SELF-STUDY 2000

BINGHAMTON UNIVERSITY
State University of New York

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# Self-Study 2000
Binghamton University

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SELF-STUDY 2000

BINGHAMTON UNIVERSITY
STATE UNIVERSITY OF NEW YORK

A Collaborative Experiment

Introduction

The State University of New York at Binghamton, the Middle States Association (MSA), the Accreditation Board for Engineering and Technology (ABET), and the American Assembly of Collegiate Schools of Business (AACSB) have entered into a collaborative experiment on accreditation. The willingness of these organizations to do so derives from a national debate initiated by the National Association of State and Land Grant Colleges on the relative helpfulness of and costs to campuses of having multiple bodies accredit different programs.

The experiment has three essential features. First, it combines the reaccreditation processes and visits for MSA, AACSB, and ABET. To accomplish this, Binghamton University sought and received one-year extensions to our regularly scheduled accreditation cycles from both AACSB and ABET so that those efforts could be coordinated with a previously scheduled MSA reaccreditation process. The University appreciates the willingness of these two organizations to make such accommodations for this purpose. Second, the experiment organizes the self-study process for all three organizations around Binghamton’s ongoing strategic planning efforts. Third, the experiment incorporates an independent team of evaluators who will compare the processes and outcomes of this experiment on the Binghamton campus with the experiences of similar campuses that conduct the usual separate accreditation activities with these participating agencies.

Several questions drive this experiment. Can an accrediting body acquire the information it needs to compare a campus’s accomplishments against its accreditation standards from a strategic planning effort that is designed specifically to serve the mission and objectives of a particular campus? Can the University provide sufficient information to enable three very different accrediting agencies to assess, within a single self-study process, how well the University performs in light of separate accreditation standards? What, if any, accommodations and compromises must be made by the accrediting organization(s) to do so? Does tying the self-study process to the campus’s strategic planning activity make the self-study process more useful to the campus? Does the campus realize savings by embedding the self-study process into its strategic planning effort? Can a single team of site visitors effectively evaluate campus performance against the standards of three accrediting organizations? What is gained or lost by regional and/or specialized accreditors in looking at two constituent schools in the context of a university-wide assessment? Are there additional costs or savings to either the campus or the accrediting bodies in conducting a coordinated accreditation effort? What lessons learned from this experiment can be extrapolated for other campuses and future accreditation initiatives? What does this experiment contribute to the national debate on the effectiveness and costs of regional and specialized accreditation?

This coordinated accreditation process has been designed collaboratively by members of the participating organizations. Representatives of the three accrediting organizations met with President Lois B. DeFleur and other senior administrators of Binghamton University on three separate occasions. The first meeting revolved around questions of the feasibility and desirability of experimenting with a coordinated accreditation effort. The conclusion was that an experiment would be valuable and that an independent evaluation should be part of the initiative. Binghamton was asked to outline the substance and process for a single self-study. The resulting proposal
served as the primary agenda item for the second meeting, where consensus was reached on the format and content of the self-study. Attendees at the third meeting included the chair and co-chairs for the site visit team, appointed by the separate accrediting organizations, and the two individuals who are conducting the evaluation of the experiment. The conduct of the site visit itself, the nature of the report(s) of the site team, and the questions to be addressed by the evaluators were the major agenda items covered at this final meeting. Binghamton was then asked to provide a draft of its self-study for interim review.

Strategic Planning at Binghamton University: The Basis for the Experiment

Ten years ago President DeFleur initiated a strategic planning process for Binghamton University. The Strategic Planning Council, a committee on which were represented faculty, staff, and students, came together to propose goals and objectives for the entire institution. The council's recommendations were disseminated across the University and discussed extensively. Using the comments and suggestions received from the campus community, the council revised the plan for final consideration by the campus. This document, A Plan for the Future (Appendix A) was published and made available to all sectors of the community. It has provided the basic guidelines for the work of the four divisions and the schools and colleges of the University in the intervening years.

Five years after adopting the plan, the Strategic Planning Council was charged by President DeFleur to undertake a systematic assessment of how far the institution had progressed in achieving its strategic goals. The members of the council collected information from each of the divisions about their achievements and about any problems they experienced in attaining the goals. Following considerable discussion, the council drafted a revision of the Plan, which was published in the campus newspaper. Faculty and staff were invited to comment on the draft and to suggest additions and other changes. The council then revised the Plan based on the community's input. The final revised strategic plan was also published and distributed widely around campus.

For the past 10 years, the Plan has served as the touchstone for University decisions within all its divisions. It is the blueprint that has guided the institution through difficult budget cuts and other changing circumstances. It has enabled Binghamton University to maintain excellence in its academic programs and to provide quality services to the community and to the state.

Although the Plan for the Future provides the overarching framework for initiatives and decision-making on campus, it is not Binghamton's only ongoing planning effort. Other major planning initiatives within the University are integrally linked to the strategic plan, thereby making the plan more concrete for the respective operating units. A few of many examples illustrate the point. Binghamton (in conjunction with the Construction Fund at the office of the State University of New York (SUNY) system) has a Master Plan that guides facilities planning for the campus. The Master Plan provides greater detail and direction for our strategic objective to "optimize use and support of physical resources in order to preserve an attractive, functional, and safe campus environment." In response to the objective to "provide state-of-the-art technological support for instruction, student learning, research and administration" the Computing Center, in consultation with the Advisory Committee on Educational Technology, operates under its own strategic plan, which is updated every two years. Using highly qualified external consultants, the Division of External Affairs has developed an extensive plan for Binghamton's first comprehensive gifts campaign, which is reviewed periodically to assure that objectives and timetables remain consistent. This plan is critical to our ability to achieve our objective to "enlarge the base of

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1 Binghamton University Self-Study 2000 pp. 121ff.
2Plan for the Future, p. 10
3 Ibid., p. 5
financial contributions and political support for the University." Because we are part of a state system, we annually review, revise, and justify our enrollment plan in light of the year's experience and our assessment of changing circumstances. This yearly assessment keeps us focused on how well we are doing in achieving our objective to increase enrollments at both the undergraduate and graduate levels.

In the spring and fall of 1998, Binghamton undertook a thorough study of campus programs (both academic and non-academic) in response to a system-wide initiative to review the missions of all the campuses that comprise the State University of New York. The study was organized around specific questions posed by the system’s provost. Six months went into the preparation of the document, which contains suggested directions for the University fully consonant with those identified in the Plan for the Future. The system’s mission review process is not yet complete. In December 1999 Binghamton University participated in a meeting of all campuses in the region. The intent of that meeting was to discuss how the campuses could cooperate better and prevent unnecessary programmatic overlap. A similar meeting of the research campuses was held in March. The work the campus has put into mission review also informed our discussions both of accomplishments to date with respect to the objectives outlined in our strategic plan and suggestions for changes that were needed in our strategic objectives to respond to changing circumstances.

President DeFleur also appointed a task force charged with deliberating, during the 1998-99 academic year, about the nature and quality of the total experience undergraduate students should have on this campus in the future. This group, composed of faculty, staff, and students, looked at survey data from current and past students, held focus groups for current students, and reviewed undergraduate innovations on other campuses. Its report, issued in April 1999, was endorsed in principle by the president. Many of the suggestions were broad-reaching and required additional work before they could be implemented. Three subcommittees were formed in the 1999-2000 academic year with specific charges to develop implementation plans for the most promising recommendations of the task force. One group is looking at coordinating existing honors programs and developing new honors experiences for students with talents of varying kinds. Another is developing a plan to assist students in better identifying their strengths and weaknesses, in taking charge of their education, and in linking in-class and out-of-class experiences in more synergistic ways. Binghamton labels this effort its Discovery Program.

Binghamton University has a long history of providing special experiences for undergraduate students. Yet we believe that we are not as effective as we could be in communicating the quality and variety of educational and growth opportunities we offer those who enroll on our campus. The third task force subcommittee is charged with improving our marketing materials, in both their print and electronic forms.

Implementation of any recommendations will be phased in over the next two years. It will take that amount of time for effective planning and reallocating sufficient resources to ensure the success of newly designed programs. In the fall 2000 semester, 14 freshman courses will contain significant components—self-examination and interest and skills inventory, an individual portfolio, and development of information literacy and presentation skills—of the Discovery package recommended by the task force and developed by the Discovery Implementation Committee during the spring 2000 semester. Similarly, the honors recommendations of the task force are being implemented in the form of a new Binghamton Scholars program. This program awards scholarships to students who commit themselves to the completion of a series of special credit and non-credit activities, including a first-semester, small-enrollment Scholars Seminar and a Leadership Forum in which our most accomplished incoming students will work together on self-initiated projects. Finally, we will implement one example of the task force's idea for a set of

\[\text{Ibid., p. 12}\]
integrated curricula in which students pursuing a variety of majors would supplement their major with a significant additional, course-based intellectual emphasis, at the conclusion of which they would pursue team-devised capstone projects. As suggested by the task force, the first integrated curriculum will focus on Global Studies, under the direction of a steering committee to be appointed in the fall 2000 semester.

In summary, Binghamton University prides itself on its careful, systematic planning. These multiple efforts, bound together by a University-wide strategic plan, embody the intent of the three accreditation agencies, all of which have standards that emphasize the importance of cycles of evaluation, planning, and revision of plans. We do not wait for an accreditation visit to engage in a planning process—planning is a significant feature of our campus culture. This is one reason why this experiment is so important to this campus. We believe that our planning processes are extremely useful to us. We hope that those processes can also satisfy the needs of varying accrediting agencies. We believe that setting accreditation efforts in a special context not integrally linked to the campus’s own planning efforts lessens the import of the accreditation process and also increases the cost.

**Evaluation of the Experiment**

Dr. J. Fredericks Volkwein, director of the Center for the Study of Higher Education at The Pennsylvania State University, serves as the project director for the independent evaluation of this experiment in coordinated accreditation. His associate, Lisa Shibley, has primary responsibility for data collection and analysis and for writing up the results of the experiment. The evaluation procedure entails both internal and across-group comparisons. Binghamton’s prior experiences with separate accreditation by the Middle States Association, AACSB, and ABET will be compared with its current experiences with a collaborative accreditation initiative. Three other campuses have been selected for external comparative purposes. These campuses have programs accredited by the same organizations and their reaccreditation dates lie within one to three years of this experiment. The evaluators reviewed documents related to the respective accreditation efforts and interviewed key persons involved in the accreditation efforts on each campus. Data collected from these before-and-after and inter-campus comparisons will help answer the following questions: What are the specific benefits of this collaborative process compared to separate self-study and accreditation reviews in terms of institutional improvement, investment of human resources, and investment of financial resources? How might the Binghamton model be used and modified by other institutions?

**Nature and Scope of Self-Study**

There were two objectives for the self-study. The first was to complete an assessment of progress made toward the goals identified in the University’s strategic plan, especially those related to achieving the University’s instructional mission. The University analyzed the extent to which the various strategic goals had been achieved through contributions made by each vice presidential division and by each academic unit. Where progress was judged to be slower than desired, the University units were asked to identify what had hindered making faster progress and to suggest approaches to eliminate or ameliorate those inhibiting factors.

The second objective was to look forward. The cornerstone of the self-study is a newly modified strategic plan that captures opportunities arising from changing circumstances and that looks squarely at emerging challenges. This updated strategic plan is intended to guide the University’s actions and decision-making in the years ahead.

The primary work of the campus self-study was performed by subcommittees in each of the University divisions and in each of the schools and colleges. Committees were provided with extensive data that are routinely collected by the University. All unit subcommittees were charged
to address the following five questions: (1) What are the strengths of the contributions made by the unit to the University's strategic objectives? (2) In what area(s) could the unit become more effective in advancing the University's strategic objectives? (3) How could the unit and the University work together to facilitate further progress, especially with respect to the areas identified in question #2 above? (4) Do you foresee emerging trends affecting the ability of the unit to advance its own goals within the framework of the University's strategic goals? If so, how? (5) What should the unit and/or the University do to capitalize on developing opportunities and to minimize emerging difficulties?

The reports of each subcommittee were made available to the University community on an internal Web site. Faculty and staff were invited to make suggestions and revisions to any of the reports. Those suggestions and revisions were then incorporated into the individual reports submitted by each respective subcommittee.

Individual unit reports were forwarded to the Strategic Planning council, and its members were asked to review all of the individual documents. To ensure that each document received careful study, two or three members were assigned specific responsibility for each of the subcommittee reports. The Strategic Planning Council met in intensive session across a two-day period in late February. During this meeting, council members went through each goal outlined in the 1995 strategic plan and assessed whether that goal had been met or should be part of the University's revised plan. The council also added goals to the plan based on its own ideas and suggestions received from the various subcommittees. The suggestions generated from the council's discussions became the first draft of a revised strategic plan.

Subsequently, the council met about twice a month over the spring semester, evaluating suggested goals and revising the plan accordingly. When the document was satisfactory to the council, it was made available on the Web to the University community for critiquing and suggested revisions. In addition, the draft strategic plan was given to the Faculty Senate Executive Committee for its review and suggestions. The committee met with the chair of the Strategic Planning Council, Provost Mary Ann Swain, to discuss the faculty's reactions to the plan, and those reactions and comments were then shared with the council.

The following section of this self-study presents an integrated summary and analysis of Binghamton University's progress over the past five years with regard to the 1995 Plan for the Future. The section incorporates the work of the Strategic Planning Council's 11 subcommittees. The council had the responsibility of redrafting this document after staff had collated the ideas developed within each subcommittee. Thus, the Strategic Planning Council brought a coherence and unity to the excellent work done by so many different individuals. The redraft was made available to the University community for comment and suggested revision. After incorporating many revisions into the document, the Strategic Planning Council was asked to consider the entire document one final time. Simultaneously, President DeFleur and the members of her senior staff had the opportunity to react to the document and make further suggestions for revision.
EXECUTIVE SUMMARY
STRATEGIC INITIATIVES AT BINGHAMTON UNIVERSITY
1991 – 2000

Introduction

At the heart of the Middle States Association’s 1991 recommendations to Binghamton University was a call for the University to develop “a unifying vision of the future of the institution that will serve as a bridge to [the] future.” That fall, President DeFleur initiated a comprehensive planning process with the goal of developing a broad-based strategic plan for Binghamton University. The resulting plan, entitled Plan for the Future, was adopted in Fall 1992. At the same time, the president appointed a standing committee, the Strategic Planning Council, to facilitate implementation of the Plan. In her introduction to that plan, President DeFleur wrote that it was “intended to be a living document that [would] adapt as objectives are achieved and strategies evolve for meeting new challenges.” The Strategic Planning Council has met regularly over these past 10 years to assess the University’s progress toward its strategic goals. In 1996 the Council led an effort to develop a systematic update of the Plan, which has provided the basis for University action in the past four years. The Strategic Planning Council has been the oversight body for the University’s current self-study. The processes associated with developing the self-study have also resulted in a second major revision of the University’s strategic plan. This document forms the concluding section of this self-study.

Binghamton University has made significant strides as an institution through implementing its strategic plan. Every division of the University has sought ways to achieve the many goals and objectives outlined in the Plan. As a result, Binghamton has strengthened its academic programs, grown more research-intensive, expanded its public and private partnerships, improved the quality of campus life, and now operates more effectively with a broader base of support than it did 10 years ago. We have an enviable national reputation. Kiplinger’s Personal Finance Magazine lists Binghamton among its top 10 values in state universities and U.S. News and World Report includes Binghamton among America’s Best Colleges 1999 Top 25 Public Universities.

The University’s major accomplishments will be highlighted in the section to follow. A much more detailed presentation of the institution’s four year progress toward each of its individual strategic goals begins on page 16.

6 See Appendix A
7 See Appendix B
Instructional Mission

Undergraduate Education

General Education. Ten years ago Binghamton University had no general education program. Believing that an intellectual community grows from having a core of concepts, methodologies, and world views upon which to draw, the faculty adopted, in May 1994, a set of learning experiences that would be required of undergraduate students enrolled in all five of the University’s schools and colleges. The curriculum was developed from six “Cardinal Categories” that an all-university General Education Committee “deemed essential for students in the 21st century.” It is intended to help students develop: (1) an appreciation of and capacity for effective personal expression; (2) knowledge about various intellectual traditions; (3) an understanding of and respect for different peoples and civilizations; (4) knowledge of and appreciation for the natural world, achieved through active engagement with the methods and philosophy of natural science; (5) logical thinking, balanced skepticism, and tolerance for ambiguity and uncertainty; and (6) a knowledge of and appreciation for the arts and creative expression. Perhaps its most innovative feature is the “Global Vision” requirement, framed by the idea that the “complexity of the modern world demands that students attain a heightened awareness both of the plurality of cultures that have contributed to the making of the United States, and of the interdependence of the cultures of the world.”  

Understanding that the first two years of college are foundational, both the School of Education and Human Development and the Watson School of Engineering and Applied Science changed from being upper-division programs only to providing full four-year curricula to undergraduate students. The Watson School also believes that undergraduate students benefit from common learning experiences. Entering engineering freshmen participate in a “four-course sequence that integrates instruction in computer applications, graphics and audio, technical writing and speaking, and engineering design.” This early emphasis on design epitomizes Watson’s commitment to providing both a strong theoretical base and extensive opportunities for real applied experiences. Moreover, students who go on to concentrate in one of the subspecializations within engineering come to understand the interconnections among the various engineering departments. The School of Education and Human Development sought to provide a rare opportunity for lower-division students to examine the individual, social, and structural aspects of human development in an integrated fashion, a goal that led to the design of a new baccalaureate program in the school. These changes have not altered Binghamton’s commitment to transfer admissions into these two schools. Indeed, both schools worked collaboratively with the community colleges that have historically sent associate degree graduates to Binghamton to assure effective articulation and smooth transition.

Task Force on Undergraduate Learning in the New Millenium. Binghamton University enjoys an enviable reputation for the quality of its undergraduate education. The institution is consistently ranked highly nationally as one that provides excellence at a very affordable price. At the same time, we are aware that competition for students is increasing and that the needs and interests of students change. Knowing that the University can never rest on its laurels, President DeFleur, in fall 1998, charged a University-wide task force to “take stock of our current programs and to consider new initiatives in terms of: (1) Programs that would affect all undergraduates; (2) Special programs that would be targeted at segments of our undergraduates; (3) Programs that could help integrate the living-learning environment of residential colleges and communities and the academic programs; (4) Programs that might be implemented immediately as well as those that are more long-term and will require additional planning.” The task force held focus groups with students, investigated new programs and best practices at other institutions, and reviewed the

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8 Binghamton University, State University of New York, Bulletin 1999-2000, p. 69.
research literature on student learning which informed their report to the University community on how to enhance the undergraduate experience for our students. Three major recommendations came forward in the report from the task force.

First, the task force noted that Binghamton should expand its honors programs. Heretofore, honors opportunities were offered primarily to upper-division students. The members of the task force thought that the very best of Binghamton's entering freshmen in all schools and colleges should have access to learning experiences that challenge their abilities and maximize their potential. The Binghamton Scholars program opens in the fall of 2000. Talented incoming students will be enrolled as a cohort in specially designed seminars, continuing over the first two years, that aim to develop their ability to address contemporary social and global issues, to forecast emerging human and environmental needs, and to hone their communication, research, and computer skills. These students will then be eligible for our long-standing departmental honors programs, which include a faculty-directed independent research or scholarly thesis.

Second, the task force believed that bringing greater coherence to what takes place in and outside the classroom would enhance students' undergraduate experience. The task force envisioned a Discovery Program the aim of which is "to prepare students for multiple life transitions, which are not events, but processes requiring active participation."\(^{10}\) Students who elect to participate in the Discovery Program engage with faculty and staff in learning experiences that foster a more informed sense of self, a broader understanding of possible careers and avocations, and a deeper responsibility for one's own learning.

Third, the task force recognized that the best undergraduate education offers students breadth of learning and also an opportunity to synthesize the insights gained from very different perspectives. The task force recommended that the University develop crosscutting thematic certificate programs that students could pursue in addition to their chosen major or profession. These certificate programs would include learning opportunities where faculty and students would work together to explore how the research and scholarship conducted within separate disciplines can foster understanding of the cross-disciplinary issues embedded in broad themes. The Global Studies certificate program will be initiated in fall 2000. "Building on the foundation of their individual disciplinary major and their cultural and linguistic expertise, students will study issues that can be best or only understood from a global perspective. Students will confront the complexities of international understanding. They will explore problems that emerge from relationships among competing or contrasting cultural entities, national and transnational interactions, and the diasporic experience."\(^{11}\)

**Graduate Education**

In 1990, only programs in Harpur College and in the Watson School led to the doctoral degree. A major strategic goal for the University was to expand graduate education, particularly at the doctoral level. The School of Management (SOM) opened its doctoral program in 1991 and has now graduated eight students. One year later, the School of Education and Human Development (SEHD) initiated a doctoral program in Education Theory and Practice, and six students have graduated with the Ed.D. Designed to attract accomplished K-12 teachers and administrators, the program "integrates theory, knowledge, research and practice to increase understanding of and improve teaching and learning within the broader institutional, social, organizational and political context of school and related settings."\(^{12}\) The University's most recent doctoral program was approved two years ago. It is a unique program in rural health and nursing.

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\(^{10}\) Recommendations of the Task Force for Undergraduate Learning in the New Millennium, p. 8.

\(^{11}\) Ibid., p. 20.

\(^{12}\) Binghamton University, State University of New York, Bulletin 1999-2000, p. 368.
Offered by the Decker School of Nursing. A distinctive feature of the program is that it capitalizes upon other resources in the region; students take courses provided by the Department of Rural Sociology at Cornell University. Already established doctoral programs were encouraged to grow as well. As a result, the number of doctoral degrees awarded by the University rose from 72 in spring 1990 to 101 in spring 2000.

**Internationalization**

In 1995 Binghamton adopted a fundamental objective to “become more internationally focused in our educational programs, topics and methods of inquiry, outreach, and operations.” Since then, the institution has moved aggressively in advancing this goal. We have expanded the kinds of study abroad experiences available to students so that those enrolled in professional schools can also participate. We have expanded the geographic areas to which students may travel, including North Africa, Asia Minor, and Australia, and have provided opportunities for students to study in English in countries, such as Turkey, where acquiring language proficiency would be very difficult. Our innovative Languages Across the Curriculum program recruits our international graduate students to serve as discussion leaders for students who read papers and other works in another language as part of a regular disciplinary course in, for example, sociology or history. In fact, there may well be more than one cluster of students in a single course reading disciplinary work in several different languages. The views presented through the work done in other countries are shared with the class and enrich the learning of all the students in it. In 1994 Binghamton adopted an International Certificate program that encourages students in all arts and sciences majors and in all colleges to become more knowledgeable about another culture. Awarding a certificate testifies to the value the University places on developing transcultural skills.

We have also made significant strides toward internationalizing the student body, so that all of our students have the opportunity to enrich their academic and extracurricular experiences through exposure to cultures and countries different than their own. Since 1991, the international student population at Binghamton has grown from 549 to 803 students, an increase of 46 percent. Students enrolled for the 1999-2000 academic year came from 90 countries on six continents.

Learning occurs in many venues. To promote cultural exchange and a deeper understanding of other nations, the University has worked cooperatively with the cultural affairs divisions of the governments of two countries, Great Britain and Greece, to develop multifaceted cultural festivals, professional conferences, and trade fairs showcasing the respective countries. The cultural highlight of the Scottish Festival was the appearance of Scottish solo percussionist Evelyn Glennie with the New York Philharmonic Orchestra on the Binghamton campus. Other featured artists included Daria Klimentova and Vlad Bubnov, soloists from the Scottish Ballet; the Whistlebinkies; and the writers Alasdair Gray, William McIlvanney, and A.L. Kennedy. The actress Susan Nisbet played the lead role in *Mary Queen of Scots Got Her Head Chopped Off* in an otherwise all-student production directed by David MacVicar; the play’s creator, Liz Lockhead, was also present at the festival. Other notable parts of the festival were three art exhibits and a group of 16 mm. films showcasing new Scots cinematic talent. The Celebration of Hellenic Culture extended throughout the fall of 1999. Cultural events included a breathtaking exhibit of Byzantine icons on loan from the Zakynthos Museum, an exhibit of costumes from major productions of Greek drama, a balletic interpretation of *Medea* performed by the Edfos Dance Theatre, and performances of *Electra* directed by Greek actress Lydia Konordiou, who also played the lead role. Again, students comprised the rest of the cast and carried out supporting technical roles.

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Research and Scholarship

Sponsored Research

Seeking to become a more research-intensive institution, Binghamton University has steadily increased sponsored research activity. In 1990-91 external funding stood at $12.1 million; in 1998-99 it had grown to $17.8 million. Last year, applications for external funding exceeded $84,000,000, surpassing the previous high by 70 percent. Awards to date in 1999-2000 are 20 percent above the same period last year, suggesting that research expenditures for the next fiscal year will continue to increase. These tangible results are the consequence of systematic efforts to apprise faculty of relevant funding opportunities and to support them in developing competitive grants.

University Research Centers

Fostering faculty collaboration improves the research climate on campus. Binghamton University supports 18 research centers. Four of them—Integrated Electronics Engineering Center, Institute for Materials Research, Center for Democratic Performance, and Public Archaeology Facility—account for approximately 40 percent of sponsored funding received by the University. Equally important, the Fernand Braudel Center for the Study of Economies, Historical Systems, and Civilizations; the Institute for Global Cultural Studies; the Center for Medieval and Early Renaissance Studies; and the Center for Research in Translation contribute substantially to Binghamton’s reputation for scholarly excellence in the humanities and social sciences.

This year, Binghamton established four new centers. The Institute for Biomedical Technology will pull together faculty from the biology, anthropology, engineering, and chemistry departments to work in this rapidly growing intellectual area. Supporting their interaction should facilitate development of interdisciplinary research initiatives and increase our chances for external funding. The Center on Democratic Performance capitalizes on the work of faculty in political science, history, Africana studies, and management and aims to generate and communicate insights on how democracies work. This center will also contribute to our efforts to become more internationalized as faculty and students seek to understand democratic institutions and processes in both the United States and abroad. The Center for the Historical Study of Women and Gender will focus on women’s issues in the contemporary world and on the origins and changing nature of gender relations. Finally, the Roger L. Kresge Center for Nursing Research will expand the body of knowledge in health care and nursing science; provide research consultation service to nursing and other university faculty as well as to local regional, state, and national health service providers; and encourage nursing faculty to conduct collaborative research projects with other University faculty as well as with local, regional, state, and national health care agencies.

The research centers also provide opportunities for both graduate and undergraduate students to work in interdisciplinary areas. An objective for the coming year is to explore ways to integrate the centers more effectively into the curricular activities of the institution.

Schweitzer Chair

In 1989, the State University of New York appointed Ali A. Mazrui as holder of the prestigious Schweitzer Chair at Binghamton University. Professor Mazrui, an internationally known scholar, whose numerous work includes The Africans, established the Institute for Global Cultural Studies in 1991. The institute focuses on global cultural issues and aims to educate and inform through research, mass media educational programs, contributions to teaching, and publications. A distinguished group of affiliated scholars examines such cultural factors as ethnicity, race, gender, religion, philosophy, language, myth, and ideology in world affairs. Under the direction of Professor Mazrui, the institute has also published English translations of
important books from the Middle East that otherwise would be unknown to the West. As holder of the Schweitzer Chair, Professor Mazrui is a global presence and a focus of distinguished intellectual undertakings at the University.

Campus Community

Building an Inclusive University

Over the past 10 years, Binghamton University has sought various ways to become a campus characterized both by greater diversity and inclusiveness. Our aggressive recruitment efforts have yielded results. Students of color now comprise 31 percent of our student body, an increase of 5 percent since 1990. The University sponsors several programs that reach out to students of color, informing them of the advantages of a Binghamton education and making them feel welcome. The Educational Opportunity Program (EOP) works with students in all five schools and colleges. The Alliance for Minority Participation (AMP) is specifically focused on increasing the number of students of color in engineering. The Collegiate Science and Technology Entry Program (CSTEP) aims to attract students who aspire to careers in the health fields, science research, engineering, management, and law. Organizations, such as the Bert Mitchell Minority Management Association, the Mary E. Mahoney Society, and the National Society of Black Engineers, all contribute to the academic success of minority students. At the graduate level, Clark Fellowships enable Binghamton University to attract students of color to our masters and doctoral programs. Currently 81 students are supported on these fellowships.

Faculty of color increased from 10.5 percent to 16.2 percent, and staff members from underrepresented groups represented 9.2 percent of our total non-teaching staff. Programs specifically designed to increase faculty and staff from underrepresented groups include a Target of Opportunity program for faculty hiring, a minority internship program that enables persons of color to gain information about and skills necessary for administrative positions throughout the institution, and a special outreach effort in the Office of University Police to recruit qualified minority officers.

Merely adding new members to the University community is not sufficient; all must believe that the campus supports and encourages their individual achievement. A climate for success values diversity and fosters respect. Binghamton University publicly articulates its values in this regard. Newcomers to the community are given two policy statements the institution regards as essential building blocks for the kind of campus we aspire to be. The first, Building an Inclusive University Community, promotes the values of diversity and inclusiveness. The second, The Report of the President's Commission on Free Speech and Academic Freedom, encourages civility and respect in working through differences in policy and direction. The University celebrates the diversity of its community members. Students and their families arriving in the fall are greeted by banners welcoming them in 57 languages; those attending graduation in the spring view the more than 120 flags of the countries of the various nationalities of our students. Throughout the year, we celebrate the cultures of different groups represented on campus. Sometimes, students sponsor these events; at other times, the faculty and/or university administrators are the sponsors.

The EOP, AMP, and CSTEP programs are geared to promoting student success. Our graduation rates for students in these programs is high, and, for EOP, the highest in the State University of New York; we graduate nearly 70 percent of those who enter the program. Faculty of color achieve tenure at a rate that is comparable to that of majority faculty; similarly, minority staff receive permanent appointment at rates comparable to their majority peers. To further improve the working environment for all employees, the University has initiated a more comprehensive training program for supervisors, teaching them better communication and coaching skills. The University is deeply committed to both diversity and inclusiveness. We believe that, by incorporating into our culture diverse views and perspectives, our programs and
ways of operating will be better than they would be otherwise. We work continuously to achieve these objectives.

Living-Learning Environment

Six residential colleges and communities comprise Binghamton University’s on-campus housing system. Each has a distinctive character, set of traditions, and yearly programs that foster a sense of place and deep loyalty in residents. In the four oldest, faculty masters form the key to the development of living-learning experiences. Built on the Oxford model, the Faculty Masters Program is one of the oldest and most distinctive programs at Binghamton University. Faculty masters are dedicated to promoting the integration of student learning with experiences beyond the classroom. They have strengthened the learning environment in the past several years through initiating language tables and the Masters’ Forum—a series of interconnected guest speakers and performances. Additionally, they work closely with Binghamton’s highly trained, full-time professional Residential Life staff to achieve heightened integration of academic and extra-curricular experiences. In the past two years, the faculty masters played key roles in developing a special course designed to serve as a capstone for the University’s general education curriculum. In this course, students learn to work in teams and to apply what they learn in foundational courses in carrying out a project of their own choosing.

Close relationships among faculty and students are further fostered by our Mentoring Program, established in 1995. Faculty and staff each volunteer to mentor eight to ten entering freshmen, providing them with support for the transition to college work and counsel in exploring educational opportunities. Each is a single point of contact for consistent and reliable information about the University. The faculty masters coordinate this mentoring program, which enrolls well over 100 mentors and almost 50 percent of the freshman class each year.

Experiential Learning

Binghamton University understands that different students learn differently, and it has sought to facilitate student access to nontraditional modes of learning. In order to increase opportunities for students to observe the fit between what they learn in the classroom and the problems that need attention in industry, government, education, and community service settings, Binghamton took two courses of action. First, we joined Campus Compact, a national organization that promotes experiential learning. Second, we established in 1998 the position of Experiential Education Coordinator and developed a University-wide Experiential Education Advisory Committee, comprised of selected support staff and faculty representatives from all schools. This committee has surveyed campus experiential learning activities and maintains ongoing department-by-department and office-by-office contacts. Binghamton currently supports a broad range of distinctive programs across or within departments and units. Through our extensive internship programs, 890 undergraduate and 159 graduate students were enrolled in fall 1999 and spring 2000. These are excellent opportunities for students to test their knowledge and hone their skills in working collaboratively on defined projects. Students working in internships make significant contributions to the surrounding community and help to fulfill Binghamton University’s outreach and service missions. Students also contribute to the community through volunteer and service-learning activities such as the highly successful, student-originated and student-run Holiday Drive to brighten the holiday season for low-income families and the campus chapter of Habitat for Humanity. During 1999-2000, Binghamton consulted with area community-service organizations to develop a sense of the most pressing needs for our service-learning activities. This effort resulted in two grant proposals that should lead to concrete initiatives in the coming months.
Outreach and Service

Partnerships with the Private Sector

Over the past 10 years, Binghamton University has significantly increased its involvement with local industries. The Watson School's Strategic Partnership for Industrial Resurgence (SPIR) assists New York State industry through sharing technical knowledge and developing new technologies. Since its inception at Binghamton in 1994, SPIR has been involved in more than one hundred projects, ranging from software design and development and manufacturing systems improvements to finite element analysis. SPIR is credited with stimulating increased employment and business volume, improving retention of employees, instilling more knowledge of technologies, and developing new business capabilities in the area. Watson's other major outreach initiative, the Integrated Electronics Engineering Center (IEEC), works closely with eight major companies in the area and has affected some 50 other companies as well.

The Small Business Development Center (SBDC) provides counseling services to a wide variety of clients, creating or saving jobs in the local economy and providing millions of dollars in funding or investment. In the last year alone, SBDC served 499 clients, saved 433 jobs, helped create 208 new jobs; its work represented $9,761,183 in funding/investment in the area. Binghamton University is also the sponsor of the New York State Trade Adjustment Assistance Center. TAAC provides assistance to New York firms that have been adversely affected by foreign trade. This past year, TAAC helped more than 25 firms in the state by delivering more than $272,000 in assistance.

Workforce Development

The Office of Continuing Education and Summer Programs is in constant conversation with area employers in order to determine their needs for continuing education and workforce development. An innovative Winter College for Workforce Development makes use of campus facilities during semester break. Week-long courses are developed with input from local companies. This past year, approximately 104 programs were provided to improve the skills of almost 2000 employees in 60 companies. This office has recently received an $80,000 grant from the Department of Social Services to offer a program entitled “Professional Development for Employment Staff.”

Support of the University’s Mission

Comprehensive Gifts Campaign

Binghamton University is midway through its first comprehensive gifts campaign, the public phase of which was announced in fall 1999. The goal of the Campaign for Binghamton University is to raise $36 million for academic programs, faculty and student support, facilities, and campus enrichment. Under President DeFleur’s leadership, the University has already raised $27 million of that goal. In the past five years, total giving to the University amounted to $28.2 million, an increase of 204 percent over the previous five-year period. A key component of development activity is to provide financial aid for deserving students. Since 1995, 150 additional endowed scholarships have been established for Binghamton’s very talented students. To date, the University has also realized two endowed professorships from the generosity of donors. Highly visible outcomes of efforts within the Campaign are the donor recognition plaques within the interiors of two new academic buildings, where funds were raised explicitly to purchase furnishings and other accoutrements for those spaces.
Facilities Expansion

Binghamton University’s growth at both the graduate and undergraduate levels has put increasing demands on campus facilities. We have essentially outgrown our physical plant. During the past five years Binghamton has launched a major facilities expansion designed to enhance our academic programs and the quality of life on campus. In fall 1998, Binghamton opened two new academic buildings, one housing the Decker School of Nursing and the School of Education and Human Development; the other, the School of Management and the Office of Undergraduate Admissions. In addition to faculty and administrative offices, these buildings provide classrooms with state-of-the-art technology. In spring 1999, a new classroom building provided seven additional classrooms for the campus. The University Union was designed to serve a student body about half the size of the one we actually have. A substantial addition to the Union is under construction and is due to open Fall 2001. Following its completion an extensive renovation of the existing facility will commence with a projected completion date of 2004. The entire project, when finished, will enable more and better programming for students, faculty, and alumni. The groundbreaking for a new Field House took place on June, 2000. This building will support athletic programs and provide a larger space where members of the University community may assemble for important events like Commencement.

In 1999 Binghamton University was provided with a unique opportunity to acquire property immediately adjacent to the campus. The 22 acre parcel included a 127,000 square foot building in excellent condition. Purchase of this property meets pressing needs for additional research space, for space to house new faculty and staff associated with expanding enrollment, and for increasing initiatives related to community outreach and economic development. The additional acreage should be sufficient to meet any future aspirations the campus may have to expand its instructional, research, and service missions.

To preserve opportunities for students to be part of our heritage of excellent living-learning environments, we have built housing for 400 additional students with a new hall in College-in-the-Woods and two housing units in Hillside Community. The University recently purchased 22 acres adjacent to the campus that will provide for future building needs of the institution, with a 127,000 gross square foot building as part of that purchase. This building will provide immediate relief for the campus and provide excellent facilities for aspects of engineering programs, continuing education, and other outreach initiatives. Looking to future facilities needs, the campus has engaged consultants to help plan a new engineering and sciences building, rehabilitate current science facilities, develop a plan for academic support space, expand library facilities, plan for projected enrollment growth, and provide additional residential housing. These aggressive efforts demonstrate our commitment to comprehensive planning and to providing the best environment to support academic excellence.

Technology Initiatives

The 1990s saw the accelerating infusion of technology into all aspects of our lives. Higher education was no exception. Binghamton University has adopted an aggressive but measured plan to guide our adoption and use of technology. Over the past five years, we have made significant investments in technology. We wired the entire campus (including our residence halls) for voice and data transmission and acquired wireless network equipment to both transmit and receive student documents among class participants. Faculty and staff developed 16 multimedia classrooms for instruction, including an innovative wireless collaborative. We were awarded federal grant support for access to Internet II, thereby enabling researchers to take full advantage of its capabilities for sharing large, complex data sets. We have played a leadership role in fostering SUNYConnect, a system-wide universal catalogue linking all the libraries across the 64 campuses that comprise the State University of New York. To enhance efficiency and provide timely
information for making decisions, we have contracted with Oracle for an integrated software suite for human resources, business and finance, admissions, financial aid, registration, and degree certification. These separate efforts represent our commitment to provide all members of the University community with the right tools and resources to carry out their respective roles.

