PERIODIC REVIEW REPORT

Submitted to:
MIDDLE STATES COMMISSION ON HIGHER EDUCATION

MAY 2006
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May 2006
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Section 1

EXECUTIVE SUMMARY

Five years ago Binghamton University used a periodic strategic planning cycle to prepare its self-study for re-accreditation. The University community found this effort to be an effective way to link campus planning with the accreditation process. With the passing of another five years, President DeFleur charged a reconstituted Strategic Planning Council to take a fresh look at the circumstances in which the University found itself, opportunities on the horizon, and current strengths and weaknesses in order to develop a new strategic plan for the University. A draft of the proposed plan was posted on the University's website to solicit comments from the entire University community and was presented to the Faculty Senate and the Professional Employees Council for their review and comment. The draft was revised on the basis of comments and suggestions received and adopted by the President's Senior Staff on May 5, 2005.

The goals outlined in this strategic plan are not new. Binghamton has been on a trajectory to increase enrollments, add programs, increase sponsored activity, find additional ways to serve our public mandate, increase our resources, and enrich the work environment for everyone. Thus, Binghamton's Periodic Review Report combines our adopted strategic objectives with information on our progress relative to these goals over the past several years. We begin with our mission statement and strategic goals.

Our Mission

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

An evolving institution

Since its inception in 1946 as Triple-Cities College, significant change has characterized the history of Binghamton University. It has evolved from a four-year liberal arts college with a reputation for superb undergraduate education into an excellent doctoral research university with a range of liberal arts and professional programs, one that carefully seeks to preserve that undergraduate excellence. In fewer than 60 years, Binghamton University has become recognized for the quality of its academic programs and for the significant contributions its faculty make to understanding hearts and minds, society and culture, the physical world in its myriad forms, and the deepest reaches of abstract thought -- analytical, philosophical, and mathematical. Excellence is a delicate state of being; it must be continually recreated. Achieving Binghamton's greatest potential will
require committing ourselves both to enhancing our core strengths and to further change. Binghamton University faces important challenges stemming from shifting national and international trends and state and institutional realities. This plan charts a course to address those challenges. It arises from the vision of a truly distinguished and unique institution of higher education, one that combines an international reputation for research, scholarship and creative endeavor with the best undergraduate programs available at any public university.

Realizing our vision

Our mission as a premier public university is to enrich the lives of people in the region, nation and world through discovery, education and engagement. The four overarching strategies below are designed to advance this mission. Pursuing the following actions will preserve the University’s heritage, broaden its range of influence, enhance its visibility and acclaim, and ensure its vibrancy and vitality.

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

These recommendations “encourage the University to pursue both the traditional and the innovative, to reconsider and expand relationships within and beyond the institution’s traditional bounds, and through decisive action, to position the University to determine its own course in the rapidly changing environment of higher education.”1 Ways to achieve these strategies are set forth in a second document, Implementing Our Strategies: A Roadmap to the Future.2

Binghamton University has made considerable progress with respect to these strategic initiatives. Investments in academic excellence include substantial allocations toward the hiring of additional faculty; improvements in graduate stipends; and making available new educational opportunities in language and culture, Evolutionary Studies, bioengineering, social work, global studies, and in combining undergraduate and graduate work in a number of areas.

On July 1, 2006, Binghamton will create a new College of Community and Public Affairs that within a year or so will be housed in downtown Binghamton. This new unit and its mission to be significantly engaged with the Greater Binghamton Area agencies and organizations exemplify the institution’s long-standing commitment to outreach and engagement. For years Binghamton University has offered professional development opportunities for K-12 teachers, provided research and development for local industries, and partnered with surrounding communities in building purposeful social service and governmental agencies.

1 Excellence in a Climate of Change. Binghamton University. May 2005, p. 2
2 Both documents are appended to this report.
Binghamton University has made progress in improving its infrastructure. In terms of resources, during the past decade, Binghamton has achieved the ambitious goals it set for expanding its sponsored research activity. Funding has grown from just a little over $15 million to $27.5 million in awards. The campus closed its first comprehensive gifts campaign in 2003 (a year early) having raised $44 million, $8 million over the goal. The University purchased 21 acres of adjacent land and a 115,000 square foot building that has been renovated to house state-of-the-art laboratories for the life sciences. The University opened a 97,000 square foot addition to the University Union, two additional residential complexes, and a new Events Center. The campus has received funding for a new building downtown, for reconfiguring and improving its vivarium, and for a new engineering and science building. These changes go a long way in addressing severe space shortages noted in our last self-study and site visit.

The University continues on a growth trajectory. The campus is currently 14,018 students and plans to grow to 17,000 students, assuming there will be state support for such growth. Binghamton remains a very highly selective institution attracting students with excellent high school preparation and motivation to succeed at the next level.

Binghamton University believes in the importance of evaluation of its initiatives and benchmarking as ways to sustain and improve quality. It has developed a set of key markers to guide decision-making about campus performance. It has assessment programs in place for general education and the major. And it has adopted a new budget process that more closely links its strategic plan to budget allocations.

Strategic planning has helped Binghamton University move forward even in circumstances where resources are constrained. Its strategic plans have focused attention and resources on a limited set of important objectives. Binghamton’s achievements and challenges with respect to its current strategic plan are described in greater detail in the sections to follow.
Section 2

RESPONSES TO SUGGESTIONS OF SITE VISITORS

Voluntary accreditation has two aims: (1) to ensure that campuses meet certain standards of excellence and (2) to foster continued improvement in the rapidly changing environment that is higher education. Binghamton University had no recommendations from the previous Site Visit; the campus met all standards set forth by the Middle States Association. Binghamton University values the thoughtful comments offered by the Team. Specifically the site team proposed that the campus consider the following suggestions:

In summary, the team found a strong institution with a clear mission. Its resources have been aligned to meet the goals of the mission. The last ten years have been ones of substantial change at Binghamton University. In spite of severe fiscal constraints during this period, remarkable progress has been made and the strategic plan has worked well for the institution. Suggestions for the future include:

The campus is advised to continue to address the space issue, both through the current reallocation of space and through acquiring new space. We are encouraged by the fact that the institution recognizes the space issue and is taking positive steps toward a resolution. We encourage it to do all that it can to acquire the space adjacent to the campus with its 115,000 square foot building and 21 acres. The acquisition of this property, along with reallocation of current space, would go a long way to resolving the space issue and thereby enhancing the research mission.

The second suggestion relates to assessment and outcomes. There are many positive efforts in place yet the overall result is uneven, with some units having more sophisticated processes and use of data for decision-making than others. The team was impressed with the engineering (Watson school) model, and perhaps pieces of this could be used more widely to elevate the importance of assessment on campus to a campus-wide priority for the next five decades.³

Binghamton University did acquire the 21 acres of adjacent property, now renamed the Innovative Technologies Complex (ITC). With the help of a $15 million Gen*NY*sis grant, the University transformed the former office building on the site into a state-of-the-art biotechnology research facility with laboratories, a clinical suite and offices for the Division of Research and the Department of Bioengineering. Information about other University initiatives to ameliorate its space needs is provided in Section 3 below.

University administration worked closely with standing faculty committees of the Faculty Senate in further developing its assessment approaches. These committees examined the assessment model within the Watson School as well as models from other institutions. After careful deliberation, the prevailing view of faculty members on these committees was that the campus would best be served by using a variety of approaches to assessment because the Watson model would probably not be applicable across the diverse academic units that comprise Binghamton University. Each academic unit was charged with developing an assessment plan that fits its particular culture, learning goals, and modes of instruction. Each college, school and department has completed its plan. The Provost and Dean of the Graduate School conduct comprehensive, cyclic reviews of academic units that include visits by external consultants. These reviews use unit self-studies and results from assessment plans as important components in evaluating how a unit is performing with respect to its instructional mission. During the past five years, the University has made progress in its assessment efforts. A presentation on what the institution has accomplished with respect to assessment appears in Section 5.
Section 3

ACHIEVEMENTS, CHALLENGES, AND OPPORTUNITIES

The sections to follow outline Binghamton's progress toward each of the strategic goals outlined above in the Executive Summary. Where there are pertinent challenges to further progress these issues are also discussed.

Strategic Goal: Invest in academic excellence, growth, and diversification

Binghamton University aspires to grow, but also chooses to remain a mid-sized research university in order to retain its special character. Faculty at Binghamton are deeply committed to excellence in undergraduate education and in this mid-sized institution faculty have many opportunities to interact with students during the course of a student's degree program. Research-active faculty bring the excitement and ambiguities of creating new knowledge to their students in the classes they teach and the University's size enables many students to become engaged in research and scholarly activities with faculty mentors. In a research institution of Binghamton's size faculty can collaborate across disciplinary and professional boundaries more easily. Thus, Binghamton has made strategic decisions to develop subfields or interdisciplinary themes where it can achieve greater visibility for the excellent scholarly/research work of its faculty. Examples of areas of intellectual focus for which Binghamton is widely regarded are listed below.

Anthropology: Anthropology was ranked in the 2nd quartile in the last NRC report. Since that time, it has added to its portfolio a specialization in Biomedical Anthropology that is receiving national recognition. Among the faculty in Biomedical Anthropology are a National Academy of Sciences member and a Diplomate of the American Board of Forensic Anthropology. Just 77 people have been certified nationally since 1977, and only 10 (or so) of those individuals work in academic graduate programs and mentor students.

Art History: The program has a distinctive focus on art historical theory, history of social space and visual cultures. It offers cross-disciplinary connections with the Center for Medieval and Renaissance studies and with other humanities departments. It has placed doctoral graduates in premier institutions, including U. C. Berkeley.

Biology: Ecology, Evolution & Behavior, a sub-specialty within the Biology department, is ranked in the top quartile on several of the NRC disaggregated measures. Evolutionary Studies (EvoS), a program that extends evolutionary thought from biology to almost every other discipline on campus, has received national attention in the New York Times and many other media outlets, and has become a model for other universities.
Comparative Literature: The program emphasizes literary theory and literatures in several languages; it intersects with and draws on work done by faculty in Romance Languages, English, and other languages. The new PhD in Translation is the only such program in North America and offers cutting-edge work across the disciplines.

English: The creative writing program offers students a rare PhD in English with creative dissertation—an option available at few universities with comparable standing. The new concentration on globalization and culture does cross-disciplinary work in global literature and theory intersecting with Comparative Literature and language departments.

History: In the last NRC study of doctoral programs (1995), only four departments of comparable size were ranked more highly in the country. At the time, there were more than 120 PhD programs in History in the U.S.

Mathematics: Departmental reviewers from the University of Illinois—Urbana-Champaign and the University of North Carolina—Chapel Hill recently confirmed that the mathematical subfield of Topology at Binghamton retains its long-standing international reputation for the quality of its faculty.

Philosophy: A distinctive graduate program in Philosophy, Interpretation and Culture invites students to undertake cross-disciplinary ventures with other programs across the humanities. Another program explores Social, Political, Ethical, and Legal philosophies from a unique, broadly interdisciplinary perspective.

Political Science: An article published in 2004 by Simon Hix of the London School of Economics and Political Science ranks the department 19th in the world (tied with Oxford University) in terms of important journal articles published per faculty member.

Psychology: Psychology is consistently ranked among the top 75 in the nation. Clinical Psychology was recently given the highest level of accreditation recently and received an Outstanding Training Program Award from the Association for Advancement of Behavior Therapy.


Watson School of Engineering and Applied Science: Binghamton University’s Watson School of Engineering and Applied Science has had a long-standing reputation in electronics packaging. That reputation was recently validated by the decision of the United States Display Consortium in 2004 to name Binghamton’s Center for Advanced Microelectronics Manufacturing as the national center for packaging activities for flexible electronic displays. Binghamton won this award through a national competition.

Computer Science: Binghamton’s undergraduate program is the only one among the four University Centers that is accredited by ABET. Peer-reviewed publications from the Computer Science faculty in leading conferences and journals on a per faculty basis are
high and the reputation of the department is growing in consequence. The department played a central role in the award to the Watson School of the groundbreaking Linux Technology Center, a collaboration between the University, the Southern Tier Opportunity Coalition, IBM, and Mainline Information Systems.

At the master’s level, Binghamton University has built a strong reputation for preparing professionals in K-12 science and math education, K-12 literacy, community health nursing, primary care nursing, and accounting and leadership in management. Binghamton also has very strong master’s programs in creative writing, opera, and theatre.

As Binghamton grows, it is committed both to increasing the size of its current academic programs and also to adding programs that will compliment current offerings. The campus strives to bolster the excellence it has already achieved while opening new opportunities for intellectual endeavors and student learning. Faculty are key to academic excellence. Therefore, a major strategic goal for Binghamton University relates to faculty size.

Increase the Number of Faculty.

Hiring and retaining high quality faculty who will advance the full range of the University’s mission – fostering learning, discovery, and outreach – are at the heart of the University’s strategic plan. The University is committed to lowering our faculty to student ratio and to increasing our reputation for our contributions to expanding the boundaries of knowledge and creative endeavor. Table 1 shows that the campus has made some progress since the adoption of the current strategic plan. Between Fall 2003 and Fall 2005 the number of faculty grew by 65, the number of full-time faculty by 33, and the faculty/student ratio reduced from 22:1 to 21:1.

Table 1
Faculty and Student Headcounts and Student/Faculty Ratios

<table>
<thead>
<tr>
<th></th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Headcount</td>
<td>750</td>
<td>722</td>
<td>704</td>
<td>719</td>
<td>769</td>
</tr>
<tr>
<td>Full-time Faculty</td>
<td>498</td>
<td>493</td>
<td>504</td>
<td>512</td>
<td>537</td>
</tr>
<tr>
<td>Part-time Faculty</td>
<td>252</td>
<td>229</td>
<td>200</td>
<td>207</td>
<td>232</td>
</tr>
<tr>
<td>Faculty FTE</td>
<td>581.16</td>
<td>568.57</td>
<td>570</td>
<td>580.31</td>
<td>613.56</td>
</tr>
</tbody>
</table>

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<tr>
<th></th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Students</td>
<td>11,278</td>
<td>11,604</td>
<td>11,832</td>
<td>12,282</td>
<td>12,353</td>
</tr>
<tr>
<td>Part-time Students</td>
<td>1,542</td>
<td>1,495</td>
<td>1,553</td>
<td>1,578</td>
<td>1,665</td>
</tr>
<tr>
<td>Student FTE</td>
<td>11787</td>
<td>12097</td>
<td>12344</td>
<td>12803</td>
<td>12902</td>
</tr>
</tbody>
</table>

|                |          |           |           |           |           |
| Student/Faculty Ratio | 20.3     | 21.3      | 21.7      | 22.1      | 21        |
These changes bode well for faculty and student interactions in and out of the classroom.

Binghamton University has an excellent reputation as an undergraduate institution. A significant part of that reputation is due to our faculty, world-class researchers and scholars, who also enjoy working with undergraduate and graduate students. It is also the case that department/school size (faculty number) strongly affects the visibility and reputation of an institution for its scholarship and graduate education. Intellectual exchange among faculty is very important to advancing knowledge; it is very difficult to be an isolated scholar without colleagues with whom to share and shape ideas. As a mid-sized institution, Binghamton has to develop intellectual depth in ways other than sheer size in order to enhance its intellectual reputation and its doctoral programs. It has made a strategic decision to create through careful hiring synergistic groups of faculty large enough to gain national/international visibility for contributions to knowledge or creative achievements, sustain intellectually rich and challenging doctoral programs, and foster intellectual and professional development of Assistant Professors. One way to reach this goal is for each department or program to select one, or at most a few, sub-discipline(s) or research theme(s) for which it can be recognized as among the best nationally and internationally. Another way to develop a cohort of faculty large enough to garner a national or international reputation for excellence is to leverage the ease with which interdisciplinary research and scholarship can be pursued on this campus. Examples of such strategic hiring include individuals added to strengthen Materials Sciences and Engineering, Asian and Asian-American studies, World Systems Sociology, Evolutionary Studies (across disciplines), Small Scale Systems Engineering, and biosensors.

Improve Graduate Stipends

The quality of Binghamton’s faculty and the excellent mentorship they provide to graduate students have given the University an excellent reputation as a fine graduate institution. One of the biggest challenges the institution has faced is the declining competitiveness of our stipend levels. In each year since 2001 the campus added more than $1 million to the stipend pool. But those incremental increases were not sufficient to close the gap with other institutions. For the coming academic year Binghamton has taken bold steps to improve this situation. The University allocated an additional $1.15 million to the stipend pool and the Graduate School began reallocating funds internally. The University’s goal is to provide stipends at or above the 75th percentile of those provided by other public institutions for each respective discipline or profession. For fall 2006, the infusion of funds enabled the University to achieve this goal for ten programs and to increase stipends by at least $2,000 for every program. The University’s goal over the next couple of years is to keep pace for those programs at the 75th percentile and to bring other programs to this same level. With these stipend increases, the graduate programs report success in recruiting the best applicants in their pools this year -- students with excellent credentials -- and as often as not, out-competing the programs’ major competitors, which are some of the best programs in the United States.
Enhance the Internationalization of the Campus

Internationalization of the campus includes the key notion that scholars all over the world share a desire to increase knowledge and that they share intellectual interests. Internationalization involves faculty collaborations with colleagues in other parts of the world and the inclusion of the results of global scholarly inquiry in what we teach students. Each year Binghamton University welcomes researchers and scholars from many countries and supports faculty travel to other countries for purposes of intellectual exchange.

Internationalization means welcoming students from other countries and integrating them into the intellectual and social fabric of the campus. Since 2001, the number of international students has increased from 923 to 1523 (an increase of 65 percent); these students represent 90 countries. Graduate enrollment has increased by 10 percent (71 students) and undergraduate enrollment has tripled (from 222 to 751 students). Over this period of time there has been a fundamental shift in the population; formerly two-thirds of all international students were enrolled in graduate programs, now the proportion of graduate to undergraduate students is roughly 50:50. This dynamic and diverse population of students from around the world adds a special dimension to the in-classroom and extra-curricular experience of all Binghamton students, bringing new and different ideas and viewpoints to all interactions. Finally, international students provide Binghamton's domestic students with an opportunity to be better prepared for the increasingly interconnected global environment in which we live.

Faculty continue to work creatively to advance international programs. In keeping with a goal to increase experiential learning opportunities, Binghamton has opened internship programs in London, Madrid, and Costa Rica and diversified study abroad destinations by creating new programs in Asia and Latin America. Faculty-led study abroad programs emphasize interaction with local communities. In 2004 two faculty members won State University of New York Chancellor's Internationalization Awards to create two new study abroad programs: Improving Health of the Community in the Dominican Republic and the Total Art of Chinese Theatre. Enrollments in study abroad programs remain high in a public institutional context at 25 percent of a graduating undergraduate class. In 2004-2005, 515 students participated in study abroad through Binghamton University.

Our internationalization of the curriculum continues to expand through several initiatives. An Asian and Asian-American Studies major has been made possible through a generous $1.5 million grant received in 2001 from the Freeman Foundation. Student enrollment in courses supported by the Languages Across the Curriculum Program (LxC) has doubled in the last five years with annual average enrollments now at 400. LxC, supporting 10 languages, is an integral part of courses in Harpur College of Arts and Sciences, the Watson School of Engineering and Applied Science and the School of Management. Ongoing instruction in 14 languages is a critical component of our curriculum with the most recent addition being instruction in Turkish through the support of the Fulbright Foreign Language Teaching Assistant program.
The initiative with greatest impact on the campus is the new Dual-Diploma joint degree programs in partnership with four Turkish universities: Bilkent University, Bogaziçi University, Istanbul Technical University, and Middle East Technical University. These programs lead to the B.S. degree in Information Systems from the Watson School, in Global and International Affairs from Harpur College, and in Management from the School of Management. In these four-year undergraduate programs, students spend their freshman and junior years at one of the Turkish partner institutions and their sophomore and senior years at Binghamton. Applicants must meet all the admissions requirements at their Turkish university, including successful participation in the Turkish national university entrance examination, and also meet the admissions requirements at Binghamton. Degree recipients must meet all of the academic requirements for a bachelor's degree at Binghamton and for a Lisans degree at their home Turkish institution.

These Dual Diploma programs enrich the global diversity of the Binghamton educational experience and assist the Republic of Turkey to improve its capacity for educating its citizens. The programs were developed in cooperation with SUNY System Administration and the Turkish Higher Education Council (YÖK). The program began in the 2003-2004 academic year and currently enrolls 279 students in freshman, sophomore and junior classes.

Expand Educational Opportunities

As a relatively young institution Binghamton University does not have the breadth of programs that characterize older institutions. Breadth enables an institution to serve more constituents and affords more opportunities for collaboration among academic units. Meeting the needs of diverse constituents is especially important for a public institution with a mandate to serve the public good. Binghamton University's strategic plan calls for opening new programs, schools, and colleges to better serve the needs of the State of New York and the nation.

Language and Culture. Consistent with its emphasis on international understanding, Binghamton University is increasing its educational opportunities in the study of language and culture.

Chinese. The Chinese Program at Binghamton University offers students a diverse curriculum centered on the languages and cultures of greater China. In Fall 2005 Binghamton University offered a minor in Chinese for the first time. This program is designed to provide students with a solid foundation in Chinese linguistic and cultural fluency, through an emphasis on four skills: listening, speaking, reading, and writing. Courses in literary Chinese (the classical language of pre-modern China) provide the necessary additional foundation for reading ancient philosophical, historical, and literary texts, while Business Chinese imparts the communicative expertise for successful business transactions in contemporary Chinese cultures. Six Chinese courses at the 200-level or above, which consist of three languages courses and three literature/culture courses are required to complete a minor.
Chinese Program courses are an integral part of the popular Asian & Asian-American Studies program, and the East Asian & Management Studies program. The Chinese Program is also linked with music, offering a unique course in singing Chinese, which combines both language training and cultural experience.

**Korean.** Korea is a dynamic country with a rich history prominent in world affairs in economic, political, and cultural matters. Binghamton's program seeks to provide students a solid foundation in all aspects of Korean language skills along with a wide range of courses designed to introduce various aspects of Korean culture, history, linguistics, and literature. Courses are ideal for students who wish to develop their language skills and cultural knowledge of Korea for business, professional, or academic reasons. Beginning Fall 2006 Binghamton University will offer a minor in Korean Studies consisting of six courses beyond the 102 level.

**Evolutionary Studies Program (EvoS).** Evolution is increasingly being used to explain the pageant of human life in addition to the rest of life on earth. BU's Evolutionary Studies Program is the first of its kind to teach evolution in a truly integrated fashion, beginning with core principles and extending in all directions, from molecular biology to art and religion. The Evolutionary Studies integrated curriculum is designed for undergraduate students from all majors who wish to develop an understanding of evolution and its implications for human affairs in addition to the rest of life on earth. Evolution is increasingly being used as a unified conceptual framework to study a diversity of subjects in the sciences (e.g., biology, psychology, anthropology), applied professions (e.g., the health sciences, economics, political science, business), and the humanities (e.g., literature, religion, art). Knowledge of evolution can therefore increase professional competence in any of these subjects in addition to being intrinsically interesting and important in the same sense that a liberal arts education is important. The evolutionary studies integrated curriculum is part of a larger evolutionary studies initiative at BU (EvoS) that includes research and scholarly interactions involving over 30 faculty from fourteen departments and other academic units, a set of courses leading to a graduate certificate and a seminar series open to the entire campus community.

**Bioengineering Program.** In Fall 2003 Binghamton University opened a new professional program in bioengineering. The bioengineering program builds upon strengths in the Watson School of Engineering in systems science and intersects with the Department of Biology and the Decker School of Nursing. The goals of the undergraduate program are (1) to help the students understand biological systems as complex systems, that is, systems characterized by their emergent properties, and (2) to gain knowledge of emergent behavior in the social sciences and the engineering of biomimetic systems as well as in the life sciences. The program began in 2003 with 27 students. It currently enrolls approximately 120 students and is a very attractive major within engineering despite the challenges of being an interdisciplinary program of study.

