

# BINGHAMTON UNIVERSITY

## STATE UNIVERSITY OF NEW YORK

Middle States Commission on Higher Education

### **SELF-STUDY DESIGN**

REVISED VERSION - MAY 21, 2019

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## **Institutional Overview**

Binghamton University opened its doors as Triple Cities College, a branch of Syracuse University, in 1946. In 1950, it was incorporated into the recently established State University of New York (SUNY) system as Harpur College, a small liberal arts college. In 1965, it became the State University of New York at Binghamton, one of four doctoral-granting University Centers. It began using its informal name, Binghamton University, in 1991.

The University is organized into six divisions and two university wide units: the Division of Academic Affairs; the Division of Advancement; the Division of Diversity, Equity, and Inclusion; the Division of Operations; the Division of Student Affairs; the Division of Research; the Department of Athletics; and the Binghamton University Foundation.

Academic programs are offered by six colleges and schools: the College of Community and Public Affairs; the Decker School of Nursing; Harpur College of Arts & Sciences; the School of Management; the School of Pharmacy and Pharmaceutical Sciences; and the Thomas J. Watson School of Engineering and Applied Science.

Binghamton is a highly selective, residential, mid-sized research university that offers bachelors, masters, and research and clinical doctoral degrees. Since 2011, the university has, by design, increased enrollment by 3,022 students. Undergraduate enrollment has increased by 18.2%, while graduate enrollment has grown by 30%. In Fall 2018, Binghamton enrolled almost 18,000 students—over 14,000 undergraduates (more than 7,000 of whom lived on campus) and almost 3,800 graduate students. Students may choose from over 130 undergraduate majors, minors, certificates, tracks and specializations, emphases, and concentrations and 90 graduate programs. During this period of growth, the campus maintained its commitment to excellence, access, and student success. The average freshman SAT score was 1370 in Fall 2018, 27.8% of undergraduates were Pell-eligible, 17.8% were underrepresented minorities, and Binghamton was ranked 32<sup>nd</sup> among public universities by *U.S. News & World Report*. The first-to-second year retention rate rose to 92% in 2018, and the six-year graduation rate reached 82%.

For the past seven years, Binghamton has made increasing graduate enrollment a priority. The University has created new graduate programs and been aggressive in its recruitment efforts. As a result, graduate enrollment has grown at a significantly faster rate than undergraduate enrollment (30% vs. 18.2%). In addition to significant growth in engineering, computer science, social work, and public administration, the campus has focused efforts at graduate growth on the health sciences. Graduate programs in nursing, psychology, biomedical engineering, and health systems engineering have grown, and Binghamton has introduced new degree programs including the Pharm. D. – the first class matriculated in 2017 – and the

Masters of Public Health (M.P.H) – the first class matriculated in 2018. These programs provide attractive career options for students and also foster research in a critical area.

Discovery is central to the University's mission. Growth in enrollment since 2011 has enabled the university to recruit almost 150 net new tenured and tenure track faculty, bringing its full-time faculty to over 700. Binghamton's faculty is committed to conducting path-breaking research and includes NSF CAREER Award winners; National Academy of Inventors Fellows; IEEE Fellows; Fulbright Scholars; Guggenheim, National Endowment for the Humanities, and American Council for Learned Societies Fellows; members of the National Academies of Science and Engineering, and others with numerous recognitions for scholarly distinction. To promote collaboration and strengthen research, the University created five Transdisciplinary Areas of Excellence (TAEs) in 2013 and added a sixth in 2018. Focused on broad areas in which Binghamton possessed significant strength and could become nationally visible with additional faculty, each of the TAEs addresses significant social, cultural, scientific, technological, and political issues. Since 2013, we have hired almost 100 faculty affiliated with the TAEs. Increased emphasis on research has earned Binghamton the Carnegie classification, "Doctoral Universities: Very High Research Activity." Research expenditures have grown by 18% since 2011, topping \$47 million in 2018. To assure that Binghamton's talented undergraduates benefit from studying at an R1 university, the faculty have created unique programs such as the Freshman Research Immersion that offer students rich research experiences throughout their time at the university. Among those graduating in 2017, almost a third of undergraduates had participated in independent research at graduation.

In addition to basic research, Binghamton places a priority on community engagement. Faculty and students are deeply involved with the community at the local, state, national, and international levels, through service and also research that contributes to economic development as well as to finding solutions to some of the world's most pressing problems. In 2015, Binghamton was named an "Innovation and Economic Prosperity University" by the Association of Public and Land Grant Universities (APLU).

Binghamton's physical facilities have expanded to accommodate growth. The main campus is situated on a rolling, wooded 930-acre site in Vestal, New York that includes a 190-acre Nature Preserve used for teaching and recreation. To accommodate a growing student population, the campus replaced two superannuated residential communities, in the process adding over 1,000 beds. Construction of the Innovative Technologies Complex—four state-of-the art buildings that offer outstanding research facilities and house the Watson School of Engineering and Applied Science and Harpur College of Arts & Science's chemistry and physics departments—has accommodated growth of faculty, academic programs, and research. In addition, the classroom stock has grown by 33 classrooms since 2011 (1,201 seats), including innovative spaces designed to encourage active learning and serve as a model for classroom renovations done on an annual basis.

The University has also added two new sites to serve its growing enrollment and provide appropriate facilities for academic programs. The University Downtown Center, located about five miles from the Vestal campus in downtown Binghamton, opened in 2007 and is home to the College of Community and Public Affairs, whose programs are committed to community engagement. A new Health Sciences Campus, located about two miles from the Vestal campus and adjacent to Wilson Medical Center in Johnson City, houses the recently-opened School of Pharmacy and Pharmaceutical Sciences. In 2020, when construction of a new home for the Decker School of Nursing is completed, the Health Sciences Campus will become the home for undergraduate and graduate nursing programs. It will not only accommodate growth, but put faculty and students in proximity to a major medical center, providing clinical sites for students and opportunities for research collaboration for faculty and students.