As this overview demonstrates, Binghamton University has made bold advances that have been guided by an aggressive strategic plan. Our success can be attributed to our advantageous size and to our culture, which values excellence in all endeavors and fosters a "can do" attitude. All divisions of the University work together to realize our collective aspirations. A more detailed presentation of the various units' contributions to each of the goals outlined in the 1995 Plan for the Future follows.
ANALYSIS OF PROGRESS ON THE STRATEGIC PLAN

—FUNDAMENTAL GOALS—

As it approached the millennium, the University measured every significant decision against six fundamental objectives that lay at the heart of its second five-year strategic plan, A Plan for the Future 1996-2000. From these six central concepts flowed five overarching themes and hundreds of specific and concrete objectives. Individual divisions, schools, and programs were constantly held accountable for formulating ideas, developing strategies, and taking actions that advanced the University’s key goals in light of its fundamental objectives.

Fundamental Objectives

Create meaningful standards of excellence for University endeavors and gauge our performance annually within vice presidential divisions.

Binghamton University looks both to external and to internal indices to judge the quality of its endeavors. Wherever possible, the chosen indices serve as benchmarks whereby we are able to compare ourselves, nationally, to other institutions.

National Rankings

- Binghamton enjoys a well-earned reputation for the outstanding quality of its undergraduate education. Over the past decade, the University routinely placed among the nation’s elite 25 public universities in U.S. News and World Report’s annual “America’s Best Colleges” issues and appeared regularly in Money Magazine’s list of top 10 colleges and universities. Several other well-regarded college guides also ranked Binghamton among the best higher education choices students and their families could make. These impartial national rankings enhanced Binghamton’s name recognition beyond the borders of New York State, attracted new, highly qualified applicants, and reinforced alumni pride in the University.

Accreditation

- Meeting the standards of specialized accrediting agencies is an important index of program quality. Binghamton has been fully accredited by the American Chemical Society for its chemistry program (1998); the American Psychological Association for clinical psychology (1998); the Computer Science Accreditation Board for Computer Science (1997); the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology for the bachelor’s program in electrical engineering (1993); the American Assembly of Collegiate Schools of Business for management programs (1992); the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology for the bachelor’s program in mechanical engineering (1993); and the National Association of Schools of Music for the music program (1995). The Decker School of Nursing Fall 1998 10-year accreditation review by the Commission on Collegiate Nursing Education (CCNE) yielded favorable results for all DSON programs, and CCNE made no recommendations for improvement. In addition to receiving accreditation from these national bodies, all doctoral programs at Binghamton University are recognized by the New York State Department of Education. This status is akin to accreditation as it involves external peer review of each program every five years.

- University Health Services has received accreditation by the Accreditation Association for Ambulatory Health Care, an important indication of the professional qualifications of the staff and of the excellence of the health-related services offered to students.
Graduation Rates

* As Figure A demonstrates, Binghamton's freshman dropout rate is well below national averages for Ph.D.-granting institutions. This comparison is made using the most recent comparative data available from ACT, which is based on the freshman class of 1996. However, Binghamton's 90 percent retention rate for this class is the lowest of the past five years. The classes entering in 1995 and 1997 both attained retention rates of 92 percent.

**Figure A**

*Binghamton University Versus National Dropout Rates (Students Entering as Freshmen in Fall 1996)*

* According to data collected by ACT, Binghamton University's graduation rates exceed national averages for both public and private "selective" institutions (Figure B).

**Figure B**

*Binghamton University Versus National Graduation Rates (Students Entering as Freshmen in Fall 1992)*

As shown in Figure C, Binghamton University has the highest graduation rate among the four University Centers in the SUNY System. Our five-year rate of 81 percent exceeds the national average for selective public institutions (52 percent). Binghamton works hard to assure that students can get the classes and support they need to progress on schedule.


Figure C
Graduation Rates of SUNY University Centers

Undergraduate Students Entering 1992

<table>
<thead>
<tr>
<th>Percent of Students Graduating</th>
<th>Years to Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Four Years</td>
</tr>
<tr>
<td>Binghamton</td>
<td>74%</td>
</tr>
<tr>
<td>Albany</td>
<td>53%</td>
</tr>
<tr>
<td>Buffalo</td>
<td>30%</td>
</tr>
<tr>
<td>Stony Brook</td>
<td>33%</td>
</tr>
</tbody>
</table>

Time to Degree

At the graduate level, time-to-degree is an important index of program coherence and student support. Table 1 demonstrates that time-to-degree for doctoral students, reported annually by the Graduate School, has decreased moderately over the past five years, with sharper decreases in some fields. Between 1985 and 1995, the University average was 7.2 years to Ph.D. completion for those students entering a doctoral program with the baccalaureate. Between 1989 and 1999, that average fell to 6.8 years. The Graduate School has been emphasizing the importance of setting clear expectations for incoming doctoral students and mentoring them consistently. These strategies have been successful.

Table 1. Ten-Year Moving Average of Time to the Doctoral Degree, 1985-1999*

<table>
<thead>
<tr>
<th></th>
<th>Binghamton University 1989-99</th>
<th>National Mean 1996</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Entering with BA</td>
<td>Entering with MA</td>
</tr>
<tr>
<td>Social Sciences:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
<td>10.7</td>
<td>7.3</td>
</tr>
<tr>
<td>Economics</td>
<td>7.4</td>
<td>5.3</td>
</tr>
<tr>
<td>History</td>
<td>8.6</td>
<td>8.4</td>
</tr>
<tr>
<td>Political Science</td>
<td>7.0</td>
<td>6.2</td>
</tr>
<tr>
<td>Sociology</td>
<td>10.2</td>
<td>8.6</td>
</tr>
<tr>
<td>Humanities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art &amp; Art History</td>
<td>10.2</td>
<td>7.1</td>
</tr>
<tr>
<td>Comparative Literature</td>
<td>7.5</td>
<td>6.1</td>
</tr>
<tr>
<td>English</td>
<td>7.7</td>
<td>5.1</td>
</tr>
<tr>
<td>Philosophy</td>
<td>6.7</td>
<td>5.4</td>
</tr>
<tr>
<td>Sciences:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Biology</td>
<td>5.8</td>
<td>4.3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>5.9</td>
<td>4.8</td>
</tr>
<tr>
<td>Geology</td>
<td>7.5</td>
<td>7.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>7.3</td>
<td>4.7</td>
</tr>
<tr>
<td>Psychology</td>
<td>6.4</td>
<td>6.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engineering:</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Tech</td>
<td>7.2</td>
<td>3.8</td>
<td>6.4***</td>
</tr>
<tr>
<td>(Industrial Eng.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>9.5</td>
<td>6.8</td>
<td>7.2</td>
</tr>
<tr>
<td>Electrical Eng.</td>
<td>6.1</td>
<td>4.5</td>
<td>6.4***</td>
</tr>
<tr>
<td>Mechanical Eng.</td>
<td>6.5</td>
<td>3.9</td>
<td>6.4***</td>
</tr>
<tr>
<td>Systems Sci.</td>
<td>8.1</td>
<td>4.9</td>
<td>6.4***</td>
</tr>
</tbody>
</table>

| Management        | 6.3| 4.4| 7.3|
| Education         | 5.0| 5.0| 8.2|

| University Total  | 7.6| 5.7|

*Listed as other humanities, not broken out separately.

**Anthropology and Sociology are combined in report.

***Engineering not broken out by subfield in report.


Licensure Examinations

Professional examinations are one reliable way to assess program quality. In the Decker School of Nursing, pass rates for the nursing professional licensure exam (NCLEX-RN) were 91.95%, 98.8%, and 91.3% for calendar years 1995, 1996, and 1997 respectively. For 1998, the pass rate was 96.7% (on a revised and more difficult exam) and 96% for those taking the exam in 1999. These outcomes result from a well-designed curriculum and learning experiences designed to promote students’ success. Senior undergraduate nursing students engage in a series of assessment activities in preparation for this licensure exam, and the results from those assessments lead to individual action plans for students deemed to be at risk.

Pass rates on the New York State Teacher Certification Examinations for students graduating from the Division of Education in the School of Education and Human Development are equally impressive. For 1997-98 and 1998-99 (the first two years in which students in the Division of Education could be identified separately), the pass rates for the following component tests were obtained: Liberal Arts and Sciences (98% and 95%); Sub-Area Tests (97% and 100%); Assessment of Teaching Skills-Written for elementary levels (100% and 100%), and Assessment of Teaching Skills-Written for secondary levels (100% and 93%). Also worthy of note is the fact that in 1995-96 and 1996-97, only institutional data were reported for the Liberal Arts and Sciences Test, the sub-area tests, and the Assessment of Teaching Skills-Written (Elementary). The pass rates, which include all students who signed up for the exams from any of Binghamton’s five
schools and colleges were 97%, 99%, 93% (1995-6) and 98%, 96% 100% (1996-97). This speaks well for the level of preparation Binghamton students receive, regardless of their school.

Graduates of the Watson School are also well prepared for professional practice. For those years for which the state Education Department supplied statistics, the Watson School reports pass rates in 1995 on the Professional Engineering Exam for Mechanical Engineering of 95% and 86% for Electrical Engineering. Subsequently, pass rates have been reported collectively for all test takers. Watson graduates had pass rates of 100% in 1996 and 94% in 1999 (the years for which records are available).

Placement of Graduates

Binghamton carefully tracks how our graduates do in finding placements, whether in jobs or at graduate and professional institutions, and we find that our students do very well. They are regularly evaluated as having the talents and skills employers and graduate and professional programs want. In a survey conducted in spring 1998 of spring 1999 baccalaureate recipients, the 912 graduates contacted (46.5% response rate) reported the following:

- Employed full-time—50.88%
- Employed part-time—4.28%
- Graduate School full-time—25%
- Graduate School part-time—1.43%
- Employed full-time, Graduate School full-time—2.74%
- Employed full-time, Graduate School part-time—4.72%
- Employed part-time, Graduate School full-time—3.29%
- Employed part-time, Graduate School part-time—0.99%
- Other—6.69%.

Graduate and Professional School Admissions

Many Binghamton University students seek to enroll in post-baccalaureate graduate and professional programs. Their acceptance rates into such programs are indices of the quality of their undergraduate preparation at this institution. The acceptance rates for Binghamton students into medical and law schools are consistently above national averages, as shown in the tables below.

**Table 2. Medical School Acceptance Rates**

<table>
<thead>
<tr>
<th></th>
<th>1995</th>
<th>1997</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Binghamton University</td>
<td>52%</td>
<td>57%</td>
<td>56%</td>
</tr>
<tr>
<td>National Average</td>
<td>37%</td>
<td>40%</td>
<td>45%</td>
</tr>
</tbody>
</table>

**Table 3. Law School Acceptance Rates (Binghamton Seniors)**

<table>
<thead>
<tr>
<th></th>
<th>1995</th>
<th>1997</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Binghamton University</td>
<td>85%</td>
<td>91%</td>
<td>90%</td>
</tr>
<tr>
<td>National Average</td>
<td>68%</td>
<td>78%</td>
<td>79%</td>
</tr>
</tbody>
</table>
Student Satisfaction

Yield Rates

- Only 24 of 229 "National Universities" ranked by U.S. News and World Report, are more selective than Binghamton, which admitted only 41 percent of its freshmen applicants in the fall of 1998.

- Binghamton University looks to sustain a high level of applications for undergraduate admissions from within and outside the State of New York. Yield rates are a critical indicator of how potential students view the University, and may also reflect on how well the University interacts with them once they have been admitted. As the table below indicates, both Binghamton's overall and freshmen yield rates climbed to five-year highs in 1999.

<table>
<thead>
<tr>
<th>Table 4. Applications, Enrollment &amp; Yield Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Applications Received</td>
</tr>
<tr>
<td>Number Accepted (%) Accepted</td>
</tr>
<tr>
<td>Number Enrolled (%) Enrolled</td>
</tr>
<tr>
<td>Freshmen Applications Received</td>
</tr>
<tr>
<td>Freshmen Accepted (%) Accepted</td>
</tr>
<tr>
<td>Freshmen Enrolled (%) Enrolled</td>
</tr>
</tbody>
</table>

Student Opinion Survey

- The Student Opinion Survey (SOS) is administered by Binghamton University to a random sample of 25 percent of our undergraduate students every three years. Within the Division of Student Affairs, the Research, Evaluation, and Assessment Network, which also includes representation from the Division of Academic Affairs, is very active in administering and analyzing the SOS survey. Network members meet with offices and programs across campus to disseminate the results of the Student Opinion Surveys and the Alumni Outcomes Survey. Specialized reports provide information concerning the areas of Public Safety, Auxiliary Services, Physical Facilities, and Personal Safety, along with somewhat more general reports of interest to the provost and the deans and to the members of the Task Force for Undergraduate Learning in the New Millennium. The reports provide information about areas of high student satisfaction (e.g., library facilities and services, freedom from harassment, faculty preparation and communicative skills, and the extent to which they found academic programs challenging). Areas where students have expressed lower satisfaction include food service, parking, timing of courses, athletic facilities, and campus help with appreciating diversity. These survey results provide affirmation for what the University does well and direction for what needs improvement. [See Appendix L]
Alumni Outcomes Survey

- The recent (1999) Alumni Outcomes Survey reported on the satisfaction of our alumni with various aspects of their experiences at Binghamton. Alumni particularly appreciated their training in learning problem-solving skills, building self-confidence, working as a team member, and developing leadership skills and ethical values. They expressed a need for better academic and career advising.

Cooperative Institutional Research Program

- Binghamton University has participated in the Cooperative Intititutional Research Program for the past 25 years. The survey, which is administered to freshmen at approximately 680 colleges and universities, enables Binghamton to gain information concerning our new students' relationships, thoughts, and behavior. Over the years, approximately 80 percent of our incoming freshmen have completed the survey.

Excellence in Research

Sponsored Research

- One significant measure of the quality of faculty research is faculty success in persuading others that their research and scholarship warrant support. Binghamton University has seen a significant increase in sponsored activity over the past 10 years. Sponsored funds generated in 1990-91 totaled $12.1 million; in 1998-99 that figure had increased to $17.8 million. The yield rate for submitted grants has remained steady at 33 percent.

Publications

- Publications are another measure of the research productivity of the faculty. The difficulty in quantifying this measure, however, is that there are so many different kinds of publications done by faculty, and a very wide range of venues in which they can appear. Compounding this difficulty is the relative weight to be applied to the venues, since, for example, what amounts to a note in a professional journal may be comparable to a 20-page article in a journal of literary criticism. This notwithstanding, publications indicate an active faculty who are intent upon sharing the results of their work with the appropriate audience of their peers. Without attempting, then, to differentiate among the various kinds of faculty publications or their destinations, it is still useful to note that, for the academic year 1999-2000, faculty have self-reported the following numbers of publications: Decker School of Nursing—30; Harpur College of Arts and Sciences—795; School of Education and Human Development—30; School of Management—47; Watson School of Engineering and Applied Science—155.

Benchmarks of Excellence in University Endeavors

Using external benchmarks is central to the way Binghamton University makes judgments about its performance as an institution. Meaningful standards rely on well-documented data. The Office of Budget and Institutional Research regularly provides decision makers with comprehensive, detailed analyses to facilitate more effective planning. Below are the multiple ways in which this University seeks valuable comparative information to gauge how well it is achieving its mission.
Libraries

- To benchmark how the University libraries measure up to national standards, Binghamton uses comparative information from the Association of College and Research Libraries (ACRL), the Association of Research Libraries (ARL), the SUNY Library Statistical Summary, and the Directory of College and University Libraries in New York State. One comparison that the University makes annually is to calculate its ARL membership criteria score. Each year, the 35 charter members of ARL are analyzed on five key indicators of size: volumes held, volumes added, current serials, total library expenditures, and total professional and support staff. This analysis produces a "score" that measures the extent to which any particular library is similar to the 35 ARL charter members.

Between 1994-95 and 1998-99, the Binghamton University libraries improved their relative position by .13 standard deviations on this composite measure. Our ability to do so in a period of declining state resources and rising costs of acquisitions attests to our commitment to having a strong library to support Binghamton's research and instructional mission. Nevertheless, like other SUNY institutions, our standing in the 1980s was better than it is now.

Physical Facilities

- The Office of Physical Facilities continually updates and maintains the University's physical space inventory to ensure proper space utilization and allocation on campus. This is a difficult task. Based on fall 1998 data, Binghamton has 1,441,564 net assignable square feet (nafs) of non-residential space. According to SUNY benchmarks, Binghamton justifies 201,181 more square feet of space than we currently have. We need more space in which to hold classes, provide laboratory space for faculty for research and interactions with students, and make "surge" space available as we undertake needed renovations and rehabilitation. Mounting excellent programs in tight quarters is yet another example of Binghamton's reputation for efficiency.

The campus bases its requests for additional capital funding on its physical space inventory, and the State University of New York Construction Fund has been sympathetic to our needs. In the last five years, Binghamton University has had $60.9 million in new construction approved. In addition, Binghamton University with the help of the Construction Fund has put $55.1 million into renovation of existing facilities. These projects served both to preserve the buildings and also to make alterations that enabled the institution to maximize its use of all the space available.

- SUNY periodically surveys the current condition of buildings on the respective campuses within the system. When those surveys were last conducted, Binghamton was consistently identified as the best-maintained campus in the entire system. Anecdotal evidence underscores our conviction that Binghamton is the best-maintained SUNY campus, and that it is the "jewel" of the system on the facilities as well as the academic level. The most recent survey showed that an overwhelming percentage of our buildings were in good/excellent condition. Binghamton recognizes that preventative maintenance saves money in the long run. Thus, even during budget reductions, Binghamton acted to preserve the functionality of our facilities, and we have not suffered the consequences of deteriorating buildings.

- Information technology (IT) is an ever-growing presence at the University and plays an increasingly important role in the daily life of the campus. Benchmarking IT services against those on other campuses is difficult, in large part, because each campus seems to approach the provision of IT services in a slightly different way. However, even in this
area of inter-campus comparisons, Binghamton scores well, earning recognition as one of the top 100 "most wired" campuses in the country in this year's "Yahoo" rankings. Internally, the range and complexity of the issues dealt with at Binghamton by Computing Services and the Educational Communications Center are indicated by some of the information presented in Appendix M, which gives Help Desk other usage statistics. It is Computing Services' challenge to provide and improve upon the highest level of access and services to a population that is becoming increasingly sophisticated and demanding about information technology. Our overall intent is best summed up in the list of long-range IT goals that inform the actions of Computing Services:

» Maintain and improve current services;
» Build a "best-value" support environment;
» Complete, maintain, and upgrade the campus network;
» Build a collaborative, networked work environment;
» Improve the educational technology available for classrooms, pods, and distance learning;
» Build a generalized work environment to support faculty research;
» Improve the University's business systems;
» Assist the University in re-engineering operational functions.

Investment Management

* Investment management is a serious fiduciary responsibility. Binghamton University's investment strategy seeks to promote growth of its endowment and to protect the long-term value of gifts received, and, thereby, to assure sustained and predictable resources available to the institution to support its strategic goals.

![Endowment Growth](image)

Currently, the endowment is almost exclusively invested in The Commonfund, which has served the institution well since our association with this organization in 1980. Our investment returns have consistently surpassed our peers and outperformed many larger portfolios. Over the past nine years, the funds invested with The Commonfund have grown from $8.6 million to $37.5 million.
Binghamton University compares its net return on investment with that of other institutions. We consistently exceed the return of our peer group. In 1998-99 the Binghamton University Foundation realized a net return after fees of more than 10.0 percent. The total assets under management, $37.5 million, increased by about $5 million during the past year.

Return Per Dollar Invested

- It takes money to raise money. Binghamton University has a well deserved reputation for efficiency. For every dollar invested, Binghamton University realizes over six dollars in return.

Residential Life

- In a preliminary strategic housing plan analysis conducted by Brailsford & Dunlavey (B & D) for the University, residential living at Binghamton compares most favorably with that offered at a select group of competitors (Buffalo, Albany, Stony Brook, Penn State, Rutgers, Maryland, Delaware, Cornell, University of Rochester, University of Pennsylvania). A number of B & D’s observations deserve highlighting here:

  - Binghamton’s resident college system is unique in the study.
  - Binghamton offers more residence life programming than most of the other schools surveyed.
  - The cost of room and board at Binghamton is less expensive than most of the selected universities.

Indicators of performance provide critically important information to the University. Consequently, we continue our on-going evaluations of our institutional performance into the updated Strategic Plan.

Ensure that the allocation of resources supports our complex mission and that contributions made by individuals, units, and divisions in achieving excellence are recognized.

In an era of scarce financial resources, every school, department and division at Binghamton has been forced to make difficult choices. A Plan for the Future 1996-2000 stipulated that a concerted effort be made to guarantee financial support to all areas of University life. At the same time, planners recognized that outstanding individuals, units, and divisions would achieve excellence despite difficulties, and that these achievements should be applauded.

Binghamton’s progress toward this compound goal is probably most clearly shown by separating it into its two components of resource allocation and the recognition of contributions.

As the Figure E shows, the last 10 years have witnessed a steady decline in state support to the institution, from approximately 38% in 1990 to 20% in 1999. Even allowing for a slight rebound from the low of about 17% in 1997, the overall drop of approximately 18% is a significant reduction that underscores the importance of careful resource management.
Figure E
State Support as a Percentage of Total Revenue

Resource Allocation Supports the University’s Complex Mission

- The process of institutional budget allocation is a carefully conducted and ongoing exercise that seeks to balance the short-term needs of the institution with its long-term goals. The Office of Budget and Institutional Research provides the president and the vice presidents with information concerning the flow of funding through the institution. Each vice president, with staff assistance, develops plans to expend funds in accord with Binghamton’s mission and unit goals, all of which are discussed and ultimately endorsed by the president. Once agreement is reached, the funds are made available to each unit, which in turn engages in its own planning and budgeting processes in order to expend the available funding in the most responsible manner possible.

Recognizing Excellence

- The annual Chancellor’s and University awards recognize excellence in all areas of campus life: clerical and professional support, exceptional teaching performance, librarianship, and outstanding research. A lighted Wall of Fame in the lobby of the Couper Administration Building features studio portraits of each year’s recipients.

- The Council/Foundation Award recognizes faculty, staff, and students who have served the University with distinction and who have demonstrated outstanding leadership. Also, the recently inaugurated Campus STAR (Service Tradition Award Recognition) program recognizes, rewards, and encourages excellent service at the University by any member of the University community.

- The Alumni Association sponsors awards for alumni and campus leadership, academic excellence, and student accomplishment. The Binghamton University Foundation presents more than 95 awards annually to undergraduate and graduate students. In addition, the Foundation recognizes excellence by providing funds for the Undergraduate Research Fund in Harpur College, by supporting research and travel for graduate students, and by assisting with graduate fellowships and faculty recruitment.

- Binghamton offers strong support for its student honor societies, and the Office of the Provost has consistently encouraged the establishment of new academic honor societies to
recognize the academic achievements of our students. There were 11 such societies in 1993 numbering some 700 students, including Phi Beta Kappa, Golden Key, Psi Chi (Psychology), Sigma Theta Tau (Nursing), and Eta Kappa Nu (Engineering). By 1999, the number had grown to 20, with nearly 1200 student members.

- The Office of the Provost and Vice President for Academic Affairs celebrates student excellence at the annual Honors Day event. All students newly inducted into the University’s various honor societies are introduced individually and the entire membership of each honor society is recognized collectively. Nine students (one from each Harpur division, one undergraduate from each professional school, and two graduate students) receive the University Award for Student Excellence at this occasion. In addition, five Binghamton students received the Chancellor’s Award for Student Excellence in spring 2000.

- Each year, the Graduate School awards 20 to 40 Graduate Awards for Teaching Excellence and eight to ten Graduate Awards for Excellence in Research as a means of recognizing the expertise of our outstanding graduate students. The range in numbers of awards reflects the decision to recognize excellence rather than to sponsor a competition and allows for the widest range of outstanding accomplishment to be rewarded and celebrated at an annual event.

- University Relations promotes the scholarly expertise of the faculty by offering them as public spokespersons in their areas of expertise. The office handles nearly 700 media requests for expert assistance annually.

- Each school at Binghamton undertakes the recognition of excellence on the part of faculty and students in a variety of individual ways. Honors programs enroll the very best undergraduate students; various local prizes and awards celebrate their excellent performance. Graduate students receive recognition through the Graduate School for excellence in teaching and in research. News of faculty achievements and accomplishments appears in Inside Binghamton and in Inside Research, and merit increases, recommended by their home schools, reflect their outstanding contributions in both teaching and research.

- The Office of Campus Activities and Orientation administers the University’s Who’s Who in American Colleges and Universities program, which recognizes excellence in student leadership. The office is in the process of establishing a chapter of the Order of Omega.

Become more internationally focused in our educational programs, topics and methods of inquiry, outreach, and operations.

By defining an international focus as one of its fundamental objectives, Binghamton sought to put a singular stamp on its entire range of activities.

Study Abroad

- Beginning in 1994, Binghamton made an increased commitment to international education by reinvigorating the Office of International Programs, creating an International Education Advisory Committee, and writing an International Mission Statement. The development of additional study abroad opportunities allowed for greater integration with academic programs and also diversified the destinations where students could study. In cooperation with the other SUNY units and the more than 260 international programs sponsored by Binghamton students can identify study abroad programs where they can continue work in
their majors. Binghamton University itself has established partnerships with 16 universities in 9 countries and now sponsors a total of 29 exchange/study abroad programs.

In 1993-94, 202 Binghamton students studied abroad; in 1999-2000, an estimated 480 will have done so. The proportion of undergraduate students who study abroad has grown from two percent in 1995 to five percent in 1999-2000, with further increases expected as the importance of international study becomes ever clearer.

- The Office of International Programs enlists the aid of returned study abroad students as volunteer "peer advisers" and "resource alumni" who both assist other students as they prepare to study abroad and welcome international exchange students. The Counseling Center organizes discussion groups to help facilitate students' readjustment to Binghamton after a sojourn abroad.

- Watson has established cooperative programs with two peer institutions—Chemnitz University of Technology (a DAAD grant funds student exchanges) and Dresden University of Technology (a combination of industry and University support enables student exchanges)—in Germany.

- In 1999 the Institute of International Education (IIE) designated Binghamton a Leadership Institution in Study Abroad in recognition of the University's position in the top 200 U.S. educational institutions—and fifteenth among doctoral universities—in total numbers of students who study abroad.

- The Division of Student Affairs has undertaken staff exchanges with the University of Oslo and with the University of Manchester.

The International Presence at Binghamton

- International student enrollments have increased dramatically, from 550 in the Fall of 1990 to 802 in Fall 1999.

- International students make special contributions to learning at Binghamton by serving as Language Resource Specialists for the Languages Across the Curriculum (LxC) Program, assisting with translation in the Center for Research in Translation, and serving as resources for pre-departure orientations for study abroad programs.

- The numbers of international students are increasing in most graduate programs, especially in Watson and the School of Management. The Decker School has increased enrollments of students from Greece and Egypt through its international student and faculty exchanges.

- To become even more internationalized, Binghamton intends to increase further the enrollment of students from different countries. The Center for Quality has facilitated two cross-divisional teams that have examined ways to improve the way the University interacts with international students (graduates and undergraduates) during the application and admissions processes.

- Binghamton's Office of Human Resources deals with the Immigration and Naturalization Service (INS) to assist international faculty and scholars in acquiring appropriate visa documentation and permanent residency. The Office of International Student and Scholar Services helps over 800 international students and J1 scholars and faculty with the documentation required by the INS.
Fostering Interaction

- Binghamton's English as a Second Language (ESL) program offers courses that enable non-native speakers of English to achieve their academic potential in an English-speaking environment and to participate as fully as possible in American life. Curricular enhancements in recent years have included the use of native speakers of English as teaching assistants in many classes, a course designed for international graduate teaching assistants, and the new course, "Speaking Skills for Bilinguals."

- Curricular developments in international education have spurred a number of international co-curricular activities. The English Conversation Pairs programs is active every semester, with an average of 150 student participants. The program gives ESL students an opportunity to speak English outside of class and, at the same time, to have a contemporary answer their questions about American life and language; it also opens the doors for native speakers of English to learn about different cultures.

- Students are encouraged to continue to use foreign languages outside the classroom in dining hall "language tables" in College-in-the-Woods, Dickinson Community, and Hinman College. Special interest housing modules include an international living module, a French module, and a Spanish module.

- The Office of Campus Activities, Orientation, and the University Union sponsor co-curricular activities that expose students to a variety of cultures through such programs as the annual Caribbean Carnival (the largest Caribbean cultural celebration in the Northeast) and the programs of no fewer than thirty other culturally focused student organizations.

- The Office of Campus Activities and Orientation also provides, within the context of the fraternity/sorority system, a formal acknowledgment of culturally based organizations such as the Asian Greek Council and the Latino Greek Council. In addition, this office has developed leadership education programs that focus on cross-cultural issues, with the intent of helping student leaders learn appropriate, acceptable, and effective behaviors when interacting with individuals from other cultures.

- Since 1998, the Student Association has chartered two student clubs whose express purpose is to bring international and American students together: the Organization for International Connections (OINC) and International Friends.

Internationalizing Outreach

- The University's highly successful international arts festivals (Northern Ireland, 1994; Scotland, 1996; Greece, 1999) have endowed Binghamton's arts program with unusual international richness. Visiting artists spent significant time working with students in classes and co-curricular activities. Two notable examples were Scottish composer James MacMillan, who assisted student musicians and the University orchestra in preparing performances of his compositions and Greek actress Lydia Konordiou, who directed a student/faculty production of Electra.

- *Umabatha or the African Macbeth* was the initial name for what became a "theme semester" in General Education in the fall of 1997, culminating in the production of *Umabatha* at the Anderson Center. Supporting events gave students a greater appreciation of interchanges between Africa and the West: a video presentation and lecture on Orson Welles' *Macbeth*, the origin of the subject matter that *Umabatha* blends with South African history and folklore; two-hour-long segments of his renowned PBS video *Africa*, presented by Schweitzer Professor Ali Mazrui along with an accompanying lecture-discussion; a speaker
from Cornell University's Africana Studies program; and a satellite video convocation with
the original writer and director of Umabatha and three Binghamton panelists on the cultural
significance of Umabatha and on the struggle of native Africans for political and social
justice in South Africa.

Internationalizing Inquiry

- New opportunities for students to conduct research in international or multicultural settings
  have been developed since 1996. Latin American and Caribbean Area Studies majors
  conduct field research in communities in Los Angeles, New York, and Buenos Aires. The
  Watson School has established laboratory research exchanges in electrical engineering with
  the Technical University of Chemnitz and the Technical University of Dresden. McNair
  Scholars can conduct summer research projects at Bosporus University in Istanbul.
  Environmental studies students conduct experiments to determine to what extent the rain
  forest is re-establishing itself on a preserve in Costa Rica. Following a semester-long
  course focusing on education and social institutions in Senegal, SEHD sends students to
  Africa for two weeks to conduct individual research projects. A Puerto Rico program
  along the same model was inaugurated in 1999.

- With generous DAAD support, the Department of German, Russian, and East Asian
  Languages conducts an annual study tour that takes students of German, engineering,
  computer science, and management to Saxony, Germany, where they are welcomed into
  the laboratories and boardrooms of such international companies as Siemens, Motorola,
  and Volkswagen.

- The Office of International Student and Scholar Services works closely with the deans’
  offices and with the faculty to facilitate the affiliation of international visiting faculty and
  research scholars (approximately 80 each year) with specific Binghamton programs.

- In Harpur College, expanded international fieldwork opportunities have been made
  available for graduate students, particularly in Anthropology.

Binghamton University has made significant strides in bringing an international perspective to its
curricular, co-curricular, and research activities. We believe that such breadth and richness
contributes to the excellence of the programs. We believe we must continue to advance this agenda
over the next five years. In particular, we should make greater efforts to internationalize the
research done on this campus.

Improve the quality of University life, promote a positive University identity,
enhance a sense of community, and encourage loyalty and pride in the University.

A major challenge for a relatively new university is the development of a sense of identification
with the institution. For students, such identification comes from memorable experiences that
contribute to their sense of self. For faculty and staff, identification with the institution derives
from being an integral part of a successful organization in which people are valued.

50th Anniversary Celebration

- Binghamton University took the occasion of its 50th anniversary to focus on the
  institution's history and to try to enhance community identification with the University.
  The yearlong celebration focused on the sustaining values of the institution and its many
  accomplishments. From its inception, Binghamton has embodied the values of excellence
  and access as it provides the very best education to all students regardless of their financial

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means. The institution is dedicated to advancing knowledge and understanding and to using those insights for the public good. The University prepared a video to remind constituents about how these values have been inculcated over the years. The video is emotionally engaging and evokes both nostalgia and a deep sense of pride and accomplishment among all who see it.

- A number of 50th anniversary events engaged both the campus and the broader community of which it is a part. Campus Appreciation Day, with its '50s theme, marked the initial campus kick-off. This was followed by an Anniversary Fest, when more than 10,000 people from the campus and the outside community came together. A concert and retrospective photo exhibit at a local mall brought more of the University to the community. The centerpiece event was the four-day Scottish Festival, featuring a performance by the New York Philharmonic Orchestra. In celebration of Binghamton’s unique traditions was the Founders and Pioneers Convocation, which saw the premiere of the anniversary video and a procession of early alumni, faculty, staff, and representatives of the “Committee of 100” which founded the University. Also notable was Alumni Reunion Weekend, which attracted hundreds of alumni representing every graduating class.

Promote a campus atmosphere of inclusiveness and respect that fosters full opportunities for growth and advancement to all people.

Binghamton University firmly believes that the quality of all that we do improves by incorporating multiple points of view. Therefore, we seek to recruit and retain a diverse faculty, staff, and student body. We continue to learn how to listen to different voices and to work out our disagreements constructively. We seek to establish policies and procedures that foster equity and access to success.

Building a More Inclusive University Community

- In 1997, President DeFleur appointed a University-wide committee charged with working to develop a comprehensive statement that would guide our efforts to become a more inclusive community. Their recommendations were adopted in that same year and now appear in a document that was distributed to all members of the University community and is included in orientation materials given to new students, faculty, and staff. Because this statement is so central to our aspirations for this campus, it is reprinted here in its entirety:

BECOMING A MORE INCLUSIVE UNIVERSITY COMMUNITY

Binghamton University's strength lies in its people. We are proud that our students, faculty, staff, and administrators represent a great variety of cultures, backgrounds, and ideas. Our members contribute to the creation of an open, supportive campus
environment with high levels of intellectual and creative energy. Building on our strengths, Binghamton aspires to become more than a multicultural institution; it strives to become a genuine inclusive community, one where those with differing backgrounds and allegiances feel themselves to be valued and learn from one another, and one where civility, respect, and reasoned debate prevail.

**CAMPUS CLIMATE**

To realize its goals, Binghamton dedicates itself to creating a campus environment in which all its members—irrespective of racial, ethnic, or religious heritage; class; gender; sexual orientation; or ability status—participate in and contribute fully to the life of the University.

Binghamton also strives to achieve a climate that fosters respect for the differences among and within the University’s cultural groups, and that encourages cultural groups and organizations to offer activities and events that may be shared by the University community to everyone’s advantage.

**INDIVIDUAL AND GROUP RESPONSIBILITY**

As a community Binghamton students, faculty, staff, and administrators all share responsibility, individually and collectively, for achieving the goals of inclusiveness. In our multiple roles, each of us is responsible for encouraging comfort and openness among all members of the University, and wherever possible, ensuring that events of all types (academic, social, cultural, athletic, etc.) are designed to attract and include all people, whatever their race, religion, gender, disability status, ethnic background or sexual orientation.

**ACADEMIC FREEDOM**

Throughout its history, Binghamton has maintained a tradition of open communication and freedom of expression. It recognizes that the university is a traditional sphere of free expression fundamental to the functioning of our society. The Binghamton President’s Commission on Free Speech and Academic Freedom (1992) affirms the academic freedom of students as well as professors: “Students have freedom to exercise their intellectual curiosity, to draw conclusions for themselves and to express their own opinions, no matter how controversial, [and] without fear [of reprisal].”

This commitment is not merely theoretical. Binghamton has a history of active student involvement on controversial issues of international and national as well as local significance. Traditionally, and proudly, the University has avoided, not envied, a placid climate and has addressed contentious ideas through vigorous debate and peaceful protest.

To promote this fundamental goal Binghamton reaffirms its identity as:

- a public institution that serves all the people,
- an open community where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed, and
- a haven where the University, by its policies and procedures and the civic spirit of its citizens, ensures that business as well as co-curricular activities take place in an environment of civility and tolerance.
REALIZING OUR GOALS

Binghamton holds that the goals of an inclusive community must be pursued through specific policies as well as statements of principle. Toward this end, Binghamton commits itself to:

- providing forums where all voices, irrespective of political ideology or philosophical commitment, may be heard;
- continuing to build on its long-standing commitment to recruit a diverse student body, faculty, administration, and staff;
- increasing the number of faculty and staff from underrepresented groups, including women, with particular attention to offices and departments lacking such representation;
- enrolling a growing number of undergraduate and graduate students from groups that have been historically underrepresented;
- increasing the number of international students on the Binghamton campus in order to enrich the education of all our students;
- enhancing programming activities and library and museum collections to reflect intellectual and creative contributions of all racial, ethnic, and cultural groups and countries;
- regularly evaluating policies to eliminate disparate impact on groups and individuals.

BINGHAMTON'S PLEDGE

Binghamton recognizes that the full realization of an inclusive community is challenging. The University recognizes it cannot achieve the ideal inclusive community by itself—that goal must be nurtured in each of us, in word and in deed. In striving toward this goal, we must face honestly the difficulties we encounter, and we must be willing to discuss widely both our successful efforts and those that fall short of the mark. To keep our aspirations constantly before us, Binghamton pledges to represent itself to our own community and to the world in ways that bespeak our identity as a richly diverse and inclusive public University. On behalf of the entire University community, it further pledges to achieve the goal of being an inclusive community within a framework of academic freedom and respect.

- Each fall Binghamton University reminds its members of this commitment. When we reopen in August, we fly banners, on which the logo espousing diversity, unity, and respect is prominently displayed, along the drive that forms the major entrance to the campus. This links the beginning of a new year to our covenant to welcome and foster the success of every member of the campus community.

- Throughout the year we attend to the differences that enrich us. For example, we greet potential students and their families who attend our recruitment open houses in at least five languages. We celebrate together our various cultural heritages. Special events that annually bring together the community include the Barrio Fiesta, Latino Weekend, China Night, Korean Night, Japan Night, Star Search, Purim Carnival, and Picnic in the Park. At graduation, the closing of the academic year, we fly the flags of all the home countries from which our students come to us.