**Social Work.** The graduate program in social work opened in Fall 2003. This program aims at preparing social workers for autonomous, knowledge-based, advanced generalist
practice within an integrated community of scholars, practitioners, and learners. The program has a special focus on community social work in the public and not-for-profit sectors. The faculty is committed to developing strong community relationships. To further this aim, faculty and staff work collaboratively with community professionals through internships, service learning, service delivery, research grant and program development, implementation and evaluation.

Programs Combining Undergraduate and Graduate Education. In addition to these new programs, Binghamton University has been aggressively pursuing the development of 3+2 programs to enable our talented students to combine work at the undergraduate and graduate levels. Some of these programs occur within the same academic unit, some of them combine liberal arts and professional degrees, and some combine two professional degrees. In Harpur College students may enroll in combined baccalaureate and master’s programs in Biology, in Chemistry/Materials Science, in Economics/Finance, and in Philosophy. They may also participate in programs that combine disciplinary work in English, social sciences, sciences (physics, earth sciences, chemistry, biology), and math with a Master’s of Arts in Teaching. In Engineering students can combine undergraduate and graduate degree work in Computer Science, in Electrical Engineering, and Computer Engineering with Electrical Engineering. Engineering students may also combine a BS degree in Bioengineering, Computer Engineering, Computer Science, Electrical Engineering, Industrial Engineering, or Mechanical Engineering with a Master’s in Business Administration.

The Graduate Certificate Program in Global Studies. Graduate Departments and Research Centers at Binghamton University have joined their resources to design a Graduate Certificate Program in Global Studies. The proposed program builds on over twenty years of research, teaching, publication and conference activity in the field of interdisciplinary world studies. As a result of the international reputation the university has established in this area, it has attracted faculty, as well as graduate students, to programs and departments in both the humanities and the social sciences whose common interest is in both historical and contemporary research.

Combining resources and faculty from the graduate programs and research activities of Africana Studies; Anthropology; Comparative Literature; English; History and Theory of Art and Architecture; History; Philosophy, Interpretation & Culture; Political Science; Sociology; The Center for Medieval and Renaissance Studies; The Center for Research in Translation; The Fernand Braudel Center for the Study of Economies, Historical Systems and Civilizations; and The Institute of Global Cultural Studies, the program focuses on the study of social economy, power, environment, and culture over long-term historical time and through global space and the cultural politics of representation and language from interdisciplinary perspectives. Through courses, graduate seminars, faculty colloquia, and other activities, the collaborative Graduate Certificate Program in Global Studies seeks to offer students the opportunity to develop intellectual breadth as well as interpretive and analytical skills needed to further the study of global processes. At the same time, through interdisciplinary faculty workshops, the program seeks to explore
modes of inquiry into global phenomena, examine disciplinary boundaries, and promote interdisciplinary research and teaching within world perspectives.

Three courses are required for the global studies certificate. These include two courses from the list of designated courses outside of the student's department and a designated interdisciplinary Global Studies seminar. In order to encourage the development of interdisciplinary approaches, seminars normally are team-taught by faculty from different disciplines.

**New Academic Units**

In July 2006 Binghamton University will open a new School of Education and a new College of Community and Public Affairs. The School of Education emerges from the Division of Education in the former School of Education and Human Development. Binghamton envisions a School of Education nationally recognized for the quality of its preparation of teachers, leaders, and administrators and for its research on how students learn, especially how students learn in the context of organized schools. The preparation of teachers will continue to be done at the graduate level in Master's in the Art of Teaching programs. The College of Community and Public Affairs combines the Divisions of Human Development and Social Work from the former School of Education and Human Development with the program in Public Administration currently housed in the Graduate School. For the new College of Community and Public Affairs, the University envisions programs synergistically focused on improving public sector life and public sector contributions to the health and welfare of communities and individuals; nationally recognized for the quality of its preparation of community leaders, administrators, and professional practitioners, and for its research into effective community organization, sustainable community development, and demonstrably beneficial social services delivery. Faculty and staff of CCPA will be involved in community and program development, in program evaluation, and direct service delivery.

**Cooperative Programs Between Academic Affairs and Student Affairs**

At Binghamton University the Divisions of Academic Affairs and Student Affairs partner to provide learning experiences that integrate in- and out-of-class experiences. The Discovery Program, Learning Communities and First Year Experience Program are excellent examples of cooperative ventures. These programs expand the educational opportunities available to students by enriching both in class and out of class learning.

The **Discovery Program** was developed to improve and enhance the undergraduate learning experience and began its operation in 2001. During the past several years, many of the program components have been implemented including the development of Discovery Assistants, Discovery Centers, Tutoring, Learning Community Programs and First-Year Experience courses.

The **Discovery Assistant** component was developed to provide students living in the residential communities with a source of educational support and improved learning
experiences. There is a Discovery Assistant (DA) living in each of the 25 buildings in the five residential communities. DAs serve students by providing information about course selection, General Education requirements, using the online course registration system (BUSI), reading degree audit reports (DARS), choosing a major, study skills, tutoring, searching for experiential education, and coordinating study buddy boards for the establishment of study groups. In 2005, DAs provided assistance through more than 8000i personal interactions totaling 5400 hours of service to students in the residential buildings. In addition to the work in the residential buildings, Discovery services have expanded to the two campus apartment communities. For these areas, Discovery has provided on-site tutoring and programming. In Fall 2006, Discovery will expand services to provide a DA to serve the specific needs of off-campus students.

There are five Discovery Centers, one in each of the five residential communities. Discovery Centers provide students with individual and group study space, tutoring, computer labs, information about campus resources and are staffed by Discovery Assistants. Centers are open in the evening until 10 pm after most campus offices have closed. The goal of establishing these Centers is to provide additional educational resources for students in their living environment as well as to improve learning experiences for students. Plans to establish a Discovery Center for off-campus students are currently under discussion.

Tutoring is offered through Discovery for a broad range of undergraduate courses on both an appointment and walk-in basis. In addition to assisting students with course content, peer tutors help students improve study skills, note taking, and time management skills. The tutoring program has expanded to include walk-in hours in each residential community, which enables students to get assistance as needed in the evenings during their study times. Students living both on- and off-campus received over 12,000 hours of tutoring in 2005, which has increased each year from the 9,800 hours, reported the first year the Discovery Program was established.

Through a collaborative effort with Residential Life staff, Faculty Masters, Faculty, Graduate Students and Discovery, the University offers students the opportunity to participate in a Learning Community Program. The program provides an opportunity for students to enroll in small courses with others living in the same residential hall. Each of the courses emphasizes writing, critical thinking, and learning strategies. In Fall 2005, the University offered two Learning Community Programs for which 138 students were enrolled. For the upcoming Fall 2006 semester the University will expand the Learning Community Program to include four communities serving over 300 students. In Fall 2007, the fifth residential learning community will be added and will serve another 60-70 students. In terms of the Learning Community Program, assessments of the Fall 2005 Learning Community courses revealed very high student satisfaction with their experiences and are in line with all the leading national studies of the impact of Learning Communities.

In Fall 2005, Binghamton University offered multiple sections of the First-Year Experience (FYE) course, HDEV 105, in collaboration with School of Education and
Human Development, Student Activities, Faculty Masters and Student Affairs Offices. Twenty-one sections were offered for residential first-year students, one section for non-residential local students and one section specifically for transfer students. In Spring 2006, two sections of the FYE course were offered for transfer students. A total of 349 students were enrolled in the FYE course for the 2005/2006 academic year. Evaluation of these sections revealed substantial student satisfaction with the learning environment, the development of a sense of connectedness and friendship with others in their residential unit, and self-reported improvements in time management, study skills, and ability to understand people from different backgrounds. Conversations with students also suggest a better understanding of the goals and opportunities of a college education.

**Discovery Courses.** Faculty teaching Discovery courses use a student-centered, collaborative approach, assist students to improve their oral and written communication skills and foster the development of critical thinking. Recruiting faculty to teach Discovery courses has been a challenge and one strategy that has helped is the recruitment of the Institute for Student Centered Learning (ISCL) Fellows. More than 35 faculty members report having redesigned their courses to regularly include Discovery components. The University is working to recruit higher numbers of faculty to embed Discovery criteria in their courses.

**Teaching Assistant and Graduate Student Training.** Discovery staff assists with the newly redesigned TA orientation, providing training in pedagogy. Workshops for TAs and graduate students are also conducted throughout the semester and include TAs for Learning Community and Area-Based courses and those providing walk-in tutoring in the residential communities. Over 300 graduate students have received training in pedagogy during the 2005/2006 academic year. Training topics include managing/facilitating a student-centered class, prompting critical thinking and problem-solving, attending to study skills/metacognition, and facilitating and implementing mid-term and final evaluations.

**Other Co-Curricular Opportunities**

Binghamton University prides itself on the contributions made to students’ learning and development in settings outside the formal classroom. Students benefit from programs that facilitate their career development and improve their decision-making about their own health and welfare. The professionals in the Division of Student Affairs have created a number of new educational opportunities for students during the past five years.

**Career Development Center.** Binghamton University's Career Development Center (CDC) helps people understand the relationship between the university experience and future professional roles. Tied to the educational mission of the University, the CDC helps undergraduate and graduate students and alumni in all majors become aware of the skills and competencies needed for career success. A range of services, programs, events and resources are offered to facilitate learning and practice.
Collaboration and responding to the needs of students, employers, and the economy are critical in the development of CDC programs and events. During the past five years innovative approaches have been introduced to foster development of such important skills as networking and informational interviewing, etiquette, and effective interviewing. In addition, new programs have been developed to help students learn about a broad range of career opportunities. CDC partnered with the Office of Alumni and Parent Relations to introduce an online Alumni Career Network. This resource allows students to identify Binghamton graduates by profession, employer, location, institution, degree, and major and to maintain a personal notebook of contacts. A mock interview program with employers has been held each spring and fall giving students the opportunity to practice and receive feedback on their interviewing skills. CDC has also partnered with the Office of Campus Life to develop and implement a program that trains students to conduct practice interviews with other students. This initiative received an Award for Excellence from the SUNY Career Development Organization (SUNYCODO).

**eRecruiting.** CDC's web-based system for managing the exchange of information between employers and students allows 24/7 access to internship and job openings as well as career research information. All undergraduate students automatically have accounts and graduate students and alumni can opt to register for this service.

**Alcohol & Other Drug Program.** One of the core components of general education at Binghamton University is physical activity and wellness. The faculty believe that "exercise, body awareness and wellness are essential components of a healthy and productive lifestyle. The dictum we follow is 'a sound mind in a sound body.'" Abuse of alcohol and other drugs is a national problem and a constant threat to wellness. Thus, Binghamton is committed to addressing this important matter. A primary goal of our efforts is to sustain and augment a campus community in which students can develop and reach their full potential. The mission of the Binghamton University Alcohol & Other Drug Program is two-fold: (1) to develop a campus environment that reduces the risk and harm resulting from alcohol and (2) to promote social activities and life choices that maximize personal and intellectual growth. The University's AOD Program has two primary roles. The first is providing counseling resources to students who are concerned with others' use of alcohol or drugs or who are themselves experiencing problems with alcohol or drug use. The second role of the program is to coordinate the development of prevention policies and environmental management strategies to reduce the use and the negative impact of drugs on the Binghamton University Campus and in the surrounding communities. For the first time in Fall 2005 Binghamton University required entering students to complete Alcohol.edu, an on-line alcohol education program, designed to help students make informed decisions about their consumption of alcohol. In a follow-up survey students reported a better understanding of alcohol and its effects.

**XCEL Center.** The XCEL Center is the place where students can explore ways to become more involved in activities outside of the classroom, build their public speaking skills, and where student leaders can get assistance with their leadership issues and goals.

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Students trained as XCEL Leadership Consultants (XLCs) help to staff the Center. The XCEL Center’s mission is multifaceted, and includes the following areas:

- **Connecting** students with student organizations, student government, volunteering opportunities, mentoring experiences, internships and more

- **Helping** student organizations with ideas for recruiting new members, motivation, running more effective meetings, fund raising, publicity, conflict resolution, time management, programming ideas and more; students can attend campus-wide leadership conferences once each semester

- **Helping** students improve their public speaking/presentation skills through the public speaking lab

- **Teaching** students more about leadership issues, skills and theories

- **Recognizing** the achievements of student leaders and student organizations through annual programs such as the national "Who's Who Among Students in American Universities and Colleges" program, Fall Student Leadership Meet & Greet, Winter Student Leadership Celebration and Spring XCELSIOR Awards.

- **Providing** resource information for the campus community on a variety of leadership skills/college life topics through the Resource Lending Library, X-File newsletter, Student Leader Survival Handbook and twenty different Student Leadership Development Clearinghouse brochures

- **Training and** coordinating the XCEL Leadership Consultants (XLCs) program.

**Strategic Goal: Enhance engagement and outreach**

In its new strategic plan the University has embraced the following ideas.

Proactive *engagement* with the world around us is in the best interest of all. Fulfilling its covenant as a public university, Binghamton University elects to go beyond the notion that knowledge is generated within the university and then applied in external contexts. External constituencies often possess insight into the practice limits of current knowledge and can provide novel perspectives on possible solutions for pressing problems.\(^5\)

Examples of such synergistic partnerships are provided below. (This listing is not inclusive, only illustrative.)

\(^5\) *Strategic Roadmap.* Binghamton University, May 2005
Economic Partnerships

**Integrated Electronics Engineering Center.** The Integrated Electronics Engineering Center (IEEC) has for eleven years provided an interface between Binghamton University and local companies. The IEEC continues to attract and retain industrial partners both at the full partner-member level as well as at the participating membership level. Over the last five years, the IEEC has increased its full-partner companies from three to eleven. Local full-partner companies include Endicott Interconnect, IBM, Universal Instruments, BAE, Corning, GE and Lockheed Martin. National and international partners include Analog Devices, Texas Instruments, Samsung and STAT$ChiptPAC. The IEEC continues to serve its member companies in the areas of microsystems and packaging, microsystems integration and reliability, failure analysis and stress testing, and research in the areas of new materials, design, tooling and processes for electronics. The IEEC currently has an advanced reliability and diagnostics laboratory at the Watson School of Engineering, as well as an office suite and a conference room. Total IEEC space at the Watson School is about 2,000 square feet. The IEEC generates about $4 million in annual research expenditures of which about $2 million are direct IEEC spending and the balance is affiliated faculty research in the area of packaging. The total economic impact of the IEEC to the State of New York since 1997 is $400 million as reported by the New York State office of Science, Technology and Academic Research (NYSTAR). The IEEC is also reported by NYSTAR to have created and retained over 800 jobs in high technology locally.

The IEEC is currently engaged in a major new initiative to establish a roll-to-roll (R2R) microelectronics manufacturing prototype line. The vision of this new initiative is "to create and enable new electronics applications and devices that improve the way people live and interact with their surroundings." The initiative is in partnership with Endicott Interconnect Technologies, one of the full-partner members in the IEEC; Cornell University (CU); and the United States Display Consortium (USDC). This new initiative will be focused on the production and commercialization of microelectronics systems on flexible substrates and will provide an unparalleled opportunity to conduct research and development activities on a roll-to-roll (R2R) platform. Although the R2R initiative will be developed as an independent center, the Center for Advanced Microelectronics Manufacturing (CAMM) in IEEC will play a major role in the commercialization of flexible electronics into products. The total investment in this initiative is currently about $11.7 million in tools and infrastructure. This new initiative is expected to generate considerable research and development expenditures locally and will lead to significant commercialization activity.

**Strategic Partnership for Industrial Resurgence (SPIR).** The Strategic Partnership for Industrial Resurgence (SPIR) is an industry support service offered by SUNY engineering schools. SPIR provides engineering and technology assistance to New York small businesses (500 or less employees) to help them achieve their business objectives. Any small, New York State technology-based or technology-dependent company in the manufacturing, product development, information technology or service sector is eligible for SPIR assistance.
SPIR was initiated at Binghamton University's Watson School of Engineering and Applied Science in 1994 with strong support from the Governor and Legislature. SPIR organizes and manages technology-based projects, provides student and faculty resources, performs a wide variety of technology-based work, acts as an "engineering extension" to a company and provides project cost-sharing assistance. SPIR's goals are to promote the startup, stability and growth of small companies.

Linux Technology Center. The Linux Technology Center (LTC) is a business/academe partnership. The Center's focus is on improving basic and applied research in Linux-based and open-source applications by drawing together key competencies from University and industry leaders, IBM and Mainline Information Systems, Inc. The Center will enhance research capabilities and expand the Linux knowledge base, fostering job creation and economic growth in the Greater Binghamton area and New York State.

Educational Partnerships

University collaborations with area schools include a partnership between the School of Education and Human Development and the Binghamton City School District that obtained a $1.3 million Enhancing Education Through Technology grant from the State Education Department. The money bought computers and wireless networking capabilities for middle schools in Binghamton and also supports teacher training. The long-term goal is to create a climate where students are engaged in learning so they come to school, stay in school, do well in school and are able to engage their environment through technology.

The University's Anderson Center for the Arts teams with the Johnson City School District to participate in the John F. Kennedy Center for the Performing Arts' Partners in Education Program. The partnership expands professional development programs in the arts for Johnson City teachers while enriching the music education experiences for hundreds of students in the district. The collaboration trains teachers on how to teach other subjects through the arts and how to teach the arts as well. For example, in 2005, teachers attended a workshop on mask making taught by University Art Museum staff, followed by a workshop on masks and movement taught by artists from Enchantment Theatre Company. Teachers and students then attended an Enchantment Theatre performance of Pinocchio on campus featuring life-sized puppets, masks, magic and illusion.

Another link between the University and regional schools is "Ask a Scientist," a weekly column in the Binghamton Press & Sun-Bulletin, in which Binghamton University faculty respond to science questions posed by students from local schools.

Center for the Teaching of American History. The Center for the Teaching of American History draws on the resources of the Division of Education in the School of Education and Human Development and the History Department in Harpur College to sponsor
activities that contribute to the improvement of the teaching of American History at the secondary school level.

The Certificate Program in the Teaching of American History provides training for teachers and prospective teachers that will prepare them to bring the latest interpretive thinking in the field of American History into secondary school teaching. By building a long-term collaborative relationship between the University and local history teachers, faculty at Binghamton believe that a Certificate Program is a way to make a lasting contribution in this area.

The Center also offers weeklong summer workshops for teachers and librarians in Broome and Tioga county school districts. After the completion of the workshop, each participant prepares an individual teaching unit to be tested during the following academic year and presented to a formal peer review conference the following spring. The strongest individual projects are published on a website for use by other teachers and librarians. Finally, in-service education designed to assist teachers in discovering primary source material on the web and developing those resources into classroom lessons and/or enhancements is offered regularly.

Community and Organizational Development Partnerships

Center for Leadership. The Center for Leadership (CLS) vision is to advance the understanding and application of leadership through cutting-edge theory, research and methods. The CLS mission is to conduct and disseminate basic and applied research for the advancement of leadership effectiveness of individuals, groups and teams, organizations and communities. Within this broad vision and mission, CLS promotes theory and research on leadership assessment, development and evaluation at the individual, team/group, organizational and community levels.

Within the CLS vision and mission, the goals and objectives are:

- Research and Science – to discover and verify new knowledge about leadership
- Application and Practice – to develop and apply leadership “best practices” through assessment, education, and training and development
- Knowledge and Learning – to conserve and disseminate leadership knowledge and practice for scholars and professionals

In addition to a variety of research and research grant activities, in alignment with the University’s strategic plan, CLS is involved in a variety of engagement and outreach activities. First, CLS research and the development of instructional applications provide the basis for a three-course graduate sequence called the Leadership Certificate Program. This campus-wide program is also a concentration in the School of Management’s MBA program. Additionally, a similar campus-wide, three-course sequence is offered at the undergraduate level and there is a major in the SOM’s Bachelor of Science program. A
key component of these programs is community-based student projects with a variety of not-for-profit organizations in the Southern Tier of New York. Each project is designed to enhance the leadership and management capabilities of these organizations and to provide students with real-world working experiences. Second, CLS developed and coordinates an on-going project with Broome-Tioga BOCES called the Leadership Academy. The purpose of this project is to identify and develop high-potential teachers within 15 public school districts to become future school administrators. Academy activities include multi-day developmental assessments and feedback, leadership training and development, mentoring and “shadowing” by participants of current educational leaders. Third, with a variety of external partners and collaborators (e.g., Skills Net and the U.S. Navy, Play, Inc., Lourdes Hospital and Manley's), CLS is engaged in numerous research and practice-oriented leadership activities in the local and national arenas.

**Center City Coordination Program.** Early in 2001, four community organizations approached the University about accessing University resources to help address homelessness, poverty and unemployment, some of the most challenging problems faced by downtown Binghamton. After planning for nearly two years, funds through the U.S. Department of Housing and Urban Planning under the Community Outreach Partnership Center program (COPC) were awarded and the Center City Coordination (C3) Program was launched. Since early 2003, when funds were actually received, the partnership has grown to over sixty agencies, businesses, resident associations, city and county departments and offices and other community organizations. The overall purpose is to help revitalize neighborhoods within the center city Binghamton target zone and improve the overall quality of life for residents by assessing and addressing critical needs and drawing from community assets. The project focuses on the coordination of existing services for optimal use and expanding outreach and referral capabilities and thorough assessment of unmet needs for additional service and resource development.

C3 has initiated and/or participated in over 75 community activities and programs benefiting more than 2,000 residents -- both adults and children -- in the City of Binghamton. During the last two years, more than 140 Binghamton University student interns have provided a total of more than 18,600 hours and at least 30 students in practica have contributed over 3,600 hours to C3 initiatives. Also, six academic classes have worked closely with C3 on projects. Collaborating with University and community partners, research has been conducted in the following areas: early childhood development needs; health and financial status of senior citizens; housing availability and quality; youth and adult employment; business hiring; homelessness; community assets, needs and priorities; community health services; and grandparents parenting their grandchildren. The Binghamton community has experienced significant financial benefit from C3 efforts; more than $5 million has been awarded to the community in grants using C3 as leverage.

**Center for Applied Community Research.** In September 2005 the University created a new Center for Applied Community Research and Development (CACRD). Faculty from public administration, social work, human development, education, nursing,
geography and biology, along with University graduate students, community members and faculty from Cornell University, are currently affiliated with the Center.

The purpose of CACRD is to bring partners together to engage in high-quality collaborative community-based research to enhance localized community development and economic improvement by bridging the gap between knowledge produced through research and professional practice. CACRD serves as a first point of contact for those interested in utilizing University resources and intellectual capacity to conduct research to enable them to better address community issues/problems. Five applied research grant proposals/contracts totaling over $1 million have been submitted through CACRD since its inception. All focus on University/community efforts to identify and address community-based issues.

Public Archaeology Facility. PAF conducts an average of 15 archaeological surveys each year for federal, state, local and private groups. Under a $10 million, five-year contract, the PAF provides statewide cultural resource management services for the New York State Department of Transportation, a service it has provided for 13 successive years. Under the contract, the PAF works to meet state and federal historic preservation mandates as they related to highway construction and bridge repair projects throughout much of the state.

Volunteer Activity. Binghamton University encourages and supports volunteer activity. Having students volunteer in the community develops their commitment to active participation in a democratic society, provides opportunities to test theories learned in class and gives something more to the University’s host community. Over the last five years, the estimated value of the unpaid work students perform through volunteering has grown from $2 million to $2.37 million.

Cultural Partnerships

The Anderson Center for the Performing Arts is a world-renowned arts center offering performances ranging from international ballet and symphony orchestras to soloists, chamber ensembles and large theatrical productions. It annually showcases 175 performances, conferences and special events that bring approximately 100,000 people to its Osterhout Concert Theater, Chamber Hall and Don A. Watters Theater.

The University’s Departments of Music and Theatre offer more than 100 performances to which the community is invited throughout the academic year. Tri-Cities Opera and the Department of Music collaborate to offer a Master of Music Degree in Opera.

University Art Museum staff members take traveling exhibits into local schools each year. University faculty and staff in art, cinema and photography contribute their works and talent to art exhibitions in the area.
Health Care Partnerships

Each year, students at the University’s Decker School of Nursing complete more than 72,000 hours of clinical training with local hospitals and healthcare agencies and help fill the nursing shortage gap. In addition to improving health care in rural settings, Decker faculty and students help families and caregivers through the University’s Elder Services Center.