The University's recent directions are consistent with and advance its mission, vision, and values:

### **Mission**

*Binghamton University is a premier public university dedicated to enriching the lives of people in the region, state, nation and world through discovery and education and to being enriched by partnerships with those communities.*

### **Vision**

*Binghamton as an institution is dedicated to higher education, one that combines an international reputation for graduate education, research, scholarship and creative endeavor with the best undergraduate programs available at any public university.*

### **Values**

*Unity. Identity. Excellence.*

**Unity** – We are an inclusive community made up of people from diverse backgrounds who come together to learn, discover and serve. We have developed a common bond – the Binghamton bond – that will be ours for a lifetime.

**Identity** – We are an academically selective community that shares ideas across departments, disciplines and borders. We encourage faculty, students and staff to ask unexpected questions, foster open dialogue and develop innovative solutions to impact problems.

**Excellence** – We cannot be all things to all people. However, we pursue our goals with determination, striving for intellectual and personal growth, especially in the face of adversity.



Although Binghamton has enjoyed significant success in recent years, like other universities, it faces many challenges posed by the contemporary environment of American higher education: declining state and federal appropriations; rising costs and student debt; an increasingly competitive market for the best students; local and national demand for institutional accountability; identifying appropriate metrics to measure outcomes and respond to the calls for greater accountability; the pressing need for access, opportunity, diversity, and inclusion; and the presence of loud voices who call into question the value of a college education. These issues are well documented and not unique to Binghamton. What sets Binghamton apart and strengthens its ability to meet these challenges is its commitment to strategic planning and continuous improvement, allocation of resources to advance its strategic priorities, attention to developing goals and metrics to assess progress, willingness to adapt to changing circumstances, openness to new approaches, a passion for excellence, and commitment to addressing society's most critical problems.

Shortly after joining the University in 2012, President Harvey Stenger launched an inclusive strategic planning process, entitled the *Road Map to Premier* (Road Map). The goal of the process was characterized as "making Binghamton University the premier public university of the 21<sup>st</sup> century." The development, methodology, and execution of the plan involved over 400 volunteers from the campus and surrounding community working in nine teams. The process resulted in identification of five Strategic Priorities (SPs) to guide the University during a time of growth:

SP 1 – Creative Activities – Engage in path-breaking graduate education, research, scholarship, and creative activities;

SP 2 – Learning Community – Provide a transformative learning community that prepares students for advanced education, careers, and purposeful living;

SP 3 – Inclusive Campus – Unite to foster a diverse and inclusive campus culture;

SP 4 – Engagement – Enhance the University's economic, social, and cultural impact through engagement from the local to the global level;

SP 5 – Strategic Investments – Optimize the acquisition and allocation of human, technological, financial and physical resources.

To assure that the campus aligned resources with its strategic priorities and did so in an inclusive manner, Requests For Proposals (RFPs) for projects to advance the SPs were issued annually to the campus community. Proposals were then vetted and ranked by the vice presidents, the Faculty Senate,

and the Professional Staff Senate. The Road Map Steering Committee, a group of about 40 individuals drawn from senior leadership, faculty, staff, and students then ranked the proposals. Final decisions on funding were made by the president and provost. Between 2013 and 2016, 85 projects were funded. Vice presidents also redirected resources from their divisions to investments that supported the Road Map.

Members of the Road Map Steering Committee, which continues to monitor and guide the Road Map, were assigned to five subcommittees, each responsible to develop goals and metrics to assess progress on achieving one of the SPs. The subcommittees report on their work at quarterly Road Map Steering Committee meetings, assuring that the Road Map remains vital, progress is measured, and adjustments are made as necessary. The goals and metrics can be found at <https://www.binghamton.edu/president/road-map/>.

In light of changing circumstances in the state, progress made, and new challenges, the Road Map was updated in 2017 through the Road Map Renewal. Approximately 300 faculty, staff, students, alumni, and community members participated in the process. Working in five teams, one aligned with each Strategic Priority, they developed proposals for ambitious projects that would advance the Road Map's strategic priorities. At the conclusion of the renewal process, the Road Map Steering Committee selected four University Initiatives (Uis) and 10 Divisional Initiatives (Dis) that would advance the SPs. These can be found at <https://www.binghamton.edu/president/road-map/proposals/>.

The Road Map has been and remains central to the planning and assessment process at Binghamton and provides the institution with clear objectives and metrics for evaluating its progress. It, therefore, provides a framework, set of shared understandings about ends and means, and a wealth of data that the campus can draw on in conducting the self-study. The Self-Study Report will give Binghamton an opportunity to reflect on its success in using the Road Map process to build campus support for its strategic plan, measure progress in achieving the ambitious goals established in the Road Map, demonstrate the ways in which the Road Map has made Binghamton more effective as a public university and enabled it to meet the Middle States Standards of Accreditation, and identify areas in which it can improve.

Binghamton submitted a Periodic Review Report (PRR) on March 30, 2016 to address (self-identified) recommendations included in the 2010 Self-Study Report and detail its progress. It was approved on August 18, 2016 with the following closing statement:

*In sum, Binghamton is an institution making extraordinary progress toward its myriad growth. All members of the campus community are to be commended for this relentless pursuit of excellence. The thorough and well-document report testifies to Binghamton's achievements and aspirations.*

## Institutional Priorities to be Addressed in the Self-Study

While organizing the self-study around the seven Middle States Standards for Accreditation, Binghamton's self-study will evaluate the five strategic priorities identified in the Road Map, showing how they have helped the campus fulfill the standards. The process for developing these priorities is described in some detail in the Institutional Overview. Binghamton's commitment to advancing these priorities is well documented and ongoing. The Self-Study will use institutional data to show Binghamton's progress in advancing each of the five SPs identified above as well as how its successes are helping it address the challenges facing higher education and assure compliance with the Middle States Standards of Effectiveness. Binghamton has established itself as a top mid-sized research university with the aspiration of becoming the premier public university of the 21<sup>st</sup> century. The strategic priorities established by the Road Map and pursued by the campus over the past six years are designed to help it make progress toward achieving this ambitious objective. The Self-Study will assess Binghamton's success in achieving this goal, reveal areas in which it can improve, and suggest ways to maintain momentum toward achieving its goal.

