decker School of Nursing, the School of Education, the School of Management, and the Thomas J. Watson School of Engineering and Applied Science. University facilities enable students and faculty to engage in research and creative activities that benefit both the university and its outlying communities. The Innovative Technologies Complex (ITS) is home to the Bioengineering Building, which contains state-of-the-art modular laboratories and clinical research space, as well as a start-up suite for new companies. A second building for the complex is currently under construction, and is expected to further aid research and the university’s overall economic impact. The Anderson Center for the Performing Arts contains a 1,200 seat theatre and holds various concerts throughout the year. The University also supports 21 NCAA Division I varsity sports teams.

Binghamton University’s undergraduate students graduate at a rate that is among the highest in the nation among our peer public research universities. Twenty-five percent of undergraduates go on to receive a graduate degree from Binghamton, 86% of Binghamton grads who apply to law school are accepted (compared to 76% nationally), and Binghamton grads who apply to medical school are admitted at rates that are higher than the national average. Graduate students pursue research in diverse fields, from Philosophy, Interpretation and Culture (PIC), an interdisciplinary field of study, to chemistry and political science, to public administration and social work.
Description of the Self-Study Design

Binghamton University prides itself on its strategic planning approach, which is continuous (not periodic) and is linked to resource allocation. Binghamton adopted its first strategic plan in 1992. The plan was updated in 1996 and revised significantly in 1999 and 2005. The current plan, updated in 2010, is entitled, “2010 Strategic Plan: Distinguished Past, Innovative Future” which is also the title of this self-study, and comprises its fourth section.

Binghamton’s 2005 strategic plan included the following goals:

1. Invest in academic excellence, growth, and diversification
2. Enhance engagement and outreach
3. Create an adaptive infrastructure
4. Foster diversity, respect, and success

Each of these objectives resulted in goals that the university has pursued, and which we feel it has achieved. Pursuing these broad initiatives has resulted in significant improvements in the institution – additional academic programs, more faculty, better students, enhanced curricular planning and course delivery, new external partnerships, new buildings, more external funding, enhanced co-curricular opportunities, improved professional development programs, and enhanced graduate tuition scholarships. Our experience has been that yearly planning within the framework of these broad goals fosters cross-divisional cooperation and synergies. These results have not come from episodic, “once and done” planning. Rather, the strategic planning process has been ongoing and has included the use of information stemming from institutional and student learning assessments. Each division, led by its vice president, assesses its progress in achieving goals and objectives that are aligned with the overall objectives of the
university strategic plan. The Divisional Vice Presidents have met yearly with the University President on the first day of a Summer retreat to report their progress. On the second day of the retreat, deans join the vice presidents to discuss overall university priorities and progress toward addressing such priorities. Overall, university administration is informed about the university’s progress in achieving the objectives of the strategic plan through the use of strategic plan assessment dashboards, division specific information, and additional assessments.

The University believes that these strategic initiatives have resulted in planning and institutional renewal that have allowed it to address various challenges. As the progress report in Section Two reveals, our initiatives have been broad, requiring a number of years to achieve. In the interest of continuously adapting to changing needs, it has now become obvious that we should develop a new five-year strategic plan which will enable us to address new challenges associated with the first portion of this decade. To address the task of developing the 2010 Strategic Plan, we have utilized the following structures and strategies:

1. **Strategic Planning Council.** The University continues to use its Strategic Planning Council (SPC) to oversee and integrate the activities of several subcommittees. The President originally appointed this group in 1995 and it has served the campus well since that time. Its purpose was and remains to engage the University community in developing a strategic plan for the University. This Strategic Planning Committee served as the Steering Committee for the self-study that resulted in reaccreditation for Binghamton University in 2000. The SPC subsequently engaged in an evaluation of campus progress with respect to the strategic plan that coincided with the Periodic Program Review in 2005. The Strategic Planning Council has historically been chaired by the Provost and is composed of faculty representatives, individuals from the various university divisions, and a member of the external community. At different points in time,
new members are added to the Council both to reflect changes in the University and to provide different viewpoints. The Council has also always had long-standing members who provide continuity.

2. **Strategic Planning Sub-Committees.** One sub-committee from each Vice Presidential Division evaluated the university’s progress and future direction and examined the relevance of the 2005 Strategic Plan for that Division in light of changing economic circumstances. The Divisional Subcommittees also made recommendations for future strategic goals and actions to achieve those goals in the changing environment. Each Divisional Subcommittee then prepared a self-study report for their respective Vice-Presidential area in September 2009. Themes that emerged from the sub-committee reports were identified and compared with the results of the 2005-2010 strategic plan progress report (found in Section Two of this self-study), resulting in the identification of six emerging themes that are the goals found in the 2010-15 Strategic Plan. The reports are available on the Binghamton University Middle States wiki, and an analysis of these emerging themes can be found in Appendix A.

3. **Self-Study Approval.** Working with the reports prepared by the appointed subcommittees and from their own deliberations, the Strategic Planning Council prepared a first draft of the self-study. This culminating review of campus progress and proposed recommendations for the future was vetted widely on campus. The document was posted internally on the University’s Website with a dedicated email address for comments and suggestions. Members of the SPC also met with members of the campus community and with standing committees to solicit input and discussion. The SPC also held two open meetings to discuss the draft report. Responses were strongly encouraged. SPC reviewed the comments and suggestions received and revised the draft documents. The final versions of the documents were reviewed and approved by the vice presidents and the President in August 2010.
4. **Strategic Plan Dashboard Development.** After approval by the SPC, the Vice Provost for Strategic and Fiscal Planning, the Assistant Provost & Director of the Office of Institutional Research & Assessment, and the Chair of the Strategic Planning Council met to discuss the development of a new university dashboard, a draft of which can be found by members of the Middle States team on the wiki and in the exhibit room (along with the dashboard for the 2005 Strategic Plan). Final data contained on this dashboard will be available in Summer 2011, following university procedures followed over the last decade—the president, vice presidents, and deans will discuss their plans and use the dashboard to inform their planning for the next year and beyond.

The design for our self-study design was approved by Middle States in 2009 as a “Selected Topics Report” with a special focus on strategic planning. This self-study is therefore linked closely with our on-going strategic planning and budgeting processes, documentation of which will be found on the wiki and in the exhibit room for team members’ review. We have organized this self-study into the following sections:

1. **Section One:** An *executive summary*, containing a synopsis of the findings of the self-study and the new strategic plan;

2. **Section Two:** A *progress report* regarding the 2005 Strategic Plan, with elements of that Strategic Plan printed in black and our progress report printed in green;

3. **Section Three:** An *analysis of the progress report and divisional sub-committee reports* which lead up to a new strategic plan;

4. **Section Four:** Our *2010 Strategic Plan*; and,

5. **Section Five:** The *conclusion* of the self-study, with an explanation of next steps to be taken.
Utilizing the approved selected topics design we address Binghamton’s mission and goals (standard #1), planning, resource allocation, and institutional renewal (standard #2), institutional resources (standard #3), and institutional assessment (standard #7). The University is supplying documentation attesting to compliance with each of these standards using a wiki as well as through documentation available to team members in the exhibit room. We encourage team members to review these as they are critical portions of this selected topics review. Although a separate documentation review will have occurred prior to the team visit, documentation supporting compliance with the remaining standards is also found on the wiki and in the exhibit room. It is our hope that this approach will provide the Middle States team with the information it requires to judge how we meet the standards required for re-accreditation.
Section One:
Executive Summary
Section One:  
Executive Summary for Selected Topics Review

Binghamton University has chosen to use the Middle States processes of reaccreditation and periodic progress reports as opportunities for reflection, evaluation, and strategic planning. In 2001 the University and the Middle States Commission on Higher Education collaborated on an experiment that combined a University-wide reaccreditation process with reaccreditation processes for the Accreditation Board for Engineering and Technology (ABET) and American Association of Colleges and Schools of Business (AACSB). The University emerged with a strategic plan\(^1\) that guided decision-making and investments for five years. The University used the 2005 Periodic Progress Report process\(^2\) to evaluate its progress with respect to the 2000 plan and to set in place a new plan\(^3\). In each case, University-wide committees comprised of faculty, staff, and students were closely involved in the processes of evaluation and goal setting. Drafts on progress reports and strategic plans were made readily available to the entire University community for their critique and suggestions.\(^4\) A Strategic Planning Council (SPC) made up of faculty, staff, and students, oversees the entire process. Members of the SPC meet with University governance groups – Faculty Senate Executive Committee and the Professional Employees Council – specifically to elicit their input. The SPC uses university community responses to shape the final documents, forwarding its recommendations to the President and the Senior Staff for approval.

In 2009 Binghamton chose a “Selected Topics” approach to our reaccreditation self-study. We continue to believe that using the Middle States reaccreditation process to assess progress on our strategic goals and to craft goals to guide the institution forward enables the institution to identify emerging opportunities and challenges, to document

\(^1\) The 2000 Strategic Plan is available at the Binghamton University Middle States Reaccreditation wiki.
\(^2\) The Periodic Review Report is available at the Binghamton University Middle States Reaccreditation wiki.
\(^3\) The 2005 Strategic Plan, *Excellence in a Climate of Change*, and implementation roadmap, *Implementing Our Strategies: A Roadmap to the Future*, are available at the Binghamton University Middle States Reaccreditation wiki.
\(^4\) Special editions of *Inside*, the campus newspaper are posted on the University’s internal website.
areas for improvement, and to focus our investments to make the most of developing circumstances and improve our programs and operations. The campus elected to focus its self-study on standards 1, 2, 3 and 7, as these standards encompass strategic planning, goal setting, resource allocation, and assessment of progress – the elements of a sound, comprehensive strategic planning process.

The progress report, *A 2010 Progress Report on Binghamton University’s 2005 Strategic Plan* (Section Two), and new strategic plan, *Distinguished Past, Innovative Future* (Section Four), are not organized according to Middle States standards. Those documents are organized around the University’s goals and aspirations. Therefore, we thought it would be useful to provide an executive summary of the key aspects of our strategic planning and resource allocation efforts organized according to the four standards.

**Standard 1: Mission and Goals**

**Mission**

*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.*

The University has maintained a steadfast mission over the past 10 years. We are a research institution with a deep commitment to both undergraduate and graduate education. We are a public institution aspiring to bring our knowledge and insights into synergistic partnerships with external constituencies. The University’s executive officers reaffirmed this mission by adopting the statement above on May 25, 2010.
Vision
University goals are captured in our vision, which is as follows:

*Binghamton University will distinguish itself as a stellar institution of 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.*

Our plans for realizing that vision are contained in our strategic plans. The 2005 strategic plan and roadmap, *Excellence in a Climate of Change* and *Implementing Our Strategies: A Roadmap to the Future*, both identified specific areas that needed to be improved if we were to be the quality institution we envisioned and also laid out aspirations for how the University could further distinguish itself in the future. Those latter aspirations arose, not out of concern, but out of vision. Using the 2005 plan as the basis for campus review, the self-study process produced two documents. The first, *A 2010 Progress Report on Binghamton University’s 2005 Strategic Plan* (Section Two), provides evidence of our progress toward all goals identified in 2005. The second, *Distinguished Past, Innovative Future* (Section Four), outlines the areas where we intend to focus our attention and resources to foster becoming an even better institution in the future.

The 2005 plan did not separate the goals arising from identified concerns from those that were purely aspirational. The *2010 Progress Report* is organized according to the 2005 strategic plan. The institution thought it would be prudent to highlight those matters of concern that garnered the most attention during the past five years. Therefore, what follows is a brief synopsis of (1) the issues the campus identified in 2005 as matters that needed attention if the campus were to continue to improve; and, (2) the results of actions taken to address these matters. In this vein, it seems most appropriate to discuss institutional assessment next.
Standard 7: Institutional Assessment

Academic excellence, innovation, growth and diversification

Each year for the past five years Binghamton has been annually named as being among the best public universities in the nation by the *Fisk Guide to Colleges*, *The U.S. News and World Report – America’s Best Colleges*, *The Princeton Review – Best 371 Colleges*, and *Kiplinger’s Personal Finance Magazine – List of 100 Best Values in Public Colleges*. Acceptance rates to graduate school and graduate professional programs for Binghamton graduates are above the national averages. The University is proud of its achievements and reputation for academic excellence. We continuously look to internal processes to determine if we are sustaining the excellence for which we are known.

Binghamton University has adopted a peer review process for evaluation of all its academic programs. Each year 5-7 units are chosen; all units are, therefore, reviewed about once every 7 years. The review involves: a self-study by the unit; a visit by two peer reviewers; an exit interview with the academic unit, dean of the school or college, provost, and dean of the graduate school; a final report from the site team; a written response from the academic unit; and follow-up by the dean, graduate dean, and provost. This process was explicitly designed to look at both undergraduate and graduate education and to assess how each department uses its strengths to mount excellent programs at both levels.\(^5\) In addition to these academic unit reviews, learning outcomes for general education and each major or professional program are assessed on a regular basis.\(^6\)

Binghamton evaluates faculty contributions to the University’s mission in two ways. The first involves annual faculty reports. The University gets a picture each year of each

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\(^5\) More information on the periodic review process is available in the documentation for Standard 7 at the Binghamton University Middle States Reaccreditation wiki.

\(^6\) More information is available in the documentation for Standard 14 at the Binghamton University Middle States Reaccreditation wiki.
faculty members’ teaching, research and scholarly contributions, and efforts at outreach.\textsuperscript{7} Five years of data are displayed for each academic unit. The second is through campus participation in the Delaware Study. Participation in this national benchmarking effort provides Binghamton with comparative information on teaching and funded research for each academic unit with respect to its chosen peers.\textsuperscript{8} Beginning in 2008, these two sets of data became the basis for conversations with each academic unit. Since spring of 2008, 25 units have been visited; Sociology is the only department in Harpur left to be scheduled for 2010-2011. Departments in the Watson School will also be scheduled for the coming academic year. Attending those meetings are the dean, department chair, department graduate director, department undergraduate director, graduate dean, vice provost, and provost. The agenda for these discussions is wide-ranging, with the aim to improve the academic unit as a whole. Going forward, these visits will occur every three years for each unit so that actions taken to address concerns can be evaluated for their impact.

Expanding the boundaries of knowledge is a central component of the University’s mission. To evaluate how well we are doing, Binghamton has recently contracted with Academic Analytics, a vendor that provides benchmarking data on faculty scholarly productivity. To date we have received one report based on 2007 data. The dean and graduate dean used the findings to launch discussions with department chairs and graduate directors about what could be learned from the data and what actions might be taken in the future to advance research and scholarship in the unit. We expect these two evaluative processes to complement one another in future discussions with all the academic units.

\textsuperscript{7} Examples of this database may be found at the Binghamton University Middle States Reaccreditation wiki.
\textsuperscript{8} An example of results from the Delaware Study is available at the Binghamton University Middle States Reaccreditation wiki.
Binghamton University is a mid-sized research institution. We have long believed that our mission to provide excellent undergraduate and graduate programs can be enhanced through judicious enrollment growth, including adding new educational programs that build on our strengths and offer new career paths for students. The University’s enrollment growth is given in the University dashboard.\(^9\) We have added students to existing programs and opened new advanced degree opportunities in student affairs, nursing practice, psychiatric nursing, and physics, and a new undergraduate degree in Asian and Asian-American studies. The institution has capitalized on its many strengths by developing 24 bachelor-master 5-year programs that enable students to combine undergraduate and graduate degrees in innovative ways. Binghamton wants to continue to grow. Our first priority now is to add a law school.

**Faculty growth**

In 2004-5 the Strategic Planning Council saw as problematic the fact that the student/faculty ratio had risen to 28:1. Achieving a student/faculty ratio of 20:1 was an important goal for the University. The University invested heavily, more than $19.5 million, in the hiring of additional faculty and was successful in achieving this goal. Current economic conditions are partially eroding the progress made. While academic units have been sheltered from the highest percentage reductions in budgets, the loss of over $6 million to those units has resulted in the loss of faculty. Therefore, the hiring of additional faculty remains a critically important goal for the University in the new strategic plan. The University seeks a 24:1 student to tenure track faculty ratio over the next five years.

**Graduate support**

The concern among graduate program directors in 2005 was that the best applicants were unable to accept our non-competitive fellowship offers. Over 3 years $2.5 million was added to the graduate stipend pool. The goal was to offer fellowships at the 75\(^{th}\)

\(^9\) Dashboards are available at the Binghamton University Middle States Reaccreditation wiki.
percentile of those provided by public universities in the northeast. The University used
data from the 2004-05 stipend survey (a national survey run by Binghamton University
after the University of Nebraska turned it over) to set stipend levels for different
disciplines/professions. We were successful in bringing all doctoral programs to the 75th
percentile. As a result, graduate directors reported that the credentials of their applicants
rose appreciably and that they were able to enroll their top choices.

Unfortunately, the economic downturn has meant that the campus has not increased its
stipend levels recently, although other campuses have done so. Thus, the campus
identifies this issue as one to continue to address in the coming years. The national
survey of graduate student support no longer exists. As a new benchmark, the university
seeks to provide doctoral students with stipends that are at least the average of those
offered by public research universities in the northeast that represent our competitors.
That reflects approximately the 75th percentile nationally.

While investment in graduate stipends improved the quality of enrolling students, the
University was not able to achieve another goal for graduate education, namely, to alter
the mix of graduate and undergraduate students in this same period. Our aim was to
achieve a 3:1 ratio of undergraduate to graduate students. We have grown overall at both
the graduate and undergraduate levels, but we did not grow proportionally faster at the
graduate level. Our decision was to invest funds in the level of graduate stipends rather
than create additional stipends. In the next five years, we do not foresee revenue growth
sufficient to increase graduate enrollments to the level that we would prefer, but we do
intend to increase graduate enrollments by a minimum of three-hundred students.

Community engagement
As a public institution of higher learning, Binghamton University takes seriously the
importance of collaborating with business, educational, governmental, and not-for-profit
organizations to help foster success in the region and state. Five years ago, the campus
endorsed a goal to increase University-community partnerships by 25 percent. The goal was aspirational; the University was not concerned about its role in this area because we had a significant presence in community affairs, but the campus wanted to move forward even more aggressively. Several months after the plan was adopted, the University conducted a survey to identify all the partnerships that already existed. The Office of Strategic and Fiscal Planning received over 1,100 submissions, and it was clear from the range of entries that the campus community did not have a common definition for University-community partnership. It was also clear that engagement with external communities of interest was more extensive than the Strategic Planning Council had thought. Concerned that developing a more narrow definition for partnership might discourage some faculty and staff from continuing their valuable work in the community, the President and Vice Presidents decided to discontinue the effort to measure changes in the level of engagement but to continue encouraging such endeavors throughout the University.

The campus uses metrics to measure aspects of its engagement. For example, we track economic impact. In 2007-2008 direct expenditures by Binghamton University totaled $463 million, which translates to a regional impact of $750 million and over $1 billion for the state of New York. The University accounts for about 11 percent of the gross domestic product (GDP) in Broome and Tioga Counties. The volunteer and community services provided by Binghamton University students, faculty, and staff are valued at over $7.8 million.

**Externally sponsored activity**

The University recognized that its generation of sponsored funds was below what would be expected of a medium-sized research institution. To move forward, the institution set a goal to double the amount of sponsored activity over five years. In 2005 sponsored expenditure activity totaled $25,128,000 with committed funds of over $25,257,000. We will close this fiscal year with sponsored expenditure activity of over $37,000,000 and
committed funds over $42,000,000. During this five year period, funding pools declined in both public and private sectors until 2009-10, when they increased due to the temporary influx of American Restoration and Reinvestment Act (ARRA) funding. However, this one-time funding will end within the next year. Binghamton University will see an approximate 30 percent increase from 2008-09 to 2009-10 in our committed sponsored project support, and without ARRA funding we would still see an 18 percent increase in funding. We attribute at least part of that success to meeting another specific goal, namely, that there would be an increase in the number of faculty funded from 750 FTE in the fall of 2001 to 871 FTE in the fall of 2009. The campus is still not where it needs to be with respect to sponsored activity. Therefore, we have set a new goal to grow externally funded projects by 10 percent in each of the next five years. To accomplish this goal, grant applications will have to increase by 20 percent in that same time period.

**Improve the University’s infrastructure**

An insufficient amount of highly functional research space was a major concern in 2005. SUNY has space guidelines, but these do not set standards for research activity. However, according to SUNY space guidelines, the University justified 251,800 net square feet (nsf) more space for the campus than its existing inventory. In July 2003, the first research building at the Innovative Technologies Complex, designed with open, highly flexible research laboratories, came on-line (110,000 nsf). The University also secured $134 million to construct three new research buildings, two at the Innovative Technologies Complex (the Engineering and Science Building, at117,900 nsf), the Center of Excellence Building (59,300 nsf), and Science V (45,500 nsf) which will add laboratories for work in the life sciences. The Engineering and Science Building will open in spring 2011, the Center of Excellence Building will open in 2013, and Science V will open in fall 2011. All three buildings are designed on the open, adaptive model of the Biotechnology Building, enabling the University to readily meet the needs of new faculty and also our anticipated growth in research.
The faculty office tower was in need of refurbishment. The University sought to provide the excellent faculty and staff in that building with working environments that are both pleasing and functional. The project began in the summer 2007, and, to date, all but 2 floors have been repainted, refurnished, and received new window treatments. Faculty and staff were able to design the layout of their own offices and choose their furnishings from a set of coordinated color options. Budget reductions have slowed the pace of working on the remaining floors and moving to other buildings also in need of refurbishment. Nevertheless, we want to finish this work over the next five years.

**Periodic Assessments University-Wide**

Each vice president uses a number of assessment methods to evaluate critical operations within his or her division. These assessments enable the University to sustain and improve its important endeavors.¹⁰

**Standard 2: Planning, Resource Allocation, and Institutional Renewal**

A complex, decentralized institution achieves its long-range, overarching strategic goals through unifying processes. At Binghamton University those processes are centered in its annual assessment and goal setting activities and in its budget allocation methodology. Circumstances change; the flexible nature of our strategic plan has enabled the campus to adapt to the new challenges and opportunities that arise from year to year. These yearly processes are described below.

**President’s Annual Planning Retreat**

Throughout her tenure President DeFleur held an annual planning retreat in August. The first day involved the vice presidents and her deputy and executive assistant. Dr. DeFleur opened each retreat with her perspectives about both the challenges and opportunities the

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¹⁰ A summary table of goals, assessments, and results can be reviewed in the materials for Standard 7 at the Binghamton University Middle States Reaccreditation wiki.
institution may encounter in the coming year. She, the vice presidents, and her staff then reviewed performance on the University’s dashboard and progress made with respect to goals set by each vice president at the previous year’s retreat. The focus was to draw out implications of the year gone by for the institution as a whole. Following this reflective look backward, each vice president made a presentation related to his or her intended goals for the coming year. Those suggested goals were discussed extensively in order to ensure that the suggested actions in one division and the impact of those actions were well understood and accepted by the vice president(s) in other division(s). This intensive discussion reshaped some goals and eliminated others. The day’s work ended in a shared understanding of the coming academic year’s context and the University’s direction for the months ahead. 11

The deans and director of the University Libraries joined the President’s Retreat on the second day. On that day the President also shared her views on emerging challenges and opportunities for the University. She presented data on school and college contributions to institutional goals such as fund-raising and led a discussion about the implications of those data for future individual and collective actions. Each dean and director made a presentation about his or her progress related to goals set the previous year and aspirations for the academic year about to begin.12 These individual academic unit goals were discussed collectively as to how collaboration could assist one or another unit to achieve its aspirations. Goals were also evaluated in terms of how they advanced the University’s strategic objectives. Finally, what the schools and colleges needed from other divisions to be successful arose from these discussions. In this way the academic direction for the university emerged as a collective responsibility.

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11 Divisional goals are available at the Binghamton University Middle States Reaccreditation wiki.
12 The deans’ annual presentations are available at the Binghamton University Middle States Reaccreditation wiki.
Annual Assessment of Divisional Goals

As outlined above, a critically important component of the annual retreat was the setting of divisional goals for the year to come. After goals were agreed upon at the President’s Retreat, the Vice Provost for Strategic and Fiscal Planning worked with each vice president to organize their goals according to strategic themes and determine how achievement/progress for each initiative would be measured and who within the division would be responsible for measuring progress. The Vice Provost for Strategic and Fiscal Planning then met with each vice president three more times to look at and discuss progress on each divisional initiative. In late July the Vice Provost for Strategic and Fiscal Planning provided a full report of progress on divisional goals to the President in preparation for the next annual retreat held each August.\textsuperscript{13}

The University Dashboard

The University’s dashboard is available at the Binghamton University Middle States Reaccreditation wiki.\textsuperscript{14} As shown in the dashboard, the institution yearly tracks indices related to enrollment, faculty and staff, our finances, space, retention and graduation rates, and research. As noted above, these metrics are reviewed as part of the President’s Annual Retreat and inform goals for the coming year. For example, the first year retention rate fell by more than one percent between 2004 and 2005 to below 90 percent, which was a cause for concern. This finding was accompanied by NSSE results that students were not satisfied with the advising they received. The Provost included these issues in her presentation at the retreat, out of which came a major initiative to try to improve both retention rates and students’ evaluations of their experiences. The following actions were taken. In order to augment the work of academic advisors a Schedule Fest was developed where students can go to a single place to meet with faculty and advisors from all University programs to discuss course selection, degree requirements and other academic matters. The Schedule Fest now recurs each semester.

\textsuperscript{13} Reports on divisional goals are available at the Binghamton University Middle States Reaccreditation wiki.
\textsuperscript{14} Dashboards are available at the Binghamton University Middle States Reaccreditation wiki.
After completing a training program, the Discovery Advisors (peer advisors located in the residential communities) were also given a stronger role. Discovery Advisors are assigned to sections in introductory writing and to First-Year Experience courses to assist students, who are required to meet with a Discovery Advisor at least twice during the semester. As a result of these actions first-year retention rates have increased and students’ evaluations of advising have improved.

In summary, Binghamton’s cyclic evaluation and planning processes have two major components. First, the University uses the Middle States reaccreditation and periodic reviews to look back on accomplishments, to take stock of current issues and changing circumstances, and to develop strategic goals for the coming five-year period. The second is the annual process of reviews and goal setting that begins every August. These two processes enable the institution to be highly cognizant of environmental challenges and opportunities and to remain focused on actions that will best advance the University as a whole.

**Specialized Accreditation**

Participation in voluntary accreditation is part of the University’s commitment to high quality, to regular planning, and to institutional renewal. The following University units have sought and been awarded specialized accreditation:
**Table One: Program Accreditation Membership by School/College**

<table>
<thead>
<tr>
<th>School</th>
<th>Accrediting Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harpur College of Arts &amp; Science</td>
<td>American Chemical Society</td>
</tr>
<tr>
<td>Harpur College of Arts &amp; Science</td>
<td>American Psychological Association</td>
</tr>
<tr>
<td>Decker School of Nursing</td>
<td>Commission on Collegiate Nursing Education</td>
</tr>
<tr>
<td>Harpur College of Arts &amp; Science</td>
<td>National Association of Schools of Music</td>
</tr>
<tr>
<td>School of Education</td>
<td>Teacher Education Accreditation Council</td>
</tr>
<tr>
<td>Watson School of Engineering &amp; Applied Science</td>
<td>Accrediting Board for Engineering and Technology (ABET)</td>
</tr>
<tr>
<td>Division of Research</td>
<td>Association for the Accreditation of Human Research Protection Programs, Inc (AAHRPP)</td>
</tr>
<tr>
<td>Division of Research</td>
<td>Association for the Assessment and Accreditation of Laboratory Animal Care International (AAALAC)</td>
</tr>
<tr>
<td>School of Management</td>
<td>Association to Advance Collegiate Schools of Business (AACSB Intl)</td>
</tr>
<tr>
<td>Harpur College of Arts &amp; Science</td>
<td>Behavior Analysis Certification Board (BACB)</td>
</tr>
<tr>
<td>College of Community and Public Affairs</td>
<td>Council on Social Work Education (CSWE)</td>
</tr>
<tr>
<td>College of Community and Public Affairs</td>
<td>National Association of Schools of Public Affairs and Administration (NASPAA) Commission on Peer Review and Accreditation</td>
</tr>
</tbody>
</table>
Binghamton University aligns its resources to its mission and strategic goals through comprehensive budgeting and allocation processes.

**University Budget Process**

The University considers its budgeting process pivotal to its ability to achieve its goals. The Office of Strategic and Fiscal Planning created a budget process that begins with proposals from individual managers for unit-based initiatives to advance the University’s strategic plan. Each budget request put forward must be tied to one or more of the University’s strategic goals. Vice presidents review the proposals developed within their divisions and forward those they believe to have the highest priority. The proposals endorsed by a vice president are discussed fully by a University-wide operations group comprised of a representative from each vice presidential division, chaired by the Vice Provost for Strategic and Fiscal Planning. Their judgments on the merit of the proposals (how well the initiative would advance strategic goals and its feasibility) are prioritized and presented to the President for final decisions on initiatives to be funded. This process has also encouraged vice presidents and individual managers to reallocate their own resources to initiatives they have identified in this budget process when their proposals have not been funded.

**Facilities**

The State University of New York capital planning process provides a framework for facilities planning for the Binghamton campus. Beginning around 1998-1999, the State began five-year capital planning cycles. Binghamton is currently in year 3 of the capital plan that extends through 2013. This plan was primarily for critical maintenance projects, but did include some strategic initiative projects. Capital projects included were upgrades to various site utility systems, East Campus Housing, University Union rehabs, critical maintenance in the science buildings, new science and engineering buildings, athletics...
and Events Center upgrades, and a facilities program study for the potential law school. During the 2009-2010 academic year, SUNY began a system-wide study of space needs in order to develop a new Capital Plan for the 64 campuses. Our discussions with the consultant group Perkins + Will consultants have focused on how far we lag behind SUNY guidelines for space – in terms of our enrollment we justify 251,800 nsf\(^{15}\) more space than we currently have – and our needs for additional space as we grow both enrollments and research. It is fortuitous that our new strategic plan and this new facilities plan are coming together at approximately the same time.

Setting priorities for the development of new space, renovations of existing space, and space allocation begins with units (colleges, schools, departments, divisional offices) identifying space needs and making request(s) to the Space Management Council, comprised of the five vice presidents, the Associate Vice President for Facilities, and the Vice Provost for Strategic and Fiscal Planning. This group discusses proposed projects, their costs, and probable impact on strategic goals. For large projects, the group makes recommendations to the President for the final decision. The Council is an effective mechanism to align space resources with strategic objectives. Its deliberations resulted in the creation or enhancement of a significant number of square feet of research space, the addition of 12 additional classrooms used for courses during the daytime and student programming during the evening, and the refurbishment of 13 floors of the faculty tower.

**Additional Revenue Sources**

The University just launched its second comprehensive gifts campaign on April 22, 2010. The goal is $95 million, of which $83.4 million has already been raised. Primary campaign initiatives include funds for faculty and academic excellence, student excellence and the Binghamton fund.

\(^{15}\) This is the number from 2004, the last year SU CF provided this data. Reports were recently requested and run, but lack data on classroom usage, making the newer data inconclusive.
Academic units are able to secure additional funds by offering courses during the weeks between semesters and the two summer school sessions. The distribution of revenues to academic units over the past five years has been as follows:

**Table Two: Winter and Summer Session Revenue Distributions, 2005-2010**

<table>
<thead>
<tr>
<th>Session</th>
<th>Distribution of Revenues</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 winter session</td>
<td>$373,982</td>
</tr>
<tr>
<td>2009 summer session</td>
<td>$746,088</td>
</tr>
<tr>
<td>2009 winter session</td>
<td>$169,470</td>
</tr>
<tr>
<td>2008 summer session</td>
<td>$535,675</td>
</tr>
<tr>
<td>2008 winter session</td>
<td>$132,507</td>
</tr>
<tr>
<td>2007 summer session</td>
<td>$559,374</td>
</tr>
<tr>
<td>2007 winter session</td>
<td>$150,435</td>
</tr>
<tr>
<td>2006 summer session</td>
<td>$604,344</td>
</tr>
<tr>
<td>2006 winter session</td>
<td>$73,487</td>
</tr>
<tr>
<td>2005 summer session</td>
<td>$482,761</td>
</tr>
<tr>
<td>2005 winter session</td>
<td>$58,573</td>
</tr>
</tbody>
</table>

These funds support adjuncts who teach courses during the regular terms, faculty travel, faculty start-up equipment, lectures by visiting scholars, and so forth.

**Recommendations**

Although reported in Section Three, we state the primary recommendations stemming from the progress and divisional sub-committee reports below, which are addressed by the 2010 Strategic Plan:

1. *Increase Tenure/Tenure Track Faculty.* This remains our first priority. We intend to reduce the Tenure/Tenure Track Faculty/Student ratio to 24-1 over the next five years.
2. *Grow and Strengthen Graduate/Professional Education.* Add at least 300
gradient/professional students over the next five years; reduce normative times
for all programs below national averages; maintain stipends at 75th percentile
among comparison institutions.

Complete current expansion of research space for science/engineering; continue
development of the Humanities Center

4. *Further Strengthen the Link Between Research/Scholarship and External
Communities.* Enhance internal and external entrepreneurship, including patents,
tech transfer, and business incubation; maintain campus position as SUNY leader
in research/business partnerships; continue and strengthen research programs
designed to support local schools, government agencies, and the local medical
community

5. *Continue to Seek Sponsored Funds, including Developing Alternative Sources.*
Continue steady increase in extramural funding, including research funding and
gifts in kind from research partnerships with business at a rate of 10% per year for
five years; complete transition to “Research Intensive” status.

6. *Complete the Current “Bold, Brilliant Binghamton Campaign.”* Currently at
$85M with a target of $95M. $100M would be ideal. Also try to get at least one
principal gift of cash in the $5-10M range.

7. *Seek Revenue Flexibility.* Support the Chancellor in her campaign for tuition
flexibility and to return tuition to the campuses; also continue to diversify and
enhance non-state revenue streams.
8. *Enhance the Planning and Self-Evaluation Process.* Develop dashboards for divisional units to strengthen the relationship between the planning and budget processes.

9. *Develop a New Master Plan for Buildings and Grounds.* Carry through on current cooperative planning with the State Construction Fund; agree on current space shortfall, coordinate additional space with anticipated program types/growth and overall growth.

10. *Plan for Growth.* Link enrollments, construction, program design, and resources in an adaptable way; offer a clear statement of the campus’ aspirations and intent, including intermediate stages on the way to ultimate goals.

11. *Enrich the Instructional Methodologies Available to Faculty.* Expand faculty use of Blackboard and other instructional software; continue phased conversion to smart classrooms; continue expansion of distance learning, including distance learning as an option in regular classes during summer and intersession.

12. *Increase Opportunities for Undergraduate Research.* Develop an Office for Undergraduate Research to promote undergraduate research and serve as a clearinghouse for research opportunities.

13. *Enhance Transfer Initiatives.* Appoint a campus Director for Transfer Affairs to enhance the transfer experience, assess the factors limiting transfer success, and to do outreach to our feeder institutions.

14. *Enhance the Partnership Between Academic and Student Affairs to Strengthen the Educational Experience.* Continue cooperation in such areas as peer advising, College-based education, tutoring, and transfer services.
15. *Continue the Campus’ Global Initiatives.* Continue emphasis at program level and in traditional study abroad, develop international research partnerships at the institutional level, and develop an international alumni network.

16. *Continue Initiatives to Establish Binghamton’s Leadership as a “Green” Campus.* Continue commitment to build to LEED standards; further develop focus on energy-related research and sustainability.

**Strategic Planning Cycle**

We have come full circle – assessment (2005 planning process), goals (2005 strategic goals), actions (progress report), and evaluation (2010 planning process). These planning and evaluation activities represent the University’s evidence for satisfaction of Middle States expectations that an institution has a clear mission and goals and effective assessment and planning processes to achieve its mission and goals.

**Next Sections**

In Section Two, we present the progress report on the 2005 Strategic Plan. In Section Three, we identify recommendations that stem from both the Progress Report and divisional sub-committee reports. We demonstrate that six global themes can be identified as a result of an analysis of the sub-committee recommendations (and informed by the progress report), which then become the goals of the 2010 Strategic Plan. We also show that the recommendations are well-addressed by these six goals. In Section Five, this self-study’s concluding section, we demonstrate that with the creation of a new Strategic Plan, currently existing processes will ensure that the Strategic Plan is meaningful and sustainable, and will result in institutional renewal.
Section Two:
2005 Strategic Plan Progress Report
Section Two:
A Progress Report on Binghamton University’s 2005 Strategic Plan

Introduction

In 2005, the University adopted an action plan, Implementing Our Strategies: A Roadmap to the Future, which has guided University decision-making and actions over the past five years. Five University subcommittees\(^1\) examined how well the University has done in realizing its strategic objectives and where the institution may not have accomplished all that it desired and/or changed direction given emerging circumstances. Subcommittees were also asked to offer suggestions to shape the next strategic plan. This document summarizes subcommittee findings related to the 2005 Strategic Plan, and the University’s new Strategic Plan\(^2\) incorporates these subcommittee recommendations for the future. In Section Three, an analysis of the themes that emerge from this progress report and the divisional sub-committee reports leads to our listing six strategic goals that will be contained in the 2010-15 University Strategic Plan, found in Section Four.

As described in the self study introduction, this document is organized such that the original 2005 Roadmap appears in black and the results appear in green.

New Environments, New Challenges

In previous generations, public higher education was viewed as a public good, and public taxation was the generally accepted means of paying for it. Today, a college degree is more commonly viewed as a benefit to the individual who holds it. Consequently the public increasingly expects the costs of higher education, even public higher education, to be recouped through individual tuition rather than taxes. Simultaneously, the demands on colleges and universities have increased dramatically. The public expects universities to help drive economic development, improve K-12 education, cure disease, design better approaches to caring for the elderly and infirm, and resolve international disputes. Calls by state and federal governments for greater accountability are also a part of the changing environment in which we must learn to flourish. Technological advances have given rise to a new constellation of learning and research environments that can benefit Binghamton University. Time and place no longer constrain the creation and dissemination of knowledge. New methods that affect how we promote discovery and learning are enabled by the Internet and enhanced telecommunications. Such advances broaden the scope of what is possible for Binghamton, but also increase competition for students and resources. All these trends challenge us to continue to evolve, blending traditional and innovative approaches into effective actions. Our vision is to become a

\(^{1}\) Reports of the subcommittees can be found at Binghamton University’s Middle States Reaccreditation wiki.

truly distinguished and unique institution of higher education, one that combines an
tonational reputation for research, scholarship and creative endeavor with the
best undergraduate programs available at any public university.