- Binghamton’s Multicultural Resource Center offers all Binghamton students an opportunity to heighten their awareness about cultures different than their own and to explore their own personal cultural identities. The Center also offers assistance to students of color in their academic and social adjustment to the University by exploring with them the full range of
educational, social, and personal opportunities available. For the broader campus community, the Center provides a directory of resources on such issues as ethnicity, race, gender, class, physical ability, religion, and sexual orientation.

• The Multicultural Resource Center coordinates and sponsors various conferences and workshops dealing with local and societal issues of diversity, including its ongoing “Multicultural Leaders Workshop Series.” The series, open to all students, takes place at the beginning of each semester. The center also hosted Binghamton’s first “Week of Dialogue,” featuring both a University “town hall” and a student leaders’ dialogue on race. The center cosponsored, with the departments of Comparative Literature, English, and History, the Institute for Global Cultural Studies, and the Japanese Student Association, a lecture by a Japanese-American historian; with the Department of History and the Latin American Student Union, it cosponsored a workshop by a Cuban film maker; and it offers ongoing consultation for multicultural educators associated with the Broome-Tioga Board of Cooperative Educational Services.

• In the 1999-2000 Binghamton University created a full-time position of Director of Multicultural Programs. This individual will provide leadership in further expanding the University’s efforts to increase understanding of the contributions of different cultural groups and to bring about greater appreciation of the richness those differences bring to the campus.

• The institution has adopted policies and procedures to support an inclusive community where respect is fostered. We have strongly worded anti-discrimination, anti-harassment, and anti-bias crimes policies that cover faculty, staff, and students. We take proactive measures to recruit and retain faculty, staff, and students and follow affirmative action procedures in hiring.14

• More recently, in April 1999, Binghamton University adopted an aggressive plan, involving all University divisions, to pursue diversity. It’s major aims are as follows:

  Communicate to the University, and to the broader communities, the importance of fostering diversity and its role in contributing to achieving excellence in our educational and service missions.
  Enhance the quality of our outstanding undergraduate and graduate student body, recognizing that excellence comes in many forms.
  Ensure that curricula and programs are innovative, rigorous, up-to-date, and responsive to societal needs.
  Establish a system that involves faculty in advising all students.
  Enhance programs and services that address the physical and psychological health, financial, and career development needs of all students.
  Promote a sense of community through annual all-University events that provide common experiences and promote interactions among faculty, staff, students, alumni, and members of the local community.
  Increase the number of faculty and staff from underrepresented groups, including women, with particular attention to offices and departments lacking such representation, and commit University resources to the retention of these individuals.
  Enroll a growing number of undergraduate and graduate students from groups that have been underrepresented in the past.

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14 These are discussed in greater detail under Theme 3.
Increase the number of international students on the Binghamton campus in order to enrich the education of American students.

Double the amount of Foundation money available for undergraduate scholarships, with the goals of making the University available to all qualified students regardless of their financial need and maintaining the University's competitiveness for the most talented students.

Provide forums where all voices, irrespective of political ideology or philosophical commitment, may be heard.

Enhance programming activities and library and museum collections to reflect intellectual and creative contributions of all racial, ethnic, and cultural groups and countries.

Regularly evaluate policies to eliminate disparate impact on groups and individuals.

Provide state-of-the-art technological support for instruction, student learning, research, and administration, including the development of information delivery and management systems, computing and library facilities, advanced scientific instrumentation, and computing equipment and software appropriate to the needs of individual faculty and staff. Assist faculty, staff, and students to adopt and use the changing technology as it becomes available.

The world has undergone a radical transformation because of the "information revolution," a revolution whose effects are neither fully felt yet nor completely understood. Binghamton University must not only provide facilities that support the demands of information technology, but must also re-tailor its approaches to education and its business practices to realize the greatest benefits for the entire campus community.

Instruction and Student Learning

- Multimedia classrooms, distance learning rooms, and the on-demand delivery of audio-visual equipment to classrooms are all part of the University's technological support of its academic mission. In addition, the introduction of a new type of flexible classroom, the "Collaboratory," permits ad hoc networked room arrangements to accommodate customized teaching situations.

- The building of multimedia classrooms met with initial success but also led to concerns about equipping them and about their use. The establishment in 1995 of the Classroom Environment Committee, comprising faculty representatives from each of the schools and five academic support personnel, provided a group to consider questions of equipment, size, and use not only in these classrooms but also in general purpose classrooms. One outcome was the commitment to build smaller, more reliable, and easier to use facilities.

- The Classroom Environment Committee has established two tiers of classrooms with the following technological enhancements:

  » Base Minimum Classroom: network connection at teaching station; computer display for PC and Macintosh laptops; projection screen; overhead projector; VHS playback capability; campus cable television; telephone; lighting controls; sound system appropriate to classroom size; black chalkboard; window treatment; power and remote control for slide projector.
Multimedia Classroom: base minimum equipment plus installed PC and Macintosh; visual presenter/document camera; laser disk player; slide projector; audio cassette deck.

- A total of 79 classrooms have had video playback equipment permanently installed.
- The 1999-2000 academic year is the first in a three-year plan to renovate fully all the approximately 100 general purpose classrooms and to raise them to the base minimum standard. There will also be an additional seven multimedia classrooms added to the existing 16.
- As an aid in dealing with multimedia classroom problems, the Educational Communications Center established a listserv to inform faculty using the classrooms about those issues and to provide a forum for discussion and feedback.
- Training in making the best use of the new technology is readily available to all faculty through the Center for Teaching and Learning, and both Computing Services and the Technology Training Center offer classes and presentations on the use of various software programs to faculty and staff. Additionally, Educational Communications (EdComm) and Academic Computing are developing training videos to assist faculty and guest speakers in using classrooms. The videos will be available on the Web as a supplement to the extensive information supplied on the EdComm Web site.

University Libraries

The University Libraries have a strategic plan that was originally developed in 1990 and has been updated during four of the last five years. This plan has enabled the library to serve the campus well in the following ways:

- The University libraries hold collections including 1.6 million bound volumes, 400,000 documents, 1.7 million microform units, 115,000 sound recordings, 123,000 maps, over 800 videos and 950 CD-ROMS. The library offers an increasing number of full-text article and statistical databases via the Internet and provides strong data support for statistical and other research. The library also provides networked databases, including Compendex, INSPEC, and Web of Science, available twenty-four hours a day to all students, faculty, and staff.

At the same time, the library has virtually run out of shelf space, and significant portions of the collection of books, serials, and monographs have been relocated to an off-site facility. The University has a 10-year lease on this facility, which is a 10-minute drive from the campus. Its storage capacity is 450,000 volumes, and approximately 425,000 volumes will be placed there by the end of the calendar year. With plans to move 30,000 volumes annually, we estimate that the facility will be at capacity by 2004. The library makes twice-daily deliveries from storage Monday through Friday. While there is currently no on-site access, there is the possibility that it will be available in the future. Many faculty have voiced concern over loss of browsing access to scholarly materials. Another look at how the University might possibly accommodate the needs of faculty and students within current space constraints is warranted.

- The director of libraries is vice-chair-elect of the SUNYConnect Advisory Council, a group that reports to the system provost. The council advises the provost on financial issues and provides oversight for all facets of the project for all 64 SUNY campuses. The director also represents the University Centers on the council. Other members of the library staff
serve on the state implementation team, particularly in regard to the shared computer system.

The library will focus over the next several years on a number of priorities: on-going space and use planning as the renovations to it proceed; modeling of information start-up costs for new faculty in those programs where there will be student and faculty growth; increasing use of the Web, particularly as regards data access; increasing electronic access to course reserve materials in locations other than the Library; continuing work on the issues surrounding the growth of SUNYConnect.

Research

In spring 2000, after six months of study, the Academic Computing and Educational Technology Committee made its recommendations on what the campus would need to do to increase sponsored research activity. Specific recommendations for enhanced computing and information services were based on the results of a campus-wide survey of faculty. The following recommendations have been incorporated into the strategic plan for the Computing Center:

- Complete the connection to Internet 2.
- Increase commodity Internet connections to keep pace with demand.
- Monitor Internet 2 network technologies and standards and adapt the campus network so that BU researchers can take advantage of them.
- Continue building a research-grade Unix environment for both large data and computationally taxing research problems.
- Build Communities of Research Support for statistical and high performance computing/networking; provide additional scientific (Fortran and C) programming support.
- Sponsor a users' group for Unix Systems Administrators. Unix administrators from Computing Services should be active participants in this users' group.
- Provide a procedure for Communities of Support to create and maintain the web pages that describe research facilities and services.
- With the Office of Sponsored Programs, study the recommendation for a Research Productivity Facility and propose ways to create the desired facility.
- Propose mechanisms for providing preferred modem access for research faculty, including fee-for-service and authentication/authorization models; explore ways to facilitate access to campus resources from out of town.

Computing Facilities and Services

The Computing Center has its own strategic plan, developed in consultation with the Academic Computing and Educational Technology committee [APPENDIX Q]. This plan was initiated in 1997 and a late 1999 proposed revision is currently under consideration. Highlights of the facilities and services provided by the Computing Center are provided below.

- Major achievements in computing technology for Binghamton University include the following:
  - replacement of the central IBM mainframe (to an IBM 2003) for a 50 percent increase in CPU performance while reducing maintenance and software costs;
  - completion of a multiyear effort to upgrade the mainframe, NT and SUN server operating systems;
  - upgrade of most central software packages, including SAS, SPSS, IDEAS, Ansys, Fidap, Maple and Matlab, along with databases such as CRSP, Compustat, and ICPSR;
upgrade of multiple software packages in the pods and improved pod machine-
restoration procedures; upgrade of BUICK and the Internet Suite for Macintosh;
implementation of "plug 'n play" network connections in residence halls;
addition of support staff for networking, Unix support, and database administration;
implementation of a tape robot system to automate and speed up file-saving on Unix
and NT systems;
implementation of redundant disk arrays and "failover" servers to improve network
server reliability;
increase of modem pool to more than 150 and acquisition of 56 Dbaud modems to
double the speed of our fastest modem service;
replacement of older 3380 disks with internal RAID disk on the mainframe

The entire campus has full access to the Internet, and the University became live on Internet
II in July 2000.

The Computer Center supports shared technical positions with departments to provide local
technical assistance to faculty members and to University offices in general.

The University has demonstrated strong support for both the educational and research
missions of the Decker School, the School of Management, and the School of Education
and Human Development by providing state-of-the-art facilities and equipment in the new
academic buildings, and by providing technical support for that equipment.

The University continues to develop a campus network of computers, telephones, cable
television, fire alarm and security systems and provides more than 350 laboratory
computers for student use, more than 100 general purpose machines, and another 15 in
multimedia classrooms. These numbers regularly increase as we continue our program of
expansion and upgrade. There is also extensive site-licensed software widely available,
including Windows NT, Adobe Acrobat, ClarisWorks, Corel Word Perfect, Eudora Light,
Java Development Kit, Maple V, MASM, MATLAB, Microsoft Office Suite, Netscape
Communicator, Statistica, Stereochemistry, Telnet, Visual Basic, and Visual C++.

Computing Services supports a network of more than 8,000 computers, of which more
than 4,000 are in residence halls. This represents significant growth. In the fall of 1996,
there were 1,514 data connections in the residence halls; in the fall of 1999, that number
had grown to 4,278, or about 80 percent of the resident student population. Providing
technical support for students in the residence halls are the ResCons, a group of student
consultants, hired by Computing Services, who help with connection and software and
troubleshoot problems as they arise.

The recent Donald Ahearn Facilities Improvement Grant to the Watson School has been
particularly helpful in increasing the effectiveness of the electronics laboratories. The
Technology Product Analysis Facility, a state-funded initiative, has provided $1.5 million
to enhance the level of the work that can be done in the laboratories. External research
funding has also been very effective in producing state-of-the-art equipment for those labs.

Information and Decision Support

The Pegasus Project

Binghamton has been managing its operations with a variety of legacy systems of different
vintage and functionality. Some information systems were quite cumbersome, such as
those for admissions and the general ledger. Others, particularly the registration and degree
audit systems, are newer and serve the needs of constituents much better. Regardless of functionality, however, the information systems were built on different platforms, and sharing information across offices was often difficult at best. Moreover, individuals in various offices were entering the same data into different systems. Ultimately, the senior leadership of the institution decided to invest in the development of an integrated management information system.

The Pegasus Project is Binghamton’s completely new, integrated computer system that, beginning this year, will yield more accurate and timely transactions, easier tracking and follow-up, and more informed decision-making. Using Oracle applications, the Pegasus Project will first completely redefine how the University’s business and human resource activities are carried out and then extend to academic and student services areas.

The Human Resources module, the first to be developed in the Pegasus Project, began with an extensive modeling of the activities centered in the Office of Human Resources and involving all the other areas of the University that deal with employees’ appointments and changes to status. Following this semester-long task was the development of the Oracle applications that would support these activities in a unit-oriented way, with the Human Resources office serving as the hub. A series of experimental applications, tested by those who would be the primary users, led to continued modifications, more testing, and a “live” date of April 1, 2000, at which time personnel transactions became electronic and “open.”

The Business and Finance module went into live production on July 1, 2000.

Binghamton University is a beta partner in the development of the student suite (information management for admissions, financial aid, registration, class scheduling, and student records) for Oracle along with five other institutions: Skidmore, Santa Barbara City College, Tulane, the University of Maryland System, and George Mason University. These institutions are helping to assess the overall design and sequencing of functionality development and are testing the releases, and pushing the system to achieve its greatest functionality. Completing the development and implementation of these modules is an important endeavor for Binghamton over the next few years.

**Technology Training and Support**

- In 1998 Binghamton established the Technology Training Center, a facility to provide training for faculty, staff, and graduate assistants and research assistants (on a space-available basis) in various operating systems and software packages. Staffed by a coordinator, three associate trainers, and two half-time student workers, the center offers courses on the use of Windows and Mac platforms, on e-mail, and on Web design, authoring, and publishing. Among the software packages taught are the MS Office Suite and Photoshop. The center is also providing staff training for the Pegasus Project. Besides these instructor-led classes, the center sponsors computer-based training for approximately 100 software applications. The center’s equipment includes 13 PCs and an instructor station as well as an iMac with instructor station. A conservative estimate is that the 2,500 faculty and staff have attended training workshops since the center’s establishment.

- Four National Science Foundation (NSF) curriculum development awards to the Watson School have been very effective in its finding creative new ways to use technology in the classroom.
Advanced Scientific Instrumentation

Binghamton University has acquired a large amount of advanced scientific instrumentation over the past 10 years, procured largely by matching state funding with individual and federally funded research center grants. All of the major analytical instruments are available to the campus community, as well as to local industry and nearby colleges and universities. Some of the recently acquired major (greater than $250,000) pieces of equipment include two high-field nuclear magnetic resonance instruments (Chemistry), a pulsed electron paramagnetic resonance instrument (Chemistry), an environmental scanning electron microscope (IEEC, Watson School), and an electron microprobe (Geology). The Materials Research Center and the Integrated Electronics Engineering Center help coordinate access to these and to the many other analytical facilities on campus. These facilities help ensure that research conducted at Binghamton University uses equipment at the forefront of analytical technology.
THEME 1: TEACHING

Structure our undergraduate, Master’s, and doctoral programs to capitalize on our comparative advantages; take action to strengthen critical programs; judiciously develop new programs; and reduce or eliminate other programs as appropriate.

Graduate degree programs (both masters and doctoral programs) at Binghamton University are focused by design on carefully chosen subspecializations. Binghamton does not try to cover the entire range of any field of study. Because of our medium size, we have chosen to concentrate on a smaller number of specializations in order to achieve the prominence that comes from having a critical mass of faculty working in a given area. The programmatic choices of the respective schools and colleges are outlined below.

Decker School of Nursing

The Decker School’s master’s program offers students the selection of a clinical focus in Community Health Nursing, Family Nursing, or Gerontological Nursing. The recently approved (1998) Ph.D. program has as its focus Rural Health.

Harpur College of Arts and Sciences

- Some of the emphases within each doctoral program in the arts and sciences are provided in the list below.

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>Selected Intellectual Emphases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>“New” Theory of Art and Architecture; Urban Planning, Sociology, and Design</td>
</tr>
<tr>
<td>Comparative Literature</td>
<td>Philosophy, Literature, and the Theory of Criticism</td>
</tr>
<tr>
<td>English</td>
<td>Creative Writing</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Philosophy, Interpretation, &amp; Culture</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>Molecular Biology and Genetics; Organismal Physiology and Ultrastructure; Ecology, Behavior, and Evolution</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Materials</td>
</tr>
<tr>
<td>Geological Sciences</td>
<td>Geophysics; Geochemistry; Petrology</td>
</tr>
<tr>
<td>Mathematical Sciences</td>
<td>Topology</td>
</tr>
<tr>
<td>Psychology</td>
<td>Clinical; Cognition; Behavioral Neuroscience</td>
</tr>
<tr>
<td>Anthropology</td>
<td>Ecological and Biobehavioral; Political Economy; Critical</td>
</tr>
<tr>
<td>Economics</td>
<td>Econometrics; Labor; Urban; International</td>
</tr>
<tr>
<td>History</td>
<td>Middle Eastern; History of Women; East Asian</td>
</tr>
<tr>
<td>Political Science</td>
<td>Applied Public Policy Research</td>
</tr>
<tr>
<td>Sociology</td>
<td>World Systems</td>
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</tbody>
</table>

- In 1998 the Graduate School reinstituted program reviews, after a several years’ hiatus, in order to ensure that academic units would be as strong as possible in the future. These reviews include both a unit self-study and a visit by external reviewers and are structured to provide answers to a series of critical questions under the rubrics of Research and Scholarship, Teaching and Learning, Service and Outreach, and the Allocation of Resources.
• The departments of Biological Sciences, Economics, and English, General Literatures, and Rhetoric were chosen first for program review both because they are central disciplines and because each could benefit from making clear and informed choices about future directions. Among the positive results of these reviews were: Economics modified its plan for future hiring areas and dedicated increased attention to some parts of its undergraduate major; English has rededicated itself to the supervision of teaching assistants (TAs) and has reexamined its bylaws and its internal processes for communication and decision making; Biology has begun a revision of its undergraduate programs designed to lead to an increase in its investments in graduate studies and research, and has followed many detailed suggestions for curricular revision and for reduction in TA workload.

• In order to focus its resources more sharply, Harpur College has eliminated the following baccalaureate programs: Liberal Studies; Medical Technology; Russian Language and Literature; Geophysics [6/2000]; Mathematical Physics [6/2000]). Masters programs eliminated were Classics, Fine Arts, German, Music (M.A.), and Theatre [M.F.A].. Lack of student interest suggested to the college that these programs were of less importance and relevance to students, and were therefore less central to the institution’s mission.

School of Education and Human Development

• The two divisions of the SEHD have differing missions, and their degree programs complement one another. The Division of Education offers a variety of masters programs that prepare students, both pre-service and in-service, to teach at the primary and secondary levels. Its Ed.D. program focuses on educational theory and practice. The Division of Human Development offers two programs at the masters level—the Master of Arts in Social Sciences (M.A.S.S.), which emphasizes the interdisciplinary study of human development, and a combined Master of Social Work/Master of Arts in Social Sciences (jointly with the University at Albany). In the last several years, the division has deactivated its degree program in American Studies.

School of Management

• The School of Management has particular strength in the M.B.A. programmatic areas of MIS, operations management, human resources, and accounting. Its recently authorized doctoral program offers concentrations in accounting, finance, marketing, business and information systems, and organizational behavior. Program eliminations in the school have included accounting (B.A.) and management science (M.S.); the M.B.A. in the Arts will be discontinued as soon as the current students have completed their programs of study.

Watson School of Engineering and Applied Science

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>Selected Intellectual Emphases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>Computing System Architectures; Computer Networking; Database and Information Systems; Parallel/Distributed Computing</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>Computer Hardware; Communication Systems; Signal Processing; Image Processing</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>Fluid Dynamics; Vibration; Kinematics</td>
</tr>
<tr>
<td>Systems Science and Industrial Engineering</td>
<td>Fuzzy Logic and Systems; Artificial Intelligence; Systems Optimization</td>
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</table>
The School has eliminated its Bachelor of Technology programs as not being directly pertinent to its mission in professional engineering education. Additionally, it has phased out its Ph.D. program in Advanced Technology in favor of the Ph.D. in Systems Science.

**Enhance the quality of our outstanding undergraduate and graduate student body, recognizing that excellence comes in many forms.**

*Binghamton University has chosen to increase its enrollment at both the undergraduate and graduate levels. To do so, we will have to admit more students than we have in the past. We recognize that, as we admit more students, we must enhance our recruitment efforts if we are to maintain the quality of our student body since the competition for enrolling excellent students is increasing nationwide.*

**Undergraduate Admissions**

- Binghamton is holding its own as it grows. The Fall 1999 entering freshman class had a mean high school average of 92, a mean combined SAT score of 1201, and 50 percent came from the upper 10 percent of their high school classes. Mean high school average has remained constant at 92 between 1995 and 1999 despite annual increases in the number of freshmen enrolled.

- One way to improve quality is to increase yield, especially among the most qualified students. The Center for Quality has worked with six admissions teams and one financial aid team to improve their processes and make them more efficient and improve the yield of admitted students. In Fall 1999, both overall and freshmen yield rates reached all-time highs. Overall, 8,276 students were accepted and 33 percent enrolled, while 6,903 freshmen were accepted and 30 percent enrolled.

- The Admissions Office has developed a "yield enhancement" program that provides ongoing information to admitted students in order to engage them more fully with Binghamton and to reassure them that their choice was a wise one. Figure F shows how Binghamton's yield enhancement efforts have worked to increase yield among our best applicants.

**Figure F**

Yield of Accepted Applicants With Combined SAT Scores of 1200 or Above

![Yield Chart](chart.png)
Along with its extensive program of recruitment travel, the admissions office has expanded its efforts to enroll more international and out-of-state students of the same high quality as our in-state students. Two Student Search Service mailings have brought new publications, including an inquiry response booklet, a freshman viewbook, and an "outcomes" piece to more than 100,000 high-school juniors.

**Graduate Students**

As a research university of moderate size, Binghamton is attractive to high-quality graduate students who seek to work at an institution with an excellent reputation whose size guarantees them close contact with their faculty mentors. In addition, at Binghamton, they find an institution that prepares them both to conduct research and to teach.

- The University has enhanced the quality of the graduate student body through aggressive recruiting, faster mailing of application materials, improved marketing communications, an attractive Web page, a new CD-ROM project, an online application, improved software for application processing and information tracking, a new graduate viewbook, and the purchase of names from the Educational Testing Service.

- Between the years 1994 and 1997, graduate students enrolled at Binghamton University exceeded national verbal, quantitative, and analytical averages on the Graduate Record Examination (GRE). Average quantitative and analytical scores on the GRE for newly enrolled graduate students at Binghamton University have increased since 1997. Verbal scores have decreased slightly, probably because the number of students for whom English is their second language has increased during this same time period.

<table>
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<tr>
<th>Table 5. Graduate Record Examination Scores</th>
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<tr>
<td><strong>GRE Component</strong></td>
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</tr>
<tr>
<td>Verbal</td>
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<tr>
<td>Quantitative</td>
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<tr>
<td>Analytical</td>
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</table>

- Average total GMAT scores for students enrolled in the graduate program in the School of Management reached a 3-year high in 1999. Average scores in all three years exceeded national averages.

<table>
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<tr>
<th>Table 6. GMAT Scores in the School of Management</th>
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<tr>
<td><strong>1997</strong></td>
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<tr>
<td>Total GMAT Score</td>
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<tr>
<td>National Average</td>
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</table>

Promote the adoption of instructional practices grounded in the best research available on how students learn.

**Implement Best Practices**

- Teaching support systems enable faculty to share best practices through discussions by the Teaching Alliance, the annual Teaching Event conference, guest speakers, and workshops on the use of technology and other resources.
Harpur promotes effective instructional practices by regularizing programmatic self-assessment through annual reports to the dean and to the provost, highlighting teaching innovation in annual faculty reports, and promoting experimentation with pedagogic approaches and methods. The teaching of junior faculty and graduate teaching assistants is carefully mentored.

The Watson School has been very involved in the regional chapter of the American Society of Engineering Educators (ASEE) and has supported a number of conferences and symposia on instructional practices. All engineering students are presented with the results of their Myers-Briggs Personality Profiles and given instruction on how best to match their profiles with learning techniques.

Modeling of best teaching practices for teacher education students is continually demonstrated by Division of Education faculty; all faculty in SEHD regularly incorporate a variety of teaching techniques to meet the needs of all students.

The undergraduate nursing program features an integrated curriculum with the leveling of coursework to provide for progressive knowledge and skill development, culminating in a synthesis experience (practicum) in the final semester; professional development courses at each level assist in the transition to the role of graduate professional nurse. Undergraduate course coordinators and teaching teams meet monthly to discuss student progress toward objectives, conduct process evaluation of teaching activities, and effectively implement the complex integrated curriculum.

The residential colleges integrate living and learning opportunities in several ways. Faculty masters, drawn from the ranks of tenured faculty, serve along with faculty/staff fellows at each residential college and play an integral role in social and academic programming. With offices in the college or community, Faculty masters are readily accessible to students and play a key role in the mentoring program that is part of the University's general education curriculum.

Residential Life staff members work to keep abreast of national norms in University housing and stay aware of current data on the developmental stages of the traditional and nontraditional student. This information is then translated into new initiatives for the student residence program.

The Multicultural Resource Center focuses on interdepartmental and interdivisional efforts to illustrate the synergistic relationship that exists among student development theories, racial and gender identity theories, and cultural competency development theories.

The Office of Campus Activities and Orientation provides peer training programs for orientation advisers, new member education programs for fraternities and sororities, alcohol and other drug prevention education programs, and workshops sponsored through XCEL (Center for Excellence in Student Leadership). These programs and workshops are based upon the principles outlined in the Student Learning Imperative, a project sponsored by the American College Personnel Association that delineates the nature and roles of the learning-oriented student affairs division, and stresses the importance of enhancing learning by inspiring students to devote time and energy both in and outside the classroom.

A specialist in learning-disabled issues in the Office of Services for Students with Disabilities offers in-service training for faculty, TAs, and tutors. The specialist also teaches college success courses designed to address the needs and types of students with learning disabilities and with Attention Deficit Disorder (ADD).
Integrate Theory and Practice

Research suggests that students learn better when concepts are presented in ways that are interactive and engaging. In particular, active learning—the integration of theory and practice—is emphasized in many knowledge areas through the use of the case method, simulations, projects, collaboration, team reports and presentations, and project-based experiences to "learn by doing."

- Well-equipped “smart” classrooms enable the use of audiovisual and computer materials, interactive videos and CD-ROMs (especially in Nursing), Power Point presentations, networked laptop computing (the Collaboratory), Web resources, and other state-of-the-art teaching tools.

- Internships, experiential learning, and opportunities for practical training have increased in most fields across the University, e.g., clinical situations in nursing and Off Campus College (OCC) internships, all of which put students in learning environments where they not only gain practical skills, but also apply and synthesize what they bring with them.

- Clinical nursing experiences take place in numerous settings, including acute care, long-term care, primary care, home care, and clinics as well as community centers; experiential learning opportunities are provided for students to address the health care needs of a multitude of clients and families at varying points along the life span as well as those of diverse client populations; broad experiences promote the transfer of learning.

- In Harpur College, a limited number of truly outstanding students serves as undergraduate teaching assistants. There are few modes of learning more active than presenting concepts to peers and working through issues with them in dialogue. Some students have noted that this was the high point of their academic experience at Binghamton.

- Selected students also serve as peer tutors, notably in the Center for Academic Excellence and in the Campus-Robeson EOP Tutorial Center; the intense interaction with their fellow students helps to deepen their already excellent grasp of subject matter.

Learn in Teams

- Group projects foster collegial work relationships and facilitate the development of group process skills, with team learning (peer-to-peer) used for a number of clinical, classroom, and computer assignments. The first clinical experience for undergraduate nursing students uses a "paired learning" approach to reduce the stress of the first clinical encounter.

- The most prominent example of the increased use of collaborative learning methods over the past few years is the University’s innovative General Education Honors Project, funded by the US Department of Education Fund for the Improvement of Post-secondary Education (FIPSE). This project provides a capstone experience in the General Education program for sophomores and juniors, who work in teams of four to eight to identify, frame, explore, and devise an empirically testable solution to a real-world problem of their own choosing. In the process, they develop teamwork skills and public speaking abilities; high-level information management skills, including Web-based and multimedia presentations of their work; and an appreciation of the interconnectedness of their academic studies.

These are among many examples of how Binghamton’s faculty make use of current knowledge on how students learn and how they adopt pedagogies that have been successful elsewhere. Yet much more remains to be done in this area, particularly with tenured faculty thus, seeking to ground
instructional practices in research on learning will remain a goal for Binghamton in the next strategic plan.

Ensure that curricula and programs are innovative, rigorous, up-to-date, and responsive to societal needs.

In all schools and departments, hiring of new faculty, especially those trained in up-to-date approaches to subject matter, ensures a variety of innovative approaches to the curriculum.

- **Decker School of Nursing**
  
  Faculty in the Decker School of Nursing regularly evaluate the school’s programs. The latest major revisions in the undergraduate program were made in 1998, and masters programs were revised in 1997. The doctoral program, the only one nationally focused on rural health, is new.
  
  Faculty members, recognizing a clear regional need, have been willing to assume additional teaching responsibilities so that the Decker School could continue its Gerontological Nursing Program despite low enrollment.
  
  It is standard practice in the Decker School to apply the results of its various outcomes assessments to its instructional program, thus ensuring that its curriculum is informed by students and by practitioners.
  
  The Decker School focuses on rural health; more than half of its graduates find employment in these underserved areas, which are demonstrably lacking in quality health care services.

- **Harpur College of Arts and Sciences**
  
  Harpur College continues to seek to develop innovative programs whenever student need and interest and faculty expertise coincide. For example, the masters degree in biomedical anthropology, now under development, will be a unique program in higher education; the Ph.D. in Philosophy, Interpretation and Culture is the hallmark of the Philosophy Department, with no comparable programs to be found elsewhere; the history department offers a Ph.D. focus on women’s history; English offers an unusual “creative” Ph.D. option; and sociology, home to the Braudel Center, emphasizes world systems, another unique option.
  
  Since so much of the General Education initiative centers upon disciplines within Harpur, College, its various departments seek new ways to bring relevance to the traditional areas of general education. Harpur integrates graduate and undergraduate programs to stimulate student learning and achievement, creates opportunities for graduate students to gain teaching experiences and training, enhances the curriculum with such innovative programs as Language Across the Curriculum (LxC), Science Across the Curriculum, a speaker series, the Dean’s lecture series, and a dean’s interdisciplinary workshops program.

Harpur College faculty join their skills and expertise with those of colleagues in other schools, thus encouraging interdisciplinary programs, joint hires, and cross-disciplinary collaborations that capitalize on the “local” advantages to be gained at a smaller university.
School of Education and Human Development

- Before new programs are developed in SEHD's Professional Development and Research program, various methods, including surveys, focus groups, informal discussions, and course evaluations, are used to identify the current needs of area professionals. A review of the related literature and offerings from other institutions is conducted to ensure that new programs are relevant and current in content. For example, the non-credit Certificate in Administration was reviewed by area executive directors of human service agencies, alumni of the program, and course instructors, and changes were made accordingly.

- Education courses in SEHD prepare teachers, and human development courses train human services professionals who typically find their careers in the nonprofit sector.

- In collaboration with SEHD, University Health Services has developed REACH (Real Education About College Health), a four-credit internship for peer health educators.

School of Management

- In response to clear societal needs, leadership studies and ethics in accounting are key topics of study in the School of Management.

- The school has developed a curricular proposal, currently under review at the State Education Department, that will meet the new 150-credit hour CPA requirement set by the state.

Watson School of Engineering and Applied Science

- The Watson School's effective use of experimental courses in which faculty explore current trends in their curriculum has been very effective in introducing new concepts and ideas. The school strongly encourages faculty attendance at education conferences and funds their travel. Watson's Industrial Advisory Board assists faculty by communicating trends in the field.

- Engineering has instituted a capstone project in its highly regarded and popular lower-division design course to develop solutions to problems facing persons with disabilities through engineering inventions.

University Libraries

- The libraries, with the encouragement and support of the Faculty Senate Library Committee, developed three classes of two credits each to focus on the literature of the humanities, social sciences, and science and engineering. A four-credit course on information theory was also approved. These classes will meet requirements for Binghamton's General Education program and for the SUNY core curriculum program as well. The libraries continue to offer instruction as part of other University classes and in library-based tutorials.

Graduate Education

Create a doctoral program in nursing so as to provide the most advanced learning opportunities to students in all of our schools and colleges.
• The doctoral program in nursing—the nation's only Ph.D. program in nursing with a rural focus—was approved in 1999. There are now 12 students enrolled in the program.

Promote judicious growth in those doctoral programs where demand is evident.

• Current growth in several doctoral programs, including geological sciences, philosophy (PIC), education (Ed.D.), computer science, electrical engineering, is related to employment demand.

• It is expected that the relatively new doctoral programs in nursing and management will sustain further growth.

Increase the flexibility of doctoral education by providing opportunities for students to prepare themselves for different kinds of postgraduate careers.

• Binghamton has a strong record of preparing doctoral students for non-academic careers in anthropology, chemistry, computer science, economics, electrical engineering, geological sciences, mathematics, mechanical engineering, psychology, systems science, and industrial engineering. An increasing emphasis on projects, internships, and other experiential opportunities for doctoral students in the Watson School, SOM, SEHD, and DSON opens new career horizons. And, while primarily geared toward academic careers, the Ph.D. in Management also prepares students for industry, government, and consulting positions.

• Harpur integrates graduate and undergraduate programs to stimulate student learning and achievement and creates opportunities for graduate students to gain teaching experiences and training. Teaching certificates are awarded to graduate students who teach undergraduates and who successfully complete the formal TA training program.

• Graduates of the doctorate in education (Ed.D.) program to date are teaching in four-year or two-year colleges, K-12 schools, or are administrators in secondary schools. SEHD is in the discussion stage of developing a strand of coursework for doctoral students seeking state certification as school leaders.

• All Watson Ph.D. students have learning contracts. This offers greater flexibility in an individually designed program. Many Watson students go through either an internship or a project experience in industry. The school's adjunct instructors and many part-time students who are employed in industry bring news of current trends and thinking in industry to the classroom, thus enlarging the range of student experiences and outlooks.

• The Career Development Center (CDC) assists masters and Ph.D. students with career and job search issues through workshops and individual counseling.

• The Multicultural Resource Center's goals of "outreach, support, and collaboration" align well with graduate education, specifically with multicultural pedagogical training and development of graduate assistants. This serves them well in approaching the variety of individuals and situations they are likely to encounter, whether their careers are in academe or not.

Increase the number of stipends for graduate students, raise the stipend amount, and assist graduate students in obtaining externally funded fellowships.

• Over the past three years, Provost Swain has allocated an additional $260,000 to increase graduate student stipends.
• Several units, including SOM, chemistry, and mathematics, supplement graduate student stipends by using research grant funds, flexible state funds under unit control, and other funds to raise stipend amounts to competitive levels.

• Decker Foundation funds support DSON doctoral students in their research efforts; these students will also be able to pursue traineeship funds for doctoral students from the Division of Nursing of Health and Human Services, and pre-doctorate funding from the National Institute for Nursing Research.

• Eighty graduate students in the Watson School are externally funded, with the highest stipend presently at $17,000.

• The Watson School has secured federal and local funding for minority fellowships and has funded between five and eight students every year through the period of its Minority Graduate Education/Graduate Engineering Education awards.

• SOM has increased funding for Ph.D. Students in order to become competitive. The school plans to provide $10,000 a year plus summer funding for all students. The plan also budgets $6,000 for dissertation and job placement support.

• Graduate School interns assist other graduate students in applying for externally funded fellowships, offer workshops about grant applications, search database, provide up-to-date written materials, and connect about 150 doctoral students each year with information about grants in their field. All indications are that this effort has borne fruit.

Despite these efforts, graduate stipends at Binghamton fall far behind our national competitors. This represents a major challenge for the institution and must be addressed in the next few years. To do so will require combining reallocation of resources with assistance from SUNY System Administration and increased external funding.

Change the pattern of support for doctoral students to encourage the timely completion of degrees. Increase the ratio of fellowships to assistantships and establish a model of graduate student support that provides fellowships for the first year and for a final dissertation year, with assistantships during the intervening years.

• Fellowship support from the Binghamton University Foundation to support incentive awards to recruit top graduate students in each field currently stands at $36,554. Endowed fellowships were created in computer science, education, management, creative writing, and philosophy in order to support dissertation completion. Additionally, Dissertation Year Fellowships held steady in number, and health insurance was added to make them competitive with TA positions.

• Each academic unit can develop its own graduate funding policies, such as setting maximum funding eligibility. By this means, the units provide incentives for completion, while still supplying funding over a long enough period to enable completion.

Increase masters degree enrollments in fields where this degree is becoming the preferred level of preparation. Develop new masters programs in selected areas where the advanced preparation of students can improve their prospects for meaningful careers.
Masters degree enrollments have increased in several fields—public administration, business administration, computer science, electrical engineering, mechanical engineering, industrial engineering and systems science—as demand for more training in these fields has increased.

Five new masters degree programs in education were developed to meet the needs of K-12 schools: the M.S.Ed. in elementary/special education, chemistry, French and Spanish, and the M.S. in educational studies.

In response to national trends, the Watson School has established a practice-related Master of Engineering degree with specializations in electrical, industrial, mechanical, and computer engineering.

Graduate certificates are being developed in women's studies and global studies to augment the traditional disciplinary preparation of doctoral students in a number of fields.

In DSON, graduate students are prepared to address the needs of rural and medically underserved communities. Eighty-four percent of program graduates (1994-1997) are employed in primary care settings, and 54 percent of program graduates (1996) practice in rural, medically underserved areas. The program prepares registered nurses for functional roles (nurse practitioner, administrator, educator, and clinical nurse specialist) in selected clinical practice areas (family, geriatric, and community) and offers masters degrees, post-masters certificates, and doctoral degrees. Graduate courses are scheduled over one or two days to minimize students' commuting time. Financial assistance is available in a variety of ways including traineeships, teaching and research assistantships, and scholarships. DSON is also developing an Advanced Certificate in Nursing Education for post-masters students.

