

Academic Business Plan
for the
Master of Science (MS) in Genocide and Mass Atrocity Prevention (GMAP)
January 2019
(revised June 2019 following External Evaluations)

Overview

The Institute for Genocide and Mass Atrocity Prevention (I-GMAP) was established late in 2016 with support from an external donor and it includes a growing array of programs. The mission of the Institute is to work across disciplines, to construct bridges with areas of practice around the globe, and to enhance individual and institutional understanding, commitment, and capacity to prevent genocide and mass atrocity. I-GMAP advances its mission through a growing array of academic programs, professional development and dialogue, and a broad and interdisciplinary research agenda that brings scholarship to bear on issues identified by and presented in formats accessible to policy makers and prevention practitioners in the field. In 2017, the Institute began offering a university-wide undergraduate minor in GMAP, and in 2018 a graduate certificate in GMAP was approved. Now I-GMAP proposes to develop a new Master of Science in Genocide and Mass Atrocity Prevention (GMAP). This Academic Business Plan focuses on the MS in GMAP that would be offered in a traditional face-to-face classroom format. The Institute is also in the early planning stages for an online version of the MS in GMAP targeted to mid-career atrocity prevention practitioners and/or a partially online version that would be offered in collaboration with other SUNY campuses, but these are not included in this plan at this time. An updated or separate plan will be submitted later in conjunction with a formal degree proposal.

The MS in GMAP in will prepare graduates to analyze risk factors, formulate strategies, and implement policies and practices to reduce the occurrence, severity, and potential for reoccurrence of genocides and other mass atrocities around the world. With a focus on the application of an atrocity prevention lens, the program educates students to recognize opportunities to engage in upstream (before conflict), midstream (during conflict) and downstream (post-conflict) prevention measures. Through an interdisciplinary approach integrating classroom learning, applied research, engagement with practitioners, and an intensive field placement, the program prepares graduates to be prevention actors at the micro (individual), mezzo (organizational), and macro (societal) levels.

Context

The Institute for Genocide and Mass Atrocity Prevention is a university-wide entity; the Co-Directors are appointed by and report to the Provost. The proposed MS in GMAP will take advantage of structural, financial and human resources within the Institute, and will leverage the expertise of others via partnerships with individual faculty and academic units across campus and in the professional atrocity prevention community.

Positioning the proposed MS in GMAP within the Institute allows it to demonstrate how it transcends disciplinary and departmental boundaries, and also allows students the opportunity to take full advantage of the other programming provided by I-GMAP. The MS students will be fully engaged with the full range of Institute programs, most notably:

- The Institute's annual Frontiers of Prevention conference which models the process of dialogue between scholars and practitioners;
- the increasingly popular Practitioners-in-Residence program which brings 8-10 atrocity prevention practitioners each year from across the world to spend a week on the campus of Binghamton University; and
- the National Mechanism for Prevention global research project which is transitioning from the Auschwitz Institute for Peace and Reconciliation (AIPR) to I-GMAP beginning in 2019.

With respect to finances, the proposed MS in GMAP will be housed in a unit that has received generous initial support from an external donor and several other notable donations from alumni. These resources will pay for the international or domestic field placements required of students in the proposed MS degree program. The Institute's financial resources also provide the opportunity for students to interact regularly with atrocity prevention practitioners as part of the Institute's Practitioner-in-Residence program, the annual conference, and the National Mechanisms project discussed above.

The I-GMAP Co-Directors, the I-GMAP Postdoctoral Fellow, and the professional I-GMAP Assistant Director will all contribute their expertise and time to instructional efforts and administrative oversight of the proposed program. The Co-Directors have written agreements from faculty, chairs and/or deans in eight academic units (anthropology, comparative literature, geography, history, nursing, political science, public administration, and systems science) spanning four colleges (CCPA, Decker, Harpur, and Watson) which ensure that seats will be available to students in the MS in GMAP in courses with appropriate prevention-focused content.

The proposed MS in GMAP also takes advantage of the existing oversight and review process afforded by two groups. The I-GMAP External Advisory Board consists of the most prominent practitioners and leading scholars in the field. As it relates to the proposed MS in GMAP, this group reviewed and provided input on the learning objectives and the overall curriculum design and provided letters of support; many of them will also be sources of student field placements in their organizations. The I-GMAP Faculty Advisory Committee, consisting of faculty from across the university who are engaged with the Institute, provides the basis for subcommittees which ensure that curriculum decisions have undergone appropriate reviews, participate in decisions regarding admissions, and review waiver requests for students who seek to substitute prior coursework or experience for the advanced methods sequence.

