Let me begin by thanking everyone here today. 2013 was a very productive year for Binghamton University, marked by real advances in the quality of education we provide, the research and scholarship we produce, and our regional, national and international impact. This was only possible because of your hard work and I am grateful to all of you.

As to the state of the University — it is amazing!

Five decades ago, when Binghamton University was established, its objective was to provide excellence in education for New York state residents. Since then, Binghamton University’s mission — and its reach — has grown, but our commitment to excellence remains unwavering.

As we enter 2014, Binghamton is a highly selective, internationally recognized university of some 16,000 students, granting degrees at the undergraduate, master's and PhD levels. We have partnerships with universities and industries across the globe. Our researchers and scholars are making world-changing discoveries in fields such as energy conservation and data security, while also generating new insights into the way we view and interact with our world. Meanwhile, the University has become a major force in the region and state, with an annual economic impact in excess of $1.2 billion.
Today, I want to document the many ways that we’ve sustained and extended our excellence over the course of the past year. I also want to recognize some of the challenges we face moving forward, and to propose some ideas that will shape our future.

Much of the University’s work this past year was devoted to implementing our Road Map’s five strategic priorities:

- **Engaging in Path-Breaking Graduate Education, Research, Scholarship and Creative Activities that Shape the World**
- **Providing a Transformative Learning Community That Prepares Students for Advanced Education, Careers and Purposeful Living**
- **Uniting to Foster a Diverse and Inclusive Campus Culture**
- **Enhancing the University’s Economic, Social and Cultural Impact Through Engagement from the Local to the Global Level**
- **Optimizing the Acquisition and Allocation of Human, Technological, Financial and Physical Resources**

We’ve made significant progress on each of these priorities.
One of the defining features of our recent past is the rapid growth of our research, scholarship and creative activities. In 2013, our faculty produced some truly revolutionary research and scholarship — work that is improving our environment, adding to our quality of life, and contributing to better relations between nations and societies.

This work takes many forms, whether it is Kanad Ghose’s work to make data centers more environmentally friendly by reducing energy consumption without sacrificing computing power, or neuroscientist Sarah Laszlo’s efforts to untangle the mysteries surrounding dyslexia and find new methods of treating America’s most common learning disorder.

Binghamton’s researchers and scholars are also gaining national recognition, as evidenced by political scientist Ricardo René Larémont’s recent appointment as senior fellow at the Atlantic Council’s Africa Center, and English Professor Liz Rosenberg’s critical acclaim for her newest novel, *The Laws of Gravity*.

### TRANSDISCIPLINARY AREAS OF EXCELLENCE

We are leveraging the impact of our research and scholarship by directing much of our focus into five key areas that address large social, scientific, cultural and policy areas. These five “Transdisciplinary Areas of Excellence” (TAEs) encompass:

- smart energy
- health sciences
- citizenship, rights and cultural belonging
- material and visual worlds
- sustainable communities

With the TAEs providing a thematic perspective for our research and scholarship, our faculty will soon be producing specific solutions to some of our nation’s most pressing challenges. Already, nearly 40 faculty have received University grants to support collaborative research projects through the TAE initiative, addressing projects ranging from wearable technology in healthcare, to exploring the connections between disease and armed conflict in Africa.

In 2013, the TAEs became the strategic basis for much of our faculty hiring. Of 55 faculty
searches underway for 2014, 38 are associated with one or more of our TAEs, resulting in hiring in every school and college, with new faculty in such diverse fields as public administration, cyber security, biomedical healthcare, geriatrics and digital asset management.

Graduate Growth Initiative (GGI)

While Binghamton excels at providing research and other experiential education opportunities for undergraduates, in today’s environment graduates often find that an advanced degree provides the crucial advantage as they enter the job market. In 2013, the University launched six new programs under our Graduate Growth Initiative, each designed to promote graduate education, particularly at the master’s level. These include new and expanded master’s programs in information systems security, health systems engineering, electrical and computer engineering, tax accounting, biomedical anthropology and public archaeology. We are also developing a new program in sustainable communities. These programs are preparing advanced students for cutting-edge careers while meeting critical workforce needs in business, industry, healthcare and the public sector.

