

Road Map to Premier Final Report August 2025 President Harvey Stenger

To the members of the Road Map Steering Committee,

This report summarizes the work that the Road Map Steering Committee has accomplished in our six strategic priority areas over the past 13 years. It also serves as a closing document for the Road Map, and the release of your service to the Steering Committee. My deepest gratitude goes out to the faculty, staff, community members and students who gave years of dedicated service on behalf of the Road Map's efforts to make Binghamton a bigger and better university.

A few highlights I would note include:

- Record enrollment and applications for enrollment
- Research expenditures reaching \$72 million during the 2024-25 academic year
- The expansion of our campus into downtown Binghamton and Johnson City
- The creation of the School of Pharmacy and Pharmaceutical Sciences
- The EXCELERATE campaign, which raised more than \$261 million from more than 35,000 donors
- National distinction in publications such as *U.S. News and World Report*, *The Wall Street Journal* and being named a "Top 10 Public Ivy" by *Forbes*
- Growing our ranks of full-time faculty and staff by 63% and 65%, respectively
- Strong and steady growth of revenue from our various sources of funding

The University would not have been able to accomplish these things – and do so with our mission, values and community feedback at the forefront – without the Road Map playing a large role in Binghamton's strategic planning.

This report includes a general outline of each of the Road Map's six strategic priorities:

- Creative Activities
- Learning Community

- Inclusive Campus
- Engagement
- Strategic Investments
- Internationalization

It also includes details on the proposals and initiatives that were managed by each of the strategic priority committees as the Road Map began to evolve and adapt starting with the 2014-15 academic year.

The Road Map was initially funded in 2012-13 with \$35 million from the NYSUNY 2020 Challenge Grant Program, which strove to grow our faculty and staff, increase enrollment and expand the University's capacity for research and industry partnerships. The Road Map began a Renewal process in 2016 to refine and reorient its goals for the future. A similar Reaiming process took place during the 2020-21 academic year, which added a new Strategic Priority in Internationalization and refocused SP4 in community engagement in teaching and scholarship. In 2024, more than 100 students, faculty and staff submitted proposal ideas to the Road Map Steering Committee, providing valuable feedback and insight from all corners of campus.

Binghamton University's successes in so many areas are attributable to the vision, the hard work and the dedication of so many students, faculty and staff who have contributed to the Road Map since 2012. Thank you for reinforcing the University's commitment to academic excellence and student success!

Sincerely,

Harvey Stenger
President

Engage in path-breaking graduate education, research, scholarship and creative activities that shape the world.

Background

To become premier, Binghamton University must enhance its graduate programs and research activities. To accomplish this, we will use our world-class research facilities to their best advantage, and we will increase recruitment of faculty and graduate students to meet the demands of increased enrollment while lowering the student-to-faculty ratio.

Our research will focus on issues of societal, technological, economic, cultural, intellectual and aesthetic significance — all issues critical to our future — through thoughtful development of five transdisciplinary areas of excellence. These areas of excellence will include our cutting-edge efforts in smart energy and healthcare, as well as the work Binghamton scholars are doing in the humanities, social sciences and professional schools as they explore changes in the meaning of citizenship, challenges facing societies around the world as they seek to create sustainable communities, and the role of material objects and images in shaping society and culture.

This transdisciplinary research will transform the way we think, live and learn at Binghamton as we answer important questions. But more than that, it will inspire our undergraduate and graduate students to pursue careers in which they can use the knowledge they gain at Binghamton to improve our world.

One specific enhancement the University is considering is the establishment of a school of pharmaceutical sciences and pharmacy. A feasibility study is underway, and we anticipate the many opportunities such a school would bring to enhance our life sciences research activities and help our students pursue exciting careers as healthcare professionals.

The University will foster a culture of research at all levels. Undergraduate students will be aware of and involved with research, mentored by both graduate students and faculty. Students and faculty will seek funding from alternative government and industry sources to complement our state funding.

Through the resulting growth of students, faculty and research activities, Binghamton University will lay the groundwork to seek membership in the Association of American Universities. This elite group is composed of 62 leading research institutions that shape their communities and the world. Through membership, Binghamton University will take its place among the top public and private universities in the country.

Goals & Metrics

↑ Goal: Binghamton University is recognized nationally for outstanding doctoral education.

Metric

Binghamton's rank among 225 reporting public institutions for earned doctorates

What/How

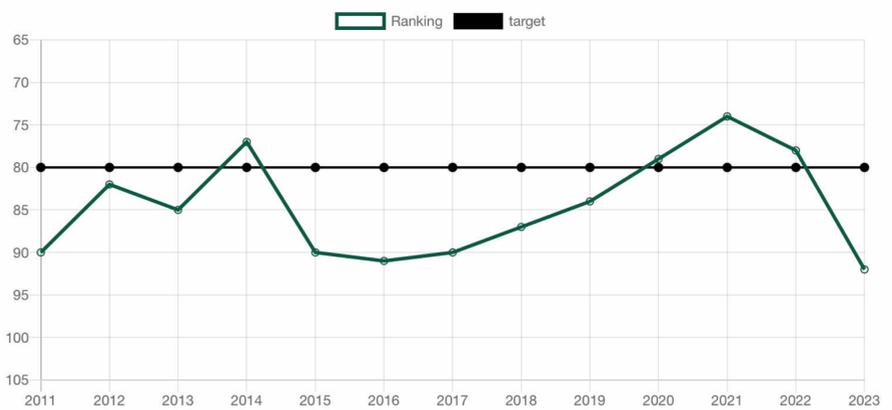
NSF survey of earned doctorates

Why

The number of doctoral degrees awarded is an important component of being a premier research institution.

Target

Top 80 public institutions



↑ Goal: Binghamton University has a research, scholarship, and creative activities profile of a premier public university.

Metric

Binghamton's research rank among 70 reporting public institutions (without medical schools)

What/How

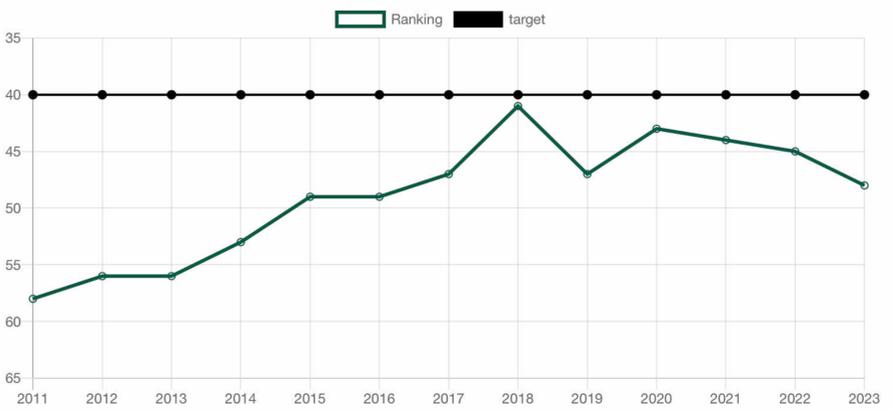
Based on research and development expenditures reported in the NSF HERD survey

Why

University with large research expenditures are more highly regarded as research universities

Target

Top 40 public institutions by 2025



↑ Goal: Binghamton University has a collaborative culture for research, scholarship, and creative production (Note: this goal and associated metrics are currently under review to be replaced)

Metric

Number of collaborations among tenure and tenure-track faculty

What/How

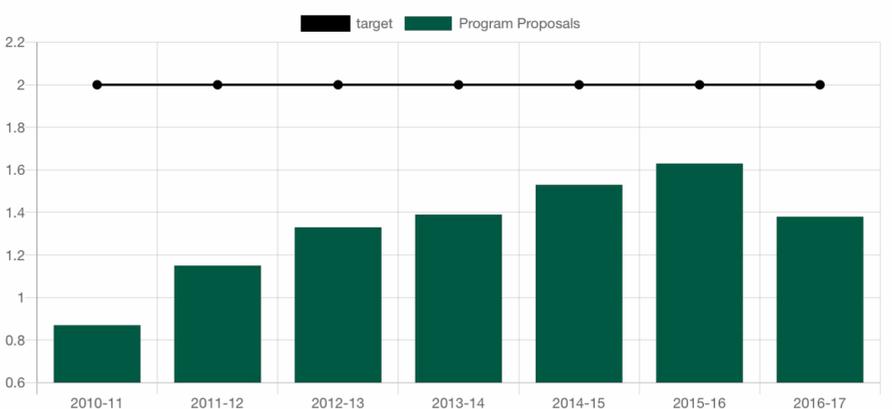
Average number of collaborations per faculty member; includes journal articles, conference proceedings, books and federal grants

Why

In order to solve the world's complex problems, multiple perspectives are necessary and we encourage faculty to work together.

Target

2 by 2020



↑ Goal: The research, scholarship and creative activities at Binghamton University significantly enhance and enrich society.

Metric

Dollar value of technology transfer and commercialization activities

What/How

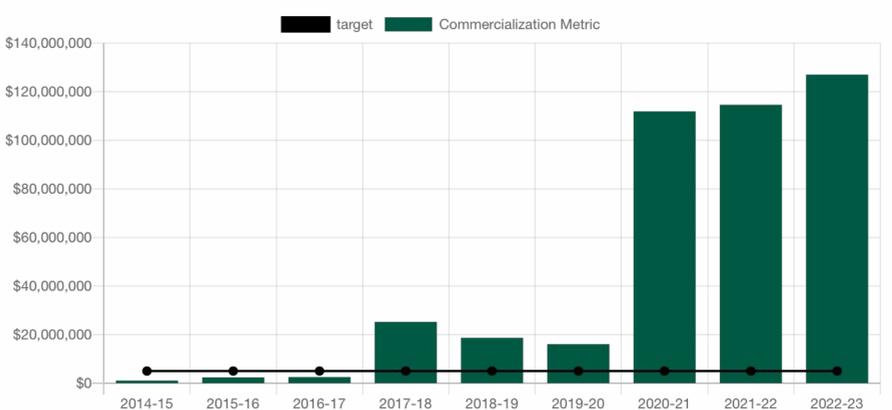
Activities include royalties, equity in companies, grants to companies, company jobs, company fundraising as reported by the Office of Entrepreneurship and Innovation Partnerships (EIP)

Why

The commercialization metric is one measure of technology transfer activities at Binghamton University.