TeenNet. TeenNet is an interactive website designed for teen health promotion administered by the Kresge Center for Nursing Research of the Decker School of Nursing and funded by Verizon, the Foundation Opportunities Partnership, the Crane Fund for Widows and Children and the Greater Endicott Community Foundation. TeenNet addresses health issues related to smoking, drugs, alcohol, dating, sex, violence and risk assessment. Its web address is teennet.binghamton.edu.

Elder Services Center. The Elder Services Center within the Decker School of Nursing helps families and caregivers learn positive approaches to managing problems associated with Alzheimer’s disease.

Electronics Manufacturing and Research Services Center. Professor Hari Srihari and his students in the Thomas J. Watson School of Engineering and Applied Science work with United Health Services on studying ways to improve patients’ wait times in emergency rooms.

Global Scholarship Alliance. Through a partnership with the Global Scholarship Alliance and Our Lady of Lourdes Hospital, international nursing students will come to the campus to enroll in Binghamton’s graduate nursing programs. This collaboration provides for the students to work part-time at the hospital while being enrolled in masters’ programs in the Decker School. The first cohort of students from the Philippines is scheduled to arrive this summer. The intent of the program is to alleviate the nursing shortage in this country while simultaneously enhancing the educational preparation of nurses in the sending country.

Harpur’s Ferry. Harpur’s Ferry, a student volunteer ambulance service and recipient of the New York State EMS Council’s Emergency Medical Services Agency of the Year Award, is one of only eight collegiate EMS agencies in the nation to offer advanced life-support capabilities to its patients. It serves the campus, as well as surrounding communities, through mutual aid response.

Institute for Child Development. Area children challenged by developmental, learning and emotional disorders, such as autism, receive valuable services at Binghamton University’s Institute for Child Development. Treatment and educational services are provided by the Children’s Unit for Treatment and Evaluation and also by the Children’s Unit for Learning Disabilities.
Open Airways. This collaborative program with the American Lung Association and Broome County schools involves Decker School of Nursing students teaching about asthma to students in the K-12 schools.

The Psychological Clinic.

The Psychological Clinic operates within the Department of Psychology and provides psychological services to the local community while serving as the training facility for the University’s doctoral students in clinical psychology.

Athletic Partnerships

Empire State Games. One of the most visible partnerships Binghamton University has established in the athletics arena is that of hosting the Empire State Games in 2000 and 2004. Working in concert with the Greater Binghamton Chamber of Commerce, the University has set a standard that has yet to be surpassed for the Games, which bring approximately $10 to $12 million to the community. Between housing and feeding 6,000 athletes and hosting more than half of the competitions on campus. Binghamton shines, according to Games Executive Director Frederick Smith, who said after the 2004 Games, “Binghamton has proven itself again to be a terrific host. I can’t say enough about the University and the area.”

People attending events in the University’s Events Center spend an estimated $12 million per year in the local economy, which translates to a $20 million impact for Broome County and $26 million for the State.

The University hosted the American East Men’s Basketball Championship Tournament in 2005 and 2006, bringing an estimated $7 million to the local economy each time.

Special Olympics New York held its fall 2005 opening and closing ceremonies at the University’s Events Center, bringing about 4,000 people to campus. A number of its competitions were also held on campus.

Strategic Goal: Create an adaptive infrastructure

Enrollment Growth

Binghamton University has become increasingly dependent upon tuition for its operating expenses. Like public institutions in other states, the portion of our budget that comes from state tax support is shrinking. Fortunately the quality of the education offered at Binghamton enables increasing enrollments of both in- and out-of-state students. The University manages enrollments very carefully. Through aggressive recruiting it has been able to both grow and to improve the quality of entering students. The University has a well-designed recruitment strategy within the State of New York, dividing the state into territories so that recruitment officers can get to know schools and guidance counselors well. During the past five years Binghamton has invested more heavily in
out-of-state recruitment, including the recruitment of international students. A significant portion of the college experience derives from in- and out-of-class discussions among students. Binghamton believes that enrolling a diverse student body enhances formal classroom education. The additional revenues brought in by non-resident students also provide additional funds for the University.

Enrollment and revenue projections for the next five years are provided in Section 4 below.

Research Growth

During the past five years, research activities have reached new levels of accomplishment. The Division of Research was established as an independent entity in the fall of 2000, just prior to the previous accreditation report. A new Vice President for Research, Gerald Sonnenfeld, was appointed in July of 2004.

Research expenditures have increased from $23.2 million in FY 2001 to $25.1 million in 2005. In the first six months of FY 2006, research expenditures continue to increase. Research awards are also increasing, reaching a level of $27,536,533 in FY 2005 (Figure 1).

Figure 1 – Binghamton University Awards, FY 1995- FY 2004

![Graph showing research awards from 1995-2005](image)

In addition, Binghamton University has made advances in research activities in areas that are not currently expressed in its research expenditures. For example, Binghamton University won a national competition from the United States Display Consortium (USDC) in 2004 to host the national center for packaging activities for flexible electronic displays in the Center for Advanced Microelectronics Manufacturing. The award has a value of $11,700,000 to date. Because the nature of the award involves the loan the state-of-the-art equipment to Binghamton University, $11,300,000 of the award cannot be included in the campus’ list of research awards or expenditures. It is expected that the
equipment will be donated to the University in the future, at which point its value will be
counted for expenditures.

As discussed earlier, there is a new emphasis outlined in the strategic plan to foster the
development of multidisciplinary research initiatives. This will be implemented through
careful targeted hiring of synergistic groups of faculty large enough to gain
national/international visibility for contributions to knowledge or creative achievements,
sustain intellectually rich and challenging doctoral programs and foster intellectual and
professional development of assistant professors. A major objective for this approach is
to leverage the ease with which multidisciplinary research and scholarship can be pursued
on this campus. The new research groups hired will complement existing research
strengths and will allow for development of nationally prominent research groups. Hiring
into interdisciplinary groups should also result in increased research funding for the
University, partially brought and obtained by the newly recruited faculty but also
spawned by the stimulation of interactions with current faculty, whose grant activity will
likely be enhanced.

A shortage of research space for new faculty and students has been a major challenge for
expanding research within the University. Fortunately, with the aid of a $15 million
Gen*NY*sis grant, Binghamton University has remodeled and opened new state-of-the
art research facilities in the first building of the new Innovative Technologies Complex.
This complex, an extension of the campus on adjacent, newly acquired land, will
eventually house up to six research-related buildings. The first building is dedicated to
life sciences and technologies designed to support new product development. The
building includes a new home for the Research Division, offices for the new
Bioengineering Department, state-of-the-art modular, mobile laboratory facilities and a
start-up suite for new companies formed as a result of faculty research activities.
Occupancy of the building is overseen by a faculty committee, reporting to the Vice
President for Research. Laboratory space is not assigned by department, but rather, based
upon common interdisciplinary research interests of extramurally funded faculty
interested in product development. An advisory committee of biomedically-related
companies, venture capitalists and entrepreneurs has been formed to advise faculty on
development of research projects. Committee members may also provide funding for
projects ready for commercialization. This nationally recruited committee, which has met
twice to date, is an example of innovative policies that Binghamton University is
implementing to help its faculty secure research funding and to increase its research
portfolio.

The faculty hiring initiative outlined in the University’s strategic plan is also enabling us
to hire more research faculty. This has not only helped to increase its research portfolio,
but also has helped to enhance the research activities of graduate and undergraduate
students.
Research Challenges

There are several challenges facing Binghamton University regarding the enhancement of the research portfolio. One major challenge is the flattening of the level of research support available from the federal government. This is a challenge nationally, but is especially challenging to a developing research university such as Binghamton. In this challenging national climate alternative and creative sources of research funding must be developed to ensure the success of our faculty and students.

A shortage of research space for new faculty and students has also been a major challenge for the University. This is particularly true for the Watson School of Engineering and Applied Science. The Watson School is one of the University’s most research-active academic units and is poised for dramatic growth. Two recent actions will alleviate these constraints considerably. First, the University has put together a comprehensive multi-year plan to reallocate about 23,000 square feet of space to the Watson School and to renovate some of that space for laboratory use. Second, in its current budget, the New York State Legislature has authorized $60 million (plus $6 million already received for planning purposes) for a new engineering and science building for Binghamton University to be located at the Innovative Technologies Complex. The University will continue to make its case for funding additional buildings at the ITC site.

Research in Harpur has also been hampered by having less than optimal facilities. Space in biology, chemistry, geology, psychology and physics warrants renovation. This space must be updated to accommodate the evolving nature of research and to assure that Binghamton remains competitive in attracting new faculty and students, retaining existing faculty, and allowing our faculty and students to carry out research. Fortunately Binghamton University has recently reached agreement with the State University Construction Fund (SUCF) to reconfigure its animal care facilities and to make essential changes in the Science 3 and 4 buildings as part of the critical maintenance of those facilities. These alterations will enhance campus capacity to carry out research activities, thereby alleviating shortages in biology and psychology within the next five years.

Another challenge is to assure that the faculty and students have appropriate training to become and remain competitive for research awards on a national level. This is being approached by providing seminars and training to alert faculty and students about new research activities, sending them to meet with program officers to discuss applications, and developing interactions with other Universities to enhance the opportunities for collaboration for the faculty.

A final challenge is to find appropriate support for scholarly activity that cannot be readily supported by extramural research grants. Binghamton University has a history of excellence in the liberal arts and humanities. It is very important that the campus sustain and enhance its achievements in these fields. The institution must find unique sources of support to assure that faculty in these units can also generate new initiatives and participate as leaders in emerging areas of inquiry.
University Libraries

Binghamton University Libraries provide leadership to the University community in accessing and using information resources for teaching, learning and research. This mission is fulfilled through state-of-the-art facilities and information technologies and through innovative programs and services that anticipate changes and trends in scholarship, publishing and education. Binghamton University Libraries are the center of the University's intellectual community, providing a welcoming environment for the creation and management of knowledge through innovative thinking, open inquiry and collaborative partnerships. The Glenn G. Bartle Library houses collections in the fine arts, humanities, social sciences, and mathematical and computer sciences. Special Collections and University Archives, which hold the internationally recognized Max Reinhardt Collection, as well as the Edwin A. Link Archives, are also in Bartle. The Science Library, located in the midst of the university science complex, serves the pure and applied sciences and houses the map collection. The Library Annex@Conklin was established initially as an off-site storage facility of little-used materials, but its 300,000 volumes are currently available for use on-site by the University community.

The Libraries’ website, http://library.lib.binghamton.edu/, is a gateway to a wide variety of online books, magazines, journals, encyclopedias, databases and a wide assortment of other digital collections that may be accessed from anywhere on or off campus. Access to the collections is provided by infoLINK, the Libraries’ catalog, supplemented by metaLINK, a federated search engine providing the capability to search across several resources simultaneously, including the infoLINK Library Catalog as well as other online catalogs, reference databases, citation databases, subject gateways, and e-journals.

The Libraries’ collections include:

2,285,885 volumes (including print volumes, government documents, and electronic books) 118,052 sound recordings
1,859,740 microfilms and microfiche 119,554 maps
36,431 journal holdings 2,430 videocassettes/DVDs
2,969 CD-ROMs 141 electronic databases

Recognized for innovation and leadership, Binghamton University Libraries assumed a leading role in the creation of SUNYConnect, the forward-looking plan to link all the system’s libraries. Binghamton’s Director of Libraries chaired the SUNYConnect Advisory Council, the committee responsible for developing the plan. Binghamton served as one of six pilot sites to implement the system’s new online catalog, and Binghamton’s library staff has served as consultants to other campuses for their installations and participation in SUNYConnect. Binghamton remains committed to its participation in this SUNY-wide initiative and, following a successful two-year test of cataloging and processing monographs for SUNY Fredonia, is offering other SUNY libraries the opportunity to “in-source” the processing of their new titles at Binghamton. Additionally,
Binghamton is currently collaborating with the three other SUNY Center Libraries to develop a comprehensive SUNY collection of university press books.

In 2003-04, Binghamton’s Libraries were recognized by the Online Computer Library Center as being second (behind Cornell) among interlibrary loan lenders within New York. Most recently, the Libraries have been among the first within SUNY to collapse service points to provide “one-stop” service for Reserves, Circulation, & Interlibrary Loan, introduce laptop lending within the wireless library environment, implement federated searching, instant messaging reference services, a library Blog, an Information Commons (a computer-enhanced research environment containing 150 networked computers), and 24x5 library hours. Also, Binghamton is the only library in the eastern U.S. to be collaborating with Stanford University and Grokker™ to implement a visual search tool that facilitates information discovery by displaying search results in topically organized visual maps. National recognition for these activities is evidenced by the number of staff (7) invited to speak at national conferences (3) and articles (4) accepted by refereed publications during the first four months of 2006.

In addition to SUNYConnect, Binghamton University libraries belong to New York Link, the Online Computer Library Center, Inter-university Consortium for Political and Social Research, South Central Research Library Council, Center for Research Libraries, Research Libraries Group, Scholarly Publishing and Academic Resources Coalition, Coalition for Networked Information and the New York State Higher Education Initiative. A goal is to join the other SUNY Center Libraries as a member of the Association of Research Libraries.

University Leadership and Administrative Organization

Recognizing the importance of increasing research and scholarship across the campus, President DeFleur reorganized research and graduate education on the Binghamton University campus in August 2000. She created the position of Vice President for Research reporting directly to her and the position of Dean of the Graduate School reporting jointly to the Provost and to the Vice President for Research. The research position was previously titled vice provost and reported to the Provost. The Provost and Vice President for Research retain close working relationships through the Academic Affairs and Research Coordinating Committee created by the Provost with membership from both divisions. In September 2004, the President created another new position, Vice Provost for Strategic and Fiscal Planning, with dual reporting relationships to her and to the Provost. The responsibilities of this position are discussed below in Section 6.

The University continues to recruit successfully for key leadership positions. During the past five years Binghamton has appointed a new Vice President for Administration, a new Vice President for Research, new deans in Decker School of Nursing, Graduate School, School of Management, and Watson School of Engineering, a new Director of University Libraries, and new Associate Vice Presidents in Administration and Student Affairs.
Fund Raising

The University’s first comprehensive gifts campaign was successfully completed in 2003. The campaign was initiated in 1997 with a goal of $36 million. It was completed in 2003, one full year ahead of schedule, with total gifts raised reaching nearly $44 million. Going 20 percent over goal and doing so one year early has raised the sights of Binghamton’s donor base and set the stage for its second comprehensive gifts campaign, which is currently in the planning phases. Some of the milestones of the first campaign, the “Believe in Binghamton Campaign,” related to the University raising its first gift of $1 million from an alumnus; securing its first multi-million dollar planned gift; establishing the first joint distinguished professorship in finance and economics; and establishing two additional faculty endowed chairs in nursing. Furthermore, over 100 new scholarships were endowed and funds to enhance new and existing facilities were raised and expended in a manner that significantly strengthened academic facilities. Alumni became the lead donor group for the first time in Binghamton University’s history.

Since the close of the campaign, the fund raising efforts of the University have continued to raise significantly more support. In 2004, the University raised over $17 million, which was more than double raised in the previous record setting year. In 2005, the University raised nearly $10 million, representing the second highest total ever achieved.

This success is also reflected in the growth of the endowment, which has increased from $38 million at the time of the previous Middle Stated Accreditation visit in 2000, to nearly $56 million at present. Binghamton also manages its endowment well. During recent years, the annual performance of Binghamton’s endowment has exceeded the average performance in its peer group. Binghamton’s fund raising efforts have also achieved a continuing stream of gifts to the endowment.

The University has implemented additional strategies for moving donors to higher gift levels. These strategies involve Directors of Development working with their respective Deans or Directors to visit alumni and communicate with them in ways that would increase their levels of giving. Simultaneously alumni who are giving at higher levels are now given the opportunity to join the President for dinner in the homes of other alumni who were willing to host such dinners. In this setting, the President is able to discuss the University in ways that persuade alumni to be even more supportive.

Another strategy related to the goal of increasing alumni involvement involved increasing electronic communication with alumni by placing the alumni journal onto the Web and by creating an alumni online community. This has been very successful in reaching thousands more alumni. The Alumni Association developed a new strategic five-year plan that calls for a number of new initiatives. One such initiative relates to a plan to significantly enhance the alumni network of clubs throughout the nation. This plan is designed to attract increasing numbers of alumni to events throughout the nation, which will be attended by senior university leaders.
Some of the challenges facing the fund raising program for the University relate to the development of the proposed second comprehensive gifts campaign. These challenges and the strategies designed to deal with them are discussed below.

Binghamton University is contemplating a significant increase in its campaign goal for this second campaign. To be successful the University intends to form and train a Leadership Gifts Solicitation Team. A consultant has been hired to conduct a formal Feasibility Study to help inform our decisions about the campaign. Among other things the Feasibility Study will identify individuals who are capable of making six-figure plus gifts and who are willing to solicit others for the same. A leadership retreat with this group is planned to provide for an understanding of the vision for the University’s development, what it takes to raise funds to help achieve the goal, and to inspire them to work with the University toward these ends.

The campaign will require active participation of all of the campus leaders. The University has taken the first step in this process by informing the vice presidents, deans, and key directors about the Feasibility Study for the campaign. Feedback from major donors and prospects about the needs and goals that the University leadership had identified in the development of the Feasibility Study has already been shared with campus leaders. The President and Vice President for External Affairs seek further input and support from these individuals in forming the Leadership Gifts Steering Committee and in planning for and conducting the leadership retreat.

Binghamton needs to raise the visibility of members of the boards of the Foundation and the Alumni Association. This need was identified by donors and donor prospects in the Feasibility Study. To achieve this end, board members will be featured in the Binghamton University Magazine and in other fund raising literature. Board members will also participate in, and be visible at various campaign meetings and events.

Finally, the institution will position the Binghamton Fund (the Annual Fund) as a core priority throughout the comprehensive gifts campaign. University leaders will be asked to speak about this need as they make presentations to various constituent groups. The need to enhance the Binghamton Fund will also be highlighted in campaign literature, in the Binghamton University Magazine and on the alumni web site.

Communications and Marketing

Telling the University’s story effectively is very important. Potential students need to know about the excellence of Binghamton’s programs. Legislators are interested in the University’s educational quality and also in the range and depth of its other contributions to the State. Alumni, friends, and potential donors want to mark the institution’s progress. Thus careful attention must be paid to the ways in which the University communicates to others.

We have had considerable success in the past several years. Through the efforts of the Office of Communications and Marketing, Binghamton has received about a half dozen
awards each year from local, state, and national professional organizations for communications vehicles such as its publications, web site, and newspaper. The Office also worked cooperatively with the Alumni Office and the Binghamton University Foundation to successfully transform the Binghamton Alumni Journal into the new Binghamton University Magazine. This format provides a more effective vehicle for discussing the strengths and needs of the University with key constituent groups. Through its continued work with local, statewide, national, and even international media, the Office of Communications and Marketing is providing greater visibility for the achievements of faculty and students at Binghamton. This work is reflected in some of the following recognition.


In addition, Binghamton continues to receive praise as being the "premier public university in the Northeast" by the Fiske Guide to Colleges and as a "top-rate school that is way more competitive than most private schools in the Northeast," by the Princeton Review's, The Best 361 Colleges.

Binghamton University provides excellent programs and makes significant contributions to knowledge and understanding. Yet, despite the successes noted above, the institution strives to raise its profile so that its visibility becomes more commensurate with it contributions. To increase the visibility and understanding of the University, key messages and consistent design concepts in the graphic presentation of the University must be incorporated within all the University's communication modalities. The University has recently hired Media Logic to assist the University in developing such a branding initiative.

The Internet has become the predominant mode of communication throughout the world. The University must enhance its web site, which is increasingly the window through which most prospective students, many alumni, and other constituents view the University. The institution intends to hire a web manager to enhance our web content and to design systems that will facilitate accomplishment of University objectives.

Technology Infrastructure

Computing Services provides computing and telecommunications support to the entire University community. Major computing facilities include the University's high-speed data network; a data center housing over one hundred Sun, Intel and IBM central application servers; public computing labs featuring PC's, Macs and advanced Sun workstations; and external Internet, Internet2 and RoadRunner connections. The entire campus is completely wired, with more than 12,000 available nodes, and a campus-wide wireless overlay will be complete by the end of 2006. To assist students, faculty and staff
in the use of information technology, Computing Services staff provide help desk services and an aggressive program of technology training; consult and advise on computer software and hardware problems; distribute Web-based documentation; and maintain an extensive software library. In April 2006, the Telecommunications Office was assigned to Computing Services to ensure that all campus and communication systems are aligned and supportive of the University's mission.

Binghamton University understands that investment in technology is critically important for its future. The institution has made a strategic decision to be among the “second wave” of users. Campus resources preclude taking the very high risks of investing in unproven technology. Yet Binghamton seeks to be among the early adopters of technologies that have been shown to be promising. Thus, Binghamton University has been listed as being among Forbes Magazine’s 2003 top 100 “Most Connected” college campuses, and in Intel’s 2004 top 50 “Most Unwired College Campuses” for advanced use of wireless networking. Within the year, the University will complete the third phase of a multi-year project to provide wireless capabilities to all dormitories and the entire campus.

Faculty, staff and students receive e-mail accounts and disk space for personal webpage and network storage upon arrival at the University. Members of the University community currently have access to a rich variety of academic and personal productivity software. For example, more than 100 different academic software packages are available to students and faculty with many more available via site licenses for their personal machines. An illustrative listing of these tools follows:

- MS Office (office productivity)
- SAS, SPSS and Minitab statistical software
- GIS software (a graphical information research center open to all faculty)
- Maple, Mathematica, Matlab modeling software
- Pro Engineer, Pro Mechanic engineering design software
- Turnitin (plagiarism detection software)
- MS Exchange and email
- McAfee anti-virus software
- Dreamweaver (web development)
- Photoshop, Photostudio photography software
- Merion stock trading room simulation software
- InfoLINK (the Libraries’ catalog) and metaLINK (a federated search engine)

The University works to make computing tools as accessible as possible. Open PC laboratories (Pods) for student use are located in Academic A, Science 2, Science 3, the Center for Academic Excellence in College-in-the-Woods and Hinman and Mountainview residential communities. Workstations for student use are also available in the Thomas J. Watson School of Engineering and Applied Science and the Libraries. In April 2006, a new Information Commons integrating computing and library resources was opened in the Bartle Library. This project converted space that had previously
housed reference materials, which are now available online. The Information Commons
was designed and constructed by University staff and provides a state-of-the-art
collaborative work environment for students to use for research or projects.

Computing Services provides assistance at the opening of each term to students in
residence halls who wish to connect their personal computers to the University’s
network. Electronic access to services is widely promoted. For example, students can
apply for admission, register, check financial aid status and pay bills on-line through the
campus BUSI system. Faculty and staff can check departmental financial status and
submit travel claims and purchase requisitions online through the Pegasus system. The
Libraries continue to use technology to increase ease of access and the amount of
information available to faculty, staff and students. An ability to critically examine the
plethora of information so readily available has taken on increased importance. The
Libraries have taken major steps to assist students in evaluating information compiled
through the Internet for its accuracy and relevance.

Campus operations depend heavily on software, some of which comes from vendors and
some of which was developed on campus. Over the past five years, the campus has
upgraded its vendor packages for human resources, finance, career development and
project management and has implemented many improvements to its administrative and
academic software. Some examples include:

- BlackBoard course management system (new)
- BlackBoard Content Management and Portfolio module (new)
- DARS (degree audit reporting system) on-line (upgraded)
- ExLibris library information system new
- Resource25 room scheduling software (new)
- MediaNet AV equipment control software (new)
- Oracle Human Resources and Finance ERP upgrades
- Kronos time management, SEVIS alien reporting, CTR memberships (all
  new)
- Phase 1 of a University data warehouse (new)

For fall 2006 the University will add Recruitment+, ProSam and a student-housing
package to its administrative computing portfolio. Initiatives to upgrade the admissions
and student accounts systems and to expand the data warehouse will also begin in fall
2006.