School of Pharmaceutical Sciences and Pharmacy

2013 also saw significant advances toward establishment of a new School of Pharmaceutical Sciences and Pharmacy at Binghamton University. Most recently, in his 2014 budgetary address, Gov. Andrew Cuomo indicated that $10 million would be set aside for construction of the new school. We are looking at sites in Johnson City that would be close to Wilson Hospital, where we could draw on the support of regional hospitals and healthcare providers.

When the program is fully established, it will employ 12 clinical and 12 research faculty and enroll 240 students in a PharmD program and an additional 60 PhD students. This program will be a significant boost to the University, which already has a solid base of pre-health students. It also would have a significant economic impact on the region, as each of the research faculty could expect to bring in research grants and contracts. We want Binghamton and our region to become a nexus for state-of-the-art pharmaceutical research and related industry.

We are pursuing an aggressive timetable that would bring the first cohort of pharmacy students to campus in 2017. We presented our Letter of Intent to SUNY this past fall and are expecting the strong support of SUNY leaders as we work to meet the healthcare needs of the Southern Tier and the state.
Perhaps the most exciting event of 2013 was the arrival of President Barack Obama on campus. Promoting his plan to make college more affordable, he selected Binghamton because of our achievements in “keeping costs down for hard-working students.”

It was particularly rewarding to hear the president talk about Binghamton’s achievements and to hear him tout Binghamton’s record for keeping student debt to a minimum ($5,500 less than the national average), graduating students on time and having graduates who succeed in finding jobs — this is what we do!

Arranging his visit required a great deal of hard work from the students, faculty and staff (particularly since it occurred on move-in day), and I thank everyone who helped make his visit such a success.
Investing in student excellence

The Center for Learning and Teaching, cutting-edge classroom and technology for learning

The reason that Binghamton is able to welcome people like President Obama and Gov. Andrew Cuomo to our campus is our continuous commitment to make our teaching better.

One area where we are supporting that commitment is our revamped Center for Learning and Teaching. Under the leadership of Distinguished Teaching Professor James Pitarresi, the CLT is now supporting a number of our faculty who are using technology to “flip” classrooms, with students attending lectures online and doing homework in the classroom.

In addition, we’ve added and renovated classrooms, outfitting them with the newest teaching technologies such as digital multimedia, and Echo 360 and iClicker for online and interactive education. We have also reorganized our Information Technology Services and Educational Communications offices to emphasize their roles in supporting our research and academic programs.

New opportunities for students

Studies have shown that students who have hands-on experience conducting research at the undergraduate level are both more likely to be engaged in their studies and to have greater career success following graduation. Thus, we are expanding our Undergraduate Research Center with additional resources to promote research involvement among students, particularly in the social sciences and humanities.

For example, we’ve developed a Summer Scholars and Artists program that provides support for outstanding students to conduct faculty-led research during their summer break. Binghamton also has hosted Research Days to celebrate and publicize the high quality of our undergraduates’ research — those participating include such students as Goldwater Scholarship winner David Bassen, a bioengineering student who is working on developing ways to facilitate organ transplants, and biology student Sarah Davis, who is exploring the demographic connections between Lyme disease patients.

For the truly exceptional students who choose Binghamton, we’ve revamped and expanded our University Scholars Program. Under the leadership of Associate Professor William Ziegler, the program has significantly expanded opportunities for experiential education, with new internships, study-abroad opportunities and faculty-guided research experiences. I have interacted frequently with these outstanding students, and am constantly amazed by their ingenuity, intelligence and ambition.

Indeed, this seems to be true for all our students. Incoming student SAT scores now average over 1900 — more than 400 points above the national average. With more than 33,000 undergraduate applications this year, we are becoming the choice for students wanting a high-quality, high-value education.

Binghamton is attracting more — and better — advanced students as well. Our Graduate School indicates that for 2013, graduate applications increased by more than 23 percent compared to 2012, and we were able to enroll 10 percent more students. While we are getting bigger, we are also maintaining high academic standards and in some cases improving upon them. For instance, the average GPA of all applicants increased from 3.53 to 3.56. Many other metrics illustrate the same point: Binghamton’s graduate programs are growing in stature and reputation.
Resources for faculty and graduate student researchers

These students are drawn here by access to outstanding faculty and academic programs and 2013 saw a remarkable increase in the number of faculty teaching at Binghamton. We want to attract the very best faculty and provide them with the resources they need to do their work. Toward this end, Binghamton has committed over $7.5 million to support faculty recruitment, including funds provided by SUNY’s Empire Innovation Fund and our Road Map implementation fund. I am especially excited about our investments in STEM research, which will support path-breaking research in high-technology and related fields.

