

**FACULTY SENATE  
COMMITTEE ANNUAL REPORTS**

**2017-2018**

Standing Committees

Budget Review

Bylaws Review

Convocations

Diversity

EOP Advisory

Educational Policy and Priorities

Intercollegiate Athletics

Library

Professional Standards

University Undergraduate Curriculum

## **Faculty Senate Budget Review Committee Annual Report for 2017-2018**

The charge of the BRC was revised in 2016 to reflect the nature of budgetary planning at Binghamton University in an era in which annual spending plans are no longer submitted to SUNY for approval, as they had been several decades ago. The new charge is intended to restore the role of the BRC, and the Faculty Senate in general, in shaping and supporting spending plans at least one full year before implementation. Such plans, however, are not binding and usually experience some modification by the time the fiscal year for which they were made actually begins. Even then, on-going adjustments of some significance may take place. The timely involvement of the BRC in discussing spending is, therefore, itself an on-going process.

The BRC was unable, however, to fulfill this aspect of its charge as well in AY 2017-18 as it did the previous year. This has two explanations. First, the Road Map Planning Process has moved into a phase in which setting budget priorities and allocations no longer involves extensive analysis and scoring. The main spending priorities were determined in 2016-17 and are now being managed through a shared governance process that does not directly involve the BRC. Second, NYS' negotiations with the UUP continued until late in the academic year, and ratification by UUP members came even later. The main significance of this process for budgetary planning lay in NYS' refusal to fund the approved pay increases, thereby obligating each of the campuses in SUNY to cover these costs. This became an especially burdensome expense because UUP had gone without a contract for two years; therefore, the cost of funding the raises in 2018-19 is, in fact, the cost of funding three-years' worth of raises. This is approximately \$10 million for Binghamton University. This amount did not become clear until the summer of 2018, after the BRC ceased meeting for the AY. Therefore, it was through two meetings of the expanded Campus Governance Leaders' group, which included the Chair of the BRC, during the summer that Binghamton University's President and Provost explained their plan to cover the cost of raises for UUP members. This will be done by requiring the vice-presidents of each division to draw down their division's reserves. This solution was adopted because Binghamton University has been able to increase its reserves quite substantially following the SUNY budget cuts of 2010-2011. It also gives each vice-presidents a measure of flexibility in accomplishing their tasks while also funding raises.

A traditional charge of the BRC is also to track annual expenditures. This has been done on an all-funds basis using a reporting platform established in 2001-02. However, this platform was not used to report the expenditures of 2016-17. Instead, President Stenger adopted a new reporting structure, one which included both more data (notably on student enrollment and faculty head count) and less data (notably in details on spending by divisions and by source). (See the attached financial report.) The BRC evaluated the benefits and drawbacks of the new report. A sub-committee staffed by a half-dozen committee volunteers developed a request, approved by the BRC, for additional information on expenditures and recommended changes to be made when reporting (in late 2018 or early 2019) the expenditures of 2017-18. This led to an additional report produced in early 2018. (See the attached supplement financial report). These developments have revealed the need for a new reporting platform to be developed. This will be

done following a study in 2018-19 of other universities' annual financial reports as they appear in public (i.e., electronically available) statements and presentations. The purpose will be to create a basis for serial comparisons of changing spending patterns while also reflecting the context for that spending, such as the size of the university and its achievements as a research institution.

In order to assess past spending and participate effectively in planning future spending, the BRC met with a series of senior administrators. These included formal presentations by: Jim Broschart, Vice-President for Advancement, prior to his departure from Binghamton University in late 2017; Patrick Elliot, Director of Athletics; Brian Rose, Vice-President for Student Affairs; Michael McGoff, Senior Vice-Provost and Chief Financial Officer; John Cordi, Senior Associate Vice-President for Budget and Business Affairs; Joanne Navarro, Vice-President of Operations, and Larry Roma, Associate Vice-President for Facilities Management; and Don Loewen, Vice-Provost for Undergraduate Education and Enrollment. The President, Harvey Stenger, also met with the BRC to discuss expenditure reports. The BRC found these presentations exceptionally valuable, and are grateful for the preparation and cooperation that they involved. There is no room here to describe in significant detail these presentations or the discussions that they provoked. It should be noted, however, that the Faculty Senate's engagement with the senior administration on budgetary matters remains robust at a variety of levels, not only at the bird's eye perspective of annual expenditure reports.

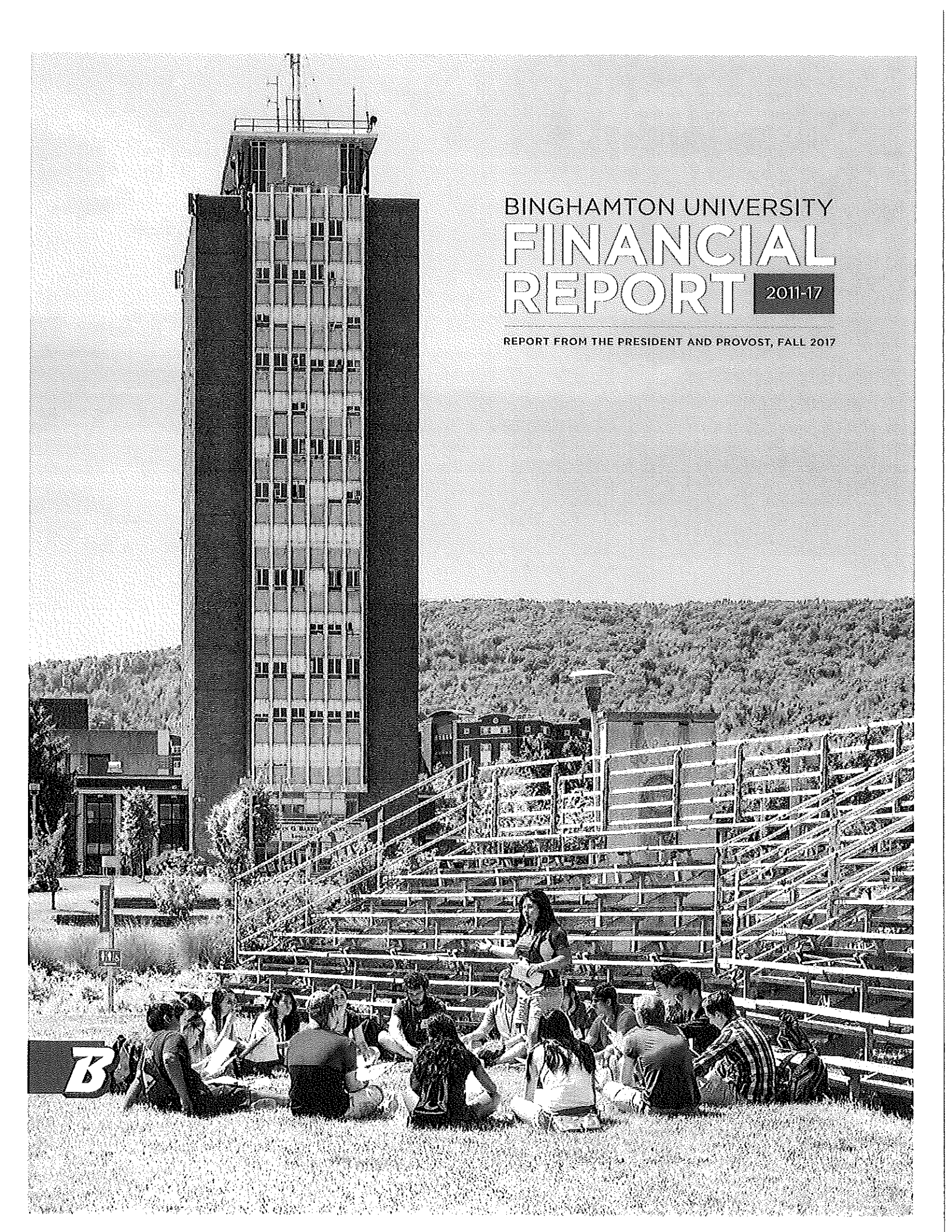
A few highlights from these in-depth discussions merit mention. 1) the Division of Advancement continues to grow both in staffing and in achievements. Nonetheless, the departure of its vice-president, as well as a senior gifts officer, during the early "silent phase" of the new capital campaign is cause for concern, especially after a national search for a new VP proved unsatisfactory and has had to be extended for another year. 2) NYS' appropriation of tax dollars to SUNY is flat, but that means as a proportion of BU's budget, it has fallen to 8 %, making tuition an ever larger portion. However, revenue from student enrollment has become increasingly difficult to predict due to the changing mix of in-state and out-of-state students, especially at the undergraduate level. The net revenue generated by out-of-state students is more than 2.5 as much per head as an in-state student; therefore, declining out-of-state student enrollment (both US and non-US students), which is partly driven by NYS-imposed 10% per annum increases in tuition over 5 years and partly by US Federal Government restrictions on immigration and access to US higher education, has increased the challenge of funding the university through tuition. Moreover, graduate student enrollment has increased, but much more modestly than expected, and below projections. Gains in some colleges have been off-set by losses in others with a net tuition revenue of \$1.1 million less than projected. 3) After years of very restrictive funding for building and critical maintenance of the infrastructure of SUNY campuses, NYS approved \$550 million of future spending. Binghamton University's requests for a share of this money is the third highest total of all campuses in SUNY. These requests come at a time when the Pharmacy School has been completed, the new Decker School building is about to be renovated, and several adjacent parcels of land in Johnson City have been added to Binghamton University's property portfolio. 4) The impact of the Excelsior tuition program for in-state students is still being assessed; in the meantime, SUNY is delaying its payments to cover the reduction in tuition

revenue, currently more than \$4 million. 5) In 2017-18, Binghamton University received another record number of undergraduate applications, which has led to a further reduction in the percentage of students admitted. Recruitment efforts by the Admissions Office are increasingly focused on students who are out-of-state and/or are underrepresented minorities. The approach taken to targeted recruiting was the subject of some uncertainty and even controversy in the BRC.

Respectively submitted,

Howard G. Brown, Chair of the Budget Review Committee.

Members:     Howard Brown, chair  
                  Jonathan Krasno  
                  H. Richard Naslund  
                  Barry Jones  
                  Olga Shvetsova  
                  Patrick Madden  
                  Marla Mallette  
                  Steven Schwartz  
                  Pamela Stewart Fahs (Fall '17)  
                  Carolyn Pierce (Spr '18)  
                  Nathan Tumey  
                  Caryl Ward  
                  Rebecca Ho  
                  Kevin Darrell  
                  Christine Sylvester  
                  Donald Nieman  
                  Michael McGoff  
                  Jonathan Karp  
                  John Starks



BINGHAMTON UNIVERSITY  
**FINANCIAL  
REPORT** 2011-17

REPORT FROM THE PRESIDENT AND PROVOST, FALL 2017

BINGHAMTON UNIVERSITY  
**FINANCIAL  
REPORT** 2011-17

REPORT FROM THE PRESIDENT AND PROVOST, FALL 2017

DRAFT

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### **To Binghamton University Colleagues:**

The following document describes the various sources of revenue received by Binghamton University and how these funds have been spent over the past six years. It is our intention to use this format to produce an annual financial statement that will be submitted to the Faculty Senate and Professional Staff Senate, and posted publicly on our website at [binghamton.edu/financeandbudgeting](http://binghamton.edu/financeandbudgeting).



In past years this information was provided in a document titled Disbursement Report, from which much of the data for this document was derived. The main differences between this document and past Disbursement Reports is the presentation of multi-year data, a preface that describes the various sources of revenue received by the University, and a parallel reporting of enrollment by school and college.



The second part of this document describes the process used at Binghamton to allocate funds to divisions, schools and colleges.

We hope this information is presented in a way that allows any of our stakeholders to understand how our financial status has evolved over the past several years.

If you have questions or comments on this report and the information contained within, please contact us.

Thank you for opening and reviewing this important document describing the financial health of our University.

Sincerely,

Harvey Stenger  
President

Don Nieman  
Provost and Executive Vice President for Academic Affairs

DR

# 1. INCOME, EXPENSES, AND ENROLLMENT

## INCOME

There are six types of income received by the University: State Purpose, State University Tuition Reimbursement Account, Income Fund Reimbursement, Dormitory Income Fund Reimbursement, Research Foundation Income and Binghamton University Foundation Income.

### 1. State Purpose Income:

State Purpose income comes from three sources: tuition payments by students; legislative appropriations; and legislative appropriations to SUNY that are then disbursed to campuses (called University Wide funds). More than 90 percent of State Purpose dollars pay faculty and staff salaries.

Legislative appropriations are approved annually by the governor and state legislature and, as was required by the NYSUNY 2020 legislation of 2011, have been approximately constant for the last five years. However, the legislation has expired and the promise of no reduction is a year-to-year decision. Tuition payments are the largest source of State Purpose income. This income is technically state revenue. Typically, it is returned to SUNY and allocated to the University. However, the state is not required to return tuition to the University, and in the past it has kept a portion to help resolve state budget shortfalls. A significant benefit of this model is that tuition revenue is returned to the University as State Purpose income and carries with it fringe benefits. As a result, it can be used to pay faculty and staff without incurring additional charges for fringe benefits, which are approximately 58.7 percent of an employee's salary. This represents a significant investment by the state in SUNY campuses that may go unrecognized when viewing the University's budget.

Most University Wide funds also come with fringe benefits and are used for specific programs such as Academic Equipment Replacement (AER), Child Care Centers, Empire Innovation Program (EIP), Empire State Scholarships, Educational Opportunity Program (EOP), Faculty Diversity Program, Graduate Diversity Fellowships, High Needs Program, Library Conservation & Preservation, Small Business Development Center (SBDC), Student Loans, Student Support Services and State University Scholarships (SUSTA). This is approximately 5 percent of the State Purpose income provided by the legislature.

Each May, the University submits an estimate of the tuition that our students will pay over the course of the upcoming academic year. This includes estimates of tuition from all sources, including direct payments by students and their parents; collection of financial aid from state, federal and private sources; and tuition paid by internal University sources for graduate, teaching and research assistants. Our estimates must also take into account the mix of students we plan to enroll -- in-state, out-of-state, graduate and undergraduate. An accurate estimate is important because it helps us predict the State Purpose tuition funds we will have available during the upcoming academic year. If we overestimate tuition revenue, we must return funds to the state; if we underestimate, we forego revenue that can be used to support our academic mission. These State Purpose funds must be spent within the fiscal year (July 1 to June 30) they are received.

### 2. State University Tuition Reimbursement Account (SUTRA):

SUTRA income is derived from tuition revenue collected from summer session, contract courses, overseas academic programs and over-target tuition revenue from the academic year. While a portion of this income remains with SUNY, the remainder is returned to the campus as fringe-bearing funds.

### 3. Income Fund Reimbursement (IFR):

IFR income is received from various sources, the largest of which is student fees. The definition of each student fee is provided here: [binghamton.edu/student-accounts/mandatory-fees-2016-17.pdf](http://binghamton.edu/student-accounts/mandatory-fees-2016-17.pdf).

The amount of each of these fees for 2016-17 is found in this document: [binghamton.edu/student-accounts/Tuition%20and%20Fee%20Rates%202016-2017.pdf](http://binghamton.edu/student-accounts/Tuition%20and%20Fee%20Rates%202016-2017.pdf).

The process for establishing and setting student fees is governed by policies set by the SUNY Board of Trustees and is shown here: [binghamton.edu/operations/policies/business-affairs/policies-student-fees.html](http://binghamton.edu/operations/policies/business-affairs/policies-student-fees.html).

Other sources of IFR income include payments by outside contractors and customers such as our food service contractor and our bookstore contractor, ticket sales for athletic events



and performances, and other smaller income sources such as vending machines and parking fees. These income sources are treated differently from academic year tuition and our legislative appropriation in that they do not carry employee fringe benefits. Therefore, if an employee is paid using IFR income, the actual cost of the employee is approximately 1.587 times the salary of the employee.

#### **4. Dormitory Income Fund Reimbursement (DIFR):**

This income is predominantly room rent paid by students living on campus. This income goes to pay residence hall staff, reimburse the campus for utilities and services such as cleaning and repairs, and to pay the cost of debt borrowed to construct residence halls. Debt service is the majority of the costs allocated to the DIFR income.

#### **5. Research Foundation Income (RF):**

The majority of RF income is received through grants and contracts awarded to faculty and staff and is used to conduct research projects that incur direct and indirect costs to the campus. These grants and contracts are technically between an external agency (NIH, NSF, DOE, etc.) and the SUNY Research Foundation (SUNY RF), not the University. SUNY RF was created to allow SUNY campuses to conduct funded research projects without following the cumbersome policies and procedures that sometimes govern state expenditures. RF income is also received through royalty payments made to SUNY RF for the right to license intellectual property (patents). Patents held by faculty members are technically owned by the Research Foundation but are assigned to Binghamton University.

Research grant and contract income is divided into direct costs and indirect costs. The direct costs are those billed directly to the grant or contract such as salary, employee fringe benefits, tuition, equipment, supplies, travel, etc. To defray the indirect costs of research, grants and contracts are charged an indirect cost assessment that is used to pay for research infrastructure that would be difficult to allocate precisely to each project cost item. These include the cost of space, utilities, administration and libraries.

#### **6. Binghamton University Foundation Income (BUF):**

Gifts to the University from alumni, foundations and friends are technically given to the Binghamton University Foundation, a separate not-for-profit 501(c)(3) corporation that was established by Binghamton University to allow it to receive gifts on behalf of Binghamton University, and to manage and expend funds in a manner consistent with the intentions of donors and the University's mission. Like SUNY RF, the Binghamton University Foundation has greater flexibility in investing and expending funds than does the University. As a 501 (c)(3), gifts to the Foundation are tax deductible.

The Foundation allows the University to use the gifts it receives to strengthen programs and support students and faculty. Gifts to the University come as either restricted or unrestricted funds. Examples of restricted income include gifts that donors specify to fund a student scholarship, an endowed faculty position or an academic program. The Foundation Board of Directors has the responsibility to assure that these restricted gifts are for appropriate purposes, and that they are allocated following the specifications of the donor. Unrestricted income, which is a small portion of gifts received, is allocated by the Foundation Board of Directors.



## EXPENSES

For the most part, the University spends the income received in each of the six categories listed above during the year the income is received. State Purpose funds (legislative appropriation, tuition and University Wide funds) must be spent within the year they are received and must follow state expenditure rules and procedures. IFR and DIFR income are also state funds and therefore must follow state expenditure rules and procedures; however, they do not have to be completely spent in the year they are received. RF funds are slightly more flexible than state funds; however, they must follow the rules and procedures of the funding agency, which can be the federal government, state government, private foundations or corporations. BUF funds are more flexible than RF funds; however, they must follow the restrictions of donors, IRS guidelines and Foundation policies.

IFR, DIFR, RF and BUF funds do not have to be spent in the year they are received and can be carried forward from one year to the next. However, IFR and DIFR balances are observable by SUNY and the state Budget Office and can be considered reserves that should be spent first, before asking for more state allocations. The current fund balances of IFR and DIFR accounts is approximately \$60 million; or about 20 percent of our annual All-Funds Budget.

### University Expenditures

Reporting of expenses is provided annually in the University's publicly issued Disbursement Report. Other than State Purpose funds which must be spent in the year they are received as income, expenses do not necessarily equal income, due to the ability to carry balances in IFR, DIFR, RF and BUF accounts; however, they are closely related, since divisions and units typically carry forward balances — on the order of 10 to 20 percent of one year's expenditures.

University expenditures for the past six years, as well as a forecast for 2017-18, are shown in Table 1A and Figure 1. Between 2011-12 and 2016-17, total expenses for Binghamton University, have grown by \$84 million (28.6 percent). The revenue for these expenditures came from growth in tuition (\$45.3 million), IFR (\$21.9 million) and DIFR (\$4.0 million). Figure 1 and Table 1B show the change in enrollment during this period, when our average annual full-time equivalent enrollment (AAFTE) increased by 2,259 (16.9 percent).

The first level of expense assignments is to University divisions. As of the 2014-15 academic year, the University is comprised of eight divisions: academic affairs; advancement; student affairs; research; operations; athletics; the Binghamton University Foundation; and the Division of Diversity, Equity and Inclusion.

### REORGANIZATIONS IMPACTING EXPENDITURE

**REPORTING:** Between 2010-11 and 2015-16, five separate reorganizations have moved units between divisions and created new divisions.

1. In 2012-13, Communications and Marketing was moved from the Division of External Affairs to the Division of Academic Affairs, and the Division of External Affairs was renamed the Division of Advancement. Simultaneously, the Foundation was separated from external affairs and was made a division.
2. In 2012-13, Parking Services and Auxiliary Services, which includes our dining services contract, were moved to the Division of Student Affairs from the Division of Administration.
3. In 2012-13, the Office of Diversity, Equity and Inclusion was created and in 2014-15, it was renamed the Division of Diversity, Equity and Inclusion.
4. In 2013-14, Student Accounts, Purchasing, Accounting, Business Services, Educational Communications, and International Student and Scholars Services were moved to the Division of Academic Affairs. The resulting Division of Administration was renamed the Division of Operations.
5. In 2014-15, the Athletics Department was moved from the Division of Administration and was established as a division.

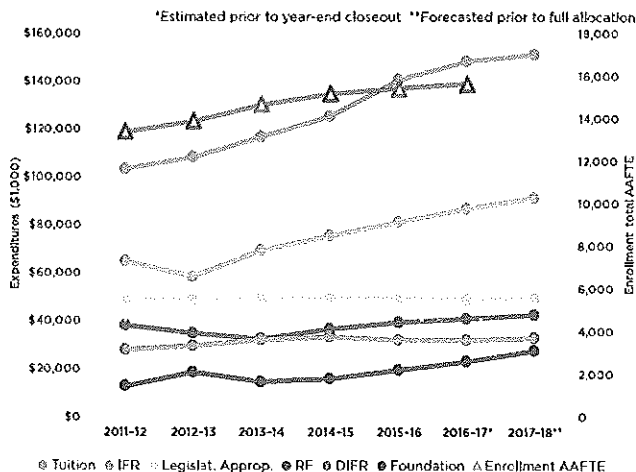
The impact of these reorganizations on expenditures by division can be seen in the tables and charts in this report.