Target

\$10M by 2025



Provide a transformative learning community that prepares students for advanced education, careers and purposeful living.

Background

As the 21st century learning environment continues to change rapidly with the popularity of online education, MOOCs (massive open online courses) and “flipped” classrooms, Binghamton must offer students a unique and transformative learning experience. Through innovative classroom environments, high-impact learning experiences and encouragement of learning outside the University’s walls, Binghamton graduates will continue to stand out.

Binghamton will incorporate high-impact learning experiences into every student’s curriculum. These experiences will allow our students to become global citizens, successful professionals and lifelong learners. Through internships and externships, undergraduate research, service-learning and study-abroad experiences, students will prepare themselves for successful, fulfilling and meaningful lives.

We will adapt the University’s infrastructure to support the changing needs of students. We will experiment with “flipped” classrooms, create opportunities for self-paced learning and explore alternatives to the traditional semester. Our students will be more engaged with their academic advisors to ensure success and a supportive environment. Faculty will have access to greater support for pedagogical innovation and experimentation from a redesigned and more robust Center for Learning and Teaching.

Binghamton students will continue to thrive in an environment that facilitates and nurtures deep learning and challenges them to apply what they learn in the lab, the community and the workplace. These experiences will prepare Binghamton students to become leaders in their professions, their communities and the world.

Goals & Metrics

↑ Goal: The Binghamton University student experience is characterized by robust and equitable access to high impact practices (HIPs) identified as institutional priorities.

Metric

High Impact Learning Experiences

What/How

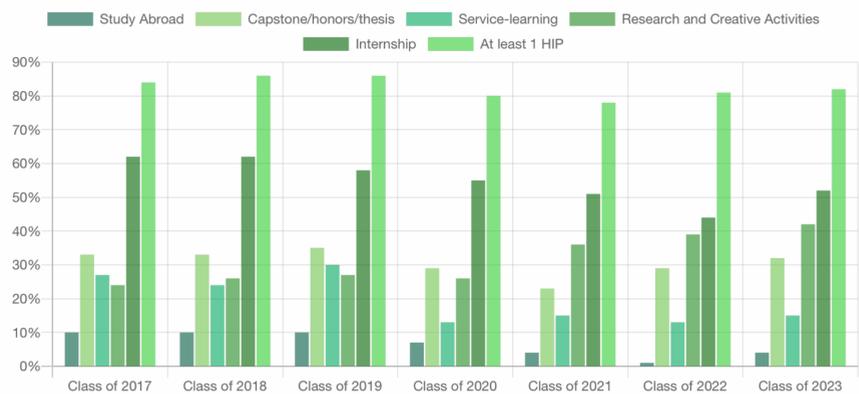
Binghamton University considers study abroad, internships, capstones, undergraduate research and service learning as High-Impact Learning Experiences.

Why

This defines the Binghamton Experience by bringing richness and depth to the educational experience.

Target

100% by 2026



↑ Goal: Undergraduates seeking graduate degrees are prepared for the challenges of graduate school; Students are prepared to enter the workforce and successfully navigate their own career choices

Metric

Placement rates

What/How

The percentage of students who applied to graduate school who were accepted or are seeking employment who have secured employment within 6 months

Why

A significant portion of our students want to pursue a graduate or professional education; Well-educated students have an advantage in the job market

Target

90% overall placement rate by 2026



↑ Goal: Undergraduate students graduate in four years

Metric

Four-year graduation rate

What/How

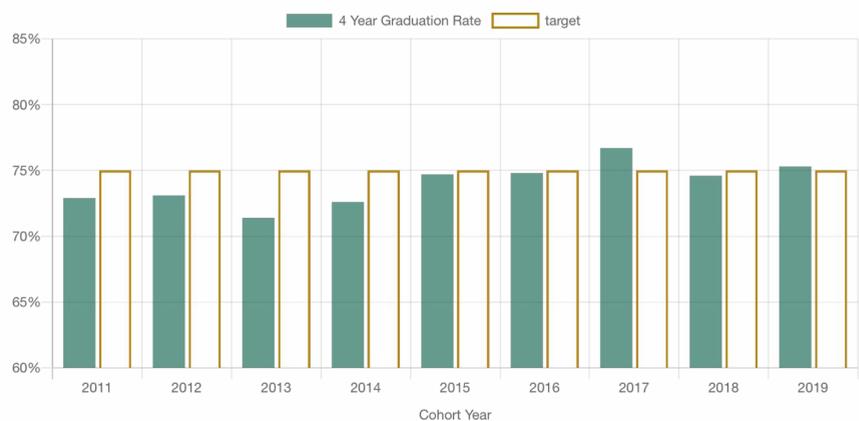
Percentage of entering fall freshman cohort that graduates within 4 years

Why

This is a nationally-recognized primary metric for higher education success

Target

75% by 2026



↑ Goal: Undergraduate students graduate in six years

Metric

Six-year graduation rate

What/How

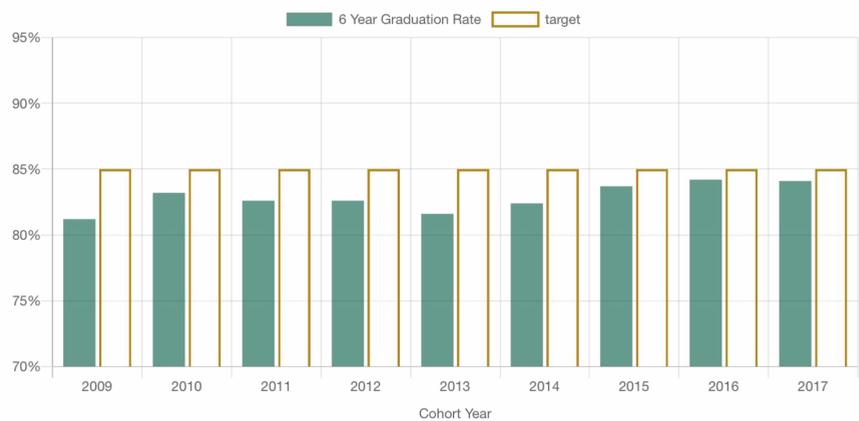
Percentage of entering fall freshman cohort that graduates within 6 years

Why

This is a nationally-recognized primary metric for higher education success

Target

85% by 2026



↑ Goal: First-year retention rate over time

Metric

First-year retention rate

What/How

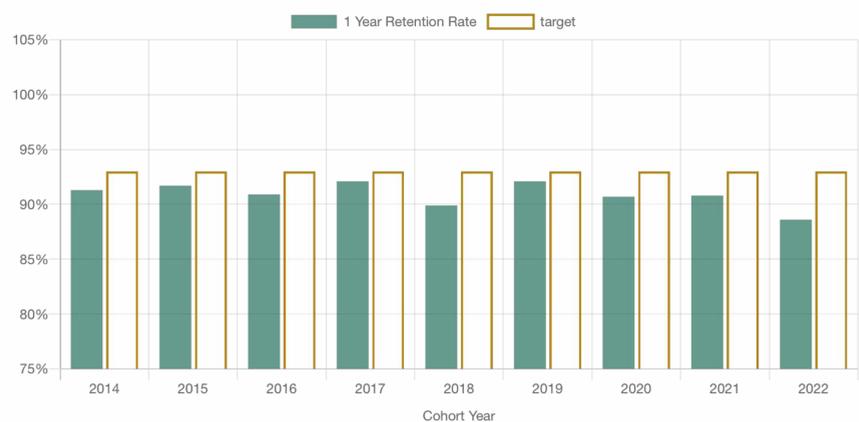
Percentage of entering fall freshman cohort that returns for sophomore year

Why

Leading indicator for graduation rate

Target

93% by 2026



Unite to foster a diverse and inclusive campus culture.

Background

Becoming the premier public research 1 university requires commitment and contribution from all members of the University community, and an environment that mirrors our broader community and the world in which we live; one that reflects the workplace of the 21st century and welcomes the insights of individuals from many perspectives and cultural traditions. Consequently, our campus community has made diversity, equity, inclusion and belonging a priority. As our enrollment grows, so must our efforts to ensure that every member of our campus is valued as an integral and fundamental part of the fabric of Binghamton University.

The creation of our Division of Diversity, Equity and Inclusion (DEI) and the elevation of our new vice president for diversity, equity and inclusion (who began in 2020) — to lead our strategic and unified efforts ensure that we are not only diverse, but also inclusive. A dedicated staff person in each of the University's divisions provides the support needed to guarantee and support our success. Our University, through these individuals, models a philosophy of equity and inclusiveness and a value system that will be represented in Binghamton's student body, faculty and staff, and serve as a reminder that diversity is the key to becoming the premier public research 1 university.

To enhance the diversity of our student body, the University offers several programs that provide financial, advising and academic support to students from underserved communities. These programs include our Educational Opportunity Program, the Louis Stokes Alliance for Minority Participation Program, the Bridges to the Baccalaureate Program, the Bridges to the Doctorate Program and the Ronald E. McNair Postbaccalaureate Achievement Program. We will continue to strengthen these programs so that they will become even more effective in helping our students achieve academic and future success. We also will increase the number and value of scholarships to aid in recruiting diverse students. Our classroom infrastructure will adapt to be inclusive of the needs of all students. With an adaptive technology specialist, Binghamton's classrooms and learning materials will be fully responsive to the specific needs of each student to ensure accessibility.

Binghamton University has a long tradition of bringing diverse perspectives to teaching and research. To become the premier public research 1 university, we must work hard to build on this tradition and increase the cultural and intellectual diversity of our campus. Increasing the number of faculty from diverse backgrounds, traditions and perspectives must, therefore, be a high priority. Under the leadership of our vice president for diversity, equity and inclusion and our vice provost for faculty affairs, we will take advantage of SUNY programs and recruitment opportunities to increase recruitment, representation and promotion of diverse faculty. We will also study best practices for enhancing diversity developed by other top universities, integrate them into our hiring practices and provide support for schools and departments as they seek to build more diverse faculties.

Goals & Metrics

↑ Goal: Binghamton University has a diverse campus community: students, faculty and staff.