Provost Donald Nieman has also established a Doctoral Research Fellowship program to provide renewable summer research funding for our best PhD students. This program focuses on doctoral programs that are nationally recognized leaders in their field, though all programs are able to compete for a pool of support funds to attract top doctoral students. This effort is already paying dividends in terms of helping us attract and retain outstanding doctoral students, such as:

• Justin Nevin, a PhD student in English who has studied at UC Santa Barbara and the University of Chicago. He is exploring how the immigrant experience in 19th- and 20th-century America helped shape understandings of ethnic identity.

• Or history doctoral student Rachel Stevens, who comes to Binghamton from the Harvard Divinity School and Oxford. She is studying the origins and impacts of women’s social movements in the early 20th century.

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A diverse and inclusive campus culture

It is imperative that our enrollment and faculty growth is broadly inclusive. One very public aspect of our efforts to be inclusive occurred last August, when I announced that Valerie Hampton, our director of affirmative action, would become the University’s chief diversity officer in our new Office of Diversity, Equity and Inclusion. This office, with divisional liaisons to assist, is already guiding the development and implementation of diversity and inclusion initiatives, while promoting campus efforts to support diversity in all its dimensions.

A crucial project the Office of Diversity, Equity and Inclusion will soon launch is a campus climate survey that will provide a comprehensive assessment of how constituent groups are feeling, what overall campus work/life experiences are like, and opinions on diversity and equity issues. I’m looking forward to learning the results of this survey, which will guide our efforts to make Binghamton a more welcoming campus.

Already, Binghamton has a number of programs and offices working to improve our campus climate and ensure that we promote success for all students, regardless of ethnicity, religious background or sexual orientation. For example, this past year, Binghamton’s Multicultural Resource Center, under the leadership of Nicole Sirju-Johnson, hosted a series of programs including cultural fairs and networking events that involved over 1,300 people. The MRC has also partnered with 15 different academic departments and works with more than 40 local minority-owned businesses.

I am especially proud of our Educational Opportunity Program (EOP). Because of innovative programs like the Binghamton Enrichment Program — which brings students to campus in the summer to accustom them to the campus and the classroom workload — Binghamton’s EOP program has a graduation rate in excess of 75 percent. Assistant Provost Randall Edouard tells me that this is nearly twice the national norm and almost identical to the graduation rate of our overall student body, making our EOP the highest performing program in all of SUNY.
Regional to global impact

The University has a powerful impact at the regional, national and international levels, and a strong commitment to solving pressing economic, social and cultural challenges.

As one of the major employers of New York’s Southern Tier, Binghamton University has a direct and growing effect on its economy. With nearly 1,300 additional students and almost 100 new faculty and staff, the University has added $30 million to the regional economy in just the past two years.

Binghamton’s role as the leading social and cultural venue for our region adds to its economic impact, while making us a hub for the arts, entertainment and informed discourse. Each year, tens of thousands of visitors from the region and beyond share in the excitement of Division I sports, cheer internationally acclaimed stars on the stages of the University’s Anderson Center, and participate in conferences and colloquia that help shape public policy.

Binghamton’s role as an economic driver will be enhanced this year as we implement StartUp NY, Gov. Andrew Cuomo’s plan to leverage partnerships between public universities and private industry through the establishment of tax-free business sites. Binghamton is developing campus space for this project, especially at locations near the University Downtown Center.

As a member of New York state’s Southern Tier Regional Economic Development Council, the University was also proud that our region was named a “Top Performer” in 2013. As a result, our region will receive $81.9 million for more than 85 projects. Among the proposals being funded is a new research-based program that would provide all Binghamton University undergraduate STEM students with an authentic research experience during their four years on campus.

Binghamton is also a partner in the Southern Tier High Technology Incubator to be constructed in downtown Binghamton. The incubator won state designation as an “Innovation Hot Spot,” and will receive a share of $250,000 per year in state support. This new incubator, the first in the Binghamton region, will contribute more than $15 million in annual economic activity.

