

SUNY CANTON COLLEGE COUNCIL

283rd meeting

April 30, 2019

Present:	Ronald O'Neill, Chair Thomas Sauter Grace Burke	Marie Regan Roger Sharlow	Joseph Rich Brayden White
Absent:	Cecily Morris		
Others:	Courtney Bish Shawn Miller Zvi Szafran Debbie Flack	Michelle Currier Molly Mott Michaela Young	Jim Hamilton Anne Sibley Al Mulkin

Call to Order

Chairman O'Neill called the meeting to order at 9:00 a.m. He introduced Dr. Michelle Currier, the new Faculty Assembly Presiding Officer, and Debbie Flack, Secretary in the President's Office, who will stand in for Ms. Young at the next meeting. A moment of silence was observed in memory of deceased College Council member, Chloe Ann O'Neil. He offered congratulations to Mr. Rich on receiving the Shapiro Award. Thanks went to Brayden White as well for standing in for Chairman O'Neill at Honors Convocation. Also introduced: Al Mulkin, Chief of University Police, who will be presenting information at today's meeting. Congratulations were offered to Greg Kie from our Public Relations Department for receiving the Chancellor's Award for Excellence in Professional Service.

Minutes of September 18, 2018, Meeting

Mr. Sauter made a motion to accept the September 18, 2018, minutes. The motion was seconded by Mr. Rich and approved.

New Business

Program proposals for Forensic Criminology B.S. and eSports Management B.B.A. were sent to the members, and Mr. O'Neill introduced Dr. Mott to provide more information on the proposals.

Dr. Mott invited Dr. Currier to explain the Forensic Criminology program.

Dr. Currier explained that the Criminal Justice Department currently has a Bachelor of Technology and Associates of Applied Science, and the Forensic Criminology B.S. degree arose through reports from Admission's counselor visits. Students are interested in certain aspects of forensic criminology that neither we nor SUNY were offering at all. The degree will lean heavily on evidence-based practice in the criminal justice system, which is a very important area in all criminal justice disciplines. It is expected that there will be quite a bit of student interest and high enrollment in this degree program. We will offer it fully online, but open to on-campus students as well, using the flex classroom technology to bring together both groups of students.

Dr. Mott added that reviewers expect this field to explode in popularity, because this is a time of criminal justice reform, and that is what this degree really speaks to.

Mr. Sauter asked if this degree is unique – what competition is there in SUNY?

Dr. Currier answered there is no other forensic criminology degree in SUNY, nor anything under this name that she knows of nationwide. This is definitely a niche area.

Dr. Mott introduced the other degree: eSports Management B.B.A., which will also be online. That speaks to the business of eSports. eSports has taken a life of its own at the College, gaining tremendous publicity. Coupling that with an academic degree where students can participate in the business of eSports – which is everything from announcing, programming, PR, everything that you see in current physical varsity sports is what you will see in the virtual sport as well.

Dr. Szafran added that it will be the only degree of its kind in SUNY – we were the first in eSports, so it is not a surprise that we are the first to look at the business of eSports, which is now a multi-billion-dollar industry and heading for the trillions. At the NCAA national meeting a few months ago, by far, the largest session offered was on eSports.

Dr. Burke made a motion to approve the two program proposals. The motion was seconded by Mr. Sauter and approved.

Chairman O'Neill welcomed Mr. White, who joined the meeting late, and thanked him for standing in as College Council representative at this year's Honors Convocation. Mr. O'Neill also thanked Mr. Sharlow for chairing the September 18, 2018, meeting. He also announced that Mr. Currier has stepped down from membership in the Council, and that a letter was sent to Mr. Currier thanking him for his service.

Old Business

The Leave of Absence Policy was approved unanimously by e-mail. The 2019 College Council Awards were also processed and approved by e-mail. Regarding the Distinguished Citizen Award, Mr. O'Neill plans to consider the process for nomination and propose some updates during the summer to bring before the Council this fall, and is open to suggestions. Updates to the nomination may include a brief one-page form. The nomination process itself, with the requirement of several letters of support at the start, may be hindering people from putting forth nominations, as there were no nominations put forth for consideration this year. Other awards are suffering in a similar way.

Mr. Sharlow asked if this problem is unique to Canton, or do other universities have the same issue.

Ms. Young said she has not looked into that, and does not know the answer.

Dr. Szafran mentioned that we have changed the way we do the Chancellor's Award nominations, involving the Deans and Vice Presidents for their recommendations if the community does not put forth nominations for appropriate candidates.

Dr. Burke indicated that vetting of candidates for their qualifications is important and thinks a balance of brevity and thoroughness is to be strived for.

Ms. Regan said that in her experience, the briefer the form, the more responses there would be. People are just too busy, and they do not want to invest the time. She also agreed with Dr. Burke regarding the thorough screening of candidates.

Mr. Sharlow asked if the Council would be responsible for checking candidate backgrounds after nominations are made. That would be a lot of work and responsibility, but perhaps, we could consider a more detailed review of nominations and pose questions based on that review. At least we would get a group of individuals to be considered as a starting place.

Dr. Szafran agreed that Mr. O'Neill's proposal is a good idea. Simplifying the process may garner nominations that one otherwise would not have known about. Then, as Mr. Sharlow suggested, they can be vetted after nomination to ensure they are appropriate.

Ms. Bish inquired whether the submission process is electronic, and mentioned that the student award nominations are an online form, which has greatly increased the number of nominations.

Mr. Sharlow asked if that is something we could do with the College Council nominations. Ms. Young answered that it may be possible; she would need to work with Mr. Smith from the PR Department to make it happen.

Ms. Regan added that when her husband was the co-chair of Potsdam Athletics, they had a very short form. They had a committee which would follow up on the most promising-looking nominees – each person taking a few – and narrowed the pool down and presented their findings to come to agreement on one.

Chairman O'Neill also considered contacting different service organizations around the area to make them aware this award.

Chairman's Report

Chairman O'Neill had nothing to report at this meeting.

Annual Security Report Presentation (See attached)

Chairman O'Neill introduced University Police Chief Al Mulkin to give the Council an update on the Annual Security Report review.

Mr. Mulkin opened by mentioning Mr. Sauter's questions to him regarding the Annual Security Report at a previous meeting. The latest one available at the time was for 2017, as the report is done annually for the previous year's information. He will be doing the 2018 report this summer. Mr. Mulkin noted that if a mistake is made, the penalty is up to \$57,000 per mistake in the case of an audit. He recalls the entire System was audited around 2013. The purpose of the report is so that a parent of a student coming to SUNY Canton can review the report and decide if this is a safe place for their son/daughter to attend or if it has the services they would like. Mr. Mulkin then explained the information on the handouts (attached). He explained the differences between on-campus, on-campus student housing

only, non-campus buildings, and public property. He also explained that rape is one of the least reported crimes on campus. We try to create an environment on campus where men and women feel safe in reporting rape. A higher number is not a “bad thing” – it could mean that our programs are giving room for people to come forward and report sexual assault. This is challenging to help people understand. Clery does not care about arrests, except for liquor law, drug law, and weapon charges – it counts all reports, regardless of whether they end with an arrest or not. On occasion, a report is made which we cannot prove happened or did not happen when we investigate, even though we doubt that it is true. Example: we had a young man on campus one time that reported this really heinous rape that he witnessed, and based on our investigation, it was likely it did not happen, but because we could not prove something never happened, we had to do a campus notification that a rape was reported.

There is a provision to unfound crimes, but investigators are extremely hesitant to unfound a crime, because we do not want to generate an audit. It is easier to report them as we get them. These statistics are all about whether a crime was reported.

Liquor/drug/weapon law violations have two categories: one for arrests and one for referrals. The vast majority from these stats are all referrals.

VAWA offenses include dating violence, domestic violence, and stalking. There are many more reports of dating violence than show up on this report, because it has to be the threat of violence or the use of violence. A verbal domestic dispute or criminal mischief (such as someone broke someone’s cell phone) is not necessarily going to be reported as VAWA. As reports are reviewed, if something is seen that includes stalking that is not necessarily reported, it will be separated and counted as a stalking report. Mr. Mulkin asked Mr. Sauter if this report has answered the questions he had from the last meeting.

Mr. Sauter requested clarification on the dating violence – are there more dating violence reports than actually show up here?

Mr. Mulkin said yes. For example, in 2018, there were 10 where violence was used or the threat of violence.

Mr. Sauter asked about the decision-making process for the number that goes under dating violence (on the report) and about unfounding crimes. He indicated that it was a fine line between the two – making a decision on what goes under one category and not making a decision about something in another category for fear of being audited. He felt, in either case, the number was wrong.