Metric

% URM graduate students

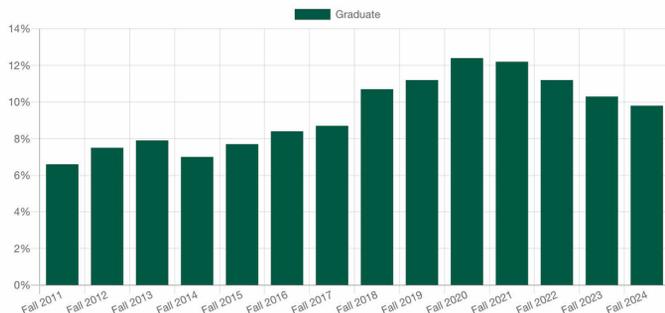
What/How

Under-represented minority means historically underrepresented groups in higher ed (i.e. African American/Black, Latinx, Native American/Alaskan Native, Pacific Islanders). This number excludes non-race affiliated or those that indicate unknown from the denominator.

Why

These groups have been and continue to constitute a smaller percentage in higher ed than in the general population.

Target



↑ Goal: Binghamton University has a diverse campus community: students, faculty and staff.

Metric

% URM undergraduate students

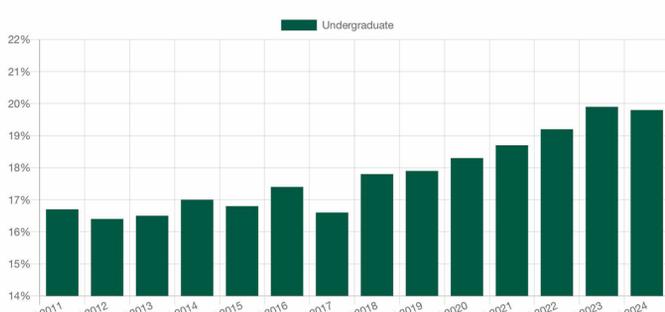
What/How

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Why

These groups have been and continue to constitute a smaller percentage in higher ed than in the general population.

Target



↑ Goal: Binghamton University has a diverse campus community: students, faculty and staff.

Metric

% URM faculty

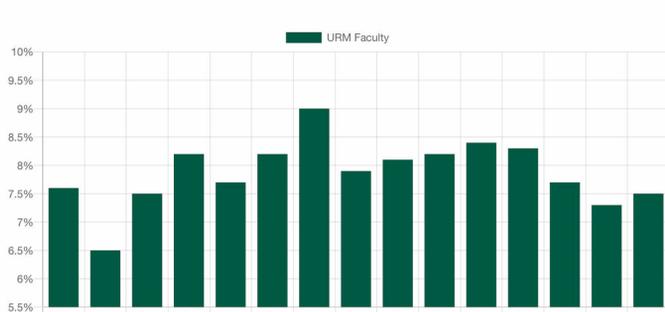
What/How

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Why

These groups have been and continue to constitute a smaller percentage in higher ed than in the general population.

Target



↑ Goal: Binghamton University has a diverse campus community: students, faculty and staff.

Metric

% URM staff

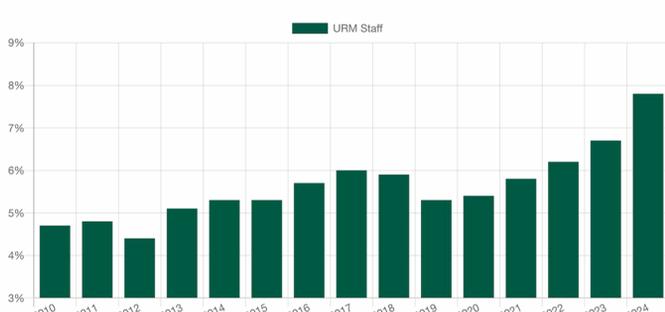
What/How

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Why

These groups have been and continue to constitute a smaller percentage in higher ed than in the general population.

Target



↑ Goal: Binghamton University has a diverse campus community: students, faculty and staff.

Metric

% URM professional staff

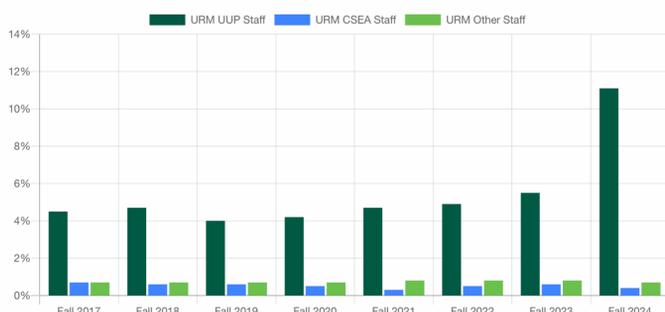
What/How

Under-represented minority means historically underrepresented groups in higher ed (i.e. African American/Black, Latinx, Native American/Alaskan Native, Pacific Islanders). This number excludes non-race affiliated or those that indicate unknown from the denominator.

Why

These groups have been and continue to constitute a smaller percentage in higher ed than in the general population.

Target



↑ Goal: Binghamton University has diversity in the content of courses, programs, and experiences.

Metric

Number of P and/or D courses offered each academic year

What/How

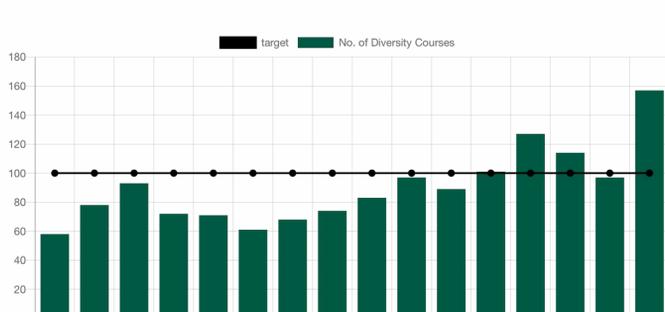
Number of students that enroll in courses meeting either the Pluralism in the United States (P) or Diversity: Equity, Inclusion and Social Justice (D) general education designation.

Why

Increasing the cultural and intellectual diversity of our campus is an important component of being a premier research institution.

Target

100 courses every academic year



↑ Goal: Binghamton University has diversity in the content of courses, programs, and experiences.

Metric

Number of Students who completed P and/or D courses each academic year

What/How

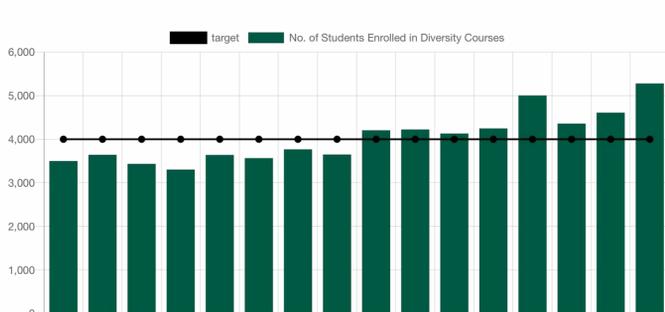
Number of students that complete courses meeting either the Pluralism in the United States (P) or Diversity: Equity, Inclusion and Social Justice (D) general education designation.

Why

Increasing the cultural and intellectual diversity of our campus is an important component of being a premier research institution.

Target

4000 students every academic year



↑ Goal: Binghamton University has a climate supportive of all students, faculty and staff.

Metric

Index

What/How

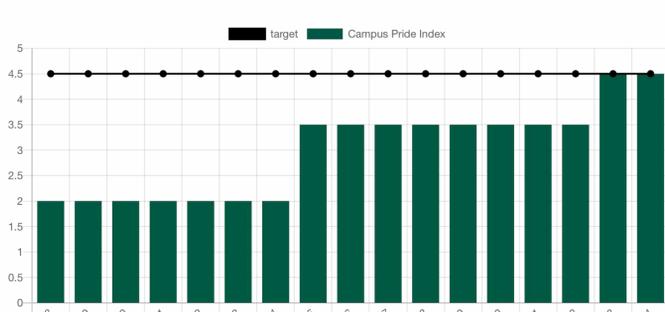
Campus Pride Index

Why

A culture of diversity, equity, and inclusion translates into success for our students.

Target

4.5 by 2026



Foster community engagement that benefits faculty, students and community partners.

Background

Binghamton University understands the value of collaboration and will continue to establish partnerships throughout the region, New York state and beyond. Through these partnerships with community organizations, businesses and agencies, Binghamton University will become a model of community engagement that will revitalize communities while centering mutuality and reciprocity with our partners.

Binghamton University will foster a culture of engagement for all campus constituents through community-engaged teaching, learning and research, and involvement in our communities. First, students will participate in activities that engage them interpersonally within the local community. They will participate in community experiences that develop character traits to better contribute to community and civic life while addressing shared goals with the community. Additionally, faculty and staff will work closely with students and the local community to develop an approach for teaching and learning that integrates purposeful community partnerships with instruction and reflection to enrich the learning experience, support civic development and strengthen communities.

As soon as new students step on campus, they will have opportunities to engage in service and philanthropic activities. Their coursework will include community components such as capstone projects, internships and group service projects. From the start, Binghamton will integrate a culture of community service into the student experience.

Through these efforts, Binghamton University students will become more than outstanding academics. They will grow into informed, conscientious citizens who develop improved social responsibility and solid citizenship skills that can lead to greater community and civic involvement after their time at Binghamton.

Faculty and staff will build stronger relationships within the communities they live and with students. Faculty will discover additional avenues for research and publications via newfound relationships between themselves and the community, while at the same time finding networking opportunities with other faculty or institutions.

As part of our commitment to community engagement, Binghamton is pursuing the [Carnegie Elective Classification for Community Engagement](#).

Goals & Metrics

↑ Goal: Binghamton University faculty and staff collaborate with the community through their engaged teaching and scholarship.

Metric
Number of faculty

What/How
Number of faculty reporting community-engaged scholarship on their Annual Faculty Report

Why
Community-engaged scholarship increases the relevance of research

Target
100 by 2026



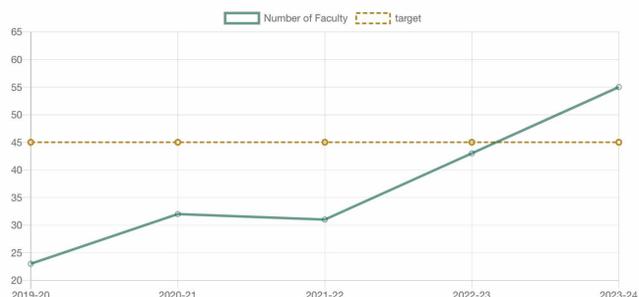
↑ Goal: Binghamton University faculty and staff collaborate with the community through their engaged teaching and scholarship.