As the University grows, so does our global presence. Binghamton is a truly international campus that prepares students for life and work in an increasingly interdependent world. Sixteen percent of our students engage in study abroad, twice as many as a decade ago.

Learning a foreign language — or two — is critical to understanding different cultures and becoming a citizen of the world. We teach 18 different foreign languages at Binghamton — more than any other SUNY campus. Not surprisingly, we were picked to organize the highly successful SUNY Language Consortium Planning Meeting in September and to lead the consortium in its efforts to enhance language teaching across SUNY.

We also have been especially successful in attracting students from overseas. At the beginning of the fall 2013 semester, Binghamton enrolled 2,526 international students (1,464 undergraduate and 1,092 graduate) from 102 countries. This is a record high, with a 13.6 percent increase over the prior academic year.

With students from more than 100 nations, Binghamton has established educational...
partnerships with colleges and universities around the globe, as well as research collaborations and internship opportunities with many of the world’s leading corporations. 2013 saw the development of several new international programs, ranging from new internships and research partnerships with Samsung in Korea, and educational partnerships that are bringing students to Binghamton from China’s Zhenjiang International School, to new educational partnerships in Korea, India, Germany and Peru. These are just a few of the many international programs that inform the work of every school and college at Binghamton.

I had a chance to see some of these partnerships in action last summer, when I traveled to Asia with a number of faculty and senior administrators. This was a productive trip that has helped to expand opportunities for our students. But the most gratifying part of the trip was meeting with a group of Korean alumni in Seoul and witnessing in person the global impact of Binghamton’s educational excellence.

Indeed, the most rewarding part of my job is seeing the impact that Binghamton has on the lives of our students and alumni, and to see them give back in return. This past year, more than 20,000 alumni were engaged with Binghamton University as volunteers, mentors and supporters. To encourage continued engagement among alumni, in 2013 the University’s Alumni Relations Office hosted its first-ever Alumni Leadership Conference, drawing more than 200 active alumni for a day of education, information and inspiration.

Our efforts are paying off, with more and more alumni and supporters stepping forward to assist us with financial and other types of assistance. Last year, Binghamton received more than $13.5 million in donations. Most recently, Charles Kim pledged $1 million to support curriculum advancement and student scholarships. This gift, on top of his previous support, makes Mr. Kim our newest multimillion-dollar donor.
ultimately, all of the successes I’ve mentioned so far have rested on the efforts of faculty, staff, students and supporters, and I thank you for your work.

But even with the most dedicated personnel, a University must have the necessary resources to get the job done. Fortunately, 2013 was a year in which the state’s commitment of resources was strong. We’ve been able to expand hiring and fill some of the holes from previous years, and pursue capital projects that will allow us to be even more effective. Although 2014 may have a few budgetary challenges, particularly with regard to such things as funding already-negotiated raises, support for critical maintenance and making whole the University hospitals, I am confident that our campus will weather these headwinds.

Key to our success this year has been SUNY’s Predictable Tuition Plan that developed out of the NYSUNY 2020 program. Binghamton saw an increase last year of more than $14 million in our tuition allocation — monies that have gone directly to the campus. As I testified at a recent hearing held by the New York State Assembly Committee on Higher Education, this policy has had an immense, positive impact at Binghamton. From the perspective of students and family, predictable tuition has made it possible to more accurately estimate college costs.

Predictable tuition has allowed us to set aside $2.4 million in support for economically disadvantaged students, and it has provided the resources to significantly expand our faculty — with a real effect both on student outcomes and the production of new knowledge.

Now in the second year of our hiring initiative, the University has seen a gain of 93 tenure-track faculty — 67 of them net-new tenure-track faculty. Building on this success, the 55 searches underway for the 2014-15 academic year will bring us 32 net-new faculty, keeping us ahead of pace to meet our NYSUNY 2020 goal of 150 new faculty by 2017.

At the same time, Binghamton has continued its commitment to providing the physical resources for learning, living and discovery. In 2013, students moved into our newly completed $365 million East Campus Housing complex, ate at the renovated Chenango Room and saw the new Center of Excellence research facility near completion.