Classrooms are continually updated to enhance the learning environment. Last year, two
lecture halls and two classrooms were renovated to provide upgraded technological
capabilities for faculty. To date, 30 percent of Binghamton’s classrooms provide full
multimedia support with data projectors, teacher station computers, DVD players, Elmo
devices and full sound systems. Another 50 percent are “laptop ready,” with high-speed
Internet access and installed data projection.
With the advantages of computing power, access and ease of interaction have come problems, particularly related to security and spam. Binghamton University’s Computing Services staff works hard to defend the University against both intrusions. During the last five years, Binghamton has updated its screening programs regularly. Currently, Computing Services tags an average of 83 percent of all incoming messages as spam, thus eliminating a considerable amount of material that might clog the campus electronic message system. Computing Services is also particularly vigilant regarding security. The campus has undertaken an in-depth review of the level of risk associated with the storage of sensitive data such as social security numbers. This assessment includes an evaluation of the campus core systems as well as information retained on servers and PCs throughout the campus. In line with this review, the campus will evaluate the benefits of updating the campus legacy student systems or purchasing vendor packages to provide student system support.

During the last five years, Binghamton has taken the following steps to secure the campus electronic environment:

- Implemented the Bradford "Campus Manager" system in residence halls, which requires the registration of each student computer, checks for up-to-date anti-virus software before connection, requires that the student agree positively to the campus "Acceptable Use" policy and provides a quick way to quarantine machines which exhibit alarming activity or are accused of downloading copyrighted material.

- Implemented the Barracuda e-mail filter, which blocks e-mail from known spam sites, tags e-mail that fits certain criteria as "possible spam" and allows users to set their own criteria for e-mail filtering. In this past year, the Barracuda has filtered or tagged more than 80 million e-mail messages as spam, while allowing through another 20 million legitimate e-mail messages.

- Put in place a series of campus firewalls that prohibits access to certain sensitive services from off-campus, deflect certain types of suspicious activity and prevent identified malicious services from entering the campus network. On a typical day, the main campus firewall deflects more than 10,000 "probes" per minute during peak operating times.

- Installed an intrusion detection unit (IDU) which looks for signatures of known malicious activity. The IDU or a "Packetshaper" device which monitors and controls bandwidth usage can each detect unusual activity and notify Campus Manager, which can then quarantine traffic from any suspicious device.

The campus utilizes an Oracle suite as a campus management system to enable departments to manage funds in the manner that they are most comfortable with and to track activity based upon their functional needs. Oracle serves the University's needs well. But because Binghamton University is part of a larger system, each upgrade in software necessitates programming modifications in the interfaces with databases and
software packages at the System level. Whenever the System upgrades its software the problem of changing the interfaces also arises. In these ways, multiple systems create additional work for the University’s Computing Center.

Facilities

As indicated in the University’s last self-study and noted by the Evaluation Team, Binghamton University has been challenged by space limitations. It is therefore gratifying to report significant progress in this area in the last five years. First the University purchased 21 acres adjacent to the campus. This sale was pending at the time of our last Middle States site visit. This site has been renamed the Innovative Technologies Complex. An existing building on the site has been completely renovated. A major feature of this building is its inclusion of large open spaces for “state-of-the-art” laboratories for life sciences. The open spaces will be subdivided using portable “rack wall” systems to ensure maximum flexibility in changing laboratory configurations as the demands of research programs evolve. Additional research laboratories have been sorely needed so that Binghamton could increase the number of its science faculty and expand its extramural research. The building also houses the administrative offices for the Division of Research, faculty offices, research laboratories, and a clinical suite for the new bioengineering department. It also provides incubator space for emerging companies. The renovation of this building added 32,000 gross square feet of laboratory space and 35,000 gross square feet of office space to the university inventory.

In March 2002 a 97,900 square foot addition to the University Union opened. This new facility provides eating and informal gathering spaces for students, along with meeting rooms, the bookstore, a bank, grocery store, video rental store, computer repair shop, florist, dry cleaning and film-processing shops. The old Union space is being refurbished and redesigned to meet other outstanding needs such as a multi-functional programming space.

The University also built two new residential complexes adding 6,288 beds for on-campus housing as well as a new dining facility. The new facilities provide suite arrangements and increase the options for the types of living arrangements available to students. They also accommodate the increased number of undergraduate students enrolling at Binghamton University. Binghamton continues to provide excellent residential living/learning experiences for students as evidenced by a 102 percent occupancy rate for Fall 2006.

A new Events Center provides 5,322 seats for men’s and women’s basketball, an indoor track, four regulation tennis and/or basketball courts, and practice and competition pole vault and long jump pits. This quality of playing, spectator, and team rooms positioned Binghamton to host the America East Conference men’s basketball championship games in each of the last two years. This venue also enables the University to hold its Commencement exercises on campus. The Events Center enables students to book performances that they find enjoyable and affordable given the size of the arena. The University sponsors events, conferences, and exhibitions in the Events Center that benefit
the surrounding community. The 2004 Empire State Games opening and closing ceremonies, 2005 Special Olympics opening and closing ceremonies and competitions, concerts such as Harry Connick Jr., Incubus, and Bob Dylan, antique shows, Golf Expo, New York State Odyssey of the Mind, and American Cancer Society Relay for Life are examples.

In Academic Year 2005-2006 Binghamton University received $36 million to renovate and enlarge its animal care facility to meet higher accreditation standards and the increases in funded research. Changes in the facility include space for more animal modules, BL2/3 level facilities, and transgenic/barrier free facilities all of which will enable the University to advance its complex research agenda.

In the integrated self-study conducted for our last Middle States reaccreditation, the Accreditation Board for Engineering and Technology identified a lack of sufficient space for the Watson School of Engineering and Applied Science as a concern. The University has put together a comprehensive multi-year plan to reallocate about 23,000 square feet of space to the Watson School and to renovate some of that space for laboratory use. Two new instructional labs were available to students in 2005-2006 and the University plans to have six more on-line for Fall 2007.

For FY 2005-2006 Binghamton University received $6 million from the State University Construction Fund to develop the scope and schematic design for a new 70,000-100,000 square foot engineering and science building that would be constructed at the Innovative Technologies Complex. In April 2006 with the leadership of Senator Thomas W. Libous and Assemblywoman Donna Lupardo the State legislature awarded $60 million to Binghamton University to build this facility.

As noted earlier, the University has been authorized to build a new building in downtown Binghamton. This 73,000 square foot facility will house the new College of Community and Public Affairs, with three academic departments -- human development, public administration, and social work. These academic units have close ties with community organizations and agencies and moving them downtown will further strengthen those relationships. The building is designed to provide offices for faculty, staff and graduate students, media enriched classrooms, research facilities, a combined library/computer pod, lounge space for students and a limited dining capacity. The University expects a Fall 2007 opening of this facility.

Facilities Challenges. The campus is delighted with the State's commitment to constructing two new buildings and an updated vivarium for the campus. These facilities will provide faculty offices, classrooms, and research space to better accommodate recent enrollment growth and research initiatives. To address the challenges in bringing all these facilities on-line in the hoped for timeframe, the campus is following an innovative approach to construction. First, the campus has worked out an arrangement with the State University Construction Fund (SUCF) whereby the campus develops the design documents required by SUCF for advancing any facilities project while SUCF concurrently works through its process for hiring the design consultant of record. This
saves about 4-6 months in project development. Binghamton has also successfully
divided large projects into 2 to 3 primary phases, a process that can also save time and
money. The campus has partnered with the Dormitory Authority for the State of New
York to expedite design and construction through deployment of a joint team of
Binghamton University and external designers. Employing the "Construction Manager at
Risk" construction methodology maintains better control of construction means and
methods, which also saves time and money. Finally, Binghamton expects to expand its
own construction crews to expedite major campus renovations. Tighter, direct control
over projects can move them along more quickly.

No additional funds were provided by the State to support the operations of the additional
buildings and the campus has had to reallocate general funds to pay for these additional
costs. At the same time, an aging physical plant continues to require ongoing critical
maintenance and repair as well as a rejuvenated preventative maintenance program to
fore stall further critical maintenance expenditures. Often these expenditures must be
carved out of the current operating budget. Fortunately Binghamton University received
$75.2 million from the State Construction Fund for critical maintenance projects. The
Legislature added another $61 million to that total.

The campus is expanding geographically. The two new facilities discussed above
(Innovative Technology Complex and the Binghamton University Education and
Development) lie outside the old boundaries of the campus. This change presents
logistical issues to be resolved concerning such issues as safety, transportation, and
support services. Binghamton University is committed to providing a safe environment
for all faculty, staff, and students. As occupancy grows, these matters will receive
appropriate attention.

Binghamton University will continue to be challenged by the amount and functionality of
its space. The institution hired Dober, Lidsky, Craig and Associates, Inc. to conduct a
comprehensive space study for the entire campus. Their charge was to assess the usage
and functionality of the current space inventory and to advise the campus about where
and how it could make improvements in deployment of existing space. Their report was
delivered in March 2006. The report provides the campus with a good overall
perspective on the strengths and weaknesses of its space inventory and some good ideas
for proceeding in the future.

Energy costs and fluctuations remain a concern; the rate of increase recently out-stripped
projections. In FY 2003-2004 the institution implemented a planning process to identify
actions that would reduce energy consumption on campus. Successes from those
discussions are noteworthy. For instance, while enrollments and staffing numbers have
increased, utility usage in campus residence halls and for general campus operations is
holding steady. The campus believes that conservation efforts and projects undertaken
by facilities and individuals have curtailed what would otherwise be an expanded use of
resources. Part of Binghamton's energy plan is a Utilities Management Program.
Operating 24 hours a day, staff monitors and conserves the use of energy throughout the
year. The campus has ≈ 38,000 hardwired points that enable the campus to monitor and
control lighting, set heating and cooling systems and regular the volume of air flow. The University also has a heat-recovery system that enables the campus to maximize energy efficiencies. Finally, the University has long maintained more than one energy source. Where possible, coal is used to offset use of higher priced gas as a heating agent.

Operations

Within SUNY, Binghamton University is widely recognized for its effective and efficient operations. During the last five years, the campus has been audited in many areas including purchasing, accounts payable, revenue accounting and internal control. No significant operating weaknesses were noted by the external or internal auditors and items of concern or recommendations were acted upon by the campus. Moreover, the campus has expanded its own Internal Control Program and is now recognized by the SUNY system as one of the leading programs in the system. Binghamton’s experiences with expediting design/construction activities discussed previously also serve as models for other SUNY campuses. Binghamton continually explores new possibilities for improving its operations and becoming more entrepreneurial. Binghamton is currently investigating the prospect of successfully advancing energy co-generation on campus. We also recognize that there are places where we can do better. For example, the campus has Emergency Preparedness and Emergency Recovery Programs in place. A recent review of those plans suggested that some could be improved. Therefore, more detailed plans are being developed for such critical areas as the Computing Center.

Association for Assessment and Accreditation of Laboratory Animal Care. Binghamton University's Laboratory Animal Resources program received AAALAC accreditation in June 1987 and is currently fully accredited. The campus is scheduled for its next site visit in November 2006. In preparing for that visit, the campus has made improvements in its animal care capacity. The campus now has a full-time veterinarian and has significantly enhanced its cage washing facilities. Allocation of critical maintenance funds from the State will also enable the campus to reconfigure and further improve the functionality of space for animal care and for research with animals.

Challenges to Operations. Operating within a Civil Service job classification system developed to address governmental operations that are not as complex limits campus flexibility and often adds a level of difficulty when developing and assigning job classifications. New State and Federal regulations add to the level of complexity and the number of processes associated with campus operations. Often these mandates are unfunded and already-scarce resources must be diverted to handle these additional requirements.

Cost increases in essential campus services, such as elevator maintenance, cleaning supplies and paper products, continue to absorb funds that could be devoted to other programmatic purposes.
Binghamton University is committed to sustaining a very diverse student body and
much larger group of scholars with similar interests. To that end, the University has
enrolled students from all backgrounds are recruited and nurtured. The University
is committed to sustaining a very diverse student body and

The University also offers a well-structured research center on an offer to join a
department, such as an offer to teach a well-structured research center on an offer to join a

Several instances illustrate these are aspects of an off-campus option. The campus could not

In the study and research support in an off-campus option. For example, the University makes efforts to meet

Regularly evaluates new faculty of color. The University also makes efforts to meet

Educational and Professional. Binghamton has an effective affirmative action recruitment program and

University has held its own in terms of the number of women and men who are Black

Highly competitive environment in which campuses and one another relentlessly, the

A mean who are Asian/Pacific Islanders as the opportunities for those have increased. In a

process in increasing the number of women faculty and the number of Black women and

Within Binghamton University, during the past five years the University has made

The graphs below provide data on the gender and ethnicity mix

Diversity

Strategic Goal: Foster a campus culture of diversity, respect, and success
end the campus now offers recruitment fairs and recruitment materials in Spanish. In addition, Binghamton and its SUNY partners received a phase II grant from the National Science Foundation Alliances for Graduate Education and the Professorate (AGEP) in recognition of the work of this coalition in forging a national model to be emulated. Binghamton’s statistics illustrate its strong contribution to this program. Comparing the average of 2004-05 and 2005-06 pooled data to an average for a 2000-01 and 2001-02 pooled baseline, graduate underrepresented minority enrollment increased by 23 percent, and in the STEM disciplines, by 48 percent. These increases reflect our determination to increase diversity. The campus has methodically addressed this aim by ensuring that the graduate diversity fellowships were competitive (at or above the 75th percentile of stipends at public universities using a national stipend survey) and by a policy of inclusiveness for the Graduate Community of Scholars program. At the undergraduate level, the educational and mentoring initiatives incorporated in the Educational Opportunity Program result in Binghamton’s program having the highest retention and graduation rates for all SUNY campuses.

Even as the campus strives to foster diversity, it is clear that, in Binghamton and elsewhere in the nation, the five racial categories are becoming less and less useful as descriptors of the campus community. More undergraduate students say they are of mixed heritage; black and Hispanic, Asian and white, and so forth. These students are uncomfortable picking a single category to describe their families. Thus, as can be seen in the table, Diversity of Binghamton University Students, the proportion of students in the “unknown category” is increasing. In 2001 that percentage was 17.9, and in 2005 it was 18.6. Thus, except for the growth in non-resident (international) students, the percentages of students in the other categories are not really comparable from year to year. As Binghamton grows it intends to maintain this roughly 50:50 mix of white students and students of color.

### Diversity of Binghamton University Students

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<th></th>
<th>Fall 2001</th>
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<th>Fall 2005</th>
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<td><strong>All Students</strong></td>
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<table>
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<tr>
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<th>Fall 2003</th>
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<tbody>
<tr>
<td><strong>All Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White-non Hispanic</td>
<td>52%</td>
<td>52%</td>
<td>53%</td>
<td>52%</td>
<td>49%</td>
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<tr>
<td>Students of Color</td>
<td>28%</td>
<td>28%</td>
<td>27%</td>
<td>27%</td>
<td>26%</td>
</tr>
<tr>
<td>International students</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
<td>7%</td>
</tr>
<tr>
<td>Unknown</td>
<td>18%</td>
<td>17%</td>
<td>17%</td>
<td>17%</td>
<td>19%</td>
</tr>
</tbody>
</table>
Binghamton University has a number of examples of activities that foster the valuing the
diversity within the campus community. Some of these programs are planned for the
University itself. Others are attempts to enhance how the surrounding community
interacts with Binghamton students.

**Black Student Union and Hillel/Jewish Student Union.** African Americans and Jewish
students from these two organizations felt that they needed to do more to understand
diversity as it related to each group. They designed a set of activities and programs that
would help them have a better understanding of each culture. Activities included a joint
trip to the African American Museum in Philadelphia and the Holocaust Museum.
Through this activity, the two groups were able to identify more with the struggles of
being African American or Jewish and they developed a better appreciation and
understanding of each other. Two other activities of the two groups are the co-
sponsorship of a movie about Holocaust Survivors and Black Leaders in the
South and a joint invitation to a Black, Jewish, Police Chief from Charleston, SC, to
speak about his experiences as a Black and a Jew in law enforcement in the South. Both
groups have invited members from the other group to attend/visit their meetings.
Students who did reported that they felt welcomed and came away with a better
understanding of some of the issues impacting both groups.

**Multicultural Resource Center.** The Multicultural Resource Center works with campus
cultural group presidents and cultural fraternities and sororities. The Center provides
programming resources to these groups and facilitates their efforts to bring the
contributions and perspectives of the different racial, cultural and ethnic groups to the
wider University community.

**Conversation Pairs.** The English Conversation Pairs Program brings together native-
speakers of English student volunteers with students who are non-native speakers of
English and asks the partners to spend at least one hour a week together in conversation.
This gives the non-native speakers more opportunities to speak English outside of class--
something that many do only infrequently--and provides them with a "bridge" person
who can answer their questions about confusing aspects of the English language and
American culture. In turn, the native-speakers get to learn about the cultures of their
partners. The goals of the program are to promote English language development and
cross-cultural understanding and friendship. Begun in fall 1988, Conversation Pairs has
averaged 150 participants each semester, though in recent years this number has risen to
more than 200 students. The non-native speakers are both international and domestic
ESL students, while the native speakers mirror the diversity on campus and include Asian
Americans, African Americans, Latinos and white students. Although the native-
speakers are not meant to be tutors, many do help their partners with some of their
assignments. In questionnaires sent out through the years, the non-native students report
improvement in their English, while the native-speakers emphasize their enjoyment of
helping a fellow student. Both groups are grateful for the opportunity to meet people
from other cultures and, in many cases, to develop strong friendships with them. Indeed,
many students continue to meet with their partners beyond the semester in which they
sign up, not as participants in Conversation Pairs, but simply as good friends. English Conversation Pairs therefore provides an important opportunity for students across campus to take advantage of the diversity that exists at Binghamton University and thereby enrich their college experience. The program also helps international students navigate the environment more successfully.

**Partnership with City of Binghamton Police.** Five staff members, including the Vice President for Student Affairs, are conducting Diversity training for eight weeks, half-days to the entire police force of 135. In addition to serving as outreach to the surrounding community, the program is intended to improve the way Binghamton students are treated within the local community.

**Professional Development**

"The success of the University is inextricably tied to those who work here, and our aspiration is to create an environment that values diversity and brings out the best in everyone." Bringing out the best in everyone depends upon a purposeful and sustained program of professional development. Binghamton University takes a two-pronged approach to fostering respect and success. One prong focuses on the development of supervisors at all levels. The campus promotes a management ethos that is supportive and growth producing while yielding efficient productivity. The other prong is focused on developing competencies and skills in individuals to enhance their satisfaction and to increase their career options.

**University-wide Programs.** The University’s strategic plan provides a renewed opportunity to focus coordinated efforts on professional growth and development. Using that as a platform, the Human Resources department is collaborating with other offices across campus to identify, develop and support people in all phases of their work, but especially in their role as future leaders. Efforts to date include:

- **Formation of a professional development committee with representation from key groups and constituents.** The goal of the group is to provide multiple perspectives and input from areas of the University regarding professional development needs and delivery methodologies.

- **Creation of a University-wide professional development needs assessment survey** that was sent out in mid-March. The results are being used to help define future programming directions for faculty and staff and to inform the University about employee views on issues such as job sharing, flexible work options, and so forth.

- **Creation of a campus leadership program to begin in the spring 2007 term.** Attendees will be nominated by their managers as future leaders to be developed and supported.

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6 *Strategic Roadmap*, p. 9.
• A range of professional development opportunities for all University staff including the sessions listed below
  o In collaboration with labor, initiating an on-line learning program for CSEA-represented employees at the university. To date 55 employees have successfully used the program
  o A summer lunch and learn professional development series for target audiences on specific professional development topics
  o Consideration of creating a Staff Development Day annually to showcase a range of professional development activities.

HR professional development offerings for 2005-06 are listed below.

• Secretarial and clerical career development
• Faculty as leaders
• The Binghamton Tradition – a new faculty/staff orientation program
• Teambuilding – an ingredient for success
• Four generations at work: The new face of diversity
• The logistics of recruitment and employment
• Resume and interview preparation
• Pre-retirement education
• What to do when the client isn’t right: dealing effectively with all customers

In each of the last two years, the University has sent 24 professional staff members to a leadership training program provided by Cornell University, including 3 African American and 2 Hispanic staff members. Cornell and Binghamton professionals participate in sessions together on such topics as influence strategies, contemporary leadership, managing a diverse workforce, manager as coach, negotiating effectively, problem solving and decision-making. Faculty from Cornell’s School of Industrial and Labor Relations taught these sessions. These joint sessions have been useful for sharing perspectives and different practices on the two campuses. Each Vice President selects individuals from his/her division to attend. In this way, the campus is developing a cadre of individuals who have a common experience exploring how a university operates as a collective and who have enhanced skills for their individual contributions to the University’s mission.

**Academic Affairs.** In May 2005 Dr. Brent Ruben, Executive Director, Center for Organizational Development and Leadership, Rutgers University, gave a presentation (17 attended) and then conducted three leadership workshops for chairs and graduate directors (18 attended). Dr. Ruben laid out a framework for departments to address various issues, such as understanding the changing landscape and setting expectations, the value of and ways to approach departmental assessments and planning, and styles of leadership. Many faculty commented that understanding the diversity of styles of
leadership was enlightening. Several indicated they wanted to try some of Dr. Ruben’s suggestions about discussion of departmental assessment and planning. Some others challenged his positions which led to further constructive discussion.

In March 2006, Dr. John Beck, Associate Director of the Labor Education Program, School of Labor Relations, Michigan State University, was on campus to present a leadership workshop with department chairs, graduate directors, and other graduate staff (25 attended) and then another session of the workshop with graduate students (10 attended). The workshop was entitled “Setting expectations and resolving conflicts between graduate students and faculty.” The take-home message was that, by being explicit about expectations from the outset and continually being explicit, it is possible to reduce conflicts with and attrition of graduate students. This sounds simple, but as was made clear by Dr. Beck, people are not explicit in their communications. Both faculty and students had lively discussions about the case studies and how to implement the generic approach that Dr. Beck outlined. Many said that the workshop was useful and they wanted to try the approach. Also, Dr. Beck generously provided the Graduate School with CDs from MSU’s video clip catalog and other materials, so that Binghamton University would be able to conduct its own future versions of his workshop, a plan set for implementation next year.
Section 4
ENROLLMENT AND FINANCIAL TRENDS AND PROJECTIONS

Planned enrollment growth in the State University of New York system continues to be a challenge for Binghamton University. The vagaries and inconsistencies of financing in the state, combined with the direct involvement of the New York State Legislature in tuition setting, makes planning problematic. Binghamton has, nevertheless, been successful in growing its enrollment with quality, increasing the number of faculty, advancing scholarship, and exceeding its sponsored funds goals. In 2000 Binghamton wrote:

... the University intends to grow. The needs and requirements of business, education, government, industry, and social services for a more skilled and capable workforce 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.7

In this 2005-2006 academic year Binghamton stands at 14,018 students, an increase of more than 1300 students since the strategic declaration to engage in planned growth. During that time Binghamton’s state allocation, which includes tuition has increased by 18.5 percent, not as much as we would like, but adequate to increase the size of the faculty and adjust the physical plant to accommodate the additional students.

It is important to note, though, that during 2003, a decision was made at the state level to significantly increase tuition. Tuition was raised, but it was accompanied by a concomitant reduction in state support. Whereas the state’s portion of the campus allocation was 57.4 percent in 2002-2003, the following year state support comprised only 43.7 percent of the campus operating budget thus creating a greater reliance on tuition income.

Wise planning, however, coupled with a very large number of applications has allowed Binghamton to grow with quality. In a process called Mission Review created by the Provost’s Office of the SUNY system, the campus is now engaged in creating a second Memorandum of Understanding. It is interesting to point out that, as a part of the process, Binghamton was provided with a list of ten schools which are to be considered its peers. In a comparative analysis, Binghamton compares very well to these peers in most of the metrics provided. The campus has grown significantly and yet among these ten schools Binghamton is:

- First (tied) in the percentage of freshmen with $\geq 3.0$ high school average.

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- Second most selective acceptance rate.
- Second highest first-year retention rate.
- Second in the greatest number of small classes.
- Fourth in the fewest number of large classes.
- Third highest in 6 year graduation rate.
- Second highest SAT scores.