Metric
Number of faculty

What/How
Number of faculty offering designated community-engaged learning courses

Why
Community-engaged learning benefits both students and community organizations

Target
45 by 2026



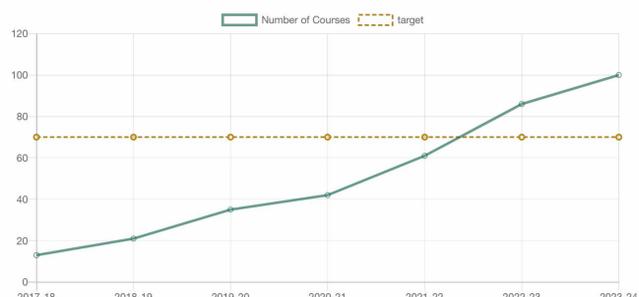
↑ Goal: Binghamton University faculty and staff collaborate with the community through their engaged teaching and scholarship.

Metric
Number of courses

What/How
Number of community-engaged learning courses offered

Why
Community-engaged learning benefits both students and community organizations

Target
70 by 2026



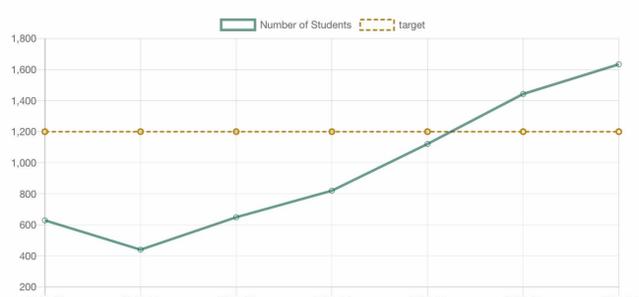
↑ Goal: Binghamton University students are engaged in their communities.

Metric
Number of students

What/How
Number of students enrolled in community-engaged learning courses

Why
Community-engaged learning benefits both students and community organizations

Target
1200 by 2026



↑ Goal: Binghamton University students are engaged in their communities.

Metric
% of students

What/How
Percentage of undergraduate students engaging in co-curricular activity as reported to B-Engaged

Why
Student volunteerism is important in creating a lifelong practice of community involvement

Target
40% by 2026



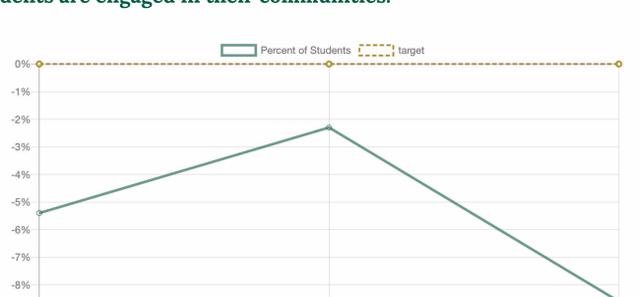
↑ Goal: Binghamton University students are engaged in their communities.

Metric
Rate

What/How
Difference between BU student rate of voting and NSLVE benchmark

Why
Student voting is important in creating engaged citizens

Target
No difference from NSLVE benchmark



↑ Goal: Binghamton University staff and faculty volunteer in their communities.

Metric
% of faculty

What/How
Percentage of faculty reporting community service on their Annual Faculty Report

Why
Faculty and staff have valuable skills and knowledge to share with their communities

Target
60% by 2026



↑ Goal: Binghamton University staff and faculty volunteer in their communities.

Metric
% of staff

What/How
Percentage of Staff Reporting service on Professional Staff Senate survey

Why
Faculty and staff have valuable skills and knowledge to share with their communities

Target
75% by 2026



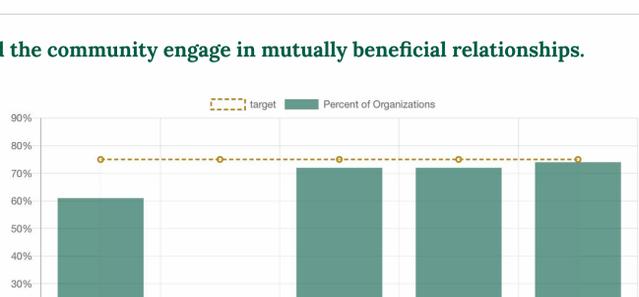
↑ Goal: Binghamton University and the community engage in mutually beneficial relationships.

Metric
% of organizations

What/How
Percentage of organizations agreeing or strongly agreeing

Why
Working with organizations should be mutually beneficial-- not a burden to one of the participants

Target
75% by 2026



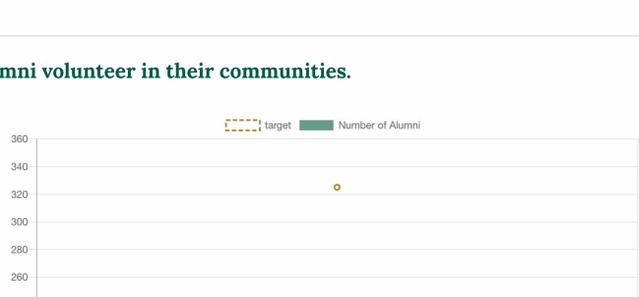
↑ Goal: Binghamton University alumni volunteer in their communities.

Metric
Number of alumni

What/How
Number of alumni engaged in the annual Global Days of Service

Why
Alumni have valuable skills and knowledge to share with their communities

Target
325 by 2026



Optimize the acquisition and allocation of human, technological, financial and physical resources.

Background

Binghamton University enjoys an ever-increasing national and international recognition for academic quality, innovative research and scholarship, and educational value. Our economic development partnerships with the community and state are strong, as are our educational outreach and service initiatives. With our growing regional presence, highlighted by the planning and on-going construction of our new Health Sciences Campus in Johnson City, N.Y., we are well-prepared to build on our role as a leader in higher education. Binghamton University's educational programs and research activity have grown substantially over the past 20 years. We have also greatly expanded our research efforts and research activity across campus continues to grow at an accelerating rate. All of this is accomplished while fostering a broad and inclusive campus culture.

Supporting such growth in research and educational opportunities is a major challenge for the University. As we add new educational programs, we lack sufficient classrooms to accommodate student demand and that are needed to ensure students can enroll in the classes needed for timely graduation. Increasing the number of research-active faculty requires facilities and laboratory space beyond our current capacity. Many of our buildings were constructed in the 1960s, leaving today's faculty constrained by spaces that were not built to accommodate current pedagogical and research activities. Support for new facilities, and the innovative use of existing facilities, is critical to our continued success.

In addition, the recruitment and retention of diverse and talented faculty and staff is critical. We must enhance our programs and strategies related to recruitment and the creation of a welcoming environment to ensure successful transitions to our community as well as continually support the professional development of faculty and staff throughout their careers. We must also explore ways to maximize the extraordinary talents of our current employees while implementing technology, when possible, in areas that are hard to recruit.

Moving forward, Binghamton University must continue to work to maximize the acquisition of new resources, including money, space and partnerships. We must be diligent as we recruit and obtain these resources, and we must manage them well, since the external competition for these scarce resources is high. These resources include state support through the SUNY allocation process; direct, legislative state support; tuition/fee revenue; federal appropriations; research avenues, funds generated by housing and dining services; philanthropic support; and other revenue opportunities through the Binghamton University Foundation. Vice presidents, deans and departments that own these resources must use them wisely to meet goals they have set and to enable their areas and the University as a whole to achieve the established Strategic Priorities. The work and outcomes of SP5 supports and enables the success of all the strategic priorities.

Goals & Metrics

↑ Goal: Binghamton University has the financial resources necessary to achieve the University's goals

Metric

Revenue per Annual Average Full Time Equivalent (AAFTE) Student

What/How

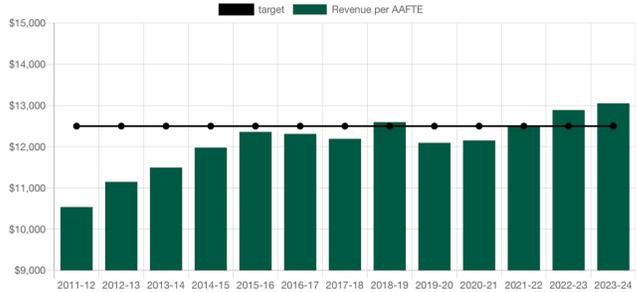
Calculated as (State Support + Tuition)/AAFTE Student

Why

Measures level of adequate level of financial resources to achieve the mission

Target

\$12,500 by 2026



↑ Goal: Binghamton University has the financial resources necessary to achieve the University's goals

Metric

Endowment Growth

What/How

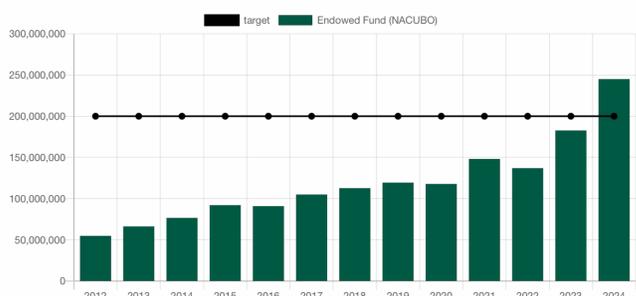
Investable income from donated funds.

Why

To provide current income to support the programs of the University while growing the principle and income over time to increase the purchasing power of the fund.

Target

\$200 million by 2026



↑ Goal: Binghamton University has the financial resources necessary to achieve the University's goals

Metric

Foundation/Advancement Support to Campus

What/How

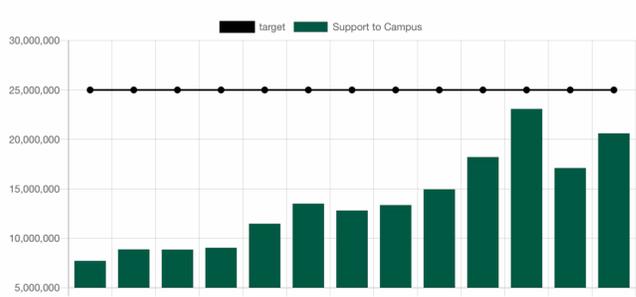
The amount of donated funds that were utilized in a given year.

Why

Supports Campus Initiatives.