The new Newing and Dickinson residential communities have freed a significant amount of “swing” space that will be used to meet a variety of programming needs. Soon we will have a new student services center at Dickinson Hall — the former Dickinson Dining Hall — with student accounts, the registrar’s office, financial aid and admissions all in one place. Similarly, the Binghamton University Foundation and Alumni Relations Office will be housed in refurbished spaces in the old Dickinson complex. Of course, we are planning for further expansion in the coming years, including changes to our Student Wing.

Additionally, we’ve been thinking strategically about how to maintain and improve our campus appearance, looking for ways to make it part of our public image.

We are investing in attractive and informative signage — just this past week we unveiled a new entrance sign to welcome students, staff and visitors, and our Road Map teams are also working to strengthen the University’s brand. We want our messaging to be consistent and visible.

All of these activities are part of our efforts to shape the public perception of Binghamton University. When people think “Binghamton,” we want them to know that Binghamton = Excellence.
Binghamton’s finances are well managed and we will continue our planned growth, increasing from 14,746 students in 2011, to 17,000 in 2016. Our plan is to grow by about 500 students each year — a rapid, but manageable increase. Of these 17,000 students, nearly 14,000 will be undergraduates; the remaining will be graduate students, with the graduate student population slightly favoring students in our master’s programs.

Where does the road lead?

Growth will allow us to establish a critical mass of excellence across the University. And growth will generate pride among our alumni, so they will want to be engaged with us and will provide ongoing support, building our endowment so we can continue our pursuit to be premier.

Where – and how – do we grow?

Binghamton University is putting our region on the map and we will continue to expand our footprint with campuses across the region — in the City of Binghamton, in Johnson City, and of course, the Vestal campus itself. These new sites will enable us to provide additional services to the community, add to the economic and social vitality of our communities, and increase the research and scholarship emanating from our laboratories and libraries.

But, how do we grow? Where do we commit our resources for the greatest impact? These are important questions of money, reputation and educational need.

We could focus on increasing undergraduate enrollment — currently our greatest strength. Our programs are highly ranked and families appreciate the value we bring to the table. But looking ahead, tuition will continue to increase, making it more difficult to sustain our reputation for value. And even with these increases, in-state tuition doesn’t fully cover the cost of educating students, so growth in this area becomes cost-prohibitive.

Alternatively, we could invest in our PhD programs, bringing in more doctoral students. But these students are even more expensive to educate — with the costs in some fields approaching $200,000 to half a million dollars per student. On the other hand, increasing the number of doctoral students pays dividends in increased research and scholarship and would enhance our reputation over the long haul.

What happens when we get bigger?

Growth will be a catalyst for research, education and outreach — increasing our regional and global impact and making us the go-to University for people seeking solutions to difficult problems.

Growth will allow us to teach more classes in more fields, giving more students new educational and career opportunities.

Growth will increase our visibility and recognition. We want to generate excitement about Binghamton and keep people interested in our accomplishments.

Growth will allow us to hire more faculty, lower the student-to-faculty ratio, encourage student success and make us more accountable to students, families, our community and our state.

Growth will shift the balance between teaching and research, allowing us to focus not only on the education of our students but on the challenges facing our world — from healthcare and energy conservation to resolving international conflicts and making our digital world more secure.

Growth will allow us to establish a critical mass of excellence across the University.

And growth will generate pride among our alumni, so they will want to be engaged with us and will provide ongoing support, building our endowment so we can continue our pursuit to be premier.
The third option would be to invest in our master’s programs. From a fiscal perspective, these students pay for themselves, bringing much needed tuition dollars. Investments in our master’s programs would also increase career opportunities for our students, which might pay dividends years from now, but would do little to enhance our reputation in the short term.

So how do we find a balance?

**Benchmarking the top 10 public universities**

In trying to find an answer, we’ve identified 10 aspirational peers, all renowned research universities:

- University of Virginia
- University of California-Los Angeles
- University of California-Berkeley
- University of Michigan
- University of North Carolina
- William and Mary
- Georgia Tech
- University of California-Santa Barbara
- University of California-Davis
- University of Wisconsin

What do they tell us about size and quality?