<b>Binghamton Strategic Priorities: Linkages to Middle States Standards of Accreditation</b>							
Middle States Standards for Accreditation	I. Mission and Goals	II. Ethics and Integrity	III. Design and Delivery of the Student Learning Experience	IV. Support of the Student Experience	V. Educational Effectiveness Assessment	VI. Planning, Resource Allocation and Institutional Improvement	VII. Governance, Leadership and Administration
<b>Binghamton University: Strategic Priorities</b>							
SP1 Engage In path -breaking graduate education, research, scholarship, and creative activities	●				●		●
SP2 Provide a transformative learning community that prepares students for advanced education, careers, and purposeful living	●	●	●	●	●		
SP3 Unite to foster a diverse and inclusive campus culture		●	●	●	●		
SP4 Enhance the University's economic, social, and cultural impact through engagement from the local to the global level	●			●			●
SP5 Optimize the acquisition and allocation of human, technological, financial, and physical resources					●	●	●

## **Intended Outcomes of the Self-Study**

Binghamton will engage in a comprehensive Self-Study that will assess how its strategic planning, commitment to assessment and continuous improvement, and efforts to advance its strategic priorities have helped it comply with the seven Standards for Accreditation and the Requirements of Affiliation set forth by the Middle States Association Commission of Higher Education. Additionally, the Self-Study will provide the campus with the opportunity to reflect on its goals, accomplishments, and opportunities for improvement and innovation, helping assure a future of continued promise and success. Binghamton will use the findings of the Self-Study to sharpen its commitment to the vision, mission, and values set forth by the institution, identify opportunities for improvement and innovation, and focus on advancing the aforementioned SPs.

At the conclusion of the Self-Study Binghamton will have:

- Assured that a commitment to continuous improvement informs decision making;
- Demonstrated that it meets the Middle States Standards for Accreditation and Requirements of Affiliation;
- Demonstrated that the University's Road Map to Premier and its Strategic Priorities are in concert with the Middle States Standards for Accreditation;
- Brought together members of the campus community to engage in a Self-Study process that demonstrates its commitment to inclusion and shared governance;
- Explored its strengths, accomplishments and challenges and identified methods and approaches to address those challenges; and
- Renewed its collective commitment to the Road Map as we move forward into the next phase of our development;
- Identified changes, if any, in Road Map goals and metrics or approaches to achieving existing goals that may help advance the institution's strategic priorities.

The process of the Self-Study will provide Binghamton with an opportunity to reflect carefully on the data gathered, identify opportunities for improvement and innovation, and prepare for the years ahead.



## **Self-Study Approach**

Binghamton intends to utilize a Standards-Based approach in its Self-Study Report.

The steering committee will organize the study into seven chapters with each chapter devoted to one of the Seven Standards for Accreditation. Our Road Map Strategic Priorities will be addressed, as appropriate, within the discussions of each of the standards. Each of the standards will have a working group assigned to it and the Evidence Inventory will be organized with reference to those seven standards and the criteria established for each. It will be cross-referenced as appropriate.

## **Organizational Structure of the Steering Committee and Working Groups**

In preparation for creating the Self-Study Report, Binghamton has established a Middle States Self-Study Steering Committee and nine Working Groups. Groups #I-VII each represent one of the Middle States standards. Two additional Working Groups have been created to collect all evidence of University's compliance with federal, state, SUNY, and institutional rules (#VIII) and to be responsible for the collection, organization, publication, and maintenance of our Evidence Inventory throughout the reaccreditation process (#IX).

With the exception of Working Groups #VIII and #IX, each Working Group is co-chaired by a member of the faculty and a member of university leadership. These Co-Chairs collectively make up the Steering Committee.

The Co-Chairs of the Working Groups were invited to participate by the Executive Vice President for Academic Affairs and Provost, Donald G. Nieman, after consultation and agreement with Faculty Senate leadership. It was Provost Nieman's design to have the Working Groups be co-chaired by a member of the faculty as well as an administrator.

Pamela Smart, Associate Professor, Harpur College of Arts and Sciences; Michael McGoff, Senior Vice Provost and Chief Financial Officer; and Nasrin Fatima, Associate Provost for Institutional Research, Effectiveness and Planning will serve as Co-Chairs of the Steering Committee.

Below you will find the organization of Binghamton's Middle States Self-Study Steering Committee as well as each of the individual Working Groups:

### Middle States Self-Study Steering Committee

**Charge:** The steering committee will develop and approve the Self-Study Design and Report and create charges and provide direction and feedback to the Working Groups. It will coordinate communication among the Working Groups, establish a timeline for the sub-committees to complete their work, review drafts and approve the final draft of the chapter prepared by each Working Group. It will oversee the development and implementation of the strategy for communicating with the campus, assure that appropriate documentation is in place to support the conclusions reached in the report, approve the final self-study report, and interact with the evaluation team when it visits campus.