Undergraduate Education

Implement fully the General Education program adopted by Binghamton’s Faculty Senate on May 5, 1994. Encourage experimenting with various approaches to integrate the learning envisioned within the different components of the program.

- The General Education program, described in Appendix R, is fully operational. Ample enrollment slots exist in all general education categories. Meticulous scrutiny of course proposals by the University Undergraduate Curriculum Committee (UUCC) ensures that the intentions of faculty in proposing a course are consonant with the goals of the program.
- During the 1999-2000 academic year, the UUCC devised an expansion and revision of campus General Education requirements, in accordance with a mandate enacted by the State University Board of Trustees. The revised requirements, approved in December 1999, go significantly beyond the minimum dictated by the mandate in the areas of information management, writing, oral communication, foreign language, laboratory science, mathematics, U.S. history, Western civilization, and “other world civilizations.” In keeping with our status as the most selective institution in the system, our General Education requirements will stand out as the most demanding in SUNY.
- The living-learning philosophy embodied in the General Education program is at the center of Residential Life programming. Programs and services such as the Center for Academic Excellence, located in College-in-the-Woods, support the overall general education program. Faculty masters and the mentors associated with the residence halls and colleges promote the purpose of the General Education program and advise individual students.
• Externally funded efforts of the Science Across the Curriculum (NSF) program and the General Education Honors Project (FIPSE) have produced significant and promising enhancements in the integration of General Education efforts.

Strengthen and expand Binghamton's mentoring and experiential learning programs.

Mentoring for Student Success

• Binghamton's General Education mentoring program, begun with a pilot program of 20 faculty and staff and 100 students in 1995, enlists faculty and professional staff volunteers to assist small groups of first-year students in adjusting to college life and their new responsibilities. Specifically, mentors assist their students in planning a cohesive program of study that fulfills the General Education requirements while enabling them to explore new areas of knowledge and to build upon existing strengths. The program has grown slowly but steadily over the years; there are currently 120 mentors who interact with the approximately 400 students who have elected to participate. The implementation of the Undergraduate Learning Task Force's recommendations, which is currently underway, will capitalize on and transform our existing mentoring program by incorporating it into the larger curricular and co-curricular Discovery Program, encompassing all four years of the undergraduate experience.

• Mentoring occurs on many levels in and outside of formal programs. Working on a daily basis with the officers of the Student Association executive board and the Student Assembly provides the staffs of Campus Activities and Orientation and the University Union with excellent opportunities for ongoing mentoring. The office has strong relationships with local community residents who are fraternity/sorority chapter advisers. This provides opportunities for the staff to train these advisers and encourage them to build mentoring relationships with University students.

• New student orientation programs are planned in conjunction with the dean's staff of each school in the University and reflect the individual character and goals of each school.

• Faculty members participate on various Campus Activities and Orientation committees and programs such as the Fraternity/Sorority Board of Directors, the University Convocations Committee, the Alcohol Education and Substance Abuse Education and Advisory Committee, and the developing XCEL Center Advisory Committee.

Experiential Learning Programs

• Experiential education has been substantially upgraded in the past five years. Internships enroll about 1000 students a year, while volunteer activities have been documented at more than 300,000 hours in a single academic year. The Coordinator of Experiential Education is leading an effort to develop mechanisms for gathering and interpreting data on the full range of experiential education opportunities available to Binghamton students. In March, 2000, the Experiential Education Advisory Committee submitted an application for a three-year, $425,000 Learn and Serve America grant from the Corporation for National Service and a preliminary application to FIPSE for a similar project. Although this grant was not funded, the vision articulated in the proposal, with appropriate revision following from feedback from the Corporation and from FIPSE (which has encouraged us to submit a related proposal for review in 2000-01) will continue to shape our experiential learning plans in the area of service learning for the next few years.
Off Campus College (OCC), the historic campus hub for community-oriented experiential education, has recently hired an internship coordinator, who works with site supervisors and faculty seminar leaders to ensure a high standard of quality. OCC internships strengthen and expand Binghamton’s mentoring and experiential learning program by providing such opportunities as hands-on experience, skills acquisition, career opportunities, site supervisor’s guidance, and student/faculty one-on-one relationships. Undergraduate students can choose internships identified by OCC at more than 100 different sites. The internships give the approximately 200 students each semester who work under the supervision of agency supervisors direct experience in government agencies and public service organizations. Students also meet in weekly seminars with faculty who encourage the synthesis of fieldwork and formal academic training.

A sampling of internship sites includes: BU University Police, Art Mission, American Cancer Society, Binghamton City Council, Binghamton City School District, Binghamton Mets Baseball, Broome County Department of Planning, Broome County District Attorney’s Office, Broome County Icemen, Broome County Public Defender’s Office, Children’s Home of Wyoming Conference, Columbian Mutal Life Insurance, the office of Congressman Maurice Hinchey, Discovery Center, Lesko Financial Services, Lourdes Hospital, McCue Advertising, New York State Court of Claims, Planned Parenthood, the Press and Sun Bulletin, Roberson Museum, Ross Park Zoo, Southwind Stable, U.S. District Court, WBNG-TV, Woodland Dental, and the YMCA.

In October, 1999, OCC hosted a statewide Campus Compact planning meeting that focused on the feasibility of establishing a New York State Campus Compact organization devoted to the growth of community service and service learning.

SOM and Watson have extensive internship and co-op programs for undergraduates, and some Watson undergraduates work with local industries through the Strategic Partnership for Industrial Renewal (SPIR).

DSOX offers an integrated curriculum that provides for progressive knowledge and skill development culminating in a synthesis experience (practicum) in the final semester; professional development courses at each level assist in the transition to graduate professional nurse.

The Career Development Center’s (CDC) experiential education coordinator works closely with the Experiential Education Advisory Committee. This has brought more outreach to external experiential education programs, attention to credit, course numbering, liabilities, and record-keeping issues, as well as increased consultation with faculty and program managers. The career resource area in CDC serves as a clearinghouse for paid and unpaid internship information across disciplines.

For the past two years, the University Counseling Center has had undergraduate students volunteer their time in a variety of outreach and assessment activities. These opportunities (for non-clients) help students gain experience towards academic or career-related goals and respond to the increasing interest on the part of students to be involved in altruistic, non-academic or co-curricular activities.

The University Counseling Center expects to develop further its two-year-old training program—the Albany/Binghamton program—in which clinical trainees are placed at the center for two days a week for one year and receive mentoring and supervision. This training program connects the center to the academic mission of this and other universities and continues to enrich the services provided to clients.
• Campus Activities and Orientation staff also encourage and assist fraternity and sorority members to fulfill their community service commitments as an experiential learning opportunity. Students work with learn-to-read programs, Special Olympics, Boys and Girls Club programs, Urban League events, and in and with other community agencies, hospitals, and programs.

• Adopt-A-School provides an opportunity for students to be mentors for local elementary school students. This opportunity deepens the appreciation of the students involved for their own mentors at the University while at the same time providing a strong experiential learning opportunity.

• The TRIO Office serves as a resource for Student Affairs and University offices looking for outside funding. Staff from this office have written, or collaborated on, several successful grant proposals and currently administer an Upward Bound grant.

Review the desired quality and characteristics of the student body and adjust admissions criteria to achieve these objectives.

• Binghamton University seeks to enroll a talented and diverse student body. Flexible admissions policies enable the institution to do so. The Educational Opportunity Program for students from at-risk backgrounds and the Special Talent Program for students with distinctive proficiency in areas like art and music contribute to this objective.

• More and more high schools are refusing to provide class rankings for their students. This is especially true of schools with strong students. Binghamton is in the process of reviewing the measures it uses to admit students to see if the institution needs to adjust for changes taking place in our feeder schools.

• The Office of Academic Affairs works with the Office of Student Affairs to increase the yield of outstanding applicants, especially through the Undergraduate Task Force on Learning’s initiatives, such as the Honors Program, and with the Office of External Affairs to capture more top students by being able to offer more scholarships for academic excellence.

• The Watson School is introducing a new program to provide tuition scholarships for the best student from each of selected community colleges. This program is expected to enhance the school’s transfer pool.

Establish a system that involves faculty in advising all students.

• Faculty masters and mentors, associated with the residence halls and colleges, promote the purpose of the General Education Program and advise individual students. Although the freshman mentoring program is available to all students, not all participate; after they declare a major or minor, students have faculty advisers assigned in their chosen program(s).

• Initiatives are underway in residential areas, notably Newing, to better integrate the mentoring program—and its faculty and professional staff—into all students’ first-year experience.

• Every student in the Watson School has an individual faculty adviser, and, in fact, many faculty would like to require student interaction with the faculty adviser before a student is allowed to register. In addition, undergraduate research projects bring students in direct
contact with faculty. Mentors for students in the Binghamton Success Program are trained and have been very effective in expanding student horizons.

- New student and transfer orientation programs provide a strong faculty advising role; transfer students have individual appointments for advising with faculty members from the department of their declared major.

- Each student enrolled in an OCC internship is assigned to a seminar led by a faculty member who oversees the academic component of the internship and is responsible for the final grade. Seminars allow students to interact with faculty on a one-to-one basis, and provide faculty with the opportunity to advise students on career choices and course selection.

Data collected by the Task Force on Learning suggests that we have not fully met students' needs for effective advising across all our schools and colleges. As a result of the task force's recommendations, Binghamton will increase the availability of advising in the residence halls beginning in fall 2000. This pilot program, part of a larger plan to develop Academic Resource Centers in the residential colleges, will use trained peer advisers to provide academic advice in the halls where freshmen reside. In a related move, the faculty/staff mentoring program for freshmen will target mentees on the basis of post-arrival staff-targeting of students in need of mentors, rather than relying on parent-influenced, pre-arrival self-targeting by incoming students.

Double the amount of Foundation money available for undergraduate scholarships; make the University available to all qualified students regardless of financial need, and maintain the University's competitiveness for the most talented students.

- Expanding the base of student support has always been one of the primary goals of the Binghamton University Foundation's fundraising efforts. The total four-year cost of attending Binghamton exceeds $20,000 in tuition and fees and represents an impossible dream for many promising students. In the past five years, as a result of a very successful 50th Anniversary campaign and the current pacesetting Campaign for Binghamton, more than 150 endowed scholarships have been established to aid Binghamton students. Combined with other Foundation resources, such as loan funds, student awards, and fellowships, $600,000 is now available in private assistance to students.

- The Binghamton University Foundation's successful fundraising efforts in the past five years have increased the total annual funds available for undergraduate scholarships by nearly 100%. Binghamton currently offers more than 150 endowed scholarships including 30 Presidential Scholarships worth $3,400 each and one Gitlitz Scholarship worth $4,000.

- In 1998, the University hired its first coordinator of university scholarships to manage the various Foundation scholarships. The coordinator is located in the Office of Student Financial Aid and Employment, but is a liaison with the Binghamton University Foundation and, for athletic scholarships, with the Athletic Department.

Encourage and support qualified undergraduates in applying for prestigious national scholarships, with the goal of ensuring that Binghamton undergraduates win at least one of the six major national scholarships in each of the next five years.
Harpur College students have submitted 20 applications for prestigious national scholarships. The five winners included two Goldwater, one Udall, and three National Science Foundation Graduate Research Fellowships.

Binghamton is gaining needed experience in assisting students to present their talents and contributions effectively. We have not fully attained our goal, as no student has yet been awarded either a Rhodes or a Marshall Scholarship. Our students are very talented and deserve greater recognition for their achievements. We need to redouble our efforts in this arena.

Increase the visibility and activity of chapters of student honor societies and professional societies on campus.

- Binghamton offers strong support for its student honor societies, and the Office of the Provost has consistently encouraged the establishment of new academic honor societies to recognize the academic achievements of our students. There were 11 such societies in 1993 numbering some 700 students, including Phi Beta Kappa, Golden Key, Psi Chi (Psychology), Sigma Theta Tau (Nursing), and Eta Kappa Nu (Engineering). By 1999, the number had grown to 20, with nearly 1200 student members.

- Two campus-wide honor societies have chapters at Binghamton: Golden Key, a society honoring scholarship and community involvement, and Phi Eta Sigma, the freshman honor society. Binghamton has also established a new chapter of Beta Gamma Sigma, an honorary society parallel to Phi Beta Kappa for business students.

- The Office of the Provost and Vice President for Academic Affairs celebrates student excellence at the annual Honors Day event that recognizes each student newly inducted into the University’s honor societies. In addition, nine students (one from each Harpur division, one undergraduate from each professional school, and two graduate students) receive the University Award for Student Excellence. Finally, any students who receive the Chancellor’s Award for Student Excellence are recognized at this ceremony; in spring 2000, five Binghamton students received that honor.

- Honors Day has been successful in increasing the visibility of student honor societies and activity. Parents are invited to Sunday induction ceremonies, along with the entire University community.

- Through activities such as an annual dinner to recognize honor societies, Watson encourages their visibility at the school. They are: ASME (American Society of Mechanical Engineers); Eta Kappa Nu (International Honor Society for Electrical Engineers); IEEE Student Chapter; NSBE (National Society of Black Engineers); Pi Tau Sigma; SAE (Society of Automotive Engineers); SME (Society of Manufacturing Engineers); SWE (Society of Women Engineers); Tau Beta Pi, New York Tau Chapter (National Engineering Honor Society); and Upsilon Pi Epsilon. Tau Beta Pi has received several awards, including the outstanding national chapter award.

- DSON sponsors the Zeta Iota chapter of Sigma Theta Tau International Honors Society and hosts an annual scholars’ day.

Increase interdisciplinary and cross-school and college collaboration in the design and implementation of innovative degree programs that contribute to defining an educational leadership position for Binghamton University.
Programs Added in the Past Five Years:

- A Master of Public Administration (M.P.A.) degree offers students a choice of concentration in health care (nursing), management, engineering, or education. The program combines a core of required courses with well-defined elective sets in each school.

- SOM and Harpur collaborate on an overall 3-2 program for the baccalaureate/M.B.A., and on an M.B.A. leadership certificate in Management’s Center for Leadership Studies, open to all graduate students in all departments.

- A new B.S. degree in environmental studies has been established. This program draws upon faculty in biology, geography, and chemistry. It complements an existing B.A. degree in environmental studies, but provides the students with a different mix of science and policy studies.

- Binghamton University and Alfred College of Ceramics cooperate in offering a M.S. degree in material science via SUNYNet. This program capitalizes upon the strengths of the faculty among the academic institutions and enables students to obtain an excellent advanced degree through distance learning.

- DSON’s doctoral program involves the Rural Sociology Department at Cornell University. At the masters level, a consortial program, recognized by the State Education Department, is in place throughout SUNY to award the M.S. to those with a B.S. in nursing who have the Midwifery Certificate.

- Binghamton University and the University at Albany cooperate in jointly offering a doctoral degree in Spanish and a masters degree in social work.

- Watson is a member of the Two-Year Engineering Science Association. The School’s Beta Coalition will be linking with the NSF Foundation Coalition (Arizona State, Texas A&M, and others), which will expand the school’s opportunities for collaboration.

- The Binghamton Success Program, through the SUNY Alliance for Minority Participation, is an alliance with Buffalo, Stony Brook New Paltz, Albany, in regional cooperation with Tompkins Cortland Community College, Broome Community College, and Onondaga Community College. It assists students in making the transition from secondary school or from a community college to a university-level science, engineering, or mathematics curriculum.

- Through its Enginet distance-learning program, Watson offers courses from Buffalo and Stony Brook to Binghamton students; students from the other SUNY centers may enroll in Watson courses.

- Binghamton’s consortial membership in the National Student Exchange offers undergraduates the opportunity to visit for up to a year at any of more than 130 member institutions. This is a unique opportunity for students to study at other institutions where the campus culture, local culture, and population diversity will likely be quite different from that found here.

- The Department of German, Russian, and East Asian Languages and the Watson School have developed a dual-degree program leading to a B.A. in German and a B.S. in engineering/computer science.
Programs Under Development

- New innovative degree programs crossing schools and disciplines are at various stages of development. These include masters degree programs in biomedical anthropology, materials engineering or materials science, physical therapy and recreation therapy, and biomedical engineering; certificates in global studies and women's studies; and a post-masters certificate in education administration.

- The proposed masters program in biomedical anthropology is interdisciplinary, cross-departmental, and cross-school and college in design and implementation and will draw students and faculty from anthropology, biology, nursing, philosophy and psychology, with potential future links to health economics. Internships will be developed for students at various institutions, public and private, profit and nonprofit, locally, regionally, and nationally.

- SOM is working with SEHD on an educational administration certificate program for post-masters students; SOM and DSON have collaborative degree programs enabling students to earn the masters degree in nursing with administrator role and the M.B.A. The schools also collaborate to provide advanced work on health care delivery systems.

- The Task Force on Undergraduate Learning emphasizes a variety of academic alliances with Student Affairs, including Off Campus College's partnership with Harpur College in operating the internship program. Faculty masters, tenured faculty who serve in the residential communities, are appointed and supervised by both Student Affairs and Academic Affairs. In addition, faculty/staff fellows also play an integral role in academic programming and are appointed and recognized by the president.

Promote the development of alliances with other institutions that enable Binghamton to strengthen the quality and range of degree programs provided to students who enroll on this campus.

- Discussions are underway with the College of Environmental Science and Forestry (ESF) regarding biological studies of environment and ecology and collaboration in research and teaching.

- An alliance has been established with SUNY Stony Brook involving the trade of courses on seismology via distance learning; Cornell University also is eager to become part of this collaboration.

- DSON has formed international alliances in graduate nursing programs, including programs with Menoufiya University in Egypt, Charles University School of Medicine at Prague and Plzen in Czechoslovakia. Proposed DSON alliances are under discussion with the Athens School of Nursing as are some research collaboration with University of Edinburgh and Leeds.

- Executive MBA programs are conducted in conjunction with Lockheed Martin Corp. and with SUNY Health Sciences in Syracuse and United Health Services Hospitals in Binghamton. An Executive MBA program with SOM joint leadership in Ph.D. courses is in the works with SUNY Buffalo.

Internationalization

Develop course offerings, research opportunities, and extracurricular programs that emphasize an increasingly interdependent world.
Internationalizing Binghamton's Instructional Programs

- Within Binghamton’s new General Education program, global interdependencies courses ensure that all undergraduate students consider how various regions of the world interact with one another. This all-University requirement represents the minimum level of exposure to international and global topics that every undergraduate experiences.

- The University-wide International Studies Certificate program, begun in 1995, allows students to pursue international interests through a curriculum of foreign language study, cross-cultural subjects, study abroad (or an internship that is international in character), and a capstone project. The program is designed in such a way that students in majors with demanding requirements or those in academic programs with externally required course fulfillment criteria should be able to complete their program requirements and the International Studies Certificate within four years. In 1995-96, 10 students enrolled; by 1999-2000, 65 students were participating.

- In the professional schools, the School of Management offers an international management concentration program, and, as part of its commitment to meet AACSB criteria, all SOM courses feature an international component. The school has also sponsored joint programs with institutions in Japan, England, and Germany. In addition, the Watson School and Harpur College developed, beginning in the 1999-2000 academic year, a five-year dual degree program in engineering and German.

- Languages Across the Curriculum (LxC), Binghamton’s prizewinning and innovative foreign language program established in 1991, provides an opportunity for students to complete a portion of a course in a foreign language and to participate in discussion groups led by native speaker “resource specialists.” To date, 2500 students have participated. LxC has supported study groups in Cantonese, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Mandarin Chinese, Portuguese, Russian and Spanish. Courses in linguistics, philosophy, comparative literature, international business, theatre, marketing, accounting, psychology, political science, history, environmental studies, sociology, women’s studies and biology have been conducted as LxC courses. Past participants report that they have maintained and continue to improve their language skills and cultural knowledge.

- Study abroad programs where students can achieve high levels of proficiency in a foreign language have been established, developed, and sustained.

- Study abroad in foreign languages enjoys generous scholarship support through the Israel J. Rosefsky Scholarship Fund. The donor has nearly doubled the original endowment over the past 10 years. In 1990, fifteen students had been awarded scholarships. By Fall 1999, 134 scholarship, valued at $157,000, had been awarded.

- Binghamton was one of 16 institutions selected nationally to participate, from 1995-1998, in the Language Mission Project sponsored by the National Foreign Language Center. The project’s evaluation of the status of foreign languages at Binghamton resulted in a more accurate assessment of the linguistic skills of current participants in foreign language courses, focused attention on the special needs of heritage learners, and led to work on strategies to reverse language loss and to retain students in language courses. A further benefit was the strengthened articulation with New York high schools in order to bring about a more seamless transition between high school and college language study. As a result, language faculty were then able to develop a prototype foreign language/general education course in German that will attract more students from the professional schools.
into beginning courses in what will be a more international setting. A capstone study tour supported by the DAAD allows for “job shadowing” in international firms.

- Harpur College has introduced a new interdisciplinary graduate certificate in global studies and has intensified its emphasis on global perspectives in its faculty search processes.

**Instruction**

- Other curricular initiatives include SOM’s global management concentration (1998-99) and the Watson/Harpur five-year dual degree program in engineering and German (1999-2000). All SOM courses include an international component.

- Watson’s continuing education programs have been very effective in attracting participants from all over the world. With visibility on the Internet, Watson’s Web-based courses have engendered great interest from other countries. One Watson faculty member offers computer training in Spanish at Universal Instruments, and the school continues explorations with the country of Kazakhstan to offer engineering courses there.

- After a semester-long course focusing on education and social institutions in Senegal, SEHD sends students to Senegal for two weeks to conduct individual research projects. A Puerto Rico program on the same model is now underway.

- SOM is conducting a distance learning program in management with University of Sofia in Bulgaria.

**Research and Scholarship**

- Faculty are quick to take advantage of international research opportunities. Many have disciplinary expertise of international scope, such as international finance, comparative politics, and continental philosophy. Many have international linkages with colleagues at other institutions, stay in regular contact with them, and collaborate with them in an ongoing fashion. Some examples include research collaborations in New Zealand, Russia, Finland, Bulgaria, Poland, Egypt, and Costa Rica.

- The Institute for Global Cultural Studies and the Department of Philosophy host an annual international conference on the Binghamton campus that brings together Platonic, Aristotelian, Africana Studies, and Islamic scholars from all over the world. This conference is growing in stature and recognition; attendance was 150 in 1992 and 355 in 1999.

- New opportunities for students to conduct research in international or multicultural settings have been developed since 1996. Latin American and Caribbean Area Studies majors conduct field research in communities in Los Angeles, New York, and Buenos Aires. The Watson School has established laboratory research exchanges in electrical engineering with the Technical University of Chemnitz and the Technical University of Dresden. McNair Scholars can conduct summer research projects at Bosphorus University in Istanbul. Environmental studies students conduct experiments to determine to what extent the rain forest is reestablishing itself on a preserve in Costa Rica.

- Harpur promotes international perspectives and experiences through support for research centers, especially the Fernand Braudel Center for the Study of Economies, Historical Systems and Civilizations and the Institute for Global Cultural Studies.
Co-Curricular Efforts

- The Office of Campus Activities, Orientation, and University Union supports the development and presentation of co-curricular activities that expose students to a variety of cultures through such programs as the annual Caribbean Carnival (the largest Caribbean cultural celebration in the Northeast) and the programs of some 30 other culturally focused student organizations.

- Since 1998 the Student Association has chartered two student clubs whose express purpose is to bring international and American students together: the Organization for International Connections (OINC) and International Friends.

- Binghamton's very effective English as a Second Language (ESL) program offers courses to enable non-native speakers of English to achieve their academic potential in an English-speaking environment and to participate as fully as possible in American life. Curricular enhancements in recent years have included the use of native speakers of English as teaching assistants in many classes, a new course designed for international graduate teaching assistants, and the new course, Speaking Skills for Bilinguals.

Provide appropriate international education experiences (study or research abroad, field work, internships) to students in every academic program with the aim that 25 percent of Binghamton graduates will have had a significant international experience as part of their education.

- In cooperation with the other units of State University of New York and the more than 260 international programs sponsored by them, students in any major at Binghamton can identify study abroad programs where they can work in their major. Advising for study abroad has been strengthened in departments, school advising offices, and the Office of International Programs.

- Beginning in 1994 Binghamton University made an increased commitment to international education. In 1993-94, 202 Binghamton students studied abroad; in 1998-99, 385 studied abroad in 32 countries. Currently, five percent of undergraduates study abroad before they graduate.

- SOM has organized programs for Binghamton students with institutions in Japan, England, and Germany.

- Students participating in the National Student Exchange have, as part of their choices, the opportunity to study at any one of five member institutions in Puerto Rico and at the Université de Sherbrooke in Quebec.

Provide opportunities for students to develop and increase proficiency in foreign languages.

- Languages Across the Curriculum (LxC), begun in 1991, provides an opportunity for students to complete a portion of a course in a foreign language and to participate in discussion groups led by native speaker resource specialists. To date some 2500 students have participated. LxC has supported study groups in Cantonese, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Mandarin Chinese, Portuguese, Russian and Spanish. Courses in linguistics, philosophy, comparative literature, International business, theatre, marketing, accounting, psychology, political science, history, environmental studies, sociology, women's studies, and biology have included LxC components.
From 1995-98, Binghamton was one of 16 institutions chosen to participate in the Language Mission Project sponsored by the National Foreign Language Center. As a result of the project’s evaluation of the status of foreign languages at Binghamton, administrators and faculty learned more about the foreign language skills of heritage learners and current participants in foreign language courses, strengthened articulation with New York high schools, developed a prototype foreign language/general education course to attract more students into beginning courses, and discussed strategies to reverse language loss and retain students in language courses.

Students can most efficiently achieve high levels of proficiency in a foreign language through immersion in another culture. Binghamton has strengthened existing programs in German (Graz, Austria and Leipzig, Germany), and established new ones in Italian (Trento), French (University of Paris IV), Arabic (Morocco), and Korean (Seoul).

Study abroad in foreign languages enjoys generous scholarship support through the Israel J. Rosefsky Scholarship Fund. The donor has nearly doubled the original endowment over the last 10 years. In 1990, 15 students had been awarded scholarships. By Fall 1999, 134 scholarships, valued at $157,000, had been awarded.

Harpur College has made a commitment to develop a Korean language program, and courses have been offered with growing enrollments. The Department of German, Russian, and East Asian Languages has hired a full-time, tenure-track faculty member in Korean for Fall 2000.

College-in-the-Woods and Hinman dining halls have language tables. Special interest housing modules include an international living module, a French module, and a Spanish module. International students participating in LxC help to provide opportunities for English speakers to learn other languages outside formal language courses.

**Increase the number of international students on the Binghamton campus in order to enrich the education of American students.**

- International student enrollments at Binghamton have increased dramatically over the decade:
  
  **Fall 1990:**  
  148 international undergraduate students  
  402 international graduate students  
  550 total

  **Fall 1999:**  
  184 international undergraduate students  
  618 international graduate students  
  802 total

- International students make special contributions to learning at Binghamton, serving as Language Resource Specialists for LxC, assisting with translation in the Center for Research in Translation (CRIT), working as tandem conversations partners for beginning foreign language students, and helping with pre-departure orientations for study abroad programs.

- The numbers of international students are increasing in most graduate programs, especially Watson and SOM. DSON is increasing enrollments of students from Greece and Egypt through international student and faculty exchanges.
Binghamton has advertised the international nature of its research programs in several fields, especially anthropology, with a concomitant increase in enrollments of students from abroad.

The Center for Quality has facilitated two cross-divisional teams that have examined ways to improve the way the University interacts with international students (graduates and undergraduates) during the application and admissions processes, with the goal being increased enrollments.

Facilitating Excellence in Teaching

Define standards for teaching that do justice to its multiplicity and complexity, develop multiple ways to evaluate teaching according to those standards, assist all faculty in achieving those standards, and develop recognition and reward systems for teaching excellence, with the goal of improving teaching continually.

Expectations for teaching must recognize the University’s multiple academic disciplines and the resulting variety of appropriate pedagogical styles. Several methods have been developed to evaluate teaching performance according to University, school, and external standards and to assist all faculty in achieving the competence Binghamton values. At the same time, the University sought to make teaching a more public activity so that insights from one or another academic unit could be shared more widely. Finally, recognition and reward systems have been introduced with the goal of continually improving teaching proficiency. In all of the University’s component schools, exemplary teaching is recognized and rewarded as a matter of policy in discretionary raises and in the tenure and promotion process.

University-wide Efforts

The Center for Learning and Teaching (CLT) was established in 1996 to provide a campus locus for faculty to come together to focus on excellence in teaching. The Center for Learning and Teaching brings together Binghamton faculty who are interested in innovation in education programs at the graduate and undergraduate levels. The CLT facilitates evaluation of such programs as well as outreach and collaborations with K-12 teachers and students and organizations in the community. The center also serves as a resource for faculty and staff seeking outside funding to implement ideas for more effective learning and teaching.

The University’s annual Teaching Event conference, inaugurated in 1994, was established to create opportunities for faculty across academic units to discuss teaching and to learn from one another. An important outcome from these conferences has been the opportunity to collect best practices and to share successful approaches at Binghamton. Both faculty and teaching assistants attend and present at these conferences.

Binghamton’s innovative Teaching Certificate program, begun in 1997, aims to assist doctoral students to become master teachers. The certificate is awarded to graduate students who participate in University-wide teaching assistant development activities and in program-specific activities, who teach with supervision, and who compile a portfolio reflecting on their teaching experience. The certificate attests to their work in college teaching. Since its inception, 20 students have received the certificate, 10 in spring 2000 alone. The perceived value of the program is growing.

In order to further extend campus discussions about teaching, the Office of the Provost has sent faculty to national conferences on teaching and to regional and local teaching support...
initiatives. When they return, these faculty share what they have learned with others on
campus.

• In May 2000, the Office of the Provost, aided by a FIPSE grant, sponsored the first
Institute for Student-Centered Learning. This two-day event, subtitled “Binghamton
Faculty Assisting Binghamton Faculty,” took place immediately after Commencement in
late May and featured a series of presentations and workshops by the most experienced and
knowledgeable members of such campus teams as the General Education Honors Project
and the Discovery Implementation Committee, as well as other faculty with special
expertise in such areas as learning theory, the use of technology, and course-based service
learning. More faculty were interested in attending this institute than could be
accommodated. To meet their needs, a second institute will be held in January 2001.

• In 1995 Provost Swain made an explicit change in the way in which the discretionary
salary program for faculty was to be administered. Academic units were instructed to
divide the pool of funds available to them roughly in half, one half of the funds to be
reserved for contributions in teaching and service, the other half for contributions in
research and scholarship. Individual faculty could, of course, receive funds from either
one or from both sources. Recommendations for discretionary increases for individual
faculty had to be justified and the specific source of funds identified. She also reserved a
small pool of funds to reward faculty whose contributions were University-wide and might
not receive appropriate recognition from within an academic unit. The purpose of these
changes was to foster careful consideration of faculty contributions across the full range of
the University’s mission.

• Provost Swain has also increased visibility and monetary remuneration for the Chancellor’s
Award for Excellence in Teaching. In addition, she has increased emphasis on
Distinguished Teaching Professorships and annually considers faculty for these positions.

• Binghamton faculty in all its schools are consistently honored by receiving the Chancellor’s
and University Awards for Excellence in Teaching. There are currently 67 active faculty
who have received those awards. Additionally, three active faculty hold the title of
Distinguished Teaching Professor.

• The Faculty Senate’s Education Priorities and Policy Committee revised the student course
evaluation forms (SOOTs) and adopted mid-course (formative) evaluations, which are sent
to faculty in all schools each semester.

• The Research, Evaluation and Assessment Network established by Student Affairs,
administrates the Student Opinion Survey, and network members have made presentations
and discussed results with the academic units, the Task Force on Undergraduate Learning,
and various other offices.

School and College-based Efforts

• DSON undergraduate course coordinators and teaching teams meet monthly to discuss
student progress toward objectives, conduct process evaluation of teaching activities, and
effectively implement the School’s complex integrated curriculum.

• DSON uses standards of appropriate professional organizations to guide programs and
curriculum. The school’s expectation for excellence in clinical practice and teaching is
reflected in the criteria for retention, promotion, tenure, and contract renewal of faculty.
Faculty are assigned to didactic and clinical courses for which they are prepared by
education and experience; doctorally prepared faculty members are assigned to graduate
courses. Additionally, the school encourages professional memberships, participation, and certification.

- At DSON, faculty-to-student ratios for supervision of off-campus clinical learning experiences are 1:8 in the undergraduate program and 1:10 in the graduate program; for on-campus clinical laboratories, ratios range from 1:12 to 1:15.

- Harpur College departments undertake annual outcomes exercises that help to discover student attitudes toward the quality of the teaching they encounter, and that offer opportunities for faculty to make needed changes in the way they share their expertise with students.

- Harpur has established improved articulation and communication of teaching standards to faculty, and has strengthened faculty mentoring at the College and unit levels to ensure that those standards are understood and met. Teaching documentation is required in all Harpur personnel actions.

- The School of Education and Human Development recognizes teaching excellence in discretionary salary increases. The School’s Initiating Personnel Committee (IPC) regularly encourages junior faculty members to develop products and data that will support their efforts at teaching excellence and to make explicit their teaching philosophies in the materials they submit for personnel action.

- The School of Management has developed and uses its own teaching evaluation instrument as well as web-board formats for student input and feedback. SOM has established several teaching awards, some given by students, others by faculty, for outstanding teachers.

- The School of Management and the Decker School of Nursing conducted, on their own initiative, school-wide evaluations of teaching. Faculty in the School of Education and Human Development developed their own course evaluation instruments to match course content and methodologies more closely than do University-wide evaluation standards. In addition, SEHD faculty use student course evaluations each semester to modify curricula.

- In the Watson School, a teaching quality database has been designed to create a standard for teaching excellence across the school’s academic programs and is expected to be very helpful in defining standards of teaching quality. In addition, Accreditation Board for Engineering and Technology (ABET) and Computer Science Accreditation Board (CSAB) accreditation procedures assess Watson School programs against a national standard. As a result, outcomes-based assessments using ABET Criteria 2000 have replaced previous Watson School standards. Faculty are asked to set objectives, meet them, and judge outcomes based on those objectives.

- The Watson School ensures that teaching excellence figures for at least half in considerations for discretionary increases, tenure, and promotion. The School funds travel to education conferences so that faculty can learn about new instructional tools. The Beta Coalition, in which all Watson faculty are encouraged to participate, supports development of innovative teaching methods.

- Since the success of distance learning and technology-based teaching requires a focus on pedagogy, Watson provides pedagogical instruction to faculty members who participate in EngiNet.

Binghamton University takes teaching seriously. However, discussions with faculty and students point out that we can do even better. The campus has more to learn about how to promote student
learning and how to foster a culture where faculty collect good information on their teaching and continuously work to improve their teaching.

Establish teaching requirements appropriate to respective doctoral programs, and ensure that all students who engage in classroom instruction receive formal training in teaching.

- Since 1990, all students who engage in classroom instruction receive training through TA orientation, the annual Teaching Event, invited speakers on teaching, and training by a head teaching assistant in several departments, as well as program-specific courses and activities that take place in many departments. The following Harpur programs offer specific training and courses for TAs: anthropology, chemistry, biology, English, history, psychology, economics, and mathematics.

- TAs scheduled to teach foreign languages participate in a training workshop as well as in a methods course or in regular departmental workshops on teaching.

- The Watson School offers a graduate teaching methods seminar and requires proficiency in teaching to attain the Ph.D.

- SOM has a one-year teaching requirement, two required two-credit pedagogy seminars, and a teaching certificate program in place.

Award formal recognition to students for the teaching competencies they have acquired.

- The Graduate Student Awards for Excellence in Teaching are given for superior teaching. Some 20-40 awards are given each year.

- In the departments of management, chemistry, political science, and several other disciplines, TAs are recognized for strong teaching.

Provide assistance in instructional design, graphics, and other visual presentations, and in the effective use of educational technology.

- Binghamton has developed several new multimedia classrooms and distance learning rooms. Its most impressive venture has been the construction of an innovative, flexible classroom, called the Collaboratory, to permit ad hoc networked room arrangements that accommodate customized teaching situations. Less showy, but equally important, audiovisual equipment delivery is provided to classrooms on demand.

- More than 400 laboratory computers and extensive site licensed software have been made available for student use.

- The New Media Resource Center, located in the Computer Center, offers faculty, TAs, and staff the opportunity to learn to design and prepare information for research and teaching in new, technology-based formats. The Center provides state-of-the-art facilities with an array of graphics, multimedia authoring, and presentation software packages, along with a resource staff. Among the techniques taught are multimedia design, video and audio digitizing, information archiving to CD-ROM, graphics design and presentation, text and image scanning, CD-ROM recording, digital camera use, and video conferencing techniques.

- Instructional design is taught in several courses for graduate students.
• The Multicultural Resource Center maintains and houses a text and video collection of multicultural educational resources that is available to faculty, staff, and students.

Support for Instruction and Learning

Develop an action plan for Binghamton's role in distance learning. Such a plan should address the following elements: the needs of those who would benefit from distance learning, the purposes or aims of our use of distance learning, the infrastructure needed to accomplish those aims, the faculty and staff development needed to accomplish those aims, and a timeline for achieving those aims.

Over the past several years Binghamton University has been experimenting with different approaches to distance learning. The separate schools and colleges have devised methodologies that meet the needs of their respective constituents.

• The Watson School’s EngiNet distance learning program has grown from two courses and 16 students (1994) to 14 classes and 111 students (1999). EngiNet lecture slides and audios of classes are published on the Web. Some Watson courses are taught entirely on the Internet. In addition, the Watson School has offered several classes over the SUNY Learning Network. Watson has offered seminars to help other Binghamton schools develop distance learning courses. All Watson graduate programs must have a three-year plan for course offerings so that distance learning students can plan a proposed course of study toward a master’s degree.

• DSON has offered distance learning for students at the Health Science Center at Syracuse and to Bassett Hospital in Cooperstown. The School also offers an elective course on ethical dilemmas in nursing through the Internet. High-quality distance learning teleconferencing equipment is used for classroom instruction.

• At SEHD, several courses now have Web sites. SEHD has established distance learning courses, integrating technology with courses in both social work and narrative analysis, and faculty require the use of the Internet for research and curriculum development.

• A more comprehensive action plan for distance learning has been drafted by Continuing Education and Summer Programs and is currently under discussion. This proposal, which would align continuing education and distance education, recommends hiring a person to develop and refine a comprehensive strategic plan for distance learning. The plan also recommends hiring an instructional designer to work with faculty in building distance learning opportunities, based on market demand and faculty interests.

Invest in equipment and software that will facilitate Binghamton’s becoming a national leader in promoting student learning.