TABLE 1A: Binghamton University expenditures by fund type		in thousands of dollars					
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18*
<b>State Purpose</b>							
Legislative Appropriation	\$48,011	\$48,333	\$48,333	\$48,800	\$48,630	\$48,333	\$48,799
Tuition	\$103,069	\$107,825	\$116,658	\$124,889	\$140,575	\$148,327	\$151,040
<b>Total</b>	<b>\$151,080</b>	<b>\$156,158</b>	<b>\$164,991</b>	<b>\$173,689</b>	<b>\$189,205</b>	<b>\$196,660</b>	<b>\$199,839</b>
<b>Income Fund Reimbursement</b>							
Dormitory Income Fund Reimbursement	\$27,746	\$29,093	\$31,594	\$32,778	\$31,779	\$31,728	\$32,680
<b>Research Foundation</b>							
Direct Costs	\$32,251	\$27,901	\$25,625	\$29,471	\$30,107	\$32,617	\$34,285
Indirect Costs	\$5,725	\$6,570	\$6,317	\$6,695	\$8,935	\$7,830	\$8,060
<b>Total</b>	<b>\$37,976</b>	<b>\$34,471</b>	<b>\$31,942</b>	<b>\$36,166</b>	<b>\$39,042</b>	<b>\$40,447</b>	<b>\$42,345</b>
<b>Binghamton University Foundation</b>							
Unrestricted	\$4,340	\$6,222	\$3,071	\$3,364	\$4,535	\$4,294	\$4,630
Restricted	\$8,238	\$11,978	\$11,038	\$12,026	\$14,581	\$18,318	\$22,600
<b>Total</b>	<b>\$12,578</b>	<b>\$18,200</b>	<b>\$14,109</b>	<b>\$15,390</b>	<b>\$19,115</b>	<b>\$22,612</b>	<b>\$27,230</b>
<b>Grand Total</b>	<b>\$293,828</b>	<b>\$296,158</b>	<b>\$311,508</b>	<b>\$333,345</b>	<b>\$359,877</b>	<b>\$377,861</b>	<b>\$392,849</b>

\*Estimated prior to year-end closeout \*\*Forecasted prior to full allocation

TABLE 1B: Binghamton University enrollment		2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Total Undergraduate AAFTE</b>							
	11,418	11,836	12,474	12,833	12,984	13,108	
Undergraduate AAFTE, In-state	9,154	9,423	10,069	10,560	10,945	11,238	
Undergraduate AAFTE, Out-of-state	2,264	2,413	2,405	2,273	2,039	1,870	
<b>Total Graduate AAFTE</b>							
	1,933	2,019	2,150	2,298	2,400	2,502	
Graduate AAFTE, In-state	1,214	1,247	1,203	1,179	1,173	1,247	
Graduate AAFTE, Out-of-state	719	772	947	1,119	1,227	1,255	
<b>Total AAFTE</b>	<b>13,351</b>	<b>13,855</b>	<b>14,624</b>	<b>15,131</b>	<b>15,384</b>	<b>15,610</b>	
<b>Total Headcount</b>	<b>14,746</b>	<b>15,308</b>	<b>16,077</b>	<b>16,695</b>	<b>16,913</b>	<b>17,292</b>	

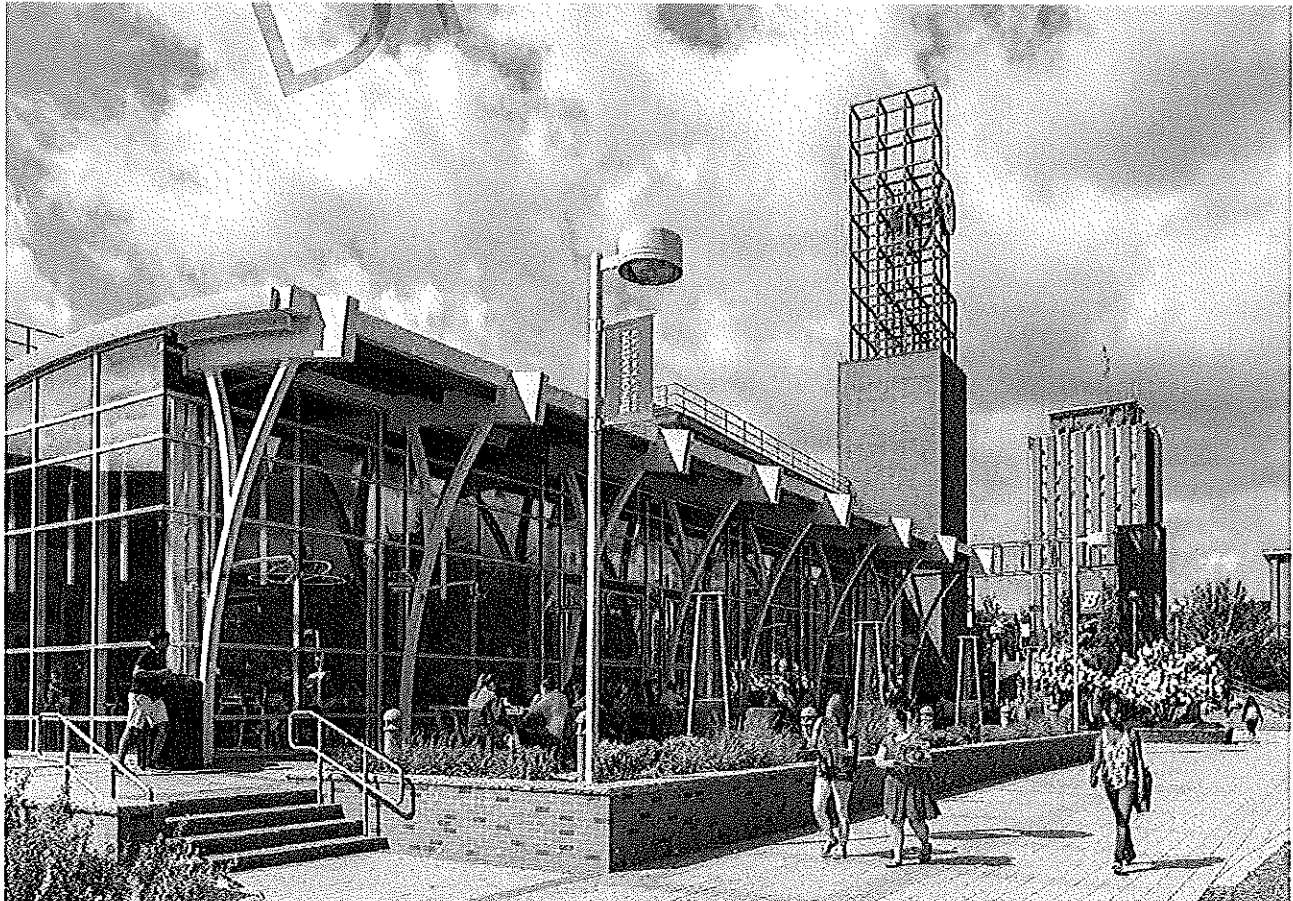
**FIGURE 1: Expenditures/Enrollment by fund type**  
expenditures in thousands of dollars/enrollment total AAFTE



**STATE PURPOSE EXPENDITURES BY DIVISION:** Table 2 and Figure 2 show University expenditures of State Purpose funds for each division for five years (2011–12 to 2015–16), an estimate for 2016–17, and a forecast for 2017–18. These show that University State Purpose expenditures have grown by \$45.5 million (30.1 percent) between 2011–12 and 2016–17, and that the majority of the increase has occurred in the Division of Academic Affairs (\$39.7 million). Some increases in academic affairs are due to the reassignment of functions from external affairs/advancement in 2013–14 (\$1.7 million) and from administration/operations in 2014–15 (\$3.7 million) to academic affairs. These reorganizations represent a total financial impact of \$5.4 million or 4 percent of the expenditures of the Division of Academic Affairs.

In 2011–12, the Division of Academic Affairs spent 71.7 percent of the University's State Purpose income, and in 2016–17 it spent 75.3 percent of the University's State Purpose income. The percentage change between 2011–12 and 2016–17 results mainly from the reorganizations described above.

**INCOME FUND REIMBURSEMENT EXPENDITURES:** Table 3 and Figure 3 show University expenditures of IFR income for each division for the past five years, an estimate for 2016–17, and a forecast for 2017–18. IFR expenditures, shown in Table 1, have grown by \$21.9 million (34.1 percent) between 2011–12 and 2016–17, as a result of increasing student fee income from increased enrollment and annual increases in fee rates. The large shift of IFR expenditures from the divisions of Administration to Student Affairs in 2013–14, shown in Table 3 and Figure 3, is a result of moving the management of the University's dining services contract from the Division of Administration to the Division of Student Affairs.



**TABLE 2: State Purpose expenditures** In thousands of dollars

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17*	2017-18**
Academic Affairs	\$108,329	\$112,384	\$120,883	\$128,707	\$141,003	\$148,104	\$150,498
Administration/Operations <sup>1</sup>	\$31,482	\$31,994	\$33,507	\$29,838	\$31,413	\$31,450	\$31,537
Research	\$2,477	\$2,507	\$2,304	\$2,425	\$2,716	\$2,740	\$2,748
Student Affairs	\$4,379	\$4,787	\$5,226	\$5,181	\$5,568	\$5,634	\$5,649
External Affairs/Advancement <sup>2</sup>	\$3,494	\$3,428	\$1,728	\$1,479	\$1,768	\$1,912	\$1,918
President	\$919	\$1,058	\$1,343	\$1,628	\$1,880	\$1,918	\$1,923
Athletics <sup>3</sup>				\$3,529	\$3,893	\$3,812	\$3,822
BU Foundation <sup>3</sup>				\$410	\$414	\$371	\$372
DDEI <sup>4</sup>				\$492	\$551	\$719	\$721
<b>Total</b>	<b>\$151,080</b>	<b>\$156,158</b>	<b>\$164,991</b>	<b>\$173,689</b>	<b>\$189,206</b>	<b>\$196,660</b>	<b>\$199,188</b>
Academic Affairs (%)	71.7%	72.0%	73.3%	74.1%	74.5%	75.3%	75.6%

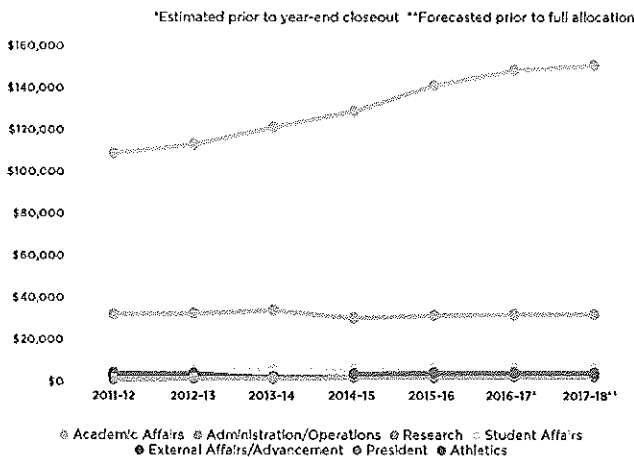
1. Administration Division renamed Operations in 2013-14  
 2. External Affairs renamed Advancement in 2012-13  
 3. Athletics and Foundation separated from Administration in 2014-15  
 4. DDEI created from Administration and Road Map  
\*Estimated prior to year-end closeout \*\*Forecasted prior to full allocation

**TABLE 3: Income Fund Reimbursement expenditures** In thousands of dollars

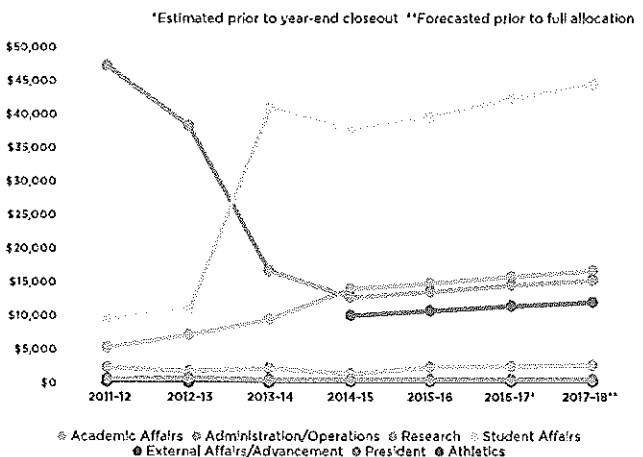
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17*	2017-18**
Academic Affairs	\$5,177	\$7,040	\$9,292	\$13,910	\$14,697	\$15,730	\$16,521
Administration/Operations <sup>1</sup>	\$47,129	\$38,138	\$16,521	\$12,556	\$13,460	\$14,406	\$15,130
Research	\$2,257	\$1,666	\$2,053	\$1,159	\$2,204	\$2,359	\$2,477
Student Affairs	\$9,373	\$10,687	\$40,700	\$37,502	\$39,448	\$42,223	\$44,344
External Affairs/Advancement <sup>2</sup>	\$27	\$0	\$0	\$34	\$36	\$39	\$41
President	\$485	\$705	\$306	\$314	\$337	\$360	\$378
Athletics <sup>3</sup>				\$9,847	\$10,555	\$11,297	\$11,865
<b>Total</b>	<b>\$64,448</b>	<b>\$58,236</b>	<b>\$68,872</b>	<b>\$75,322</b>	<b>\$80,736</b>	<b>\$86,414</b>	<b>\$90,755</b>

1. Administration Division renamed Operations in 2013-14  
 2. External Affairs renamed Advancement in 2012-13  
 3. Athletics separated from Administration in 2014-15  
\*Estimated prior to year-end closeout \*\*Forecasted prior to full allocation

**FIGURE 2: State Purpose expenditures** In thousands of dollars



**FIGURE 3: IFR expenditures** In thousands of dollars



**Expenses: Academic Affairs Breakdown**

The scale and complexity of the Division of Academic Affairs, which in 2016-17 accounted for 75.3 percent of the University's State Purpose expenditures (\$148.1 million), warrants that it be analyzed with respect to the distribution of expenses by schools/colleges/units of the division. These units include: General Administration (admissions, financial aid, international affairs, vice provost of administration, communications and marketing, business office, planning and budgeting), Graduate School, Libraries, Harpur College of Arts and Sciences, Thomas J. Watson School of Engineering and Applied Science, School of Management, Decker School of Nursing, Graduate School of Education, College of Community and Public Affairs and the School of Pharmacy and Pharmaceutical Sciences.

**GENERAL ADMINISTRATION:** Table 4 and Figure 4 show the changes in State Purpose funds used to support the General Administration activities of the Academic Affairs Division from 2011-12 to 2016-17. This data is shown together with the

total AAFTE (average annual full-time equivalent) enrollment taken from Table 1B, to gain an appreciation for the efficiencies achieved during our recent period of growth.

A low growth rate in General Administration expenses compared to enrollment growth is consistent with efficient growth, and is illustrated in Figure 4 when comparing the blue (enrollment) and green (expenditures) lines. Also shown in Figure 4, by the dark green line, is the effect of subtracting the expenditure impact of the two reorganizations that occurred in academic affairs in 2013-14 and 2014-15. This shows that the General Administration expenditures of the Division of Academic Affairs (dark green line) grew significantly slower than enrollment.

**LIBRARIES:** The data in Table 5 and Figure 5 show expenditure data and graphs of the Libraries for the past six years. These expenditures show that the Libraries' budget lagged enrollment growth until 2014-15, when it was a focus of both Road Map and Provost Office increases.

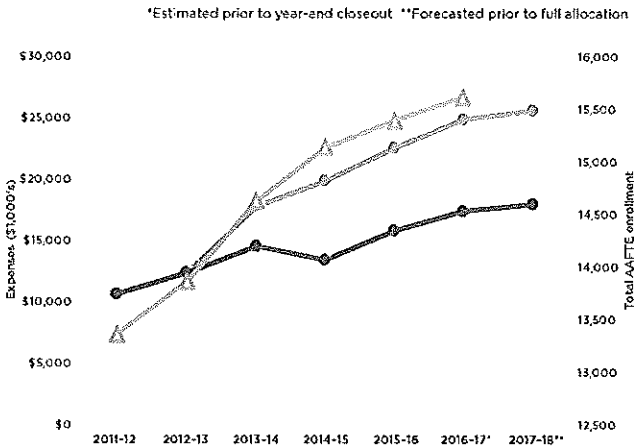
**TABLE 4: Academic Affairs: General Administration State Purpose expenses versus enrollment (AAFTE)**

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17*	2017-18**
State Purpose Expenses (\$K)	\$10,590	\$12,364	\$17,764	\$19,852	\$22,488	\$24,832	\$25,577
State Purpose Expenses (\$K) w/o Reorg.	\$10,590	\$12,364	\$14,504	\$13,362	\$15,741	\$17,382	\$17,904
Total AAFTE Enrollment	13,351	13,855	14,624	15,131	15,384	15,610	

Starting in 2013-14, Communications and Marketing is included in State Purpose expenses

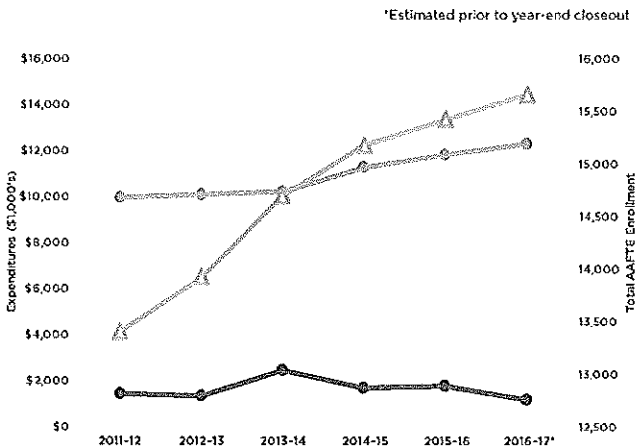
\*Estimated prior to year-end closeout \*\*Forecasted prior to full allocation

**FIGURE 4: Academic Affairs: General Administration State Purpose expenditures and enrollment**



● Gen. Admin. / Academic Affairs ● Gen. Admin. / Academic Affairs without reorg. ▲ Enrollment

**FIGURE 5: Academic Affairs: Libraries and Graduate School State Purpose expenditures and enrollment**



● Libraries ● Graduate School ▲ Enrollment

**TABLE 5: State Purpose Expenditures for Academic Affairs units: Values for figures 6 to 11** In thousands of dollars

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17*
<b>COLLEGE OF COMMUNITY AND PUBLIC AFFAIRS</b>						
Faculty	\$2,317	\$2,398	\$2,592	\$2,892	\$3,339	\$3,667
Staff	1,026	1,049	1,139	1,350	1,603	1,806
OTPS	57	—	72	189	319	272
Total	3,400	3,447	3,803	4,431	5,261	5,745
<b>DECKER SCHOOL OF NURSING</b>						
Faculty	\$4,219	\$4,435	\$4,599	\$4,881	\$5,064	\$4,991
Staff	1,127	1,045	1,035	1,067	1,026	1,232
OTPS	1	—	—	—	—	38
Total	5,347	5,480	5,634	5,948	6,090	6,260
<b>GRADUATE SCHOOL OF EDUCATION</b>						
Faculty	\$1,985	\$1,857	\$1,883	\$2,110	\$2,225	\$2,013
Staff	459	452	517	512	378	336
OTPS	19	—	21	55	115	60
Total	2,463	2,309	2,421	2,677	2,718	2,408
<b>HARPUR COLLEGE OF ARTS AND SCIENCES</b>						
Faculty	\$46,835	\$48,008	\$47,731	\$50,237	\$52,984	\$55,494
Staff	7,587	7,878	8,050	8,516	8,825	8,829
OTPS	142	—	67	242	559	335
Total	54,564	55,886	55,848	58,995	62,368	64,657
<b>SCHOOL OF MANAGEMENT</b>						
Faculty	\$5,802	\$6,496	\$6,247	\$6,343	\$6,984	\$7,031
Staff	1,173	1,240	1,320	1,356	1,168	1,237
OTPS	589	153	532	416	352	615
Total	7,564	7,889	8,099	8,115	8,504	8,883
<b>THOMAS J. WATSON SCHOOL OF ENGINEERING AND APPLIED SCIENCE</b>						
Faculty	\$9,894	\$10,433	\$10,814	\$11,848	\$14,057	\$14,336
Staff	3,151	3,162	3,163	3,195	3,592	3,861
OTPS	25	50	721	601	1,070	1,148
Total	13,070	13,645	14,698	15,644	18,719	19,345
<b>SCHOOL OF PHARMACY AND PHARMACEUTICAL SCIENCES</b>						
Faculty	—	—	—	—	\$325	\$1,280
Staff	—	—	—	52	648	1,076
OTPS	—	—	—	75	319	188
Total	—	—	—	127	1,292	2,545
<b>LIBRARIES</b>						
Faculty/Staff	\$4,384	\$4,544	\$4,526	\$4,588	\$4,379	\$4,843
OTPS	5,540	5,509	5,683	6,661	7,432	7,415
Total	9,924	10,053	10,209	11,249	11,811	12,257
<b>GRADUATE SCHOOL</b>						
Faculty/Staff	\$1,407	\$1,293	\$2,397	\$1,669	\$1,750	\$1,172
OTPS	—	18	10	—	2	—
Total	1,407	1,311	2,407	1,669	1,752	1,172
<b>TOTAL</b>	<b>\$127,789</b>	<b>\$130,020</b>	<b>\$130,810</b>	<b>\$138,935</b>	<b>\$146,305</b>	<b>\$152,272</b>

\*Estimated prior to year-end closeout



**COLLEGES AND SCHOOLS:** Table 5 and Figures 6 to 11 are values and graphs of State Purpose expenditures of each school and college and their corresponding enrollment of students. The student enrollment data for each school/college are the actual students taught by that school/college (AAFTTE) and are divided into out-of-state, in-state, undergraduates and graduate students. The expenses are broken into three components: faculty salaries, staff salaries and OTPS (other than personnel services).

In general, the trends for all the schools and colleges show increasing enrollments and increasing expenditures, with a majority of these increases supporting faculty hiring (yellow lines in Figures 6 to 11).

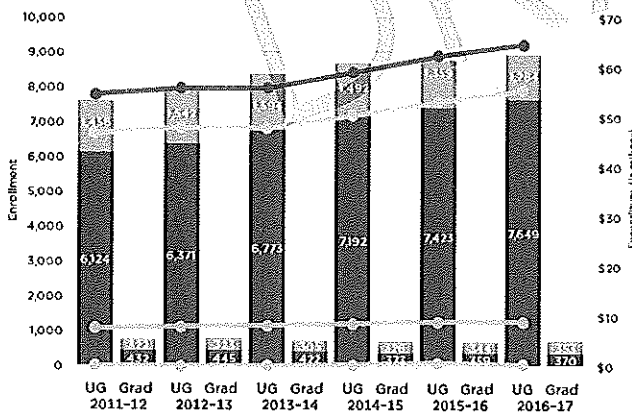
An emphasis of our faculty hiring plan in the past five years has been to focus on hiring full-time tenured or tenure-track faculty (FTTTF). Nearly all of our new revenues used for faculty hires have been targeted toward FTTTF positions. Table 6 and Figure

12 show the changes in full-time tenure-track faculty over the past seven years by school/college.

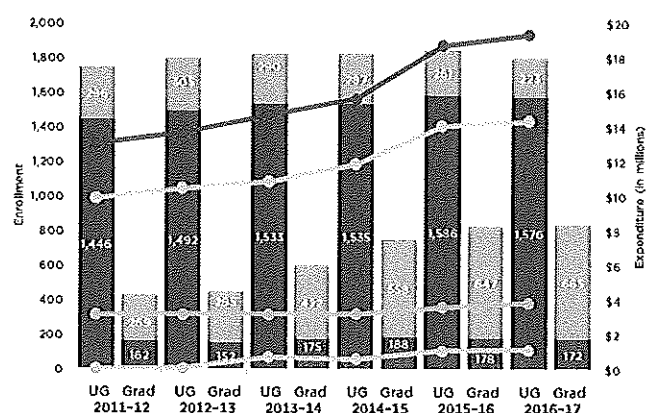
The trends in expenditures make sense, as increasing enrollments drive increases in faculty hiring, which together with discretionary, across-the-board and promotional salary increases result in increases in faculty expenditures. However, it is difficult to judge if the proportionality of growth of expenditures and enrollment is similar for each school/college for a variety of reasons, including:

- Differential in tuition between in-state and out-of-state students.
- Differential in tuition rates between graduate and undergraduate programs.
- Time lags between enrollment changes and faculty hiring decisions.
- Salary differentials among ranks and disciplines.