Elizabeth I. Casteen	Associate Professor, Harpur College of Arts and Sciences and Undergraduate Director, Department of History
Elizabeth Chilton	Dean, Harpur College of Arts and Sciences
Scott A. Craver	Associate Professor and Undergraduate Director, Thomas J. Watson School of Engineering and Applied Science
Nasrin Fatima	Associate Provost for Institutional Research, Effectiveness, and Planning (Co-Chair)
Darcy Fauci	Chief of Staff, Office of the President
Jonathan Karp	Associate Professor, Harpur College of Arts and Sciences
Curtis Kendrick	Dean of Libraries
Donald J. Loewen	Vice Provost for Undergraduate Education and Enrolment and Associate Professor of Russian
Anna McGoff	Associate Director of Accreditation Planning and Academic Analysis
Michael F. McGoff	Senior Vice Provost and Chief Financial Officer (Co-Chair)

JoAnn J. Navarro	Vice President for Operations
Donald G. Nieman	Executive Vice President for Academic Affairs and Provost
Stephen R. Ortiz	Associate Professor, Harpur College of Arts and Sciences
James M. Pitarresi	Vice Provost for Student and Faculty Development and Executive Director of the Center for Learning and Teaching and Distinguished Teaching Professor of Mechanical Engineering
Sara A. Reiter	Professor, School of Management
Brian T. Rose	Vice President for Student Affairs
Thomas A. Sinclair	Associate Professor, College of Community and Public Affairs
Pamela Smart	Associate Professor, Harpur College of Arts and Sciences (Co-Chair)
Gale Spencer	Professor, Decker School of Nursing, Distinguished Teaching Professor and Chair of Community Health Nursing
Student Member	TBD

### **Working Group I: Mission and Goals**

**Charge:** Working Group I will examine Binghamton University’s mission and the goals and objectives established for each of its assigned Road Map strategic priorities to demonstrate that they are aligned and that they are appropriate to promote student learning and success, scholarly inquiry by faculty, and engagement with external communities and that they are well known to key constituencies, benefit from periodic review, and contribute to continuous improvement.

**Strategic priorities to be addressed:** #1, 2, 4

**Relevant information to be reviewed:** Working Group I will review university web pages, documents, minutes, and other records related to University mission, vision, and goals including those documenting Road Map processes, initiatives, and outcomes.

**Collaborations with other working groups:** Groups II, VI & VII

Donald J. Loewen	Vice Provost for Undergraduate Education and Enrolment and Associate Professor of Russian (Co-Chair)
Sara A. Reiter	Professor, School of Management (Co-Chair)
Howard Brown	Professor, Harpur College of Arts and Sciences
Terrence Deak	Professor, Harpur College of Arts and Sciences
Nasrin Fatima	Associate Provost for Institutional Research, Effectiveness, and Planning (Ex-Officio)
Cornelia Mead	Assistant Vice President for Student Affairs Administration and Auxiliaries
Mary Muscari	Associate Professor, Decker School of Nursing and Director of O’Connor Office of Rural Health
Bahgat Sammakia	Vice President for Research and Distinguished Professor of Mechanical Engineering

Douglas H. Summerville	Professor, Thomas J. Watson School of Engineering and Applied Science and Chair, Department of Electrical and Computer Engineering
Barbara Wolfe	Associate Professor, Harpur College of Arts and Sciences and Chair and Undergraduate Director, Department of Theatre
Student Member	TBD

## Working Group II: Ethics and Integrity

**Charge:** Working Group II group will review a compilation of university documents to determine the extent to which Binghamton University meets the Standard for Accreditation and Requirements of Affiliation for Standard II – Ethics and Integrity. Working Group II will develop the chapter that is assembled for this particular standard and assure that each document was adequately analyzed and that the institution is honoring its commitment to ethics and integrity across all areas of the institution. Working Group II will also identify opportunities to improve upon the ethics and integrity of institutional policies, processes and practices.

**Strategic priorities to be addressed:** #2 & 3

**Relevant information to be reviewed:** Working Group II will review all university policies, procedures, and guidelines related to ethics and integrity. The group will also review other documents and records related to maintenance of ethics and integrity at the institution.

**Collaborations with other working groups:** Groups I, VI & VII

JoAnn J. Navarro	Vice President for Operations (Co-Chair)
Gale Spencer	Professor, Decker School of Nursing, Distinguished Teaching Professor and Chair of Community Health Nursing (Co-Chair)
Sara Ballard	Director of Divisional Planning and Management, Student Affairs
Gregory Delviscio	Associate Vice President for University Communications and Marketing
David Eagan	Assistant Provost and Associate Director of Athletics
Nasrin Fatima	Associate Provost for Institutional Research, Effectiveness, and Planning (Ex-Officio)
Christopher Governanti	Officer, Binghamton Police Department and Liaison to University Police Department
Fernando Guzman	Professor, Harpur College of Arts and Sciences

Thomas F. Kelly	Bartle Professor, School of Management
Krista Medionte-Phillips	Director of Undergraduate Admissions
Angela Riley	Assistant Dean and Executive Director, Experiential Education, School of Pharmacy and Pharmaceutical Sciences
Joseph Schultz	Associate Vice President for Human Resources
Leo Wilton	Professor, College of Community and Public Affairs
Student Member	TBD



### **Working Group III: Design and Delivery of the Student Learning Experience**

**Charge:** Working Group III will collect, analyze, and interpret information and data on the student learning experience across the breadth of the institution. Working Group III will document the review and assessment of the effectiveness of learning opportunities and the pedagogical strategies used for a diverse student population across all teaching modalities.

**Strategic priorities to be addressed:** #2 & 3

**Relevant information to be reviewed:** Working Group III will review all university policies, procedures, and guidelines related to the design and delivery of the student experience. Working Group III will also review other records and documents related to the effectiveness of learning opportunities and the pedagogical strategies used across all teaching modalities.