Mr. Mulkin agreed, but he noted that, in this case, it is specific criteria being looked for: the use of violence or the threat of violence for the dating violence. In rape, it is just looking for a report.

Ms. Bish clarified that it has to meet a specific definition to be in that category – we cannot put things in that do not meet that definition.

Dr. Szafran offered a hypothetical dating situation that consists purely of the two parties yelling at each other. They report that as dating violence, but it does not meet the criteria for this if no force or threat was involved.

Mr. Sauter said under the same line of thought, if there is a reported sexual assault that after your investigation is an unfounded complaint, you are not unfounding it; you are leaving the number in there because of your concern about unfounding.

Mr. Mulkin provided a further explanation. We had a young man playing on the island who was emotionally challenged. He reported this heinous rape. We did an investigation. The child had actually run away from home a couple blocks away earlier, and based on our review of all our video footage and everything where he said it happened – it did not happen. But, could it have happened in a different location? We do not know. And, we had one where a kid was walking home cutting through the path up here one year, who said he witnessed this heinous rape and several hours later he finally got up the courage to report it. We ran dogs through there; we did everything. I doubt it ever happened, but we are not unfounding it.

Mr. Sauter asked why a higher number would be reported if we really think/know that there were less. He stated that he felt a report of the actual number would be more accurate and would serve the parents better. Mr. Mulkin stated it is there for them to look at. Mr. Sauter stated that they did when his two daughters were looking at colleges. Mr. Mulkin stated that it is important and that it should be a conversation to have with the Chief of Police and head of safety and security, so they can explain it to you. Mr. Mulkin noted that he tells parents that SUNY Canton is a safe place when asked, but he also indicates that bad things happen every now and then, and they take care of it when it does.

Dr. Burke asked how long and arduous is that process of unfounding a crime? Mr. Mulkin answered that an audit can go on forever, and that it could possibly take forever to get an answer back on the results. In the 2013 system-wide audit, everyone had some corrections to make. So we made the corrections. Today, we still have not had a letter from the Department of Education saying we are all good.

Mr. Sauter asked if there is a penalty to unfound a crime, and if the Department of Education does not like it. Mr. Mulkin answered it is arbitrary. The issue is that you cannot prove a negative. Dr. Szafran pointed out an important distinction: in court, when people are tried, they are not found innocent – they are found not guilty. In the cases Mr. Mulkin is talking about, we found no evidence that it happened. That does not prove it did not happen.

Mr. Mulkin added that it is extremely frustrating and sorting out the details of a case can take hours, but it is something that has to be done.

Mr. Sauter said Mr. Mulkin has answered all of his questions.

Mr. Mulkin concluded by pointing out that when you see high numbers in sexual assault reports, it is because they are doing an excellent job in educating the student body and creating an environment conducive to coming forward and reporting, and for others that witness sexual assault, sexual violence, or dating violence to contact us.

Mr. Hamilton inquired which illegal weapons were found on campus. Did it include handguns? Mr. Mulkin answered knife and BB gun. After a short discussion of the timing of reports, he offered to answer any questions at any time.

Chairman O'Neill asked if guns are ever allowed on campus – for example, if an individual wants to hunt. Mr. Mulkin answered we have a place for firearms storage in the police department armory, specifically for students that hunt. It is preferred that they turn them in to us rather than keep them in the trunks of their cars.

Chairman O'Neill asked how that process works for storage and check-out of stored firearms. Mr. Mulkin explained that they bring the weapon in in an unloaded and safe condition in a box with ammunition separate. They come to the window, sign it out, and go to their cars. We do not escort them off campus. A short discussion of the types of weapons kept and what was allowed followed.

Chairman O'Neill invited Dr. Szafran to give his report.

President's Report

Dr. Szafran began by recalling that he was asked his position on guns on campus during his interview for this position. His answer to that question was that everything in him screams that guns on campus is a bad idea but also is aware that there have been cases where a person with a gun was able to stop a horrible crime. Mr. Mulkin added that if someone were on their radar as a risk they would not allow them to store a gun on campus.

Dr. Szafran gave an example of how long some cases can take to conclude. At his previous campus, an allegation of gender discrimination arose, which he thought to be completely unfounded. Five years after the alleged incident, the agency finally requested an interview, but he was unavailable as he had just taken the job at SUNY Canton.

Dr. Szafran reported that our Provost/VP for Academic Affairs search has concluded with the hiring of Dr. Peggy DeCooke from SUNY Purchase, who will start July 1. She has an extensive educational and administrative range of experience, and we think she will be a real asset to our College. Many thanks to Dr. Molly Mott and Dr. Ken Erickson, who have stepped in to cover the duties of the Provost/VP for Academic Affairs since Dr. Scheidt left, and they have done a very good job.

Anne Sibley will soon be leaving SUNY Canton as VP for Advancement to devote more time to her family. She will remain until her replacement is hired. The search committee has been selected, which includes alumni, foundation, and campus representatives. Review of candidates began last Thursday.

He also reported that we were re-accredited for seven years for Funeral Services Administration, which is the best possible result.

Dr. Szafran reminded the group of our campus efforts to integrate Industry 4.0 into all areas of our campus and referred to a copy of the report provided to all attendees. He commented that in some cases, people do not even realize they are incorporating these practices into their programs just by keeping them contemporary. Once feedback from campus leadership has been integrated, the final version of this report will go out to the campus community later this week.

Dr. Szafran explained some strategies for strengthening our financial state, many of which are already being implemented. These are outlined in the second half of the report in the section called "Improving

Fiscal Picture.” He noted that we are not doing this because we are in fiscal trouble – we are actually in a strong fiscal position – but instead, we are working to make sure our position stays strong.

He further reported that the state budget has been released, and there is \$109M included to possibly offset the retroactive salary increases. Our portion may be about \$1M, which will help offset the \$1.8M related to the new UUP contract.

Dr. Szafran asked Ms. Miller to give an update on our financial picture.

Ms. Miller reported that she attended the Business Officers’ Meeting in Albany last week, and they were updated on the retro assistance. It will cover the 1% discretionary, the \$600 lump sum, and half of the retroactive salary increase awarded in the UUP contract. It was not yet broken out by college, so we do not know what our actual portion will be, but if it is in the \$1M range, it will be very helpful for balancing our budget at the end of the year. We are going to be pretty close, but CSEA salary increases happen in April. Our cash reserves have been fairly flat, and summer and winter term income has been able to pay for some of our major initiatives, such as the eSports arena.

This is budget season, and the dorm budget is a completely different pot of money than the operating budget. The dorm budget will go out soon, and the capital projects budget shortly after. We are unlikely to take on any new capital projects soon. She noted that we like to keep the dorm budget fairly flat, with 3% increase which does not cover salary and fringe increases. Fringe increases are 63.89% this year for IFR or dorm salaries. The state picks up that portion, not us. We are doing better financially than other campuses, but still flat and not increasing. Admissions numbers are up by 3%, which is better than many other campuses who are seeing a decline.

Dr. Szafran mentioned that this time last year we were down by 20-30 students, but in the end, gained 100. We always get a last-minute surge.

Dr. Mott explained that the enrollment climate is different than it used to be. Very hard work is involved throughout the summer with continual outreach. Families are really feeling the financial pinch, and sometimes they do not know until August if they can afford to pay.

Dr. Szafran offered thanks to Melissa Evans and the Admissions staff for their excellent work. He also mentioned that we need to keep adding new programs. Programs have a life cycle: starting small, ramping up to a steady state, sometimes gaining and sometimes losing popularity, and sometimes needing replacement. For example, our strong Dental Hygiene program has ended (loss of 50 students) – not because of a drop in popularity, but because of the facility becoming unavailable and no substitute could be found without spending a lot of money.

Dr. Burke inquired as to the New York City outreach for enrollment.

Dr. Szafran answered that our enrollment is roughly 1/3 New York City area, 1/3 North Country, and 1/3 other (at large, international, etc.). New York City is the only region in the state that is growing in population, so we recruit more heavily there each year, as does every college in the state. We are looking at some new initiatives, and we recently had a visit from the Vice Chair of the Board of Trustees, who had some suggestions for recruiting from certain NYC schools.

Dr. Mott added that we already recruit from some NYC charter schools, and that we have an Admissions Counselor who lives in NYC, which is very helpful in our efforts there.

Mr. Rich asked if eSports was a popular program for the NYC students, and how effective our budget dollars are in the recruitment process.