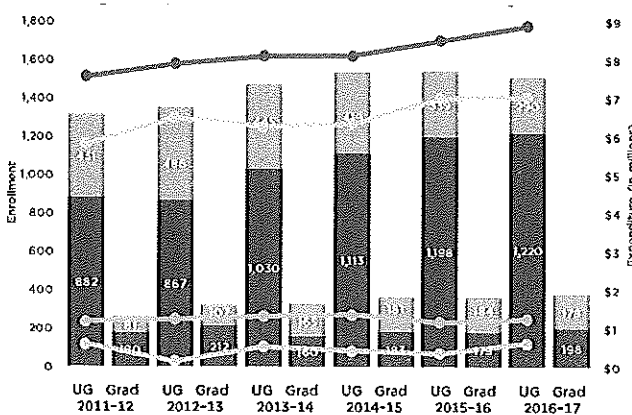
**FIGURE 6: Expenditures and enrollment for Harpur College of Arts and Sciences**



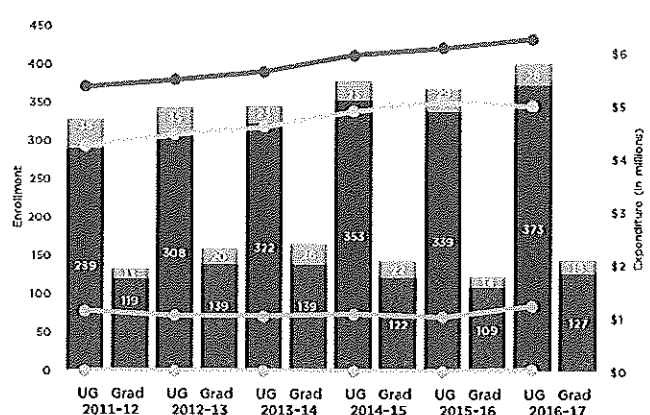
**FIGURE 7: Expenditures and enrollment for the Watson School of Engineering and Applied Science**



**FIGURE 8: Expenditures and enrollment for the School of Management**



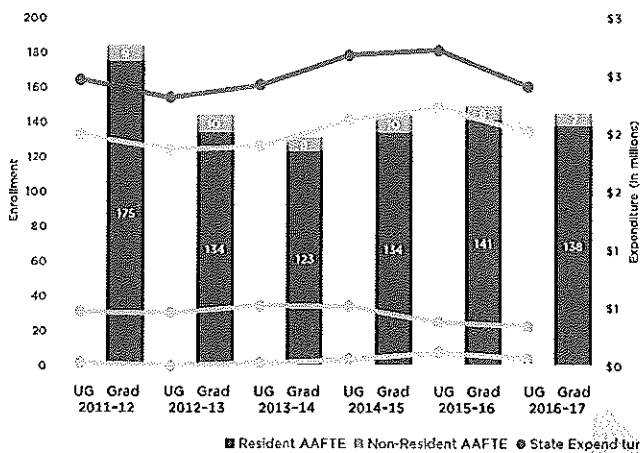
**FIGURE 9: Expenditures and enrollment for the Decker School of Nursing**



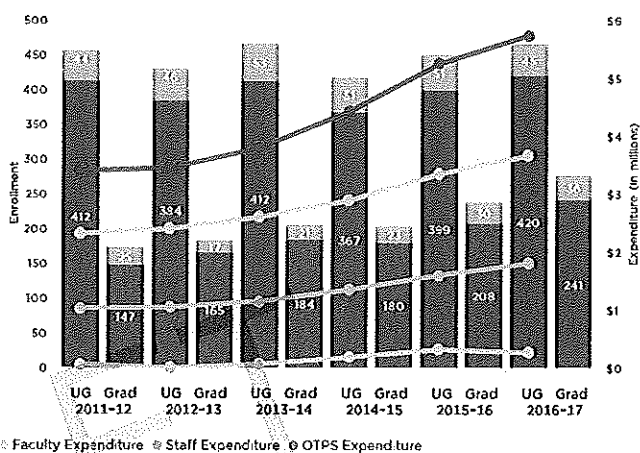
■ Resident AAFTE ■ Non-Resident AAFTE ● State Expenditure ● Faculty Expenditure ● Staff Expenditure ● OTPS Expenditure



**FIGURE 10: Expenditures and enrollment for the Graduate School of Education**



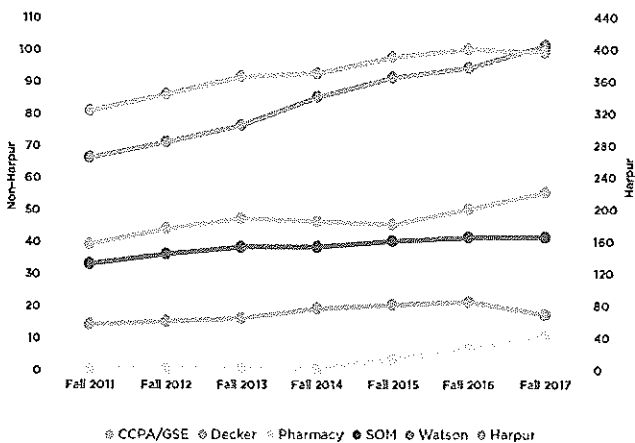
**FIGURE 11: Expenditures and enrollment for the College of Community and Public Affairs**



**TABLE 6: Full-time tenured and tenure-track faculty**

	Fall '11	Fall '12	Fall '13	Fall '14	Fall '15	Fall '16	Fall '17	Net New
College of Community and Public Affairs/GSE	39	44	47	46	45	50	55	16
Decker School of Nursing	14	15	16	19	20	21	17	3
Harpur College of Arts and Sciences	323	343	365	369	390	399	396	73
School of Pharmacy and Pharmaceutical Sciences	0	0	0	0	3	6	10	10
School of Management	33	36	38	38	40	41	41	8
Thomas J. Watson School of Engineering and Applied Science	66	71	76	85	91	94	101	35
<b>Total</b>	<b>475</b>	<b>509</b>	<b>542</b>	<b>557</b>	<b>589</b>	<b>611</b>	<b>620</b>	<b>145</b>

**FIGURE 12: Full-time tenured and tenure-track faculty**



## 2. OBSERVATIONS AND FUTURE DIRECTIONS

During the past six years, Binghamton University has effectively used the provisions of the NYSUNY 2020 legislation to grow financial resources and has used these new resources to increase faculty and academic support-staff hiring.

It is important to note that as the schools and colleges grew and added new faculty members, the non-academic expenditures of State Purpose funds (tuition and state appropriation) were held nearly constant. Utilizing student fee IFR income that is assigned to specific activities, including residential life, athletics, dining services, technology, health, recreation and dedicated student services, the divisions of Operations, Student Affairs and Athletics grew at a rate comparable to our enrollment growth.

In the areas of research expenditures and philanthropy we lag behind our peers; however, due to the steady growth in faculty, especially tenure-track faculty, research expenditures have begun to increase in the past few years at a steady and consistent rate (Table 1A), a trend that is expected to continue. See the Division of Research annual report at [binghamton.edu/research/vp/fundingstatsannualrep.html](http://binghamton.edu/research/vp/fundingstatsannualrep.html). An increased emphasis on alumni relations as well as an increase in staff and stronger strategic planning in our Division of Advancement has also resulted in a steady growth in cash gifts and new philanthropic commitments in the past three years (from \$7.1 million in 2013-14 to \$14.7 million in 2016-17).

Balanced growth across all divisions of the University, coupled with an increased focus on diversity and inclusion by all divisions, a commitment to the academic mission of all divisions and strong support from New York state for our capital construction needs (Center of Excellence, Smart Energy building, Pharmacy building, Johnson City Health Campus, and numerous renovation and repurposing projects) has steadily contributed to our continuous improvement of all aspects of our University.

Certainly, the past five years have been a time of opportunities, and we have seized these opportunities by using our resources strategically to strengthen an already outstanding University.

However, the coming years hold uncertainty and we must plan accordingly. The state legislature, while maintaining our budget for 2017-18 at the 2016-17 level, has not reauthorized NYSUNY 2020, so future-year legislative appropriations are uncertain. With raises that may not be funded by the state anticipated for faculty and staff when union contracts are finalized, and only a modest \$100-per-semester tuition increase for in-state undergraduates in 2017-18 approved by the legislature, our ability to appropriately grow our faculty will be limited.

We personally believe that a lesser quality university may look at this uncertainty as a signal to slow growth, reduce investment in projects aimed at improving their educational and research missions, and even prepare for a period of austerity. That is not our intent.

As we commit to continue our growth, it is important for us to find more sustainable sources of funding than increased undergraduate enrollment and state support. These additional sources include externally sponsored research; clinical research and development programs; philanthropy from alumni, friends and foundations; growth in graduate student enrollment; and increased capitalization of intellectual property.

In the upcoming fiscal year, we will focus on growing these sources of income, and each division, school and college will be asked to pursue plans and strategies that enhance these sources to allow us to grow in size and quality. If done properly and expeditiously, we will continue to make progress toward our ambitious yet achievable goals of 20,000 students by 2020 and to be recognized as the premier public university of the 21st century!

## 3. UNIVERSITY BUDGETING PROCEDURES

The intent of this document is to help provide guidance to faculty, staff and students on the financial planning and operations of the University. When questions arise around these procedures or the information reported in our Financial Information report, we strongly encourage you to contact one of us directly at [hstenger@binghamton.edu](mailto:hstenger@binghamton.edu) or [dnieman@binghamton.edu](mailto:dnieman@binghamton.edu).

**STATE TO SUNY:** Several levels of budget-building procedures impact Binghamton's operations. The first is the allocation of

State Purpose funds, which include legislative appropriations and student tuition, from the governor and the legislature to SUNY.

The second is the allocation of these State Purpose funds from SUNY to its campuses and its central operations.

While new, small, one-time funds have been allocated to SUNY through the state budget process, the majority of SUNY funding for both capital and operations has remained essentially constant since 2010-11.

**SUNY TO CAMPUSES:** Each spring the campus submits its enrollment plan for the coming academic year. This plan is highly detailed, showing anticipated FTE enrollment by program and student demographics – in-state, out-of-state, undergraduate and graduate. A review by the financial office at SUNY is conducted to make sure the campus plan is achievable, and if so, funds are transferred from SUNY to the campus.

Once funds are allocated to Binghamton, two procedures have been developed and implemented during the past five years to permit campus-wide input on building our annual budgets: the faculty hiring process and the Road Map proposal process.

### **At Binghamton: Campus to Divisions and Units**

**FACULTY HIRING PROCESSES:** Each spring the Provost's Office issues a call to schools, colleges and departments to submit requests for new faculty positions. The deadline for these requests is approximately July 1. The form for 2018-19 requests can be found here: [binghamton.edu/academics/provost/faculty-hire-form-2017-18.html](http://binghamton.edu/academics/provost/faculty-hire-form-2017-18.html).

Requests are then evaluated by the provost, president and deans to determine how well the position fits the needs of the University with respect to teaching, research and service. Decisions are made and new positions are announced after the 15th day of the fall semester to assure that our enrollment is adequate to support the positions allocated. The decision includes the rank, salary, department and Transdisciplinary Area of Excellence (TAE) if appropriate.

A second faculty hiring request is for core TAE positions. The form for 2018-19 can be found here: [binghamton.edu/academics/provost/tae-hire-form.html](http://binghamton.edu/academics/provost/tae-hire-form.html).

The process for these positions is identical to that of all other faculty hires, except that the criteria is weighted more heavily toward the hire's impact on the TAE-targeted area. Deans and the TAE steering committees are fully consulted in this process.

The third faculty hiring process: Schools and colleges may use their own resources – including those made available through retirements and resignations – to hire faculty and staff. Authorizations for these positions are subject to the approval of the provost and president.

**ROAD MAP PROPOSAL PROCEDURE:** The Road Map budget procedure has evolved since the Road Map was developed in Fall 2012. The guiding principles, however, remain the same: to allocate funds to projects that will best help the University achieve the goals of its strategic plan and engage the campus community in initiating those projects.

In Fall 2012, members of the nine teams that helped develop the Road Map advanced over 170 projects that were considered by the

Road Map Steering Committee for funding. Projects selected were funded for implementation in 2013-14 and 2014-15. Beginning in Fall 2013 and continuing through Fall 2015, the provost and president issued a call to the campus community requesting proposals that would make a significant impact on the University's ability to advance its strategic plan. Final decisions on these proposals were made in the following summer using a process that included the Road Map Steering Committee in consultation with the Faculty Senate Budget Review Committee, the Professional Staff Senate and student leaders. Selected proposals were announced in July and funds allocated were made available the following July 1. Descriptions of the Road Map proposals funded during the past four years can be found here: [binghamton.edu/president/road-map](http://binghamton.edu/president/road-map) under the Funded Projects tab.

In order to build on the University's previous successes and respond to changes in the higher education environment, the campus launched our Road Map Renewal. Renewal teams produced proposals that were presented to the Road Map Steering Committee in June 2017. With input from the Faculty Senate, Professional Staff Senate and student representatives, the Steering committee identified four proposals to be undertaken as "University Initiatives," as well as ten "Divisional Initiatives" that would be advanced using divisional resources. The University Initiatives will:

- Develop a College of Nursing and Health Sciences
- Establish a Health Sciences Core Facility
- Advance a Data Science Initiative
- Establish Presidential Diversity Post-Doctoral Fellowships

Faculty leaders have been chosen to implement each initiative, and are working to establish a vision and identify goals, metrics, targets costs and resources necessary for success. The Divisional Initiatives will be implemented by the appropriate vice presidents, and focus on projects where the University has opportunities for growth, significant need, or can increase the University's impact.

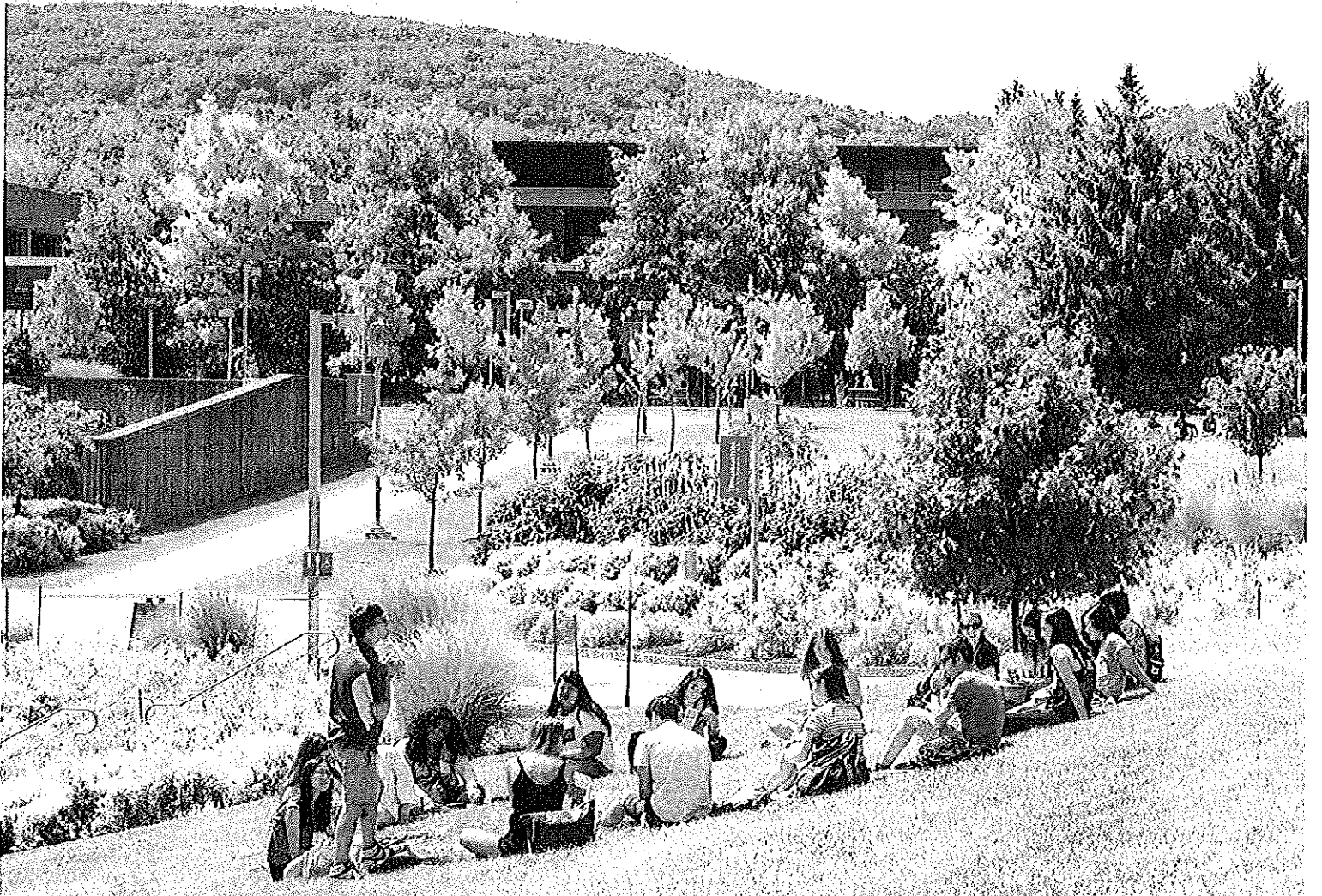
**INTERNAL DIVISIONAL BUDGET PROCEDURES:** In addition to these University-level budget request and allocation procedures, each division, through its internal procedures, has freedom to reallocate its resources in ways it believes will enhance the ability of that division and the University to meet our strategic priorities.

### **Unit-Level Spending Decisions**

Schools, colleges, departments and other units generate revenue through a variety of means: Summer and Winter Session courses, contract courses, research grants and contracts, philanthropy, incentives for exceeding graduate enrollment targets, etc. Units are free to allocate these resources in ways that advance their mission, subject to University regulations.

**BINGHAMTON**  
**UNIVERSITY**  
STATE UNIVERSITY OF NEW YORK

Office of the President  
Binghamton University  
PO Box 6000  
Binghamton, NY 13902  
607-748-3100

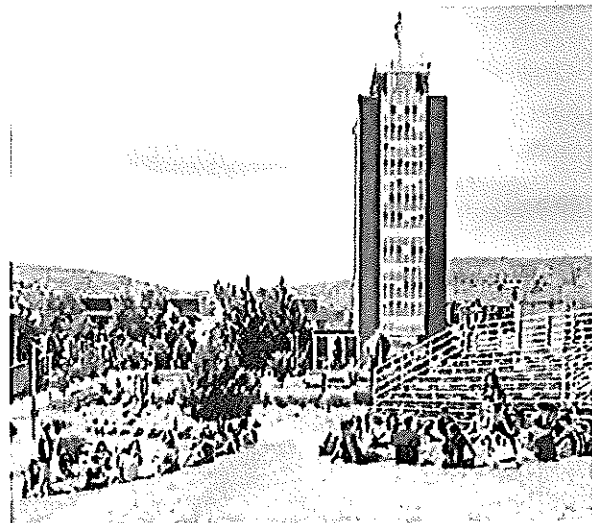


# BINGHAMTON UNIVERSITY FINANCIAL REPORT

2016-17

REPORT FROM THE PRESIDENT AND PROVOST

FEBRUARY 2018 SUPPLEMENT



This document contains additional financial data that is to serve as a supplement to the 2016-17 Financial Report issued in the fall of 2017.

TABLE 1: Research expenditures by school/college							
School	Type	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Administration	Direct	\$3,844,425	\$4,314,683	\$3,436,916	\$3,450,607	\$3,163,202	\$3,211,526
	Indirect	\$522,428	\$814,141	\$435,279	\$264,017	\$243,662	\$239,145
	<b>Total</b>	<b>\$4,366,873</b>	<b>\$5,128,824</b>	<b>\$3,872,194</b>	<b>\$3,714,624</b>	<b>\$3,406,864</b>	<b>\$3,450,671</b>
CCPA	Direct	\$858,911	\$789,901	\$105,889	\$113,862	\$684,236	\$855,880
	Indirect	\$214,716	\$199,739	\$26,420	\$47,605	\$137,565	\$197,886
	<b>Total</b>	<b>\$1,073,627</b>	<b>\$989,640</b>	<b>\$132,309</b>	<b>\$161,467</b>	<b>\$821,802</b>	<b>\$1,053,766</b>
Education	Direct	\$1,028,420	\$972,882	\$1,107,450	\$3,846,121	\$1,158,414	\$1,098,269
	Indirect	\$81,507	\$79,086	\$84,939	\$358,661	\$89,273	\$84,356
	<b>Total</b>	<b>\$1,109,927</b>	<b>\$1,051,968</b>	<b>\$1,192,389</b>	<b>\$4,204,781</b>	<b>\$1,247,687</b>	<b>\$1,182,625</b>
Decker	Direct	\$848,527	\$948,480	\$710,746	\$739,774	\$673,972	\$790,408
	Indirect	\$65,007	\$87,880	\$60,008	\$49,390	\$30,105	\$43,302
	<b>Total</b>	<b>\$913,534</b>	<b>\$1,036,361</b>	<b>\$770,754</b>	<b>\$789,164</b>	<b>\$704,078</b>	<b>\$833,789</b>
Harpur	Direct	\$14,223,798	\$12,032,772	\$11,626,333	\$13,453,100	\$14,931,559	\$15,136,437
	Indirect	\$4,216,766	\$3,522,360	\$3,213,650	\$3,458,949	\$3,630,550	\$3,780,519
	<b>Total</b>	<b>\$18,440,564</b>	<b>\$15,555,432</b>	<b>\$14,839,983</b>	<b>\$16,912,049</b>	<b>\$18,562,109</b>	<b>\$18,916,956</b>
Management	Direct	\$8,561	\$63,217	\$71,510	\$65,240	\$55,510	\$110,884
	Indirect	\$1,284	\$8,489	\$11,131	\$8,014	\$7,990	\$14,829
	<b>Total</b>	<b>\$9,845</b>	<b>\$71,706</b>	<b>\$82,641</b>	<b>\$73,254</b>	<b>\$63,500</b>	<b>\$125,713</b>
Pharmacy	Direct	--	--	--	--	--	\$176,771
	Indirect	--	--	--	--	--	\$28,846
	<b>Total</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>\$205,617</b>
Watson School	Direct	\$11,188,764	\$8,779,336	\$8,566,450	\$7,839,655	\$9,440,396	\$11,236,713
	Indirect	\$3,093,741	\$2,290,430	\$2,205,639	\$2,071,194	\$2,491,241	\$2,809,714
	<b>Total</b>	<b>\$14,282,505</b>	<b>\$11,069,766</b>	<b>\$10,772,089</b>	<b>\$9,910,849</b>	<b>\$11,931,637</b>	<b>\$14,046,428</b>
<b>Grand Total</b>		<b>\$40,196,875</b>	<b>\$34,903,697</b>	<b>\$31,662,359</b>	<b>\$35,766,188</b>	<b>\$36,737,677</b>	<b>\$39,815,566</b>



<b>TABLE 2: Faculty by rank</b>							
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2017
<b>CCPA (Includes Education)</b>							
Professor full-time	9	10	10	8	7	7	6
Assoc. professor full-time	15	19	20	24	22	23	23
Assistant professor full-time	15	15	18	15	17	20	23
<b>Tenured/tenure-track full-time</b>	<b>39</b>	<b>44</b>	<b>48</b>	<b>47</b>	<b>46</b>	<b>50</b>	<b>52</b>
Non-tenure-track full-time	3	5	4	5	12	14	16
<b>Total full-time</b>	<b>42</b>	<b>49</b>	<b>52</b>	<b>52</b>	<b>58</b>	<b>64</b>	<b>68</b>
Tenure-track part-time	0	0	0	0	0	0	0
Non-tenure-track part-time	32	20	18	29	35	33	28
<b>Total part-time</b>	<b>32</b>	<b>20</b>	<b>18</b>	<b>29</b>	<b>35</b>	<b>33</b>	<b>28</b>
<b>Total headcount</b>	<b>74</b>	<b>69</b>	<b>70</b>	<b>81</b>	<b>93</b>	<b>97</b>	<b>96</b>
<b>Decker (Includes H&amp;W)</b>							
Professor full-time	6	6	6	6	7	7	7
Assoc. professor full-time	5	5	5	5	4	4	4
Assistant professor full-time	2	2	4	7	7	7	6
<b>Tenured/tenure-track full-time</b>	<b>13</b>	<b>13</b>	<b>15</b>	<b>18</b>	<b>18</b>	<b>18</b>	<b>17</b>
Non-tenure-track full-time	38	41	40	38	34	34	36
<b>Total full-time</b>	<b>51</b>	<b>54</b>	<b>55</b>	<b>56</b>	<b>52</b>	<b>52</b>	<b>53</b>
Tenure-track part-time	0	0	0	0	0	1	0
Non-tenure-track part-time	36	34	34	35	36	34	42
<b>Total part-time</b>	<b>36</b>	<b>34</b>	<b>34</b>	<b>35</b>	<b>36</b>	<b>35</b>	<b>42</b>
<b>Total headcount</b>	<b>87</b>	<b>88</b>	<b>89</b>	<b>91</b>	<b>88</b>	<b>87</b>	<b>95</b>
<b>Harpur</b>							
Professor full-time	129	121	125	127	125	129	132
Assoc. professor full-time	125	131	128	119	113	120	120
Assistant professor full-time	50	66	83	105	129	122	120
Tenure-track Instructor	2	4	6	5	6	5	4
<b>Tenured/tenure-track full-time</b>	<b>306</b>	<b>322</b>	<b>342</b>	<b>356</b>	<b>373</b>	<b>376</b>	<b>376</b>
Non-tenure-track full-time	65	60	62	63	61	72	71
<b>Total full-time</b>	<b>371</b>	<b>382</b>	<b>404</b>	<b>419</b>	<b>434</b>	<b>448</b>	<b>447</b>
Tenure-track part-time	13	15	15	11	14	18	15
Non-tenure-track part-time	146	148	153	155	151	155	143
<b>Total part-time</b>	<b>159</b>	<b>163</b>	<b>168</b>	<b>166</b>	<b>165</b>	<b>173</b>	<b>158</b>
<b>Total headcount</b>	<b>530</b>	<b>545</b>	<b>572</b>	<b>585</b>	<b>599</b>	<b>621</b>	<b>605</b>
<b>Management</b>							
Professor full-time	9	11	10	10	10	10	10
Assoc. professor full-time	14	13	12	14	13	13	12
Assistant professor full-time	10	12	15	14	17	18	17
<b>Tenured/tenure-track full-time</b>	<b>33</b>	<b>36</b>	<b>37</b>	<b>38</b>	<b>40</b>	<b>41</b>	<b>39</b>
Non-tenure-track full-time	7	6	5	4	3	3	4
<b>Total full-time</b>	<b>40</b>	<b>42</b>	<b>42</b>	<b>42</b>	<b>43</b>	<b>44</b>	<b>43</b>

