

ACADEMIC PORTFOLIO REVIEW:

A Comprehensive Report to Faculty, Staff, and Students

February 23, 2023

UTICA
UNIVERSITY

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Academic Portfolio Review: 2022 – 2023

I. Utica University Board of Trustees Resolution on an Academic Portfolio Review

On August 19, 2022, the Utica University Board of Trustees passed the following resolution regarding an Academic Portfolio Review:

> Whereas shifting enrollment patterns and a significant decline in enrollment have resulted in an unsustainable faculty-to-student ratio at the university; and
>
> Whereas the current academic program portfolio no longer reflects prospective student recruitment interests regionally or nationally; and
>
> Whereas the current academic program portfolio no longer reflects the credentials most sought by employers in the region or nationally;
>
> Be it resolved, the Board of Trustees of Utica University directs the administration to undertake an academic portfolio review designed to provide recommendations for any changes to credentials offered by the institution, including possible program design, redesign, or elimination. Recommendations are to be delivered to the Trustees at the February 2023 board meeting.

II. Rationale

Inherent in the Board's resolution is the rationale for undergoing an academic portfolio review in fall 2022. Utica University, like many public and private institutions particularly in the Northeast, has experienced a sizable decline in enrollments. Utica University is a tuition-driven institution. A decrease in enrollments means a decrease in the resources available to support programs and services. Additionally, nationwide students are enrolling in a narrower selection of majors, which we have seen at Utica University as well. The University's governing board has the responsibility and authority to ensure that sufficient resources are available to sustain and grow the programs that are in high demand and that are needed to meet employer demands throughout the nation and state.

The primary goal of this portfolio review is to ensure that the University's portfolio of majors reflects and anticipates student interest and employer demand.

III. Timeline

August 2022	The Utica University Board of Trustees approved a resolution directing the University's administration to undertake an academic portfolio review that provides recommendations for changes in credentials.

September 2022	Provost Todd Pfannestiel informs the Faculty Senate at its September 7, 2022 meeting that an Academic Portfolio Review will occur. He noted that a task force would be appointed consisting of the 4 school deans, 4 representative faculty members, and personnel from Institutional Effectiveness, Academic Affairs, Financial Affairs, and Enrollment. The task force was assembled and began meeting on September 21, 2022. The group met on a weekly basis until November 30, 2022.
November 2022	President Casamento and Provost Pfannestiel hold three open forums with faculty to discuss the rationale for the portfolio review and to listen to faculty concerns regarding this review.
December 2022	The task force submitted its report to President Casamento.
January 2023	President Casamento reviewed the task force report and the relevant financial summaries and analyses pertinent to this review. President Casamento delivered her recommendations to the Board Chairperson, Mr. Robert Brvenik on January 18, 2023 before the full faculty.
January 2023	An online site for public comments opened for faculty, students, and staff to offer written responses to the President's recommendations. A dedicated email account was created for any constituent who did not wish to post comments in a public forum. Provost Pfannestiel notified the school deans that programs potentially impacted by the President's recommendations may draft case statements in support of retaining specific majors in the academic portfolio.
February 2023	The online site for public comments closed on February 2, 2023. All comments were sent to the full Board of Trustees on February 3, 2023 for their review prior to the Board meeting on February 24, 2023. The case statements from potentially impacted programs were due on February 8, 2023 and sent to the full Board. The Board of Trustees met on February 16, 2023 to discuss the President's recommendations, the comments and case studies, and the financial analyses. The Board voted on what programs would remain part of the University's Academic Portfolio.

IV. Methodology

As per the resolution passed by the Utica University Board of Trustees on August 19, 2022, the task force assembled by Provost Pfannestiel was issued the following charge:

> [T]his Task Force is charged with evaluating the academic portfolio of the university to recommend the program mix that reflects institutional enrollment patterns and national trends of prospective student interest and employer demands. Specifically, recommendations from the task force should include programs for the university to consider designing for future enrollment, as well as programs to consider for elimination from the institution's portfolio. In short, what should be the university's academic footprint for the near- and long-term future.

Given the time constraint, the task force agreed to concentrate its attention on select majors. To determine which ones to focus on, the Assistant Vice President for Financial Planning and Analysis created a pair of quadrant analyses based on three variables:

- Student Demand, as measured by the number of applicants to Utica University per program;
- Yield rates, meaning the percentage of accepted applicants who chose to enroll at Utica University; and
- Degrees Awarded as a proxy for the combination of enrollments, progression, and graduation from a program.

Programs above the University average were considered high and those below the University average were considered low.

Click here to view the quadrant analyses.

After separating the undergraduate from the graduate level transcript categories, two "quadrant analysis" documents were produced which separated the eight sets into four primary groupings of High Demand and Low Yield, High Demand and High Yield, Low Demand and Low Yield, and Low Demand and High Yield. The task force's work focused on credentials classified in the undergraduate quadrant analysis as Low Demand, excluding those programs that were launched during the past year or already being discontinued (e.g. Wellness and Adventure Education).

Members analyzed 9 years of institutional enrollment data, specifically the number of applicants to each degree program, acceptance rates, yield rates, progression rates, and graduation rates at the four-year or six-year marks. *Click here to view the data segments.*

The group also determined that external data from sources such as IPEDs, the Bureau of Labor Statistics, and the New York State labor forecast should be considered on a program-by-program basis since these data were more relevant for some programs than others. They further considered information illustrating the efficiency of program delivery through overlapping courses shared by two or more programs.

At each task force meeting, school deans represented their programs by delivering presentations—"Advocacy Reports"—that included institutional data as well as other relevant material, such as descriptions of unique program characteristics, arguments for institutional needs, or relationships between programs in terms of curriculum and faculty.

The task force members decided early in the process that any polling of opinions should wait until all the programs under review had been discussed. At the conclusion of their work, task force members completed a poll for each credential under review. Members were asked to select one of the following options per program:

- Remain - This program should remain in the Utica University academic portfolio;
- Not remain - The University should cease enrollment into the program and end the marketing of it through a process of sunsetting;
- Remain with modifications - This program should remain in the Utica University academic portfolio but with identified modification(s).

The task force report was submitted to President Casamento on December 1, 2022. The President reviewed its contents as well as the financial analyses for each program identified in the low demand quadrants and formulated her recommendations. These recommendations were given in person to the Board Chair, Mr. Robert Brvenik, on January 18, 2023 before the full faculty.

From January 18 through February 2, 2023, faculty, staff, and students had the opportunity to submit written feedback and comments pertaining to the President's recommendations in an online site or by email. Programs impacted by these recommendations were further allowed to submit "case statements" to their respective school deans to be forwarded to the Board.

Following a careful and thorough consideration of the faculty, staff, and student comments; the case statements; and the deans' reports, the Board debated the merits of the President's individual recommendations and voted on the academic portfolio.

V. President's Recommendations

Accounting – B.S. degree

This major should remain in the portfolio but with recommended modifications to maintain alignment with CPA standards. The major should delete concentrations, and merge them into one singular, comprehensive program.

Chemistry – B.S. degree

This major should be sunset. Additional support to grow the Biochemistry degree should simultaneously occur.

Criminal Justice – B.S. degree, online delivery

This major should be sunset.

English – B.A. degree

This major should remain but be modified to reflect relevancy in fields including technical writing, digital writing, editing and publishing. The program should also streamline major requirements to reduce the frequent offering of low-enrolled upper-division courses.

Financial Crimes Investigator Certificate

This certificate should remain but be modified to reflect current, up-to-date curriculum that is industry relevant.

Fraud and Financial Crime Investigation – B.S., campus delivery

This major should be sunset. Additional support should be directed to the solely online degree.

Fraud and Financial Crime Investigation – B.S., online delivery

This major should remain but be modified to reflect key industry elements.

Geoscience – B.A. degree

This major should be sunset.

Geoscience – B.S. degree

This major should be sunset.

Healthcare Management – B.S. degree, campus delivery

This major should be sunset.

Healthcare Management – B.S. degree, online delivery

This major should be sunset.

Health Sciences – B.S. degree, online OT Weekend program

This major should remain but be modified by revising the residency requirements, and aligning resources with the existing weekend OT master's program.

History – B.A. degree

This major should remain but be modified to develop a course rotation that reduces the frequent offering of low-enrolled upper-division courses, as well as teach to the standards in the emerging adolescent education degrees.

International Studies – B.A. degree

This major should be sunset.

Mathematics – B.A. degree

This major should remain but be modified to reflect widespread student interest and employer demand in fields of applied mathematics. Such relevant fields may include actuarial mathematics, operations research, and applied statistics, among others.

Nutrition – B.S. degree

This major should be sunset. Additional support to grow the Dietetics and Nutrition BS degree should simultaneously occur.

Philosophy – B.A. degree

This major should be sunset.

Physics – B.A. degree

This major should be sunset. Additional support to grow the Physics BS degree should simultaneously occur.

Physics – B.S. degree

This major should remain but be modified to expand opportunities for joint admissions/affiliation programs, including Engineering programs.

Political Science – B.A. degree

This major should remain but be modified to streamline the content, which includes reducing the large number of elective options, as well as developing a plan to attract most majors into a pre-law pathway. The launching of the Master's in Public Administration degree should be delayed until these modifications in the undergraduate major are complete.

Public Relations and Marketing – B.B.A. degree

This major should be sunset, with the recommendation that the faculty develop a Digital Media Marketing and Management credential to replace it.

Sociology and Anthropology – B.A. degree

This major should be sunset.

Spanish – B.A. degree

This major should be sunset.

Therapeutic Recreation – B.S. degree

This major should be sunset.

Credentials recommended for modification must have a plan in place to their respective school deans no later than September 1st, 2023, with the goal to implement the modifications for the Fall 2024 semester. Programs that choose not to submit a plan for modification by September 1, 2023 will be re-evaluated for sunset by the Board of Trustees at their October 2023 board meeting.

VI. Summary of Comments

What follows are the summaries of comments Utica University faculty, alumni, staff, and students made on the website dedicated for this purpose or to the email address created for these

comments. Remarks made by individuals outside of the University community have not been included in these summaries, though they were shared in full with the Board of Trustees.

Faculty

Twenty-seven full-time faculty (15%) and 2 retired faculty shared comments via the website or email address linked to the Academic Portfolio Review. These comments are outlined below:

- It was unclear why specific majors were recommended for sunsetting since graduates from the program(s) are successful.
- Majors should not be eliminated because the departments have served the needs of the institution, especially by offering core/general education classes.
- We cannot consider ourselves a "university" if we eliminate degree programs in Spanish, philosophy, anthropology, sociology, and international studies.
- The justification for conducting this program review at this time was not clearly articulated to the faculty.
- The evidence supporting the recommendations is not clear.
- There has been a lack of transparency throughout the process.
- The process followed violates the faculty's role in shared governance; recommendations regarding the academic portfolio should have gone through the curriculum process.
- Faculty should have been more involved at the departmental level to provide input into the recommendations.
- Many of the programs recommended for elimination are "discovery majors"—i.e. students are exposed to the major when they take a general education course. The revised general education curriculum may lead more students to the majors that are earmarked for sunsetting.
- Eliminating programs will reduce the quality of education currently offered by the institution and impact student-faculty relationships, including student-faculty research.
- There are no associated cost savings by eliminating particular majors, especially when the departments will still need to offer upper-level courses for their minors.
- Faculty were assured they would be provided with a full report that included financial information. No report was forthcoming, thereby reducing faculty participation in the process.
- The Academic Program Review recommendations will result in attrition among the students and faculty as well as create difficulty attracting new faculty to the University.
- Utica University students benefit from coursework that develops critical thinking and problem-solving.
- Students are not enrolling in certain majors because the University is not investing in marketing and recruiting for these programs; enrollments are low because the University designed a system to keep students out of liberal arts majors.
- The Academic Portfolio Review was long overdue and is necessary.
- Philosophy should remain as part of the academic portfolio for the following reasons:
    - ✓ The faculty are internationally renowned scholars and have stellar reputations;
    - ✓ The faculty are award winning scholars and educators;

- ✓ The quality of education offered by the department is superior;
- ✓ Once students are exposed to philosophy, they opt to major or minor in it;
- ✓ Studying philosophy is a transformative experience;
- ✓ Philosophy teaches sounds reasoning, critical thinking, and persuasive writing;
- ✓ Graduates with undergraduate degrees in philosophy are among top earners in their careers.

- The B.A. in Physics overlaps the B.S. It is a more viable option for students considering careers in areas other than physics and is the degree that aligns with the 3-2 partnerships with engineering programs.
- Therapeutic Recreation should not be eliminated because it is a growing (and important) field in the healthcare industry; there are few THR programs in New York State; the program retains students at the University by serving as a "default" for those students who cannot succeed in other healthcare majors; graduates get jobs and launch successful careers.
- Geoscience should remain part of the academic portfolio because it provides quality experiences to students, its graduates are successful, and in 2016, NYS created a professional geologist license, which might attract more students to this major.
- Eliminating the B.S. in Chemistry will result in losing accreditation from the American Chemical Society, which, in turn, will adversely affect student and faculty recruitment and retention as well as graduate outcomes. Lacking this important accreditation will weaken the biochemistry major, which the President recommended strengthening.
- The Nutrition major requires only one additional course; the program was created to accommodate students who cannot complete the MS or internship required in the Dietetics and Nutrition major. Eliminating the Nutrition major may result in student attrition.
- Departments "mandated" to modify their offerings need further direction from the administration regarding expectations and available resources.
- The modifications suggested for the English program are outside the current faculty's expertise and will require substantial resources if they are to be successfully implemented. Further, there are already well-established programs at the more affordable SUNY Poly and MVCC. Utica University will need additional technical, personnel, and fiscal resources to compete with these institutions.

<u>Staff</u>

Very few staff personnel (N=5) commented on the President's recommendations regarding the University's academic portfolio. Their responses are outlined below:

- Staff recognized the need for cuts to programs given the fiscal challenges colleges and universities are facing.
- Cuts to personnel since COVID have affected staff; it's time to consider cuts to faculty.
- The process was not inclusive, its purpose not well communicated, and the evidence used to inform decisions not clear.

- Rather than cutting programs, they might be reshaped into interdisciplinary programs.

Students & Alumni

- The majority of students who submitted comments identified themselves as philosophy minors, and most of those minors were in Healthcare Ethics.
- Opposition to sunsetting the philosophy major was based on the following:
  - ✓ Philosophy develops students' critical thinking and analytical thinking skills.
  - ✓ Philosophy helps create well-rounded individuals and provides a well-rounded education.
  - ✓ The faculty are exceptional.
- Chemistry majors who responded noted that losing ACS accreditation would disadvantage students enrolled in biochemistry, diminish the value of their degrees, and reduce prospective student interest in the program.
- Therapeutic Recreation majors, alumni, and one parent of a graduate stated that therapeutic recreation is a growing field that offers satisfying career opportunities. Sunsetting this program might result in a shortage of certified therapeutic recreation therapists.
- Graduates from the Geoscience/Geology major (2) described their "fond memories" of the program and its faculty and reported on successful careers and advanced degrees.
- One student and 1 alum advocated for keeping the history major "intact."
- The small number of majors in certain programs is attributable to the fact that the University does not allocate sufficient funds to them but instead dedicates resources to a limited number of majors that are "well off."
- Cutting programs is a disservice to students, alumni, faculty, and the larger community.

VII. Case Statements

Faculty were invited to submit case statements to the Board of Trustees to refute the President's recommendations to sunset specific majors. Case statements were prepared by the following programs: B.S. Chemistry, B.S. Fraud and Financial Crime Investigation, B.S. Geoscience, B.A. International Studies, B.A. Philosophy, B.A. Physics, B.B.A. Public Relations and Marketing, B.A. Sociology and Anthropology, B.S. Therapeutic Recreation. The History Department also submitted a case statement to the online comment site post-deadline, responding to the recommendations to modify the program.

Click here to view case statements.

VIII. Board of Trustees Final Decisions Re Utica University's Academic Portfolio

All members of the Board of Trustees received the following materials well in advance of their February 16, 2023 meeting: a summary of the comments in the online portal and email

communications; the full set of unredacted comments made in the online portal and email communications; the case statement reports prepared by 9 potentially impacted programs.

The Board deliberated on the academic portfolio at its meeting on February 16, 2023. At this meeting, each school dean was invited to present to the Board a summary of the case statements as well as any other information each believed was crucial to the Board's deliberations. Board members had the opportunity to ask the deans questions regarding the programs under consideration.

What follows are the Board's decisions with respect to President Casamento's recommendations regarding the University's academic portfolio. Reasons justifying the Board's decisions are given only for those programs that submitted a case statement arguing against sunsetting the degree credential.

Accounting – B.S. degree

The Board accepts the President's recommendation that this degree program remain in the portfolio but with recommended modifications to maintain alignment with CPA standards. The major should delete concentrations and merge them into one singular, comprehensive program.

Chemistry – B.S. degree

The President withdrew her recommendation to sunset this degree program based on the rationale provided in the department's case statement. The Board concurred with the President's decision to withdraw her recommendation. The B.S. in Chemistry will remain part of the University's academic portfolio.

The Board acknowledges the chemistry faculty's decision to sunset two of its concentrations (Biochemical and Environmental) and develop a new concentration in Nanomaterials or Nanotechnology to support the emerging nanotechnology industries in Central New York.

Criminal Justice – B.S. degree, online delivery

This Board accepts the President's recommendation to sunset this major.

English – B.A. degree

This Board accepts the President's recommendation to keep this major as part of the academic portfolio. The department should develop concentrations in fields relevant to students, such as technical writing, digital writing, editing and publishing. The program should also streamline major requirements to reduce the frequent offering of low-enrolled upper-division courses.

Financial Crimes Investigator Certificate

The Board accepts the President's recommendation to have this certificate remain in the portfolio with the modifications made to reflect current, up-to-date curriculum that is industry relevant.

Fraud and Financial Crime Investigation – B.S., campus delivery

The Board accepts the President's recommendation to sunset this major and direct additional support to the online degree. This decision is based on the following:

- Demand for this program has dropped considerably since the tuition reset and the number of majors is less than half of what it was in 2019.
- The FFCI faculty were instructed to revise and update the curriculum to align with industry needs and curriculum offered by competitors. The requested revisions were not made.

Fraud and Financial Crime Investigation – B.S., online delivery

The Board accepts the President's recommendation to keep this major in the University's academic portfolio and to modify its curriculum to reflect key industry elements.

Geoscience – B.A. degree

The Board accepts the President's recommendation to sunset this major. Further, the Board concurs with the Geoscience faculty that this degree program should be sunset on the grounds that it is redundant with the B.S. in Adolescent Education/Earth Science Certification.

Geoscience – B.S. degree

The Board accepts the President's recommendation that this major should be sunset. This decision is based on the following:

- While there is no doubt that geology students have had a rich educational experience at Utica University and graduates from this program have done well, the interest in this area of study is not strong, and the numbers do not justify having a degree credential.
- IPEDS reports an 8.3% decrease in the number of degrees awarded in Geology/Earth Science, Geochemistry, Hydrology, and Oceanography since 2014-2015, suggesting that student interest in this degree program may not be as robust as the case statement claims.
- If the Geology faculty believe an environmental science degree would attract more students to the University, the faculty are urged to develop a concept paper for an interdisciplinary major in environmental science and follow the University's processes for a new degree program.

Healthcare Management – B.S. degree, campus delivery

The Board accepts the President's recommendation that this major should be sunset.

Healthcare Management – B.S. degree, online delivery

The Board accepts the President's recommendation that this major should be sunset.

Health Sciences – B.S. degree, online OT Weekend program

The Board accepts the President's recommendation that this major should remain but be modified by revising the residency requirements and aligning resources with the existing weekend OT Master's program.

History – B.A. degree

The Board accepts the President's recommendation that this major should remain but be modified to develop a course rotation that reduces the frequent offering of low-enrolled upper-division courses, as well as teaches to the standards in the emerging adolescent education degrees. The faculty's concerns about these modifications should be addressed with the respective school dean.

International Studies – B.A. degree

The Board accepts the President's recommendation that this major should be sunset. This decision is based on the following:

- The case statement states that IST is a popular major for international students. In truth, the following majors attract international students: computer science, engineering, and business.
- The case statement reports, "over 57 percent of IST majors are non-white, far exceeding the overall undergraduate target of 35 percent, far higher than most majors." While these percentages are true, the N values are so small, these percentages are misleading. There were 7 IST majors in fall 2022. 3 (43%) are white, 2 (29%) are Latinx, 1 (14%) is Black/African American, and 1 (14%) is multiple races.
- To say "Eliminating International Studies would disproportionately disadvantage people of color" is a gross over-statement when there are only 4 students of color in the major.
- The case statement further asserts, "The loss of IST as a major means the loss of IST students in . . . other classes." There are only 7 majors in IST—.004% of the on-ground undergraduate population. This is hardly enough students to have a significant impact on course enrollments.
- The international collaborations described in the position paper are evidence of rich educational opportunities. However, it is unclear how many students actually benefit from these opportunities. Further, the University does not have the resources to develop international partnerships and increase faculty exchanges.
- The claims made about inequitable marketing resources and student ambassadors are hearsay at best and not supported by any evidence.

Mathematics – B.A. degree

The Board accepts the President's recommendation that this major should remain but be modified to reflect widespread student interest and employer demand in fields of applied mathematics. Such relevant fields may include actuarial mathematics, operations research, and applied statistics, among others.

Nutrition – B.S. degree

The Board accepts the President's recommendation that this major should be sunset and additional support to grow the Dietetics and Nutrition BS degree should simultaneously occur.

Philosophy – B.A. degree

The Board accepts the President's recommendation that this major should be sunset. This decision is based on the following:

- The low enrollments in philosophy are not unique to Utica University; they are *nationwide*. The most recent IPEDS data indicates that at private, 4-year institutions, only 1,181 degrees were awarded in philosophy.
- Professor Riddle makes the claim in his case statement that there are "47 majors and minors," and he adds that this figure is "testimony to how Utica students, once exposed to philosophy, see its value and opt to study it either as a minor or a major." This claim is an over-statement. Philosophy is part of general education, meaning that a majority of traditional undergraduates need to complete a course in this discipline. Using his enrollment figure, only 2.5% of traditional undergraduates are enrolled in either the major or minor. If it were true that once exposed, students opt to study philosophy, the number of majors and minors would be much higher.
- Riddle calls the philosophy major a "high yield major" and says that students who apply to Utica for philosophy will go elsewhere if it is not available here. This claim is refuted by the fact that the program had a 0% yield in 2015, 2017, 2019, 2020, and 2021.
- Professor Edwards states that the program has grown from 3 majors in 2012 to 40-70 majors and minors. Another document submitted in support of philosophy (author unknown) claims that the program has routinely enrolled between 45 and 75 students in the major and minors, and they have more than 50 majors and minors at any given time. According to institutional data, in 2022, philosophy had 6 majors and 43 minors, the majority of whom were studying healthcare ethics.
- The case statements suggest that enrollments in philosophy *minors* are robust, though the number of *majors* might be small. In a five-year period (2017-2022), three of the four philosophy minors have attracted few students. The one minor to which students are drawn is Healthcare Ethics.
- Dr. Fleming's data attempts to connect taking philosophy courses with retention and graduation rates confuse correlation with causation.

Physics – B.A. degree

The President withdrew her recommendation to sunset the B.A. in Physics based on the rationale presented by the physics faculty in the case statement. The Board concurred with the President's decision to withdraw her recommendation. The B.A. in Physics will remain part of the University's academic portfolio.

Physics – B.S. degree

The Board accepts the President's recommendation that this major should remain but be modified to expand opportunities for joint admissions/affiliation programs.

Political Science – B.A. degree

The Board accepts the President's recommendation that this major should remain but be modified to streamline the content, which includes reducing the large number of elective options, as well as developing a plan to attract most majors into a pre-law pathway.

The President withdrew her recommendation to delay launching the Master's in Public Administration degree until modifications to the undergraduate major are implemented. The Board concurred with the President's decision to withdraw her recommendation and agreed to launch the MPA program in Fall 2024 with plans to begin marketing this degree in 2023-2024 for an initial cohort of 20.

Public Relations and Marketing – B.B.A. degree

The Board accepts the President's recommendation that this major should be sunset. The Board further acknowledges that Distinguished Professor Patricia A. Swan has already drafted a proposal for a Digital Media Marketing degree, which should be presented as a concept paper and brought through the University's process for approval.

Sociology and Anthropology – B.A. degree

The Board accepts the President's recommendation that this major should be sunset. This decision is based on the following:

- The case statement claims that "every year there are many students interested in the Sociology and Anthropology major." However, the number of applications (evidence of demand) do not substantiate this claim and neither do the number of majors. In 2022, there were 9 majors in SOC/ANT, the smallest number since 2015. A claim is also made that the low enrollments in this major are probably attributable to COVID, but the data suggest that this has always been a program that attracted few students. Fewer than 10 students enrolled in SOC/ANT per year since 2015.
- The case statement provides a detailed data analysis comparing enrollments in SOC/ANT with enrollments in Economics and Computer Science. Comparisons made to other disciplines in this context are inappropriate. In this case, they are without merit. Economics and Computer Science are *high demand programs*. The low yields in those programs suggest a problem, but it is not one of declining student interest, as is the case for SOC/ANT.
- The SOC/ANT courses have healthy enrollments (according to the case statement) primarily because they offer service courses and classes to satisfy general education requirements, particularly in DEI. These courses will continue to be offered, but a degree credential in SOC/ANT is not necessary for this to happen. Sunsetting the major should have no impact on general education.

- The statements about the major having appeal for students from diverse backgrounds are patently false. The position paper reports national figures but ignores Utica U data. The December 2022 status report on the strategic plan reports that 0.0% of students enrolled in SOC/ANT are students of color. The June 2021 status report outlines the top 5 majors attracting students of color nationwide. Sociology is mentioned only for Latinx students; it is the fifth most popular major for this population, attracting 2.9% of Latinx college students.
- The proposed revisions to the major are redundant with current offerings.

Spanish – B.A. degree

The Board accepts the President's recommendation that this major should be sunset.

Therapeutic Recreation – B.S.

The Board accepts the President's recommendation that this major should be sunset. This decision is based on the following:

- Therapeutic Recreation has had low enrollments since 2016. Demand has steadily decreased since 2018, from 29 to 7, and the program has enrolled fewer than 10 students per year since 2018.
- The case statement argues that THR "has allowed Utica to retain students who would otherwise have left due to failure to be admitted into one of the 'popular' health education programs," yet the number of majors continues to drop and currently stands at 6. Students interested in recreation may well be served by the Exercise and Wellness Studies program, which is growing in popularity and claiming healthy enrollments.
- The case statement argues that job prospects are good for therapeutic recreationists and Utica graduates have done well in this field. No one is disputing the truth of these claims, but the reality remains that the number of applicants, the yield rates, and the number of majors has steadily declined, and the resources dedicated to this program need to be used to support majors that are attracting students.

IX. Conclusions

The Board of Trustees thanks President Casamento; the members of the Academic Portfolio Task Force; the faculty, students, and staff that shared their feedback with us; and the faculty who prepared case statements for our consideration. This work wasn't easy. We know that. We also know the work was critical to the long-term success of our institution.