Dr. Szafran said that we provide the recruiting area with what they need. When they requested additional funding for a permanent recruiting presence in NYC, we provided it. For example, some of the President's discretionary funds were given for this purpose, because recruitment is critically important. He noted that Ms. Miller feels the same way as well and allocates for recruitment and retention efforts.

Mr. Sharlow asked about phasing out the Dental Hygiene program – did we complete the enrolled students through to the end, but not take in any new students?

Dr. Szafran affirmed that we stopped taking in new students this past year and are teaching out the rest. The four-year students are still enrolled, as the online program is unaffected by the elimination of the Rome site; however, that will end, too without new students.

Dr. Szafran continued by sharing that there is currently an internal search for a faculty Chief Diversity Officer for a three year term. Presentations are ongoing for the three candidates to replace incumbent Bill Jones, whose term is up at the end of this year.

SUNY is requesting that each campus submit their proposals to the new PRODi-G initiative, designed to recruit and retain 1,000 new diverse faculty across SUNY by the year 2030. SUNY will cover 100% of the salary the first year, 50% the second year, and 33% the third year. In STEM areas, women also count toward the diversity goal. We are submitting a proposal for three faculty in areas that we know are strong in growth, since the SUNY funding will decline over time.

Dr. Szafran continued by citing some major publicity for our eSports program, including ABC's Nightline news program, ESPN, and online magazine sites worldwide. Lots of people are coming to us asking how we did this, including Georgia Tech. We have been invited to a major tournament in Nashville, TN, that features us as the key place. He invited Ms. Bish to give a Student Affairs update.

Ms. Bish invited Dr. Mott to share about the Nashville trip.

Dr. Mott said that from a recruitment standpoint, eSports has been a significant recruitment and retention tool. Some parents have voiced concerns about eSports, but they assure them that as student athletes, they have mentors, coaches, and academic standards, as well as gaining team experience and development of leadership skills. She noted that we have to talk about the features of eSports that make students academically successful.

Ms. Bish added that student athletics offers an opportunity for diversity in student life and activities – including students who would not have otherwise been involved socially, pulling students out of their rooms and out to events. Emily Oshier, the captain of the Overwatch team, won a scholarship from the

Thousand Dreams Fund, which is for young women pursuing eSports and gaming – one of only six scholarships granted in the country.

Mr. Rich inquired where eSports athletes go when they graduate. Ms. Bish replied that there are many opportunities in the eSports world, such as broadcasting and behind-the-scenes roles. She also mentioned that eSports is a lucrative pursuit. Dr. Burke added that she felt this positions us very well publicly. Ms. Bish agreed 100%.

Dr. Szafran added that we are being approached by lots of other schools asking us how we do it. We tell them, because we know they cannot duplicate it. A lot of places are treating eSports as just a game. The reason it works for us is that it fits with what we are doing academically as part of degree programs. Dr. Mott added that academically it ties into experiential education. One student commented that their game playing gave them a real world application to the statistics class they were taking. Dr. Szafran added that that comment was said to the SUNY Chancellor on her visit to campus last November when she asked how eSports has impacted their learning.

Mr. Rich observed that the students' activities include both gaming and classwork.

Dr. Szafran clarified that this was an opportunity for the student to apply what he was learning in his major to the pastime that he enjoys. He added that the fact we have degree programs that parallel eSports, such as game design, graphic and multimedia design, and technological communication is what makes this a good combination.

Mentioning Brayden White, Dr. Szafran went on to share that the men's and women's lacrosse teams have made it to the conference finals.

Ms. Bish continued her report, mentioning her trip to Albany for the Chancellor's Awards for Student Excellence, where two of our students, Hughes Martial Ntwari and Ryan Schubert, accepted their awards. She also noted that two Outstanding Graduate Awards are being granted at Commencement this year to Andrew Fitch and Tia Tassava, both student athletes.

Our men's basketball coach, Ben Thompson, has just announced his resignation, having gotten a job in Virginia, which is home to him.

She shared that the last event of the year, a concert featuring Gunna and City Girls, went very well. Ms. Leggette and her team did a wonderful job preparing for this event, and Mr. Mulkin helped on the security side, all putting in long hours on the day of and leading up to the event. We excel at providing activities and entertainment for NYC area students to participate in during their time here. Dr. Burke and Ms. Bish discussed some regional promotion of the event.

Dr. Szafran continued with news of our online programs gaining strength and being a leader in SUNY in support of online students, and he invited Dr. Mott to give an update in that area.

Dr. Mott updated the group on the online programs PIF grant (second year). The money has been used for the following:

- Hired a consultant to evaluate our system for electronic workflow
- Launched eSports to give our online students an opportunity to participate athletically, as they (approximately 700 students) also pay the student athletic fee
- Held virtual career fairs, virtual study abroad fairs, and such
- Purchased technology
- Collaborated with Student Affairs for online student engagement outreach

She continued with news that we were recently recognized at Open SUNY and presented with an award for best practice and standard of excellence in online student support. Additionally, Dr. Carrier was recognized for excellence in online teaching at the Open SUNY conference. She collaborated with Ms. Bish on writing chapters for national and international publications on student affairs and online students. They will also be presenting at a national conference on the outcomes from the PIF grant and at an international conference on technology and innovation. Dr. Mott thanked Ms. Bish and Student Affairs for their partnership in this effort.

Dr. Mott further explained that when the SUNY Chancellor visited, she mentioned a loss of students to out-of-state online degree programs, and voiced her desire to reclaim those students through SUNY online programs. This is resulting in a significant reinvention of SUNY Online. They are looking to scale five online degrees to have 1,000 students in each and are looking for high-impact and career-driven programs, using campuses that show willingness and best practices to do that. We are hopeful that we are one of those campuses with our cybersecurity degree. If we are selected, then next year there will be a lot of infrastructure work to do.

Dr. Szafran added that in the past, a college of technology like ours would never have been considered for something like this, so this is an opportunity to show SUNY what the power of colleges of technology can be and how we are the innovation engines for SUNY. Another area in which we excel is working with our unions, and we discussed this with our unions well before SUNY talked about this, because we saw the potential impact on our personnel and knew they should have a voice in it. As a result, the unions have been very supportive and are giving us the flexibility we need to move forward with trust. He then invited Mr. Hamilton to give a union update.

Mr. Hamilton agreed that UUP has a great relationship with management. UUP is in the midst of contract negotiations statewide, and the local chapter reelected him as their chapter president. He reported that the Janus decision (Supreme Court ruling against imposing union fees on all workers) has not affected union membership at SUNY Canton, which is at nearly 100%. He noted that other campuses are losing members and having more difficulty in their union/management relationships.

Dr. Szafran added that he recently spoke with UUP representative Cathy Bernadette, who outlined just how different our union/management relationship is compared to other campuses (others are more adversarial). She stated to him that it is a pleasure to come here and see that we are cooperating to achieve our goals.

Ms. Regan asked about online recruitment and course training for faculty. Dr. Mott explained that we have an Online Learning Department, which does training for faculty who teach and develop courses. Deans also consult with faculty in developing courses for online presentation. A short discussion

followed regarding the creation of online courses at SUNY Canton. Dr. Szafran referred the group to point 9 in his handout on Industry 4.0/Improving Fiscal Picture on this subject.

Dr. Mott added that in terms of flex technology and leading in best practices in SUNY, Dr. Currier recently demonstrated teaching a flex modality class in our Distance Learning Classroom to 12 colleagues at SUNY Oswego and a SUNY representative who asked to see it in use for the purpose of encouraging other campuses to do it. Our faculty are a resource for others with questions.

Mr. Sauter asked Dr. Mott about scaling up courses with regard to us being a pilot campus and how professors would handle an extremely large class (i.e., 500 students) when it comes to grading, testing, etc. Dr. Mott explained it follows the research institution model – when they have large classes, there is a whole cohort of TAs. SUNY is mobilizing to have x amount of TAs, x amount of concierges, etc. She commented that it would be fascinating to be a faculty member, because that person is going to be like the master teacher when everybody else is going to do the work of grading and things like that. There is a ton of support, just like you see in a research institution.

Mr. Sharlow asked if the online instructor is physically on campus. Dr. Mott said they could be anywhere.

Dr. Szafran added that we will be including faculty in deciding how to address the issue of large class enrollment.