**TABLE 24 Faculty by rank**

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Management (continued)</b>							
Tenure-track part-time	0	0	0	0	0	0	1
Non-tenure-track part-time	21	23	24	27	30	29	30
<b>Total part-time</b>	<b>21</b>	<b>23</b>	<b>24</b>	<b>27</b>	<b>30</b>	<b>29</b>	<b>31</b>
<b>Total headcount</b>	<b>61</b>	<b>65</b>	<b>66</b>	<b>69</b>	<b>73</b>	<b>73</b>	<b>74</b>
<b>Pharmacy</b>							
Professor full-time	--	--	--	--	0	4	5
Assoc. professor full-time	--	--	--	--	1	1	2
Assistant professor full-time	--	--	--	--	0	1	3
<b>Tenured/tenure-track full-time</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>1</b>	<b>6</b>	<b>10</b>
Non-tenure-track full-time	--	--	--	--	0	4	9
<b>Total full-time</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>1</b>	<b>10</b>	<b>19</b>
Tenure-track part-time	--	--	--	--	0	2	3
Non-tenure-track part-time	--	--	--	--	0	0	1
<b>Total part-time</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>0</b>	<b>2</b>	<b>4</b>
<b>Total headcount</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>1</b>	<b>12</b>	<b>23</b>
<b>Watson</b>							
Professor full-time	20	18	23	26	28	29	32
Assoc. professor full-time	29	30	29	27	26	25	24
Assistant professor full-time	12	17	19	30	34	33	37
<b>Tenured/tenure-track full-time</b>	<b>61</b>	<b>65</b>	<b>71</b>	<b>83</b>	<b>88</b>	<b>87</b>	<b>93</b>
Non-tenure-track full-time	15	12	17	13	13	16	16
<b>Total full-time</b>	<b>76</b>	<b>77</b>	<b>88</b>	<b>96</b>	<b>101</b>	<b>103</b>	<b>109</b>
Tenure-track part-time	2	1	1	2	2	3	3
Non-tenure-track part-time	15	21	22	20	20	15	19
<b>Total part-time</b>	<b>17</b>	<b>22</b>	<b>23</b>	<b>22</b>	<b>22</b>	<b>18</b>	<b>22</b>
<b>Total headcount</b>	<b>93</b>	<b>99</b>	<b>111</b>	<b>118</b>	<b>123</b>	<b>121</b>	<b>131</b>
<b>University-wide Programs</b>							
Professor full-time	0	0	0	0	0	0	0
Assoc. professor full-time	0	0	0	0	0	0	0
Assistant professor full-time	0	0	0	0	0	0	0
<b>Tenured/tenure-track full-time</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Non-tenure-track full-time	0	0	0	0	0	6	15
<b>Total full-time</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>15</b>
Tenure-track part-time	0	0	0	0	0	0	0
Non-tenure-track part-time	3	0	0	0	1	5	8
<b>Total part-time</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>8</b>
<b>Total headcount</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>11</b>	<b>23</b>
<b>Total University headcount</b>	<b>848</b>	<b>886</b>	<b>908</b>	<b>944</b>	<b>978</b>	<b>1022</b>	<b>1047</b>

TABLE 3: Income/Undeimbursable (IFR) expenditures by school/college						
	In thousands of dollars					
Unit	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
CCPA (includes GSE)	\$360	\$398	\$374	\$807	\$324	\$473
Graduate School	\$482	\$1,936	\$262	\$600	\$754	\$1,282
Decker	\$150	\$387	\$291	\$389	\$497	\$366
Harpur	\$2,423	\$2,799	\$2,625	\$3,677	\$4,373	\$4,732
Management	\$125	\$130	\$130	\$317	\$197	\$255
Pharmacy	--	--	--	--	--	\$93
Libraries	\$276	\$645	\$544	\$248	\$324	\$359
Watson	\$592	\$513	\$789	\$1,727	\$2,022	\$1,734
<b>Total</b>	<b>\$4,408</b>	<b>\$6,810</b>	<b>\$5,015</b>	<b>\$7,765</b>	<b>\$8,490</b>	<b>\$9,272</b>

TABLE 4: Binghamton University Foundation expenditures by school							
	In thousands of dollars						
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
CCPA	\$116	\$130	\$174	\$123	\$171	\$331	\$256
Education	\$239	\$187	\$228	\$241	\$204	\$231	\$264
Decker	\$334	\$339	\$657	\$571	\$612	\$1,017	\$598
Harpur	\$1,422	\$1,303	\$2,987	\$2,474	\$2,582	\$2,690	\$2,371
Management	\$431	\$418	\$1,022	\$1,490	\$1,413	\$1,655	\$1,530
Pharmacy	--	--	--	--	\$1	\$429	\$765
Watson	\$204	\$265	\$546	\$527	\$473	\$563	\$668
Library	\$161	\$112	\$95	\$106	\$194	\$110	\$204
Graduate School	\$22	\$89	\$124	\$69	\$72	\$100	\$101
General	\$841	\$810	\$1,063	\$842	\$1,407	\$1,251	\$1,740
<b>Total</b>	<b>\$3,770</b>	<b>\$3,652</b>	<b>\$6,896</b>	<b>\$6,442</b>	<b>\$7,129</b>	<b>\$8,377</b>	<b>\$8,498</b>

Notes: General includes Provost Office operation as well as Enrollment Management/Undergraduate Admissions, University Art Museum and Anderson Performing Arts Center. Totals include agency transactions.

Office of the President  
 Binghamton University  
 PO Box 6000  
 Binghamton, NY 13902  
  
[binghamton.edu/president](http://binghamton.edu/president)





# Faculty Senate Bylaws Review Committee Annual Report 2017-2018

At the request of the Faculty Senate Executive Committee, the Bylaws Review Committee reviewed a proposal for bylaws for the School of Pharmacy and Pharmaceutical Sciences.

After checking for internal consistency and consistency with the Faculty Bylaws, we submitted a report on 05/04/2018 with suggested changes. That report was directed to the SOPPS bylaws committee.

Respectfully submitted,  
Fernando Guzmán, Committee Chair

## Committee members

Chair: Fernando Guzmán, Mathematical Sciences

Andrew Scholtz, Classics

Sara Reiter, School of Management

Olga Shvetsova, Political Science

Alistair Lees, Chemistry

Stephanie Hess, Libraries

Pamela Mischen, president's ex officio appointee

Kelly Wemette, provost's ex officio appointee

**Faculty Senate Convocations Committee**  
**Annual Report 2017-2018**

The committee used its charge as the major guide for funding decisions: “bringing programs to campus that enhance and support the intellectual, cultural, and artistic aspects of the academic curriculum, and to focus our efforts toward as diverse a university community as possible”. The committee traditionally has not funded events that did not fit the criteria above or requests for food, receptions, or parties. Publicity, speakers’ fees, or transportation are items that were specifically funded. In addition, events that cater to a variety of groups on campus in general, and undergraduate students in particular, were looked upon favorably by the committee.

The convocations committee is normally comprised of 4 faculty members, 2 administrative members, 3 Student Association representatives, and a Graduate Student Organization representative. No student representatives were appointed by the SA to this committee for the year 2017-2018. Each new funding request is discussed via email. Final decisions are made through voting by the committee members. In a great majority of cases, decisions are unanimous.

The funding came from the Presidents’ Office (\$5,375) and the Student Association (\$5,375) for a total of \$10,750. Our available funds for the year, including the carryover from 2016-2017 (\$4960) and new allocations, totaled \$15,7100. Allocations this year totaled \$12,000 (excluding agency fee) leaving a remaining balance of \$3710 forward into the 2018-2019 academic year.

The Convocations Committee supported 11 events in total. Allocations ranged from a minimum of \$300 to maximum of \$4500. The committee denied four applications, because the committee unanimously felt that these particular activities did not meet the committee’s criteria for funding.

A detailed documentation of funding allocation is presented below.

## Convocations Committee Funding and Allocations

Fall 2017 – Spring 2018

Caribbean Week/ Carnival	\$1,500
TedX	\$1,000
Challah bake	\$400
Islam, the American Security State, and the Politics of Inclusion	\$300
Purim Carnival	\$500
Black History Month Celebration Keynote	\$4,500
Activism of the Mind: Producing Knowledge on Latin America, the Caribbean, and Diasporas	\$500
Crossing the Boundaries XXVI: [pl.] Exploring the Multiple	\$800
My Big Fat Bollywood Wedding	\$1,000
Shabbat 1500	\$1,000
Yom Haatzmaut	\$500

Total: 12000

Respectfully submitted,

Benjamin Andrus, Committee Chair

### Committee members

Rosa D Darling

Aleashia Huber

Brian T Rose

Donald J Loewen

Jennifer Keegin

**Faculty Senate Diversity Committee**  
**Annual Report 2017-2018**

The committee researched possibilities for changes to the personnel procedures with the aim of identifying and reducing unjust barriers to the retention and promotion of faculty from underrepresented groups. We developed a proposal that we presented to the Provost and discussed the proposal with him. He agreed with, and will implement, some of our suggestions—such as providing training in best practices to members of the AUPC—and we left the remainder of the proposal for further research and discussion. The committee also had discussions with members of the FSEC regarding the best ways to improve personnel procedures, including possible ways of informing the voting faculty of the views of candidates for the AUPC, so that faculty members will be better able to select faculty who are committed to reducing bias in the personnel process to serve on the AUPC. These discussions are ongoing.

The committee commented (at faculty senate meetings) on new program proposals and new policies, including: BFA in Musical Theatre, MS in Human Rights, MS in Data Analytics, and the BU Research Misconduct Policy. When necessary, we worked with faculty on revising their new program proposals to increase their attention to diversity and inclusion. The committee also supported a UUP resolution on campus activism.

The committee heard from several faculty members about problems with the DDEI, gathered further information about the faculty members' concerns, and advised the administration on how to respond.

Respectfully submitted,

Lisa Tessman, Committee Chair

Committee members

Andy Jean-Baptiste (undergraduate student representative)

Katrina England (graduate student representative)

Fernando Guzman

Allison Nyamuame (staff representative)

Ana Ros

Nasim Sabounchi

Kathleen Sterling

Leo Wilton

2017-2018 Annual Report  
Educational Opportunity Program (EOP)

**Committee:**

**Nancy Abashian, co-chair**  
**Maria Theresa Romero, Psychology**  
**Christopher Wright, undergraduate student**  
**Joshua Price, Sociology**  
**Christopher Wright, undergraduate student**  
**Karimatou Diallo, undergraduate student**  
**Krista Medionte-Phillips**  
**Nicole Sirju-Johnson, president's ex officio appointee**  
**Sara Wozniak**

**Calvin Gantt, co-chair**  
**Nicole Rouhana, Decker School of Nursing**  
**Denise Yull, CCCPA**  
**Lisa Tessman, Philosophy**  
**Elizabeth Cruz, undergraduate student**  
**Le (Joy) Li, graduate student**  
**Celia Klin**  
**Theresa Figuerado-Malay, provost's ex officio**

**1. Primary Core Services**

<u>Services</u>	<u>Strategic Priority</u>
To promote academic success by providing comprehensive academic advisement to students with course selection, strategies for solid academic performance, and on-going assessment of students motivation, abilities, interests, values and goals.	SP1 – Creative Activities SP2 – Learning Community SP3 – Inclusive Campus SP4 – Global Impact
To provide individual and group counseling, bringing students to an awareness of their coping skills and corresponding challenges. Assist students with making a personal adjustment to the college environment. Provide appropriate referrals to various services on and off campus as needed.	SP2 – Learning Community SP3 – Inclusive Campus
To provide individual tutoring and small group sessions in almost every subject taught at Binghamton University. As a program, we encourage students to work hard academically, and we inform them about the importance of consistent attendance in tutoring as it directly relates to academic success.	SP2 – Learning Community SP3 – Inclusive Campus SP5 – Strategic Investments
Offer a summer program to pre-freshmen, which will enhance each student's academic, social and interpersonal skills. Courses offered will be in Mathematics, Writing, Geography, Human Development and Chemistry. All students will be enrolled in an academic advising/counseling orientation group. All students will be assigned to peer mentoring groups designed to build community and support.	SP2 – Learning Community SP3 – Inclusive Campus SP4 – Global Impact SP5 – Strategic Investment

2017-2018 Annual Report  
Educational Opportunity Program (EOP)

**2. Major Distinctive Accomplishments - unique to this year**

- For the last three years, the overall enrollment for EOP has been increased. In preparing for BEP 2017, the targeted enrollment was 150 students. Due to a higher than normal admission yield (61% versus 45%), EOP brought in the largest BEP class in the programs history (N = 179). Of the 179 participants in BEP, 178 successfully completed the BEP (99.4%).
- Although the six-year graduation rate for EOP decreased from 2016 (83%) to 2017 (78%), EOP at Binghamton continues to have the highest graduation rate in SUNY for Doctoral Degree Granting Institutions (see Attachment – Appendix A)
- For the third straight year, the number of students who signed up to participate in EOP/EOC Advocacy Day has increased – 8 students (2015), 10 students (2016) and 100 students (2017), respectively. Advocacy Day took place on Wednesday, March 8, 2017. There was no cost associated with this since UUP provided the transportation and food. Students met with legislators to ask for the restoration of \$4.5 million in proposed cuts for the 2017-18 academic year. The students were able to share their personal stories of how EOP supports them and their appreciation for the many opportunities at Binghamton. We believe that our presence as well as our Student Association (SA) sponsored letter writing campaign to legislators, played a part in the restoration of EOP funding for the 2017-2018 academic year.
- The EOP department along with the School of Management and the Watson School of Engineering and Computer Science, have entered into an agreement with Ernest and Young (EY) to offer scholarships through the EY Student Support Fund for EOP students admitted to either of these schools. For 2017-18, one EOP student was the recipient of the EY Student Support Fund Scholarship in the amount of \$7,000. An additional eleven students (6 SOM and 5 Watson) were each offered a \$1,000 Book and Meal Stipend for 2017-18 for a total of \$10,000 (note: 2 students only received ½ year awards due to graduation). Scholarships, books and stipends from this EY Student Support Fund for the 2017-18 academic year totaled \$17,000 (Note: Each year \$7,000 will be allocated from both the School of Management and the Watson School to support students scholarships, for a total of \$14,000/year). This EY Student Support Fund agreements runs from 2016-2023.
- For BEP 2017, the EOP staff introduced incorporated a Conference Day into the BEP Summer Program. This conference day allowed for students to be introduced to a variety of offices prior to the start of the academic component of BEP. Office that were introduced during this BEP conference included: Library, Fleishman Center, Counseling Center. The BEP conference day ended with a motivational message given by EOP alumnus, Mr. Arel Moody.
- Due to the continued graduation and retention rates for the EOP, the department received an additional \$500K in direct aid support for students; allowing the department for the second, consecutive year to fund students at the maximum level possible (\$2,800) in direct aid.
- This year EOP and Student Support Services (SSS) collaborated on four (4) student development workshops 1) How to Excel at WRTG 111 (Dr. Robert Danberg, Writing Initiative – 1/25/18); 2) Citation 101 (Julie Glauberman, Library Services – 2/13/18); 3) Mastering CHEM at Binghamton University (Dr. Clarice Kelleher, Chemistry Dept. – 2/26/18); and 4) Taking Notes (Dr. Ryan Mead, EOP & Mr. Joshua Perry, TRiO – 3/12/18). Both Ryan and Josh are working on a full slate of student development workshops for fall 2018 ad spring 2019.

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Educational Opportunity Program (EOP)

- For the third year, EOP has collaborated with Megan Fegley, Program Coordinator for the Freshmen Research Immersion program and with Nancy Stamp, Biology Professor, to be able to have intending freshmen STEM majors in Harpur to enroll in the program. There are 150 slots and EOP freshmen were enrolled into four research streams, including biofilms (microbiology), neuroscience, biomedical chemistry and smart energy (chemistry-physics). Eighteen EOP freshmen were enrolled for this three-semester program in fall 2017. This is up from twelve students for 2016-17.
- For the second year, EOP worked closely with the Office of Admissions, the Watson School for Engineering, and the Decker School of Nursing to discuss the possibility of offering direct admission for EOP into these respective schools. It was decided that EOP student would be continue to be offered direct admission to each of these school for fall 2017 based upon their successful completion of BEP, and based upon a recommendation from their EOP Counselor.
- EOP worked closely with the School of Management (SOM) and the Watson School of Engineering in determining the criteria by which EOP students could be considered for a new Ernest and Young (EY) Scholarship that was being negotiated. The scholarship is geared toward attracting more Black and Latino students into both Accounting and Engineering.
- EOP continued to work closely with the Office of Alumni Relations and the Division of Advancement in regards to the EOP Book Endowment. Current funds raised to date is \$75,000.

4. 2018-19 Plans

- EOP continues to examine avenues by which to identify revenue streams that will assist students with the rising cost of college. While cost continues to go up, grant aid is not keeping pace. Our students continue to average \$25,000-\$28,000 in loan debt upon graduation. We hope that the EOP Book Fund Endowment along with marketing opportunities connected the Binghamton University Capital Campaign, that we may garner support from outside sources who find the mission of EOP to be a worthy cause in which to make a substantial donation.
- EOP continues to face an issue when it comes to assessment. Although the program is doing great work, efforts to assess that work have not been met. We have made tremendous strides in assessment for the EOP Tutorial Center this year, which I hope will be the impetus for further assessment for EOP moving forward. There continues to be a challenge in finding a user friendly, time saving instrument that will allow for not only the recording of counselor sessions, but also one that can correlate students' use of tutoring, their interactions with counselors and overall academic success. It is a tall order for any one program to assess, but we continue to try and identify a mechanism by which we can better assess the efficiency and the effectiveness of EOP support services.
- The mission of EOP is to provide opportunities for high education to students who otherwise not be admissible to Binghamton University. This mission was, in the past, interpreted in ways that were more enrollment driven than mission driven. However, in the last year, that relationship has been strengthened and I believe that have a better working understanding of the type and quality of student that the program should be serving. In fact, this year, EOP was able to review

2017-2018 Annual Report  
Educational Opportunity Program (EOP)

applications and make recommendation for applicants for fall 2018. I hope to continue that working relationship moving forward.

- The relationship between EOP (System Administration) and New York State in terms of supporting the college attendance of students in foster care continues to be developed. The addition of this population of students has required that EOP be more intentional in the hiring process of identifying staff who can provide the support and guidance needed for this very sensitive population. In fall 2018, EOP will be filling one EOP Counselor position and will be looking for a new EOP Director. This is a great opportunity to align these needs moving forward.

**5. Progress on targets and other key performance indicators this past year**

- The retention goal was 95%, we have reached 99%. This information is from data we collect as well as from OIR data. (Please see Appendix A)
- The graduation rate goal was 80%. We are at 78%, which is based on the last six-year cohort (2011) from OOP. (Please see Appendix A)
- The counselor-student meetings participation goal was 85%. We are at 60%. (Please see Appendix A)
- The tutoring participation goal was 40%. We reached 33% participation for 2017-18, which is based on information from tutoring logs that are submitted by tutors and verified/signed by tutees, and tabulated by Chris Lee, EOP Secretary and Dr. Ryan Mead, Tutorial Services Coordinator. (Please see Appendix A)



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Educational Opportunity Program (EOP)

**7. 2017-18 Plans: Referring to your primary services (academic advisement, supportive counseling, tutorial assistance, summer program), what do you plan to do in 2018-19 to evaluate, improve, or achieve progress on your goals?**

**Academic Advisement:**

1. Our goal is to have 70% of students meet with their assigned EOP counselor a minimum of three times per semester (minimum of six times per year). We monitor this by examining monthly logs of counseling appointments and reaching out to students who have not been meeting these program expectations.
2. Offer workshop on academic advising for freshman in preparation for registration for spring 2019.

**Supportive Counseling:**

1. EOP will continue to operate from an open door policy as it relates to providing support to EOP students. Although we are finalizing an electronic tracking system for counseling/advisement, we do not want to lose the flexibility needed to meet the needs of students.
2. In an effort to address some of the developmental changes that students experience over the course of their educational journey at BU, we will be incorporating more workshops for students that are geared to their respective entry date (e.g. freshman, sophomore, Junior and Senior). We hope that this will create more of a comprehensive, supporting relationship between students and their assigned EOP Counselor.

**Tutorial Assistance:**

1. It is our goal that 40% of all first-year EOP students will participate in EOP sponsored Tutorial Services, in at least one courses (minimum of 8 hours) for fall 2018.
2. To measure the effectiveness of our tutorial services, 60% of all first-year EOP students will rate the tutorial services offered by EOP at the level of "Meets or Exceeds Expectations". We will be able to access this information based upon an evaluation tool that will be implemented for fall 2018 and distributed electronically to tutorial services participants at the conclusion of the fall 2018 and the spring 2018semesters.


**Summer Program:**

1. It is important for students to be introduced to the history of EOP in order for them to better understand why programs such as EOP were (and still are) necessary. It is our hope that by better understanding the program and the role that each student plays in its success will lead to better academic, social and personal outcomes.
2. Review student summer program evaluations at the conclusion of the 2018 BEP summer program.
3. Review faculty/staff evaluations at the conclusion of the 2018 BEP summer program in order to incorporate changes to the academic component of the summer program.


# Appendix A

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Educational Opportunity Program (EOP)

**EOP Six-Year Graduation and First-Year Retention Rates**

State University of New York Educational Opportunity Program (EOP) Performance Outcomes- Six-Year Baccalaureate Outcomes (Total Degrees)					
Campus Type Description	Campus Name	2011 cohort/ 2017 grad yr.	2010 cohort/ 2016 grad yr.	2009 cohort/ 2015 grad yr.	2008 cohort/ 2014 grad yr.
<b>Grand Total</b>		70.79	69.22	67.96	65.64
<b>Doctoral Degree Granting Institutions Total</b>		73.89	77.54	75.23	72.80
Doctoral Degree Granting Institutions	Albany	74.10	78.13	69.47	78.43
	Alfred-Ceramics	0.00	50.00	0.00	0.00
	Binghamton	78.16	85.06	79.63	75.68
	Buffalo Univ	70.39	75.26	67.57	65.05
	Cornell Stat	100.00	81.82	100.00	86.67
	Envir Sci & Forestry	50.00	87.50	60.00	60.00
	SUNY Poly	66.67	66.67	82.35	50.00
	Stony Brook	75.56	75.61	85.31	75.54
<b>Comprehensive Colleges Total</b>		69.52	63.22	63.00	61.45
Comprehensive Colleges	Brockport	63.79	58.33	61.64	63.16
	Buffalo State	58.33	62.12	60.47	54.68
	Cortland	71.79	80.00	71.43	62.86
	Fredonia	52.38	55.56	80.56	53.66
	Geneseo	76.00	72.22	76.92	56.52
	New Paltz	81.30	73.98	71.31	77.98
	Old Westbury	70.42	53.85	51.52	51.92
	Oneonta	66.07	57.97	66.67	65.08
	Oswego	73.03	61.46	57.66	70.93
	Plattsburgh	71.15	60.47	65.22	60.42
	Potsdam	64.44	52.50	57.50	38.10
	Purchase	87.50	78.57	48.57	75.86
<b>Technology Colleges Total</b>		40.74	58.33	48.48	25.81
Technology Colleges	Canton	0.00	0.00	0.00	12.50
	Cobleskill	50.00	100.00	100.00	25.00
	Delhi	25.00	50.00	25.00	100.00
	Farmingdale	57.14	60.00	50.00	28.57
	Maritime	36.36	58.33	46.67	20.00
		Morrisville	0.00	50.00	66.67

2017-2018 Annual Report  
Educational Opportunity Program (EOP)

State University of New York Educational Opportunity Program (EOP) Retention Outcomes All EOP Campuses			
Term	Campus Sector	Campus Name	% still enrolled after one year
Fall 2016	Doctoral Degree Granting Institutions	Albany	93.4
		Binghamton	92.6
		Buffalo Univ	86.2
		Cornell Stat	92.0
		SUNY Poly	72.7
		Stony Brook	96.5
		Comprehensive Colleges	Brockport
	Buffalo State		67.0
	Cortland		90.3
	Fredonia		76.6
	Geneseo		100.0
	New Paltz		90.5
	Old Westbury		81.7
	Oneonta		86.9
	Oswego		78.9
	Plattsburgh		82.8
	Potsdam		91.5
	Purchase		80.4
	Technology Colleges		Alfred State
		Canton	76.8
		Cobleskill	35.2
		Delhi	65.8
		Farmingdale	84.8
		Maritime	81.0
		Morrisville	51.9
	Community Colleges	Broome	53.8
		Dutchess	42.9
		Erie	61.9
		Fashion Institute	77.1
		Finger Lakes	29.7
		Fulton-Montgomery	55.0
		Genesee	30.2
		Hudson Valley	34.2
		Monroe	52.9
		Onondaga	52.2
		Suffolk County	67.2
Ulster County		53.4	
Westchester		63.0	

Retention Summary	
Campus Sector	% still enrolled after one year
Doctoral Degree Granting Institutions	91.9
Comprehensive Colleges	81.4
Technology Colleges	62.1
Community Colleges	53.5
2-Year Campus	52.1
4-Year Campus	82.2

## **Testing and Evaluation Results**

### **A. Data Collection**

Each EOP student's file included the pre and post-test exam in mathematics and their essay in writing. In order to assign students to appropriate SP classes, in consultation with the EOP Professional Staff, the Head Writing and Math Instructors used a schema, which included background data from the student's file, survey information gleaned from a questionnaire distributed at the Orientation, and the Parent Meetings at Binghamton University. These schemes also became part of the Summer Program records.