The Board's decisions to sunset programs will become effective at the close of the Drop-Add period in the Fall 2023 semester.

Looking ahead, in 2023-2024, the Board directs the University administration to establish enrollment targets for all newly proposed and/or modified academic programs. New or modified programs will be reviewed after 3 years with respect to how well they are achieving their enrollment targets.

The Board further requires that the University develop a process to assess on a continuous basis the relevance and curricular cohesiveness of all credentials. The institution's graduate programs should also be included in this process.

FY2022 - Undergraduate Programs

	# of Applicants	# of Accepted Students	% of Accepted Students Enrolled	# of Enrolled Students	# of Majors	# of Degrees	Comment
HIGH DEMAND, LOW YIELD, HIGH DEGREES							
CommMed_BA/CommMed_BS	95	89	19%	17	73	21	
HLS_PT	169	159	25%	40	113	22	
Psychol	237	214	14%	31	117	23	
CrimJust	300	260	19%	49	184	47	
Mgmt/BusMan	324	249	13%	32	107	21	
HealthStud	346	324	17%	55	178	32	
BSNursing	440	346	16%	56	191	45	
HIGH DEMAND, LOW YIELD, LOW DEGREES							
AnimBehav	112	91	23%	21	38	4	
CompSci	115	96	8%	8	29	6	
BusEconFin/BusEcon/Eco	131	105	16%	17	57	6	Consolidated for presentation purposes
SportsMgmt	142	115	15%	17	48	8	
*Undergraduate Studies	181	155	18%	28	45	-	Students will enroll in UGS and declare a major later.
Biol	211	184	14%	26	75	15	

	# of Applicants	# of Accepted Students	% of Accepted Students Enrolled	# of Enrolled Students	# of Majors	# of Degrees	Comment
HIGH DEMAND, HIGH YIELD, HIGH DEGREES							
ConstrMgt	93	89	42%	37	130	35	
PsychChildLife	107	92	27%	25	143	26	
ABSN_Mir	116	76	58%	44	101	34	Miramar partner ABSN program being taught out.
Cyber	136	126	28%	35	173	40	
ABSN_Syr	424	290	50%	146	278	89	
HIGH DEMAND, HIGH YIELD, LOW DEGREES							
NONE							

	# of Applicants	# of Accepted Students	% of Accepted Students Enrolled	# of Enrolled Students	# of Majors	# of Degrees	Comment
LOW DEMAND, LOW YIELD, HIGH DEGREES							
HLS_OT	73	69	22%	15	74	24	
LOW DEMAND, LOW YIELD, LOW DEGREES							
ForLang	3	3	0%	-	1	-	
*BSN-NUR-HY	7	-	0%	-	1	-	New St. Pete programs began enrolling in FY2022. No degrees awarded yet.
TheraRec	9	6	17%	1	21	10	
Physics	11	10	20%	2	10	2	
PubRelat	14	11	18%	2	20	5	
WellnessAdv	20	18	22%	4	39	1	
SocAnthro	21	19	21%	4	9	3	
Math	30	29	17%	5	19	3	
Nutrition	39	35	20%	7	27	8	
BioChem	44	35	17%	6	19	7	
GovtPol	49	43	16%	7	15	5	
LibStud	51	45	22%	10	47	11	
Engl	53	45	24%	11	47	9	
Hist	65	57	25%	14	42	6	
Acct	77	48	10%	5	26	7	

	# of Applicants	# of Accepted Students	% of Accepted Students Enrolled	# of Enrolled Students	# of Majors	# of Degrees	Comment
LOW DEMAND, HIGH YIELD, HIGH DEGREES							
ABSN_StPet	104	53	62%	33	91	44	St. Pete partner ABSN program being taught out.
BSNNursingOL	133	57	70%	40	171	55	
CyberOL	141	66	80%	53	216	60	
LOW DEMAND, HIGH YIELD, LOW DEGREES				-			
BBA-BADM	6	3	67%	2	4	2	New program
BBA-BDA-OL	6	2	100%	2	2	-	New program
BS-HSC-HY	8	1	100%	1	1	-	New Miramar programs began enrolling in FY2022 will be taught out.
BSN-NUR-HY	8	6	67%	4	4	-	New Miramar programs began enrolling in FY2022 will be taught out.
IntlStud	8	7	29%	2	7	-	
GeoSci	10	9	33%	3	13	5	
Philos	10	8	38%	3	6	1	
HLS_OW	15	13	69%	9	13	4	
FinCrime	19	14	50%	7	24	3	
Chem	21	18	33%	6	24	9	
NURA_M	22	9	56%	5	6	-	Miramar ABSN under Utica began enrolling in FY2022 will be taught out.
FinCrimCert	30	20	65%	13	25	11	
NURA_P	38	17	47%	8	8	-	St. Pete ABSN under Utica began enrolling in FY2022. No degrees awarded yet.
HealthCare	49	14	36%	5	22	4	
BBA-BADM-OL	50	11	73%	8	21	1	New program
FinCrimOL	52	17	82%	14	64	13	
CrimJustOL	64	20	80%	16	50	8	
WellAdvHealthEd	65	61	28%	17	64	11	
BS-HSC-OL	138	24	79%	19	34	1	Newer program

Average per Undergraduate Program	*92*	*70*	*26%*	*18*	*59*	*16*	

**To segment programs above the average is considered high and below the average is considered low.*

<NOTE>: 14 Undergraduate programs make up 65% of our total undergraduate majors. 42 undergraduate programs make up 35% of our total undergraduate majors.

Program Name	Student Campus Code	Level Code	College Code	Demand - # Applications								
				2015	2016	2017	2018	2019	2020	2021	2022	*2023
Acct	U	UG	SM	141	177	215	162	90	82	55	77	89
BBA-BADM	U	UG	SM						2	-	6	34
BBA-BADM-OL	D	UG	SM						4	44	50	27
BBA-BDA-OL	D	UG	SM								6	10
BioChem	U	UG	AS	38	74	80	81	65	46	38	44	76
BS-HSC-OL	D	UG	HH							115	138	71
BSNNursingOL	D	UG	HH	256	214	287	297	274	217	177	133	46
Chem	U	UG	AS	43	40	47	42	33	24	19	21	26
CrimJustOL	D	UG	SM	-	-	-	26	33	78	94	64	24
CyberOL	D	UG	SM	66	107	238	371	347	240	205	141	101
Engl	U	UG	AS	59	90	59	89	78	49	44	53	53
FinCrimCert	D	UG	SM	115	116	113	107	80	55	42	30	29
FinCrime	U	UG	SM	59	74	144	147	26	17	16	19	25
FinCrimOL	D	UG	SM	29	33	31	54	49	58	63	52	29
ForLang	U	UG	AS	11	6	14	12	10	9	12	3	5
GeoSci	U	UG	AS	17	18	20	11	9	8	8	10	12
GovtPol	U	UG	AS	29	46	49	46	32	44	32	49	45
HealthCare	U	UG	SM	-	-	-	1	23	33	27	49	44
Hist	U	UG	AS	62	70	59	60	53	40	58	65	44
HLS_OT	U	UG	HH	87	113	79	90	95	71	64	73	55
HLS_OW	U	UG	HH	6	12	10	9	5	8	10	15	12
IntlStud	U	UG	AS	27	39	50	40	17	11	4	8	22
LibStud	U	UG	AS	53	73	180	168	111	94	72	51	32
Math	U	UG	AS	55	47	39	51	27	27	28	30	32
NURA_P	P	UG	HH								38	36
Nutrition	U	UG	AS	-	-	-	1	18	30	47	39	33
Philos	U	UG	AS	8	8	16	6	6	6	5	10	3
Physics	U	UG	AS	45	47	37	36	9	22	14	11	30
PubRelat	U	UG	SM	43	39	41	19	16	15	24	14	22
SocAnthro	U	UG	AS	34	53	61	68	43	31	21	21	29
TheraRec	U	UG	HH	23	14	42	29	21	22	12	9	7
WellAdvHealthEd	U	UG	HH	-	4	15	10	18	20	61	65	-
WellnessAdv	U	UG	HH	-	8	34	32	31	36	18	20	-

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Program Name	Student Campus Code	Level Code	College Code	Accepted Students								
				2015	2016	2017	2018	2019	2020	2021	2022	*2023
Acct	U	UG	SM	110	131	171	142	69	72	44	48	41
BBA-BADM	U	UG	SM						2	-	3	13
BBA-BADM-OL	D	UG	SM						-	11	11	8
BBA-BDA-OL	D	UG	SM								2	-
BioChem	U	UG	AS	27	63	64	68	47	37	31	35	52
BS-HSC-OL	D	UG	HH							16	24	14
BSNNursingOL	D	UG	HH	249	209	231	188	170	111	93	57	21
Chem	U	UG	AS	31	34	37	37	26	18	16	18	19
CrimJustOL	D	UG	SM	-	-	-	8	16	35	25	20	4
CyberOL	D	UG	SM	63	103	173	217	205	147	105	66	35
Engl	U	UG	AS	46	74	48	70	69	36	34	45	38
FinCrimCert	D	UG	SM	114	116	107	83	58	43	25	20	18
FinCrime	U	UG	SM	49	54	115	117	22	16	13	14	19
FinCrimOL	D	UG	SM	28	33	21	29	25	40	29	17	12
ForLang	U	UG	AS	9	3	10	10	7	8	9	3	5
GeoSci	U	UG	AS	15	12	13	10	9	8	6	9	6
GovtPol	U	UG	AS	28	35	36	41	30	40	32	43	33
HealthCare	U	UG	SM	-	-	-	-	14	26	9	14	15
Hist	U	UG	AS	54	59	54	51	48	38	49	57	35
HLS_OT	U	UG	HH	76	96	68	67	83	63	57	69	54
HLS_OW	U	UG	HH	6	11	7	7	4	8	6	13	11
IntlStud	U	UG	AS	23	32	43	34	11	11	4	7	10
LibStud	U	UG	AS	34	51	127	133	94	81	60	45	27
Math	U	UG	AS	46	40	33	45	21	26	22	29	22
NURA_P	P	UG	HH								17	19
Nutrition	U	UG	AS	-	-	-	1	17	24	37	35	26
Philos	U	UG	AS	4	6	12	5	2	2	3	8	1
Physics	U	UG	AS	37	29	25	29	8	19	12	10	23
PubRelat	U	UG	SM	35	36	35	14	12	11	21	11	18
SocAnthro	U	UG	AS	20	47	45	55	31	23	16	19	21
TheraRec	U	UG	HH	19	11	32	25	16	17	10	6	4
WellAdvHealthEd	U	UG	HH	-	3	11	9	15	14	56	61	-
WellnessAdv	U	UG	HH	-	8	31	29	28	32	17	18	-

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Program Name	Student Campus Code	Level Code	College Code	% Accepted								
				2015	2016	2017	2018	2019	2020	2021	2022	*2023
Acct	U	UG	SM	78%	74%	80%	88%	77%	88%	80%	62%	46%
BBA-BADM	U	UG	SM	0%	0%	0%	0%	0%	100%	0%	50%	38%
BBA-BADM-OL	D	UG	SM	0%	0%	0%	0%	0%	0%	25%	22%	30%
BBA-BDA-OL	D	UG	SM	0%	0%	0%	0%	0%	0%	0%	33%	0%
BioChem	U	UG	AS	71%	85%	80%	84%	72%	80%	82%	80%	68%
BS-HSC-OL	D	UG	HH	0%	0%	0%	0%	0%	0%	14%	17%	20%
BSNNursingOL	D	UG	HH	97%	98%	80%	63%	62%	51%	53%	43%	46%
Chem	U	UG	AS	72%	85%	79%	88%	79%	75%	84%	86%	73%
CrimJustOL	D	UG	SM	0%	0%	0%	31%	48%	45%	27%	31%	17%
CyberOL	D	UG	SM	95%	96%	73%	58%	59%	61%	51%	47%	35%
Engl	U	UG	AS	78%	82%	81%	79%	88%	73%	77%	85%	72%
FinCrimCert	D	UG	SM	99%	100%	95%	78%	73%	78%	60%	67%	62%
FinCrime	U	UG	SM	83%	73%	80%	80%	85%	94%	81%	74%	76%
FinCrimOL	D	UG	SM	97%	100%	68%	54%	51%	69%	46%	33%	41%
ForLang	U	UG	AS	82%	50%	71%	83%	70%	89%	75%	100%	100%
GeoSci	U	UG	AS	88%	67%	65%	91%	100%	100%	75%	90%	50%
GovtPol	U	UG	AS	97%	76%	73%	89%	94%	91%	100%	88%	73%
HealthCare	U	UG	SM	0%	0%	0%	0%	61%	79%	33%	29%	34%
Hist	U	UG	AS	87%	84%	92%	85%	91%	95%	84%	88%	80%
HLS_OT	U	UG	HH	87%	85%	86%	74%	87%	89%	89%	95%	98%
HLS_OW	U	UG	HH	100%	92%	70%	78%	80%	100%	60%	87%	92%
IntlStud	U	UG	AS	85%	82%	86%	85%	65%	100%	100%	88%	45%
LibStud	U	UG	AS	64%	70%	71%	79%	85%	86%	83%	88%	84%
Math	U	UG	AS	84%	85%	85%	88%	78%	96%	79%	97%	69%
NURA_P	P	UG	HH	0%	0%	0%	0%	0%	0%	0%	45%	53%
Nutrition	U	UG	AS	0%	0%	0%	100%	94%	80%	79%	90%	79%
Philos	U	UG	AS	50%	75%	75%	83%	33%	33%	60%	80%	33%
Physics	U	UG	AS	82%	62%	68%	81%	89%	86%	86%	91%	77%
PubRelat	U	UG	SM	81%	92%	85%	74%	75%	73%	88%	79%	82%
SocAnthro	U	UG	AS	59%	89%	74%	81%	72%	74%	76%	90%	72%
TheraRec	U	UG	HH	83%	79%	76%	86%	76%	77%	83%	67%	57%
WellAdvHealthEd	U	UG	HH	0%	75%	73%	90%	83%	70%	92%	94%	0%
WellnessAdv	U	UG	HH	0%	100%	91%	91%	90%	89%	94%	90%	0%

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Program Name	Student Campus Code	Level Code	College Code	Enrolled Students								
				2015	2016	2017	2018	2019	2020	2021	2022	*2023
Acct	U	UG	SM	18	15	21	18	14	11	6	5	6
BBA-BADM	U	UG	SM						2	-	2	5
BBA-BADM-OL	D	UG	SM						-	11	8	6
BBA-BDA-OL	D	UG	SM							-	2	-
BioChem	U	UG	AS	5	13	9	12	5	8	5	6	8
BS-HSC-OL	D	UG	HH							11	19	11
BSNNursingOL	D	UG	HH	189	170	177	139	112	69	62	40	16
Chem	U	UG	AS	4	7	5	7	6	4	2	6	4
CrimJustOL	D	UG	SM	-	-	-	8	9	23	16	16	4
CyberOL	D	UG	SM	58	91	139	174	150	106	80	53	31
Engl	U	UG	AS	14	19	11	15	15	17	12	11	6
FinCrimCert	D	UG	SM	92	84	91	65	41	28	22	13	15
FinCrime	U	UG	SM	9	11	18	12	8	5	3	7	4
FinCrimOL	D	UG	SM	23	24	18	27	20	33	21	14	9
ForLang	U	UG	AS	2	1	1	3	2	3	3	-	-
GeoSci	U	UG	AS	3	3	1	1	4	3	1	3	3
GovtPol	U	UG	AS	4	8	5	6	6	6	9	7	4
HealthCare	U	UG	SM	-	-	-	-	6	6	2	5	10
Hist	U	UG	AS	11	13	20	8	18	13	17	14	9
HLS_OT	U	UG	HH	19	30	20	9	21	14	21	15	12
HLS_OW	U	UG	HH	5	10	5	7	2	6	3	9	7
IntlStud	U	UG	AS	9	4	4	7	-	2	-	2	1
LibStud	U	UG	AS	11	4	16	9	17	17	15	10	4
Math	U	UG	AS	10	6	9	14	3	6	6	5	3
NURA_P	P	UG	HH							-	8	9
Nutrition	U	UG	AS	-	-	-	1	3	8	9	7	2
Philos	U	UG	AS	-	1	-	1	-	-	-	3	-
Physics	U	UG	AS	2	4	3	2	1	4	2	2	1
PubRelat	U	UG	SM	6	5	5	3	2	4	4	2	2
SocAnthro	U	UG	AS	6	8	7	8	1	1	3	4	2
TheraRec	U	UG	HH	6	3	11	5	7	6	4	1	1
WellAdvHealthEd	U	UG	HH	-	2	7	6	5	13	25	17	-
WellnessAdv	U	UG	HH	-	5	11	12	9	12	10	4	-

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Program Name	Student Campus Code	Level Code	College Code	% Accepted that Enrolled								
				2015	2016	2017	2018	2019	2020	2021	2022	*2023
Acct	U	UG	SM	16%	11%	12%	13%	20%	15%	14%	10%	15%
BBA-BADM	U	UG	SM	0%	0%	0%	0%	0%	100%	0%	67%	38%
BBA-BADM-OL	D	UG	SM	0%	0%	0%	0%	0%	0%	100%	73%	75%
BBA-BDA-OL	D	UG	SM	0%	0%	0%	0%	0%	0%	0%	100%	0%
BioChem	U	UG	AS	19%	21%	14%	18%	11%	22%	16%	17%	15%
BS-HSC-OL	D	UG	HH	0%	0%	0%	0%	0%	0%	69%	79%	79%
BSNNursingOL	D	UG	HH	76%	81%	77%	74%	66%	62%	67%	70%	76%
Chem	U	UG	AS	13%	21%	14%	19%	23%	22%	13%	33%	21%
CrimJustOL	D	UG	SM	0%	0%	0%	100%	56%	66%	64%	80%	100%
CyberOL	D	UG	SM	92%	88%	80%	80%	73%	72%	76%	80%	89%
Engl	U	UG	AS	30%	26%	23%	21%	22%	47%	35%	24%	16%
FinCrimCert	D	UG	SM	81%	72%	85%	78%	71%	65%	88%	65%	83%
FinCrime	U	UG	SM	18%	20%	16%	10%	36%	31%	23%	50%	21%
FinCrimOL	D	UG	SM	82%	73%	86%	93%	80%	83%	72%	82%	75%
ForLang	U	UG	AS	22%	33%	10%	30%	29%	38%	33%	0%	0%
GeoSci	U	UG	AS	20%	25%	8%	10%	44%	38%	17%	33%	50%
GovtPol	U	UG	AS	14%	23%	14%	15%	20%	15%	28%	16%	12%
HealthCare	U	UG	SM	0%	0%	0%	0%	43%	23%	22%	36%	67%
Hist	U	UG	AS	20%	22%	37%	16%	38%	34%	35%	25%	26%
HLS_OT	U	UG	HH	25%	31%	29%	13%	25%	22%	37%	22%	22%
HLS_OW	U	UG	HH	83%	91%	71%	100%	50%	75%	50%	69%	64%
IntlStud	U	UG	AS	39%	13%	9%	21%	0%	18%	0%	29%	10%
LibStud	U	UG	AS	32%	8%	13%	7%	18%	21%	25%	22%	15%
Math	U	UG	AS	22%	15%	27%	31%	14%	23%	27%	17%	14%
NURA_P	P	UG	HH	0%	0%	0%	0%	0%	0%	0%	47%	47%
Nutrition	U	UG	AS	0%	0%	0%	100%	18%	33%	24%	20%	8%
Philos	U	UG	AS	0%	17%	0%	20%	0%	0%	0%	38%	0%
Physics	U	UG	AS	5%	14%	12%	7%	13%	21%	17%	20%	4%
PubRelat	U	UG	SM	17%	14%	14%	21%	17%	36%	19%	18%	11%
SocAnthro	U	UG	AS	30%	17%	16%	15%	3%	4%	19%	21%	10%
TheraRec	U	UG	HH	32%	27%	34%	20%	44%	35%	40%	17%	25%
WellAdvHealthEd	U	UG	HH	0%	67%	64%	67%	33%	93%	45%	28%	0%
WellnessAdv	U	UG	HH	0%	63%	35%	41%	32%	38%	59%	22%	0%

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Program Name	Student Campus Code	Level Code	College Code	# of Majors (Unduplicated Headcount)								
				2015	2016	2017	2018	2019	2020	2021	2022	*2023
Acct	U	UG	SM	51	60	73	74	61	51	38	26	23
BBA-BADM	U	UG	SM	-	-	-	-	-	2	2	4	6
BBA-BADM-OL	D	UG	SM	-	-	-	-	-		12	21	25
BBA-BDA-OL	D	UG	SM	-	-	-	-	-	-	-	2	2
BioChem	U	UG	AS	23	31	27	28	21	19	19	19	18
BS-HSC-OL	D	UG	HH							14	34	36
BSNNursingOL	D	UG	HH	544	522	500	471	439	321	251	171	112
Chem	U	UG	AS	28	22	25	33	32	29	25	24	14
CrimJustOL	D	UG	SM			-	12	22	37	46	50	29
CyberOL	D	UG	SM	154	188	264	381	418	346	274	216	133
Engl	U	UG	AS	40	48	47	47	53	47	45	47	33
FinCrimCert	D	UG	SM	118	124	141	114	79	44	35	25	21
FinCrime	U	UG	SM	44	44	52	60	50	40	29	24	22
FinCrimOL	D	UG	SM	63	66	51	73	67	79	76	64	45
ForLang	U	UG	AS	6	4	3	12	13	11	9	1	1
GeoSci	U	UG	AS	16	14	8	10	14	12	11	13	12
GovtPol	U	UG	AS	26	32	25	26	23	22	17	15	10
HealthCare	U	UG	SM			-	3	8	17	18	22	24
Hist	U	UG	AS	30	32	39	43	59	52	55	42	33
HLS_OT	U	UG	HH	68	82	80	81	84	79	81	74	54
HLS_OW	U	UG	HH	15	14	14	13	11	9	12	13	10
IntlStud	U	UG	AS	20	17	16	16	8	6	6	7	7
LibStud	U	UG	AS	64	46	41	64	71	68	56	47	36
Math	U	UG	AS	18	21	21	23	17	19	30	19	12
NURA_P	P	UG	HH								8	16
Nutrition	U	UG	AS			-	8	12	29	38	27	15
Philos	U	UG	AS	1	3	5	7	2	2	3	6	2
Physics	U	UG	AS	12	12	8	10	8	8	10	10	7
PubRelat	U	UG	SM	57	49	44	35	21	27	26	19	2
SocAnthro	U	UG	AS	14	18	21	28	23	10	13	9	5
TheraRec	U	UG	HH	31	25	52	64	58	42	32	21	6
WellAdvHealthEd	U	UG	HH		12	23	43	33	54	77	64	41
WellnessAdv	U	UG	HH		6	14	34	46	38	45	39	21

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Program Name	Student Campus Code	Level Code	College Code	# of Degrees Awarded								
				2015	2016	2017	2018	2019	2020	2021	2022	*2023
Acct	U	UG	SM	10	6	16	21	16	12	9	7	-
BBA-BADM	U	UG	SM	-	-	-	-	-	-	-	2	-
BBA-BADM-OL	D	UG	SM	-	-	-	-	-	-	-	1	-
BBA-BDA-OL	D	UG	SM									-
BioChem	U	UG	AS	5	6	4	6	6	2	3	7	-
BS-HSC-OL	D	UG	HH	-	-	-	-	-	-	-	1	-
BSNNursingOL	D	UG	HH	116	131	107	105	138	108	93	55	16
Chem	U	UG	AS	4	5	5	6	10	7	6	9	1
CrimJustOL	D	UG	SM	-	-	-	-	-	5	7	8	4
CyberOL	D	UG	SM	26	38	36	37	73	84	70	60	9
Engl	U	UG	AS	8	11	15	9	12	8	10	9	-
FinCrimCert	D	UG	SM	31	38	51	55	31	18	20	11	2
FinCrime	U	UG	SM	13	12	10	10	13	14	13	3	1
FinCrimOL	D	UG	SM	9	13	8	12	14	12	14	13	2
ForLang	U	UG	AS	3	-	11	2	-	5	4	-	-
GeoSci	U	UG	AS	4	4	3	-	3	3	1	5	-
GovtPol	U	UG	AS	2	9	10	4	4	8	2	5	1
HealthCare	U	UG	SM	-	-	-	-	-	2	4	4	-
Hist	U	UG	AS	6	7	3	4	10	15	11	6	1
HLS_OT	U	UG	HH	23	27	22	23	26	29	20	24	-
HLS_OW	U	UG	HH	9	4	9	4	8	2	7	4	-
IntlStud	U	UG	AS	3	4	2	4	1	2	3	-	-
LibStud	U	UG	AS	14	24	10	13	11	21	14	11	-
Math	U	UG	AS	2	4	5	2	3	4	6	3	-
NURA_P	P	UG	HH	-	-	-	-	-	-	-	-	-
Nutrition	U	UG	AS	-	-	-	-	-	-	10	8	-
Philos	U	UG	AS	-	-	-	5	1	-	1	1	-
Physics	U	UG	AS	1	2	2	-	3	1	-	2	-
PubRelat	U	UG	SM	15	14	11	16	5	11	10	5	1
SocAnthro	U	UG	AS	3	4	2	3	9	6	1	3	-
TheraRec	U	UG	HH	8	5	7	16	21	12	11	10	-
WellAdvHealthEd	U	UG	HH	-	-	-	1	8	5	11	11	-
WellnessAdv	U	UG	HH			-	2	6	7	5	1	1

*FY2023 is still under review and only incorporates data from the Summer 2022 and Fall 2022 for applications, acceptances, enrolled students, and number of majors. # of degrees awarded only incorporates Summer 2022. The prior fiscal years incorporate data from the all terms (summer, fall, spring).

Maintaining the B.S. in Chemistry as an Academic Major

Executive Summary

In this document, we provide evidence to support that the B.S. major in Chemistry should continue to be offered by Utica University alongside the B.S. major in Biochemistry. There are currently four concentrations within the chemistry major that were recommended for sunset: Professional, General, Biochemical, and Environmental. We propose that two of the concentrations, Biochemical and Environmental, be sunsetted and two of the concentrations, Professional and General, be kept along with a new concentration in Nanomaterials or Nanotechnology; this change will allow us to leverage and respond to the need for trained nanochemists in the emerging nanotechnology industries in the greater Central New York area.

The two concentrations we propose to keep currently have an almost complete overlap of courses (all but one course/4 credits) with the other majors that are to remain in the Academic Portfolio (B.S. in Adolescent Education and the B.S. in Biochemistry); thus, keeping the B.S. in Chemistry will require essentially no additional resources, as we will continue to need to use the same faculty, facilities, laboratory equipment, and supplies to maintain the B.S. in Biochemistry and the Adolescent Education major. However, the loss of the B.S. in Chemistry will trigger the loss of accreditation with the American Chemical Society which will have a huge negative impact on recruitment of students and faculty to the Biochemistry major, retention of students at Utica University, and post-graduate job placement for graduating chemists and biochemists. Nanomaterials and nanotechnology industries in the area look for highly-trained chemists with solid laboratory experience; the best way to market our graduates to these employment opportunities is to have them graduate with the certified ACS degree. We hope to provide in this document a three-prong cost-benefit analysis clearly proving the value of keeping two concentrations within the Chemistry major as part of Utica University's academic portfolio.