**Collaborations with other working groups:** Groups IV, V & VI

James M. Pitarresi	Vice Provost for Student and Faculty Development and Executive Director of the Center for Learning and Teaching and Distinguished Professor of Mechanical Engineering (Co-Chair)
Elizabeth I. Casteen	Associate Professor, Harpur College of Arts and Sciences and Undergraduate Director, Department of History
Nasrin Fatima	Associate Provost for Institutional Research, Effectiveness, and Planning (Ex-Officio)
Nina Flanagan	Clinical Professor, Decker School of Nursing
Hans Gindlesberger	Associate Professor, Harpur College of Arts and Sciences
Julia Glauberman	Instructional Services Coordinator, Libraries
Matthew D. Johnson	Professor, Harpur College of Arts and Sciences and Chair, Department of Psychology
Wendy Martinek	Professor, Harpur College of Arts and Sciences

Nadia Rubaii	Professor, College of Community and Public Affairs and Chair and Co-Director of the Institute for Genocide and Mass Atrocity Prevention
Student Member	TBD

### **Working Group IV: Support of the Student Experience**

**Charge:** Working Group IV will collect sufficient evidence of the University's support of the Student Experience from the admissions process through graduation, across curricular, extra-curricular, and post-graduate metrics. Working Group IV will work closely with partners in the Divisions of Student Affairs, Academic Affairs, and Diversity, Equity and Inclusion, and the Department of Athletics, to develop the requisite questions and approaches to evaluate the University's fulfillment of the criteria stipulated in Standard IV of the MSCHE Standards for Accreditation. Working Group IV will also analyze the evidence collected and provide a narrative analysis of opportunities to strengthen the University's pursuit of its strategic planning goals as they pertain to the student experience. Furthermore, Working Group IV will be responsible for the draft and final designated chapter that will be a part of the Self-Study Report.

**Strategic priorities to be addressed:** #2, 3 & 4

**Relevant information to be reviewed:** Working Group IV will review university web pages, documents, minutes and other records related to the University's support of the Student Experience, including those documenting Road Map processes, initiatives and outcomes.

**Collaborations with other working groups:** Groups III & V

Brian T. Rose	Vice President of Student Affairs (Co-Chair)
Stephen R. Ortiz	Associate Professor, Harpur College of Arts and Sciences (Co-Chair)
Lina Begdache	Assistant Professor, Decker School of Nursing
Nasrin Fatima	Associate Provost for Institutional Research, Effectiveness, and Planning (Ex-Officio)
Johann Fiore-Conte	Assistant Vice President for Health and Wellness
Valerie Imbruce	Director, Undergraduate Research Center and External Scholarships, Fellowships and Awards
Michelle D. Jones	Interim Director, Harpur Academic Advising
Erin Kentos	Assistant Director of Student Conduct for Conflict Management

Kristina Lambright	Senior Associate Dean and Associate Professor, College of Community and Public Affairs
Karima Legette	Interim Director, Educational Opportunity Program
Deborah Taub	Professor, College of Community of Public Affairs and Chair, Department of Student Affairs Administration
Kimberly Yousey-Elsener	Director, Student Affairs Assessment
Jennifer Wegmann	Lecturer, Decker School of Nursing
Student Member	TBD

### **Working Group V: Educational Effectiveness Assessment**

**Charge:** Working Group V will examine assessment of student learning to determine whether appropriate learning outcomes and goals have been established and whether they are being met. The group will also evaluate how the assessment process is leading to improvements that ensure that programs become more as per the Road Map's goal of providing "*a transformative learning community that prepares students for advanced education, careers and purposeful living.*" To these ends it will also consider how assessment is helping the University improve pedagogy and student learning, plan and budget for academic programs, and achieve key student success metrics as established in the Road Map.

**Strategic priorities to be addressed:** #1, 2, 3 & 5

**Relevant information to be reviewed:** Working Group V will review program educational objectives and assess educational outcomes for degree programs, assessment data supporting the attainment of these outcomes, assessment processes across campus, and assessment-driven curricular improvements.

**Collaborations with other working groups:** Groups III, IV & VI

Elizabeth Chilton	Dean, Harpur College of Arts and Sciences (Co-Chair)
Scott A. Craver	Associate Professor and Undergraduate Director, Thomas J. Watson School of Engineering and Applied Science (Co-Chair)
Kathy Brunt	Director, Harpur Academic Advising and Assistant Dean for Academic Affairs and Advising
Subimal Chatterjee	Distinguished Teaching Professor, School of Management
Nasrin Fatima	Associate Provost for Institutional Research, Effectiveness, and Planning (Ex-Officio)
Yvonne Johnston	Founding Director and Associate Professor, Master of Public Health Program
Peter Partell	Associate Dean for Academic Affairs and Administration, Thomas J. Watson School of Engineering and Applied Science

John Zilvinskis	Assistant Professor, College of Community and Public Affairs
Student Member	TBD

## Working Group VI: Planning, Resources and Institutional Improvement

**Charge:** Working Group VI will create a document that describes Binghamton University’s planning process, allocation of resources, and institutional improvement. Working Group VI will focus on preparing a draft report that reviews how assessments, planning, and resources 1) are linked to institutional goals and objectives; 2) are communicated to constituent groups on campus; 3) are utilized in the university’s budget process; 4) are incorporated into physical infrastructure and human resources; 5) address sustainability; 6) adhere to accountable and responsible management of these resources; and 7) are incorporated into assessment plans for each of these systems.

**Strategic priorities to be addressed:** #5

**Relevant information to be reviewed:** Working Group VI will review university web pages, documents, minutes of relevant meetings and financial statements. State University of New York (SUNY) rules and processes, State University Construction Fund (SUCF) regulations and allocations will also be considered. Other records related to University mission, vision and goals will be included in the review, with special emphasis directed to documents and records of Road Map processes, initiatives and outcomes related to Strategic Priority 5.

