

**FACULTY SENATE
COMMITTEE ANNUAL REPORTS
2024-2025**

Standing Committees

Budget Review (B. Jones)
Bylaws Review (O. Shvetsova)
Convocations (E. Ferer & J. Keegin)
Diversity (C. Marques)
Educational Opportunities Program Advisory Committee (EOP) (N. Rouhana)
Intercollegiate Athletics (L. Mason-Williams)
Library (E. Rushton)
Professional Standards (R. Guay)
Program Review Committee (S. Craver)
University Undergraduate Curriculum (L. Lander)

Joint Committees

Advisory Committee for Scholarship and Research (S. Yoon)
Committee for the University Environment (K. Jaussi & G. Homsy)
Information and Educational Technology (J. Pitarresi & K. Chiu)
ITS Research Computing Advisory (T. Cortesi & K. Chiu)
Microcredential (S. Kent)
University Calendar (D. Hall)

Other

Committee on Committees (R. Carpenter, interim)
Evaluation Coordinating Committee (L. Cosler & B. Hennessey)
Faculty Athletics Representative (D. Fauci)
SOOTS Joint Taskforce (J. Pitarresi & S. Craver)

Faculty Senate Budget Review Committee

Annual Report 2024-2025

August 17, 2025

Overview

The Faculty Senate's Budget Review Committee (BRC) met 14 times during the 2024-2025 academic year usually in a hybrid format. The BRC reviewed the Divisions of Advancement, Diversity, Equity, and Inclusion, Operations, Research, and Student Affairs with their respective Vice Presidents and met with the Deans of five of the colleges and schools per its charge. A full list of the BRC's meetings during the academic year is as follows:

1. 9/20/2024 Organizational Meeting
2. 10/10/2024 Review of Division of Diversity, Equity, and Inclusion with Vice President Jones
3. 10/18/2024 Review of Student Affairs with Vice President Rose
4. 11/1/2024 Review of Operations and Capital Planning with Vice President Navarro
5. 12/5/2025 Discussion of Research Prominence Task Force Report with Vice Provost Lees
6. 1/16/2025 Discussion of Harpur College with Dean Klin
7. 1/29/2025 Discussion of Decker College and review of academic business plan with Dean Ortiz
8. 2/20/2025 Review of Admissions with Vice Provost Loewen
9. 2/26/2025 Review of academic business plan with Dean Kelkar
10. 3/19/2025 Discussion of CCPA and review of academic business plan with Dean Bronstein
11. 3/28/2024 Review of Research Division with Vice President Sammakia
12. 4/3/2025 Discussion of Watson College with Dean Kelkar
13. 4/16/2025 Review of academic business plan with Dean Kelkar and Vice Provost Govindaraju
14. 5/7/2025 Review of the School of Management with Dean Dione

CFO John Cordi and Provost Donald Hall are both members of the committee. As Chair, I met monthly with CFO Cordi to go over budget and financial matters.

This year, BRC reviewed academic business plans for the following programs:

- Family Nurse Practitioner Doctor of Nursing Practice (DNP)
- MA in Higher Education and Student Affairs (HESA)
- Biomanufacturing Project Management Advanced Certificate

BRC also reviewed the academic business plan for Watson's proposal for an additional location, which was approved by the Faculty Senate at its May 6th meeting. The proposal would allow Watson College to offer various graduate degrees in a foreign location. A redacted version of the academic business plan was made available to the Faculty Senate.¹ BRC had access to the unredacted version for its review. The initial expenditure is expected to be approximately \$830,000 generating a moderate loss in the first year with the program expected to be moderately profitable in subsequent years. While there is some risk associated with implementing the proposal, Watson argued compellingly that there were risks associated with not moving forward as well in that "Binghamton will miss gaining from potential growth opportunities in a fast-growing educational market, miss on potential revenue streams, and likely face hurdles in catching up with peer universities that are actively working on establishing similar degree programs." BRC concurred and approved the proposal moving it forward to the FSEC for further review.

Research Prominence

The Research Prominence Task Force was charged with "exploring the criteria used by the AAU [American Association of Universities] when determining its membership, comparing those metrics to Binghamton University's current metrics in these areas, and providing strategic advice on how to close the most significant gaps" and "to provide analysis and recommendations... for the potential long-term goal of becoming eligible for membership in the AAU."

The Task Force identified three comparison groups from the AAU's 71 members. One group included institutions with less than 1,000 faculty and no medical school. A second group included the most recent entrants into the AAU and the third group included Buffalo and Stony Brook. The main finding was that "overall, Binghamton significantly lags across the AAU's Phase

¹¹ See https://www.binghamton.edu/faculty-senate/docs/5-6-2025/academic_business_plan_redacted_4-30-2025.pdf

I and Phase II metrics in comparison to all three groups of institutions” highlighting the fact that “all but a small number of AAU members are spending over \$150 million on research and development annually (based on a 10 year average), whereas Binghamton University currently spends approximately \$90 million.”

The Task Force made a number of specific recommendations that were grouped as follows:

1. Institutionalize the goal of striving to develop a research profile appropriate for membership in the AAU.
2. Create a culture of nominating faculty members for awards
3. Review campus, collegiate, and departmental approaches to tenure and promotion
4. Increase the number of Ph.D. students and postdoctoral associates
5. Target hiring in strategic areas
6. Provide increased resources and support

In addition to the broad recommendation to review the P&T process, the Report made a number of specific recommendations that could impact faculty work expectations such as a recommendation to “[i]nject more flexibility into faculty teaching loads” by, for example, “providing junior faculty members with a semester free of teaching during their pre-tenure period and thinking about post-tenure differential teaching/research tracks”. Another recommendation pointed to increasing “the number of Instructors in select high-demand disciplines, while also providing them with opportunities for tenure” so as to “reduce the teaching load of productive research faculty, especially those whose chosen field or scholarly reputations have brought them a heavy burden of graduate education and mentoring.”

Other specific recommendations would affect allocation of financial resources and/or require significant new resources. These included recommendations to

- Strategically invest in major Ph.D. programs (starting with those above the 50th percentile in their respective disciplines).
- Review salary scales to provide a baseline comparison towards improving Binghamton’s competitiveness with new hires in line with aspirational peers and to retain highly productive faculty. This may include budgeting additional money for campus-wide increases in DSI beyond those negotiated by the UUP.
- Provide sufficient funding support for faculty in non-grant related areas, including publication fees, archival work, data collection, membership in professional societies, and attendance at discipline-based meetings and conferences.
- Provide larger pools of funding for ambitious new project proposals.

NYS Budget and Contract Impacts

As in the past two years, Binghamton University continues to receive increased state support. Binghamton's legislative appropriation had been held relatively flat at around \$43M from 2019-20 through 2021-22 and increased slightly to \$45M in 2022-23. In contrast, our appropriation increased significantly in the following two years to \$54M in 2023-24 and \$69M in 2024-25.² Total state purpose expenditure is estimated to have increased from \$234M in 2023-24 to \$277.9M in 2024-25 incorporating both the increase in our legislative appropriation as well as an estimated increase in tuition revenue of \$27.2M reflecting increased enrollment, new programs, tuition increases, and a greater proportion of out of state students. NYS's Enacted Budget for 2025-26 includes an additional \$114M in state support to SUNY of which \$7.9M is allocated to Binghamton University. Approximately \$100M of the \$114M increase in overall SUNY funding is intended to offset the impact of union negotiated salary increases, while \$10M is allocated towards research and \$3M is allocated to mitigate fees paid by graduate student workers.³ Some of the past increases in funding were tied to specific initiatives as detailed in last year's BRC report. For the current tranche of funding, \$529,000 is tied to research initiatives, but most of the increased funding will go towards offsetting negotiated salary increases.

According to SUNY, the cumulative increase in funding to the four University Centers was approximately \$186.3M with around \$32.1M going to Binghamton University. Albany received \$32.2M, Buffalo received 58.6M, and Stony Brook received 52.7M as well as around \$20M in medical related funding increases. The other SUNY sectors collectively received a cumulative increase of just over \$215M of which \$45.5M went to other doctoral granting institutions and \$89M went to SUNY comprehensive colleges.

Negotiated salary increases under the various collective bargaining agreements have a significant impact on Binghamton's budget. UUP's contract, for example, provides for across the board (ATB) salary increases of 2% in 2022, and 3% in 2023, 2024, and 2025 as well as discretionary increases (DSI) of 0.5% in 2023, 2024, 2025, and 2026. Additionally, full-time employees received a \$400 increase to base in 2023 and employees who had seven years of full-time service received \$500 or \$1,000 starting in 2024. Employees with 12 years of service

² See <https://www.binghamton.edu/financeandbudgeting/pdfs/financial-and-budget-report-2025.pdf>

³ See <https://www.suny.edu/suny-news/press-releases/5-25/5-13-25/funding.html>

will receive an additional \$800 retention award beginning in 2025. One-time bonuses of \$1,500 were also paid in 2024 and 2025.

Approximately two-thirds of Binghamton's increased funding went to offset negotiated salary increases. In my 2022-23 BRC Report, I reported the projection from the President that the contractual raises owed under the new CSEA and UUP contracts as well as equivalent increases to management confidential and other represented employees were approximately \$10.7M of which \$3.3M was contractual for campus for 2022-23, \$6M was for 2023-24 (\$4M for academic affairs and \$2M for other divisions), \$1M was for the \$400 lump sum UUP raises, and \$400,000 was for management confidential employees. This resulted in a net increase to base funding for the campus of approximately \$1.67 million. In last year's BRC report, I reported that the budget impact for 2024-25 of the negotiated salary provisions was estimated to be in excess of \$5M. The estimate for the pending increases this year stands at around \$5.5-6M. Thus, the cumulative impact of the contracts on Binghamton's base budget is approximately \$22M against increases in funding from the state of slightly over \$32M. The last tranche of the 0.5% DSI will be added to payroll in 2026, but additional ATB increases are expected under the subsequent contract and the campus needs to plan accordingly.

While the cost of negotiated salary increases has had a major impact on Binghamton's budget, it is important to note that these increases have been insufficient to offset high consumer price inflation over the duration of the contract resulting in declining real wages. For example, ignoring retention awards and the initial \$400 lump sum increase, a typical employee would have received a 2% ATB in 2022, and 3% ATB increases annually from 2023 to 2025 as well as 0.5% DSI annually from 2023 to 2025, resulting in a cumulative salary increase of 13.1%. Meanwhile, the CPI increased by 18.8% from June 2021 to June of 2025 (or an annual rate of around 4.4%).⁴

Elevated inflation continues to weigh on institutions of higher learning generally. The rate of inflation for such institutions, as measured by the HEPI index, was 5.2% in 2022, 4% in 2023, and 3.4% in 2024 as compared to annual CPI inflation of 7.2%, 6.3%, and 3.3% respectively.⁵

⁴ According to data from the Bureau of Labor Statistics, the CPI for all urban consumers (seasonally adjusted) increased from 270.71 in June 2021 to 321.5 in June 2025. See <https://fred.stlouisfed.org/series/CPIAUCSL>

⁵ As reported by the Commonfund Institute in its Commonfund Higher Education Price Index 2024 Update; See <https://www.commonfund.org/>

Faculty Numbers

As detailed in my previous report's, Binghamton University received \$6.5 million from SUNY to hire 36 net new faculty in 2022-23. The number of tenured and tenure track faculty (T/TT), including Library faculty, increased from 626 in Fall 2022 to 660 in Fall 2023 and to 704 in Fall 2024 for a net increase of 78 over the past two academic years. Harpur College reached 397 full time T/TT faculty and Watson College reached 130, which represented the highest levels for both colleges. Dean Kelkar reported that there were 13 T/TT searches in Watson this year. As of this writing, Harpur hired around 27 new tenure track faculty this year and there have been about 20 resignations and retirements, so there will likely be an increase of around 7 T/TT faculty for Arts and Sciences for Fall 2025.

In contrast, SOM had just 39 T/TT faculty in Fall 2023, which was well below its high of 43 in Fall 2018. As a result of successful hiring, SOM started the 2024-25 academic year with 43 T/TT faculty. It's faculty ratio of 44/1 for that year is considered to be high. SOM agreed to a plan to expand enrollment by 100 students per year for four years starting in Fall 2025, which came with 11 net new T/TT hires to be split up over four years. Three of these net new hires will start in Fall 2025. With additional hiring, SOM will reach 50 T/TT faculty in Fall 2025 and the plan calls to increase this to 58 within three years.

Research Expenditures

As stated in the President's Financial Report, research expenditures are projected to reach close to \$72M this year representing "a five-year increase of \$25 million (53%). Much of this increase comes from Build Back Better Regional Challenge and state funding to support the New Energy New York project."

Binghamton received 15 stop work orders/terminations on grants since the beginning of the year. Of these, only the Bridges to Baccalaureate program has been reinstated at the time of this writing. With that reinstatement, the financial impact on the 14 remaining terminations was \$9.2M. In regards to the CCPA Community Schools funding, NYS Attorney General Letitia James, along with 15 other attorneys general, have filed a lawsuit against the U.S. Dept. of Education for unlawful termination of federal funding for school-based mental health services. The Binghamton programs are part of this lawsuit.

The facilities and administrative (F&A) cost issue is ongoing. A group of 10 national organizations that represent academic, medical and independent research institutions

(including the AAU, APLU, NACUBO, ACE) came together to develop a more efficient and transparent model for funding F&A on grants. This group, called JAG (Joint Associations Group), has been engaging congressional leadership, as well as the leadership in the Office of Management and Budget to address the key concerns that Congress has when developing a new model. The model that has been proposed classifies and recovers costs for each specific project based on the type of research that is being conducted. For example, some projects require essential research support for efforts that involve compliance issues such as human and animal protections, biosafety, clinical trials, research information services, etc. These costs would be identified and charged specifically to each project. In essence, a campus would develop multiple recharge centers for various support and would charge specifically for only the support needed. This proposal is in the early stages with no feedback from the federal government. It is difficult for us to determine the financial impact at this stage. Any type of major change such as this would take a minimum of two to three years to implement. The straight 15% level could cost Binghamton University in the \$7 to \$8M range annually, but, to date, we have not seen any impact.

Capital Projects

Vice President Navarro and her staff briefed BRC on capital projects on November 1st. A total of 18 construction projects were completed in 2024 at a total cost of \$165M. There are 29 projects that will be completed between 2025 to 2027 at a total cost of \$416M. Among these are:

- East Gym Addition (\$34.5M) scheduled for completion in Sept 2026
- Chenango Room Addition, which will add a Panera Bread to campus as well as a second floor that will create flexible event space, an indoor dining room and an outdoor patio (\$22.4M) scheduled for completion in Sept 2026
- Science 3, Phase II and III Renovation (\$65M) scheduled for completion in Dec 2027
- New Lecture Hall across from Academic A and adjacent to Lot M (\$60M) scheduled for completion in June 2027
- Plaza Deck Paver Replacement (\$6.1M) scheduled for completion in Nov 2025
- Track Renovation Project (\$7.1M) scheduled for completion in Aug 2026

- Events Center Bleacher and Flooring Replacement (\$10M) scheduled for completion in Oct 2026
- CIW / Oneida Renovation (\$14M) scheduled for completion in Aug 2026
- A new 350 bed Residence Hall (\$63.2M) scheduled for completion in June 2027
- Ozalid Building Renovation, which will provide space for PT and SLP and will house an expanded Motional Analysis Research Laboratory (\$28M) scheduled for completion in Nov 2026
- Battery Prototyping Facility to be housed in GSF (formerly the Gannett building).

Admissions, Retention, and Total Enrollment

The total number of undergraduate students has remained steady for the past six years increasing just slightly from 14,408 in Fall 2023 to 14,668 in Fall 2024 according to the President's annual financial report. Most of the increase is attributable to an increase in out-of-state domestic students from 1,216 to 1,447 between 2023 and 2024. Domestic out-of-state students have increased each year going back to Fall 2020 from 857 students in Fall 2019 to 1,447 last Fall. This was partially offset, however, by a decrease in international students from 837 in Fall 2019 to 491 in Fall 2021. International enrollment has been below 500 since then and stood at just 467 in Fall 2024.

Vice Provost Loewen met with the BRC in February and he and Assistant Provost Krista Medionte-Phillips graciously provided me with updated information at the end of July. Applications to Binghamton have increased significantly in recent years. First-year applications increased from 53,010 for Fall 2024 to 61,197 for Fall 2025 and transfer applications increased from 3,971 to 4,576 between the two years. The incoming class for Fall 2024 was 4,004 (first years and transfers).