- **Eliminating the Major in Chemistry will weaken Biochemistry.** Among other negative impacts that will be outlined in the body of the document, the American Chemical Society accreditation would be immediately lost with the loss of the Major in Chemistry, Professional Concentration. The loss of this accreditation would be costly to the institution, the student experience, and negatively impact the future of the Biochemistry Program. We cannot hope to grow and enhance the Major in Biochemistry through a process that immediately weakens it due to everything that is lost with the loss of accreditation. We would also become less eligible or completely ineligible for specific NSF grants. These concentrations within the Chemistry Major also offer a great deal to the University in terms of retention within STEM at Utica and support of other programs.

- **Eliminating the Major in Chemistry saves very little.** The Professional and General Concentrations in the Chemistry major require resources nearly identical to the Biochemistry major and thus do not cost the University additional resources to support or run. Simply put, there is nothing to be financially gained in removing the Major in Chemistry since the Biochemistry program requires almost the same courses, all the same faculty in the same areas of expertise, all the same equipment, and all the same laboratory spaces as the Chemistry major does. There is no competition between the major areas, there is no issue where one major is taking away students from another major, and in fact students often move between Biochemistry and Chemistry as they determine what best fits their interests and career goals. There will be negligible movement of faculty load from majors courses to non-majors or general education courses.

- **Chemistry majors, including nanochemists, will be in increased demand and have successful outcomes.** Lastly, there continues to be a robust need for chemical scientists in the greater Utica area, in New York state, and nationwide. We have historically seen increases in chemistry majors during periods of recession, and our students have gone on to be successful no matter how bleak the economic outlook. Chemistry majors get jobs wherever they want to work, good jobs, and our department has a long history

of both successful student retention and placement into industry. Current trends show that the need for chemical professionals will continue, especially in the areas of nanoscience and nanotechnology. By giving up a Chemistry major we would be giving up on the potential for all the positive job placement outcomes that we at Utica University pride ourselves on and the opportunity to respond to the need for trained chemical professionals for nanoscience positions. We are developing a nanomaterials or nanotechnology concentration in direct response to the need for more chemists and material scientists who work at the nanoscale. This concentration would also lead to an ACS certified degree, so that the program could be marketed as one leading clearly to job placement at a variety of industries working with modern nanomaterials.

1: The loss of the Major in Chemistry, Professional and General concentrations, would severely negatively impact the potential growth in Biochemistry, the support for other programs, and the University as a whole.

Accreditation: Important for Recruitment of Students and Success of Graduates in Chemistry and Biochemistry

The Professional Concentration in the Chemistry major is the concentration that allows us to be accredited by the American Chemical Society (ACS), and completion of these degree requirements allows students to earn the ACS certified degree. This degree is the standard by which programs are judged, and graduates with such credentials (such as ours) have great success in finding employment (as will be discussed in the third section of this report). Currently a Biochemistry major can earn a certified degree if that student chooses as their electives the courses that are required for the Professional Concentration. This certification potential for Biochemistry students, as well as the overall program accreditation, will be lost with the Professional Concentration. Some or our competing institutions have this credential, and losing it could potentially reduce our ability to recruit students into the Biochemistry program. That list of certified programs is at https://www.acs.org/education/policies/acs-approval-program.html.

Accreditation by the American Chemical Society offers a variety of tangible and intangible benefits to our University. We are one of only 387 undergraduate-degree-only Chemistry Departments to offer the ACS certified degree. We are listed on the ACS website among the accredited and thus recommended programs. We are listed as a department that offers "a broad-based and rigorous chemistry education that gives students intellectual, experimental, and communication skills to become effective scientific professionals." We just recently, in 2022, received notice of our successful continuation of approval; we are, presuming we continue to have a Professional Concentration in the Major in Chemistry, reaccredited until 2027. If we delete the Chemistry/Professional major, we would give up this national recognition and the accreditation that appears on several media sites such as the ACS website, our own promotional materials and website (https://www.utica.edu/about-utica/accreditations), and our Wikipedia page. This will reduce our academic advantage to students looking to study Biochemistry or Chemistry at small institutions such as ours, because many are not accredited. Thus, the loss of accreditation would impact our ability to successfully recruit students for the B.S. in Biochemistry as well as provide our students a credential that is important in getting a good job or attending to good graduate schools.

If the ACS accreditation were only about publicity and websites and national recognition of excellence, that would be enough to make it worth protecting, especially at such a modest cost. ACS certification is much more than that. Our data are used to inform and transform chemical education at the international level. As an ACS certified program, we are part of a network of support from one of the largest scientific organizations in the world. We are invited to monthly webinars that offer continuing education to our department members on topics from laboratory safety to DEIR in chemical education to building a successful student research program. There is financial support, for travel or scholarship that students have applied to and benefitted from, that is available to ACS certified departments. Our students, biochemistry and chemistry both, benefit from the recognition and support that comes from being from an ACS certified department. We have been able to bring high achieving

faculty to our department, including our two most recent hires, by virtue of the fact that we are an ACS accredited department. We are currently in the middle of a search for a biochemist, and both candidates clearly stated in their cover letters and interviews that they were interested in our position because we were ACS certified. Because of the high demand for biochemists, it is likely that we would be unable to hire these candidates if they became aware of the potential loss of the Major in Chemistry and subsequent loss of accreditation.

Thus, the first and best way that Utica University can increase recruitment of prospective students and support growth in Biochemistry is to keep our ACS accreditation by keeping our Professional Concentration in the Chemistry major.

Retention

The Major in Chemistry also has a proven track record to help in student retention at Utica University and through it we contribute to *Strategic Plan Goal 1: Increase Persistence to Graduation*. The General Concentration in the B.S. in Chemistry is less laboratory intensive and is meant to give a broader background in the chemical sciences. It also is a roomier major with space for a second major or a number of minors. These attributes of the General Concentration have made the major ideal for students transferring into Utica or switching to Chemistry from another major as 4th or 5th semester students (important for retention of students at the institution). While recently more students have come to Utica University as Majors in Biochemistry than in Chemistry, we typically see many of those students switch to the B.S. in Chemistry during their time here.

The Chemistry Major offers us the ability to help students find the path most appropriate to them when they change their interests from pre-health professions into different STEM areas of interest. We take great pride in our graduates, and students such as these would no longer have a reason or route to stay at Utica University should the major be discontinued. One of the reasons we have been championing the General Concentration alongside the ACS certified Professional Concentration is that the General Concentration has been such a fruitful route for students to find a home and earn their degree in a timely fashion after their career plans changed.

We became an ACS certified department in 2009. In the period 2009-2022 we have had 52 Biochemistry majors and 95 Chemistry majors (all concentrations) graduate from our department. This is a graduation rate of approximately 10 graduates a year, which is slightly higher than our average first-year numbers; we gain majors from first-year to graduation instead of losing majors. Data about these graduates is outlined in Table 1. Over 30% of our program graduates come from students changing their majors; many joined our major fairly late in their careers as a Utica student (4th or 5th semester) and they still graduated within 8 or 9 semesters. Over a third of our Chemistry graduates have earned a certified degree through the Professional Concentration.

Table 1: Information on the 95 Chemistry Graduates 2009-2022

ACS Certified Majors in Chemistry	36	38%
Graduates who switched to Chemistry	29	30.5%
Students of Color	22	23%
Students of Color who switched to Chemistry	11	11.5%
Students of Color who graduated ACS Certified	10	10.5%
International Students	3	3%

Note: this table does not represent double-majors or any of the 52 Biochemistry majors

Through our ability to retain students both in the major and at Utica University, we are also able to support Utica University's *Strategic Plan Goal 2: Develop a More Diverse, Equitable, and Inclusive Climate* through the demographics of the students we have been able to serve and help to graduation. Table 1 outlines our success in recruiting and retaining students from historically underserved populations. Our General Concentration has been extremely beneficial in allowing flexibility of coursework to help students who change their major still graduate in

a timely fashion. Our Professional Concentration is attractive to students who look for both a clear path to post-graduation employment and for external validation of their degree.

Since we are currently an ACS certified department, we have access to a number of DEIR (Diversity, Equity, Inclusion, and Respect) supports that the ACS offers as part of its own Core Values. We have taken full advantage of these resources to help inform our teaching, fund our students of color, fund our outreach to communities, and find post-graduate opportunities for chemists and biochemists alike.

Maintain quality faculty who serve large majors such as Nursing, PT, and Biology

There has been the continued argument throughout Utica University that we need academic majors to attract and keep the highly qualified and dedicated faculty that our students need and deserve. We agree completely with those arguments; our students deserve to be taught by trained professionals in their fields, faculty who are experts in their respective disciplines. We will add that experimentation and analysis is at the heart of research in the chemical sciences, and research is done collaboratively with fellow faculty and students, providing valuable experiential learning opportunities that only qualified faculty can do. Our record with experiential learning experiences in CHE 350 and collaboration with students speaks well to who we are, but without the major this will be lost. Soon there is the real potential of loss of current Chemistry faculty who will leave for schools that have chemistry majors and support experiential learning for students. Without that base of chemical experts, we have no hope of supporting a Biochemistry faculty member or major.

Grant funding

We will give up grant opportunities, including potential renewals for current grants, with the loss of the Major in Chemistry. The Department of Chemistry and Biochemistry has been historically active in grant work at Utica and more recently with the Noyce, S-STEM, and LSAMP grants. In many areas of NSF, Biochemistry is in a different category than Chemistry and thus is not eligible for certain awards or scholarships. For example, the Noyce award is based on the foundational principle of training scientist-educators. The students who receive the Noyce awards, although wanting to be educators, must have academic majors in a STEM discipline, not in Education; students funded for this grant can either get a double major (STEM and Education) or a STEM major and Education minor, but an Education major with a STEM minor or STEM concentration is strictly forbidden by the grant guidelines. Our Chemistry Major/General Concentration was and is the ideal major for Noyce scholars to be part of the Education program while also being eligible for the Noyce scholarship because it is fewer credits than other chemistry concentrations. Additionally, New York State Education does not recognize the Biochemistry Degree pathway for education, only Chemistry or Biology, and thus the Biochemistry Major is not a major that is eligible for the Noyce Grant. The loss of the General Concentration/Chemistry Major would make the chemistry faculty's participation in applying for grant renewal obsolete; our department would have to pull out of the grant. The assessment that has been done for this round of the grant has been housed in the chemistry department and has as its foundation the outreach, hands-on learning, and community partnerships that the chemistry department offers (Dr. Michelle Boucher is PI on the grant). Chemistry faculty would have to pull out of the grant, and the community partnerships, when we no longer have a place in the grant because we no longer offered the major that the grant requires.

There are also a number of nanomaterials and nanotechnology funding opportunities that are available for departments who have a major in chemistry. Even biochemical research at the nanoscale, such as cancer treatments highlighted through the National Nanotechnology Initiative https://www.nano.gov/, are grounded in chemistry and chemical techniques (https://www.nano.gov/about-nanotechnology/working-at-nanoscale). Funding exists to help train specifically chemists, not biochemists, to enter the nanotechnology workforce, because chemistry is the gateway to nanoscience.

2: The Major in Chemistry, Professional and General concentrations, require almost no resources beyond what is required by the other majors/programs that are to remain in the Academic Portfolio. The addition of the nanomaterials/nanotechnology concentration also overlaps with the other BS Chemistry majors.

The B.S. in Chemistry is not an outdated major with Biochemistry the modern and new major; these major areas are simply different areas of focus within the chemical continuum and they support each other while using the same faculty, instrument, and resource base. Because of the near-complete overlap of courses and the complete overlap in instrument needs and laboratory use, the loss of the General and Professional Concentrations in Chemistry offers no financial savings to the university (Table 2) in equipment, operational costs, or facilities space.

Table 2. A comparison of the chemistry courses required for the B.S. in Biochemistry and new B.S. in Adolescent Education (the majors we are keeping within our academic portfolio) with the Professional, General, and Nanomaterials/Nanotechnology Concentrations that we propose keeping/adding for the B.S. in Chemistry.

Course Number and Credits	Course Title	B.S. BIOCHEMISTRY	B.S. ADOLESCENT EDU	B. S. CHEMISTRY - Professional	B. S. CHEMISTRY- General	B. S. CHEMISTRY- Nanotech**
CHE 211 (4)	General Chemistry 1	X	X	X	X	X
CHE 212 (4)	General Chemistry 2	X	X	X	X	X
CHE 213 (3)	Intro. Res. Methods	X	X	X	X	X
CHE 323 (5)	Quantitative Analysis	X	X	X	X	X
CHE 331 (4)	Organic Chemistry 1	X	X	X	X	X
CHE 332 (4)	Organic Chemistry 2	X	X	X	X	X
CHE 345 (3)	Physical Chemistry 1	X	X	X	X	X
CHE 346 (4)	Physical Chemistry 2			X		X
CHE 363 (4)	Biochemistry	X		X		
CHE 423 (5)	Instrumental Methods		X	X	X	X
CHE 463 (3)	Biochemistry II	X				
CHE 473 (4)	Inorganic Chemistry		X	X	X	X
CHE 495 (1)	Senior Seminar	X		X	X	X
CHE 350 (1-3)*	Student Research		X			X
CHE 3XX	Introduction to Modern Materials					X
CHE 4XX	Nanomaterials					X
CHE ELE		6	0	5	6	6

*NOTE: CHE 350 is a Research Methods Course, faculty research with students, which is never part of faculty load.
**Other courses and internship opportunities will be considered for development as this concentration is designed.

The overlap in courses between majors is foundational to our claim that these two concentrations in Chemistry, Professional and General, are of little cost to the University in terms of running alongside Biochemistry. Every course we need to offer to keep the General Concentration of Chemistry as a major are courses we are expected to offer for Education/Chemistry and Biochemistry. There are only four credits of coursework, CHE 346 physical chemistry II lecture and laboratory, that are unique to the Professional Concentration (see dark blue row). This course, offered only every other year, is an experiential learning laboratory grounded in modern nanoscience techniques with a lecture offering background needed to understand nanotechnology design. This has made it a useful elective for both Biochemistry and Chemistry/General Concentration Majors beyond the one concentration that requires it.

For a nanomaterials/nanotechnology concentration that we are developing to help both student outcomes and our own marketability, we would hope to build off of this experiential learning offering in CHE 346 and develop an "Introduction to Modern Materials" course that would use current faculty expertise and current equipment in the department. The department already has a strong focus in nanomaterials, with research with quantum nanodots, nanocomposites, and spin-coating of thin films. Our most recent hire, Dr. Elaine Liu, works on development of nanoscale molecular scaffolds for catalytic hydrogen evolution. We are poised to develop a cutting-edge concentration, built from the Professional Concentration, that would respond to the need for a nanoscience trained workforce.

3. The Major in Chemistry has been successful in preparing students for careers in the chemical sciences, and the job market continues to be favorable for chemists

The field of chemistry continues to be one that is of interest to students and that leads to a variety of jobs and career pathways. Chemistry is often called the central science because of how it connects and informs the other physical sciences; and is a valuable one for our school, leading students to positive post-graduation outcomes.

IPEDS data indicate not only a potential strong demand for Biochemistry but a potential increasing demand for Chemistry. Past data indicate increased interest in both chemical sciences during times of economic recession. In Figure 1, below, degrees award in Biochemistry (as part of biomedical degrees) is shown alongside degrees award for Chemistry.

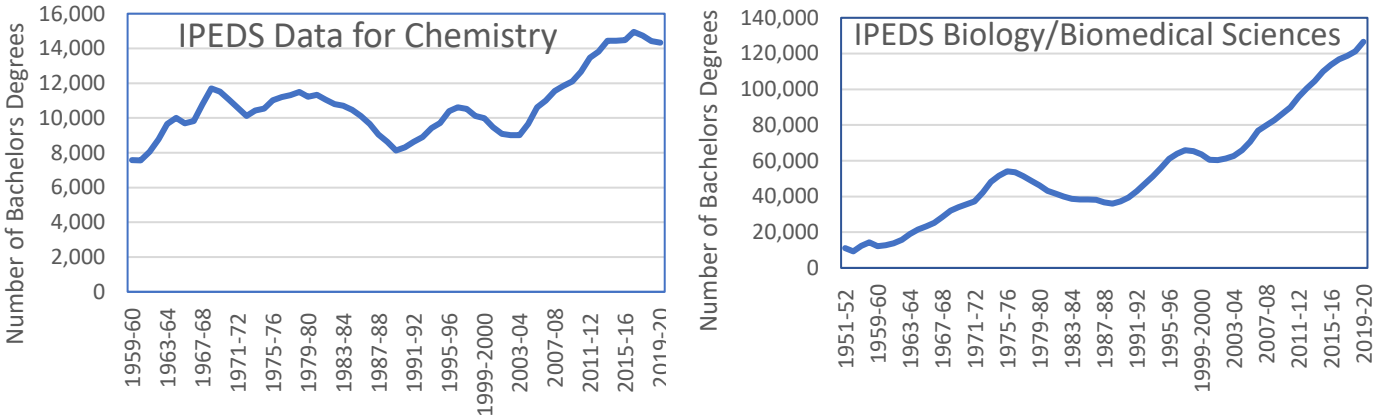

Figure 1: IPEDS data for degrees awarded in Chemistry and Biology/Biomedical Sciences (which includes Biochemistry)

Chemical and Engineering News (C&EN), a publication of the American Chemical Society, reported a very strong job market in 2022 for chemistry and projected an equally strong 2023 and beyond, with the median salary up in 2022 (Figure 2) following a trend of salary increase even when normalized to today's dollars and unemployment for chemists with a bachelor's degree reported to be 1.0% (https://cen.acs.org/careers/salaries/US-chemists-made-2022-according/100/i37). The unemployment rate reported for people with a bachelor's degree across all

majors, as listed by the U.S. Bureau of Labor Statistics, is 3.5% (https://www.bls.gov/emp/tables/unemployment-earnings-education.htm).

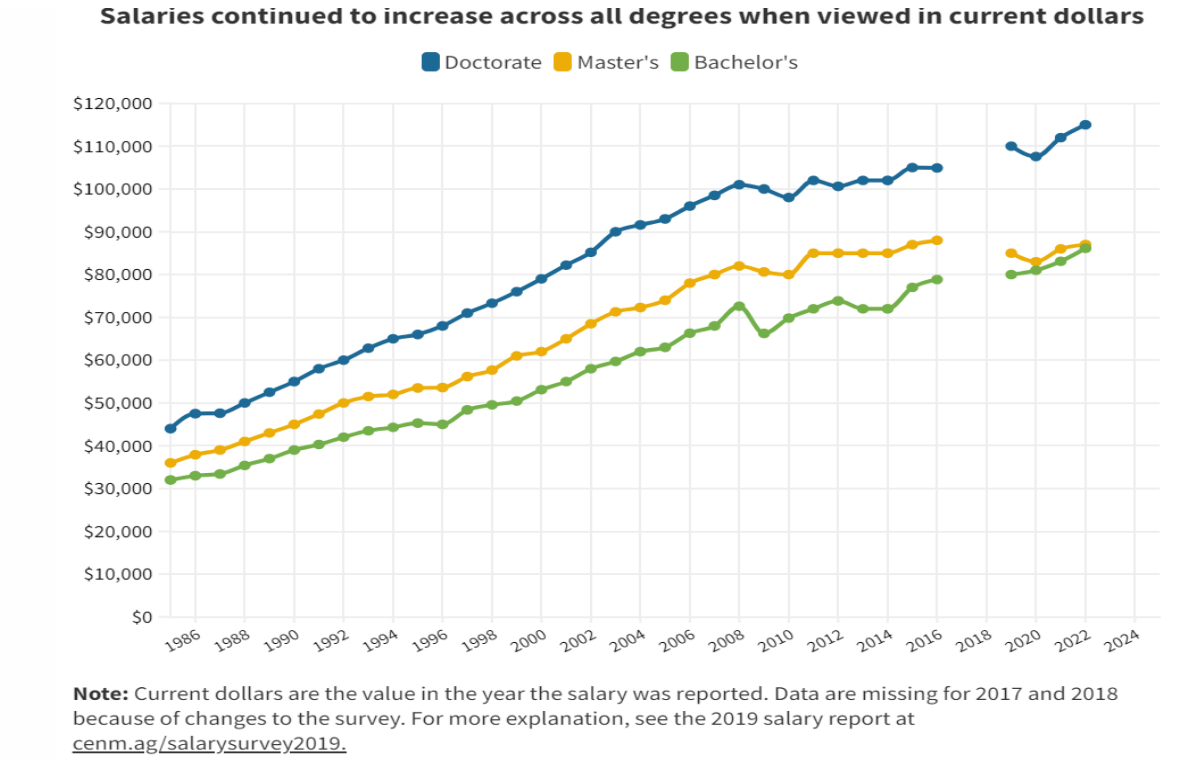

Figure 2. Increase in salaries for chemists (all degree levels shown) over time and normalized to current dollars. Taken from C&EN https://cen.acs.org/careers/salaries/US-chemists-made-2022-according/100/i37

The Bureau of Labor Statistics (https://www.bls.gov/ooh/life-physical-and-social-science/chemists-and-materials-scientists.htm) anticipates a 6% job growth in chemistry and materials science (a field that generally requires a B.S. in chemistry to enter). New York employs more materials scientists than any other state and is in the top 5 for materials scientist salaries. This growth is due in large part for the need for workers in nanomaterials areas. Both the Chemistry Major/Professional Concentration and our proposed Chemistry Major/Nanomaterials Concentration are ideal gateways into these positions.

Chemists get jobs, high paying jobs, and chemistry is a valuable major to offer our students who are interested in job placement as soon as (or even before) they graduate.

Many students who enroll at Utica University are interested not only in finding a position immediately upon graduation but also finding a job local to the greater Utica area. We have had great success in students finding jobs in the area and local industry continues to seek us out for our students. In the past five years, chemists who graduated from our program have found employment in quality control at Balchem Corporation and at Sovena group, work as laboratory technicians or analysts at Pfizer, ProPharma Group | NOVAVAX INC, Lewis County Dairy Corp, Microbac Laboratories, Inc., Mohawk Valley Water Authority, Regeneron, HP Hood, and ICON. They have been promoted (within this 5-year frame) at Huntington Ingalls Inc., and have joined as Forensic Toxicologist I at Hillsborough County Medical Examiner Office. One of our recent graduates has been hired as a Program Specialist with the American Chemical Society. To the best of our knowledge, it is rare that our students do not find degree-related employment or acceptance into their post-graduate program of choice within 6 months of graduation.

Recent graduates at ICON and Indium have been successful enough that both companies continue to welcome us for tours and invite our students for internships and job interviews. These companies agreed to be part of the S-STEM grant, as community resources, because they welcomed the opportunity to recruit chemists from Utica, future chemists who had not yet even applied to the University at the time of the partnership. The companies so value our students that they were looking at a pipeline 5 years in the future. A recent initiative by Governor Hochul, https://www.govtech.com/policy/new-york-wants-to-create-semiconductor-industry-office, is proposing a semiconductor corridor. This is another area where chemists would be vital and in great demand and where both the Professional Concentration and the proposed Nanomaterials or Nanotechnology Concentration would be ideal preparation for these career opportunities.

The job openings for B.S. Chemists in the Utica/Rome area remains robust. As of January 19th, a LinkedIn search of B.S. chemistry positions in the greater Utica/Rome area included 125 job postings. A similar search for a 25-mile radius of Albany yielded 126 different positions, many of them QA (quality assurance) chemists, an analytical position that our students have seen great success in obtaining. While some of these positions could certainly be filled by a student with a Major in Biochemistry, and certainly a biochemist from our program who had taken Instrumental Methods and Physical Chemistry 2 would be highly competitive, many positions clearly require a degree in Chemistry. As is well described by our own Office of Career Readiness, employers do not linger over application packets; employers are looking quickly for key words that describe specific marketable experiences and skills. A company interested in hiring a student for analytical work wants someone with hands-on experience with modern experimentation and the course work to be able to convert data into described results. This company is looking for a chemist.

Conclusion

The Major in Chemistry, Professional and General concentrations, is vital to the growth of the Major in Biochemistry, the health of STEM disciplines at Utica, and is of real benefit to the entire University. The Chemistry/Professional Concentration is what earned us ACS accreditation, accreditation that would be lost if we sunset all concentrations within the Major in Chemistry. Chemistry uses the exact same resources as Biochemistry, from instruments to laboratory space, and the major overlaps almost completely with coursework needed for majors that are continuing at Utica University. There is only a difference of 4 credits of coursework, a course offered strategically every other year, needed to keep the Chemistry/Professional Concentration alongside the continuing majors, and no difference in coursework to keep the Chemistry/General Concentration. We also hope to lean into emerging industries, specifically those in nanotechnology, and apply the strengths of our department to the development of a Nanomaterials/Nanotechnology Concentration that would be very marketable to students and to future employers.

TO: Utica University Board of Trustees

FROM: Fraud and Financial Crime Investigation Program

DATE: February 6, 2023

RE: Upcoming Vote to sunset campus-based Fraud and Financial Crime Investigation Major

We hereby request that the Board of Trustees vote to not adopt the recommendation to sunset the campus-based FFCI program as recommended by President Casamento on January 18, 2023. In the alternative, we request that the campus-based program be moved to the modify list along with the online FFCI program. This would allow us the opportunity to show that the campus program is just as viable as the online program. The bottom-line is that the low enrollment in this program can be corrected with minimal investment by the University. We do not disagree with the undertaking of the Academic Program Portfolio Review

On August 22, 2023, the Board issued a directive to the President to undertake an Academic Program Portfolio Review. At the time, the Board cited the following:

- Whereas shifting enrollment patterns and a significant decline in enrollment have resulted in an unsustainable faculty-to-student ratio at the University; and
- Whereas the current academic program portfolio no longer reflects prospective student recruitment interests regionally or nationally; and
- Whereas the current academic program portfolio no longer reflects the credentials most sought by employers in the region or nationally;

This department strongly disagrees with statements 2 & 3. We do not agree that the campus FFCI program portfolio no longer reflects the prospective student recruitment interests and credentials most sought by employers in the region or nationally.

Data Analysis

Based on the NY State Department of Labor projections provided, multiple roles that many of our alumni currently work in such as compliance, investigator, analyst will have increases in jobs, from 10 – 20% throughout the state. The low numbers for Central New York is the fact that there are not a large number of financial services organizations in the region, although that is changing.

A concern after the review of the Historical Enrollment report shows a drop of applications from 147 in 2018 to 27 in 2019. The 82% reduction in one year is suspect and may lead to false conclusions. The FFCI program has never had 147 applications, leading to question the numbers provided.

We would like clarification that the enrollment/degree numbers also include transfer students, which are a substantial part of the program, not just freshmen enrolled students.

It should be noted that we were able to generate interest in the program when we were allowed to travel to community colleges to talk to transfer students. While we do not know for sure, it is worth noting that the drop in application numbers coincides with the travel freeze. One member of our department, Professor Hyman, would attend the Association of Certified Fraud Examiners annual global conference and work a booth to talk about the program. Professor Lynch would attend the Association of Certified Anti-Money Laundering Specialists annual conference. Between those two conferences, we would generate leads for both graduate and undergraduate admissions.