All tutoring information was electronically logged in order to record hours of services received, and both professional counselors and peer counselors were able to monitor student study hour activities and locations on Summer Program students as well as note hours of counseling interaction.

Finally, at the end of the program there was a comprehensive evaluations filled out by instructors, students, peer counselors, tutors, and EOP professional staff on all components of the program; these evaluations, along with the records of the students' performance in classes and on the post-tests, served as the basis for writing the overall program evaluation and as sources of constructive criticism for future program planning. The EOP student surveys were conducted online using Google Forms and allowed our department to measure the academic and social outcomes of the summer program. The student survey sought to measure university connectedness and satisfaction. The much larger portion of the survey evaluated success, which was measured using raw scores and grades of the students that summer. Further, the data collection continued into the fall semester comparing midterm evaluation and final grades to track the success of our students.

This measurable data allowed us to better understand what we accomplished during the summer program and how those accomplishments influenced the continued success of our students.

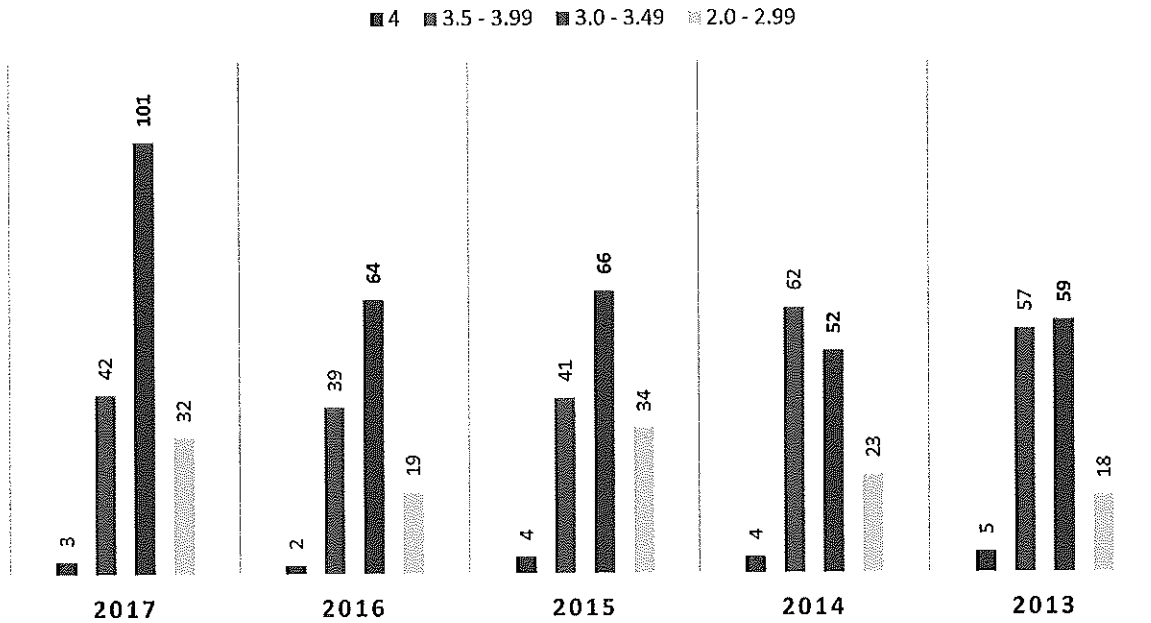
### **B. Testing Results from Summer Program 2017**

#### **Overall Summer Success:**

Last year was interesting for our EOP Summer Program. We held the largest class in our 50 years at Binghamton. When reviewing our summer history and comparing the academic performance of our students over the last 5 summers, we are confident that the intense setting that we provide in the summer program is great preparation for the rigors of the academic year that will follow.

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Educational Opportunity Program (EOP)

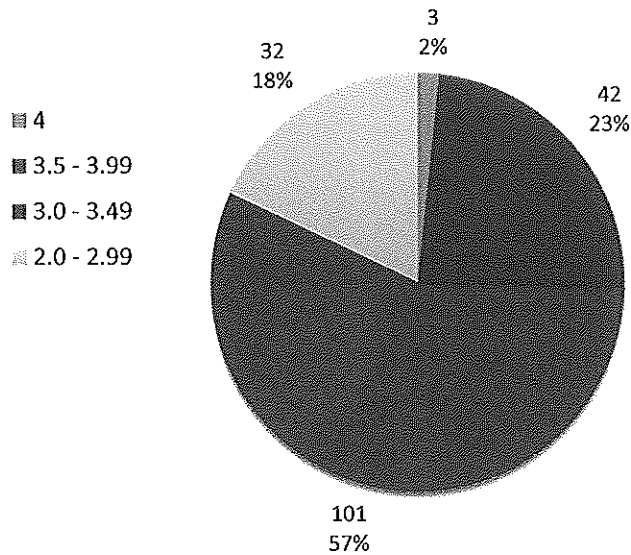
### BEP 2017 - 2013 GPA Comparisons



During the summer of 2017, one hundred and seventy eight (178) students participated in the Binghamton Enrichment Program. All of the student completed the summer program. Taking a look at the chart above, *BEP 2017 – 2013 GPA Comparisons*, you can see that even with a tough curriculum our students continued to excel in 2017. A quick glance shows that the EOP SP is consistent in student productivity and achievement.

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Educational Opportunity Program (EOP)

### BEP 2017 Overall GPA Percentages



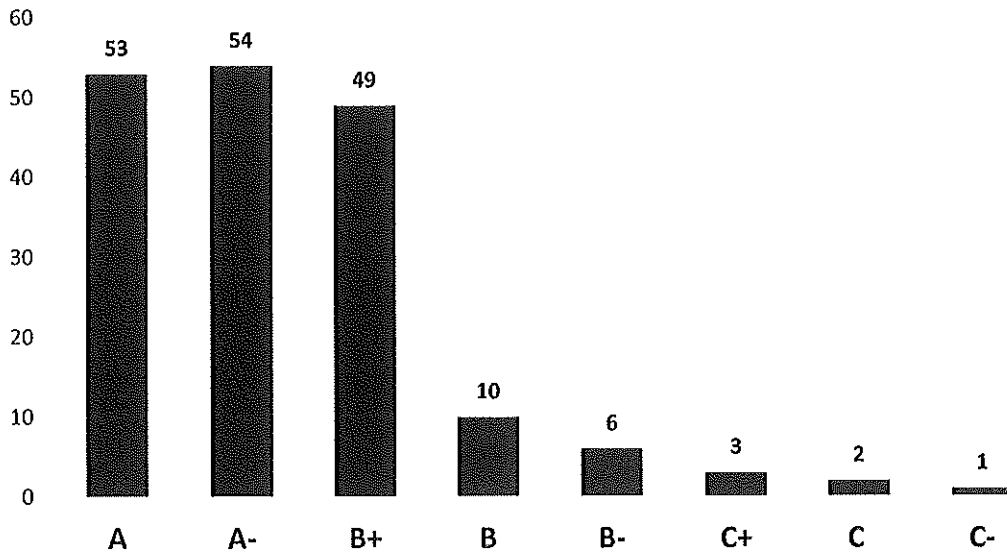
Last summer, EOP 25 percent of the summer program students earn a GPA of a 3.5 and higher, compared to 33% in 2016. Eighty-two percent of our students earned a B or above in 2017, compared to eighty-five percent in 2016. We are excited about the distribution of grades last summer, even with the increase in the number of students the performance was still outstanding.

#### **Writing Component Results:**

Writing at the university level is an area that students will be introduced to and SP instructors were instructed to assign work to familiarize students with tenants of rhetoric, rhetorical analysis, and a working understanding/vocabulary of rhetorical concepts. The average overall grade point average for Writing was 3.55.

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**BEP 2017 Writing 101 Final Grades**



Ninety-three percent of our students earned a B or higher in the Writing 101 in 2017. There were 30% of those students completed the course with an A.

**Math Component Testing Results:**

Upon starting BEP, all 178 students completed a 20-question Math pretest. The exam was organized such that question difficulty increased from the beginning to the end of the exam. Again, we believe that the difficulty some students experienced with first few Math questions could be associated with their use of calculators in high school courses. BEP students were not allowed to use calculators to take the pre/posttest exam because these testing conditions modeled those found in most Binghamton University Math Department courses.

Students were divided into levels based on the overall pretest scores.

**Number of students and pretest score ranges for each level**

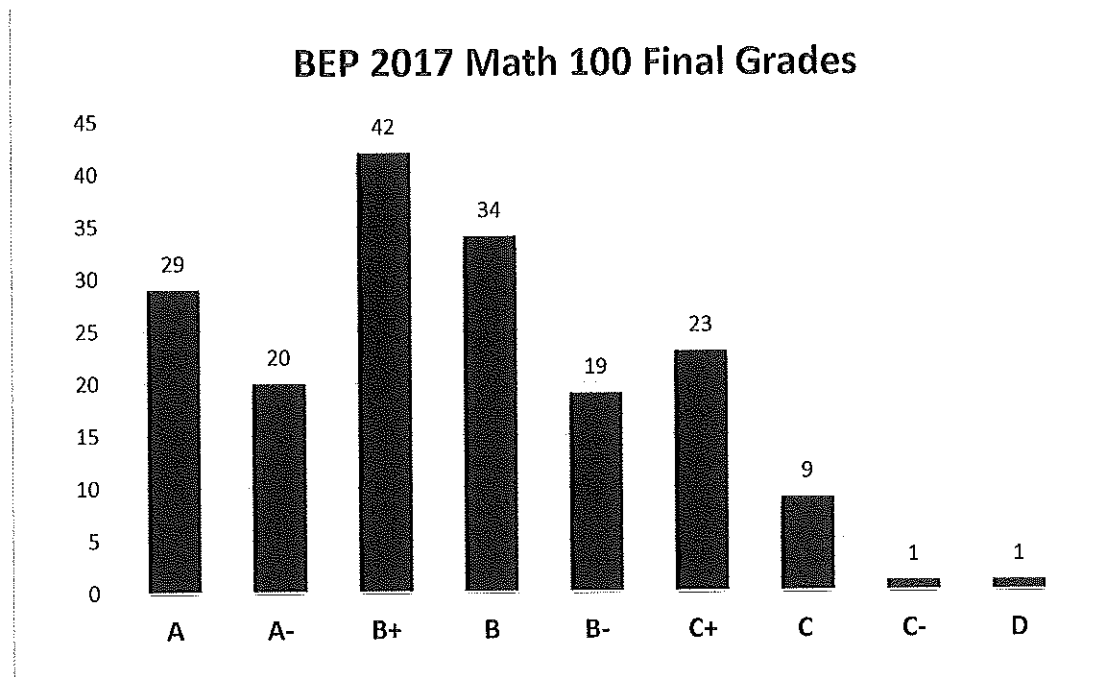
Course Name	N	Pretest Score Range
Level 1, Math 100	21	0 to 34 points
Level 2, Math 100	83	35 to 59 points
Level 3, Math 100	74	60 to 100 points

These three classes developed students for placement in fall courses, Math 106: College Algebra and Trigonometry; Math 107: Pre-Statistics; Math 108: Pre-Calculus; Math 147: Statistics, and Math 224/225:



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Educational Opportunity Program (EOP)

Calculus, and even a few in Math 226/227: Calculus 2. Successful completion of the summer Math course is essential to successful completion of fall Math classes.



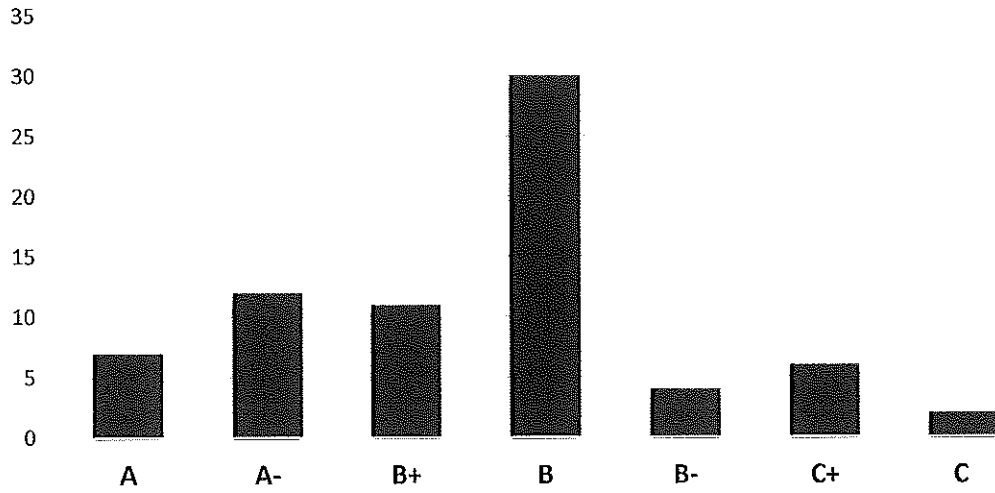
Math is very often the class that challenges the majority of our summer program students the most. In 2017, the overall average Math GPA for all 178 who completed Math 101, was a 3.12 GPA. Seventy percent of all students had a final grade of B or higher in Mathematics 100, compared to 73% in 2016. There were twenty-nine students (16%) who earned an A in the class.

**Geography, Human Development and Chemistry**

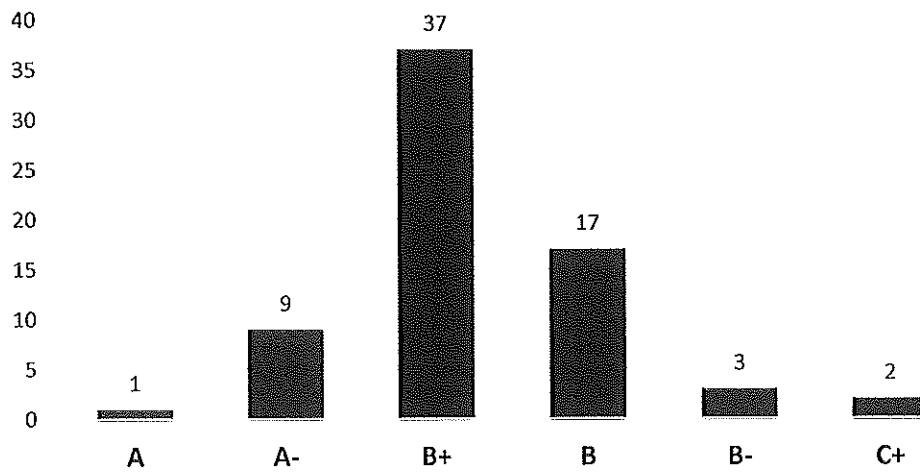
In comparison to the year prior, students in Chemistry performed at the same level as students in 2016, earning an average 3.30 GPA. Human Development students earned an average GPA of 3.23, which is just a .08 increase from 2016. Students enrolled in Geography performed just above the students who took the class last year, earning an average GPA of 3.15; a .04 increase from 2015. Below you will find the distribution of final grades for the 4 credit bearing courses offered during the 2017 EOP Summer Program.

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**BEP 2017 Geography 103 Final Grades**

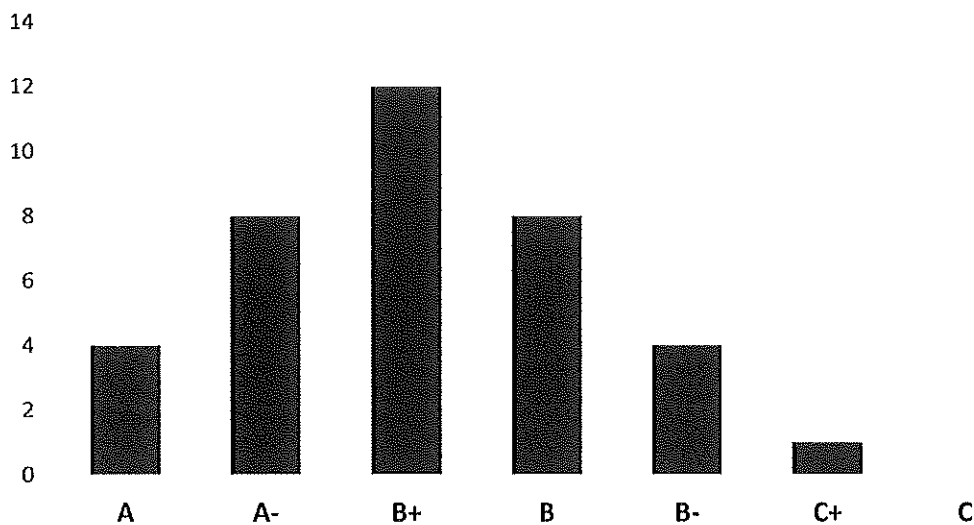


**BEP 2017 Human Development 107 Final Grades**



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### BEP 2017 Chemistry 100 Final Grades



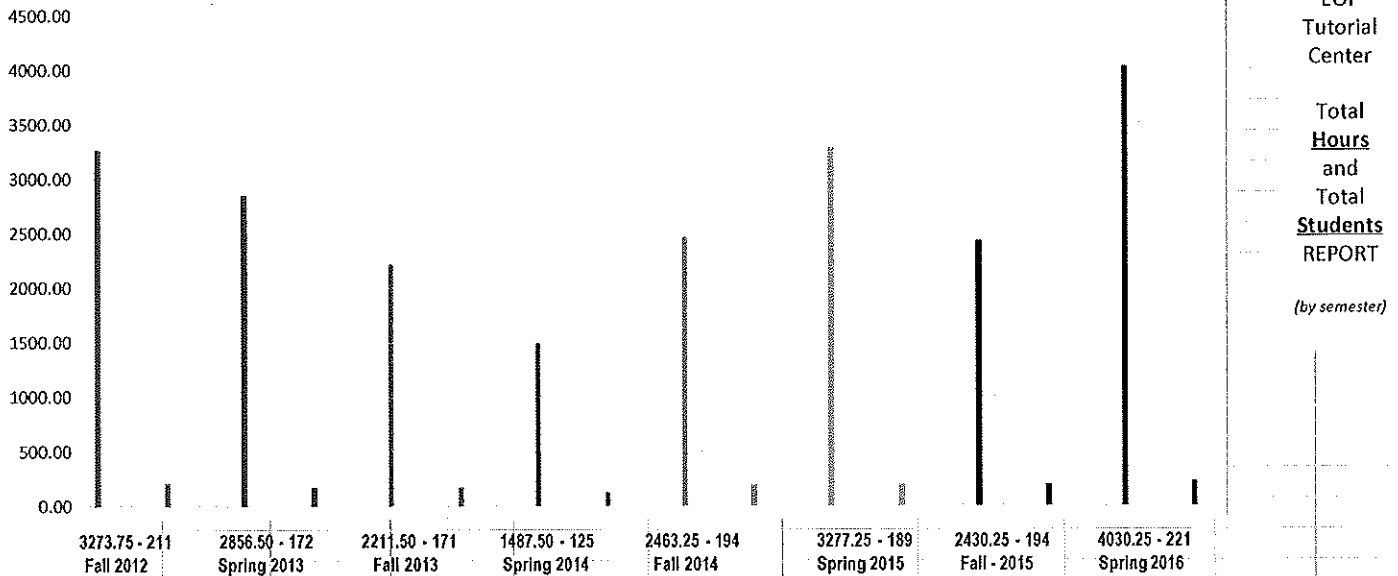
#### Overall Summer Program Grades

The Binghamton University summer program is rigorous and academically intense. Despite the challenging course-load, EOP is happy with the overall result of students from BEP 2017.

The incoming freshman at the largest group we have ever had, has once again, definitely set a standard for this program and its academic credit bearing components. Students were expected to maintain a minimum cumulative GPA of at least 2.3 in the Mathematics, Writing, Geography, Human Development and Chemistry

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Fall 2012 through and including Spring 2016  
**EOP Tutorial Report of HOURS and NUMBER OF STUDENTS**



EOP  
Tutorial  
Center  
  
Total  
Hours  
and  
Total  
Students  
REPORT  
  
(by semester)

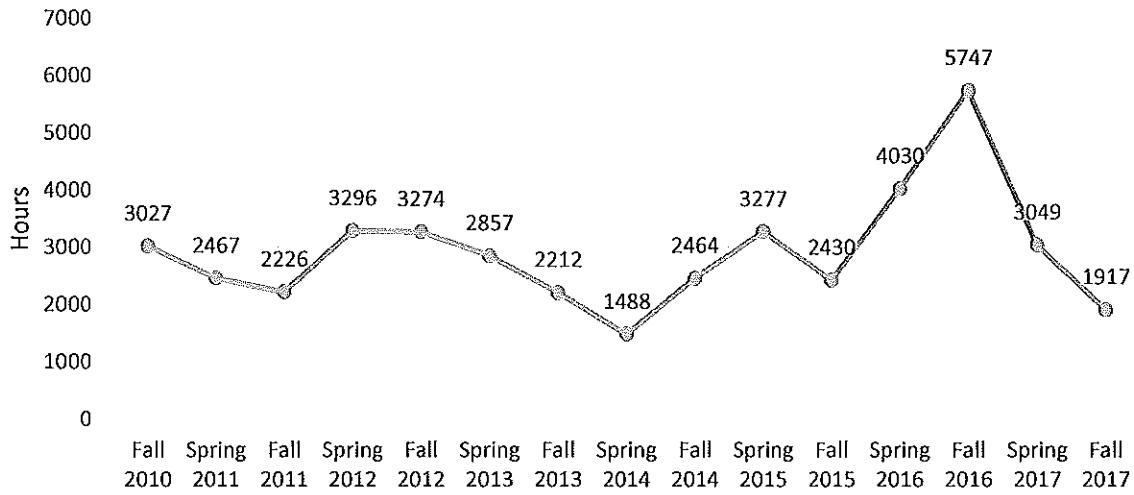
<u>Percentages:</u>		<u># of students</u>	<u>Percent</u>
<u>EOP Full Roster</u>			
Fall 2012	552	211	38.2%
Spring 2013	527	172	32.6%
Fall 2013	582	171	29.3%
Spring 2014	534	125	23.4%
Fall 2014	607	194	32%
Spring 2015	564	189	33.5%
Fall 2015	635	194	31%
Spring 2016	609	221	36.3%

CL - 06/17/2016  
EOP Tutorial GRAPH  
# of Students and Hours

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Educational Opportunity Program (EOP)

EOP Tutorial Services Summary

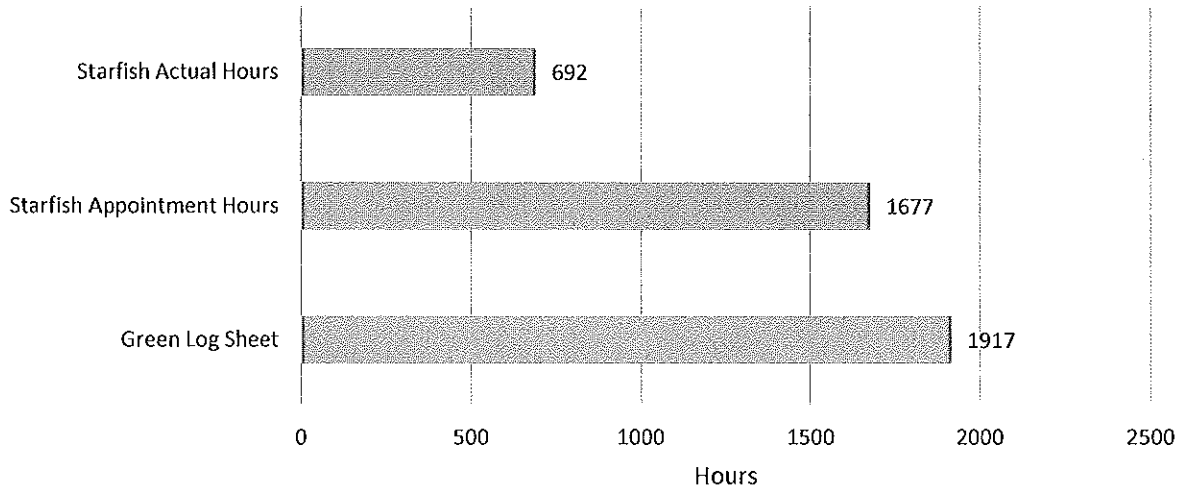
EOP Hours Tutored by Semester  
Fall 2010 - Fall 2017