Target

\$25 million by 2026



↑ Goal: Binghamton University has the financial resources necessary to achieve the University's goals

Metrics TBD

↑ Goal: Binghamton has faculty and staff resources that ensure a premier educational experience

Metric

Student / Tenure Track Faculty Ratio

What/How

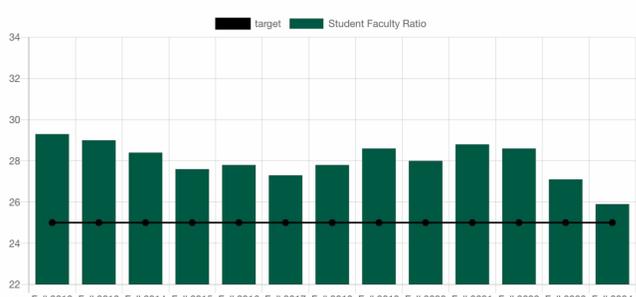
Full Time Equivalent (FTE) Student/ Full Time Equivalent (FTE) Tenure Track Faculty

Why

Measures quality of instruction and student satisfaction

Target

25 by 2026



↑ Goal: Binghamton has faculty and staff resources that ensure a premier educational experience

Metric

Student / Faculty Ratio

What/How

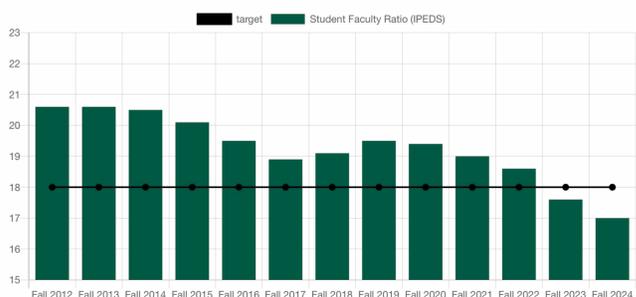
Full Time Equivalent (FTE) Student/ Full Time Equivalent (FTE) Faculty

Why

Measures quality of instruction and student satisfaction

Target

18 by 2026



↑ Goal: Binghamton has faculty and staff resources that ensure a premier educational experience

Metric

Faculty Attrition Rates

What/How

Calculates the % of faculty that have left the University, excluding retirements

Why

Measures job satisfaction and the University's ability to retain faculty. Since a healthy organization needs some turnover, the target is an optimum, not a maximum.

Target

Maintain 4%



↑ Goal: Binghamton has faculty and staff resources that ensure a premier educational experience

Metric

Staff Attrition Rates

What/How

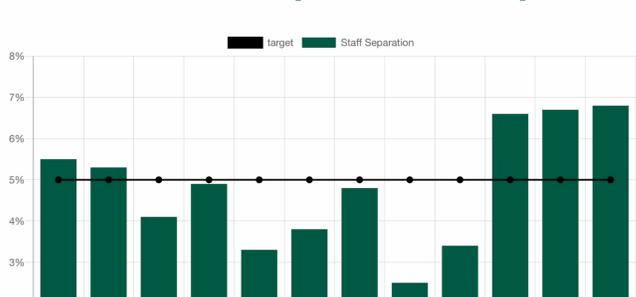
Calculates the % of staff that have left the University, excluding retirements

Why

Measures job satisfaction and the University's ability to retain staff. Since a healthy organization needs some turnover, the target is an optimum, not a maximum.

Target

Maintain 5%



↑ Goal: Binghamton has the technological resources of a premier public university

Metric

Faculty/staff satisfaction

What/How

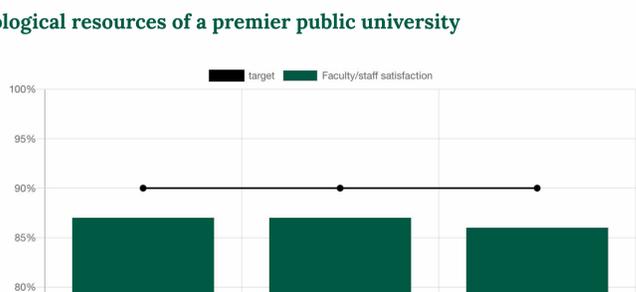
Annual survey to measure student/ faculty/staff satisfaction with technological services

Why

Assures that the campus continues to meet the technological needs of the campus community

Target

90% by 2026



↑ Goal: Binghamton has the technological resources of a premier public university

Metric

Student satisfaction

What/How

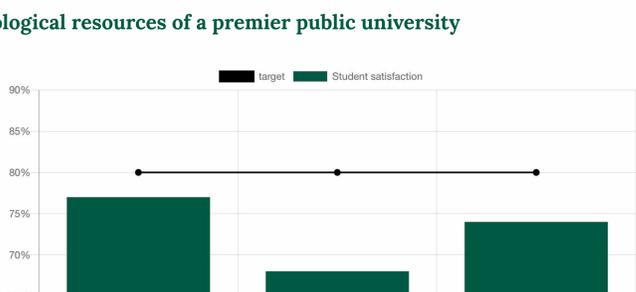
Annual survey to measure student/ faculty/staff satisfaction with technological services

Why

Assures that the campus continues to meet the technological needs of the campus community

Target

80% by 2026



↑ Goal: Binghamton University has the physical infrastructure of a premier public university

Metric

Facilities Condition Index

What/How

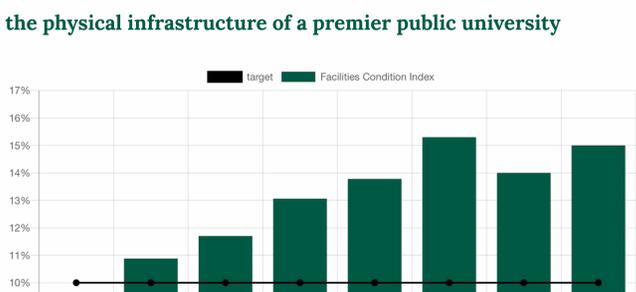
FCI = Immediate Renewal (Repair) / Current Cost of Replacement

Why

Life cycle modeling which identifies capital investment needs

Target

10% by 2026



Support, promote and enhance strategic internationalization efforts through high-impact learning, teaching, research and engagement.

Background

We live in a world that has been profoundly changed and enriched by the internationalization of almost every aspect of our lives from commerce and research to food and cultural production.

To prepare our graduates to take advantage of the opportunities offered and the challenges created by life in a world that is increasingly interdependent, Binghamton aspires to create curricular, co-curricular and cultural opportunities for all students, faculty and staff that will help them experience and learn deeply about the world and peoples beyond our borders.

By becoming a preferred destination for students, faculty and staff from around the world, Binghamton aspires to attract the world's best and brightest and create a diverse and inclusive campus where individuals from a wide variety of national and cultural backgrounds interact and learn from and with one another.

As Binghamton benefits from the talent and perspectives of international students, it will provide them with unparalleled opportunities to succeed as students, researchers and professionals who will make a difference in the world.

Through partnerships with universities, non-governmental organizations and colleagues around the world, Binghamton will strengthen its research; offer opportunities to its students, faculty and staff as well as to students and faculty from our partners; and make a positive impact on the world and the many challenges it faces.

Goals & Metrics

↑ Goal: Binghamton University is a diverse and inclusive community that actively promotes the integration of international students on campus.

Metric

Percentage of international students participating in an inclusive, long-standing activity/event coordinated by University offices, specifically ELI, ISSS, and MRC.

What/How

Office-hosted events or activities that account for international student participation, as tracked by B-Engaged.

Why

A campus community that is welcoming for all students increases communication among diverse groups, broadens cultural horizons, challenges stereotypes, and provides an awareness that is critical to contribute to, and effectively participate in, a global workforce.

Target

35% of the international student population will participate in at least one long-standing program coordinated by ELI, ISSS, and/or MRC per year.



↑ Goal: Binghamton University promotes meaningful cross-cultural, extra- and co-curricular interactions between domestic and international students.

Metric

Percentage of the total student body participating in a long-standing, cross-cultural activity/event coordinated by the Student Association (SA) and/or Graduate Student Organization (GSO).

What/How

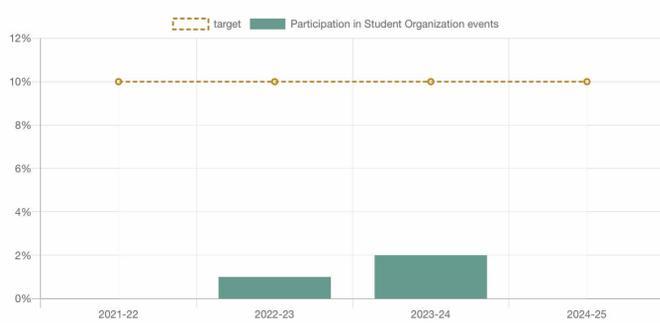
SA/GSO-hosted events or activities that foster international and domestic student engagement, as tracked by B-Engaged.

Why

Events that cultivate meaningful interactions between domestic and international students also enable internationalization to permeate campus-wide.

Target

10% of the student body will participate in a long-standing cross-cultural program coordinated by the SA and/or GSO.



↑ Goal: Binghamton University prepares international students for successful career pathways.

Metric

Number of career pathway opportunities utilized by international students.

What/How

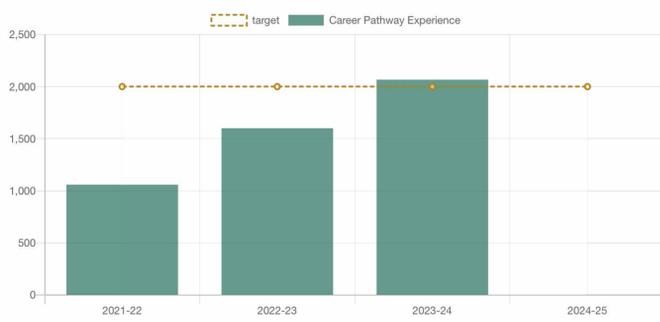
hireBING, SAASE Data, B-Engaged, and Interstride Data.

Why

Binghamton University is a premier public university that promotes positive career outcomes for international students

Target

International students will participate in 2,000 career pathway experiences (on-campus work, TA/RA/GA/SA, CPT, OPT, volunteer work).



↑ Goal: Binghamton University students, faculty, staff and alumni have a positive impact on the global community.

Metric

Number of international presentations, international professional service, and international exhibitions, performances, and screenings.