• The University has made significant advances in providing equipment and software to maintain Binghamton’s national leadership in student learning. New construction to meet emerging campus needs, including Academic I and the major renovations to the library and the science library, make new learning technology available to many more students.

• The new, state-of-the-art, on-campus clinical learning laboratory in Academic I is furnished with up-to-date equipment and is used for clinical laboratory instruction at DSON. Teaching assistants staff open hours for skill practice and development. A Coordinator of Learning Resources and Development is responsible for reviewing, selecting, updating, and facilitating the use of instructional multimedia materials; the number of computer-based
instructional materials for use at all program levels has increased 47 percent over the past year.

- Also in the new academic buildings, SOM students can plug in their own laptops at their seats, and faculty have the opportunity to take advantage of simultaneous media to support their lectures.

- Funding from benefactor Donald Ahearn provided the necessary resources to bring Watson’s electronics laboratories up to state-of-the-art. The school has received a total of $82,000 in instructional laboratory equipment grants from NSF. Electrical Engineering and Computer Science students and faculty build their own software and tools.

- Each student bedroom on campus has been wired for computer access, and e-mail and Internet access is readily available for all residents. The campus cable network is available in each residence hall, and faculty and staff are encouraged to use this medium to schedule videos, panel discussions, and class-related topics.

- The Center for Academic Excellence, in conjunction with the McNair Program, offers students access to 30 computers, all connected to the campus mainframe. In addition, a study area has recently been wired for laptop hookups.

- Services for Students with Disabilities (SSD) engages in on-going consultation and strategic planning with Computing Services regarding broad-based computer access for students with disabilities. Of note are the Adaptive Computer Lab in the SSD Office, the Adaptive Technology Room in the Bartle Library, and the Adaptive Computer in the South Pod.

Plan, construct, and equip sufficient research, office, classroom, library, and computer space to meet current and projected enrollment and staffing needs.

- The University is undergoing a building boom. In Fall 1998, the University’s new $20 million two-building academic complex, known as Academic I, housing DSON, SEHD, SOM, and the Office of Admissions and Enrollment Services, was opened in a gala ribbon-cutting ceremony. Featuring sweeping glass facades, Academic I contains three 55-seat tiered classrooms, a 125-seat and a 75-seat multimedia lecture hall, computer pods, faculty and staff offices, commons areas and a three-story atrium. The buildings are designed to provide a dramatic architectural anchor and entrance to the west side of campus.

- A purchase contract has been approved by the SUNY Board of Trustees for Binghamton University to acquire 22 acres of adjacent land and a building from the New York State Electric and Gas Company (NYSEG). The process of securing other necessary State approvals is underway. This purchase will help relieve current space shortages and provide the University with options for future facilities expansion.

- The next five years will see more than $150 million dollars in design, rehabilitation and new construction projects for the Binghamton campus. Not since the 1960s and 1970s has the University experienced such a construction boom. Among the projects planned or underway on campus:

  University Union
  Construction of this $14.6 million project began in February 1999 and is expected to take three years. This three-story addition to the existing University Union will have a sweeping glass facade and six-story clock tower. It will contain offices for student groups and administrative services. It will also house new dining facilities, the campus bookstore and
student services. Once the addition is completed, the existing Union will undergo a major
renovation.

Field House
Groundbreaking for this $26.4 million facility occurred on June 6, 2000. The Field House
will be located near enough to be connected to the West Gym, and will provide a dramatic
new entry view to campus. The Field House will contain a 200-meter indoor track, tennis
courts, and a gymnasium that will seat more than 6,000 when configured for basketball.
This facility will also enable the University to hold Commencement on campus and will
provide a venue for other kinds of large gathering. The project is slated for completion in
2003.

Library Renovation- Phase I
This renovation will be conducted in several phases. The $10.6 million Phase One began in
July 1999 and will be completed in April 2002. This project focuses on roof replacement
and affects the fourth floor of Library South and a portion of the second floor of Library
North. Upon completion of asbestos abatement, all the building’s interiors will be
refurbished and the building’s heating, air conditioning, ventilation and cooling systems,
and electrical and data systems will be modernized.

Residential Hall Expansion
Two new buildings in Hillside Community opened in Fall 1999, providing an additional
162 beds to the complex. In May 1999, work began on a new residential hall in College-
in-the-Woods. This six-story building will provide housing for 263 students in double-
bedroom suites as well as ground-floor conference space. Students will be able to move
into this new building in fall 2000. In addition, a two-building addition to the Hillside
Community was opened last Fall.

Electrical System Upgrades
The campus is in the midst of a $3.4 million project to replace PCB transformers and
upgrade electrical systems.

New Research and Engineering Building
The purchase of the NYSEG building will enable the institution to meet some of the
pressing needs of the Watson School for more space. It has also altered the way in which
the campus is thinking about new construction in engineering and the sciences. It seems
prudent to cluster laboratories in engineering and the sciences according to the kind of
science being done, rather than according to administrative unit. Binghamton University
has received over $1 million to develop new programs in biomedical and materials
engineering. These new initiatives are inherently interdisciplinary. Co-locating the other
contributing disciplines in the same building with engineers working in these areas will
facilitate faculty and student interaction in these exciting areas.

The first step toward construction is a study of current and future space needs for programs
and services in all of engineering and the various sciences on campus. The new building
will be carefully designed to meet projected enrollment and future staffing needs and to
provide state of the art laboratories for research. A program study is currently underway to
identify the site for this new construction.

Strengthen and expand the offerings within the Center for Academic Excellence.

- The Center for Academic Excellence (CAE), now in its sixth year, has served an increasing
number of students in each year of its operation. In the process, the Center has become a
major campus employer, hiring a total of 276 peer tutors over its six-year life-span. Student demand during the academic year taxes the ability of the facility to provide tutoring to all who request it. The Center currently offers tutoring for courses in accounting, biology, chemistry, Chinese, economics, finance, French, German, Italian, Japanese, logic, mathematics, physics, psychology, Russian, and Spanish. The number of courses for which tutoring is offered ranges from five during a summer semester to nineteen during regular semesters, with coverage up through the 300-level when possible.

- Faculty and departments are coming to depend upon the center for tutoring. Recently, the Center has begun to receive requests from faculty members for specific courses to be tutored and, in some cases, those faculty have offered the names of qualified tutors.

- In cooperation with the McNair Program, the center has been able to equip the facility with 30 PCs linked to the campus mainframe, thereby enhancing the center's usefulness to students. In addition, the center cooperates with the Writing Center to offer tutors in writing during the summer.

- Student visits to peer tutors in the CAE have grown to between 600 and 700 each year. Faculty, TAs, and mentors refer students to the center, and others learn of it by word-of-mouth and through the informational mailings that originate in the center. The center has conducted one student satisfaction survey that suggested students were receiving the help that they needed and expected, but that also suggested that the CAE could benefit from a change of location. The addition of a new staff member will allow for a greater range of activities, including study skills programs, more intensive tutor training, and enhanced feedback activities.

*The Center for Academic Excellence is becoming a victim of its own success. It has outgrown its current space which limits what additional services it can offer in the immediate future. A relocation proposal in cooperation with the Writing Center that will allow for considerably expanded services to students and faculty is under consideration.*
THEME 2: RESEARCH AND SCHOLARSHIP

Research and scholarship provide the essential underpinnings for the intellectual climate of the campus. Binghamton’s mission includes conducting research that advances knowledge through discovery, scholarship, and creative works, and using that knowledge to address the problems and meet the needs of the community and society at large. Supporting creativity and discovery is critically important to the continued welfare of the University. Over the past several years, Binghamton has significantly increased its research and scholarly activity. Our aim for the future must be to build upon these notable achievements.

Support of research brings results

- The University has maintained an intellectual and support environment conducive to attracting and retaining an active research faculty. Rewards for productive researchers have been increased, the backlog on start-up commitments eliminated, and commitments to new faculty paid on time. An initial $3000 grant from a new faculty program to participants with first grant submissions provides young faculty with a strong incentive to make their research reputations. All faculty have a computer, the necessary software for their discipline, on-line access to the University Library, and access to the Internet. Library bibliographers support faculty research by developing collections, providing information services, and communicating with faculty regarding any special needs.

- The growing success of Binghamton’s research program can be measured by the growth over the decade in externally funded research. The University’s 16 research centers organize intellectual energy, bring in speakers, and create a stimulating, attractive environment. The centers are the prime source of externally funded research on campus, accounting for more than $11 million in expenditures annually.

Maintain an intellectual and support environment conducive to attracting and retaining an active research faculty. Increase the rewards for productive researchers.

Intellectual Environment

- The institutes and centers designated Organized Research Centers (ORCs) contribute to the intellectual and scholarly climate on campus in a number of ways:

  » By their nature they are interdisciplinary/multidisciplinary and offer an opportunity for faculty from different departments and schools to work together on research or other scholarly activities, all of which lead to integrating larger themes into the classroom as part of an enhanced curriculum.

  » The institutes and centers provide loci for graduate students to work with a wider range of faculty, thereby enhancing the students’ opportunities for growth in a scholarly field, rather than a strictly disciplinary field.

  » The integrated focus of the institutes and centers makes it possible to provide programs, conferences, and seminars that bring in specialists from around the country and the world, a significant contribution to the scholarly atmosphere on the campus.
Foreign scholars who wish to come to Binghamton University usually seek out the ORCs as the way to make contact with us. Most of the Fulbright Scholars who come to Binghamton come to join an institute or center for their stay here.

The organization and presence of an ORC enables groups of projects to be associated with one another and thereby qualify for additional funding as is the case with the Integrated Electronics Engineering Center (IEEC).

- The productivity and viability of each institute or center is reviewed annually by the Advisory Committee for Scholarship and Research. This review assures that the Organized Research Centers are fulfilling their promise. Currently the following are designated as Organized Research Centers: Center for Cognitive and Psycholinguistic Sciences, Center for Computing Technologies, Center for Developmental Psychobiology, Center for the Historical Study of Women and Gender, Center for Intelligent Systems, Center for Leadership Studies, Center for Learning and Teaching, Center for Medieval and Early Renaissance Studies, Center for Research in Translation, Center on Democratic Performance, Fernand Braudel Center for the Study of Economics, Historical Systems, and Civilizations, Institute for Biomedical Technology, Institute for Materials Research, Institute for Primary and Preventative Health Care, Institute for Global Cultural Studies, Integrated Electronics Engineering Center, Roger L. Kresge Center for Nursing Research, and the Public Archaeology Facility.

- In Harpur, competitive funding for topic-specific workshops has invigorated the intellectual environment for both faculty and students. The workshop program has promoted intellectual debate and exchange and enhanced collegiality within and across departments and programs.

- Similarly, recognition ceremonies connected to the Dean's Lecture Series have improved collegiality and enhanced the faculty's sense of accomplishment.

- Regular campus seminar series, many of them departmentally based, bring faculty and students together to pursue topics of interest. Some, like the Harpur College Workshop Programs bring researchers and scholars together from different disciplines. Examples and their sponsors are “Globalization, Africana Studies, and Interdisciplinary Approaches to Knowledge” (Africana Studies); “Global Studies: Dialogue between Humanities and Social Sciences” (English); “A Multicultural Approach to Psychology” (Psychology); “Public Choice” (Economics, Political Science); “Rethinking US Latina/o Studies” (Comparative Literature, Africana Studies, English, Art History, Human Development).

- University Relations publishes and distributes Inside Research, an annual magazine that highlights faculty research endeavors. The office also promotes the intellectual and scholarly excellence of the faculty by utilizing their skills as spokespersons in their areas of expertise. On average, nearly 700 media requests are handled annually.

Support and Assistance for Scholars

Office of Research & Sponsored Programs

- The Office of Research & Sponsored Programs (SPD) provides all the services for faculty in the preparation of proposals, acceptance of an award, and administration of the project. The Office is divided into Sponsored Programs Development (pre-award) and Sponsored Funds Administration (post-award).
- Sponsored Programs Development provides pre-award services such as proposal development, resource information for federal and non-federal agencies, institutions, and industries that provide support for research and program development, assistance in meeting sponsoring agencies guidelines, and, finally, transmittal of the completed application. SPD collects and disseminates information on the availability of funding and maintains two computerized databases to help SPD staff match faculty interests to potential sources of support. SPD staff provide grant and contract negotiation on behalf of the Research Foundation at the time of the award.

- Sponsored Funds Administration provides the administrative services necessary to carry out the project. Personnel services include payroll, maintenance of time and effort records, benefit services for all Research Foundation employees, and guidance in hiring procedures to conform with Research Foundation and Binghamton University Affirmative Action requirements. Other services include account establishment, purchasing, the monitoring of expenditures and provision of account information, and preparation of fiscal reports and billings. Sponsored Funds Administration tracks the required technical and financial reporting to the sponsor and maintains conformity with the project administration policies of the various sponsors and the Research Foundation.

Decker School of Nursing

- DSON faculty are allotted one day a week for professional development, research, and scholarship. Teaching assignments at the School support research activities. Every faculty member is equipped with a computer that provides word processing, spreadsheet, presentation, bibliographic referencing, statistical, and e-mail capabilities as well as Internet and library access.

- The Decker Chair in Community Health Nursing facilitates community health research, and the Kresge Center for Nursing Research supports student research and conducts collaborative research with community health care agencies. The center also assists with proposals for external funding and provides consultation for faculty on research methodologies, including statistics. Through its research assistants, the center provides for faculty literature searches and data entry.

- In a major cooperative effort, the Kresge Center for Nursing Research conducts collaborative research to expand the body of knowledge in health care and nursing science; provides research consultation service to nursing and other University faculty as well as to local regional, state, and national health service providers; assists Masters’ and doctoral students with theses and dissertations; provides undergraduate students with opportunities to participate in research activities; supports nursing faculty as they conduct collaborative research projects with other university faculty as well as with local, regional, state, and national health care agencies.

- At DSON, a collaborative relationship with the Institute for Primary and Preventative Care and the campus-based O’Connor Office for Rural Health Studies provides support for research and scholarship. Other research interest groups study the needs of Alzheimer’s Disease patients and investigate rural adolescent health.

Harpur College of Arts and Sciences

- In articulating a close connection between research and teaching, Harpur College awarded $15,000 to 75 undergraduates to support independent research in 1998, and $1,200 to six undergraduates to support travel to conferences to present research.
Harpur’s ensures that faculty who receive a prestigious, competitive fellowship or award are not penalized financially when the opportunity arises to do research at another institution. The sabbatical leave program has also been maintained, and Harpur judiciously balances faculty renewal with the needs of the College’s instructional program. Finally, Harpur provides more than $90,000 in support of faculty travel to conferences and seminars.

Harpur places a strong emphasis on research productivity in its faculty evaluation procedures. In 1998-99, 24 faculty members published a book or had significant creative activity, 27 provided major editorial services, and 66 provided at least one invited lecture.

The Harpur Dean’s Research Semester awards for tenure-track faculty have proven very effective in providing selected junior faculty with time off from teaching in order to do intensive work on their research projects. On average, four faculty are awarded the Research Semester every year.

School of Education and Human Development

The Center for Research in Social and Educational Equity is active in SEHD’s Division of Education. The School continues to support the recent introduction of research mini-grants through the dean’s office for pilot projects to improve the interest and likelihood of faculty submitting proposals for funded research. The School’s director of professional development and research works with faculty to identify and submit research and training grant proposals.

SEHD faculty grants often involve collaborative efforts with local K-12 school districts and include professional development programming and student intervention efforts.

SEHD continues to support and expand faculty resources for travel to meetings and conferences. The School encourages collaborative research efforts, and faculty research is designed to link theory and practice.

School of Management

SOM provides various research awards (e.g., the Corning award) and summer research grants for faculty research. Summer grants for the period included: 1995—$11,000 awarded to five junior faculty; 1996—$13,000 to six; 1997—$12,000 to four; 1998—$16,000 to six; and 1999—$27,000 to ten. The school supports conference travel to present research and to network, and merit awards recognize outstanding research.

SOM travel support for research conferences has been significantly increased. Annual stipends during this five-year period rose from $900 to $1100 for tenured faculty and from $900 to $1300 for junior faculty.

The research productivity of SOM faculty during the 1995-99 period was impressive. The school’s 37 full-time faculty (30 tenure track) produced 151 basic research papers (refereed journal articles and books), 78 applied research papers (mostly refereed proceedings), and 16 papers concerned with instructional issues (cases and some refereed articles).

To support faculty research, SOM has acquired eight databases used mainly in finance and six general databases. The School also provides generous travel support to conferences.
Watson School of Engineering and Applied Science

- The recent Donald Ahearn Facilities Improvement Grant to the Watson School has been particularly helpful in increasing the effectiveness of the electronics laboratories. The Technology Product Analysis Facility, a state-funded initiative, has provided $1.5 million to enhance the level of the work that can be done in the laboratories. External research funding has also proved useful in producing state-of-the-art equipment for those laboratories.

- Watson's focused research centers have gained the school widespread recognition in specific areas and have helped to maintain and improve a research environment conducive to attracting and retaining an active research faculty. Each year the School has a recognition luncheon for faculty members who have secured external research funding.

- In 1998, the University Libraries expanded their data services, which support quantitative analysis in the social sciences, business, and the health sciences, by hiring a data research consultant with appropriate academic credentials.

Aggressively pursue funding for research, other creative endeavors, and graduate education in order to improve the research infrastructure and provide vital support for faculty, graduate students, technicians, research centers, physical facilities, equipment, and travel.

- In FY 98-99 applications for external funding exceeded $84,000,000, surpassing the previous highs by more than 70 percent. Harpur College accounted for more than half this activity, with a further 25 percent coming from the Watson School. Awards received from the federal government also reached a record $11 million, over $2 million more than previous amounts.

- Research expenditures approached $18 million, rising for the fifth consecutive year, an indication that the University is on track toward the Research II level. Twenty-one faculty/staff had expenditures exceeding $200,000 each, with a further 16 exceeding $100,000. The expenditures of these active researchers account for over 80 percent of all campus expenditures, indicating how critical a few key faculty are.

- The Research and Graduate offices led programs during the new faculty orientation program in August 1998 and 1999 aimed at enhancing faculty grantwriting effectiveness.

- In 1998-99 Harpur faculty received $7 million in extramural funding, an 18.4 percent increase over 1997-98. Twenty-six faculty members received an award or fellowship.

- SOM's Center for Leadership Studies continues to be one of the most successful business school centers in the country in terms of getting research grants, averaging about $225,000 per year since 1988.

- Watson's associate dean for research supports faculty in seeking funds and opportunities. Faculty at the school may be forgiven a course in exchange for external funds. Travel money is available for pursuing funding and reporting on research.

- Student Affairs uses TRIO grants from the U.S. Department of Education to enrich the programs and services provided by the Office of Services for Students with Disabilities and the Educational Opportunity Program. In addition, the TRIO office provides assistance
(training, consultation, and a resource library) to Student Affairs offices and other University programs and departments seeking grant funds.

- The Anderson Center and the University Art Museum have raised extensive funding for such activities as the Greek Festival and special concerts and art exhibits. New and increased endowment funds support various research and creative endeavors, including the Link Organ Visiting Professorship.

- State matching funds and private donations have combined to build a new Children's Unit research and service facility.

- Government Relations works with government officials at the local, state and federal levels to obtain funding for University research programs and initiatives. Government Relations is also coordinating the University's participation in the "J2K" state legislative program that will assist in upgrading research facilities, in recruiting faculty, and in enhancing the ability of the University to create new jobs through research and through its interaction with industries.

Establish at least two endowed professorships during the next five years.

- An endowed professorship in nursing (Decker Chair for Community Health Nursing) has been established, and two planned gifts have been secured to establish professorships in comparative literature (Rose Professorship), and philosophy (Ross Professorship). The University is actively seeking support to increase the number of such endowed chairs.

Attract new faculty with high research potential by emphasizing research resources in start-up packages and by improving the working environment of faculty during their initial years at the University.

- Through the New Faculty Program, which assists participants with first grant submissions, the work environment for fledgling scholars has been enhanced. New faculty receive an incentive to get a strong start on their research, and a backlog of start-up commitments has been eliminated so that commitments to new faculty can be paid on time. Start-up packages have also increased in value and timeliness of award.

- The deans may adjust the teaching assignments of faculty in order to support research and scholarly endeavors. In SEHD, SOM, and Watson, reduced teaching loads and summer grants are made available to new faculty.

- University-wide initiatives to recruit and retain faculty for research professorships are underway. The committee developing guidelines for these efforts recognizes the need for special incentives and inducements to attract research faculty.

- Seed money for research is available at the DSON through the Decker Endowment Fund and the Zeta Iota Chapter of Sigma Theta Tau International Honor Society of Nursing. The Jose Reichel Fund provides small grants to students for research projects. Financial support is provided so that faculty can attend research workshops and institutes and attend professional meetings when they are speakers.
Protect the quality of the library collections, expand electronic access to library information resources, augment document delivery capabilities, and increase access to the library collections at other universities.

- Over the decade, the University administration and the library have worked together to protect the quality of library collections to the extent possible within constrained resources. In 1989-90 the collections budget was $2,840,100; for 1999-2000 the collections budget is $3,906,800. In 1989-90 the budget for serials was $1,846,100; in 1999-2000, $2,256,400. However, during this same period, the libraries reduced the number of serial subscriptions from 11,000 in 1989-90 to 7,265 in 1999-2000 because increases to the acquisitions budget did not equal the skyrocketing increases in costs of subscriptions. In 1989-90 the budget for monographs was $994,000; in 1999-2000 that budget is $993,500. Over the decade, the average price of a monograph increased approximately 48 percent, and the number of monographs added to the collections has been fewer than is desirable.

- In 1989-99, expenditures for electronic access equaled 1.9 percent of the total collections budget. In 1999-2000 those expenditures equaled 16 percent of the total collections budget. This aggressive increase compensated, in part, for the cancellation of serial subscriptions.

- The library has significantly expanded electronic access to library information resources. Access to full-text databases, including Lexis/Nexis, JSTOR, Project Muse, Ethnic Newswatch, Expanded Academic (ASAP), Health Reference Center, and Pro Quest is provided for faculty, students, and staff. Whenever possible, the libraries join with others to acquire licenses, since significant savings can be realized, as in the licensing of Web of Science through the NERL Consortium. These and most other databases are available to members of the campus community wherever they are—campus office, home, and when they are traveling in this country or abroad.

- The libraries subsidize document delivery for faculty and graduate students through CARL. For 1999-2000, the allocation is $60,000, with a limit of $350 per faculty member or graduate student. The SUNY University Centers developed an expedited delivery service for ILL materials after a study showed that 49 percent of each of the Center's borrowing needs could be supplied by another Center.

- In March 1990, the libraries rejoined the Center for Research Libraries. During the years of budget cuts, we maintained our membership in the Research Library Group to support borrowing and on-site use of other collections.

- Library bibliographers support faculty research by developing collections and information services and by communicating with faculty regarding special needs.

- The Binghamton libraries are working with all other SUNY libraries in a cooperative project called SUNYConnect to integrate the newest technology-based library and information systems with more traditional library resources to provide an expansive and up-to-date teaching and learning environment. The purpose of SUNYConnect is to provide SUNY students, faculty, and staff with online access to information about the combined 18,000,000 volumes in the SUNY libraries and to provide rapid access to the information, regardless of the location of the volumes or the user in the state. SUNYConnect will leverage the combined total of SUNY students to gain more favorable license agreements for access to electronic bibliographic and full-text databases. The director of the libraries and the assistant director for library systems, along with another staff member who has a two-year leave to work on the project, have taken a leadership role in selecting the system and in developing the organizational structure and financial plan for the consortium.
Maintain and upgrade existing research facilities with particular emphasis on meeting health, safety, and other regulatory requirements, and consider research requirements in any future construction or remodeling.

- The University's research facilities have been immeasurably improved with the addition of two new buildings. A high-speed campus electronic network provides access for students and researchers to databases and software, and the Internet as needed for scholarly work.

- The first phase of the project to renovate Bartle Library is underway. Planning was completed and construction started in June of 1999 and will continue for three years. At the end of Phase 1, two of the floors in the Library complex will have been renovated and the roofs on the main part of Bartle and the addition replaced, along with a substantial upgrade of the HVAC systems. From the perspective of the students, the most important changes will be data and electrical connections to every study carrel on these floors and the addition of group study rooms on the fourth floor. More students are bringing their own laptop computers to the library, and the data connections will give them access to the University network. The group study rooms will accommodate students whose class assignments require them to work in teams, something that is becoming a standard part of the curriculum in the professional schools and in some of the departments in Harpur College. The challenge for the University will be to maintain the momentum to finish the renovation of Bartle and also to renovate the science library.

- A storage facility for the library's book and manuscript collections was leased in 1998. The initial move of 150,000 volumes took place in January 1999 and annual moves of 25,000+ volumes will occur to allow shelving space for new acquisitions. It is expected that it will be at least 10 years before any additional campus space will be available.

- The University has secured funds for a study of research facilities in all four science buildings to guide scheduled renovation and space use changes; research requirements central to several future constructions, such as the engineering building and sciences building, are now in the early planning stages. Improved planning at all levels has enhanced collaboration and the use of shared facilities. The Watson School has added additional laboratory facilities as space is vacated in the Engineering Building by other departments.

- Binghamton has developed its first ever BioSafety Level 2 laboratories on campus for infectious disease research with emphasis on health, safety and other regulatory requirements.

Review and publicize criteria for evaluating the effectiveness of research centers and selectively provide University support for successful centers, with a concomitant reduction of support for less productive operations.

- Criteria for evaluating the effectiveness of all research centers have been distributed to deans and other faculty interested in developing new centers or evaluating existing ones. These criteria, which are used consistently, are discussed and reviewed each year by the Advisory Committee for Scholarship and Research and the Graduate Council.

- Defining productivity as scholarship and external dollars supporting research, the University has extended support to its research centers more selectively. Some have received reduced support for less productive operations, and the least productive centers have been eliminated.
The University has moved aggressively to support research and scholarship. Our explicit goal has been to reach a level of federal funding that would qualify us as a Research II institution. Our biggest challenges in becoming more research intensive are upgrading our research laboratories and enhancing library collections. Research space for engineering and science is part of our capital appropriations. SUNYConnect will make more print resources available to faculty. But the institution must be diligent in the future and continue to invest in acquisitions—books, monographs, and serials.
THEME 3: CAMPUS COMMUNITY

Binghamton has a long-standing commitment to building an inclusive community through the recruitment of a diverse student body, faculty, and staff, and to shaping that community into one that encourages full participation in the life of the University. For more than 50 years, Binghamton has provided access to excellence for students from many different backgrounds and socioeconomic levels.

The University nurtures the academic achievements and personal development of its students by offering activities that enrich their educational experience. Residential colleges, student governance, honorary societies, fraternities and sororities, athletics, and extensive academic, career, and support programs and services augment students’ classroom experiences and contribute to their intellectual, physical, and emotional development.

Student support services must be professional, comprehensive, and keyed to the needs of a young adult population. In order to take advantage of all that Binghamton has to offer, students need to be physically and emotionally healthy. Most efforts to address this objective are centered in the Division of Student Affairs, which provides a wide range of services through its several offices charged with enhancing the quality of life for all students. Judicial Affairs, the Career Development Center, Veterans’ Affairs, the University Counseling Center, Residential Life—professionals in these and other offices work to promote a safe and inviting atmosphere for students that allows them to attain their social and educational goals.

Enhance programs and services that address the physical and psychological health, financial, and career development needs of all students.

Physical and Psychological Health

- Summer orientation for incoming students includes sessions for families on counseling, health, personal safety, and wellness. By introducing families to these services, the students find a broadened support system and families know and are better able to direct the student to campus resources for assistance.

- Each year resident assistants (RAs) provide critically needed programs centered around the wholeness of each student. Topics include: acquaintance rape, suicide, eating disorders, time management, money management, and study skills. More funds will be required to expand programming based on student needs.

- Off Campus College assists students with the many issues surrounding their transition to independent life in the greater Binghamton community by providing a self-help manual, a legal clinic, and other information on living outside the University. OCC promotes many activities that serve to link those students back to the campus community. Among these events are: housing fairs, town council meetings, the CHOW Hunger Walk, Habitat for Humanity, and a spring picnic in Binghamton’s Rec Park.

- University Health Services provides primary care medical services for acute and chronic illness and injury, psychiatric consultation, health education programming, HIV testing programs, on-site laboratory services, full medication and other supplies at no charge, including the office visit, allergy clinic services and vaccination services. Health Services has received accreditation by the Accreditation Association for Ambulatory Health Care, an important indication of the professional qualifications of the staff and of the excellence of the health-related services offered to students.

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• Over the past five years, live-in staff positions in the residence halls were converted from part-time positions needing only the baccalaureate degree to full-time positions requiring a Master’s degree in student services. These more experienced staff members have been very effective in addressing the physical and emotional needs of students.

• Liaison programs with the Counseling Center and with University Police have improved communication between these offices and residence hall staff. In addition, residence hall staff manuals establish expectations and delineate protocols for dealing with students in crisis situations.

• Participation in regional and national professional organizations by staff in the Division of Student Affairs ensures that orientation programs, alcohol and drug-prevention education programs, fraternity/sorority affairs, and co-curricular activities are performing at, or in advance of, national norms and trends.

• The interdivisional Alcohol and Other Drug Education and Advisory Committee promotes alcohol education programming such as Training for Intervention Procedures (TIPS), alcohol awareness week, the freshman initiative, the coffee house initiative, and social norms teams that directly affect the physical and psychological health of students. The fraternity/sorority new member education programs are geared to personal safety and wellness, and include addressing the issues of alcohol and other drug abuse, acquaintance rape, hazing, and proper rest and nutrition.

• Services for Students with Disabilities (SSD) facilitates the educational and personal development of enrolled students with disabilities and works to enhance the architectural and attitudinal accessibility of the campus environment. The office provides a wide range of support services to students with physical, learning, or other disabilities and collaborates with offices and departments throughout the University in facilitating access and reasonable accommodations. In 1999 SSD served 171 self-identified students with disabilities, of whom 91 were self-identified with learning disabilities or Attention Deficit Disorder.

• SSD consults regularly with individual faculty regarding the needs of students with disabilities; it also maintains a close working relationship with the Office of the Provost as it educates faculty regarding student needs and responsibilities and faculty responsibilities for the provision of reasonable accommodations for students in their classes. The annual SSD spring faculty/staff recognition reception enables students to honor faculty and staff who have gone out of their way to make a positive difference in their lives.

• Campus resources located in the University Union address the needs of students for recreation and stress-reducing activities such as bowling, billiards, ping pong, and video games, and provide services such as a grocery store, news stand, and video store.

Financial Counseling

For many in Binghamton’s student population, financial considerations are of paramount concern. Worries about money can prey upon a student’s concentration and may even impede learning.

• Fifty-one percent of Binghamton’s current undergraduate students demonstrate financial need, and we meet the need—without loans—of 64 percent of that group. Fifty-eight percent of undergraduates receive financial aid of some kind, and 10 percent of our students work on campus.
Particularly valuable to many students is the backup support provided them by the Foundation and the University Women through the Wanda Bartle Student Loan Fund, a source of emergency loans administered by the Foundation.

- Counselors from the Office of Student Financial Aid and Employment work with current or incoming students and their families to review the costs of financing an education at Binghamton. These counselors link students to other services such as consumer credit counseling and provide money management workshops.

- The Office of Student Financial Aid and Employment has hired a research analyst who is responsible for conducting research, developing profiles of student populations, projecting yields, and planning targeted interventions to attract students. In addition, the research analyst will design customer satisfaction surveys, oversee the administration of the Admitted Student Questionnaire (ASQ), develop information required for the Office of Budget and Institutional Research, and will work closely with the Scholarship Committee to find ways to use scholarship dollars to increase yield and improve the academic profile of entering students.

**Career Development**

_Student surveys over many years indicate that Binghamton students are both ambitious and career-oriented. The University is committed to making the transition for all students from college to career as smooth as possible._

- The Career Development Center (CDC) has been using Continuous Quality Improvement (CQI) techniques to evaluate programs and services and to develop recommendations for addressing the career development of students. To maximize resources, programming, and service opportunities, CDC has developed collaborative partnerships with the Student Association, Delta Sigma Pi, Academic Advising, the Office of Alumni and Parent Relations, and various academic departments. Of particular note is the center’s project with International Student and Scholar Services to conduct a series of employment workshops to meet the particular needs of international students.

- The center provides a wide range of services to students and potential employers, and they make good use of this campus resource:
  
  - Career counselors saw 487 students over the 1999-2000 academic year;
  - Counselors-on-Call saw 391 students (a program begun in spring 2000);
  - Over 800 students sought advice about their resumes, job cover letters, and essays;
  - Ninety workshops and presentations reached 2085 students;
  - More than 5300 sets of credentials were sent out;
  - 7,880 students attended the seven major events sponsored by the Center;
  - 1,300 students and 200 alumni registered for eRecruiting;
  - 290 employers posted jobs on the eRecruiting site;
  - 185 organizations recruited on campus, reaching 3,121 students.

- Alumni-in-Residence speakers visit the campus annually to lecture and mentor students. The Alumni Association Life Cycle Committee conducts focus groups with senior students, holds senior class welcome receptions, and publishes a newsletter.

- Watson works closely with the CDC to promote engineering students’ interests. The school also provides assistance in securing jobs and preparing for interviewing.
SOM has developed a professional development program jointly with CDC and Watson. For graduating MBAs, the school videotaped 100 mock interviews with nine companies. SOM also worked with CDC to develop a placement report for graduate and undergraduate students as well as an MBA résumé book.

CDC publications and presentations for students and parents stress the importance of understanding and articulating competencies gained through experience in and out of the classroom.

**Improve the integration of students' academic and extracurricular experiences.**

*In the University as a whole—and in each of its component schools—the integration of student academic and extracurricular experiences is a central focus.*

**Living-Learning Environment**

- Three residential colleges and three residential communities comprise Binghamton University's on-campus housing system. Each of them has a distinctive character, set of traditions, and yearly programs that foster a sense of place and deep loyalty in residents. The residence halls play a critical role in integrating all aspects of a student's life at Binghamton. Activities and programs include academic advising fairs, special interest housing, leadership opportunities through student government, involvement of faculty masters and other faculty/staff fellows, orientation prior to each semester, and in-kind support given to the six-week Binghamton Summer Enrichment Program for incoming EOP students.

- Built on the Oxford model, the Faculty Master Program is one of the oldest and most distinctive programs of its kind in the United States. Individual tenured faculty members are appointed as masters in each of four (College-in-the-Woods, Dickinson, Hinman, Newing) collegiate communities. Faculty masters are dedicated to promoting the integration of student learning with experiences beyond the classroom. They provide leadership in stimulating close personal interactions among students, themselves and the faculty and staff collegiate fellows who are affiliated with each of the residential colleges. Fellows number sixty-five and play important roles in the academic programming in the residential colleges.

- Faculty masters have led the development of the General Education capstone course. This project-based course encourages students to work in teams on a project of their choice. The purpose of the project is to pull together the learning embodied in general education requirements and to engage students in applying that learning beyond the classroom.

**Integrating the Binghamton Experience University-wide**

- The Office of Campus Activities, Orientation, and University Union contributes to the integration of students' academic and extracurricular experiences by supporting the Student Association and its organizations. Through participation, students can practice, outside the classroom, such skills as writing for several student publications; writing, producing, and performing for Binghamton Television (BTV); hosting productions on WHRW, the campus FM radio station; developing public relations and marketing strategies for hundreds of programs each year; and participating in intercollegiate debate and engineering competitions. Future plans include programs aimed at the development of leadership skills in direct conjunction with the schools and their academic programs.
Internships that include seminars, projects, and research papers improve the integration of student academic and extracurricular experiences. This year, 150 internships were available to about 300 participants at a wide variety of placement sites.

Volunteer activities coordinated by Off Campus College have received increased emphasis and will be an area for future growth and expansion. In 1998-99, students contributed about 80,000 hours of volunteer work with, for example, some 100 students serving as mentors in the Johnson City schools.

In the Schools and Harpur College

In conjunction with the dean’s staff of each of the University’s schools, Student Affairs staff plan new student orientation programs that reflect the individual character and goals of each school.

The architecture of the new academic buildings, incorporating student lounges, small meeting rooms, and other informal gathering places, helps integrate academic and social experiences for students in SOM, DSON and SEHD.

Numerous lectures, workshops, focus group discussions, and other such events are sponsored — most often jointly — by departments, programs, student clubs and interest groups, and cultural organizations.

The Watson School’s professional societies and honor societies are well integrated with the school’s academic programs.

The Task Force on Undergraduate Learning emphasizes a variety of academic alliances with Student Affairs. Among the more significant collaborations are Off Campus College’s partnership with Harpur College and its internship program, the Career Development Center’s peer advisers link with School of Education and Human Development courses, and the Health Services Peer Education course.

Optimize the use and support of physical resources in order to preserve an attractive, functional, and safe campus environment.

The Division of Administration provides overall core services for students including a facilities management system, student telecommunications, food services, and police protection. The division contributes to a safe learning and working environment through initiatives such as the campus electronic access system, blue light phones, the Community Service Officer project, an escort service, and various other programs.

Residence hall safety features include keycard access, an officer liaison program with University Police, a well-trained staff and established protocols to deal with emergencies, programming on safety issues, security screens on ground-level rooms, regular safety inspections, and promotion of the escort service. In addition, Residential Life has created a new position within its central office to address facility issues.

The directors of Services for Students with Disabilities and of Affirmative Action serve as 504 and ADA compliance officers and routinely consult with Physical Facilities regarding access needs and issues.

Increase the number of faculty and staff from underrepresented groups, including women, with particular attention to offices and departments lacking such
representation, and commit University resources to the retention of these individuals.

Figure G
Binghamton University's Minority Workforce
(as Percent of Total Workforce)

- Each unit in Academic Affairs follows affirmative action procedures in advertising, interviewing, and selecting candidates to hire. Partner accommodations have been offered in several recent hires as have counter-offers to attempt to retain faculty.

Figure H
Gender and Ethnicity of Faculty
Harpur College of Arts & Sciences
Figure 1
Gender and Ethnicity of Faculty
School of Education & Human Development

Figure 1
Gender and Ethnicity of Faculty
Watson School of Engineering & Applied Sciences
Figure K
Gender and Ethnicity of Faculty
School of Management

Figure L
Gender and Ethnicity of Faculty
Decker School of Nursing
With the exception of nursing, a field in which white males have traditionally been underrepresented, all schools have shown an increase in female and/or minority faculty over the past five years.