A key admissions success over the past three years has been to increase total non-resident enrollment from 1,434 in 2021 to 1,893 in 2024. To facilitate this goal, admissions set targets for incoming students and received resources to hire three new recruiters each year for three years (for a total of nine). Including travel and marketing costs, this resulted in \$1.7M in new expenditure over the three years (\$333,000 in 2022, \$582,000 in 2023, and \$825,000 in 2024). The targets were set so as to increase new non-resident enrollment (first-year students and transfers) by 75 each year starting in 2022 relative to the 2021 baseline of 408 resulting in targets of 483 in 2022, 558 in 2023, and 633 in 2024. Admissions exceeded these targets in

each of the three years with the actual numbers being 507, 600, and 648 in each of the three years. The program continued this year with a target set for an additional 60 non-resident students.

BRC is very supportive of this initiative. The average tuition premium for a non-resident student is approximately \$13,000 per year. Accounting for retention and graduation rates, the average expected four-year revenue impact on a per-student basis is obtained by multiplying the tuition premium by a factor of 3.5. The impact on revenue of increasing non-resident enrollment is, therefore, very significant. For example, the increase from 408 in 2021 to 507 in 2022 implied a tuition premium (holding everything else constant) of \$1.29M in 2022 and an expected four-year revenue impact, ignoring discounting to present value, of \$4.5M (1.29M multiplied by a factor of 3.5). The cumulative revenue impact relative to the 2021 baseline is much larger. For example, the revenue impact of the increase from the 2021 baseline (408) to the actual number for 2023 (600) is about \$8.74 (\$2.5M multiplied by 3.5), although it must be noted that the pandemic was an ongoing factor during the 2021 admissions cycle.

A lot of concern was expressed throughout 2023-24 due to a decline in Binghamton's retention numbers. Overall retention for the 2022 cohort (around 3,100 students) declined by 2.1 to 88.6% and declined across a range of categories of students. Retention for Pell Eligible students fell by 4.4 to 85.9% and for first-generation students by 3.4 to 86.3%. These numbers generally improved for the 2023 cohort. Overall retention improved to 89.4% and retention for Pell eligible students improved to 87.3%, but retention for international students fell further from 74.7% to 71%. As of this writing, figures were unavailable for first-gen students.

Binghamton continued to move forward with our new in-state scholarship program offering 5,300 NY first-year students a scholarship (offering approximately \$17M dollars) and 330 NY transfer students were offered (offering approximately \$1.2M). Admissions is still proceeding carefully in calibrating our approach to in-state scholarships so that we use the money in the most effective way. For Fall 2025, it looks like once again we will spend a bit less than the \$3 million and \$1 million allocated, in part due to the unprecedented melt that we saw among NY students this summer.

There has been a lot of uncertainty surrounding international enrollment and admissions offices across the county have been scrambling to finalize offers while trying to guess the overall impact on the number of international students enrolling at US institutions.

Due to these factors, Binghamton's out-of-state yield was impacted; students that we thought were on track to enroll at Binghamton either received late offers at their flagship campus with a scholarship or they received an offer at a higher-ranked institution (often with scholarship dollars as well). In addition, due to these same factors, Binghamton experienced unprecedented melt of in-state students throughout much of the summer. We were competing against late waitlist activity at some of the most selective institutions as well as late enrollment activity from institutions offering significant scholarship dollars. Our international melt has not been significantly different from our historical melt rates through the end of July, however, melt could be significant in August if students cannot obtain visas in time.

Respectfully submitted,

Barry E. Jones, Chair, Faculty Senate Budget Review Committee

Committee members

Aaron Beedle, Faculty Senate Chair

Michael Buck

John Cordi, CFO

Komla Dzigbede

Laura Hawkes, Chair of FSEC

Matthew Gallagher

Donald Hall, Provost

Bryan Kirschen

Mert Karaca

Jonathan Krasno

Patrick Madden

Caitlin McMahon

Debi Mishra

Steven Murphy

Richard Naslund

Gail Rattinger

Olga Shvetsova

Faculty Senate Bylaws Review Committee (ByRC)

Annual Report 2024-2025

In academic year 2024/5, the Faculty Senate Bylaws Review Committee (ByRC) considered the initiative to amend Faculty Bylaws, forwarded to the BRC by the Faculty Senate as well as discussed the need for resuming the practice of Bylaws audits by the committee on a somewhat regular basis.

1. The proposed Bylaws revisions concerned codification of the following:
 - a) Article I, e. Voting Faculty (page 2; all page references are to Faculty Bylaws current as of October 2023, <https://www.binghamton.edu/faculty-senate/docs/bylaws-2023.pdf>)
 - b) Article III, Title A. Faculty Meetings, 6. Faculty Minutes (page 4) Article III, Title B. Faculty Senate, 12. Minutes (page 10)
 - c) Article VII, Title E, 2 Procedures for Cases other than Initial Appointments, i.e., regarding the required preliminary UPC report to a faculty member under review (page 25)
 - d) Appendix, Title A, Diversity Committee (page 35-36)
 - e) Appendix, Title B, Microcredential Committee (Joint) (page 46)

The committee studied the proposal text and evaluated it for consistency with the rest of the Bylaws and with the amendments' intent as communicated by the Faculty Senate. The committee also edited the wording of the amendments for clarity.

The committee met on 04/07/2025 to finalize the discussion and approve the text of the amendments. The committee finalized and unanimously approved the text of items a)-d) and requested clarifications from Microcredential Committee regarding the intent behind item e), while providing alternative texts for possible contingencies.

Having reviewed our suggestions, the FSEC prepared a proposal for consideration and discussion by the full Faculty Meeting on 05/06/2025.¹ In its subsequent meeting, right after the full Faculty Meeting, on 05/06/2025, the Faculty Senate has voted to proceed with distributing the ballot to the full faculty for the vote on proposed amendments. For details of that proposal, please see the relevant Faculty Senate agenda document and minutes.

¹ Per Article VIII (p. 29): "Proposals to amend the Bylaws must be presented to the faculty at least two weeks before discussion at a faculty meeting. These Bylaws may be amended only by a majority of the total voting faculty who vote in a (Approved by faculty in May 2007) ballot distributed to the entire voting faculty. The final tally shall not be made until at least two (Approved by faculty in May 2007) weeks have elapsed from the date of mailing."

2. Resuming the practice of routine Bylaws audit was discussed in our meeting of 04/07/2025.
 - a) A query was raised that the composition of Campus Environment committee was outdated, specifically that it does not include the Chief Sustainability Officer. ByRC worked with FSEC regarding the intent to provide the amendment language for the Bylaws revisions vote.
 - b) Consistent with the ByRC charge, “. . . to recommend to the Senate and the faculty additions to and modifications of the Faculty Bylaws,” but limiting the ByRC scope of intent with internal document consistency and compliance, the committee also decided to conduct the Bylaws review and discussion in May 2025 and to meet specifically for the purpose of Bylaws audit in the Fall of 2025.

Respectfully submitted,

Olga Shvetsova, Committee Chair

Committee members:

Olga Shvetsova, Political Science, Chair

Jeremy Dibbell, Libraries

Sean Dunwoody, History

Stephen Levy, Physics

Sarah Spinler, School of Pharmacy

Aaron Beedle (past vice-chair of the Faculty Senate), ex-officio

Jonathan Krasno (past vice-chair of the Faculty Senate), ex-officio

Alastair Lees, (Vice Provost for Faculty Affairs, Provost Appointee), ex-officio

Pamela Mischen (Faculty Advisor to the President, President Appointee), ex officio

Faculty Senate Convocations Committee
Annual Report 2024-2025

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 composed of 3 faculty members, 3 administrative members, 3 Student Association representatives, and a Graduate Student Organization representative. The committee primarily reviewed and discussed applications via Zoom meetings and email. Final decisions are made through voting by the committee members. In a great majority of cases, decisions are unanimous.

The Convocations Committee reviewed a total of 14 applications throughout the year and supported 11 events in total. Allocations ranged from a minimum of \$120 to a maximum of \$2000.

A detailed documentation of funding allocation is presented below:

Event	Amount
CEMERS - Italian Medieval Night	1,570
BUAM - Community Made Basket facilitated by Black Ash Basketmakers	2,000
History - Doctors of History: Transnational Medical Interventions into the Case of Peru’s Youngest Mother in the World	1,000
Art History - Crossing The Boundaries(CTB)	300
Student Association, President’s Cabinet - Multicultural Professional Development Summit	120
Quimbamba Latin dance Team's 'El Polvorin'	2,000
Haitian Students Association - HASA Night	2,000
Chabad - Shabbat 2400	750
NAACP at Binghamton - Binghamton Merit Awards (BMA’s)	750
Digital and Data Studies - Whore’s Eye View: a comedic mad dash through 10,000 years of history from a sex worker’s perspective	900
Black Student Union - Keynote	2,000
Total	\$13,390.00

Respectfully submitted,

Elise Ferer, Committee Co-Chair

Jennifer Keegin, Committee Co-Chair

Committee members

Sharon Bryant

Rosa Darling

Donald Loewen

Brian Rose

Caitlin McMahon

Kweku Ashon

Gavriel Yaghoubian

Jerome Nenger

Please submit the report via email to Kellie Hovancik at khovanci@binghamton.edu.

Faculty Senate Diversity Committee

Annual Report 2024-2025

In the 2024 -2025 academic year the FSDC reviewed several proposals, worked on its bylaws, and on guidelines regarding proposal preparation. Please see the details below:

- ❖ Reviewed several proposals and resolutions throughout the year including:
 - *New department proposal from the Department of Environment and Sustainability* which the committee decided to remain neutral with comments. The current proposal addresses several components regarding diversity and inclusion, particularly for undergraduate student recruitment and opportunities as well as faculty recruitment, retention and support. However, the proposal does not address recruitment or retention of graduate students (for example through the Clark Fellowships, the Woo fellowship, the Provost Summer Fellowship) and staff. Furthermore the proposal seems to have a disconnection between the current undergraduate student population within the program and future efforts to specifically and actionably address the current gaps identified there. For example, Binghamton has created several new initiatives regarding increasing indigenous student enrollment and is currently hiring an Assistant Director for Native American and Indigenous Student Initiatives. How might specific collaborations be developed through this office? As such, the FSDC would like to continue to work with Dr. Homsy to further evolve the proposal and the future Program/Departmental efforts in the development of the Diversity and Inclusion plans
 - *Provost statement on academic freedom* which the committee decided to remain neutral upon review with the following comments. This is because the statement itself seems to be overtly neutral. That is, in its effort "not to take a side" it ignores the risks that faculty of color and other underrepresented groups inherently have, as well as faculty who teach and research in these contentious areas (on matters of race and ethnicity, racism and anti-racism, colonialism, sexuality and gender, and disability and accessibility, among others). The statement implies that all faculty are the same; however, the diversity committee exists precisely because we are not. Our faculty are diverse and have differential vulnerabilities that broad statements about universal free speech cannot adequately capture - a crucial aspect missing from the statement in question.
 - *Proposal for deactivation and discontinuance of a Track in Community Schools for the Educational Studies MS.* Endorsed it unanimously
 - *Proposal for THEA+MPA 4+1 proposal, that is very close to a Harpur blanket 4+1 proposal.* Endorsed it unanimously
 - *Resolution A. Resolution on Support for Academic Freedom, Free Speech, and the Right to Assembly.* Endorsed it unanimously with the following comments: The committee feels that in the WHEREAS, the rights of faculty, students, and staff to engage in speech and assembly regarding matters of global significance, including but not limited to, Palestine/Israel, are fundamental to the values of the university community, "domestic and" should be added before global significance and that "including, but not limited to, Palestine/Israel," should be removed. To the "therefore" paragraph it should be added "engage in speech and assembly concerning matters of domestic and global significance, in alignment" as the inclusion in this paragraph of "Palestine/Israel", and only that item, is exclusive.

- *Resolution B. Resolution of Concern on the Administration's Response to the Encampment.* Not endorsed, with the following comments. The committee felt that we were missing some information about what was the response from the administration, what was said?. The committee also felt that most likely this would apply to students that are at higher risk, and we want to be as clear in protections as possible.
 - *Resolution C. Resolution On the Use of Punitive Action in Response to Peaceful Student Protests.* Not endorsed, with the following comments. The committee had the same concerns as the FSEC where clarity was missing. What was heavy-handed? Distinguish between disciplinary action vs punitive (singling people out for out of proportion response). Is there a protest policy versus day to day? Overall the resolution is too broad and vague.
 - *Reading days.* The committee endorsed the proposed changes/resolution but would like to include the following comments: "This proposal is a great step forward and long overdue, but the diversity committee thinks we should have two working days as reading days minimally to cover our diverse learners and be inclusive of all study needs for varied familial, religious and learner styles".
 - *Watson College - Additional Location - Faculty Senate Diversity Committee Narrative.* With the appropriate amendments the committee endorsed the proposal.
 - *Proposed Faculty Senate ByLaws Amendments.* The committee endorsed the amendments.
- ❖ The committee also finalized the new proposed FSDC charges. These were sent for approval with the *Proposed Faculty Senate ByLaws Amendments..*
 - ❖ The committee also completed the Faculty Senate Diversity Committee guidelines of the Diversity and Inclusion for new proposals which were reviewed and approved by the senate.

Respectfully submitted,

Cláudia Marques, Committee Chair

Committee members

Joshua Reno
 Ann Merriwether
 Jennifer Stoeve
 Krizia Yao
 Rosemary Collier
 Meghan Lenahan
 Tracy Brooks
 Haley Thayer
 Yongabi Ngoh

Faculty Senate EOP Committee
Annual Report 2024-2025

In 2024-2025 the EOP Committee was tasked with the following items:

1. to advise and assist the Director of the Educational Opportunity Program:
 - a. in establishing policies, procedures and academic guidelines for selection of students for the program;
 - b. in developing educational programs for its students;
 - c. in fostering developmental course work and tutorial services;
 - d. in fostering liaison between the Educational Opportunity Program and the State University of New York at Binghamton faculty, students, administration, schools and departments;
2. to advise the Binghamton University administration as appropriate on all matters related to the Educational Opportunity Program;
3. to make recommendations to the Faculty Senate and other appropriate legislative bodies on matters related to the Educational Opportunity Program;
4. to prepare an annual report on the status of the Educational Opportunity Program for the President and Vice President, and others as deemed appropriate.

In the academic year 2024-2025 the committee had two meetings. The first was an informal planning meeting on October 28th between Dr. Nicole Rouhana (Chair) and Karima Legette (Director of EOP) to discuss planning for the committee meetings, activities and immediate and long term needs of EOP. The full committee met on November 13th at the EOP Center in the University Union to tour the new physical layout of the EOP office and meet in person. The committee members thought it was important to meet face to face for the first meeting.

Ms. Legette provided a historical overview of the program, current enrollment and services offered and challenges or barriers that EOP was facing for this academic year. Student representatives were particularly engaged and provided suggestions on what they thought were important factors for the campus community and faculty to be aware of regarding EOP services and the needs of students enrolled in the program. One essential area was an addition to syllabi that provided resources that all student could benefit from, such as dates and times that the Food Co-Op and Food Pantry were open in the event the student needed food or groceries. Other suggestions were help faculty to be aware that EOP students may not be able to readily participate in classroom assignments or off campus activities if they did not have public transportation or if the activity required an entrance fee or enrollment fee. This idea was acceptable to faculty and language was crafted that could be used in undergraduate course syllabi.

At the time of this meeting no EOP areas of need were identified that faculty could support or assist with. This was a successful meeting it fostered new collaborative relationships between the EOP faculty and staff members. New committee members became engaged with both the EOP staff and director which will be beneficial in the next academic year of 2025-2026.

Respectfully submitted,

Nicole Rouhana, EOP Committee Chair

Committee members:

Jillian Sandy (Libraries)

Nicole Rouhana (Decker College of Nursing and Health Sciences)

Lisa Tessman (Harper/Philosophy)

Robin Cope (Harper/Romance Languages and Literatures)

Kelley Cook (CCPA/Social Work)

Cheng Chang, (Graduate student representative)

Krizia Yao (Undergraduate student representative)

Ebony Dixon (EOP student)

Donnasis George (EOP student)

Esmen Gonzales (EOP student)

Mariah Bubel (Director of Recruitment for Undergraduate Admissions)

Dave Clark (Associate Dean for Undergraduate Studies)

Karima Legette (Director of EOP)

Nicole Sirju Johnson, President, ex officio member)

Justin Brynn (Provost, ex officio member)

Sara Wozniak (additional non-voting member)

Please submit the report via email to Kellie Hovancik at khovanci@binghamton.edu.