What/How

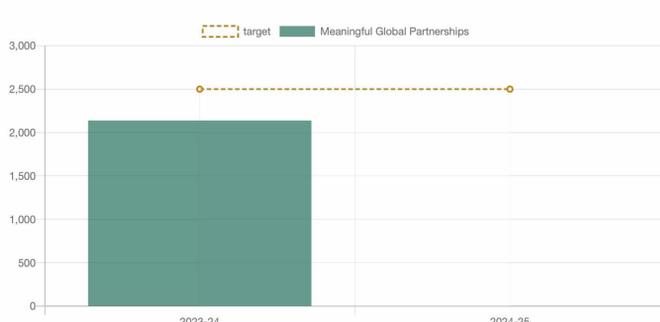
Faculty self-report global impact/footprint for themselves and their students in the annual faculty report.

Why

As a premier public university, Binghamton actively engages with international connections in multiple ways that enhance its reputation globally.

Target

Engage in at least 2,500 globally impactful faculty events each year.



↑ Goal: All Binghamton University students, faculty, and staff have opportunities to develop a broader understanding of the world.

Metric

Number of students participating in education abroad programs and international internships.

What/How

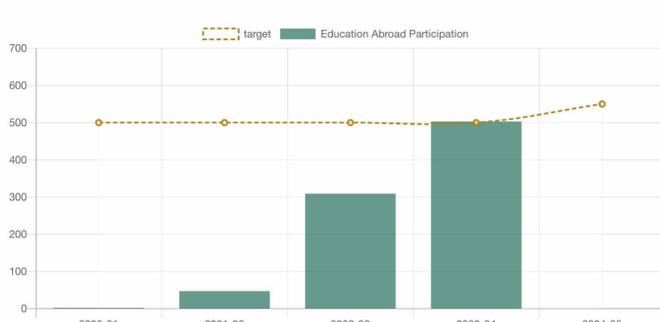
International Education and Global Initiatives (IEGI) Annual Report and International Education and Global Affairs (IEGA)-managed internships.

Why

High impact education abroad experiences foster engagement with other cultures, impacting all involved.

Target

Return to sending 500 students abroad per year, within 2 years, and 10% increase per year for the next 3 years. Note: Education Abroad reporting runs Summer through Spring. (Ex. Summer 2022 through Spring 2023)



↑ Goal: Binghamton University is a Premier Choice for International Students.

Metric

Increase the percentage share of international students at the graduate level from top countries of origin according to Open Doors (IIE).

What/How

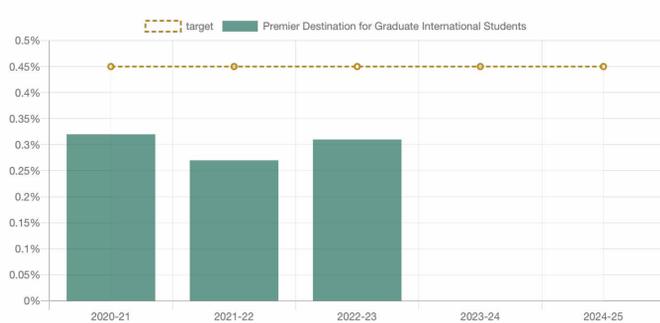
Improve our brand to make Binghamton University a desirable academic destination.

Why

A diverse student body has many social and cultural benefits not only for domestic students but also for the Binghamton University and the Binghamton community as a whole.

Target

Binghamton University has an international student percentage share of 0.45 for graduate students.



↑ Goal: Binghamton University is a Premier Choice for International Students.

Metric

Increase the overall international deposits at the undergraduate level.

What/How

Improve our brand to make Binghamton University a desirable academic destination.

Why

A diverse student body has many social and cultural benefits not only for domestic students but also for the Binghamton University and the Binghamton community as a whole.

Target

200 deposits each year by July 1.



SP1: OFFICE OF PROFESSIONAL DEVELOPMENT IN THE GRADUATE SCHOOL

A new Office of Professional Development (OPD) to be housed within the Graduate School will provide professional development for graduate students, postdocs, and faculty. Specifically, the OPD will: build on success of the GCOS by expanding both the breadth and frequency of professional development opportunities offered; offer career-directed explorations including industry and academic alumni; communicate with the Office of Graduate Recruitment and Admissions (OGRA) to identify programs and opportunities that might be especially decisive for prospective doctoral candidates; collaborate with the Division of Research to cultivate competitive external fellowship applications to NSF, NIH, and other funding agencies; develop and expand microcredential opportunities in collaboration with the Center for Learning and Teaching (CLT); energize graduate student, postdoc, and faculty engagement in career-enriching professional development; cultivate effective mentorship skills through workshops targeting both faculty and trainees; and establish effective leadership training programs for graduate students, postdocs, and faculty.

SP2: ENHANCING STUDENT TRANSITION AND SUCCESS THROUGH EXPANDED UNIV 101/103 COURSE OFFERINGS

This project will support the retention and success of first-year students through the expansion of UNIV 101/103 courses. To meet the increasing demand for UNIV 101/103 courses, additional sections and instructors will be added, supporting the creation of 10-12 new sections of UNIV 101/103 courses, with an allocation of \$2,000 per instructor. This funding will expand course offerings, reduce class sizes, and allow for more personalized support for first-year students.

SP3: PROMISE SCHOLARS INITIATIVE

A newly designed retention program to assist students persisting to degree completion at rates similar to students enrolled in other affinity programs such as Honors, EOP and student-athletes. The project will take an intrusive, holistic approach to supporting the academic success to create a sense of community for a cohort group of scholars on campus. Specifically, this initiative will recruit broadly during student orientation and offer relevant mentoring, intrusive advising/mentoring (similar to EOP/Honors); relevant programming (such as small group chats); an orientation/early arrival program in partnership with Residential Life DEEP program interns; and an alternative spring break program in partnership with the Office of Alumni/ISSS and other campus partners.

SP4: FUNDING TO SUPPORT COMMUNITY-ENGAGED TEACHING AND RESEARCH

Building on the success of previous Road Map funding, the Center for Civic Engagement will continue a faculty grant program to provide support to community-engaged learning courses and community-engaged research. Faculty can apply to receive funding to cover expenses related to engaged teaching and research, such as student transportation, supplies/materials, event costs, research stipends, speaker honoraria and more. In addition, community organizations are eligible to receive funding in recognition of their contributions to student learning and faculty scholarship. Finally, the University's membership in the Engagement Scholarship Consortium (ESC) will be continued. ESC membership provides access to professional development opportunities, awards and an annual conference to support faculty, staff and institutional commitment to community engagement.

SP5: EMPLOYEE ENGAGEMENT SPECIALIST

An Employee Engagement Specialist will be hired to work collaboratively with other divisions and departments (e.g., DDEI, Human Resources, EAP, Recreation, etc.) and campus professional groups (e.g., PSS, FSEC, etc.) to support affinity groups and provide social experiences, thereby promoting connections and enhancing employee satisfaction and loyalty. Specifically, the Employee Engagement Specialist will: facilitate the establishment and growth of affinity groups; coordinate with existing professional groups and departments to organize social events that foster interaction; collaborate with HR and DDEI to orient new professionals to campus; develop a welcome packet to acclimate new hires to the campus culture; conduct regular surveys to gauge employee satisfaction and engagement levels; provide seed money and other resources to support affinity group leaders to effectively manage and sustain their groups; and collaborate with HR, DDEI, FSEC, PSS and EAP (as well as other relevant departments) to integrate employee engagement initiatives into the University's overall strategic plan. Furthermore, this initiative will provide dual career support and offer career coaching, resume development, networking, and interview practice/preparation; oversee dual career floater positions; and develop resources for dual career clients needing visa sponsorship.

SP6: BINGHAMTON UNIVERSITY: GLOBAL LEARNING FOR ALL – BROADENING PARTICIPATION IN STUDY ABROAD AND STRENGTHENING FACULTY-LED PROGRAMS

This scholarship is intended to enhance the participation of students in education abroad. Preference for recipients includes, yet is not limited to: Pell Grant recipients, students with financial need, first-generation college students, students with disabilities, students registered with EOP or TRIO, students in academic majors with structured curricula that do not typically seek out study abroad, and students who have not previously traveled abroad. Scholarship amounts will range from \$1,500-\$5,000, based on recommendations by a committee overseen by the IEGI, working with collaborative partnering offices across campus. Additionally, these funds will supplement faculty-led program budgets, thereby reducing the overall program cost to our students. Lastly, to promote access to education abroad, IEGI will implement a passport fair to cover the cost of the fees for each student who is applying for a passport for the first time.

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2023-24 FUNDED PROPOSALS

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SP1: ENHANCING RESEARCH GRANT SUPPORT

1. Research Development Specialist, Office of Strategic Research Initiatives

The research development specialist will provide training and consultation on effective practices for developing a competitive funding proposal, including writing formats, research impact programs, and identification of partners. The Research Development Specialist will work closely with the Office of Sponsored Programs and collaborate with campus constituencies involved in grant-funding activities.

2. Grant Specialist/Grant and Contract Administrator, Office of Sponsored Programs

The grant specialist/grant and contract administrator directly supports faculty by identifying and monitoring funding opportunities; coordinating and facilitating the development, preparation, and submission of funding proposals; and ensuring compliance with federal, state and sponsor regulations, guidelines, and policies.

This position will support the anticipated Fall 2023 increase in faculty numbers and allow for a balanced portfolio of departments to ensure the provision of focused and dedicated sponsored programs services.

SP2: ENHANCING HIP PARTICIPATION AND FIRST YEAR RETENTION

SP2 proposes to fund three initiatives. First, SP2 proposes to create undergraduate research grants with priority given to academically talented low-income students or students who have not otherwise had a HIP experience. Second, grants for HIP pilots are intended to experiment with new initiatives to create more HIPs for those students without such opportunities. Third, to support graduation and retention rates, SP2 proposes to support students who stopped out before graduation by identifying eligible students, conducting outreach to them, counseling them on option for completion and offering completion grants for needy student. In addition SP2 will weave together exiting programs to provide an academic support program to at-risk students.

SP3: ENHANCING DIVERSITY TRAINING FOR FACULTY AND STAFF

To further support professional development, the university will hire an Executive Director, who would assist with the design, curriculum development, and delivery of workshops to the campus community, with an emphasis on faculty. This person would report to the Vice President, DEI and could serve as an instructor in an appropriate department/program. The director would identify university faculty workshop presenters who could add to the U Diversity Educational Institute's suite of workshops and would further redevelop or redesign, where appropriate, the current workshop offerings of U Diversity. The director also would have an opportunity to teach one course (to be determined) in an area pertinent to the individual's discipline (for additional remuneration).