Benefits

The program links to several if not all of the SUNY and Binghamton University Strategic Priorities, and will contribute to increasing graduate enrollments and revenue at Binghamton University.

The M.S. in Genocide and Mass Atrocity Prevention (GMAP) contributes significantly to several elements of the both the SUNY and the Binghamton University strategic plans.

SUNY's strategic plan, *The Power of SUNY*, is grounded in the three core values of the SUNY seal: learn, search and serve. The proposed MS in GMAP will be a professional public service degree that prepares people with the knowledge they need (learning) to identify and address the most pressing policy problems (searching), and to use their knowledge to analyze policy options and select effective solutions (serving).

SUNY's strategic plan, *The Power of SUNY*, begins with an opening statement from then-SUNY Chancellor Nancy Zimpher in which she refers to "building on the ideals of the land grant mandate—relevant research, outreach to communities, and access for everyone". The M.S. in Genocide and Mass Atrocity Prevention will bring relevant research to bear on one of the most critical issues of our time. These issues have great relevance to a large segment of the state population who have had their lives and those of their families disrupted by historical genocides. In providing fully funded externship placements for students (paid for by external donors), the program enhances access for a wider range of students who might otherwise struggle to gain such experiences as part of their education. The program will attract to Binghamton students from across the country and the world, many of whom will continue working in New York State (in New York City, in particular), and others who will carry their Binghamton education around the world. The SUNY plan also identifies six big ideas to guide the system and the proposed MS in GMAP is directly or indirectly supportive of all of them.

More recently, in her 2018 State of the University System Address, current SUNY Chancellor Kristina Johnson identified four themes of her vision for SUNY: 1) innovation and entrepreneurship; 2) individualized education; 3) sustainability; and 4) partnerships (<https://www.suny.edu/about/leadership/chancellor/speeches/sotus-2018/>). This program directly speaks to the third and fourth themes. Chancellor Johnson spoke of sustainability not simply in terms of climate change and saving the planet, but also of human civilization its culture. Genocides and other mass atrocities are direct threats to the cultures and very survival of groups of people. In speaking of partnerships, Chancellor Johnson referred to alliances with industry, government agencies, non-profit foundations, and international organizations, all of which are represented by and an integral part of this program.

The proposed MS in GMAP links directly to several of the goals expressed in Binghamton University's strategic plan, the *Road Map to Premier*. Specifically, the plan asserts a vision of engaging in "path-breaking graduate education, research, scholarship and creative activities that shape the world." Within this are goals of enriching the collaborative culture for research and scholarship, and increasing the transformational impact of the University's research. As an interdisciplinary degree program, the MS in

GMAP will address a complex worldwide problem and the applied scholarship generated by the program will contribute to these goals.

The Binghamton University strategic plan also prioritizes engagement in the form of enhancing "the University's economic, social and cultural impact through engagement from the local to the global level." We expect that many of the graduates of the program will stay in New York State. The New York City area is a center for organizations – from the governmental, civil society, and private sectors – that need skilled professionals dedicated to genocide prevention. We expect graduates to find work with the United Nations, its affiliate organizations, and the multitude of nonprofit and private organizations that support the work of the U.N. The degree will also have a positive social and cultural impact on the local/state community through the diverse students who will be attracted to the program, the range of practitioners who will visit campus and the community as part of the program, and the public forums we will offer as part of degree program activities. The global community will likely benefit from the greatest social and cultural impact in the form of improved prevention and ultimately reduced violence. The global benefits will be a function of students who work in the New York City area on issues that have global reach as well as by those who return to their home countries and/or accept positions in countries and regions with the greatest need.

Additionally, the proposed M.S. in GMAP advances international perspectives and an appreciation for diversity, core elements of Binghamton University's strategic goals. The specific aim of the Institute's curricular component is to expose students to international and global developments and the challenges of navigating in, and responding to, a range of known risks to vulnerable populations. We therefore intend the M.S. in Genocide and Mass Atrocity Prevention to serve broader University goals of fostering a more diverse and inclusive student body, and offering a more internationalized and pluralistic range of graduate courses.