**Collaborations with other working groups:** All groups

Michael F. McGoff	Senior Vice Provost and Chief Financial Officer (Co-Chair)
Thomas A. Sinclair	Associate Professor, College of Community and Public Affairs (Co-Chair)
John J. Cordi	Senior Associate Vice President for Budget and Business Affairs
Leon Cosler	Associate Professor, School of Pharmacy and Pharmaceutical Sciences and Founding Chair, Department of Health Outcomes and Administrative Services
Shelley D. Dionne	Associate Dean and Professor, School of Management
Nasrin Fatima	Associate Provost for Institutional Research, Effectiveness, and Planning (Ex-Officio)
Thomas Gaube	Director of Development and Liaison to the Department of Athletics

Courtney Ignarri	Administrative Coordinator of Graduate Affairs, Harpur College of Arts and Sciences
Jonathan Krasno	Associate Professor, Harpur College of Arts and Sciences
Xingye Qiao	Associate Professor, Harpur College of Arts and Sciences, Chair of the Department of Data Sciences and Director of Undergraduate Studies
Student Member	TBD



## **Working Group VII: Governance, Leadership, and Administration**

**Charge:** Working Group VII will evaluate Binghamton University's governance structure, leadership and administration to demonstrate that it operates and performs its responsibilities effectively and efficiently with integrity, transparency, and sufficient independence to enable it to achieve the University's mission, goals, and objectives, to advance student learning and success, to offer outstanding academic programs, to support faculty scholarship and creative activities, to enhance administrative functions effectiveness, and to maintain Binghamton's financial health in good condition.

**Strategic priorities to be addressed:** #1, 4 & 5

**Relevant information to be reviewed:** Working Group VII will review university mission statements, Road Map/other strategic initiatives, BU Council agendas and activities, organizational charts laying out administrative hierarchies and chains of command, as well budgetary statements and records. This working group will also review any relevant documents that come to light as a result of our internal assessment process.

**Collaborations with other working groups:** Groups I, III & VI

Darcy Fauci	Chief of Staff, Office of the President (Co-Chair)
Jonathan Karp	Associate Professor, Harpur College of Arts and Sciences (Co-Chair)
Linda Biemer	Binghamton University Council
Mary Beth Curtin	Assistant Vice President for Strategic Research Initiatives
Nasrin Fatima	Associate Provost for Institutional Research, Effectiveness, and Planning (Ex-Officio)
Timothy Faughnan	Associate Vice President for Emergency Services
Kelli Huth	Director, Center for Civic Engagement
Kathryn Grant Madigan Esq.	Chair of the Binghamton University Council and Attorney and Partner, Levene Gouldin & Thompson, LLP
Bruce T. Murray	Professor, Thomas J. Watson School of Engineering and Applied Science

Kelli Smith	Assistant Vice President for Student Success
Antonio Sobejano-Morán	Professor, Harpur College of Arts and Sciences
Student Member	TBD

### Working Group VIII: Verification of Compliance

**Charge:** Working Group VIII will collect all evidence of the University's compliance with federal, state, SUNY, and institutional rules. Binghamton will use the Institutional Federal Compliance Report for its submission with evidence, in writing, of its compliance with all rules and regulations. Further, we will demonstrate that we continuously track our compliance through institutional processes and that results are accessible to constituents and reflect current practice.

Donald J. Loewen	Vice Provost for Undergraduate Education and Enrollment and Associate Professor of Russian (Chair)
Andrew Baker	Title IX Coordinator and Interim Affirmative Action Officer
Patricia Donahue	Director, Financial Aid Operations
Nasrin Fatima	Associate Provost for Institutional Research, Effectiveness, and Planning (Ex-Officio)
Amber Stallman	Director, Office of Financial Aid and Student Records
Celeste Tyler	Interim Director, Office of Student Accounts

### Working Group IX: Evidence Inventory

**Charge:** Working Group IX will be responsible for the collection, organization, publication, and maintenance of our Evidence Inventory throughout the reaccreditation process.

Curtis Kendrick	Dean of Libraries (Chair)
Niyazi Bodur	Associate Vice President and Chief Information Officer
Gregory Delviscio	Associate Vice President for University Communications and Marketing
Nasrin Fatima	Associate Provost for Institutional Research, Effectiveness, and Planning (Ex-Officio)

## **Guidelines for Reporting**

Binghamton is currently conducting a Self-Study as part of the Middle States Reaccreditation process. One Working Group (#I-VII) has been assigned to address each of the seven Middle States standards for accreditation, and each Working Group will examine how progress on one or more of the University's strategic priorities is contributing to compliance with the standard assigned the group. Each Working Group is Co-Chaired by a representative from Binghamton's campus leadership as well as a member of the faculty.

The Working Groups will focus on analyzing relevant documents and reviewing institutional processes, procedures, and data to determine how Binghamton meets the criteria associated with each standard. Each Working Group will engage in a process of research and reflection related to its assigned standard and develop an outline (May 2019), a chapter draft (December 2019), and eventually a completed chapter (February 2020) that highlights the extent to which Binghamton University meets the criteria for each standard and how the Strategic Priorities (SPs) are helping the campus achieve its goals while complying with the standards. The Steering Committee will provide guidelines and a timeline to the Working Groups (April 2019), hold regular meetings to share progress and encourage collaboration across Working Groups, provide feedback to the Working Groups on their outlines (June-August 2019) and chapter drafts (January 2020), prepare the Executive Summary, Introduction, and Conclusion (February 2020), approve the Self-Study Report and share it with the President and the campus community (March 2020), conducts forums and receive feedback from the campus community (April 2020), complete final revisions of the Self-Study Report and submit it to the president for transmittal to Middle States (May 2020). The Steering Committee will be responsible for reviewing all outlines, drafts, and reports furnished by the Working Groups as well as making all final revisions to the Self-Study Report.

The Working Group Co-Chairs will serve as members of the Steering Committee, ensuring that each Working Group remains on-task, meets regularly to complete its assigned charge, and coordinates its work with that of other Working Groups.

## **Organization of the Final Self-Study Report**

The Steering Committee will be responsible for the production of the Self-Study Report, combining and refining the efforts of the various Working Groups into a cohesive and comprehensive document that fully and fairly represents the findings, observations and conclusions of all who participated in this process. The final Self-Study Report will be organized into seven main chapters representing the Standards for Accreditation in addition to an Executive Summary; an Overview of the Self Study process; Recommendations and Conclusions; and supporting appendices.