Differences in Data Gathering for Total Number of Hours

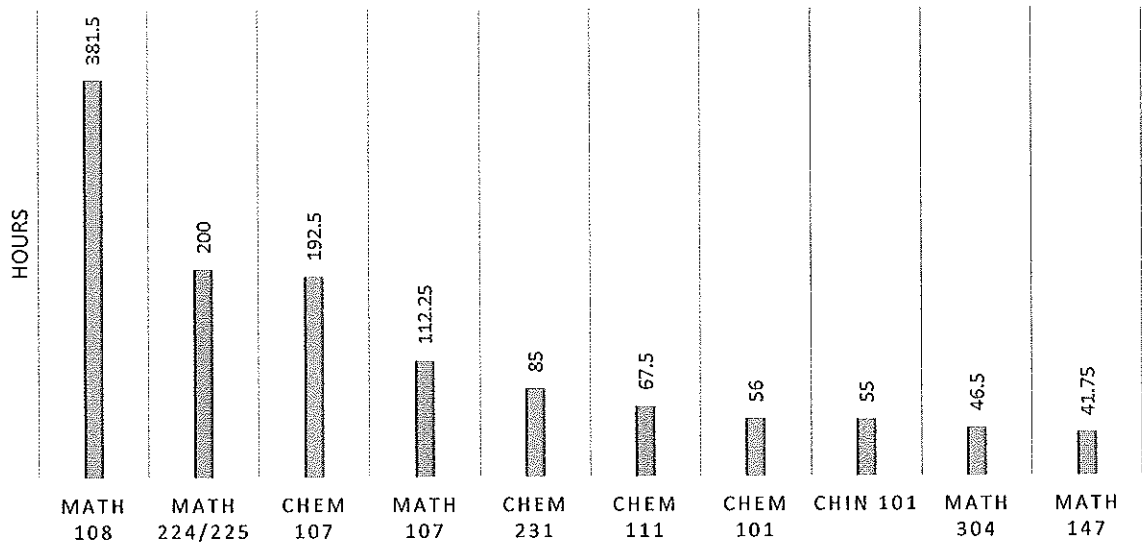
Tutored for Fall 2017

Green Log Sheet vs. Starfish

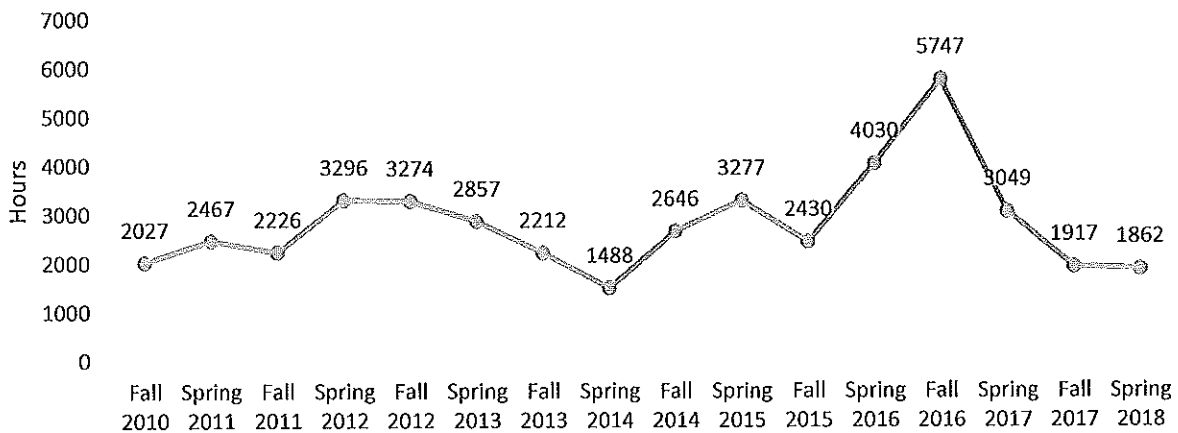


2017-2018 Annual Report  
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**COURSES & CLASSES WITH MOST HOURS  
TUTORED (FALL 2017)**



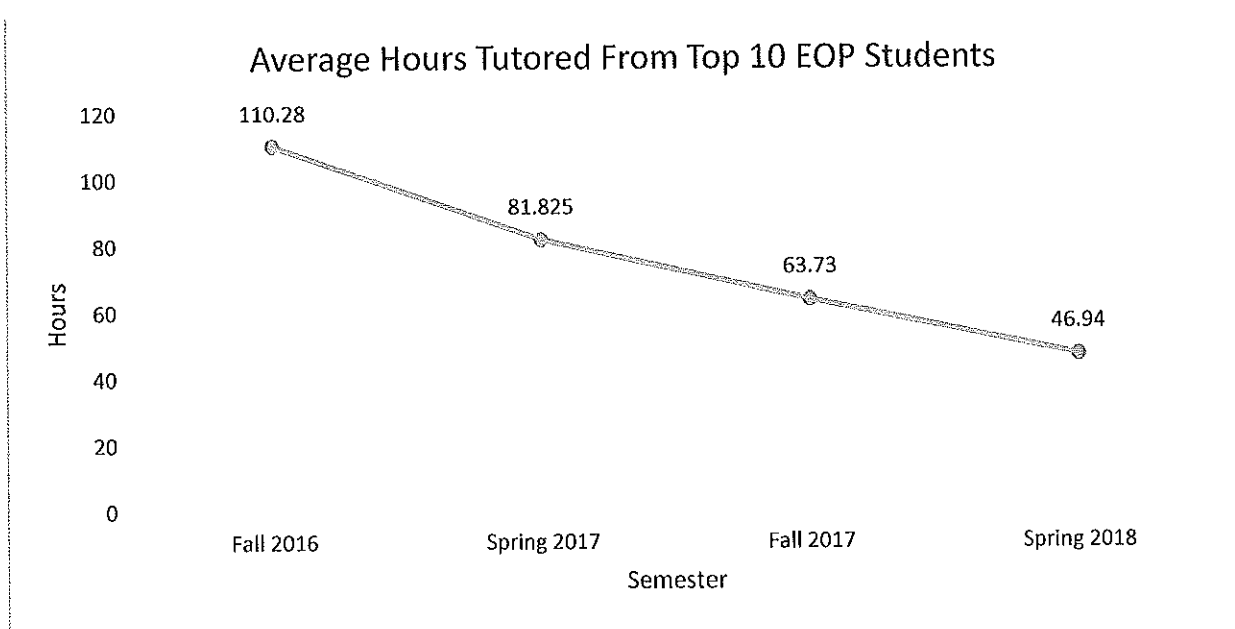
**EOP Hours Tutored by Semester  
Fall 2010 - Spring 2018**



The total hours tutored by the EOP tutorial staff was 1,862.10 hours that was composed of 1,411 sessions. Below, is a chart detailing the hours tutored during the Spring 2018 semester with all semester going back to Fall 2010. As seen, there has been a slump in tutoring hours not only for Spring 2018, but also for the entire 2017-2018 Academic Year.

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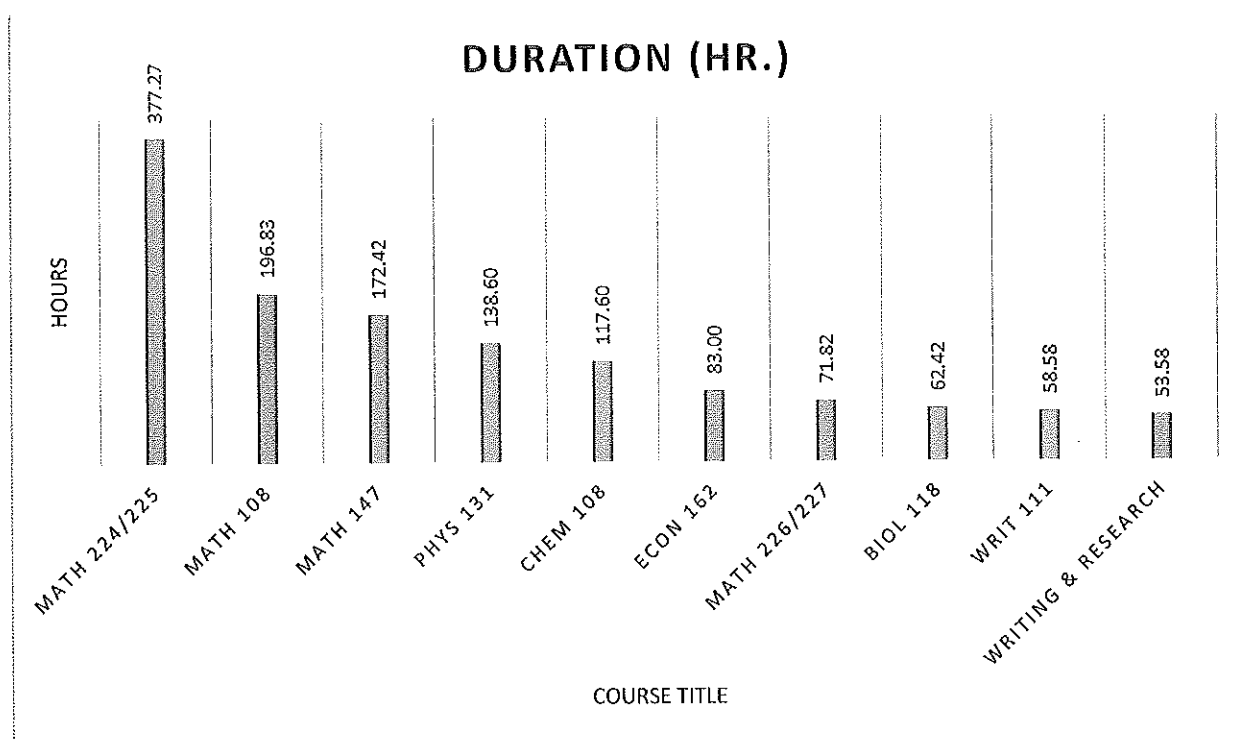
According to the chart, the Spring 2018 semester had the second lowest amount of hours tutored since Fall 2010. The lowest amount of tutoring in any semester was the Spring 2014 semester with 1,488 hours tutored. These numbers are disconcerting, especially since the 2017-2018 Academic Year saw the largest incoming first-year class EOP has ever had with 179 students.<sup>1</sup> The potential causes for this slump in hours tutored will be explored in the final section of the report.



<sup>1</sup> The number for other incoming first-year classes for EOP since 2009 is as follows: 124 students for 2016, 146 students for 2015, 141 students for 2014, 139 students for 2013, 135 students for 2012, 88 students for 2011, 87 students for 2010, and 162 students for 2009.

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**Top Ten Courses & Classes Receiving the Most Tutoring**



As the chart suggests, the vast majority of the top courses tutored are courses in the STEMs, particularly MATH, PHYS, CHEM, and BIOL. That said, there was a number of tutored hours for WRIT 111. However, all first-year students were enrolled in that course, so it would be assumed that there would be a lot of tutoring for it. The one interesting result, however, is the number of hours for Writing and Research. Writing and Research is defined as general help in researching, planning, structuring, writing, revising, and editing papers for courses across the disciplines. While this type of tutoring is hard to categorize, we are seeing a growing demand in it.

**Data Assessment: Issues, Problems, and Possible Solutions (Dr. Ryan Mead)**

In the previous Fall 2017 tutor report, numerous issues were pointed out in relationship to the data. The first issue was that there were numerous non-EOP students that were tutored. The second issue was that there



2017-2018 Annual Report  
Educational Opportunity Program (EOP)

were numerous tutoring sessions that were three or more hours. The third, and final, issue was that there was a vast decline in tutoring services provided to EOP students. In that previous report, I focused on plans on how to tackle these issues, and since the end of the semester, I was able to take care of the first two issues.

During the Spring 2018 semester, there were very few instances of non-EOP students being tutored and such issues were taken care of immediately. As to the second issue, there was a strict policy of tutoring sessions lasting no more than 2 hours. While this was difficult to enforce, I was very adamant in catching these instances as they happened and talking with the tutor regarding this. It bears repeating that the reason for this time limit is that such limits work in providing more structured sessions that are planned through goals, task, and with an emphasis on student autonomy.

The one issue that still lingers is the low numbers for EOP tutoring. My previous suggestions to this was increased promotion of Starfish and reinstating mandatory tutoring hours. While the latter is a much more difficult decision that requires coordination with the entire EOP staff, I did institute the former to the best of my ability. Throughout the winter break and Spring semester I worked tirelessly in making sure all students had training in Starfish to make appointments. I worked in making training videos, as well as presenting it at the EOP town hall meetings. Furthermore, I worked with students one on one, showing them Starfish. However, in my opinion, Starfish proved problematic as many students didn't want to use it.

Furthermore, while the number of tutored hours is down, I was reassured by many of my staff that the tutorial center was extremely busy. I can confirm this, not only by the constant in and out of multiple students in the tutorial center, but our room reservations. According to our records, there was 1,635 room reservations during the Spring 2018 semester that totaled 2,992.5 hours. However, these observations and inferences don't correlate with the data. It is my opinion that one of the major culprits to declined hours was the continued use of Starfish, combined with the tutor sessions that were put on 2-hour limits.

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To further attack this problem of low tutoring, I plan on using a variety of different strategies. The first is placing more of an emphasis on tutor training and the promotion of that training to EOP students. Using the CRLA guidelines, as well as my own training, I want peer tutors to not only become more knowledgeable about tutoring, but also become certified in that knowledge. This, I feel, will validate tutoring more in the eyes of EOP students. In addition to this, I have instituted lead tutors in place of walk-in tutoring. While lead tutors will have drop-in tutoring hours, their responsibilities focus more on observing, assessing, and mentoring other tutors, while at the same time making sure they are instituting their training. Second, I plan on moving away from Starfish as a tool utilized by the students, and instead have it be more of a tool utilized by tutors for organizational purposes. Instead, I want to promote to students the use of a Google Form to request tutors. Once the request comes through, myself, the graduate assistant, or the front desk staff will go ahead and make tutoring appointments. This method, I believe, will not only help to get more tutor requests, but also help establish more of a personal connection with students, as well as distribute tutoring more evenly between tutors. Third, is the continued emphasis on promotion of the tutorial center. So far, I have used social media, emails, flyers, as well as the digital banners. For the coming semester, I also plan on instituting more workshops, not only as a vehicle to promote study skills, but also tutoring services.

To conclude, while this report has shown that some of the lingering problems of the tutorial center have been solved, others still remain. In the coming semesters, one of my central goals is to promote the center in a way that gains more students requesting tutoring. However, in future reports and data assessments, I plan on going beyond simply the hours tutored as a marker of success, but also figure out whether or not the tutoring that is being performed currently, is effective in raising EOP student's GPAs. In other words, future reports will not only be concerned with the quantity of tutoring, but also the quality.

**Faculty Senate Educational Policies and Priorities Committee**  
**Annual Report 2017-2018**

The EPPC met six times during the 2017/2018 academic year to consider curricular and policy matters.

Here is a summary of the policy matters considered by the EPPC and their resolution:

<b>Issue</b>	<b>Discussion</b>	<b>Resolution</b>
Communication with departments regarding graduate level curriculum proposals	There does not seem to be sufficient communication of proposed new and revised curriculum with potentially affected departments at the graduate level. At the undergraduate level, there is a process where affected departments sign off before the proposal goes to the Faculty Senate. There is no similar process at the graduate level and having curriculum items go through Graduate Council does not seem to succeed in informing departments about potential changes.	The EPPC sent a draft of a sign off procedure policy to the Graduate School in Fall 2017. There has been no formal response.
Proposals taking too much time to go through the system	The Faculty Senate was asked to expedite review of two proposals which were at or over their approval deadlines of two years from the time of submission of the Letter of Intent. Both proposals were approved by the Faculty Senate in a timely manner. The MS in Human Rights was received for discussion in December 2017 and approved by the Faculty Senate in February 2018 and the Master of Data Analytics was received for discussion in February 2018 and approved by the Faculty Senate in March of 2018.	The Graduate School is taking measures to expedite the proposal development process, including creating the position of Faculty Fellow to help areas with proposal development.

<b>Issue</b>	<b>Discussion</b>	<b>Resolution</b>
New policy for approval of dual degree programs	Many “dual degree” (combining undergraduate and masters degrees) no longer require approval at the SUNY/State Ed level, so a policy for local approval of these programs was passed by the Graduate Council.	The local process still includes a formal proposal that will be reviewed by the EPPC and FSEC.
Consistency in filling out proposals for SUNY	There is some uncertainty regarding how to fill out the percentage of time devoted to the program in the Faculty Tables of proposals going to SUNY. Also some concerns have been raised about consistency in presentation of program budgets.	Guidance has been received from SUNY and the Graduate School has created the position of Faculty Fellow to develop a knowledgeable liason to the SUNY process at the Graduate level.
Review of distance education proposals	The committee determined that expansion of DSON programs in the distance education format to large numbers of students; using a third party provider for marketing, program development, and academic, application and student support; and employing large number of nonresidential adjunct faculty requires more than routine consideration and discussion of faculty resources and budget numbers.	Discussion will continue in Fall 2018.
Closing the loop	There does not seem to be a systematic process for returning information about the status and fate of approved proposals back to the faculty senate. We hear informally about Letters of Intent and Program Proposals not having been sent to SUNY after all, and hear only anecdotally about status and success of approved programs. A systematic review of what has happened to approved proposals should be part of the curriculum process.	Discussion of this issue is expected to continue in Fall 2018.

Here is a summary of the policies for faculty review of curriculum passed by the faculty senate in 2012 which are used by the EPPC and FSEC to guide their review of curriculum proposals:

Action	Item
No notification	Routine changes to existing majors, minors, certificates and degree programs that do not require SED approval
Notify EPPC FSEC and/or EPPC may undertake additional review if changes go beyond "routine"	Routine changes to existing majors, minors, certificates and degree programs require SED approval
Notify FSEC and EPPC FSEC and/or EPPC may undertake additional review	Combined degree programs (3-2, 4-1), Dual degree programs, new minors and local certificate programs (tracks)
EPPC acts as a curriculum committee	All proposals for certificates, majors, minors, or other programs that are not reviewed at the college or school level
Full faculty senate review process (starts with EPPC)	New degree programs, suspension or elimination of degree programs, new majors, new certificate-for-licensure programs

The following curricular matters were reviewed in 2017/2018:

The EPPC and FSEC were notified of Letters of Intent for new programs:

- MS in Genocide and Mass Atrocity Prevention
- MS in Archaeological Science

<b>Routine changes requiring SED approval:</b>	<b>EPPC</b>	<b>FSEC</b>
Revisions to the BS in Mechanical Engineering	Discussed	Reviewed
Revisions to CCPA PhD	Discussed	Reviewed
Revisions to BS in Accounting	Discussed	Reviewed
Revisions to BS in Business Administration	Discussed	Reviewed
Revisions to MS and PhD in Biomedical Engineering	Discussed	Reviewed

<b>Non routine expansions of existing programs in the distance education format</b>	<b>EPPC</b>	<b>FSEC</b>
Distance education offering of the PhD in Nursing	Discussed	Discussed
Distance education offering of the MS Family Nurse Practitioner	Discussed, not yet approved	
Distance education offering of the Family Nurse Practitioner Advanced Certificate	Discussed, not yet approved	

<b>Combined, dual degree, new tracks</b>	<b>EPPC</b>	<b>FSEC</b>
MPA / MS in Systems Science	Discussed	Reviewed
Graduate certificate in Genocide and Mass Atrocity Prevention	Discussed	Discussed
HDEV-MPA Five Year Combined Degree Program	Discussed	Reviewed
HDEV-SAA Five Year Combined Degree Program	Discussed	Reviewed

<b>New degrees, majors, deactivations, reactivations</b>	<b>EPPC</b>	<b>FSEC</b>	<b>Faculty Senate</b>
MS in Human Rights	Discussed	Discussed	Approved 2/20/18
Masters in Data Analytics	Discussed	Discussed	Approved 3/27/18
BFA in Musical Theatre	Discussed	Discussed	Approved 5/1/18

Respectfully submitted,

Sara Reiter, Committee Chair

Committee members

Sara Reiter, chair  
 Al Vos  
 Rolf Quam  
 Marcin Mazur  
 Barbara Wolfe  
 Patrick Madden  
 Jeff Winthal  
 Donald Nieman  
 Aondover Tarhule  
 Donald Loewen

**Faculty Senate Intercollegiate Athletics Committee**  
**Annual Report 2017-2018**

The Faculty Senate Intercollegiate Athletics Committee (IAC) met twice during the 2017-18 academic year.

In the "Fall" meeting (3/18/18), the committee reviewed the academic performance of student-athletes by team, as reported to the committee by Associate Director of Athletics and Assistant Provost David Eagan. Student-athletes continue to perform extremely well, with a GPA over 3.2 and very few student-athletes ineligible each semester.

In the Spring meeting (5/2/18), we discussed the student-athlete success center and services, and the operation of the admissions review committee, which comprises 5 faculty and staff and reviews applications of up to 15 prospective student-athletes each year. One faculty member on the IAC happened to have some expertise related to an international application, leading to the sentiment that the review committee could utilize the expertise of the faculty for other cases, potentially. We also hope to help Admissions and the Review Committee to find faculty to interview student-athletes on official visits, to help determine their suitability for admission, in some cases. This happens informally with admissions and the administration, for some high profile recruits, already.

Finally, the success data for the first year of student-athlete special admits will be available in Fall 2018, and so the IAC will review that data along with the usual academic performance by team.

Respectfully submitted,

Michael J. Lewis, Committee Chair

Committee members

Neil Christian Pages

Loretta Mason-Williams

Randy Friedman

Cindy Cowden (VP for Student Affairs designee)

Shelley Dionne (NCAA Faculty Athletics Representative)

Terry Kane (Chair, Intercollegiate Athletics Board – ex officio)

Michael McGoff (Provost ex-officio member)

David Eagan (Ex-officio member)

Patrick Elliott (Athletics Director – ex-officio)

## Faculty Senate Library Committee (FSLC) 2017-2018 Annual Report

The FSLC met twice. Two of the important topics discussed were: (1) deficiencies in faculty study space such as enclosed carrels typically available at major university libraries, and (2) strategies to incorporate library instruction into the undergraduate curriculum. Other items considered include: the library budget, the SUNY Open Access initiative, the Ithaca Assessment Survey, GreenGlass, and the new SUNY ExLibris Alma library management system. Details of each are described in the appended minutes. Note the second meeting's minutes are marked 'draft' because the committee has yet to approve them.

Respectfully Submitted by

Rosa Darling, School of Nursing

Stephanie Hess, Libraries

Nicholas Kaldis, Asian and Asian American Studies

Curtis L Kendrick, Provost's ex-officio appointee, Dean of the Libraries

Adam Laats, Education (CCPA)

Pamela Mischen, President ex-officio member

Solomon W Polachek (Chair), Economics

Joshua Reno, Anthropology

Matthew R Rodriguez, Graduate Student,

Jennifer Stoeber, English



Minutes of Faculty Senate Library Standing Committee (October 11, 2017)

Present: Rosa Darling, Stephanie Hess, Nicholas Kaldis, Curtis Kendrick, Adam Laats, Solomon Polachek, and Joshua Reno

The meeting was called to order at 2 PM.

- I. Item III in the March 8, 2-17 minutes was amended as follows: The sentence "Currently Julia Glauberman teaches a first year experiential course in library usage. This is not required but about 400 out of our approximately 2000 freshmen sign up" is now "Currently Julia Glauberman and other library faculty teach library research skills to many sections of Writing 111 and reach about 400 out of our approximately 2000 freshmen."
  
- II. Given the above change, the discussion continued regarding updates on "Basic Library Education for Undergraduates" (Agenda Item #10). Dean Kendrick indicated that the Library initiated a 2-credit course "Critical Research Thinking" (Univ 180-A) taught by Julia Glauberman. However, this course cannot be done on a large scale during the fall or spring semesters because of limited resources. In addition, the members of the library staff try to be available during Freshman Orientation to apprise new students of library facilities and services. Obviously as Professor Karp suggested "the university must do more to incorporate library orientation into freshman courses and into freshman orientation ... but ultimately ... the university and different divisions need to strongly encourage individual departments to develop library skills as a component of their (especially but not exclusively) introductory courses [and] each department should be encouraged to come up with some kind of plan appropriate for its specific disciplinary skills and needs." (email correspondence, 10/11/17). The committee agrees with this and suggests that the Faculty Senate work with the university to accomplish these objectives.
  
- III. Dean Kendrick updated the committee regarding ongoing library developments. These include:
  - a. The untimely passing of Professor Sandro Sticca who was on leave from the Romance Language Department to work with Special Collections to help annotate Italian and French language rare books
  - b. The hiring of new library faculty: Heather Parks, Head of Preservation; Mary Tuttle, Interim Subject Librarian to replace one librarian who is on sabbatical this fall and another who is scheduled for a sabbatical leave in the spring
  - c. The departures of Anne Larrivee who moved to the University of Pennsylvania and Kristen Gallant who moved to California
  - d. The recruiting efforts this year will be for a Head of Special Collections, a Head of Collection Development, and a Digital Scholarship Librarian.
  - e. The Library sponsored a number of events. These include:
    - 1) A panel discussion: Kurdish Community Perspectives: Impacting Our World, April 2017.
    - 2) A regional conference entitled Social Justice Summit: The Power of Active and Engaged Librarianship, July, 2017.
    - 3) A speaker, Johanna Drucker, Breslauer Professor in Department of Information Studies at UCLA to campus to discuss Digital Humanities, September, 2017.