Toward that end, the following four overarching strategies are intended to position the
University to determine its own course in the rapidly changing environment of higher
education. As it prepares for the future the University should:

1. Invest in academic excellence, innovation, growth and diversification.
2. Enhance engagement and outreach.
3. Create an adaptive infrastructure to support our mission.
4. Foster a campus culture of diversity, respect and success.

Each strategy, along with some suggested approaches toward its implementation, is
detailed below.

**Invest in academic excellence, innovation, growth and diversification**

Embracing both liberal and professional learning is fully consistent with the University’s
stated mission, which is to enrich lives through discovery, education and engagement. The
University must do all it can to enable those activities — within and across traditional
organizational lines, at both the undergraduate and graduate levels of education, and through
scholarship, creative activities, and basic and applied research. Excellence in these academic
pursuits begins with the faculty.

Increase the number of faculty who will advance the mission of discovery and education
both within and at the interfaces of the disciplines and professions.

Faculty discovery, creativity and scholarship are stimulated and enlivened by wide-ranging
and insightful interchange with peers. The University envisions a campus in which the
intellectual work of faculty is undertaken within a variety of organizations. To promote a
daily exchange of ideas among like-minded colleagues, academic units will need to choose
a limited number of areas in which to focus their intellectual work and graduate programs.
Pursuing emerging lines of inquiry and creative endeavors will require expanding our
approach to faculty hiring and organization. Faculty will continue to be hired in existing
departments, schools, and colleges. Also, the University proposes a highly flexible approach
— Hire the best faculty we can and allow them to self-organize. Policies that empower faculty
to cluster around intellectual interests and to initiate and complete faculty hires in emerging
interdisciplinary initiatives will be needed. New graduate programs should emerge from the
interdisciplinary work of faculty and students. Binghamton’s intellectual leadership will be
underscored by offering graduate programs in developing fields of study, with carefully
designed curricula that meet the needs of students and society.
Excellence in achieving our mission is led by faculty. In the next five years, we intend to increase the number of faculty by 20 percent in order to achieve a student to faculty ratio of 20:1. Hiring will occur both within and at the interfaces of disciplines and professions. We will seek individuals who share our enthusiasm for expanding the boundaries of knowledge and understanding while closely mentoring students – both undergraduate and graduate. As new lines of inquiry open and new programs evolve from such interests, more flexible arrangements that promote both discovery and learning will be developed.

**Results for faculty hiring**

Table 1: Faculty Headcount and Student/Faculty Ratios Fall 2004 – Fall 2009

<table>
<thead>
<tr>
<th>Year</th>
<th>FT Faculty</th>
<th>PT Faculty</th>
<th>Total Faculty</th>
<th>Faculty FTE</th>
<th>Student FTE</th>
<th>Student/Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>512</td>
<td>207</td>
<td>719</td>
<td>581.0</td>
<td>12807.0</td>
<td>22.0</td>
</tr>
<tr>
<td>2005</td>
<td>537</td>
<td>232</td>
<td>769</td>
<td>614.3</td>
<td>12907.7</td>
<td>21.0</td>
</tr>
<tr>
<td>2006</td>
<td>551</td>
<td>254</td>
<td>805</td>
<td>635.7</td>
<td>13259.7</td>
<td>20.9</td>
</tr>
<tr>
<td>2007</td>
<td>575</td>
<td>273</td>
<td>848</td>
<td>666.0</td>
<td>13308.3</td>
<td>20.0</td>
</tr>
<tr>
<td>2008</td>
<td>596</td>
<td>293</td>
<td>889</td>
<td>693.7</td>
<td>13776.7</td>
<td>19.9</td>
</tr>
<tr>
<td>2009</td>
<td>596</td>
<td>277</td>
<td>873</td>
<td>688.3</td>
<td>13527.0</td>
<td>19.7</td>
</tr>
</tbody>
</table>

As can be seen in Table 1, University-wide commitment to the strategic plan has led to a significant increase in the number of faculty hired. Meeting the legitimate needs of other divisions was delayed in favor of allocating more resources to faculty hiring. In 2007, the University achieved its goal of a 20:1 student/faculty ratio, which it sustained in 2008 even with the addition of 468 student FTEs. Our strategic intent was not only to hire additional faculty but, where possible, to leverage hires to foster interdisciplinary work. Below are some examples of our success.
Models for analysis and interpretation developed in one field are often useful in another. Kristina Lambright, an assistant professor in public administration, works closely with faculty in the bioengineering and psychology departments on modeling and analysis of complex systems (networks). Using models developed by bioengineering faculty, she and her colleagues analyze and interpret public sector and non-profits’ data to assist in understanding service delivery patterns and outcomes, and in designing appropriate evaluation strategies.

Social work faculty working with human development, nursing and School of Education faculty have launched a new Center for Intergenerational Studies. Their purpose is to link the studies of development and care throughout the life cycle and to consider policy options for addressing problems and issues at each stage of development, as well as their interconnections and synergies. Two recent hires – Sunha Choi, an assistant professor of social work and an expert on geriatric health care issues, and Ann Merriwether, a lecturer in human development and an expert in adolescent development – are important contributors to this endeavor.

David Campbell, assistant professor of public administration, has opened a promising line of research on public philanthropy and nonprofit management. He has engaged faculty in social work in this research and is exploring connections with faculty in the School of Management. He currently has interactions with faculty at Cornell and Brandeis universities. Such inter-university relationships often lead to other collaborations.

Faculty within the departments of public administration, human development, student affairs administration and social work are collaborating to study citizenship, immigration policies and services and their contribution (or lack thereof) to forging positive civic ties,
and crafting and managing immigrant services to meet emergent needs. Their plans are to seek involvement from faculty working in international and global areas. This research endeavor has an inclusive agenda, seeking partnerships with the many immigrant populations in the community and the institutions that serve them. Faculty involved in the enterprise are both recent hires and longer-term members of the faculty who have retooled their research and teaching interests. They include Sunha Choi, assistant professor, and Youjung Lee, visiting assistant professor, from the Department of Social Work, both of whom specialize in healthcare and other service delivery needs of older Korean immigrants; Dina Maramba, assistant professor of student affairs administration, whose interests relate to the experiences of Filipinas and other young Asian women in American institutions of higher learning; Nadia Rubaii-Barrett, associate professor of public administration, an expert in local government’s provision of immigrant services; Thomas Sinclair, associate professor of public administration, who heads CCPA’s international efforts and is working with Shenzhen University in China to understand internal patterns of immigrant migration; and Lubna Chaudhry, assistant professor of human development, who recently returned from leave and is working on immigration issues related to the violence in Pakistan and other war zones.

**Decker School of Nursing**

Malgosia Krasuska was hired in September 2006, as an associate professor in the Decker School of Nursing. She is a researcher/educator with a doctorate in medical sciences, a master of science in nursing and diplomas of health promotion, health education and professional health coach. She also holds a collaborating appointment with the School of Nursing and Health Sciences and School of Public Health, Medical University of Lublin, Poland. Krasuska has over 20 years of interdisciplinary professional educational and research experience in the areas of health promotion, health education, oncology care, psycho-social care for patients and their families, complementary and alternative therapy, integral healthcare and spiritual care. She is the author of three books and several scientific publications and was a member of the SUNY Strategic Planning Committee Group of 200, charged with helping to shape the guiding themes of the new SUNY
strategic plan. In 2008, she and Laura Bronstein, associate professor of social work, submitted and were granted funding for a Conversations in the Disciplines program titled “Interdisciplinary Perspectives on End of Life and Palliative Care.” The well-attended conference was held in downtown Binghamton.

_Harpur College of Arts and Sciences_

There is a strong tradition of interdisciplinary teaching and research in Harpur College of Arts and Sciences. It enriches Harpur’s intellectual life and makes it an attractive place for faculty to work and students to learn. Consistent with the University’s strategic plan, Harpur has been strategic in its hiring during the past five years, recruiting new faculty who contribute to departmental areas of focus and to interdisciplinary clusters that cross departments and, in some instances, schools.

Two relatively new, highly promising interdisciplinary areas — Asian and Asian-American Studies and Materials Science — have achieved critical mass during the past five years as a result of targeted hiring.

Because Asia plays such a critical role in our world — economically, politically and culturally — Harpur has invested heavily in transforming our Asian and Asian American Studies Program (AAAS) into a department, albeit a department that is interdisciplinary in its character and continues to enjoy strong ties to and joint appointments with a half-dozen Harpur departments. During the past five years, Harpur has hired six tenure-track faculty members who hold appointments in or who have a formal affiliation with AAAS, significantly strengthening teaching and research on China, Japan, India, Korea and the Asian diaspora. These include Praseeda Gopinath, assistant professor of English; Sonia Kim, assistant professor of Asian and Asian-American studies (with a joint title in history); Maneesha Lal, assistant professor of history (with a joint appointment in AAAS); Yoonkyung Lee, assistant professor of Asian and Asian-American studies (with
a joint appointment in sociology); Monika Mehta, assistant professor of English (with a joint title in AAAS); and Roberta Strippoli, assistant professor of Asian and Asian-American studies. Committed to strengthening our offerings in Asian languages, Harpur has also hired five full-time lecturers with expertise in teaching Korean, Japanese and Chinese: Kil Cha in Korean; Mariko Hashimoto in Japanese; Mayumi Hirano in Japanese; Shu-min Kaldis in Chinese; and Chenquing Song in Chinese. These additions have enabled us to develop new majors in Chinese, Japanese and Korean studies.

A second, relatively new area in which Harpur has made significant investments is materials science, an interdisciplinary program that brings together faculty in Harpur and the Thomas J. Watson School of Engineering and Applied Science to support interdisciplinary research and a PhD program. During the past five years, we have recruited four tenure-track faculty in physics and chemistry who play an integral role in materials science: Nikolay Dimitrov, associate professor of chemistry; James Fang, associate professor of chemistry; Oana Malis, assistant professor of physics; and Bruce White, associate professor of physics.

Harpur has also strengthened longstanding interdisciplinary clusters that contribute substantially to undergraduate education, graduate education and research. Because it has historically enjoyed great success in preparing undergraduates for law school, Harpur has a large group of faculty in the humanities and social sciences whose research and teaching focuses on the law. During the past five years, we have recruited four faculty members who have strengthened this interdisciplinary concentration: Ana Gotlib, assistant professor of philosophy; Diane Sommerville, associate professor of history; Leigh Ann Wheeler, associate professor of history; and Jeffrey Yates, professor of political science. Harpur’s art history program has long distinguished itself for its innovative, interdisciplinary approach to a very traditional field of humanities scholarship. In the past five years, three hires have contributed to this intellectually vibrant program: Pamela Smart, associate professor of anthropology (with a joint title in...
art history); Brian Wall, assistant professor of cinema; and Andrew Walking, dean’s assistant professor of humanities. Harpur was a pioneer in scholarship and teaching on women and gender, offering the first PhD program in women’s history in the U.S. in the 1970s. As work on women and gender has transformed scholarship in the humanities and social sciences, Harpur has remained at the forefront, adding seven faculty members; Shelley Feldman, professor of sociology; Sonia Kim, assistant professor of Asian and Asian-American studies (with joint title in history); Maneesha Lal, assistant professor of history (with joint title in AAAS); Diane Sommerville, associate professor of history; Kathleen Sterling, assistant professor of anthropology; John Starks, assistant professor of classics; and Leigh Ann Wheeler, associate professor of history. A final interdisciplinary area in which we have invested with significant results is the study of Africa and the diaspora, hiring four tenure-track faculty during the past five years: Ann Bailey, associate professor of history (with a joint appointment in Africana studies); James Burns, assistant professor of music (with a joint appointment in Africana studies); Charise Cheney, associate professor of history (with joint appointment in Africana studies); and Anthony Donkor, an assistant professor of Africana studies.

School of Education

In the past five years, the School of Education has made five hires, three of which had specific interdisciplinary goals in mind. Assistant Professor Adam Laats was hired as a social studies educator to work with preservice and inservice teachers. His appointment, however, also included a specific role as co-director of the Binghamton University Teaching American History grant from the U.S. Department of Education, which is allied with the Harpur College Department of History. Hired to teach courses for preservice and inservice science education teachers, Assistant Professor Andy Cavagnetto is a member of the Center for Science, Mathematics, and Technology Education (CSMTE), an organized research center on campus that draws faculty membership from both Harpur College and the Watson School of Engineering and Applied Science. In addition, Assistant Professor Elizabeth Anderson, a special education faculty member, was recently hired in large part because of her previous work (while on a clinical line) with
Associate Professor Laura Bronstein (social work) and Clinical Lecturer Sue Terwilliger (Decker School of Nursing). Together, they have received funding to promote the idea of community schools — i.e., public schools in which children’s academic, health and social needs are met under one roof.

**School of Management**

A new track in entrepreneurship was designed to promote innovation and growth in the economy. The current economic downturn, rapid technological change and global competition suggest a need to foster new business for our economy to remain competitive. The entrepreneurship program serves as a catalyst for scholarship and education in this field. The program provides a vital link between academics and the business community. Students learn business development skills and the program is an incubator for new business ideas.

Since the field is inherently interdisciplinary in nature, the school hired Professor Tongshu Ma in fall 2005, as the Osterhout Professor of Entrepreneurship, to assist Angelo Mastrangelo, an adjunct lecturer, in developing the area. Subsequently, Assistant Professor Vishal Gupta was hired in fall 2008, in the strategy area. The concentration has attracted students from across the University, and Mastrangelo was recognized among the top faculty in the nation by *Fortune Small Business Magazine* in September 2007. Graduates from the area have also been successful in establishing several new businesses.

Another example of strategic hiring in an interdisciplinary area is the establishment of the supply chain management track. The school hired Assistant Professor Eser Kirkizlar in fall 2008, to assist Professor Saligrama Agnihothri in developing the track. There has been a significant increase in industry demand for graduates in this area.
Thomas J. Watson School of Engineering and Applied Science

A new educational track in health systems was designed and has been developing rapidly over the past three years. This educational track allows a graduate student who is enrolled in either the Industrial and Systems Engineering Program or the Systems Science Program to get a “concentration” in health systems. The health systems concentration was made possible by the educational efforts of multiple faculty, in particular, Associate Professor Mohammad Khasawneh and Shengyong Wang. The academic component is well complemented by excellent research projects carried out in various hospital systems, including the Mayo Clinic. This concentration has attracted a relatively large number of graduate students and is also serving as a catalyst for academic endeavors that span multiple departments within the Watson School and across campus, such as the Department of Bioengineering and the Decker School of Nursing.

A second Watson School example of strategic hiring that has helped Binghamton University with interdisciplinary work is related to the Center for Autonomous Solar Power (or CASP). This academic thrust, including research, has been assisted by faculty hiring, specifically Seshu Desu, CASP executive director and Alok Rastogi, research professor. A workshop on CASP plans and activities was held in October 2009; currently, proposals are being solicited for research activities to be supported by the center.

Assistant Professor Hiroki Sayama is an excellent example of a faculty member who has leveraged and contributed to interdisciplinary research. As the director of the Collective Dynamics of Complex Systems Research Group (http://coco.binghamton.edu), he has active research collaborations with faculty and staff in departments and schools across campus, including the School of Management, public administration, biological sciences, mathematical sciences and the Geographic Information System Core Facility (GIS), as well as other departments within the Watson School such as bioengineering and computer science. Sayama is a faculty fellow of the Center for Leadership Studies.
(http://cls.binghamton.edu/), an executive committee member of the Institute for Evolutionary Studies (http://evolution.binghamton.edu/evos/) and an advisory board member of the Center for Applied Community Research and Development (http://www2.binghamton.edu/ccpa/public-administration/cacrd/). His collaborative research involves interdisciplinary perspectives and analytical/computational/experimental methodologies developed in the field of complex systems science, which allows one to investigate various forms of natural, social or engineered systems from a structural/dynamical viewpoint to obtain general, cross-disciplinary implications and applications.

**Improve graduate stipends.**

Graduate students are key to Binghamton University’s discovery and learning missions. The biggest challenge to expanding graduate education at Binghamton University is improving graduate stipends. We attract excellent graduate students because of the quality of our faculty and the individual mentoring they provide to students. We must ensure that economic factors do not influence their decisions about whether or not to enroll at this University.

**Results for graduate stipends**

Five years ago, we recognized that we needed to raise doctoral stipends very quickly because indicators suggested that we were losing very good applicants (e.g., GRE scores were declining). This was a challenge because New York state only provided half of what we needed, and we weren't sure what a competitive stipend needed to be. We conducted a national stipend survey for two years (which we shared with all who participated). The survey allowed us to identify the 75th percentile (i.e., the top 25 percent per discipline) for stipends for public research universities. It also indicated that, on average, stipends increase by 3 to 5 percent per year (least for humanities and most for sciences), or roughly $500. Using the 75th percentile as a target, the University invested over $2.5 million in raising doctoral stipends over three years. All doctoral programs (n=25) had stipends raised to the 75th percentile of the 2004-05 survey. Consequently, doctoral stipends were raised from a mean of $9,223 in 2005-06, to a mean of $15,441 in 2009-10. On average, the increase was $6,510. Accordingly, the decline in GRE scores of
new enrollees reversed, and faculty reported that they are able to recruit top applicants (as evidenced by GPA, GRE, undergraduate institution, letters of reference and undergraduate research experience). Numerous graduate directors and department chairs have commented that these increases have had a very positive effect on faculty morale. They report that having very good graduate students contributes to departments being able to recruit and retain the best faculty. Moreover, having excellent graduate students who perform well as teaching assistants and as role models for undergraduates increases the reputation of the department among undergraduates and attracts majors.

We did not have sufficient funds to raise the stipends of the master’s programs (n=17) to the 75th percentile, but, on average, those stipends were raised $1,721 (from an average of $7,921 in 2005, to $9,643 in 2009).

**Enhance the internationalization of the campus.**

We are proud to have been recognized with seven national awards for exemplary international experiences for students, but more can be done. We can increase the number of students who study abroad, enhance students’ language competencies, integrate study abroad into degree requirements, and assure that financial aid and program policies do not hinder study abroad. Joint diploma programs with international universities also bring important international perspectives to the campus. Expanding Languages Across the Curriculum, supporting international festivals and developing new ways to promote meaningful interchange among Binghamton’s national and international students contribute to the same goal. Faculty and staff should also be afforded opportunities to participate in international programs and advance international ties.

**Results for internationalization**

Binghamton University’s vision for internationalization incorporates aspirations to expand both the numbers of students and faculty with significant international experiences and to infuse an international perspective into campus programs and campus life. A liberal education involves helping students to comprehend and appreciate the multiplicity of approaches to understanding the world around us and the nature of the human condition. The experiences and intellectual contributions of other cultures and
nations are critical to achieving that understanding. Internationalizing research efforts will allow Binghamton University to expand its research portfolio and to tap high-technology developments around the world.

Awarded the 2007 Harold W. McGraw Prize in Education, President Lois B. DeFleur donated the McGraw Prize to Binghamton University to establish the Lois B. DeFleur International Innovation Fund. The major focus of the fund is to provide support for initiatives that prompt increased global awareness, global respect and global competence by providing seed money for projects that make creative international experiences possible for students, faculty and staff. Due to this support, the Department of Romance Languages and Literatures has been better able to orient students prior to leaving for experiential learning trips and internships in France; the Office of Alumni and Parent Relations has cultivated relationships with international alumni in Korea; the Master of Public Administration Program has strengthened its ties to universities in China; and the Department of German and Russian Studies has utilized distance-learning technologies to enrich collaborations with Germany.

Expanding opportunities for study abroad

The University has expanded partnerships with several universities internationally – Central European University (Budapest, Hungary), Fudan University and Soochow University (China), Seoul National University (South Korea), the University of Botswana, the University of Monterrey (Mexico), and the University of Utrecht (The Netherlands). Study-abroad participation has increased in both number of students and diversity of destinations since 2005; as our overall undergraduate enrollment increases, we have come to realize that while we may see an increase in the number of students studying abroad, there may not be a corresponding increase in the percentage of students studying abroad. In 2005, 427 students studied abroad, representing 14 percent of a graduating baccalaureate class. In 2008-2009, 521 studied abroad, which represents 12 percent of a graduating baccalaureate class because undergraduate enrollments have
grown. One of our accomplishments over the past five years has been to open up study-abroad opportunities in different parts of the world. Recently we have seen a significant increase in the numbers of students selecting Asian destinations, including 70 students in the past year.\(^3\)

One of the issues that students interested in studying abroad face is funding. It was our hope that financial barriers to studying abroad could be alleviated. Unfortunately, restrictions on the New York State Tuition Assistance Program (TAP), a major source of student aid, suggest that this is not going to be a feasible source of funding for students planning to study abroad. Enabling students from families of modest means to study abroad is still a goal, but the institution will have to seek private sources to meet that goal. We will talk with donors about the possibility of their contributions helping to fund study-abroad opportunities for students.

**Fostering an international perspective throughout the campus**

International student enrollment has grown, in part as a result of a partnership between International Student and Scholar Services (ISSS) and Undergraduate Admissions and Graduate Admissions offices. This initiative has enhanced recruiting efforts by alerting current students to overseas visits by Binghamton admissions representatives so they can pass this information on to friends and family members abroad; working with international cultural associations to assist new students with pre- and post-arrival services; and explaining the Visa process and educating students on requirements for Visa interviews. For the five-year period that began in fall 2005, and ended in fall 2009, international student enrollment at Binghamton University increased by 40 percent, from 1,523 to 2,132. These figures reflect a growth in undergraduate international student enrollment from 751 to 1,133 in five years (which includes students in the Turkish Dual Diploma Program) for an increase of 51 percent, and a growth in graduate international enrollment.

\(^3\) Annual reports from the Office of International Programs are available at Binghamton University’s Middle States Reaccreditation wiki.
student enrollment from 772 to 999 over the same time period for an increase of 29 percent. Dual Diploma Program enrollments, based on registration at Binghamton University, have grown from 280 to 379 in five years, an increase of 35 percent. Based on fall 2008 enrollment, Binghamton was ranked 59th in the United States among approximately 3,000 colleges and universities in the number of international students we enroll and seventh in New York state. The University’s current number of international students is an enrollment record and represents 13 consecutive years of enrollment growth at Binghamton University.

The University has fostered innovative degree programs that bring an international perspective to classes and informal student interactions. Beginning with the 2003-2004 academic year, the University has offered undergraduate dual-diploma programs with institutions in Turkey in the fields of management, global and international affairs, and information systems. Students are admitted jointly to Binghamton University and one of four partner institutions in Turkey: Bilkent University, Bogazici University, Istanbul Technical University and Middle East Technical University. Students take their first- and third-year courses in Turkey, and attend Binghamton for their second and fourth years. Currently, there are 383 Turkish students enrolled in the program, with 188 present on the Binghamton campus. The Turkish Dual Diploma Program has graduated 252 students to date. More recently, the University has developed a dual-diploma program with Moscow State University’s Institute of International Relations (MGIMO). This program is a two-year, dual-diploma program with students earning a master’s degree in political science and a master’s degree in international relations from Binghamton University and from MGIMO. Students spend two semesters at Binghamton and two semesters at MGIMO and write a jointly supervised master’s thesis. Enrollment in this program to date has been eight students; students must be bilingual because instruction at MGIMO is in Russian. In 2008, an agreement was signed between Binghamton’s Watson School of Engineering and Applied Science and the School of Information at Renmin University of China. Students in the program study for three years at Renmin University and two years at Binghamton. Three students came to Binghamton in fall 2009, and the program is expected to grow in the future.
Over the last five years, the University has seen a shift in its mix of international undergraduate and graduate students. What had traditionally been a population of mostly international graduate students began to change in 2005, with the achievement of full cohorts of students in the Dual Diploma Program with Turkey and as a result of increased recruitment of international students by the Undergraduate Admissions Office. For the fall 2009 semester, undergraduate international students accounted for 53 percent of total international enrollment. The success of the Turkish Dual Diploma Program is causing some academic units, especially the Watson School of Engineering and Applied Science, to explore similar programs with universities in India and China. The shift from mostly graduate students to mostly undergraduate students has also led to a number of collaborative efforts by the Office of International Student and Scholar Services with other offices in the divisions of student affairs and academic affairs to address the adjustment and advising needs of this younger and more academically vulnerable population.

International faculty bring the culture of their countries into Binghamton classrooms. Binghamton University has seen a noticeable increase in the number of international scholars on campus over the last five years – from 94 in 2005, to 123 in 2009. Countries represented have included Brazil, Canada, Chile, Czech Republic, France, Germany, Japan, Kenya, Taiwan, Turkey and the United Kingdom, with the highest numbers of international scholars coming from China, India, Russia and South Korea. During this same time period, 14 faculty members have been awarded Fulbright Scholarships to study abroad. These faculty members worked in Canada, Finland, India, Italy, Kenya, The Netherlands, Norway, Poland, South Africa, Spain and Venezuela. Collectively, these scholars and faculty bring the perspectives and insights of those different cultures to our students.
Integrating intercultural skills with degree requirements

Binghamton students recognize the need to study languages other than English at the college level. On the 2008 National Survey of Student Engagement (NSSE), senior students’ rating of the institution on the question about having completed foreign language coursework was significantly higher than our geographical peers: 50 percent of students reported having completed foreign language coursework.

Both study abroad and the innovative Languages Across the Curriculum Program have provided opportunities for Binghamton University students to enhance their intercultural skills. Five years ago, 14 different degree programs integrated study abroad into their curricula. By 2008-09, the total was 24 – an increase of 10 programs. Departments and programs in many disciplines have designated specific study-abroad programs as meeting degree requirements, including Africana studies, Asian and Asian-American studies, biological sciences, economics, English, human development, management, nursing, psychology and theatre. Languages Across the Curriculum (LxC), a curricular enrichment program that offers students the opportunity to apply their existing skills in languages other than English to courses outside of language departments, enrolled over 200 students per semester as of the 2008-09 academic year. In 2008-09, students taking courses in anthropology, environmental studies, history, political science, the School of Management, theatre and the Watson School participated in LxC study groups; study groups were offered in Spanish, French, Mandarin, Cantonese and Korean.

Efforts to infuse international cultures and perspectives into courses and events across campus have flourished. Academic departments are encouraged to undertake internationalization initiatives, such as the Theatre Department’s collaborations with international partners to produce stage plays. A production of West Side Story in collaboration with DUOC Universidad Católica in Santiago, Chile, used a bi-national cast and production team to perform a run in Binghamton and a run in Santiago. The partners repeated the collaboration to mount A Three Penny Opera. In partnership with
the National Academy of Chinese Theatre Arts (NACTA), Binghamton students performed *Romeo and Juliet* in the manner of the Beijing opera under the directorship of NACTA theatre professors. In 2009, Binghamton University was designated as the site for the Confucius Institute of Chinese Opera at Binghamton University (CICOBU). This nonprofit organization, jointly formed by Binghamton University and the National Academy of Chinese Theatre Arts, is sponsored by the Confucius Institute headquarters in Beijing, China. The CICOBU will teach Chinese language and culture, as do all Confucius Institutes, but will also focus on promoting Chinese opera and music. Five instructors will be in residence at Binghamton beginning in fall 2010; the CICOBU will offer courses, organize lectures and workshops, and establish the only performance group in the United States to feature Beijing opera artists, which will play a major role in the promotion of Chinese opera, performing arts and culture in the U.S. In addition to these curricular initiatives, many campus offices and organizations collaborated to sponsor the International Student Festival (2001-2007) – International Student and Scholar Services, Campus Recreation, the University Union, Late Nite Binghamton, the Graduate Student Organization and the major international cultural associations on campus.

**Enhancing the cultural competencies of the University community**

Offices within the Division of Student Affairs provide training and other activities for staff and student workers to foster culturally sensitive service delivery to international students. International Student and Scholar Services (ISSS) has offered workshops on and off campus in cross-cultural competencies, including a workshop on “Cross Cultural and Language Issues That Affect Customer Service,” designed to help faculty and staff gain a better understanding of the influence of culture and language on behavior. ISSS has also provided consultation and training for faculty wishing to invite international colleagues to Binghamton University for collaborative projects.

Staff from the Turkish Dual Diploma Program met with staff members from the University Health Service to provide information on Turkish culture and the Turkish
healthcare system to help health service staff better understand Turkish students’ cultural backgrounds and how to assist them in adjusting to the U.S. healthcare system. The Career Development Center has created a Faculty-Student Scholar International Engagement Internship for the 2009-2010 academic year in order to motivate and prepare students for international experiences and to help them understand competencies needed to succeed in a global economy.

The Decker School of Nursing (DSON) received funding from the President’s International Innovation Fund for 2009-10. The desired outcome of the proposed project is to initiate the planning for an international partnership with the Pontificia Universidad Madre Y Maestra and its nursing faculty in the Dominican Republic. The ultimate outcome of this project would be assessed by the development of a partnership and exchange program between the two nursing schools. Since 2004, Laura Terriquez-Kasey, DSON clinical assistant professor, has been taking nursing students to the Dominican Republic to provide them with a holistic perspective of nursing and of the cultural and language needs of nurses in different countries. Students receive first-hand experience in a different healthcare system in a country where extreme poverty and health problems abound. Each student comes away with an increased level of global awareness, global respect and cultural competency in nursing. Today, these students can be found in Manhattan, working with the Visiting Nurse Service of New York City; in Washington Heights, caring for Dominican and Hispanic families; or working in Central and South America. DSON graduates can be found practicing nursing in Africa, Nepal, India and nations in the Caribbean, and serving in the U. S. Air Force and U. S. Army. A 2008 DSON graduate who went to the Dominican Republic has joined the Peace Corps and will be serving in Africa. These students have maintained contact with faculty members in the Decker School and report that they are learning from others and continue to have an open mind to expand their level of nursing practice.
The Office of Alumni and Parent Relations developed a travel program featuring faculty experts. The program emphasis is on experiential learning and is marketed to on-campus constituents, alumni and friends of the University. Faculty members lead travelers on week-long tours, often including experiences that are off limits to the average tourist. Destinations have included Chile, Dublin, Egypt, Greece, London and Scotland.

_Promoting an inclusive environment for our international members_

Many offices contribute to providing a supportive and inclusive environment for international students and faculty. The Office of Residential Life worked with the Turkish Dual-Diploma Program (DDP) to support and engage international students by expanding break housing and adapting the resident assistant (RA) selection process to enable returning DDP students to serve as RAs. The Career Development Center and International Student and Scholar Services (ISSS), as part of a longstanding collaboration, educate international students about the U.S. job market and employment and tax-reporting regulations through well-attended career development and job-search programs that address the unique needs of international students. Many of these resources are available online, enabling access even when students return home. International student and scholar orientation was expanded to include cultural, social and academic adjustment information and support. The Friendship Family Program, which currently has 30 participating families, facilitates connections between new international students and members of the University and local community who offer friendship and assistance. ISSS, through generous donor support, offers free instruction in English as a Second Language (ESL) for spouses of international students and scholars. A qualified ESL instructor offers classes and discussion for those with varying levels of English proficiency. Participation in the program has increased, and the program has been enhanced through field trips and book clubs.

Student affairs staff spearheaded the formation of the Binghamton University Globalistas (BUGs) to further the University’s long-standing mission of comprehensive
internationalization. The BUGs is now a viable University committee comprised of representatives from the divisions of student affairs, external affairs, academic affairs and research, reporting to the vice provost for international affairs. Like the International Education Advisory Committee (IEAC), this group seeks to recommend immediate and long-term directions for the growth and development of international education. After just one year, this cross-divisional committee developed a proposal for the Lois B. DeFleur International Innovation Fund. This proposal, one of three funded for 2009-10, was to develop a “global gateway” – a robust and interactive Web portal linking campus departments, organizations and individuals with an international focus.

Creating an effective infrastructure for internationalization

Binghamton’s internationalization infrastructure includes services for University faculty and staff planning research or study abroad. Travel medicine is offered through the University Health Service to prepare faculty and students traveling abroad with information on endemic health concerns and ways to maintain health and reduce risk. The Division of Research assists faculty with the development of Fulbright and other international applications, administers all external grant funds for travel and subcontracts abroad, and has an insurance program to assist Binghamton University faculty and staff traveling abroad with issues concerning healthcare and expatriation.

The Office of Alumni and Parent Relations was awarded a grant from the Lois B. DeFleur International Innovation Fund to launch an international alumni advancement initiative. With nearly 2,200 international alumni residing in 109 countries, the goal was to expand Binghamton University’s alumni relations strategy from a national to a global model. Alumni cultivation is very important to the advancement process. This initiative will provide the foundation for a strategic global model yielding a palpable connectivity between the Binghamton University campus and its international constituency and will beget concrete benefits to students, alumni, faculty and staff. In addition to engaging alumni to help sustain a network, this opportunity to build relationships around the globe
will also lead to the identification and development of significant international donors. During the period of this plan, international alumni events were sponsored in Seoul, South Korea; Jerusalem, Israel; and Istanbul, Turkey.

**Enrich instructional methodologies employed by faculty.**

A new mix of traditional methods and emerging technologies can sustain and enhance our ability to foster deep learning, critical thinking and creative problem-solving among our students. Indeed, current practices suggest that a hybrid model is already being successfully employed on this campus, where Binghamton faculty have widely adopted technology as a means of enhancing highly individualized instruction or increasing their professional accessibility. The University should encourage faculty experimentation with new technologies through training workshops and a small grants program and should devise new ways to share promising practices widely.

**Results for instructional methodologies**

The University has made good progress using digital technology as a tool to support instruction. In many ways, learning spaces have expanded beyond the boundaries of the classroom, with the local implementation and growth of a course management system (Blackboard), video capture of lectures and presentation material so they can be streamed to remote students (Echo360 & Helix server), the implementation of iTunes U for the capture and display of course material to mobile devices, the creation of a “virtual desktop” to provide the benefits of pod and common statistical software to the entire campus, and full wireless networking to provide access from anywhere. These changes have established a technology infrastructure that is actively used and is contributing to innovative instructional activities across the campus.

Blackboard has grown into a major resource for the campus. All course sections that have an identified instructor are automatically defined in Blackboard and students enrolled in those sections are automatically enrolled in the Blackboard instance of that course. While not all faculty use this readily available resource, the majority do. Seventy-three percent of all fall 2009 sections were active Blackboard classes. Blackboard tools used by
Binghamton faculty include document delivery, threaded discussions, group project support, blogs, virtual office hours, virtual examination preparation, grades, electronic reserves (facilitated by University Libraries), Turnitin (plagiarism detection) and Learning Objects (a wiki tool). The University Libraries have developed an instructional program which consists of three-four minute tutorials that can be added to Blackboard course pages. The videos consist of general information such as how to find a book or article, as well as specific actions such as how to search a psychology database. These tutorials can be used to support students at the point of need, as well as distance-education students. The University Center for Training and Development offers regular workshops on Blackboard that are open to all faculty and staff, meets with departmental groups to discuss applications that match their needs, answers questions and helps solve perceived problems. Blackboard has also been adopted for use outside the classroom to provide the organizational and interactive structure for faculty and administrative searches and for internal grants programs.

The Decker School of Nursing continues to progress in its use of instructional technologies. The school is equipped with two 3M presentation boards with whiteboard and touch-screen capabilities for in-class and synchronous distance learning. Most DSON courses are Web enhanced, some are blended online courses and some are fully online via Blackboard. Faculty use screen-recording software (Camtasia), Microsoft Office and other software to enhance their distance-teaching delivery, as well as an iTunes account for video. DSON faculty have also recently started using the University’s Virtual Desktop to access the SPSS and Atlas-ti statistical programs for student and faculty research.

The Innovative Practice Center (IPC) is integral to the education obtained by students attending the Decker School of Nursing. The laboratory space and equipment that comprise the center was significantly expanded in 2005, with a gift from the Dr. G. Clifford and Florence B. Decker Foundation. Currently, the IPC houses a family of
human patient simulators including five Vital Sims, three Sim Men and one Sim Baby. These high-fidelity computerized mannequins are technologically advanced teaching tools which can be programmed to represent typical clinical patient conditions and situations. Using Sim mannequins, students learn to assess changes in patient blood pressure; carotid, brachial, radial, femoral and pedal pulses; and respiratory and cardiac sounds that reflect a patient's status related to the current scenario. Dynamic and interactive, mannequins verbally respond to student questions and clinically respond to student interventions. The addition of simulators and patient scenarios as teaching tools significantly enhances DSON’s programs of study.

One of the critical components in DSON’s increased use of technology has been the hiring of a media specialist with experience working on both film and television. The addition of a dedicated person to assist with filmmaking, editing and podcasting has expanded and elevated the Decker School’s use of technology and brought it to a more professional level. The school purchased a prosumer 3-chip camera, a computer and a DVD deck to edit video from simulations, skills labs and lectures. Skills videos were all re-shot, edited and made available to students on Blackboard. Videos can be downloaded to students’ iPods and can be used for remediation; students have requested that these videos be added to other courses for review purposes. The videographer has also assisted the faculty in the conversion of lectures to online format and to podcasts, which helps students who have not been able to attend class or who wish to review the information. Classes have also been filmed for distance learning, remediation and make up. Self-produced skills videos are accessible through Blackboard and iTunes U and are expanding in number on a regular basis. A video of the simulation equipment was also created for student recruitment.

The Department of Mechanical Engineering uses PowerPoint’s own capability to record audio over a slide show, the results of which are uploaded to Blackboard. The Institute for Student-Centered Learning held a workshop to disseminate these approaches to
faculty in other academic units.

The departments of chemistry and psychology have used lecture capture technology to record live classroom video, audio and displayed media that is then published to the Web or to a Blackboard course. Binghamton has recently equipped 12 classrooms with Echo360 systems that greatly facilitate this process. This technology will further enable our distance-learning initiatives. A companionate technology, streaming audio and video, has been used for Commencement, special events and some classes. A Helix server enables streaming in several formats – WMV, MP3, AVI and QuickTime. These different formats enable faculty to experiment with different ways to provide instruction to students.