Vigorous efforts have been made to ensure the diversity of the resident assistant staff and for several years this diversity has been one of Residential Life's many positive assets. Recent recruiting, however, of people of color for resident director vacancies has not resulted in many hires, and efforts are needed to identify reasons for this.

Enroll a growing number of undergraduate and graduate students from groups that have been underrepresented in the past.

*Binghamton has a longstanding commitment to building a multicultural community through its recruitment and enrollment of a diverse student body. An equally important commitment is the University's effort to retain these students through to graduation.*

Binghamton continues to attract applications from highly talented students from diverse backgrounds. In fact the percentage of freshman applications from minorities has grown over the past five years, reaching an all-time high of almost 44 percent in the fall of 1999.
As the percentage of minority freshmen has grown, so has the percentage of minorities among Binghamton University's overall student body, as the following figures show. Between 1995 and 1999, Binghamton achieved an increase of six percentage points in minority enrollment.

Increasing the diversity of Binghamton's student body is the result of aggressive recruitment and retention strategies.
Recruitment

- The admissions office continues its historic commitment to the Educational Opportunity Program (EOP) enrollment, and works closely with the EOP and Financial Aid staffs to recruit and select students who meet EOP criteria. As of the Fall of 1999, there were 612 students enrolled in the program.

- The multicultural characteristics of the Undergraduate Admissions staff, including its many student tour guides, student ambassadors, student hosts, student connections phone callers, and other student office workers personify diversity as the office interacts with the public.

- Alumni of color who help Binghamton recruit represent another avenue to meet the campus’s goals of diversity and inclusivity.

- The Binghamton Multicultural Weekend brings students of color to campus, and EOP Open Houses bring EOP candidates, many of whom are students of color. The admissions office hosts visits by the Edward G. Oliver Organization, a New York City-based group that helps high-ability minority students in their efforts to enroll at highly selective colleges. Some other related groups that offer similar services to those students and that work with Binghamton are Prep for Prep, Double Discovery, and Aspira.

- An eight-minute CD-ROM presentation in Chinese, English, Korean, Japanese, Russian, and Spanish, along with accompanying printed material, has been mailed to nearly 1000 international educational and governmental agencies. Over 400 foreign embassies in American cities have also received those materials to help bring Binghamton to as wide a range of potential students as possible. There are plans for additional mailings of the CD-ROMs to various international cultural organizations in American cities.

- Binghamton’s Bridges to the Baccalaureate program, funded by the National Institutes of Health, provides special benefits to underrepresented minority students at selected community colleges while they pursue their studies in science. These same students continue to receive benefits when they go on to Binghamton to pursue a baccalaureate degree in a biomedical or biomedically related field.

- SEHD enrolls a diverse set of students across a wide range of socioeconomic circumstances; a broad age range (from approximately 17 to 62), many of whom are first generation college students; students with disabilities; and those representing various racial, ethnic, and religious groups.

- Undergraduate recruitment of minorities at DSON has been effective as has recruitment at state, regional, and national conferences.

- New initiatives are underway to recruit underrepresented minorities, specifically native Pacific Islanders for graduate programs in anthropology in cooperation with the University of Guam and the University of Hawaii, both of which are minority institutions.

- For 1999-2000, Clark Fellowships for Underrepresented Minority Students fund 81 underrepresented minority graduate students. Special research grant funds for Clark Fellows, as well as summer funding and health insurance, make these fellowships attractive for strong minority applicants. Clark Fellowships have helped recruitment in the Watson School and SEHD and in the Graduate School overall.
Retention

- Binghamton University's six-year graduation rates for minority students are among the best in the nation. Data obtained from the NCAA show that Binghamton's six-year graduation rate of 63 percent for Black students is fifth best in the nation among public universities admitting more than 50 Black students in the fall of 1991. Similarly, for Asian students, Binghamton's rate of 81 percent is seventh best, and for Hispanic students, Binghamton's rate of 61 percent is tenth best.

- As of the fall of 1999, 612 students were enrolled in the Educational Opportunity Program (EOP). Binghamton University's program is the most successful in New York State. Our most recent comparative data, pertaining to students entering college in the Fall of 1992, show that Binghamton's EOP program continues to have the highest graduation rate at the SUNY Centers.

\[\text{Figure P}\]
\[\text{EOP Graduation Rates at SUNY Centers}\]

<table>
<thead>
<tr>
<th>Students Entering 1992</th>
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<tbody>
<tr>
<td><strong>After 6 yrs.</strong></td>
</tr>
<tr>
<td>Buffalo: 61%</td>
</tr>
<tr>
<td>Albany: 49%</td>
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<tr>
<td>Stony Brook: 34%</td>
</tr>
<tr>
<td>Binghamton: 41%</td>
</tr>
</tbody>
</table>

| **After 5 yrs.**       |
| Buffalo: 59%           |
| Albany: 44%            |
| Stony Brook: 26%       |
| Binghamton: 41%        |

| **After 4 yrs.**       |
| Buffalo: 41%           |
| Albany: 27%            |
| Stony Brook: 19%       |
| Binghamton: 30%        |

- Binghamton's six-year graduation rate for EOP students who entered in 1993 is even higher at 66 percent.

- First-year retention rates for students enrolled in the Educational Opportunity Program are equal to those for the University as a whole.

- The Decker School offers support to its students of color through the Mary E. Mahoney Society, the School of Management, through the Bert Mitchell Minority Management Organization, and the Watson School through the National Society of Black Engineers. Each of these organizations promotes social interactions, helps with students’ academic needs, and leads to important opportunities for networking and career development.

- New York State’s Collegiate Science Technology Entry Program (CSTEP) helps economically disadvantaged and underrepresented minority students succeed in their

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chosen fields. The program fosters a cooperative learning environment with support services that enhance each student’s academic growth and professional potential. Among the participating majors are nursing, pre-health, engineering, accounting, psychology, and pre-law.

The McNair Scholars program, authorized by Congress in 1986 to memorialize the achievements of Dr. Ronald E. McNair, is designed to increase the numbers of low-income, first-generation and/or underrepresented minority students who will attend graduate school and receive their doctorate. The program at Binghamton began in 1995. Since then, over 75 outstanding students have been accepted into the program. The program currently has approximately 50 scholars, predominantly in the social sciences and psychology, but also in the Watson School.

SEHD annually awards the Koffman Fellowship, initiated in 1998, to a student of color enrolled in the Master of Arts in Social Sciences (M.A.S.S.) program, and SEHD students of color have also received Clark Fellowships.

The Campos-Robeson EOP Tutorial Center provides peer tutoring for students in the program and is an important element in the academic success of EOP students.

At the Watson School, the Binghamton Success Program has been very successful in recruiting and retaining underrepresented students. There are currently 153 students in the program, 72 of them pursuing degrees in engineering and computer science. The program also has a track record for increasing GPAs among these students with, overall, students achieving a .205 increase in their GPAs in the Fall 1997 semester.

Simplify campus administrative procedures and emphasize friendly and efficient assistance in all offices and services.

To facilitate efforts in achieving this goal, Binghamton University established the Center for Quality. This unit is led by individuals skilled in the values and processes embedded in the national movement around total quality management.

The Center for Quality has worked on quality projects with over 50 teams from 31 offices. In addition, the center has worked with 10 cross-divisional teams on quality projects, with more than 200 staff members participating on those teams. The center has also conducted 16 workshops on campus attended by over 200 staff and nine workshops off campus attended by over 300 participants. Two examples of the center’s efforts:

» The Physical Facilities Work-Order Process Team was charged with establishing a responsible, customer-oriented and accountable system for managing the department’s resources. Fourteen Physical Facilities staff met three times a week for a month and mapped a new process that will cut in half the steps and offices involved in processing work orders. The new system will be a paperless process that will be much faster and more customer-oriented.

» The Yield Enhancement Team, composed of staff from 11 different offices, examined and helped improve the methods used by the Undergraduate Admissions Office to communicate with accepted students as a way of improving the number of accepted students who enroll. The team met over a two-month period and implemented a personalized student folder for freshmen and transfers and a transfer credit evaluation for all accepted transfers.
The Office of Student Financial Aid and Employment participates in the federal Quality Assurance Program (QAP) and the Experimental Sites Program. Participation in these programs reduces the federal regulatory burden placed upon the institution and its financial aid recipients. Processes are streamlined, and turnaround time is much faster than it was previously. The Quality Assurance Program emphasizes CQI principles and requires institutions to review processes and implement quality services.

The Office of Student Financial Aid and Employment provides financial aid status inquiry (financial aid application, financial aid award, Federal Direct Loan Promissory Note print status, Federal Direct Parent Loan credit check) through a 24-hour, toll free, interactive voice response system and the University’s BUSI system. In March 2000, the office unveiled its Web version of self-service financial aid status checking.

International Student and Scholar Services has been involved with two quality teams to examine the admissions process for international undergraduate and graduate students, and a new team is currently examining written and electronic recruitment materials.

The Office of Residential Life has revised sign-up procedures for new and returning students. Reassignment information is now more concise and readily available to all students through a Web site linked to each community. Staff can respond to students’ questions by e-mail and are starting to use the campus cable and voice mail systems to keep students informed.

The damage system and overall billing process in the residence halls have been reviewed through a CQI project. Inspection teams that included representatives from Physical Facilities were created for year-end inventories and billing decisions.

Health Services projects such as phone nurse and float nurse practitioner resulted from quality improvement studies. One particularly good example of the results from a quality improvement study is the “cold table.” Students had indicated a strong desire to be able to get such things as decongestants, antihistamines, cough syrup, tissues and the like without having to see a health care provider. As a result of the CQI investigation, students now fill out a short questionnaire (to be sure that a referral isn’t necessary) and then are given the products appropriate to the symptoms they are experiencing.

The success of these initiatives has greatly increased the demand for the Center for Quality’s services. The staff in the center will be increased in order to continue the University’s efforts to be both a friendly and an efficient workplace.

Increase school spirit by developing an environment which, through collegiate experiences including intercollegiate athletics, promotes pride in and identification with the campus.

The Office of Residential Life strives to create an atmosphere that enables residents to identify with their respective communities through traditional events, weekly newsletters, and recognition ceremonies at the end of the academic year. Some examples of ongoing residence hall events are: Welcome Back Weekend, anniversary celebrations, Alumni Weekend activities, area recognition exercises at Commencement, Student Leadership Advancement Committee (SLAC), and co-rec football and other athletic events. Annual area events include: Newing Navy, Hinman Hysteria, Dickinson Day, Woods Jam, Casino in the Woods, Dorm Wars, and CHOW walks, blood drives, and Health Fair.
The New Student Program, the part of Welcome Back Weekend that is offered on the first night that new students are on campus, begins the academic year with a motivational program for 1200 new students, faculty, staff, and upper-class students by a noteworthy featured speaker.

Off Campus College sponsors two beloved Binghamton rituals, Passing of the Vegetables and Stepping on the Coat. Other OCC events include housing fairs, town council meetings, CHOW walk, Habitat for Humanity, and the Volunteer Fair.

Athletics is a traditional rallying point for an entire University community and a time-tested way to inculcate school spirit. The importance of winning athletics teams cannot be underestimated in bringing people together, as became evident this year with the campus's response to the women's basketball team. Among the many other athletic resources available to students for recreation and renewal are:

- A full array of men's and women's sports teams;
- Two gymnasium with basketball courts, pools, and squash and racquetball courts;
- A recently reconstructed outdoor running track;
- A variety of intramural sports—male, female, and mixed;
- A wide range of physical education activities classes;
- Binghamton Outdoor pursuits, the part of Physical Education, that offers students the opportunity to participate in bike trips, canoe and kayak trips, hiking, and camping.

Events sponsored by International Student and Scholar Services include the annual Friendship Family Dinner, a graduation reception for international students, a welcoming dinner for new students, and ongoing free ESL classes for the spouses and partners of international students.

Promote a sense of community through annual all-University events that provide common experiences and promote interactions among faculty, staff, students, alumni, and members of the local community.

All-University events established since this goal was articulated include:

- UniversityFest—Held on the Saturday prior to the first day of fall classes, this event includes the distribution of over 40,000 free books, music, food, free soft drinks, kids games, crafts vendors, student organization fundraisers and information tables, and performances by campus and local cultural groups. The event annually draws from 6,000 to 7,000 people, including students, faculty, staff, and community residents.

- New Employee Welcome Reception—Each fall, President DeFleur hosts a reception for all faculty and staff who have joined the University community since her last reception. Supervisors, deans, and department chairs are also invited. This reception gives the president a chance to greet all newcomers and gives new employees an opportunity to meet others from around the University.

- Secretarial/Clerical Appreciation Luncheon—In April the president hosts a luncheon for all the University's secretarial and clerical employees, who are accompanied by their supervisors. In addition to lunch, these valued employees are treated to entertainment and receive gifts in appreciation of their service.
Appreciation Day Picnic—Before school reopens in the fall, President DeFleur sponsors a picnic for all University employees. The event recognizes all the work each person does for the institution and provides some fun and enjoyment as the year begins. Each picnic has had a theme that coordinates the food, games, and prizes, and each employee receives a gift.

Holiday Party—In December the president invites all faculty and staff to a holiday party to celebrate the season and the end of the first semester. The party offers food and entertainment for all.

Retirement Luncheons—All faculty and staff who have retired each year are invited to a luncheon hosted by the president. Each retiree is introduced by his or her supervisor, dean, or chair, who summarizes the individual’s contributions to the institution. Each retiree may bring a guest.

Honors Day—A Sunday afternoon ceremony in April for students, their families, and the rest of the University community, where the University presents its annual University Awards for Student Excellence and where it recognizes students who have been inducted into the various campus academic honor societies. This event includes an invited speaker of note and accomplishment.

Leadership Appreciation Celebration—Held during the first week of spring, this event recognizes student leaders.

XCELsior Awards—the XCELsior Awards annually recognizes excellence in student leadership and the accomplishments of student organizations.

Spring Fling—A day-long outdoor festival which brings together more than 3,000 people from the University and community for a celebration of spring that includes crafts booths and performances by campus, local, and national artists.

Greek Week—Held during the fall semester, the event includes over 1,500 fraternity/sorority members along with non-Greeks, faculty, and staff in a week of community service and the social components of Greek life. Greek Week is designed to celebrate Greek letter organizations and their unique contributions to the community.

The Office of the Provost hosts a reception recognizing all faculty and staff who have served as mentors to students.

Each year, a committee established by the Vice President for Student Affairs, the PRIDE Network (Promoting Interaction Among Division Employees), holds an annual “Block Party” at the end of the school year. During the spring semester, members of the network solicit nominations from all staff in the Division of Student Affairs for the “Colleague of the Year” award. This individual is selected by the staff and confirmed by the vice president, and is then honored as a valuable contributor to the division and to the University with an inscribed plaque.

Enlarge and upgrade the University Union to enhance programming, meeting, and office space to better serve the needs of students, faculty, and other campus groups.

Currently underway, the University Union expansion is being conducted in phases. Phase I, to be completed in June 2002, includes new student group offices, mini-mall, bookstore, a variety of
offices and a full-service bank. Phase II, to be completed in approximately 2004, includes renovation of the existing facility and the addition of a new lounge area, multipurpose facility, and the addition of several meeting rooms.
THEME 4: OUTREACH AND SERVICE

As a public institution of higher education, the University seeks to serve a variety of internal and external community needs by employing the institution's talents and resources in applied research, providing programs in adult and continuing education, and fostering an intellectual environment for the encouragement of academic conferences, meetings, and other special events that will engage not only the campus community but the wider community beyond. Binghamton will continue to work cooperatively with business, industry, government, schools, and service agencies in our region and state to provide elements critical to the solution of some of the problems facing society.

Leverage University resources by (1) developing creative partnerships and alliances with other institutions, with the private sector, and with public service agencies and (2) using advanced technologies to expand the University's outreach.

Broadly speaking, this objective aims to link town and gown and to serve the needs of current and former students.

Partnerships with the Private Sector

• A leader in outreach to the community, the Watson School maintains partnerships with many local industries and sponsors internships in public service agencies and industry. More than half the school's computer science majors participated in internships and co-op programs with 56 companies and organizations in 1998-99. The school's five-year electrical engineering internship program involves a year of working at a near-entry salary level. For their senior projects, most Watson students work with industry.

• Watson's Strategic Partnership for Industrial Resurgence (SPIR) project assists New York State industry through sharing technical knowledge and developing new technologies. Since its inception at Binghamton in 1994, SPIR has been involved in more than 100 projects ranging from software design and development and manufacturing systems improvements to finite element analysis. SPIR is credited with stimulating increased employment and business volume, improved retention of employees, more knowledge of technologies, and new business capabilities in the area.

• Watson's IEEC joins forces with eight major companies and has affected more than 50 others.

• Watson collaborates on many projects with IBM, Universal Instruments, Lockheed Martin Corporation, Johnson Matthey, MATCO, and Dovatron. The Integrated Electronics Engineering Center (IEEC) has additional projects with a number of smaller companies including RDI, Photomechanics Inc., STI Inc., CID Technology, and Unee Solutions. For the period July 1999 to June 2000, the projects are:
Underfill Flow Pathologies, formerly Underflow Process for Direct-Chip Attachment Packaging: Experimental and Theoretical Investigation, Eric Cotts, Physics, Gary Lehmann, Mechanical Engineering. (June 1995-).

On-Line Process Monitoring Model for Chemical Parameters in Electroless Plating Baths, Omowummi Sadik, Chemistry. (September 1997-).

Resistance Spectroscopy Applied to Accelerated Life Testing of Solder Joints, James Constable, Electrical Engineering. (July 1998-).

Hybrid Adhesion Materials for Electronic Package Assembly. (January 1999-).

Accurately Predicting Trade-Offs between Copper and Optical Interconnects. (July 1999-).

Lead Free Solders in Microelectronic Interconnects( July 1999-)

Selection of Method for Fatigue Life Prediction Under Random Loading. (July 1999-).

Many Watson faculty consult in industry and keep the school apprised of current trends and directions. Watson has had a direct and important impact on small and medium-size companies in the region. The school has assisted 75 companies and has been responsible for the creation of 230 jobs and for retaining at least 250 more.

Through its sponsored research and consulting activities, SOM has also formed additional partnerships with the business community. SOM administrators and faculty serve on community boards and as members of service clubs, contributing to the community through their specialized training and perspectives.

SOM's Corporate Associates Program fosters close working relationships with selected local firms. Corporations provide needed financial supplements to aid in the operation of the School, while the School provides technical expertise through access to faculty and graduate students.

The Small Business Development Center (SBDC) has provided counseling services to a wide variety of clients since its establishment in 1985, creating or saving jobs in the local economy and providing millions of dollars in funding or investment. The SBDC also participated in the New York State Airport Initiative, a project to assist in developing operating plans for four airports to preserve the aviation infrastructure in New York. In addition, SBDC sponsored more than twenty workshops and informational sessions for small businesses.

**SBDC Services**

1/1/99 to 12/31/99

Total Clients—499
Counseling Hours—5,956.2
Jobs Saved—433
Jobs Created—208
Funding/Investment—$9,761,183.

1/1/85 to 3/31/00

Total Clients—6,305
Counseling Hours—67,605.8
Jobs Saved—2,184;
Jobs Created—2,287;
Funding/Investment—$60,098,669.
Binghamton University is the sponsor for the New York State Trade Adjustment Assistance Center. TAAC provides assistance to New York firms that have been adversely affected by foreign trade. Since its inception, TAAC has helped more than 900 firms in the state by delivering more than $51 million in assistance.

**Creative Alliances with Other Institutions**

- Binghamton is a member of the Alliance for Manufacturing Competitiveness, a group of area community, agricultural and technical colleges, and four-year colleges that delivers education and training programs for small to medium-sized businesses.

- Binghamton was one of 16 institutions selected nationally to participate, from 1995 through 1998, in the Language Mission Project sponsored by the National Foreign Language Center. The project’s evaluation of the status of foreign languages at Binghamton resulted in a more accurate assessment of the linguistic skills of current participants in foreign language courses, focused attention on the special needs of heritage learners, and led to work on strategies to reverse language loss and to retain students in language courses. A further benefit was the strengthened articulation with New York high schools, needed to bring about a more seamless transition between high school and college language study. Language faculty were then able to develop a prototype foreign language/general education course in German that will attract more students from the professional schools into beginning courses in what will be a more international setting. A capstone study tour supported by the DAAD allows for “job shadowing” in international firms.

- SOM faculty members participate with faculty from other universities in Bulgaria to create models for distance and web-based delivery of courses and course materials.

- The Binghamton Success Program, funded by the National Science Foundation as a part of the Alliance for Minority Participation, has attracted underrepresented groups to science, engineering, and mathematics, and has demonstrably affected academic success among these groups. The Program works closely with the three community colleges in the Binghamton region—Broome, Onondaga, and Tompkins-Cortland. The program has maintained a 95 percent retention rate since its first year (1997) in the engineering, science, and mathematics disciplines for the students participating in the program. Over that time, it has awarded over $125,000 to support and cultivate the academic talents of its students through scholarship and research opportunities. Currently, 153 undergraduates are pursuing baccalaureates in the sciences, mathematics, engineering, and computer science, 72 of that number in the latter two areas.

**Creative Partnerships with the Public Sector**

- In the larger Broome County community, SEHD has developed a comprehensive and successful outreach program to educational institutions and social service organizations. Among the school’s many community projects are:

  - Act Too—a joint project of SEHD, the Discovery Center, and Binghamton City Schools to provide an after-school arts program for young children in Theodore Roosevelt Elementary School, while giving them skills in conflict resolution and offering lessons in citizenship. The children write and perform a play for their parents; middle school students assist college students in working with younger children.
Welfare-to-Workfare Project—Binghamton Housing Authority, Day Nursery, Broome County Child Development Council, Broome, Community College, and SEHD are developing a child-care facility at the Saratoga Housing complex to provide near-home care for children of welfare parents seeking employment, and also to train some parents as child care workers at the facility. SEHD students and faculty will serve as assistants, trainers, and researchers.

Liberty Partnership Program—five staff members work with middle and high school students in four different schools (Binghamton’s East Middle School and High School, Susquehanna Valley and Newark Valley) to help prevent them from dropping out of school and to encourage them to enlist in the military or attend post-secondary school. This is a state-funded project.

GEAR UP—a new federally-funded project among SEHD, Binghamton Middle and High Schools, the Urban League, and other BU offices supports students at risk and provides professional development to teachers to assist them in working better with these students.

Binghamton’s East and West Middle Schools and Binghamton High School are designated professional development schools, where SEHD Education faculty have collaborated for six years to prepare interns for careers as teachers in middle and high schools and have also provided in-service education for Binghamton teachers.

The Binghamton City Schools, the YWCA, and SEHD collaborate to provide service learning opportunities in area schools and agencies for middle and high school students. Teachers also learn ways to incorporate service learning activities into their curriculum.

The Educational Talent Search, a federally funded TRIO program, serves disadvantaged youth and adults in urban and rural school districts in Broome, Chenango, and Tioga counties. Counselors in the project encourage and assist students to complete secondary school and to enroll in programs of postsecondary education. Educational Talent Search also publicizes the availability of student financial assistance at the postsecondary level. Two-thirds of participants are both low-income and the first generation in their families to attend college.

Undergraduate Decker students undertake clinical placements at a number of private foundations and nonprofit organization, among them the Mothers and Babies Perinatal Network, the Alzheimer’s Disease Association, the Rural Network, and the Decker Foundation.

Binghamton, through its various schools and offices, has submitted proposals to partner the University with Broome County Finance Division, Broome County Employment and Training, private industry councils from nine counties, U.S. Department of Labor One-Stop Centers, New York State Department of Labor, the Southern Tier Regional Career Center, Broome Community College, area economic development agencies, New York State Empire Development, BOCES, the Department of Social Services, Lockheed Martin, IBM, HADCO, NYSEG, Crowleys, and DORON.

Student Affairs staff serve on boards of directors for many community agencies: Affordable Housing for the Elderly, Crime Victims, CYO, Broome County Youth Bureau, Community Health, Rehabilitation Services, Sheltered Workshop, American Red Cross, Salvation Army, Dollars for Scholars, and United Neighbors of Binghamton, among others.
• The University has joined with the Four County Library System and its twelve member libraries for a recent U.S. Department of Agriculture grant application to purchase distance education technology and deliver courses to outlying rural hamlets.

• Various units within Harpur provide programs, lectures, and outreach to local schools.

Building Community Leadership

• SOM builds community leadership and promotes a positive identity for the University through its Center for Leadership Studies (CLS). In the past decade, the Center has trained community leaders and leaders of local not-for-profit organizations. Under the direction of faculty associated with this center, similar programs or centers have been created in several countries across the world, including Australia, Italy, Israel, Korea and Sweden.

• SEHD and SOM are working with a grant from Broome-Tioga school superintendents to develop high-potential teachers into school administrators.

• SEHD also offers a year-long, once-a-week program in leadership skills development for University employees who are working toward leadership positions in area organizations. It provides participants with leadership concepts and skills in communications, leadership styles and approaches, teamwork, and project leadership.

Community Service

• Established in 1973, the Translation Referral Service is a not-for-profit service of the Center for Research in Translation program (CRIT) at Binghamton University. Since then, over 50,000 clients have been served in assignments ranging from personal letters to technical manuals and scholarly encyclopedias. Although German, Chinese, Japanese and Spanish are the languages most commonly requested, the service has provided translators for ancient and modern languages from all parts of the world. Assignments range from deciphering curious or difficult hand-written materials to project-managing translation assignments for national companies. In 1998, the Referral Service opened a branch office in downtown Binghamton to meet the needs of the local business community and to provide for extra instruction space for the Translation Research and Instruction Program (TRIP).

• The Public Archaeology Facility and its Community Archaeology Program encourage community participation in archaeological digs and engages in a number of community-centered outreach activities:
  » Annual presentations to the public on significant local research results during New York State’s Annual Archaeology Week;
  » Community exhibits on archaeology and hands-on demonstrations aimed particularly at children;
  » A traveling exhibit on New York State archaeology entitled Time and Tradition;
  » A site for area school field trips for lab tours and hands-on activities with artifacts; through the Community Archaeology Program, a total of 35 area volunteers participated in four one-week sessions at the prehistoric Native American Thomas-Luckey Site (AD 600-1300);
» Assistance to Native American tribal representatives with protection of sacred areas and the reburial of human remains;

» Help to the public in identifying artifacts found on properties.

Long-time Harpur faculty members Marilyn Gaddis Rose, Distinguished Service Professor of Comparative Literature, and Stephen David Ross, Professor of Philosophy and Comparative Literature, have given more than $2 million to support community and University involvement in the arts, social service, animal welfare, and environmental causes.

SEHD’s capstone course for the baccalaureate Human Development degree requires placement in area educational institutions, governmental, and human services agencies; the work provided to these organizations is valued in thousands of dollars annually.

SEHD faculty and staff provide service by membership on educational, human services, and community service boards; as consultants; and as guest speakers and workshop presenters for educational, business, human service, and social organizations.

Central to the Multicultural Resource Center’s mission is the underlying charge of providing outreach, support, and collaboration to University faculty, staff and students, and the surrounding community.

A community service module, part of special interest housing, is available in the residence halls. The staff of Residential Life works closely with local service agencies to coordinate a series of community service projects. These include:

» Day of Caring—Each January, all Residential Life staff are assigned to a local human service agency for a day of community service.

» Hand to Heart Annual Stocking Program—Through this program, coordinated by some resident directors, the University community provides assistance to purchase toys and other items to be donated to children on Christmas morning.

» Community service projects—Many staff members use community service to fulfill programming requirements. For example, staff and students have worked in local soup kitchens, distributed candy at Halloween to the children of Wyoming Conference Home, collected food for CHOW, collected clothes for the Salvation Army, and participated in the annual CHOW walk.

Off Campus College is very active in community relations, especially through neighborhood watch meetings, good neighbor programs, community-based internships and volunteer programs. OCC has established a mentoring program in the Johnson City School District, and a new internship/mentoring/volunteer program in the Binghamton School District (in conjunction with the recently funded U.S. Department of Education GEAR UP Program).

Binghamton students from Kenya have affiliated with a Roman Catholic church in Vestal, which has recently been assigned a Kenyan priest. Two major community masses were celebrated in the native language of Kenya, and the community was invited. The students were very successful in bringing together people from two continents to celebrate diversity.
Meeting Health and Welfare Needs of the Community

- DSON contributes to the University’s outreach to the community primarily through the quality of its clinical placements. Undergraduate clinical placements are coordinated with five tertiary-care hospitals, three community health agencies, and numerous other health care provider systems in and around the local area. The Kresge Center works with local, regional, and statewide agencies and undergraduate and graduate students work with agencies and schools within the community as well as TeenNet, a Web site where students in five local school districts can gain access to information on high-risk behaviors.

- DSON’s emphasis on research on dementia and care of the aging is in direct response to an aging regional population. The school’s program that provides registered nurses holding a diploma or associate’s degree with an opportunity to earn a B.S. in Nursing has met regional health care needs.

- Other contributions to the community by DSON include the Alzheimer's Disease Center, the Center for Nursing Practice, the Alternative Therapy Suite, and off-campus programs such as AIDSNET, pet therapy programs, the Regional Occupational Health Clinic, and SOS Shelter health services.

- The University Counseling Center has been active in the New York State Intercolligate Coalition Against Sexual Assault, a statewide venture that has worked with universities, hospitals, and community and state legal agencies to address the issues related to sexual assaults on college campuses.

- More than 100 assistive devices have been produced by undergraduate students in the Watson School for such local agencies as BOCES, STIC, ARC, Handicapped Children’s Association, High Risks Birth Clinic, and several school districts.

- Harpur’s English department faculty and students organized and performed in The Writer's Harvest to raise money for food for the underprivileged.

- An annual health care conference is cosponsored by SOM and organized by SOM faculty members.

- Harpur’s geography department assisted the U.S. Environmental Protection Agency in identifying toxic sites in New York and their proximity to public water well sites.

- Members of the Golden Key National Honor Society have been active in the “Best of America” program since the organization’s chartering in 1992. Members receive training to make presentations at local grade schools about alcohol and drug abuse prevention. They have also worked with United Way in its fund-raising events and with the Red Cross on blood drives and fund-raising activities.

Meeting the Educational Needs of the Community

- The number and types of programs offered to the public continues to expand in order to meet the educational needs of a variety of learners. Continuing Education and Summer Programs offered 190 courses to 1,600 students in 1998-99. Binghamton currently offers summer academic and athletic camps for youth, personal development and enrichment programs for adults of all ages, the Lyceum for retired individuals, workforce development programs for employers, and skill development programs for area workers.
The Institute for Child Development serves children in a two-state, nine-county area in full-day and after school programs.

America Reads, a federally funded work-study program, pairs university and elementary students to strengthen literacy skills.

The Campus Preschool and Early Childhood Center provides quality child care and educational programs for the children of faculty, staff, students, and the community.

SEHD students in the Division of Education, faculty members, teachers, children, and their families have together developed four murals depicting the lives of "new" and "old" immigrants to the area, painted on the outside walls of three schools and at the Saratoga Housing complex.

Over 400 area adults, age 50 and above, are members of Lyceum, SEHD's program for learning in retirement. Retired professionals share their expertise with their colleagues in short, non-credit courses. Ethnic dinners, field trips, and other activities are provided by this program, now in its eleventh year.

Special Employment Opportunities

Through the Division of Administration, the University provides official statistics to external groups. Human Resources makes employment opportunities available for individuals in various community groups, such as Green Thumb, Office for Aging, Association for Retarded Citizens, Sheltered Workshop, and the New York State workfare program.

Contributing to the Quality of Life in New York's Southern Tier

The Anderson Center is the largest theater complex in the Southern Tier of New York and the Northern Tier of Pennsylvania. Each year, more than 80,000 persons from within a 100-mile radius visit the Center to enjoy performances by world-renowned performers and traveling companies. Theater and music performances developed specifically for children and young people introduce public school students from throughout the region to the performing arts.

The Anderson Center is supported by a complex of dressing rooms, a scene shop, a costume shop, academic facility for music, dance and drama faculty and students. The facility's Concert Theater, Chamber Hall and Watters Theater provide students and faculty an opportunity to perform in a world-class setting under optimum acoustic conditions.

The Anderson Center is regularly used by on- and off-campus organizations for other performances, conferences, and meetings. The center's staff schedules and operates the facility and assists users in everything from technical lighting assistance to box office services and promotional campaigns.

The University's partnerships with the Binghamton Symphony and the Summer Music Festival contribute to the area's rich cultural offerings.

Harpur's Music Department presents over 80 concerts each year, and this year its Theatre Department mounted a 10-show season of main stage and one-act plays directed by faculty and students.
A special treasure on the Binghamton campus, the University Art Museum contains more than 3000 art objects from all major periods of art history and most parts of the world. Since 1967, Binghamton has enriched the lives of its students and members of the community by offering them firsthand exposure to a permanent collection of thoughfully selected art works. A series of visiting exhibits each year further enhances the educational value of the collection.

The 3,000 art works contained in the University's collection include paintings, sculpture, architecture, prints, photographs, drawings, glass, ceramic, metalwork, manuscript collections, textiles and costumes. Geographic areas covered by the collection include Egypt, Greece, Rome, the Near and Far East, Europe, Africa and Oceania, pre-Columbian cultures and the Americas.

The University's highly successful international arts festivals (Northern Ireland, 1994; Scotland, 1996; Greece, 1999) have endowed Binghamton's arts program with unusual international richness. The opportunity to attend world-class music, dance, and theatrical performances, all at affordable ticket prices, has been widely appreciated and supported by community residents.

One of Binghamton's most successful innovations of the past decade has been UniversityFest. Held on the Saturday prior to the first day of fall classes, the annual event, designed to bring the University and community together in a spirit of celebration, features the distribution of over 40,000 free books, music, food, free soft drinks, kids games, craft vendors, student organization fund raisers and information tables, and performances by campus and local cultural groups. The event annually draws 6-7,000 participants including students, faculty, staff, and community residents.

The Harpur Forum, a University-based membership organization of more than 300 community and professional leaders, provides a vehicle for strengthening ties and sharing information between the campus and the community. Speakers at the breakfast meetings of the group have included political leaders, business and industry executives, creative artists and celebrities, and the University's own faculty. Lectures, seminars, and colloquia such as the annual Patrick Toole Lecture at the Watson School, the Briloff Lecture at SOM, and the Couper lecture at SEHD, also increase the University's outreach, especially among local business and professional leaders.

Harpur and SEHD regularly invite outstanding alumni to visit classes and lecture to the public. These alumni-in-residence visits engender pride in Binghamton and its graduates.

The Department of Romance Languages organized an event to recognize distinguished community members of Italian heritage.

The University's 22nd annual Poetry and Children event involved 350 children reading their original poems.

Using advanced technologies to expand outreach

The University regularly collaborates with other state and private institutions to share information and technical projects, and partners with several contractors and vendors for auxiliary services and support.

The use of advanced technologies to expand outreach include:
SOM's distance learning program with Bulgaria. The school's Executive M.B.A. program with Lockheed Martin also relies on advanced technologies and distance learning;

A Luminet room, established by the Division of Administration, that provides fiber-optic capabilities for linking all area BOCES locations, Broome Community College, United Health Services, and a number of area high schools to the University;

The Watson School's EngiNet program, which uses videotape delayed delivery and the Internet to offer courses across New York State;

Compressed video capabilities used by DSON and SEHD for their campus-based courses;

A system used by Continuing Education and Summer Programs (CESP) and Telecommunications enabling local employers to conduct face-to-face job interviews with candidates who cannot make it to Binghamton sites;

Computer-based internet capabilities used by chemistry and CESP; about 500 students last year used this technology for professional development and mid-career learning opportunities;

Binghamton participates in SUNY Learning Net, a system-wide initiative to make courses from various campuses available over the Internet; in 1999-2000, Binghamton offered 32 courses through this consortium.

- The Division of Administration provides opportunities and facilities for distance learning to various other institutions and agencies. The division also created and supports the University Web site and provides technical and administrative support for external programs and conferences, such as the Empire State Games and UniversityFest.

Determine local and state needs and encourage faculty to develop programs in research, continuing education, economic development, and job training to meet those needs.

In the past decade, Broome County has lost 15,000 manufacturing jobs and has not kept pace with the rising economic prosperity typical of much of the country. Binghamton University has been aggressive in developing programs to meet regional needs during this period.

Meeting Workforce Needs

- The University has recently submitted $1.5 million Department of Labor and $350,000 U.S. Department of Agriculture grant applications for worker training. A contract proposal was also submitted to the New York Department of Social Services to provide employee training.

- SEHD, Watson, SOM, and CESP all offer continuing education and skill training programs for a variety of employers and their employees.

- SEHD's Division of Professional Development and Research offers long- and short-term non-credit courses and programs for area educators, for government employees, and for human services professionals. Those served include: day care workers, BCC and BU employees, employees at the Crime Victims Assistance Center, at the Binghamton Housing
Authority, the Department of Social Services, the YWCA, the Urban League, and law enforcement agency personnel. The division also sponsors conferences for educators and human services professionals, including its Cross-Cultural Conferences on issues of race, gender, ethnicity, and class, Economic Disparities in the Southern Tier in Fall 1999 and Women as Leaders in March 2000.

- DSON is meeting workforce needs through its Advanced Certificate for Nurse Educators, developed to prepare nurse practitioners and other faculty who are teaching in academic programs without formal preparation in teaching. The program is in the process of securing the necessary approvals.

- DSON developed and implemented an "Essentials of Critical Care" course to sharpen the thinking abilities of nurses working in high acuity units.

- The Center for Quality has conducted training workshops on team development and the tools of continuous improvement for faculty and staff at SUNY-Cortland, SUNY-Potsdam, and the College of Agriculture and Life Sciences at Cornell University. In addition, the center has worked on a volunteer basis with several local businesses to help them use teams to improve their efficiency and communication.

Continuing Education and Training

- SOM's Executive MBA in Health Care, offered to health care professionals in the region in cooperation with United Health Services, and the school's Executive MBA, offered on-site at Lockheed-Martin in Owego, are two important community outreach efforts.

- The Office of Continuing Education and Summer Programs is in constant conversation with area employers, performs periodic focus groups, and make visits to area employers in order to determine their needs for continuing education and workforce development. It has also hired a full-time grants writer in order to take advantage of funding and development opportunities. Among the examples of the Office's recent activities are:
  - $350,000 USDA grant application recently submitted for worker training;
  - $1.5 million DOL grant application recently submitted for worker training;
  - A contract proposal submitted to the Dept. of Social Services to provide training for employees.