SP4: COMMUNITY ENGAGEMENT FOR NEW FACULTY

Grants to support faculty in community engaged teaching, learning and research. Software and student assistant to track community engaged teaching, learning and research. Awards for community partners. Commencement cords for student recognition in community engaged courses and research. Hire a graduate student assistant to coordinate community service activities and to cover associated transportation costs.

SP5: RECRUITMENT AND RETENTION INITIATIVES AND PLANNED GIVING SUPPORT

Floater positions to help with partner hires. Referral bonus to enhance recruiting new employees in critical shortage areas. Support a Southern Tier Recruitment Consortium. Participate in Experience Bing program of the Chamber of Commerce. Hire a talent acquisition specialist to assist with staff searches. Support our contract with Stelter to support planned giving efforts.

SP6: SUPPORTING UNDERGRADUATES IN INTERNATIONAL RESEARCH

This project will fund undergraduate research assistants, who will accompany faculty to work with them when they are doing international research during the summer or winter (non-semester) time frames. Goal 4 of SP6 articulates that all BU students, faculty, and staff should have opportunities to develop a broader understanding of the world. The metric for this goal includes the number of BU students participating in education abroad. This metric will be updated to include student participation in the international internships supported by these funds.

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2020-21 FUNDED PROPOSALS

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The Road Map spent \$1 million toward proposals in each of the six Strategic Priorities during the 2021 reaiming process. Details on those proposals are included here.

- SP1 - Creating a program focused on developing and improving the professional profiles of faculty members across disciplines in order to enhance the academic reputation of Binghamton University as a Carnegie R1 institution. The proposal involved hiring one staff member in the Division of Research and one in the Division of Communications and Marketing to develop digital profiles and videos. It aimed to increase awareness about the University's R1 status, increase the visibility of University faculty members around the world and prepare faculty for awards, fellowships and external support.
- SP2 - This priority forwarded two proposals: one for an immediate intervention and extended student success initiative and another for building a transformative learning community through high-engagement experiences. The immediate intervention proposal was focused on supporting students who may have needed additional academic support following a high school career that was interrupted by the COVID-19 pandemic. It involved a summer institute for calculus and chemistry; formative academic assessments in courses enrolling new students; hiring a program coordinator for success coaching; hiring a student success manager in Enrollment Management; recovery courses for students and expanding services provided by supplemental instruction. The high-engagement experiences proposal involved improving the measurement of student engagement; faculty-supervised research on extracurricular and co-curricular engagement and enhancing the capacity to increase engagement among students who were not actively seeking out opportunities.
- SP3 - A virtual tour of the Binghamton University experience, "Work, Live and Thrive," was created to assist in the recruitment and retention of diverse students, faculty and staff. The project helped prospective employees better understand the greater Binghamton community through testimonials and examples from current employees.
- SP4 - With the creation of a new Strategic Priority, SP6 - Internationalization, in this cycle of reaiming the Road Map, SP4 was able to redefine its goals around community engagement. This proposal included stipends for community engaged course development, research and teaching enrichment grants, the hiring of a tracking and assessment associate and purchasing Collaboratory software to promote visibility for collaborative research.
- SP5 - The priority focused on two goals in this cycle. The first was an investment in planned giving development, as research has shown that each dollar invested in fundraising bequest gifts results in a return of \$57. The second goal was to hire a graduate student to help develop a statistical model to identify characteristics most predictive of donating among the University's nearly 200,000 alumni and related constituents.
- SP6 - This new strategic priority on Internationalization chose to focus on enhancing graduate recruitment in its first round of Road Map proposals. SP6 hired two graduate students to better process data analytics, graduate applications and to create a lookup tool to be used during recruitment interactions.

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With \$2 million in one-time Road Map funding to allocate for the 2017-2018 academic year, the Road Map Steering Committee met in the summer of 2016 and made final decisions on which proposals to fund. Of the 76 original proposals, 27 remained under consideration at the decision-making meeting. Of those, 10 will receive some level of Road Map funding, and 17 will receive some level of funding from divisional operations budgets, as noted below:

Funding Decisions

Proposal	Source	Amount
Increase the capacity of the Internet services for the University	Roadmap	\$115,400
Campaign Feasibility Study	Roadmap	\$150,000
Renovation of Biology Teaching Labs	Roadmap	\$375,000
Critical and Immediate Science V Research Infrastructure Accommodations	Roadmap	\$307,400
To furnish and equip a fully operational University-wide Testing Center	Roadmap	\$42,000
Increase Out of State Freshman Enrollment	Roadmap	\$300,000
Facility upgrades for the Public Speaking Lab (PSL)	Roadmap	\$200,000
Watson Data Center Maintenance of Effort	Roadmap	\$120,500
FRI Smart Classroom	Roadmap	\$375,000
Converting Nuthatch Hollow into a Showcase Facility for Environmental Sustainability Research and Education	Roadmap	\$149,000
Health Sciences Core Facility Instrumentation - Year II	Research	\$100,000
Sound system upgrade of Watters Theater	Academic Affairs	\$50,000
The Upstate Revitalization Initiative Plan – Coordination of Binghamton University-led Initiatives	Research	\$250,000
Enhancing the Broader Impacts of Research at Binghamton University	Research	\$40,600
Video/Photography Studio Equipment Upgrade	Academic Affairs	\$45,000
Automated External Defibrillator (AED) Replacement Program	Operations	\$119,600
Video projection equipment for Osterhout Concert Theater	Academic Affairs	\$82,300
Campus wayfinding project	President	\$50,000
MammaCare for Advanced Breast Exam Training for Graduate Level Advanced Practice Nurses	Academic Affairs	\$17,700
International Scholar Symposium	Academic Affairs	\$15,000
Geographic Information Science and Remote Sensing Core Facility	President	\$75,000
Create a Technology Security Operations Center for the University	Operations	\$88,000
University Union Upper-grounds renovations	Student Affairs	\$18,000
Economic Impact Assessment	Research	\$37,500
Furnishing Second and Third Floor Old O'Connor/Old Johnson Connecting Corridors	Student Affairs	\$28,900
Renovation of Long Term Space for the Employee Assistance Program (EAP)	Student Affairs	\$45,000
Space Consulting	Student Affairs	\$130,000

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2016-17 FUNDING

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With \$1.7 million in base funding and \$2 million in one-time Road Map funding to allocate for the 2016-2017 academic year, the Road Map Steering Committee met in the summer of 2015, making final decisions on which proposals to fund. Of the 93 original proposals, 27 remained under consideration at the decision-making meeting. Of those, 14 were funded at some level.

Funding Decisions

Proposal	Amount
Stipend increase for new doctoral students	\$540,000 (base)
Matched funding for doctoral students	\$340,000 (base)
NSF Graduate Research Fellowship Supplements	\$40,000 (base)
Support for new faculty start-ups	\$232,000 (base); \$1,075,000 (one-time)
Retaining students in academic difficulty, increasing advising support	\$185,000 (base)
Additional needed frontline fundraiser: director of development	\$79,000 (base)
ISSS associate director/crisis manager	\$34,000 (base)
High-performance and data intensive computing facility	\$265,000 (one-time)
Case management funding	\$100,000 (base)
Classroom upgrades	\$283,000 (one-time)
Binghamton University career and professional development	\$150,000 (base)
Health sciences core facility instrumentation	\$100,000 (one-time)
Budget request ITC hazardous waste – Option 2	\$75,000 (one-time)
MRC interpretation and translation program	\$35,000 (base)

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With \$1.8 million in continuing funding to allocate for the 2015-2016 academic year, the Road Map Steering Committee met in summer 2014, making final decisions of which proposals to fund. Of the 153 original proposals, the University's Senior Officers Group combined similar ones under single titles and reduced the number of proposals to 54, of which 10 received funding. The majority of funds added support staff in priority areas.

Funding Decisions

Proposal	Description	Amount
Undergraduate and graduate recruitment	Two Graduate School recruiters, one Watson graduate student recruiter and one undergraduate admissions recruiter	\$240,000 Four staff members
Graduate student support	Tuition and stipends for exceptionally qualified PhD students	\$600,000 Approximately 20 new PhD lines of support
4-1-1 program	Adding staff that will find internships for master's students and support the integration of 4-1-1 internships with degree programs.	\$120,000 Travel funds and 2 staff members: 1 staff member in the CCPD and 1 staff member in the Graduate School
Academic affairs staffing	Adding staff in priority areas of academic affairs	\$300,000 Seven staff positions, salaries between of \$35,000 and \$60,000: 1 OIRA analyst, 3 secretaries in Watson, 1 administrative assistant in computer science, 1 admin assistant in social work, 1 staff member in marketing and communications
Undergraduate advising	Support staff to increase the effectiveness and accessibility of our advising staff	\$160,000 Four staff positions, average salary of \$40,000: 2 advisors in Harpur and 2 in SOM.
Transdisciplinary Areas of Excellence	Support staff to advance the progress of our six TAE committees	\$125,000 Three staff positions, average salary of \$42,000, 1 grant writer, 1 administrative assistant and 1 laboratory technician in health sciences
Entrepreneurship and innovation partners	Support staff and seed funds to increase the success of undergraduate and graduate student business startups.	\$75,000 One staff position at \$50,000 to help student start-ups build business plans and find initial funding, and \$25,000 of seed investments provided to start-up companies begun by students
Language Center	Staff to support the creation of a Language Center that will identify, design and acquire language instruction resources for both domestic and international students.	\$60,000 One staff member to direct the Language Center
Start-up supplemental support	Equipment and transition salary support for new hires	No funding projected for 2015-16, but \$600,000 of one-time funding provided in 2014-15 with a goal to provide funding in 2015-16 with one-time funds.
Office of Diversity, Equity and Inclusion	Increasing staffing to support federal Title IX requirements and student diversity activities.	\$125,000 (3 staff positions)

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The Road Map Steering Committee met in the summer of 2013 to discuss the initial allocations for the 2014-15 academic year, and made final decisions on which proposals to fund. Of the 179 original proposals, the following received some level of Road Map funding:

Funding Decisions

Proposal	Description
Develop a plan for attaining membership in the Association of Research Libraries	Attain membership in the Association of Research Libraries to reflect our distinguished collections, services and research resources and to open up avenues for increased funding.
Establish a new college or school in the life sciences	Immediately develop a task force to identify the feasibility, potential barriers and resources needed to establish a school of pharmaceutical sciences and pharmacy to enhance our graduate programs in the life sciences.
Increase institutional support for interdisciplinary research	Encourage interdisciplinary research through faculty incentives and centralizing our research facilities.
Industry-funded research	Increase industry-funded research based on best practices utilized by other successful industry-funded research institutions.
Library support for new programs and departments	Expand the Library's collections, monographs, journal and database subscriptions.
Increase the funds available for new faculty start-up support	Close the gap between available resources for new faculty start-ups and the actual start-up costs.
Join the Association of American Universities (AAU)	Run a study comparing Binghamton to the average American Association of Universities member on key metrics and pursue tactics to elevate Binghamton based on those metrics.
Raise the majority of PhD programs to the 50th percentile or above	Elevate half of our PhD programs measured by Academic Analytics to above national averages, including 1/5 above the 66th percentile and 1/6 above the 75th percentile, by 2016.
Recruit top-quality PhD students	Recruit top-quality PhD students through increased graduate assistantship openings, increased incentives for faculty to sponsor research project assistantships and decreased student:faculty ratios in master's and doctoral-level classes.
Smart energy and health sciences	Align Binghamton's existing strengths with grand societal challenges and adopt a strategic investment plan that would propel Binghamton to a leadership role in the areas of smart energy and health sciences; become national centers for smart-energy and health-sciences research.
STARS: Strategic Targeted Academic Research Support: adopt strategies for investment to create exponential (non-linear) increases in extramural funding	Employ the method of targeted cluster faculty hires to rapidly enhance Binghamton's stature as a research institution and elevate Binghamton's graduate programs Recruit and retain a national faculty that ensures long-term productivity and a culture of accomplishment, competitive interaction and innovation.
Enhance the Center for Learning and Teaching	A new center to support and enhance a culture of excellence in teaching on our campus through a number of services.
Core competencies for Binghamton University undergraduates	Create a set of competencies that will characterize a Binghamton University graduate A committee will be charged with establishing a process to guide students' adaptation to competencies and monitor their success.
Critical staffing needs to support AV technology in classrooms	Increase staff to ensure that Binghamton classrooms meet the standards of AV technology for an improved learning experience.
Developing a premier student experience through Academic Advising	Create a unique academic advising model distinct to Binghamton University to define the Binghamton student experience.
EASSE into Premier: Expanding Academic Skills and Support in English	Expand academic skills and support in English for international students.
Foster a culture of undergraduate research	Promote undergraduate interests and ideas inherently enhancing the value of a Binghamton degree.
Gateways to success	Teaching introductory courses as "flipped," mastery, residential-based classes.
Task force study of approaches to graduate study success	Engage in a road map of graduate education through studying several graduate student success metrics.
Fleishman Center	Require that every Binghamton University student participate at least once in a high-impact learning experience such as service learning, study abroad, research or an internship.
The role of online learning in a premier university	Create a framework for online education.
Innovative teaching in semester-long courses	Consider experimentation with traditional semester-long courses without compromising desired learning outcomes.
Develop organizational structure to support diversity, equity and inclusiveness	A new office to be led by a newly appointed vice president to promote and model a philosophy that diversity and inclusiveness is everyone's responsibility and an integral part of the fabric of our University.
Adaptive technology and information access services	Ensure all University members equitable access to all visual and auditory aspects of University-related programming.
Creation of divisional/dept. staff with diversity responsibilities	These dedicated staff members will ensure that a commitment to diversity is woven throughout the fabric of the University.
Explore increasing scholarships to aid recruiting diverse students, undergrad and graduate	Improve the graduation rates of minority students through an increase in the number and amount of scholarships offered.
Bringing the world's best and brightest students to Binghamton University	Improve international recruitment efforts by hiring in-country representatives, improving brand consistency internationally and diversifying the international student body.
Carnegie classification application	The University will demonstrate its commitment to community service by implementing the Carnegie Classification Application.
Create a nexus for global engagement: The Global Center	Create a global center that will become the hub of global engagement for Binghamton University and will become a powerful symbol for our global brand.
Increase the consistency and visibility of our brand at the campus, regional, national, and international level and diversify web content	Increase brand consistency through one brand name and by creating a brand promise, increase brand visibility through conducting a feasibility study to host a 2016 presidential debate, among other things, provide more information and photographs on the University website to represent and convey our school's diverse populations.
Provide students with more and enhanced service and giving experiences through coursework	Increase emphasis on service and giving through classes focused on service learning, incorporating student philanthropy and creating a "service-learning certificate."
Promote international student success, retention and cultural integration through coursework	Pre-arrival programs and on-campus social adjustment services and academic support will aid a growing international student population.
Strengthen the existing opportunities for students to engage in education abroad	Break down barriers to education abroad to help students expand their horizons and become global citizens.
Plan and execute the next successful comprehensive gifts campaign	Several initiatives related to improving advancement activities on campus.
Increase and improve instructional space	Regularly upgrade the technology in classrooms and teaching laboratories.
Develop a comprehensive space process	Obtain more physical space for growth and develop efficient utilization of existing and new spaces.
Network high-speed redundant link to the internet	Add a second high-speed internet link to the University to satisfy increased demand for bandwidth and serve as a back-up connection in case of unexpected damage to the first.
Infrastructure to support distance learning	Increase equipment, network capacity, space and staff in support of distance education offerings on campus.
Enhance creative activities and research infrastructure	Increase hires and training for technical and compliance support staff.
Support staff required to maintain and operate new buildings and additions	Maintain the new buildings and additions on campus with increased support staff, safety features, cleaning materials, etc.
Emphasize broad-based engagement activities	Engage alumni capable of giving a major gift to their University through activities such as events and other opportunities to interface with current students and University operations.
Establish a process for vetting and prioritizing projects	Develop avenues for donors to contribute to specific, high-priority Road Map proposals.

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Contact and Committees

If you have questions, contact:

Office of the President

☎ 607-777-2131

✉ president@binghamton.edu

Steering Committee

Members of the current steering committee include:

Strategic Priority #1

Howard Brown	Professor, History, Co-chair
Bahgat Sammakia	Vice President for Research, Co-chair
Aaron Beedle	Chair, Faculty Senate
Chat Chatterjee	Professor, Marketing
Terry Deak	Professor, Psychology
Greg Delviscio	Vice President, Communications and Marketing
Kanad Ghose	Professor, Computer Science
Michael Jacobson	Director, Office of Strategic Research Initiatives
Alexandra Moore	Professor, General Literature and Rhetoric
Kanneboyina Nagaraju	Dean, Pharmaceutical Sciences

Strategic Priority #2

James Pitarresi	Vice Provost and Exec. Director, Center for Learning and Teaching, Co-chair
Brian Rose	Vice President for Student Affairs, Co-chair
David Campbell	Professor, Public Administration
Andrea Falcone	Dean of Libraries
Johann Fiore-Conte	Assistant Vice President for Health and Wellness
Don Loewen	Vice Provost for Undergraduate Education
Tom O'Brien	Professor, Department of Teaching, Learning and Educational Leadership
Mario Ortiz	Dean, Decker College of Nursing and Health Sciences
Steve Ortiz	Associate Professor, History
Paul Schleuse	Associate Professor, Music
Amber Stallman	Director, Financial Aid and Student Records

Strategic Priority #3

Karen Jones	Vice President for Diversity, Equity and Inclusion, Co-chair
Alistair Lees	Vice Provost for Faculty Affairs, Co-chair
Laura Bronstein	Dean, College of Community and Public Affairs
Sharon Bryant	Associate Professor, Decker College - Director of Diversity, Equity and Inclusion
Dina Danon	Associate Professor, Judaic Studies
Nasrin Fatima	Associate Provost for Assessment and Analytics
Gene Marshall	Director of Athletics
Nick Martin	Assistant Director, Q Center
Krista Medionte-Phillips	Director, Undergraduate Admissions
Beth Riley	Assistant Dean of Students
Ada Robinson-Perez	Affirmative Action Officer
Paula Russell	Senior Director, Center for Learning and Teaching
Christen Szymanski	Director, Services for Students with Disabilities
Kerry Whigham	Assistant Professor, Institute of Genocide and Mass Atrocity Prevention

Strategic Priority #4

Pam Mischen	Faculty Advisor to the President, Co-chair
Kelli Smith	Assistant Vice President for Student Success, Co-chair
Linda H. Biemer	Member, BU Council
Diane Butler	Director, University Art Museum
Celia Klin	Dean, Harpur College
Carl Lipo	Professor, Environmental Studies Program
Patrick Madden	Associate Professor, Computer Science
Kathryn Grant Madigan, Esq.	Chair, BU Council
Christopher Robbins	Director, School of Arts
Pamela Stewart Fahs	Professor, Nursing
Alison Twang	Interim Director, Center for Civic Engagement
Matt Winston	Executive Director, Alumni Engagement
Ryan Yarosh	Senior Director, Media and Public Relations

Strategic Priority #5

John Cordi	Chief Financial Officer, Co-chair
JoAnn Navarro	Vice President for Operations, Co-chair
Meng Chen	Director of Institutional Research
Shelley Dionne	Dean, School of Management
Sheila Doyle	Executive Director Binghamton University Foundation
Darcy Fauci	Chief of Staff
Laura Hawkes	Chair, Faculty Senate Executive Committee
Barry Jones	Professor, Economics
Andre Mathis	Chair, Professional Staff Senate
Xingye Qiao	Associate Professor, Mathematical Sciences
Joseph Roth	Interim Associate Vice President & Chief Information Officer

Strategic Priority #6

Madhu Govindaraju	Vice Provost for International Education and Global Affairs, Co-chair
Donald Hall	Executive Vice President for Academic Affairs and Provost, Co-chair
Patricia Bello	Asst. Provost for International Education & Global Affairs
Giovanna Bernardo	Student Engagement Specialist
Sungdai Cho	Professor, Korean and Linguistics
Atul Kelkar	Dean, Watson College
Jennifer Gillis Mattson	Professor, Psychology
Mohammad Khasawneh	Distinguished Professor, Systems Science and Industrial Engineering
Kevin Murphy	Assistant Director, International Education and Global Affairs
Linda Sukarat	Interim Director, English Language Institute

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