Thus, Binghamton’s plan to increase student enrollment with quality is succeeding. A plan submitted to the SUNY System projects growth to 14,518 students in the 2006-2007 academic year and surpasses 15,000 in the 2007-2008 academic year. Assuming 45.3 percent state support in the upcoming years (45.3 percent is the average of the last three years of the state support side of Binghamton’s allocation), a 30 percent increase over the initial year’s allocation is projected. This would accompany about an 18 percent increase in students during the same period.

If the University is able to rely on continued state support at a level that enables growth, the campus aspiration is to reach a goal of 17,000 students in the 2010-2011 academic year. Binghamton’s primary goal, however, is to preserve the quality of the institution; so the speed at which its growth will be implemented will depend heavily on the state’s unfolding fiscal situation.
Section 5

OUTCOMES ASSESSMENT PROCESSES

Institutional Assessment

Binghamton University has a substantial history of effective strategic planning. Shortly after her arrival President DeFleur charged a campus-wide committee to develop the University’s first strategic plan. Under her leadership strategic plans have been updated about every five years. Indeed, Binghamton’s last Middle States re-accreditation self-study resulted in a renewed strategic plan for the campus. In 2003 President DeFleur asked the Strategic Planning Council to take a fresh look at the environment in which the campus operates and potential opportunities for the campus and to use that information to develop a new strategic plan for the University. The resulting plan, *Excellence in a Climate of Change*, discussed throughout this document guides campus direction and decision-making.

The President and Vice Presidents formally review progress on the University’s strategic plan at least twice each year. Each summer prior to the opening of classes the President holds a two-day meeting for University leadership. On the first day the vice presidents review progress toward strategic goals made the year before and outline major objectives for the year to come in their respective units. Discussions are informed by a set of measures that have been selected to mark the University’s status on important indicators of our relative success. These indices make up the dashboard described and depicted below. In addition to reviewing progress related to the strategic plan, discussion focuses on current and potential challenges to achieving goals and how the vice presidents can help one another to move the University forward. On the second day the deans join the vice presidents for a similar discussion. Each dean summarizes achievements within the college/school for the preceding year and objectives for the year to come. The discussion centers on how each school, college, and the library collectively contribute to the University’s strategic plan. The open and candid discussions taking place across these two days provide an excellent review and evaluation of how well the University is achieving its aims.

In January, the President and Vice Presidents present a “state of the University” forum for the entire campus. This forum is intended to communicate progress toward strategic objectives, opportunities that present themselves to the campus, and any perceived challenges facing the campus. The President and Vice President highlight progress toward goals and immediate objectives being worked on. The session always leaves open time for questions and answers. In this way, members of the University-community are both informed about University directions and also have the opportunity to express any suggestions or concerns they might have. The January forum provides the executive officers with insight into campus buy-in related to goals and perceived constraints that may exist in an environment where the University’s aspirations always exceed its
resources. Preparation for the January forum creates a mid-year opportunity for the President and Vice Presidents to evaluate how the current year is going and whether or not revisions in the action plans outlined the previous summer are advisable. The PowerPoint slides developed for the January forum are made available on an internal website so that those who were not able to attend can access the presentation for several months thereafter.

**Dashboard**

The University’s dashboard summarizes key performance measures arranged according to overarching strategic goals. Indices chosen for academic excellence include student enrollments, student/faculty ratio, in-state and out-of-state mix, average SAT scores, first-year retention rates, and 6-year graduation rates. Engagement and Outreach are currently tracked by the number of internships and the number of patent disclosures. The campus is also developing a definition for community partnerships so that the institution can track that number as well. Assessment of campus infrastructure includes the value of the endowment, total annual private giving, total sponsored activity and Federal expenditures, annual sponsored awards, all funds expenditures, and space assigned to major university functions. Employees by job family and the gender and ethnicity of faculty, graduate students, and undergraduate students comprise the metrics for campus culture. The various tables in the dashboard can be seen below. These metrics are available to the entire University community since they are posted on a public website http://provost.binghamton.edu/planning.html.
Assessment of University Libraries

The University Libraries participated in a national assessment project (LibQUAL+™) sponsored by the Association of Research Libraries and Texas A&M University.

LibQUAL+(TM) is a suite of services that libraries use to solicit, track, understand, and act upon users’ opinions of service quality. These services are offered to the library community by the Association of Research Libraries. The program’s centerpiece is a rigorously tested Web-based survey bundled with training that helps libraries assess and improve library services, change organizational culture, and market the library. The LibQUAL+(TM) survey evolved from a conceptual model based on the SERVQUAL instrument, a popular tool for assessing service quality in the private sector. The Texas A&M University Libraries and other libraries used and modified SERVQUAL instruments for several years; those applications revealed the need for a newly adapted tool that would serve the particular requirements of libraries. ARL, representing the largest research libraries in North America, partnered with Texas A&M University Libraries to develop, test, and refine LibQUAL+(TM).⁸

Binghamton University Libraries first participated in LibQUAL+(TM) as part of a NY Consortium in spring 2003 (one of 308 libraries participating) and subsequently as an independent library in spring 2004 (one of 204 libraries participating). Binghamton used assessment feedback gathered in 2003 and 2004 to make responsive changes in our services, thus closing our performance/assessment circle.

- Students’ comments in spring 2003 indicated a desire for increased library hours, and this was addressed in fall 2004. The spring 2004 survey revealed that students recognized their 2003 comments were heard and appreciated it, but continued to request even longer hours of operation. In late fall 2005, Bartle Library was opened 24x5, Sunday through Thursday.

- Students and faculty in both surveys commented upon the need to improve facilities and study space. During the summer 2005, the East Reading Room was remodeled and new carpet was installed throughout the third floor. During spring 2006, an Information Commons opened in the former west reading room.

- Another recurring concern expressed by both students and faculty in the 2003 and 2004 surveys was the perceived inadequacy of print and electronic collections. One response was a SUNYConnect license negotiated with Elsevier to provide full-text electronic access to ScienceDirect (over 1200 journals) for Binghamton University from 2005-2009. Another response has been to redesign the Library webpage for ease of use and implement federated searching, with both initiatives aimed to help users locate resources.

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⁸ Definition and description from the webpage http://www.libqual.org/
Current plans are for Binghamton University Libraries to participate again in LibQUAL+(TM) during spring 2007.

Assessment of Student Learning: General Education

Binghamton University’s general education requirements include the following components: aesthetics, global interdependencies, pluralism, mathematics/quantitative reasoning, social science, science, foreign language, writing, critical thinking, literature, health & wellness and foreign language. The Undergraduate Curriculum Committee approves all proposals from faculty or departments to designate a particular course as fulfilling the general education objectives for a particular category. Departments interested in having a course designated as meeting one or more of the general education requirements submit a description showing how the course meets Binghamton University’s guidelines for general education courses. The curriculum committee reviews the description and, after committee discussion, determines whether the course fulfills the general education requirement. If further clarification is needed, the committee requests additional information, such as a syllabus or tentative reading list, from the department.

In April 2002, the Faculty Senate at Binghamton University adopted a portfolio approach to the assessment of student learning within these general education categories. Courses approved as well-designed to meet general education objectives are sampled. Faculty teaching these courses are asked to provide a course portfolio containing the following materials to an Assessment Category Team (ACT) appointed by the Faculty Senate:

1. Course syllabus.
2. Brief description of how the course fulfills the content requirements and learning outcomes for the general education category.
3. Brief reflective statement by the instructor on the degree to which students met the general education learning objectives in the course.
4. The instructor’s estimate of the proportion of students finishing the course who fall into these categories: exceed, fulfill, approach, or fail to meet each general education learning objective.
5. An example of student work (with names and any other identifying information removed) that falls into each of the categories (exceed, fulfill, approach, or fail to meet the learning objectives) represented in the previous item.
6. Any other material (assignment instructions or explanations by instructor, test questions, etc.) that would help readers better understand student achievement of learning outcomes in the course.

Each ACT, therefore, reviews the intended design link between planned learning activities and general education objectives and then looks at the actual work of students in classes sampled. In this way, ACTs are able to evaluate the extent to which students achieve objectives in selected courses and also to identify best practices and, in some cases, missing elements across a spectrum of general education courses. These results are shared with faculty governance, faculty whose courses have been selected for the next
year, and the academic units in which the courses were offered. This approach fosters important campus-wide discussions about how to achieve common learning objectives among students while preserving innovations, diversity, and multiple learning strategies among faculty and academic units. Assessment of general education categories is on a three-year rotation cycle.

With the exception of critical thinking and information management, Binghamton University has completed one full cycle of general education assessments. System Administration asks each campus to summarize mathematics, natural sciences, social sciences, American history, western civilization, other world civilizations, humanities, the arts, foreign language, basic communication, critical thinking, and information management. The synopses of evaluations of student outcomes that we forward to System Administration are provided below.

**Assessment Results for General Education**

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Major findings</th>
<th>Action to be taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Courses were well defined and faculty adopted appropriate tests and homework to judge students’ achievements of general education objectives. Students who did poorly did not meet prerequisites for the course.</td>
<td>An upgrade to registration software is in the queue to prevent enrollments in courses where a student lacks the appropriate prerequisite(s).</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>For the courses examined, it was not always clear which learning exercises were designed to teach students to formulate and test hypotheses and which involved the collection, analysis, and interpretation of data.</td>
<td>All faculty assigned to teach laboratory courses that fulfill this component of general education were asked to rethink their course syllabi if necessary. The Undergraduate Curriculum Committee has also asked for better documentation of student work that requires students to formulate and test hypotheses and work that involves the collection, analysis, and interpretation of data.</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>A wide range of courses demonstrated extensive and intensive attention to assignments that promote the learning outcomes of social science general education. Assessment questions require students to apply concepts to data analysis and problem solving and to provide</td>
<td>Faculty teaching courses reviewed can serve as consultants to faculty new to teaching a social science general education course to help sustain excellent course designs in the future.</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Notes</td>
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<tr>
<td>--------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>American History</td>
<td>The goals for this requirement were achieved. While courses were diverse, faculty effectively incorporated the aims of the requirement into the content of their courses and into their evaluations of students.</td>
<td>The Undergraduate Curriculum Committee will address the issue of developing common definitions of basic institutions and share those definitions with faculty teaching courses approved as satisfying this requirement.</td>
</tr>
<tr>
<td>Western Civilization/Other World Civilizations</td>
<td>Global Interdependencies courses are meant to fulfill both the western civilization and other world civilizations requirements. There is variability in coverage of the different learning outcomes across the courses reviewed. Learning experiences sometimes favor one requirement over another.</td>
<td>A subcommittee of the Undergraduate Curriculum Committee will be formed to look at Global Interdependencies courses to examine whether there is a problem in how the requirement is defined and/or with how instructors are interpreting the requirement.</td>
</tr>
<tr>
<td>Humanities</td>
<td>Courses addressing this general education component seem to combine an innovative mix of learning experiences (dramatic readings of texts, recitals, traditional papers, original compositions) with close attention from instructors. Such approaches promote students’ learning and success.</td>
<td>Instructors will be urged to share their approaches with the Binghamton University Center for Learning and Teaching.</td>
</tr>
<tr>
<td>The Arts</td>
<td>Courses addressing this general education component employ a wide range of experiences to fulfill requirements and deepen students’ understanding, including the actual process of creation. Students are successful; the campus should</td>
<td>Continue to offer a wide variety of courses with difference approaches to aesthetics.</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Evaluation methods used to discriminate among and show students’ progress in four skills of understanding, speaking, reading, and writing. The study of culture in conjunction with language is more mixed.</td>
<td>Language instructors have been informed of these findings and asked to rethink their course syllabi if necessary.</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Basic Communication</td>
<td>We approach helping students to write better by designating courses throughout the curriculum as “writing courses”. Instructors of those courses report a relatively high level of student performance. Examination of portfolios does suggest there could be greater consistency in standards, expectations, and methods of evaluation related to composition.</td>
<td>More faculty discussion about standards and expectations for writing courses is needed. We have recently hired a senior faculty member to lead the effort to improve writing on campus. Once greater clarity has been achieved regarding standards, we intend to offer workshops on the teaching of writing on campus.</td>
</tr>
</tbody>
</table>

New Assessment Processes for Components for General Education

In July 2005 System Administration of The State University of New York issued new policy directives for the assessment of critical thinking, mathematics, and basic communication (written). Beginning Fall 2006 Binghamton will use rubrics developed by a group of faculty from campuses around the System to determine student achievement in these general education categories. The rubrics for each category are provided below.

**Critical Thinking.** Students will identify, analyze, and evaluate arguments as they occur in their own and others’ work.

| Exceeding | • Identifies the target argument(s) and clearly distinguishes it from any extraneous elements such as expressions of opinion and descriptions of events.  
• Carefully articulates the argument’s conclusion, clearly distinguishes it from its premises and identifies most relevant definitions and/or hidden assumptions.  
• Clearly and correctly assesses whether the argument’s premises provide sufficient logical support for the conclusion, independently of whether the premises are true.  
• Clearly and correctly assesses the reasonableness of the premises, including the credibility of their sources (e.g., observation, testimony, |

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| Measurement, experiment, etc.), independently of whether the premises support the conclusion. |
|---|---|
| Meeting | • Identifies the target argument(s).  
• Distinguishes the argument’s conclusion from its premises and some effort is made to identify relevant definitions and/or hidden assumptions.  
• Correctly assesses whether the argument’s premises provide sufficient logical support for the conclusion, independently of whether the premises are true.  
• Correctly assesses the reasonableness of the premises, including the credibility of their sources, independently of whether they support the conclusion. |
| Approaching | • Identifies the target argument(s) but includes extraneous elements such as expressions of opinion and descriptions of events.  
• Distinguishes the argument’s conclusion from its premises, but little effort is made to identify relevant definitions and/or hidden assumptions.  
• Attempts to assess whether the argument’s premises provide sufficient logical support for the conclusion, independently of whether the premises are true.  
• Attempts to assess the reasonableness of the argument’s premises, but little effort is made to consider the credibility of the premises’ sources. |
| Not meeting | • Does not isolate the argument(s) from extraneous elements in the text.  
• Does not identify the argument’s conclusion or distinguish it sufficiently from the premises and little or no effort is made to identify relevant definitions or hidden assumptions.  
• Does not address whether the argument’s premises provide sufficient logical support for the conclusion, independently of the truth of the conclusion.  
• Does not consider whether the premises are reasonable to believe, independently of whether they support the conclusion or else no effort is made to evaluate the credibility of the premises’ sources. |

Students will develop well-reasoned arguments.

| Exceeding | • Develops a clearly articulated argument, using evidence and/or systematic logical reasoning in support of a conclusion or point of view.  
• Identifies relevant qualifications or objections or alternative points of view and prioritizes evidence and/or reasons in support of the conclusion.  
• Describes the broader relevance, significance or context of the issue and/or applies the reasoning to a novel problem. |
| Meeting | • Presents an argument using evidence and/or logical reasoning in support of a point of view.  
• Identifies some qualifications or objections or alternative points of view.  
• Describes the broader relevance, significance of context and/or applies the reasoning to a novel problem. |
| Approaching | • States a conclusion or point of view but does not organize the evidence |
| Exceeding | - The student demonstrates the ability to interpret the variables, parameters, and/or other specific information given in the model.  
- The student uses the model to draw inferences about the situation being modeled in a manner that is correct and evident.  
- The interpretation(s) and inference(s) completely and accurately represent the model or answers the question(s). |
|-----------|
| Meeting   | - The student demonstrates the ability to interpret the variables, parameters, and/or other specific information given in the model. The interpretation may contain minor flaws.  
- The student uses the model to draw inferences about the situation being modeled in a manner that may contain some minor flaw(s).  
- The interpretation(s) and/or inference(s) are incomplete or inaccurate due to a minor flaw, such as a computational or copying error or mislabeling. |
| Approaching | - The student makes no appropriate attempt to interpret the variables, parameters, and/or other specific information given in the model due to major conceptual misunderstandings.  
- The student attempts to use the model to make the required inference(s) and/or interpretation(s) but lacks a clear understanding of how to do so.  
- The interpretation(s) and/or inference(s) are incomplete or inaccurate due to a major conceptual flaw. |
| Not meeting | - The student cannot demonstrate an ability to interpret the variables, parameters, and/or other specific information given in the model.  
- The student cannot use the model to make the required interpretation(s) and/or inference(s).  
- The interpretation(s) and/or inference(s) are missing or entirely inaccurate. |

Faculty teaching upper level writing courses that require students to formulate positions and arguments will use the critical thinking rubrics to evaluate final papers in these courses. Assessment of critical thinking will occur in academic year 2006-2007.

**Mathematics.** Students will demonstrate the ability to interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics.
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeding</td>
<td>• The student fully understands the mathematical information and employs the appropriate representation(s) to display the mathematical information.</td>
</tr>
<tr>
<td></td>
<td>• The student correctly and accurately employs all the appropriate and required aspects of the representation to display the information.</td>
</tr>
<tr>
<td></td>
<td>• The representation of the given information is correct and accurate. The student uses the correct format, mathematical terminology, and/or language.</td>
</tr>
<tr>
<td></td>
<td>• Variables are clearly defined, graphs are correctly labeled and scaled, and the representation is otherwise complete as required.</td>
</tr>
<tr>
<td>Meeting</td>
<td>• The student understands most of the important aspects of the mathematical information and employs the appropriate representation(s) to display the mathematical information with possibly minor flaws such as a simple misreading of the problem or copying error or mislabeling.</td>
</tr>
<tr>
<td></td>
<td>• The student correctly and accurately employs most of the appropriate and required aspects of the representation to display the information. The representation is lacking in a minor way such as a simple misreading of the problem or copying error or mislabeling.</td>
</tr>
<tr>
<td></td>
<td>• There is a misrepresentation of the information due to a minor computational/copying error. The student uses mostly correct format, mathematical terminology, and/or language. Variables are clearly defined, graphs are correctly labeled and scaled, but the representation is incomplete in some minor way.</td>
</tr>
<tr>
<td>Approaching</td>
<td>• The student does not fully understand the important aspects of the mathematical information and employs the appropriate representation(s) to display the mathematical information with major conceptual flaws.</td>
</tr>
<tr>
<td></td>
<td>• The student shows some knowledge of how to employ most of the appropriate and required aspects of the representation to display the information. The representation is lacking in a major way.</td>
</tr>
<tr>
<td></td>
<td>• The representation(s) show some reasonable relation to the information but contains major flaws. The student uses some correct format, mathematical terminology, and/or language. Variables are clearly defined, graphs are correctly labeled and scaled, but the representation is incomplete in some major conceptual way.</td>
</tr>
<tr>
<td>Not meeting</td>
<td>• The student cannot represent the mathematical information in the representation(s) required.</td>
</tr>
<tr>
<td></td>
<td>• The student completely misinterprets and/or misrepresents the information.</td>
</tr>
<tr>
<td></td>
<td>• The representation(s) is incomprehensible or unrelated to the given information. The process of developing the representation is entirely incorrect.</td>
</tr>
</tbody>
</table>
- The student’s response does not address the question in any meaningful way.
- There is no response at all.

Students will demonstrate the ability to employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems.

| Exceeding | • The student demonstrates a full understanding of the problem and/or can identify a specific numeric, algebraic, geometric, or statistical method(s) that is needed to solve the problem.  
• The student uses the method(s) to solve the problem. The plan for the solution is clear, logical and evident.  
• The solution is accurate and complete. |
|---|---|
| Meeting | • The student demonstrates some understanding of the problem and/or can identify the specific arithmetic, algebraic, geometric or statistical method(s) needed to solve the problem.  
• The student uses the method(s) to solve the problem. The plan for the solution is clear, logical and evident but is lacking in a minor way such as a simple misreading of the problem or copying error.  
• The solution is generally correct but may contain a minor flaw(s). |
| Approaching | • The student demonstrates only a slight understanding of the problem. The student has difficulty identifying the specific arithmetic, algebraic, geometric or statistical method(s) needed to solve the problem.  
• The student attempts to use a method(s) that will solve the problem, but the method itself or the implementation of it, is generally incorrect. The plan is not evident or logical.  
• The solution contains some correct aspects though there exists major conceptual flaw(s). |
| Not meeting | • The student demonstrates no understanding of the problem and/or he/she cannot identify the specific arithmetic, algebraic, geometric or statistical method(s) needed to solve the problem.  
• The student cannot to use a method(s) that will solve the problem. Little or no work is shown that in any way relates to the correct solution of the problem question in any meaningful way.  
• The student’s response does not address the question in any meaningful way.  
• There is no response at all. |

Students will demonstrate the ability to estimate and check mathematical results for reasonableness.

| Exceeding | • The student can estimate and justify a mathematical result to a problem.  
• The student can articulate a justification for the estimate and the estimate has been found using a clearly defined, logical plan.  
• The student’s response is complete and accurate. |
| Meeting          | The student can estimate and justify a mathematical result to a problem but the estimate or justification contains a minor flaw such as a simple misreading of the problem or computational or copying error or mislabeling.  
|                 | The student can articulate a justification for the estimate, but the student’s justification and/or estimate has been found lacking in some minor way.  
|                 | The student’s response addresses all aspects of the question but is lacking in some minor way. |
| Approaching     | The student can estimate and justify a mathematical result to a problem but the estimate or justification contains a major conceptual flaw.  
|                 | The student can articulate a justification for the estimate, but the student’s justification and/or estimate has been found lacking in some major conceptual way.  
|                 | The student’s response addresses some aspect of the question correctly but is lacking in a significant way. |
| Not meeting     | The student cannot estimate and/or justify a mathematical result to a problem.  
|                 | The student’s justification is not supported by any logic plan.  
|                 | The student’s response does not address the question in any meaningful way.  
|                 | There is no response at all. |

Students will demonstrate the ability to recognize the limits of mathematical and statistical methods.

| Exceeding       | Student clearly articulates the assumptions/simplifications made in developing a mathematical/statistical model or implementing method(s) or technique(s).  
|                 | Student provides an accurate description how the results from the model might differ from the real life situation it models. |
| Meeting         | Student articulates most of the assumptions/simplifications made in developing a mathematical/statistical model or implementing method(s) or technique(s).  
|                 | Student provides a generally correct description of how the results from the model might differ from the real life situation it models. |
| Approaching     | Student articulates only some of the assumptions/simplifications made in developing a mathematical/statistical model or implementing method(s) or technique(s).  
|                 | Student indicates that the conclusions drawn from the model differ from real life but is unable to articulate the cause(s). |
| Not meeting     | Student does not articulate any assumptions/simplifications made in developing a mathematical/statistical model or implementing method(s) or technique(s).  
|                 | Student fails to realize that the results are not contextually appropriate. |
There was no response at all.

Faculty teaching Mathematics 130 in 2007-2008 will use the mathematics rubrics to assess final problem sets in this course which has been specifically designed to meet the general education objectives for mathematics.

**Basic Communication (written).** Students will demonstrate their abilities to produce coherent texts within common college level forms.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeding</td>
<td>Writer presents an easily identifiable, focused, original, and thought provoking controlling purpose or thesis. The paper moves coherently, logically, and even creatively from an engaging introduction to a well-demonstrated conclusion. Paragraphs fit within this structure coherently and present pertinent examples and evidence to support central and subsidiary ideas. Sentence structure displays sophistication and variety; transitions add to the logical development of the topic. The essay exhibits a solid command of word variety and a tone and diction appropriate for the subject and its implied audience. Mechanics (grammar, punctuation, spelling and documentation, if needed) are nearly flawless.</td>
</tr>
<tr>
<td>Meeting</td>
<td>Writer presents an identifiable and focused controlling purpose or thesis. The paper moves coherently and logically from a satisfying introduction to a solid conclusion. Paragraphs fit within this structure and present examples and evidence to support the ideas presented. For the most part, sentences are well constructed and transitions are sound – though the sequence of ideas may occasionally be awkward. The essay exhibits some degree of control over the tone and diction appropriate for the subject and its implied audience. Mechanics (grammar, punctuation, spelling and documentation, if needed) are mostly accurate. Paragraph transitions are sound, but the sequence of ideas may occasionally be awkward.</td>
</tr>
<tr>
<td>Approaching</td>
<td>Writer presents a wandering, vague, or unfocused controlling purpose or thesis. The paper moves awkwardly from a weak introduction to a conclusion that does not adequately represent the body of the paper. Basic paragraphing exists, but often fails to support or even recognize a central idea, and the use of evidence and examples is inadequate. Sentence and paragraph transitions are often unclear, awkward, indirect, and/or illogical. Tone and diction are often inconsistent and/or inappropriate for the subject and its implied audience. Mechanics (grammar, punctuation, spelling and documentation, if needed) are not well executed and may, at times, obscure meaning.</td>
</tr>
<tr>
<td>Not meeting</td>
<td>Writer fails to present a controlling purpose or thesis; consequently it is difficult to identify exactly what the thesis is. The essay moves from an unsatisfactory introductory paragraph to an ending that does not serve as a conclusion, thus conveying the sense that much of what has been presented is unresolved. Sentence structure is often awkward and</td>
</tr>
</tbody>
</table>

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transitions are ineffectual and/or abrupt or simply missing. Diction, tone, and word choice are not appropriate for the subject or for the implied audience. Mechanics (grammar, punctuation, spelling and documentation, if needed) disrupt reading and often obscure meaning.