**Faculty Senate Intercollegiate Athletics Committee_
Annual Report 2024-2025**

The Intercollegiate Athletics Committee (IAC) met twice this academic year (December 12, 2024; May 1, 2025). At the first meeting, Gene Marshall and Dave Eagan provided updates on progress among the athletic teams, including expansion of facilities and outstanding success of the student-athletes both athletically and scholastically. Dave Eagan supported these reports with documentation of student-athlete GPAs, which overall surpassed the academic performance of the general student body. Additionally, the committee discussed some of the challenges and affordances given NCAA changes surrounding Name, Image, and Likeness policies and the transfer portal.

These discussions continued at the second meeting, held May 1, 2025. We again reviewed student-athlete academic performance, including the disaggregated results by teams. Additional updates were provided regarding facilities, including new practice and competition spaces completed or underway. Many of these spaces (e.g., the indoor practice facility for the baseball and softball teams) also benefit the greater Binghamton community. The committee also discussed at great length the "transfer portal," which allows student-athletes to transfer to other universities or to enter Binghamton as an advanced standing student. Implications for academic programs at the undergraduate and graduate levels were discussed.

Respectfully submitted,

Loretta Mason-Williams Committee Chair

Committee members

Friedman, Randy
Werner, Dave
Pages, Neil Christian
Mastroleo, Nadine
Fauci, Darcy
Loewen, Don
Eagan, Dave
Marshall, Eugene
St. John, Thomas
Stephanie Gatto (volleyball)
William Noecker (men's soccer)
Ramsey Tilgner (men's soccer)

Please submit report via email to Aaron Beedle at abeedle@binghamton.edu and Kellie Hovancik at khovanci@binghamton.edu.

Faculty Senate Library Committee

Annual Report 2024-2025

The Library Committee met twice this academic year: December 2, 2024 and March 19, 2025

At the December 2, 2024 meeting, Dean Falcone shared several Library updates. These included:

- **Initiatives**
 - **2023 Libqual+ survey:** Administered in late 2023, the survey gathered data on library satisfaction related to services, collections, spaces, and staffing. The Libraries have analyzed the results and are addressing areas such as collection requests, online library usage, space needs, and university relationships. The survey will be conducted again in the future to determine if increases in satisfaction have been maintained.
 - **The Binghamton Libraries Research Scholars Program:** This program provides undergraduate students with experience working on guided research projects. The pilot project supported nine students in six projects last year. This year, five research projects are planned.
 - **ORCiD Initiative:** The Libraries continue to support faculty in obtaining BU-associated ORCiD accounts. ORCiD are unique, persistent identifiers assigned to researchers that help the university measure the impact of faculty achievements, publications, and grants.
 - **Library reorganization:** The Libraries partnered with Re:Work, a library consulting company, to conduct an external review of its organizational structure. This process included an on-site visit in September. The findings and recommendations have been shared with library staff, and meetings are scheduled to discuss them.
 - **SOAR Conversations:** All library staff participated in a series of SOAR conversations last year, which led to three milestones being announced at the Libraries' fall kickoff meeting. The milestones are: creating consistent organizational messaging, maintaining continuous access to library resources in all formats, and creating and implementing a strategic collection development plan to diversify collections and expand audiences related to Special Collections.
- **Building Updates**
 - The Libraries' **3rd-floor renovation** is almost complete. The theme is discovering new knowledge through collaboration and technology. There will be Learning Commons with collections, reservable study spaces, and a research showcase.

Following the updates, the committee discussed several topics including access to e-books, ORCiD, open-access publishing, and digital scholarship. The group then had an opportunity to tour the newly renovated third floor.

The second meeting took place on March 19th. Dean Falcone shared several Library updates. These included:

- **Building updates**
 - The Bartle Library's Third Floor opened. The Dean reported that there were 3500 more entries to the Libraries at the beginning of this year's spring semester compared to last year.
 - The 3rd floor's Grand Opening and Ribbon-Cutting Celebration scheduled for 1 p.m. Tuesday, April 8. The Faculty Senate Library Committee is invited to attend.
 - The Libraries are working with Pentagram, a multidisciplinary, independently owned design studio, to create a semi-permanent installation for the third floor. Using our own data, we plan to tell our story of what it takes to meet the research demands of scholarship today through a unique, artistic form.
- **Staffing updates**
 - Chungmin Park was recently hired as MakerLab Coordinator. Chungmin will be responsible for helping to open the Makerlab space, which will serve as an innovative space to explore new technologies, such as 3D printing and scanning. The Libraries want to work closely with the campus community to help grow this space.
- **Updates on initiatives**
 - **Transformative Agreements:** The Libraries currently have active agreements with the following publishers: ACM, Cambridge, IOP, and Wiley. Agreements with RSC and Springer are pending. As a result of these agreements, over 100 articles have been published open-access, resulting in savings of over \$250000 in author processing charges. It is also interesting to note that these open-access articles are downloaded 2.5 to 3 times more than articles behind paywalls and tend to be cited more.
 - **Building a Stronger Future: Reorganizing our Library for Tomorrow's Needs:** Dean Falcone provided an update on the Libraries' reorganization. Since the fall meeting, a new organizational model has been developed based on consultants' recommendations and with the support of the university administration. The new model includes three divisions: Administrative Services, Collection & Technology Services, Research, Learning & Access Services. The reorganization aims to increase collaboration and improve communication and decision-making. Although the existing model currently has six divisions, there are no plans to add or remove key library functions. The first phase of the reorganization will happen in Spring 2025

Matt Gallagher, Director of Collection Development, attended the meeting as a guest and

provided an update on several new collections that the Libraries recently acquired. Most of these collections are accessible via the Libraries' [Find Databases A-Z portal](#).

- [USC Shoah Visual History Archive](#): Contains video testimonies of survivors and witnesses of genocide, crimes against humanity, and related persecution.
- [ACS Journal Backfile](#)
- [Elsevier Psychology & Neuroscience eBook Series](#)
- [Taylor & Francis Journals Expanded Access](#)
- [Cambridge eBooks Expanded Access \(evidence-based acquisition\)](#)
- [Early American Imprints: Evans & Shaw-Shoemaker](#): This resource provides a comprehensive set of American books, pamphlets and broadsides published in the early part of the 19th century.
- [Foreign Broadcast Information Service \(FBIS\) Daily Reports, 1941-1996](#): Issued by the U.S. Government. Translations of broadcasts, news agency transmissions, newspapers, periodicals, and government statements from nations worldwide. The United States' principal record of political and historical open source intelligence.
- [Latino Literature: Poetry, Drama, and Fiction](#): This collection includes poetry, short fiction, novels, and plays.
- [Caribbean Literature](#): This collection includes Caribbean fiction, poetry, manuscripts, archival content, interviews, photographs, and other formats from 1900 to the present.
- [ProwessDX - Corporate Financial Data \(India\)](#): Financial information for private and public Indian companies, listed and unlisted.
- [Docuseek Streaming Videos: Academic Documentaries](#)
- [O'Reilly's for Higher Education](#): Books and videos covering business skills, technology, software help, programming languages, data viz and more.

Following the updates, there was an opportunity for questions and discussion. Some topics discussed included the availability of study carrels, the ORCID initiative, and communicating library updates, especially collection-related updates, to the campus community.

Respectfully submitted,

Erin Rushton, Committee Chair

Committee members

Chair: Erin Rushton, Libraries

Rosa Darling, Decker College of Nursing and Health Sciences

Andrea Falcone, provost's designee, ex-officio

Nicholas Kaldis, Asian and Asian American Studies

Jonathan Karp, Judaic Studies

Hyejung Kim, CCPA Teaching, Learning and Educational Leadership

Pamela Mischen, president's designee, ex-officio

Joshua Reno, Anthropology

Harald Zils, German and Russian Studies

Alberto Farfan, undergraduate student

Joshua Friedberg, undergraduate student

Emmanuel Asante, graduate student

Faculty Senate Professional Standards Committee
Annual Report 2024-2025

I am pleased to report that the Professional Standards Committee did not convene in 2024–2025, as no one brought any cases to our attention.

Respectfully submitted,

_Robert Guay_____, Committee Chair

Committee members

Tracy Brooks
Hoe Kyeung Kim
Sarah Maximiek
Melissa Zinkin

Please submit the report via email to Kellie Hovancik at khovanci@binghamton.edu.

Faculty Senate Program Review Committee
Annual Report 2024-2025

The Program Review Committee met five times during the 2024/2025 academic year to consider curricular, organizational unit/subunit and policy matters.

September 3, 2024

January 30, 2025

February 20, 2025

April 18, 2025

May 12, 2025

In general, the following criteria were used for PRC review:

Action	Item
No PRC notification required	Routine changes to existing majors, minors, certificates and degree programs that do not require SED approval
Notify PRC chair PRC review FSEC review Memo of completion to Provost and stakeholders (FS chair)	Routine changes to existing majors, minors, certificates and degree programs requiring SED approval, credit-bearing microcredentials
Notify PRC and FS chairs PRC review FSEC review Memo of completion to Provost and stakeholders (FS chair)	Combined degree programs (e.g. 3-2, 4-1), dual degree programs, new minors and local certificate programs (tracks)
Notify PRC chair PRC acts as the curriculum committee For proposals requiring SED approval, also: See above/below	All proposals for certificates, majors, minors and other programs that are not reviewed at the college or school level
Full faculty senate review process Notify PRC and FS chairs PRC review FSEC review FS review Memo of completion to Provost and stakeholders (FS chair)	New degree programs, suspension or elimination of degree programs, new majors, new certificate-for-licensure programs
Full faculty senate review process Notify FS and FSEC chairs Initial evaluation/consultation with FSEC PRC review (CFO, Sr Associate VP review of business plan) BRC review of business plan (if needed) FSEC review	New departments, schools or other units/subunits, or suspension or elimination of department, school or other unit/subunit

FS review Memo of completion to Provost and stakeholders (FS chair)	
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In the 2024-2025 academic year, the PRC received and completed the following:

Proposals:

PRC acting as curriculum committee	PRC	FSEC	FS
None			
New Schools, Departments, degrees, majors, deactivations with discontinuance, reactivations – requiring Faculty Senate approval	PRC	FSEC	FS
Watson College proposal for program location in India	Reviewed	Reviewed	Reviewed Approved by FS 4/30/25 Meeting
<i>Certificate Proposal</i> Biomedical Engineering Biomufacturing Certificate Program	Reviewed	Reviewed	Reviewed Approved by FS 3/19/25 Meeting
<i>New program proposal</i> , Harpur Systems Science blanket 4+1 proposal	Reviewed	Reviewed	Reviewed Approved by FS 9/11/24 meeting
<i>New program proposal</i> , Theater BA+MPA 4+1	Reviewed	Reviewed	Reviewed Approved by FS 2/05/25 meeting
<i>Program Discontinuance and Deactivation proposal</i> , Educational Studies M.S. Track in Community Schools	Reviewed	Reviewed	Reviewed Approved by FS 2/05/25 meeting
Revisions and other items requiring only FSEC approval	PRC	FSEC	

COLI comparative literature revision	Reviewed 9/3/24	Reviewed	
Mathematics MS Statistics Revision	Reviewed 9/3/24	Reviewed	
Mathematics BA/BS Revision	Reviewed 9/3/24	Reviewed	
GEOL 4+1 revision	Reviewed 9/3/24	Reviewed	
Discontinuance of General Engineering Minor	Reviewed 9/3/24	Reviewed	
Resubmission of Africana Studies Major	Reviewed 1/30/25	Reviewed	
Forensic Health Certificate Program resubmission	Reviewed 1/30/25	Reviewed	
Deactivation request for a TESOL program (no discontinuance)	Reviewed 1/30/25	Reviewed	
Mechanical Engineering major resubmission	Reviewed 2/20/25	Reviewed	
Resubmission of Spanish major	Reviewed 2/20/25	Reviewed	
Resubmission of German Studies major	Reviewed 2/20/25	Reviewed	
Resubmission of Hebrew Studies major	Reviewed 2/20/25	Reviewed	
MBA: addition of entrepreneurship concentration	Reviewed 4/30/25	Reviewed	
Physics/Applied Physics Track, B.S. and Mechanical Engineering, M.S.	Reviewed 4/30/25	Reviewed	
Deactivation of Harpur - MBA 4+1	Reviewed 4/30/25	Reviewed	
<i>Microcredential:</i> LGBTQIA+ cultural competency	Reviewed 5/12/25	Reviewed	
<i>Microcredential:</i> Biomanufacturing Project Management	Reviewed 5/12/25	Reviewed	
<i>Resubmission,</i> B.S.+M.S. Electrical	Reviewed 5/21/25	Reviewed	

Engineering 4+1			
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Respectfully submitted,

Scott Craver, Chair

Committee members

Chair: Scott Craver, Electrical and Computer Engineering
 Nathanael Andrade, History
 Christopher Bartlette, Music
 Terry Deak, provost's designee, ex-officio
 Donald Hall, president's designee, ex-officio
 Donald Loewen, German and Russian, ex-officio
 Loretta Mason-Williams, CCPA Teaching, Learning and Educational Leadership
 Sarah Maximiek, Libraries
 Jeffrey Pietras, Department of Earth Sciences
 Nicole Rouhana, Decker College of Nursing and Health Sciences
 Kristian Rydqvist, School of Management
 Sarah Spinler, School of Pharmacy and Pharmaceutical Sciences
 John Starks, faculty director of the Office of University-Wide Courses, ex-officio
 Barbara Wolfe, Theatre
 Noah Sylvester, undergraduate student
 Rachel Law, undergraduate student
 Emma Jarman, graduate student
 Emily de la Vega, graduate student

Please submit report via email to Aaron Beedle at abeedle@binghamton.edu and Kellie Hovancik at khovanci@binghamton.edu.

Faculty Senate University Undergraduate Curriculum Committee Annual Report 2024-2025

During the 2024-2025 academic year, the UUCC continued routine work approving university-wide courses, certifying courses that meet Binghamton University General Education requirements, and deciding on student petitions related to General Education requirements.

There were 23 meetings using Zoom during the 2024-25 academic year to consider the submissions. They were about 1 hour each. Some courses were considered by putting comments in shared spreadsheets, when a meeting could not be arranged. Statistics for the approval rates appear in Table 2 below. Overall, the UUCC has considered:

- Summer 2024 (3 meetings)
 - 15 courses for 9 different Gen Ed designations
- Fall 2024 (11 meetings)
 - 5 Student appeals
 - 148 courses for 15 different Gen Ed designations (38 had to be reconsidered by the committee after follow-up)
 - 4 University-Wide courses were approved
- Winter 2025: by enforcing deadlines, no Winter meetings were needed
- Spring 2025 (9 meetings)
 - 7 Student appeals
 - 1 Course petition for a General Education designation from a student
 - 144 courses for 19 different Gen Eds designations (30 had to be reconsidered by the committee after follow-up)
 - 8 University-Wide courses were approved
 - A world language course requested addition of the H General Education designation. It was decided to begin a conversation with World Language programs about the criteria to apply to approve an H for course in this area.
 - Requests for I and T for 2 credit courses were presented and it was decided to bring the question to Faculty Senate.

The committee wishes to thank Arcej Alqowaifly, PhD Candidate, Department of English, General Literature and Rhetoric, Graduate Assistant in the Provost's Office for tireless and invaluable help with all aspects of running of the UUCC this year.

As was shown in previous reports, Table 1 summarizes the current structure and restrictions on General Education Tags. This is now available on the General Education website under Instructor Information (<https://www.binghamton.edu/academics/general-education/instructorinformation/index.html>).

In the coming Fall 2025 there will be a study of how to add the Civic Discourse core competency (General Education designation V) by an ad-hoc committee that has membership from UUCC and other constituencies.

UUCC also expects to hear about proposed changes to the G and I designations, either directly or via FSEC.

Table 1. Limitations on how courses can carry multiple General Education tags and guidelines for multiple-counting of General Education tags by students.

Column 1 Skills, activities and competencies (a course may have as many from this column as instructors cover and assess)	Column 2 Methodologies (a course should only have one from this column)	Column 3 Specific knowledge areas (a course should only have one only one from this column*)
C/O/J Communications	H Humanities (critical reflection)	G Global Interdependencies
T Critical Thinking	A Aesthetics (creative process)	D Diversity Equity Inclusion and Social Justice
I Information Literacy	N Social Science methodologies	
Y/S/B Activity, Wellness	L Scientific reasoning with laboratories	
WL World Languages		
M Mathematical (quantitative) skills		

Guideline for multiple-counting of General Education tags by students:

Situation 1: when a course has multiple tags and students get credit for all the tags:

- Students get credit for *all* tags from Column 1
- When Column 1 tags are combined with Column 2 and Column 3 tags, students get credit for all the Column 1 tags and one other tag from Columns 2 or 3 (see Situation 2)

Situation 2: when a course has multiple tags and students get credit for only one tag.