A. Faculty-to-Student Ratio

Utica University has always boasted a faculty-to-student ratio of 11:1. In our program, the courses we offer are rarely under-enrolled. In fact, the enrollment numbers in each course

exceeds the 11:1 ratio. As an example, CRJ 334 (Fraud and Financial Crime Investigation), an FFCI required course, is running with sixteen (16) students *and CRJ 354 (Payment Systems & Fraud) has 18.* While the majority of those enrolled are not majoring in FFCI, they are taking the minor. In order to properly understand our program, one must understand and appreciate what draws our students into both the major and the minor. Below, we will share some anecdotal evidence to illustrate who are students are and why the program should remain.

B. Prospective Student Recruitment Interests Regionally or Nationally

The issue here is not the degree itself, but the recruitment strategies employed to bring students into the program. This major is not like many others. Once students find out that this is a standalone degree available outside of traditional criminal justice, they are attracted to the program. Most high school students do not hear of the program until they are here. When I was first hired at the University, the Faculty in the program would take road trips to promote the program. It is no accident that our applications were much higher at that time. The fall off in applications and admissions seems to coincide with the travel restrictions and reduced investments in the program. Our presentation titled "Follow the Money" was a powerful selling tool such that community colleges were calling for us to present it on their campus.

In order to fully understand our program, one must understand the people attached to it including students, faculty, and alumni.

Prof. Bernard L. Hyman, Jr. '94, J.D., C.F.E.

As an alum and current professor in the program, Bernie Hyman has often told the story about how he chose Utica. We share that story here again. In 1990, Bernie, born and raised in Brooklyn, New York, was searching for a college and applied to Utica's Criminal Justice Program. Utica was one of three campuses being considered by Bernie. On his visit to the

campus, he met with an Admissions Director named Darren. During that conversation, he was asked why he wanted to be a CJ major and he told Darren that he ultimately wanted to be a lawyer. Darren pressed him a little and asked again. He asked him whether he liked numbers and explained that his score on the math portion was extremely high and that his verbal score was average. Ultimately, he asked him whether he liked numbers and Bernie replied with an emphatic "yes". Darren proceeded to tell him that we had a program that combined numbers with CJ called Economic Crime Investigation. Bernie found the program for him although he had never heard of it before. Four years later, he headed to law school with the ECI degree under his belt. Ultimately, he became a prosecutor and founded the Economic Crime Bureau for the Oneida County District Attorney.

This year, FFCI has three first year students and they have shared similar stories.

Landon Filosa

I became interested in becoming a forensic accountant through my step-father, who works for the department of justice as a forensic accountant. He got into that line of work by majoring in accounting, but I didn't want to major in accounting because I felt I would quickly get bored studying that field. So, I looked for alternatives which involved countless hours of researching forensic accounting undergraduate degrees, and eventually, I came across the Fraud and Financial Crime Investigation major at Utica. I was only able to discover this major because of the extensive research I did to find an undergraduate financial crime program. Otherwise, I would've had no idea that this program existed. As soon as I found this major, Utica became one of my top schools so I decided to visit it in March 2022. I spoke with Professor Hyman during that tour and the program he described was compelling. I would have never known about the specifics of the major if I didn't go on that tour, which is why I believe that if the FFCI major

was advertised more, there would be many more people interested in enrolling. It was hard to discover the program, but as soon as I discovered it I was interested in it. So if discovering the major was made easier for others, surely more people would be interested in the major. There is no other program quite like it, and I wish that FFCI was more well-known to others because it would certainly make the major more appealing.

Peyton Kingwater

Hi, my name is Payton Kingwater. I am a freshman in the Fraud and Financial Crime Investigation program at Utica University. When I was applying to college, I was looking for a unique criminal justice major. I wanted something to do with business or psychology. And while I was looking at schools, I found it hard to find a program like I was looking for. My dad is a prominent member of the community. He owns a business in the area, Kingwater Chiropractic. The community is a very close-knit one and as I worked in his office, I saw this further as many people would offer me career advice and school advice. Many professors and employees at Utica University go to my dad's office and would tell me about the school. Marginally I was not interested because from what I had heard it was too broad for what I was looking for in a major. But one day a professor specifically mentioned the Fraud and Financial Crime Investigation program. I was interested and also surprised by this information. I have grown up in the area my entire life and I barely heard anything about Utica University. I would always drive near the campus and thought of it as the school across from the softball field I played on. My high school held the same consensus. As we talked about colleges in our school Utica was rarely ever discussed and if it was it was briefly mentioned. Most people in my class only heard what Utica University was in their senior year.

When I came to the school, I was very shocked at the size of the classes and specifically

my major. I find this major to be fascinating and one of a kind. No other school has a program like this and yet few are joining the program. I lived in this area my whole life and rarely ever heard about Utica University let alone the Fraud and Financial Crime Investigation program. If someone like myself who lives less than fifteen minutes away from the school has this knowledge, what about others of farther distance?

Utica University shouldn't end the on-ground Fraud and Financial Crime Investigation program. The program is not the issue, the lack of advertising is. No teenagers in the area know about this school let alone this program. If people do not know, how are they supposed to go to this school or this program? Growing up all I ever heard about was MVCC and everyone knew what it was much like SUNY Poly, Herkimer, and Hamilton. Their reputations preceded them and everyone knew about their schools, unlike Utica University. This is the issue at hand and eliminating the on-ground Fraud and Financial Crime Investigation program will not solve this issue and will not gain attraction from prospective students. When something is not discussed or advertised how is anyone supposed to know anything about it?

Maggie Blair

I stumbled across Utica's Fraud and Financial Crime Investigation program when I was researching 4 and 1 accounting programs. I chose this program based on the research I did regarding it. I chose your program for the future job opportunities I discovered through my research. I continue to be surprised by how little Utica has done to promote this degree especially with the publicity generated by the college fraud scandal. No one I spoke to regarding the major I had chosen knew that such a major existed. Everyone I spoke to regarding my major thought it was an amazing career opportunity. Now Utica claims that this major should be sunsetted due to the lack of student body, with proper advertising this could have been avoided.

I had the opportunity to enroll in 4 and 1 accounting programs at little or no cost to me. I am now debating whether I should stay at Utica or transfer. Without this unique program, I have no reason to stay. Accounting programs elsewhere cost less and can be completed in less time. There would be no reason for me to stay here without this major.

C. Credentials Most Sought by Employers in the Region or Nationally

Our placement story says it all. We can boast that there are employers seeking out our students. The most difficult issue we face is not having enough students to fill the demand of the employers who come to us for our graduates. Our reputation of providing skilled financial investigators is indisputable. Our graduates have filled roles are primarily in compliance, fraud analysis/investigation, money laundering detection, and so much more. We are proud of the fact that the lead investigator in the college cheating and recruitment scandal, Laura Smith, is a graduate of our program. The first female Regional Director of the United States Secret Service is an alum. Ann Roman '87, who just received the Distinguished Alumni Award a year ago, headed up the South Africa based office for the Secret Service. Kyo Dolan, another prominent alum, is the current Director of Cyber Policy for the Secret Service.

Below is a selection of recent placements for FFCI graduates over the last three (3) years:

- **Regional:** BNY Mellon, NBT Bank, Community Bank, Utica National Insurance, K2 Integrity
- **State, National, and International Placement**: K2 Integrity, Robinhood, Santander Bank, UBS, KPMG, Intuit, FTI Consulting

Regional Placements	State, National, and International Placements
• BNY Mellon • NBT Bank	• K2 Integrity • Robinhood

• Community Bank • Utica National Insurance • K2 Integrity • Key Bank • New York State Attorney General Office - Medicaid Fraud Unit (Albany and Syracuse)	• Santander Bank • UBS • KPMG • Intuit • FTI Consulting

Changes to the FFCI program effective Fall 2023

Last Fall, changes to the FFCI were proposed and approved by the Faculty Senate before the Portfolio Review announcement. The purpose was to differentiate Financial Crime from Criminal Justice and update course titles to reflect the Financial Crime course of study.

For example:

CRJ 334 Economic Crime Investigation will be FCM 334 Financial Crime Investigation

CRJ 365 Special Topics will now be FCM 365 Money Laundering & Threat Financing

In addition, we have been working on a new proposal to coincide with the addition of the new crime lab to be built on campus. The lab will give us the opportunity to engage in some deeper immersive learning experiences with our students. For instance, the lab will allow us to take students through the entire financial crime search warrant process from application through execution.

Another exciting development within the program is completely dependent upon the decision made by the Board of Trustees regarding the campus-based program. We are currently developing a campus-based course titled "Fraud and Financial Crime Practicum". Professor Hyman, who is a Certified Fraud Examiner, is designing a course that will have FFCI students engaging in Fraud Risk Assessments for local and regional businesses. This will provide students with an experiential learning opportunity, and it will build some additional goodwill in the community for Utica University. Lastly, it will help rebuild the program's prominence in the region.

Conclusion & Request

Based upon the foregoing, we hereby request that the Board of Trustees vote no on sunsetting the campus-based Fraud and Financial Crime Program. We further request that the University make a commitment to invest in the marketing of this legacy program. At the very least, we should reinstate a travel budget sufficient to allow our faculty members to promote the program. Our program cannot succeed simply by general promotion of the campus. We are asking to be given a chance to show you how viable the program can be with minimal investment of time and resources. Under the circumstances, we should give our first in the nation program to prove its relevance. In the alternative, we ask that you consider moving the campus-based program to the modify list and allow us a two to three year period to increase enrollment with the conditions stated above.

Lastly, if our program is moved to the modify list, we will be able to provide a more detailed plan along with enrollment estimates and other measurables so that we can adequately determine whether we are meeting our enrollment goals.

Prof. Suzanne Lynch, M.S. Fraud and Financial Crime Program Director

Prof. Bernard L. Hyman, Jr. ’94, J.D., C.F.E., Professor of Practice, Fraud and Financial Crime

APPEAL

of the Recommended Sunsetting of the Utica University

Majors in Geoscience

Submitted by the Department of Geology

EXECUTIVE SUMMARY

The Geology Department faculty would like to present an evidence-based rationale recommending that

1. the BA in Geoscience be sunsetted
2. the BS in Geoscience be placed on the list of programs to be redesigned to better meet the interest of students and add additional marketable skillsets.

The BA in Geoscience should be sunsetted

- The BA was designed for students seeking earth science teaching certification by completing the BA in Geoscience along with the then Program in Education. The new BS in Adolescent Education with an earth science teacher certification pathway now fulfills that role, making the BA in Geoscience redundant.

The BS in Geoscience should be renamed and redesigned into a BS in Environmental Earth Science

- This major would appeal to a new and broader potential student audience which, based on feedback from Admissions, presents a much stronger marketing opportunity.

  Potential tracks for this major include: Environmental Science, Professional Geology, and Environmental Health (and Toxicology). All would make use of a foundational group of courses with specialized tracks.

- The proposed new major will make use of many of the credits needed for the Adolescent Education Earth Science pathway; these courses will have to be taught even if the Geoscience majors are eliminated. Additionally, the tracks will make use of chemistry and biology courses (and potentially courses in Sociology and Health Sciences); thus, making efficient use of courses currently offered at the University.

- New course offerings in a redesigned major will include courses that provide students with additional marketable skills, such as a course using GIS (Global Information Software). GIS is also a valuable skill to other majors, including Biology, Data Science, Criminal Justice, and Marketing.

- A Professional Geology Track would fulfill educational requirements for NYS Professional Geologist (P.G.) licensure first passed in 2016, which presents a significant new marketing opportunity.

- We can apply to the state to list our Environmental Earth Science major as a "Registered Licensure-Qualifying Geology Program" that meets the education requirements for NYS P.G. licensure. Currently, only 11 institutions are listed, and we could be the 12th institution and a leader in our field.

- Jobs in Environmental Science are increasing in NYS are very favorable, increasing by 26.2%. And median annual job salaries are $103,000 or $83,000 for geologists or environmental scientists, respectively. By redesigning this major, graduates should be able to apply for jobs in environmental health, geology, or environmental science.

Renaming and Refocusing the Geoscience Major

Our current BS in Geoscience prepares students well for employment and graduate studies not only in geology but also in broader environmental issues, and our graduates have been very successful in this. However, with its current name and configuration, this may only become apparent to some students once they have already enrolled and begun taking courses in it. Discussions with the Admissions staff support that there is strong interest in environmental science programs and while the admissions staff understands that environmental science concepts and skills are an integral part woven throughout all our courses, it is challenging for them to convey this to prospective students. Thus, the current name and configuration of our BS in Geoscience may be losing potential students interested in environmental science as they are more likely looking at schools other than Utica even though we could very much meet their needs and interests.

We believe even a name change alone would be a tremendous help in attracting students. And, even better, modification of the major to emphasize Environmental Science will also increase enrollments. Employment obtained by our graduates attests to the need for environmental professionals, with some working in soil and water contamination, air quality, and species overharvesting. Graduate programs to which our graduates have been accepted attest to this as well, including environmental science, environmental engineering, geographic information systems, and hydrology and geochemistry. Infusing the modified major with additional environmental courses would go even further to making this more obvious and attractive to potential students as well as even better prepare them for a wider array of environmental work. However, we have innovative ideas to make the major at Utica University more attractive and more competitive than other institutions.

Environmental Health (and Toxicology)

We believe this will be an attractive area for students, and there is interdisciplinary support. We have had productive discussions with Nursing and we have also initiated discussions with Dr. Jennifer Rioux, the new Executive Director of the Institute for the Study of Integrative Health (ISIH), and she supports this assertion that Environmental Health and Toxicology would be an excellent direction for an area of study. She believes that "Advancing Eco-health/Ecomedicine is an area of deep interest for the ISIH. Climate crisis is not going away and the centrality of nature to human health is becoming more salient with each passing day. The ISIH will be invested in curricular initiatives, research projects and student priorities that engage with an Eco-health focus. The mission of the ISIH is squarely inter- and transdisciplinary. In this way, supporting a focus on teaching, research, data and student enrichment that is conceptualized as embedded in furthering our understanding of all factors related to human health and the human condition will be a constant for the Institute." We believe that students will be attracted to a major that is interdisciplinary and combines study in Environmental Science, Health, Chemistry, Biology, and Geology.

Environmental Science Track

Interest in a basic Environmental Science curriculum is robust. And we are well-poised to provide curriculum for an Environmental Science degree that also provides internship and experiential learning opportunities for students. Numerous Utica graduates have gone on to teach earth science, with our alums now in more than a half dozen of our local high schools as well as out of the area, providing a potential pipeline to Utica University for prospective Environmental Earth Science students through teacher recommendations at the high-school level. We can provide students with an excellent college experience that retains students and strengthens the reputation of the institution. Because we already do this, we will be able to provide significant field work with classes strongly infused with field experiences in the form of field trips and larger weekend trips taken to Vermont and the Adirondacks. A several-week field methods course has been held in New England and in the Pacific Northwest. Such experiences would be retained as an integral part of the BS in Environmental Earth Science.

Our majors have also gained hands-on learning experiences through nationally-competitive internships at places such as Skidaway Institute of Oceanography in Savannah, Georgia as well as in the private sector such as performing groundwater monitoring. Some of our students have been selected to serve as interns at the Rogers

Environmental Education Center in Sherburne, NY. The positions are summer paid positions and housing is provided by the Rogers Center. Interns typically facilitate environmental education programs for children, but also assist with mixed adult and kids' programs such as canoe and kayak trips. They also have the opportunity to develop their own environmental education programs to be implemented at the center. Such experiences would be retained in the BS in Environmental Earth Science. Experiences for Environmental Health can be developed in collaboration with the ISIH. In-field and hands-on experiences are powerful in retaining students. According to Forbes (2015) and the National Student Survey discussed therein, a poll of geology students revealed 95% were happy with their major – higher than any other major in the survey.

Professional Geology Track

We are well positioned to effectively occupy a new marketing niche. The New York State legislature passed in 2016 legislation to implement a new **Professional Geologist (P.G.) license**. The curriculum of the BS in Geoscience aligns perfectly with the educational requirements set forth by the NYS Office of the Professions for this new professional credential. If modified into the BS in Environmental Earth Science, this alignment would be intentionally retained in a Professional Geology Track. We can apply to the state to officially list our major as a "Registered Licensure-Qualifying Geology Program" that meets the education requirements for NYS P.G. licensure. Currently, only 11 institutions are listed as having registered programs. **Utica could be the 12th and this status would provide a competitive advantage over other institutions for our Environmental Earth Science major.** Now is a great time to capitalize on this new professional license, and we could really **stand** out.

Growing Job Opportunities Exist and Our Students Have Been Very Successful

Graduates of Utica University's geoscience programs enter an expanding market for their skills, with above average job growth predicted for positions in hydrology and environmental science. Jobs in Geology and Environmental Science are increasing in NY State by 9.5% and 26.2%, respectively. And median annual job salaries are $103,000 or $83,000 for geologists or environmental scientists, respectively.
Our graduates have been very successful. They have obtained employment with

- federal and state government entities such as the U.S. Department of the Interior at Grand Teton National Park, the NYS Department of Environmental Conservation, and the Georgia Department of Transportation
- private environmental consulting firms local and afar, including FPM Remediations, Inc in Rome and EA Science, Engineering, and Technology, Inc. in Syracuse.

Our students have also been very successful in being accepted into graduate programs

- to pursue studies in environmental science, hydrology and groundwater geochemistry, geology, and geographic information systems (GIS) digital map analysis
- at quality institutions such as Pennsylvania State University, Michigan State University, SUNY at Binghamton, and others.

Summary

Our successful outcomes, when coupled with the move to a new degree title and tracks and opportunities that professional licensure would offer our program and Utica University as a whole, make this the perfect time to adjust the major to better meet the need for a flexible interdisciplinary environmentally-science trained workforce.

IST Appeal Letter

I am writing on behalf of the major in International Studies (IST) to state the case for why IST should be given time to make revisions, rather than be sunset as a major. Regrettably, I cannot address the exact logic or arguments used to determine that IST should be sunset, as these were not made available to us.. That being said, a straightforward case can be made for the program's value and utility:

(1) the popularity of majors is cyclical and IST can find more students;
(2) major enrollments are not indicative of objective demand, but rather marketing and existing, inequitable distribution of resources;
(3) IST is marketable, especially to international students and international collaborations, which was a significant argument repeated for why we needed to be a university, in addition to supporting developing initiatives at our institution; and
(4) IST, as a truly interdisciplinary major, not only supports other departments and programs, but also means that IST can run with existing faculty, existing classes, and existing resources, and cutting it will harm those existing resources and gain the institution nothing, all while working against President Casamento's statements about interdisciplinary liberal arts education at Utica University.

After making these four points, I will discuss what IST faculty can do, if given time, that will bring the IST curriculum in line with the university's priorities.

<u>(1) Popularity</u>

The popularity of majors comes and goes, and while we can use some data to try to predict what will happen in the future, there is no clear way to actually know what majors will be attractive to students in the future. For example, our own construction management program was struggling in the not so distant past, only to be resurrected by an influx of donations and then student interest followed from that. In light of current global developments–global climate change, the threat of nuclear war, an ongoing conflict in Ukraine, persistent tensions in Israel, a Chinese spy balloon flying over the United States with another one over Latin America–there is plenty of reason to believe that interest in international relations can and will grow. This is also true for any of our students coming from refugee families who want to learn more about the places their families have fled.

The process for re-adding a program that was removed because the school wrongly predicted it would not be of interest to students is onerous. It does not make sense to fully eliminate programs that, with minimal changes, could continue to draw students in. As it is, IST in recent years had more students, facing a downturn with a decrease in immigration and international students. While lower than they used to be, our numbers are inline with other programs that were not slated for sunsetting or revisions, which suggests that IST, at the very least, ought to be given a fair chance to implement changes that can make it a more marketable program that offers a truly interdisciplinary education.

(2) Marketing

It is no secret that Utica University does not treat all programs evenly. Programs associated with Wiley have dedicated Wiley marketing. Talking to students who work in admissions now and those who have done so in the past has repeatedly revealed that these student ambassadors are directed to discuss only a few select majors, unless they are explicitly asked about them by prospective students and their families. Some programs are, in fact, pushed over others. It is patently unfair to treat programs equally in evaluation when they are not treated equally in terms of marketing and resources. Faculty have been told by marketing that the website alone is how on-ground programs are advertised, including International Studies. There is a clear disparity here, when other majors receive digital ads, billboards, and ads on the front page of local papers. The success of marketed programs is evidence that marketing works; conversely, lower enrollments in programs that do not receive support is evidence that the lack of marketing is also working. Student demand does not exist in a vacuum removed from our actions.

When programs are unknown quantities to our students, questions of equitability in marketing are particularly important. IST, generally speaking, is not something your average high school student–especially for students we recruit as an institution–tends to know, or think about before coming here. Many domestic students find out about IST and what it entails only after they are here. Despite this lack of marketing and general awareness, our IST 101 class has been filling multiple sections every semester, suggesting there is a very meaningful demand for IST education at Utica University even now.

What's more, eliminating the IST major will negatively impact the University's ability to serve its mission of "empowering learners to achieve their career and life goals through personally enriching experiences and outstanding educational pathways." The University will be less able to embody its values of intellectual growth, diversity of perspective and background, and community engagement and service. There is no better way to help fulfill our vision of "inspiring learners to create a future beyond their imagining" than by providing systematic teaching and learning about the 200 different countries around the world. If we care enough about these goals to make them our defining mission, it stands to reason that we would care enough about them to keep a program that helps achieve this mission, and do more, not less, to draw attention to how we are living up to our mission and values.

Not surprisingly, eliminating IST would be counterproductive in realizing our 2020-25 Strategic Plan, in which Diversity, Equity and Inclusion is a major component. International Studies majors are by far the most diverse in terms of race/ethnicity compared to all other majors. Per the most recent data in the Strategic Plan Status Report from December 2022, over 57 percent of IST majors are non-white, far exceeding the overall undergraduate target of 35 percent, far higher than most other majors, and 14 points higher than the next highest major. At a time when the school has overtly committed itself to better serving our students of color, cutting a major that is overwhelmingly students of color would directly work against this worthy goal. Furthermore, many IST courses are DEI courses. In the existing IST curriculum, 15 of the courses are in gen ed and 13 of these are DEI courses. Given the breadth of the new gen ed, these numbers are a strong indicator of the breadth of the IST major as well, in addition to

highlighting how the major can be run with existing classes, support existing offerings, and provide a meaningful path to degree that is fully achievable, especially with the ability to accomplish multiple goals at once. Eliminating International Studies would disproportionately disadvantage people of color, make the University less able to recruit them, and cut curriculum supporting diversity, equity and inclusion, all contrary to the strategic plan. Moreover, cutting IST undermines a significant portion of gen ed, as well as removes a major that offers significant support in terms of helping students stick to the University's four year promise.

(3) International Appeal and Utility

Historically, IST has been popular among our international students. With President Trump's anti-immigration policies, overall numbers of immigrants, refugees, and international students declined across the United States. This had a negative effect on the number of each type of student that Utica University, in general, has had. We must also factor in the pandemic's effect on travel and drawing in international students. Now that these numbers, overall, are recovering, it would be an imprudent time to get rid of our IST program. If we do not understand the recent trends in their proper context, any analysis of underlying data about enrollment is flawed.

In laying out why the school was lobbying so hard to get New York to change its criteria for university designation, the faculty were told repeatedly that the ability to appeal to international students was a major factor in why we needed to spend time and resources getting ourselves declared a "university." Now that we are a university, it would work against this logic to get rid of our IST major.

Not only is IST a draw for international students, but it works well for the various international collaborations that are currently under development. From the work that Dr. Harris and others are doing in Africa, to the work that Dr. Cozart is doing in Latin America (an area students have wanted to focus on for years), to connections that Dr. Kwon has in Korea and East Asia, to our past involvement in the Fulbright program with exchanges in Poland, to our support for the international film festival in Albania, it would undermine all of these efforts to get rid of the IST major. IST is a natural home for students who are studying abroad in the U.S. for one semester. IST is also a natural home for domestic students who wish to study abroad. On top of this, as there is work currently being done to develop international partnerships that would also allow for increased faculty exchanges, it would undermine the potential of these programs not to have an IST major for visiting faculty to participate in when they are here. It would undermine our ability to send faculty elsewhere and spread the Utica brand if they are not also contributing to an IST major here. We have been told repeatedly about the necessity for long term planning and intentional strategic decisions (please revisit the points above about how IST serves the University's mission and values) in terms of resources and development. If we really want to carry out these international collaborations and draw in more international students, we must think long term and strategically about the value of keeping the IST major.

Far from being a standalone major and program, IST pairs well with majors and minors in all three schools. We should think about how an IST program, including a major and a minor, aide

those who care about global health, those who want to engage in construction projects in other countries, those how want to do business across national borders, our veteran population looking to process and understand their own experiences abroad, or about how traveling to other countries for any reason requires a remarkable amount of knowledge about other countries. All of this is supported by the existence and continued support for an IST major. The world is increasingly interconnected, which emphasizes the centrality of IST for major fields of study in all three schools. We can better train students and prepare them for the world by maintaining IST and encouraging students to pair it with their interests.

Utica students are coming of age in the most globalized era in world history. They are not only competing for jobs and promotions against their peers locally and nationally, but around the globe. This is only going to accelerate as communication and digital technology advances. Eliminating IST would fail to recognize how this subject is going to be omnipresent in a few years' time as the world continues to get smaller and more accessible, physically and virtually. Education is going to increasingly focus on international studies as its importance and impact on daily life steadily grows. With this in mind, it's no surprise that approximately 2,000 colleges and universities throughout the U.S. offer an International Studies major, including over 20 in-state, and over 40 within 200 miles of campus, including many comparable small to midsize private universities in both the private and public sectors. Eliminating IST would be a step backward that makes Utica University less attractive to prospective students and less equipped to prepare them for the present and future.

(4) Interdisciplinarity

During many of her various media appearances in relation to the academic portfolio review, President Casamento has repeatedly emphasized the school's dedication to a robust liberal arts education and an interdisciplinary education as well. This is precisely what our IST major offers. Classes come from a variety of disciplines, balanced across various topics, offering exactly the sort of interdisciplinary, liberal arts education that our President continues to tout publicly.

But, apart from the connections to the President's public statements, IST's interdisciplinarity comes with additional benefits. For starters, IST is supported by, and thus also supports, multiple different departments (at least 13 based on the current curriculum). IST majors help populate upper level courses in other disciplines, helping to fill out these classes while also helping IST students get a truly broad education. This also means that, under its current setup, IST is almost entirely made up of existing classes from other departments. This means that IST does not actually require much on its own, but supports existing courses, existing faculty, and does more with resources that are already being spent–and will continue to be spent–outside of the IST major. The loss of IST as a major means the loss of IST students in these other classes (and, per data shared above, probably a loss of these students at our University), which means the very real possibility of more, smaller upper level classes. While the institution loves to talk about our small (albeit higher than the national average) student to faculty ratio, it is also clear that the institution really does not like small upper level classes. One way to keep the ratio and to increase the size of upper level classes in multiple different departments is to maintain the

IST major (especially with revisions discussed below). Keeping IST, with modifications, does far more to benefit the school than sunsetting it ever will. It not only aids the school's bottom line, it provides an important interdisciplinary education to our students, which again, are overwhelming students of color.