Students will demonstrate the ability to revise and improve such texts.

| Exceeding                                                                 | • Writer demonstrates clear evidence of an ability to revise by altering content and approach, by reorganizing material, or by clarifying and strengthening the coherence of ideas. Alterations may include the addition of new material, the deletion of unhelpful material, the substitution of more relevant material for less relevant material, the strengthening of transitions, introductions, and conclusions, and the rewriting of individual sentences. The mechanics (grammar, punctuation, spelling and documentation, if needed) of the final revision are nearly flawless. |
| Meeting                                                                  | • Writer demonstrates the ability to revise by refining the content, sharpening the focus, and improving structure, clarity, and coherence. Refining content may include clearer presentation of evidence, shifting of emphasis to foreground the most relevant material, providing improved transitions that keep the focus evident, and reworking the introduction or conclusion as well as rewriting individual sentences. The mechanics (grammar, punctuation, spelling and documentation, if needed) are mostly accurate and rarely impede meaning. |
| Approaching                                                              | • Writer demonstrates a lack of ability to revise in any substantial way. Whatever revision has been done has not been sufficient to improve the content, focus, structure, clarity, and coherence of an earlier draft. Such revision may very well be limited to sections of the essay and demonstrate a lack of awareness of how even small changes can affect the entire paper. Mechanics (grammar, punctuation, spelling and documentation, if needed) have either not improved significantly or appear to be the only focus of the revision. |
| Not meeting                                                              | • Writer demonstrates a lack of ability to revise at the level of content to structure. Either changes do not improve these features or are focused almost solely on mechanics. |

Assessment of writing will occur in 2008-2009. Faculty teaching second-semester, first-year writing courses will use the rubrics for writing to assess both drafts and final papers in these courses.

Binghamton intends to offer workshops to help instructors learn to use the rubrics each semester in the days immediately prior to open registration for that term. Instructors of courses selected for assessment of students’ work in the term to follow will attend the workshops so that they will be able to use the rubrics to evaluate the end-of-term work of all students enrolled in the selected courses. Part of the workshop will include practice at
rating student papers or problem sets in order to establish inter-rater reliability among these faculty members.

The University plans to devote the week following graduation in each year to the work of second readers. Members of the respective Assessment Category Team (ACT) will first participate in the workshop on how to use the rubrics. Thereafter those ACT members will reread and rescore 20 percent of the papers (and drafts of papers for the writing requirement) or the problem sets of students enrolled in courses selected for that year. Reliabilities among raters will be determined. Finally, at the end of this week the ACT will write its report on student achievement in the respective general education category and any recommendations for faculty teaching courses in the future. Part of each ACT report will summarize individual and group reflections on the process used, its effectiveness and where the process and/or rubrics might be improved.

In the initial cycle of using rubrics, particular attention will be paid to the extent to which faculty teaching courses and members of the ACTs (who may come from other disciplines/professions) agree with one another on the levels of students' achievements. Reliabilities below .75 would trigger campus discussions designed to refine understandings of general education objectives and the ways those objectives can be met across a range of courses.

As is the case for all assessments of general education, the results of these assessments will be shared with the Educational Policy and Priorities Committee, the faculty teaching courses designed as meeting general education requirements in that area, the deans of academic units offering the courses, and the Provost. These groups will review the findings and suggest changes in instructional materials and/or approaches where warranted.

Assessment of the Major

Binghamton University’s Faculty Senate approved a plan for assessment of the undergraduate major in March 2002. In this plan, faculty in each department/program were asked to develop (1) a statement of goals and objectives for each major, (2) a statement of criteria and methodology to be used for evaluation of the major, and (3) a mechanism for evaluating assessment results and recommending changes within the major. Each department/program is required to collect data on a regular basis, preferably annually, and prepare a report to the department/program faculty every three years with copies to the relevant Dean and to the Faculty Senate’s Educational Policy and Priorities Committee (EPPC). For those departments/programs that prepare self-study reports for external accrediting bodies, these reports would be submitted to the EPPC in lieu of the departmental reports. External evaluation of major programs was to be a regular, repeated process, on a six-year cycle, depending on funding.

During the 2002-2003 academic year, 29 undergraduate major programs in Harpur College of Arts and Sciences and the undergraduate program in the School of Education and Human Development were asked to submit their plans for assessment of the major,
detailing learning objectives, assessment methodology, and mechanism for evaluating the results. (Interdisciplinary major programs in Harpur College, as well as undergraduate programs leading to a minor or concentration rather than a major, were slated for later rounds of assessment.) All of the plans submitted were reviewed by the Chair of the EPPC and the Vice Provost for Undergraduate Education, who worked with department faculty when necessary to help them in articulating learning outcomes and building an assessment plan around those outcomes.

During the 2003-2004 and 2004-2005 academic years, departments/programs were asked to begin to collect data using the methodology described in their assessment plans. In 2003-2004, departments/programs were required to submit a brief report on program assessment activities, including conclusions from faculty discussions about learning outcomes and their measurement, as well as what was learned from data collection and analysis. The Provost’s Office sponsored a workshop on course portfolios during the spring 2004 semester to assist faculty in preparing portfolios for assessment. In 2004-2005, departments/programs were asked to continue gathering data using the methodology described in their assessment plans and to submit a summary of the information gathered for review by the Provost’s Office.

While informative, these initiatives lacked context. How did a department/program integrate its undergraduate and graduate teaching, with research and service? Was a department/program using its resources wisely to achieve its aspirations with regard to all three components of the University’s mission? Thus, the decision was made that starting with the 2005-2006 academic year, assessment of the undergraduate major will be linked with the comprehensive program review required of all academic programs that are not regularly reviewed through an external accreditation process. Departments/programs will be asked to continue gathering data, using the process detailed in their assessment plan. At the end of each academic year, the Provost’s Office will request that departments/programs submit a paragraph on its progress and data collection. These yearly reports will provide a record to help inform a major assessment report due the year of each department’s comprehensive program review, which will be coordinated out of the Office of the Provost, via the Vice Provost and Dean of the Graduate School. Each comprehensive review requires the department to develop a self-study and the Graduate School and Provost’s Office to compile relevant data about the academic unit. The self-study and other information are sent to two external reviewers who then visit campus for two days. The campus then has the academic unit’s view of its successes and challenges and a review by peers to add to its own judgments about how well the academic unit is accomplishing its goals. Results from reviewers of Art History, Comparative Literature, History, Geology, Mathematics and Philosophy follow.

Art History. In their self-study, the department outlined a short statement of goals for undergraduates. But, in spring 2006, the two consultants (from Duke University, and Barnard College & Columbia University) didn’t address the goals specifically. The reviewers did suggest that the department reconsider how it approaches its survey and upper division courses and ways to make the visual resources of the department more readily available for teaching.
Comparative Literature. In fall 2005, the two consultants (from University of Connecticut, and City College & the Graduate Center – CUNY) concluded that the students “were motivated, articulate and intellectually adventurous”. The self-study reported detailed statement of goals for undergraduates and “The department’s effort to assess the major … has shown that students bring to the [required] capstone seminar diverse levels of skill. In order to address this lack of consistent preparation, the department is now considering developing a junior seminar along the same lines.

Geology. In spring 2006, the consultants (from Pennsylvania State University – University Park and University of Illinois - Urbana-Champaign) said “the undergraduate programs at both the general education and major levels are very good and comparable in content and size to those nationwide.” They also praised the undergraduate program for its “excellent problem- and field-based learning experience.” Their recommendation was to provide more research opportunities for seniors.

History. In spring 2005, the consultants (from University of Florida and University of Pittsburgh) said that this department maintains a strong undergraduate program. “Its strong undergraduate teaching reputation is enviable.” The self-study for the visit included a detailed statement of goals to be attained by graduation for undergraduates and indicated that the Undergraduate Committee for the Department would complete a formal written assessment report in spring 2006.

Mathematics. In spring 2006, the consultants (from University of Illinois-Urbana-Champaign and University of North Carolina-Chapel Hill) commented on the enthusiastic and well-functioning undergraduate mathematics club. They also said “students have a chance to take for credit an algebra seminar in which they present a paper and that a graduate student helps them to prepare for that presentation. This is an innovative idea and one that the students like.” The self-study argued that the courses and curriculum had standards and, if the students got decent grades and graduated, which they did, then the students would have met the standards.

Philosophy. In fall 2004, the three consultants (from Pennsylvania State University, Seattle University, University of Illinois at Chicago) said the Department of Philosophy “is in an enviable position with regard to its undergraduate programs”. These programs are “well designed and their enrollments exceptionally robust.” The self-study included a clear statement of goals for undergraduates.

These departmental reviews are comprehensive. External visitors evaluate the academic unit’s scholarship, graduate and undergraduate education. Reviewers have uniformly provided excellent advice on a variety of issues. The University will continue this process as part of its assessment endeavors. Because of the range of the specificity of commentary regarding the undergraduate component of the review, the University intends to rewrite the charge to the visitors to provide more guidance about their final reports. This should help shape more uniform reports and develop more comparable information across programs.
Engineering, Management, and Nursing have professional accrediting bodies, all of whom require evidence of student learning. The relevant sections from the most recent accreditation report for each academic unit are provided below.

**Watson School of Engineering and Applied Science**

**Watson School -- Program Outcomes and Assessment and Professional Component**
(ABET 2001 report) "Each program must have an assessment process with documented results. The assessment process must demonstrate that the outcomes important to the mission of the institution and the objectives of the program are being measured. Evidence must be given that the results are applied to the further development and improvement of the program. At the present time, it appears that the faculty have not addressed, in depth, how the present general education courses complement the technical content of the curriculum and the various program objectives. Faculty members are encouraged to engage in a thoughtful review of the general education component as it relates to helping each program achieve its respective outcomes and how these outcomes can be assessed."

As a follow-up in 2003, ABET reports that the school has completed an in-depth review of their general education requirements and their relationship to program outcomes and the professional component. The faculty members have been involved and the relationships can be assessed. The concern is resolved.

**Computer Engineering Program Outcomes and Assessment** "The Self-Study Report described a two-level assessment process for program outcomes. The high-level assessment relies on surveys of senior students and of industry advisors associated with senior design projects. While student self-assessment may provide useful information for program improvement, it seems inadequate as a primary measure of outcome achievement. The industry advisors are in a better position to assess student achievement, but the context of their evaluations is still limited to a single project and it may be difficult for them to accurately assess some program outcomes.

The low-level assessment relies on a set of linkages between program outcomes and individual course objectives, as documented in a curriculum-outcome matrix. However, many course descriptions lacked course objectives appropriate to the program outcomes with which an association was claimed. Evidence from student work often failed to demonstrate that course objectives had actually been achieved.

The program’s review process did identify many of these shortcomings, and course and process changes have been proposed to address them. Discussion with faculty members, particularly those in computer science and other supporting departments, revealed significant inconsistencies in the use of course objectives to structure course content, laboratory work, and student assessment."

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Due process response. “The EAC acknowledges receipt of a statement from the institution that student work is being evaluated based on program outcomes as part of the assessment process. The weakness remains unresolved and will be a focus of the next review. In preparation for this review, the EAC anticipates receiving documentation demonstrating a process the ensures and demonstrates achievement of the specified outcomes by graduates of the program.”

Industrial and Systems Engineering Program Outcomes and Assessment “The program is currently using various types of student surveys and industrial board surveys of the capstone project for the assessment of the program outcomes. Additional evidence is needed of how the results of these surveys are applied to the further development and improvement of the program. Furthermore, while surveys can provide much useful information for program improvement, surveys seem inadequate as the primary measure of outcomes achievement.”

Electrical Engineering Program Outcomes and Assessment “The low-level assessment has been strengthened considerably by expanding upon the meaning and expectations of the program outcomes and by establishing performance criteria for each individual outcomes. The performance criteria, which are a sub-set of course objectives from courses within electrical engineering program, clearly define what the faculty is assessing. The results of the course evaluations are then transferred to the program outcomes. This is performed by the Undergraduates Studies Committee, and the process results in a single overall measure on student performance that allows the program to pinpoint where corrective measures need to be taken for improvement. The concern is resolved.”

Mechanical Engineering “The program has made significant changes to several courses in the curriculum that address the program outcomes listed above. In addition, they have initiated several course-level assessment processes that should allow them to improve the learning with respect to these two outcomes.”

All issues noted above were categorized as suggestions for improvement, not as failures to meet standards. The Watson School has been working to strengthen its assessments of student learning taking reviewers’ advice into account.

School of Management

Based on outcomes assessments, which include student focus groups, Educational Benchmarking (EBI) Exit Surveys, and both EBI and School of Management alumni surveys, Binghamton University’s School of Management has identified a number of key issues for assessment. These can be divided into three major categories below.

Teaching. The dean appointed a faculty director of undergraduate programs to strengthen the undergraduate curriculum and improve the quality of teaching in the core courses. The Director of Undergraduate Programs and the Undergraduate Curriculum Committee have implemented regular meetings among faculty teaching core courses to reinforce
integration between core courses. This practice has been used successfully in the MBA program. Further, both the Undergraduate and Masters Curriculum Committees have focused on implementing changes in their respective programs. In addition, in order to facilitate student learning and teacher performance in the classrooms, the School of Management encourages all faculty to attend University-sponsored Institute for Student-Centered Learning seminars.

**Satisfaction with career services.** Feedback to the School through EBI is consistent with the accreditation team’s observation that this is an area of student concern, which should be addressed. The School recognizes that this is a weakness in its program and has initiated changes to correct this. To be specific, during 2001-2002, the school has focused on

- Orientation week seminars
- Mandatory resume preparation
- Better use of the internship program as a vehicle to increase student career opportunities
- Re-establishment of a practitioner program
- Developing new relationships with corporate recruiters
- Strengthening existing relationships with recruiters

**Culture and community.** A sense of culture and community is identified as being one of the key satisfaction points in the EBI survey results. This is seen to be an integral component in building strong networks among students. It also facilitates and supports development endeavors directed at students after they have graduated. A few examples of community-building activities for 2001-2002 academic year were

- Working with student clubs to host student/faculty events
- Expanding orientation week to include additional team-building events
- Building diversity in teams in the graduate program
- Setting up of alumni list serves for different interest groups
- Establishing e-newsletters for alumni and students
- Recognition display for alumni, supporters, faculty and students.

**Decker School of Nursing**

“The curriculum is based upon clear statements of expected results for students derived from the mission, philosophy, and goals/objectives of the program. Program objectives for both the graduate and undergraduate programs were reviewed and reaffirmed in academic year 2002-2003. These objectives reflect the philosophy and mission of the school and the university, and serve as the basis for the development of specific course objectives. The undergraduate programs continue to prepare nurse generalists for professional practice through the generic program, the baccalaureate accelerated track and RN completion program.”
University Support for Assessment of Student Learning

Educational Policy and Priorities Committee. The Educational Policy and Priorities Committee, a standing committee of the Faculty Senate, receives the reports on assessments of general education. It reviews the reports and makes recommendations to the Provost or to the Faculty Senate about actions to be taken. The route depends on the nature of the recommendation and the respective purviews of each party.

Administrative Support. The Provost has created a new position in her Office to advance assessment initiatives at Binghamton University. The Assistant Provost for Curriculum, Instruction, and Assessment (APCIA) at the State University of New York at Binghamton works collaboratively with the Vice Provost for Undergraduate Education and International Affairs and the Vice Provost and Dean of the Graduate School to accomplish university-wide efforts in the improvement of curriculum and instruction and in school- and program-level assessment planning and implementation. The APCIA initiates and engages in conversations about campus aspirations for student achievement and how students will demonstrate their achieved competencies. The APCIA consults with individual faculty, faculty committees, academic programs, deans, and academic support offices regarding how best to maintain and continuously improve the quality of teaching and learning, both undergraduate and graduate. Such consultations focus on a wide range of activities, including (1) specification of desired learning outcomes for particular curricula, programs, and courses; (2) design of learning activities that employ proven instructional practices and critically explore promising new practices to produce the chosen outcomes; (3) selection and creation of appropriate methods of assessing student achievement of those outcomes; and (4) utilization of assessment results to revise outcomes and/or improve learning activities as appropriate. The Assistant Provost for Curriculum, Instruction, and Assessment reports to the Provost/Vice President for Academic Affairs. More specific duties for this new position are outlined below.

- Overseeing the University’s efforts to assess the various components of general education and each undergraduate and graduate major and professional program, integrating yearly activities into the broader six-year cyclic review of respective academic units.

- Collaborating with the Center for Learning and Teaching to effect continuous university-wide improvement in curriculum and instruction.

- Assisting faculty to implement assessment plans adopted by the Faculty Senate.

- Working with faculty to specify desired learning outcomes in various degree programs, General Education categories, individual courses, and other educational activities.

- Developing with faculty effective strategies to assess the above-specified learning goals.
• Assisting faculty in the implementation of the chosen assessment strategies, with
the assistance of the Coordinator of General Education/Assistant for
Undergraduate Education and other appropriate parties.

• Working with faculty to use assessment results to improve students’ learning by
revising instructional practices and/or specified learning outcomes.

• Preparing reports on assessment for various purposes and constituencies.

• In cooperation with the Center for Learning and Teaching, the Institute for
Student-Centered Learning, and other interested parties, designing and organizing
colloquia, workshops, online modules, and manuals that help faculty strengthen
the links between learning goals, learning experiences, and actual student
outcomes.

• Helping to foster the ongoing creation and maintenance of a reflective, supportive
community of faculty, staff and students focused on teaching and learning.

The Provost has hired someone to fill this position that has the interpersonal,
measurement, and analytical skills to work with faculty to change the culture around the
importance of assessment and also to provide expert assistance in the actual development
of assessment approaches.

Assessment of the Student Experience

StudentVoice. The Division of Student Affairs has purchased and implemented a
software program, StudentVoice, which permits assessment of strengths, weaknesses, and
challenges that have an impact on service delivery. Many departments in Student Affairs
are using this assessment service and departments from other University divisions have
expressed an interest in becoming users of this program to strengthen their service
delivery.

Student Opinion Survey. The Student Opinion Survey (SOS) elicits information about
student life, student experiences, and student satisfaction. Binghamton University
administered the survey in 2003 and again in 2006. Students at Binghamton University
view their experiences here positively. On a five point scale, 78 percent of our current
students chose the top two categories for satisfaction with their collegiate experience and
76 percent of them believe that the quality of education here is either High or Very High.
In 2003 those percentages were 74 percent for satisfaction and 74 percent for quality of
education. These figures are an indication that the University has been able to sustain the
quality of its undergraduate programs while growing its enrollments.

Analyses of differences between transfer students and those who enrolled as freshmen
revealed that, while there were no differences between groups in terms of general
satisfaction with Binghamton University, transfer students do not feel as connected to the
campus as do native students. In particular, only 5 percent of transfer students were
“very satisfied” with their sense of belonging on campus, compared to 28 percent of native students. This result led to the creation of a Transfer Task Force with the charge to make recommendations for improving the acculturation of transfer students on campus. The group’s report is expected in late summer.

**National Survey of Student Engagement.** In 2007, Binghamton University will administer the National Survey of Student Engagement to first-year and senior students as part of SUNY’s assessment requirements. NSSE provides data pertaining to student life, experiences, and satisfaction. It has subscales for academic interactions, coursework, how students spend their time, perceived outcomes, and overall view of the university. The institution hopes NSSE will provide useful information about students’ experiences that could be linked to learning outcomes.
Section 6

INSTITUTIONAL PLANNING AND BUDGETING PROCESSES

Binghamton University has long realized the importance of linking planning and budgeting. With the adoption of a new strategic plan for the university in the fall of 2004, fundamental changes to the organization were put in place in order to assist in accomplishing the four overarching goals of Excellence in a Climate of Change. Implementation calls for establishing of plans, within each division, “that articulate how the unit will advance the University’s goals.” It further calls for the divisions to annually evaluate progress.

Each division should develop a plan for carrying out the overarching strategies within their respective units. Divisional proposals should outline possible actions to be taken alone and in concert with other divisions, resources to be sought, funds requested from University sources, and indices that will be used to monitor progress. Synthesizing unit proposals is the next step. The Vice Provost for Strategic and Fiscal Planning is charged with collecting and reviewing divisional plans and making recommendations to the President and Vice Presidents for the most promising next steps, the budget allocations to underwrite those actions, and the means (metrics) to assess progress annually. Senior Staff deliberations on proposals will result in a more detailed framework to guide the decisions and actions of all members of the University community. Senior Staff should review annually the University’s progress in achieving its goals, identify emerging opportunities and potential threats in the surrounding environment, and make appropriate modifications in its approach to the future.9

Linking budget decisions to strategic initiatives is crucial to the successful implementation of the strategic plan. The President announced that an “all funds” approach is absolutely necessary in an environment where state support will grow modestly, if at all. The University must bring its tuition and fee revenues, State tax support, interest income, residence hall funding, capital funds, private support, and any other funding to bear on strategic initiatives. Finally, the University’s success will depend heavily upon having a definitive means to track progress on goals from year to year.

To address these matters, the President assigned responsibility for strategic fiscal planning to Dr. Michael McGoff and appointed him to a new position that was designed to focus on the linking of planning and budgeting. As Vice Provost for Strategic and Fiscal Planning he reports to the Provost and has a dotted reporting line to the President. He is responsible for developing and maintaining base budgets for the University's

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academic units and for developing strategies, assessments, and information that guide decisions about University program development.

The Vice Provost chairs an Operations Group composed of a representative from each of the vice presidential divisions to ensure effective communications and mutual problem-solving across those divisions.

In addition to his responsibilities for the Provost, the Vice Provost for Strategic and Fiscal Planning has the following new responsibilities:

- To develop long-term and yearly enrollment projections
- To develop long-term and annual budget projections
- To develop a regularized budget request process
- To collect and analyze data on key metrics that track progress toward strategic objectives
- To track University achievements relative to System expectations including assessment programs and performance funding
- To develop long-term and annual plans for space utilization
- To serve as a liaison to the University’s facilities planning process

In order to facilitate progress, the Office of Institutional Research was reassigned to report to the Vice Provost for Strategic and Fiscal Planning. The Dean of the Graduate School, the Vice Provost for Enrollment Management, and the Associate Vice President for Administration work closely and collaboratively with the Vice Provost for Strategic and Fiscal Planning. The Vice Provost for Strategic and Fiscal Planning forwards proposals for actions to implement the University’s strategic plan to the Provost and President.

Since the President announced this reorganization, the university has been through one budget cycle. The Vice Provost has put a budget process in place in which all units first analyze their expenditures in light of their specific mission and then propose any new initiatives that their unit believes will advance the university’s strategic plan. Each initiative must demonstrate a direct link to one of the objectives of the strategic plan. These initiatives are collected at the division level where the Vice Presidents make decisions on which of the initiatives proposed in their units will be forwarded to the Vice Provost for Strategic and Fiscal Planning for consideration by the Operations Group. After a thorough discussion of all proposals within the Operations Group, the Vice Provost recommends to the President those proposals that are most worthy of funding in the succeeding fiscal year. The first cycle of this new process was completed in November 2005 and President DeFleur announced the budget allocations for the fiscal year 2006-2007 in December 2005. The campus immediately began the second cycle of this new budget process with the hope to announce the 2007-2008 budget allocations in September 2006. Within the next couple of iterations, the University will have achieved its goal of announcing budget allocations for a particular fiscal year a full year in advance.
To date, the process has proven to be very promising. The major allocations set by the President for the 2006-2007 budget foretell great strides toward meeting the objectives of *Excellence in a Climate of Change*. Significant allocations are marked for the hiring of faculty as well as for increasing our graduate student assistantship stipends. Each of these, of course, is a major item in our strategic plan.