- CESP launched the Winter College for Workforce Development three years ago; five courses were offered in the first year, 24 in the second, and 134 this last winter.

- The Division of Professional Development and Research (PDR) is the arm of SEHD that most directly identifies and serves the needs of community members who are not currently enrolled in credit programs. Short courses, conferences, a certificate program, and other activities are designed to target community needs. For example, a conference held in fall 1999 on economic disparities has led to a funded, ongoing, anti-poverty project involving over 100 community residents.

Strengthen the Alumni and Parents' Association and further integrate parents and graduates into appropriate aspects of the University.
Alumni Relations

- Binghamton University is working in numerous ways to strengthen the ties of alumni/ae with their alma mater. The base for such support begins with developing and nurturing alumni clubs around the globe that offer service to alumni and promote interaction among graduates. There are now 30 alumni clubs across the country and abroad, and, since July 1999, the Alumni Association has sponsored approximately 40 club events with a total attendance of 1,100 alumni.

- The Alumni Association fosters continued commitment to Binghamton University by encouraging alumni to be actively involved in helping the institution achieve its objectives. Alumni are instrumental in our success in the recruitment of students and in their career planning and placement.

  » Nearly 1,250 alumni serve as Alumni Admissions Volunteers. They work with the Admissions Office to help recruit prospective students during high school college nights and to talk with admitted students about their choice of Binghamton. The Admissions Office is working to expand its Alumni Admission Volunteers program to assist recruitment and campus name recognition nationwide, and, through the International Alumni Network, worldwide.

  » Eighty alumni/ae participated in the eleventh annual Metro Fair in New York City in January 2000, where they talked about careers with the more than 400 students who attended. Two hundred students attended an earlier panel discussion entitled “How to Get Your First Job.”

  » Forty students attended the first “Etiquette Luncheon and How to Dress for Success Seminar,” led by a professional business etiquette teacher.

  » Approximately 50 students attended the annual Alumni Pre-Law Panel, where alumni attorneys and law school students discussed legal careers.

  » SOM has established three advisory boards—two in the Binghamton area and one in New York City— composed of executives, some of whom are alumni. These groups provide advice to the school on curriculum development, job placement activities and strategies, and ways in which the School can reach out to the community and address some of its needs.

- The quarterly Binghamton Alumni Journal, mailed to more than 65,000 alumni, has been redesigned to reinforce alumni pride in being a member of an unusually talented and successful group of men and women, the graduates of Binghamton University.

- The Alumni Association has also redesigned its home page, which receives on average 70,000 “hits” a month. Alumni can find listings on the Web site of events and services, news about notable alumni, and past issues of the Binghamton Alumni Journal.

- Fraternity and sorority members are historically strong alumni supporters of the University from which they graduate. By fostering a positive Greek experience at Binghamton, Campus Activities hopes to strengthen the alumni program.
Parent Outreach

- Family Weekend, an enhanced and updated reprogramming of parents’ visitation weekend, now attracts over 1,200 family members and friends to campus each fall.

- The Watson School sponsors several open houses for prospective students and their parents, and offers tours of the building to visitors throughout the year.

- Family orientation, conducted by Campus Activities and Orientation, and University workshops and programs prepare families for life with a Binghamton student.

- The DSON’s open house approach to recruitment has proved successful in promoting parental involvement.

Improve awareness of and access to University programs and activities by individuals not otherwise affiliated with the University.

- University Relations sends more than 2,400 news releases annually to hometown newspapers. These brief news articles announce the naming of Binghamton students to the dean’s list or other honors.

- Coordinated by University Relations, the University and its programs have developed Web pages to enhance the national and international exposure of Binghamton University to potential students and the public. The University’s Web site enjoys nearly 370,000 “hits” per month.

- International Student and Scholar Services’ Friendship Family Program brings members of the community together with new international students to develop social relationships and ease cultural adjustments.

- The Patrick Toole Lecture, cosponsored with IBM, has been very effective in drawing attention to the Watson School and the University. The school’s director of continuing education works to keep the Watson School and the University in the spotlight for regional engineers and computer scientists. Watson offers courses to non-matriculated students and invites many local community members to our school seminars. The School’s Watson Review reaches more than 7,000 readers twice a year.

Binghamton University’s outreach efforts all contribute toward the achievement of its overarching goals. At the same time, the institution is cognizant of the fact that we must be aggressive in our efforts to bring our excellent programs, scholarship, and outreach initiatives to the attention of others. The recruitment of talented students, the expansion of partnerships, and philanthropic support depend on it.

Increase the participation of retired faculty and staff in appropriate activities that recognize their special abilities and experience.

- The Bartle Professorships program, established by the provost in 1996, invites faculty who are not yet ready to move to full retirement to continue participating in a variety of program activities, including teaching, research, service, mentoring and advising students. Faculty who take the “Bartle option” retire from the University, and then are reappointed as Bartle Professors. Bartle Professors enjoy privileges not extended to emeriti/ae professors; they have full faculty voting privileges, participate fully in departmental functions, and undertake agreed-upon duties over the course of their appointment.
- Harpur has improved communication and interaction with senior faculty and emeritus faculty in a number of ways:
  
  » Emeriti faculty were recognized at a luncheon preceding the October 1999 Dean’s Lecture, and then again at the lecture and a reception following.
  
  » Emeriti and senior faculty received a special invitation to participate in the May 6, 2000, “Festival of Faculty” during Reunion Weekend.
  
  » The dean’s office is in the process of gathering information from senior and emeriti faculty for Harpur’s 50th Anniversary “Memory Banks.”
  
  » The dean’s office is working on ways to appropriately commemorate deceased senior and emeriti/ae faculty, their careers, and their contributions.

- The Lyceum offers retired faculty and staff an opportunity to continue teaching and learning. Courses are taught by and attended by retired individuals from throughout the Binghamton area, and retired faculty frequently participate in this program.

- The Watson School invites retired faculty to all school functions. In addition, some retired faculty are asked back to speak in classes.

- Health Services has been able to hire retired nurses as per diem staff, which has helped the office provide consistent service during times of staff illness or absence.

Expand the use of University facilities for conferences, meetings, and other special events, and develop closer relationships with external organizations that may use these facilities.

- Binghamton’s conference office coordinates approximately 500 events each year, serving more than 40,000 people. Physical Education and the Anderson Center offer many more opportunities for outside organizations to take advantage of the University’s superbly maintained facilities.

- The University’s summer schedule is now so full that it has become more difficult for groups to find classroom space on campus during the summer than during the academic year. Binghamton continues to work with the Broome County Chamber of Commerce and with local hotels and motels to ensure success for campus events attended by external organizations. During the academic year, events and conferences are scheduled in the evening and on weekends to ensure access to University facilities. During the summer, the University offers several residential conferences, with participants housed in residence halls.

- In May 2000, DSON sponsored a Wellness Program for Senior Citizens in conjunction with the Broome County Office for Aging, United Health Services, District #5 Nurses Association, the Lourdes Wellness Center, and the Retired Senior Volunteer Program. The program’s focus was on health promotion for older adults, and topics included exercise, sleep, humor, and mobility. Nearly 200 people registered for the event.

- The University’s commitment to equip all classrooms with Computer Data Display Systems (computer projections systems), internet connectivity, video playback and slide projection, as well as standard overheads and black boards has been critical to Binghamton’s success in making the campus more attractive for conferences and off-campus organizational meetings.
THEME 5: SUPPORT OF THE UNIVERSITY’S MISSION

Over the past several years, New York State support for Binghamton University has decreased considerably. During that time, Binghamton has made very effective use of its available resources. But, the University understands that resources to support its complex mission must be further increased and diversified through strengthened ties with alumni/ae, friends of the University, local business and community leaders, legislators and government officials, and various donors and foundations. These and other constituencies must be informed of the University’s strengths and needs and their support solicited. Ties need to be strengthened with alumni in order to increase levels of contributions.

Enlarge the base of financial contributions and political support for the University.

The Binghamton University Foundation

• Total giving to the University through the Binghamton University Foundation from private donations, gifts in kind, and non-contract research grants reached $5.4 million in 1998-99, an increase of more than 250 percent over the 1988-89 total of $1.5 million. Total giving for the fiscal year ending June 30, 2000 exceeded $7 million.

• The Campaign for Binghamton University—a comprehensive gifts campaign to raise $36 million for academic programs, faculty and student support, facilities, and campus enrichment—is a major multi-year effort to increase pride and visibility and to secure significant resources. The University has already raised $27 million of that goal.

Figure Q
Total Private Support
The market value of the Foundation's total endowment reached $32.8 million in 1998-99, a growth of over 300 percent since 1989-90, when the endowment stood at $8 million. In June 2000, the market value exceeded $37 million.

The Foundation manages several Annual Fund campaigns:

- The Alumni Annual Fund
- Parents Campaign
- Community Campaign
- Faculty/Staff Campaign
- The Deans Campaign
- The Senior Class Gift Campaign

In 1998-99, contributions from alumni totaled over $1 million—an increase of 400 percent since 1989-90.

The University received in-kind gifts worth more than $845,000 in 1998-99, including gifts of art, real estate, books, and equipment.

Enlarging the Base of Support

In coordination with the Foundation, the Office of University Relations produces and distributes the Foundation's Annual Report.
Recently, Harpur College has developed major gift strategies and appointed its own development officer. Donations to Harpur's special purpose accounts increased by 41.5 percent for the two nine-month periods ending 3/31/98 and 3/31/99, i.e. from $111,742 to $158,113. Donations to endowments administered through the Foundation have increased by 42 percent to a total of $5.6 million.

Harpur has sponsored special events involving emeritus/a and senior faculty, the Romano Lecture, and several regional events. In addition, the College's Alumni Visitation Program welcomed five alumni to campus during 1998-99.

The Watson School's Dean's Campaign, developed in 1996, has seen a 150 percent increase in participation since its inception.

SOM's Corporate Associates program has three members, each of whom contributes $10,000 each year to support the school.

DSON's successful fundraising efforts have resulted in significant support for the school from the Decker Foundation. The school's faculty have also been very successful in writing program grants to launch new educational and clinical initiatives.

Develop widespread support for affordable public higher education in New York.

University Relations coordinates Binghamton's visual presence in Albany at SUNY Day, assisting in the institution's advocacy activities with New York legislative leaders.

Through membership and participation in professional organizations, financial aid staff are able to have an impact on policy decisions at the federal and state level. Staff members have testified before the SUNY Board of Trustees, New York State legislators, and various commissions on financial aid.

DSON students participate in the legislative process through visits to legislators, lobby day, political forums, letter writing to congressmen regarding health issues, and testimony to various state and national committees on health care.

Publicize the accomplishments of the University at the local, state, national, and international levels.

Media

The quality of programs offered at Binghamton University is nationally recognized and prominently publicized in different national media. In Kiplinger's Personal Finance Magazine, Binghamton is listed as one of the top 10 values in state universities. The Fiske Guide to Colleges 1999 lists Binghamton among the 43 "best buy" schools. U.S. News and World Reports includes Binghamton among its 25 top public universities. Binghamton also receives very favorable comments in the Princeton Review: The Best Colleges 1999, in the Kaplan/Newsweek College Catalogue, and in Barron's Best Buys in College Education.

University Relations is responsible for multi-faceted communications strategies related to issues management and University initiatives. Last year, the office planned and implemented communication strategies for a variety of issues including the displacement of students from Digman Hall, the announcement of the arming of the New York State University Police, and the decision to move the University to Division I athletics.
Inside Binghamton University, an award-winning weekly newspaper published by the Office of University Relations, plays an important role in developing University community. The newspaper, with a circulation of 6,000, is distributed on campus to all faculty and staff and is available for pick-up by students. Off campus, it is distributed to SUNY leaders, legislators, Harpur Forum members, alumni/ae leaders, and other community friends. Inside serves as the newspaper of record for important campus communications. In addition, it provides regular coverage of news and events, faculty research and scholarship, and student trends and accomplishments. The articles written for the newspaper are used extensively in other campus publications, including the research magazine Inside Research, the Alumni Journal, school newsletters, “From the President,” and on the University’s Web site.

Harpur College improved its publicity in electronic and print media through the appointment of a public relations specialist. The bi-weekly Harpur Hotline is its first electronic newsletter, and is distributed to Harpur College faculty and staff, on-campus friends, and the more than 12,500 Harpur alumni to keep them current on college events and activities and to strengthen the connection between alumni and the college. This specialist is also working with others on campus in increasing the college’s visibility nationally.

Conferences, Papers, and Presentations

Binghamton's reputation for quality is enhanced through participation and presentations by faculty and staff in national meetings and conferences and by publications in scholarly and other journals and periodicals. Participation in national surveys is also an effective way of spreading the word about Binghamton.

- For academic year 1999-2000, faculty have self-reported the following numbers of publications: Decker School of Nursing—30; Harpur College of Arts and Sciences—795; School of Education and Human Development—30; School of Management—47; Watson School of Engineering and Applied Science—155.

- Staff members in the Office of Student Financial Aid and Employment are often asked to present at national and state financial aid conferences on a variety of financial aid-related issues.

- The Center for Quality has made presentations on teams and continuous improvement at a number of state, national, and international conferences, and these presentations always include examples of the accomplishments of teams at Binghamton. In addition, the Center was part of the charter group that established the National Consortium for Continuous Improvement and developed the recognition and reward program for this organization.

- The Office of International Student and Scholar Services has received national recognition for several of its programs, including “International Students and the Job Search Process” and the International Alumni Network, which are considered to be national models.

- DSON’s recruitment activities at state, regional, and national conferences serve, as well, to publicize the school.

- The Watson School is very active in national organizations such as ACM, ASEE, ASME, and IEEE. It also responds to all major surveys relative to the School’s accomplishments and participates in all major nationwide studies.

Binghamton University Self-Study 2000 -- p.114
The Division of Administration provides information and survey responses to external sources in order to promote the University at the local, state, and national levels.

In 1998, the Vice President for Student Affairs was invited to present a paper at Pembroke College, Oxford University, entitled *Umabatha Macbeth: An Innovative Approach to Student Learning in Residential Areas*. In 1999, he was invited to return and presented a paper on *Building an Inclusive University Community*.

**Improve our performance through self-evaluation, monitoring of selected indices of how well we are doing, and taking appropriate action based on that information.**

**Division of Academic Affairs**

- In 1995 the Division of Academic Affairs and the Division of Administration enrolled Binghamton University in the National Study of Instructional Costs and Productivity (The Delaware Study), a national consortium of universities interested in benchmarking key indicators of academic unit and individual faculty performance. The Delaware Study enables participating institutions to answer three important questions: who is teaching, whom are they teaching, and at what cost? Each participating school reports the numbers of credit hours and organized class sections taught by tenured/tenure-track faculty, other regular faculty, supplemental faculty (adjuncts), and teaching assistants within each academic department. Academic departments are classified according to CIP code. In addition, schools provide expenditures figures on salaries and benefits, as well as the amount of sponsored research and public service expenditures.

The Delaware Study provides Binghamton the opportunity to identify a set of peer institutions against which to compare ourselves on a departmental basis. For example, our set of peers for Political Science differs from our set of peers for Biology. There are several important dimensions to the data collected for analysis, including the make-up of the faculty, the mix of faculty teaching students at different levels of instruction, student credit hours generated, instructional costs, and sponsored research funds generated. Figures A - B offer examples of the comparative data generated as a result of our participation in this study. The full report contains these and other comparisons for each academic unit.

**Figure S**

Delaware Study Data Example 1
Percent of Lower Division Student Credit Hours Taught by Faculty Type

![Pie charts showing comparison between National 1997 and Binghamton 1997 credit hours taught by different types of faculty.](image-url)
The left side of Figure A shows that for this particular discipline, 67% of lower-division student credit hours are taught by faculty who are either tenured or on track to be tenured. The right side of the figure shows that Binghamton's department in this discipline exceeds that national benchmark—92% of lower-division credit hours were taught by tenured tenure-track faculty at Binghamton. Similarly, the figure reveals that Binghamton relies less heavily than the norm on non-tenured faculty, supplemental (adjuncts) faculty, and teaching assistants.

**Figure 7**
Delaware Study Data Example 2
Direct Instructional Costs

Figure B provides a second example of Binghamton's benchmarking efforts based on our participation in The Delaware Study. In this figure, 100% on the vertical axis shows the national benchmark for direct instructional costs in a particular discipline. The bars represent Binghamton's costs in this discipline as a percentage of that national benchmark; thus, bars below the 100% line signify that Binghamton is less expensive than the national benchmark and bars above the line denote that we are more expensive than the national benchmark. In Figure B, Binghamton's costs were only 80% of the national benchmark in this discipline for the 1997-98 academic year.

The institution spent five years setting up the data files, and this past year we met with the deans to assure ourselves that the information was accurate and a reasonable way to assess performance. We now have three years of data, are comfortable that our information is reliable, and are in a position to make inferences about units. The provost has begun discussions with the deans about the meaning of the variances observed.

Using the Delaware Study, Binghamton University has adopted the goal that each academic unit should be generating funds for sponsored research at a rate that is equivalent to or above the mean of dollars generated by its peer institutions. Thus, we compare chemistry against chemistry norms and art history against art history norms.

Currently the Delaware Study does not cover all aspects of the mission of this institution. Sponsored research funding represents only a portion of the body of creative work generated by our faculty. And there is no measure for endeavors related to the service/outreach aspect of our mission. Fortunately, two additional measures are under discussion by institutions participating in the study: (1) a measure of scholarly productivity in addition...
by institutions participating in the study: (1) a measure of scholarly productivity in addition to sponsored research activity; and (2) a measure for the service/outreach provided. Information from the totality of the current and projected measures will be increasingly important in working with units to organize their resources in ways that will promote excellence across the full range of the University’s mission.

- The Office of Budget & Institutional Research is in the process of completing a Web-based query tool that will allow the provost, deans, and department chairs to access the teaching workload histories of every full-time faculty member and to view summary information regarding the teaching workload of each academic unit. This project is currently in the testing phase and should be ready for use in fall 2000. At that time, it will contain three academic years’ worth of teaching load data that will show the full range of faculty instructional load. This tool will assist administrators in planning to meet instructional needs as well as in making decisions regarding the granting of sabbaticals and other leaves of absence. Making the best use of scarce resources includes fostering a differentiated mix of faculty assignments while maintaining the full involvement of each faculty member in the various missions of the University.

Division of Administration

- The Office of Administration provides and maintains business systems (registration, financial aid, records, admissions, student accounts, facilities management, Human Resources, finance reports) for the entire University and provides planning resources to University administration. The division also led Binghamton’s successful efforts to make campus systems Y2K compliant. An analysis of the University’s total computing systems by a special task force led to the Pegasus Project, which seeks to re-engineer the University’s core business and student systems through Web-enabled computer technology.

- Internal facilities audits as well as inspections by outside agencies (Dormitory Authority, Health Department, State University Construction Fund, Public Employees Safety and Health Administration, Department of Labor) have led to remedial action where required.

Division of Student Affairs

- Each office within the Division of Student Affairs submits yearly goals and objectives to the vice president. In this document, offices state their goals, show how they will define success in reaching each goal, and what data will be gathered to support their achievements. Each office submits a mid-year status report and an annual report. In return, offices receive feedback and comments on their initial goals and objectives as contained in the two reports. All orientation, alcohol education, fraternity and sorority, leadership, and other programs are consistently and constantly evaluated and reviewed relative to national norms and trends.

- Through the Office of Student Financial Aid and Employment, Binghamton participates in the Federal Quality Assurance Program (QAP) and Federal Experimental Sites programs. These programs are based on principles of Continuous Quality Improvement (CQI). Each academic year the Office of Student Financial Aid and Employment is required to take a scientific random sample of financial aid recipients. From the data collected from these students, the office analyzes errors in the process and implements quality improvement tasks for the following year.
• In spring 2000, the Office of Student Financial Aid and Employment administered the College Board’s Admitted Student Questionnaire. Data collected will help administrators determine why students do or do not choose to attend Binghamton. This information will serve to improve the University’s processes and messages to students.

• The Center for Quality continually evaluates all of its teams, workshops, and presentations and uses these evaluations to improve its services.

Division of External Affairs

• The Division of External Affairs compares its performance to that of other institutions in its fund-raising and alumni activities. Published data is available through the SUNY system and other professional associations.

Develop guidelines for the allocation of resources among academic units and programs that support the complex mission of Binghamton University.

Communicate these guidelines widely and continually monitor their effort on achieving our goals.

• The Division of Administration continually conducts surveys, analyses, and benchmark studies to monitor University performance.

• The Office of the Provost has undertaken several initiatives to create and publicize guidelines. These include guidelines for discretionary funds for both teaching and research; assistantship lines for graduate program development and teaching assistance; and reallocated funds from faculty lines for the development of program initiatives crucial to research and increased enrollments.

Integrate the University’s planning and budgeting process with an annual review of progress toward the attainment of strategic objectives.

Each summer, President DeFleur conducts two retreats, one for senior staff and one for senior staff in conjunction with the deans and the directors of the libraries and the computing center. At this retreat, the campus leadership reviews its progress toward its strategic goals, assesses the critical challenges facing the institution in the year to come, and outlines where the institution will make investments to promote the achievement of its most important objectives. These yearly retreats have been very helpful in keeping the entire institution focused on strategic initiatives. They also serve to facilitate modifications when conditions change.

Update the strategic plan periodically.

As Binghamton moves into the future, it does so with a vigilant eye on the excellence on which its foundation has been built. External review and self-evaluation of the programs and functions of the University will assist in sustaining its high standards. Development, implementation, and periodic review of a strategic plan will be critical to Binghamton’s success in designing an approach and evaluating progress toward the accomplishment of its institutional mission.

• The strategic plan is updated regularly. As indicated in the introduction, a major component of the University’ self-study was a concurrent effort made to update our strategic plan. The results of the work of the campus comprises the following Plan for the Future 2000. We believe this plan will serve us well in the next several years.
Mission

The State University of New York at Binghamton is a research university committed to excellence in teaching and scholarship. Binghamton offers carefully-focused Masters and doctoral programs and a range of undergraduate programs taught from diverse perspectives to a pluralistic community. A continuing commitment to the liberal arts forms the basis for undergraduate instruction in the arts and sciences and in the professional programs of nursing, engineering, management, and education. Binghamton guides students in the development of their intellectual life and prepares them to contribute constructively to their community and region, to New York State, the nation, and to a world that is rapidly changing and increasingly interdependent. Graduate education and research emphasize both scholarly depth within the disciplines and unique interdisciplinary perspectives, and provide the basis for undergraduate education that is at the forefront of knowledge. As a public institution of higher education, Binghamton recognizes its responsibility to build a multicultural campus community that offers opportunity for access and participation to all members of society. Binghamton University actively contributes to the state and nation through continuing education, applied research, and other services. In pursuit of its mission Binghamton continually evaluates its programs, structures, and processes and alters them when change will enhance its quality and effectiveness.

Introduction

Binghamton University enjoys a national reputation for excellence—known for the talents and scholarly contributions of its faculty, the selectivity and achievements of its students, attainments of its alumni, and its value-added efficiency. We are a research institution to emulate; our world-class scholars value teaching and care about undergraduate education. While other research institutions are just beginning to respond to a national agenda to pay more attention to undergraduate education, Binghamton University is moving forward with new initiatives to build upon its historic models of best practices for achieving excellence in both undergraduate and graduate education. Binghamton’s advantage stems from being large enough to mount exciting research ventures, yet small enough to be a community.

The University’s strength lies in its people. Faculty, staff, students, and alumni represent a variety of cultures, backgrounds, and ideas, and contribute to an open and supportive campus environment with a high level of intellectual and creative energy. As one of the nation’s best public institutions of higher learning, Binghamton University recognizes its responsibility to make its expertise and knowledge available to promote the public good. In its relatively short history,
Binghamton has achieved distinction for the quality of its creative endeavors, and the impact of its collaborative work with business, educational, governmental, and not-for-profit organizations.

With this base of strength the University intends to grow. The needs and requirements of business, education, government, industry, and social services for a more skilled and capable work force are expanding rapidly. To do our part to meet these needs, Binghamton has set an overall enrollment goal of 15,000 students and very slowly has been increasing the numbers of students as additional resources become available.

A democratic society thrives when knowledge and understanding are advanced and shared widely. Binghamton has already made significant contributions to knowledge in many fields. To advance its contributions further, the institution seeks to become even more research intensive in the natural and social sciences, in the arts and humanities, and in our professional schools.

The globe continues to shrink. Distance no longer poses a major barrier to interactions and alliances that cross national boundaries. Events that occur in one geographic region now have a much more direct impact on all other regions than was previously the case. In light of that fact, Binghamton recognizes that it must become a fully internationalized institution by increasing partnering arrangements with universities and organizations in other countries and through enhancing international focused curricula and activities on campus.

Eight fundamental goals characterize Binghamton University’s aspirations for the future. These objectives describe an institution that values excellence and is committed to assisting all its members to achieve that goal. Binghamton looks outward, seeking ideas, best practices, and partnerships that will enrich its endeavors. Binghamton then applies what it learns to improve how it approaches accomplishing its complex mission.

FUNDAMENTAL GOALS

Pursue excellence in the teaching, research, and service missions of the University.

Enhance the strength of academic programs that have resulted in Binghamton University’s reputation for excellence; selectively develop new programs that address new needs.

Enhance the intellectual, social, and cultural milieu of the campus.

Promote a campus atmosphere of inclusiveness and respect that fosters full opportunities for growth and advancement of all people.

Work to ensure that personal financial resources do not hinder access to the excellent educational opportunities offered by Binghamton University.

Become more internationally focused in our educational programs, outreach, operations, and topics and methods of inquiry.

Create meaningful standards of excellence for University endeavors. Develop appropriate benchmarks and gauge our performance annually within vice presidential divisions.

Strengthen the recognition and reward structure to encourage and reinforce the highest level of achievement throughout the University. Recognize the differing
contributions made by individuals, units, and divisions in achieving the University's collective goals of excellence in teaching, research, and service.

Ensure that the allocation of resources supports our multi-faceted mission.

Provide state-of-the-art technological support for instruction, student learning, research, and administration. Assist faculty, staff, and students to adopt and use the changing technology effectively.

A Plan for the Future is organized into five themes: Learning and Teaching, Discovery—Research and Other Creative Endeavors, Community, Outreach and Service, and Support of the University's Mission. Within these themes are major objectives that serve to guide the University's priority setting and decision-making in the years to come. These critical overarching objectives are shown in boldface. More specific and concrete action items follow in regular type.

**THEME 1: LEARNING AND TEACHING**

The Binghamton tradition has been to integrate undergraduate and graduate education to provide an intellectual environment that reflects diverse national and international perspectives in curricula and programs. The University is committed to maintaining and enhancing its undergraduate excellence in the liberal arts and in professional programs, as well as offering masters and doctoral programs of the highest quality. These goals reflect the special history of Binghamton where undergraduate and graduate programs complement each other, drawing upon nationally recognized faculty to create an outstanding academic experience for students at all levels. Our institution strives to provide a challenging learning environment that fosters critical thinking and a desire for life-long learning in its students.

Binghamton University fosters a culture where teaching is valued. Faculty are aided in their efforts to enhance their expertise as teachers. Moreover, the campus is in the process of adopting Boyer's notion of the scholarship of teaching. That is, several faculty have begun to treat the matter of how students learn as an important area for scholarly inquiry. A commitment to the scholarship of teaching by the University extends beyond fostering students' learning. It includes promoting a campus dialogue about teaching so that faculty can adopt the best instructional practices known and learn from one another and from their students how to become even more effective teachers.

**Objectives**

- Ensure that curricula and programs are innovative, rigorous, up-to-date, and responsive to societal needs and students' career goals.

- Create a University-wide competitive small grants program for faculty projects that seek to update courses and/or curricula.

- Incorporate international perspectives and research findings into more courses. Provide appropriate assistance to faculty to attain this goal.

**Graduate Education**

Binghamton University has ambitious goals for its doctoral programs. We seek to improve the stature of our graduate endeavors; to prepare excellent scholars capable of making significant contributions to their disciplines; to develop skilled and sensitive teachers, and to provide optional
experiences for students who seek post-graduate careers outside the academy. At the master’s level, we aspire to curricula that prepare students for a number of professional positions. We expect that our graduates will become leaders in their chosen fields.

- Strengthen graduate programs through a thoughtful process of internal and external review. Work with programs in this process to define subspeciality areas where Binghamton can achieve national recognition.

- Assess carefully faculty resources available to each doctoral program and make adjustments where they are warranted.

- Increase the flexibility of doctoral education by providing opportunities for students to prepare themselves for different kinds of postgraduate careers.
  
  - Increase master’s degree enrollments in fields where this degree is becoming the preferred level of preparation. Develop new master’s programs in selected areas where the advanced preparation of students can improve their prospects for meaningful careers. Include in the curricula, courses and experiences that prepare students for leadership.

  - Increase interdisciplinary and cross-school and college collaboration in the design and implementation of innovative degree programs (including doctoral programs) that contribute to defining an educational leadership position for Binghamton University.

Undergraduate Education

The goals we have for our undergraduate students are many, though our primary goal is to prepare them for their futures as educated and informed citizens of the country and of the world. Contained within that overarching goal are a number of others. Through a carefully planned program of general education, we want our students to become aware of the breadth of their intellectual heritage and of the various perspectives that others have taken toward that heritage. Through closer work in a chosen discipline, our students deepen their understanding of a particular branch of knowledge, our goal being to ready them for satisfying and productive careers. Our goal while they are here is for our students to forge personal and intellectual ties, and in so doing to learn more about themselves and others, their commonalities and their differences. Informing all of the learning that our students undertake at Binghamton is our goal that they become active learners, interested in discovery and engaged in a learning enterprise that will extend throughout their lives.

- Incorporate assessment of whether a degree program(s) is meeting societal needs and students’ career goals into the program evaluation process within Academic Affairs.

- Enhance writing, oral communication, and information literacy competencies of our graduates.

- Provide opportunities for students to develop and increase proficiency in foreign languages.

- Increase the number of undergraduate students who have a significant study abroad experience to 10%.
• Ensure that graduates have basic technological competencies to enable them to function in electronic world.

• Improve advising and career counseling for both undergraduate and graduate students.

• Experiment with linking courses and semester themes to residential community membership. This will enable students who live together to have a greater number of shared academic experiences to talk about outside of class.

• Implement the Binghamton Scholars and Discovery programs which are designed to enhance the undergraduate experience at Binghamton University.

• Increase the amount of financial aid available for Binghamton University’s talented students.
  
  • Develop a program to mix State and external funds to bring graduate stipends into a reasonably competitive position with a program’s peers.

  • Double the amount of Foundation money available for undergraduate scholarships with the goal of making the University available to all qualified students regardless of their financial need and maintaining the University’s competitiveness for the most talented students.

  • Increase funding for study abroad and summer internships to assure that students coming from families with limited resources are not denied these important learning experiences.

  • Encourage and support qualified undergraduates in applying for prestigious national scholarships, with the goal of ensuring that Binghamton undergraduates win at least one of the major national scholarships in each of the next five years.

• Encourage continuous improvement in teaching.

  • Define standards for teaching that do justice to its multiplicity and complexity, develop multiple ways to evaluate teaching according to those standards, assist all faculty in achieving those standards, and develop recognition and reward systems for teaching excellence, with the goal of improving teaching continually.

  • Expand the scope of the Center for Learning and Teaching. Help faculty and teaching assistants improve their teaching in ways that will best nurture deep student learning.

  • Promote the adoption of instructional practices grounded in the best research available on how students learn.

  • Increase the use of student evaluations of teaching by faculty and teaching assistants at both mid-term and the end of the course as part of this process of improvement.

  • Create easy access for faculty and teaching assistants to materials on teaching and learning.
• Ensure that all students who engage in classroom instruction receive formal training in teaching. Evaluate the summer program for teaching assistants annually and make changes as appropriate.

• Foster a learning environment where faculty and students are involved in a mutual enterprise that expands knowledge, understanding, and informed action.
  
  • Create mentoring programs for doctoral students in all programs.
  
  • Create a program to recruit more of Binghamton’s talented undergraduate students into its professional Masters programs.
  
  • Create better mechanisms to foster undergraduate inquiry and, thereby, increase the numbers of talented undergraduate students who work directly with faculty in research and other creative endeavors.

• Foster an environment where teaching is an important arena for inquiry. Make classes and other instructional encounters opportunities for improving knowledge about how students learn.
  
  • Create a University forum for discussing how students learn and for sharing faculty experiments in improving student learning.
  
  • Create a University WEBSITE for publishing successful experiments in how faculty promote student learning.

• Invest in equipment, software, and training that will facilitate Binghamton’s becoming a national leader in promoting student learning.

• Provide assistance in instructional design, graphics and other visual presentations, and in the effective use of educational technology. Expand the services of the Technology Training Center.

THEME 2: DISCOVERY—RESEARCH AND OTHER CREATIVE ENDEAVORS

Binghamton University is a research institution known for scholarly contributions of faculty and academic programs. This institution adopts a collective challenge to create knowledge and meaning and to use those insights for the public good. A commitment to discovery includes pursuit of basic research, experimenting in the arts, and fostering a climate that promotes exploration and risk-taking by all members of the community.

Research and scholarship at Binghamton University provide the essential underpinnings for the intellectual climate on campus. Supporting discovery and creativity is an integral part of the University’s mission. Over the past several years Binghamton has increased its research and scholarly activity significantly. Our aim for the future must be to build upon these notable achievements.
Objectives

- Maintain an intellectual environment that stimulates research and discovery. Increase rewards for productive researchers and scholars.
  - Foster a faculty culture that stimulates individuals to engage in research, scholarship, and creative activity.
  - Increase sponsored research activity in each of the next five years.
  - Attract new faculty with high research potential by emphasizing research resources in start-up packages.
  - Maintain the summer program for new faculty, modifying it appropriately as circumstances and the needs of incoming faculty change.
  - Develop a viable small grants program for continuing faculty to pursue new avenues of inquiry.
  - Develop a clear policy regarding support faculty who obtain prestigious fellowships and other national and international awards.
  - Review and publicize criteria for evaluating the effectiveness of research centers and provide University support for successful centers.

- Improve the research infrastructure.
  - Co-locate researchers with common space and equipment needs to maximize their productivity and minimize duplication of expensive resources.
  - Give priority for allocation of academic space to productive researchers and scholars, paying particular attention to commitments the University has promised in accepting external funding.
  - Develop a more aggressive shared equipment policy and communicate the inventory of available shared equipment widely.
  - Improve faculty access to library resources, both print and electronic. Review collections policies regularly to assure that faculty needs in the various disciplines and professions are being met equitably.
  - Expand electronic access to library information resources, augment document delivery capabilities, and increase access to the library collections at other universities.
  - Maintain and upgrade existing research facilities with particular emphasis on meeting health, safety, and other regulatory requirements, and consider research requirements in any future construction or remodeling.
• Enhance the University's responsiveness in meeting the needs of active researchers throughout the calendar year.

• Develop ways to improve the coordination of research initiatives with needed support services, including library resources, computing resources, and physical facilities.

• Aggressively pursue multiple funding sources to enhance the University's efforts to become a more research-intensive university.

• Establish at least two additional endowed professorships during the next five years.

• Support a greater number of graduate students on external funds.

• Create a University post-doctoral program for its best doctoral students in the humanities and social sciences to provide them with opportunities similar to those in the sciences to enhance their competencies in teaching and research.

THEME 3: COMMUNITY

A first-rate University is, above all else, an intellectual community. It is a place where faculty, staff, and students work together to preserve and share current wisdom and understanding. It is a place that engenders quality and the highest levels of achievement. It is a stimulating place where ideas abound and dialogue is nurtured. It is a place that values a multiplicity of perspectives, respectful that complex issues are seldom resolved by singular views. It is a place where innovation and experimentation are the norm. Binghamton University strives to be just such an intellectual community where faculty, staff, and students can all achieve their highest potential and where excellence and innovation are the hallmarks of our culture. Binghamton seeks to be a university that fosters both excitement and pride among all who are affiliated with it.

Community implies a collective commitment to cooperate with and to support one another as we work together on our common goals. Binghamton has a long history of participatory governance. Faculty, staff, and students have governing bodies that develop programs for members and provide advice and recommendations on University direction and policy. An extensive Faculty Senate committee structure incorporates the insights of faculty, staff, and students in matters of educational and research policy, budget, and university environment. Such widespread participation brings a breadth of perspective and talent to analyzing and addressing the challenges faced by the University.

Our campus has maintained a tradition of open communication and freedom of expression. More than a collection of individuals, we aspire to form a community wherein our traditional expectations of civility, reasoned debate, and dialogue prevail, and wherein those with differing views may respect one another.

As a public institution, Binghamton University has provided access to excellence to students from many different backgrounds and socioeconomic levels. The University nurtures the academic achievement and personal development of its students through the offering of activities that enrich their educational experience. Residential colleges, student governance, honorary societies, fraternities and sororities, clubs and other student organizations, athletics, and special academic, career, and support services augment the students' classroom experiences and contribute to their intellectual, physical, and emotional development.
The natural and built environments have a significant influence upon the quality of a community. Safe, attractive, and functional surroundings themselves foster pride of place and belonging. Furthermore, the institution could not achieve its ambitious objectives without modern classrooms, laboratories, libraries, offices, residence halls, and athletic facilities. Binghamton works hard to build and maintain a welcoming campus fully supportive of its diverse initiatives.

**Objectives**

- Foster a university community milieu of innovation and creativity.
  - Create means to honor deserving innovations of faculty, staff, students, and entire campus units. Offer prizes to those selected and the opportunity for them to present their achievements publicly.
  - Create more ways to stimulate academic and organizational innovation among faculty and staff.

- Increase the number of scholarly, social, and cultural venues to stimulate the university community’s further engagement with ideas and creative endeavors.
  - Provide funds for periodic theme semesters, linking special courses, research presentations, cultural events, conferences, exhibits, and other activities. Tie general education and capstone experiences to these themes to encourage widespread student involvement.
  - Create additional places for informal interaction among members of the community.

- Identify ways to foster increased collaboration throughout the campus in achieving the University’s strategic goals and objectives.
  - Enhance the resources and activities of the Center for Quality.
  - Explore sharing staff among University units when workloads peak at different times of the year in different offices.
  - Foster greater synergy between the Anderson Center, the Museum of Art, the organized research centers and the traditional undergraduate and graduate degree programs.