Modifications

As asserted at the start of this appeal letter, I believe IST as a major still has a lot to offer to Utica University, and especially to our students. Also as asserted at the start, I believe that IST is in need of revisions and should be given time to implement these changes rather than be sunset. There are several specific changes I recommend for IST moving forward to streamline the major, make it more marketable, bring in more students, and allow it to persist into the future.

First, I recommend that the IST major be streamlined. Currently IST has a variety of different concentrations in the major. The IST major can be streamlined to remove concentrations, and in so doing offer a narrower range of courses, focusing on existing courses offered by full-time faculty. These courses can be intentionally selected to still provide a robust interdisciplinary education, but allow for greater coordination across departments to ensure higher enrollments in all included classes. The trade off with having less choice for students can provide for an increased ability to plan offerings for maximum benefit across departments, including in conjunction with the Africana minor and new Africana major. This will encourage fewer smaller classes overall in many different departments.

Second, I recommend the creation of an IST minor, and in particular one that can function as an interdisciplinary minor that fulfills the gen ed requirements. A minor would further help fill IST classes and support various departments that are teaching courses in IST. In addition, IST would pair well with any major where students are applying their field across international borders. This includes majors from all three schools. Finally, the truly interdisciplinary nature of IST would make it a great fit for a minor that helps students also fulfill the non-foundational portion of their general education requirements. This is already possible with existing courses that have been included in the new gen ed (already approved gen ed courses that are currently in IST meet the requirements to have students earn a minor in IST and complete all of the requirements of the pathway portion of gen ed). The faculty affiliated with IST are conscious of resource needs and were already planning curricular revisions that were put on hold by the academic portfolio review process.

Third, I recommend IST be given time to work with the various efforts to recruit more international students and build international collaborations. These efforts naturally combine well with IST, and make keeping IST as a part of our curriculum a logical step in bolstering the University's new initiatives. Including IST in these initiatives will benefit these efforts, and will offer profound experiential learning opportunities for our students. This will also make IST a standout program that can draw more students to the school and to the major. With faculty currently exploring how to build robust study abroad programs, and how to bring more international students here, a steady pool of IST students can bolster these efforts, including

attracting more students to our study abroad efforts that can help define a revitalized form of experiential learning at Utica.

In short, there are plenty of reasons to see IST as a growth area for the University, rather than a burden to be removed. It is a program that is deeply consonant with our mission, and whose values and opportunities can contribute to the student experience in an increasingly globalized society. The faculty are prepared to propose a streamlined revision that could be implemented on the Board's timetable, and that would be driven by financial efficiencies. Such a revision would be student-centric, responsive to growing international student populations, and in keeping with the President's call for a richer interdisciplinary experience.

UTICA
UNIVERSITY

School of Arts and Sciences

To: The Board of Trustees, Utica University

Re: Proposed elimination of the Philosophy Major at Utica University.

Date: February 8th, 2023

The enclosed constitute materials in support of keeping the Philosophy Major at Utica University.

Contained within:

1. Letters in support of the Philosophy Major at Utica from Utica Philosophy Department Members.

2. Letters in support of the Philosophy Major at Utica from Utica Philosophy Major alumni.

3. Letters in support of the Philosophy Major at Utica from local business owners Michael Grande, owner of *One Genny* and a Utica Philosophy Major alum, and Hilda M. Jordan, Utica native and founder of HMJ Consulting.

4. Letter in support of the Philosophy Major at Utica from the American Philosophical Association.

5. Letter in support of the Philosophy Major at Utica from Central New York Philosophy Departments, with 72 signatures.

6. Data and links on the value and utility of a Philosophy Major, and the value of the Philosophy Major at Utica.

7. Newspaper columns from a former Utica student and a Utica resident which contain important arguments about the value of the Philosophy Major. The Philosophy Department had no role in the authoring or publication of these columns, but feel they contain relevant information for the Board's consideration.

8. Petition in support of the Philosophy Major at Utica, which – as of Feb 6th 2023 – has 882 signatures, including philosophers and academics, former students, and members of the broader community

9. Comments left on the aforementioned petition in support of the Philosophy Major.

Sincerely,
Utica University Philosophy Department

Douglas Edwards, Leonore Fleming, John Lawless, Christopher Riddle (Chair)

1600 Burrstone Road • Utica, NY 13502-4892
Voice: 315.792.3028 • Fax: 315.792.3831
utica.edu

UTICA
UNIVERSITY
School of Arts and Sciences

To: The Board of Trustees, Utica University

Re: Proposed elimination of the Philosophy Major at Utica University.

Date: February 6th, 2023

What follows is an attempt to make a case for saving the Philosophy major. Admittedly this is close to my heart because I've worked tirelessly with my colleagues to grow it to where it is today over the past 11 years. It went from a largely irrelevant department to a leader and a role-model in many respects across this campus.

I have three reasons why it should be kept and I'll address them in what I take to be their proper order of importance.

1) Quality of Education

It is clear that Utica students value and respect the educators within the Philosophy Department. Given our low incoming class sizes, the fact that we currently have 47 majors & minors is testimony to how Utica students, once exposed to philosophy, see its value and opt to study it either as a minor or a major. I did not understand what philosophy was when I entered university, and yet here I sit, having dedicated my life to exposing students to its value. I was fortunate enough to take a philosophy course that transformed my life and its trajectory. To deny students this opportunity to discover it as a major is deeply troubling. The failure here is not one of quality, nor is it one of students failing to see philosophy's value. Utica students want to study philosophy and they are. Of note here is that most of the students taking our major or minor and remarkably talented and amongst the more accomplished on this campus. Over the past 11 years, the average GPA of or majors and minors has increased, year over year, and is much higher than the University average. Not only are Utica students enrolling in philosophy, but some of the best at this institution are choosing to do so.

Also of note here, is that amongst the 4 full-time faculty in the Philosophy Department, we have 7 published books (with 4 more under contract, and 2 more being drafted), and approximately 100 publications. Our faculty are leading the way internationally in their sub-disciplines and this translates directly to the student experience in the classroom.

Finally, experiential learning is somewhat of a buzzword around higher education these days and while I somewhat resent its use because sometimes sitting in a classroom can be a remarkably transformative experience itself, the Philosophy Department also provides many opportunities for its students to engage with the local community. Philosophy students have visited the local hospitals and sat in on ethics meetings, and have attended continual education programs for local attorneys and physicians (that our faculty were

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Voice: 315.792.3028 ❧ Fax: 315.792.3831
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leading, incidentally). Students have gained legal internships and even made connections with people who conduct medical school entrance interviews as a result of these experiences.

The quality of education provided by the Philosophy Department and its major should not be called into question, and indeed, should hopefully be the driving consideration with this review. If the quality of education students received in a major were the determining factor, the philosophy major should go no where, and indeed, should likely be given more resources.

2) Career Outcomes

It is one thing to suggest that we provide students with a quality education, and I tend to think this is our primary role as educators, but I suspect the more pressing question for many is whether that education provides students with good career opportunities. Indeed, philosophy provides students with remarkable career opportunities. The 6-month unemployment rate of philosophy majors is approximately half of that of other college graduates. In short, philosophers find it easier to get a job than the average college graduate. But another pressing question might be one about underemployment: are graduates gainfully employed? Philosophy graduates tend to have an early career income higher than the national income average amongst all US workers. So not only are philosophy graduates employed, but at the start of their career they tend to make more money than the average American, most of whom have been working for much longer. This trend only grows as philosophers gain experience in the workplace. Philosophy graduates mid-career income is incredibly high. It is the highest amongst all non-STEM majors - higher than business economics and marketing, even. One important way of determining how desirable employers find particular graduates is to look at what their market value is - what they are paid. Philosophers are paid quite well, which seems to me to indicate they are highly valued by employers.

What is more, philosophy graduates do well on all of the tests required for graduate study. They have the highest composite GRE score (graduate school admissions), the highest average LSAT score (law school admissions), the fourth highest GMAT score (business school admissions), and have the highest acceptance rate of any major into medical school, including the hard sciences.

If we are concerned about career placement and relevant majors, it is clear philosophy does an excellent job in this regard. To view it as otherwise is to rely upon outdated stereotypes and prejudices.

3) Cost Savings

While I wish it were untrue, I suspect the primary driving force behind this review is cost savings. To be clear, to cut the philosophy major will not result in any cost savings, and will actually cost Utica money - Utica University will lose money if it cuts the philosophy major. Given the enrollments in our minors and the general interest in philosophy at Utica, our upper-level classes enroll very well. Indeed, when RPK did their analysis of programs, we looked really good. Our department is efficient, and if you cut the major, no scheduling changes would occur. We could not shuffle faculty from upper-level courses to lower-level courses, because all of our sections enroll. We have a lot of 'butts in seats', and comparatively, do a remarkably good job in this respect amongst all departments on campus, and not just the humanities.

There is no associated cost saving with eliminating the philosophy major, and if that were to happen, PHI 490, a capstone thesis experience for our majors would no longer be required. This is taught solely as a tutorial (as are some other courses less frequently), and as I hope the board is aware, faculty are not paid for tutorials. Thus, if you eliminate the philosophy major, you save no money on scheduling, and lose the associated revenue with tutorials required for our major.

Given that the University would save nothing as a result of cutting the major in terms of scheduling efficiency, is this Institution really prepared to throw away tutorial revenue and turn down prospective students (even if it is just 1)? It seems penny wise and pound foolish to cut a major that would result in no cost savings. Why not give students, however many or few that may be, the opportunity to study in a major if it represents no cost savings for the college to deny them that opportunity? Indeed, without the philosophy major, a student may very well choose to study elsewhere. I think it is unwise to deny students the opportunity to study philosophy here when it costs the University nothing to leave that door open. Given that philosophy is identified as a low enrolled, low applicant, but high yield major, it seems to suggest that those students who apply to Utica for philosophy will go to other institutions to study philosophy if it is not available here. I do not think students should be denied the opportunity to study philosophy here, given that it represents no cost savings to continue to ensure any interested student can do so.

In short, while it is still unclear to faculty why these cuts are occurring and what the end-goal of this all is, I can tell you what is clear: this is distressing. We have not been able to focus on our teaching and our research, and this is what truly hurts this institution.

Philosophy is amongst the strongest of all departments on this campus, and to cut its major would be foolish.

I'm happy to talk to any member of the board who would like to discuss the major that I've dedicated my life to.

Regards,

Christopher A. Riddle, PhD
Crisafulli Distinguish Teaching Award Winner (2018)
Clark Distinguished Scholarship Award Winner (2021)

UTICA
UNIVERSITY
School of Arts and Sciences

To: The Board of Trustees, Utica University

Re: Proposed elimination of the Philosophy Major at Utica University.

Date: February 6th, 2023

I would like to say a few words about the proposed elimination of the Philosophy Major.

Whilst I was not quite a first-generation University student (my Dad went to University, so I am 'second-generation'), I was entirely state-educated without any expectations of studying in higher education. When I went to University, I had no idea what Philosophy was, and started studying a different subject which I did not like at all. I was ready to drop out of University altogether when I took a Philosophy class on a whim, and I was captivated. I loved it, and it changed my life. It gave me opportunities that I never would have had if I had not been a Philosophy Major, and all the good things I can point to in my life now come back to that ability to study Philosophy back then.

I see my 18 year old self in many of the students I teach. They often have no idea what Philosophy is before they come to Utica, and it can take a while to bring them out of their shell when discussing philosophical issues (it sure took me a long time). Many embark on a voyage of discovery through Philosophy classes, both of themselves and the world. The substantial growth of Philosophy at Utica from 3 to 40-70 minors and majors at a given time since 2012 demonstrates that many students see the value in Philosophy, and are captivated by it. It breaks my heart to think that, should these recommendations be approved, we will remove the possibility for our students to have the same life-altering experience I had. It hurts me to think that my students will have less opportunities than I had, when surely we should be ensuring that future generations have more opportunities than we did.

Lest this seem abstract, I will note that just last week (on Feb 1st, 2023), I met with a student who wanted to switch her Major to Philosophy. Much like I described myself above, she was new to Philosophy, but had taken a couple of Philosophy classes and become very interested in the subject. Not only that, but she had a clear plan for why she wanted to Major in Philosophy, and why it was necessary for her future career plans. We talked a lot about her dream job, and how her Philosophy Major would enable her to achieve that. It is awful to think that, if she had come to us in the future, then she wouldn't have been able to pursue the Major that she wanted to at Utica, and that Utica wouldn't be an institution that would allow her to follow her dreams. It is awful to think that the interests and needs of students like her would be sidelined by the proposed elimination of the Philosophy Major.

This is made even more difficult by the fact that I struggle to see what the justification is

1600 Burrstone Road ~ Utica, NY 13502-4892
Voice: 315.792.3028 ~ Fax: 315.792.3831
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for getting rid of the Philosophy Major. As we have not been given a clear justification, all we can do is speculate about what the justification might be, and I will address three potential justifications that I can see.

Firstly, if the issue is the running of upper-level Philosophy classes, the President has stated that the proposals do not affect Minors. We have a large number of students in our three Philosophy Minors, so we will continue to need to offer upper level classes in Philosophy to service those Minors. Removing the Major will not impact the number of upper level Philosophy classes offered (the capstone project distinct to the Major is taught as a tutorial, not as a regular load-bearing class), so I don't understand what the practical value is in its elimination. It seems to me that the Philosophy Major is a degree the institution can offer at no additional cost (there is also no additional equipment or anything needed for the Philosophy Major!), so, from an instrumental point of view, it is hard to see what the justification is.

Secondly, perhaps the issue is that the University doesn't want Majors it feels it cannot market to its target populations. I get that Philosophy is hard to sell - after all, I noted above that I had no idea what it was before I went to University. But, as the Philosophy department noted in its discussions as part of the Academic Portfolio Review, and has frequently noted to Utica Admissions in the past, there are plenty of data and resources that can be used to show the value of a Philosophy degree to future employers, both regionally and nationally. There is general data that demonstrates the high earnings of Philosophy graduates, and we also have specific examples of previous Utica Philosophy Majors who have gone on to do great things. We also through our teaching and research are very cognizant of providing dynamic and interesting ways of presenting Philosophy, and making it relevant to aspects of our students' lives. This is reflected in the growth of our programs noted above. Philosophy can be marketed successfully, and there is also the fact that Philosophy is the Major of choice for students who want to go to law school. In addition, I sincerely believe that there is value in 'discovery Majors' that students move into after they come to Utica. This was indeed my path into Philosophy, and is one that - as noted above - I believe is very important to have.

This leaves the final potential justification I can think of, which to me is the most troubling. It is that Utica University feels that Philosophy is not a Major that is part of the academic direction it wants to go in, and hence it should be removed on principled, not practical, grounds. Of course, on the traditional conception of a University, it seems that Philosophy is an integral part of the very idea, and that having a Philosophy Major is at the very least a badge of honor for a University, and, at most, an essential aspect.

Whilst this may be true, I don't want to talk so much about abstract ideas of traditional Universities. What I want to talk about is the message having a Philosophy Major at Utica sends to our current and future students. To me, it says to them that they matter:

that they are human beings worthy of having the ability to explore and discuss ideas fundamental to the human condition. It says to them that, no matter who they are, and what their socio-economic background is, that they will have the very same opportunities to have a higher education experience as anybody else. It says that Utica students are just as valuable and worthy of respect as Hamilton students or Harvard students, and that subjects like Philosophy are not just restricted to those who are wealthy. To me, this is a matter of social justice. I, and many other faculty I'm sure, are proud to work at an institution that serves first-generation college students, and students who may have felt at times in their lives that they were never higher education material. We love showing them what their potential is, and that they can do just as much as those who have been born into a life with higher education as an expected part of it. Removing a subject like the Philosophy Major, and essentially telling students that 'you don't need that opportunity', or even that 'we don't want you to have that opportunity' to me feels like a devastating message to send to the current and future students we serve with pride.

In summary, it is hard for me to see what the practical or principled justification for eliminating the Philosophy Major is. It is a degree that can be offered without placing any additional burden on the institution's teaching needs over and above programs that are continuing, like General Education and the Philosophy Minors. It is a degree that can be marketed effectively, and can and serve as a discovery major. It also plays an important role in the image of the University and the way the University presents itself to current and potential students. I very much hope that it remains to be a Major at Utica to ensure that we give all students the opportunities they deserve to follow their dreams.

Douglas Edwards, PhD
Associate Professor of Philosophy, Utica University
Winner of the 2019 American Philosophical Association Sanders Book Prize

UTICA
UNIVERSITY
School of Arts and Sciences

To: The Board of Trustees, Utica University

Re: Proposed elimination of the Philosophy Major at Utica University.

Date: February 6th, 2023

Former Philosophy Majors Testimony

Joshua Turner (PhD Candidate, Political Science, University of Buffalo)

I am hopeful of getting a job in academia and contributing useful knowledge to my disciple via teaching and research. I would not be here, however, were it not for the Philosophy department at Utica University. I was a double major in Philosophy and Political Science but I was entirely sure of what the future held for me; I was not entirely confident that I had what it took to pursue a PhD and I felt adrift academically. When Dr. Christopher Riddle came to Utica, it was a turning point in my life; his mentorship (along with Professor Luke Perry) was invaluable in helping me achieve my goals. What I learned in those Philosophy classes went well beyond preparing me for a future in academia, it prepared me for the challenges I would face in my overall life. To now think that other students will be deprived of that experience because of the sunsetting of the Philosophy major causes me great distress and I believe that it should be rethought. Concentrating on majors that are 'more marketable' may be good for bottom lines, but it is not good for improving critical thinking, it is not good for producing good citizens, and it is not good for the community. I know that I am not the only student positively affected by the Philosophy department at Utica; we have gone on to become lawyers, done work for the government, and given back to the community and the place that has given us so much. This can be traced directly back to the department and the amazing people that work there. It would be a critical mistake to rob future students of this opportunity and I hope beyond hope that this decision will be reversed.

Ann Ciancia (Director of Compliance and Title IX Coordinator, Paul Smith's College)

When I first came to Utica I was set on my major in physical therapy, but taking my first philosophy/ethics class freshmen year changed that. I was encouraged by the philosophy department to add a health care ethics minor where I could have a deeper thought with potential ethical dilemmas. It wasn't long after completing that minor that I was craving for more and I decided to add philosophy as a major and change my career path to head to law school. I deeply appreciate Dr. Riddle and Dr. Fleming from Utica for allowing me to explore my inner potential.

1600 Burrstone Road ❧ Utica, NY 13502-4892
Voice: 315.792.3028 ❧ Fax: 315.792.3831
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Viktoria Yudchits (Law Clerk at Whiteman Osterman & Hanna (Incoming Associate Pending Admission in April 2023))

I graduated from Utica University in 2018 with a B.A. Degree in Philosophy with Honors. I cannot express enough how much the philosophy major has helped me in obtaining my Juris Doctor degree. The philosophy major significantly improved my writing skills and my ability to make logical arguments, and strengthened my critical thinking skills. While at Utica University, I took the GRE and scored in the 98 percentile on the writing portion and I credit that all to the philosophy major and its faculty, who continue to go above and beyond to help their students succeed. I was also one of only 13 students (from a group of undergraduate and graduate students) worldwide selected to participate at a seminar at the prestigious Georgetown University – it is because of Utica University's philosophy program that my application was competitive enough to be accepted.

The skills I gained from my philosophy degree have helped me in tremendous ways. While in law school, my final examination essay answers were selected by the faculty on numerous occasions as "sample" answers for students. I graduated law school with above a 4.00 GPA and also scored in the top 90th percentile on two of the exams required for admission to practice as an attorney, including the bar exam. Again, I credit my philosophy degree for all of these accomplishments. One of the most important aspects to being an attorney is the ability to articulate arguments clearly and concisely, while also taking into consideration opposing arguments. I can say with full confidence that the philosophy faculty at Utica University prepared me to be a successful attorney.

I am currently in contact with many younger students who are interested in pursuing a career in the legal field and when they ask for advice on what they can do to best prepare themselves, the number one piece of advice that I give them is to major in philosophy. It is the major that will allow them to stand out from other students in many ways, including their ability to think critically and articulate strong arguments.

I ask that you please reconsider the decision to eliminate the philosophy program. By eliminating this program, you are taking away the opportunity from future students to succeed in fields that require one to think critically and logically, write clearly, and analyze and solve problems- each career that I am aware of requires one to have these skills to some extent.

Madison Nash (Associate Attorney at Gabriele Law PLLC)

I am a 2019 graduate from Utica University. The years I spent at Utica University studying under the Philosophy professors have been and continue to be instrumental in my life and in my career. While I graduated with a BA in Philosophy and a BA in Psychology, the Philosophy faculty proved to provide me some of the greatest guidance and lessons that I have ever had. I not only used these lessons in my graduate studies but

also continue to use them in my day-to-day interactions with colleagues and peers. Many underestimate the teachings and importance of Philosophy, to take the chance to learn it is only true way to understand its importance. For Utica University to get rid of its Philosophy Department would not only be a disservice to the teachings of Philosophy, but also all of the students that are lucky enough to study under the wonderful faculty members that make up the Philosophy Department at Utica University.

UTICA
UNIVERSITY
School of Arts and Sciences

To: The Board of Trustees, Utica University

Re: Proposed elimination of the Philosophy Major at Utica University.

Date: February 8th, 2023

The below are letters on the proposed elimination of the Philosophy Major at Utica sent to Professor Edwards from local business owners and philosophy graduates. The writers of the letters agreed to have them included in these materials.

The first is from Michael Grande, a former Utica Philosophy Major who is also a local business owner. He owns the popular bar and restaurant *One Genny* in New Hartford, which – as he notes in his letter – maintains strong connections to Utica University.

The second is from Hilda M. Jordan, who is the founder and principal of HMJ Consulting. Hilda is a Utica native and first-generation college student, who studied Philosophy at Harvard before she returned to Utica to start her own consulting firm.

From Michael Grande:

Hi Doug,

I am very sorry to hear about the decision to eliminate the Philosophy major from Utica University. I never would have imagined a day where this would have even been considered, but here we are. You are correct, I earned my BA in Philosophy from Utica College back in 2003. At the time, I think we had 4 students in program; one went on to study medicine, another law, another had an interest in politics, and I went to California to do myriad things, but ultimately returned to the area to open One Genny in New Hartford. We all had different backgrounds and had different goals, but shared the love of learning which is why we each chose the program. I think there are many students who could benefit from a background in Philosophy, not just because of what it could offer in terms of a career, but because it offers the opportunity of enrichment. I never wanted to pursue a career in Philosophy, none of us did, but we understood that through our course or study, we were building the necessary framework and foundation for a quality life. I poured over difficult texts, processed complex ideas, and understood things I never could have imagined. This was learning, exercise for the brain, that could never be lost. People would ask me what I was going to do with a degree in Philosophy and I would tell them nothing. They would laugh and shake their heads, but I knew that the real answer was "anything." I could do anything I wanted because of my experience at UC. People who choose Philosophy do it because they love learning, not usually for another reason, but because of the process itself.

I don't know how a university can operate without a Philosophy program. To me, that is the difference between an institute of higher learning, and a trade school. If that is the direction UU is heading then so be it, but please let it be known that I do not support the elimination of the Philosophy program. This news is devastating to me personally, but I will continue my support regardless. I have many employees and customers who are students at UU. As a matter of fact I think we are hosting both the basketball teams and volleyball teams this Friday evening. A UU football helmet sits above my hostess stand. I am willing to help in any way I can to keep the program alive and well for future generations. Please let me know how I may be of service.

All the best and good luck,

Michael Grande
One Genny

From Hilda M. Jordan:

Dear Professor Edwards,

Philosophy changed my life and gave me the tools to think critically about my identity, the world, and the kind of social concepts and impact needed to transform our communities. I grew up in Utica, NY and it was through studying philosophy and African American studies at Harvard University as a first generation college student and first generation American that I was able to make sense of racial and social constructs, conflicting definitions of justice, and the metaphysics of truth and ethical charges. Today I identify as an Afro-Latina and a social equity consultant because of my education and I thank philosophy everyday for making me a critical thinker who can advocate with respect for all interlocutors. I hope you are able to save and strengthen this department in a world that needs the skills of philosophers more everyday.

In solidarity and with warm regards,

Hilda M. Jordan
HMJ Consulting

American Philosophical Association

University of Delaware
31 Amstel Avenue, Newark, DE 19716-4200
(302) 831-1112 | apaonline.org

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January 24, 2023

Dr. Laura M. Casamento, President (lcasame@utica.edu)
Dr. Todd J. Pfannestiel, Provost (tjpfanne@utica.edu)
Mr. Robert A. Brvenik, Board of Trustees Chair (rbuc77@gmail.com)
Mr. Jeremy Thurston, Board of Trustees Chair-Elect (jthurston@haynerhoyt.com)
Utica University, 1600 Burrstone Road, Utica, NY 13502

Dear President Casamento, Provost Pfannestiel, Chair Brvenik, and Chair-Elect Thurston:

We write as chair of the board of officers and executive director of the American Philosophical Association, the largest scholarly society of philosophers in North America, representing more than 8,000 members. We urge you and all involved in making vital decisions about the future of Utica University to preserve and support your philosophy program, rather than eliminating the major.

Utica University describes itself as an institution that provides "outstanding educational pathways" and values "Intellectual growth, creativity, and scholarship in the pursuit of knowledge… Freedom of expression and civil discourse… [and] Ethical behavior and integrity." It would be difficult to argue that Utica University is living up to these values or fulfilling its commitment to a comprehensive liberal arts education were it to eliminate its philosophy major.

Philosophy is an absolutely core academic discipline, dedicated to critical thinking, clear communication, and ethical reasoning. More than perhaps any other discipline, philosophy prepares students to be engaged, well-rounded citizens and leaders with exactly the skills that Utica University aims to cultivate. (More on the role of philosophy in higher ed: www.apaonline.org/role_of_phil)

Further, in terms of market value and equipping students with skills employers desire, philosophy is perhaps the best humanities major a student could choose. Philosophy teaches skills that are highly valued by employers and that are transferrable as the kinds of jobs available to workers change over time: critical thinking, creative problem solving, written and oral communication, and logical analysis. Renowned investor William H. Miller recently invested $75 million in Johns Hopkins University's philosophy program, saying, "I attribute much of my business success to the analytical training and habits of mind that were developed when I was a graduate student [in philosophy] at Johns Hopkins."

A philosophy major or minor is a classic gateway to a career in law, and philosophy majors routinely outperform nearly all other majors on the LSAT, GRE, and GMAT. According to the Payscale.com 2015–2016 report, those with a BA in philosophy have the highest pay over time of all humanities majors, significantly outranking disciplines such as English literature and history. (http://dailynous.com/2015/09/04/salaries-of-philosophy-majors-over-time/)

Philosophy majors 'mid-career earning potential is ahead of majors in many fields outside the humanities, including biology, psychology, political science, and business. At Utica, the philosophy department does an especially good job of

American Philosophical Association

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preparing students for a variety of career paths through not only the depth of thought required for social mobility, but also tangible and practical experiences like internships at law firms, and visits to ethics committee meetings at hospitals. At a time when career outcomes are so important to students and parents, it is unwise to disinvest in a program that offers these career benefits.