Videoconferencing technology is especially useful when at least one end of the connection involves a group of people participating in a collaborative session. Academic Building A has a Polycom 7000e system in a flexible-seating room with two ceiling microphones and two cameras that can accommodate 25 people. This facility has been used for classes that enroll students from Freiberg, Germany, and South Africa, and for executive MBA classes in Manhattan. The Office of Telecommunications has installed a set-top Polycom 7000e that has been used by the Translation, Research and Instruction Program to enable international presenters to interact with the program’s graduate students. Several thesis and dissertation defenses have utilized this room. The University Downtown Center has a set-top Polycom system on a cart that can be moved to any classroom in the building. Polycom PVX software is available for installation on individual PCs to allow an individual to present to a remote site. Web conferencing is particularly suited to circumstances where participants are widely scattered. Binghamton has experimented with several of these technologies, including DimDim, Adobe Connect and Elluminate.
The University has adopted communication platforms frequently used by students. The institution is able to publish recorded audio or video courses or lectures to iTunes U that can be played back on an iPod or iPhone. Materials published in iTunes U can be referenced in Blackboard courses and faculty can publish their teaching materials to iTunes U from within Blackboard. The Mechanical Engineering Department is exploring establishing a departmental Facebook page to keep in touch with its students and alumni, update them on departmental news in a more informal setting than the University website and provide them with connections to each other for networking and job searches. The department also hopes to use the Facebook page for tasks related to ABET accreditation, including alumni surveys and other feedback.

As can be seen from the above, faculty have been supported in their efforts to use technology in their teaching. The University has been responsive to faculty requests for new technology and encouraged experimentation. As technologies have been made available, the University Center for Training and Development has offered workshops to introduce faculty to the new software and its potential utility for them. Informal lunches (the Bites ‘n Bytes series) sponsored by Information Technology Services (ITS) are another way to help faculty and staff learn about available technologies. The Center for Learning and Teaching sponsors occasional workshops and also posts teaching tips to its website on a more frequent basis to assist faculty with these new pedagogies. Until recently, the University was unable to mount a small grants program to stimulate greater experimentation because of budget constraints. In December 2009, President DeFleur announced a new grants initiative titled The New Pathways to Learning Fund. Its purpose is to foster experiments in both curricular design and/or the delivery of instruction that could lead to instructional innovations. Given the national trend that degree completion is often a combination of residential study (at one or more campuses) and online courses, Binghamton needs to develop additional ways to offer credit instruction. Experiments that vary how courses are offered by Binghamton University and meet the needs of students for greater flexibility and for more choices in both core and elective courses will be candidates for funding.
Special sessions, e.g., Summer and Winter Sessions, are a time and place for faculty to experiment with new, enriching instructional methodologies. During these unique times of the academic year, schools and academic departments provide dynamic, innovative learning opportunities for current and potential Binghamton University students. At these times, faculty have experimented with different instructional and delivery methods, utilizing compressed-learning formats, a variety of hybrid and technology-enhanced formats, and a myriad of distance-learning formats. Surveys show that both faculty and students are well satisfied with these alternatives; for example, over 85 percent of Winter Session students surveyed in 2008-2009 were satisfied or highly satisfied with their instructor’s ability to navigate technology in a course.\textsuperscript{4} The University’s capacity to provide distance-learning courses is increasing rapidly. For the 2009 Summer Session, 39 percent of the classes offered were provided in distance-learning format, and for the 2010 Winter Session, 72 percent of the 89 classes were delivered via distance learning.

The Watson School will utilize the new Echo 360 instructional facilities to extend its online offerings. During the spring 2010 semester, the lectures in an undergraduate course in electrical circuits were recorded for use for an online course in the 2010 Summer Session. Other Echo 360 facilities are now used for a graduate-level course to meet the needs of students in Rome, N.Y. It is anticipated that increased use of the Echo 360 facilities will be made during the next academic year. The EngiNet facility continues to develop and to operate near capacity. Six more courses have been offered in the 2009-2010 academic year compared to the previous year. In addition, individual lectures of traditional courses have been recorded in place of regular lectures while the faculty are at conferences. The facilities continue to be used to teach students at the SUNY Institute of Technology in Utica, N.Y.

\textsuperscript{4} See 2007 and 2009 Winter Session Faculty and Student Surveys and 2009 Summer Session Faculty and Student Surveys at Binghamton University’s Middle States Reaccreditation wiki.
Not all changes in instruction are digital. The University has evolved its assessment program into a comprehensive system of course portfolios; evaluations of student papers using rubrics developed by faculty; internship supervisor surveys; and survey results from first-year students, seniors and alumni to evaluate its courses, General Education requirements and degree programs. Since 2003, General Education objectives have been assessed through a process that begins with several randomly selected instructors whose courses are designated as meeting one or more General Education requirement providing syllabi and written evidence of student learning to a faculty Assessment Category Team (ACT) that evaluates how well the entire set of courses achieves the particular General Education goal. Final assessment reports for all eleven ACTs are submitted to the provost, vice provost for undergraduate education, deans and other administrators. The results of these assessments have been shared with faculty in the form of assessment dashboard reports, reports and newsletters, and faculty have been encouraged to converse about what these assessment results mean for their own instruction and program curricula.\footnote{More information on assessment of General Education is available at Binghamton University’s Middle States Reaccreditation wiki.}

The most transformative action arising from assessments in General Education and other educational offerings was the adoption of a completely new methodology for the teaching of writing. Since 1996, Binghamton employed a writing-across-the-curriculum approach to the development of students’ writing skills. In this approach, if a faculty member in any one of the University’s academic units developed a course that emphasized writing as a process of revision and required a minimum of 20 pages of writing, s/he could apply to have that course included in the list of those meeting the General Education writing objectives. Using SUNY-wide rubrics, faculty serving on the ACT for composition evaluated samples of papers written in these hybrid courses. They concluded that students who are about to graduate don’t write as well as the faculty would like them to. The composition ACT and the provost’s staff also reviewed a question on the 2007 NSSE that revealed that students revised their work before turning it in less frequently than was
desired. Further discussion of these findings revisited the recurring issue that faculty in different departments, schools and colleges – while well prepared in their disciplines or professions – are variably prepared to teach writing. Given the disappointing results from the writing-across-the-curriculum approach, the University launched a new writing initiative.

In fall 2007, Binghamton hired Assistant Professor Kelly Kinney, an expert in rhetoric and writing studies, writing program administration and teaching assistant preparation. Using the most recent research in the teaching of writing, and supported in 2008-2009 by visiting professor and nationally renowned expert in rhetoric and writing studies, Rebecca Moore Howard, Kinney designed courses intended to help students succeed as college-level writers and beyond. This approach to writing instruction is in keeping with recent developments in genre theory and is aligned with civic-rhetorical pedagogical traditions. In short, it seeks to cultivate in students the habits of mind necessary to reflect on, anticipate and practice diverse writing conventions across a variety of academic contexts. Thus, beginning in the fall of 2008, Binghamton began offering WRIT 111, *Coming to Voice: Writing Personal, Civic, and Academic Arguments*, and WRIT 100: *The Academic Writing Workshop*. The University Libraries have worked with Kinney since fall 2007, to provide a library research component to the WRIT 111 curriculum, which entails providing instructional sessions for sections taught by new instructors and refresher train-the-trainer sessions for veteran instructors. Web resources and tutorials have also been created to support this initiative. Subsequent rubric-based reviews of pre- and post-assessments of student writing suggest that the University’s revised methodology for teaching writing has enhanced students’ writing performance. Rather than offering pre-majors miscellaneous discipline-based writing courses with little consistency across sections and not enough emphasis on the writing process, Binghamton now offers students a common first-year writing experience, one which is designed to foster increasingly independent writers and learners who can move confidently into a variety of disciplinary, civic and professional writing contexts.
To promote faculty adoption of assessment concepts and processes in the evaluation of a departmental major or professional degree program, the assistant provost for institutional research and assessment developed a comprehensive educational and outreach program, visiting each academic unit in the University to elicit its aspirations for students’ learning and ideas for documenting student achievements. He then helped faculty in those departments and professional programs to better define learning outcomes for their degree programs and to utilize existing or create new tools for faculty and departments to use that would facilitate their efforts to assess those specified learning outcomes. An assessment report on student learning is due from each departmental major or professional program every three years.\(^6\)

Progressive interventions initiated through the Office of Institutional Research and Assessment have arisen from reviewing assessment data. For example, review of course syllabi pointed to a need to further educate faculty about how to specify student-learning outcomes at the course level. As a result, the Institute for Student-Centered Learning (ISCL) conducted a workshop in May 2009, designed to help participating faculty learn more about techniques that facilitate articulation of student-learning outcomes. Faculty review identified a second weakness; the links between objectives and learning activities weren’t always clear. The assistant provost for institutional research and assessment has been involved in ISCL activities and has presented information on classroom assessment techniques (a process by which faculty assess student learning in the midst of presenting course content) and – together with a faculty member from the School of Management – on including student-learning outcomes in syllabi. The dean and associate dean of Harpur College, as well as the Office of Institutional Research and Assessment, have been working to encourage faculty to align program outcomes with course student-learning outcomes, resulting in an initiative where departments and programs submitted reports regarding student-learning outcomes and their alignment with program outcomes to the Office for Institutional Research and Assessment.

\(^6\) These reports are available at Binghamton University’s Middle States Reaccreditation wiki.
Evaluations of senior students’ papers using a critical thinking rubric as well as a number of assessment category team (ACT) reports have indicated that, while they perform satisfactorily, students could improve in their research skills, specifically in how they collect information objectively from various sources. To address this concern, in July 2006, University Libraries faculty and leaders associated with First-Year Experience (FYE) courses met to discuss ways they could introduce research resources to first-year students. Since that time, University Libraries faculty have conducted three consecutive years of faculty workshops, often in addition to activities associated with the Center for Learning and Teaching and ISCL, to help ensure that faculty know what resources are available to students conducting research. After the results of a faculty/graduate teaching assistant survey to gather information on student research practices, the libraries followed up with a student survey to gather feedback on their research experiences. The results from these surveys have been used as examples and teaching points in annual information management workshops. In winter and summer 2010, continued rubric-based assessment will help the faculty committee overseeing critical thinking continue monitoring whether there is progress in this area.

The Office of Institutional Research and Assessment continues to work with departments and programs to use assessment information to enhance curriculum, instruction and student learning. Numerous departments have demonstrated that student-learning assessment activity has resulted in specific actions that positively affect student learning. The Office of Institutional Research and Assessment’s strategic plans indicate that programs and departments have made significant progress over the years in developing specific student-learning outcomes, using direct and indirect forms of student-learning assessment, formally conversing about and reflecting on ways to improve student learning, and acting on action items and recommendations they have made over the years.

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\[ Footnote: Information on departmental assessment activity is available at Binghamton University’s Middle States Reaccreditation wiki. \]
as a result of such conversations. Referenced documents and the examples above demonstrate that faculty within the University have made significant progress in adopting an assessment methodology as part of their instructional responsibilities.

Enhance the role collegiate communities play in undergraduate education for students both on and off campus.

Interactions between faculty and staff and among students themselves contribute to Binghamton’s culture of achievement, which extends well beyond academics. The opportunity to live in a residential community with its own identity, traditions and faculty leadership is not replicated on any other U.S. campus. Adopting a more sequential plan of learning experiences designed to build confidence and leadership abilities would enhance the impact of the collegiate communities. There is also a need to enhance ties between off-campus students and the vibrant on-campus culture fostered by the collegiate communities. The divisions of academic affairs and student affairs should work together to outline year-to-year expectations for developing students’ skills and competencies as well as to identify the programs and projects that could foster those outcomes.

Results for role of collegiate communities

The University’s collegiate residential communities continue to evolve to support student life and student success at Binghamton. Faculty masters bring the perspective of academic expectations to working with students as they learn to live without the close supervision of their parents and with others of diverse backgrounds, perspectives and points of view. Faculty masters, Discovery Program staff and residence life staff have designed more ways to infuse an intellectual vibrancy into the daily experience of residential living. These initiatives include the Learning Community Program, Discovery Centers, Discovery Advisors (DAs), First-Year Experience (FYE) courses and residentially based tutoring.

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8 The Office of Institutional Research and Assessment’s strategic plans are available at Binghamton University’s Middle States Reaccreditation wiki.
These initiatives have contributed to efforts to increase student retention and engagement. Recent National Survey of Student Engagement (NSSE) data showed that our learning communities contributed to the increasing engagement of first-year students. Learning community students scored higher than non-learning community students on questions related to student-faculty interaction, having enriching education experiences, participating in active and collaborative learning, the ability to learn on one’s own and understanding self. Learning community students were also found to tutor more and work more with other students in class and believe more than non-learning community students that the institution contributed to their development of competence in writing and speaking. Based on the NSSE results, the faculty masters continue to develop opportunities for students that will enable them to experience the increased engagement reported by the learning community students. Toward that effort, each faculty master provides students a list of options specific to the particular residential community, selecting from a menu which may include area-based courses, first-year experience courses, student-faculty engagement experiences, academic support programs, tutoring and service-learning courses.

The Discovery Program, based in the collegiate communities, has partnered with other offices and departments on campus to provide skills and competencies that address student development in each undergraduate year. First-year students are introduced to University resources, explore possible majors and get involved in degree planning. During the sophomore year, students choose their major and explore options for an experiential education opportunity that is tied to their potential major/career. As juniors, students typically complete their experiential component. Seniors, in many majors, complete a culminating project.

Undergraduate students are exposed to this year-to-year structure in their first year when they meet with their Discovery Advisor (DA). Many students have followed this plan, and the program has been successful in providing information, structure and
recommendations to students. By the end of sophomore year, nearly all students have been able to select their major. Based on the 2008 Graduating Senior Survey data, 83 percent of students reported that they have completed an experiential education component. In addition, 46 percent of students reported on the 2008 NSSE survey that they have completed or will complete a culminating project before they graduate.

Challenges have been encountered involving the level of need for first-year and some sophomore students which strongly outweigh the needs of the upper-level students. The high-volume need for first-year students requires most of the available resources to be used to provide services for first-year students. Recent changes have been made to the Discovery Program with more focus and resources targeted for first-year students, commuter and transfer students, and students at risk of academic probation or withdrawal due to lack of academic success. These changes were made based on attrition/retention data collected by the Office of Institutional Research and Assessment.

Retention data collected by the University indicates that commuter students are retained at a lower level than residential students. In an effort to improve commuter student retention rates and experiences, focus groups were formed. Based on results of student focus groups, commuter students indicated they would benefit from having some of the same services as residential students while remaining commuters. Efforts have been made to provide commuter students with some of these services. As a result, four Discovery Advisors have been assigned to work with commuter students to provide them information, connection and outreach services. Commuter students have been encouraged to participate in study groups and tutoring sessions in the College-in-the-Woods and Hinman Discovery Centers, and a commuter lounge has been set up in the University Union to give commuter students a personalized area on campus where they can study, relax, socialize and have access to computers. In addition, a First-Year Experience course section has been provided specifically for commuter students in which they bond with

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9 Please see the white paper from the Office of Institutional Research and Assessment on the disparity between on-campus and commuter students at
other commuters, learn about campus resources and develop oral communication skills.

Students completing the 2007 National Survey of Student Engagement were not satisfied with the advising they received. In response, faculty masters, academic advisors and resident directors instituted the Schedule Fest, held each semester to enable students to talk to advisers and faculty from all University programs about course selection, degree requirements and other academic matters. Student government leaders, with whom the NSSE results were shared, also helped organize the Schedule Fest. While the 2007 NSSE results and subsequent focus groups suggested challenges with first-year advisement in particular, subsequent NSSE results in 2008 demonstrated significant improvements in first-year students’ satisfaction with advisement. As a result of this success, the Schedule Fest continues each semester. Another change that was made based on the 2007 NSSE results was to change the role of the Discovery Advisors, who were previously called Discovery Assistants. Discovery Advisors are currently assigned to sections of first-year courses such as WRIT 111 and the First-Year Experience course to assist students, and students in these courses are required to meet with their Discovery Advisors at least twice during the semester. The Division of Student Affairs has also worked to bridge the gap between academics and collegiate communities by collaborating with the Harpur Advising Office to provide academic advising services and programs in the residential communities. Each semester, the Harpur Advising Office offers over 30 outreach sessions to students, half of which have been held in the residential communities. Sessions include such topics as choosing a major, what to do with a particular major, pre-health and pre-law sessions, and degree planning. Discovery Advisors provide students with assistance in understanding degree audit reports (DARS), General Education requirements and registration. These services are provided in the Discovery Centers located in the residential communities.

A comparison of NSSE results on first-year student advisement for 2007 and 2008 can be found at Binghamton University’s Middle States Reaccreditation wiki.
**Expand educational opportunities.**

Binghamton University must increase enrollment in its traditional programs, even as it expands, through bold but careful selection, the number of degree programs, schools and colleges within the institution. Three criteria should shape consideration and selection of new educational ventures: 1) viable intellectual intersections with other campus programs, 2) reasonable career paths for students and 3) likelihood of requisite resources from a variety of sources. Suggested candidates for immediate evaluation are schools of education, law, public affairs and social work, and new programs in educational leadership, gerontology, speech/language development/pathology, student affairs administration and teaching English as a second language. More study is recommended, but the prevailing assumption should be that the University must consider when to open a new school or program, not whether to do so.

**Results for expanding educational opportunities**

**Creation of new programs and certificates**

Four years ago, Binghamton University created a new College of Community and Public Affairs (CCPA), incorporating the separate programs in human development, public administration and social work. The University’s aspiration was to develop a college of programs synergistically focused on improving public-sector life and public-sector contributions to the health and welfare of communities and individuals and that would become nationally recognized for the quality of its preparation of community leaders, administrators and professional practitioners, and for its research into effective community organization, sustainable community development and demonstrably beneficial social services delivery. Each program, in its own way, prepares graduates to work with individuals, communities and organizations for the public good, while their differences in intellectual perspectives and inquiry methods have strengthened one another’s research initiatives and what they have to teach students about the intersections of theory and practice. CCPA recently added a new master’s program in student affairs administration, taking the community engagement theme into the arena of higher education. Our goal is to prepare professionals who have a thorough understanding of how students develop during college years and how colleges and universities can be
intentional in facilitating their students’ development. This new program has proven to be very popular, currently enrolling 34 students.

When CCPA was created, the University’s School of Education and Human Development (SEHD) evolved into a stand-alone School of Education (SOE). The University’s aspiration was that SOE would become nationally recognized for the quality of its preparation of teachers, leaders and administrators, and for its research on how students learn. To help strengthen the administrative acumen of sitting principals and superintendents and to address a rising shortage of such administrators, SOE initiated an Education Leadership Certificate in fall 2007. Regional school superintendents requested that Binghamton University offer this program, and all 14 of them signed a letter of support for it. The aim is to prepare educational leaders to serve in preK-12 schools and districts. Graduates of this post-master’s program are eligible to earn two kinds of certification awarded by the state of New York: School Building Leader (SBL) and School District Leader (SDL). The curriculum is anchored in the content requirements and essential characteristics of effective leaders specified in New York’s SBL and SDL certifications. Graduates of the proposed program will be well equipped to (a) focus the organization of student learning, (b) critically question the status quo and (c) facilitate change for the better in the preK-12 schools and districts they will serve. There are now 15 recipients of this certificate.

Harpur College expanded its tradition of strong interdisciplinary programs by creating a new Department of Asian and Asian American Studies (AAAS), now offering both baccalaureate and master’s degree programs in Asian and Asian-American studies, with 33 students currently enrolled in the undergraduate programs. In addition, the department has developed undergraduate majors in Chinese, Japanese and Korean. The department has also added courses in Vietnamese and Hindi to its repertoire of Chinese, Japanese and Korean so that Binghamton students have a wide range of choices for language study. Faculty leadership in AAAS and the Department of Theatre led to the
establishment of a Confucius Institute of Chinese Opera at Binghamton University, which is a Beijing-based project funded by the People’s Republic of China that will promote the teaching of Mandarin at Binghamton University and in public schools in the region. Because of our artistic emphasis, Binghamton’s Confucius Institute will host visiting Chinese faculty who are actors, directors and musicians, thereby exposing our students to Chinese forms of these arts.

Building on the interdisciplinary materials sciences and engineering doctoral program, the Department of Physics began a doctoral degree in condensed matter physics in fall 2009. Currently, the program has three students enrolled. This program will focus on preparing graduates to lead efforts in academe and industry in the areas of condensed matter physics, applied physics and materials physics. Initial research emphases will be in energy sciences, biophysics and information sciences, with the intent to leverage significant research infrastructure investment established under the Small Scale Systems Integration and Packaging Center (S3IP).

Consistent with its strategic plan for geographic expansion of its external executive MBA programs and with demand based on feedback from alumni on its Metro Advisory Board, the School of Management has successfully launched a Fast-Track Executive MBA Program in Manhattan. The program provides a unique opportunity for business school graduates of AACSB-accredited universities to earn their MBA in one year while maintaining their full-time employment in the New York City area. The program's curriculum builds upon the undergraduate business coursework of the program participants, covers all of the fundamental areas of management and is designed to be relevant and beneficial to the professional responsibilities of participants from a diverse set of industries. The students begin the program with a residency on the Binghamton University campus. The School of Management offers all of the remaining coursework at the SUNY College of Optometry in Manhattan on Saturdays. The program enrollment in the most recent three years has averaged 25 students, and program evaluations have been
very positive. The school has also finalized a graduate program for PricewaterhouseCoopers’ executives, with the primary focus on offering an accelerated MS accounting program that fulfills the five-year CPA certification requirements.

The Decker School of Nursing (DSON) continues to be the largest producer of nurses in New York state. It has also aggressively added programs to prepare individuals for advanced practice. In fall 2009, DSON received approval for a MS in psychiatric nursing and a Family Psychiatric Nurse Practitioner Certificate. A psychiatric nurse practitioner working in concert with a psychiatrist using accepted protocols is an effective way to address the mental health needs of underserved regions and populations. Numerous local health agencies and New York State Sen. Thomas W. Libous requested that Binghamton University establish such programs. In January 2010, DSON received Regents’ approval for a doctorate in nursing practice (DNP). Nationally, due to the recommendation of the American Association of Colleges of Nursing, DNP programs will soon supplant the master’s degree programs that are currently offered for advanced-practice nurses. Binghamton University’s goal is to provide a DNP program that develops leaders in the profession who address major healthcare issues through their research and policy practices. Steady enrollment is expected to be about 100. An accelerated program enables students with baccalaureate degrees in other fields to obtain both a BSN and MS nursing degree in three years.

The Decker School of Nursing has initiated three graduate certificates since 2005. The Graduate Certificate in Nursing Education is open to both matriculated graduate students and non-matriculated post-master’s graduate students in the DSON who are interested in becoming nursing faculty. The Graduate Certificate in Nursing Education requires the successful completion of four 4-credit graduate courses in nursing education for a total of 16 credits and was created in response to the national nursing faculty shortage. The Graduate Certificate in Disaster Management is open to both matriculated graduate students and non-matriculated post-master's graduate students in the Decker School of
Nursing who are interested in disaster management. Graduates of this certificate program are prepared to develop and implement educational programs for first responders, community-based organizations, voluntary organizations and academic institutions. This program requires the successful completion of four 3-credit graduate courses in disaster management for a total of 12 credits. The Graduate Certificate in Forensic Health is open to matriculated students and non-matriculated students who have a baccalaureate degree and who are interested in forensics. Interested students need not be nursing majors. The Graduate Certificate in Forensic Health requires the successful completion of three 3-credit graduate courses in forensic health for a total of nine credits. This program focuses on victims and offenders of violent crimes and provides an overview of other forensic health issues.

Binghamton University attracts excellent undergraduate students, many of whom enter as freshmen with plans for graduate work. The Graduate School has worked with schools and colleges to create 24 accelerated bachelor’s-master’s (five-year) degrees enabling students to save a full year in completing both degrees. It has also brokered three dual master’s degree programs (public administration/social work, public administration/nursing and public administration/student affairs administration) that also reduce time to degree by one to two semesters depending on specializations.

Binghamton University has made a formal proposal to SUNY System Administration and to the New York State Education Department to create a new law school that we believe would be in the forefront of legal education, emphasizing ethics, public service, experiential learning and integrated preparation for the profession of law. Our proposal grew out of extensive research on legal education, including widespread consultation

11 A list of these bachelor-master degrees is available at the Binghamton University Middle States Reaccreditation wiki.

12 More information on Binghamton’s law school proposal is available at Binghamton University’s Middle States Reaccreditation wiki.

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with a number of former deans of law schools. This background work revealed that there are three major concerns about the shape of legal education: lack of real-world skills of law graduates, inadequate match of applicants to the law profession and debt incurred during law school. Binghamton’s curricular proposal addresses all three. The law program at Binghamton will focus on providing a high-quality legal education that is accessible to students of varying economic means and thus will prepare students for an array of future professional opportunities in public or private law practice or other less traditional pursuits. It will also incorporate potent synergies with the strong cross-disciplinary education already established at Binghamton University, and incorporate fresh ideas for more effective preparation for the profession of law, as described in the recent study of legal education conducted by the Carnegie Foundation for the Advancement of Teaching.¹³ The program would embrace a distinctive public mission by providing access for talented students who may not be able to afford private educational options, wish to pursue career options that would otherwise be precluded by debt loads that result from attending private law schools or desire the strong quality and ethos of public higher education. Binghamton University’s proposed law school has received unanimous support from the region’s elected officials, municipal government associations, community business leaders and residents. The Broome County public defender, district attorney and county executive, the mayor of the city of Binghamton and our state assembly and senate representatives have each provided written and verbal testimony as to the educational, economic and social impact that the proposed law school would have on the regional economy and community, and of their desire to work with the University to secure all required approvals. The Association of Towns and Villages within Broome County passed a resolution with unanimous consideration to recognize their support for the proposed law school, adding to similar resolutions passed by the Greater Binghamton Coalition, the Greater Binghamton Chamber of Commerce and regional and downtown business organizations.

Creation of other kinds of learning opportunities

The Office of Alumni and Parent Relations introduced the alumni online community B-Connected during this time period, and now nearly 23,000 alumni are registered users. The Alumni Career Network is a searchable database of Binghamton alumni who have volunteered to be contacted by students regarding career information and to participate in mock interviews and career fairs. One such career-preparation event is the New York City Employer Visit Program – a partnership between the Alumni Association, the Career Development Center and the School of Management. For one week during the Winter Session, New York City-based alumni host students at their places of employment for networking, question-and-answer sessions and site tours. Visits take place at Bloomberg, CBS, the Council on Foreign Relations, the Daily Show with Jon Stewart, Deloitte, Eisner LLP, Ernst & Young, ESPN, Goldman Sachs, JP Morgan, KPMG, Lord & Taylor, Marlin & Associates, McGladrey & Pullen, MSG Media, Morgan Stanley, NBC Universal, PricewaterhouseCoopers, Protiviti, UBS and Weiser LLP. There are 3,600 alumni who are willing to speak to students or their fellow alumni about career opportunities.

The Division of Administration employs graduate students and interns throughout its departments. The internships provide real-world experience to our students in addition to assisting the departments with special projects. In the Physical Facilities Department, interns are used in a number of areas. For example, a student worked with the utility manager to organize and implement an energy contest to encourage students in residential communities to conserve energy. The work involved creating educational and promotional materials and monitoring and tracking building energy use. Another intern worked with our utility manager and other facilities staff to design a windmill that is used to re-charge batteries on our campus electric vehicles. Engineering students have worked with the facilities design staff, checking field conditions of HVAC, electrical and other systems. They have participated in projects including working on the Events Center fire suppression system, ventilation for the costume shop in the Fine Arts building and a parking lot construction project behind Science 1. Each project brings different
engineering challenges and some of the experiences are paying off in the classroom. Students have performed AutoCAD work, surveying and assisting with design and document review. Other interns have been instrumental in the campus recycling program, collecting data on where recycling is needed and participating in the collection of recyclables.

In other areas within the division, a graduate student works with our assistant vice president for administrative affairs and is assigned financial accounting, reporting and reconciliation duties. The current emphasis is on easy access to accounting information in the Oracle system. In the area of human resources, an intern is assigned work shadowing each of the managers to get a full understanding of the entire human resources operation. Each area then gives the intern a project; the fall 2009 major assignment was to create an assessment tool for the University’s workplace violence training. At the end of the semester, the student creates a portfolio of all the projects worked on and writes a summary of each to take with him or her on future job interviews. Information Technology Services offers a graduate assistantship for a graduate student to assist research faculty in their efforts to become connected to the New York State Grid and TeraGrid. A graduate intern also assists professional staff supporting the use of statistics software by faculty researchers. Student labor is also widely used in the public computing labs (pods), Information Commons, Department of Educational Communications and networking areas. All of these offer learning and work opportunities for students outside the classroom. The Division of External Affairs provides numerous internship and employment opportunities for students. For example, the Department of Communications and Marketing provides three to four internships each semester in which students spend eight to 10 hours each week shooting and editing video, writing news releases and articles for the faculty/staff newspaper, and reporting live from events. Interns also maintain a positive presence for the University on social networking sites including Facebook, YouTube and Twitter by posting videos and sending updates to audiences. In the Creative Services Office, student employees work on Web initiatives, writing code and creating tools that provide more functionality and
interactivity and that enable users to easily navigate the University’s website. The Office of Alumni and Parent Relations also provides student interns opportunities to research, interview and write for the Web and for the *Binghamton University Magazine*.

The Division of Student Affairs offers a wide range of learning opportunities to students, including credit-bearing internship and teaching assistant experiences for both undergraduate and graduate students, as well as positions as peer assistants, resident assistants, Discovery Advisors and Orientation Advisors. Residential life’s collegiate structure provides a seamless learning environment where the diversity of our students, staff and faculty are valued. Educational video/podcasts, developed by our Real Education about College Health (REACH) peer educators, are used to sustain and reinforce health messages and behavior-change skills. The Office of Student Conduct has promoted a safe, secure and civil living and learning environment conducive to both personal and academic success through innovative outreach programs and training. The University Counseling Center has grown its training program and plans to develop a pre-professional psychology program within the next three years that would require intern applicants to apply to this nationally approved program. The University Health Service has offered training opportunities for family practice and internal medicine medical residents as well as Decker School students.

Academic internship programs were offered for many years through Off Campus College, and in 2008, administration of the Academic Internship Program and the Johnson City Mentor Program was transferred to the Career Development Center (CDC). Internships include a seminar component during the academic year and an online academic component during Winter and Summer Sessions. The Center for Excellence in Student Leadership (XCEL) provides educational resources, programs and services to foster the development of leadership skills and serves as a resource to the broader campus community on a variety of leadership skills and college life topics.
In addition to the new programs and opportunities described above, the University extends learning opportunities by packaging the classroom experience and making it available remotely via streaming video. Eight classrooms have been fitted with equipment which simultaneously records lectures and accompanying classroom displays and packages them on a streaming video server available for registered students wherever they are located. This has allowed the University to reach students who never come to campus and also provides a superb tool for resident students who want to review course material. Work is underway to expand this system (Echo360) to four more learning spaces.

**Enhance engagement and outreach**

Proactive engagement with the world around us is in the best interest of all. Fulfilling its covenant as a public university, Binghamton University elects to go beyond the notion that knowledge is generated within the University and then applied in external contexts. External constituencies often possess insight into the practical limits of current knowledge and can provide novel perspectives on possible solutions for pressing problems. Therefore, the University seeks to realize the significant dividends that can result from synergistic partnerships with these constituencies.

**Make engagement with our communities of interest a University-wide priority.**

The creation of policies to promote and recognize the involvement of faculty, staff and students in outreach will help to stimulate and support campus-wide interest in this important realm of activity. Augmenting traditional definitions of research, scholarship and creative activity could help to advance faculty as “public intellectuals,” making the University’s scholarly expertise more accessible to practitioners and policy makers in the external community.

A downtown center should be the hub of University efforts to partner with the local community and to make educational programs more accessible to local citizens. It should become a vibrant, energizing presence in the city of Binghamton. Realization of the University’s commitment to engagement will take more than physical space. An advisory committee comprised of representatives from both the University and the community should be formed to identify areas of greatest promise for joint University-community projects.
Results for engagement as a University priority

As outlined above, Binghamton University believes that one major tenet of engagement is a synergistic relationship with a partner for mutual benefit. What was not so clearly articulated in the narrative is the importance of a second tenet, a commitment to using our knowledge and resources for the public good. While not stated explicitly, the University came to its goal of enhanced engagement through a long history of contributions to the community, region and state. These two themes of engagement are interwoven in the discussion below on progress related to this goal. This section encompasses contributions to business development, community building, economic development, education, environment, government, health and safety, quality of life and workforce development.

Business development

Local business leaders partnered with Binghamton University to establish the Southern Tier Opportunity Coalition (STOC) in 2002. The coalition was established to foster economic growth and develop new business opportunities for existing and new entities. The organization provides a single point of contact for regional business development resources to assist business initiatives. The goals of STOC include growing existing businesses (large and small) through collaboration and networking, attracting new businesses, supporting start-up business development and commercializing University research. STOC identified the need for and provided the infrastructure to establish the first Angel Investment Network dedicated to the Southern Tier. The organization established contacts with local and regional entrepreneurs to identify target companies and assembled a team of financial community leaders interested in funding the projects. The Angel Investment Network has recently funded two projects developed by faculty at Binghamton University. STOC partnered with Binghamton University, Broome County and New Jobs for New York to hold a Venture Capital Day on the Binghamton University campus. The program included presentations on the “Basics of Venture Capital Funding” by the Upstate Venture Association of New York and provided
opportunities for select entrepreneurs/companies to present to a panel of experts and receive feedback. STOC, Binghamton University and Cornell University sponsored a day-long regional Business and Entrepreneurship Conference at Binghamton University. The conference featured a number of distinguished speakers and panelists who discussed the latest technology-transfer initiatives from Binghamton and Cornell universities, resources available from both universities for local businesses and entrepreneurs, important considerations in business planning and intellectual property, and funding resources for start-up businesses.

Operating as part of the University’s economic development initiative, the New York State Trade Adjustment Assistance Center provides intellectual outsourcing to firms certified to apply for trade adjustment assistance under the Trade Act of 1974, as amended. TAAC can be considered a firm retention program by its efforts to help create the best environment to promote business growth, competitiveness and improvement. The prosperity of existing industries leads to an increase in jobs and capital investment, an improved economy and ultimately, the attraction of new industry. TAAC helps foster commitment to community betterment and development, since taking care of existing industry is the best way to make the community attractive for recruiting new industry. Manufacturing jobs provide big dividends to a community since they pay more than those in other industries and are the most expensive to create. Moreover, once a community and company have made the initial investment to begin operations, the cost of expanding the operation to create new jobs is significantly less. Between spring 2005 and the end of December 2009, TAAC helped 54 New York state manufacturing firms representing 2,377 employees become certified eligible for trade adjustment assistance. TAAC prepared and submitted 33 separate firm recovery plans, and the U. S. Department of Commerce has approved more than $3.5 million to complete the requested technical assistance in those plans.
Binghamton University creates new knowledge and connects our intellectual resources to the needs and demands of industry and community partners. In addition to academic research, Binghamton University is involved in research partnerships with private industry, international organizations and other academic institutions. These collaborative efforts allow us to share resources and to work on more challenging problems. Some examples of current partnerships follow.

The Small Scale Systems Integration and Packaging Center (S3IP), a New York state-designated Center of Excellence, leverages the University’s strengths in electronics packaging and optimizes partnerships to transform nanoscale innovations into viable products. Partnering with more than 50 companies, Binghamton’s Integrated Electronics Engineering Center (IEEC) created hundreds of local jobs, has generated hundreds of millions of dollars in economic benefits and has helped to retain more than 700 advanced-technology jobs in the region. The Center for Advanced Microelectronic Manufacturing (CAMM) is developing next-generation roll-to-roll (R2R) electronics manufacturing capabilities. This is a unique collaborative effort established by Binghamton University, industry partner Endicott Interconnect and Cornell University. The CAMM brings together many industry and academia partners to tackle the myriad challenges of this emergent technology, and through its Analytical and Diagnostics Laboratory, also provides sophisticated technical services to both domestic and international companies. Among its members is Samsung, a South Korean company. By reaching out to the international market, we insure that our research includes worldwide activities, truly advances the state of the art and serves the full spectrum of electronics manufacturers.

In addition to these research collaborations, the University offers training to increase business capacity. The Thomas J. Watson School of Engineering and Applied Science provides advanced training to regional industries including General Electric, Universal Instruments, Endicott Interconnect and Lockheed Martin to increase employees’
technological knowledge and skills. The Small Business Development Center utilizes the resources of Binghamton University, the private sector and all levels of government to counsel and train people in small businesses in resolving organizational, financial, marketing, technical and other problems.

Binghamton University fosters vital, thriving partnerships with area business, healthcare, educational and community organizations. Those who study and work here contribute in multiple ways to the surrounding communities. As a full participant in public and private partnerships and alliances, the University delivers solutions that create jobs and sustain them. Investments in Binghamton University deliver powerful and productive returns to the community and the state.

**Community building**

For more than 32 years, the Binghamton University Forum has been a prominent network of education, business and community leaders who understand that the fates of the University and the Greater Binghamton community are intertwined. The forum and its members have been working to shape our shared future, finding innovative ways to build commerce, strengthen the arts and expand opportunities. Through the Binghamton University Forum, members learn more about the University, hear the president and other members of her senior staff outline strategies for the future, and share their own ideas about community concerns and helping the University forge programs to meet community needs. Forum members are invited to an array of programs and events, such as its Distinguished Speaker Series, which puts members in direct contact with well-known public figures. At least four times each year, luminaries in diverse fields discuss the most pressing issues facing our region, our country and our world. Additionally, forum members hear from University faculty about advances they are making in the humanities, social sciences and sciences. In its formative years, the Binghamton University Forum’s influence was instrumental in creating the University’s engineering school – the Thomas J. Watson School of Engineering and Applied Science.
Five years ago, Binghamton had high hopes for its new College of Community and Public Affairs and plans for a building in the city of Binghamton. Now in its third year in the University Downtown Center, Binghamton University and CCPA programs have made great strides toward improving accessibility and partnerships for the Greater Binghamton community. All CCPA classes are held in the UDC, as are many upper-level undergraduate courses from other schools and colleges. The Continuing Education Office in the building offers courses expressly for the community on a regular basis.\textsuperscript{14} These for-credit and continuing education courses increase foot traffic in downtown Binghamton, a boon to small businesses there. Community meetings are held in the UDC as space allows (it is often tight) and events sponsored by both CCPA and the broader University are frequent.\textsuperscript{15} The UDC has become a favored spot for special community celebrations such as First Fridays and First Night. Students have sponsored “Communiversity Fest” for two years in a row with the city of Binghamton and Southern Tier Celebrates. CCPA has well over 400 student interns and field placements throughout a three-county area. Partnerships with a number of community institutions – Binghamton High School and elementary schools, the Aging Futures Consortium (a 50-member association), a majority of city and county departments and agencies, a large segment of the local non-profit community, as well as the medical community — have contributed to strong community relations and also to unusual and positive learning experiences for CCPA faculty, staff and students.\textsuperscript{16}

\textsuperscript{14} A list of courses offered by the Office of Continuing Education for the community is available at Binghamton University’s Middle States Reaccreditation wiki.