Ms. Miller added that the question was posed recently on how much SUNY plans to invest in this initiative, given their plan for increased staff and upgrades to infrastructure. They said they are investing \$60M initially with some of the funding coming from the PIF and other sources. Dr. Mott added that Southern New Hampshire spends \$150M/year, while SUNY spends less than \$3M. They are realizing they are going to need to invest. Dr. Szafran reminded the group that the important point is that we are helping shape the conversation and the conclusions, and SUNY is listening to us. He gave much credit to Dr. Mott, who has been visionary in developing this and for Ms. Bish's support and involvement, as well as the unions and other departments campus-wide.

Dr. Burke asked if the expansion of online programs would support the PRODi-G initiative. Dr. Szafran answered yes. The areas we plan to submit for our PRODi-G proposal include cybersecurity, game design, and another online, high-tech area.

Chairman O'Neill voiced a concern regarding cheating in online vs. classroom learning and the integrity of testing. Dr. Mott replied that cheating can happen face-to-face, as well as online. The solution is training for faculty and development of multiple styles of assessments. She invited Dr. Currier to explain some processes that help to prevent cheating. Dr. Currier explained that essays give a better evaluation of learning than multiple-choice questions, and she also explained features inherent in lockdown browsers and proctoring software and other techniques used to discourage cheating. Some discussion ensued about all the ways to combat cheating.

Dr. Szafran invited Dr. Mott to give the Academic Affairs update.

Dr. Mott announced the recent opening of the Center for Criminal Justice and Cybersecurity. Career Services has already reported a high degree of “buzz” around this new program in the students and community. She also announced a few other new programs – Applied Psychology B.S., Early Childhood Care and Management B.B.A. – have been approved to be offered in distance learning. There are two degrees in Canino in the pipeline for distance learning, plus the online B.S. in Crime Analysis.

In terms of enrollment, all the SUNY schools are seeing students entering college with a lack of preparedness. The University of Albany called Dr. Mott and asked if she would go there and talk about our academic recovery program.

Mr. Sharlow asked if we can track where the most unprepared students are coming from. Dr. Mott replied that we have not tracked backward to see where the unprepared students are coming from, that it is not just one program, but that even students with good grades in high school are coming without the skills necessary to succeed, and even Clarkson has this problem. Now the big institutions are looking to us, because we do it well – giving the support students need.

Dr. Mott added that we have long relied on our off-term online courses for income, but she stated that we need to rise to the challenge of reinventing ourselves with regard to off-term course offerings, as others are now competing against us, causing us to lose a significant number of students. Dr. Szafran added that we are creating partnerships with University of Albany and Clarkson to develop opportunities that will help our students who transfer to other schools for graduate degrees.

Dr. Szafran invited Ms. Sibley to provide the Advancement update.

Ms. Sibley announced that Reunion Weekend is June 7-9, and their work with the 40th and 50th reunion classes to motivate them to come back. She also shared that the Hall of Fame Dinner will be Friday, June 7, and named a few alumni who will be honored at that time, along with the various ways they are engaged with our campus.

She shared that a new alumni event called First Friday Happy Hour has been very successful in engaging North Country alumni by holding it at local venues in various towns. She also shared that so far this year, they have held more than 25 alumni events around the country, with two this week in Alabama and Georgia.

Phone-a-Thon happened last month and fundraising is progressing steadily. We are close to 150% of our fundraising goal and expect to be over 200% by the end of the fiscal year, largely due to a tremendous estate bequest of Bobbie Burnham.

Dr. Szafran thanked Ms. Sibley, wished her well, and stated that he hopes she will stay in touch with the College.

Dr. Szafran invited Dr. Currier to give a Faculty Governance update.

Dr. Currier reported that the Curriculum Committee has had a very robust agenda this semester because of the new programs. Additionally, the Retention Committee is working on implementing Starfish, a

student-support software program. She also reported that the Faculty Affairs group is looking to overhaul the entire by-laws document, which will hopefully include creating new governance committees in new areas in hopes of increasing faculty participation in governance across campus. The Writing Across the Curriculum Committee is working on changes to the guidelines for writing, which have not been updated in many years.

Dr. Szafran introduced Brayden White to give the Student Government Association update.

Mr. White explained that the end of the semester is quickly approaching and their new E-board has been announced. His term as president is nearly over and the hand-off to the new E-board happens tomorrow at the SGA Senate meeting. On the student side, things are good, and students are working hard on studying for finals.

Dr. Szafran presented the Public Relations update. The ABC Nightline story was probably the best publicity in the history of the College, giving us national coverage. Randy, Emily, and Morgan provided support for that, and the producer said she would contact us again for another story. Our Overwatch team will be the centerpiece of a national conference, with social media publicity. Thanks go to Kyle Brown for technological support of our eSports program. He also noted that the new Center for Criminal Justice Intelligence and Cybersecurity has been well publicized regionally.

Ms. Sibley added the news that our alumnus John Maines has just won a second Pulitzer Prize for journalism.

Ms. Bish shared that we have added cheerleading for Fall 2019 as a new varsity sport and hired a coach.

Chairman O'Neill asked if there were any questions. Mr. Sauter inquired on the status of new appointments to the College Council. Chairman O'Neill answered that current member reappointments are in process. Three new members were proposed, but one withdrew. Hopefully, the two new ones will help with the quorum issues we have. Nothing more is known; we are waiting for the Governor's Office to complete their process.

Dr. Szafran shared that the Ogdensburg Journal ran articles about our Steel Bridge Team and a Lisbon student receiving a Student Activities award. He also shared that the Watertown Daily Times reported that our students helped the Fort La Presentation committee outline the proposed new Fort, and that due to their cyber-attack, they contacted us regarding our new cybersecurity program.

Adjournment

Ms. Regan made a motion to adjourn. The motion was seconded by Mr. Sharlow and approved at 11:13 a.m.

Respectfully submitted,

Debbie Flack
Acting Secretary to the College Council

FBI Index Crimes (including hate crimes)

Criminal Offense	On-Campus (includes residence halls)			On-Campus Student Housing Only			Non-Campus Buildings			Public Property		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Murder/Non-negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Rape	2	2	4	2	2	4	0	4	0	0	0	0
Fondling	1	0	1	1	0	0	0	0	1	0	0	0
Incest	0	0	0	0	0	0	0	0	0	0	0	0
Statutory Rape	0	0	0	0	0	0	0	0	0	0	0	0
Robbery	0	0	0	0	0	0	0	0	0	0	0	0
Aggravated Assault	2	3	2	1	3	2	0	0	0	0	0	0
Burglary	2	3	2	2	3	2	0	0	0	0	0	0
Motor Vehicle Theft	0	0	0	0	0	0	0	0	0	0	0	0
Arson	0	0	0	0	0	0	0	0	0	0	0	0

Arrests	On-Campus Arrests (includes on-campus student housing)			Arrests – On-Campus Student Housing Only			Arrests – Non-Campus			Arrests – Public Property		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Liquor Law Violations	1	0	2	0	0	1	0	0	0	0	0	0
Drug Law Violations	6	10	5	4	4	3	0	0	0	0	0	0
Illegal Weapons Possession	0	1	4	0	1	3	0	0	0	0	0	0

Campus Disciplinary Referrals	Student Conduct Referrals On Campus			Student Conduct Referrals On Campus Student Housing			Student Conduct Referrals Non-Campus			Student Conduct Referrals Public Property		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Liquor Law Violations	47	18	16	39	18	16	0	0	0	0	0	0
Drug Law Violations	54	80	82	33	48	56	0	0	0	0	0	0
Illegal Weapons Possession	1	0	1	0	0	1	0	0	0	0	0	0

VAWA Offense	On-Campus (includes residence halls)			On-Campus Student Housing Only			Non-Campus Buildings			Public Property		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Dating Violence**	5	2	10	4	2	6	0	0	0	0	0	0
Domestic Violence**	0	0	0	0	0	0	0	0	0	0	0	0
Stalking**	3	4	3	1	4	2	0	0	0	0	0	0

An institution must report to the Department and disclose in its annual security report statistics, the total number of Clery crime reports that were “unfounded” and subsequently withheld from its crime statistics during each of the three most recent calendar years. SUNY Canton did not unfound any Clery crimes for the years: 2015, 2016, or 2017.