- I. Executive Summary
- II. The Self-Study Process, an Overview
- III. Standard 1: Mission and Goals
  - a. Overview – How the Standard is being met
  - b. Analysis – Evidence of meeting the Standard
  - c. Summary of Findings
  - d. Opportunities for Innovation and Improvement
- IV. Standard 2: Ethics and Integrity
  - a. Overview – How the Standard is being met
  - b. Analysis – Evidence of meeting the Standard
  - c. Summary of Findings
  - d. Opportunities for Innovation and Improvement
- V. Standard 3: Design and Delivery of the Student Learning Experience
  - a. Overview – How the Standard is being met
  - b. Analysis – Evidence of meeting the Standard
  - c. Summary of Findings
  - d. Opportunities for Innovation and Improvement
- VI. Standard 4: Support of the Student Experience
  - a. Overview – How the Standard is being met
  - b. Analysis – Evidence of meeting the Standard
  - c. Summary of Findings
  - d. Opportunities for Innovation and Improvement
- VII. Standard 5: Educational Effectiveness Assessment
  - a. Overview – How the Standard is being met
  - b. Analysis – Evidence of meeting the Standard
  - c. Summary of Findings
  - d. Opportunities for Innovation and Improvement

- VIII. Standard 6: Planning, Resources and Institutional Improvement
  - a. Overview – How the Standard is being met
  - b. Analysis – Evidence of meeting the Standard
  - c. Summary of Findings
  - d. Opportunities for Innovation and Improvement
- IX. Standard 7: Governance, Leadership and Administration
  - a. Overview – How the Standard is being met
  - b. Analysis – Evidence of meeting the Standard
  - c. Summary of Findings
  - d. Opportunities for Innovation and Improvement
- X. Opportunities and Conclusions
- XI. Appendices

## **Verification of Compliance Strategy**

*The Middle States Commission on Higher Education, as a federally recognized accreditor, verifies institutional compliance with accreditation-relevant federal regulations developed by the United States Department of Education (USDE) in the Higher Education Opportunity Act of 2008 at the time of self-study evaluation and at any other time required by the Commission.*

*The Commission requires verification of institutional compliance in the following areas:*

- 1. Student identity verification in distance and correspondence education*
- 2. Transfer of credit policies and articulation agreements*
- 3. Title IV program responsibilities*
- 4. Institutional records of student complaints*
- 5. Required information for students and the public*
- 6. Standing with State and other accrediting agencies*
- 7. Contractual relationships*
- 8. Assignment of credit hours<sup>1</sup>*

Binghamton University will use the Institutional Federal Compliance Report for its submission with evidence, in writing, of its compliance with all rules and regulations. Further, we will demonstrate that we continuously track our compliance through institutional processes and that results are accessible to constituents and reflect current practice.

Numerous offices are involved with the University's compliance with Federal, State, SUNY and University rules and regulations. Among them are:

- The Office of Institutional Research and Assessment
- The Office of Student Accounts
- The Office of Financial Aid and Student Records
- The Division of Diversity, Equity and Inclusion
- The Office of the Dean of Students
- Services for Students with Disabilities
- The Office of Internal Control and Risk Management
- The Office of the Internal Auditor
- The Office of the Title IX Coordinator

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<sup>1</sup> Verification of Compliance with Accreditation-Relevant Federal Regulations, p. 4



A Verification of Compliance Working Group (#VIII, listed under *Organizational Structure of the Steering Committee and Working Groups*) will collect all evidence of the University's compliance with Federal, State, SUNY and institutional rules and make it available in the Evidence Inventory.

## Self-Study Timetable

November 2018	<ul style="list-style-type: none"> <li>• Binghamton team attends MSCHE Self-Study Institute</li> <li>• Provost Senior Staff meets several times to discuss approach to Self-Study with input from Self-Study Institute attendees</li> <li>• Discussions among members of the Senior Officers Group (SOG)</li> <li>• President and Provost agree on approach for creating Self-Study Design</li> </ul>
December 2018	<ul style="list-style-type: none"> <li>• Provost invites members of the faculty, administration, and staff to serve as Co-Chairs of Working Groups</li> <li>• Acceptances of invitations</li> <li>• Provost appoints Associate Director of Accreditation Planning</li> </ul>
January 2019	<ul style="list-style-type: none"> <li>• Co-Chairs propose names of faculty and staff members for invitations to Working Groups</li> <li>• Associate Director of Accreditation Planning begins outlines for Self-Study Design discussions</li> </ul>
February 2019	<ul style="list-style-type: none"> <li>• First meeting of Steering Committee</li> <li>• Steering Committee develops preliminary areas of inquiry for Working Groups</li> <li>• Invitations for Self-Study Preparation Visit sent to members of the Binghamton University Council</li> <li>• Draft of Self-Study Design discussed by Steering Committee</li> <li>• Provost invites faculty and staff members to join Working Groups</li> </ul>
March 2019	<ul style="list-style-type: none"> <li>• Preliminary draft of Self-Study Design completed and presented to Provost and President</li> <li>• Draft of Self-Study Design finalized</li> </ul>
April 2019	<ul style="list-style-type: none"> <li>• Self-Study Design presented to Faculty Senate Executive Committee and Professional Staff Senate</li> <li>• Self-Study Design is submitted to Middle States liaison Vice President Fogarty</li> <li>• Steering Committee provides guidelines to Working Groups</li> </ul>