We understand the desire of university administrators to make decisions based on numerical metrics such as majors or cost. But such metrics significantly undervalue what the philosophy program offers—it plays a pivotal role not only for majors and minors but also in core curricula and interdisciplinary programs. Courses such as Critical Thinking, Professional Ethics, The Rise of Modern Science, Ethical Issues in Contemporary Science and Technology, Philosophy of Law, Healthcare Ethics, and Theories of Justice all serve students pursuing a variety of degrees and careers. It would be almost impossible for the philosophy program to maintain this breadth of high-quality offerings if the major were eliminated.

Moreover, the philosophy program at Utica University is especially accomplished. The philosophy faculty not only produce award-winning scholarship in impressive numbers (especially given their teaching expectations), but also make a strong impression on students that is to the benefit of the entire university. For example, the department found that while, on average, 66% of all UU students persist to the next term, that average for students who took at least one philosophy class rose to 86%. The 4-year graduation rate for students who took at least one philosophy class was above the university average, and the 6-year graduation rate was almost 30% higher for those who minored or majored in philosophy.

Finally, who better than Utica University alumni to speak to the value of the philosophy major?

I cannot express enough how much the philosophy major has helped me in obtaining my Juris Doctor degree. The philosophy major significantly improved my writing skills and my ability to make logical arguments, and strengthened my critical thinking skills. While at Utica University, I took the GRE and scored in the 98 percentile on the writing portion and I credit that all to the philosophy major and its faculty, who continue to go above and beyond to help their students succeed. … By eliminating this program, you are taking away the opportunity from future students to succeed in fields that require one to think critically and logically, write clearly, and analyze and solve problems—each career that I am aware of requires one to have these skills to some extent." — Viktoria Yudchits, 2018 BA with Honors

I was a double major in Philosophy and Political Science … What I learned in those Philosophy classes went well beyond preparing me for a future in academia, it prepared me for the challenges I would face in my overall life. To now think that other students will be deprived of that experience because of the sunsetting of the Philosophy major causes me great distress… Concentrating on majors that are more marketable may be good for bottom lines, but it is not good for improving critical thinking, it is not good for producing good citizens, and it is not good for the community. I know that I am not the only student positively affected by the Philosophy department at Utica; we have gone on to become lawyers, done work for the government, and given back to the community and the place that has given us so much. This can be traced directly back to the department and the amazing people that work there. It would be a critical mistake to rob future students of this opportunity and I hope beyond hope that this decision will be reversed. — Joshua Turner, 2014 BA

For the sake of your mission, your students, and your community, we strongly urge you and all leaders at Utica University to preserve and support your philosophy program and its faculty.

Most sincerely,



Dominic McIver Lopes, Chair, Board of Officers



Amy E. Ferrer, Executive Director

cc: Dr. Christopher Riddle, Chair of the Philosophy Department

Dear President Casamento and Members of the Utica University Board of Trustees,

We write to you as philosophy instructors and members of the Central New York community to express our deep disappointment that you have made the preliminary decision to eliminate the philosophy major at Utica University. We urge you to reconsider this decision. Philosophy is a discipline of central intellectual and practical importance, both historically and today. **The Philosophy Department at Utica University comprises excellent teacher-scholars who have created a community for students to pursue life's enduring questions while also preparing them with the expertise and skills to succeed in the workforce.**

The Philosophy Department at Utica University is remarkably strong. We know the faculty as excellent, award-winning researchers and integral members of the philosophical community. They also are dedicated teachers who have grown the philosophy program over the past decade into a thriving one. They have created a community of interested philosophy students at Utica. It is shortsighted to eliminate the philosophy major as this group of faculty and students is growing and flourishing.

Philosophy teaches skills – sound reasoning, critical reading, and clear, persuasive writing – that help students succeed in further study and employment. Studies have shown that philosophy majors perform at or near the top of rankings of majors on the GRE, LSAT, and GMAT, and that their career earnings are competitive with majors that are often viewed as more 'practical' (source: https://tinyurl.com/25jp57mp). It would be a shame for Utica students to lose the opportunity to major in philosophy and access the sorts of skill-training it provides.

Philosophy is part of the best practical training for many fields. Questions about values infuse professional life, and philosophy helps future workers thoughtfully approach them. The future healthcare professional needs to know what they owe to persons addicted to opioids. The future information scientist must consider how to design computer and AI systems that balance technological innovation with the rights and welfare of humans. The future engineer should reflect on the impact of their projects on our changing environments and, in doing so, consider what we owe to other species and to future generations of humans. Since Utica University is concerned with equipping its students to succeed in their future employment, it should encourage the serious study of philosophy.

Training students for employment is an important goal for today's universities, but it is also important to help students become flourishing people, not just effective workers. **For centuries, philosophy has been the discipline that probes life's most important questions**: What makes for a good life? What can we know and how do we know it? How should we organize ourselves to live best with others? Is there a God? The opportunity to major in philosophy – to ask questions like these – is something that Utica students deserve.

Since we are neighbors - Central New Yorkers - as well as philosophers, we are particularly distressed by the plan to eliminate Utica's philosophy major. Because Utica serves many students from this region, we think it especially important that they have the opportunity to study and major in philosophy. Utica students may be our current neighbors and friends, who we want to grow into flourishing people. They are also likely to be the future nurses, criminal justice officers, and critical infrastructure specialists in our local community. So, it is important to us that they can study and major in philosophy to acquire the skills needed to excel in their jobs and to gain perspective on the questions of value that will inevitably arise as they work with us, our families, and our friends.

Again, we wish to express our disappointment at the preliminary decision to eliminate Utica University's philosophy major. **As members of the philosophical, academic, and Central New York communities, we urge you to reconsider your decision.**

Sincerely,

Martín Abreu Zavaleta, Assistant Professor, Syracuse University
Marcus Adams, Associate Professor of Philosophy, University at Albany, SUNY
Steven G Affeldt, Associate McDevitt Chair in Religious Philosophy, Le Moyne College
Joshua Alexander, Professor and Chair, Philosophy Department, Siena College
Paul Audi, Associate Professor of Philosophy, University of Rochester
Robert Baker, William D. Williams, Emeritus Professor of Philosophy, Union College, Founding Director (Emeritus) Clarkson University-Icahn School of Medicine at Mount Sinai Bioethics Program
R. Eric Barnes, Professor and Chair of Philosophy, Hobart and William Smith Colleges
Nora Mills Boyd, Assistant Professor, Philosophy Department, Siena College
Ben Bradley, Allan and Anita Sutton Professor of Philosophy, Syracuse University
David Bzdak, Professor of Philosophy, Onondaga Community College
Chetan Cetty, Visiting Assistant Professor, Philosophy Department, Hobart and William Smith Colleges
Justin Clark, Assistant Professor of Philosophy, Hamilton College
Earl Conee, Professor of Philosophy, University of Rochester
Maité Cruz, Assistant Professor of Philosophy, Union College
William Day, Professor of Philosophy and Director of the Core Program, Le Moyne College
Jason D'Cruz, Associate Professor, Philosophy, University at Albany, SUNY
Richard H. Dees, Professor of Philosophy and Bioethics, University of Rochester
Craig DeLancey, Professor, Department of Philosophy, SUNY Oswego
Katheryn Doran, Associate Professor of Philosophy, Hamilton College
Janice Dowell, Professor, Department of Philosophy, Syracuse University

David Dudrick, George Carleton Jr. Professor of Philosophy, Colgate University
Kevan Edwards, Associate Professor, Department of Philosophy, Syracuse University
Verena Erlenbusch-Anderson, Associate Professor, Department of Philosophy, Syracuse University
Tabor Fisher, Associate Professor, Department of Philosophy, Le Moyne College
A. Todd Franklin, Professor of Philosophy and Africana Studies, Hamilton College
David Friedell, Assistant Professor of Philosophy, Union College
Greg Frost-Arnold, Associate Professor of Philosophy, Hobart & William Smith Colleges
Marianna B. Ganapini, Assistant Professor, Philosophy Department, Union College
Carl Ginet, Professor of Philosophy Emeritus, Cornell University
Samuel Gorovitz, Professor of Philosophy and Former Dean of Arts and Sciences, Syracuse University
Jonathan Herington, Assistant Professor, Department of Philosophy & Department of Health Humanities and Bioethics, University of Rochester
Harold T. Hodes, Associate Professor of Philosophy, The Sage School of Philosophy, Cornell University
Marianne Janack, John Stewart Kennedy Professor of Philosophy, Hamilton College (and Colgate University and Syracuse University alumna)
Rachana Kamtekar, Professor of Philosophy and Classics, Cornell University
Jason Kawall, Carl Benton Straub '58 Endowed Chair in Culture and Environment; Professor of Philosophy and Environmental Studies, Colgate University
Patrick Kenny, Professor of Philosophy, Onondaga Community College
Jens Kipper, Assistant Professor, University of Rochester
Alexander Kocurek, Assistant Professor of Philosophy, Cornell University
David Lambie, Adjunct Professor of Philosophy, SUNY-Oswego
James Lee, Visiting Assistant Professor, SUNY Oswego
Benjamin Lennertz, Assistant Professor of Philosophy, Colgate University
Irene Liu, Associate Professor of Philosophy, Le Moyne College
Karmen MacKendrick, Professor, Department of Philosophy, Le Moyne College
P.D. Magnus, Professor of Philosophy, University at Albany, SUNY
Tony Manela, Assistant Professor of Philosophy at Siena College
Russell Marcus, Professor and Chair of Philosophy, Hamilton College
David McCabe, Richard J. and Joan Head Chair in Philosophy, Colgate University
Jennifer McErlean, Professor of Philosophy, Siena College
John Monteleone, Associate Professor of Philosophy, Le Moyne College
Alessandro R. Moscarítolo Palacio, Truax Postdoctoral Fellow in Philosophy, Hamilton College
Karin Nisenbaum, Renée Crown Professor in the Humanities, Assistant Professor, Philosophy Department, Syracuse University
Hille Paakkunainen, Associate Professor of Philosophy, Syracuse University
Carlotta Pavese, Associate Professor of Philosophy, Cornell University

Hibi Pendleton, Senior Lecturer in Philosophy, Colgate University
Jared Peterson, Assistant Professor of Philosophy, State University of New York-Oswego
Alexandra Plakias, Associate Professor, Department of Philosophy, Hamilton College
Nathan Powers, Associate Professor of Philosophy, University at Albany, SUNY
Michael Rieppel, Associate Professor of Philosophy, Syracuse University
Dr. Michael Rings, Teaching Assistant Professor of Philosophy, Siena College
Mario Sáenz Rovner, Professor of Philosophy, Le Moyne College
Krisanna M Scheiter, Associate Professor and Chair of Philosophy, Union College
Erica Shumener, Assistant Professor of Philosophy, Syracuse University
David Sobel, Guttag Professor of Ethics and Political Philosophy, Syracuse University
Zeynep Soysal, Assistant Professor, Department of Philosophy, University of Rochester
Joseph Spino, McNeil Assistant Professor of Applied Ethics, Le Moyne College
Joseph Stenberg, Assistant Professor of Philosophy, Colgate University
Dr. Rosa Terlazzo, Associate Professor of Philosophy, University of Rochester
Maura Tumulty, Professor of Philosophy, Colgate University
Ludger Viefhues-Bailey, Chair of the Philosophy Department, Distinguished Professor of Philosophy, Gender, and Culture, LeMoyne College
Edward Witherspoon, Associate Professor of Philosophy, Colgate University
Aaron Wolf, Senior Lecturer, Colgate University
Benjamin S. Yost, Professor of Philosophy, Adjunct, Cornell University

UTICA
UNIVERSITY

School of Arts and Sciences

To: The Board of Trustees, Utica University

Re: Proposed elimination of the Philosophy Major at Utica University.

Date: February 6th, 2023

A Defense of the Philosophy Major: Some data and links.

National Demand

To suggest national demand for philosophy is high is disingenuous, but to suggest it is stable and performing well in relation to other majors in the humanities is accurate.

The National Center for Education Statistics (https://nces.ed.gov/ipeds/use-the-data) shows the following:

2017: 7575 BAs awarded (0.39% of all graduates)
2018: 7669 (0.39%)
2019: 8075 (0.40%)
2020: 8195 (0.40%)

These numbers are more impressive when considered alongside other humanities programs that are both declining in terms of percentage of all graduates, as well as raw numbers. In short, nationally, philosophy as a major is stable or growing. The stigma that humanities are on the decline is correct in other disciplines, but not in philosophy.

International Demand

Internationally, philosophy has actually increased in demand. Hopefully this bodes well for international students that are more in play now given covid restrictions being eased (https://www.universityaffairs.ca/features/feature-article/is-philosophy-having-a-moment/). If the US follows trend, or even stays as is, but we begin to attract more international students (a previous Philosophy graduate was an international student), then the increase in demand internationally is a potential growth market for us.

Local Demand

To look solely at enrollment data of the major would be an error. Our students value philosophy – this much is clear. I think this point can be powerfully demonstrated by exploring the number of students entering Utica University with an interest in philosophy, and to highlight or contrast that with the fact that we routinely have between 45 and 75 students enrolled in our major and minors. The fact that few students enter

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Utica interested in philosophy, but that we have more than 50 majors and minors at any given point is incredible and speaks volumes to both the strength of the department, as well as student interest in philosophy. Students value what the philosophy department can offer, and they not only say it, but they decide to minor in our programs. A decline in this number happens every spring and continues until late in the fall semester. Students (understandably) graduate, and we tend to recruit a good deal more (approximately 20-35) every fall and spring. Thus, our current numbers are the lowest they are at any point throughout the school year.

Also of note is how our course sections and number of students taught has increased, year over year. We continue to teach more students in our classes than ever before. Our upper-level classes enroll well and much better than many other programs with more majors than us. Indeed, our RPK data looks very impressive.

Philosophy is often thought to be an arcane discipline, but our students are not the kind of students to study arcane subject matter. Our major is unique amongst philosophy majors insofar as we go to great lengths to make the discipline applicable and approachable to our kinds of students. The number of students studying with us demonstrates this fact. Philosophy is a relevant department on this campus.

Career Prospects

First, graduates form our program are highly successful. Most philosophy majors are lawyers in New York State (generally in Buffalo or Albany). Of our 4 most recent graduates, 1 is being admitted to the NY bar shortly, another just finished up at U Buffalo Law, and another has been admitted to the New York Bar. The fourth major is in grad school for social work.

More generally, philosophy majors make a good deal of money, are uniquely situated for a wide variety of careers, and do very well with admissions to graduate and professional schools:

Money

> According to this World Economic Forum post, philosophy majors have higher average salary potential than chemistry, marketing, business administration, history, and many other majors (with the biggest increase of any major in earning power during the first ten years after graduation).

Link: https://www.weforum.org/agenda/2018/07/which-college-degrees-get-the-highest-salaries?fbclid=IwAR0k2dt9S8b3L5a7Q53xbIGoIakZ7O2J1XAbZ8STkV-cExa48ghFWT6CMxw

A Forbes article about humanities degrees providing "great return on investment": https://www.forbes.com/sites/jeffreydorfman/2014/11/20/surprise-humanities-degrees-provide-great-return-on-investment/

The earning power of philosophy majors is explored in a recent article here: https://www.theatlantic.com/business/archive/2015/09/philosophy-majors-out-earn-other-humanities/626783/.

A CNBC article details why Mark Cuban says studying philosophy may soon be worth more than computer science: https://www.cnbc.com/2018/02/20/mark-cuban-philosophy-degree-will-be-worth-more-than-computer-science.html

For a chart illustrating that philosophy majors make more money than majors in any other humanities field, see here: https://dailynous.com/2019/01/03/philosophy-majors-make-money-majors-humanities-field/

General Success and Mobility

Employer's demand of philosophy graduates is on the rise, read more here: https://www.theguardian.com/education/2007/nov/20/choosingadegree.highereducation.

A *Washington Post* article in which various philosophy majors explain how their philosophical education contributed to their success here: https://www.washingtonpost.com/local/education/for-philosophy-majors-the-question-after-graduation-is-what-next/2017/06/20/aa7fae2a-46f0-11e7-98cd-af64b4fe2dfc_story.html?utm_term=.84f7fc6e2d88&wpisrc=nl_buzz&wpmm=1

A Forbes Magazine article about high-tech companies seeking philosophy majors, including an interview with the co-founder of "Slack Technologies" who explains what studying philosophy taught him here: https://www.forbes.com/sites/georgeanders/2015/07/29/liberal-arts-degree-tech/?sh=24e9f64a745d

For an article in the Huffington Post about why philosophy is good for business, see here: http://www.huffingtonpost.com/2014/03/05/why-philosophy-majors-rule_n_4891404.html

A journalist writes, "The most useful classes I took were all in philosophy" here: https://www.salon.com/2013/07/01/be_employable_study_philosophy_partner/

See why businesses are interested in hiring professional thinkers, and are looking to philosophy majors here: https://www.theguardian.com/business-to-business/2018/mar/29/i-work-therefore-i-am-why-businesses-are-hiring-philosophers

Graduate & Professional School

For an article about majoring in philosophy, doing fantastically well on the GRE, and other good things, see here: https://pleasandexcuses.net/2012/09/06/philosophy-major/ and here: https://www.psychologytoday.com/intl/blog/ethics-everyone/201605/is-philosophy-degree-useful

Philosophy students score the highest average LSAT scores, see here: https://dailynous.com/value-of-philosophy/charts-and-graphs/

The Value of Smaller Majors

The article in the Chronicle of Higher Education by Robert G. Atkins, chief executive of consulting company Gray Associates, details the value and importance of smaller majors in higher education institutions. See: https://www.chronicle.com/article/the-great-contraction?fbclid=IwAR2GQUnI__YKk6fhIpMOsezkVAPUXG6Mq_emiT0HMJ5qL-cKRCXL_QeWn6w

For example, Atkins says:

"Colleges evaluating how to cut programs in a strategic way must determine two things about them: their costs and their revenue, or, more importantly, what they contribute back to the institution. That might seem obvious, but it's not as common — or straightforward — as you'd think, says Robert G. Atkins, chief executive of Gray Associates, a consulting company.

It's intuitive that college leaders looking to stanch financial bleeding would start by axing their smallest programs first, and that's what many do. But a niche program with only a few graduates, if it's inexpensive to run, may contribute revenue to the college, or drive enrollment in a modest way, "so when you cut them, your financial situation actually gets worse," Atkins says. "One of the biggest, most important things here is that the analysis that underlies these changes is sound. It's not a time when you can afford to make cuts that are the wrong cuts.""

Utica University Philosophy Department

UTICA
UNIVERSITY

School of Arts and Sciences

To: The Board of Trustees, Utica University

Re: Proposed elimination of the Philosophy Major at Utica University.

Date: February 6th, 2023

The following data indicates the value of students taking upper level Philosophy classes at Utica University.

This data is coming from EAB Navigate, specifically from the *Historical Trend Analytics* dashboard.

In the first chart, the x-axis signifies the First Enrollment Term or the "cohort" as it's typically called with NSSE data. So Fall '14 is looking at students who enrolled at the University in Fall 2014.

"**Persistence to Next Term**" is defined by "whether or not a student returned for the next standard term following the term in which the course was attempted." In another area of EAB's cite they state that "A student is considered to have persisted if they enrolled in another term within six months of attempting the selected/listed course."

"**Total Undergraduate Student Population**" isn't a perfect dataset since Navigate data isn't quite as clean as NSSE data, although I compared the numbers with the formal NSSE reports and the percentages were almost exactly the same so I feel pretty confident about these numbers. This dataset is not focusing on any particular course information, and so this number represents the average persistence of students returning for the next term.

"**Undergraduate Students Who Took At Least 1 PHI Course**" is looking at a subset of the Total Undergraduate Student Population, specially, only those students who took at least one course with a PHI prefix and the likelihood they would return for the following term after taking that course with a PHI prefix. If they took more than one PHI course, then the persistence percent is averaged, I believe. I stopped at Fall 2020 since any data after Fall 2016 is less reliable given that many students take 4-6 years to complete their degrees and so the dataset is smaller for both groups after Fall 2016.

This brings me to the second chart, which looks at Fall 2016. I used this date because it can give us more accurate 6-year graduate rates, and I wanted to compare persistence and then 4-year and 6-year graduation rates.

I added a third comparison group in this second chart, which is "**Undergraduate Students Who Took At Least 1 300+ PHI Course**." Given the constraints of

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the *Navigate Historical Trend Analytics* dashboard, I was unable to run a report based on students who graduated with one of our minors (still trying to get that data), so a workaround is to look at the subset of students who took at least 1 300+ Philosophy Course, because almost all students who take a 300-level philosophy course are either completing one of our minors or our major. This isn't a 100% 1:1 correlation, but it's close.

While the 4-year graduation rates of students with our minors are not significantly different, what is good to note is that the 6-year graduation rates of both students who took at least one philosophy course and students who took at least one 300+ philosophy course are quite impressive. So our students are graduating, which is what matters. Why is this seen only in the 6-year graduation rates and not in the 4-year graduation rate? A few speculations, one is that students often double major or double minor, which can increase their time to graduation, and also a lot of students who minor in philosophy are in harder programs, specifically Health Studies Programs and 3+3 programs and such, and I don't know the methodology that EAB is using and how those programs are calculated in terms of graduation rates, so it could be an artifact of certain programs. If this were a legit research paper I would find that answer to that, but given this is just a presentation to a committee, I'll leave it as a delightful unknown :)

Finally, I wanted to be upfront about the data sizes in the second chart. In terms of "unique students" (or unduplicated as NSSE calls them).

<u>For the Fall 2016 Cohort</u>:

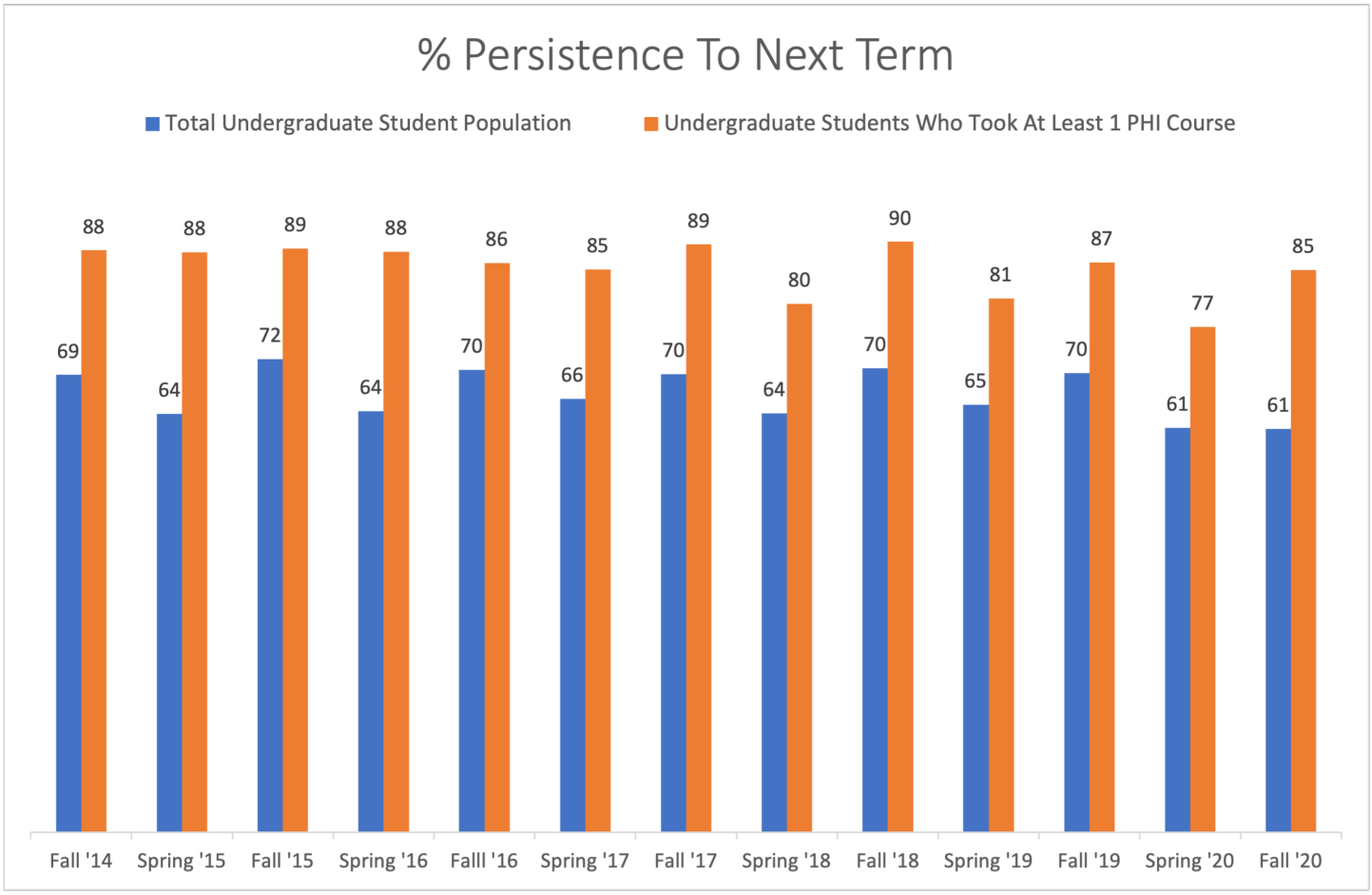
General Undergraduate Population: 1,161 unique students

Undergraduate Students Who Took At Least 1 PHI Course: 682 unique students

Undergraduate Students Who Took At Least 1 300+ PHI Course: 27 unique students

The 27 student number can seem low, but I had to remind myself that it's because it's only one cohort of students (Fall 2016), and that our typical number of minors includes more than one cohort of students, so given that this is only one class year, 27 is a respectable number of minors.