- Courses should have at most one tag from Column 2 and should have at most one tag from Column 3* but students will only get credit for one of those General Education tags
- The choice of which tag will count is made by the Degree Works system depending on what the student needs.

* It has been recognized that there are a small number of courses that can justify both D and G tags.

Table 2 Acceptance rates for General Education proposals. Note that many course proposals included multiple General Education tags

GE Category	Approvals	Denials	Approval rates
A	19	9	0.68
B	3	-	1
C	70	22	0.76
D	36	15	0.7
G	26	44	0.37
H	61	9	0.87
I	36	14	0.72
J	18	5	0.78
L	4	-	1
M	1	2	0.33
N	38	15	0.72

GE Category	Approvals	Denials	Approval rates
O	37	3	0.92
S	2	-	1
T	86	4	0.95
USD	2	6	0.25
WL1	3	-	1
WL2	1	-	1
WL3	1	-	1
Y	4	-	1
Totals	448	148	0.75

The following pages also report on university-wide courses under the rubrics: UNIV, SCHL, ELI, GMAP, OUT, and CDCI.

Respectfully submitted,



Leslie Lander; Chair, Watson College (School of Computing)

Committee Members (voting):

Megan Benson, University Libraries

Alexander Borisov, Harpur/Natural Sciences and Mathematics/Mathematics and Statistics

Alex Chase-Levenson, Harpur/Social Sciences/History

Danielle Dunne, School of Management

Deborah Elliston, Harpur/Social Sciences/Anthropology

Miesha Marzell, Decker College of Nursing and Health Sciences

Marguerite Wilson, CCPA Human Development

Rachel Law, undergraduate student

Yakubu Alhassan Zakaria, graduate student (TA)

Committee members (non-voting):

Dave Clark, Harpur College Dean's office ex-officio member

Paul Gorelik, Provost's Office

Lisa Hrehor, Additional non-voting member if any

Don Loewen, Provost ex-officio member

Pamela Mischen, President ex-officio member

Report on Course Offerings approved by UUC – 2024-2025 Academic Year

Table 3 below has a complete listing of all courses offered during the 2024-2025 academic year under the following rubrics:

- Binghamton Scholars Program – SCHL

- Career Development Center Internships – CDCI
- English Language Institute – ELI and EML (English for Multilinguals)
- Genocide and Mass Atrocity Prevention - GMAP
- Outdoor Pursuits - OUT
- University-Wide courses – UNIV

The following new University Wide courses were approved:

- CDCI 395 – Professional Internship: Self-Directed Experience
- EML 116 – Academic Resilience & Recovery
- EML 217 – Adv. Writing: Health Sciences GMAP 410D –
- GMAP 410D – Education and Mass Atrocity
- GMAP 481E – Gender & Violence in Africa
- GMAP 483C – Violence & Memory: Latin America
- GMAP 483F – Research Methods in Prevention
- SCHL 280M – Histories of the Apocalypse
- SCHL 280N – The Declaration of Independence
- SCHL 280O – Technology, Power & Politics
- SCHL 280Q – Futures Past
- SCHL 280S – Podcasting US History

Table 3 Course Offerings approved by UUCC

Shaded rows such as Summer 2024 15427 GMAP 538B indicates: Cross-listed (not parent course)

Term Desc	CRN	Subject	Course #	Section	Title	Credit	Cap	Act
Summer 2024	14029	CDCI	200	03	Bridging Academics to Careers	2	25	12
Summer 2024	14029	CDCI	200	03	Bridging Academics to Careers	2	25	12
Summer 2024	13126	CDCI	200	01	Bridging Academics to Careers	2	25	13
Summer 2024	13126	CDCI	200	01	Bridging Academics to Careers	2	25	13
Summer 2024	15427	GMAP	538B	01	Sexual Offend & Victimization	3	10	0
Summer 2024	15427	GMAP	538B	01	Sexual Offend & Victimization	3	5	0
Summer 2024	16339	GMAP	580	01	GMAP Field Placement	1-6	10	2
Summer 2024	16418	GMAP	700	01	Continuous Registration	0-10	10	1
Fall 2024	33335	CDCI	200	01	Bridging Academics to Careers	2	20	16
Fall 2024	33336	CDCI	200	02	Bridging Academics to Careers	2	20	10
Fall 2024	33337	CDCI	200	03	Bridging Academics to Careers	2	40	34
Fall 2024	33335	CDCI	200	01	Bridging Academics to Careers	2	20	16
Fall 2024	33336	CDCI	200	02	Bridging Academics to Careers	2	20	10
Fall 2024	33982	EML	115	01	Academic Achievement Skills	0	26	23
Fall 2024	33939	EML	120	03	Intermediate Read Write Vocab	4	36	26
Fall 2024	33939	EML	120	03	Intermediate Read Write Vocab	4	18	13
Fall 2024	33940	EML	121	01	Intermediate SpeakListenVocab	4	36	34
Fall 2024	33940	EML	121	01	Intermediate SpeakListenVocab	4	18	17
Fall 2024	33936	EML	205	01	Applied Academic Speak/Listen	4	15	12

Term Desc	CRN	Subject	Course #	Section	Title	Credit	Cap	Act
Fall 2024	33946	EML	205	04	Applied Academic Speak/Listen	4	18	9
Fall 2024	33959	EML	210	04	Academic Writing for ELLs	4	18	15
Fall 2024	33955	EML	210	02	Academic Writing for ELLs	4	36	26
Fall 2024	33955	EML	210	02	Academic Writing for ELLs	4	18	13
Fall 2024	33953	EML	210	01	Academic Writing for ELLs	4	36	24
Fall 2024	33953	EML	210	01	Academic Writing for ELLs	4	18	12
Fall 2024	33969	EML	211	01	Adv ELL Writ Identity&Culture	4	18	9
Fall 2024	33972	EML	213	01	Conquering Eng Academic Vocab	2	18	3
Fall 2024	35098	EML	218	02	Adv Eng Lang Transfer Students	4	18	4
Fall 2024	33983	EML	218	01	Adv Eng Lang Transfer Students	4	18	10
Fall 2024	33989	EML	391	01	ELL Outreach and Persistence	2	21	13
Fall 2024	33988	EML	492	01	Tutoring English Lang Learners	1	21	5
Fall 2024	33994	EML	725	01	Oral Comm.For Prof.Purposes	1-4	3	2
Fall 2024	33994	EML	725	01	Oral Comm.For Prof.Purposes	1-4	3	2
Fall 2024	30751	GMAP	281A	01	The Nazi State	4	3	3
Fall 2024	30751	GMAP	281A	01	The Nazi State	4	3	3
Fall 2024	35598	GMAP	381A	01	The Yugoslav Idea	4	4	0
Fall 2024	35576	GMAP	383A	90	Economics of Public Programs	4	2	0
Fall 2024	34273	GMAP	383F	01	Forensic Health of Victims	3	4	1
Fall 2024	30518	GMAP	481A	01	Unresolved Issues:Wars in Asia	4	2	2
Fall 2024	34253	GMAP	483H	01	Social and Bev Determ Health	4	2	0
Fall 2024	34251	GMAP	483J	01	Investigating a Crime	4	4	4
Fall 2024	31533	GMAP	500	01	Essentials of GMAP	4	12	10
Fall 2024	32338	GMAP	502	01	Comparative Genocides	4	15	12
Fall 2024	34584	GMAP	503	01	Intro to Nongovt Organizations	3	5	5
Fall 2024	34584	GMAP	503	01	Intro to Nongovt Organizations	3	5	5
Fall 2024	34584	GMAP	503	01	Intro to Nongovt Organizations	3	5	5
Fall 2024	34584	GMAP	503	01	Intro to Nongovt Organizations	3	5	5
Fall 2024	34584	GMAP	503	01	Intro to Nongovt Organizations	3	5	5
Fall 2024	34584	GMAP	503	01	Intro to Nongovt Organizations	3	5	5
Fall 2024	34584	GMAP	503	01	Intro to Nongovt Organizations	3	5	5
Fall 2024	34584	GMAP	503	01	Intro to Nongovt Organizations	3	5	5
Fall 2024	34584	GMAP	503	01	Intro to Nongovt Organizations	3	5	5
Fall 2024	34584	GMAP	503	01	Intro to Nongovt Organizations	3	10	10
Fall 2024	35505	GMAP	518D	01	Atrocity Law	4	8	3
Fall 2024	35501	GMAP	528A	01	Approaches to Peacebuilding	4	6	6
Fall 2024	33240	GMAP	528B	01	Population Health II - Det&Dis	3	3	0
Fall 2024	32645	GMAP	538D	01	Coloniality in the GlobalSouth	4	5	3
Fall 2024	34254	GMAP	538H	01	Social and Bev Determ Health	2-4	2	1
Fall 2024	33532	GMAP	580	01	GMAP Field Placement	1-6	3	3

Term Desc	CRN	Subject	Course #	Section	Title	Credit	Cap	Act
Fall 2024	28595	OUT	121	01	Disc Golf	1	12	12
Fall 2024	26518	OUT	130	01	English Horsemanship	1	12	4
Fall 2024	26518	OUT	130	01	English Horsemanship	1	12	4
Fall 2024	29687	OUT	130	08	English Horsemanship	1	12	6
Fall 2024	29687	OUT	130	08	English Horsemanship	1	12	6
Fall 2024	29684	OUT	130	07	English Horsemanship	1	12	0
Fall 2024	29684	OUT	130	07	English Horsemanship	1	12	0
Fall 2024	26523	OUT	130	06	English Horsemanship	1	12	1
Fall 2024	26523	OUT	130	06	English Horsemanship	1	12	1
Fall 2024	26522	OUT	130	05	English Horsemanship	1	12	0
Fall 2024	26522	OUT	130	05	English Horsemanship	1	12	0
Fall 2024	26521	OUT	130	04	English Horsemanship	1	12	7
Fall 2024	26521	OUT	130	04	English Horsemanship	1	12	7
Fall 2024	26520	OUT	130	03	English Horsemanship	1	12	5
Fall 2024	26520	OUT	130	03	English Horsemanship	1	12	5
Fall 2024	26519	OUT	130	02	English Horsemanship	1	12	3
Fall 2024	26519	OUT	130	02	English Horsemanship	1	12	3
Fall 2024	29688	OUT	131	03	English Horsemanship II	1	8	0
Fall 2024	29688	OUT	131	03	English Horsemanship II	1	8	0
Fall 2024	26525	OUT	131	01	English Horsemanship II	1	8	4
Fall 2024	26525	OUT	131	01	English Horsemanship II	1	8	4
Fall 2024	28598	OUT	176	01	Fly Fishing	1	12	9
Fall 2024	28591	OUT	177	04	Hiking	1	12	12
Fall 2024	28591	OUT	177	04	Hiking	1	12	12
Fall 2024	26577	OUT	177	03	Hiking	1	12	11
Fall 2024	26577	OUT	177	03	Hiking	1	36	33
Fall 2024	26576	OUT	177	02	Hiking	1	12	12
Fall 2024	26529	OUT	177	01	Hiking	1	12	12
Fall 2024	26529	OUT	177	01	Hiking	1	12	12
Fall 2024	29727	OUT	245	01	Intro to Outdoor Pursuits	2	20	16
Fall 2024	26583	OUT	250	01	Bicycling	1	11	6
Fall 2024	27556	OUT	255	02	Back Country Medicine	2	56	52
Fall 2024	26586	OUT	255	01	Back Country Medicine	2	56	54
Fall 2024	26588	OUT	395	01	Independent Study	2	16	11
Fall 2024	27893	SCHL	127	06	Scholars Cornerstone Seminar	2	20	15
Fall 2024	27893	SCHL	127	06	Scholars Cornerstone Seminar	2	20	15
Fall 2024	27892	SCHL	127	05	Scholars Cornerstone Seminar	2	20	16
Fall 2024	27892	SCHL	127	05	Scholars Cornerstone Seminar	2	20	16
Fall 2024	26752	SCHL	127	04	Scholars Cornerstone Seminar	2	20	17
Fall 2024	26752	SCHL	127	04	Scholars Cornerstone Seminar	2	20	17

Term Desc	CRN	Subject	Course #	Section	Title	Credit	Cap	Act
Fall 2024	26751	SCHL	127	03	Scholars Cornerstone Seminar	2	20	20
Fall 2024	26751	SCHL	127	03	Scholars Cornerstone Seminar	2	20	20
Fall 2024	25133	SCHL	127	02	Scholars Cornerstone Seminar	2	20	20
Fall 2024	25132	SCHL	127	01	Scholars Cornerstone Seminar	2	20	16
Fall 2024	30206	SCHL	280L	01	Ghosts in American Culture	4	25	24
Fall 2024	34183	SCHL	280R	01	Evolution and Free Will	4	25	25
Fall 2024	31906	SCHL	281Q	01	Community Building via Debate	4	25	21
Fall 2024	31906	SCHL	281Q	01	Community Building via Debate	4	25	21
Fall 2024	31906	SCHL	281Q	01	Community Building via Debate	4	25	21
Fall 2024	33321	SCHL	281X	01	Countercultural Religion	4	25	16
Fall 2024	33201	SCHL	281Z	01	Mapping the Soundscape	4	16	16
Fall 2024	29943	UNIV	101A	01	Live 2 Eat: How diet shapes us	2	20	20
Fall 2024	29944	UNIV	101B	01	Abraham Lincoln & Slavery	2	20	20
Fall 2024	29945	UNIV	101C	01	History of the National Parks	2	20	19
Fall 2024	29945	UNIV	101C	01	History of the National Parks	2	20	19
Fall 2024	29946	UNIV	101D	01	Race, Racism, and Genetics	2	20	20
Fall 2024	29946	UNIV	101D	01	Race, Racism, and Genetics	2	20	20
Fall 2024	29948	UNIV	101E	01	Global Environmental Justice	2	20	17
Fall 2024	29949	UNIV	101F	01	Ancient Greek Athletics	2	20	20
Fall 2024	29950	UNIV	101G	01	South Park vs. The World	2	20	20
Fall 2024	29951	UNIV	101H	01	Data Storytelling	2	20	19
Fall 2024	29952	UNIV	101I	01	Cultivating Queer Community	2	20	20
Fall 2024	29953	UNIV	101J	01	Juggling: An Introduction	2	60	57
Fall 2024	29954	UNIV	101K	01	Innovations for the Modern World	2	40	38
Fall 2024	29955	UNIV	101L	01	The Great Ballets	2	20	20
Fall 2024	29956	UNIV	101M	01	Walt Disney and Modern America	2	20	20
Fall 2024	29956	UNIV	101M	01	Walt Disney and Modern America	2	20	20
Fall 2024	29957	UNIV	101N	01	Democracy Inaction: Satire	2	20	17
Fall 2024	29958	UNIV	101O	01	Festivals, Fans, & Jam Bands	2	24	23
Fall 2024	29959	UNIV	101P	01	In-Depth Disney	2	40	40
Fall 2024	29960	UNIV	101Q	01	A Walk into Nature	2	20	20
Fall 2024	29961	UNIV	101R	01	Leaders Changing Our World	2	20	19
Fall 2024	29962	UNIV	101S	01	Fan Studies	2	20	20
Fall 2024	29963	UNIV	101T	01	The Hidden History of Animals	2	17	17
Fall 2024	29964	UNIV	101U	01	Make Binghamton Your Home	2	21	20
Fall 2024	29964	UNIV	101U	01	Make Binghamton Your Home	2	21	20
Fall 2024	29964	UNIV	101U	01	Make Binghamton Your Home	2	21	20
Fall 2024	29964	UNIV	101U	01	Make Binghamton Your Home	2	21	20
Fall 2024	29964	UNIV	101U	01	Make Binghamton Your Home	2	42	40