\textsuperscript{15} A list of events is available at Binghamton University’s Middle States Reaccreditation wiki.

\textsuperscript{16} Because a number of CCPA programs and departments (Public Administration Advisory Board, Social Work Program Advisory groups, Center for Applied Community Research and Development Advisory Board) have existing advisory groups (and given the relatively limited size of the community) CCPA faculty and the dean determined that a college-wide advisory group would be duplicative. As a result, one has not been created.
During the past decade, the Geography Department and GIS Core Facility have worked closely on many projects. The cooperation links the knowledge associated with evolving technical geo-techniques with faculty topical research specializations. For example, geography faculty bring their scholarship and knowledge of the spatial analysis of natural hazards, aging populations, food and nutrition, housing, race-ethnicity patterns and other human issues to the community and utilize the expertise of the GIS Core Facility and software supplied by ITS in bringing the newest geo-technologies to portray and analyze problems.

There are many examples of this sort of collaboration, both by the Geography Department and by scholars in other fields working in interdisciplinary contexts. First, Broome County has a disproportionately large and growing aged population. Geography faculty and staff served on the Broome County Aging Futures Project, and mapped and analyzed the current and estimated distributions of those who are “aging in place” and likely to remain in their homes for the foreseeable future. Second, Broome, Tioga and Delaware counties experienced historic flooding levels in 2006. The Mapping Flooded Areas of the Tri-County Region project directed the mitigation efforts of the local Mental Health Association of the Southern Tier. Third, the Food Bank of the Southern Tier requested assistance in the identification of the most needy populations in the Southern Tier. This locational analysis, titled “Geographical Targeting of Vulnerable Populations,” provided information to guide placement of two programs: the mobile food pantry and the backpack program for school children. Fourth, the Geography Department and GIS Core Facility analyzed the distribution of Binghamton University’s off-campus student population and conducted a survey of that population to determine its economic impact on Broome County. The result is a report titled “Student Locations and Economic Impacts in Broome County, N.Y.,” a document that is widely used on campus and off-campus by local governments and developers. Finally, faculty worked with the city of Binghamton to identify sites suitable for revitalization and provided the data necessary for submission of grants for federal and state support.
In addition to these specific examples, the Geography Department and GIS Core Facility provide routine consultation and training to faculty campuswide, who utilize geotechnologies and spatial analysis in theoretical and applied contexts. Geotechnologies training sessions are routinely offered to the campus community, but also are available to community professionals. These seminars provide the necessary theory and practice for preliminary use of the technologies and spatial perspective in community problem-solving. Taken together, these activities provide opportunities for Binghamton University faculty and professionals to serve as public intellectuals in meaningful ways. The community benefits from their expertise and knowledge, while the University’s intellectuals are provided the opportunity to use the public arena as a touchstone for testing the validity of their theories.

Binghamton University has played an integral role as the host site for three Empire State Games competitions – in the summers of 2000, 2004 and 2008 – and four times for the New York State Special Olympics – fall 2005 and 2006, and summer 2008 and 2009. The University works closely with local organizing committees for months in advance of each competition, dedicating facilities and staff time, and University staff volunteer by the hundreds during the actual events. More than 5,000 athletes were housed on campus for each Empire State Games competition, and more than half of all ESG venues, plus opening and closing ceremonies, were hosted on campus. Each Special Olympics competition drew over 2,200 athletes and coaches for opening and closing ceremonies and competitions. These major University-community collaborations – an economic boon generating more than $10 million for the region – have exceeded all expectations, with Empire State Games Director Frederick Smith summing it up by calling Binghamton University a “terrific host” that has “raised the bar” for others.

There are many other ways that Binghamton University’s students and staff are highly involved in the local community, not only through service-learning projects but also through participation in cultural and community events. Results from the 2008 NSSE
indicate that Binghamton University seniors report engaging in community service to a significantly greater extent than senior students at geographical peer institutions (p<.001). The University is a leader in the area of service learning: Binghamton was selected for inclusion in the inaugural *Guide to Service-Learning Colleges and Universities* and for the President’s Honor Roll for Community Service and was the lead institution for the Campus Compact Regional Network Grant with Broome Community College and Davis College. As part of this project, 15 faculty members integrated service-learning projects into their courses during the 2008-09 academic year, involving over 300 students. University students and staff participate in many community events, including First Friday, the Salvation Army’s Hand to Heart project, the Empire State Games, and volunteer service for the local Boys & Girls Clubs. Community service projects undertaken by Club Sports teams have included a cell phone drive for the local women’s shelter, roadway and river cleanup activities and a clinic for a local Girl Scout troop. University Fest, held at the start of the fall semester, invites community members to campus and provides information to students about options for community involvement. The Multicultural Resource Center, in conjunction with the Broome-Tioga Branch of the NAACP and the MLK Commission, sponsored the Martin Luther King Jr. Celebration at Binghamton City Hall. The Division of Student Affairs also offers outreach services to the community. Student affairs staff has provided strategic planning and project management services for several local nonprofit organizations, and the director of Off Campus Services founded and co-chairs the Campus/Community Coalition of Binghamton, a group that includes representatives from the city of Binghamton mayor’s office, police and fire departments, public works and economic development departments, as well as business owners, landlords and University administrators and students.

The Division of Student Affairs has recently established a Center for Civic Engagement (CCE) to foster partnerships among community and University assets for the dual purposes of creating solutions to community problems and developing experiential educational opportunities for students. The CCE’s mission is to directly benefit our local
community with the intellectual and human resources available at Binghamton University, while providing the necessary experiences for our students to develop into civically educated and engaged citizens. CCE will serve as a hub for campus civic engagement and actively facilitate the productive collaboration of students, faculty and community members for public and University purpose.

**Economic development**

Binghamton University contributes significantly to the economic welfare of Broome and Tioga counties. For every $1 the state of New York invests in Binghamton University, more than $6 is returned to the economies of Broome and Tioga counties. In 2007-08, direct expenditures by Binghamton University, its students and its visitors totaled $463 million, which translates to a regional impact of $750 million and over $1 billion for the state of New York. The University accounts for about 11 percent of the gross domestic product (GDP) in Broome and Tioga counties. Binghamton University employs 5,169 full- and part-time staff, faculty, students and auxiliary workers. This creates an additional 3,744 secondary jobs in Broome and Tioga counties. These 8,913 jobs represent 8 percent of all jobs in the two counties. The volunteer and community services provided by Binghamton University students, faculty and staff are valued at over $7.8 million. Finally, the institution’s faculty, staff and students paid over $24 million in property taxes in FY 2007-08.17

**Education**

The School of Education (SOE) has both new and continuing relationships with the area community. These relationships are vital to the school’s mission and growth and to the school’s contributions to the community. The most obvious relationships are with area

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17 Yearly economic impact reports are available at Binghamton University’s Middle States Reaccreditation wiki.
schools. Between preservice and inservice teacher education students, educational leadership interns and doctoral students doing research projects, SOE has approximately 320 students involved in area schools. SOE relies foremost on teachers and administrators for field and student placements. Preservice teachers in New York must complete a 100-hour fieldwork component and a one-semester student-teaching experience in order to be certified. SOE is also involved, typically through the local Board of Cooperative Educational Services (BOCES), with a number of area schools through research and professional development activities. Understanding that these activities are enhanced through good relationships, the dean has organized a series of breakfast meetings with area superintendents and their staffs. He has used occasions like the annual superintendent and school board dinner to talk about education in general and SOE’s initiatives in particular, and he has included a number of teachers, principals and district office personnel on the SOE Advisory Council. The council also includes business and community leaders, because SOE can benefit from the views of those outside traditional education venues. This point was further emphasized when the dean was invited to meetings of the Rotary Club and other community organizations.

Education is widely perceived as a community function, so it is of considerable importance that SOE be seen as involved in and responsive to community interests. Through the interactions described above, SOE benefits from relationships with the community, but productive relationships benefit both parties. Schools and communities in the area have benefitted from their interactions with SOE in at least three ways. One is through the professional development SOE faculty offer to area teachers. For example, Assistant Professor Andy Cavagnetto is working with seventh grade teachers on ways to improve the scientific literacy of their students. A second benefit is through work with students. Distinguished Teaching Professor Karen Bromley organizes Partner Power, a program through which Binghamton University students work as literacy tutors in the Johnson City School District. Another benefit that SOE offers is through programs like the Liberty Partnership Program (LPP). Although it has an academic component, LPP staff work with at-risk students, their parents and school personnel on the assumption that
challenges students face may be multi-faceted.

Offices within the Division of Student Affairs work with local agencies, employers and schools to provide services and educational opportunities that benefit both Binghamton students and the larger community. The Career Development Center (CDC) partners with local, regional, national and international agencies to provide experiential education and service opportunities for students through the Academic Internship Program and Johnson City Mentor Program. Surveys of CDC internship supervisors suggest that Binghamton students are serving the community well, learning from the opportunity and obtaining contacts for the future: When surveyed, 98 percent of internship supervisors would recommend students for hire, and 99 percent would hire the students if given a hypothetical chance to do so. CDC also fosters strong relationships with employers through job and internship fairs, nursing forums, mock interview programs and employer receptions and speakers. Services for Students with Disabilities (SSD) partners with the Federal Workforce Recruitment Program for Students with Disabilities and annually develops eight to 10 sites for Disability Mentoring Day. The TRIO Program has worked with agencies in the Binghamton area to plan and offer services to veterans returning to college.

The Upward Bound program, part of the federal TRIO programs funded by the U.S. Department of Education, is a college preparatory program for potential first-generation and low-income college students. Through Upward Bound, qualified students develop the motivation and skills necessary to ensure high school graduation and success in college. The program emphasizes reading, writing, math, science and study skills, and provides personal, career and academic counseling. Students enter the program in ninth or 10th grade and remain with it until their graduation from high school. Services include an academically intensive, six-week summer residential program and an after-school program of tutoring during the school year. Binghamton’s Upward Bound program has consistently served 90-100 students each year since 1966. In 2007, the University
successfully obtained a second Upward Bound grant to serve an additional 50 students, bringing the total number of students served to 140.

Environment

Binghamton University was one of only 11 colleges in the nation to be named to The Princeton Review’s first-ever “green rating” of colleges, and again made the selective list in its second year. Binghamton is also the only SUNY institution named to the honor roll. The green rating is a numerical score of 60 to 99 that The Princeton Review tallied for 534 colleges and universities based on data collected from the schools in the 2007-08 and 2008-09 academic years concerning their environmentally related policies, practices and academic offerings. Binghamton scored a 99 each year. Further underscoring our commitment to sustainability and “being green,” in September 2007, University President Lois B. DeFleur endorsed the American College and University Presidents Climate Commitment, pledging to eliminate, over time, the greenhouse gas emissions associated with Binghamton’s campus activities. To accomplish this ambitious goal, DeFleur formed the Campus Climate Commitment Task Force. These initiatives demonstrate Binghamton’s vow to create a sustainable community by engaging our students, faculty, staff, partners, suppliers and neighbors through educational programs, outreach efforts, research projects and programs that reduce our impact on the environment. Based on the work of the task force, a Climate Action Plan was released outlining the long-term goal of reducing the campus’s carbon footprint and enhancing its overall sustainability. The plan includes enforcing LEED\textsuperscript{18} silver or higher standards on all new construction and renovation, expanding solar energy projects and initiatives, exploring the conversion to biomass for heat production and many more initiatives. The plan will help move Binghamton University toward an overall goal of climate neutrality by 2050. Several campus buildings have already received LEED certification: Windham and Cascade residence halls were certified in 2007, and the University Downtown Center was certified as a LEED silver building in 2009. The campus has also received recognition for its


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recycling efforts. In spring 2009, the University held third place nationally in the Recyclemania Bottles and Cans category and first place in New York state in all recycling and composting categories. Dining services operated by Sodexho Campus Services instituted a program in 2008, with a goal of making the dining halls zero-waste facilities, and estimated in 2010 that they were at 90 percent zero-waste, meaning that the waste that is produced is recyclable or compostable, with about 3,000 pounds of waste collected every day for composting.

The Center for Integrated Watershed Studies (CIWS) at Binghamton University specializes in community-based research, education and outreach activities. The focus is on solving watershed-based problems on local, regional and global scales from integrated physical and social science perspectives. CIWS contributors include faculty and students from the biological sciences, environmental studies, geography and geological sciences programs at Binghamton. Involvement in projects includes interdisciplinary activities related to the importance of ecosystem services and management by integrating economics, planning and policy with sound science. From a community involvement and outreach perspective, CIWS is involved in projects assessing flooding impacts, protection of drinking-water supplies and associated health issues, wetlands characterization and development from best management practices viewpoints, education and training from a watershed perspective, and in serving as lead organizer for regional watershed symposia. An example of how CIWS integrates research and societal relevance is a recent project undertaken by Associate Professor Joseph Graney, associate director of CIWS, and his graduate students, who investigated an incidence of childhood cancer using geological methodologies. The Broome County Department of Health and local families were concerned that chemical exposure was contributing to a higher than normal cancer rates. The results from Graney’s and other studies indicate that vapor phase intrusion was the most likely exposure scenario. In the near future, CIWS plans to be involved in the analysis of the cumulative impacts from the development of natural gas resources in the Binghamton region, an activity with economic and environmental concerns for many community members.
Government

The Department of Public Administration has engaged with local and regional governments in a multitude of ways that reflect its commitment to experiential learning, applied research and working in partnership with community organizations to address community needs. Several classes include service-learning projects developed in consultation with local governments. For example, students have conducted surveys of riders to assist the Broome County Transit Authority with scheduling and have developed diversity training modules for use by the city of Binghamton Police Department. As part of the internship capstone process, students who work in or have interned with local governments have conducted research and developed recommendations on issues which include improving collaboration among youth service providers and high schools in Broome County, developing an employment services program within the Mental Health Association, increasing efficiency and effectiveness of alternative job training within the New York State Emergency Management Office and utilizing public-private partnerships for sustainable development in the city of Binghamton. A multi-year assessment of community perceptions of the value of the capstone research projects showed that agency officials generally found those products to be of high quality and of use to their organizations.

The applied research conducted under the auspices of the Center for Applied Community Research and Development (CACRD) includes projects to link youth to the community through technology and to map social service data using GIS in a project called Virtual Binghamton. The Center for Local Government (CLG) hosts a Manager's Breakfast Series that brings speakers to the community with actions and practices that have proven promising elsewhere. CLG issued its first policy brief, "The Economic Crisis and Local Governments in New York State," providing important empirical data and analysis for local governments throughout the state. The individual service activities of the faculty are epitomized by Associate Professor Thomas Sinclair's recent participation on the Johnson City Dissolution Task Force. In this capacity, he has ensured that the discourse and
deliberation on dissolution includes a perspective that is grounded in empirical evidence.

Binghamton University has appointed Vincent Pasquale, assistant dean of the School of Management, to serve as a liaison between the University and local government, particularly the office of the mayor of the city of Binghamton. This appointment serves to maintain open communications between the University and the city of Binghamton. The University has tried to assist the city with business development, particularly in encouraging students to patronize downtown businesses. Pasquale also participated in a Binghamton city advisory group consisting of economic planning and community development directors, downtown merchants, professional office representatives and city residents. This group was charged with reviewing a community development plan for the downtown area, the “National Trust for Historic Preservation Main Street Project in the City of Binghamton.”

For the past two academic years, Associate Professor of Computer Science William Ziegler’s technical engineering writing classes have set the standard in the Federal Aviation Administration (FAA) Design Competition for Universities – taking home two first-place awards in 2009 and a first-place award and honorable mention in 2010. Ziegler’s students work side-by-side with industry partners – the Greater Binghamton Airport and local engineering consulting firm McFarland-Johnson, Inc. – to complete their 70-page design proposals in just 14 weeks. The 2009 winning teams developed plans to use geothermal heat to remove snow and ice from runway aprons, and offered ways to recycle de-icing fluids. The 2010 first-place finish was awarded for a plan to use wind energy to provide runway lighting at remote airports. An honorable mention went to the team that developed plans to use panoramic photography to detect debris on runways. Members of the winning teams travel to American Association of Airport Executives meetings to present their work to industry professionals.
Health and safety

In late June 2006, Binghamton University rapidly converted its Events Center into an emergency shelter, housing more than 1,800 evacuees for five days in the wake of devastating flooding across the Southern Tier. To ensure the evacuees were healthy, safe, well fed and as comfortable as possible, more than 250 members of the University community volunteered their time and expertise. Highlights of the volunteer effort included:

1. University police officers working 12-hour shifts during the crisis, with 10 officers at the Events Center at all times;

2. Decker School of Nursing volunteers lining up medications, supplies and equipment; providing intravenous antibiotics, oxygen and help with respiratory, mental and mobility issues; running 600 blood-sugar tests for diabetics in one day alone; and caring for pregnant women, babies, dementia patients and people in wheelchairs;

3. Physical facilities employees working over 1,200 hours to set up the facility and keep it clean;

4. Sodexho Campus Services serving more than 7,000 meals and sending managers to pick up produce and other food when suppliers couldn’t reach campus;

5. The University Counseling Center and University Health Service providing psychological and medical support; and

6. Events Center staff turning over their offices to the Red Cross and providing shower facilities for evacuees.\(^{19}\)

Other University outreach efforts in the areas of safety and crime prevention include ongoing collaborations with local police agencies to provide training for police on student safety issues. The Division of Student Affairs worked with the city of Binghamton to develop Bearcat Day, designed as an alternative to Bar Crawl (a pre-graduation party moving from bar to bar), to reduce risks and prevent sexual assault. For the past six years, the University Counseling Center has also been active in preventing sexual assault as part of the Sexual Assault Resource Team (SART), working with local hospitals, police agencies, the district attorney’s office and the Crime Victims Assistance Center. The Hospital Response Review Team works to improve communications between United Health Services and the University on student issues, and the Alcohol and Other Drug (AOD) Program has developed relationships with community agencies and coalitions for consulting services, prevention and treatment.

The University has strong partnerships with county and state government health agencies and has developed rapid and effective responses to public health concerns such as H1N1 influenza and MRSA with regard to the University community. Through sentinel flu reporting, the University provides a pulse on local flu activity, which provides the Greater Binghamton community with trend information for seasonal outbreaks. To prepare for the expected H1N1 flu virus outbreak, the Decker School of Nursing worked directly with the Broome County Health Department, Tioga County Health Department and the University Health Service to devise and implement a plan to assist in the administration of the H1N1 vaccine to the surrounding population. Since October 2009, DSON faculty, undergraduate and graduate students and staff have assisted at the various flu clinics throughout the region by administering the vaccinations as well as assisting with registration and providing information to those being vaccinated.

Offices within the Division of Student Affairs also provide educational outreach to the local community on other health topics, including healthy body/healthy eating, stress management and eating disorders, and have collaborated with the Southern Tier AIDS
Program to implement a free HIV testing day.

To meet the needs of the state’s medically underserved areas, Binghamton University’s Decker School of Nursing students and graduates experience clinical training while providing many needed services to rural populations. Graduate nurse practitioner students provide a minimum of 720 hours of service while they are engaged in clinical training. They are in primary care offices where they provide care under the direction of a preceptor. All students have at least one clinical experience in a rural or medically underserved area. Graduates of this program frequently choose to practice in rural/medically-underserved areas with rates ranging from 35 percent of a graduating class to as high as 80 percent. Graduate students in community health nursing actively participated in the Community Health Assessment, which is the basis for a multiyear plan for Tioga County and is a process mandated by the state. Students collected and analyzed the data for this initiative. Undergraduate nursing students have clinical experience in Tioga, Cortland, Delaware and Chenango counties as well as rural areas of Broome County. They do home visits, assist in vaccination clinics and provide health education through community-based healthcare. A relatively small number of students have their last clinical experience in the two rural hospitals just over the border in Pennsylvania. These students provide inpatient care in these very small rural hospitals. PhD students study rural healthcare topics such as cardiac care, medication compliance, breastfeeding and the health needs of migrants. Currently, a student is interested in studying the critical access hospitals; rural hospitals designated as critical access must stabilize a patient within a given period of time or arrange for transport to a higher level of care. These studies increase the knowledge base related to rural healthcare. The hospitals and communities in which the studies are conducted receive feedback on what was learned and what changes might improve the care provided to residents of those communities.
Quality of life

Binghamton University’s Anderson Center for the Performing Arts, University Art Museum, Events Center and departments of theatre, music and athletics offer a number of events each year that appeal to a wide range of people living in the Greater Binghamton region. The Anderson Center for the Performing Arts has featured many international programs, including the Virsky Ukrainian National Dance Company, the Moscow State Radio Symphony Orchestra and the Moscow Festival State Ballet Theatre. Recent exhibits in the University Art Museum have included the “International Mini Print Show,” a traveling Wedgewood exhibit; “Women in the Arts”; and “Full Spectrum: Natural Fibers, Quilts and the Textile Arts,” an exhibit which appealed to a wide variety of community groups including schools and churches, and which featured gallery talks, lectures, demonstrations and workshops.

The multi-purpose Events Center also serves as host to numerous concerts, trade shows and special events throughout the year, including the Empire State Games Opening Ceremony, the comedian Jon Stewart, the Binghamton Sertoma Club Million Dollar Antiques Show, the American Cancer Society Relay for Life, the New York State Harley Owners’ Group Rally and graduation ceremonies for several local high schools.

The Department of Theatre’s recent productions have included a number of collaborations with international universities and partners, including The Three Penny Opera and West Side Story with Duoc Universidad Católica of Santiago, Chile, and Romeo and Juliet with the National Academy of Chinese Theatre Arts in Beijing, China. The Theatre Department also hosted a class and subsequent public performance in Techniques of Peking Opera, and a group of faculty members from the National Academy of Chinese Theatre Arts gave a lecture on Chinese Xiqu (Chinese opera stage design and costume/make-up design). The Music Department presents numerous concerts each year. Recent concerts have included “All Shook Up,” by the Summer Youth Musical Theater Workshop, “Neil Berg’s 101 Years of Broadway,” a concert featuring
the East Indian sarod, workshops on African drumming and dance, and the Air Force Brass Quintet.

The University and community support athletic competition at the highest level – NCAA Division I. Each year, more than 150 sporting events are held on campus, bringing spectators and fans to state-of-the-art facilities such as the 5,142-seat Events Center and the 2,534-seat Bearcats Sports Complex.

**Respond rapidly to educational needs arising from a fast-paced, high-performance work world.**

Binghamton University needs to develop a means to respond in a timely and effective way to the rapidly changing educational needs of our alumni and others who as life-long learners could benefit from new courses, certificates and other thoughtfully designed educational experiences. Computer-aided and distance-education technologies are one way to respond rapidly and effectively to the changing educational needs of the community. The procedures to determine revenues and expenses related to Summer and Winter sessions as well as continuing professional education should be refined, accompanied by incentives that stimulate units to engage in these forms of education.

**Results for needs-based programs**

The University has continued to expand its efforts to serve the ever-changing educational needs of New York state’s workforce through the Office of Continuing Education & Outreach (CEO). CEO has pursued strategies to strengthen relations with all segments of the workplace, establish key partnerships with state and SUNY units, reduce barriers to participation and encourage units within the University to become more responsive to workforce and regional educational needs.

To determine and respond to educational needs in the state and the region, CEO
communicates regularly with local workforce and economic development communities and representatives from the New York State Department of Labor, local chambers of commerce, the Broome-Tioga County Workforce Investment Board, Workforce New York and state, regional and local employers across all segments of the economy (e.g., government, manufacturing, service, healthcare, nonprofits). CEO also developed and utilizes a Web-based approach to conducting local needs analyses which allows employers and current and former workforce program students to respond to a survey intended to identify emerging educational needs. Employer representatives have also been included on numerous program development advisory committees. As a result of these communications, CEO has:

1. provided new programs to meet the educational needs of employers and employees, offered with convenient locations, times and delivery methods;
2. developed contracts with employers and unions, and grants to make educational programs affordable and accessible to employees;
3. received recognition by the Broome-Tioga County Workforce Investment Board as an Eligible Approved Training Provider of online noncredit programs, allowing many CEO programs to be more widely marketed to larger prospective student populations, receive approval for funding eligibility and be more accessible to Department of Labor counselors who advise employers and employees about regional education and training programs;
4. offered online educational noncredit programming to thousands of New York state employees through an agreement with the New York State Governor’s Office of Employee Relations;
5. established the University as a certified provider of nursing continuing education with the New York State Nurses Association;
6. worked with the Alumni Office on focus groups and surveys to offer new and responsive continuing education programs for alumni at discounted prices; and
7. offered skill-specific workshops throughout the state in conjunction with Rockefeller College of SUNY Albany to meet skill needs of select New York state unions.

CEO also established strategic alliances with other organizations to increase awareness of educational needs within different employment sectors, improve access to educational
programs and support organizations as they continue to serve state workforce development needs during a time of declining resources. These alliances include the SUNY Continuing Education (CE) Collaborative. This collaborative of SUNY colleges and universities with similar outreach philosophies promotes continuing and adult education within SUNY and participating institutions, promotes the SUNY CE brand worldwide, increases member unit collaboration, enhances revenue generation potential through CE programming, delivers SUNY-based learning to individuals seeking continuing education and advocates on behalf of adult and continuing education students. The SUNY Business and Education Cooperative, comprised of senior staff from key economic, business and educational institutions in the Southern Tier, forms alliances to strengthen response to industry-specific needs, provides information and outreach for business, explores and supports the business community workforce’s traditional and emerging needs, provides information on funding opportunities, collaborates on statewide and federal business and education legislative agendas, and acts as a networking organization to support the exchange of professional knowledge and experience. CEO has also developed an agreement with the AARP Foundation to meet the educational and employment needs of the region’s older workers (age 40 and above) and to address the needs of a rapidly aging population seeking to remain civically engaged through meaningful volunteer jobs.

Enhance the University’s stature as a successful technology transfer agent.

The University should find ways to communicate to faculty and staff the importance and possible public utility of the work that they are doing, and to become an even more successful agent in the transfer of new ideas and technologies to the community. Since technology transfer takes time, it is important to reward faculty and staff for taking steps to make their ideas and work more accessible to others. The Office for Technology Transfer should further develop processes and incentives to facilitate the infusion of University knowledge into the public domain.
Results for technology transfer

The Division of Research’s Office of Technology Transfer and Innovation Partnerships (OTTIP) is responsible for University-wide activity related to protecting and licensing out University inventions; facilitating and maintaining relationships with industry; marketing Binghamton faculty capabilities to companies; managing the Start-Up Suite (opened in 2006, Binghamton’s pre-incubation facility for start-up companies founded by our faculty); and ensuring compliance with federal regulations related to creation of intellectual property with federal financing. OTTIP consists of the assistant vice president, who leads the operation and oversees its activities (a position currently held by Eugene Krentsel); the assistant director for licensing, whose primary responsibilities include marketing and negotiating licenses for Binghamton University inventions to industry; and an administrative assistant who also provides clerical support to companies that are hosted in the Start-Up Suite. A marketing intern also assists with the mission. In addition, OTTIP provides support to the Office of Sponsored Programs in negotiating grants and contracts with sponsors, in particular in the areas related to intellectual property rights, confidentiality terms and so forth.

Binghamton University’s Start-Up Suite has provided support to five companies founded by Binghamton faculty members in the areas of life sciences and enabling technologies. The first company has recently graduated from the Start-Up Suite after receiving multi-million dollar Round A venture financing led by BASF Venture, Earthrise Capital (NY), and Nano Material Investors (NY), and has moved to a local manufacturing facility. Another company has obtained more than $1 million from several Small Business Innovation Research (SBIR) programs.

As a consequence of these actions and the innovative work of faculty, staff and students, licensing and other revenue has increased significantly during the last five years, from less than $160,000 in FY 2004-05 to more than $510,000 in FY 2008-09. The number of new technology disclosures in the same period of time has grown by about 50 percent.
Compared to national statistics, Binghamton University faculty produce about twice the number of new technology disclosures per million dollars of sponsored research. In the last three years, 17 licenses/options on Binghamton University patents and inventions have been signed by OTTIP, compared with a total of seven in the previous six years.

Table 2: New Technology Disclosures, 2004-2009

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<td>$321,790</td>
<td>$202,050</td>
<td>$240,560</td>
<td>$157,130</td>
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This year, Binghamton University unveiled two new initiatives with potentially very significant impact on fostering business creation and entrepreneurship. The first, Entrepreneurship Across the Curriculum, will provide incentives (on a competitive basis) to faculty members across all disciplines at Binghamton who introduce a significant entrepreneurship-related component to their existing or new graduate or undergraduate course. This initiative, widely supported by faculty and students, is currently being sponsored by OTTIP and our New York Center of Excellence (S3IP), and endorsed by groups such as Catalysts for Intellectual Capital 2020 (CIC2020), a student-led economic think tank. An ongoing faculty committee, which was chaired by H. Stephen Straight during the 2009-2010 academic year, decides which proposals to fund. The second initiative establishes a volunteer position of a special OTTIP Adviser for Entrepreneurship, initially held by Zhihao Yang, CTO, EVP and co-founder of a successful University start-up, NanoMas Technologies. He will work with faculty and students who are considering starting a business and help them through that process.

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20 The data used in this comparison was taken from the annual survey of the Association of University Technology Managers, available in the Binghamton University Middle States Reaccreditation wiki.
Create an adaptive infrastructure to support our mission

Environment and resources are key factors in the success or failure of any enterprise. Creating an enabling environment and ensuring that available resources are adequate to the success of the University’s critical missions of discovery, learning and engagement are undertakings that rely on the active involvement and ingenuity of the entire campus community. Faculty, staff and students must be enjoined to become actively involved in seeking and securing extramural resources to support their efforts.

Promote resource development and mobilization.

The University should foster an innovative, entrepreneurial culture in which people are encouraged to watch for opportunities and resources that will advance our vision and mission. Appropriate procedures and policies should be developed to access, capitalize on and reward faculty and staff resourcefulness and creativity. A second, even more ambitious, comprehensive gifts campaign is critically important to the University’s future. Identification of more effective and efficient operating procedures can also free resources to advance University goals and enhance our margin of excellence.

Results for resource development

Securing additional physical facilities for instruction and research

Administrators and staff within the Department of Physical Facilities exercised extensive entrepreneurial leadership in securing construction funds for the Binghampton University campus. They made a convincing case documenting campus needs for additional funds to address the campus shortage of space. They also argued successfully to use targeted renovation funds in ways that both upgraded facilities and added to the University space inventory. For example, an Engineering Building critical maintenance project included creation of new instructional laboratories and upgrades of two other classrooms. In advancing any project, the Department of Physical Facilities works closely with affected units to develop state-of-the-art spaces that advance the University’s mission.
For example, through the combined efforts of the Department of Physical Facilities, the University Libraries and Information Technology Services, the University dedicated $658,000 to a newly constructed 15,000-square-foot Information Commons that has transformed library reference services, computing services and study spaces into an integrated whole. In collaboration with the Division of Student Affairs, Information Technology Services, Educational Communications and the Division of Academic Affairs on the design, the Department of Physical Facilities oversaw a $14 million first-phase renovation of the University Union that upgraded spaces for student programming so that, between 8 a.m. and 4:30 p.m., 10 desperately needed classrooms (817 seats) were added to the University’s instructional classroom inventory. These rooms function as student programming spaces after 4:30 p.m. Construction was complete in August 2009. In addition, a number of additional projects were completed or are in planning and/or construction phases, including projects in the Watson School, construction of the University Downtown Center, classroom and laboratory renovations, construction of the Science 5 building, construction of the Engineering and Science Building at the Innovative Technologies Complex and design work for the Center of Excellence.
The Department of Physical Facilities and the Division of Student Affairs successfully secured allocations for a redevelopment of the two oldest residential communities, including new collegiate facilities. The first building – the new Bingham Hall – opened for occupancy in fall 2009. Construction of additional facilities began in summer 2009. A plan to address long-term capital renewal of all residential facilities has been revised and extends to 2025.

**Securing additional fiscal resources**

The Binghamton University Foundation is a 501(c)(3) not-for-profit organization responsible for raising private support for Binghamton University and managing these

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21 Detailed information on these construction and renovation projects is available at Binghamton University’s Middle States Reaccreditation wiki.
funds appropriately. A critical component of the fundraising program is donor stewardship. Over the last five years, the foundation averaged $12.4 million per year in private support, which includes donations of cash, gifts-in-kind, non-governmental grants and deferred gifts. The five-year period included several large gifts-in-kind, specifically equipment and software. These gifts support faculty, academic programs, student financial aid, buildings, library holdings and museum collections. The ripple effects of these efforts resulted in a 20 percent increase in the number of scholarships available to students, a 34 percent increase in the value of the endowment and $26.7 million generated to support the campus. There was an 87 percent increase in the number of individuals indicating they have named Binghamton University in their estate plans. In April 2009, an anonymous donor gave a $6 million gift to Binghamton University – the largest gift from an individual in its history – to be used for financial and student scholarships as well as other areas of need in the University.

On April 22, 2010, Binghamton University launched its second comprehensive gifts campaign: “BOLD.BRILLIANT.BINGHAMTON.” The Campaign for Binghamton University will seek to raise funds to attract and retain faculty, for groundbreaking research initiatives and innovative programs, for student scholarships and graduate student fellowships and stipends, and to support new and innovative ideas and the ability to respond to unexpected needs.

The Binghamton University Foundation Board has also developed non-philanthropic sources of revenue to benefit the University. By leveraging its assets, the board issued tax-exempt bonds to build a 710-bed apartment complex within a mile of the campus. This initiative was created through a partnership with a local developer and included a Payment in Lieu of Taxes (PILOT) agreement and financing through local Industrial Development Agency tax-exempt bonds. The complex has provided a high-quality housing alternative for students and is maintaining a 100 percent occupancy rate.
The foundation board has also entered into a gas-drilling lease on non-developable land it owns as part of the regional development of the Marcellus Shale. The foundation received a seven-figure bonus payment and will receive a percentage for gas removed from the property in the future. The board also approved timbering the same property. During the period of this plan, over $1.5 million dollars in non-philanthropic revenue has been generated as a result of these agreements.

University Health Service was awarded a $1.5 million grant from the Dr. G. Clifford & Florence B. Decker Foundation to renovate, refurbish and upgrade the student health center. Included in the renovation project, due to be completed in fall 2010, will be at least 15 fully equipped and newly refurbished examining rooms (seven currently exist), an enlarged waiting room which includes a wellness kiosk, an enlarged pharmacy space to support the current practice of dispensing pharmaceuticals, the purchase and installation of electronic medical records and practice management software packages, and the creation of a "smart classroom" to support student and staff education and wellness programming.

More effective and efficient operating procedures

During this period, the University has seen a transformation in the technologies available and in everyday use by faculty, students and staff. There is hardly a department, course or function on campus that has not experienced major change and improvement in the technologies available. The high-speed, wired network has been overlaid with a pervasive, high-speed, wireless network accessible in all campus buildings and most outside gathering places. Major systems which support critical campus functions like Blackboard (course management), the University Libraries (catalog and online libraries) and Oracle (HR and business systems) have been regularly upgraded to maintain currency and enhanced function. The former student system (admissions, financial aid, registration, records and student accounts) has been completely replaced by the Banner student system, and the old mainframe has been replaced, first by servers and now in
many cases by virtual servers for improved efficiency and energy savings. The campus e-mail system was changed twice; most recently it was converted to Google’s Gmail. A host of other new systems has been installed to improve productivity and function, including Recruitment Plus (recruiting), Banner’s Operational Data Store and Hyperion (reporting), Turnitin (plagiarism detection), Omni Update (content management), Adirondack (housing), AtTask (project management) and many systems of more targeted impact. These technologies have modernized many of the University’s processes from within, and no person on campus works in the same way as when the Roadmap to the Future was originally published.

Encourage faculty and staff to seek sponsored programs funds that advance their particular intellectual interests.

Our goal is to double the amount of funds from sponsoring agencies over the next five years. We fully recognize that such external factors such as the state of the economy and possible reductions in government-sponsored research may reduce the availability of funds from any particular source during this period. If there are significant reductions in federal or private sources of funds, it may take longer than five years to achieve our goal. An aggressive goal requires an adaptive and aggressive approach to seeking sponsored funding. As part of such an approach, we intend to foster innovative "packaging" of the work of different faculty to help us meet the objectives of sponsoring agencies and secure larger grants with wider participation. Where the potential for securing extramural support might seem limited by narrowly defined funding agency priorities, we intend to support faculty in challenging and expanding those limits as they create proposals that imaginatively interpret and effectively reframe them. Further, we intend to ask that faculty regularly review the major objectives of sponsoring agencies and then consider whether modest reformulation of their initiatives might result in greater success in securing extramural support. Within this framework, we intend to advance the expectation that all faculty will diligently seek out and aggressively pursue every opportunity to grow sponsored research, scholarship and creative activity on our campus.

Results for sponsored activity

Encourage faculty to seek external sponsored program activity

The Division of Research’s primary role is to encourage and enable external sponsored activity. Activities to encourage faculty to seek external support include providing information at the yearly New Faculty Orientation Program, maintaining an online grants
opportunity alert system to push out information about new calls for proposals directly to faculty, bringing sponsor representatives to campus, supporting faculty trips to sponsors, seminars and training sessions, organized research center activities, pairing faculty for collaborations, providing matching funds when required, and assisting faculty in preparing proposals. A new initiative aimed at improving our ability to seek external sponsored-program activity has been the new COEUS (online federal application system) put in place on July 1, 2009.

Given these actions and faculty initiative and perseverance, sponsored-program activity continues to rise even in the current economic downturn. Detailed charts are provided in the Middle States Reaccreditation wiki. The chart below is a summary.

**Table 3: Sponsored Program Expenditures, 2004-2009**

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<td>$3,095,000</td>
<td>$2,000,000</td>
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Prioritize and accelerate development of additional research space, including the Innovative Technologies Complex, to ensure the infrastructure necessary to support the growth of sponsored research.

Within the next year, at the eastern edge of the campus, the first building in the Innovative Technologies Complex will come online, providing much-needed space for new and expanding research programs. Thereafter, the University should vigorously pursue its plans to construct other buildings on that site. Moving forward with the development of the University Downtown Center and maximizing educational and

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22 See Binghamton University\'s Middle States Reaccreditation wiki for more information.
research use of facilities being provided to the University by Endicott Interconnect Technologies should also be high priorities. In addition, the University should develop a feasible plan for regular renovation and maintenance of its research facilities, including taking steps to ensure the viability of its libraries, which are critical to its growth as a research institution. This plan should also address renovation of space for new faculty as well as installation of new equipment. Proposed processes need to be cost-effective, timely and responsive to the campus’ rapidly changing research needs. Greater openness and flexibility in approaches to planning, design and construction will also be needed to achieve this goal.