Finally, Binghamton University's President Stenger recently articulated a vision of expanding graduate enrollments through the development of innovative new programs that anticipate or respond to emerging societal challenges and student demand. The MS in GMAP represents one such program.

Cost

I-GMAP is largely funded by external donor support, supplemented by support from the Provost's Office at Binghamton University. While the proposed MS in GMAP represents a new offering by the Institute, the vast majority of the Institute's expenses which will support this program are already provided and thus do not represent *new* expenses. That includes secretarial support, an operating budget for the Institute, summer salary for the co-directors, and a one-course buyout for each co-director per year. I-GMAP already has space on the ground floor of the Bartle Library (LNG-100 and LNG-89). The Institute will have additional expenses for the field placement stipends/scholarships, but these will be funded by donor support and will not accrue to Binghamton University. More detail on costs and revenues are provided in the section labeled **Financial Plan** below.

Operating Plan

Primary responsibility for development, operation and assessment of the MS in GMAP rests with the Co-Directors of the Institute. The table below identifies milestone tasks for the startup and operation of the proposed MS in GMAP, along with expected dates of completion and individuals responsible for each task.

Date	Tasks	Responsible Parties
Spring 2018	Draft curriculum overview for review by faculty committee	I-GMAP Co-Directors I-GMAP Faculty Committee
Summer 2018	Obtain input from External Advisory Committee on learning objectives and basic design	I-GMAP Co-Directors I-GMAP External Advisory Board
Fall 2018	Secure agreements from faculty, chairs and/or deans for course offerings and seats	I-GMAP Co-Directors
Fall 2018	Secure funding for initial field placements	I-GMAP Co-Directors BU Advancement
Fall 2018	Obtain letters of support	I-GMAP Co-Directors
Fall 2018	Submit degree proposal for internal review and recommend external reviewer candidates	I-GMAP Co-Directors
May 2019	External Reviewers visit campus	Graduate School
Fall 2019	Internal Reviews of the degree proposal	Graduate Council Faculty Senate
Before end of year 2019	Submit proposal to SUNY and NYS Department of Education	Graduate Dean
Upon approval	Advertise new program	I-GMAP Co-Directors I-GMAP Assistant Director
Upon approval	Recruit for and hire an adjunct to teach the Comparative Genocides and Micro-Dynamics of Mass Atrocities courses	I-GMAP Co-Directors in collaboration with the Dean of Harpur College
On-going	Review applications for admission	Subcommittee of the I-GMAP Faculty Committee chaired by one of the Co-Directors
On-going	Develop and oversee field placements	I-GMAP Assistant Director
On-going	Review requests for waivers of Advanced Methods requirement	Subcommittee of the I-GMAP Faculty Committee chaired by one of the Co-Directors
On-going	Solicit donations or grants in support of field placements	I-GMAP Co-Directors BU Advancement
On-going	Teach Foundations course	I-GMAP Co-Director
On-going	Teach electives for the program	I-GMAP Co-Directors, faculty in the curriculum development program, Postdoctoral Fellow
Year 2 and then on-going	Oversee capstone projects	I-GMAP Co-Directors
Year 2	Recruit for and hire a tenure track GMAP faculty member to begin in Year 3	I-GMAP Co-Directors with Provost-appointed committee
Year 3 and then on-going	Program assessment for Middle States	I-GMAP Co-Directors

Financial Plan

The proposed MS in GMAP is expected to produce a net gain for Binghamton University. Many of the expenses are already part of the operation of the Institute and thus are not attributable to the proposed new degree program. The only expenses listed in the Program Expenses Table below (taken from the SUNY proposal form) are those that represent *new* expenses. These include an additional course buyout for each of the co-directors, and a new faculty hire to regularly offer core and elective GMAP courses. For the first two years of the program, these courses will be taught by one or two adjuncts (one course per semester), with a plan to hire a senior level faculty (GMAP focus, open discipline) to start in the third year.

In calculating Program Revenue, we assume that in Years 1 and 2, all full-time students will be domestic students paying in-state tuition. Beginning in year 3, at least 5 students at any time will pay either out-of-state or international tuition. For all years, part-time students are assumed to be in-state. Calculations of program revenue across all years utilize the most current figures available (2018-19). To provide the most conservative estimates of revenue, we assume that part-time students will take only 3 credits.

In calculating Program Expenses, we determine the cost of an additional one-course buyout per year for each of the co-directors based on the current and projected salaries under the terms of the most recent UUP contract. The starting salary for a new senior faculty member in year 3 reflects an estimate given that we do not know in which academic department they will be based.