Term Desc	CRN	Subject	Course #	Section	Title	Credit	Cap	Act
Fall 2024	29964	UNIV	101U	01	Make Binghamton Your Home	2	21	20
Fall 2024	29964	UNIV	101U	01	Make Binghamton Your Home	2	21	20
Fall 2024	29964	UNIV	101U	01	Make Binghamton Your Home	2	21	20
Fall 2024	29964	UNIV	101U	01	Make Binghamton Your Home	2	21	20
Fall 2024	29964	UNIV	101U	01	Make Binghamton Your Home	2	21	20
Fall 2024	29965	UNIV	101V	01	Taylor Swift, 21C Music	2	20	20
Fall 2024	29966	UNIV	101W	01	That'sSoMeta(cognitive)8Habits	2	20	19
Fall 2024	29966	UNIV	101W	01	That'sSoMeta(cognitive)8Habits	2	20	19
Fall 2024	29967	UNIV	101X	01	Birds and Bugs of BU	2	20	20
Fall 2024	35691	UNIV	101Y	10	Living a Meaningful Life	2	40	26
Fall 2024	35562	UNIV	101Y	07	Living a Meaningful Life	2	20	19
Fall 2024	35554	UNIV	101Y	06	Living a Meaningful Life	2	40	38
Fall 2024	35553	UNIV	101Y	05	Living a Meaningful Life	2	40	40
Fall 2024	35553	UNIV	101Y	05	Living a Meaningful Life	2	20	20
Fall 2024	35572	UNIV	101Y	04	Living a Meaningful Life	2	40	38
Fall 2024	35595	UNIV	101Y	03	Living a Meaningful Life	2	40	34
Fall 2024	32899	UNIV	101Y	02	Living a Meaningful Life	2	20	20
Fall 2024	29968	UNIV	101Y	01	Living a Meaningful Life	2	20	19
Fall 2024	29969	UNIV	101Z	01	Religious Lit in Translation	2	18	14
Fall 2024	29970	UNIV	103A	01	Vizzes,DataStories & Sociology	2	20	19
Fall 2024	29971	UNIV	103B	01	Camera Ecologica	2	40	38
Fall 2024	29973	UNIV	103C	01	GenocideMassAtrocityPrevention	2	20	18
Fall 2024	30881	UNIV	103D	01	The Science of Food	2	20	19
Fall 2024	32900	UNIV	103E	01	History of Botanical Gardens	2	20	18
Fall 2024	27789	UNIV	280D	01	Global Entrepreneurship	3	30	18
Fall 2024	27789	UNIV	280D	01	Global Entrepreneurship	3	30	18
Fall 2024	31810	UNIV	280F	01	Intro to Entrepreneurship	3	30	27
Fall 2024	29923	UNIV	280G	01	Social Entrepreneurship	3	30	17
Fall 2024	29923	UNIV	280G	01	Social Entrepreneurship	3	30	17
Fall 2024	34485	CDCI	476	01	DesignYourPost-GraduationPlan	2	19	16
Fall 2024	34867	CDCI	476	03	DesignYourPost-GraduationPlan	2	19	17
Fall 2024	34486	CDCI	476	02	DesignYourPost-GraduationPlan	2	10	8
Fall 2024	34485	CDCI	476	01	DesignYourPost-GraduationPlan	2	19	16
Fall 2024	33984	EML	215	01	Speaking Skills For Bilinguals	4	15	6
Fall 2024	33984	EML	215	01	Speaking Skills For Bilinguals	4	15	6
Fall 2024	30863	GMAP	480	01	Essentials of GMAP	4	10	9
Fall 2024	32339	GMAP	481C	01	Comparative Genocides	4	1	0
Fall 2024	35448	GMAP	481D	01	Coloniality in the GlobalSouth	4	3	2
Fall 2024	34469	GMAP	481G	01	Atrocity Law	4	8	1
Fall 2024	35500	GMAP	483A	01	Approaches to Peacebuilding	4	9	1

Term Desc	CRN	Subject	Course #	Section	Title	Credit	Cap	Act
Fall 2024	17741	SCHL	280A	01	Atonement,Redemption,Justice	4	18	14
Spring 2025	33970	CDCI	200	01	Bridging Academics to Careers	2	20	19
Spring 2025	33970	CDCI	200	01	Bridging Academics to Careers	2	20	19
Spring 2025	33972	CDCI	200	02	Bridging Academics to Careers	2	20	17
Spring 2025	33972	CDCI	200	02	Bridging Academics to Careers	2	20	17
Spring 2025	35131	CDCI	200	03	Bridging Academics to Careers	2	60	57
Spring 2025	36510	EML	115	03	Academic Achievement Skills	0	20	13
Spring 2025	36510	EML	115	03	Academic Achievement Skills	0	40	26
Spring 2025	35382	EML	205	02	Applied Academic Speak/Listen	4	18	17
Spring 2025	35389	EML	205	01	Applied Academic Speak/Listen	4	18	15
Spring 2025	35386	EML	210	02	Academic Writing for ELLs	4	14	14
Spring 2025	35385	EML	210	01	Academic Writing for ELLs	4	14	13
Spring 2025	35385	EML	210	01	Academic Writing for ELLs	4	28	26
Spring 2025	35392	EML	211	01	Adv ELL Writ Identity&Culture	4	18	9
Spring 2025	35394	EML	213	01	Conquering Eng Academic Vocab	2	18	10
Spring 2025	35398	EML	216	01	Eng Lang Dev Econ Business	4	36	22
Spring 2025	35398	EML	216	01	Eng Lang Dev Econ Business	4	18	11
Spring 2025	35393	EML	218	01	Adv Eng Lang Transfer Students	4	18	5
Spring 2025	36511	EML	391	03	ELL Outreach and Persistence	2	40	16
Spring 2025	36511	EML	391	03	ELL Outreach and Persistence	2	20	8
Spring 2025	35396	EML	492	01	Tutoring English Lang Learners	1	10	5
Spring 2025	35381	EML	725	01	Oral Comm.For Prof.Purposes	1-4	3	0
Spring 2025	35381	EML	725	01	Oral Comm.For Prof.Purposes	1-4	3	0
Spring 2025	34478	GMAP	381D	01	Text Mining	4	2	1
Spring 2025	35572	GMAP	381N	02	Nazi Culture	4	5	5
Spring 2025	35572	GMAP	381N	02	Nazi Culture	4	5	5
Spring 2025	34526	GMAP	481F	01	The Environment Carib. & LA	4	2	2
Spring 2025	35729	GMAP	482B	01	Micro-Dynamics - Mass Atrocity	4	5	2
Spring 2025	33521	GMAP	483C	01	Indigenous Knowledge & Environ	3	1	0
Spring 2025	36430	GMAP	483D	01	Mechs of Atrocity Prevention	1-6	5	0
Spring 2025	35019	GMAP	504	01	Transitional Justice	4	13	13
Spring 2025	33847	GMAP	518A	01	Issues in Not-For-Profit Admin	4	4	0
Spring 2025	33854	GMAP	518B	01	Gender and Violence in Africa	4	3	3
Spring 2025	33546	GMAP	538A	01	Education and Mass Atrocity	4	14	6
Spring 2025	33288	GMAP	538C	01	Climate and Conflict	4	13	5
Spring 2025	33517	GMAP	580	01	GMAP Field Placement	3	5	0
Spring 2025	35106	GMAP	590	01	GMAP Capstone Project	4	5	4
Spring 2025	34020	OUT	121	01	Disc Golf	1	12	12
Spring 2025	27645	OUT	122	01	Skiing/Snowboarding	1	324	252
Spring 2025	27647	OUT	122	03	Skiing/Snowboarding	1	106	102

Term Desc	CRN	Subject	Course #	Section	Title	Credit	Cap	Act
Spring 2025	27645	OUT	122	01	Skiing/Snowboarding	1	108	84
Spring 2025	27654	OUT	130	03	English Horsemanship	1	8	1
Spring 2025	27659	OUT	130	06	English Horsemanship	1	8	1
Spring 2025	27657	OUT	130	04	English Horsemanship	1	8	4
Spring 2025	27649	OUT	130	01	English Horsemanship	1	8	2
Spring 2025	27658	OUT	130	05	English Horsemanship	1	8	1
Spring 2025	27658	OUT	130	05	English Horsemanship	1	8	1
Spring 2025	27659	OUT	130	06	English Horsemanship	1	8	1
Spring 2025	30091	OUT	130	08	English Horsemanship	1	8	7
Spring 2025	27653	OUT	130	02	English Horsemanship	1	8	4
Spring 2025	30091	OUT	130	08	English Horsemanship	1	8	7
Spring 2025	27657	OUT	130	04	English Horsemanship	1	8	4
Spring 2025	27654	OUT	130	03	English Horsemanship	1	8	1
Spring 2025	27649	OUT	130	01	English Horsemanship	1	8	2
Spring 2025	30093	OUT	131	03	English Horsemanship II	1	8	3
Spring 2025	30093	OUT	131	03	English Horsemanship II	1	8	3
Spring 2025	27660	OUT	131	01	English Horsemanship II	1	8	2
Spring 2025	27660	OUT	131	01	English Horsemanship II	1	8	2
Spring 2025	27631	OUT	176	01	Fly Fishing	1	12	9
Spring 2025	34111	OUT	177	04	Hiking	1	12	12
Spring 2025	34111	OUT	177	04	Hiking	1	36	36
Spring 2025	27624	OUT	177	03	Hiking	1	12	12
Spring 2025	27623	OUT	177	02	Hiking	1	12	11
Spring 2025	31038	OUT	177	01	Hiking	1	12	12
Spring 2025	36785	OUT	245	02	Intro to Outdoor Pursuits	2	20	16
Spring 2025	31832	OUT	245	01	Intro to Outdoor Pursuits	2	20	20
Spring 2025	27625	OUT	250	01	Bicycling	1	10	10
Spring 2025	30095	OUT	255	02	Back Country Medicine	2	56	52
Spring 2025	27630	OUT	255	01	Back Country Medicine	2	56	54
Spring 2025	26794	SCHL	227	03	Commun Engage:Where You Fit In	2	46	36
Spring 2025	27734	SCHL	227	06	Commun Engage:Where You Fit In	2	46	36
Spring 2025	27733	SCHL	227	05	Commun Engage:Where You Fit In	2	69	66
Spring 2025	26794	SCHL	227	03	Commun Engage:Where You Fit In	2	23	18
Spring 2025	27732	SCHL	227	01	Commun Engage:Where You Fit In	2	69	69
Spring 2025	27733	SCHL	227	05	Commun Engage:Where You Fit In	2	23	22
Spring 2025	22015	SCHL	227	04	Commun Engage:Where You Fit In	2	46	30
Spring 2025	27732	SCHL	227	01	Commun Engage:Where You Fit In	2	23	23
Spring 2025	26793	SCHL	227	02	Commun Engage:Where You Fit In	2	46	42
Spring 2025	34494	SCHL	280K	01	Who Owns the Past?	4	25	25
Spring 2025	35113	SCHL	280P	01	History of Conservation: Parks	4	25	25

Term Desc	CRN	Subject	Course #	Section	Title	Credit	Cap	Act
Spring 2025	35113	SCHL	280P	01	History of Conservation: Parks	4	25	25
Spring 2025	36463	SCHL	280Q	90	Futures Past	4	25	25
Spring 2025	36462	SCHL	280S	01	Podcasting US History	4	50	40
Spring 2025	35895	UNIV	103A	01	Pivotal Moments in Rock & Roll	2	20	20
Spring 2025	35894	UNIV	103B	01	Walt Disney and Modern America	2	20	17
Spring 2025	35894	UNIV	103B	01	Walt Disney and Modern America	2	20	17
Spring 2025	35896	UNIV	103C	01	GenocideMassAtrocityPrevention	2	20	10
Spring 2025	35900	UNIV	103D	01	Juggling: An Introduction	2	40	36
Spring 2025	35901	UNIV	103E	01	South Park vs. The World	2	20	20
Spring 2025	36867	UNIV	103F	01	Fan Studies	2	20	15
Spring 2025	31173	UNIV	180A	01	Critical Research Skills	2	30	26
Spring 2025	30308	UNIV	280D	01	Global Entrepreneurship	3	30	13
Spring 2025	30308	UNIV	280D	01	Global Entrepreneurship	3	30	13
Spring 2025	29202	UNIV	280F	01	Intro to Entrepreneurship	3	30	29
Spring 2025	29203	UNIV	280G	01	Social Entrepreneurship	3	30	23
Spring 2025	29203	UNIV	280G	01	Social Entrepreneurship	3	30	23
Spring 2025	35714	CDCI	476	02	DesignYourPost-GraduationPlan	2	19	19
Spring 2025	35712	CDCI	476	01	DesignYourPost-GraduationPlan	2	19	18
Spring 2025	35714	CDCI	476	02	DesignYourPost-GraduationPlan	2	19	19
Spring 2025	35712	CDCI	476	01	DesignYourPost-GraduationPlan	2	19	18
Spring 2025	35716	CDCI	476	03	DesignYourPost-GraduationPlan	2	10	9
Spring 2025	35380	EML	215	01	Speaking Skills For Bilinguals	4	15	11
Spring 2025	35380	EML	215	01	Speaking Skills For Bilinguals	4	15	11
Spring 2025	31982	GMAP	481D	01	Education and Mass Atrocity	4	7	4
Spring 2025	36606	GMAP	481E	02	Gender and Violence in Africa	4	6	3
Spring 2025	33855	GMAP	482F	01	Climate and Conflict	4	8	5
Spring 2025	35003	GMAP	483B	01	Transitional Justice	4	5	3
Spring 2025	35728	GMAP	501	01	Micro-Dynamics - Mass Atrocity	4	15	13
Spring 2025	33536	GMAP	550	01	Mechs of Atrocity Prevention	1-6	5	5
Spring 2025	22012	SCHL	280I	01	Philanthropy & Civil Society	4	18	13
Spring 2025	22012	SCHL	280I	01	Philanthropy & Civil Society	4	18	13
Spring 2025	22012	SCHL	280I	01	Philanthropy & Civil Society	4	18	13
Spring 2025	22012	SCHL	280I	01	Philanthropy & Civil Society	4	18	13
Spring 2025	22012	SCHL	280I	01	Philanthropy & Civil Society	4	18	13
Spring 2025	22012	SCHL	280I	01	Philanthropy & Civil Society	4	36	26
Spring 2025	22012	SCHL	280I	01	Philanthropy & Civil Society	4	18	13
Spring 2025	22012	SCHL	280I	01	Philanthropy & Civil Society	4	18	13
Spring 2025	22012	SCHL	280I	01	Philanthropy & Civil Society	4	18	13
Spring 2025	22012	SCHL	280I	01	Philanthropy & Civil Society	4	18	13

Faculty Senate Advisory Committee on Scholarship and Research (ACSR)

Annual Report 2024-2025

In 2024-25, the Advisory Committee on Scholarship and Research (ACSR) advises the Vice President for Research on all matters relating to research and scholarly activities whether externally sponsored or funded within the University; promotes the development and growth of sponsored research and training programs throughout the University; advises the Vice President for Research with respect to allocations of funds supporting Organized Research Centers and Institutes, travel, publications, and other forms of internal support.

Membership

- Sangwon Yoon (Chair and Provost Appointee) Professor, Department of Systems Science and Industrial Engineering
- Serdar Atav (Faculty Senate) Professor, Decker College of Nursing and Health Sciences
- Christopher Bishop (Provost Appointee) Professor, Department of Psychology
- Sungdai Cho (Faculty Senate) Professor, Department of Asian and Asian American Studies
- Daniel Davis (Provost Appointee) Associate Professor, Department of Music, TAE Chair Material and Visual Worlds
- Nicole Fenty (Faculty Senate) Associate Professor, Department of Teaching, Learning, and Educational Leadership
- Kartik Gopalan (Ex Officio) Associate Dean for Research, Thomas J. Watson College of Engineering and Applied Science
- Eric Hoffman (Ex Officio) Associate Dean for Research, School of Pharmacy and Pharmaceutical Sciences
- Murali Jagannathan (Ex Officio) Associate Dean for Research, School of Management
- Carl Lipo (Ex Officio) Associate Dean for Research, Harpur College of Arts and Sciences
- Matthew McConn (Ex Officio) Associate Dean for Research, College of Community and Public Affairs
- Melissa Morales (Faculty Senate) Assistant Professor, Department of Pharmaceutical Sciences, School of Pharmacy and Pharmaceutical Sciences
- Mark Poliks (Provost Appointee) Professor, Department of Systems Science and Industrial Engineering, TAE Chair Smart Energy
- Xingye Qiao (Provost Appointee) Associate Professor, Department of Mathematical Sciences TAE Chair Data Sciences
- Gail Rattinger (Provost Appointee) Professor and Associate Dean for Academic Affairs and Assessment Department of Pharmaceutical Sciences, School of Pharmacy and Pharmaceutical Sciences, TAE Chair Health Sciences
- Sumantra Sarkar (Faculty Senate) Professor, School of Management
- Pam Stewart Fahs (Ex Officio) Associate Dean for Research, Decker College of Nursing and Health Sciences
- Kaiming Ye (Faculty Senate) Professor, Department of Biomedical Engineering

During the fall of AY 2024-25, ACSR focused on the review of proposals to the second round of the S.H. Ho Foundation and Provost Awards Grants. This review continued into the spring semester. In the Spring, ACSR met biweekly and as needed to final the seed grant reviews, as

well as the Interdisciplinary Collaborative Grants (ICG), in addition to internal submissions to external funding opportunities with a limit on the number of institutional submissions.