**Results on Research space**

**Accelerate development of research space**

Binghamton University moved quickly to address its acute need for additional research space. First, the University took an office building on acquired land and creatively redesigned and retrofitted that building for research purposes. The completed building, now named the Biotechnology Building, opened in 2005. It houses about 70,000 square feet of new shared, flexible, open laboratories. These laboratories facilitate collaborative research, promote the development of research clusters and enable the University to reconfigure laboratories easily when new faculty are hired. The open laboratory concept has been adapted for other new facilities under construction and for laboratory renovations in existing buildings, as the faculty have now endorsed this concept and have noted the value of being able to readily interact with colleagues.
Second, the Division of Research argued cogently and successfully for the state to allocate construction funds for two additional science buildings. The Engineering and Science Building, under construction, will house the departments of electrical and computer engineering, materials engineering, and systems science and industrial engineering, including faculty, staff and graduate student offices and research laboratories. Anticipated occupancy for this 130,000-gross-square-foot building is spring/summer 2011. The Center of Excellence Building, for which funding has been obtained and which is currently under design, will house new research and office facilities for our Center of Excellence in Small Scale Systems Integration and Packaging (S3IP). Anticipated completion of this 90,900-gross-square-foot building is 2013. These new facilities will allow us to become more competitive for additional extramural funding.
Third, the Department of Physical Facilities was able to leverage the University’s critical maintenance needs to secure funding for a new Science 5 building to expand research facilities for biological sciences and psychology. Science 5 is a 65,000-gross-square-foot building that will initially provide lab space for 10 research teams with room for expansion. Anticipated occupancy is fall 2011. This building will allow space to be freed up in other buildings so that renovations to create flexible, state-of-the-art labs can occur.

These three new buildings will increase research and office space as well as the number of laboratories available on campus. In each of these three facilities, the design of the building was a collaborative effort among the divisions of research, academic affairs and administration. A planning committee for each building heavily involved faculty from the outset to ensure that the laboratories and building layout would support faculty research initiatives and foster intellectual exchange and collaboration.

Physical facilities also shepherded several smaller projects through the state construction process. The University now has a clean room and additional space for the Institute for Child Development, a treatment and research facility for autistic children. During the 2009-2010 academic year, Binghamton University hired external consultants to assist in the development of an integrated plan for the renovation and redevelopment of our four existing science buildings. A major element of this master plan will be shared core facilities and co-location of researchers doing similar work in order to achieve a more efficient and effective use of space across the disciplines.

23 A copy of this plan is available in the Binghamton University Middle States Reaccreditation wiki.
Encourage faculty with common interests, within and/or across academic units, to physically organize themselves in the manner they believe will best assure success in their teaching, research and creative activities. Empower such groups, based on their level of extramural funding, to purchase and maintain equipment and facilities.

No single organizational structure is ideal for every case; solutions or structures that work well in one context may not be effective in another. Faced with this reality, the University’s organizing principle should be to promote intellectual synergy amongst its scholars and researchers. This bold initiative will require the University to devise more flexible means of marshalling and deploying its resources, including facilities and infrastructure, to facilitate and support non-traditional approaches to discovery and education. Faculty in equipment-intensive and facilities-intensive research clusters should receive appropriate support from the University for the purchase and maintenance of equipment and facilities in the cluster, based on the research cluster’s level of extramural funding.

The University should adopt as a guiding principle the idea that the cost of operating and maintaining core research facilities and equipment ought to be borne by the faculty groups who are the primary users of these resources in their daily research activity. Within University guidelines, responsible charge-back arrangements should be employed to support programmatic use of equipment for educational purposes and the intellectual work of faculty not affiliated with the cluster.

Results for research collaborations and core facilities

Binghamton University has established numerous core facilities that are available to users on campus and in many cases to the community and industry as a way to encourage collaborative research. All of the core facilities, whether research related or not, are listed on a Division of Administration website: http://budgetoffice.binghamton.edu/rates.html. These centers allow faculty with common interests from diverse departments to interact to produce new interdisciplinary research concepts. The plan behind these centers is to make the whole greater than the sum of its parts. In the past five years, the 11 centers listed below were created.
Table 4: Names of Research Centers and Dates Established

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<thead>
<tr>
<th>Name of Center</th>
<th>Date Established</th>
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<tr>
<td>Center for Autonomous Solar Power (CASP)</td>
<td>June 2009</td>
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<tr>
<td>Institute for Advanced Studies in the Humanities (IASH)</td>
<td>June 2009</td>
</tr>
<tr>
<td>Institute for Intergenerational Studies (IIS)</td>
<td>June 2009</td>
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<tr>
<td>Institute for Evolutionary Studies (EvoS)</td>
<td>June 2007</td>
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<tr>
<td>Watson Institute for Systems Excellence (WISE)</td>
<td>June 2007</td>
</tr>
<tr>
<td>Institute for Asia and Asian Diasporas (IAAD)</td>
<td>June 2006</td>
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<tr>
<td>Linux Technology Center (LTC)</td>
<td>June 2006</td>
</tr>
<tr>
<td>Clinical Science and Engineering Research Center</td>
<td>June 2006</td>
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<tr>
<td>Center for Advanced Information Technologies (CAIT)</td>
<td>June 2005</td>
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<tr>
<td>Center for Applied Community Research and Development (CACRD)</td>
<td>June 2005</td>
</tr>
<tr>
<td>Center for Writers (CW)</td>
<td>June 2005</td>
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The Institute for Asian and Asian Diasporas provides an excellent example of how an organized research center promotes collaboration and entrepreneurial activity. The institute has aggressively pursued new types of sources of funding to enhance its scholarly activities. Since its inception, the institute has worked closely with the director of translational research development for the Division of Research. The director of translational research development has been tasked with applying principles of translational research (in the biomedical arena going from the lab bench to the clinic) to scholarly activities across the University. The institute has embraced the opportunity to work with her and explore new sources of funding and new opportunities to foster research, as well as to take advantage of her experience in negotiation. This has helped the institute to obtain funding from the Chinese government for a specialized Confucius Institute of Chinese Opera as well as to make inroads in potential funding from sources in Korea and Singapore. By taking a novel approach, the institute has expanded the range and the level of funding for both the institute and the University in scholarly activities in Asian studies. We hope that this will serve as an example for other institutes and organized research centers.
A sampling of the research core facility recharges includes services from the Analytical and Diagnostics Laboratory housed in the Innovative Technologies Complex. In this case, the core facility offers different charge rates based on whether the user is on campus, a member of a University-based consortium or another external user. The use rates are based on an hourly use for equipment ranging from optical imaging tools, vibrometers, acoustic microscopes, electron microscopes, focused ion beam scanning electron microscopes, profilometers, thermal analyzers, mechanical analyzers and X-ray diffraction tools, as well as many other tools. By setting up this core facility, we are able to secure and maintain equipment that any individual researcher could not hope to support. A core facility also allows for the purchase of equipment that is critical in research but that an individual would only need for short periods of time. By offering the equipment broadly, we support industry and the local community while at the same time we attract resources to support the continued use of the equipment and purchase of updates and replacements as needed.

The University also actively supports research clusters – groups of faculty with a common intellectual interest. An example of a research cluster is the biofilms group, now with its laboratories in the ITC Biotechnology Building. As a mid-sized research university, Binghamton cannot fully support faculty in all of the sub-disciplines in the Department of Biological Sciences. A decision was made to develop specific expertise in the area of biofilm research. Currently, there are three faculty members working in the field with plans to recruit a fourth. This cluster of researchers is working in a state-of-the-art open laboratory. That is, all of the researchers are working in one large laboratory (one room) with shared resources, rather than in three separate laboratories. By working together in close proximity, the researchers and their numerous graduate students and post-docs are in constant communication. They share ideas, assist in experiments and collaborate in a way heretofore made difficult by isolation in individual labs. Managing science this way also justifies the procurement of expensive equipment — in this case a con-focal microscope — and assures that it will be used by numerous faculty and
Become more adaptive in allocating space in order to foster establishment of physical research clusters that can house core equipment and other specialized facilities needed to support faculty investigations.

Encouraging faculty to organize themselves according to shared topics of inquiry will not have its full impact without accompanying changes in how the University enables faculty to come together, disband and reorganize as their interests coalesce and change over time. Periodic reconfigurations will assuredly put pressure on many different units within the University. New policies and procedures that result from this initiative will set a standard for timely responsiveness, while recognizing realistic constraints where they exist. Expanding the total inventory of available research space through the construction of new buildings, retrofitting of existing buildings and purchase or lease of space in the Greater Binghamton area will foster the University’s ability to provide research space expeditiously. Revising policies and procedures for tenure, promotion and merit review in order to appropriately recognize interdisciplinary research efforts will also lower other perceived barriers to such endeavors.

Recognizing the limitations of current procedures, the University must develop policies and processes that will allow junior faculty, without jeopardizing their tenure status, to maximize their research and scholarship by affiliating with like-minded peers across the disciplines. Staff, too, have specialized expertise that can contribute to the University’s research efforts across organizational lines. They should be encouraged and rewarded for this important interdisciplinary contribution to mission as well.

**Results for supporting faculty research**

The University’s efforts to facilitate flexible and changeable research facilities is addressed above.

In concert with the University’s desire to foster interdisciplinarity among its faculty, the campus has instituted procedures for personnel cases that define the procedures surrounding the promotion and tenure of faculty who have inter-unit joint appointments and/or interdisciplinary affiliations. If a faculty member has an interdisciplinary affiliation, the personnel berth initiating personnel committee must invite and consider
materials submitted by that interdisciplinary affiliate as evidence of the candidate’s professional activities within that organization. In cases of inter-unit joint appointments, initiating personnel committees are formed in both academic subdivisions, and both committees jointly participate in identifying and soliciting outside evaluators of the candidate under consideration.

*Develop adaptive space allocation processes*

The provost has guidelines for allocation of research space throughout all the various academic units. The provost’s policy promotes use of space for strategic goals (including growing research), assigns space according to functionality and fosters collaboration and shared endeavors. That policy is available online at http://www2.binghamton.edu/academics/provost/space.html.

Building upon these general guidelines, research space allocation in the Biotechnology Building of the Innovative Technologies Complex is carried out using an approach that is new to Binghamton University. Space assignment is based on need, proximity to complementary work in the surrounding area, sponsored-program activity and interest in potential commercial development of research results. A faculty committee evaluates all space requests and makes recommendations to the vice president for research for final decisions. The policy and application for space is available online at http://research.binghamton.edu/ITC/forms/ITCDocumentJan252006.pdf.

*General infrastructure supporting interdisciplinary work*

A number of technologies have been employed on campus to enable better collaboration among faculty and foster interdisciplinary work. These include the implementation of pervasive wireless networking on campus; provision of central, shared network storage for departments and teams; the move of the campus to Gmail and to the Google Applications for Education; membership in the Internet2 research and education network;
and the provision of common software to the campus via the Virtual Desktop. Each of these changes enables easier collaboration across disciplinary lines.

**Foster a campus culture of diversity, respect and success**

The success of the University is inextricably tied to those who work here, and our aspiration is to create an environment that values diversity and brings out the best in everyone. Establishing such an environment begins with a culture of respect — respect for every individual, respect for every idea, respect for the contributions inherent in each endeavor within the organization and respect for the campus physical environment.

**Results for diversity**

In 2008, SUNY established the Faculty Diversity Program to assist campuses in recruiting stellar faculty from different backgrounds who could contribute to advancing diversity and academic excellence. The recipients of these awards are outstanding scholars who have attained a record of distinction early in their academic careers and demonstrated promise for continued productivity of the highest quality.

As a recipient of a Faculty Diversity Program Award, Assistant Professor Kathleen Sterling joined the Department of Anthropology at Binghamton University in the fall of 2009. She received her PhD in anthropology from the University of California at Berkeley in 2005. Trained as an archaeologist, Sterling’s field work and research focuses on the Paleolithic period in the French Pyrénées. Her highly innovative research examines stone tool technology, using it to understand social relations and especially the role of age and gender in prehistoric communities. Her monograph, *Learning and Stone Tool Production*, was published in 2009, by the highly regarded German publisher, VDM Verlag, and she serves as co-editor of a book series, *Ethical Archaeologies*, published by Springer Publishing. Sterling came to Binghamton University with a great deal of teaching experience, including summer field courses and outreach to school children. She also had a record of success in reaching diverse populations and in using alternative points of view to transform the teaching of archaeology and European pre-history.
Assistant Professor Stephen R. Ortiz, who joins Binghamton University’s Department of History in fall 2010 as a recipient of a Faculty Diversity Program Award, received his PhD from the University of Florida in 2004. Ortiz's teaching and research interests range broadly in the political, military, diplomatic and gender history of the 20th-century United States. His book, *Beyond the Bonus March and GI Bill: How Veteran Politics Shaped the New Deal Era* (New York University Press, 2009), examines U.S. veterans’ policy and the political activism of military veterans during the interwar period. He has published articles in the *Journal of Military History* and the *Journal of Policy History*. His article, "The 'New Deal' for Veterans: The Economy Act, the Veterans of Foreign Wars, and the Origins of New Deal Dissent," was awarded the 2007 Moncado Prize by the Society for Military History for best article in the 2006 *Journal of Military History*. In 2008, Ortiz was featured on the PBS program, “History Detectives.” He has taught at East Stroudsburg University, Pa., and Bowling Green State University, Ohio. Ortiz is currently working on two projects: an edited volume under contract to the University Press of Florida titled *The Politics of Veterans' Policy: Federal Policies and Veterans in the Modern United States*, and a new monograph project tentatively titled *Comrades in Arms: Veteran Organizations and the Creation of the Modern American Warfare State, 1935-1960*.

Another Faculty Diversity Program Award recipient is Assistant Professor Tania Alameda-Lawson, who joins the Department of Social Work at Binghamton University in fall 2010. She specializes in innovative designs for school-linked services, parent engagement and social work practice methodologies that serve vulnerable populations. Alameda-Lawson’s professional experience includes direct practice work with vulnerable children, youth and families in both community and clinical settings. She has consulted for national and international organizational foundations and served as founding director of the Children’s Bureau for the city of Miami Beach, Florida. Her recent research focuses on parent-guided and -run community development projects, community collaboration, and interprofessional education and training.
Since its inception nearly 20 years ago, the Clifford D. Clark Diversity Fellowship Program has assisted more than 500 outstanding students from historically underrepresented groups, including 300 at the doctoral level and 200 at the master’s level. To date, more than 400 Clark Fellows have graduated from Binghamton and have gone on to advance their disciplines through discovery and teaching, to influence policy and decisions in government, and to create and innovate in industry and business. In addition, the Graduate School has developed the Graduate Community of Scholars (GCOS), an inclusive community of graduate students, including Clark Fellows, which provides intellectual and emotional support for students. With feedback from students and faculty, GCOS has matured and grown in ways that will make it a sustainable component of our diversity commitment. One example of the impact of the Clark Fellowships and our commitment to diversity is John Smelcer, a current doctoral student in creative writing who left his native Alaska where he grew up in the Ahtna tribe to come to Binghamton after winning the Milt Kessler Poetry Book Award for *Without Reservation*. Working his whole life to preserve the dying languages of both his tribe and the Alutiiq, Smelcer has written dictionaries for both languages. The freedom of the Clark Fellowship allows him to deepen his work.

The Ombudsman Office at Binghamton University is a highly visible, centrally located symbol of the University’s commitment to build a multi-cultural campus community that encourages access to and full participation in all aspects of University life, and reflects in its constituencies the broader society of which the University is a part. Binghamton University made a commitment during the tumultuous era of the 1960s to provide an office where students, faculty and staff could go to register their concerns, to air their grievances, to be informed about policies and procedures, to access mediation, to secure a confidential advocate — in a word, to be heard. That office still exists today, and though it does not specifically publicize its services to underrepresented populations on the campus, it does see hundreds of campus community members in ratios that correspond to the University-wide ratios of underrepresented populations. The office is a locus of support for those who are underrepresented and who therefore may feel less
empowered. The office does more than empower individuals; its mission is also to inform senior administrators about policy or procedural inadequacies, patterns of complaints and systemic problems to help insure openness and fairness for all. Because the Ombudsman Office has such a long and successful record on this campus, it serves as a consultant to other universities and colleges who have decided to establish comparable offices. When called upon, the University’s office answers questions from members of the local community college, where there is no such office. Finally, the office has close ties with the Affirmative Action Office, the Employee Assistance Office and the Office of Human Resources. The Ombudsman Office has standing meetings with each of these offices and joint meetings with all of these offices on a weekly basis.

All initiatives supported by the Educational Opportunity Program (EOP) are focused on maintaining and increasing the diverse student body at Binghamton University. Each year, EOP presents the Michael V. Boyd Community Awards to an undergraduate and a student organization whose leadership has fostered and promoted understanding and appreciation of a diverse and inclusive community. Some of the student organizations that have received the award are the Caribbean Student Association, Students of Color Support Center, National Society of Black Engineers, Charles Drew Minority Pre-Health Society, Black Student Union, La Unidad Latina Lambda Upsilon Lambda Fraternity Inc., Hillel and Kappa Phi Lambda. From 2004-2007, EOP held a campus wide Multi-Cultural Explosion, designed to educate students about philanthropy and development. This event attracted hundreds of students and included representation from most of the cultural organizations on campus. The Latino Achievement Award, renamed the Louis and Mimi DelValle Award in 2007, after the co-founders of the Latin American Student Union (LASU), has been offered historically to a graduating senior(s) of Latin descent. Established in 2007, the Men of Color Scholastic Society was designed to meet the needs and interests of men of color on campus. In fall 2009, the group offered its first campus-wide academic fair, which included representatives from honor societies, academic advisors and a presentation by the Multicultural Resource Center (MRC). The academic fair is expected to remain an annual event. P.UL.S.E (Powerful United Ladies
Striving for Excellence) was founded by EOP in 2007, to meet the needs and interests of women of color on campus.

The Collegiate Science and Technology Entry Program (CSTEP) is funded by the New York State Department of Education to increase the number of multicultural students who pursue careers in the licensed professions. At Binghamton University, the program targets multicultural students who plan careers in accounting, engineering, law, medicine, nursing and clinical psychology. CSTEP fosters a collaborative environment in which students create student organizations such as the Bert Mitchell Minority Management Organization, the Charles Drew Minority Pre-Health Society, the Mary E. Mahoney Nursing Support Group, the National Society of Black Engineers, the Society of Hispanic Professional Engineers and the Thurgood Marshall Pre-Law Society to support each other in attaining their professional goals. The CSTEP program provides the following academic support services: tutors, paid research and internships, visits to graduate and professional schools, and conference attendance.

Initiated in 1999, the SUNY Upstate Bridges to the Baccalaureate Program engages underrepresented minority students in a residential summer research program with faculty mentors from the departments of biological sciences, chemistry and psychology at Binghamton University. The students are recruited by faculty and staff from partner community colleges who continue to mentor the students after the summer research program ends. The principal goal of the program is to encourage underrepresented minority students to transfer to four-year programs in disciplines relevant to the biomedical and behavioral sciences, and to help these students attain the baccalaureate degree. Since inception, 195 students from a total of five partner community colleges have participated in the Bridges to the Baccalaureate Program at Binghamton University. Of the 195 students who have participated in the program, 151 have transferred to a four-year institution. Of the 151 students who have transferred, 90 have earned baccalaureate degrees. Bridges students who transfer to Binghamton University
make up almost all of the underrepresented minority students transferring here for programs in biology and related majors. The graduation rate among this group of students has been 94 percent. At Binghamton, the students receive close mentoring, guidance to help them achieve their academic potential and support through any setbacks they may encounter, as many of them are from low-income families and are first-generation college students. Students are connected to CSTEP; the Louis Stokes Alliance for Minority Participation (LSAMP), formerly the Binghamton Success Program; and the Ronald E. McNair Postbaccalaureate Achievement Program for additional benefits and support. Bridges students interested in continuing research have reconnected with their summer faculty research mentors or have been assisted in finding other mentors, giving them a foundation for research-based careers. The Bridges to the Baccalaureate Program has been funded by a series of grants from the National Institutes of Health, along with support from the Harpur College dean’s office.

The Division of Student Affairs stresses diversity in all aspects of the division, including recruiting and hiring, training, providing support to students and challenging students to think beyond their own personal background and experiences to foster an environment of mutual learning and respect. Student affairs offices are committed to recruiting and selecting a diverse workforce of professional staff and students, and offer training sessions and programs that emphasize diversity, including tools such as the Intercultural Development Inventory. Offices across the division have fostered diversity and respect. Discovery courses emphasize multicultural issues and perspectives, with instructors and staff chosen based on a commitment to multiculturalism. Services for Students with Disabilities (SSD) has identified issues of academic and physical access, advocated for positive change and worked with offices and instructors to implement creative solutions that ensure compliance with federal laws mandating non-discrimination and equal access for people with disabilities. In addition, SSD has supported and empowered students with diverse and multiple disability-related needs through counseling, academic-skills coaching, academic access services and adaptive technologies. The Safe Zone Program is a visible institutional support network for lesbian, gay, bisexual, transgender, intersexual
and queer (LGBTIQ) individuals, whose mission is to create a safe, supportive and welcoming environment for LGBTIQ people and to provide training for allies. The Multicultural Resource Center hosts a Dialogues on Diversity series and sponsors speakers during the Dr. Martin Luther King Jr. Community Event each year. The Office of Residential Life has created a Social Justice Committee, hosts campus-wide programs on social justice and facilitates social justice and diversity training for student and professional staff. The Career Development Center provides resources to address the unique concerns of LGBTIQ students and students with disabilities. Both the Office of Campus Life and Late Night Binghamton have developed cultural and social programs that expose students to other cultures through performance, art and music and facilitate students’ interactions with people from different backgrounds.

The Division of External Affairs is committed to a culture of diversity and works to foster relationships that support international, multicultural and diversity initiatives and understanding across the campus and beyond its boundaries. These initiatives range from establishment of scholarships to help provide access to quality higher education to underrepresented students to providing communications and promotional support for programs and events that encourage inclusion and cross-cultural understanding. The Office of Communications and Marketing provides media, publication, Web and other support to publicize and educate campus and community audiences about events such as Martin Luther King Jr. celebrations, international performances at the Anderson Center for the Performing Arts and speakers of all backgrounds and opinions from around the globe. Under the auspices of the Binghamton University Foundation, more than 440 scholarships, fellowships and awards – many supporting underrepresented students – are awarded annually, for a total of approximately $1.4 million dollars in student support. The nominating committees of both the Alumni Association and the Binghamton University Foundation boards of directors are very cognizant of diversity when electing new directors, and currently, one-third of the Alumni Association board, which is led by its first African-American president, is of non-Caucasian descent.
Ensure the best possible management of all University employees.

Because of the influence they wield, leaders, managers and supervisors, at every level, should have formal preparation for their roles in the lives of others. This training should be designed to foster effective communication, mutual problem solving, win-win conflict resolution, sensitivity to diversity, crisis management, coaching/mentoring skills to help foster professional development across the institution, and budgetary acumen. To help individuals deal with reasonable, time-limited personal demands and circumstances, the University should be flexible when possible about adjusting work schedules and work requirements. Concerns expressed about health and environmental issues and other potential dangers in the workplace will continue to be taken seriously and expeditiously remedied. We are committed to excellent maintenance of University buildings and grounds as another way to demonstrate the University’s respect for its talented workforce.

Results for the workforce and the workplace

Education and training

A University Center for Training and Development (UCTD) was created in 2007, from the former Technology Training Center, and its services are actively marketed to the campus. The UCTD provides a holistic approach to training, combining technical training with soft-skill training and also melding in wellness programs. The UCTD offers a wide variety of professional development programs to improve the supervisory and leadership skills of managers and supervisors on topics including: Making the Best Use of Your Data; Meeting Facilitation; Written Communication; Performance Programs and Evaluations; Managing Difficult Conversations; Setting Priorities and Time Management; Communication Skills; Mentoring; Resolving Conflict and Intercultural Communications; Strategies for Successful Teams; Holding a Productive Meeting; and Supervising UUP and CSEA: An Overview for Managers, Supervisors, and Chairs.24

24 The UCTD’s 2008 annual report is available at Binghamton University’s Middle States Reaccreditation wiki.
The center has also facilitated two 6-month programs with the Binghamton University Leadership Academy which is open to chairs of academic departments and those who may seek an administrative career. The program is designed to improve the leadership and management of departments within the University. The first program had 10 participants and the second was focused on department chairs and had nine participants. Seventy-two percent of attendees who responded to surveys rated the training as very good to excellent.

The University Center for Training and Development has noticed an increase in requests for programs related to supervisory skills and has developed specialized training for several departments. Training topics for the specialized training include managing multiple generations, listening skills, coaching, diversity in the workplace, planning, team work and customer service. The Office of Human Resources is developing a committee that will explore the potential implementation of a “Supervisory Star” program to recognize excellent management and supervision on campus.

Students also serve in supervisory roles with respect to other students. They, too, need to be well prepared for their responsibilities. The Division of Student Affairs has incorporated the soft-skills training goals of effective communication, mutual problem-solving, win-win conflict resolution, sensitivity to diversity, crisis management and coaching/mentoring into training for staff members and student workers in residential life and orientation roles. Diversity issues are part of the training for orientation advisors (OAs) and residential assistants (RAs) each year. Residential life’s staff training programs have included such topics as judicial policies and procedures, how to respond to a sexual assault victim and how to refer someone to counseling. A community standards module has been implemented as part of the training for RAs, in which RAs set community expectations with the residents to encourage their cooperation and good citizenship.
Buildings and grounds

In its strategic plan, the University committed itself to maintaining its facilities and grounds as a way to show respect for our dedicated employees. Work began in one of the campus’s older buildings. The Office of Space Planning Resources and the Department of Physical Facilities completed renovation of 13 floors of the Library Tower (208 rooms: offices for faculty, departmental administrative staff and support offices, conference/seminar rooms and TA offices). There are three additional floors (148 rooms) in the Library Tower with academic offices that need renovation. The University is developing estimates and budgets for this next phase. As funding permits, other older buildings will also be renovated. In conjunction with the Learning Environment Committee, physical facilities staff has also developed a long-term renovation plan for general-purpose classrooms and departmental instructional laboratories.

Make professional development a University-wide priority.

Faculty and employee orientation and professional/staff development programs foster high performance. Both should be enhanced on this campus. As the University evolves, it should look at its internal criteria for all positions and ensure that requirements for promotion and success are appropriate and attainable. Binghamton University should also develop more varied ways to recognize the contributions of its talented workforce.
Results for professional development

The Graduate School conducts workshops to orient new faculty to issues and techniques pertaining to quality instruction and assessment. These workshops involve faculty leaders from the Institute for Student-Centered Learning (ISCL) and the assistant provost for institutional research and assessment. Prior to the workshops, faculty members are encouraged to view one or more online modules; the topics of the modules include Instructional Design, Fostering Intellectual Character and Learning Styles. At the end of each workshop, participants are asked to provide written feedback, which is used to modify and refine subsequent workshops. Modifications have included adding a one-hour discussion on how to promote academic honesty and discussion on how to supervise teaching assistants to achieve the objectives of the course, ranging from professionalizing the TAs to ensuring quality control of instruction.

In addition, the Graduate School conducts an annual orientation for new graduate teaching assistants. The orientations have included ISCL leaders, Center for Learning and Teaching faculty and staff, faculty and graduate students who have received teaching awards and University Libraries staff. At the end of each orientation, participants are asked to provide written feedback, which is used to modify and refine subsequent orientations. The feedback has resulted in significant changes every year since 2003, which reflects both the challenges of developing a discipline-generic orientation when new TAs are focused on preparation for a specific course and the changing nature of graduate students who have grown up in the digital age. For the last few years, new TAs have been required to come to the live orientation having completed about six hours of online modules: Professional Ethics Training, Graduate Level Writing Skills and Tasks, Learning Styles (including completing and evaluating a learning-styles survey), Brain Chemistry and Learning, Art of Public Speaking and Recognizing Plagiarism. These modules are continuously available. New TAs have all summer to complete them, and TAs can review them at any time. For fall 2009, new TAs were also required to read a
book about college teaching (C. Lieberg’s *Teaching Your First College Class: A Practical Guide for New Faculty and Graduate Student Instructors*, 2008). Using scenes from *The Act of Teaching* (a video from Harvard University) to prompt discussion, the fall 2009 live orientation focused on how TAs can engage their students intellectually, which got good reviews from participants.

A Professional Development Committee was created to introduce programs, brainstorm new ideas, design curriculum and advertise various professional development opportunities. The Professional Development Committee is composed of representatives from UUP, CSEA, Human Resources, EAP, Campus Recreation, Environmental Health and Safety and the University Center for Training and Development. The group coordinates 30-50 workshops each semester on topics including career management; book reviews; empowerment skills; managerial training; and health, safety and wellness. The Binghamton University Leadership Academy for department chairs (discussed above) was one of this committee's recommendations. The Professional Development Committee periodically surveys the faculty and staff of the campus about professional development needs. These surveys have led to providing workshops at times that are more convenient to faculty and staff and on topics relevant to the needs of the campus.

The role of the University Center for Training and Development was discussed above in terms of its contributions to the University’s goal of improving the supervisory competencies of managers at all levels. The UCTD also offers programs that contribute to the general professional development of employees and to their health and welfare. Last year alone, more than 600 people attended professional development programs, more than 1,800 people attended technical training programs and more than 300 people attended health and wellness programs. To ensure that programs are relevant to staff needs, UCTD has developed a checklist of training needs which is given to new employees or employees transferring from one department to another. This enables the center to be as proactive as possible in providing desired programs to enhance staff skills.
and preparation. A Career Management Program has been developed that assists staff with their career management and progression through résumé review and polishing interviewing and empowerment skills. Finally, UCTD has created users groups for various enterprise software systems on campus (e.g., Oracle, Banner, etc.) so that users of these programs can learn from one another in an informal environment and the overall level of sophistication in leveraging the power of these software programs increases.

**Critical next steps toward implementation of this plan**

Our aims are broadly conceived. Pathways to their achievement are multiple and diverse, and there is much to be done in order to realize our vision. Enlisting the creativity and energy in each unit and each individual in this endeavor will ensure an institutional outcome of which we can all be proud.

*Establish plans, within each division, that articulate how the unit will advance the University’s goals. Annually evaluate progress.*

Each division should develop a plan for carrying out the overarching strategies within their respective units. Divisional proposals should outline possible actions to be taken alone and in concert with other divisions, resources to be sought, funds requested from University sources and indices that will be used to monitor progress. Synthesizing unit proposals is the next step. The vice provost for strategic and fiscal planning is charged with collecting and reviewing divisional plans and making recommendations to the president and vice presidents for the most promising next steps, the budget allocations to underwrite those actions and the means (metrics) to assess progress annually. Senior Staff deliberations on proposals will result in a more detailed framework to guide the decisions and actions of all members of the University community. Senior staff should review annually the University’s progress in achieving its goals, identify emerging opportunities and potential threats in the surrounding environment, and make appropriate modifications in its approach to the future.
Results for implementation

During the summer of 2005, the president and senior staff of the University discussed how to proceed with divisional planning. After considerable deliberations, they decided that developing five-year divisional plans was actually not the best way to implement the strategic objectives. With the rapidly changing conditions in higher education and the state of New York, a more dynamic and fluid process was needed. An annual process linking planning, budgeting and review was deemed more appropriate. Thus, two University-wide processes, one top-down and another bottom-up, have been developed to advance the goals set forth in our strategic plan (*Implementing Our Strategies: A Roadmap to the Future*). Both processes use the University’s divisional structure to organize and operationalize initiatives. Any action proposed within either of the two processes must be in concert with one or more of the overarching themes of the strategic plan.

In August of each year, President DeFleur holds a retreat with the senior leadership of Binghamton University. There she outlines her vision and challenges for the next academic year. She also shares a summary of progress made by the University/divisions on strategic goals. The vice presidents then propose their goals for the year to come. The ensuing discussions concentrate on the feasibility of pursuing the suggested goals and how the vice presidents and the leadership within their respective divisions will work together to advance the chosen initiatives.

Once the divisional initiatives are set, the vice provost for strategic and fiscal planning works with each of the vice presidents to organize the division's plan into a format that facilitates detailed monitoring. The different divisional objectives are organized under one of the four overarching strategies. How achievement/progress will be assessed is determined in cooperation with each vice president. In addition to determining how objectives will be measured, it is also agreed which staff in the division will be involved in the measurement of its progress. The vice provost for strategic and fiscal planning meets with each vice president three more times during the year to determine progress on each of the objectives. In late July of each year, the vice provost for strategic and fiscal
planning provides a report to the president on the progress that has been made by each division on the achievement of its plan in the preceding year. These data inform her report for the annual August retreat (described above).

The Office of Strategic and Fiscal Planning has created a second bottom-up budget process whereby individual managers across the campus may, via a Web-based system, put forward recommendations for unit-based initiatives which advance that unit's mission. Again, each of these suggested initiatives must be demonstrated to be in concert with one or more of the overarching themes of the University's strategic plan. Unit-based proposals are forwarded to the appropriate vice president for review. A University-wide operations group (with representatives from each division, chaired by the vice provost for strategic and fiscal planning) uses a detailed, item-by-item review to analyze all proposals endorsed by the vice presidents (please see chart below). Their judgments on merit are synthesized and prioritized for consideration by the president for implementation. Their recommendations to the president are based on two criteria: (1) judgment about how well the initiative would advance the University’s strategic aims and (2) assessment of its feasibility. In his meetings with the president, the vice provost for strategic and fiscal planning may also set forth additional recommendations of promising next steps that the University could take in the pursuit of its strategic initiatives. The president makes the final decisions on which initiatives will be advanced.

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25 Divisional goals and objectives and the respective measures of progress are contained in Binghamton University’s Middle States Reaccreditation wiki.
Expenditure Analyses and Allocation Process 2011/2012

OCTOBER 29, 2010

Vice Presidents
- Call for All Funds expenditure analyses and allocation proposals

November 1 to January 13

Requests for each unit to do an analysis of prior fiscal year expenditures and a proposal for allocation sent to each dean and non-academic unit.

Department proposals should include justifications for incremental expenditures as well as suggestions for revenue generating activity. Department proposals must show alignment with the strategic objectives for their division.

Submit to respective Vice President.

JANUARY 17 TO FEBRUARY 14

Vice Presidents
- Prepare division budgets

Operations Group
- Ongoing discussions

Office of Strategic and Fiscal Planning
- Analysts and draft with Strategic Plan

February 16 to March 21

Recommendation on All Funds budget to President

March 23 to June 10

Office of Strategic and Fiscal Planning
- Presentations to and discussions with the Faculty Senate Budget Review Committee

Presidents make allocation determinations

June 13 to June 30

Planned allocations for 2011-12 issued

July 1, 2011

2010 Progress Report: Critical Next Steps Toward Implementation of This Plan
These two processes help account for the overall progress the University has made with respect to its strategic plan. Binghamton’s plan is a living document that has shaped priority setting and work across the entire campus.

*Develop a comprehensive plan to communicate the University’s aspirations and achievements to internal and external constituencies.*

Realizing the University’s vision will require support from within and from outside the institution. Our story of success needs to be widely and repeatedly told. Telling it internally will prepare a league of well-informed campus ambassadors out of students, faculty and staff. Telling it externally will expand and enhance our successes with faculty and student recruitment, economic and community outreach, and private and public endowments and fundraising. Binghamton University should review, and where necessary revise, its communication strategies to assure that our institutional identity is clear, that our messages are compelling and that our communications consistently capture and effectively relay our strategies and achievements.

**Results for communication**

The Office of Communications and Marketing developed a brochure summarizing the University’s strategic plan that was widely distributed both internally to the University and externally. The plan continues to be accessible from the provost’s homepage. The budget process outlined above has ensured that the campus community bases its yearly planning on the institution’s strategic goals. The progress reported in this document testifies to the advantages reaped through implementation of this strategic plan.

*Constituent relations and communications*

Through Office of Communications and Marketing initiatives, the University

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26 The brochure can be found at Binghamton University's Middle States Reaccreditation wiki.
implemented a new brand platform, including consistent use of logos, typography and color palette. This professional and recognizable look has built name recognition and has reinforced the University’s mark of quality with key audiences. The brand, re-developed in 2007, reflects who we are, our distinctive strengths, our vision and our mission. By rolling the brand guidelines out to the campus, all communications vehicles were strengthened and the overall visibility of the University was enhanced. This alignment of brand supports the University’s messaging of academic excellence, selectivity and value, and reaches to every school and department. With this consistent look, the University now has a cohesive and recognizable presence in its publications and electronic media – helping to enhance the University’s visibility and reputation nationally and internationally. The content, quality and look of these print and electronic publications have Binghamton University winning major awards from higher education and industry organizations every year.

In September 2008, a redesigned University website was launched. The website utilizes a content management system to provide tools to easily refresh information so the University’s many audiences have access to up-to-date information. The Web team was instrumental in this process, creating or migrating approximately 150 University websites, including all high-level pages and school and college sites, for a total of over 5,000 pages. In addition to improving the content and look, a priority was to improve the institution’s competitive position on the Web with search engine optimization techniques. Website traffic is up over 250 percent compared to the prior year, to over 25 million page-views. Nearly 120,000 saved changes have been made by site editors since September 2008. In addition to page migration and creation activities, the Web team has created or assisted with programs to increase capabilities and efficiencies, including social networking platforms like YouTube, Twitter, Facebook and student blogs; Binghamton-specific iPhone applications, including telecom directory, athletics, events, courses, maps, videos, news and alerts, and videos; and e-mail marketing.
techniques.

Online newsletters were also created for parents and alumni, providing a steady flow of information to these audiences while supporting the University’s efforts toward being green. The award-winning Binghamton University Magazine, launched in fall 2005, reaches the University’s 100,000+ alumni and is also now available online, providing readers around the world with an opportunity to keep abreast of Binghamton University people and initiatives.

Advocacy initiatives

The University’s largest constituency is its alumni, now 100,000+ strong – an increase of 17 percent from 2005. Our community friends, faculty and staff, parents and students are also important constituents. We rely on our various constituencies to advocate on behalf of the University, volunteer in ways that advance the University’s key goals and objectives and provide the private support that will continue to allow for the advancement of strategic initiatives as funding from the state declines.