Figures included in the Table below were reviewed by Senior Vice Provost and CFO Michael McGoff in December 2018. While the narrative changed slightly following the External Evaluation process in May 2019, none of those changes had financial implications so the table remains as it was at the time of his review.

Enrollment and Revenue						
	Before Start	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
Enrollment Full Time	0	5 FT	10 FT	15 FT	20 FT	20 FT
Enrollment Part Time	0	3 PT	3 PT	4 PT	4 PT	5 PT
Revenue from Full Time (in-state)	0	\$54,530	\$108,700	\$108,700	\$163,050	\$163,050
Revenue from Full Time (out-of-state and international)		0	0	\$111,050	\$111,050	\$111,050
Revenue from Part Time	0	\$8,154	\$8,154	\$10,872	\$10,872	\$13,590
TOTAL REVENUE	0	\$62,504.00	\$116,854.00	\$230,622.00	\$284,972.00	\$287,690.00
Program Expenses						
OTPS						
Library	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Laboratories	0	0	0	0	0	0
Supplies	0	0	0	0	0	0
Capital Expenses	0	0	0	0	0	0
Other (Specify):	0	0	0	0	0	0
Personnel (Faculty/Staff)						
Co-Director course buyout (Rubaii)	0	\$11,500	\$11,700	\$11,965	\$12,204	\$12,448
Co-Director course buyout (Pensky)	0	\$13,600	\$13,872	\$14,149	\$14,431	\$14,720
Adjunct	0	\$15,000	\$15,000	0	0	0
New Senior Faculty	0	0	0	\$120,000	\$104,040	\$106,120
TOTAL EXPENSES	0	\$40,100.00	\$40,572.00	\$146,114.00	\$130,675.00	\$133,288.00
NET GAIN/LOSS	0	\$22,404.00	\$76,282.00	\$84,508.00	\$154,297.00	\$154,402.00

Design

The MS in GMAP will prepare graduates to be leaders and practitioners with the knowledge, skills and abilities (KSAs) they need to recognize and assess risk factors and to design and implement strategies to interrupt the processes that lead to genocide and other mass atrocity crimes, thereby contributing to prevention. The program will prepare students to adjust their prevention strategies for the stage of the atrocity as different approaches are appropriate for before, during, and after the occurrence of mass atrocities. The program has four overarching characteristics which shape the student learning objectives: 1) a focus on prevention; 2) an interdisciplinary approach; 3) a multi-level and multi-sectoral scope; and 4) a professional orientation.

The curriculum requires a minimum of 37 credit hours which include a combination of required courses, electives within categories of classes, individualized tailoring of the curriculum to meet student interests, a field placement, project work linked to the Institute for Genocide and Mass Atrocity Prevention, and a final capstone project. Program requirements fall into four broad areas:

- **CORE COURSES.** Students complete five common core courses (1. Essentials of Genocide and Mass Atrocity Prevention, 2. Micro-Dynamics of Mass Atrocities, 3. Comparative Genocides, 4. International NGOs, 5. Transitional Justice)
- **ELECTIVES.** Students must complete one elective from each of three categories (1. Politics and Policy for GMAP, 2. Tools and Techniques for GMAP, and 3. Special Topics in GMAP)
- **ADVANCED METHODS.** Students must either complete or demonstrate existing competencies in one of four types of methodologies for prevention (1. Quantitative analysis, 2. Qualitative analysis, 3. Language and culture, or 4. Computing Technologies)
- **APPLICATION AND ASSESSMENT.** Students complete three courses (1. National Mechanisms Project, 2. Field Placement, and 3. GMAP Capstone) to demonstrate their ability to apply program concepts and to provide a basis for individual and program level assessment.

There are four broad student learning outcomes of the program each of which include several specific sub-competencies of knowledge and skills (not presented here). Upon completion of the MS in GMAP, we expect graduates to be able to:

1. Apply an Atrocity Prevention Lens to analyze and interpret situations and to develop strategies for action focused on preventing occurrence, escalation or reoccurrence of mass violence.
2. Work effectively as part of a team to promote atrocity prevention, broadly defined.
3. Demonstrate the application of analytical and technological skills to promote atrocity prevention.
4. Effectively communicate with professional practitioner audiences regarding atrocity prevention.