Leonore Fleming, PhD
Associate Professor of Philosophy & Director of the Honors Program, Utica University


% Persistence To Next Term
Total Undergraduate Student Population
Undergraduate Students Who Took At Least 1 PHI Course
69
88
64
88
72
89
64
88
70
86
66
85
70
89
64
80
70
90
65
81
70
87
61
77
61
85
Fall '14
Spring '15
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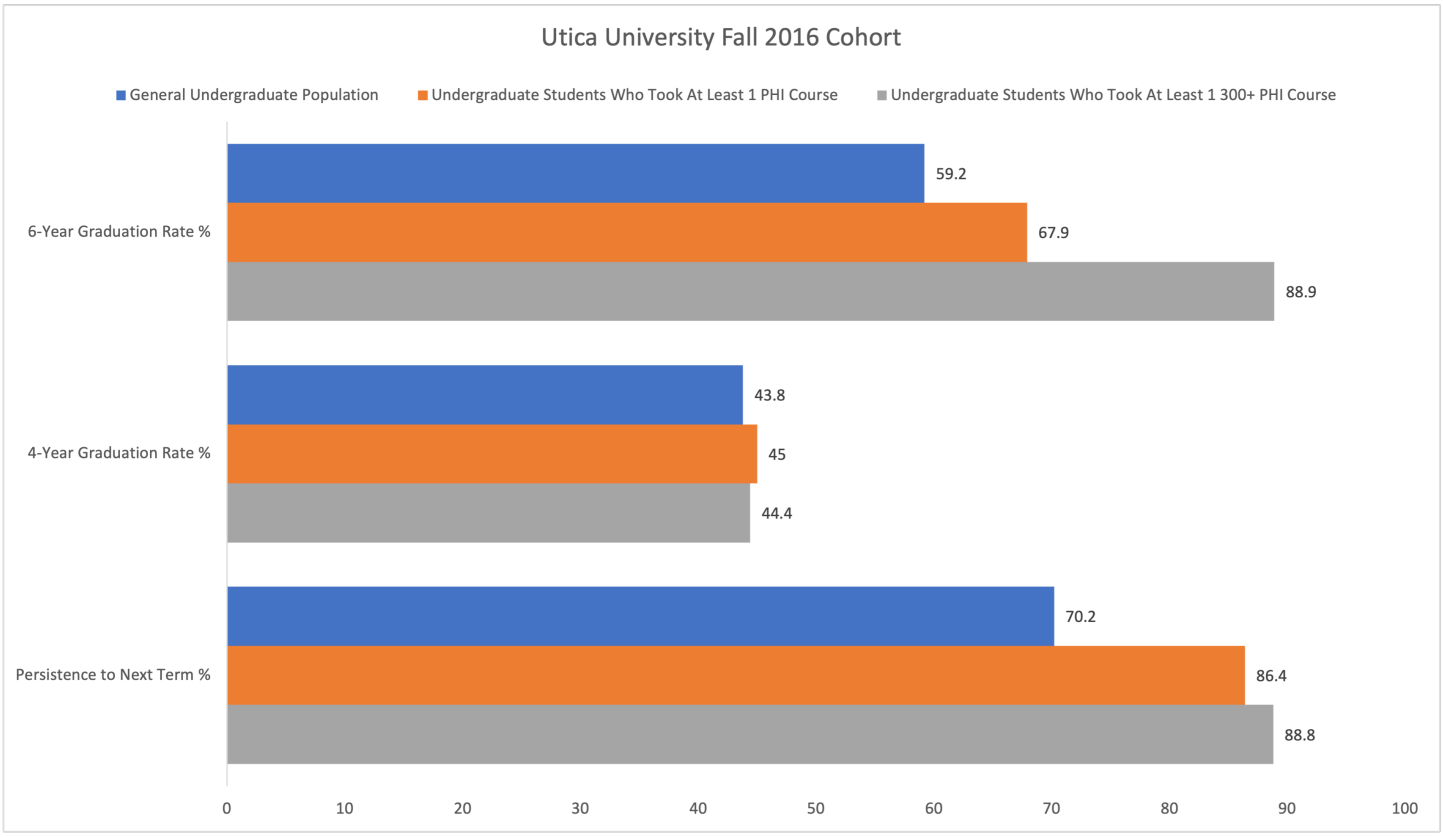
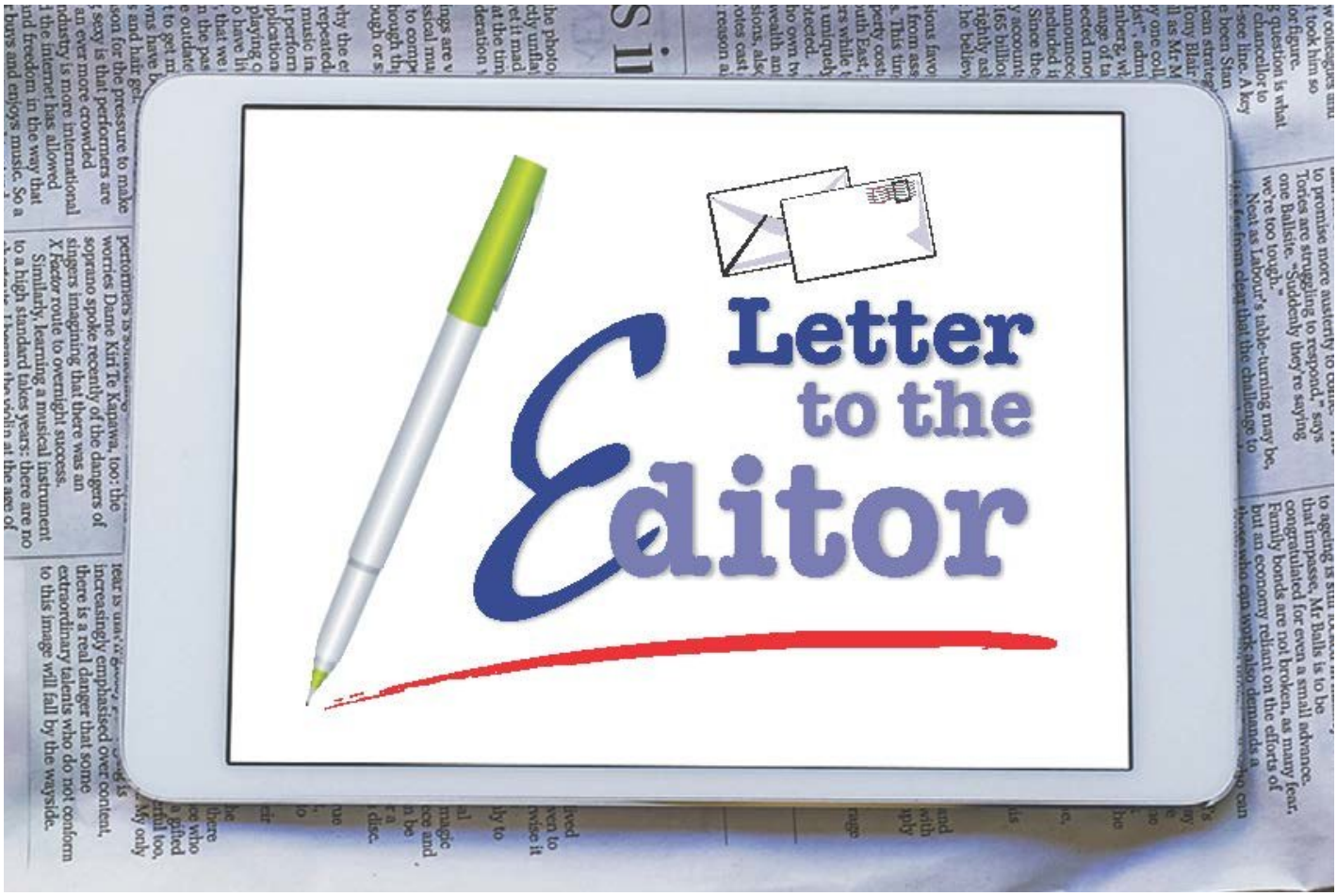

Utica University Fall 2016 Cohort
General Undergraduate Population
Undergraduate Students Who Took At Least 1 PHI Course
Undergraduate Students Who Took At Least 1 300+ PHI Course
6-Year Graduation Rate %
59.2
67.9
88.9
4-Year Graduation Rate %
43.8
45
44.4
Persistence to Next Term %
70.2
86.4
88.8
0
10
20
30
40
50
60
70
80
90
100

LETTER: Proposed changes at Utica University require more dialogue



(https://delta.creativecirclecdn.com/rome/original/20230204-065227-0732305de1.jpg)

Posted Saturday, February 4, 2023 12:00 pm

I have no connection to Utica University, other than being a resident of Utica.

There does not appear to be an official Utica University space for local Utica-Rome citizen comment on the recent proposed major program cuts — yet, the university and Mohawk Valley are clearly linked.

Elimination of several of the Utica University majors in a vacuum, especially those in the liberal arts (chemistry, sociology and anthropology, philosophy, Spanish, etc., which follow a string of earlier program eliminations like fine arts), will weaken Utica University in the long term. It was disheartening to read about this proposal unaccompanied by a clear vision or specifics as to what great new things and programs the college is to create and become in the future as it grows into its university status.

It is acknowledged that current trends in education involve educational practicality, the need to make resource tradeoffs, the need for a valuable return on investment for a degree, and employer interests, etc. Yet the continued chopping away at the college's liberal arts core, without context to the college's vision, educational philosophy, and future strategy does the following:

Facilitates creation of a specialized vocational school rather than a university;

Potentially produces less well rounded, less critical thinking, less competitive graduates;

Having an adjunct lecturer teach an available course in programs like philosophy is qualitatively different to the overall student learning experience than dedicated faculty coaching, developing, mentoring, creating excitement and learning around robust majors and minors;

The diminished lineup could make Utica merely a more expensive facsimile of SUNY Poly minus its engineering programs rather than a third local higher education option with offerings and a university level appeal that resides somewhere between Hamilton and SUNY Poly. When the notion of merging SUNY Poly and Utica came up several decades ago, it was agreed that the region was underserved in higher education and that having both colleges, each with their own breadth and specialties, was important to the region and beyond;

Science and STEM are critical to the region moving forward. It is unclear how a university can have science excellence without a robust set of science majors including chemistry, especially if a robust health sciences set of offerings co-exists and is potentially slated to grow. It is also interesting to note that a major cannabis testing lab recently indicated intent to locate to Utica concurrently mentioning interest in chemistry graduates;

Given globalization, national, and regional demographics, how does a university produce healthcare, business, and education leaders who didn't have the option to double major in an important second language like Spanish (or a few other languages)?;

How does a university produce strong thinkers in an age of artificial intelligence, which will fundamentally remove current work that gets done in areas like business, healthcare, and other fields without majors like philosophy that teach students how to think as opposed to how to do a job for a given point in time that may not exist in the future? Too narrowly trained, students can potentially graduate with vocationally based degrees that are already on their way to becoming obsolete;

If three majors make up half of enrollment what is the root cause of this situation and what is the right path forward to create more diverse recruitment and enrollment breadth in the context and consideration of student interests, external needs, and a robust university strategic plan, vision, mission, and values. As a university, why not create pathways like an accelerated bachelor's program in philosophy or chemistry/MBA program (or other combinations) that create great thinkers and business leaders.

The changes that were recently proposed require a lot more dialogue and seem on the surface to be short-sighted.

Despite Utica University's comparatively slow growth under Syracuse's tutelage, it made great gains through strategic vision immediately after its independence. Even with shrinking demographics, this growth trajectory, for the benefit of the university, its students, and the Mohawk Valley should continue and accelerate.

Although there are profound changes taking place in higher education and the economy, rushing to cut traditional liberal arts majors without clear specifics about what will differentiate the college and its graduates in the future, is a proposal that needs a lot more work. It would be better left to successive leaders at the school with broader engagement across the college and deeper dialogue around what it will mean to be a Utica graduate, what future growth areas the college will pursue so that its change to university status was not one in name only, and how to best have core liberal arts majors co-exist in an environment where they may appear on the surface to be less relevant.

— Mark Harf, Utica

Comments

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12 minutes ago

VERONA Vernon-Verona-Sherrill Central School District (VVS) held the first-ever Battle of the Bots Lego competition on Saturday, Feb. 4.

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GUEST COLUMN: Utica University’s decision to cut programs an affront to its new name



(https://delta.creativecirclecdn.com/rome/original/20230125-092136-202a6eeb90.jpg)

Posted Wednesday, January 25, 2023 12:00 pm

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Benjamin Mehic

"*Intellectual growth should commence at birth and cease only at death.*" *- Albert Einstein.*

And if you're Utica College, that death will come in the ironic form of a "sunset" – a vague, inexplicable decision by its president to eliminate 15 majors, including philosophy, for reasons that remain confusing at best, and at worst, a harrowing indictment on the way the school's brain trust values basic educational principles.

The decision to eliminate numerous fundamental programs comes just shy of a year mark of the "University" rebranding. But the school is much less a "University" today than it was when I attended from 2014-2017 – when students had the freedom to explore topics and studies that originated centuries ago, and have since served as the bedrock of explorative thinking which has shaped the decades that have come after it.

Administrators have failed to recognize the intrinsic value in having diverse learning opportunities for students, particularly for a school that once prided itself for smaller classroom sizes and dynamic teaching from professors who could – and by the way, will – find jobs teaching at any other major university in the country.

Those brilliant professors, and the 4.4% of the student body that chose to major in one of the many programs the administration will sever, comprised the heart of the school. The philosophy, international relations, sociology and anthropology students were often the most interesting – the gentler souls who had the stomach to research and consider life's deeper meaning, and dovetail their education into future Ph.D. or Juris Doctorate programs. Hell, I was a journalism major at Utica College, but the lessons I was taught by a philosophy professor were, in part, a reason I chose to go to law school.

For those students, the administration is sending a message: your educational pursuits do not matter as much as others.

And for what, exactly? They have yet to firmly state their reason – or at least a rational one that comports with what it truly means to be a "university."

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To me, this ill-advised decision to cut the multitude of programs signals the administration's desire to go all-in on what the "industry" is looking for – that being, "modern" programs with success that is only predicated on job placement statistics and steadily increased salaries.

But even if you were to consider that flawed rationale, you will quickly begin to scratch your head upon learning that programs such as philosophy have steadily grown over the last decade. It is almost as if the professors who built the program dedicated their lives to growing the programs from the ground up – by committing their free time, their evenings away from family, and weekends – only for the administrators to repay them by cutting the programs altogether.

Utica "University" can hardly call itself that when it is going out of its way to limit options for students who are willingly accepting financial debt for the sake of their higher educational goals. As someone who grew up a refugee in Utica, I never had any exposure to philosophical theory before stumbling upon the introductory philosophy class at Utica College.

I am not alone with that story — but what is becoming an unimaginable shame, I could end up being one of the last with it. To cut these programs is to burn entire sections of a library down because patrons don't visit those areas as much as others.

The decision to "sunset" 15 majors should hurt the soul of any person who values the true meaning of what it means to have the ability to obtain a Renaissance education – one that Utica College was so lucky to offer.

Now, Utica "University" appears content with being just another school in upstate New York.

The school – once a symbol of hope and intellectual brightness – will choose to dim its future with a "sunset."

Benjamin Mehic is a graduate of Proctor High School, Utica College, and the Albany Law School. He is now a practicing attorney in Albany.

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We the undersigned oppose the elimination of the Philosophy Major at Utica University, and request that the University continue offering this program.

Full details of the petition are available at https://chng.it/YRZyVHzD

As of 2/6/23, the number of signatures is 882. The signatories include philosophers and academics, former students, and members of the broader community.

Name	City	State	Postal Code	Country	Signed On
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Christopher Riddle	Utica	NY	13502	US	1/20/23
Leonore Fleming				US	1/20/23
Reza Hadisi	Toronto		M6J2c9	Canada	1/20/23
Joel Pust	Newark	DE	19711	US	1/20/23
Christian Miller	Winston-Salem	NC	27109	US	1/20/23
Daniel Cruz	Jersey City	NJ	7306	US	1/20/23
JONATHAN LEE	Colorado Springs	CO	80905	US	1/20/23
Carlos Littles	Hopewell	VA	23860	US	1/20/23
Elizabeth Threadgill	Clinton	NY	13323	US	1/20/23
Mark Herman	Jonesboro	AR	72401	US	1/20/23
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ÁKS Ásta	Durham	NC	27708	US	1/20/23
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Will Gamester	Manchester	ENG	M14	UK	1/20/23
Alexandra Chen			Hong Kong		1/20/23
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Stephan Torre	Aberdeen	SCT	AB24	UK	1/20/23
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Kenneth Black	Buena Vista	VA	24416	US	1/20/23	
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Michael Carr Prescot ENG L34 2QQ UK 1/21/23

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Will Fleisher	Washington		DC	20016	US	1/21/23
Eric Olson	Sheffield		ENG	s71nx	UK	1/21/23
Jean-Paul Vessel	Las Cruces		NM	88007	US	1/21/23
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Nolan Shenai	Pittsburgh		PA	15241	US	1/21/23
Sasha Biro	Cold Spring		NY	10516	US	1/21/23
travis biro	Gardiner	NY	12525	US	1/21/23	
Kristin Primus	Berkeley	CA	94703	US	1/21/23	
Alexis Chrysler	Utica	NY	13502	US	1/21/23	
Tiger Roholt	Montclair		NJ	7042	US	1/21/23
David Landsberg	London		KT2	UK	1/21/23	
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Matthew Knachel	Elm Grove		WI	53122	US	1/21/23
Maura Tumulty	Hamilton	NY	13323	US	1/21/23	
James Mollison	West Lafayette		IN	47906	US	1/21/23
Kris McDaniel	Granger	IN	46530	US	1/21/23	
Martin Shuster	Charlotte		NC	28277	US	1/21/23
Jon Grevillius	Denver	CO	80238	US	1/21/23	
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Garrett Pratt	Utica	NY	13502	US	1/21/23	
Keshav Singh	Birmingham		AL	35244	US	1/21/23
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Brett Truett	Utica	NY	13501	US	1/21/23	
Christopher Reynolds	Columbus		OH	43210	US	1/21/23
Rebecca Ferguson	Rome	NY	13440	US	1/21/23	
John Biro	Archer	FL	32618	US	1/21/23	
Luca Barlassina	Sheffield		ENG	S10	UK	1/21/23
Dini Metro-Roland	Kalamazoo			MI	49006	US 1/21/23
Gillian Russell	Melbourne			3121	Australia	1/21/23
Shannon Chang	Berkeley	CA	94704	US	1/21/23	
Brad Rives	Indiana	PA	15701	US	1/21/23	
Celeste Moore	Utica	NY	13502	US	1/21/23	
Robin Zebrowski	Beloit	WI	53511	US	1/21/23	
Michelle Boucher	Rome	NY	13440	US	1/21/23	
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Sanii Goldman	Huntsville			35824	US	1/22/23
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Cory Wright	Long Beach		CA	90840-2408		US 1/22/23

Alex Miller Birmingham B17 New Zealand 1/22/23
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Andreea Marinescu Cornelius NC 28031 US 1/22/23
Etienne Brown San Francisco CA 94112 US 1/22/23
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Shaun Nichols Delhi 110003 India 1/22/23
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Catherine Beck Utica NY 13502 US 1/22/23
Kobi Finestone Orange CA 92868 US 1/22/23
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Maria Martinez Muscle Shoals 35661 US 1/22/23
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1/22/23 US 7047 North Bergen دنیا آذرخش دوست
Leily Rashidy New York 10118 US 1/22/23
Bryan Dytren Beacon 12508 US 1/22/23
Sky P Philadelphia 19019 US 1/22/23
mohammad Rezazade New Castle 19726 US 1/22/23
Deniyra Gol Ashburn 20147 US 1/22/23
Addison Peele Florence 29501 US 1/22/23
Daniel Coxson Olney 20832 US 1/22/23
Jill Starner New Philadelphia 44663 US 1/22/23
Shakiba Karimi North Bergen 7047 US 1/22/23
Jacob Barlow Whitewater 53190 US 1/22/23
Anahita Ansari New York 10118 US 1/22/23
Mohammad Dallas 75270 US 1/22/23
Elahe Amini Buffalo 14202 US 1/22/23
Artin Jafari New York 10013 US 1/22/23
Zapamo Ar Overland Park 66211 US 1/22/23
Robbin Buchanan Roswell 30076 US 1/22/23
1/22/23 US 60602 Chicago نفیسه وفائی
REZA Aramesh New York 10013 US 1/22/23
Chris Jones Richardson 75080 US 1/22/23
Jayden Otenbaker Baldwinsville 13027 US 1/22/23
sadaf habibi Newark 7102 US 1/22/23
Shirin Mo Santa Clara 95052 US 1/22/23

Ronak Sefatpanah Cedar Knolls 7927 US 1/22/23
1/22/23 US 63169 St Louis زهره ذوالفقاریان
Arash Vejdani Atlanta 30301 US 1/22/23
Rebecca Tuvel Memphis TN 38117 US 1/22/23
Ardalan Rahpeima Oakland CA 94621 US 1/22/23
Rachel Hall Rochester NY 14620 US 1/22/23
Jake Wojtowicz Rochester NY 14610 US 1/22/23
Michael Cholbi Edinburgh SCT EH8 9JX UK 1/22/23
Rich Daniluk Mantua NJ 8051 US 1/22/23
Alexandra Plakias Castleton-on-Hudson NY 12033 US
1/22/23
Ron McClamrock Albany NY 12222 US 1/22/23
Eleanor Oser Boston MA 2215 US 1/22/23
Priscilla Barr Bismarck ND 58504 US 1/22/23
William Lauinger Philadelphia PA 19118 US 1/22/23
Jennifer Yanowitz New York Mills NY 13417 US
1/22/23
Adam Pack Canastota NY 13032 US 1/22/23
Lukas Myers Madison WI 53718 US 1/22/23
Kyle Driggers Carrboro NC 27510 US 1/22/23
Tim Murphy Potsdam NY 13676 US 1/22/23
Nicolas Delon Sarasota FL 34232 US 1/22/23
Nathan Placencia La Verne CA 91750 US 1/22/23
Rosa Terlazzo Rochester NY 14620 US 1/22/23
Caleb Ward Berlin 10559 Germany 1/22/23
Daniel Schneider Holmen WI 54636 US 1/22/23
Morgan Flint Oneonta NY 13820 US 1/22/23
Bob Fischer Webster NY 14580 US 1/22/23
Galen Barry Bronx NY 10451 US 1/22/23
Travis Timmerman New York NY 10029 US 1/22/23
Ashley Lane London ENG W1 1AA UK 1/22/23
John Symons Lawrence KS 66044 US 1/22/23
Karl Aho Stephenville TX 76401 US 1/22/23
Matthew Meyer Clarks Summit PA 18411 US 1/22/23
Carrie Gleason Littleton CO 80130 US 1/22/23
David DiDomenico Kyle TX 78640 US 1/22/23
Eric Schliesser Amsterdam 1013 LM Netherlands
1/22/23
Derek Michaud Orono ME 4473 US 1/22/23
Anthony Petro Boston MA 2215 US 1/22/23
jenise robles Springfield 37172 US 1/22/23
Rich Johnson Clarksville 37043 US 1/22/23
April Wimberly Spring 77389 US 1/22/23
Darren Gorney US 1/22/23
Hossein Heidary Cedar Knolls 7927 US 1/22/23
Richard Joseph Robles Springfield 37172 US
1/22/23
Carlos Guma Philadelphia 19152 US 1/22/23
Z Z 40864 US 1/22/23
Arezou Khatibi Los Gatos 95032 US 1/22/23

Parvin Dinarvand	Houston		77058	US	1/22/23	
Mary Wong	Pacific Palisades			CA	90272	US
1/22/23						
Stephen Salisbury	Seattle			98198	US	1/22/23
Reza Goudarzi	Atlanta		30301	US	1/22/23	
1/22/23	US	10013	New York		محمد موسوی	
Trey Clark	Chester		23831	US	1/22/23	
Alexis Renteria	Chicago		60652	US	1/22/23	
Hayden Isaac	Smyrna		30082	US	1/22/23	
Reagan Sterling	Rochester			14450	US	1/22/23
Arianna Neal	Syracuse		13203	US	1/22/23	
nghia le	Villeurbanne		69100	France	1/22/23	
George Gale	Plattsburgh	NY		12901	US	1/22/23
Thaddeus Robinson	Allentown			PA	18104	US
1/22/23						
Rachel Zuckert	Chicago	IL	60640	US	1/22/23	
Tony Couture	Charlottetown			C1A	Canada	1/22/23
Reanna Kindig	Goodwater			35072	US	1/22/23
Robert Goynes	Lehigh Acres			33936	US	1/22/23
Shima Fard	Clifton		7014	US	1/22/23	
Katy Polo	Louisville			40241	US	1/22/23
Emilly Isaula	Opelika		36801	US	1/22/23	
Vincent Sackett	Meridian		83646	US	1/22/23	
Ali Azimi	Brentwood			11717	US	1/22/23
hadi Goodarzi	Los Angeles			90012	US	1/22/23
Beau Kyrola	Cumberland			54813	US	1/22/23
Mohammad Kheyri				US	1/22/23	
Kyle Kremlacek	Omaha		68116	US	1/22/23	
stef savastio	Philadelphia			19142	US	1/22/23
Andrew Watson	Philadelphia			19104	US	1/22/23
Tommy Boland	Minnetonka			55345	US	1/22/23
Matthew Petersen	Melbourne			3141	Australia	
1/22/23						
Peter Ikhane	Lagos			Nigeria	1/22/23	
David Owen	Winchester		ENG	SO23	UK	1/22/23
Joshua Horn	Stevens Point		WI	54481	US	1/22/23
Usha Nathan	Baton Rouge		LA	70808	US	1/22/23
Kelly Minerva	Utica	NY	13501	US	1/22/23	
Henry Curcio	ney wok	NY	10002	US	1/23/23	
Charles Perkins	Asheville		NC	28801	US	1/23/23
Joe Mendola	Chicago	IL	60610	US	1/23/23	
Theresa Lopez	Selinsgrove		PA	17837	US	1/23/23
Katherine Terrell	Clinton	NY		13323	US	1/23/23
Robert Scharff	Newington		NH	3801	US	1/23/23
Jacob Beck	Toronto		M5S2J6	Canada	1/23/23	
Linnea Franits	Syracuse	NY	13205	US	1/23/23	
AAUP Utica		NY		US	1/23/23	
Graeme Forbes	Boulder	CO	80303	US	1/23/23	
Erik Angner	Stockholm				Sweden	1/23/23
Denis Perrin	Seyssins		38180	France	1/23/23	