Binghamton University developed and implemented an advocacy program in November 2007, to help University supporters more easily advocate for initiatives that would enable the University to grow and prosper. Using the “Think Binghamton” website as a hub for messaging, the advocacy program engages University supporters and articulates a case for public investment in Binghamton University. Advocates support directed campaigns for resources needed to maintain and enhance academic excellence, monitor legislative activities and respond to requests for action from the University. More than 6,000 supporters have registered as Think Tank members and sent nearly 45,000 messages to decision-makers and legislators on the University’s behalf about budget issues,
support for a law school, fair tuition policies and fiscal reform for SUNY. One-third of the registered members are alumni who are engaged and advocating on behalf of their alma mater.

In addition to advocating for the University, there are multiple ways that Binghamton University supporters may become engaged through volunteer efforts, including the Alumni Association, one of the University’s governing boards of directors. A partnership between the Alumni Association and the Undergraduate Admissions Office has resulted in almost 1,700 alumni volunteers – both nationally and abroad – attending college fairs, adopting high schools, contacting admitted students and hosting summer send-off parties, all in support of admissions efforts. Volunteers also host events that help broaden the University’s reach to diverse audiences, fostering their engagement with the University. The Alumni Association also partners with the Career Development Center, International Student and Scholar Services and the Student Association, among other offices, to promote its visibility among current students to ensure a vibrant alumni program in the future.

**Media initiatives**

Engagement and outreach to all constituencies has become more challenging, given the popularity and rapid evolution of the use of social media, the multiple ways that differing generations communicate and the constant desire for new information. As a result, media relations initiatives have included the addition of video and social media components to supplement traditional media activities. The interest in information about the University and its faculty and researchers – and our ability to provide that information – is evidenced through our ever-increasing media placements locally, regionally, nationally and internationally. In the most recent year available under this strategic plan, the University experienced a 16
percent increase in media placements over the prior year, totaling over 5,000 placements in publications and broadcast outlets including *The New York Times*, the *Chronicle of Higher Education*, *Inside Higher Ed*, MSNBC, CBS News, CNN, Arab News, *The Wall Street Journal*, *Science*, *The Boston Globe*, BBC World Service, *National Geographic*, the *Washington Post* and *Newsweek*, to name a few. More than 10,000 hometown news releases announcing awards and accolades were sent – mainly electronically – and Facebook, YouTube and Twitter initiatives were launched. Currently, more than 5,600 people have signed on as fans of the University’s Facebook page; 286 have subscribed to our YouTube page, which has had more than 30,000 channel views; and 237 have become Twitter members and 748 have signed on as Twitter followers. These social media initiatives are supported by the increasing capture of video for lectures and events on campus. Also used extensively on University websites, there are currently more than 190 University-produced videos online that have garnered nearly 200,000 views.

**Conclusion**

This section has contained a discussion of the university’s progress with regard to the 2005 Strategic Plan. In the next section, we turn to explaining how the information found in this section and the divisional sub-committee report have resulted in the identification of six global themes that the university should focus on in the next five years, which become the six goals of the new Strategic Plan, found in Section Four.
Section Three:
Toward a New Strategic Plan
Section Three:
Toward a New Strategic Plan

Developing a new strategic plan can be an arduous process, requiring us to look back at what we have learned from the prior strategic plan; to consult widely with the university divisions and their units, faculty, students, and staff; to move forward with an eye toward identifying differentiable goals, objectives, strategies, and indicators that enable us to ultimately achieve the university’s mission; and, to enunciate a need to achieve overall institutional effectiveness through the careful periodic review of our progress, even given external constraints such as budgetary issues associated with an economic downturn, among other challenges.

Early in the process, it was clear that the university’s mission should remain unchanged. Because the university is a public institution associated with the State University of New York (SUNY), it has a public commitment not only to provide a high-quality education to its students, but also to impact positively its outlying communities intellectually, economically, and culturally. Because Binghamton University is one of four research-focused university centers within the SUNY system, it has an obligation to enrich the lives of people in the region, nation, and world through its teaching, research, curricula and creative activities. It was also clear from the progress report that several objectives associated with the 2005 Strategic Plan are still being implemented, lending credence to the argument that the university’s mission statement remains relevant and meaningful. Therefore, its mission remains steadfast despite the development of a new strategic plan.

In this section, we do the following:

1. Identify recommendations that stem from what we have learned as a campus community from the progress report in Section Two and from the divisional sub-committee reports;
2. Analyze the divisional sub-committee reports and show how six general themes emerge from such an analysis (Appendix A);
3. Show how the recommendations are covered by these six themes; and,
4. Declare these six themes as the six goals of the 2010 Strategic Plan

We then transition into Section Four, the University’s 2010 Strategic Plan, with its six goals, as well as these goals’ objectives, strategies and indicators (Appendix B).

**Analysis of Progress Report Results**

The progress report of the 2005 Strategic Plan contained four goals:

1. Invest in academic excellence, innovation, growth, and diversification
2. Enhance engagement and outreach
3. Create an adaptive infrastructure to support our mission
4. Foster a campus culture of diversity, respect, and success

The 2005 Strategic Plan concludes with a statement of some critical steps the campus needs to take to ensure success, including the development of division and unit plans to articulate how units would achieve these goals and a commitment toward evaluating success. This statement also contained its own objectives that have been addressed during the last five years.

The progress report demonstrates that the university has performed well in achieving the goals in its 2005 Strategic Plan. The university has utilized numerous metrics including dashboards and student learning assessment plans approved by the Faculty Senate and has adopted a strategic planning process that has linked planning, budgeting, and action, with the development of divisional plans and their periodic review through the leadership of the Vice Provost for Strategic and Fiscal Planning.
From 2005 to 2010, the university was able to achieve its four goals through the collaborative efforts of faculty, staff, and administration. With regard to the first of these goals, the university focused on increasing the number of faculty, increasing graduate stipends, enriching instructional methodologies, enhancing the role of collegiate communities, and expanding educational opportunities. It was able to lower student-faculty ratios despite budget reductions and increased enrollments. The university also increased graduate stipends to the 75th national percentile overall. The progress report also states that the university has paid more attention to the satisfaction of transfer students (many of whom commute to campus), as well as to the retention and graduation rates of this important population, due to assessment information that has shown that such focused attention is warranted. Internationalization efforts have produced increases in the number of students and faculty from other nations, and the number and diversity of languages taught on campus have also increased. In fact, these efforts have resulted in national and international recognition for the university’s internationalization efforts. We intend to continue an emphasize on internationalization in the next five years. In addition, although overall the university’s retention and graduation are high relative to its peer institutions, it is obvious from the progress report that stipend levels, the number of tenure-tenure track faculty employed at the university, and enrollments should receive continued attention in the next strategic plan.

The university has performed well with regard to the strategic plan’s second goal, to “enhance engagement and outreach,” but should continue to engage its communities of interest. The university’s mission includes a focus on “enrich(ing) the lives of people in the region...,” and the progress report evidences many cases in which the university has exceeded expectations with regard to intellectual, economic, societal, artistic, and technological enrichment of not only its students, staff, and faculty, but also of those in its outlying communities. Collaborative efforts of the university’s five divisions have resulted in its growing role as a technological transfer agent, generator of new intellectual insights, incubator for new businesses in the area, and provider of health, education, and
social services to the region. Recent economic impact studies conducted by the university indicate that student volunteers and interns alone provide over $6 million of value to the Binghamton region; the university itself impacts the Broome and Tioga County economies in the range of over half a billion dollars annually. In order for the university to address its mission successfully, and given the progress report’s indications that the university has increased its ability to enhance engagement and outreach, the university will continue to focus on impacting its communities of interest.

The progress report then describes how the university has performed with regard to its third goal, to “create an adaptive infrastructure to support our mission.” Much of the focus during the last five years has been on creating the appropriate space for our expanding research. Still, in order to continue its successes in areas of sponsored fund acquisition, development of new technologies, participation with outlying communities to realize the successful use of such research in developing businesses, among other impacts, the university will continue to create additional research space. The creation and rehabilitation of space has enabled and will enable continued economic impact, increases in sponsored funds, and more enhanced research capabilities.

With regard to the university’s fourth goal during the 2005 Strategic Plan period, it has continued to enhance diversity. The university has worked hard to ensure that students, faculty, and staff of various backgrounds feel welcome on campus. In addition, the progress report reveals that university resources are being utilized in different ways to create a productive workplace. For example, employees are learning to use information differently within various contexts through participating in the activities of the University Center for Training and Development and the Institute for Student Centered Learning. Increased focus on diversity as well as attention to the university’s commitment to enrichment through engagement with its communities (both internal and external), has resulted in the university’s obtaining sponsored funds to increase diversity in the sciences, for example, through the Bridges to the Baccalaureate and Howard Hughes Medical
Institute (HHMI) grants, which focus on attracting under-represented populations to careers in the sciences. Given the university’s continuing commitment to diversity, the next strategic plan will need to continue to focus on this.

In summary, the progress report for the 2005 Strategic Plan demonstrates that the university has realized its mission to “enrich the lives of people in the region, nation, and world, through discovery and education and to being enriched by its engagement in these communities” through the efforts of its various divisions and units. An analysis of the progress report (as well as a review of the Divisional sub-committee reports) suggests that the following recommendations for the next strategic plan are appropriate to ensure that the university continues to achieve its mission and vision:

1. *Increase Tenure/Tenure Track Faculty.* This remains our first priority. We intend to reduce the Tenure/Tenure Track Faculty/Student ratio to 24:1 over the next five years.

2. *Grow and Strengthen Graduate/Professional Education.* Add at least 300 graduate/professionals students over the next five years; reduce normative times for all programs below national averages; maintain stipends at 75th percentile among comparison institutions.

3. *Continue the Development of a State of the Art Research/Scholarly Environment.* Complete current expansion of research space for science/engineering; continue development of Humanities Center

4. *Further Strengthen the Link Between Research/Scholarship and External Communities.* Enhance internal and external entrepreneurship, including patents, tech transfer, business incubation; maintain campus position as SUNY leader in research/business partnerships; continue and strengthen research programs designed to impact local schools, government agencies, and the local medical
community

5. *Continue to Seek Sponsored Funds, including Developing Alternative Sources.*
Continue steady increase in extramural funding, including research funding and gifts in kind from research partnerships with business at a rate of 10% per year for five years; complete transition to “Research Intensive” status.

6. *Complete the Current “Bold, Brilliant Binghamton Campaign.”* Currently at $85M with a target of $95M. $100M would be ideal. Also try to get at least one principal gift of cash in the $5-10M range.

7. *Seek Revenue Flexibility.* Do everything possible to support the Chancellor in her campaign for tuition flexibility and to return tuition to the campuses; also continue to diversify and enhance non-state revenue streams.

8. *Enhance the Strategic Planning and Self-Evaluation Process.* Develop dashboards for divisional units to strengthen the relationship between the planning and budget processes.

9. *Develop a New Master Plan for Buildings and Grounds.* Carry through on current cooperative planning with State Construction Fund; agree on current space shortfall, coordinate additional space with anticipated program types/growth and overall growth.

10. *Plan for Growth.* Link enrollments, construction, program design, and resources in an adaptable way; offer a clear statement of the campus’ aspirations and intent, including intermediate stages on the way to ultimate goals.
11. *Enrich the Instructional Methodologies Available to Faculty.* Expand faculty use of Blackboard and other instructional software; continue phased conversion to smart classrooms; continue expansion of distance learning, including distance learning as an option in regular classes during summer and intersession.

12. *Increase Opportunities for Undergraduate Research.* Develop an Office for Undergraduate Research to promote undergraduate research and serve as a clearinghouse for research opportunities.

13. *Enhance Transfer Initiatives.* Appoint a campus Director for Transfer Affairs to enhance the transfer experience, assess the factors limiting transfer success, and to do outreach to our feeder institutions.

14. *Enhance the Partnership Between Academic and Student Affairs to Strengthen the Educational Experience.* Continue cooperation in such areas as peer advising, College-based education, tutoring, and transfer services.

15. *Continue the Campus’ Global Initiatives.* Continue emphasis at program level and in traditional study abroad, develop international research partnerships at the institutional level, and develop an international alumni network.

16. *Continue Initiatives to Establish Binghamton’s Leadership as a “Green” Campus.* Continue commitment to build to LEED standards; further develop focus on energy-related research and sustainability.

**An Analysis of the Sub-Committee Recommendations: Emerging Themes**

Charged in 2009 with ultimately recommending what strategic directions the university should move toward, five divisional sub-committees were tasked with answering the following questions to help develop the 2010 Strategic Plan:
1. Over the past five years, what have been the division’s most important contributions to the university’s strategic goals?

2. To what extent do the objectives developed to advance the goals articulated within the university’s strategic plan remain relevant in the changed fiscal environment?

3. What plans have been developed to address fiscal constraints?

4. How have other changes affected your pursuit of goals and objectives? What new opportunities are emerging and what new goals are there to pursue?

5. What are the division’s planning, evaluation, and resource allocation processes? Are these processes satisfactory? How does the division assess the effectiveness of the utilization of its resources?

6. How might the division change its use of technology to advance its goals?

7. What changes would you recommend that the University explore that might enable better utilization within your division, within the university as whole?

8. What plans are in place or are being developed to increase the resources available to the division?

9. In light of the above, what changes do you recommend for the University’s approach to attaining its mission and goals over the next five years?

The sub-committees were tasked especially with answering the final question (in bold type above). The recommendations that resulted from this process themselves resulted from a process implied in questions one through eight above and from a systematic retrospective of challenges and opportunities within each division, informed by available assessment information. The recommendations from the divisional sub-committees are found in Table One below.
Table One: Divisional Sub-Committee Recommendations

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<thead>
<tr>
<th>Division of Student Affairs</th>
<th>Division of Research</th>
<th>Division of External Affairs</th>
<th>Division of Administration</th>
<th>Division of Academic Affair</th>
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<tbody>
<tr>
<td>Achieve increased budgetary flexibility</td>
<td>Increase faculty hiring in areas that would increase external support</td>
<td>Address inequities in funding across departments and divisions</td>
<td>Promote services in the most effective and efficient way possible</td>
<td>Change the enrollment mix by increasing the proportion of graduate students</td>
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<td>Enhance existing efforts to engage in data-driven decision making</td>
<td>Faculty should be made aware of and given incentives to seek extramural funding with the goal of increasing University-wide research expenditures per faculty member.</td>
<td>Address the complexity of funding sources and budgets</td>
<td>Remain flexible and responsive to the rapid pace of change</td>
<td>Continue implementation of the Writing Initiative, the Institute for Advanced Studies in the Humanities, the Ph.D. program in Physics, and growth of the Department of Asian and Asian American Studies</td>
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<tr>
<td>Greater consideration should be given to providing increased professional staffing to areas that have increased student contact, particularly as the results of increased enrollment</td>
<td>It will be important to delineate benchmarks and outcomes as new initiatives move forward</td>
<td>Address duplication of work/resources</td>
<td>Continually evaluate services with customers to determine whether they need to be adjusted to meet current and future needs</td>
<td>With the opening of the new engineering and science building, re-organize the use of facilities</td>
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<tr>
<td>The University could benefit from a more structured space allocation/request process</td>
<td>The Division of Research must continue to provide infrastructure support back to faculty, departments, and deans that may be the most flexible dollars provided for investment back in innovative and new ideas</td>
<td>Consider swapping state for non-state funds</td>
<td>Ensure that new buildings meet LEED standards</td>
<td>Achieve greater flexibility within the University to spur revenue growth</td>
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<td>Continue to work on enhancing employee morale</td>
<td>Engagement with communities must be a University-wide priority.</td>
<td>Advocate for legislation to ease regulations for SUNY centers, especially purchasing procedures</td>
<td>Achieve more efficiencies in campus operations</td>
<td>Maintain a commitment to faculty research and teaching</td>
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<td>Enhance budget transparency</td>
<td>Promote alternative approaches to financial support, including collaborations within and outside the university</td>
<td>Advocate for differential tuition</td>
<td>Expand waste reduction/recycling efforts</td>
<td>Help the University hire and retain the best faculty</td>
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<tr>
<td>Division of Student Affairs</td>
<td>Division of Research</td>
<td>Division of External Affairs</td>
<td>Division of Administration</td>
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<tr>
<td>Continue collaboration between divisions of student affairs and academic affairs</td>
<td>Encourage faculty to apply for grants, especially from the NIH, NSF, and Department of Energy</td>
<td>Increase Binghamton University’s online presence</td>
<td>Continue to invest in technologies that improve the infrastructure, increase productivity, reduce costs, improve efficiencies</td>
<td>Provide accelerated paths for high achieving undergraduates</td>
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<td>Pursue better standardization of software and hardware technologies</td>
<td>Potential principal investigators need to be informed of new opportunities, and grant submissions must be streamlined.</td>
<td>Improve access and utilization of campus-wide data</td>
<td>Extend teaching and service beyond the boundaries of the campus</td>
<td>Yield more people with advanced/graduate training for New York State and the Southern Tier</td>
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<td>Increase the utilization of space</td>
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<td>Match the world-wide trend, which is that a graduate degree has become the degree to obtain for career longevity, flexibility, and success</td>
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<td>Work toward gaining flexibility in setting tuition and retaining related revenue</td>
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<td>Achieve easier enrollment and access to courses for non-matriculates</td>
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<td>Encourage diversity through training grants</td>
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<td>Achieve enhanced collaboration among units for programs that address needs of adults to retrain</td>
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<tr>
<td>Actively pursue novel approaches to energy management, taking measures such as constructing buildings that meet LEED standards, etc.</td>
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<td>Achieve more support for distance learning</td>
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<td>Professional development needs to be a priority</td>
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<td>Develop an enterprise-wide digital policy that will ensure cross-collection searching, long-term preservation of digital objects, and coordinated campus digitization endeavors</td>
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<tr>
<td>Achievements need to be monitored on a regular basis.</td>
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<td>Continue to enhance student learning through the use assessment information</td>
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A systematic review of these divisional sub-committee reports reveals that six emerging, yet independent themes can be identified, depicted in Appendix A of this self study. These six areas of focus are:

1. The university should be educationally exemplary
2. The university should be innovative
3. The university should be collaborative
4. The university should be global (international) in outlook
5. The university should be technological
6. The university should be resourceful

**Toward a New Strategic Plan: Alignment of Progress Report and Divisional Sub-Committee Report Content**

In what follows, we briefly explain these six areas of strategic focus:

1. **The university should seek to be educationally exemplary.**
   
   The sub-committee reports for both the divisions of research and academic affairs mention that the university has made great strides in increasing graduate stipends and hiring quality faculty, among other important items of interest. Upon reflection, the Division of Research has performed well with regard to encouraging faculty to engage in sponsored fund activities, but wants to continue streamlining processes so that doing so is easier. Both divisions agree that hiring quality faculty in the next five years needs to be a priority so that teaching, learning, and research continue to be of high quality. While the Division of Academic Affairs notes that it has successfully reduced student-faculty ratios using the traditional IPEDS formula of calculating such ratios using the number of full-time faculty plus one-third of part-time faculty, it also finds that a more meaningful means of calculating such a ratio is to count solely the total number of tenure/tenure-track faculty.
In addition to attracting more faculty and encouraging them to attract more sponsored funding to the university, both the divisions of research and academic affairs also agree that there should be an increase in the number of graduate students attending the university. When the university attracts more faculty and increases the amount of sponsored funds, it should have more graduate students who can serve as research assistants to conduct the research associated with an increase of such funds. In addition, the Graduate School will have to continue working toward reducing time to degree in Binghamton Ph.D. programs, ensure that graduate teaching assistants are well-trained to fulfill their duties, and continue its focus on ensuring that graduate stipends are at adequate levels. As these goals are achieved, research, teaching, and service to the community (as the result of more community-engaged research) will increase, and the interests of both divisions will be better achieved.

Both the sub-committee reports for the Division of Student Affairs and the Division of Academic Affairs, as well as the progress report, describe how these university divisions have worked with one another in past years. This partnership has resulted in positive gains. The subcommittee reports mention that both divisions have worked together to use the 2007 and 2008 NSSE data to understand strengths and weaknesses in advisement, learning communities and undergraduate research with faculty outside the classroom, among other areas of interest. Representatives from both divisions have also served on the University Retention Committee, where issues relating to the satisfaction of transfer students with university services, as well as retention rates for transfer students, have been discussed. Recent requirements by SUNY to ensure more seamless transfer from SUNY’s many community colleges will require both divisions to work closely with one another to ensure that this important population is well served. Transfer students’ time to degree, which SUNY will be paying attention to, will also warrant increased attention. In addition, efforts associated with the Career Development Center, Educational Opportunity Program, and First-Year Experience program—all directly associated with the Division of Student Affairs but also directly linked to the Division of Academic
Affairs—will need continued attention.

The progress report indicates that instruction on campus is rated highly by students. As the progress report indicates, recent results from the undergraduate senior and alumni surveys demonstrate that instruction is highly rated, and the latest NSSE results (2008) show that students are given many opportunities to participate in research with faculty outside of the classroom when compared to peer institutions. The sub-committee report for the Division of Administration mentions that one area of emphasis for the university should be to extend teaching and service beyond the boundaries of the campus, such as in distance education courses, and recent survey data from distance education courses taught during the Winter and Summer sessions has shown that instruction is also highly rated when distance learning modalities are used. In the next strategic plan, the university will also focus on quality of instruction, both online and in traditional classroom settings.

Without doubt, the university should continue its focus on undergraduate education. The progress report and Division of Academic Affairs sub-committee reports describe the division’s efforts in student learning assessment, both in educational offerings and general education. The Division of Student Affairs sub-committee report also describes its many efforts to educate students in its various programs, with assessments demonstrating that programmatic outcomes are being met. These sub-committee reports, combined with the progress report in this section, indicate that the university should continue emphasizing in its strategic plan the importance of continuing to offer students opportunities for achieving a world-class and visionary undergraduate education. This includes continuing to implement initiatives that foster students’ ability to access and assess information, to write clearly and effectively, and to reach the learning objectives defined by their areas (and departments) of study. It also includes continuing its efforts to assess student learning, which is at times based on rubric- or portfolio-based research, and to communicate findings to faculty. In addition, it means expanding gateways for students to succeed, such as by increasing first-year experience courses available to students and
expanding experiential learning opportunities.

2. The university should seek to be innovative.

The sub-committee reports for the divisions of research, administration, and academic affairs each describe past efforts to be innovative. The Division of Student Affairs, in its sub-committee reports, describes efforts taken to respond to various constituencies, such as disabled students, international students, and various other student groups, gathering survey and other assessment information through email, student response systems, and “new media.” The Division of External Affairs has engaged in a highly creative on-line funding campaign. The Division of Research continues to focus on research innovation, all the while finding ways to engage with community partners in the use of such research. The progress report also demonstrates ways that the Division of Administration has worked on the innovative use of space both in the classroom and in research, and its work on new technologies in the classroom.

All this suggests that a focus of the next strategic plan should be on innovative and visionary ways to address challenges and to adapt to new ways of doing things.

Recommendations in the sub-committee reports discuss various ways of pursuing this focus. The Division of Research desires to enhance technology transfer through its Office of Technology Transfer and Innovative Partnerships. The Division of Administration recommends that the university ensure that new buildings meet LEED standards, expand waste reduction and recycling efforts, and introduce car-sharing programs to help achieve environmental sustainability. The Division of Academic Affairs recommends that the university achieve better access to distance learning and non-credit programs, develop advanced digitization of information through the University Libraries, and support an Institute for the Humanities, among other programs.
3. The university should seek to be collaborative.

Another underlying thread in the sub-committee reports as well as the progress report is a continued commitment toward collaboration. In its sub-committee report, the Division of Research recommended that engagement with the university’s communities of interest should continue to be a priority, including continued focus on intersections between the community, region, and state and the university’s research mission. The Division of Student Affairs mentions its collaboration with various external constituents, and stresses the importance of so doing. In its sub-committee report, the Division of External Affairs discusses the importance of increasing its online presence, along with a need to collaborate with Binghamton University alumni in fund-raising activities. The Division of Administration describes its collaboration with various divisions to work on research, classroom space, and professional development. Finally, the Division of Academic Affairs recommends that it maintain a commitment to faculty research and teaching (working with the Division of Research), yielding more people with advanced (graduate) training to enhance the economic and intellectual capital development of the region and New York State.

The progress report supports the notion that collaboration should be a focus of the next strategic plan. Important areas of attention include ensuring that managers operate collaboratively, that the university enable its employees to participate in professional development opportunities, and that the university collaborate with its communities of interest, including encouraging students to intern with community organizations, working with alumni on various initiatives (academic and otherwise), and promoting community involvement in research and overall economic impact.

4. The University should continue to be global in outlook.

The university’s commitment to internationalization should continue. The Student Affairs sub-committee report addresses the role of the International Student Services (ISSS) office and Friendship Families programs, and the Academic Affairs sub-committee
report, as well as the progress report, describe the progress the university had made in the areas of study abroad, languages across the curriculum, and the development of international partnerships. Given the progress the university has made as evidenced by the information found in the progress report, international and national attention it has received as a result of its internationalization efforts, and various sub-committee reports, it would be abrupt, to say the least, to shift priorities away from the university’s commitment to being global in outlook. The university should continue to foster research opportunities with institutions abroad, enhance students’ academic preparation for a world that is global in scope, and seek increase opportunities for students to be exposed to research and scholarship that are global in scope.

5. The institution should seek to be technological.

In their sub-committee reports, the Divisions of Academic Affairs and Administration point toward helping the university achieve its purposes through online and hybrid instructional delivery modes. The University Libraries staff would like the university to continue its commitment to digitization of information, and the Divisions of Student Affairs and External Relations point out in their sub-committee reports that students and other constituencies increasingly rely on newer forms of communication. In addition, the Division of Research points out in its sub-committee report that it would also like to streamline grant application processes through the use of technologies. The progress report also points out that the university has begun to use technologies in the last ten years that have helped it achieve efficiencies and serve students and other university constituents in effective ways.

Therefore, there appears to be a good amount of consensus that the university should focus on ways to be more technological in the next five years. Emphasis should be placed on use of technology in instruction and in programs, a direction which the university has been moving toward in the recent past, given the growth of courses and positive survey results from students taking courses during the Winter and Summer sessions. Emphasis
on training more faculty how to teach effectively using distance learning and hybrid modalities is also indicated.

Using technology to provide meaningful and efficient services should also be stressed, given evidence in the progress report and sub-committee reports that the university has realized great potential in this area. Continuing to educate staff and faculty about the capabilities of the university’s enterprise systems should therefore be a focus, as should use of technology in services throughout the university.

6. The university should seek to be resourceful.
Even a cursory view of the sub-committee reports will reveal that a primary focus for the university should be upon the effective and efficient use of its resources; all of the divisional sub-committee reports mention ways that the university might strategize on doing more with less. The sub-committee reports indicate a clear need to advocate with SUNY for increased flexibility in the ways it collects revenues and expends resources. The sub-committee reports also point toward the university’s forming strategic alliances that might lead to increases in sponsored fund awards, and also point toward collaborating with local governments and businesses to help positively impact the economy. These will need to be strategic objectives for the university in the next five years, especially given financial constraints associated with the national and New York State economies.

The sub-committee reports and the progress report point toward the university being resourceful by focusing on efficiencies and better ways of using what it already has, but in different ways. The Student Affairs and Academic Affairs sub-committee reports mention the continuing use of assessment (and other) information for decision making, and the Division of Administration mentions continuing to encourage faculty to apply for grants to increase revenue to the university. The Division of Academic Affairs sub-committee report also mentions the need to continue to train high-quality teaching assistants, to
focus on increasing graduate stipends and on hiring and retaining the best faculty to ensure that teaching, learning, and research are effective and innovative. All these are worthy items that should be realized in the next five years.

Several of the sub-committee reports also discuss the importance of using research and classroom space in the most effective ways possible. Information found in the progress report as well as in the subcommittee reports make it clear that a focus for the university will have to be using university space most effectively, through the construction of new buildings and the efficient use of the space the university already has developed.

A review of the progress report’s sixteen recommendations and these six goals indicates that the recommendations would be well-addressed by a new strategic plan that uses these themes as its primary strategic goals for 2010-2015:
**Table Two: Alignment of Progress Report Recommendations with 2010 Strategic Plan Goals**

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Numerical codes to each column in Table Two refer to the following recommendations made as a result of reviewing the Divisional Sub-committee reports and the Progress Report: (1) Increase tenure/tenure track faculty; (2) Grow and strengthen graduate/professional education; (3) Continue the development of a state of the art research/scholarly environment; (4) Further strengthen the link between research/scholarship and external communities; (5) Continue to seek sponsored funds, including developing alternative sources; (6) Complete the current “Bold. Brilliant. Binghamton” campaign; (7) Seek revenue flexibility; (8) Enhance the strategic planning and self-evaluation process; (9) Develop a new master plan for buildings and grounds; (10) Plan for growth; (11) Enrich the instructional methodologies available to faculty; (12) Increase opportunities for undergraduate research; (13) Enhance transfer initiatives; (14) Enhance the partnership between academic and student affairs to strengthen the educational experience; (15) Continue the Campus’ Global Initiatives; (16) Continue initiatives to establish Binghamton’s leadership as a “green” campus.
In Table Two, each new goal is aligned with at least one of the recommendations made as a result of the progress report. Given that the 2010 Strategic Plan will contain these six goals as its basis, this suggests that the recommendations will be addressed as part of that plan.

**The New Goals’ Relationship to the University Mission Statement**

We explained above that the university’s mission statement remains unchanged. As a reminder, the university mission statement is:

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

The six goals of the new strategic plan mesh well with the mission statement because:

- The first goal, with its focus on *educational excellence*, is committed to engagement with its internal and external constituents, and stresses ways to facilitate research, teaching and outreach through discovery and education;
- The second goal’s focus on *innovation* does much of the same, targeting its efforts on the efficient use of space and being wise stewards of the world’s resources. Discovery is more likely when innovation is stressed;
- The goal of being *collaborative* has at its center a focus on enriching the lives of the university’s employees, those who live in outlying communities, and on economic development and impact. Through collaborative research, these ends can also be achieved;
- Being *global* in outlook addresses the mission’s mention of enriching the lives of its students, faculty and staff, through discovery of diverse ways of doing things, and exposing students to various cultures and world views;
- The fifth goal, being *technological*, enriches the lives and faculty, students, staff, and the outside world through diverse means of communication, teaching, and
information sharing;

• The sixth goal, being resourceful, focuses on ways of linking research with sponsored funds that will engage the university’s role in discovery and education, including engagement with internal and external constituencies.

We feel that the mission statement remains highly relevant and in concert with our new strategic plan because its goals directly address elements found in that statement.

Next Steps Take Toward Developing a New Strategic Plan

In the next section, we present the 2010 Strategic Plan. Prior to the development of this new strategic plan, the following actions were taken, many of which have been discussed above:

1. Sub-committee reports for each division were written, and reviewed by members of the Strategic Planning Council (SPC) for comment;
2. The progress report was written and reviewed by members of the SPC. This progress report was made public, and opportunity for comment was given to all members of the university community;
3. The sub-committee reports, comments, and the 2005 Strategic Plan progress report were reviewed for common themes, and a draft strategic plan was written;
4. Drafts of the strategic plan were shared with members of the university community, and a series of open meetings were held to listen to various viewpoints with the intent of making any necessary changes; and,
5. A final strategic plan was written and approved by the SPC and university senior staff.

In this section, we have presented recommendations that flow from a review of the progress report of the 2005 Strategic Plan and have identified six themes that emerge from an analysis of the divisional sub-committee reports. We have also shown that the
sixteen recommendations are well-addressed by these new themes, which now become the six goals of the 2010 Strategic Plan.
Section Four:
Distinguished Past, Innovative Future

2010 Strategic Plan
Binghamton University
Section Four:
Distinguished Past, Innovative Future: The 2010 Strategic Plan

Binghamton University has benefitted from 20 years of visionary and effective leadership under President Lois B. DeFleur. During her tenure, a series of strategic plans have shaped campus direction and decision making at all levels. Binghamton University has grown considerably, become a more graduate- and research-intensive institution, added important new degree programs, opened several mission-critical new buildings, acquired land for expansion, multiplied its impact on the community and region, internationalized its endeavors and advanced its athletics program.

President DeFleur will leave the University in July 2010. In addition to this significant change in leadership, the context for planning for the campus has also been altered in other ways. An international fiscal downturn has greatly reduced the resources available to any public institution of higher education. The state-supported portion of the University’s budget has fallen by 15.3 percent in the past nine years. In actual dollars, Binghamton University’s state budget was reduced by over $16 million in the past two years. Any recovery will be delayed and slow. While funding has declined, public expectations for higher education have not. In April 2010, Chancellor Nancy L. Zimpher unveiled a new strategic plan for the entire system titled, *The Power of SUNY*. The chancellor’s strategic planning foci recognize that the public expects universities to help drive economic development in an increasingly global commercial environment, improve K-12 education to meet the challenges of the 21st century, cure disease and improve human health, design better approaches to caring for the elderly and infirm and resolve international disputes. Other aspects of the environment are also changing rapidly. Technological advances and globalization have given rise to a new constellation of learning and research environments that can benefit Binghamton University. Time and place no longer constrain the creation and dissemination of knowledge. New methods that affect how we promote discovery and learning are enabled by the Internet and enhanced telecommunications. Such advances broaden the scope of what is possible for
Binghamton, but also increase competition for students and resources.

All these trends challenge us to continue to evolve, blending traditional and innovative approaches into effective actions. Binghamton needs to sustain its momentum. This strategic plan represents the current thinking of the campus about how to sustain excellence in this period of transition. This plan is intended to guide University actions in light of these new realities. In these difficult times, our vision is steadfast: **Binghamton will distinguish itself as a stellar institution of 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.**

**A Distinct Way of Planning**

In the context of change, constrained resources and new leadership, highly specified plans may not provide the flexibility the campus needs to move forward. A strategic plan should, nevertheless, inform actions and shape responses to opportunities that arise. Therefore, Binghamton University’s alternative approach to planning begins with outlining its foundational characteristics, moves to suggestions for some ways to achieve those characteristics and ends with trusting its outstanding faculty, staff and administrators to take actions consonant with these aspirations while eschewing actions that are not. Over the next five years, we seek to be an institution that is educationally exemplary, innovative, collaborative, global, resourceful and technological.
Nothing about Binghamton is typical. Excellence has been the hallmark of a Binghamton education from its inception. The story of this truly great public university began only six decades ago when a bold, grassroots effort resulted in a thriving liberal arts institution that has become the beloved alma mater of a growing base of some 100,000 alumni. Binghamton University, then called Harpur College and one of only two public, liberal-arts colleges in the state, grew in a stunningly short period into a doctorate-granting, research-intensive member of the State University of New York system. Binghamton’s meteoric trajectory from a small, liberal arts college to a premier public university is the result of bold decisions and brilliant people for whom the status quo never has been – nor ever will be – acceptable.

Binghamton University’s institutional identity is clearly characterized by thoughtfully designed curricula and learning outcomes, challenging courses, meaningful interactions with faculty and professional staff, and extensive opportunities for personal growth and development in and outside the classroom that define the comprehensive learning environment on this campus. Binghamton University will continue to stand out as a graduate research institution where students at all levels experience the excitement and challenges of pushing out the boundaries of knowledge and understanding. Discovery and innovation are closely intertwined and enhanced through collaborative endeavors. Excellence in these academic pursuits begins with the faculty and is enabled by the support of all divisions and employees on campus.

*Increase the number of tenure/tenure-track faculty who will advance the mission of discovery and learning in both established and emerging programs*

Four schools and two colleges comprise the academic organizational structure for
Binghamton University. The talented faculty we have recruited — and will continue to recruit — create the excellence that characterizes Binghamton’s instructional, scholarly and outreach endeavors. Faculty retirements coupled with fewer resources have partially eroded gains the University made in the number of tenure and tenure-track faculty in many academic units. Increasing the number of tenure-track faculty is a critical priority for the University. In a time of limited resources the decisions about hiring opportunities must be intentional and strategic to assure that the campus invigorates its long-standing programs of demonstrable stature and also pursues new ventures that promise to position the institution well in the changing environment of international higher education. To promote the wise use of resources, departments, schools and colleges will need to choose a limited number of areas in which to focus their intellectual work and graduate programs. Pursuing emerging lines of inquiry and creative endeavors will require multiple approaches to faculty hiring and organization. Faculty will be hired in existing departments, schools and colleges, thereby strengthening existing programs. However, higher priority for funding will be given to proposals to recruit faculty whose disciplinary or professional scholarly interests complement and reinforce those of other faculty within the University, thereby creating larger and stronger intellectual communities on campus. Schools and colleges will develop criteria and processes for allocation of faculty lines to assure that decisions are made in a transparent, strategic manner. The University seeks a 24:1 student to tenure-track faculty ratio over the next five years.

Grow and strengthen graduate education

Advances in knowledge flow from active interchange among seasoned scholars and bright aspirants. Attracting and retaining excellent graduate students is key to enhancing our reputation in research, scholarship and creative endeavors. Over the next five years the University should increase its graduate enrollment by 300 students. The University can increase its attractiveness to potential students by adopting best practices from the
Graduate Education Initiative.¹ From 1991 through 2000, the Mellon Foundation supported a nationwide research project to improve the quality of graduate education and time to degree by redeploying a program’s resources more effectively. Key recommendations included: increase the mentorship of students; improve advising; clarify expectations, rules and regulations; provide frequent evaluative feedback; and set and keep deadlines for programmatic requirements. Faculty in the various doctoral programs will assess their policies and practices based on the results from this far-reaching study and make appropriate changes. Departments’ success in making necessary changes to facilitate students’ progress and timely completion of their degrees will be a critical element of the program review process. Our goal is to reduce the average time to degree in Binghamton PhD programs below the national average for the discipline.

Ensure that Binghamton’s undergraduate programs are world-class and visionary

Communication mediums have expanded and students, professionals and citizens are continually flooded with information. It is very important that our graduates have an understanding of the intellectual traditions and methodologies that enable critical evaluation of this information. These traditions and methodologies should incorporate the best research and scholarly work from around the world. To assure that Binghamton graduates develop information competency, each college and school will develop a plan for assuring that their curricula foster students’ ability to access and competently assess information.

The interaction between bright, highly motivated students and faculty who are actively engaged in cutting-edge research and creative work is part of Binghamton’s fabric. Participation in independent research with a faculty mentor adds depth to our students’

education, helps develop problem-solving skills and allows them to understand that knowledge is created and not merely received. Many Binghamton undergraduates currently participate in research projects. Our goal should be that every undergraduate participates in original research or creative work that allows him or her to create new knowledge or expression. Schools and colleges will assess the number of their students who participate in independent research experiences, determine if that number is appropriate and develop strategies for increasing that number.