Industry 4.0

Many programs have already incorporated multiple aspects of Industry 4.0 in the curriculum. Looking at each area individually:

- **Cloud Computing & Cybersecurity:** Not surprisingly, this is heavily incorporated in our **Cybersecurity** degree program. Courses that focus most closely on this topic include CITA 165 (Survey of Cybersecurity), CITA 352 (Ethical Hacking and Penetration Testing), CITA 354 (Cyber Incident Response & Disaster Recovery), CITA 356 (Cybersecurity Defense and Countermeasures), CITA 360 (Cryptology in Theory and Practice), CITA 450 (Cybersecurity Body of Knowledge), and CITA 455 (Access Control, Authentication & Public Key Infrastructure). This is also a topic in **Accounting** ACCT 245 (Forensic Accounting) and **Criminal Justice** CITS/JUST 365 (Digital Forensics). *CITA 165 has no prerequisites and could be used by other degree programs or as an elective. Several other CITA courses would be great for Business majors and from their titles, seem like that's what they were designed for. CITA 325 (Business Intelligence Suite) is an example and has prerequisites of CITA 110, 215, and MATH 141. CITA 215, in turn, has a prerequisite of CITA 152. Do most business majors take all four? If the prerequisites could be reduced in number or substituted for by something business majors take, more students could access the course. Thus, it might be worth a review of prerequisites. What prerequisites to have is obviously the program's call, since they know the course and what's needed to succeed in it.*
- **Artificial Intelligence & Machine Learning:** Many of the courses in **Mechatronics Technology** are incorporate this area, most specifically MKTX 410 (Robotics Analysis & Synthesis) and Machine Learning Special Topics. *I'm assuming this is also a topic in Information Technology's CITA 163 (Survey of Information Technology). Our curriculum needs a no-prerequisite general course on this topic so that any student could take it—perhaps CITA 163 could be/is that course, or one could be created.*
- **Business Intelligence & Digital Services:** Several **Information Technology** courses cover this area: CITA 315 (Decision Support Systems), CITA 325 (Business Intelligence Analysis), CITA 385 (Cobol for Business & Accounting), CITA 425 (Enterprise Resource Planning). An additional course with some focus in this area is HSMB 311 (**Health Care Management**). *CITA 100 (Introduction to Information Technology) and CITA/MINS 300 (Management Information Systems) weren't listed in any response among the courses that support this area, but I'm assuming they cover the topic in at least an introductory way. Is this true? A potential issue is that CITA 325 has a prerequisite of CITA 215, which I don't think is either required or a program elective for any business-related degree.*
- **Digital Enterprise vs. Digital Thread:** *The term "digital thread" refers to getting the right information to the right people at the right time. An organization may have multiple areas that function in a digital fashion, but if they don't seamlessly communicate with each other, they are not truly a digital enterprise. Courses focusing on aspects of this area are all in Electrical Engineering Technology, and include ELEC 141 (Industrial*

Controls), ELEC 215 (Electrical Energy Conversion), ELEC 243 (Computer-Automated Control Systems), and ELEC 380 (LAN/WAN Technology) as a sequence in this area. *Is this area introduced in any introductory course that no one mentioned that could be taken by any student? Could it be?*

- **Digital Automation and Controls:** Many of the programs in Canino cover this area, to an extent that they feel this is a hallmark for CSOET. Courses include: **Electrical Engineering Technology** ELEC 141 (Industrial Controls), ELEC 203 (Engineering Technology Project), ELEC 477 (Capstone Project), half of the program in **Mechatronics, Automotive Technology** AUTO 122/212 (Automotive Electrical Systems I and II), AUTO 214 (Automotive Computer Systems), **Sustainable Energy Technology** AREA 321 (Solar Energy Utilization), AREA 323 (Photovoltaic Systems), **HVAC Engineering Technology** ACHP 254 (Domestic Commercial Heating II), ACHP 401 (Building Automation Systems), and **Power Sports** MSPT 112 (Powersports Electrical Systems), and MSPT 122 (Powersports Electrical Systems Lab).
- **Robotics and 3D Manufacturing:** The **Mechatronics Engineering Technology** program's courses mostly lie in the area of robotics, including CITA 180 (Introduction to Programming), CITA 380 (Advanced Programming), MKTX 320/370 (Mechatronics Lab I and II), MKTX 325 (Microcontroller), MKTX 410 (Robotics Analysis & Synthesis), and MKTX 477/478 (Capstone Project I and II). In the 3D Manufacturing area, specific courses include **Mechanical Engineering Technology** courses MECH 112 (3D Modeling), and MECH 223 (Introduction to CNC). Issues of prosthetics are discussed in several courses in the **Physical Therapy Assistant** program. 3D Printing is covered in **Graphic and Multimedia Design** GMMD 322 (3D Printing and Design). Simulation patients are used in **Nursing** and **Vet Tech**.
- **Data Analytics:** Many of the programs in Canino cover this area, to an extent that they feel this is a hallmark for CSOET. Specific courses include **Mathematics** MATH 141 (Statistics), and MATH 351 (Discrete Mathematics); **Automotive Technology** AUTO 214 (Automotive Computer Systems); **Civil Engineering Technology** CONS 477 (Capstone Project); **Mechanical Engineering Technology** MECH 350 (Quality Improvement) and MECH 351 (Design of Experiments), **Mechatronics Technology** MKTX 320/370 (Mechatronics Lab I and II), MKTX 325 (Microcontroller), MKTX 410 (Robotics Analysis & Synthesis), and MKTX 477/478 (Capstone Project I and II); **Sustainable Energy Technology** AREA 320/370 (Experimentation & Measurement I and II); and **General School of Engineering Technology** BSAD/SOET 370 (Engineering Economics) and SOET/BSAD 421 (Six Sigma in Industrial Technology Management).

In Construction, CONS 101 (Elementary Surveying), CONS 203 (Advanced Surveying), and CONS 350 (Introduction to Geographic Information Systems), the surveying courses use Total Stations to record the topography of the ground and make calculations to analyze and determine errors in the survey. The students then extract the data to plot out the roadway they laid out. In **Criminal Justice**, JUST 233 (Crime Analysis), JUST 402 (Crime Mapping), JUST 425 (Law Enforcement Intelligence

Systems) cover this area, and a new BS degree in Crime Analysis is under consideration. The **Finance** degree program covers several courses in this area, including FSMA 220 (Introduction to Investment), FSMA 315 (Global Investments), FSMA 415 (Global Finance), FSMA 420 (Financial Derivatives), and FSMA 422 (Risk Management), and are considering adding Information Management to the curriculum. **Health Care Management** courses include HSMB 311 (Health Care Information Technology) and HSMB 312 (Medical Practice Management).

*Many of the courses in **Management Information Systems** fall into this area, including MINS/CITA 300 (Management Information Systems), MINS/CITA 315 (Decision Support Systems), MINS/CITA 320 (Introduction to Data Mining), and MINS/CITA 430 (Data Knowledge Management). They could form, with the Six Sigma course, a key component of several programs we are developing or might want to develop, including Logistics, Applied Mathematics, and Data Analytics. They could also be a good minor for students in Engineering or in Business, and a good concentration in Information Technology.*

- **Simulations & Creating Digital Twin:** Many programs in Canino cover this area to an extent that they feel this is a hallmark for CSOET. Specific courses include **Game Design** GAME 350 (Aesthetics and Immersion), 370 (Digital Media and Interaction), 470 (Emerging Gaming Applications), and all courses in **Mechatronics**.

Business is considering adding a business simulations capstone to the 2-year business program. They also do layered simulations where they run a simulated business in BSAD 100, progressing through increasingly complex simulations throughout the rest of the curriculum, thus preparing for the capstone. In **Criminal Justice**, JUST 231 (Intro to Terrorism, Intelligence, and Homeland Security), JUST 233 (Crime Analysis), JUST 317 (Police Tactical Seminar), JUST 365 (Digital Forensic Analysis), JUST 406 (Crime Scene Investigation), and JUST 425 (Intelligence Research and Analysis) fall in this area. **Nursing** uses simulation patients in the clinical laboratory setting. Actor-led simulations of real situations are becoming more common. **Physical Therapy Asst.** will collaborate with Nursing to use simulation patients in PHTA 204 (Cardiopulmonary & Integumentary Pathologies). **Sports Management** uses student role play to simulate real-world situations in SPMT 411 (Sports Public Relations) and SPMT 413 (Contemporary Issues in College Sports Administration) and is considering the use of “Real Time Cases” video-based learning in some courses. **Vet Tech** uses animal models for students to practice clinical skills before working with live animals.