	<ul style="list-style-type: none"> <li>• Working Groups develop questions and approach to meeting the criteria of assigned Standard</li> <li>• Binghamton hosts Middle States liaison Vice President Fogarty for Self-Study Preparation Visit</li> </ul>
May 2019	<ul style="list-style-type: none"> <li>• Self-Study Design revisions are submitted to Middle States liaison Vice President Fogarty</li> <li>• Middle States approval of Self-Study Design</li> <li>• Working Groups report to Co-Chairs and suggest areas of focus for Self-Study Report chapters</li> <li>• Steering Committee provides feedback to Working Groups</li> <li>• Binghamton Self-Study website launched</li> <li>• Working Groups begin to develop outlines of chapters</li> </ul>
June – August 2019	<ul style="list-style-type: none"> <li>• Steering Committee provides feedback to Working Groups on outlines</li> <li>• Working Groups begin drafts for designated chapters</li> </ul>
September 2019	<ul style="list-style-type: none"> <li>• Steering Committee reviews outlines and drafts for designated chapters and provides feedback</li> <li>• Middle States Evaluation Team Chair Selected</li> </ul>
December 2019	<ul style="list-style-type: none"> <li>• Working Groups complete chapter drafts</li> </ul>
January 2020	<ul style="list-style-type: none"> <li>• Working Groups submit drafts of designated chapters to Steering Committee</li> </ul>
February 2020	<ul style="list-style-type: none"> <li>• Steering Committee suggests revisions to drafts</li> <li>• Steering Committee develops executive summary, introduction, and conclusion for Self-Study Report</li> <li>• Working Groups revise and complete drafts</li> </ul>
March 2020	<ul style="list-style-type: none"> <li>• Working Groups submit completed chapters to Steering Committee</li> <li>• Steering Committee approves Self-Study Report</li> <li>• Self-Study Report shared with President and campus community</li> </ul>

April 2020	<ul style="list-style-type: none"><li>• Campus forums and feedback</li><li>• Middle States Evaluation Team Chair Visits Campus</li></ul>
May 2020	<ul style="list-style-type: none"><li>• Steering Committee completes final revisions of self-study</li><li>• Steering committee shares final Self-Study Report with the President for transmittal to Middle States</li></ul>

## **Communication Plan**

Under President Stenger's leadership, the University has embraced inclusiveness, transparency and campus-wide open communication. Binghamton's Road Map strategic planning process illustrates the University's inclusive approach to leadership, governance, strategic planning, and communication. The Road Map was developed by a team of 400 volunteers from across campus and the community. RFPs have allowed members of the campus community to make proposals for projects to advance the Road Map's Strategic Priorities, and recommendations concerning funding have been made by campus constituency groups and final decisions have been communicated to the campus. A forty-member Road Map Steering Committee consisting of senior leaders, faculty, staff, and students establishes goals and metrics and monitors progress through quarterly meetings. In 2017, when adjustments were deemed appropriate, 300 members of the campus community participated in the Road Map Renewal, developing proposals that were prioritized after wide communication and inclusive deliberation. Since its inception, many aspects of the Road Map have evolved and been refined, but the underlying principles of inclusiveness, transparency and open communication have continued to be of primary importance.

These principles will also be an overarching characteristic of our Self-Study process. The process will be open and readily accessible to all who wish to have input. Groups that will be consulted and included at each step will be:

- The Senior Officer's Group (SOG)
- The Senior Officer's Group + (SOG+)
- The Binghamton University Council
- The Faculty Senate Executive Committee (FSEC)
- The Campus Governance Leaders (CGLs)
- The Professional Staff Senate (PSS)
- School and Department Leadership
- The Faculty Senate Budget Review Committee
- The Road Map Steering Committee
- The Road Map Co-Chairs Group
- The Student Association (SA)
- The Graduate Student Organization (GSO)
- The Alumni Association

Drafts of the various documents as they are developed will be available on our website for all who are interested and there will be access to the Self-Study Timeline and supporting documents. Initial as well

as final drafts of the Self-Study Report will also be available throughout the process. As material is posted, we will notify the campus and provide opportunities for comment.

## **Evaluation Team Profile**

Binghamton's current Carnegie Classification description is as follows:

- Level: 4-year or above
- Control: Public
- Student population (Fall 2017): 17,351; (Fall 2018): 17,768
- Classification: Basic
- Category: Doctoral Universities: Very High Research Activity (R1)
- Undergraduate Instructional Program: Arts & Sciences plus professions, high graduate coexistence
- Graduate Instructional Program: Research Doctoral: Comprehensive programs, no medical/veterinary school
- Enrollment profile: High Undergraduate, Four year, full-time, more selective, higher transfer-in
- Size and Setting: Four-year, large, highly residential
- Community Engagement: (Not classified)

Binghamton University requests that a university President or Provost who is familiar with institutions of our size and financial situation chair the visiting team. We prefer an individual who has had significant experience with public institutions whose mission includes strong and selective undergraduate programs, masters and doctoral education, and very high research activity in the arts and sciences, engineering, and professional fields such as pharmacy, management, and nursing, but not a medical school. We also prefer an individual who has served or is currently serving as a Chief Academic Officer. We believe that the team should not include anyone from a State University of New York (SUNY) campus or a City University of New York (CUNY) campus.

To round out the team, we ask to have individuals who come from student affairs, budgeting and finance, facilities, research, and advancement. Ideally, these individuals will be affiliated with or have significant experience at selective, residential public universities with strong research and graduate programs but without a medical school.

With regard to the members of the visiting team, our discussions gravitated towards colleges and universities that have missions and visions similar to our own. We believe individuals from these, or similar institutions would have had experiences comparable to those on our campus:

- University of California, Santa Barbara
- Clemson University

- University of Delaware
- University of Maryland, Baltimore County
- University of New Hampshire, Main Campus
- University of Pittsburgh
- University of Vermont
- College of William and Mary

We acknowledge that the above list is not exhaustive and includes institutions that are not in the Middle States region.



## **Evidence Inventory**

Working Group #IX has been created to manage and support the Evidence Inventory. It will be responsible for the collection, organization, publication, and maintenance of our Evidence Inventory throughout the reaccreditation process.

Co-Chairs from each Working Group (#I-VIII) will compile all supportive and descriptive materials that will comprise the Evidence Inventory and provide these to Working Group #IX via a defined process.