First, their average size is significantly larger than Binghamton’s — approximately 22,900 undergraduates and 9,500 graduates. In comparison, Binghamton currently has 12,939 undergraduates and 3,078 graduate students. Our growth projections will bring us to 13,899 and 3,318 by 2016. Clearly, we will not be able to substantially make up the difference in size relative to our peers.

However, one area where we can compete is in the overall mix of graduate and undergraduate students. Our peers typically have a graduate enrollment of approximately 30 percent of the student body. By 2016, our graduate students will account for about 19 percent of our enrollment, below levels appropriate to support the critical mass of exploration and inquiry required of a modern research university.

So let’s think 20 by 2020 — and establish a goal of enrolling 20,000 students, 14,000 undergraduates and 6,000 graduate students, by 2020. This entirely possible objective would have a transformative impact on our University.

**Strategies to reach 20 by 2020**

Binghamton already has a number of initiatives underway that are helping to increase our graduate population:

- Binghamton’s Graduate Growth Initiative, which targets the development of new career-oriented master’s programs
- A new PharmD and Pharmacy PhD program due to begin by 2017
- Ongoing commitments of increased funding for graduate students to bring the best and brightest to campus
- A growing base of teaching assistants to support undergraduate enrollment growth
- A growing base of research assistants on grants and contracts due to growth in faculty research funding

Yet, as important as these programs are, they are unlikely to propel us to 20 by 2020. We need a big, new, bold idea.
propose that Binghamton embark on a new path to attract and retain qualified master’s students — a new 4-1-1 program. Because so many of our students go on to graduate school, the 4-1-1 program will target the best undergraduates in our traditional majors by offering them opportunities for career-based, credit-bearing internships and advanced coursework in their majors the year after earning their bachelor’s degree and prior to another year of master’s-level education. This would be a master’s program with a real-world impact, allowing students to gain experience in leading labs, museums, financial institutions, hospitals, industry and schools.

One of our challenges in developing this program will be to enlist the support and assistance of firms and organizations to support these internships — not only in the community, but around the globe.

I think we can do this. We already have a strong base of local support — with educational and civic partnerships with hundreds of local businesses and community agencies. But we also have reached the stage in our history where we can call on the support and engagement of our alumni who are now leaders at important organizations in industry, finance, education, healthcare and government. Mobilizing them will be a challenge — but it will bring significant benefits to Binghamton, to our students, and to the firms and organizations that partner with us.

As part of my effort to fast-track this project, I am calling together a task force to prepare a plan for the 4-1-1 program, with the goal of having a pilot project up and running by fall 2014. I am pleased that Susan Strehle, dean of the Graduate School, has agreed to chair this task force.

It is important to note that increasing internship opportunities for students is one of Chancellor Nancy Zimpher’s Big Ideas for SUNY — she said in her State of the University Address earlier this month that she would be contacting every Fortune 500-company CEO in New York state to tout SUNY’s interns. I am confident that with leadership preparing the way, our 4-1-1 program will be a great success.
Faculty and staff growth

One of the exciting things about the 4-1-1 program is that it will enable us to continue the trajectory of growth that is already having an impact at Binghamton University. The resources generated by increasing our student population to 20,000 students will allow us to hire an additional 180 faculty — an increase of approximately 35 percent over current levels.

These faculty will be supported by an additional 180 teaching assistants and more than 100 new staff members to provide education and services to approximately 3,000 additional students. Not only will this have a real impact on the local and regional economy, it will also significantly add to our excellence in research, scholarship and teaching. For example, with 180 new faculty, above what we will add by 2016, we will reduce our student-to-faculty ratio from our current 22:1. For students, this means more personalized attention from experienced faculty.

For faculty, it means enhanced opportunities for mentoring and guidance, and for the institution, it means a highly visible commitment to student excellence.

For Binghamton, it means we will be bigger — and better, with a greater, global impact.

We will see more things Binghamton — not only on the t-shirts and coffee mugs that will brighten our lives, but in inventions that will change our lives, in healthcare innovations that will save our lives, and in public policy that will add value to our lives.

20 by 2020

20 by 2020 is a great opportunity for Binghamton. We’ve grown from 14,746 students in 2011 to more than 16,000 today. We’re on track to top 17,000 by 2016. Can we hit 20,000 by 2020? You bet. It will be hard, rewarding work, and I thank all of you for being with us as we embark on this next phase of our journey.