Activities

- ACSR received, reviewed, and ranked 27 proposals submitted to the S.H. Ho Foundation Grant Initiative. Two proposals were recommended for funding. Those receiving funding were: Siyuan Rao Qianbin Wang, and Wenfeng Zhao- *AI-Enhanced Soft-material Bioelectronics for Spinal Cord Injury Therapeutics*; and Melissa Morales and Nathan Tumey- *Development of Antibody-Glucocorticoid Conjugates for the Treatment of Lupus*
- ACSR received and reviewed and ranked 21 proposals submitted to the Provost Award for Research Grants Initiative. Four proposals were recommended for funding. Those receiving funding were: John Swierk- *Mediated Electrochemistry for Rubber Recycling*; Kirsten Prior and Christina Baer- *Building sustainable forest ecosystems and conservation partnerships: restoration of native forest wildflowers at Binghamton University and New York State Parks*; Zixiao Ma and Ziang Zhang- *Enhancing Resilience of Renewable Energy Systems via Safety-Critical Control*; and Chris Robbins, Sarah Nance, Elizabeth Mozer, Colin Lyons, and Hao Liu- *Exploring Energy Futures Through Art and Science: Lithium Landscapes*.
- The Division of Research received 10 requests for graduate assistant (GA) support for ORCs. ACSR reviewed these requests and provided funding recommendations. Based on available funds and these recommendations, 4 GAs were funded to the following centers: Binghamton Biofilm Research Center, Center of Biomanufacturing for Regenerative Medicine, Binghamton Center of Complex Systems, and Center for Development and Behavioral Neuroscience.
- Reviewed proposals for the University's Interdisciplinary Collaborative Grants (ICG). The Division of Research received one proposal. ACSR recommended funding the proposal submitted by Huiyuan Guo- *Development of a Fast and Portable Tool for PFAS Screening in Drinking Water*.
- ACSR received annual reports from 22 centers and institutes. For the reports, ACSR requested a list of objectives or goals for the 2023-24 calendar year and to discuss any successes and challenges related to these objectives, as well as defined goals and objectives for 2024-25. ACSR reviewed and discussed these reports over three meetings, providing comments and potential remediation plans to some based on performance.
- ACSR also reviewed internal submissions to external funding opportunities with a limit on the number of institutional submissions as they arose.

Respectfully submitted,

Sangwon Yoon

ACSR Committee Chair

Faculty Senate Committee on the University Environment (CUE)
Annual Report 2024-2025

The Committee on the University Environment (CUE)'s charge is listed below.

As Stated in the Faculty Senate bylaws-2023.pdf

COMMITTEE FOR THE UNIVERSITY ENVIRONMENT (Joint) (Approved by Faculty Senate Executive Committee on June 11, 2003)

Charge:

1. to act to preserve and enhance the quality of the University environment;
2. to develop and oversee a university-wide environmental policy;
3. to participate broadly in the physical planning of the University and its environs;
4. to make recommendations about all future construction, including the need for such construction, placement, general shape, and functional relationship of buildings, access routes, and parking areas, and their relationship to natural areas;
5. to participate in the institution of proposals for construction, and in the planning of buildings, roads, and other structures on this campus by meeting regularly with the university architects and the Associate Vice President for Physical Facilities, or their representatives. The Committee shall meet with concerned campus groups at various stages in the planning of such construction.
6. to make recommendations concerning the use of all campus natural areas;
7. to consider the need for additions to the land holdings of the University, and to make recommendations for such acquisitions as are deemed necessary;
8. to establish liaison with local organizations and governmental agencies concerned with the quality of the environment.

Composition: (approved by faculty May2016):

- 8 faculty members, 5 selected by the Faculty Senate and 3 selected by the Provost
- 3 students, 2 nominated by the Student Association (SA) and 1 by the Graduate Student Organization (GSO)
- Vice President for Operations or his/her designee
- One professional employee appointed by the Professional Staff Senate (PEC)
- One Residential Life representative appointed by the Vice President for Student Affairs
- One Physical Plant representative appointed by the Associate Vice President for Physical Facilities
- One environmental ombudsperson or other environmental professional appointed by the Vice President for Operations
- The Steward of the Nature Preserve (Approved by Faculty Senate May 10, 2011)
- 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. (Approved by Faculty Senate On November 29, 2005)

Faculty Senate appoints the Chair and the President appoints an Administrative Vice Chair.

This year, we had a leadership shift to a co-chair structure with George Homsy (ENVI) and Kimberly Jaussi (SOM) sharing the leadership in the fall with Kim taking over for the Spring semester while George went on sabbatical and then continuing to chair the committee going forward.

The committee met once in the fall and then monthly in the Spring semester. In the Spring, we regrouped with a renewed focus on our charge and also revisited older initiatives that have been on the table and of interest for years (e.g. tree identification tags on campus).

Highlights of our activities in the '24-'25 academic year included:

Review of upgrades to the Nature Preserve Trail system to meet standards for Cross-Country competition. Drainage pipes and gravel on trails were approved with the stipulation that Nature Preserve steward Dylan Horvath would be present and ensure that minimal disruption to the environment was occurring as the repair work was done. It was suggested that facilities begin to investigate alternative materials from other industries that also need to control mud in high impact areas, such as the grids used in horse pastures for mud control that may have longevity and cost advantages.

Review and approval of the location for the new dormitory project. Facilities went over in depth the construction plans for the new dormitory project between CIW and Mountain View.

Decision: The location was approved as appropriate on a preliminary basis with the following stipulations:

- The DFM should investigate if another parcel of land could be acquired from neighbors for inclusion to protected open space on campus (i.e. Nature Preserve).
- For every tree removed, three trees will be planted on campus.
- While recognizing that it will be a large and highly visible building, CUE requests that the building design and amenities acknowledge the natural setting that is lost for the building and that is adjacent to the building. Perhaps the public space in and around the building could reflect such a natural setting in an innovated and creative way.
- The building design should recognize, preserve, or improve this area as a major access point to the Nature Preserve.
- No building plan or site plan was reviewed or approved. The Committee on the University Environment looks forward to reviewing and complementing the project as it moves forward.

Tree Tour

We also raised the point that we want to ensure that three trees are being planted on campus for every one tree taken down. It was noted that those trees could be planted anywhere on campus, not just right where others we removed.

Julian Shepherd offered to organize a "tree location" tour of campus to identify where new trees need to be or could be planted.

Tree identification tags

We are excited to share that we have achieved great forward momentum on the tree identification tag project that has been in discussion for many years!

- Nature Preserve Steward Dylan Horvath has an extensive database now created of the trees on campus and their locations as a result of his work with students.
- VP of Administration Joanne Navarro approved the cost for the creation and purchase of 100 tree plaques for placement around campus
- Landscape architect Brett Barnes has taken ownership of the project and is working with the vendor to have the tags created and on campus at the start of the semester.
- Plans are being created to have classes utilize the task of finding the correct trees and placing the stakes in near them as part of team building this fall.

Each tag will have the scientific name and common name of each tree as well as a “fun fact” about the tree to help readers understand the unique attributes of each species.

We are very excited about this project as it will further the following outcomes for the University:

- Promote student well-being by giving them something to walk around campus to explore
- Promote outdoor education and experiential learning
- Encourage the awareness and growth of a sustainability mindset in students and faculty by creating an appreciation of trees and their features
- Furthering and appreciation of the natural environment at Binghamton that the leadership, faculty, staff and CUE works so hard to maintain and promote.

Enhancing the environment of the information center to reflect our Roadmap

Jennifer Bobzien, from Transportation and Parking, joined the Committee this year and offered to help follow up regarding plans that were discussed by CUE and parking when the new information center was being designed and built (plans to include interesting faculty research information, highlight sustainability efforts on campus like the parking lot drainage to the wetlands, etc.)

Updates from Facilities

At each meeting, Nick Corcoran and colleagues from Facilities did a fantastic job of updating us on campus construction and plans so that the CUE members could ask questions and offer suggestions on how to most effectively limit the environmental impact of the construction and preserve trees, green space and different animal habitats.

For example, the new bike lane that is being put in when the new bus stop is created as a result of the new Lecture Hall construction was reviewed.

Increasing collaborative learning and engagement space throughout campus

It was discussed at length whether the CUE committee should address and encourage the addition of greater outdoor collaborative space for students, meetings and classroom usage. It was determined that it does indeed fall in CUE's purview to advocate for things that will enhance the University Environment for enhanced student well-being and utilization of the outdoor space at the University.

- The committee encouraged Facilities to include enhanced seating options for more face to face group interactions and for teachers to be able to take classes outdoors in a relatively close environment.

Deer Management

CUE continues to be following the deer management on campus. Nature Preserve steward Dylan Horvath kept the committee apprised of the success of the current management program over the winter (50 deer).

Respectfully submitted,

Kimberly Jaussi and George Homsy, Committee Co-Chairs

Committee members

Carl Lipo (Anthropology)
Emily Creo (Libraries)
Julian Shepherd (Biological Sciences)
Colin Lyons (Art & Design)
Ann Fronczek (Nursing)
James Pitarresi (Provost's appointee)
Atticus Fauci (UG student)
Batia Rabin (UG Student)
Aidan Moran (Graduate Student)
JoAnn Navarro (VP for Operations, President's Appointee)
Patrick Doyle (PSS representative)
Ryan Roosa (Residential Life)
Jesenko Muftic (Physical Plant)
Dylan Horvath (Steward of the Nature Preserve)
Nick Corcoran (Landscape Architect)
Jonathan Reynolds (Facilities, ex officio member)
Jennifer Bobzien (Transportation & Parking, ex officio member)

Please submit the report via email to Kellie Hovancik at khovanci@binghamton.edu.

MEMORANDUM

To: Faculty Senate

From: Information and Educational Technology Committee (IETC)

Date: August 11, 2025

Subject: Report on IETC Activities and Initiatives (Academic Year 2024-2025)

Membership: Ken Chio (co-chair), Andrew Tucci, David Schuster, Christopher Swift, Dikran Karagueuzian, Niyazi Bodur, Hiroki Sayama, Yvonne Jonston, James Pitarresi (co-chair), Susrutha Dhanaraj, Tongshu Ma, Joe Roth

I. Executive Summary

This report summarizes the key activities, challenges, and strategic direction of the Information and Educational Technology Committee (IETC) for the period spanning September 2024 to March 2025. The committee's work has been concentrated in three primary areas: navigating the transformative potential and associated risks of **Generative Artificial Intelligence (AI)**, strengthening campus **information security** to meet new system-wide mandates, and addressing persistent challenges in technology **procurement and cost management**.

Throughout the academic year, the IETC has focused on proactive governance, diligent evaluation of new technologies, and ensuring that the university's technology posture aligns with its academic mission and fiduciary responsibilities. Key efforts include forming an AI advisory body, launching critical security upgrades, and pursuing initiatives aimed at reducing operational costs. This document outlines the progress and ongoing plans in each of these strategic domains, supported by detailed summaries from the committee's meetings.

II. Strategic Focus Area 1: Generative Artificial Intelligence (AI)

The rapid emergence of powerful AI tools has been the most significant new strategic topic for the committee. Our approach has been one of careful exploration, focused on harnessing potential benefits while mitigating risks. This has involved forming a dedicated advisory committee, evaluating a range of tools, and beginning the process of drafting campus-wide policy. The detailed minutes below reflect the evolution of this critical conversation.

Supporting Meeting Summaries

Meeting: September 24, 2024

The initial discussion revolved around the need for a formal **Generative AI Advisory Committee** to guide the university's strategy. The meeting also addressed procurement challenges, particularly regarding Turnitin and Gradescope.

- **Next Steps:**

- **James** to ask Andrea about adding a library representative to the AI committee.
- **Christopher** to email James to join the AI committee (completed).
- **James** to ask the D2L (Brightspace) representative about Turnitin alternatives.

Meeting: October 29, 2024

This meeting focused heavily on the potential implementation of Google's AI tools, such as **Gemini** and **NotebookLM**. The discussion covered data privacy, the environmental impact of AI, and the need for clear university policies. Information regarding Google Gemini's security and cost structure was reviewed, noting the free version's data protection and the premium versions' costs (\$20-\$36/user/month) and HIPAA/FERPA compliance.

- **Next Steps:**
 - **Niyazi** to send the detailed Gemini pricing and policy information to James.
 - **James** to have Gemini access enabled for all committee members for testing.
 - **Committee members** to test Gemini and report back in two weeks.
 - **Yvonne and Tongshu** to develop survey questions about campus AI adoption.

Meeting: December 3, 2024

In this informal end-of-semester meeting, members shared their experiences testing AI tools. Christopher noted a preference for **Claude AI** over Gemini or ChatGPT for its writing style. Key concerns were raised about how enabling AI tools campus-wide would affect **Google data storage** and the potential for sharing proprietary information, such as student essays used to train Turnitin's AI.

- **Next Steps:**
 - **Niyazi** to investigate and report on the data privacy and storage impact of a campus-wide Google Gemini rollout.
 - **James** to draft a campus-wide survey on AI usage and attitudes.
 - **James and Ken** to establish the meeting schedule for the Spring semester.

III. Strategic Focus Area 2: Information Security and Compliance

Protecting university data and digital infrastructure remains a foundational priority. A new, comprehensive SUNY Information Security Policy has driven a significant portion of our work in this area. Binghamton University is already compliant with 38 of the 41 policy provisions, and the IETC is overseeing the implementation of the final three mandates. The summary below details the progress on these critical initiatives.

Supporting Meeting Summary

Meeting Scheduling and Agenda

An email was circulated to schedule the March meeting with the following agenda items focused on security and other ITS updates:

1. Campus roll-out of computer **encryption**. (Niyazi)
2. Updates on the SUNY **printer initiative**. (Niyazi)
3. Other changes from ITS. (Niyazi)
4. Update on **generative AI** projects. (James)

Meeting: March 18, 2025

Niyazi reported that the campus was working to comply with the final three provisions of the new SUNY Information Security Policy:

- **Network Segmentation:** Dividing the network into three segments to better protect the data center.
- **Desktop/Laptop Encryption:** Aiming to complete encryption for all servers, laptops, and desktops by the end of the semester. Assistance was requested for managing Linux encryption keys.
- **DDoS Protection:** Negotiating with vendors for a solution to protect the data center, at an estimated annual cost of \$50,000.
- **Next Steps:**
 - **Niyazi** to continue working on implementing the three security provisions.
 - **Kenneth** to explore ideas for managing Linux encryption keys and share with Niyazi.
 - The IT **team** to continue setting up the new AI server.

IV. Strategic Focus Area 3: Technology Procurement and Cost Management

The IETC is actively working to ensure the university receives the best value from its technology investments while navigating the complexities of New York State's procurement regulations. This involves a careful review of major contracts and proactive efforts to reduce operational spending.

Supporting Discussions and Initiatives

Contract Management: Turnitin & Gradescope (September 2024)

The committee discussed the significant procurement challenges faced by the university, with a specific focus on the contracts for Turnitin and Gradescope. An action item was assigned to determine the contract expiration dates to inform renewal strategy.

- **Follow-up from Niyazi:** In a subsequent email, Niyazi provided the critical contract end dates:
 - **Gradescope:** December 31, 2024
 - **Turnitin:** August 18, 2025

Cost-Reduction: SUNY Printer Initiative (March 2025)

Niyazi provided an update on the development of a printing initiative to reduce costs and resources. A pilot study with the history and student affairs departments was underway, and a task force was writing recommendations for the President. The initiative aims to reduce the number of standalone printers, thereby lowering costs for ink, toner, and hardware. The primary challenge acknowledged was convincing the campus community to transition from personal to centralized printers.

- **Next Steps:**
 - **Niyazi** to consult with David about strategies for implementing the printing initiative.

V. Forward Outlook

Looking ahead, the IETC will continue to prioritize the responsible integration of technology into the academic and administrative fabric of the university. Our focus will be on transitioning from AI evaluation to the implementation of clear policies and impactful pilot programs. The foundational work in information security will continue to be a top priority. Above all, we remain committed to enhancing the technological capabilities of our faculty, staff, and students, ensuring that Binghamton University remains a leader in educational innovation.