- 4) A luncheon for class of 1967 and an audio replaying of the Grateful Dead concert performed at Harpur College in May 1970, Homecoming Weekend, October 2017.
  - 5) An Opening Reception for the Link Collections Exhibit to celebrate Edwin A. Link, Jr. in the North Reading Room near special collections, October 2017.
  - 6) A lecture "Open Access: What It Means For You" given by Nick Shockey from Scholarly Publications and Research Coalition, to be held October 25 from 3:30 – 5 pm in Science Classroom 310.
- f. SUNY will be implementing a SUNY-wide library management system. Binghamton University is one of 5 libraries that will serve as a vanguard campus to take the lead on implementing and testing the ExLibris Alma system. Further, the Library is playing a lead role in a new system-wide library committee charged with more efficiently utilizing library resources.
  - g. The library applied for two grants:
    - 1) Council on Library & Information Resources (\$16K) to digitize collection of audio interviews
    - 2) Holleman Foundation (\$22K) to provide a research opportunity for EOP students to work with the digitized audio collection to transcribe and create open educational resources from the interviews and other materials
  - h. The library book sale will take place October 19th – 21st. This event typically raises more than \$10K.
- IV. The SUNY Open Education Resources (OER) is a new initiative to bring free or low cost digitally based materials to students to supplant currently used textbooks. Our library has taken a lead role on implementing this program. Benjamin Andrus is taking the prime role on this project, and will be collaborating with Andrea MacArgel from CLT. Related to this project is Item #8 on the agenda (Textbook Acquisitions). The library has funds to purchase textbooks for some but not all courses, and seeks to encourage faculty to donate desk copies. Dean Kendrick will work with the Provost to put together such as solicitation.
- V. The Ithaca Survey is an assessment tool the library plans to use to better meet faculty and student needs by determining faculty and student research, teaching and space requirements.
- VI. GreenGlass is a web-based application developed by Sustainable Collection Services to assess how a library's collection compares to others. It enables one to find out how unique particular collections are. This software will help define our how unique our collections are and could help us prioritize which type materials we should emphasize and which type materials we could de-select. Currently there are severe space issues, not just regarding reading room space, but also shelf space, even in the Annex which is now virtually at capacity.
- VII. The library's Roadmap proposals to expand the library was not funded, but instead the library learned that there will be a multiyear renovation project for the second and third floors. As a result of this renovation, the physical infrastructure will be redesigned to better utilize space and hopefully increase capacity for students and faculty. There was some discussion about seeking more space in the library's basement as that space can easily bear the weight of thousands of books.

VIII. The library did a survey to assess graduate student carrel utilization. Carrel occupancy was measured over a four day period at various time intervals from 6 AM to 11:26 PM. Utilization rates varied from 0.5% to 13.8%. The overall average was 7.0%. The committee acknowledged that this was an extremely inefficient use of a valuable library resource, but recognized that the data were from a relatively small sample. Sol Polachek brought up two possible proposals mentioned in the committee in prior years when the issue first arose. One proposal was to increase the number of graduate students in each carrel by putting lockers between each carrel thus enabling more graduate students to store material rather than using carrels as a storage facility. The other was to attach a modest carrel fee thereby discouraging students from simply getting carrels without using them to capacity. (The University of Chicago does this for faculty carrels.) Stephanie Hess suggested a third possibility of using an online signup system as is done for group study rooms. That way graduate students can get the carrels when needed. Joshua Reno argued that students would perceive any change as adverse, and thus we should incorporate graduate students into the decision process. The committee agreed that that conferring with graduate students made sense and will move in that direction.

The meeting was adjourned at 3:30 PM.

## Minutes of Faculty Senate Library Standing Committee (April 12, 2018)

Present: Jennifer Stoeber, Stephanie Hess, Curtis Kendrick, and Solomon Polachek

Visitor: Jonathan Karp

The meeting was called to order at 4 PM.

### 1. Welcome & Introductions

We welcomed Professor Jonathon Karp to explain the new unanimously passed resolution by the History Department Undergraduate Committee which will be discussed below (Item #3).

### 2. Review and Approval of Minutes from October 2017 Meeting

Item VII of the minutes were amended to note that the forthcoming renovations of the library will only entail the second and third floors, not the first three floors.

### 3. Library Instruction for History Undergraduate Courses – Jonathan Karp Proposal

Jonathan Karp presented the background for his initiatives to induce instructors to incorporate more material into the classroom regarding library resources on campus into the classroom. His motivation stems from evidence he has seen that many undergraduates “have poor knowledge of even the most basic library research tools.” In this vein he produced a document “Suggested Guidelines for Incorporating Library Instruction into History Undergraduate Courses” providing guidelines to be incorporated into undergraduate history courses. This document was unanimously approved by the History Department Undergraduate Committee. A copy is attached (Appendix A). Dean Kendrick will go over the document with his staff to devise ways how the library can help implement its ideas. Whereas Professor Karp’s document applies solely to the History Department, Dean Kendrick and his staff will also develop ideas on how to encourage other schools and departments to instruct students on library resources. In return, Professor Karp will assess whether this History Department initiative leads to better informed students regarding library usage.

### 4. Faculty Hiring/Recruitment

New hires in the library are:

- James Galbraith, Head of Collection Development
- Amy Gay, Digital Scholarship Librarian

A new Head of Special Collections will be announced soon.

Three vacancies for which there will be searches are:

- Subject Librarian in Biology and Psychology
- Librarian for Instructional Outreach
- Librarian for Cataloguing and Metadata

### 5. Budget Cuts

The Library has been asked to prepare for a 4% budget cut. The majority of these cancellations would necessarily be from electronic resources (databases and journals) and print periodicals. Electronic resources and print periodicals comprise 80% of the library's collections budget and their cost is rising at 6-8% each year. The library's plan is to first cut high cost/low use electronic and print periodicals, specifically titles for which the cost per use was over \$75. In addition to cutting high cost-per-use titles, the library will cut subject funds based on each discipline's share of the total print periodical and electronic resources budget.

#### 6. Open Access Policy Proposals

The latest version (attached) of the Open Access Document (a SUNY-wide requirement) has been sent to John Starks for approval by the Faculty Senate Executive Committee. This document is attached (Appendix B).

#### 7. Predatory Publishing

The library produced a "Predatory Publishing Document" (attached) to apprise faculty of new profit driven publishers who "do not meet their obligations to provide peer review and editorial services, may often publish low quality" and even fraudulent research." This document is attached (Appendix C).

#### 8. Space

##### a. Renovation

Renovations will entail the second and third floors of Bartle Library. They will not comprise the ground floor of the Science Library as originally anticipated. Renovations will be done one floor at a time. At this point, it is not decided where books currently on shelves will be stored or where desk space will be available for students and faculty.

##### b. Collections

##### c. Offsite

Plans for obtaining the old Binghamton Post Office for books storage did not materialize. The Libraries will continue to utilize space at the current Library Annex in Conklin.

##### d. Carrel Utilization

Currently library carrels are extremely underutilized and graduate students appear to be using this space more for storage than for research. The library will institute a new reservation system enabling staff to assign more graduate students to each carrel.

##### e. Dedicated Faculty Workspace

At this point there is NO dedicated space for faculty. Desk space during regular library hours is extremely, indeed critically, in short supply. The library has to gain more space. As part of the Bartle renovation project the Libraries will plan to include some space dedicated to faculty.

#### 9. New SUNY-wide online catalog system

The new ExLibris Alma SUNY-wide library management system will go live in July 2019. This will mean slight changes in the library's website, but will enable users to get better access to the SUNY-wide collection more quickly.

10. Other Matters Arising

None

The meeting was adjourned at 5:15 PM.

DRAFT

## Appendix A

### Suggested Guidelines for Incorporating Library Instruction into History Undergraduate Courses

Strong anecdotal evidence suggests that many undergraduates at BU have poor knowledge of even the most basic library research tools and procedures. At present the university provides no mandatory library orientation for all undergraduates. Until an adequate university-wide policy is established to meet this deficiency, it will be up to individual departments to implement their own procedures to try to meet this need.

The following are intended to serve as simple guidelines, not requirements. The goal is to make the library an essential partner for student instruction through the step-by-step, graduated acquisition of knowledge and skills corresponding to different course levels (100-400) taught in the History department.

These guidelines have been reviewed and approved by the Undergraduate Committee.

- 100 and 200-level courses:
  - encourage students to identify and access printed material stored in the library.
  - learn how to find a call number online, and then how to read the call number and find the book in the stacks.
  - In small or medium-sized classes, instead of putting all assignments on Blackboard, require that at least some can only be accessed through the library reserve room and/or accessed digitally through downloading an online journal article.
- 200 -level courses
  - Any or all of the above, plus an assignment requiring the use of a library database (such as Worldcat). The instructor can also invite a member of the library staff to visit the class for a brief introduction to the use of databases.
  - An assignment requiring ordering a book from Interlibrary Loan (if it is an essential title for a particular student research project); or, to avoid having the library incur unnecessary costs, ordering a book from the Annex.
- 300-level courses
  - For a writing assignment comparing primary source documents, assign student task of using library database to find and download 1-2 relevant scholarly articles.
  - Require as one assignment that students create a short, annotated bibliography for a given topic, comprised of a handful of primary and secondary sources.

- 400-level senior seminar

- The instructor should work with a reference librarian to create a “course page” (a web page which aggregates in a readily accessible form many of the different types of online and hard-copy research materials available at our library for the broad topic of the course, including reference works, relevant databases, historical newspapers, special collections materials, etc.)

- The instructor dedicates one class, or a portion of a class, to introducing students to an archival “finding aid,” showing them how to access one online, how to understand their structure and organization, and how to determine if this finding aid might be helpful to researching their topic.

- Or, a class devoted to visiting Special Collections and examining examples of rare manuscripts and books.

- Or, a class devoted to visiting the microfilm room and learning how to use the technology.

These guidelines should be revisited and updated periodically.



## Appendix B

### **Binghamton University**

#### Open Access Policy – Revised Version

Draft – March 9, 2018

The faculty of Binghamton University are committed to the dissemination and sharing of scholarship and creative works. As authors, we recognize the need to share our work with peers as well as the general public, and the benefits that result from this sharing such as visibility in online search engines, journal websites, and online repositories. We also recognize the need to develop a campus Open Access policy in response to the SUNY Board of Trustees (BOT) Campus Open Access Policies Memo distributed in 2018.

To serve these goals we pledge to *share/submit* journal articles (the final version submitted to the publisher) to the Libraries, who will then review publisher self-archiving policies for each article and post in the Libraries' Open Repository @ Binghamton (ORB) as permitted. Items that cannot be shared will not be posted to the ORB.

If due to the research scope, copyright or other considerations faculty are prevented from submitting their journal articles, a waiver can be supplied, or an embargo period put in place.

Review of this policy will occur within three years of adoption, with a report presented to University faculty and administration on the impact of this policy.

## Appendix C

Draft March 14, 2018

### Predatory Publishing Advisory

Predatory publishing is a phrase used to describe publishers who appear to offer reputable scholarly publications but are exclusively profit driven. They do not meet their obligations to provide peer review and editorial services, may often publish low quality research, and generally engage in fraudulent behavior.

The organization SPARC defines Open Access as “the free, immediate, online availability of research articles coupled with the rights to use these articles fully in the digital environment.”<sup>1</sup> One of the primary business models sustaining Open Access publishing is called Author Pays, whereby in order to publish in an OA journal the author pays what are known as Article Processing Charges or APCs. Typically, APCs range from a few hundred dollars to a few thousand dollars per article. A shifting paradigm where authors are becoming more accustomed to paying to publish, along with advances in technology lowering barriers to producing online publications that appear to have substance and value, have opened the door for predatory publishing practices.

It is important to frame this topic with some context:

Online does not equal Open Access – many journals that are online use a traditional subscription based model;

Open Access does not equal Poor Quality – there are many high quality OA journals, and publishing OA increases readership and citations;

Standard journal publishing practices, with 6 – 10% price increases per year while STM publishers earn 30 – 40% profit per year might be considered predacious.

Predatory publishers attract revenue by deceiving their authors, their readers, and those trying to evaluate the scholarly achievements of their peers. With about 1,000 new scholarly journals added each year, and the predatory publishers tactic of creating journal names that sound like legitimate journals or even hijacking an exiting name, it’s a challenge to keep up. Faculty need to exercise caution in choosing in which publications to place their articles, but also when evaluating the work of their peers. Sadly, in the highly competitive world of academia some have taken to gaming the system by padding their CVs with low quality scholarship in publications of dubious value.

There have been attempts by individuals to develop lists of predatory journals. These so-called “blacklists” should be approached with caution. What are the biases – cultural and otherwise of the compiler? How current is the list? If no new titles have been added in a few years it may lend a false sense of security. There are also “whitelists” that may have more utility, but even

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<sup>1</sup> SPARC website consulted February 22, 2018. <https://sparcopen.org/open-access/>

some of these have been found to include predatory journals on their supposedly vetted lists. Ultimately, only experts in the field can truly identify fraudulent information in their field of expertise, regardless of if a journal is on a blacklist or a whitelist.

People need to learn how to assess publications themselves and apply the quality criteria that are most important to them. There are some factors that may be indicators of predations, that a particular journal or publisher may be less than trustworthy.

#### Indicators of Predation:

- False claims of editorial board membership
- False claims of impact factors or inclusion in Directory of Open Access Journals or Journal Citation Reports
- Steal content from other publications
- Hide Author Processing Charges until after manuscript accepted
- Don't make content available to search engines (Google)
- Editors with email addresses from Gmail, Yahoo
- Journals with overly broad scope – Journal of Humanities and Medical Informatics
- Journals with extremely rapid publication schedules
- Spam solicitations -- blanket solicitations addressed to "esteemed author" and similar salutations

It's impossible to know the extent of the predatory publishing problem. A 2015 study by Shen and Bjork in *BMC Medicine*<sup>2</sup> estimated that 420,000 articles were published in predatory journals during 2014, earning publishers upwards of \$71 million in APC revenue. Doubtless the numbers have only grown since then. We have to accept this as part of the cost of doing business in the digital age of academia, and do all that we can to combat it.

#### Resources to Help with Predatory Publishing Problem

March 2018

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<sup>2</sup> Cenyu Shen and Bo-Christer Björk *BMC Medicine* 2015 13:230 <https://doi.org/10.1186/s12916-015-0469-2> © Shen and Björk. 2015. Consulted February 22, 2018.

Binghamton University Libraries Predatory Publishing LibGuide  
<http://bit.ly/PredatoryPublishers>

Directory of Open Access Journals (DOAJ) whitelists OA journals that meet their publishing standards:  
<https://doaj.org>

Journal Citation Reports (Clarivate Analytics) Master Journal List includes every journal selected for coverage by Web of Science. Clarivate Analytics claims that because of their vetting process none of the journals on the list are predatory.  
[http://mjl.clarivate.com/#journal\\_lists](http://mjl.clarivate.com/#journal_lists)

Open Access Scholarly Publishers Association (OASPA), whitelists publishers by accepting them as members:  
<https://oaspa.org>

Principles of Transparency and Best Practices in Scholarly Publishing:  
<https://oaspa.org/principles-of-transparency-and-best-practice-in-scholarly-publishing-3/>

Committee on Publication Ethics (COPE) Core Practices: <https://publicationethics.org/core-practices>

Think Check Submit offers advice about how to publish in a reputable journal  
<http://thinkchecksubmit.org/check/>

In addition to predatory publications there are also predatory conferences. Think Check Attend provides information about predatory conferences  
<https://thinkcheckattend.org/attend/>

**Faculty Senate Professional Standards Committee**  
**Annual Report 2017-2018**

**The charge of the Professional Standards Committee is as follows: Charge: 1. to consider all sides of issues involving professional conduct and to seek a resolution or to recommend appropriate action to assure high standards of professional conduct; 2. to report annually on the number of issues raised, the nature of the issues raised, and the procedures used in recommending resolution of redress. 3. the committee will not consider cases which are matters of grievance or discipline under provisions of the Collective Bargaining Agreement or aspects of promotion, tenure, and renewal cases related to the substantive issues to be considered by the University Personnel Committees, such as composition of initiating personnel committees, adherence to proper procedures, the fairness of presentation of the case, or the weighing of factors by parties at the various stages of the personnel process. The committee may be concerned with the unprofessional conduct of faculty in the context of personnel cases. (Approved by Faculty Senate May 10, 2011) Composition: Five tenured voting faculty. Additional non-voting members whose expertise would contribute to the committee's function may be added at the discretion of the committee chair, subject to the approval of the Executive Committee. The term of office of such appointees shall be the same as that of the committee's elected members.**

The Professional Standards Committee had one case during the spring semester of 2018. The case dealt with an inappropriate and unacceptable response by the faculty member to an email he received. The committee met twice to discuss the complaint. A letter was sent to the Dean of the School, the Department Chair and the faculty member in question with suggestions regarding how the complaint might be resolved. No cases came to the committee during fall 2017.

Respectfully submitted

Gale Spencer, Committee Chair

Committee members

Robert E. Guay

Kim Hoe

Sarah Maximeik

Melissa R Zinkin

Faculty Senate University Undergraduate Curriculum Committee  
Annual Report 2017-2018

During the 2017-2018 academic year, the UCC continued its work approving university-wide courses (under the rubrics UNIV, SCHL, ELI, OUT, and CDCI), certifying courses that meet Binghamton University General Education requirements and deciding on student petitions related to General Education requirements.

Additional committee activities included:

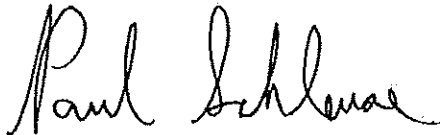
- Reviewing course portfolios for assessment of General Education and completing reports for the categories of Mathematics, Global Interdependencies, and Physical Activity & Wellness.
- Presenting a workshop for instructors of Gen Ed courses in Aesthetics, Humanities, and Social Science. This workshop drew in part on the results of the General Education Assessment Reports written last year, and was recorded and posted online for the use of future instructors. This type of workshop, which the UCC Chair has coordinated for the last three years, thus closes the circle on the assessment process.
- Presenting workshops for instructors preparing to submit General Education Assessment portfolios this year (Pluralism in the U.S. and Oral Communication). These workshops respond to general deficiencies observed by UCC members in submitted portfolios. The third Gen Ed category due for assessment this year, Critical Thinking, was handled by OIRA, since this category is not tied to individual courses.
- Developing a new survey-based system for conducting General Education assessments. This survey will respond to the demonstrated statistical invalidity of the portfolio process used in the past. The surveys will be implemented in Fall 2018 and Spring 2019, when they will be distributed to all instructors of courses in the categories being assessed (Composition, Foreign Language, and Laboratory Science).

The Chair would like to express his appreciation to the members of the committee for their dedicated and thoughtful contributions to an unusually extensive workload. However, it should be noted that the two mandated student members of UCC (one undergraduate and one graduate TA) were never filled this year.

The Chair and the Committee would like to express their gratitude to Liz Abate, our coordinator of General Education and Senior Assistant for Undergraduate Education in the Provost's Office, for her outstanding assistance and coordination.

Attached, as required, is this year's report on university-wide course offerings under the following rubrics: UNIV, SCHL, ELI, OUT, and CDCI.

Respectfully submitted,



Paul Schleuse, Music  
Committee Chair

Committee Members (voting):

Nicole Cameron, Psychology  
Katja Kleinberg, Political Science  
Les Lander, Computer Science  
Sarah Maximiek, Libraries  
Mary Muscari, Decker School of Nursing  
Sara Reiter, School of Management  
Marguerite Wilson, Human Development  
Harald Zils, German/Russian Studies

Committee members (non-voting):

Liz Abate, Provost's Office  
Lisa Hrehor, Health and Wellness Studies  
Michelle Jones, Harpur College Deans Office  
Don Loewen, Provost's Office and German/Russian Studies  
Pamela Mischen, President's Office and CCPA

## Report on University-Wide (UNIV) Course Offerings – 2017-2018 Academic Year

Attached please find a complete listing of all courses offered during the 2017-2018 academic year under the following rubrics:

- Binghamton Scholars Program – SCHL
- Career Development Center Internships – CDCI
- English Language Institute – ELI
- Outdoor Pursuits - OUT
- University-Wide courses – UNIV

Working with John Starks, the director of the Office of University-Wide Programs, the UUCC approved the following new UNIV courses:

- New permanent courses:
  - ELI 115, Academic Achievement Skills, new permanent course effective Fall 2018
  - ELI 391, ELL Outreach and Persistence, new permanent course effective Fall 2018
  - GMAP 281A-C, Topics: Hist and Contemp, approved as a cross-list for topics courses in the GMAP minor
  - GMAP 282A-C, Topics: Concept and Theory, approved as a cross-list for topics courses in the GMAP minor
  - GMAP 283A-C, Topics: Practice and Method, approved as a cross-list for topics courses in the GMAP minor
  - UNIV 180A, Critical Research Skills, new permanent course effective Fall 2017
- New topics courses:
  - SCHL 390A, Practicum: Community Engagement, approved as an experimental course for Fall 2018 only

Term	Subject Number	Title	Instructor First	Instructor Last	Enroll	Max Credits
Fall 2017	CDCI 385	Prof Internship Pgm Oral Comm	Danielle	Britton	10	4
Fall 2017	CDCI 385	Prof Internship Pgm Oral Comm	Veronica	Ogeen	12	4
Fall 2017	CDCI 385	Prof Internship Pgm Oral Comm	Cherie	Vanputten	12	4
Fall 2017	CDCI 385	Prof Internship Pgm Oral Comm	Stacy	Marrow	12	4
Fall 2017	CDCI 385	Prof Internship Pgm Oral Comm	Danielle	Britton	10	4
Fall 2017	CDCI 385	Prof Internship Pgm Oral Comm	Tanyah	Barnes	30	4
Fall 2017	CDCI 385	Prof Internship Pgm Oral Comm	Melissa	Lawson	5	4
Fall 2017	CDCI 385	Prof Internship Pgm Oral Comm	Brandy	Smith	12	4
Fall 2017	CDCI 385	Prof Internship Pgm Oral Comm	Charity	Corman	15	4
Fall 2017	CDCI 385	Prof Internship Pgm Oral Comm	Denise	Lorenzetti	15	4
Fall 2017	CDCI 395	Professional Internship Pgm	Marshall	Hild	30	2
Fall 2017	CDCI 395	Professional Internship Pgm	Courtney	Woolever	25	12
Fall 2017	CDCI 395	Professional Internship Pgm	Rachel	Cavalari	15	4
Fall 2017	CDCI 395	Professional Internship Pgm	Joshua	Perry	10	2
Fall 2017	CDCI 395	Professional Internship Pgm	Elizabeth	Staff	5	2
Fall 2017	CDCI 395	Professional Internship Pgm	Jennifer	Keegin	15	2
Fall 2017	CDCI 395	Professional Internship Pgm	Corey	Konnick	12	4
Fall 2017	CDCI 395	Professional Internship Pgm	Dara	Raboypicciano	15	2
Fall 2017	CDCI 395	Professional Internship Pgm	Heather	Miller	10	2
Fall 2017	CDCI 395	Professional Internship Pgm	Kelli	Smith	12	12
Fall 2017	CDCI 395	Professional Internship Pgm	Karen	Cummings	15	4
Fall 2017	CDCI 395	Professional Internship Pgm	Meghan	Carpentier	15	4
Fall 2017	CDCI 395	Professional Internship Pgm	Kuo-I	Chou	15	2
Fall 2017	CDCI 395	Professional Internship Pgm	Melissa	Lawson	5	2
Fall 2017	CDCI 395	Professional Internship Pgm	Marissa	Zelman	20	2
Fall 2017	CDCI 395	Professional Internship Pgm	Angelica	Dellapenna	20	2
Fall 2017	CDCI 395	Professional Internship Pgm	Dara	Raboypicciano	15	2
Fall 2017	CDCI 395	Professional Internship Pgm	Erica	Kryst	16	4
Fall 2017	CDCI 395	Professional Internship Pgm	Dara	Raboypicciano	15	2
Fall 2017	CDCI 491	JC Mentor UG Teaching Asst	Alexis	Avery	2	4
Fall 2017	CDCI 496	Johnson City Mentor Program	Karen	Cummings	19	2
Fall 2017	CDCI 496	Johnson City Mentor Program	Joanna	Cardona	25	2
Fall 2017	CDCI 496	Johnson City Mentor Program	Andrew	Blaine	25	2
Fall 2017	CDCI 496	Johnson City Mentor Program	Donna	Geetter	25	2
Fall 2017	CDCI 496	Johnson City Mentor Program	Courtney	Woolever	25	2
Fall 2017	ELI 120	Intermediate Read Write Vocab	Tania	Winthal	18	4
Fall 2017	ELI 120	Intermediate Read Write Vocab	Trena	Haffenden	18	4
Fall 2017	ELI 121	Intermediate SpeakListenVocab	Trena	Haffenden	18	4
Fall 2017	ELI 121	Intermediate SpeakListenVocab	Ann	Sorensen	18	4
Fall 2017	ELI 121	Intermediate SpeakListenVocab	Trena	Haffenden	18	4
Fall 2017	ELI 121	Intermediate SpeakListenVocab	Corrine	Spencer	18	4
Fall 2017	ELI 205	Adv Speaking&Listening Compre	Kellie	Tompkins	14	4
Fall 2017	ELI 205	Adv Speaking&Listening Compre	Jennifer	Brondell	15	4
Fall 2017	ELI 205	Adv Speaking&Listening Compre	Linda	Sukarat	14	4
Fall 2017	ELI 205	Adv Speaking&Listening Compre	Patricia	Alikakos	14	4
Fall 2017	ELI 205	Adv Speaking&Listening Compre	Kellie	Tompkins	14	4
Fall 2017	ELI 210	Adv English As A Second Lang	Kellie	Tompkins	18	4
Fall 2017	ELI 210	Adv English As A Second Lang	Patricia	Alikakos	18	4
Fall 2017	ELI 210	Adv English As A Second Lang	Ann	Sorensen	18	4
Fall 2017	ELI 210	Adv English As A Second Lang	Kellie	Tompkins	18	4
Fall 2017	ELI 210	Adv English As A Second Lang	Tania	Winthal	18	4
Fall 2017	ELI 211	Advanced Writing for ELL	Corrine	Spencer	18	4