- **Entrepreneurial Creativity:** Many programs across multiple schools have courses in this area. Many program capstone courses include a focus on entrepreneurial creativity, as do many internships. Beyond these, in **Accounting**, entrepreneurial activity is discussed via a project in ACCT 102 (Managerial Accounting). In **Accounting** and Business, BSAD 235 (Business and Accounting Field Experience) requires an internship working with entrepreneurs and small business owners). Additional courses include **Agribusiness** AGMT 310 (Agribusiness Management), AGMT 320 (Agricultural Markets and Price Analysis), and AGMT 330 (Farm Business Management); **Graphic and Multimedia Design** GMMD 337 (Design Thinking); **Sports Management** SPMT

312 (Sports Entrepreneurship); and **Technological Communication** TCOM 290 (Mobile Media Stories and Games). *Do we want to create a general course in entrepreneurship?*

- **Analytical Problem Solving:** Analytical problem solving is found in courses throughout the curriculum—it is more unusual for a SUNY Canton course not to have analytical problem solving as a significant component than to have it. Essentially all **Mathematics, Engineering, and Information Technology** courses use mathematics to analyze various systems. In the **Business** area, most **Accounting** courses include analytical problem solving. Business Administration will be requiring students to take MINS 300 (Management Information Systems). Also, students participate in competitions like the Free Enterprise Marathon in Plattsburgh (students compete in solving an operational or marketing problem). In **Criminal Justice**, JUST 233 (Crime Analysis), JUST 406 (Crime Scene Investigation); JUST 408 (Investigation of Death), and JUST 425 (Law Enforcement Intelligence Systems Homeland Security) are some courses in this area. Analytical problem solving is found in essentially all courses in **Legal Studies**. Reviewing patient information and analyzing the situation is present in many **Nursing** courses. Problem-solving algorithms are incorporated into multiple **Physical Therapy Assistant** courses. In **Psychology**, PSYC 370 (Research Methods) covers this area.
- **Continuous Improvement & Lean Practices:** This area is specifically covered in SOET/BSAD 421 (Six Sigma and Lean Manufacturing) which focuses on improving processes within an organization or industry. *It has prerequisites of MATH 141 (Statistics) AND BSAD 301 (Principles of Management) or MECH 350 (Quality Improvement).* *In making this course more accessible to students, is it wise to have it numbered as a 400-level course? Are the pre-requisites really needed? Perhaps we should offer two courses in this area—one at the 100 level, covering the DMAIC process and analyzing some relatively simple systems, and another at the 300-400 level, where the student would apply the process to a more complex system and make recommendations as to how to make it leaner/identify and eliminate bottlenecks/etc.* It is also covered in SOET 430 (Systems Analysis).

Several courses incorporate continuous improvement into the way they are structured. Students begin with a simple project or a draft and continually test/revise/expand on it to develop a more sophisticated/higher quality product. This occurs in capstone courses such as CONS 477 (Capstone Project); most **writing** courses such as ENGL 101 (Composition and the Spoken Word), ENGL 301 (Professional Writing and Communication, and TCOM 310 (Identity in the Digital Age); as well as various **laboratory** courses such as CONS 385 (Hydrology & Hydrogeology), CONS 386 (Water Quality), CONS 387 (Water & Wastewater Treatment Technologies), ELEC 231 (Electronic Circuits), ACHP 264 (Air Conditioning Systems Design), and AREA 320/370 (Experimentation & Measurement I), 370. **Health Care Management** courses in this area include HSMB 305 (Managed Care), HSMB 310 (Healthcare Quality and Patient Safety), and HSMB 410 (Senior Seminar).

- **Sensors and Edge Computing:** *Edge Computing means that the computing is done where the data is gathered, not at some distant central location. For example, in the*

medical field, computing (and therefore decision making as what to do as a consequence of the data) would be done at the site of an MRI machine, rather than in a centralized computer center for the hospital. This allows for real-time analytics and taking of action, by the machine itself or one interfaced with it.

This is a major focus area for several degree programs in Canino, where designing and using equipment that convert signals from sensors into actions are major topics. Pretty much the entirety of **Mechatronics** squarely in this area, with the courses MKTX 320/370 (Mechatronics Lab I and II), MKTX 325 (Microcontrollers), MKTX 410 (Robotics Analysis & Synthesis), and MKTX 477/478 (Capstone Project I and II) being several examples. They also use edge computing in haptic feedback (e.g., when leg movement is fed to a computer the person wears and then the decision is commanded to the motors to move as thought, and to learn to adjust to the individual's gait.) In **Electrical Engineering Technology**, two courses focus on how microprocessors are designed and used, ELEC 203 (Engineering Technology Project), ELEC 213 (Microprocessors). Both the **HVAC Engineering Technology** and **Sustainable Energy Technology** programs extensively discuss sensors and systems that respond to them in energy management and building management systems, culminating in a senior level course in Building Automation Controls (ACHP 401). The course on Wind Turbines (AREA 303) covers the sensing processes that actuate the turbine's ability to find the wind and adjust the turbine blades for maximum energy production. Similarly, in **Civil and Environmental Engineering Technology**, courses in Highways and Transportation (CONS 372) and Advanced Highway Design (CONS 472) discuss use of equipment employing edge computing, such as bulldozers equipped with GPS which make adjustments to the blade to conform to the engineering design and to the local microtopography. An additional course in this area is taught in **Criminal Justice**, JUST 353 (Criminal Justice Technology).

- **Writing & Communication:** The **English** program offers a broad range of writing and communications courses, at the introductory and advanced levels, both general in nature and highly specialized. Many are designed or well-suited for students from other disciplines, including ENGL 201 (Writing in the Arts and Sciences), ENGL 216 (Children's Literature), ENGL 265 (Writing in the Humanities Thematic Inquiry), ENGL 270 (Media Writing), ENGL 301 (Professional Writing and Communication), ENGL 302 (Global Englishers), ENGL 309 (Journalism), ENGL 314 (Digital Graphic Storytelling), ENGL 380 (Intercultural Communication). Additional courses in this area with a more technological focus are offered in **Technological Communication**, such as TCOM 200 (Narrative in Video Games), TCOM 290 (Mobile Media Stories and Games), TCOM 310 (Identity in the Digital Age), TCOM 330 (Digital Narrative Workshop), TCOM 350 (Electronic Literature: From Cybertext to Video Games), and TCOM 360 (Online Media and Popular Culture).

Several other programs offer their own writing/communication specialized courses, including **Business** BSAD 200 (Business Communications) and BSAD 340 (Management Communications); **Criminal Justice** JUST 201 (Critical issues in Criminal Justice), JUST 209 (Law Enforcement Communications) and JUST 303 (Investigative

Interviews); **Early Childhood** ECHD 200 (Planning Programs for Young Children, where program websites are created) and ECHD 201 (Student Teaching Field Experience, where e-Portfolios are created); **Graphic and Multimedia Design** GMMD 408 (Portfolio Development and Media Strategies); **Legal Studies** LEST 310 (Legal Research), LEST 330 (Legal Writing), and LEST 449 (Advanced Legal Writing); **Nursing** NURS 400 (Nursing Management and Leadership); and **Sports Management** SPMT 307 (Sports Marketing), SPMT 311 (Sports Information), SPMT 411 (Sports Public Relations), and 431 (Applied Sports Media and Broadcasting). In **Vet Tech**, communication assignments (research papers, class presentations, debate) are included in VSCT 204 (Large Animal Medicine and Therapeutic Techniques), VSCT 211 (Animal Hospital Practices and Procedures), VSCT 212 (Research Animal Techniques), and VSAD 401 (Issues and Perspectives in Veterinary Medicine).

Mathematics is a critical form of communication and is (of course) found in all MATH courses. The capstone course in several programs is also writing-intensive. Additional courses in **Canino** were identified as having a significant component (lab reports, research papers etc.) in this area: ACHP 254 (Domestic and Commercial Heating II), AUTO 101 (Automotive Service), CONS 216 (Soils in Construction), CONS 280 (Civil Engineering Materials), CONS 386 (Water Quality), CONS 385 (Hydrology and Hydrogeology), CONS 387 (Water and Wastewater Treatment Technologies), ENGS 101 (Introduction to Engineering), and SOET 377 (Engineering Ethics). Work orders are covered in several courses within the HVAC and Powersports programs.