Faculty Senate ITS Research Computing Advisory Committee
Annual Report 2024-2025

During the academic year 2024 - 2025, the committee staff conducted work mainly focused on understanding and acting on researcher feedback regarding data storage and computational solutions.

The committee met on April 7th, 2025 with ITS providing demonstrations of new services & features requested by researchers. Discussion was had around several aspects of data storage, including: scalability, access, and chargebacks. A new topic brought up was storage and transfer of large scale datasets. The Ithaka S&R final report was discussed and briefly reviewed.

Attached notes summarize discussions and efforts taken by ITS, Library, and Watson for research computing services.

Co-Chairs

Kenneth Chiu, Niyazi Bodur

Committee members

Bradley Skopyk

Sungdai Cho

David Schuster

Yetrib Hathou

Chang Hee Park

Tim Cortesi

Daksh Mehta

Raja Mohan Koushik Dontikurthi

Nicholas Walling

2024 - 2025 ITS Research Computing Advisory Committee Meeting Minutes

Apr 7, 2025 Meeting

Attendance

- Joseph Roth - Interim AVP & CIO
- Kenneth Chiu - Computer Science
- Yetrib Hathout - Pharmacy
- Yu Chen - Electrical and Computer Engineering
- Bradley Skopyk - History
- Sungdai Cho - Asian & Asian American Studies
- Tim Cortesi - ITS
- Nicholas Walling - ITS
- Raja Mohan Koushik Dontikurthi - Graduate Student

Topics of Discussion

- Discussion of researcher needs
 - Storage options for large data
 - Data storage costs and scalability
 - Issues transferring large amounts of data
 - Example use cases for ITS services
- ITS Led Efforts
 - Pilot of Virtual Desktops & Servers for Researchers (GreenCloud)
 - Expansion of Research Storage + BingBox: Cloud Storage
 - BingWAYF login system
 - University-Wide RedCap Access
- Library-led Ithaka S&R Project - Final Report issues

Efforts

- Developed BingWAYF Login System based on feedback from pilot research storage users to enable external collaboration
- Developed BingBox, a cloud-based solution to access research storage based on feedback from pilot users
- Library-led Ithaka S&R Project
- Initiating approval and rollout of chargebacks for large utilizations of Research Storage & GreenCloud
- Engaging in Watson Collaboration to enable OpenOnDemand on the Spiedie High-Performance Computing Cluster to lower barriers to use

Faculty Senate Microcredential Committee
Annual Report 2024-2025

The Microcredential Committee met four times during the 2024–2025 academic year to review and refine the University’s microcredential offerings in alignment with SUNY guidelines. The committee navigated organizational and policy changes, addressed challenges related to non-credit microcredentials, and clarified the review and approval process for these credentials.

Microcredentials were previously housed in the Office of Microcredentials, which has since been discontinued. Microcredentials are now housed within the Office of Workforce Development. Microcredential Committee administrative responsibilities previously handled by the Office of Microcredentials are now to be shared by the microcredential committee’s leadership, particularly the chair and vice-chair. The committee’s leadership also sought to update the bylaws to reflect the current charge and composition of the microcredential committee.

The committee reviewed both the current Binghamton University Microcredential Policy (adopted May 12, 2020) and the SUNY Microcredential Guidance (revised April 2024). It was noted that Binghamton was out of compliance with SUNY’s updated standards, particularly regarding non-credit microcredentials. Due to non-credit microcredential compliance issues, the committee prioritized credit-bearing microcredentials and paused review of non-credit microcredential proposals until further guidance or resolution was achieved. The Committee passed a motion to adopt the April 2024 SUNY microcredential guidance. Non-compliant microcredentials will be converted into skills badges, and the hosting unit can then decide to bring their former microcredential offerings into compliance with the new guidelines. The Office of Workforce Development will manage skills badges independently from microcredentials.

Historically, microcredential proposals were reviewed and approved by a three-person subcommittee. After reviewing Robert’s Rules of Order and Faculty Senate procedures, the Committee passed a motion to adopt a new procedure by which all proposals must be presented to the full committee for a vote, following review by a subcommittee (three-member panel drawn from the full committee).

The Committee approved two credit-bearing microcredentials, following the new approval process mentioned above:

- LGBTQIA+ Cultural Competency (undergraduate level)
- Biomanufacturing Project Management (graduate level)

Based on the previously existing microcredentials (most of which will convert to skills badges), the Office of Workforce Development issued Credly Badges during the 2024-2025 academic year as follows:

School/Program	Number of Approved Credentials	Badges Issued (6/8/24 to 6/12/25)
College of Community and Public Affairs	1	0
Decker College	3	1
Harpur College	10	297

Faculty Senate Microcredential Committee
Annual Report 2024-2025

Libraries	2	0
New Energy New York (discontinued using Credly)	17	0
School of Pharmacy	2	62
Student Affairs	6	817
Center for Civic Engagement	4	742
Educational Opportunity Program.	1	0
Student Transitions and Success Services	1	75
University Tutorial Services	2	137
Watson College	51	583
Career and Alumni Connections	1	3
Continuing Education	50	580
Total	94	1897

Respectfully submitted,

Shanise Kent, Assistant Provost & Director of Workforce Development, Committee Chair

Committee members

- Sang Won Yoon, Systems Science and Industrial Engineering, Faculty Senate Appointee, Vice Chair
- Scott Craver, Watson College (Electrical and Computer Engineering), Faculty Senate Appointee
- Amber Simpson, College of Community & Public Affairs (Teaching, Learning & Educational Leadership), Faculty Senate Appointee,
- Laura Warren Hill, College of Community & Public Affairs (Human Development)
- Andreas Pape, Harpur College (Economics), Faculty Senate Appointee
- Erin Cody, Harpur Edge, Provost's Designee
- Michael Testani, Watson College (Outreach & Engagement), Provost's Designee
- Subimal Chatterjee, School of Management, Provost's Designee, Non-voting
- Xingye Qiao, Harpur College (Mathematics), Provost's Designee, Non-voting

Faculty Senate University Calendar Committee
Annual Report 2024-2025

The Calendar Committee did not meet in 2024-2025. No changes were made to the calendar.

Respectfully submitted,



Donald E. Hall, Committee Chair

The 2024-2025 Calendar Committee members included:

Donald E. Hall, Provost and Executive Vice President for Academic Affairs (chair)

David Campbell, Public Administration

David Eagan, Athletics

Michael Kukawa, Physical Facilities

BrieAnna Langlie, Anthropology

Donald Loewen, Provost's Office

Colin Lyons, Art & Design

Krista Medionte-Phillips, Undergraduate Admissions

Paola Mignon, Residential Life

Carol Miles, Biology

Michelle Ponczek, Course Building/Academic Space

Judith Quaranta, School of Nursing

Sarah Spinler, School of Pharmacy and Pharmaceutical Sciences

Amber Stallman, Financial Aid & Student Records

Barbara Wolfe, Theatre

Batia Rabin, undergraduate student

Sarah Crawford, graduate student

Faculty Senate Committee on Committees
Annual Report 2024-2025

Committee on Committees 2024/2025 Annual Report

During fall of 2024, the ConC chair continued to fill seats for the 2024/2025 committee rosters, kept track of committee member changes, and worked with the incoming interim chair to prepare for spring activities.

The interim Chair coordinated committee activities in the spring including organizing data from the spring survey, inputting it into the working document and tracking seats filled. The Committee began work on filling the 2025/2026 committee rosters in April 2025 with most seats being filled by the beginning of June 2025.

Respectfully submitted,

Ruth Carpenter, Interim Committee Chair

Committee members

Ann Fronczek

Leslie Lander

Sabina Perrino

Sungdai Cho

Neyda Gilman, Chair (on sabbatical spring 2025)

Please submit report via email to Aaron Beedle at abeedle@binghamton.edu and Kellie Hovancik at khovanci@binghamton.edu.

Faculty Senate Evaluation Coordinating Committee (ECC)
Annual Report 2024-2025

The Evaluation Coordinating Committee (ECC) convened five times during the Fall 2024 semester and one time in Spring 2025. In Fall 2024, the ECC administered campus-wide surveys and completed evaluations for Vice President Greg Delviscio (Communications & Marketing) and Dean Celia Klin (Harpur College).

During Spring 2025, Committee Chair Leon Cosler was on sabbatical leave, and Brendan Hennessey graciously assumed the role of Interim Committee Chair. The committee originally planned evaluations for President Harvey Stenger and Associate Vice President & CIO Niyazi Bodur. However, following the announcement of President Stenger's retirement, Faculty Senate leadership opted to cancel his evaluation. Surveys for CIO Niyazi Bodur were developed and distributed to the campus community, but the evaluation report was not completed due to his departure from the role during the assessment period. The raw survey results from Niyazi's survey were subsequently shared with his supervisor.

Throughout the academic year, the ECC engaged in ongoing discussions designed to enhance the utility of the evaluations and improve the campus response rates. Returning committee members remain committed to refining the survey process to improve its effectiveness for administrative decision-making.

Respectfully submitted,

Leon E. Cosler, Committee Chair (Fall 2024)
Brendan Hennessey, Interim Committee Chair (Spring 2025)

Committee members (AY24-25 in alphabetical order)

Guy German
Brendan Hennessey
Norah Henry
Murali Jagannathan
Laura Lipke
Candace Mulcahy
Steven Murphy
Gurpreet Singh

Please submit the report via email to Kellie Hovancik at khovanci@binghamton.edu.

June 6, 2025

Dear President Stenger,

For the 2024-25 academic year, the Intercollegiate Athletics Board met twice, once in the fall on November 22, 2024 and then in the spring on May 6, 2025.

At each meeting, Athletics Director Eugene Marshall and his team presented the committee with general athletics highlights, success stories, updates on capital improvement projects as well as the report on our student athletes' academic progress each semester. Some of the year's highlights include:

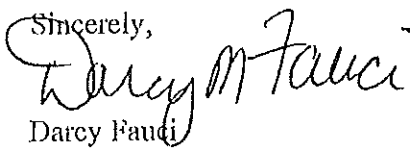
- At the November meeting the committee was told Athletics' previous semester average GPA was 3.47. For the same period, University-wide, undergraduate students averaged a 3.24 GPA. 41 of those student athletes or 11.4% of the total student-athlete population registered a perfect 4.0 GPA that same semester.
- In the spring, the committee was told that the Fall 2025 average GPA was 3.40. For the same period, the University-wide undergraduate average GPA was 3.26. Of the total student-athlete population, 37 students registered a perfect 4.0 for that semester.
- It was reported that during the previous academic year, the Athletics program saw 93 of its students receive undergraduate degrees. There were 17 MBA's awarded and 8 other Master's degrees were also conferred.
- At the fall meeting, it was shared that the University received 14 perfect scores (perfect=1,000) on its Academic Progress Rate for the 2023-24 academic year—the most ever received by the University. The 2024-25 rate was not known at the time of the spring meeting.
- The previous academic year, the University was awarded its second straight Commissioner's Cup which means we had the number one athletics program in the America East for two straight years. Again, the status of the Commissioner's Cup was not known at the time of the meeting but as we have just learned, this year's winner was Bryant. Binghamton came in third.
- And speaking of team and individual successes, here are some (not all) of the highlights from the past academic year:
 - An America East Champion in Men's Swimming and Diving.
 - Two wrestlers advanced to the NCAA Championships.
 - Men's and Women's basketball combined for the most wins in the last 16 years.
 - Women's Basketball led the conference in attendance and Men's Basketball ranked third.
 - Softball captured the America East regular season title. They traveled to Oregon to compete in the NCAA tournament. They ended up losing to Stanford and then Weber St. and were eliminated.
 - The Men's Baseball team also won the America East Conference and made the NCAA tournament. They traveled to Georgia in late May but were also eliminated after losing to Georgia and Oklahoma St.

- Men's tennis captured its second straight Northeast Conference championship. The team made it to the NCAA first round where it lost to Columbia.
- Redshirt sophomore Brian Luciano, graduate student Marcus Johnson and senior Jennifer Mui qualified for the NCAA East Region Track & Field Championships, which were held May 28-31 at the University of North Florida. Johnson advanced to the NCAA Championships which will be held later this month in Oregon.
- The other major news delivered to the committee at both meetings involved facility updates. A number of Athletics related facilities have either been completed or will be undergoing major renovations in the months and years to come:
 - The indoor fieldhouse was completed late 2024 and is in full use.
 - The outdoor track renovations are currently being designed and work will begin in the fall of 2025 with completion in May of 2026.
 - The weight room underwent a major upgrade in 2024 with more than \$140,000 in new weights and equipment installed. The previous equipment was over 20 years old. More equipment will be added in a second phase in late 2025.
 - And finally, the biggest facility update involves the Events Center itself. The project includes a new bleacher system. The floor will also be replaced. Construction is slated to begin in May of next year with completion scheduled for late 2026.

In addition to all of these highlights and progress points, AD Marshall also kept the committee apprised of the department's activities that relate to the student-athletes' health and wellness. He stressed that the athletes academic and athletic performance are important but the department also makes sure that the students' entire experience while on campus is monitored and if needed, resources are provided. Additional programs and efforts have been implemented to make sure every student knows how to access mental health assistance and they are now able to access that resource in a confidential manner. Additional supports have been put in place to also assist students with their physical health needs as well.

And one other major development that continues to be both a challenge and an opportunity is the evolution of the Portal in college athletics. AD Marshall indicated that while the University and the Athletics program have been able to take advantage of the portal in positive ways in terms of adding good talent to rosters, he is very concerned about how the portal is being used by colleges *and* players. His major concern being that many of the students entering the portal never land at a new school or program or they end up at another program that then lets them go after just one year. For those students, their academic careers are derailed significantly. He says Binghamton will continue to monitor the situation.

Again, while this does not capture every single topic discussed at our IAB committee meetings, this report tried to encompass and share the major issues and highlights. More information about the IAB meetings can be found at <https://www.binghamton.edu/organizations/intercollegiate-athletics-board/>

Sincerely,

 Darcy Fauci
 IAB Chair

**Joint Task Force on Student Evaluation of Teaching
Final Report January 7, 2025**

Submitted by Co-Chairs Scott Craver and James Pitarresi

Task Force Membership

Alexsandra Silva, Blue Lemay, Scott Geiger, Judith DeLuca, Clarice Kelleher, Laura Hawkes, Marla Mallette, Nasrin Fatima, Subimal Chatterjee, and Sumantra Sarkar

The SOOT task force was convened "to review the University's tools, processes, and policies regarding student evaluation of teaching." The task force had the following goals from its charge:

1. To collect and review the different methods of student evaluation of teaching used throughout the University, comparing their content, delivery and participation rates.
2. To survey methods of student evaluation of teaching used elsewhere for better practices.
3. To develop effective means of enabling student evaluation of teaching of on-line courses.
4. To consider methods of delivering evaluations for both in-person and on-line courses that maximize participation rates.
5. To examine the issue of implicit bias in existing and proposed instruments of evaluation and suggest strategies for minimizing or eliminating bias.
6. To consider variable policies about the deployment (i.e. required v optional) and custody of student evaluations of teaching.
7. Finally, to recommend a standard instrument, set of instruments, or set of recommended survey items for use across campus.

SOOT (Student Opinion Of Teaching) surveys are managed at the school and college level, each unit deciding its own SOOT questions and policies. SOOTs are used for multiple purposes, including feedback to the instructor, collection of evidence for teaching effectiveness used in tenure and promotion cases, and data used for Middle States accreditation, and perhaps other professional accrediting agencies..

The task force converged upon several central problems that SOOT surveys face at Binghamton. Perhaps chief among them is participation rate, which has decreased after SOOTs became online surveys. A second is the capacity for implicit bias in either the wording of specific questions, or the overall composition of SOOT surveys.

Summary of Recommendations

The task force determined that participation and response rate can be greatly improved immediately by switching to a software platform that integrates with our LMS (Brightspace) and which presents itself to students through the LMS during the survey period. This is by no means the only way to encourage greater participation, and we recommend additional practices

instructors can employ to increase participation, but an updated software platform should have a significant effect across campus.

Conversations with students revealed a gap in our communication with students about the use of SOOTs—specifically, that we are not providing sufficient assurance that their input is being considered and used as feedback. We recommend schools communicate to students how SOOT survey results are used.

The capacity for bias in SOOT questions is a pressing issue, specifically as SOOT responses are used as evidence of teaching effectiveness for personnel cases. As the potential for bias is ever-present, and not restricted to SOOTs in particular, addressing this firstly requires implicit bias training for anyone involved in personnel decisions; however, the task force has also observed that certain SOOT questions are problematic, and units should consider rewording them.