Fall 2017	ELI	211	Advanced Writing for ELL	Corrine	Spencer	18	4
Fall 2017	ELI	212	Fundamentals Academic Writing	Corrine	Spencer	12	2
Fall 2017	ELI	214	Crit Analysis/Argument Speech	Patricia	Alikakos	18	2
Fall 2017	ELI	214	Crit Analysis/Argument Speech	Patricia	Alikakos	12	2
Fall 2017	ELI	215	Speaking Skills For Bilinguals	Tania	Winthal	13	4
Fall 2017	ELI	215	Speaking Skills For Bilinguals	Ann	Sorensen	18	4
Fall 2017	ELI	491	Practicum in College Teaching	Jennifer	Brondell	25	20
Fall 2017	ELI	492	Tutoring English Lang Learners	Corrine	Spencer	15	1
Fall 2017	ELI	497	Independent Study	Jennifer	Brondell	10	20
Fall 2017	ELI	715	Adv Speaking&Listening Compre	Kellie	Tompkins	4	4
Fall 2017	ELI	715	Adv Speaking&Listening Compre	Jennifer	Brondell	3	4
Fall 2017	ELI	715	Adv Speaking&Listening Compre	Linda	Sukarat	4	4
Fall 2017	ELI	715	Adv Speaking&Listening Compre	Patricia	Alikakos	4	4
Fall 2017	ELI	715	Adv Speaking&Listening Compre	Kellie	Tompkins	4	4
Fall 2017	ELI	725	Oral Comm.For Prof.Purposes	Tania	Winthal	5	4
Fall 2017	OUT	121	Disc Golf	Troy	Widden	12	1
Fall 2017	OUT	130	English Horsemanship	Cailin	Elliott	12	1
Fall 2017	OUT	130	English Horsemanship	Cailin	Elliott	12	1
Fall 2017	OUT	130	English Horsemanship	Cailin	Elliott	12	1
Fall 2017	OUT	130	English Horsemanship	Cailin	Elliott	12	1
Fall 2017	OUT	130	English Horsemanship	Cailin	Elliott	12	1
Fall 2017	OUT	130	English Horsemanship	Cailin	Elliott	12	1
Fall 2017	OUT	130	English Horsemanship	Cailin	Elliott	12	1
Fall 2017	OUT	130	English Horsemanship	Cailin	Elliott	12	1
Fall 2017	OUT	131	English Horsemanship II	Cailin	Elliott	8	1
Fall 2017	OUT	131	English Horsemanship II	Cailin	Elliott	8	1
Fall 2017	OUT	131	English Horsemanship II	Cailin	Elliott	8	1
Fall 2017	OUT	176	Fly Fishing	Gary	Romanic	12	1
Fall 2017	OUT	177	Hiking	Erika	Kalgren	12	1
Fall 2017	OUT	177	Hiking	William	Warner	12	1
Fall 2017	OUT	177	Hiking	Erika	Kalgren	12	1
Fall 2017	OUT	178	Backpacking I	Susan	Lee	8	1
Fall 2017	OUT	245	Intro to Outdoor Pursuits	Teresa	High	12	2
Fall 2017	OUT	250	Bicycling	Michael	Zuber	10	1
Fall 2017	OUT	252	White Water Kayaking	Steven	Busch	12	1
Fall 2017	OUT	255	Back Country Medicine	Kevin	Hastings	32	2
Fall 2017	OUT	391	Practicum in College Teaching	Teresa	High	20	20
Fall 2017	OUT	391	Practicum in College Teaching	Kevin	Hastings	20	20
Fall 2017	OUT	391	Practicum in College Teaching	Cailin	Elliott	20	20
Fall 2017	OUT	391	Practicum in College Teaching	Michael	Zuber	20	20
Fall 2017	OUT	395	Independent Study	Jenna	Moore	20	20
Fall 2017	OUT	395	Independent Study	Teresa	High	20	20
Fall 2017	OUT	395	Independent Study	Michael	Zuber	20	20
Fall 2017	SCHL	127	Thinking Like Leonardo DaVinci	Ann	Merriwether	20	2
Fall 2017	SCHL	127	Thinking Like Leonardo DaVinci	Ann	Merriwether	20	2
Fall 2017	SCHL	127	Thinking Like Leonardo DaVinci	Rebecca	Kissling	20	2
Fall 2017	SCHL	127	Thinking Like Leonardo DaVinci	April	Thompson	20	2
Fall 2017	SCHL	127	Thinking Like Leonardo DaVinci	Paula	Russell	20	2
Fall 2017	SCHL	127	Thinking Like Leonardo DaVinci	Rebecca	Kissling	20	2
Fall 2017	SCHL	127	Thinking Like Leonardo DaVinci	April	Thompson	20	2
Fall 2017	SCHL	127	Thinking Like Leonardo DaVinci	Paula	Russell	20	2
Fall 2017	SCHL	298	Intermediate Undergrad Project	William	Ziegler	7	4
Fall 2017	SCHL	299	Intermed Undergrad Research	William	Ziegler	7	4

Fall 2017	SCHL	327	Schlr3: Worlds of Experience	William	Ziegler	175	0
Fall 2017	SCHL	391	Scholars Teaching Practicum	William	Ziegler	10	2
Fall 2017	SCHL	395	Scholars Internship	William	Ziegler	5	4
Fall 2017	SCHL	396	Guthrie Scholars Premed Intern	William	Ziegler	10	12
Fall 2017	SCHL	397	Scholars Independent Study	William	Ziegler	10	4
Fall 2017	SCHL	427	Scholars 4: Capstone	William	Ziegler	100	0
Fall 2017	SCHL	498	Advanced Undergrad Project	William	Ziegler	7	4
Fall 2017	SCHL	499	Advanced Undergrad Research	William	Ziegler	7	4
Fall 2017	SCHL	280G	Of Wolves and Myths	George	Catalano	22	4
Fall 2017	SCHL	280H	Peace a Historical Perspective	George	Catalano	23	4
Fall 2017	SCHL	280I	International Business	Anna	Addoniso	22	4
Fall 2017	SCHL	280J	Who Owns the Past?	Sebastien	Lacombe	22	4
Fall 2017	SCHL	281A	Smart Energy: Sustainable Power	Bruce	White	21	4
Fall 2017	SCHL	281B	Border Walls & Borderlines	Thomas	Wilson	22	4
Fall 2017	SCHL	281D	Meditation-Calm, Focus & Reason	George	Weinschenk	21	4
Fall 2017	SCHL	281E	A Walk into Nature	Liz	Rosenberg	19	4
Fall 2017	SCHL	380B	Development-Visual Perception	Peter	Gerhardstein	4	4
Fall 2017	UNIV	297	Independent Research	Edward	Corrado	20	4
Fall 2017	UNIV	297	Independent Research	Sandra	Card	20	4
Fall 2017	UNIV	297	Independent Research	Jill	Dixon	20	4
Fall 2017	UNIV	297	Independent Research	Nancy	Abashian	20	4
Fall 2017	UNIV	397	Independent Research	Sandra	Card	20	4
Fall 2017	UNIV	397	Independent Research	Nancy	Abashian	20	4
Fall 2017	UNIV	397	Independent Research	Edward	Corrado	20	4
Fall 2017	UNIV	397	Independent Research	Jill	Dixon	20	4
Fall 2017	UNIV	497	Independent Research	Sandra	Card	20	4
Fall 2017	UNIV	497	Independent Research	Nancy	Abashian	20	4
Fall 2017	UNIV	497	Independent Research	Jill	Dixon	20	4
Fall 2017	UNIV	497	Independent Research	Edward	Corrado	20	4
Fall 2017	UNIV	101A	Immigration	Bat-Ami	Bar On	20	2
Fall 2017	UNIV	101B	Binghamton History&Civic Life	Karen	Barzman	20	2
Fall 2017	UNIV	101C	Understanding Irrationality	Subimal	Chatterjee	20	2
Fall 2017	UNIV	101D	The Evolution of Dogs	Anne	Clark	20	2
Fall 2017	UNIV	101E	The Art of War	David	Clark	20	2
Fall 2017	UNIV	101F	PopCltureWriting&MediaLiteracy	Robert	Danberg	20	2
Fall 2017	UNIV	101G	Anthropology, Rights, Poverty	Elizabeth	DiGangi	20	2
Fall 2017	UNIV	101H	Online Text:#DontReadComments	Heather	Dorn	20	2
Fall 2017	UNIV	101I	Optimizing Brain Wellness!	Kim	Kozina Evanoski	20	2
Fall 2017	UNIV	101J	Innovation in the Modern World	John	Fillo	18	2
Fall 2017	UNIV	101K	Energy: Our Lifeline	John	Fillo	18	2
Fall 2017	UNIV	101L	The Truth about GMO's	Anthony	Fiumera	20	2
Fall 2017	UNIV	101M	Want to be an Entrepreneur?	Antonio	Frontera	20	2
Fall 2017	UNIV	101N	Music/Art: Look/Listen/Respond	Jean	Goodheart	20	2
Fall 2017	UNIV	101O	Energy and Sustainability	Congrui	Jin	20	2
Fall 2017	UNIV	101P	Sephardic Jewish Lang&Culture	Bryan	Kirschen	20	2
Fall 2017	UNIV	101Q	What's Happening in Colleges?	Peter	Knuepfer	20	2
Fall 2017	UNIV	101R	The Tchaikovsky Ballets	William	Lawson	20	2
Fall 2017	UNIV	101S	U.S. - Russia Relations	Donald	Loewen	20	2
Fall 2017	UNIV	101T	Global Infrastructure&Envrnmnt	Roy	McGrann	20	2
Fall 2017	UNIV	101U	DevelopEntrepreneurialMindset	Kenneth	McLeod	20	2
Fall 2017	UNIV	101V	What's so Funny 'bout Peace	Mark	Reisinger	20	2
Fall 2017	UNIV	101W	So you think you want to teach	Cynthia	Totolis	19	2
Fall 2017	UNIV	101X	It's Always Sunny in Binghamton	Ryan	Vaughan	20	2

Fall 2017	UNIV	101Y	Sex and the Victorians	Heather	Welland	20	2
Fall 2017	UNIV	101Z	Black Lives Matter	Leo	Wilton	20	2
Fall 2017	UNIV	103A	Nutrition for all performances	Lina	Begdache	20	2
Fall 2017	UNIV	103B	AthleteWellness: On&Off Field	Miesha	Marzell	20	2
Fall 2017	UNIV	103C	Better Future Through Research	Daryl	Santos	20	2
Fall 2017	UNIV	180A	Critical Research Skills	Julia	Glauberman	25	2
Fall 2017	UNIV	280B	New Venture Accelerator I	Kenneth	McLeod	45	2
Fall 2017	UNIV	280D	Global Entrepreneurship	Elena	Iankova	30	2
Fall 2017	UNIV	280E	Soc Diversity, Justice&Activism	Sean	Massey	24	2
Fall 2017	UNIV	280G	Sci, Techn, EngrArts & MathSem I	Amber	Doiron	24	2
Spring 2018	CDCI	385	Prof Internship Pgm Oral Comm	Charity	Corman	15	4
Spring 2018	CDCI	385	Prof Internship Pgm Oral Comm	Scott	Bennett	20	4
Spring 2018	CDCI	385	Prof Internship Pgm Oral Comm	Brandy	Smith	11	4
Spring 2018	CDCI	385	Prof Internship Pgm Oral Comm	Veronica	Ogeen	12	4
Spring 2018	CDCI	385	Prof Internship Pgm Oral Comm	Cherie	Vanputten	12	4
Spring 2018	CDCI	385	Prof Internship Pgm Oral Comm	Brandy	Smith	14	4
Spring 2018	CDCI	385	Prof Internship Pgm Oral Comm	Veronica	Ogeen	10	4
Spring 2018	CDCI	385	Prof Internship Pgm Oral Comm	Tyler	Lenga	12	4
Spring 2018	CDCI	385	Prof Internship Pgm Oral Comm	Tanyah	Barnes	12	4
Spring 2018	CDCI	395	Professional Internship Pgm	Marshall	Hild	20	2
Spring 2018	CDCI	395	Professional Internship Pgm	Cassandra	Spencer	15	4
Spring 2018	CDCI	395	Professional Internship Pgm	Joshua	Perry	13	2
Spring 2018	CDCI	395	Professional Internship Pgm	Dara	Raboypicciano	15	2
Spring 2018	CDCI	395	Professional Internship Pgm	Tanyah	Barnes	15	2
Spring 2018	CDCI	395	Professional Internship Pgm	Alexis	Avery	15	4
Spring 2018	CDCI	395	Professional Internship Pgm	Jennifer	Keegin	15	2
Spring 2018	CDCI	395	Professional Internship Pgm	Danielle	Britton	22	12
Spring 2018	CDCI	395	Professional Internship Pgm	Kuo-I	Chou	10	2
Spring 2018	CDCI	395	Professional Internship Pgm	Katelyn	Newsham	15	4
Spring 2018	CDCI	395	Professional Internship Pgm	Elizabeth	Staff	5	2
Spring 2018	CDCI	395	Professional Internship Pgm	Courtney	Sielaff	15	4
Spring 2018	CDCI	395	Professional Internship Pgm	Josue	Quinones	15	4
Spring 2018	CDCI	395	Professional Internship Pgm	David	Puglisi	25	2
Spring 2018	CDCI	395	Professional Internship Pgm	Julia	Lucia	12	4
Spring 2018	CDCI	395	Professional Internship Pgm	Stephen	Rebello	20	2
Spring 2018	CDCI	395	Professional Internship Pgm	Angelica	Dellapenna	25	2
Spring 2018	CDCI	395	Professional Internship Pgm	Dara	Raboypicciano	12	2
Spring 2018	CDCI	395	Professional Internship Pgm	Denise	Lorenzetti	14	4
Spring 2018	CDCI	395	Professional Internship Pgm	Dara	Raboypicciano	15	2
Spring 2018	CDCI	395	Professional Internship Pgm	Heather	Miller	12	2
Spring 2018	CDCI	395	Professional Internship Pgm	Linda	Reynolds	15	12
Spring 2018	CDCI	395	Professional Internship Pgm	Cassandra	Spencer	10	2
Spring 2018	CDCI	395	Professional Internship Pgm	Toby	Youngs	25	2
Spring 2018	CDCI	491	JC Mentor UG Teaching Asst	Alexis	Avery	2	4
Spring 2018	CDCI	496	Johnson City Mentor Program	Courtney	Woolever	14	2
Spring 2018	CDCI	496	Johnson City Mentor Program	Andrew	Blaine	25	2
Spring 2018	CDCI	496	Johnson City Mentor Program	Joanna	Cardona	25	2
Spring 2018	CDCI	496	Johnson City Mentor Program	Donna	Geetter	16	2
Spring 2018	ELI	205	Adv Speaking&Listening Compre	Jennifer	Brondell	15	4
Spring 2018	ELI	205	Adv Speaking&Listening Compre	Trena	Haffenden	18	4
Spring 2018	ELI	205	Adv Speaking&Listening Compre	Kellie	Tompkins	18	4
Spring 2018	ELI	205	Adv Speaking&Listening Compre	Kellie	Tompkins	18	4
Spring 2018	ELI	210	Adv English As A Second Lang	Trena	Haffenden	18	4

Spring 2018	ELI	210	Adv English As A Second Lang	Kellie	Tompkins	18	4
Spring 2018	ELI	210	Adv English As A Second Lang	Kellie	Tompkins	18	4
Spring 2018	ELI	211	Advanced Writing for ELL	Corrine	Spencer	18	4
Spring 2018	ELI	211	Advanced Writing for ELL	Linda	Sukarat	18	4
Spring 2018	ELI	211	Advanced Writing for ELL	Corrine	Spencer	18	4
Spring 2018	ELI	211	Advanced Writing for ELL	Trena	Haffenden	18	4
Spring 2018	ELI	212	Fundamentals Academic Writing	Corrine	Spencer	12	2
Spring 2018	ELI	214	Crit Analysis/Argument Speech	Patricia	Alikakos	18	2
Spring 2018	ELI	214	Crit Analysis/Argument Speech	Patricia	Alikakos	18	2
Spring 2018	ELI	215	Speaking Skills For Bilinguals	Patricia	Alikakos	13	4
Spring 2018	ELI	215	Speaking Skills For Bilinguals	Patricia	Alikakos	18	4
Spring 2018	ELI	491	Practicum in College Teaching	Jennifer	Brondell	20	20
Spring 2018	ELI	492	Tutoring English Lang Learners	Corrine	Spencer	15	1
Spring 2018	ELI	715	Adv Speaking&Listening Compre	Jennifer	Brondell	3	4
Spring 2018	ELI	720	Adv Engl As A Second Language	Corrine	Spencer	18	4
Spring 2018	ELI	725	Oral Comm.For Prof.Purposes	Patricia	Alikakos	5	4
Spring 2018	OUT	122	Skiing/Snowboarding	Eric	Timlin	125	1
Spring 2018	OUT	122	Skiing/Snowboarding	Eric	Timlin	220	1
Spring 2018	OUT	122	Skiing/Snowboarding	Susan	Lee	150	1
Spring 2018	OUT	122	Skiing/Snowboarding	Susan	Lee	125	1
Spring 2018	OUT	130	English Horsemanship	Cailin	Elliott	12	1
Spring 2018	OUT	130	English Horsemanship	Cailin	Elliott	12	1
Spring 2018	OUT	130	English Horsemanship	Cailin	Elliott	12	1
Spring 2018	OUT	130	English Horsemanship	Cailin	Elliott	12	1
Spring 2018	OUT	130	English Horsemanship	Cailin	Elliott	12	1
Spring 2018	OUT	130	English Horsemanship	Cailin	Elliott	12	1
Spring 2018	OUT	130	English Horsemanship	Cailin	Elliott	12	1
Spring 2018	OUT	130	English Horsemanship	Cailin	Elliott	12	1
Spring 2018	OUT	131	English Horsemanship II	Cailin	Elliott	8	1
Spring 2018	OUT	131	English Horsemanship II	Cailin	Elliott	8	1
Spring 2018	OUT	131	English Horsemanship II	Cailin	Elliott	8	1
Spring 2018	OUT	176	Fly Flshing	Gary	Romanic	12	1
Spring 2018	OUT	177	Hiking	Erika	Kalgren	12	1
Spring 2018	OUT	177	Hiking	Kylie	Murray	12	1
Spring 2018	OUT	177	Hiking	Kylie	Murray	12	1
Spring 2018	OUT	180	Outdoor Living Skills	Susan	Lee	11	1
Spring 2018	OUT	250	Bicycling	Michael	Zuber	12	1
Spring 2018	OUT	251	Canoeing	Steven	Busch	12	1
Spring 2018	OUT	252	White Water Kayaking	Steven	Busch	10	1
Spring 2018	OUT	255	Back Country Medicine	Kevin	Hastings	34	2
Spring 2018	OUT	255	Back Country Medicine	Kevin	Hastings	32	2
Spring 2018	OUT	391	Practicum in College Teaching	Michael	Zuber	10	20
Spring 2018	OUT	391	Practicum in College Teaching	Steven	Busch	10	20
Spring 2018	OUT	391	Practicum in College Teaching	Teresa	High	10	20
Spring 2018	OUT	391	Practicum in College Teaching	Cailin	Elliott	10	20
Spring 2018	OUT	391	Practicum in College Teaching	Kevin	Hastings	10	20
Spring 2018	OUT	395	Independent Study	Patti	Dowd	20	20
Spring 2018	OUT	395	Independent Study	Cailin	Elliott	8	20
Spring 2018	OUT	395	Independent Study	Michael	Zuber	6	20
Spring 2018	SCHL	227	Commun Engage:Where You Fit In	Justine	Lewis	25	2
Spring 2018	SCHL	227	Commun Engage:Where You Fit In	Justine	Lewis	25	2
Spring 2018	SCHL	227	Commun Engage:Where You Fit In	Alison	Twang	25	2
Spring 2018	SCHL	227	Commun Engage:Where You Fit In	Benjamin	DeAngelis	25	2

Spring 2018	SCHL	227	Commun Engage:Where You Fit In	Alison	Twang	25	2
Spring 2018	SCHL	227	Commun Engage:Where You Fit In	Benjamin	DeAngelis	25	2
Spring 2018	SCHL	298	Intermediate Undergrad Project	William	Ziegler	7	4
Spring 2018	SCHL	299	Intermed Undergrad Research	William	Ziegler	7	4
Spring 2018	SCHL	327	Schlr's 3: Worlds of Experience	William	Ziegler	150	0
Spring 2018	SCHL	391	Scholars Teaching Practicum	William	Ziegler	10	2
Spring 2018	SCHL	395	Scholars Internship	William	Ziegler	5	4
Spring 2018	SCHL	396	Guthrie Scholars Premed Intern	William	Ziegler	10	12
Spring 2018	SCHL	397	Scholars Independent Study	William	Ziegler	10	4
Spring 2018	SCHL	427	Scholars 4: Capstone	William	Ziegler	150	0
Spring 2018	SCHL	498	Advanced Undergrad Project	William	Ziegler	7	4
Spring 2018	SCHL	499	Advanced Undergrad Research	William	Ziegler	7	4
Spring 2018	SCHL	280B	Applied Research Challenge	Chad	Nixon	22	4
Spring 2018	SCHL	280G	The Psychology of Human Bodies	Ann	Merriwether	23	4
Spring 2018	SCHL	280I	Philanthropy & Civil Society	David	Campbell	12	4
Spring 2018	SCHL	280T	Revolutions of the Heart	George	Catalano	23	4
Spring 2018	SCHL	280V	Refugee Crisis in the Mid East	Kent	Schull	22	4
Spring 2018	SCHL	281F	Materials Matter	Hilary	Becker	20	4
Spring 2018	SCHL	281G	Facism at Eye Level	Douglas	Holmes	22	4
Spring 2018	UNIV	180A	Critical Research Skills	Julia	Glauberman	25	2
Spring 2018	UNIV	280C	New Venture Accelerator II	Kenneth	McLeod	25	2
Spring 2018	UNIV	280D	Global Entrepreneurship	Elena	Iankova	30	2
Summer 2018	CDCI	200	Bridging Academics to Careers	Stacy	Marrow	15	2
Summer 2018	CDCI	200	Bridging Academics to Careers	Alexis	Avery	15	2
Summer 2018	CDCI	395	Professional Internship Pgm	Julia	Lucia	25	4
Summer 2018	CDCI	395	Professional Internship Pgm	Robert	Danberg	25	4
Summer 2018	CDCI	395	Professional Internship Pgm	Brandy	Smith	18	8
Summer 2018	CDCI	395	Professional Internship Pgm	Robert	Danberg	26	2
Summer 2018	CDCI	395	Professional Internship Pgm	Laura	O'Neill	15	8
Winter 2018	CDCI	200	Bridging Academics to Careers	Erin	Cody	15	2
Winter 2018	CDCI	200	Bridging Academics to Careers	Alexis	Avery	15	2
Winter 2018	CDCI	395	Professional Internship Pgm	Cassandra	Spencer	30	12