- Build an inclusive community by recruiting and retaining a diverse student body, faculty, and staff and fostering values of inclusiveness and respect among all community members.
  - Increase the number of faculty and staff from underrepresented groups, including women, with particular attention to offices and departments lacking such representation and commit University resources to the recruitment and retention of these individuals.
  - Structure programs like the Educational Opportunity Program (EOP), the Collegiate Science Technology Entry Program (CSTEP), the McNair Program, and the Alliance for Minority Participation (AMP) around demonstrated best practices at other institutions around the country. Disseminate widely successful lessons learned from experiments within Binghamton’s programs.
- Continue to design University events of all types (academic, social, cultural, athletic, and so forth) so that they attract and include all people, whatever their race, class, religion, gender, disability status, ethnic background or sexual orientation.

- Evaluate policies and procedures regularly to ensure that they do not produce a disparate impact on one group of individuals or another.

- Provide members of the community with the skills and tools they need to be successful in their positions and to grow both as individuals and as contributing team members.
  - Establish mentoring programs for faculty in academic units to assist new faculty to become more successful in their own scholarly endeavors and to enhance their ability to promote student learning.
  - Increase significantly the number of staff development and training programs. Develop programs for all who hold supervisory positions that foster skills in communication and coaching.
  - Make staff development a part of supervisors' performance plans.
  - Continue to implement the Pegasus project (an integrated enterprise information and decision support system) and assist all members of the university community to make effective use of its capabilities.

- Foster synergy between students' experiences in and outside the classroom.
  - Connect students with the Alumni Career Network which provides access to alumni in various professions who are willing to speak with students about their career experiences.
  - Enhance student leadership programs sponsored by the Center for Excellence in Student Leadership (XCEL). Incorporate research findings about leadership and other insights from the relevant disciplines and professions into the programs offered.
  - Increase the proportion of students involved in experiential learning opportunities by 15%. Seek ways to strengthen students' understanding of the connections between these experiences and the theories and findings they encounter in their classrooms.

- Increase school spirit by developing an environment that, through collegiate experiences, including intercollegiate athletics, promotes pride in and identification with the campus.
  - Increase students' use of Binghamton University's WEBpage; make our WEBSITE a vital source of daily information for students.
  - Complete the move to Division I athletics. Foster both program integrity and competitive success at this level.
  - Give all incoming students a momento with a Binghamton University logo.

- Continue to enhance physical facilities in order to provide an attractive, functional, and safe campus environment.
• Complete the additions to the University Union. Raise funds to furnish, equip, and appoint the building’s interior.
• Build a new field house. Raise funds to furnish, equip, and appoint the building’s interior.
• Design and begin to construct a new building for engineering and related sciences. Raise funds to furnish, equip, and appoint the building’s interior.
• Complete renovation of the Bartle Library and the Library Tower. Renovate the Science Library. Raise funds to furnish, equip, and appoint the building’s interior.
• Complete the science facilities study. Initiate systematic renovation of Sciences I-IV. Raise funds to furnish, equip, and appoint the building’s interior.
• Increase housing opportunities for students.
• Explore ways to use campus facilities more efficiently and effectively throughout the calendar year.

THEME 4: OUTREACH AND SERVICE

As a State institution, Binghamton University recognizes its fundamental relationship to the public it serves. This interconnectedness is mutually beneficial. Public funding provides critical support for our mission. Our graduates become contributing members of their respective communities. Advancement of knowledge is also intertwined. Social, environment, and political issues in the world at large can be addressed through the inquiry of faculty and students. The University, then, has an obligation to invest that knowledge with the public and encourage effective action.

The University seeks to serve a variety of internal and external community needs by employing the institution’s talents and resources in applied research, providing programs in adult and continuing education, and fostering an intellectual environment for the encouragement of academic conferences, meetings, and other special events. Through such mechanisms as the Strategic Partnership for Industrial Resurgence (SPIR), the Small Business Development Center (SBDC), and Liberty Partnerships, Binghamton will continue to work cooperatively with business, industry, government, schools, and service agencies in our region and state to provide elements critical to the solution of some of the problems facing society. In recognizing the challenges of global economic competitiveness, the University has a responsibility to provide continuing opportunities for workforce retraining and to offer technical and managerial expertise to the business world for the purpose of aiding the economic development of our region and state.

Objectives

• Aggressively advance the university’s outreach. Determine local and state needs and develop programs to meet those needs.
  • Determine the alignment of state and local needs with university expertise and resources and develop programs to meet targeted needs.
• Develop partnerships between Binghamton University and the private sector in biomedical technology to promote research economic development, and new degree programs in this fast growing arena.

• Explore the feasibility of developing a technology park associated with the university that brings together the research interests of faculty and the economic development interests of surrounding communities, and various businesses.

• Increase in each of the next five years the number of workforce training programs offered.

• Increase by 10% the number of continuing education programs provided through the auspices of Binghamton University. Include in these programs professional certification in information technology provided in partnership with major information technology firms.

• Expand significantly the University’s efforts in economic development.

• Invest resources necessary to increase activity in this area.

• Coordinate the activities already dispersed across the campus.

• Improve partnering with regional economic development offices and functions.

• Enhance access to University resources by reducing barriers presented by geographic distance.

• Create new University structures that will foster a significant increase in distance and continuing education by capitalizing on University resources across the schools, colleges, and divisions.

• Develop an action plan for Binghamton’s role in distance education. Such a plan should be based on a critical assessment of the following elements: the needs of those who would benefit from distance education, the purposes or aims of our use of distance education, the appropriate uses of technology in achieving identified goals, the faculty and staff development needed to accomplish those aims, and a time frame for achieving those aims.

• Provide assistance in instructional design, graphics and other visual presentations, and in the effective use of educational technology.

• Explore televising lectures by featured speakers over the community cable channel. Use that station to promote “what’s happening on campus” today and this week.

• Develop creative partnerships and alliances with other institutions, with the private sector, and with public service agencies to foster mutual discovery and learning.

• Partner with school districts to develop certificate programs or other kinds of course sequences that address expanding needs for preservice and inservice teacher education in light of new NYSED regulations, the projected turnover in the teaching force, the new higher Regents standards for K-12 schools, and the changing demands on public school administrators.
- Improve awareness of University's contributions to the economic, social, and cultural vitality of the surrounding community.

THEME 5: SUPPORT FOR THE UNIVERSITY'S MISSION

A significant portion of the University's financial support comes from the State of New York. At the same time, maintenance and expansion of Binghamton's record of excellence is wholly dependent upon our creative initiative and efforts. Most of the State's funding is distributed according to student enrollments and externally sponsored activity. Moreover, excellence requires a level of fiscal support beyond what the State can provide. Gifts and/or grants from faculty, staff, alumni, friends, and foundations are critically important to our success. We must better inform our various constituencies of the strengths and needs of the University and solicit their support. We must strengthen our relationships with our alumni, friends of the University, local business and community leaders, legislators and government officials, and various donors and foundations in order to increase their level of contribution to our efforts.

Objectives

- Strengthen relationships with alumni and integrate graduates into appropriate aspects of the University's programs.
  - Recognize and publicize the accomplishments of outstanding alumni(ae).
  - Bring in more alumni(ae) as speakers. Use those occasions to link alumni with current students.

- Enlarge the base of financial support for the University.
  - Exceed the goal set for the University's first comprehensive gifts campaign.
  - Increase external grant support to achieve goals across the full range of Binghamton University's multifaceted mission.
  - Aggressively pursue partnerships and other kinds of affiliations that bring funds and other resources to the University.

- Communicate with constituents about the value of affordable public higher education in the State of New York.

- Publicize the accomplishments of the University at the local, state, national, and international levels.
  - Expand opportunities that open the campus to visitors—conferences, open houses, fora, lectures, and so forth.
  - Develop links between Binghamton and Vestal community homepages and Binghamton University's homepage.
- Improve our performance through self-evaluations, monitoring of selected indices of how well we are doing, and taking appropriate action based on that information.
  - Develop an information model within the institution that describes both the flow of revenues from tuition, State support, and externally sponsored activity and the allocation of resources to university units.
  - Monitor allocation of resources within the institution and assess periodically whether funds are appropriately distributed toward achieving the University's strategic goals.
  - Update the strategic plan periodically.

**Conclusion**

Binghamton's achievements belie our age. Our success after only 53 years can be attributed to our synergistic integration of graduate & undergraduate programs and our related, triadic mission of research, teaching & service; our advantageous size; and to our culture, which values excellence in all endeavors and fosters a "can do" attitude. We are known nationally as a campus that manages its resources efficiently and effectively. Faculty, staff and administrators have been able to work together across all areas of the University to make this institution more competitive. We measure our success in numerous ways: the quality of our entering students; retention and graduation rates for undergraduate students; participation rates in study abroad programs; licensure pass rates and placement of our professional students; time to degree and placement of our graduate students; scholarly publications and creative productions of our faculty; and expressed levels of satisfaction with the institution among students, faculty, and staff. We also achieve on National Association of College and University Business Officer benchmarks for facilities and services; fiscal integrity; and dollars returned on investment in development. Library, computer and information resources for the campus look to the needs of the future and provide high-quality services in the present. In short, the University is proud of its accomplishments across all its divisions.

As the institution moves into the future, we must enhance the excellence on which our foundation has been built. External review and self-evaluation of the programs and functions of the University will assist in sustaining our high standards. The development, implementation, and periodic review of this strategic plan are critical to the success of Binghamton as we continue to design our approach and evaluate our progress toward to accomplishment of our institutional mission.
APPENDIX A

A Plan for the Future:
State University of New York
at Binghamton

Fall 1992
Message from the President

Binghamton University has engaged in targeted planning for several years. Long- and short-range planning for budgets, enrollment, facilities and grounds, and the Graduate Education and Research Initiative have informed and guided the decisions of current and former administrations. What has been missing, until now, has been a formal effort to consolidate these plans into a unified and interconnected whole. It has therefore been one of my priorities to develop a comprehensive University-wide plan, as well as an ongoing mechanism and methodology for such planning.

A number of recent developments have emphasized the importance of moving toward unified planning. The budget reductions of the last few years and the decline of state support as a percentage of our total budget have necessarily focused our attention on determining and clarifying our priorities. In addition, our recent Middle States Association evaluation recommended long-range strategic planning for the University and requested an interim report on our progress toward this end. The State University of New York system has also begun a strategic planning process, SUNY 2000, that requires each campus to present its plan for the future; in July, 1992, Binghamton was one of the first campuses asked to present its proposals.

In the fall of 1991, to begin our strategic planning process, my office issued a call for each of the divisions to work with their constituencies to develop planning documents. The vice presidents and their staffs then synthesized these materials into divisional plans. Next, a University-wide Task Force on Strategic Planning (composed of faculty, administrators, students, and alumni and co-chaired by a dean and a senior faculty member) summarized the objectives of our campus mission statement, various existing planning documents, and SUNY 2000. The task force used this information to present a set of planning assumptions and themes to the campus.

After a series of open meetings with the campus community, the task force condensed the divisional plans into broad goals, identified specific objectives and priorities, and presented its final document, "A Plan for the Future," to the senior administration for further clarification and refinement. We are now ready to use these goals and objectives as the basis for Binghamton University's future development.

"A Plan for the Future" describes both what we are and what we want to become. By necessity a distillation of many designs and aspirations, our
A Plan for the Future: The State University of New York at Binghamton

The State University of New York at Binghamton is widely respected as one of the nation's best public institutions of higher learning. Binghamton has distinguished itself for the quality of its undergraduates, its nationally competitive graduate programs, and a research faculty committed to teaching, advising, and working closely with students at all stages of their academic careers.

From its beginnings, Binghamton has had a commitment to the liberal arts that forms the basis for its undergraduate programs in the arts and sciences and in professional programs in engineering, management, nursing, and education. The University's strength lies in its people; faculty, staff, and students represent a variety of cultures, backgrounds, and ideas, and contribute to an open and supportive campus environment with a high level of intellectual and creative energy.

From this foundation of strength, Binghamton is poised to begin the next stage in its development and position itself to meet the challenges of the 21st century. Given the necessary resources, the University is prepared to increase its enrollment to approximately 15,000 students by the year 2002 and expand its graduate programs at the doctoral level. In so doing, the University will broaden its role as a comprehensive research institution and thus better serve the needs of its students, the surrounding community, and the State of New York.

In recognition of the potential impact of an increased enrollment and a shifting ratio and expansion of graduate programs, we have outlined six fundamental objectives to direct our development through this period of growth. Following these objectives, the plan is organized into five themes: Teaching and Learning, Research and
Scholarship, Campus Community and Environment, Outreach and Service, and Support of the University's Mission. Within these themes are specific objectives that serve as a guide to achieving the University's goal of excellence in the years to come. Critical objectives are shown in boldface.

FUNDAMENTAL OBJECTIVES

Establish an equitable system for the allocation of faculty resources that supports both teaching and research and recognizes that different contributions may be made by individual faculty in meeting these obligations. Strengthen the reward structure to encourage and reinforce excellence in each area.

Determine how to structure our undergraduate and graduate degree programs to capitalize on our comparative advantages, take action to strengthen critical programs, judiciously develop new programs, and reduce or eliminate other programs as appropriate.

Enhance the quality of our outstanding undergraduate and graduate student body, recognizing that excellence comes in many forms.

Improve the quality of University life, promote a positive University identity, enhance a sense of community, and encourage loyalty to and pride in the University.

Promote a campus atmosphere of inclusiveness and respect that supports and offers full opportunities for growth and advancement to all people.

Improve and enhance the University's ability to provide state-of-the-art technological support for teaching, research, and administration, including the development of information delivery and management systems, computing and library facilities, and advanced scientific instrumentation.

THEME 1: TEACHING/LEARNING

The Binghamton tradition has been to integrate undergraduate and graduate education to provide an intellectual environment that reflects diverse national and international perspectives in curriculum and programs. The University is committed to maintaining and enhancing its undergraduate excellence in the liberal arts and in professional programs, as well as offering masters and doctoral program of the highest quality. These goals reflect the special history of Binghamton where undergraduate and graduate programs complement each other, drawing upon nationally recognized faculty to create an outstanding academic experience for students at all levels. Our institution strives to provide a challenging learning environment that fosters critical thinking for its exceptionally talented students. The following objectives have been identified to guide the University as it continues to fulfill these aspects of our mission.

Objectives:

Proceed with campus review and discussion of implementation process for the proposed general-education program for all undergraduates, characterized by seven cardinal categories of knowledge and experience, major changes in advising, and an innovative general-education seminar which will distinguish the Binghamton graduate of the 1990s and beyond.

Define a clear set of standards for teaching, establish a means to evaluate teaching performance and to assist all faculty in achieving those standards, and develop reward systems that recognize teaching excellence, with an eye to continuous improvement of teaching.

Develop a system of periodic program review and follow-up action to ensure that curricula and programs are innovative, rigorous, and up-to-date.

Plan, construct, and equip sufficient research, office, classroom, library, and computer space to meet current and projected enrollment and staffing needs.
Increase by 5% yearly the number of doctorates conferred annually by increasing the ratio of doctoral/master’s students in disciplines where the doctorate is the usual terminal degree, and by creating new doctoral programs and enlarging selected programs.

Enhance our ability to compete for the best graduate students by increasing the number of state-supported stipends, raising the stipend amount, and assisting graduate students in obtaining externally funded fellowships.

Encourage timely completion of the doctoral degree by increasing the number of state-funded fellowships and establishing a pattern of graduate student support that provides fellowships for the first year and for a final dissertation year, with assistantship support during the intervening years.

Establish a Teaching Resources Center readily accessible to faculty, graduate students, and professional staff involved in teaching activity.

Establish an appropriate teaching requirement across programs for doctoral students, and ensure that all doctoral students who engage in classroom instruction receive formal training in teaching.

Review the desired qualities and characteristics of the student body and assure that admissions criteria are appropriate to achieve these objectives.

Foster student/faculty interaction by establishing a system that involves faculty in advising all students.

Double the amount of Foundation money available for undergraduate scholarships, with the longer-term goal of making the University available to all qualified students regardless of their financial need.

Encourage and support qualified undergraduates in applying for prestigious national scholarships, with the goal of ensuring that Binghamton undergraduates win at least one of each of the six major national scholarships in the next five years.

Expand the number of student chapters of honor societies and professional societies and increase the visibility and activity of those chapters currently in place on campus.

THEME 2: RESEARCH AND SCHOLARSHIP

Research and scholarship at Binghamton University sustains the intellectual climate in which the faculty enlarge their sense of inquiry. The institution’s mission includes goals to conduct research that contributes to the advancement of knowledge through discovery, scholarship, and creative works and to transfer that knowledge acquired through applied research to address the problems of the community and society at large. In the last five years, development of graduate programs and research has been a priority for the University, and during this period our success has been extraordinary. Graduate applications have increased significantly with a record number of 83 doctoral degrees being awarded in 1992. Within the last two years, the University received authorization to offer doctoral programs in philosophy, management, and education. Academic year 1991-92 also reflected the largest dollar amount in our history in outside funded support.

Objectives:

Maintain an active research faculty by seeking additional resources, by competing successfully with other institutions to retain these faculty, and by increasing the rewards for productive researchers.

Make the case for funding of the Graduate Education and Research Initiative (GRI), which provides greatly needed support for faculty, research centers, physical facilities, and research equipment.

Strengthen the research infrastructure by providing support
for such activities as manuscript, proposal, and report generation and for additional technical support staff, specialized computer support, travel funds, and facilities.

Improve the physical environment for research by maintaining and upgrading existing research facilities with particular emphasis on meeting health, safety, and other regulatory requirements, and by giving major consideration to research requirements in any future construction or remodelling.

Increase external funding for research by 10% yearly.

Attract new faculty with high research potential by emphasizing research resources in start-up packages, and by enhancing the working environment of faculty during their initial years at the University.

Review and publicize criteria for evaluating the effectiveness of research centers and selectively provide University support for successful centers, with a concomitant reduction of support for unproductive operations.

Improve the library support for research by emphasizing electronic access to library information resources, expanding document delivery capabilities, and expanding access to the library collections at other universities.

Establish at least one endowed chair or several named chairs during the next five years.

THEME 3: CAMPUS COMMUNITY AND ENVIRONMENT

As a public institution, Binghamton University has provided access to excellence to students from many different backgrounds and socio-economic levels. The institution has a longstanding commitment to building a multicultural community through recruitment of a diverse student body, faculty, and staff and to shaping that community into one that encourages full participation and respect. Further, our campus has maintained a tradition of open communication and freedom of expression. More than a collection of individuals, we aspire to form a community wherein our traditional expectations of civility, reasoned debate, and dialogue prevail, and wherein those with differing views may respect one another.

The University nurtures the academic achievement and personal development of its students through the offering of activities which enrich their educational experience. Residential colleges, student governance, Greek organizations, athletics, and special academic, career, and support programs and services enhance the students' educational experience and help contribute to the intellectual, physical, and emotional development of Binghamton students.

Objectives:

Increase the number of faculty and staff from underrepresented groups, including women, with particular attention to offices and departments lacking such representation, and commit University resources to the retention of these individuals.

Establish a center for academic excellence available to all students to help improve their academic skills.

Increase school spirit by developing an environment which, through collegiate experiences, including intercollegiate athletics, promotes pride in and identification with the campus.

Simplify campus administrative procedures and emphasize friendly and efficient assistance in all offices and services.

Enroll a growing number of undergraduate and graduate students from groups that have been underrepresented in the past.

Develop course offerings, research opportunities, and extracurricular programs that emphasize an increasingly interdependent world.

Promote a sense of community by planning annual all-University events to provide common experiences and promote interactions
among faculty, staff, students, alumni, and members of the local community.

Improve the integration of academic and extracurricular experiences.

Enhance programs and services that address the physical and psychological health, financial, and career development needs of all students.

Optimize use and support of physical resources in order to preserve an attractive, functional, and safe campus environment.

Expand and upgrade the University Union to enhance programming, meeting, and office space to better serve the needs of student, faculty, and other campus groups.

Construct a fieldhouse and generally expand and upgrade athletic and recreation facilities.

**THEME 4: OUTREACH AND SERVICE**

As a public institution of higher education, the University seeks to serve a variety of internal and external community needs: through employing the institution's talents and resources in applied research, providing programs in adult and continuing education, and fostering an intellectual environment for the encouragement of academic conferences, meetings, and other special events. In response to the SUNY 2000 emphasis on meeting state needs, Binghamton has worked and will continue to work cooperatively with business, industry, government, and service agencies in our region and state to help provide critical elements to the solution of some of the problems facing society. In recognizing the challenges of the state's demographic changes and the world's global economic competitiveness, the University has a responsibility to develop the minds of the future workforce, provide opportunities for workforce retraining, nurture the climate for research and discovery, and offer technical and managerial expertise to the business world for the purpose of aiding the economic development of our region and state.

**Objectives:**

Continue to strengthen the Alumni Association and to integrate graduates into appropriate aspects of the University.

Improve awareness of and access to University programs and activities by individuals not otherwise affiliated with the University.

Create necessary administrative and physical resources to expand the use of University facilities for academic conferences, research meetings, and other special events, and develop closer relationships with external organizations that may use these facilities.

Expand the University's contribution to economic development by supporting current endeavors and cultivating additional alliances with the private sector and public service agencies.

Determine local and state needs for applied research and encourage faculty to develop research programs to meet those needs.

Increase the number and scope of continuing-education programs in accordance with the unmet needs of the region and state.

Increase the academic outreach of the University by utilizing educational delivery technologies such as the BOCES regional fiber-optics network for video-based instruction.

Recognize the abilities and experience of the retired faculty and staff by increasing their participation in appropriate activities.

**THEME 5: SUPPORT OF THE UNIVERSITY'S MISSION**

Within the last three years, budget reductions and changes in state funding have moved the University from the status of state-supported to state-assisted. In order to maintain our level of quality, it is imperative for the institution to better inform its various constituencies of the strengths and needs of the University in order to increase external support. Binghamton will need to assertively seek
new resources in private gifts and sponsored programs to help support our mission. It is imperative that our institution build strong advocacy relationships with our alumni, local business and community leaders, legislators and government officials, and various donors and foundations.

As the institution moves into the future, it is important to keep a vigilant eye toward maintaining the excellence upon which our foundation has been built. External review and self-evaluation of the programs and functions of the University will assist in sustaining our high standards. The development, implementation, and periodic review of a strategic plan is a critical element to the success of Binghamton as we continue to design our approach and evaluate our progress toward the accomplishment of our institutional mission.

Objectives:

Enlarge the base of financial contributions and political support for the University.

Publicize the accomplishments of the University at the local, state, national, and international level.

Implement a systematic process for external review of all programs, academic units, and support functions of the University.

Improve our performance through self-evaluation, assessment, and follow-up actions.

Integrate the University's planning and budgeting process with an annual review of progress toward the attainment of strategic objectives.

Review and revise the strategic plan yearly.

(7/6/92; revised 9/24/92)
A Plan for the Future:
State University of New York
at Binghamton

Fall 1996
Message from the President

In my introduction to Binghamton University's first University-wide strategic plan in 1992, I mentioned the factors pushing Binghamton toward unified planning: continuing budget reductions, declining state support, the recommendation for planning by the Middle States Association accrediting agency, and accountability to the SUNY system. Four years later all of these influences continue to reinforce the necessity for careful planning and priority setting. We have had budget reductions in seven of the last eight years, and state support to the University has fallen from 47 percent to 27 percent of Binghamton's revenues. As we prepared Binghamton's periodic review report, submitted to the Middle States Association this June, it was clear that A Plan for the Future had provided the framework for our decision making.

Our remarkable accomplishments during the recent years are clear evidence of our success in pressing forward to meet our objectives. As we move ahead, we must be able to understand and address the needs of the present as well as anticipate and meet the demands of the future. Under the leadership of Provost Mary Ann Swain, the Strategic Planning Council provided us with clear directions for the future in this updated version of A Plan for the Future. I thank them for their dedicated efforts.

A Plan for the Future, 1996, as its predecessor, describes both what we are and what we want to become. It provides a broad framework within which day-to-day decisions about our priorities and the allocation of resources can occur. We must move forward with strength and perseverance in order to achieve our goal of continuing Binghamton's tradition of excellence in the face of expected and unexpected changes. In just five short decades, vision, determination, hard work, and innovation have transformed a small collection of Quonset huts into a nationally recognized research university. These same qualities are reflected in our strategic plan and are the best insurance that the University will continue its remarkable development.

Sincerely,

Lois B. DeFleur
President
A Plan for the Future: The State University of New York at Binghamton

The State University of New York at Binghamton is a research university committed to excellence in teaching and scholarship. As one of the nation's best public institutions of higher learning, Binghamton University recognizes its responsibility to the larger society and actively contributes to the state and nation through continuing education, applied research, and other services. In its relatively short 50-year history, Binghamton has achieved distinction for the quality of its undergraduates, its nationally competitive graduate programs, its research and creative endeavors, and the impact of its collaborative work with business, educational, and governmental organizations.

The University's strength lies in its people. Faculty, staff, and students represent a variety of cultures, backgrounds, and ideas, and contribute to an open and supportive campus environment with a high level of intellectual and creative energy. Faculty active in research are also deeply committed to teaching, advising, and working closely with students at all stages of their academic careers.

From its beginning, Binghamton has had a commitment to the liberal arts that forms the basis for its undergraduate programs in the arts and sciences and in professional programs in engineering, education, human development, management, and nursing. Binghamton has also recognized that insights gained by professionals as they reflect upon their practice often pose important questions and issues to the basic disciplines. These disciplinary and professional perspectives have been enhanced by the intercultural awareness that has grown out of Binghamton's history of meaningful ties to other parts of the world. From this foundation of strength, Binghamton is poised to begin the next stage in its development and position itself to meet the challenges of the 21st century.

Those challenges are multiple and varied. First, the state has significantly reduced its support of public higher education. As Binghamton becomes more revenue dependent, it must work cooperatively with the state to assure that access to programs is not denied for reasons of family income. Realizing our aspirations with diminished state support will require greater creativity and adaptability. To achieve its goals with limited resources Binghamton University must become a learning organization characterized by the following: a commitment to the
continued growth, development, and learning of all faculty and staff; a commitment to evaluating programs, structures, and methods of operation; and a willingness to adapt to new conditions in order to achieve and sustain excellence. Second, the needs and requirements of business, education, government, industry, and social services for a more skilled and capable work force are expanding rapidly. To broaden its role as a comprehensive research institution and better serve the needs of the state, the region, and the community, Binghamton University, with the necessary resources, is prepared to increase its enrollment to approximately 15,000 students by the year 2002. Third, the world continues to shrink. Distance no longer poses a major barrier to interactions and alliances that cross national boundaries. Events that occur in one geographic region now have a much more direct impact on all other regions than was previously the case. In light of that fact, Binghamton recognizes that it must become a fully internationalized institution. Its instructional, research, and outreach programs must incorporate extensively the knowledge and perspectives of other countries.

We have outlined six fundamental objectives to guide our entry into the 21st century. Thereafter, A Plan for the Future is organized into five themes: Teaching and Learning, Research and Scholarship, Campus Community, Outreach and Service, and Support of the University's Mission. Within these themes are major objectives that serve as a guide to achieving the University's aspirations in the years to come. These critical overarching objectives are shown in boldface. More specific and concrete action items follow in regular type.

FUNDAMENTAL OBJECTIVES

Create meaningful standards of excellence for University endeavors and gauge our performance annually within vice presidential divisions. Achieving and sustaining excellence requires understanding its multiple dimensions and information about our relative standing along those dimensions.

Ensure that the allocation of resources supports our complex mission and that different contributions made by individuals, units, and divisions in achieving the University's collective obligation for excellence in teaching, research, and service are recognized. Strengthen the recognition and reward structure to encourage and reinforce the highest achievement throughout the University.

Become more internationally focused in our educational programs, topics and methods of inquiry, outreach, and operations.

Improve the quality of University life, promote a positive University identity, enhance a sense of community, and encourage loyalty to and pride in the University.

Promote a campus atmosphere of inclusiveness and respect that fosters full opportunities for growth and advancement to all people.

Provide state-of-the-art technological support for instruction, student learning, research, and administration, including the development of information delivery and management systems, computing and library facilities, advanced scientific instrumentation, and computing equipment and software appropriate to the needs of individual faculty and staff. Assist faculty, staff, and students to adopt and use the changing technology as it becomes available.

THEME 1: TEACHING/LEARNING

The Binghamton tradition has been to integrate undergraduate and graduate education to provide an intellectual environment that reflects diverse national and international perspectives in curriculum and programs. The University is committed to maintaining and enhancing its undergraduate excellence in the liberal arts and in professional programs, as well as offering master's and doctoral programs of the highest quality. These goals reflect the special history of Binghamton where undergraduate and graduate programs complement each other, drawing upon nationally recognized faculty to create an outstanding academic experience for students at all levels. Our institution strives to provide a challenging learning environment that fosters critical thinking for its exceptionally talented students. The following objectives guide the University as it continues to fulfill aspects of our instructional mission.

Objectives:

Structure our undergraduate, master's, and doctoral degree programs to capitalize on our comparative advantages; take action to strengthen critical programs; judiciously develop new programs; and reduce or eliminate other programs as appropriate.

Enhance the quality of our outstanding undergraduate and graduate student body, recognizing that excellence comes in many forms.

Promote the adoption of instructional practices grounded in the best research available on how students learn.
Ensure that curricula and programs are innovative, rigorous, up-to-date, and responsive to societal needs.

Graduate Education
Create a doctoral program in nursing so as to provide the most advanced learning opportunities to students in all of our schools and colleges.
Promote judicious growth in those doctoral programs where demand is evident.
Increase the flexibility of doctoral education by providing opportunities for students to prepare themselves for different kinds of postgraduate careers.
Increase the number of stipends for graduate students, raise the stipend amount, and assist graduate students in obtaining externally funded fellowships.
Change the pattern of support for doctoral students to encourage timely completion of degrees. Increase the ratio of fellowships to assistantships and establish a model of graduate student support that provides fellowships for the first year and for a final dissertation year with assistantships during the intervening years.
Increase master’s degree enrollments in fields where this degree is becoming the preferred level of preparation. Develop new master’s programs in selected areas where the advanced preparation of students can improve their prospects for meaningful careers.

Undergraduate Education
Implement fully the general education program adopted by the Faculty Senate on May 5, 1994. Encourage experimenting with various approaches to integrate the learning envisioned within the different components of the program. Strengthen and expand Binghamton’s mentoring and experiential learning programs.
Review the desired quality and characteristics of the student body and adjust admissions criteria to achieve these objectives.
Establish a system that involves faculty in advising all students.
Double the amount of Foundation money available for undergraduate scholarships, with the goals of making the University available to all qualified students regardless of their financial need and maintaining the University’s competitiveness for the most talented students.

Encourage and support qualified undergraduates in applying for prestigious national scholarships, with the goal of ensuring that Binghamton undergraduates win at least one of the six major national scholarships in each of the next five years.
Increase the visibility and activity of chapters of student honor societies and professional societies on campus.

Academic Alliances
Increase interdisciplinary and cross-school and college collaboration in the design and implementation of innovative degree programs that contribute to defining an educational leadership position for Binghamton University.
Promote the development of alliances with other institutions that enable Binghamton to strengthen the quality and range of degree programs provided to students who enroll on this campus.

Internationalization
Develop course offerings, research opportunities, and extracurricular programs that emphasize an increasingly interdependent world.
Provide appropriate international education experiences (study or research abroad, field work, internships) to students in every academic program with the aim that 25 percent of Binghamton graduates will have had a significant international experience as part of their education.
Provide opportunities for students to develop and increase proficiency in foreign languages.
Increase the number of international students on the Binghamton campus in order to enrich the education of American students.

Facilitating Excellence in Teaching
Define standards for teaching that do justice to its multiplicity and complexity, develop multiple ways to evaluate teaching according to those standards, assist all faculty in achieving those standards, and develop recognition and reward systems for teaching excellence, with the goal of improving teaching continually.
Establish teaching requirements appropriate to respective doctoral programs, and ensure that all students who engage in classroom instruction receive formal training in teaching.
Award formal recognition to students for the teaching competencies they have acquired.

Provide assistance in instructional design, graphics and other visual presentations, and in the effective use of educational technology.

Support for Instruction and Learning
Develop an action plan for Binghamton's role in distance learning. Such a plan should address the following elements: the needs of those who would benefit from distance learning, the purposes or aims of our use of distance learning, the infrastructure needed to accomplish those aims, the faculty and staff development needed to accomplish those aims, and a timeframe for achieving those aims.

Invest in equipment and software that will facilitate Binghamton's becoming a national leader in promoting student learning.

Plan, construct, and equip sufficient research, office, classroom, library, and computer space to meet current and projected enrollment and staffing needs.

Strengthen and expand the offerings within the Center for Academic Excellence.

THEME 2: RESEARCH AND SCHOLARSHIP
Research and scholarship at Binghamton University provide the essential underpinnings for the intellectual climate of the campus. The institution's mission includes conducting research that advances knowledge through discovery, scholarship, and creative works and using that knowledge to address the problems and meet the needs of the community and society at large. Supporting creativity and discovery is critically important to the continued welfare of this institution. Over the past several years Binghamton has increased its research and scholarly activity significantly. Our aim for the future must be to build upon these notable achievements.

Objectives:
Maintain an intellectual and support environment conducive to attracting and retaining an active research faculty. Increase the rewards for productive researchers.

Aggressively pursue funding for research, other creative endeavors, and graduate education in order to improve the research infrastructure and provide vital support for faculty, graduate students, technicians, research centers, physical facilities, equipment, and travel.

Establish at least two endowed professorships during the next five years.

Attract new faculty with high research potential by emphasizing research resources in start-up packages and by improving the working environment of faculty during their initial years at the University.

Protect the quality of the library collections, expand electronic access to library information resources, augment document delivery capabilities, and increase access to the library collections at other universities.

Maintain and upgrade existing research facilities with particular emphasis on meeting health, safety, and other regulatory requirements, and consider research requirements in any future construction or remodeling.

Review and publicize criteria for evaluating the effectiveness of research centers and selectively provide University support for successful centers, with a concomitant reduction of support for less productive operations.

THEME 3: CAMPUS COMMUNITY
As a public institution, Binghamton University has provided access to excellence to students from many different backgrounds and socioeconomic levels. The institution has a long-standing commitment to building a multicultural community through recruitment of a diverse student body, faculty, and staff and to shaping that community into one that encourages full participation and respect. Further, our campus has maintained a tradition of open communication and freedom of expression. More than a collection of individuals, we aspire to form a community wherein our traditional expectations of civility, reasoned debate, and dialogue prevail, and wherein those with differing views may respect one another.

The University nurtures the academic achievement and personal development of its students through the offering of activities that enrich their educational experience. Residential colleges, student governance, honorary societies, fraternities and sororities, athletics, and special academic, career, and support programs and services augment the students' classroom experiences and contribute to their intellectual, physical, and emotional development.
Objectives:
Enhance programs and services that address the physical and psychological health, financial, and career development needs of all students.

Improve the integration of students’ academic and extracurricular experiences.

Optimize use and support of physical resources in order to preserve an attractive, functional, and safe campus environment.

Promote a sense of community through annual all-University events that provide common experiences and promote interactions among faculty, staff, students, alumni, and members of the local community.

Increase the number of faculty and staff from underrepresented groups, including women, with particular attention to offices and departments lacking such representation, and commit University resources to the retention of these individuals.

Enroll a growing number of undergraduate and graduate students from groups that have been underrepresented in the past.

Simplify campus administrative procedures and emphasize friendly and efficient assistance in all offices and services.

Increase school spirit by developing an environment which, through collegiate experiences, including intercollegiate athletics, promotes pride in and identification with the campus.

Enlarge and upgrade the University Union to enhance programming, meeting, and office space to better serve the needs of students, faculty, and other campus groups.

Begin the planning process for the construction of a field house. Incorporate in the plan the establishment of a larger space where members of the community may assemble. Generally upgrade other athletic and recreation facilities.

THEME 4: OUTREACH AND SERVICE
As a public institution of higher education, the University seeks to serve a variety of internal and external community needs by employing the institution’s talents and resources in applied research, providing programs in adult and continuing education, and fostering an intellectual environment for the encouragement of academic conferences, meetings, and other special events. Binghamton will continue to work cooperatively with business, industry, government, schools, and service agencies in our region and state to provide elements critical to the solution of some of the problems facing society. In recognizing the challenges of the state’s demographic changes and the world’s global economic competitiveness, the University has a responsibility to develop the minds of the future work force, provide opportunities for work force retraining, nurture the climate for research and discovery, and offer technical and managerial expertise to the business world for the purpose of aiding the economic development of our region and state.

Objectives:
Leverage University resources by (1) developing creative partnerships and alliances with other institutions, the private sector, and public service agencies and (2) using advanced technologies to expand the University’s outreach.

Determine local and state needs and encourage faculty to develop programs in research, continuing education, economic development, and job training to meet those needs.

Strengthen the Alumni and Parents’ Association and further integrate parents and graduates into appropriate aspects of the University.

Improve awareness of and access to University programs and activities by individuals not otherwise affiliated with the University.

Increase the participation of retired faculty and staff in appropriate activities that recognize their special abilities and experience.

Expand the use of University facilities for conferences, meetings, and other special events, and develop closer relationships with external organizations that may use these facilities.

THEME 5: SUPPORT OF THE UNIVERSITY’S MISSION
Over the past several years, budget reductions and changes in state funding have moved the University from the status of a state-supported to a state-assisted institution. During that time, Binghamton University has made effective use of the resources available. We are now at a crossroads. In order to maintain our level of quality in the future, we must increase and further diversify the resources available to support our complex mission. We must better inform our various constituencies of the strengths and needs of the University and solicit their support. We must strengthen our relationships with our alumni, friends of the University, local
business and community leaders, legislators and government officials, and various donors and foundations in order to increase their level of contribution to our efforts.

As the institution moves into the future, we must maintain with vigilant eye the excellence on which our foundation has been built. External review and self-evaluation of the programs and functions of the University will assist in sustaining our high standards. The development, implementation, and periodic review of a strategic plan is critical to the success of Binghamton as we continue to design our approach and evaluate our progress toward the accomplishment of our institutional mission.

Objectives:

- Enlarge the base of financial contributions and political support for the University.

- Develop widespread support for affordable public higher education in the State of New York.

- Publicize the accomplishments of the University at the local, state, national, and international levels.

- Improve our performance through self-evaluation, monitoring of selected indices of how well we are doing, and taking appropriate action based on that information.

- Develop guidelines for the allocation of resources among academic units and programs that support the complex mission of Binghamton University. Communicate these guidelines widely and continually monitor their effect on achieving our goals.

- Integrate the University's planning and budgeting process with an annual review of progress toward the attainment of strategic objectives.

- Update the strategic plan periodically.