Interaction with faculty is a critical element of a strong undergraduate experience. Such interactions help students learn institutional expectations, stretch themselves intellectually, explore the life of the mind and discover the satisfaction of intellectual discussion and debate. While these interactions frequently take place during students’ junior and senior years, we should assure that freshman have abundant opportunities to interact with our best faculty. To do so, we will expand first-year experience courses and freshmen seminars to assure that half of all first-year students have the opportunity to enroll. We will also assess the effectiveness of these experiences and their contributions to student engagement and retention.

In fall 2009, President DeFleur charged a task force with investigating how undergraduate education should be reshaped to anticipate potential outcomes of emerging national and international trends. Spring 2010 changes in the SUNY Board of Trustees general education requirements now necessitate that faculty also reconsider Binghamton’s learning outcomes in key competency areas. When all this work is completed the resulting recommended actions should greatly assist the campus to achieve its aspirations for a world-class, visionary undergraduate education.
Enhance Binghamton’s transfer initiatives

Demographics and college attendance patterns reported in national articles suggest that students will increasingly begin their collegiate careers in one institution and transfer one or more times before they complete their degrees. Moreover, community college attendance has risen considerably in the past few years; many of these students will seek to transfer to a four-year institution. Policies and practices that serve a stable residential student body may not serve transfer students as well. A thorough review of all program policies and practices that affect transfer students is needed to identify changes that could improve the educational experiences for transfer students and reduce their time to degree. Active participation in the SUNY Transfer Initiative will assist students who begin their education at a sister institution.

Use research findings and campus assessments to improve student learning

Faculty at Binghamton hold high expectations for students. They seek to foster a depth of knowledge, breadth in habits of mind, tolerance for uncertainty and appreciation for cultural differences that prepare students to participate fully in an increasingly complex and global world. Developing processes to bring the latest research findings on student learning to the attention of faculty, coupled with our enhanced endeavors to evaluate student learning, will contribute greatly to our vision of having stellar graduate and undergraduate programs.
Enhance the role the Division of Student Affairs plays in undergraduate education for students both on and off campus

Ensure that the work of the Division of Student Affairs with students closely complements the academic character of the institution, capitalizing on Binghamton University’s identity as a rigorous, highly competitive academic institution. Interactions between faculty and staff and among students themselves contribute to Binghamton’s culture of achievement, which extends well beyond academics. The University has a rich heritage in this regard. The opportunity to live in a residential college with its own identity, traditions and faculty masters is relatively rare in higher education in the United States. Cultivating intellectual clusters within these residential communities would further strengthen students’ relationships with faculty and reinforce the excitement that comes from engaging new ideas and differing points of view. To enhance overall student success, working closely with faculty, Student Affairs staff should develop ways to identify new students (freshmen or transfers) who are struggling in their first year at Binghamton and link them to appropriate resources.

As a public institution of higher education, Binghamton wants its students to understand and accept their future role as citizens in a democratic nation embedded in a global context. The Center for Civic Engagement, an initiative of the Division of Student Affairs, should stimulate the offering of additional experiential-education learning opportunities that promote students’ involvement in the issues and work of an organization. Such activities will support development of students’ critical analytic, teamwork and problem-solving skills. The Division of External Affairs also will provide valuable and significant connections to alumni and friends of the University to provide support for the center’s mission.

In a similar vein, a more robust student leadership development program would assist our talented students in developing their abilities to lead projects and groups. There is also a need to enhance the participation of off-campus students in the vibrant on-campus culture
fostered by the Division of Student Affairs.

**Innovative**

Since the founding of Binghamton University, each president has brought big ideas and a bold vision for shaping a premier institution that would have a major impact on the region, the state, the nation and the world. Each new leader’s ambitions resulted in the growth of innovative programs and national research funding, the hiring of additional world-class faculty members, the addition of exceptional facilities, the development of new technologies and the enrollment of talented students from diverse backgrounds.

To be innovative means to advance new ideas, methods and approaches throughout the University. Innovation flourishes when diverse perspectives are shared, discussed and debated in an environment of respect. Being innovative includes a willingness to reshape time-tested ways of doing things in light of new or changing circumstances. Binghamton University has long encouraged and supported such an environment for students, faculty and staff, especially through a number of seed-grant initiatives such as the Academic Program and Faculty Development Award, the provost’s interdisciplinary mini-grant competition and the Pathways to Learning grants program. Under difficult financial circumstances, it is especially important to continue such programs. The University should also develop other opportunities to nurture and encourage creativity and risk-taking. Developing multi-unit focus groups with a charge to “dream big” might be one such opportunity. Charging interdisciplinary groups to make recommendations about how to reshape structures, processes and use of space and recalibrating what we do to address new realities would be others. Adapting best practices from around the world to Binghamton’s environment is yet another way to innovate.
Binghamton University needs to respond more rapidly to the changing educational needs of our constituents who, as life-long learners, could benefit from new courses, certificates and other thoughtfully designed educational experiences. Greater cooperation and sharing of resources among all the campus units providing continuing education could accelerate the University’s development of a wider array of classes and programs and enhance our visibility as a provider of excellent educational opportunities. Modification in policies and practices that cover distribution of net revenues should provide incentives that stimulate units to engage in innovative approaches to education.

New approaches to facilitating research will help continue the University’s positive trajectory for sponsored activity. Programs will be established to provide start-up funds to faculty willing to work in an interdisciplinary fashion and who are interested in competitively pursuing extramural funding. Every source for potential extramural funding will be explored, including collaboration with foreign universities to develop novel funding sources. Continued construction of open research laboratories will encourage faculty and students from different research areas to mingle and exchange ideas at the bench. One clear venue for innovative contributions is the translation of research into patents. The University expects to increase the number of licensable technologies by 10 percent and research expenditures by 20 percent over the next five years.

Provide a “state-of-the-art” environment for research and scholarly activities
An open-architecture facility minimally configured but with the entire necessary infrastructure has proven to be an excellent way to provide adaptable lab space. The University will refurbish and redesign outdated, existing research facilities using this model. We will also develop new core facilities to stimulate emerging research thrusts. We will increase the models for mixing teaching and research responsibilities to promote greater flexibility that enables faculty to complete both research and teaching activities year-round. The Office of the Vice President for Research will enhance grant-application processing and compliance activities, including capacity for computerized proposal
submission, to best serve the faculty and students who will be using them. Finally, realizing the aspirations for the Institute for the Humanities as both an intellectual and physical space to support research, teaching and programming in the humanities will foster the scholarly work of many faculty.

**Expand University leadership as a “green” campus**

Sustainability is a global issue. In 2008, Binghamton University was named to the Princeton Review’s inaugural “Green Rating Honor Roll” – one of only 11 colleges in the nation to receive this recognition – for its environmentally related policies, practices and academic offerings. Binghamton also made the honor roll in 2009. Moving forward, the University intends to expand its efforts in this important area. The University is a charter signatory of the American College and University Presidents’ Climate Commitment in which the institution commits to work toward a goal of climate neutrality. Specific milestones for this achievement are outlined in the document itself.² A University-wide committee, the President’s Task Force for Campus Climate Commitment, oversees Binghamton’s efforts under this plan.

Construction of all future buildings will meet LEED¹ standards. The University will also advocate construction of new buildings and landscaping designs that push the envelope of “green”-standards. The University will pursue novel approaches to energy management, including the use of renewable energy, which both reduce the institution’s carbon footprint and achieve measurable energy efficiencies and savings. Using electronic technologies, the University will further reduce its use of paper and better manage other consumables. Finally, over the years to come, the University will foster adoption of transportation alternatives that replace use of personal cars in order to further reduce the

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² Binghamton University’s Climate Action Plan is available at the Binghamton University Middle States Reaccreditation wiki.

³ LEED stands for **Leadership in Energy and Environmental Design** (LEED). It is a Green Building Rating System, developed by the U.S. Green Building Council (http://www.usgbc.org/), which provides standards for the environmentally sustainable design, construction and operation of buildings and neighborhoods.
University’s carbon footprint.

What we know and how we behave has an appreciable impact on sustainability. Our current research focuses on solar technology conversion; efficient storage capabilities and power-system cost reduction; watersheds and the human impact on them; and a 182-acre Nature Preserve that serves as our largest research laboratory. The University will step up its research in areas that focus on alternative, renewable and sustainable energy, developing packaging materials that are readily recycled or degradable, cutting-edge fuel cell technology, new battery technology and low-power computer chips. The University will search for innovative approaches tried throughout the world that eliminate or reduce untoward environmental impacts. Incorporating environmental sustainability as a core instructional element in the University’s degree programs will be a curricular priority. The University will also explore developing new academic offerings that will produce graduates who are prepared to lead the way in building a new, greener future for the state and nation.

**Collaborative**

Being collaborative means working together to achieve mutually desirable goals. It involves individuals seriously considering the suggestions of others and reshaping their *a priori* preferences into more complex and nuanced plans. Members of the University community must continue to *engage* one another within the campus and with those beyond the campus.
**Foster a campus culture of respect**

Collaborative endeavors arise from mutual respect. Our aspiration is to further strengthen an environment that values diversity and brings out the best in everyone. Establishing such an environment begins with a culture of respect — respect for every individual, respect for different ideas and points of view and respect for the contributions inherent in each endeavor within the organization.

**Foster collaborative management principles**

Because of the influence they wield, leaders, managers and supervisors at every level should have formal preparation to best enable them to fulfill their roles. This training should be designed to foster collaborative organizational planning and goal setting, effective teamwork and communication, sensitivity to diversity, mutual problem solving, win-win conflict resolution and coaching/mentoring skills to help foster professional development across the institution. To help ---individuals deal with reasonable, time-limited personal demands and circumstances, the University should be flexible when possible about adjusting work schedules and work requirements.

We are also committed to providing a safe and agreeable working environment as another way to demonstrate the University’s respect for its talented workforce. Therefore, concerns raised about health and environmental issues and other potential dangers in the workplace will continue to be taken seriously and remedied expeditiously.
Make professional development a University-wide priority

Preparation and experience foster knowledge, skills and competencies that enhance collaborative endeavors. Faculty and employee orientation and professional/staff development programs engender these outcomes. Membership in professional societies and participation in state or national meetings and conferences help ensure that faculty and staff are exposed to new ideas, research and scholarship; are knowledgeable about the latest issues; and are conversant with evolving approaches to resolving common challenges. Online and on-campus programs are also excellent ways to deliver professional development opportunities, especially when funds are limited. All these initiatives should be enhanced. The University’s goal is to have each manager/supervisor support a professional development experience for each of his or her direct reports annually. As the University evolves, it should look at its internal criteria for all positions and ensure that requirements for promotion and success are appropriate and attainable. Binghamton University should also develop more varied ways to recognize the contributions of its talented workforce. Collaborative initiatives should be especially rewarded.

As access to information increases, faculty approaches to teaching should continue to evolve. The Center for Learning and Teaching should assume an even larger role in helping faculty acquire new approaches to their own classrooms and to designing curricula that is current, challenging and that prepares graduates for a rapidly changing world. The University should provide incentives for faculty to lead and/or participate in workshops and discussion groups focused on how to better facilitate student learning.

Foster engagement with our communities of interest

Proactive engagement with the world around us is in the best interest of all. Fulfilling its covenant as a public university, Binghamton University elects to go beyond the notion that knowledge is generated within the University and then applied in external contexts. External constituencies often possess insight into the practical limits of current
knowledge and can provide novel perspectives on possible solutions for pressing problems. Creating additional ways to promote and recognize the involvement of faculty, staff and students in outreach will further stimulate and support campus-wide interest in this important realm of activity. Augmenting traditional definitions of research, scholarship and creative activity could help advance faculty as “public intellectuals,” making the University’s scholarly expertise more accessible to practitioners and policy-makers in the external community. Ensuring that artistic and cultural events are available and widely publicized adds to the quality of life for citizens within the region. Fostering faculty and student involvement in serving the health needs of vulnerable populations in rural and other under served areas assists in the development of innovative healthcare delivery strategies to these populations throughout New York state.

Binghamton’s alumni are a very important constituency. Expanding both personal and virtual interactions among alumni will serve a number of purposes. In a world where knowledge and skills change rapidly, enabling continuing education for our graduates should grow as a part of our educational portfolio. Fostering connections among alumni and between alumni and current students will both assist our talented graduates in advancing their career and avocational interests and also help our students find internships and their first jobs. Finally, new strategic partnerships with alumni should be developed to provide additional resources to the University: the time and talents of our volunteers and the philanthropic support of our loyal donors.

The development of a Division I athletics program has been one important avenue for bringing the University and the surrounding community together. In its continuing development of Division I athletics, the University should strive to mount highly competitive teams while ensuring that student-athletes also graduate from degree programs that afford them meaningful careers outside their fields of play. Activities that bring families and their children into contact with athletes and coaches will enhance relationships with the community and ensure that the Greater Binghamton area is a choice
location in which to live.

*Promote the use of research and scholarship in our external communities*

Binghamton University will assure the translation of research and scholarly discoveries for the promotion of the public good. This will include, for example, transfer of technical research from the laboratory to products, and incorporation of research into professional practice in healthcare, schools, communities, governmental agencies, social service agencies and businesses. These activities will include: promoting partnerships with local industry and research to increase Binghamton’s positive impact/contribution on the local economy; fueling entrepreneurship, technology transfer and small business development with increased support for local start-up companies; and creating University/community initiatives that strengthen schools and the services provided to individuals living in the Greater Binghamton area.

The University should intensify its efforts to instill in faculty and staff the importance of thinking about the potential applications of their scholarly and research contributions. This would enable the institution to become an even more successful agent in the transfer of new ideas and technologies to the community. The Office of Technology Transfer will fuel entrepreneurship, technology transfer and small-business development through increased support for start-up companies and the creation of other incentives to facilitate the infusion of University knowledge into the public domain. *The University expects to create another 10 start-up companies leveraging faculty research in the next five years.* Finally, the University should aggressively seek capital that will enable the institution to build the infrastructure necessary to support the state’s economic development and revitalization.
Global

Being global implies that the University will expand its perspective to embrace the knowledge, practices and technologies available around the world. We must increase the ways in which faculty, staff, students and alumni engage with their counterparts in other nations. We must bring knowledge and insights from the work being done around the world and incorporate those advancements into the work done on this campus. Exchange programs that afford Binghamton faculty an opportunity to work abroad and bring international faculty to this campus are an excellent way to accomplish this goal. Over the next five years, the University should create four new academic exchange programs and also develop at least one exchange program for staff.

Foster research opportunities with institutions abroad
Faculty have entered into a number of international research and scholarly endeavors. Such initiatives should be encouraged and supported. Widespread discussion of where the strengths of our faculty might lead to productive transnational partnerships would be an excellent first step in increasing such intellectual activity. Faculty and staff should also be afforded opportunities to participate in international programs as another way to promote transnational research. As a way to gauge its progress in this arena, the University expects to add at least five new international research partnerships in the next five years.

Enhance students’ preparation for a global society
We are proud to have been recognized with seven national awards for exemplary international experiences for students, but more can be done as we prepare students for today’s global society. We can increase the number of students who study abroad, enhance students’ language competencies, integrate study abroad into degree requirements and increase scholarships for those who, without such aid, cannot afford to study abroad. Additional collaborations in the delivery of degree programs, such as dual-diploma programs with international universities that increase the number of international
students in our classrooms, also bring important international perspectives to the campus. Expanding our Languages Across the Curriculum program and Global Studies Minor; increasing the number of advanced language courses; strengthening area studies; supporting international festivals; creating opportunities for short-term, intensive international experiences; and developing new ways to promote meaningful interchange among Binghamton’s national and international students contribute to the same goal. We need to provide opportunities for all international students’ intercultural learning and English language development if English is not their first language.

Increase students’ exposure to global research and scholarship

Languages Across the Curriculum has been a signature program for Binghamton University. It accomplishes two major goals: introducing students to academic scholarship in other countries and enhancing their language competency. The Global Interdependencies general education requirement would be enhanced if courses fulfilling the requirement routinely included readings published in other languages. Likewise, where possible, inclusion of international materials in any course would extend students’ perspectives and appreciation for the contributions of other nations and cultures. We will encourage curricular development which allows students to achieve high levels of language competency, advanced skills in critical thinking about regional and global issues, sophisticated levels of intercultural competency and the opportunity to participate in global scholarship.

Create a synergistic global network of our international students and alumni abroad

Binghamton University has increased its international presence over the past several years. Developing a global network that links our international and domestic graduates who are working abroad can advance our teaching, research and outreach missions. By bringing leaders together, such a network could also place Binghamton in a leadership
position to address issues that cross national boundaries, such as sustainability and immigration.

**Resourceful**

Resources are key factors in the success or failure of any enterprise, and deploying all resources (people, space, technology, equipment, and funds) thoughtfully and effectively defines being resourceful. Creating an enabling environment and ensuring that sufficient resources are available to support the success of the University’s critical missions of discovery, learning, and engagement are undertakings that rely on the active involvement and ingenuity of the entire campus community. Being resourceful means taking advantage of opportunities when they arise. The University must enjoin faculty, staff, and students to become actively involved in seeking and securing resources to support their efforts.

**Increase and further diversify educational opportunities**

The University reaffirms its commitment to academic program development and general enrollment growth. Building greater breadth and depth in academic programs that leverage existing strengths brings more faculty, staff and students to pursue our ambitious strategic goals, especially our aspirations to expand research and scholarly endeavors. Growth would also enable the institution to move into new areas and thereby provide a Binghamton quality education to students whose goals we can’t currently meet. A first priority is to complete the process of opening a law school. Building on our strengths in neuroscience and healthcare, we might also consider other programs including pharmacy, physical therapy and occupational therapy. The most intractable problems of this second decade of the 21st century – poverty, sectarian conflicts, sustainability, economic and industrial vitality, energy, community and nation building, health, education, and international relations – require multi-disciplinary approaches. Building upon the
strengths in its traditional academic departments, schools and colleges, Binghamton University should create additional degree programs that bring together the knowledge, insights and research methods from two or more existing academic units to address these issues. Our Philosophy, Politics and Law and 3+2 programs are models, but other approaches should also be tried.

Seek revenue flexibility

The University should work closely with SUNY System Administration, key legislative leaders and the three other University Centers to gain flexibility in setting tuition and retaining related revenue through the development of a rational tuition policy as recommended by the New York State Commission on Higher Education. To promote access, a portion of new tuition revenues should be set aside to augment financial aid. A companionate strategy is to engender an innovative, entrepreneurial culture in which people are encouraged and rewarded for resourcefulness in seizing opportunities and resources that advance our vision and mission. We must ensure that flexible dollars are available for innovation and experimentation. For the long-term vitality of the institution, we must also leverage the scholarly capabilities of the University to identify the most promising strategies to employ during New York’s cyclic economic peaks and valleys.

The federal government is another strategic revenue source for the University. Binghamton has been successful in the past in securing federal funds for important projects. Faculty and staff should be encouraged to regularly investigate the programs being proposed for federal funding and develop proposals to secure these funds in concert with the Office of Federal Relations.
Encourage faculty and staff to seek sponsored programs funds that advance their particular intellectual interests

Binghamton University has made great strides in expanding the base of research and scholarly activity over the past several years. There are multiple new research facilities as well as dramatically enhanced extramural funding. Our goal now is to increase the amount of funds from sponsoring agencies by 10 percent in each of the next five years. This outcome becomes more likely if grant applications are increased by 20 percent in that same time period. By May 2011 all academic and appropriate administrative units should have developed specific plans for increasing both grant applications and the size of individual grants in the following years.

We fully recognize that external factors such as the state of the economy and possible reductions in government-sponsored research may reduce the availability of funds from any particular source during this period. If there are significant reductions in federal or private sources of funds, the goal to increase applications should be maintained, but the campus may not be awarded enough grants to achieve the desired increase in sponsored funding. An aggressive goal requires an adaptive and multi-faceted approach to seeking sponsored funding. We will develop appropriate policies that create incentives for faculty and units to seek external funding and award their successes. To facilitate additional grant proposals, we intend to foster collaborations among faculty with different kinds of expertise to help us meet the objectives of sponsoring agencies and secure larger grants with wider participation. Where the potential for securing extramural support might seem limited by narrowly defined funding-agency priorities, we intend to support faculty in challenging and expanding those limits as they create proposals that imaginatively interpret and effectively reframe them. Creating enduring synergistic partnerships with P-12 schools, businesses, government agencies and other organizations would facilitate submitting grants where such partnerships constitute a competitive advantage. Further, we intend to ask that faculty regularly review the major objectives of sponsoring agencies and then consider whether modest reformulation of their initiatives might result in greater
success in securing extramural support.

We will promote alternative approaches to financial support. This includes increasing collaborations within and outside the University and encouraging partnerships with both local and global business partners. We will inform faculty in the fine arts, humanities and social sciences about funding opportunities that could support their intellectual interests. Within this broad framework, we intend to advance the expectation that all faculty will diligently seek out and aggressively pursue every opportunity to grow sponsored research, scholarship and creative activity on our campus.

**Provide competitive doctoral stipends**

Our excellent faculty attract talented doctoral students who are critical to our research and teaching mission. Doctoral students come to Binghamton because of the quality of our faculty. We must ensure that economic factors do not influence students’ decisions about whether or not to enroll at this University. Supporting doctoral students is a University-wide priority. It requires the efforts of individual faculty to write graduate support into research grants, collective faculty efforts to secure training grants, faculty and staff efforts to secure paid internships and University allocations from campus resources. Given the projected fiscal situation, a comprehensive plan that identifies how these resources will be acquired and deployed needs to be developed. The plan must honor differences in academic programs, and should consider curricular design, progression toward the degree, patterns of student funding and contributions from multiple sources of revenue for student funding in each program. *As a benchmark, the University seeks to provide doctoral students with stipends that are at least the average of our competitor public research universities in the northeast.* That reflects approximately the 75th percentile nationally.
Develop multiple sources of support for undergraduate students

The University should continue philanthropic initiatives to increase scholarships to ensure that talented students have access to the excellence that is a Binghamton education. The University should also redouble its efforts to develop funds to support special experiences for undergraduate students – participation in research, study abroad, internships, community projects and so forth.

Successfully meet the goals of the comprehensive gifts campaign

Bold. Brilliant. Binghamton. The Campaign for Binghamton University is the Binghamton University Foundation’s second comprehensive gifts campaign. The campaign’s $95 million goal seeks to address the needs in every area of the University through its funding priorities of faculty and academic support, student support and The Binghamton Fund. The seven-year campaign will conclude on June 30, 2012. At a time when New York state support is plummeting, the Bold. Brilliant. Binghamton. Campaign is more important than ever providing the financial flexibility necessary to strengthen and maintain an extraordinary University. The campaign maximizes fund-raising potential by continuing to build a culture of philanthropy through engaging alumni, friends, corporations and foundations as advocates to the mission of the University.

The University’s endowment has grown by 600 percent in the past 20 years and, as of June 30, 2009, stood at $62,563,430. Even with the severe economic downturns in 2008 and 2009, the Foundation Board of Directors Investment Committee, comprised of highly skilled investment managers who volunteer their time and expertise, has diligently worked with University staff and external counsel to build a robust and well-diversified endowment. Binghamton University has the second largest endowment among the four SUNY University Centers.
Outstanding public universities have highly successful advancement programs comprised of alumni relations, fund-raising, advancement services and communications and marketing initiatives. Binghamton University, and the campus’ affiliated boards, must continue to strategically invest in advancing the University through all aspects of support.

Promote effective deployment of resources
We support SUNY legislative initiatives that will allow the University greater flexibility and autonomy with respect to contracting, purchasing, leasing, property acquisition and overall daily operations. Equally important, we advocate for greater budget flexibility within the University itself and the development of more effective and efficient operating procedures both within and across the divisions that free resources to advance University goals and enhance our margin of excellence. We shall review expenditures campus wide to identify where duplicative efforts or services could be consolidated or otherwise redesigned to achieve savings and revisit the charge back mechanism to ensure that its structure continues to serve the University well in current economic circumstances. We will work to improve access to and utilization of enterprise information to promote data-driven decision-making and, where clearly advantageous, adopt additional instances where software can deliver effective and efficient services to the University community. Improving budgetary and management competencies that enable greater unit autonomy should increase operational effectiveness. To promote wise use of University resources, all academic and administrative units should augment data-driven, performance-based, decision-support structures and actions.

Scholarship and research is highly dependent upon computing resources. The University should regularly monitor changes in computing nationally and internationally, continually improve network availability and reliability, increase the breadth of computational and storage resources, and provide necessary support for the implementation and maintenance of such services.
**Enhance the University’s planning and evaluation processes**

The University’s budgeting process has effectively linked resources to strategic objectives. This approach could be improved by tighter coupling of annual data analyses and goal setting. The president and senior staff use a consistent dashboard to track University achievements and identify weaknesses that need to be addressed. By May 2011, each division should develop its own dashboard (benchmarks) to provide an integrated assessment of its progress. In these difficult fiscal circumstances all sources of revenue should be fully utilized. Requiring annual budget proposals to address how all funds will be used to advance each unit’s goals will help maximize University-wide planning.

**Develop a new adaptive master plan for facilities and grounds**

The University has pursued an aggressive construction program over the past five years – adding 900,000 square-feet to the campus inventory. Nevertheless, according to SUNY space guidelines, Binghamton University’s enrollment still justifies more than 250,000 square-feet than it currently has. In conjunction with the SUNY Construction Fund, Binghamton will participate in a major initiative to update its facilities plan. When completed, the facilities plan will guide University efforts to construct new buildings, repurpose existing spaces and maintain and renovate existing facilities.

Fortunately, construction currently underway (academic buildings and residence halls) provides an opportunity for the University to redesign vacated buildings to address the University’s most pressing needs. The University will leverage new design concepts and new construction technologies to reduce the net-to-gross square-feet ratios and thereby increase the programmatic space available in existing buildings. The University should continue to work closely with intended occupants and Information Technology Services...
in the design phase of projects to ensure that what is being built will be highly functional and that it will also create an aesthetically pleasing and comfortable work environment. Surveying occupants of recently constructed offices, laboratories and classrooms will help improve the efficacy of future designs.

Fiscal projections for the University suggest that the campus must rethink how it conducts its business as part of this facilities planning process. The aim should be to maximize synergies among units in plans for construction and renovation. Greater sharing of support personnel (secretaries, administrative assistants, technicians, etc.) and space (reception, conference rooms, storage, etc.) must become the norm. Exploiting technology, while preserving a welcoming, friendly environment, is also imperative. Locating University units with complementary functions and/or services close to one another will facilitate innovative redesign and how the University pursues its teaching, research and outreach missions.

**Technological**

*Enrich instructional methodologies employed by faculty*

A different mix of traditional methods and emerging technologies can sustain and enhance our ability to foster deep learning, critical thinking and creative problem-solving among our students. Transmission of information and opportunities to apply key concepts and skills are prime candidates for technological support. Faculty would then be able to spend less time lecturing and even more time working closely with individuals or groups of students to help them develop competencies in analysis, synthesis, argumentation, hypothesis generation and artistic expression, all with an ethical orientation. A significant portion of these interactions should be face to face, but creative ways to develop virtual “office hours” should also be explored.

Technologically enhanced learning is happening worldwide. Faculty should be
encouraged to seek out and adopt the most promising innovations developed elsewhere that promote effective teaching and foster student learning. The University should also facilitate experimentation among faculty to develop Binghamton contributions to the pool of best practices in using technology to individualize both instruction and homework assignments. Appropriate support for piloting new approaches and incentives for mounting new initiatives should be developed by the Office of the Provost and the schools and colleges. Developing effective classroom applications for mobile devices could prove to be especially fruitful. Adding online courses and certificate and degree programs will better meet the needs of tomorrow’s students. The Office of the Provost, the schools and the colleges should create plans to strategically expand online courses and programs and also develop the necessary infrastructure to support the growing demand for online learning. Successful results should be shared among all the academic units of the University. By May 2011, each academic unit should have developed these plans for how technology will be used to enhance students’ learning.

**Capitalize on the digitization of information**

Digital proliferation, convergence and changing modes of scholarly communications are creating a paradigm shift from sole reliance on print to increasing reliance on electronic scholarly resources. The provost, deans and University Libraries’ senior staff should foster discussion of the appropriate future mix of print and electronic resources; changing modes of scholarly communications and faculty intellectual-property rights; and the import of new publishing models and alternative forms of peer review for tenure and promotion. The University’s acquisition, cataloguing, access and preservation policies and procedures need to be adapted to this new scholarly environment. The University should re-evaluate the cataloging of objects collected during the analog era from the perspective of digital convergence in order to enhance students’ and scholars’ ability to find the University’s entire collection of both “born-digital” and “digitized” objects
through cross-collection searching. In the same vein, it should coordinate campus digitization endeavors to promote effective cataloguing of and access to new digital objects. Developing a long-term preservation plan for digital objects must also be a high priority.

**Leverage technology to provide excellent services**

We must create an adaptive, collaborative, service culture and secure, reliable, cost-effective processes that result in sophisticated use of existing University enterprise-wide systems to serve our constituents – faculty, staff, students and alumni -- better. High-tech personalization characterizes the technologically supported service culture we desire. Developing a more comprehensive and systematic approach to educating the University community about the capabilities of our enterprise systems and creating campus-specific applications of software features will be critical to achieving this goal. The University should also continue to seek out best practices that are evolving nationally and adapt them to our environment. These best practices can help guide decision making and our ability to set priorities for software additions and modifications.

In general, the University needs to expand electronic self-services. At the same time, the institution should also foster discussions about how to create service delivery that is timely, efficient and personalized. Keeping abreast of and adopting the ways in which students and our alumni communicate and interact with one another will contribute much to achieving this goal.

**CONCLUSION**

Our aims are broadly conceived. Pathways to their achievement are multiple and diverse, and there is much to be done in order to realize our vision. Enlisting the creativity and energy in each unit and each individual in this endeavor will ensure an institutional outcome of which we can all be proud. Realizing the University’s vision will also require
support from within and from outside the institution. Our story of success needs to be widely and repeatedly told. Telling it internally will prepare a league of well-informed campus ambassadors from our students, faculty and staff. Telling it externally will expand and enhance our successes with faculty and student recruitment, economic and community outreach, and private and public endowments and fund-raising. Binghamton University should review, and where necessary revise, its communication strategies to assure that our institutional identity is clear, that our messages are compelling and that our communications consistently capture and effectively relay our strategies and achievements.

Binghamton University enjoys a national reputation for excellence, but our past achievements will not assure our success as the world changes around us. Known for the talents and scholarly contributions of our faculty, the selectivity and achievements of our students, and the dedication and ingenuity of our staff, Binghamton University aspires to become an even more vital and vibrant home to discovery, education and engagement. Asking individuals and units to use these foundational characteristics to inform all the choices for action that we make throughout the University will keep Binghamton moving forward. Guided by these values we can leverage our current strengths, enhance educational opportunities, extend the boundaries of knowledge and understanding, engage the world more broadly, and energetically develop new, diversified sources of revenue as we seek the best and strongest future possible for Binghamton University under its new leadership.
Section Five:
Conclusion
Section Five: Conclusion

Binghamton University’s 2010 Strategic Plan resulted from the contributions of many different constituencies, for which we are grateful. However, even after the presentation and dissemination of this new strategic plan, more has had to be done to ensure its usefulness to decision makers throughout the university community. Some actions that have been taken prior to or since the approval of the new strategic plan by the Strategic Planning Council, the Vice Presidents, and President have included:

Ensuring Alignment of Strategic Plan with the University’s Mission
In prior sections, much has been written about the alignment of strategic planning with the university’s mission statement, but it bears repeating here that attention has been given to ensuring that the goals, objectives, strategies, and key performance indicators (KPIs), which are aligned with one another, are themselves aligned with the university’s mission, which states:

*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.*

In Section Four, we demonstrate that each of the six goals of Binghamton University’s 2010 Strategic Plan explicitly lead toward enrichment of people’s lives in the region, nation and world. A focus on becoming an institution that is educationally exemplary, innovative, collaborative, global, technological, and resourceful will enable Binghamton University to affect the economies of the region, nation, and world; impact discovery to answer some of the more pressing issues of this new century; and educate undergraduate and graduate students so they are most effective in a new century that promises ever-changing challenges.
Ensuring Alignment of the Strategic Plan’s Goals, Objectives, Strategies, and Indicators

When writing the new Strategic Plan, care was taken to make sure that its elements not only were aligned with the university’s mission, but also with one another. Appendix B documents the fact that the six goals that constitute the new Strategic Plan have been aligned with its specific objectives, strategies, and key performance indicators. After the strategic plan was approved, the Vice Provost for Strategic and Fiscal Planning and the Assistant Provost for Institutional Research & Assessment sent this document to the members of the Strategic Planning Council and the Divisional Vice Presidents for their review and for additional comment. A review of the document has naturally led to discussion about making sure that appropriate key performance indicators were identified, a sign that those who reviewed want to ensure that the indicators themselves are meaningful to various audiences on campus.

Ensuring that the Key Performance Indicators are Meaningful and Useful

Other than the divisional sub-committee and progress report process described in prior sections of this self study, another process included consulting with various offices, units, and divisions on campus to ensure that the key performance indicators specified in Appendix B are both useful and meaningful. If they are not, buy-in from various units on campus with regard to using the strategic plan to help assess and ultimately realize institutional effectiveness would be quite difficult to achieve. Therefore, the Office of Institutional Research & Assessment (OIRA) was tasked with consulting with various offices about the indicators, asking them if the indicators represented in their minds what they purported to measure, and if not, what they would suggest as more appropriate measures. OIRA consulted with the Vice Presidents (and in some cases their entire staff) to discuss the meaningfulness of the measures. Members of the Strategic Planning Council and Operations Group were also consulted for their input.
These consultations resulted in more meaningful indicators. Discussions with the Interim Provost about the first goal, “we seek to be an institution that is educationally exemplary,” resulted in including 4-year native student retention and graduation rates and 2-year transfer student retention and graduation rates (in addition to the traditional 6-year rates) because they represent a more accurate picture of how well students are graduating within expected time frames, and because SUNY is engaging in a transfer student initiative in which it will eventually inquire about 2-year graduation rates for transfer students. Discussions with other offices regarding objectives in the strategic plan regarding transfer students also prompted us to include benchmark scores from the National Survey of Student Engagement (NSSE). In addition, discussions with the Physical Facilities office regarding the strategic plan’s objectives to “expand University leadership as a green campus” led to identifying as most appropriate an indicator that measures a decrease in metered energy consumption trends as well as an increase in the percent of occupied space certified as LEED buildings. These are just a few examples of how such consultations led to our including more meaningful key performance indicators in the new Strategic Plan alignment document found in Appendix B.

After finalizing these measures, OIRA has developed an initial dashboard that at present contains many of these measures (some of the measures will not be available until a year after the Strategic Plan was passed, in July 2011), which is also available to the team in its exhibit room at the time of the visit. We anticipate that this dashboard will be used to assess our periodic progress toward achieving the goals and objectives of the Strategic Plan, as the prior dashboard was used for this purpose in prior years.

**Ensuring Sustainability**

How might we know that the strategic plan will inform planning, budgeting, and operations in the next five years? Binghamton University has engaged in systematic strategic planning and institutional assessment for quite some time. The 2005 Strategic Plan’s effectiveness was informed by performance dashboards. Working with the Office
Ensuring that Assessments of Institutional Effectiveness Are Used At All Levels

The institutional effectiveness process described above focuses on the use of the institutional assessments as a means of understanding how well the university is achieving its mission and its Strategic Plan’s goals and objectives.

Assessment of effectiveness at the division and unit levels occurs in its many manifestations. In preparation for this self-study and the upcoming visit by the Middle States team, divisions were asked to submit summary sheets containing examples of how institutional effectiveness is addressed. The results revealed that institutional effectiveness is measured different ways, qualitatively and quantitatively, but that assessment is used throughout the university in all of the divisions. A few of these examples include the following:

• The Division of Academic Affairs has used a well-established student learning assessment program in both general education and in its educational offerings, and has used the information from student learning assessment to begin an experimental course in critical thinking, encourage collaborations between the
University Libraries and First Year programs and to establish the Writing Initiative, among other actions. At department levels, assessments have been used to monitor student writing, learning in the sciences, and in many other ways. The Harpur Dean’s Office has used course analyses to inform scheduling, and the University Retention Committee has utilized retention and other data to help it make recommendations to the Provost. Faculty Masters in learning communities have used NSSE data to better understand how they have affected the overall student experience, and the Decker School of Nursing has used a program effectiveness survey to monitor its curriculum and teaching effectiveness.

• The Division of Research has used external reviewers to evaluate captions to photos in its publications, and made changes to its magazine’s designs to incorporate these suggestions. It has also observed trends in sponsored funding proposals (and continues to do so the first week of each month) and then identifies additional services the Division might offer to ensure faculty success with grants.

• The Division of Student Affairs has developed its own dashboard to identify trends in health and wellness, student support, housing, and campus life. Its units send in annual reports to the Vice President’s office for review, and its Office of Student Affairs Assessment conducts regular surveys, focus groups, and other assessments to evaluate student experiences and find ways to improve the overall student experience. For example, the division has conducted retention research which has helped inform when to intervene when students are thinking about dropping out.

• The Division of Administration has developed a Strategic Plan Monitoring Report in which strategies are reported to the Vice President of Administration. Units are expected to engage in assessment activities. For example, Information Technology Services (ITS) administers its own satisfaction survey to better understand student usage of pod printing, wireless networking, and electronic mail. As a result of the survey, an additional 27 computers were added to the library mezzanine, specific brands of printers were changed to control increasing costs and has increased involvement of the Provost’s Office in the decision to go to Blackboard version
9.1.

- The Division of External Affairs uses its University Magazine Readership Survey to better understand readers’ needs. Survey data were used to shape story ideas and length and were instrumental in making a decision to move magazine content to the web. In addition, a study of media placement revealed that there were low rates of national media hits. The division therefore increased staff and hired a firm with experience in media relations, resulting in increased local, regional, and national media hits by 36% in fiscal year 2008.

Binders containing examples of institutional assessment activity are available to Middle States team members in the exhibit room.