- Organizational Skills:** Many programs offer organizational skills as components of capstone, clinical, laboratory, and research courses. Some courses directly related to this area include: **Accounting, Health Care Management and Legal Studies:** The nature of the fields make most courses heavily focus on this area. **Business** All courses in the Management area; **Criminal Justice** JUST 406 (Crime Scene Investigation), JUST 408 (Investigation of Death) and more generally in most courses; **Engineering Technology and GMMD:** The nature of these fields embeds this area in all laboratory courses. **Information Technology** All courses dealing with computer applications, spreadsheets, and databases. Almost all courses fit into this area in a general way. **Nursing, Physical Therapy Assistant, Vet Tech:** Embedded in all labs and clinicals. Students learn to organize and plan their treatment sessions starting on a small scale at first and then develop more complex cases as they progress through the curriculum. **Sports Mgt:** Students develop organization/planning skills through capstone projects throughout the curriculum. Most notably, senior students each year are responsible for the organization, planning, and execution of a major golf tournament each spring. **Vet Tech:** VSCT 104 (Veterinary Office Practices), VSCT 211 (Animal Hospital Practices & Procedures).
- Customer Service Skills:** Many programs embed customer service skills in their programs. All internship courses generally fall into this area. Courses in **HVAC** and **Power Sports** all include customer service aspects. Other specific courses in this area include **Agribusiness** AGMT 310 (Agribusiness Management) and AGMT 330 (Farm Business Management); **Automotive Technology** AUTO 101 (Automotive Service); **Business** BSAD 220 (Principles of Retailing) and BSAD/HTMT 302 (Customer Service

and the Guest Experience in Hospitality), **Criminal Justice** JUST 209 (Law Enforcement Communications), JUST 303 (Investigative Interviews) and JUST 408 (Investigation of Death); **Early Childhood** All students complete 6 to 8 NYS Office for Children and Family Services e-Trainings during their course of study. **Funeral Services Administration** SSCI (Death, Dying & Bereavement), FSAD 225 (Professional Funeral Practice), FSAD 214/322 (Funeral Home Management I and II), and FSAD 406 (Bereavement Counseling); **Graphic and Multimedia Design** GMMD 102 (Introduction to Design); **Health Care Management** HSMB 305 (Managed Care), HSMB 306 (Health Care Financing), HSMB 309 (Nursing Home Administration), HSMB 310 (Quality and Patient Safety), HSMB 311 (Health Care Information Technology), HSMB 312 (Medical Practice Management), and HSMB 410 (Senior Seminar). **Information Technology** CITA 307 (Customer Relationship Management); **Legal Studies** LEST 330 (Legal Writing) and LEST 449 (Advanced Legal Writing); **Nursing**, which is a customer-oriented business where professional standards are integrated throughout the curriculum; **Psychology** All courses with an HUSV prefix involve working in human services agencies, and PSYC 310 (Counseling Theories and Practice), PSYC 315 (Crisis Intervention), PSYC 375 (Assessment, Diagnosing, and Treatment Planning), PSYC 406 (Psychology of Workplace), and PSYC 410 (Counseling Skills and Procedures). **Sports Management** SPMT 308 (Sport Event Management), 431 (Applied Sports Media and Broadcasting), and 432 (Applied Sports Event Management); and **Vet Tech** VSCT 104 (Veterinary Office Practices), VSCT 211 (Animal Hospital Practices & Procedures), VSAD 301 (Veterinary Practice Management), 302 (Animal Care Institution Management), and 402 (Veterinary Business and Financial Management). *Which, if any of these courses, would be appropriate for the general student?*

- **Planning Skills:** This is a key area in all capstone, design, trades, laboratory and clinical courses. Several programs mentioned specific projects, such as: BSAD 203 (Marketing) requires students to complete an applied project, such as the Roopreneur competition. **Sports Management** students plan a major golf tournament each spring. *Would we benefit from a general course on this subject?*
- **Integrated Approaches:** Several programs integrate several Industry 4.0 areas (Writing, Communication, Planning, Organizational, Continuous Improvement) in multiple courses. An example of this is in **English** ENGL 270 (Media Writing) and ENGL 314 (Digital Graphic Storytelling), where “students are asked to (a) analyze the design *and* the writing of digital texts (i.e. the text of websites, online comics, and digital games, (b) decide on a problem/story to tell/present in digital form (e.g. via an augmented reality game that imbues the local area with historical information and stories), and (c) create the story in a digital platform. More specifically, students, working in design teams, tackle a problem, brainstorm a solution, plan the research and content for a game/story, storyboard the branches – information architecture – of the story/the of the story (“Organizational Skills”), and, finally, decide on the various ways their team will disseminate the deliverables to the public (via social media, a collaborative website, a short trailer of their game, etc.). That work not only teaches students to develop Organizational Skill and Planning Skill; it teaches them to do so as members of a team. And working effectively in teams is, arguably, a crucial Industry 4.0 skill.”

Improving Fiscal Picture

Several academic programs identified similar ideas that would either increase revenues or reduce costs. Some of these ideas (with my comments following in *italics*) include:

1. **Reduce Cost: Increase seating capacity of courses running in multiple sections.** Each time this is done saves at least one section (i.e., two sections at 30 get replaced by one section at 60, saving one section). This idea was mentioned by **Criminal Justice, Science, and Canino**. *I think this is a good idea in many (but not all) places. It is commonly done at many SUNY and private colleges. In the case of science courses, lectures are often taught in double, triple, or even quadruple sections (60, 90, or 120 students, sometimes more than that), with recitations (one hour, 30 students) being offered to cover homework problems and to answer individual questions, often in conjunction with the labs. There are some courses where this is less common due to the nature of the course—first year English and introductory mathematics courses immediately come to mind—though there are some colleges that have done this in innovative ways that departments may want to consider. A related idea was to raise the lab enrollment cap to the capacity of the lab, rather than fixing it at 20. Psychology* mentions that if these were to become a priority for the College, this would likely cause a change in the way their courses are being offered and would be detrimental to student learning.
2. **Reduce Cost: Streamline a rotation of upper level courses** so that students can plan. This idea was mentioned by **Criminal Justice**. *I think this is almost always a good idea. Junior and senior level courses (except capstones) should be designed so that they can be taken in either year, with the frequency with which they are offered determined by the demand—every semester, every year, or every other year. The every-other-year option has the effect of doubling the enrollment of under-enrolled classes, since both juniors and seniors will take them. By letting students know what the rotation is, they can plan to enroll in the courses at the appropriate times. This is probably the most effective way to cut down on unnecessary courses.*
3. **Reduce Costs: Share courses with other degree programs.** This idea was mentioned by **Sports Management, Humanities, and Psychology**. *This is a really good idea that can reduce costs and allow your faculty to focus on areas critical to the major. Several of our programs are already doing it. A common stumbling block to doing so is that two departments may be offering different flavors of the same course, each thinking theirs is best or contains some critical component the other lacks. With some good will and a little compromise, this stumbling block should be avoidable.*
4. **Reduce Costs: Apply for Grants.** This idea was mentioned by **Nursing**. *Having faculty or ISAs apply for grants for equipment or program development offsets costs to the College, freeing up funds for other purposes. Writing a grant is also evidence of service and potentially scholarly achievement.*

5. **Reduce Costs (for Students): Use Open Educational Resources instead of textbooks/harmonize textbook use.** This idea was mentioned by **Management** and **Nursing**. *While this won't save the College money (it will actually cost us a bit, since bookstore sales will go down), it is a good idea to lower costs for students since that helps them afford college and helps retain students. Programs should also look at their overall book requirements to see if there is any unnecessary duplication—books may be identified that are usable in multiple courses. A related issue is that faculty should not give students links to online materials that the student then goes to print (which costs the College money). Instead, the necessary material can be printed as a course pack—much cheaper than a textbook would be—and sold at the bookstore.*
6. **Increase Enrollment: Reduce pre-requisites in upper division courses** where possible, to allow more students outside the major to take them. This idea was mentioned by **Criminal Justice**. *It is a good idea to keep pre-requisites to a minimum, only having them when there is a serious chance that the student will be unable to successfully complete the course without them.*
7. **Increase Enrollment: Eliminate Unnecessary Requirements.** This was suggested by **Psychology**. *This is well worth looking at. In an obvious sense, no program should ever require something that isn't necessary. More subtly, there is a tendency across programs in higher education of "never meeting a credit they don't like", resulting in overpacked degrees and giving students little room for exploration or pursuit of interdisciplinary specialties. Also, students may look at requirements as being equivalent to difficulty, and programs that require too much as being undesirable because they're too hard when there are choices at other colleges that require fewer credits. This hurts enrollments.*
8. **Increase Enrollment: Have faculty visit local high schools to market their programs.** This idea was mentioned by **Sports Management**. *This is an excellent idea—marketing our programs to potential local students will certainly help enrollment, and our faculty are often the best possible marketers! It is also often helpful to bring one or more students on these visits—especially if one is from that high school or the area. Potential students often pay the most attention to other students who have already gone to Canton.*
9. **Increase Enrollment: Offer classes in an Online or Flex format.** The Flex idea was mentioned by **Accounting, Agribusiness, Canino, Criminal Justice, Health Care Mgt., and Psychology**. Increasing online was also mentioned by **Early Childhood, Humanities, and Legal Studies**. *This is an excellent idea that I would strongly encourage programs to consider. The Flex format works well for adult and military students and provides both face-to-face and online course materials to students regardless of which modality they are using, thus serving as a useful supplement. [Even if the course is not going to be offered online or in Flex, capturing lectures using Panopto and making them available to students can be a useful way for students to review, improving retention.] Our buying some scaled or portable versions of Panopto was mentioned as a way to not require a specialized classroom to do this. Since students at a larger distance can enroll, it increases enrollment and therefore revenues.*

It can be challenging to offer courses with laboratories or clinicals in this format, although some colleges have found ways to do it, either in low-residency format (the student comes onto the campus only for a weekend at the beginning and/or the end of the course, or for grouped labs on a weekend) or by finding a local clinical site that then affiliates with the college.