Regarding a standard instrument, or recommended campus-wide survey questions, the task force notes that units vary significantly from engineering to fine arts, and a list of “must-have” questions for different purposes (tenure, curricular improvement, etc) is long enough, that it is impractical to propose either a standard instrument or a standard preamble of questions. In addition, the adoption of SOOT questions as a governance issue requires the input and approval of the faculty in each unit.

To this end, we have provided the following guidance for each unit:

1. A rubric for evaluating the unit’s SOOT questions with respect to various goals and requirements;
2. Guidance (with sample questions) for SOOT questions that collect actionable and specific information to improve course delivery;
3. Guidance for wording of SOOT questions to mitigate the capacity for implicit bias;
4. Additional guidance respecting best practices for both the unit and for faculty to improve SOOT response rates.

Software platform for SOOT delivery

A key problem with SOOT response rates is that SOOT surveys are now conducted online and not in class, in a process where students are expected to visit a site (soot.binghamton.edu) electively. Their participation hinges upon receiving reminders from instructors.

A straightforward way to address this is to integrate SOOT survey collection with our LMS, so that the survey presents itself to the student as they visit the Brightspace page for their class. A software product capable of this integration is expected to improve SOOT response rates. To that end, the task force conducted an evaluation of three leading platforms for student evaluations of teaching: Watermark, Qualtrics, and SmartEvals. After a thorough review, including live demos and feature comparisons, Watermark was identified as the solution best aligned with our Binghamton's needs.

Justification for Selecting Watermark for Student Evaluations of Teaching

The Watermark platform was, among the platforms the task force reviewed, the only platform capable of the integration and survey presentation to students that we described above. We also noted the following reasons for selecting Watermark as a platform in particular:

1. **Higher Education Focus:** Watermark is purpose-built for higher education, offering a platform specifically tailored for student evaluations, faculty development, and institutional improvement. Unlike Qualtrics, which caters to a broad range of industries, or SmartEvals, which is narrower in scope, Watermark provides a wide range of tools and reporting features required to address our specific teaching evaluation goals.
2. **Convenient and Effective Student Reminders:** Neither Qualtrics nor SmartEvals offered an easy or effective solution for reminding students to complete their evaluations. Watermark stood out with its robust reminder system, which integrates seamlessly with Brightspace and supports both email and text-based reminders, too. This feature is critical for improving response rates and ensuring comprehensive feedback.
3. **Proven Success and Positive Feedback:** Watermark is currently in use at over 800 institutions, with consistently positive feedback from users. This widespread adoption underscores the platform's reliability, scalability, and ability to meet the unique demands of higher education institutions.
4. **Customizable and Actionable Insights:** Watermark's platform enables us to create unlimited customizable evaluation surveys. Its advanced reporting tools provide actionable insights to support faculty development. Compared to the rigidity of SmartEvals and the overly complex customization in Qualtrics, Watermark strikes the right balance of flexibility and usability.
5. **Outstanding Demo Experience:** Watermark distinguished itself during the demo process. Their team actively listened to our questions, thoughtfully addressed our

concerns, and demonstrated how their platform could meet our specific needs. In contrast, both Qualtrics and SmartEvals focused more on showcasing their product features rather than understanding our institutional priorities.

6. **Seamless Integration with Campus Systems:** Watermark's integration capabilities with Brightspace and other campus systems should lead to a smooth user experience for students and faculty.
7. **Support for Accreditation and Institutional Effectiveness:** Watermark's tools are designed to facilitate accreditation reporting, ensuring that our evaluation data is readily accessible and useful for institutional reviews. This capability positions Watermark as a long-term partner in our institutional effectiveness efforts.

Watermark's comprehensive customization options, robust reporting features, and focus on user engagement make it the ideal platform to support our diverse academic programs and enhance the overall quality of education at our institution. By facilitating data-driven insights and promoting continuous improvement, Watermark will empower faculty to refine their teaching practices and ensure that our students receive the best possible learning experience.

Review of SOOT questions and recommendations

The task force has general recommendations for units to review their SOOT questions and surveys. In addition to the recommendations in this document, we have provided a rubric that can be used to assess SOOT questions, and some examples of SOOT questions that reflect these recommended practices.

Guidance for Units

The task force notes the following general advice for units to improve their SOOT questions and instruments.

SOOT surveys are a faculty governance issue within each unit, and should only be changed with the approval (and ideally, participation) of the faculty within the unit.

We recommend that to update or improve a unit's SOOT survey, each college, school or unit selects a committee including faculty to review changes, considering the guidance of this task force report. A full vote of the unit faculty should be required to approve the changes. It is recommended that faculty reviewing their unit's SOOT survey consider both their existing SOOT surveys and those used in other units, in order to identify possible commonalities and best practices. Appendix 3 provides some observed commonalities between existing SOOT survey questions.

SOOTs serve multiple purposes, and care must be taken to consider the impact on all SOOT uses if SOOTs or SOOT questions are revised.

SOOTs are used for:

1. Feedback for instructors so that they can use to improve their courses;
2. Evidence of teaching effectiveness, used in tenure and other personnel cases;
3. An advertised avenue of feedback for students to communicate their experiences;
4. Some units use SOOT data at a departmental or school level, to identify issues or exceptional teaching practices;
5. Accreditation: one specific question —“Overall the instructor is an effective teacher” — is collected for Middle States accreditation, and should be present in all SOOT surveys.

These uses can produce conflicting requirements. For example, a survey for instructor feedback would be useful to employ earlier in a semester, but because SOOTs are used as personnel information, they can only be available to an instructor after grades roll. Amending SOOT questions to emphasize one purpose may affect another, and we recommend considering how all aspects of SOOTs would be impacted by any changes.

The following recommendations apply to one facet or another of the role that SOOTs play.

Actionable Feedback

Actionable feedback means that SOOT questions can help an instructor identify deficiencies and improve a course. To do so, we recommend SOOT questions regarding concrete aspects of course delivery, such as course design and structure, quality of materials, and instructor accessibility and support. Questions about concrete and specific aspects of course delivery will be more useful to instructors.

A set of sample questions for actionable feedback is provided as an appendix with this report.

Evidence of Teaching Effectiveness

Our emphasis on quality education includes not only a desire for actionable feedback, but a tenure and promotion process that considers and highlights evidence of effective teaching as part of that process. SOOT survey questions are part of the evidence inventory provided by faculty as part of their tenure package, and strongly recommend preserving the volume of evidence that faculty may use for this purpose. For example, while a unit may craft SOOT questions to assess the quality of a course, it should not do so by removing questions that are needed to assess the effectiveness of a faculty member.

Implicit Bias

SOOTs are surveys of opinion, and surveys of opinion are both subjective and allow implicit bias in responses. This bias can be a problem as SOOTs are used in tenure packages and in personnel decisions. Note that we can't solve this by not using SOOTs in personnel decisions, as all evidence of teaching effectiveness is some form of structured opinion.

Bias is addressed in part by ensuring that personnel committees are aware of it, and by combining multiple sources of evidence of teaching effectiveness; however, SOOTs can also be organized so as to minimize the potential for implicit bias. We recommend the following practices:

1. Organizing SOOT surveys to ask questions about course delivery first, and ask about the instructor later. This primes respondents to consider how the course was conducted before making potential judgments involving the instructor.
2. Wording questions to ask about an instructor's performance rather than the instructor directly. For example, the question "Class time was effectively used to cover course material" asks about how the class was conducted, versus "The instructor makes effective use of their time" is worded to invite a judgment of the instructor.
3. Avoid questions that serve little purpose except to invite a biased response. An existing SOOT question in several SOOT surveys asks if the instructor "is knowledgeable about the course material" — asking students who are taking a class to judge the domain

expertise of a faculty member may not be meaningful, and may instead reflect respondents' attitudes toward a professor, serving as an invitation for bias-driven responses.

Opportunities for student feedback

Conversations with students reveal that the response rate issue is due in part to the belief or attitude that their survey responses do not "go anywhere". It is helpful to communicate to students how their SOOT responses improve education.

In academic units where SOOT results are reviewed at a departmental or dean's level, it is valuable to state that fact to students, so that they are aware that this feedback is reviewed.

Some instructors will choose a specific aspect of the class to review or improve ("what do you think of the new flipped format"), and ask students to comment on it in the free-text section of the SOOTs. This not only provides actionable feedback, but signals to students that the SOOTs are being used for improvement.

Some instructors and departments also conduct their own mid-semester surveys in addition to SOOTs. While this practice is separate from SOOTs, we note that it communicates to students that their feedback is being solicited.

Accreditation requirements

For Middle States accreditation, a common question should be present in all SOOT surveys:

"Overall the instructor is an effective teacher"

The responses on this question are used by OIRA for MSCHE accreditation. It is strongly recommended that this question be placed at the end of the SOOT survey, because of its summative quality.

In addition, it would be beneficial if OIRA could track an additional common question related to inclusivity. If a unit revises its SOOT questions, it is therefore recommended to include this additional question:

"The classroom environment was inclusive and respectful, fostering participation from all students."

Appendix 1: Rubric for evaluating SOOT questions and SOOT surveys

These items are in no particular order, and reflect facets of improvement for SOOT questions we have discussed above. It may be valuable to assess both existing and proposed SOOT questions against this rubric to gauge their improvement..

1. Bias

- a. Are there SOOT questions that are specifically problematic in terms of their opportunity to elicit biased responses?
- b. Can each question be improved in its wording or focus, to avoid bias?
- c. Is the overall organization, including the ordering of questions, structured in such a way to prevent priming respondents toward biased responses?
- d. Are there qualities that are unfairly neglected by the survey? Can we ask about them, or amend questions to cover them?

2. Actionable Feedback

- a. Are there questions that provide detailed, specific and actionable feedback for instructors to improve their courses?
- b. Do these cover: assessments, materials, course format, instructor feedback, availability of assistance?
- c. Are there important aspects of the course that are not surveyed by these questions?
- d. Are we asking about fairness in assessments?

3. Logistical

- a. Does the survey include the question used for MSCHE accreditation?
- b. Are there sufficient questions that faculty can use as evidence of teaching effectiveness, in tenure and personnel cases?
- c. Is the overall survey short enough so as not to impact response rate?

4. Other

- a. Does the survey appropriately assess all manner of courses with in the unit (e.g. online classes, studio classes, lab classes, lecture classes)?
- b. Does the new survey focus both (a) faculty growth and development, and (b) faculty evaluation?

Appendix 2 Examples of SOOT questions to elicit actionable feedback

The following are examples of survey questions suggested by the Center for Learning and Teaching, designed to assess specific aspects of course delivery and solicit actionable feedback.

1. Course Design and Structure

1. The learning objectives and expectations were clearly set out for this course.
 2. Class time was effectively used to cover key course concepts.
 3. Class time included opportunities for engagement with the course material.
 4. The course content was challenging in alignment with the learning objectives.
 5. The course content was relevant and applicable to my academic or career goals.
- (Note: This may vary in relevance depending on the course type.)

2. Instructor Accessibility and Support

6. The instructor effectively communicated key ideas and expectations for the course.
7. The instructor was accessible during office hours or through other communication methods.
8. The feedback on assignments was useful for improving my understanding.

3. Quality of Learning Materials and Activities

9. The course learning materials (slides, readings, assignments, etc) contributed to my understanding of the subject.
 10. Class discussions were effectively used to enhance my understanding of the material.
 11. The lab assignments were useful in applying theoretical concepts.
- (Note: May not be universally relevant.)

4. Assessment Fairness and Alignment

12. The assessments (exams, quizzes, assignments) reflected the course content and objectives.
(Clarification needed on whether 'fairness' or 'difficulty' is the intended focus.)
13. The examinations accurately assessed my understanding of the course material.

5. Classroom Environment and Inclusivity

14. The classroom environment was inclusive and respectful, fostering participation from all students.

6. Student Engagement and Learning Outcomes

15. I was given regular opportunities to actively engage with the course material (e.g., discussions, group work, problem-solving exercises, etc).
16. I feel confident in applying the concepts and skills taught in this course in the future (e.g., other classes, career).
(Added "in the future" for applicability to different contexts.)
17. The instructor deepened my interest in the subject.
(Rephrased to remove "provide opportunities" for clarity.)

The table below shows existing questions across the 5 SOOT surveys currently in use, along with an evaluation of likelihood of actionable feedback for each question. Note that this should not be taken as a judgment of whether questions are good or bad, but rather whether a question meets the more specific criteria of providing actionable feedback that an instructor might use to improve a course.

Question	Actionable?
The instructor is well prepared for class.	Yes
The instructor communicates their subject well.	Yes
The instructor explains complex ideas clearly.	Yes
The instructor is receptive to questions.	Yes
The instructor encourages me to think analytically.	Yes
Usefulness of homework assignments.	Yes
Usefulness of lab assignments.	Yes
Usefulness of examinations.	Yes
Usefulness of class discussions.	Yes
The instructor treated the students in a fair and equitable way.	Yes
The instructor presented concepts in a way I could understand.	Yes
The instructor showed how concepts and theories might be applied.	Yes
The instructor provided intellectual stimulation and challenged me to think.	Yes
Provide an overall rating for the course.	Yes
Feedback for the course (open-ended).	Yes
Feedback for the instructor (open-ended).	Yes
What was good about the course? (open-ended).	Yes
What was bad about the course? (open-ended).	Yes
How can the course be improved? (open-ended).	Yes
What was good about the instructor? (open-ended).	Yes
What was bad about the instructor? (open-ended).	Yes

The instructor demonstrates a thorough knowledge of the subject.	No
The instructor stimulates my interest in the core subject.	No
The instructor is available to help me outside of class.	No
Overall, the instructor is an effective teacher.	No
My interest in the subject before the course.	No
My interest in the subject after the course.	No
Difficulty of the course relative to others.	No
Workload of the course relative to others.	No
Usefulness of course texts.	No
Year in school (Freshman, Sophomore, etc.).	No
What requirements does this course fulfill? (Major, Minor, Gen Ed., None)	No
Expected grade in the course.	No
In this course, I expect to obtain a grade: (Lower than my GPA, Commensurate with my GPA, Higher than my GPA).	No
The instructor seemed interested in teaching this course.	No
This course was a valuable learning experience.	No
The amount of work required for this course was excessive relative to the number of credits.	No
Provide an overall rating for this instructor.	No

Appendix 3: common questions across existing SOOT surveys

The following were identified as questions that are either the same or very similar across SOOT surveys from different units. A unit that wants to review or modify its SOOT questions may find these commonalities useful.

Common Original SOOT Questions Across All Schools

- 1. Instructor Preparedness and Knowledge**
 - "The instructor is well prepared for class."
 - "The instructor demonstrates a thorough knowledge of the subject."
- 2. Communication and Clarity**
 - "The instructor communicates his/her subject well."
 - "The instructor explains complex ideas clearly."
- 3. Engagement and Analytical Thinking**
 - "The instructor stimulates my interest in the core subject."
 - "The instructor encourages me to think analytically."
- 4. Accessibility and Receptiveness**
 - "The instructor is receptive to questions."
 - "The instructor is available to help me outside of class."
- 5. Overall Effectiveness**
 - "Overall, the instructor is an effective teacher."
- 6. Student Self-Assessment**
 - "My interest in the subject before the course."
 - "My interest in the subject after the course."
 - "In this course, I expect to obtain a grade."
- 7. Course Components**
 - Questions about the usefulness of texts, homework, lab assignments, examinations, and class discussions.

Questions from CLT from appendix A that overlap with these commonalities:

1. The instructor effectively communicated key ideas and expectations for the course.
2. The instructor was accessible during office hours or through other communication methods.
3. The course learning materials (slides, readings, assignments, etc) contributed to my understanding *and engagement* of the subject.
4. I feel confident in applying the concepts and skills taught in this course in the future.

General observations of SOOT surveys used by different units:

Harpur College:

- Broad focus on student engagement and learning within a liberal arts framework.
- Includes interest levels before and after the course to gauge its impact.
- Unique focus on intellectual stimulation: "The instructor encourages me to think analytically." Focus on intellectual growth and analytical thinking, especially in a liberal arts context.

School of Management:

- Emphasis on fairness, real-world application, and intellectual stimulation within a business education context.
- Values both challenge and practicality.
- Unique focus on application and fairness: "The instructor showed me how concepts and theories might be applied."
- "The instructor treated the students in a fair and equitable way."
- "This course was a valuable learning experience."

Watson School:

- Engineering-focused evaluations with a practical emphasis on improvement and addressing challenges directly.
- Unique focus on improvement-oriented feedback: "What was good about the course?" "What was bad about the course?" "How can the course be improved?" "What was good about the instructor?" "What was bad about the instructor?"