Once the budget is established for each Vice Presidential area, the campus budget office works with each Vice President to assign the allocations based on State budgetary categories (Personal Service, Temporary Service and Other Than Personal Service) and by organization. Each organization has the ability to allocate the funds at more detailed levels within those categories; changes between categories are processed through the campus Business Office.

Throughout the year the Budget, Purchasing, Accounts Payable and Accounting operations monitor account balances and immediately take appropriate action with organizations to resolve budgetary issues. The Budget Office maintains detailed records of Personal Service positions and funding to ensure long-term commitments are not made unless adequate funding is available.

**Conclusion**

Strategic planning at Binghamton University is a key component of its continued success. Having clearly defined goals guides the efforts of the entire campus, as decisions about priorities are made daily throughout the various divisions and departments of the University. Since the last Site Visit Team to campus, Binghamton has increased its student body while sustaining the quality of its entering students and the education they receive, hired additional faculty, improved graduate student support, added important new academic and co-curricular programs, increased its extramural funding, significantly improved its facilities, and become more entrepreneurial. We expect the recently adopted strategic plan to serve the institution equally well in the five years to come.
APPENDIX A

FINANCIAL PROCEDURES AND STATEMENTS

The campus does not create audited financial statements. As part of the State University New York system summaries of its transactions, assets and liabilities are compiled by System Administration and included in the systems financial statements. Those statements are in turn included in the financial statements of New York State. The campus does compile summaries of its operating expenditures on an all funds basis. Copies of those summaries for fiscal years 2003-04 and 2004-05 are attached as well as an explanation of each of the types of funds administered by the campus.

Campus operations for most of its funds (State Purpose, Income Fund Reimbursable, Dormitory Income Fund) operate under the laws, rules and regulations of New York State. All allocations are established through the State Legislature and all payments are reviewed and approved by the State Comptroller. Research Foundation transactions are done per rules and regulations established by the Research Foundation of the State University of New York, a not for profit corporation. The Binghamton University Foundation operates as a not for profit corporation with its own operating rules and regulations.

The campus maintains an Internal Control office with a direct reporting line to the President. Annual audit programs are established and audits are done in accordance with appropriate audit procedures. All campus operations are subject to external audit. Both the Research Foundation and Binghamton University Foundation are audited annually by an outside accounting firm. Of course the campus also is audited by agencies and other sponsors such as private and public organizations and the state and federal government. in relation to funds they provide the campus.

The campus also maintains an Office of Compliance and Risk Assessment to continually monitor campus internal controls and compliance with operation rules and regulations.
# Binghamton University

## Summary of Operating Expenditures: All Funds

### Fiscal Year 2003-04

In Thousands

<table>
<thead>
<tr>
<th>Fund</th>
<th>Total</th>
<th>President</th>
<th>Academic Affairs</th>
<th>Admin.</th>
<th>Research</th>
<th>Student Affairs</th>
<th>External Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Purpose</td>
<td>$109,396.6</td>
<td>$908.8</td>
<td>$72,530.9</td>
<td>$27,723.0</td>
<td>$1,905.5</td>
<td>$3,665.6</td>
<td>$2,662.8</td>
</tr>
<tr>
<td>Income Fund Reimbursable</td>
<td>35,940.9</td>
<td>212.3</td>
<td>4,169.7</td>
<td>24,171.0</td>
<td>1,398.0</td>
<td>5,896.7</td>
<td>93.2</td>
</tr>
<tr>
<td>Dormitory Income Fund</td>
<td>15,591.8</td>
<td>-</td>
<td>196.2</td>
<td>12,280.4</td>
<td>-</td>
<td>3,115.2</td>
<td>-</td>
</tr>
<tr>
<td>Research Foundation:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program-Direct</td>
<td>21,229.2</td>
<td>20.2</td>
<td>19,108.5</td>
<td>22.7</td>
<td>1,347.2</td>
<td>730.6</td>
<td>-</td>
</tr>
<tr>
<td>Program-Indirect</td>
<td>2,841.3</td>
<td>99.2</td>
<td>850.2</td>
<td>200.0</td>
<td>1,591.9</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>24,070.5</td>
<td>119.4</td>
<td>19,958.7</td>
<td>222.7</td>
<td>3,039.1</td>
<td>730.6</td>
<td>-</td>
</tr>
<tr>
<td>Binghamton Foundation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted</td>
<td>2,700.1</td>
<td>49.6</td>
<td>39.4</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2,611.1</td>
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<tr>
<td>Restricted</td>
<td>1,629.1</td>
<td>0.1</td>
<td>1,108.3</td>
<td>280.8</td>
<td>-</td>
<td>43.1</td>
<td>196.8</td>
</tr>
<tr>
<td>Endowment Revenue</td>
<td>848.5</td>
<td>-</td>
<td>537.6</td>
<td>3.0</td>
<td>-</td>
<td>148.5</td>
<td>159.4</td>
</tr>
<tr>
<td>Agency</td>
<td>4,310.4</td>
<td>6.2</td>
<td>687.2</td>
<td>2,865.7</td>
<td>-</td>
<td>587.4</td>
<td>163.9</td>
</tr>
<tr>
<td>Total</td>
<td>9,488.1</td>
<td>55.9</td>
<td>2,372.5</td>
<td>3,149.5</td>
<td>-</td>
<td>779.0</td>
<td>3,131.2</td>
</tr>
</tbody>
</table>

### University Total

<table>
<thead>
<tr>
<th>Fund</th>
<th>Total</th>
<th>President</th>
<th>Academic Affairs</th>
<th>Admin.</th>
<th>Research</th>
<th>Student Affairs</th>
<th>External Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$194,487.9</td>
<td>$1,296.4</td>
<td>$99,228.0</td>
<td>$67,546.6</td>
<td>$6,342.6</td>
<td>$14,187.1</td>
<td>$5,887.2</td>
</tr>
</tbody>
</table>

Notes:

1. Adjustments were not made for internal charges
2. Amounts are based on campus based accounting systems and do not reflect all IPED adjustments
3. Expenditures are classified according to the policies of each respective fund
4. Amounts are presented on the cash basis
5. Debt Service expenditures and centrally applied overheads are not reflected in totals
6. During FY04 $4.1 million was recovered from sponsored funds and contracts
7. During FY04 RF Central costs of $744.1 were paid as an indirect cost. This is not reflected in the above amounts.
8. State Purpose funds include Core Budget, SUTRA and Federal Work Study Funds
### Binghamton University

**Summary of Operating Expenditures: All Funds**

**Fiscal Year 2004-05**

(In Thousands)

<table>
<thead>
<tr>
<th>FUND</th>
<th>TOTAL</th>
<th>PRESIDENT</th>
<th>ACADEMIC</th>
<th>ADMIN</th>
<th>RESEARCH</th>
<th>STUDENT</th>
<th>EXTERNAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Purpose</strong></td>
<td>$117,840.6</td>
<td>$880.1</td>
<td>$80,034.4</td>
<td>$28,481.7</td>
<td>$1,819.5</td>
<td>$3,809.8</td>
<td>$2,815.1</td>
</tr>
<tr>
<td><strong>Income Fund Reimbursable</strong></td>
<td>39,858.3</td>
<td>235.1</td>
<td>3,430.6</td>
<td>29,209.1</td>
<td>369.0</td>
<td>6,410.2</td>
<td>204.3</td>
</tr>
<tr>
<td><strong>Dormitory Income Fund</strong></td>
<td>16,881.8</td>
<td>-</td>
<td>218.4</td>
<td>13,141.2</td>
<td>-</td>
<td>3,522.2</td>
<td>-</td>
</tr>
<tr>
<td><strong>Research Foundation:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program-Direct</td>
<td>20,712.4</td>
<td>7.7</td>
<td>18,551.5</td>
<td>50.1</td>
<td>1,367.3</td>
<td>735.8</td>
<td>-</td>
</tr>
<tr>
<td>Program-Indirect</td>
<td>3,276.1</td>
<td>74.4</td>
<td>871.2</td>
<td>28.9</td>
<td>2,301.6</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>23,988.5</td>
<td>82.1</td>
<td>19,422.7</td>
<td>79.0</td>
<td>3,668.9</td>
<td>735.8</td>
<td>-</td>
</tr>
</tbody>
</table>

**Binghamton Foundation**

| UNRESTRICTED                      | 2,632.3     | 44.8      | 49.7        | -       | -        | -       | 2,537.9  |
| RESTRICTED                        | 1,581.3     | -         | 919.7       | 401.2   | -        | 33.5    | 226.9    |
| Endowment Revenue                 | 897.4       | -         | 576.0       | 2.7     | -        | 146.6   | 172.1    |
| AGENCY                            | 2,958.2     | 35.0      | 730.3       | 1,540.1 | -        | 589.0   | 64.9     |
| **Total**                         | 8,069.3     | 79.7      | 2,275.7     | 1,944.1 | -        | 768.1   | 3,001.8  |

**University Total**

| $206,638.6                        | $1,277.0    | $105,381.8 | $72,851.5 | $5,857.4 | $15,246.1 | $6,021.2 |

**Notes:**

1. Adjustments were not made for internal charges
2. Amounts are based on campus based accounting systems and do not reflect all IPED adjustments
3. Expenditures are classified according to the policies of each respective fund
4. Amounts are presented on the cash basis
5. SUNY State Debt Service, Fringe Benefits and centrally applied overheads are not reflected in totals
6. During FY05 $4.4 million of indirect cost (F&A) was recovered from sponsored funds and contracts
7. During FY05 RF Central costs of $939.4 were paid as an indirect cost. This is not reflected in the above amounts.
8. State Purpose funds include Core Budget, SUTRA and Federal Work Study Funds and Temporary Allocations.
Summary of Fiscal Controls

The University receives funding from multiple sources. Each funding source has its own set of accounting and fiscal controls. Following is a brief description of the primary aspects of each funding source. The fiscal year for each funding source is the same, July 1 through June 30.

State Purpose Funds:
These funds are appropriated annually by the State Legislature through the State budgetary process. All activity is monitored by the State Comptroller's Office. For the purpose of this presentation State Purpose funds include general State Operating, SUTRA and College Work Study appropriations.

Income Fund Reimbursable:
This mechanism allows operations to administer certain funds that collect revenue in support of those functions. Examples include photocopy services, research grant cost recovery, food services, parking and book fines. Like State-Purpose funds, IFR funds are appropriated annually by the State Legislature and all activity is monitored by the State Comptroller's Office. Activities are funded by the operations through funds raised by the activity.

Dormitory Income Fund:
This mechanism is used to operate the campus residence halls. Revenues are collected from the student room rates used to meet costs associated with residence hall related operations and activities.

Research Foundation:
The Research Foundation of the State University of New York serves as the conduit for all grants and contracts awarded to SUNY institutions. The Research Foundation provides basic administrative support to the campuses. The University is responsible for ensuring that expenditures are made in accordance with Research Foundation, sponsor, and campus guidelines and that sponsor billings are timely and accurate.

Binghamton University Foundation:
The Binghamton University Foundation is a not-for-profit corporation created and operated to receive and administer gifts and donations for the campus. Monies are held as restricted or unrestricted in a fund account and are made available to departments in accordance with gift or donation specifications. The Alumni Association is a separate entity but works closely with the Binghamton University Foundation.

The Foundation also provides bookkeeping services for specific operations through agency accounts as allowed by SUNY policies. Agency accounts are established and monitored based on University Controller and Binghamton University Foundation guidelines.
EXCELLENCE IN A CLIMATE OF CHANGE

Our Mission

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

An evolving institution

Since its inception in 1946 as Triple-Cities College, significant change has characterized the history of Binghamton University. It has evolved from a four-year liberal arts college with a reputation for superb undergraduate education into an excellent doctoral research university with a range of liberal arts and professional programs, one that carefully seeks to preserve that undergraduate excellence. In fewer than 60 years, Binghamton University has become recognized for the quality of its academic programs and for the significant contributions its faculty make to understanding hearts and minds, society and culture, the physical world in its myriad forms, and the deepest reaches of abstract thought -- analytical, philosophical, and mathematical. Excellence is a delicate state of being; it must be continually recreated. Achieving Binghamton’s greatest potential will require committing ourselves both to enhancing our core strengths and to further change. Binghamton University faces important challenges stemming from shifting national trends and state and institutional realities. This plan charts a course to address those challenges; it arises from the vision of a truly distinguished and unique institution of higher education, one that combines an international reputation for research, scholarship and creative endeavor with the best undergraduate programs available at any public university.
Realizing our vision

Our mission as a premier public university is to enrich the lives of people in the region, nation and world through discovery, education and engagement. The four overarching strategies below are designed to advance this mission. Pursuing the following actions will preserve the University’s heritage, broaden its range of influence, enhance its visibility and acclaim, and ensure its vibrancy and vitality.

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

• Enhance engagement and outreach

• Create an adaptive infrastructure to support our mission

• Foster a campus culture of diversity, respect and success

These recommendations encourage the University to pursue both the traditional and the innovative, to reconsider and expand relationships within and beyond the institution’s traditional bounds, and through decisive action, to position the University to determine its own course in the rapidly changing environment of higher education. Ways to achieve these strategies are set forth in an appended document, Implementing Our Strategies: A Roadmap To the Future.

Critical guideposts, visible measures

Excellence in achieving our mission is led by faculty. In the next five years we intend to increase the number of faculty by 20% in order to achieve a student to faculty ratio of 20:1. Hiring will occur both within and at the interfaces of disciplines and professions. We will seek individuals who share our enthusiasm for expanding the boundaries of knowledge and understanding while closely mentoring students – both undergraduate and graduate. As new lines of inquiry open and new programs evolve from such interests, more flexible arrangements that promote both discovery and learning will be developed.

As a young and energetic research institution, we also intend in the next five years to achieve a doubling in sponsored research activity. The goal and timeframe assume a relatively stable funding environment. If there are significant reductions in the availability of funds, it may take longer to achieve this goal. Sponsorship comes in many forms -- public and private grants, partnerships, and gifts -- we will seek resources for individuals for their research and creative endeavors and for interdisciplinary groups. Sharing specialized facilities, equipment, and
technical expertise will increase the University's competitiveness for external funding and make the best use of resources available to the campus.

Advances in knowledge flow from active interchange among seasoned scholars and bright aspirants. Attracting and retaining excellent graduate students is key to enhancing our reputation in research, scholarship, and creative endeavors. As we grow judiciously, we intend to achieve a 3:1 ratio of undergraduate to graduate students and to provide competitive stipends for our doctoral students.

As a public institution of higher learning, the University has always shown itself willing to collaborate with business, educational, governmental, and not-for-profit organizations in addressing the seemingly intractable problems they face. Over the next five years, our aspiration is to increase the number of those partnerships by 25% and to find a way to communicate what we learn from them to the academic community at large.

To achieve such ambitious goals, the University must devise a more adaptive infrastructure where people, facilities, and technologies can be brought together in ways that enable the University to respond rapidly and effectively to new opportunities and changing circumstances. The campus needs a more diversified resource base, more creative and efficient use of existing resources, and revised policies and practices. The University is determined to expand its human, financial, and material resources by encouraging as many sectors of the institution as possible to look beyond the campus for added support. As a result, a significant increase is expected in the number and percentage of faculty and staff seeking extramural support of all kinds over the next five years. The University will, in turn, support individuals and provide enhancement for all programs or units that 1) seek and acquire resources beyond those normally available on campus, 2) obtain national or international recognition in scholarly, competitive or creative environments, or 3) cultivate and sustain exceptionally rich learning experiences.

In essence, our institutional future depends not on the few but on the many, with each member of the University community contributing to the greater good of the institution. Therefore, our success depends upon creating an environment that brings out the best in everyone. We intend to be a place where each individual understands how he or she helps advance the institution's mission and feels appreciated for those contributions.
Conclusion

Binghamton University enjoys a national reputation for excellence, but our past achievements will not assure our success as the world changes around us. Known for the talents and scholarly contributions of our faculty, the selectivity and achievements of our students, and the dedication and ingenuity of our staff, Binghamton University intends to enhance the impact of its contributions to discovery, education, and engagement in the years to come. Aligning the choices we make throughout the University with these strategies will enable Binghamton University to achieve its vision. Guided by these strategies we can leverage our current strengths, enhance educational opportunities, extend the boundaries of knowledge and understanding, engage the world more broadly, and develop new, diversified sources of revenue, as we seek the best and strongest future possible for Binghamton University.
IMPLEMENTING OUR STRATEGIES:
A ROADMAP TO THE FUTURE

New Environments, New Challenges

In previous generations, public higher education was viewed as a public good, and public taxation was the generally accepted means of paying for it. Today, a college degree is more commonly viewed as a benefit to the individual who holds it. Consequently, the public increasingly expects the costs of higher education, even public higher education, to be recouped through individual tuition rather than taxes. Simultaneously, the demands on colleges and universities have increased dramatically. The public expects universities to help drive economic development, improve K-12 education, cure disease, design better approaches to caring for the elderly and infirm, and resolve international disputes. Calls by state and federal governments for greater accountability are also a part of the changing environment in which we must learn to flourish. Technological advances have given rise to a new constellation of learning and research environments that can benefit Binghamton University. Time and place no longer constrain the creation and dissemination of knowledge. New methods that affect how we promote discovery and learning are enabled by the internet and enhanced telecommunications. Such advances broaden the scope of what is possible for Binghamton, but also increase competition for students and resources. All these trends challenge us to continue to evolve, blending traditional and innovative approaches into effective actions. Our vision is to become a truly distinguished and unique institution of higher education, one that combines an international reputation for research, scholarship and creative endeavor with the best undergraduate programs available at any public university.
Toward that end, the following four overarching strategies are intended to position the University to determine its own course in the rapidly changing environment of higher education. As it prepares for the future the University should:

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

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

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

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

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

Faculty discovery, creativity and scholarship are stimulated and enlivened by wide-ranging and insightful interchange with peers. The University envisions a campus in which the intellectual work of faculty is undertaken within a variety of organizations. To promote a daily exchange of ideas among like-minded colleagues, academic units will need to choose a limited number of areas in which to focus their intellectual work and graduate programs. Pursuing emerging lines of inquiry and creative endeavors will require expanding our approach to faculty hiring and organization. Faculty will continue to be hired in existing departments, schools, and colleges. Also, the University proposes a highly flexible approach -- Hire the best faculty we can and allow them to self-organize. Policies that empower faculty to cluster around intellectual interests and to initiate and complete faculty hires in emerging interdisciplinary initiatives will be needed.
New graduate programs should emerge from the interdisciplinary work of faculty and students. Binghamton's intellectual leadership will be underscored by offering graduate programs in developing fields of study, with carefully designed curricula that meet the needs of students and society.

*Improve graduate stipends.*

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

*Enhance the internationalization of the campus.*

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

*Enrich instructional methodologies employed by faculty.*

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

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

Expand educational opportunities.

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

Enhance engagement and outreach

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

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

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

A downtown center should be the hub of University efforts to partner with the local community and to make educational programs more accessible to local citizens. It should become a vibrant, energizing presence in the City of Binghamton. Realization of the University’s commitment to engagement will take more than physical space. An advisory committee comprised of representatives from both the University and the community should be formed to identify areas of greatest promise for joint University-community projects.¹

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

Binghamton University needs to develop a means to respond in a timely and effective way to the rapidly changing educational needs of our alumni and others who as life-long learners could benefit from new courses, certificates, and other thoughtfully designed educational experiences. Computer aided and distance education technologies are one way to respond rapidly and effectively to the changing educational needs of the community. The procedures to determine revenues and expenses related to summer and winter sessions as well as continuing professional

¹ An immediate agenda for the advisory committee might be to devise ways to make both the University and the community more accessible to their respective members. Establishing an Office for Outreach in the downtown center would provide a highly visible coordinating agency for university/community partnerships, internships, and developing ways to solicit and respond to input from the community. Creating a Center for Applied Community Research with a charge to assist community and governmental organizations with grant applications and program evaluation could assist community organizations and also provide excellent educational experiences for students.
education should be refined, accompanied by incentives that stimulate units to engage in these forms of education.

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

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

*Create an adaptive infrastructure to support our mission*

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

*Promote resource development and mobilization.*

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

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

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

*Prioritize and accelerate development of additional research space, including the Innovative Technologies Complex, to ensure the infrastructure necessary to support the growth of sponsored research.*

Within the next year, at the eastern edge of the campus, the first building in the Innovative Technologies Complex will come on line, providing much needed space for new and expanding research programs. Thereafter, the university should vigorously pursue its plans to construct other buildings on that site. Moving forward with the development of the downtown center and maximizing educational and research use of facilities being provided to the University by Endicott Interconnect Technologies should also be high priorities. In addition, the University should develop a feasible plan for regular renovation and maintenance of its research facilities, including taking steps to ensure the viability of its libraries, which are critical to its growth as a research institution. This plan should also address renovation of space for new faculty as well as installation of new equipment. Proposed processes need to be cost-effective, timely, and responsive to the campus’ rapidly changing research needs. Greater openness and flexibility in approaches to planning, design and construction will also be needed to achieve this goal.
Encourage faculty with common interests, within and/or across academic units, to physically organize themselves in the manner they believe will best assure success in their teaching, research and creative activities. Empower such groups, based on their level of extramural funding, to purchase and maintain equipment and facilities.

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

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

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2 An example of an interdisciplinary research approach involving social sciences, humanities, the Professional Schools and performing arts would be a "public service" research cluster. One case suggested to the Strategic Planning Council involved "school-linked-services," described as "an innovative system of delivering services in which community agencies and schools collaborate to provide a variety of health and social services to children and their families at or near school sites" (Hare, 1995). School-linked-services are a growing phenomenon across the US, spanning pre-school through high school programs. Many of these programs are connected through partnerships with universities. They involve education, as well as legal aid services, mental health services (social work, psychology), nursing services and expressive arts including creative writing and poetry, music, dance and theatre. A school-linked-services research cluster could seek funds to establish, expand, run, provide student internships and evaluate school-linked-services in the Southern Tier and beyond.
Become more adaptive in allocating space in order to foster establishment of physical research clusters that can house core equipment and other specialized facilities needed to support faculty investigations.