There is some concern that this leads to lower retention for first year students, since they often need help with time management skills. An interesting methodology was also put forward by TCOM related to this idea, namely having faculty members rotate through different modalities of instruction, thereby resulting in a faculty that “can shift and change according to student demand”.

10. **Increase Enrollment: Offer a new degree program.** This idea was mentioned by multiple programs. *This can be a good idea if there is actually demand for the new degree program that wouldn't simply result in further splitting up the students who are already coming. Current offerings should be reviewed to see if some tracks of the program are obsolete or low in enrollment, in which case it would be beneficial to replace them with more in-demand tracks. In most cases, new programs should take maximum advantage of courses already being offered by the College and require a minimal number of new courses. Exceptions to this would be acceptable if the College is trying to move into a high-demand new area. An interesting variation of this idea came from Psychology, and involved the three North Country SUNY colleges offering a masters in Applied Psychology (with a focus on Mental Health Counseling) as a consortium. This might be an interesting way to get approval to offer programs for which we might not otherwise be able to get individual approval.*
11. **Increase Enrollment: Market Liberal Arts focused degrees to the Canadian market.** This idea was mentioned by Humanities. The idea here is that Canadian college follow the British model, with heavy specialization in the major and little in the way of liberal arts, and our degrees might be an attractive alternative. *I think this might be worth trying in selected markets (Toronto and Ottawa?) to see what happens. The biggest challenge is that Canadian tuition is very low, even at prestigious Canadian colleges, and we would have to compete with that by discounting our out-of-state tuition.*
12. **Increase Revenue: Offer a micro-credential.** This idea was mentioned by Agribusiness, Canino, Criminal Justice, Health Care Mgt., Physical Therapy Asst., and Psychology. *This is almost always a good idea if there is a demand for the course grouping that constitutes the micro-credential. In some cases, a micro-credential can serve as a mini minor for a student in a related area. Many micro-credentials consist of 3-5 courses, but note that they can also incorporate modular parts of courses if the entire course isn't needed. This can help fill in “gaps” in the training of professionals from other countries, providing them with a fast track to gaining American credentials, which could be an attractive new market.*

13. Increase Revenue: Offer in-service training/degree completion for professionals.

This idea was mentioned by **Criminal Justice** and **Funeral Services Administration**. *One of the first things I did as a young faculty member was to participate in the offering of a Chemical Instrumentation for Professionals course. It made money for the College (and for me for teaching in it) and was also an excellent argument as to why equipment manufacturers should donate to my department—"Whose equipment do you want the professionals taking the course to learn on, and then purchase?" was a question we would ask the manufacturer. Funeral Services mentioned offering an online completion degree for professionals currently working at funeral homes who don't have a bachelor's degree, and to offer online courses (which they currently teach) sufficient to earn licensure in certain states. There may be similar opportunities for other degree programs (see also the Flex Format idea, #9 above).*

14. Increase Revenue: Offer more in the area of Workforce Development.

This idea was mentioned by **Legal Studies**. *This is a good idea in cases where there is some professional body that requires continuing education credits (especially if that may be paid for by the employer). In workforce development aimed at people outside the workforce and/or who are unemployed, some complications can arise. It's hard to offer such programs without grant support and grants are extremely restrictive in what you have to do and how you have to do it. In some previous attempts in getting grant funding, it turned out that it was more expensive to carry out the project with grant funding than without it, and the partner business withdrew at that point.*

15. Increase Enrollment: Link with BOCES.

This idea was mentioned by **Physical Therapy Asst.** *BOCES has strong programs that link well with many programs we offer. Creating and marketing pathways for seamless transfer into our programs (especially if some college credit can legitimately be offered for their BOCES experience) can become an excellent source of students. This is something we should do as a cross-campus effort.*

16. Increase Retention: Create Internal Pathways and Articulations.

This idea was mentioned by **Criminal Justice, Health Care Mgt., Legal Studies, Physical Therapy Asst., and Psychology**. *Prospective students may not have the necessary grades to directly enter a program but could gain the necessary skills by starting in a different program. The example given was entering HEFI first and then completing the PHTA program after, improving enrollment and retention in both. Something similar should be considered by all programs: If a student is not succeeding in your program, what program that is offered at SUNY Canton might be a better fit? Is there a protocol for giving this sort of advisement in your program?*

17. Increase Enrollment: Create Additional Articulation Agreements.

This idea was mentioned by multiple programs. *Several programs mentioned forming additional articulations with community college so that two-year students could flow into our four-year programs. We have multiple articulations of this type now, but additional ones could be beneficial. Ideally, the articulations work best if all the credits from the community college count, and if the student can graduate in two years. The more deviation there is from this, the less the articulation will matter. An option that is*

generally well received is if we could offer an online version of the upper two years, and students could take it while remaining in place and using the facilities of the community college they started with. Most community colleges would welcome this sort of arrangement.

Several programs mentioned forming articulations with graduate programs at other institutions, which can help improve enrollments and retention. The General Studies program suggested internal articulations between GS and other programs at SUNY Canton, so that GS students could complete a four-year program such as Science and Sustainability or Education and Civic Leadership by completing GS and then taking a thematic group of courses around the idea (sustainability, civic leadership) in the program title and culminating in a capstone. *I don't know how much demand there would be for this (which is halfway to an individually designed major, which many liberal arts colleges allow for), but the costs for implementing it would be essentially zero. The thematic degree created could also serve as a potential home for transfer students.*

- 18. Increase Retention: Offer Additional Certifications with the Program.** This idea was mentioned by **Physical Therapy Asst.** *There are often professional certifications available that courses in a degree program can prepare students for. By making the taking of the certification test a required or encouraged part of the course, students will earn these credentials more routinely, which can be a major marketing advantage to attract or retain students to/in the program. The example given by PHTA involved working with the NAHEC Scholars Program to enhance students' clinical and community health skills, which might attract more high-quality students.*
- 19. Increase Retention: Offer a remediation program for students having trouble.** This idea was mentioned by **Canino** and **Vet Tech.** *Having a remediation program that kicks in early can save students who would otherwise fail out. Embedding a remediation strategy (which can involve enhanced advisement, tutoring, opportunities to make up/improve academic work, mentoring...) in the program will improve retention, often significantly.*
- 20. Increase Retention: Have more students participate in BSAD 235 (Business and Accounting Field Experience)** because it provides a hands-on experience working with entrepreneurs and small business owners which would make students more engaged, and thus retained. This idea was mentioned by **Business.** *This is part of the reason that we've been spending time and effort to create an Entrepreneurship Accelerator on campus and in town, which would be a scale-up of this idea. More generally, having students participate in **civic engagement** and related experiences often becomes the thing the students remember and value best about their college experience. It is well worth the effort.*
- 21. Increase Enrollment: Identify partners who can help your program with publicity or other such benefit.** This idea was mentioned by **Business** and **Sports Management.** *Partnering with organizations that can help or publicize your degree program is a great idea that can increase enrollment. Suggestions included bringing in outside speakers*

from industry, working with Section X High School Athletics for media, management, and graphic opportunities. There are likely many other such partnerships that could benefit every program we offer.

- 22. Increase Enrollment: Acquire scholarships from industry partner.** This idea was mentioned by **Nursing**. *In high demand fields, companies are often willing to provide scholarship aid, especially if the student receiving it will commit to working for the company upon graduation. These scholarships can make it easier for a student to afford attending college.*
- 23. Increase Enrollment: Exhibit at relevant conferences and fairs.** This idea was mentioned by **Early Childhood**, who were able to secure an exhibitor booth that they will person at the NYS Association for the Education of Young Children Conference. *I agree that this will generate awareness of the program and ultimately increased enrollment. If the exhibit space is available at low or no cost, this can be an attractive idea.*