Another way of describing the extent to which institutional assessment is utilized throughout the university is to observe how many institutional assessment projects are completed by the Office of Institutional Research & Assessment (OIRA) by division. OIRA serves as the repository of official data on campus, as well as the office that provides institutional and student learning assessment information to various units on campus. When it receives requests, it assigns codes identifying each unit and division making such a request. The following table depicts these requests by unit:
Table One: Institutional Research and Student Learning Assessment Project Requests, 2006-2010

<table>
<thead>
<tr>
<th>Units</th>
<th>Number of Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUNY</td>
<td>245</td>
</tr>
<tr>
<td>President’s Office</td>
<td>98</td>
</tr>
<tr>
<td>Division of Administration</td>
<td>343</td>
</tr>
<tr>
<td>Division of Student Affairs</td>
<td>188</td>
</tr>
<tr>
<td>Division of External Relations</td>
<td>208</td>
</tr>
<tr>
<td>Division of Research</td>
<td>25</td>
</tr>
<tr>
<td>Provost/Provost’s Office</td>
<td>868</td>
</tr>
<tr>
<td>Deans Offices</td>
<td>366</td>
</tr>
<tr>
<td>Academic Departments</td>
<td>220</td>
</tr>
</tbody>
</table>

The results show that each division and many units on campus have engaged in institutional assessment activity of one kind or another. For example, several units on campus have asked for the results of the Senior Survey to help them understand more about their students. The Division of Student Affairs’ assessment office has requested information regarding transfer students and has collaborated with OIRA (and vice versa) on several assessment projects, including the administration of the NSSE and the undergraduate alumni survey. The Graduate School has also worked with OIRA on a series of surveys using questions from the Carnegie Initiative to understand student and faculty perceptions about the teaching of research.

In addition, OIRA assigns codes to each project indicating which of the four goals of the 2005 Strategic Plan the project relates to, as well as a code relating to the “next steps” described in that strategic plan. As Table Two attests, institutional and student learning assessment requests ran the gamut of the entire Strategic Plan.
Table Two: OIRA Projects by Strategic Plan Element, 2009-10

<table>
<thead>
<tr>
<th>Strategic Plan Element</th>
<th>Number of Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invest in Academic Excellence</td>
<td>229</td>
</tr>
<tr>
<td>Enhance Engagement and Outreach</td>
<td>63</td>
</tr>
<tr>
<td>Create and Adaptive Infrastructure</td>
<td>159</td>
</tr>
<tr>
<td>...Diversity, Respect, and Success</td>
<td>248</td>
</tr>
<tr>
<td>Next Steps in Implementing Plan</td>
<td>905</td>
</tr>
</tbody>
</table>

We know that these results are under-estimates of the number of institutional assessment projects because the Office of Enrollment Management, the Division of Student Affairs often have staff dedicated to assessment tasks (or self-standing assessment office that exist within the divisions of student affairs and academic affairs, for example). All of this indicates that requests for, and subsequent use of, assessment information are pervasive throughout campus.

**Ensuring the Evaluation of the Effectiveness of Institutional Assessment**

The meaningfulness of assessment information is discussed regularly, and certainly with the development of a new Strategic Plan, more of these discussions have occurred. For example, with the development of the new Strategic Plan, there have been discussions about the use of the IPEDS definition of student faculty ratios, focusing on the fact that this definition calculates the ratio as one point for each full-time faculty plus one-third for each part-time faculty. Discussions about the accuracy of the measure have caused the university to use a simpler calculation of tenure and tenure track full-time faculty per enrolled student as a more meaningful calculation of student-faculty ratio in the 2010 Strategic Plan. Other discussions about this are described above in the section about ensuring that the new strategic plan’s key performance indicators are meaningful and useful.
Future Directions

The future directions for the university rely on the successful implementation of the Strategic Plan. The university has developed a Strategic Plan that is aligned with its mission; that aligns its goals, objectives, strategies and indicators; and which uses key performance indicators that the university has endeavored to make meaningful and useful to the university community. The university has structures in place to assess its own effectiveness and the university’s attainment of its overall mission, and with these structures in place, we plan to achieve our mission, to function well as a premier university dedicated to enriching the lives of people in the region, nation and world through discovery and education, and to being enriched by its engagement in those communities.
Appendix One
Content Analysis of Sub-Committee Reports
<table>
<thead>
<tr>
<th>Division of Student Affairs</th>
<th>Division of Research</th>
<th>Division of External Affairs</th>
<th>Division of Administration</th>
<th>Division of Academic Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieve increased budgetary flexibility</td>
<td>Increase faculty hiring in areas that would increase external support</td>
<td>Address inequities in funding across departments and divisions</td>
<td>Promote services in the most effective and efficient way possible</td>
<td>Change the enrollment mix, by increasing the proportion of graduate students</td>
</tr>
<tr>
<td>Enhance existing efforts to engage in data-driven decision making</td>
<td>Faculty should be made aware of and given incentives to seek extramural funding with the goal of increasing University-wide research expenditures per faculty member.</td>
<td>Address the complexity of funding sources and budgets</td>
<td>Remain flexible and responsive to the rapid pace of change</td>
<td>Continue implementation of the Writing Initiative, the Institute for Advanced Studies in the Humanities, the Ph.D. program in Physics, and growth of the Department of Asian and Asian American Studies</td>
</tr>
<tr>
<td>Greater consideration should be given to providing increased professional staffing to areas that have increased student contact, particularly as the results of increased enrollment</td>
<td>It will be important to delineate benchmarks and outcomes as new initiatives move forward</td>
<td>Address duplication of work/resources</td>
<td>Continually evaluate services with customers to determine whether they need to be adjusted to meet current and future needs</td>
<td>With the opening of the new engineering and science building, re-organize the use of facilities</td>
</tr>
<tr>
<td>The University could benefit from a more structured space allocation/request process</td>
<td>The Division of Research must continue to provide infrastructure support back to faculty, departments, and deans that may be the most flexible dollars provided for investment back in innovative and new ideas</td>
<td>Consider swapping state for non-state funds</td>
<td>Ensure that new buildings meet LEED standards</td>
<td>Achieve greater flexibility within the University to spur revenue growth</td>
</tr>
<tr>
<td>Continue to work on enhancing employee morale</td>
<td>Engagement with communities must be a University-wide priority.</td>
<td>Advocate for legislation to ease regulations for SUNY centers, especially purchasing procedures</td>
<td>Achieve more efficiencies in campus operations</td>
<td>Maintain a commitment to faculty research and teaching</td>
</tr>
<tr>
<td>Enhance budget transparency</td>
<td>Binghamton University must promote alternative approaches to financial support, including collaborations within and outside the university</td>
<td>Advocate for differential tuition</td>
<td>Expand waste reduction/recycling efforts</td>
<td>Help the University hire and retain the best faculty</td>
</tr>
<tr>
<td>Continue to identify, collect, and analyze data for the purposes of improvement</td>
<td>Enhance technology transfer through the recent establishment and prospective growth of the Office of Technology Transfer and Innovative Partnerships</td>
<td>Undertake a review of communications, marketing, and publications across campus to identify duplication of effort</td>
<td>Introduce innovative pilot programs such as care sharing programs and ride share initiatives</td>
<td>Provide high-quality teaching assistants</td>
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<td>---</td>
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</tr>
<tr>
<td>Continue collaboration between divisions of student affairs and academic affairs</td>
<td>Encourage faculty to apply for grants, especially from the NIH, NSF, and Department of Energy</td>
<td>Increase Binghamton University's online presence</td>
<td>Continue to invest in technologies that improve the infrastructure, increase productivity, reduce costs, improve efficiencies</td>
<td>Provide accelerated paths for high achieving undergraduates</td>
</tr>
<tr>
<td>Pursue better standardization of software and hardware technologies</td>
<td>Potential principal investigators need to be informed of new opportunities, and grant submissions must be streamlined.</td>
<td>Improve access and utilization of campus-wide data</td>
<td>Extend teaching and service beyond the boundaries of the campus</td>
<td>Yield more people with advanced/graduate training for New York State and the Southern Tier</td>
</tr>
<tr>
<td>Increase the utilization of space</td>
<td>Work toward gaining flexibility in setting tuition and retaining related revenue</td>
<td></td>
<td></td>
<td>Match the world-wide trend, which is that a graduate degree has become the degree to obtain for career longevity, flexibility, and success</td>
</tr>
<tr>
<td>Encourage diversity through training grants</td>
<td></td>
<td></td>
<td></td>
<td>Achieve easier enrollment and access to courses for non-matriculates</td>
</tr>
<tr>
<td>Actively pursue novel approaches to energy management, taking measures such as constructing buildings that meet LEED standards, etc.</td>
<td></td>
<td></td>
<td></td>
<td>Achieve more support for distance learning</td>
</tr>
<tr>
<td>Professional development needs to be a priority</td>
<td></td>
<td></td>
<td></td>
<td>Develop an enterprise-wide digital policy that will ensure cross-collection searching, long-term preservation of digital objects, and coordinated campus digitization endeavors</td>
</tr>
<tr>
<td>Achievements need to be monitored on a regular basis.</td>
<td></td>
<td></td>
<td></td>
<td>Continue to enhance student learning through the use assessment information</td>
</tr>
</tbody>
</table>
NOTE: Each sub-committee made primary recommendations as a result of a question prompting them to do so. A review of responses on all the reports leads to very similar recommendations found above. Please refer to the 2010 Re-accreditation wiki to read comments made by several units.

PROCEDURE: After reviewing the progress report, the sub-committee recommendations were reviewed and the six common themes, color coded above, were identified. This document provides a visual means of understanding how the six goals of the 2010 Strategic Plan were originally identified. The Strategic Planning Council, Vice Presidents, and other groups gave input and approved the identification of the six goals as part of the Strategic Plan.
Appendix Two
Binghamton University Strategic Plan:
Goals, Objectives, Strategies and Indicators
<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Strategies</th>
<th>Key Performance Indicators</th>
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<tr>
<td>We seek to be an institution that is educationally exemplary</td>
<td>Increase the number of tenure/tenure-track faculty who will advance the</td>
<td>The university seeks a 24:1 student to tenure/tenure-track faculty ratio over</td>
<td>Achieve a 24:1 student to tenure/tenure-track faculty ratio (or lower) by Spring 2015</td>
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<td>mission of discovery and learning in both established and emerging programs</td>
<td>the next five years</td>
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<td>Grow and strengthen graduate education</td>
<td>Over the next five years the University should increase its graduate</td>
<td>Increase graduate enrollment by at least 300 students (or more) by Spring 2015</td>
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<td>enrollment by 300 students</td>
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<td>Reduce the average time to degree in Binghamton PhD programs below the</td>
<td>Reduce average time to degree in Binghamton PhD programs below the national average for each discipline by Spring 2015</td>
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<td>national average for the discipline</td>
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<td>Strengthen graduate programs</td>
<td>Increase GRE scores for incoming doctoral students by Spring 2015</td>
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<td>Ensure that Binghamton's undergraduate programs are world-class and</td>
<td>Each school and college will develop a plan for assuring that their</td>
<td>All schools and colleges will have functioning plans by Spring 2015</td>
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<td>visionary</td>
<td>curricula foster students' ability to access and competently assess</td>
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<td>Schools and colleges will assess the number of their students who</td>
<td>NSSE question, independent research experiences (question 7d), 2011, 2014;</td>
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<td>participate in independent research experiences, determine if that</td>
<td>results show increase over 2008 NSSE results; Submit evidence of student</td>
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<td>number is appropriate, and develop strategies for increasing that number</td>
<td>participation via student publications and presentations</td>
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<td><strong>We will expand the number of first-year experience courses and freshman seminars to assure that half of all first-year students have the opportunity to enroll</strong></td>
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<td>Total number of students enrolled in first-year experience and freshman seminars in 2014-2015 academic year is higher than 5-year average for the institution (2010-2015)</td>
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<td><strong>Enhance Binghamton's transfer initiatives</strong></td>
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<td>Conduct a thorough review of all program policies and practices that affect transfer students to identify changes that could improve the educational experiences for transfer students and reduce their time to degree</td>
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<td>NSSE benchmarks (Active and Collaborative Learning, Student/Faculty Interaction, Supportive Campus Environment) for senior transfer students increase from 2008 to 2014; increase in transfer retention rate over 5-years; comparison with native student retention rate shows reduction in gap</td>
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<td><strong>Use research findings and campus assessments to improve student learning</strong></td>
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<td>Develop processes to bring the latest research findings on student learning to the attention of faculty, coupled with our enhanced endeavors to evaluate student learning</td>
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<td>Completion of all ACT (GENED) reports from 2010-2015, with evidence of implementation of findings; 100% of all units &quot;close the loop&quot; with regard to using assessment information to enhance student learning; Percentage of students who meet or exceed expectations on critical thinking, composition, and math/reasoning rubric increases from 2008 and 2010 baseline; Number of faculty participating in ISCL events increases over 5 year period</td>
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<td>Enhance the role the Division of Student Affairs plays in undergraduate education for students both on and off campus</td>
<td>Student Affairs staff should develop ways to identify new students (freshman or transfers) who are struggling in their first year at Binghamton and link them to appropriate resources</td>
<td>1st year freshman, native, and transfer retention rates higher than 5-year average by Spring 2015; 6-year graduate rates for freshman, native, and transfer students higher than 5-year average by Spring 2015</td>
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<td>The Center for Civic Engagement should stimulate the offering of additional experiential-learning opportunities that promote students' involvement in the issues and work of an organization.</td>
<td>2011 and 2014 NSSE results show an increase compared to 2008 NSSE results on question 1 (k), &quot;Participated in a community-based project (e.g., service learning) as part of a regular course&quot; and 7(b), &quot;(Engaged in) community service or volunteer work.&quot;</td>
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<td>The Division of External Affairs will provide valuable and significant connections to alumni and friends of the University to provide support for the Center's mission</td>
<td>Provide 3 meaningful opportunities to introduce the Center for Civic Engagement to external audiences.</td>
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<td>Innovation</td>
<td>Develop multi-unit focus groups with a charge to &quot;dream big&quot;</td>
<td>Development of multi-unit focus groups by Spring 2015</td>
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<tr>
<td>Charge interdisciplinary groups to make recommendations about how to reshape structures, processes, and use of space, and recalibrating what we do to address new realities.</td>
<td>% academic space is higher than 5-year average by Spring 2015; % organized research space is higher than 5-year average by Spring 2015.</td>
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<td>Adopt best practices from around the world to Binghamton's environment</td>
<td>Adopt 3 identified best practices by Spring 2015.</td>
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<td>KPIs</td>
<td>Details</td>
<td>Target Date</td>
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<td>Modification in policies and practices that cover distribution of net revenues should provide incentives that stimulate units to engage in innovative approaches to education.</td>
<td>Implement all-funds strategic budgeting practices by Spring 2015.</td>
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<td>Increase the number of licensable technologies by 10 percent and research expenditures by 20 percent over the next five years.</td>
<td>Increase number of licensable technologies by 10% by Spring 2015; Increase research expenditures by 20% by Spring 2015.</td>
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<td>Provide a &quot;state of the art&quot; environment for research and scholarly activities</td>
<td>An open-architecture facility minimally configured but with the entire necessary infrastructure has proven to be an excellent way to provide adaptable lab space. The University will refurbish and redesign outdated, existing research facilities using this model. % academic space is higher than 5-year average by Spring 2015; % organized research space is higher than 5-year average by Spring 2015.</td>
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<td>We will also develop new core facilities to stimulate emerging research thrusts.</td>
<td>% academic space is higher than 5-year average by Spring 2015; % organized research space is higher than 5-year average by Spring 2015.</td>
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<td>We will increase the models for mixing teaching and research responsibilities to promote greater flexibility that enables faculty to complete both research and teaching activities year-round.</td>
<td>Amount of release time dollars increases over 5-year average by Spring 2015.</td>
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<td><strong>Expand University leadership as a &quot;green&quot; campus</strong></td>
<td><strong>Construction of all future buildings will meet LEED standards</strong></td>
<td><strong>100% LEED standards for all future buildings by Spring 2015</strong></td>
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<td>The Office of the Vice President for Research will enhance grant-application processing and compliance activities, including capacity for computerized proposal submission, to best serve the faculty and students who will be using them</td>
<td>Realizing the aspirations for the Institute for the Humanities as both an intellectual and physical space to support research, teaching and programming in the humanities will foster the scholarly work of many faculty</td>
<td>Successfully administer Institute for the Humanities by Spring 2015.</td>
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<td>The University will pursue novel approaches to energy management, including the use of renewable energy, which both reduce the institution’s carbon footprint and achieve measureable energy efficiencies and savings</td>
<td>Decrease in metered energy consumption trends (electricity, natural gas, wood and coal) over 5-year average by Spring 2015; Decrease in per capita/per building space trends to total campus energy consumption by Spring 2015; Increase in percent of occupied space certified as LEED buildings by Spring 2015</td>
<td>Decrease in per capita/per building space trends to total campus energy consumption by Spring 2015; Increase in percent of occupied space certified as LEED buildings by Spring 2015</td>
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<td>Using electronic technologies, the University will further reduce its use of paper and better manage other consumables</td>
<td></td>
<td>Average total paper count will stay steady over 5-year average by Spring 2015.</td>
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<td><strong>We seek to be an institution that is collaborative</strong></td>
<td><strong>Foster a campus culture of respect</strong></td>
<td><strong>Our aspiration is to further strengthen an environment that values diversity and brings out the best in everyone.</strong></td>
<td><strong>UG headcount by gender and ethnicity; Grad headcount by gender and ethnicity; full-time faculty by job family; increase in number of under-represented populations served submitted by Division of Student Affairs (e.g., EOP students, McNair, etc.)</strong></td>
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<td>The University will foster adoption of transportation alternatives that replace use of personal cars in order to further reduce the University’s carbon footprint.</td>
<td>Survey results (senior and alumni) indicating increases in bicycle and ride sharing participation by Spring 2015</td>
<td>Increase in number and variety of new technologies by Spring 2015</td>
<td>Increase in number of core instructional elements in environmental sustainability the University's degree programs by Spring 2015</td>
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<tr>
<td>The University will step up its research in areas that focus on alternative, renewable and sustainable energy, developing packaging materials that are readily recycled or degradable, cutting-edge fuel cell technology, new battery technology and low-power computer chips</td>
<td>Increase in number of explored new academic offerings in these areas by Spring 2015</td>
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<td>Incorporating environmental sustainability as a core instructional element in the University’s degree programs will be a curricular priority</td>
<td></td>
<td>Increase in number of core instructional elements in environmental sustainability the University's degree programs by Spring 2015</td>
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<td>The University will also explore developing new academic offerings that will produce graduates who are prepared to lead the way in building a new, greener future for the state and nation.</td>
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<td>Increase in number of explored new academic offerings in these areas by Spring 2015</td>
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<td>KPIs</td>
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<td>Foster collaborative management principles</td>
<td>Because of the influence they wield, leaders, managers and supervisors at every level should have formal preparation to best enable them to fulfill their roles. This training should be designed to foster collaborative organizational planning and goal setting, effective teamwork and communication, sensitivity to diversity, mutual problem solving, win-win conflict resolution and coaching/mentoring skills to help foster professional development across the institution</td>
<td>100% of managers hired by August 2010 will have engaged in training on collaborative management principles by Spring 2015.</td>
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<td>Make professional development a University-wide priority</td>
<td>The University’s goal is to have each manager/ supervisor support a professional development experience for each of his or her direct reports annually</td>
<td>100% of managers who were hired by August 2010 will have engaged in training on collaborative management principles by Spring 2015.</td>
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<td>To help individuals deal with reasonable, time-limited personal demands and circumstances, the University should be flexible when possible about adjusting work schedules and work requirements</td>
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<td>Increased number of alternative scheduling accommodations approved by human resources by Spring 2015</td>
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<td>Concerns raised about health and environmental issues and other potential dangers in the workplace will continue to be taken seriously and remedied expeditiously</td>
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<td>Examples of implemented policies and procedures to deal with these issues submitted to OIRA by Spring 2015</td>
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<td>KPIs</td>
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<td>Target/Measurement</td>
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<td>As the University evolves, it should look at its internal criteria for all positions and ensure that requirements for promotion and success are appropriate and attainable</td>
<td>Review of internal criteria for all positions completed by Spring 2015</td>
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<td>Binghamton University should also develop more varied ways to recognize the contributions of its talented workforce. Collaborative initiatives should be especially rewarded.</td>
<td>Examples of recognition of collaborative initiatives submitted to OIRA by Spring 2015</td>
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<td>The Center for Learning and Teaching should assume an even larger role in helping faculty acquire new approaches to their own classrooms and to designing curricula that is current, challenging and that prepares graduates for a rapidly changing world.</td>
<td>Increase in tenure/tenure track faculty who have participated in at least one ISCL event between 2010 and 2015 by Spring 2015.</td>
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<td>The University should provide incentives for faculty to lead and/or participate in workshops and discussion groups focused on how to better facilitate student learning</td>
<td>Increased incentives (funding, compensation, release time, etc) for faculty to participate in ISCL activities; overall, increase in tenure/tenure track faculty who participate (see above)</td>
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<td>Foster engagement with our communities of interest</td>
<td>Ensuring that artistic and cultural events are available and widely publicized adds to the quality of life for citizens within the region</td>
<td>Examples of artistic and cultural events publicized to wider community submitted to OIRA by Spring 2015</td>
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<td>KPIs</td>
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<td>Fostering faculty and student involvement in serving the health needs of vulnerable populations in rural and other underserved areas assists in the development of innovative healthcare delivery strategies to these populations throughout New York state.</td>
<td>Number of innovative healthcare strategic delivered to these populations reported to OIRA by Spring 2015</td>
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<td>In a world where knowledge and skills change rapidly, enabling continuing education for our graduates should grow as a part of our educational portfolio</td>
<td>Headcount of students enrolled in continuing education courses will have increased over 5-year average by Spring 2015.</td>
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<td>Partner with the Career Development Center to launch a new initiative that offers virtual networking Q&amp;A sessions between successful alumni and current students using smart classroom technology</td>
<td>Introduce new initiative by Spring 2015</td>
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<td>Help current students advance their careers by working with the Career Development Center to increase the number of alumni sponsored internships and work with Harpur College and the Division of Student Affairs to develop a job shadowing program.</td>
<td>Achieve a minimum of 15 alumni sponsors by Spring 2015</td>
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<td>KPIs</td>
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<td>New strategic partnerships with alumni should be developed to provide additional resources to the University: the time and talents of our volunteers and the philanthropic support of our loyal donors</td>
<td>Alumni participation rate will have increased over 5 years (Spring 2015), contrary to current industry standards.</td>
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<td>Develop a master calendar of engagement that includes general alumni events, affinity events, campaign events, and presidential events. Focus on activities that have the greatest impact and return on investment and that highlight the academic excellence of the University by incorporating Deans, faculty, Directors, and Vice Presidents in programming and/or by featuring successful talented and accomplished alumni as keynote speakers. Collaborate with Harpur College to execute special events celebrating its 60th anniversary.</td>
<td>Alumni participation rate will have increased over 5 years (Spring 2015), contrary to current industry standards.</td>
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<td>The University should strive to mount highly competitive teams while ensuring that student-athletes also graduate from degree programs that afford them meaningful careers outside their fields of play</td>
<td>4 and 6-year graduation rate for athletes will have increased over 5-year average by Spring 2015; first-year, 4-year and 6-year retention rates for athletes will increase over 5-year average by Spring 2015</td>
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<td>Activities that bring families and their children into contact with athletes and coaches will enhance relationships with the community and ensure that the Greater Binghamton area is a choice location in which to live.</td>
<td>Total economic impact will be higher than 5-year average by Spring 2015</td>
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<td>Promote the use of research and scholarship in our external communities</td>
<td>Promote partnerships with local industry and research to increase Binghamton’s positive impact/contribution on the local economy; fuel entrepreneurialism, technology transfer and small business development with increased support for local start-up companies; and create University/community initiatives that strengthen schools and the services provided to individuals living in the Greater Binghamton area.</td>
<td>Total economic impact will be higher than 5-year average by Spring 2015</td>
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<td>The University expects to create another 10 start-up companies leveraging faculty research in the next five years.</td>
<td>10 start-up companies will have been created by Spring 2015</td>
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<td>The University should aggressively seek capital that will enable the institution to build the infrastructure necessary to support the state’s economic development and revitalization.</td>
<td>Value of endowment will have increased over 5-year average by Spring 2015; Total private support will have increased over 5-year average by Spring 2015</td>
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<td>We seek to be an institution that is global</td>
<td>Over the next five years, the University should create four new academic exchange programs and also develop at least one exchange program for staff.</td>
<td>4 new academic exchanges will have been created by Spring 2015; 1 exchange program for staff will have been created by Spring 2015.</td>
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<td>Foster research opportunities with institutions abroad</td>
<td>The University expects to add at least five new international research partnerships in the next five years</td>
<td>5 new international partnerships will have been created by Spring 2015</td>
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<td>Enhance students’ preparation for a global society</td>
<td>Increase the number of students who study abroad, enhance students’ language competencies, integrate study abroad into degree requirements and increase scholarships for those who, without such aid, cannot afford to study abroad.</td>
<td>Increase number of students enrolled in study abroad programs by Spring 2015; increase total scholarships made available to students by 50 by Spring 2015</td>
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<td>Additional collaborations in the delivery of degree programs</td>
<td>Additional collaborations in the delivery of degree programs, such as dual-diploma programs with international universities that increase the number of international students in our classrooms, also bring important international perspectives to the campus</td>
<td>Increase number of international students enrolled in dual degree programs over 5-years (by 2011)</td>
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<td>Expand our Languages Across the Curriculum program and Global Studies Minor</td>
<td>Expand our Languages Across the Curriculum program and Global Studies Minor; increase the number of advanced language courses; strengthen area studies; support international festivals; create opportunities for short-term, intensive international experiences; and develop new ways to promote meaningful interchange among Binghamton’s national and international students.</td>
<td>Increased number of students enrolled in LxC over 5-year average by Spring 2015; increased number of student enrolled in global studies minor over 5-year average by Spring 2015; number of students enrolled in advanced foreign language courses (300-level) evidences increase over 5-year average by 2015</td>
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<td><strong>Provide opportunities for all international students’ intercultural learning and English language development if English is not their first language</strong></td>
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<td>Number of international students who engage in intercultural learning increases over 5-year average by Spring 2015</td>
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<td><strong>Increase students’ exposure to global research and scholarship</strong></td>
<td>Increase students’ exposure to global research and scholarship</td>
<td>Include international materials in any course would extend students’ perspectives and appreciation for the contributions of other nations and cultures</td>
<td>Examples of international materials in courses submitted to OIRA by Spring 2015</td>
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<td><strong>Introduce students to academic scholarship in other countries and enhancing their language competency</strong></td>
<td>Introduce students to academic scholarship in other countries and enhancing their language competency</td>
<td>Increase the number of courses that introduce students to academic scholarship in other countries by Spring 2015; Increases in total number of students taking upper-level language courses by Spring 2015</td>
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<td><strong>Encourage curricular development which allows students to achieve high levels of language competency, advanced skills in critical thinking about regional and global issues, sophisticated levels of intercultural competency and the opportunity to participate in global scholarship.</strong></td>
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<td>Increases in total number of students taking upper-level language courses by Spring 2015; Increased enrollment in global studies minor and study abroad programs</td>
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<td><strong>Create a synergistic global network of our international students and alumni abroad</strong></td>
<td>Create a synergistic global network of our international students and alumni abroad</td>
<td>Developing a global network that links our international and domestic graduates who are working abroad can advance our teaching, research and outreach missions</td>
<td>Development of a global network by Spring 2015</td>
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<td><strong>We seek to be an institution that is resourceful</strong></td>
<td>Increase and further diversify educational opportunities</td>
<td>Complete the process of opening a law school</td>
<td>Complete application process by Spring 2015</td>
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<td>KPIs</td>
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<td>Open other programs that deal with problems of the second decade of the 21st century—poverty, sectarian conflicts, sustainability, economic and industrial vitality, energy, community and nation building, health, education, and international relations…</td>
<td>Opening of program by Spring 2015</td>
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<tr>
<td>Binghamton University should create additional degree programs that bring together the knowledge, insights and research methods from two or more existing academic units to address these issues.</td>
<td>Number of students enrolled in interdisciplinary programs increases over 5-year average by Spring 2015</td>
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<td>Seek revenue flexibility</td>
<td>Evidence of advocacy efforts with SUNY by Spring 2015</td>
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<td>The University should work closely with SUNY System Administration, key legislative leaders and the three other University Centers to gain flexibility in setting tuition and retaining related revenue through the development of a rational tuition policy as recommended by the New York State Commission on Higher Education</td>
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<td>To promote access, a portion of new tuition revenues should be set aside to augment financial aid</td>
<td>Amount of new tuition revenues set aside to augment financial aid above 5-year average by Spring 2015</td>
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<td>Ensure that flexible dollars are available for innovation and experimentation</td>
<td>Amount of flexible dollars available for innovation and experimentation above 5-year average by Spring 2015</td>
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<td>KPIs</td>
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<td>Faculty and staff should be encouraged to regularly investigate the programs being proposed for federal funding and develop proposals to secure these funds in concert with the Office of Federal Relations.</td>
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<td>Total awards will have increased over 5-year average by Spring 2015</td>
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<td>Encourage faculty and staff to seek sponsored programs funds that advance their particular intellectual interests</td>
<td>Increase the amount of funds from sponsoring agencies by 10 percent in each of the next five years. This outcome becomes more likely if grant applications are increased by 20 percent in that same time period</td>
<td>Increase the amount of funds from sponsoring agencies by 10% by Spring 2015; increase number of grant applications by 20% by Spring 2015</td>
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<td>By May 2011 academic and appropriate administrative units should have developed specific plans for increasing both grant applications and the size of individual grants in the following years.</td>
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<td>50% of academic and appropriate administrative units have developed specific plans by Spring 2012</td>
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<td>Foster collaborations among faculty with different kinds of expertise to help us meet the objectives of sponsoring agencies and secure larger grants with wider participation.</td>
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<td>Overall increase in sponsored funds granted to university above 5-year average by Spring 2015.</td>
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<td>Create enduring synergistic partnerships with P-12 schools, businesses, government agencies and other organizations would facilitate submitting grants where such partnerships constitute a competitive advantage</td>
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<td>Overall increase in sponsored funds granted to university above 5-year average by Spring 2015.</td>
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<td>KPIs</td>
<td>Faculty regularly review the major objectives of sponsoring agencies and then consider whether modest reformulation of their initiatives might result in greater success in securing extramural support.</td>
<td>Overall increase in sponsored funds granted to university above 5-year average by Spring 2015.</td>
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<td>Increase collaborations within and outside the University and encouraging partnerships with both local and global business partners.</td>
<td>Increased number of such collaborations (list submitted to OIRA) by Spring 2015.</td>
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<td>Faculty will diligently seek out and aggressively pursue every opportunity to grow sponsored research, scholarship and creative activity on our campus.</td>
<td>Overall increase in sponsored funds granted to university above 5-year average by Spring 2015.</td>
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<td>Provide competitive doctoral stipends</td>
<td>As a benchmark, the University seeks to provide doctoral students with stipends that are at least the average of our competitor public research universities in the northeast. That reflects approximately the 75th percentile nationally.</td>
<td>Stipend levels will be at average of our competitor public research universities in the northeast by Spring 2015</td>
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<td>Develop multiple sources of support for undergraduate students</td>
<td>The University should continue philanthropic initiatives to increase scholarships to ensure that talented students have access to the excellence that is a Binghamton education.</td>
<td>Increase total scholarships to students by 50 by Spring 2015.</td>
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<td>The University should also redouble its efforts to develop funds to</td>
<td>The University should also redouble its efforts to develop funds to support special experiences for undergraduate students – participation in research, study abroad, internships, community projects and so forth.</td>
<td>Total number of funds will exceed 5-year average by Spring 2015</td>
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<td>support special experiences for undergraduate students –</td>
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<td>participation in research, study abroad, internships, community</td>
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<td>projects and so forth</td>
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<td>Successfully meet the goals of the comprehensive gifts campaign</td>
<td>Achieve the $95 million goal for the Bold. Brilliant. Binghamton campaign.</td>
<td>Achieve $95 million goal by Spring 2012</td>
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<td>Achieve greater budget flexibility within the University itself and</td>
<td>Achieve greater budget flexibility within the University itself and the development of more effective and efficient operating procedures both within and across the divisions that free resources to advance University goals and enhance our margin of excellence.</td>
<td>Evidence of advocacy efforts with SUNY by Spring 2015</td>
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<td>the development of more effective and efficient operating procedures</td>
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<td>both within and across the divisions that free resources to advance</td>
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<td>University goals and enhance our margin of excellence</td>
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<td>Review expenditures campus wide to identify where duplicative efforts</td>
<td>Review expenditures campus wide to identify where duplicative efforts or services could be consolidated or otherwise redesigned to achieve savings and revisit the chargeback mechanism to ensure that its structure continues to serve the University well in current economic circumstances.</td>
<td>Evidence of implementation of more of an all-funds approach by Spring 2015</td>
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<td>or services could be consolidated or otherwise redesigned to</td>
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<td>achieve savings and revisit the chargeback mechanism to ensure</td>
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<td>that its structure continues to serve the University well in current</td>
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<td>economic circumstances</td>
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<td>Improve access to and utilization of enterprise information to</td>
<td>Improve access to and utilization of enterprise information to promote data-driven decision-making and, where clearly advantageous, adopt additional instances where software can deliver effective and efficient services to the University community.</td>
<td>Evidence of implementation and successful administration of assessment and utilization of such information by Spring 2015</td>
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<td>promote data-driven decision-making and, where clearly</td>
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<td>advantageous, adopt additional instances where software can</td>
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<td>deliver effective and efficient services to the University</td>
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<td>community</td>
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<td>Improve budgetary and management competencies that enable greater unit autonomy should increase operational effectiveness</td>
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<td>Evidence of budgetary and management training submitted to OIRA by Spring 2015</td>
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<td>All academic and administrative units should augment data-driven, performance-based, decision-support structures and actions</td>
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<td>Evidence of data-driven decision making by all units submitted to OIRA by Spring 2015</td>
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<td>The University should regularly monitor changes in computing nationally and internationally, continually improve network availability and reliability, increase the breadth of computational and storage resources, and provide necessary support for the implementation and maintenance of such services.</td>
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<td>Evidence of continued and approved satisfaction with ITS services (senior and alumni surveys; ITS survey) by Spring 2015</td>
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<td>Enhance the University’s planning and evaluation processes</td>
<td>By May 2011, each division should develop its own dashboard (benchmarks) to provide an integrated assessment of its progress. In these difficult fiscal circumstances all sources of revenue should be fully utilized. Requiring annual budget proposals to address how all funds will be used to advance each unit’s goals will help maximize University-wide planning.</td>
<td>Each divisions will have developed plans by May 2011</td>
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<td>Develop a new adaptive master plan for facilities and grounds</td>
<td>The University will leverage new design concepts and new construction technologies to reduce the net-to-gross square-feet ratios and thereby increase the programmatic space available in existing buildings.</td>
<td>Completion of master plan by Spring 2015, with evidence of phases of implementation of its major components by Spring 2015</td>
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<td>The University should continue to work closely with intended occupants and Information Technology Services in the design phase of projects to ensure that what is being built will be highly functional and that it will also create an aesthetically pleasing and comfortable work environment</td>
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<td>Evidence of continued and approved satisfaction with ITS services (senior and alumni surveys; ITS survey) by Spring 2015</td>
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<td>Locate University units with complementary functions and/or services close to one another will facilitate innovative redesign and how the University pursues its teaching, research and outreach missions.</td>
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<td>Examples of increased collaborations submitted to OIRA by Spring 2015</td>
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<td>We seek to be an institution that is technological</td>
<td>Enrich instructional methodologies employed by faculty</td>
<td>Increase number of faculty participating in ISCL activities over 5-year average by Spring 2015.</td>
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<td>Faculty should be encouraged to seek out and adopt the most promising innovations developed elsewhere that promote effective teaching and foster student learning</td>
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<td>Increases in new initiatives by Spring 2015</td>
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<td>Appropriate support for piloting new approaches and incentives for mounting new initiatives should be developed by the Office of the Provost and the schools and colleges</td>
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<td>Add online courses and certificate and degree programs will better meet the needs of tomorrow’s students</td>
<td>Number of students enrolled in online courses and certificate and degree programs will exceed 5-year average by Spring 2015.</td>
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<td>The Office of the Provost, the schools and the colleges should create plans to strategically expand online courses and programs and also develop the necessary infrastructure to support the growing demand for online learning. Successful results should be shared among all the academic units of the University. By May 2011, each academic unit should have developed these plans for how technology will be used to enhance students’ learning</td>
<td>Each school/division will have submitted plans by May 2011</td>
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<td>Capitalize on the digitization of information</td>
<td>The provost, deans and University Libraries’ senior staff should foster discussion of the appropriate future mix of print and electronic resources; changing modes of scholarly communications and faculty intellectual-property rights; and the import of new publishing models and alternative forms of peer review for tenure and promotion. The University’s acquisition, cataloguing, access and preservation policies and procedures need to be adapted to this new scholarly environment</td>
<td>Evidence of continued satisfaction with University Library Services (surveys), and examples of these, submitted to OIRA by May 2015</td>
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<td>KPIs</td>
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<td>Evidence Required</td>
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<td>The University should re-evaluate the cataloging of objects collected during the analog era from the perspective of digital convergence in order to enhance students’ and scholars’ ability to find the University’s entire collection of both “born-digital” and “digitized” objects through cross-collection searching. In the same vein, it should coordinate campus digitization endeavors to promote effective cataloguing of and access to new digital objects. Developing a long-term preservation plan for digital objects must also be a high priority.</td>
<td>Evidence of continued satisfaction with University Library Services (surveys), and examples of these, submitted to OIRA by May 2015; Development of long-term preservation plan for digital objects by Spring 2015</td>
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<td>Leverage technology to provide excellent services</td>
<td>Develop a more comprehensive and systematic approach to educating the University community about the capabilities of our enterprise systems and creating campus-specific applications of software features will be critical to achieving this goal</td>
<td>Evidence of continued satisfaction with University Library and ITS Services (surveys), and examples of these, submitted to OIRA by May 2015</td>
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<td>The University should also continue to seek out best practices that are evolving nationally and adapt them to our environment.</td>
<td>Evidence of best-practices that have been implemented submitted to OIRA by Spring 2015</td>
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In general, the University needs to expand electronic self-services. At the same time, the institution should also foster discussions about how to create service delivery that is timely, efficient and personalized. Keeping abreast of and adopting the ways in which students and our alumni communicate and interact with one another will contribute much to achieving this goal.

Evidence of continued satisfaction with University Library and ITS Services (surveys), and examples of these, submitted to OIRA by May 2015