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

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

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

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

**Ensure the best possible management of all University employees.**

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

**Make professional development a University-wide priority.**

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

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

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

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

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

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

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

**CONCLUSION**

Binghamton University enjoys a national reputation for excellence, but our past achievements will not assure our success as the world changes around us. Known for the talents and scholarly contributions of our faculty, the selectivity and achievements of our students, and the dedication and ingenuity of our staff. Binghamton University wants to become an even more vital and vibrant home to discovery, education and engagement. Aligning the choices we make throughout the University with our strategies will keep Binghamton moving toward its institutional aspirations. Guided by these aims we can leverage our current strengths, enhance educational opportunities, extend the boundaries of knowledge and understanding, engage the world more broadly, and energetically develop new, diversified sources of revenue, as we seek the best and strongest future possible for Binghamton University.
# Middle States Commission on Higher Education
## Institutional Profile 2005-06
### [0394] SUNY at Binghamton

### A. General Information

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</tr>
<tr>
<td></td>
<td>Binghamton, NY 13902-6000</td>
</tr>
<tr>
<td>Telephone</td>
<td>607 777 2000</td>
</tr>
<tr>
<td>Fax</td>
<td>607 777 4000</td>
</tr>
<tr>
<td>Website</td>
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<td>Next Self-Study Visit</td>
<td>2010-11</td>
</tr>
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<td>CHE Staff Liaison</td>
<td>Dr. John H. Erickson</td>
</tr>
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B. Key Contacts

<table>
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<tr>
<th>Key Contact</th>
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<tbody>
<tr>
<td>System/District Chief Exec Officer</td>
<td>Vice Admiral John R. Ryan USN Chancellor State University Plaza Albany, NY 12246</td>
<td>Mr. John R. Ryan Chancellor State University Plaza Albany, NY 12246</td>
</tr>
<tr>
<td></td>
<td>Phone: 718 409 7270 Fax: 718 409 7260 Email: <a href="mailto:jryan@sunymaritime.edu">jryan@sunymaritime.edu</a></td>
<td>Phone: 518 443 5366 Fax: 518 443 5360 Email: <a href="mailto:John.Ryan@suny.edu">John.Ryan@suny.edu</a></td>
</tr>
<tr>
<td>Chief Executive Officer</td>
<td>Dr. Lois B. DeFleur President PO Box 6000 Binghamton, NY 139026000</td>
<td>Dr. Lois B. DeFleur President PO Box 6000 Binghamton, NY 139026000</td>
</tr>
<tr>
<td></td>
<td>Phone: 607 777 2131 Fax: 607 777 2533 Email: <a href="mailto:lddefleur@binghamton.edu">lddefleur@binghamton.edu</a></td>
<td>Phone: 607 777 2131 Fax: 607 777 2533 Email: <a href="mailto:lddefleur@binghamton.edu">lddefleur@binghamton.edu</a></td>
</tr>
<tr>
<td>Chief Academic Officer</td>
<td>Dr. Mary Ann P. Swain Provost &amp; Vice President for Academic Affairs Office of the Provost P.O. Box 6000 Binghamton, NY 139026000</td>
<td>Dr. Mary Ann P. Swain Provost &amp; Vice President for Academic Affairs Office of the Provost P.O. Box 6000 Binghamton, NY 139026000</td>
</tr>
<tr>
<td></td>
<td>Phone: 607 777 2141 Fax: 607 777 4831 Email: <a href="mailto:mswain@binghamton.edu">mswain@binghamton.edu</a></td>
<td>Phone: 607 777 2141 Fax: 607 777 4831 Email: <a href="mailto:mswain@binghamton.edu">mswain@binghamton.edu</a></td>
</tr>
<tr>
<td>Accreditation Liaison Officer</td>
<td>Dr. Mary Ann P. Swain Provost &amp; Vice President for Academic Affairs Office of the Provost P.O. Box 6000 Binghamton, NY 139026000</td>
<td>Dr. Mary Ann P. Swain Provost &amp; Vice President for Academic Affairs Office of the Provost P.O. Box 6000 Binghamton, NY 139026000</td>
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<tr>
<td></td>
<td>Phone: 607 777 2141 Fax: 607 777 4831 Email: <a href="mailto:mswain@binghamton.edu">mswain@binghamton.edu</a></td>
<td>Phone: 607 777 2141 Fax: 607 777 4831 Email: <a href="mailto:mswain@binghamton.edu">mswain@binghamton.edu</a></td>
</tr>
<tr>
<td>Director of the Library</td>
<td>Mr. John Meador Director Of Libraries SUNY at Binghamton Binghamton, NY 139026000</td>
<td>Mr. John Meador Director Of Libraries SUNY at Binghamton Binghamton, NY 139026000</td>
</tr>
<tr>
<td></td>
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<td>Phone: none Fax: none Email: <a href="mailto:jmeador@binghamton.edu">jmeador@binghamton.edu</a></td>
</tr>
<tr>
<td>Dir. Outcomes Assessment</td>
<td>Dr. H. Stephen Straight Professor of Anthropology &amp; Linguistics; Vice Provost for Undergraduate Education &amp; International Affairs P.O. Box 6000 Binghamton, NY 139026000</td>
<td>Dr. H. Stephen Straight Professor of Anthropology &amp; Linguistics; Vice Provost for Undergraduate Education &amp; International Affairs P.O. Box 6000 Binghamton, NY 139026000</td>
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<tr>
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<td>Dir. Institutional Research Functions</td>
<td>none</td>
<td>Dr. Peter J. Partell Director of Institutional Research &amp; Planning Adm. 308 State University of New York at Binghamton, NY 139026000</td>
</tr>
<tr>
<td></td>
<td>Phone: 607 777 2365 Fax: 607 777 6453</td>
<td>Phone: 607 777 2365 Fax: 607 777 6453</td>
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</table>
Chair: Self-Study Steering Comm.

Dr. Mary Ann P. Swain
Provost & Vice President for Academic Affairs
Office of the Provost
P.O. Box 6000
Binghamton, NY 139026000

Phone: 607 777 2141
Fax: 607 777 4831
Email: mswain@binghamton.edu

Co-Chair: Self-Study Steering Comm.

none

Person completing IP Financials

Dr. Peter J. Partell
Director of Institutional Research
Adm. 308
State University of New York at Binghamton, NY 139026000

Phone: 607 777 2365
Fax: 607 777 6453
Email: partell@binghamton.edu

Person completing IP (Key User)

Dr. Peter J. Partell
Director of Institutional Research
Adm. 308
State University of New York at Binghamton, NY 139026000

Phone: 607 777 2365
Fax: 607 777 6453
Email: partell@binghamton.edu

Email: partell@binghamton.edu

Dr. Mary Ann P. Swain
Provost & Vice President for Academic Affairs
Office of the Provost
P.O. Box 6000
Binghamton, NY 139026000

Phone: 607 777 2141
Fax: 607 777 4831
Email: mswain@binghamton.edu

none
C. Graduation Data

Awards Granted

Report all degrees or other formal awards conferred by your institution between July 1, 2004, and June 30, 2005. If an individual received two degrees at different levels during the specified time period, report each degree in the appropriate category.

Include earned degrees and awards conferred by branches of your institution located within or outside the Middle States region, including foreign countries.

Exclude honorary degrees and awards.

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<td>Diploma/Certificate</td>
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Does your institution have undergraduate programs? yes yes

Completers

Provide the total number of students in the relevant cohort who received their awards no later than 2004-05 (which would be within 150 percent of the time expected for them to receive the degree/certificate for which they matriculated). Also provide the total number of students who transferred out of your institution before completing their programs.

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<th>2-year Institutions only</th>
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<tr>
<td>Number completed within 150% of time to degree</td>
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<tr>
<td>Total transfers out</td>
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<table>
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<tr>
<td>Number completed within 150% of time to degree</td>
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<td>1613</td>
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<tr>
<td>Total transfers out</td>
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### D. Enrollment

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<td>Total credit hours of all part-time students</td>
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<td>Part-Time Head Count</td>
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### Credit Enrollment

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<td>Number of Students matriculated, enrolled in degree programs (Undergraduate + Graduate)</td>
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<tr>
<td>Number of Students not matriculated, enrolled in credit-bearing courses</td>
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### Non-Credit Enrollment

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<td>Number of Students enrolled in non-credit, graduate level courses</td>
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<tr>
<td>Number of Students enrolled in non-credit, undergraduate level and other continuing education (excluding avocational) courses</td>
<td>16054</td>
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<tr>
<td>Number of Students in non-credit avocational continuing education courses</td>
<td>1630</td>
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E. Distance Learning

Distance learning is a formal educational process in which the instruction occurs when the learner and the instructor are not in the same place at the same time. In this process, information or distributed learning technology is the likely connector between the learner, the instructor, or the site of program origin.

Does your institution offer courses for distance learning (i.e., courses that may be completed entirely by distance learning)?

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<tr>
<td>Yes</td>
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Headcount

Provide the headcount of all students in the most recent prior year (full year 2004-05) who took distance learning courses for credit by your institution. Include courses available through consortia for which your institution offers credit. Explain in the Notes if prior year’s total is expected to be different (greater or less) in 2005-06.

<table>
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<tr>
<td>Headcount 356</td>
<td>471</td>
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Programs

Report the number of degree programs offered during the previous year (2004-05) for which students could meet 50% or more of their requirements for any of the programs by taking distance learning courses (as defined above), regardless of whether the same programs are also offered in a classroom setting. Exclude for-credit certificate programs.

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<td>Programs 3</td>
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F. Regional, National, and Specialized Accreditation

Please list the name of the regional, national, and specialized accrediting organizations that accredit your institution or its programs. It is not necessary to report the Middle States Commission on Higher Education, and it is excluded from this list.

Data on File
- Accrediting Board for Engineering and Technology, Inc.
- American Assembly of Collegiate Schools of Business
- American Psychological Association, Committee on Accreditation
- Commission on Collegiate Nursing Education
- Computer Science Accreditation Commission, Computing Sciences Accreditation Board
- National Association of Schools of Music, Commission on Accreditation
- New York State Board of Regents

Current IP Data
- Accrediting Board for Engineering and Technology (ABET)
- American Psychological Association (APA), Committee on Accreditation
- Commission on Collegiate Nursing Education (CCNE)
- Computer Science Accreditation Commission (CSAC), Computing Sciences Accreditation Board (CSAB)
- Council on Social Work Education (CSWE)
- National Association of Schools of Music (NASM), Commission on Accreditation

Other Accreditors

Please list any other accrediting organizations that accredit your institution or its programs. Please separate each accreditor by semi-colon (;).

American Assembly of Collegiate Schools of Business (AACSB); Teacher Education Accreditation Council (TEAC); New York State Board of Regents
### G. Instructional Personnel (as of Fall 2005)

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H. Related Educational Activities

H-1. Study Abroad

This section is only required if your institution’s Self-Study Visit is scheduled for 2006-07 or 2007-08, or if your institution’s Periodic Review Report (PRR) is due to be submitted in June 2007.

Note:
Your institution’s next Self-Study Visit is scheduled for 2010-11.
Your institution’s next Periodic Review Report (PRR) is due to be submitted in June 2006.
H-2. Branch Campuses (as of Fall 2005)

Data on File
No Branch Campuses.

Current IP Data
H-3. Additional Locations (as of Fall 2005)

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<tbody>
<tr>
<td>No Additional Locations.</td>
<td></td>
</tr>
</tbody>
</table>
## H-4. Other Instructional Sites (as of Fall 2005)

<table>
<thead>
<tr>
<th>Name</th>
<th>Data on File</th>
<th>Current IP Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Binghamton High School</td>
</tr>
<tr>
<td>City/State/Country</td>
<td></td>
<td>Binghamton, NY</td>
</tr>
<tr>
<td>Headcount (For Credit)</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Greek Peak</td>
</tr>
<tr>
<td>City/State/Country</td>
<td></td>
<td>Marathon, NY</td>
</tr>
<tr>
<td>Headcount (For Credit)</td>
<td></td>
<td>193</td>
</tr>
<tr>
<td></td>
<td>Johnson City Elementary/Middle School</td>
<td>Johnson City Elementary/Middle School</td>
</tr>
<tr>
<td>City/State/Country</td>
<td>Johnson City, NY</td>
<td>Johnson City, NY</td>
</tr>
<tr>
<td>Headcount (For Credit)</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Lockheed Martin</td>
<td>Lockheed Martin</td>
</tr>
<tr>
<td>City/State/Country</td>
<td>Owego, NY</td>
<td>Owego, NY</td>
</tr>
<tr>
<td>Headcount (For Credit)</td>
<td>29</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Small Bus Dev Center--Artco Bldg.</td>
<td>Small Bus Dev Center--Artco Bldg.</td>
</tr>
<tr>
<td>City/State/Country</td>
<td>Binghamton, NY</td>
<td>Binghamton, NY</td>
</tr>
<tr>
<td>Headcount (For Credit)</td>
<td>33</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>South Wind Stables</td>
<td>South Wind Stables</td>
</tr>
<tr>
<td>City/State/Country</td>
<td>Binghamton, NY</td>
<td>Binghamton, NY</td>
</tr>
<tr>
<td>Headcount (For Credit)</td>
<td>38</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>SUNY State College of Optometry</td>
<td></td>
</tr>
<tr>
<td>City/State/Country</td>
<td>New York, NY</td>
<td></td>
</tr>
<tr>
<td>Headcount (For Credit)</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tri-Cities Opera</td>
<td></td>
</tr>
<tr>
<td>City/State/Country</td>
<td>Binghamton, NY</td>
<td></td>
</tr>
<tr>
<td>Headcount (For Credit)</td>
<td>19</td>
<td>21</td>
</tr>
</tbody>
</table>
I. Financial Information

Report Educational and General (E&G) expenses from your institution's audited financial statement for the most recent fiscal year. Some of the data in this section may be the same data your institution reports to the Integrated Postsecondary Higher Education Data Systems (IPEDS).

Verify the beginning and ending date for your institution's fiscal year. The default dates are 7/1/2004 through 6/30/2005 (the most recent year for which you would have an audited financial report). If your institution uses different dates, please change the default dates accordingly.

Report financial data in whole dollars. Round cents to the nearest whole dollar. For example, enter 124, not 123.65. Do not enter data in thousands of dollars. For example, enter 1,250,000 not 1,250.

Report educational and general expenses by expense category (e.g., instruction, research, public service, etc.). The expense for each category is the sum of restricted and unrestricted expenses.

<table>
<thead>
<tr>
<th>Fiscal Year Begin</th>
<th>Data on File</th>
<th>Current IP Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiscal Year End</td>
<td>7/1/2003</td>
<td>7/1/2004</td>
</tr>
<tr>
<td></td>
<td>6/30/2004</td>
<td>6/30/2005</td>
</tr>
<tr>
<td>Does your institution pro-rate Operation &amp; Maintenance of Plant expense?</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Is depreciation expense reported as a separate line item?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data on File Expenses</th>
<th>Current IP Data Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Instruction</td>
<td>$75,533,121</td>
</tr>
<tr>
<td>2. Research</td>
<td>$17,126,235</td>
</tr>
<tr>
<td>3. Public Services</td>
<td>$4,455,154</td>
</tr>
<tr>
<td>4. Academic Services</td>
<td>$22,163,030</td>
</tr>
<tr>
<td>4a. Included Library Expense</td>
<td>$10,775,524</td>
</tr>
<tr>
<td>5. Student Services</td>
<td>$9,743,475</td>
</tr>
<tr>
<td>6. Institutional Support</td>
<td>$22,739,794</td>
</tr>
<tr>
<td>7. Scholarships and Fellowships</td>
<td>$6,104,288</td>
</tr>
<tr>
<td>8. Operation and Maintenance of Plant</td>
<td>$27,179,021</td>
</tr>
<tr>
<td>9. Depreciation Expense</td>
<td>$13,103,471</td>
</tr>
<tr>
<td>Total E&amp;G Expenses</td>
<td>$198,147,589</td>
</tr>
</tbody>
</table>

Total Net Assets $0 $73,619,635
Change in Total Net Assets $0 $36,479,473

Notes

Change in Total Net Assets - Large increase due to full financial implementation FASB 34/35 and related booking of all Buildings Debt Service/Debt.
J. Significant Developments

Please provide the Commission with early notice of any significant developments your institution is considering for academic years 2006-07 or 2007-08, limited to the topics listed below.

Include potential changes that:

- significantly alter the mission, goals, or objectives of the institution;
- alter the legal status, form of control, or ownership;
- establish instruction constituting at least 50% of a degree program in a significantly different format/method of delivery;
- establish instruction at a new degree or credential level;
- replace clock hours with credit hours;
- increase substantially the number of clock or credit hours awarded for successful completion of a program;
- establish instruction constituting at least 50% of a degree program at a new geographic location;
- relocate the primary campus or an existing branch campus (See definition in Section H, above);
- otherwise affect significantly the institution's ability to continue the support of existing and proposed programs.

In addition, please describe any other major developments taking place at the institution. The information provided should focus on important institutional issues (e.g., development of a new strategic plan, initiation of a capital campaign, establishment of a new academic unit such as a school or college, significant shifts in institutional enrollment or finances, etc.) Please DO NOT include matters related to the day-to-day operation of the institution.
MIDDLE STATE COMMISSION
GENDER / ETHNICITY BY TENURE STATUS
BU FALL 2005

Full Time Faculty
Tenured:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Asian / PI</th>
<th>Black</th>
<th>Hispanic</th>
<th>Amer. Ind.</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td>69</td>
<td>85</td>
</tr>
<tr>
<td>Male</td>
<td>28</td>
<td>5</td>
<td>7</td>
<td>182</td>
<td></td>
<td>222</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>9</td>
<td>13</td>
<td>1</td>
<td>251</td>
<td>307</td>
</tr>
</tbody>
</table>

Part Time Faculty
Tenured:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Asian / PI</th>
<th>Black</th>
<th>Hispanic</th>
<th>Amer. Ind.</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

Full Time Faculty
Non-Tenured:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Asian / PI</th>
<th>Black</th>
<th>Hispanic</th>
<th>Amer. Ind.</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>20</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>86</td>
<td>109</td>
</tr>
<tr>
<td>Male</td>
<td>31</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>84</td>
<td>121</td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>170</td>
<td>230</td>
</tr>
</tbody>
</table>

Part Time Faculty
Non-Tenured:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Asian / PI</th>
<th>Black</th>
<th>Hispanic</th>
<th>Amer. Ind.</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>13</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>88</td>
<td>106</td>
</tr>
<tr>
<td>Male</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>106</td>
<td>118</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>4</td>
<td>8</td>
<td>0</td>
<td>194</td>
<td>224</td>
</tr>
</tbody>
</table>

Teaching Assistants

<table>
<thead>
<tr>
<th>Gender</th>
<th>Asian / PI</th>
<th>Black</th>
<th>Hispanic</th>
<th>Amer. Ind.</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>44</td>
<td>12</td>
<td>7</td>
<td>1</td>
<td>134</td>
<td>198</td>
</tr>
<tr>
<td>Male</td>
<td>49</td>
<td>14</td>
<td>8</td>
<td>1</td>
<td>161</td>
<td>233</td>
</tr>
<tr>
<td>Total</td>
<td>93</td>
<td>26</td>
<td>15</td>
<td>2</td>
<td>295</td>
<td>431</td>
</tr>
</tbody>
</table>
### Enrollment 2005-06

**Institution:** SUNY AT BINGHAMTON (196079)  
**User ID:** P51960791

**Part A - Fall Enrollment by race/ethnicity and gender**  
Enrollment as of the institution's official fall reporting date or as of October 15, 2005

**CIPCODE: 99.0000 -- Summary**

<table>
<thead>
<tr>
<th>Students enrolled for credit</th>
<th>Degree/certificate-seeking</th>
<th>Non-degree/ non-certificate-seeking</th>
<th>Total, full-time undergraduate students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First-time degree/certificate-seeking</td>
<td>Other degree/certificate-seeking</td>
<td>Total</td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td><strong>Men</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>52</td>
<td>247</td>
<td>299</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>44</td>
<td>148</td>
<td>192</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>3</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>146</td>
<td>704</td>
<td>850</td>
</tr>
<tr>
<td>Hispanic</td>
<td>104</td>
<td>214</td>
<td>318</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>586</td>
<td>2,295</td>
<td>2,881</td>
</tr>
<tr>
<td>Race/ethnicity unknown</td>
<td>164</td>
<td>837</td>
<td>1,001</td>
</tr>
<tr>
<td><strong>Total men</strong></td>
<td>1,099</td>
<td>4,452</td>
<td>5,551</td>
</tr>
<tr>
<td>Total men prior year</td>
<td>1,176</td>
<td>5,494</td>
<td>5,626</td>
</tr>
<tr>
<td><strong>Women</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>40</td>
<td>222</td>
<td>262</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>87</td>
<td>247</td>
<td>334</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>1</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>132</td>
<td>620</td>
<td>752</td>
</tr>
<tr>
<td>Hispanic</td>
<td>98</td>
<td>252</td>
<td>350</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>491</td>
<td>2,015</td>
<td>2,506</td>
</tr>
<tr>
<td>Race/ethnicity unknown</td>
<td>131</td>
<td>788</td>
<td>919</td>
</tr>
<tr>
<td><strong>Total women</strong></td>
<td>980</td>
<td>4,152</td>
<td>5,132</td>
</tr>
<tr>
<td>Total women prior year</td>
<td>982</td>
<td>5,228</td>
<td>5,253</td>
</tr>
<tr>
<td><strong>Total men + women</strong></td>
<td>2,079</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2005

**CIPCODE: 99.0000 – Summary**

<table>
<thead>
<tr>
<th>Students enrolled for credit</th>
<th>Degree/certificate-seeking</th>
<th>Non-degree/ non-certificate-seeking</th>
<th>Total, part-time undergraduate students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First-time degree/certificate-seeking</td>
<td>Other degree/certificate-seeking</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
</tr>
<tr>
<td>Men</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>74</td>
<td>23</td>
<td>97</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>0</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>0</td>
<td>52</td>
<td>52</td>
</tr>
<tr>
<td>Race/ethnicity unknown</td>
<td>1</td>
<td>38</td>
<td>39</td>
</tr>
<tr>
<td>Total men</td>
<td>75</td>
<td>130</td>
<td>205</td>
</tr>
<tr>
<td>Total men prior year</td>
<td>0</td>
<td>78</td>
<td>84</td>
</tr>
<tr>
<td>Women</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>61</td>
<td>23</td>
<td>84</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>0</td>
<td>56</td>
<td>56</td>
</tr>
<tr>
<td>Race/ethnicity unknown</td>
<td>0</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>Total women</td>
<td>61</td>
<td>116</td>
<td>177</td>
</tr>
<tr>
<td>Total women prior year</td>
<td>2</td>
<td>98</td>
<td>84</td>
</tr>
</tbody>
</table>
### Part A - Fall Enrollment by race/ethnicity and gender

Enrollment as of the institution's official fall reporting date or as of October 15, 2005

**CIPCODE: 99.0000 – Summary**

<table>
<thead>
<tr>
<th>Students enrolled for credit</th>
<th>Graduate students</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total full-time</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total part-time</td>
<td>(2)</td>
<td></td>
</tr>
<tr>
<td><strong>Men</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>359</td>
<td>137</td>
<td></td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>31</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>29</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>19</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>320</td>
<td>293</td>
<td></td>
</tr>
<tr>
<td>Race/ethnicity unknown</td>
<td>83</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td><strong>Total men</strong></td>
<td>843</td>
<td>577</td>
<td></td>
</tr>
<tr>
<td><strong>Total men prior year</strong></td>
<td>780</td>
<td>645</td>
<td></td>
</tr>
<tr>
<td><strong>Women</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>211</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>34</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>24</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>32</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>393</td>
<td>443</td>
<td></td>
</tr>
<tr>
<td>Race/ethnicity unknown</td>
<td>81</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td><strong>Total women</strong></td>
<td>776</td>
<td>648</td>
<td></td>
</tr>
<tr>
<td><strong>Total women prior year</strong></td>
<td>723</td>
<td>678</td>
<td></td>
</tr>
</tbody>
</table>
### Part A - Fall Enrollment - Summary by race/ethnicity

**Fall enrollment totals**

<table>
<thead>
<tr>
<th>CIPCODE: 99.0000 – Summary Students enrolled for credit</th>
<th>Total full-time students</th>
<th>Total part-time students</th>
<th>Grand total, all students</th>
<th>Prior year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Men</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>658</td>
<td>234</td>
<td>892</td>
<td>752</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
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<tr>
<td>American Indian/Alaska Native</td>
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<td>1</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
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<td>42</td>
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<td>992</td>
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<tr>
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<tr>
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<td>348</td>
<td>3,555</td>
<td>3,608</td>
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<td>1,231</td>
<td>1,128</td>
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<tr>
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<td>805</td>
<td>7,232</td>
<td>7,062</td>
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<tr>
<td><strong>Women</strong></td>
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<td></td>
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</tr>
<tr>
<td>Nonresident alien</td>
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<td>153</td>
<td>626</td>
<td>468</td>
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<tr>
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<td>399</td>
<td>374</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>10</td>
<td>5</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
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<td>22</td>
<td>798</td>
<td>914</td>
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<td>407</td>
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<tr>
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<td>505</td>
<td>3,404</td>
<td>3,553</td>
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<td>123</td>
<td>1,141</td>
<td>1,070</td>
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<tr>
<td><strong>Total women</strong></td>
<td>5,926</td>
<td>860</td>
<td>6,786</td>
<td>6,798</td>
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<tr>
<td><strong>Grand Total</strong></td>
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<td>1,665</td>
<td>14,018</td>
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