Dr HM Altorf	London	ENG	N12	UK	1/23/23	
Prof Alex Sarch	Balham	ENG	SW12	UK	1/23/23	
Joel Van Fossen	Arlington		MA	2476	US	1/23/23
Alastair Wilson	Oxford	ENG	OX4 1NG	UK	1/23/23	
Tom Hanauer				Israel	1/23/23	
Sergio Tenenbaum	Toronto		M5R 2M8	Canada	1/23/23	
Jordan Desmond	Kingston		K7L	Canada	1/23/23	
Jacqueline Davies	Kingston			K7L	Canada	1/23/23
Lisa Guenther	Toronto		M5A	Canada	1/23/23	
Abigail Bergeron	Woodbridge			L4L	Canada	1/23/23
Maximilian Biezenski	Kingston			K7L 3N6	Canada	1/23/23
Joshua Livingstone	Toronto			M5E	Canada	1/23/23
Jerome Bickenbach					Switzerland	
1/23/23						
udo schuklenk	Kingston		K7K	Canada	1/23/23	
Marija Jankovic	Davidson	NC	28036	US	1/23/23	
James Hamilton	Manhattan		KS	66502	US	1/23/23
Steve Macek	Chicago	IL	60643	US	1/23/23	
Poppy Mankowitz	Bristol		BS5	UK	1/23/23	
David O'Brien	Cambridge		MA	2138	US	1/23/23
Matthew Boyle	Chicago	IL	60637	US	1/23/23	
Stephen M Downes	Salt Lake City		UT	84104	US	1/23/23
Todd Wolfson	Philadelphia		PA	19148	US	1/23/23
Leonie Smith	Pudsey	ENG	LS289AD	UK	1/23/23	
Cecilea Mun	Las Vegas		NV	89117	US	1/23/23
Reese Faust	Washington		DC	20010	US	1/23/23
Dmitry Tourko	London		M6B	Canada	1/23/23	
Antonella Mallozzi	Providence			RI	2908	US
1/23/23						
Cathy Maloney	Toronto		M6P 3W6	Canada	1/23/23	
Sue Ryan	Columbus	OH	43230	US	1/23/23	
Cristina Ballarini	New York	NY	10003	US	1/23/23	
Kirstin Waldkoenig	Eugene	OR	97405	US	1/23/23	
Mark Piper	Staunton	VA	24401	US	1/23/23	
Cristina Corredor	Madrid		28040	Spain	1/23/23	
Caroline Bowman	Brooklyn	NY		US	1/23/23	
John Partridge	Norton	MA	2766	US	1/23/23	
Marion Hourdequin	Colorado Springs		CO	80903	US	
1/23/23						
Michael Wiitala	Independence		OH	44131	US	1/23/23
Tomás Lally				Ireland	1/23/23	
Istvan Berkeley	Lafayette		LA	70503	US	1/23/23
Allan Franklin	Boulder	CO	80301	US	1/23/23	
Daniel Garber	Princeton		NJ	8544	US	1/23/23
Arina Pismenny	Gainesville		FL	32605	US	1/23/23
Tom Eyers	Pittsburgh		PA	15206	US	1/23/23
Noah Friedman-Biglin	San Jose		CA	95117	US	1/23/23
Emir Yigit	Ithaca	NY	14850	US	1/23/23	
Rodrigo Farías Rivas	Santiago			Chile	1/23/23	
Katharina Stevens	Lethbridge			T1K	Canada	

1/23/23
Michael Kremer Chicago IL 60637 US 1/23/23
RJ Leland Winnipeg R3M Canada 1/23/23
Vivan Joseph Royal Leamington Spa ENG CV32 5NF UK
1/23/23
Davide Saracino Corsico 20094 Italy 1/23/23
Frank Hughes Oak Park IL 60302 US 1/23/23
David Rosenthal New York NY 10025 US 1/23/23
Greg Littmann Edwardsville IL 62025 US 1/23/23
Talia Welsh Chattanooga TN 37405 US 1/23/23
Adam Falconer Kingston K7M Canada 1/23/23
Marina Vishmidt London ENG E8 3EG UK 1/23/23
Ulrich Arnswald Ettlingen 76275 Germany 1/23/23
Ram Neta Chapel Hill NC 27759 US 1/23/23
Bradley Holder Glasgow G5 UK 1/23/23
Andrew Sneddon Ottawa k1y 3j2 Canada 1/23/23
Marco Dozzi Pittsburgh PA 15216 US 1/23/23
Joshua Alexander Castleton NY 12033 US 1/23/23
Besir Ozgur Nayir Istanbul Turkey 1/23/23
Benjamin Jabold 44289 Netherlands 1/24/23
Robert Hazeltine Sydney 2000 Australia 1/24/23
Daniel Lee Ireland 1/24/23
Sacharja Cunningham Brooklyn NY 11225 US 1/24/23
Matthew Crippen Orangeville L9W Canada 1/24/23
J Adam Carter Glasgow SCT G13 UK 1/24/23
Dan Weiskopf Atlanta GA 30302 US 1/24/23
Fran O'Rourke Ireland 1/24/23
Quinn Gibson Greenville SC 29615 US 1/24/23
Anya Daly Hobart 7000 Australia 1/24/23
Veronica Dakota New York NY 10003 US 1/24/23
Dan O’Bryan Whitesboro NY 13492 US 1/24/23
Gualtiero Piccinini St Louis MO 63132 US 1/24/23
Anita High Whitesboro NY 13492 US 1/24/23
Jessica Brandt Huntington 11743 US 1/24/23
Ella Ekenseair Santa Rosa Beach 32459 US 1/24/23
Fahimeh akhvan Las Vegas 89128 US 1/24/23
Sallee Alison emerald 6000 US 1/24/23
squirt monster Sicklerville 8081 US 1/24/23
Abbraxas Davis Mansfield 44906 US 1/24/23
Manuel Barrantes San Bruno CA 94066 US 1/24/23
Alzbeta Hajkova Atlanta GA 30310 US 1/24/23
Jeremiah Tillman Washington DC 20003 US 1/24/23
Max Dresow Minneapolis MN 55411 US 1/24/23
Rachel Katz Toronto M5V Canada 1/24/23
Cliff and Kelly Stagoll Cottesloe 6011 Australia
1/24/23
Bennett Gilbert Portland OR 97201 US 1/24/23
Andrew Spear Grand Rapids MI 49506 US 1/24/23
Conall Cash Melbourne 3000 Australia
1/24/23

James Schofield	Belmont	MA	2478	US	1/24/23	
Gustavo Ortiz	Mexico		63000	Mexico	1/24/23	
Alexandra Bradner	Westerville		OH	43082	US	1/24/23
Theodore Lai Wenming	Washington		DC	20009	US	1/24/23
Áila O'Loughlin	Minneapolis	MN	55408	US	1/24/23	
Rafael de Souza	Recife		Brazil	1/24/23		
Senem Saner	Bakersfield	CA	93311	US	1/24/23	
Kaylan Godfrey	Seattle	WA	98119	US	1/24/23	
Christoph Hanisch	Athens	OH	45701	US	1/24/23	
Juan Luis Gastaldi	Pittsburgh		PA	15217	US	1/24/23
Nolan Cannon	Tallahassee	FL	32303	US	1/24/23	
Corey McCall	Elmira	NY	14905	US	1/24/23	
Rutger van Oeveren	Austin	TX		US	1/24/23	
Chris Kramer	Santa Barbara	CA	93110	US	1/24/23	
Carol Gould	New York	NY	10025	US	1/24/23	
Stathis Psillos	Athens		Greece	1/24/23		
Carol Keene	Troy	IL	62294	US	1/24/23	
Daniele Fulvi	Sydney		2751	Australia	1/24/23	
Deniz Kaya	Neuhausen		73765	Germany	1/24/23	
Tiffany Phillips	Lancaster	NY	14086	US	1/24/23	
Simone Gubler	Reno	NV	89431	US	1/24/23	
Aditi Vatsa	Delhi		110003	India	1/24/23	
Carlota Salvador	Megias			Norway	1/24/23	
Simon Kirchin	Ash	ENG	CT3 2ET	UK	1/24/23	
Joseph Ulatowski	Hamilton		New Zealand	1/24/23		
Yoann Malinge			92340	Belgium	1/24/23	
Pietro Salis	Cagliari		9121	Italy	1/24/23	
Theodore Arabatzis	Athens		157 71	Greece	1/24/23	
Chris Norris	Swansea		SA1	UK	1/24/23	
Matti Eklund	Stockholm			Sweden	1/24/23	
Spyridon Kaltsas	Athens		Greece	1/24/23		
David Kretz	Paris		75014	Austria	1/24/23	
Anvita Shukla	Lucknow		226002	India	1/24/23	
Alžběta Dyčková				Israel	1/24/23	
Catherine Botha	Johannesburg			South Africa	1/24/23	
Francesco Franda	Buffalo		14226	Netherlands	1/24/23	
Lorenzo Maria Ratto Vaquer	Roma			185	Italy	1/24/23
Nils Franzén				Sweden	1/24/23	
Peter West-Oram	Brighton		BN1	UK	1/24/23	
Rajiv Gupta	Gurdaspur			143521	India	1/24/23
Joshua Kelsall	Stratford-upon-Avon			ENG	CV37	UK 1/24/23
Barbara Sattler	Bochum		44780	Germany	1/24/23	
Hugo RIMEUR	Nancy		54000	France	1/24/23	
Barry Wilkins	Cardiff	WLS	CF10 3EU	UK	1/24/23	

Michael Thomas				Netherlands		1/24/23
David Papineau	London		NW1	UK	1/24/23	
nevim borçin	Istanbul		34680	Turkey	1/24/23	
Iris Lechner	Groningen			Netherlands		1/24/23
Caitlin Rybko	Johannesburg			South Africa		1/24/23
Chris Woodard	Oxford	ENG	OX4 1ER	UK	1/24/23	
Eileen John	Coventry	ENG	CV4 7AL	UK	1/24/23	
Alper Yavuz	Istanbul			Turkey	1/24/23	
Vladimiros Katranidis				Greece	1/24/23	
Alina Achenbach				Netherlands		1/24/23
Jurgis Karpus	Munich		80809	Germany	1/24/23	
Elizabeth Turzynski	Bushey		ENG	WD23	UK	1/24/23
Slater Simek	Salford		M3	UK	1/24/23	
Robert Northcott	Cambridge			CB1	UK	1/24/23
Anne Sheppard	Croydon		CR0	UK	1/24/23	
Anna Rafecas Sogas				Netherlands		1/24/23
Jean-Luc Gangloff	Strasbourg			67100	France	1/24/23
Larissa Bolte	Bonn		53113	Germany	1/24/23	
Martina Valković	Rijeka			Netherlands		1/24/23
Hilda M. Jordan	Whitesboro		NY	13501	US	1/24/23
Osman Gazi Birgül	Ankara			Turkey	1/24/23	
Jun Kwon	Deerfield		NY	13502	US	1/24/23
Dilek Kadı	Ankara			Turkey	1/24/23	
Antony Galbraith	Oneida	NY	13421	US	1/24/23	
Crystal LHote	Colchester		VT	5439	US	1/24/23
Gregory Frost-Arnold	Geneva		NY	14456	US	1/24/23
篠崎 大河	Tsukuba		305-0051	Japan	1/24/23	
Paddy McQueen	Swansea		SA2	UK	1/24/23	
Frederick Choo	SIngapore			669581	Singapore	1/24/23
Marc Lange	Pittsboro		NC	27312	US	1/24/23
Foti Xidias	Deerfield		NY	13502	US	1/24/23
Kaylee Seddio	Utica	NY	13502	US	1/24/23	
John Toribio-Perez	New York		NY	10004	US	1/24/23
Ana Vieyra			3200	Portugal	1/24/23	
Emily Boocock	Colne	ENG	BB8 8BU	UK	1/24/23	
Michael Deckard	Morganton		NC	28655	US	1/24/23
Brian Glantz	Utica	NY	13502	US	1/24/23	
Tegan Lewis	Utica	NY	13502	US	1/24/23	
dakota alexander	Middleport		NY	14105	US	1/24/23
Catherine Wearing	Wellesley			MA	2481	US 1/24/23
John Fritzman	Portland	OR	97220	US	1/24/23	
J Madock	Gainesville		FL	32608	US	1/24/23
Thomas Brouwer	Leeds		LS7	UK	1/24/23	
Zahraa Challab	Utica	NY	13502	US	1/24/23	

Alisha Sharma	Ajax		L1t3L5	Canada	1/24/23	
Nour Khandil	London		EC2V	UK	1/24/23	
Jacob Smith	Buffalo	NY	14086	US	1/24/23	
Kathryn Ebersole	East Aurora		NY	14052	US	1/24/23
Niccolo' Pisano	Dundee	SCT	DD4 6JE	UK	1/24/23	
Shehzad Noor				Pakistan	1/24/23	
Christopher Schwartz	Rochester			NY	14623	US
1/24/23						
Elvisa Imamovic	Utica	NY	13501	US	1/24/23	
sara muhic zukic	Utica	NY	13501	US	1/24/23	
Hibi Pendleton	Hamilton	NY	13346	US	1/24/23	
Brian Huss	North York			M3J	Canada	1/24/23
Hani B	New York		10013	US	1/24/23	
Jampa Khechok	Portland		97080	US	1/24/23	
Leo Chung	Syracuse		13041	US	1/24/23	
Anon 2006	Long Beach			90712	US	1/24/23
Michael Magoulias	Barrington			IL	60010	US
1/24/23						
Mohammad sadgh mahmoudi	Ashburn			20149	US	1/24/23
Adonna Yuse	New York		10001	US	1/24/23	
Carlyjo Ohleman	Buffalo	NY	14212	US	1/24/23	
Magnus Imber	Kalamazoo		MI	49008	US	1/24/23
Thomas Giourgas				Greece	1/24/23	
Crow Long	Rochester		NY	14606	US	1/24/23
Gordon Purves	Fairfield		CT	6606	US	1/24/23
Daniel Groll	Northfield		MN	55057	US	1/24/23
JOSEPH STENBERG	New York	NY	10004	US	1/24/23	
Toni Whyte	Utica	NY	13502	US	1/24/23	
Frank Cabrera	Little Rock		AR	72227	US	1/24/23
Evan Dedolph				Switzerland		1/24/23
Bart Koene	The Hague			–	Netherlands	
1/24/23						
Akshita Tripathi	Chicago	IL	60618	US	1/24/23	
Rachel Cristy	London		WC2R	UK	1/24/23	
Kate Eliou	New York	NY	11357	US	1/24/23	
Darren Corpe	Calgary		T2N1W9	Canada	1/24/23	
Daniel Murphy	Jersey City		NJ	7306	US	1/24/23
McGwire Hidden	Kalamazoo		MI	49007	US	1/24/23
Elly Pirocacos				Greece	1/25/23	
Ann Ciancia	Paul Smiths		NY	12970	US	1/25/23
Jessica Thomas	Utica	NY	13502	US	1/25/23	
Andrew Koivuniemi	Lafayette			IN	47901	US
1/25/23						
Nina Strohminger	Philadelphia		PA	19104	US	1/25/23
Levi Smith	Kalamazoo		MI	49008	US	1/25/23
Florence Vatan	Madison	WI	53726	US	1/25/23	
Emil Badici	Corpus Christi		TX	78414	US	1/25/23
Daniel Burnfin	Chicago	IL	60644	US	1/25/23	
Fatimah Alfarhood	Utica		NY	13501	US	1/25/23
Lee Walters	Southampton		ENG	SO15	UK	1/25/23

Miriam Angela Giovanna Franchella	Milan		20122	Italy	1/25/23	
Ulrich Meyer	Cupar	SCT	KY15	UK	1/25/23	
Lynn Aho	Columbia	MO	65202	US	1/25/23	
Joachim Bromand	Düsseldorf		40597	Germany	1/25/23	
Russell Marcus	Clinton	NY	13323	US	1/25/23	
Jessica Kimelman	Garrison	NY	10524	US	1/25/23	
meg Edwards	Swansea		SA2	UK	1/25/23	
Stephen Edwards	Swansea		SA2	UK	1/25/23	
Frankie Wotton	Atlanta	GA	30312	US	1/25/23	
Peyton Walker	Utica	NY	13502	US	1/25/23	
Susan Edwards	Swansea		SA2	UK	1/25/23	
Alessandra Manca	Naperville		IL	60540	US	1/25/23
Laura Shelley	London		SW1V	UK	1/25/23	
Rebecca Edwards	Oakhill	ENG	BA3 5AW	UK	1/25/23	
Suzanne Vincent	Horsham	ENG	RH12 5XG	UK	1/25/23	
Reuben Chown	Elstead	ENG	GU8 6HB	UK	1/25/23	
Jon Vincent	Eastbourne		ENG	BN22	UK	1/25/23
Jennifer Liu	Baltimore		MD	21205	US	1/25/23
Brittny Byrom	Newnan	GA	30263	US	1/25/23	
Michelle Kittles	Manchester		ENG	M16 0BY	UK	1/25/23
Courtney Gibbons	Clinton	NY	13323	US	1/25/23	
Alex Shelley	East Grinstead		ENG	RH19	UK	1/25/23
Jeffrey Temple	Tadworth		KT20 5TB	Switzerland	1/25/23	
Chris Underwood	London	ENG	SW19	UK	1/25/23	
Stavros Ioannidis				Greece	1/25/23	
Alan Edwards	Weston-super-Mare		ENG	BS23	UK	1/25/23
Charles Jessup	Lansing	MI	48917	US	1/25/23	
Shay Welch	Atlanta	GA	30317	US	1/26/23	
Christos Iliopoulos				Greece	1/26/23	
Laura Soter	Durham	NC	27705	US	1/26/23	
Ethan Mills	Chattanooga		TN	37411	US	1/26/23
Yili Zhou	Tucson	AZ	85710	US	1/26/23	
Aida Roige	Valencia		46015	Spain	1/26/23	
Hady Ba	Dakar	0	Senegal	1/26/23		
Martin Pickup	Birmingham		ENG	B17	UK	1/26/23
Tony Bruce	Abingdon	ENG	OX14 4RN	UK	1/26/23	
Charles Hill	Orlando	FL	32826	US	1/26/23	
Haikyung Kwon				Ireland	1/26/23	
Sebastian Miscenich	New Orleans		LA	70119	US	1/26/23
Colm McGivern	St. John's		A1B	Canada	1/26/23	
Evelien Geerts	Grobbendonk		2280	Belgium	1/26/23	
Emma Bessinger	Bowling Green	KY	42103	US	1/26/23	
Almira Mert	Istanbul		Turkey	1/26/23		
Patrick Greenough	St Andrews		SCT	KY16	UK	1/26/23
Syed Ali	Toronto	M6E	Canada	1/26/23		
John Roberts	Greensboro		NC	27407	US	1/26/23

Daniel Munoz	Carrboro	NC	27510	US	1/26/23	
Jerry Kapus	Eau Claire	WI	54703	US	1/26/23	
Rebecca Walker	Chapel Hill	NC	27516	US	1/26/23	
Dawn Wilson	Hull	ENG	HU6 7RX	UK	1/26/23	
David Reeve	Chapel Hill	NC	27514	US	1/26/23	
Alex Worsnip	Chapel Hill	NC	27514	US	1/26/23	
Isabella Lewis	Baldwinsville	NY	13027	US	1/26/23	
Pavel Nitchovski	Chapel Hill	NC	27517	US	1/26/23	
Lois Frankel	Ewing	NJ	8618	US	1/26/23	
Thomas Adajian	Crozet	VA	22932	US	1/27/23	
William Knorpp	Harrisonburg	VA	22801	US	1/27/23	
Mark Harf	Utica	NY	13501	US	1/27/23	
Francesca di Poppa	Lubbock	TX	79416	US	1/27/23	
Alex Thornton	London	ENG	W10	UK	1/27/23	
Mark Smith	Lachine		H8T	Canada	1/27/23	
Surajit Barua	Kolkata		700059	India	1/27/23	
Daniel Hoek	Blacksburg			24060	Netherlands	1/27/23
Douglas Giles	Prague		CO79TB	Czech Republic	1/27/23	
Susan Lonergan	Whitesboro	NY	13492	US	1/27/23	
PATRICIA LONERGAN	Albany	NY	12203	US	1/27/23	
Jan Forsman	Iowa City	IA	52242	US	1/28/23	
Edward Witherspoon	Hamilton	NY	13346	US	1/28/23	
Zoran Dimic	Nis			Serbia	1/29/23	
Sorin Baiasu	Birmingham	ENG	B30	UK	1/29/23	
Carlota Perez-Belcher	Utica		13501	US	1/29/23	
Harold T. Hodes	Ithaca	NY	14850	US	1/29/23	
Richard Lauer	Potsdam	NY	13676	US	1/29/23	
Joy Gagliardi	Zephyrhills		33541	US	1/29/23	
Anjum Siddiqui	Clark		7066	US	1/29/23	
Kristen Afton	Wesley Chapel		33543	US	1/29/23	
Erick Kilpatrick	Trafalgar		46181	US	1/29/23	
Ella Ebert	Half Moon Bay		94019	US	1/29/23	
G. Diane Matthews-Marcelin	Carson		90746	US	1/29/23	
Nour Othman	Fontana		92336	US	1/29/23	
Sylderrelyel Armon	Miami		33197	US	1/29/23	
Civita Allard	Whitesboro	NY	13492	US	1/29/23	
Neil Feit	Fredonia	NY	14063	US	1/29/23	
Jeremy Wyatt				New Zealand	1/30/23	
Andrew Kincaid	Milwaukee	WI	53211	US	1/30/23	
Chad Hall	Lubbock	TX	79424	US	1/30/23	
Michael Rieppel	Syracuse	NY	13224	US	1/30/23	
Elizabeth Goodnick	Denver	CO	80203	US	1/30/23	
Pekka Vayrynen	Leeds		LS2	UK	1/30/23	
Lauren Leydon-Hardy		MA		US	1/30/23	
Jade Fletcher	Edinburgh	SCT	EH11	UK	1/30/23	
Dowlat Khalilvand	Atlanta		30301	US	1/30/23	
misty thurman	Cincinnati		45212	US	1/30/23	
Gay Armand	Santa Monica		90404	US	1/30/23	

Ian Olasov	Brooklyn	NY	11226	US	1/30/23	
Robin Shi	New York	NY	10003	US	1/30/23	
Samuel Azevedo	Yuba City		95993	US	1/31/23	
Peter Gaughan	San Francisco	CA	94109	US	1/31/23	
Luc Bovens	Chapel Hill	NC	27514	US	1/31/23	
Michael Docherty	London		EC2V	UK	1/31/23	
Will Heusser	Long Beach	CA	90804	US	1/31/23	
Arlene Lundquist	Utica	NY	13501	US	1/31/23	
Crystal Santiago	Utica	NY	13501	US	1/31/23	
Elaine Karagiannis	East Syracuse		NY	13057	US	1/31/23
Stacie Friend	London		SW6	UK	1/31/23	
David Liggins	Manchester		M1	UK	1/31/23	
Meriah Ledesma	Monterey	CA	93940	US	1/31/23	
Chris Daly	Altrincham	ENG	WA14	UK	1/31/23	
Joel Smith	Sale	ENG	M33	UK	1/31/23	
Nicholas Bowden	Manchester	ENG	M21	UK	1/31/23	
Carrah Sadler	Utica	NY	13502	US	1/31/23	
Anastasia Petko	Utica	NY	13501	US	2/1/23	
bella yaghy	New York	NY	10040	US	2/1/23	
Kendra Cook	Rome	NY	13440	US	2/1/23	
Jessica Cook	Newburgh	NY	12550	US	2/1/23	
kaitlyn Amarasinghe	Rome	NY	13440	US	2/1/23	
Scarlett Ogrady	Rome	NY	13440	US	2/1/23	
emelia athari	New York	NY	10118	US	2/1/23	
Cody Sadler	Rochester	NY	14616	US	2/1/23	
Alina Gubbins	Rome	NY	13440	US	2/1/23	
sierra Johnson	fayetteville	NC	28304	US	2/1/23	
Laura Burke	Albany	NY	12206	US	2/1/23	
Justin M	Buffalo	NY	14261	US	2/1/23	
Nicholas Cook	Rome	NY	13440	US	2/1/23	
ava lakeman	new hartford	NY	13413	US	2/1/23	
Will Grant	Webster	NY	14580	US	2/1/23	
Bryan Doyle	Whitesboro	NY	13492	US	2/1/23	
Dave Cook	Rome	NY	13440	US	2/1/23	
Viktoria Yudchits	Schenectady		NY	12309	US	2/1/23
Sherri Cash	Utica	NY	13501	US	2/1/23	
David Chanatry	Utica	NY	13502	US	2/1/23	
Myka Volkova	Amarillo		79109	US	2/1/23	
Elisabeth Sevilla Perez	Tarrytown			10591	US	2/1/23
Built Bon	Corvallis		97330	US	2/1/23	
lucas mccoy	scott		72142	US	2/1/23	
Heather Lawson	Ashland		97520	US	2/1/23	
Mirela Oliva	Houston	TX	77006	US	2/1/23	
Thomas Smith	Todmorden		ENG	OL14	UK	2/1/23
James Hart	Reading		RG6	UK	2/1/23	
Brooke Manolescu	Schenectady		NY	12304	US	2/1/23
Maddie Lenahan	Rome	NY	13440	US	2/1/23	

Jon Bebb	Manchester		M4	UK	2/2/23	
Tareq Ayoub	Abu Dhabi			Lebanon	2/2/23	
mark plakias	kinderhook	NY	12106	US	2/2/23	
D K	meadville		64659	US	2/2/23	
Samantha Alexander	Riverside			6878	US	2/2/23
Blake Newcomer	Greenwich		6830	US	2/2/23	
Juanita Barrera	Tulare		93274	US	2/2/23	
Katharine Landers	Utica	NY	13501	US	2/3/23	
Helen Beebee	Leeds		LS6	UK	2/3/23	
Danielle Bromwich	Bradford		BD7	UK	2/3/23	
Joseph Bowen	Bradford	ENG	BD23	UK	2/3/23	
Sarah Carter-Walshaw	Rotherham		ENG	S66	UK	2/3/23
Simon Hewitt	Bingley	ENG	BD16 2RW	UK	2/3/23	
Anastasia Plakias	Brooklyn	NY	11226	US	2/3/23	
Dennis Sewell	London		SW8	UK	2/4/23	
Joe DeLeone	Elmira		14905	US	2/5/23	

The following are comments written on the change.org petition to oppose the elimination of the Philosophy Major at Utica University, which as of 2/6/23 has 882 signatures.

Full details of the petition are available at https://chng.it/YRZyVHzD

Name	City	State	Postal Code	Country	Commented Date	Comment
Daniel Layman	Charlotte	NC	28205	US	1/20/23	"""Utica University boasts an exceptionally talented and prolific philosophy faculty whose members offer a philosophical education of the highest caliber. This cut is a travesty, not to mention a tragedy for the students of Utica University."""
Wendy Lochner	Bayport	NY	11705	US	1/20/23	"""As a philosophy major and now an editor, I can attest to the remarkable critical thinking skills that this field offers. Many, many successful people from business to the arts majored in philosophy—Carl Icahn and Terence Malik are only two examples. With a philosophy BA you can go on to law school, as my father and brother did, with an edge in logical reasoning—or any other professional or creative training. Please don’t cut this major, Utica!"""
David Kociemba	Watertown	MA	2472	US	1/20/23	"""I was a philosophy major in my undergraduate days and it served me well as a person and in employment. It's shocking that the trustees would do such a thing."""
Matthew Braddock Martin	TN	38237	US	1/20/23	"""In philosophy classes students study logic, ethics, and epistemology, which teach them how to reason logically, how to discern what is right and wrong, and how to acquire knowledge. These skills are among the most important skills a university education should cultivate. I know of no other discipline than philosophy that forms these skills better. It's a shame that Utica is depriving their students of such a blessing."""
Anthony Cittadino	Utica	13502	US	1/20/23	"""I’m apart of the alumni at Utica University. A university wanting to throw away their philosophy program takes away from the creativity our students deserve. Professor Riddle is one of the brightest assets Utica University has. This isn’t fair after he spent more than a decade building this program from the ground up."""
Gary Bartlett	Ellensburg	WA	98926	US	1/20/23	"""Philosophy is core to the identity of a liberal arts institution."""

Devin Curry Philadelphia PA 19104 US
1/20/23 """Utica cannot fulfill its mission to prepare students for ""responsible citizenship, enlightened leadership, and fulfilling lives"" without a philosophy program. The fact that Utica's philosophy program has thrived under the leadership of extraordinarily accomplished teachers and scholars for a decade makes this recommendation even more ludicrous."""

Matthew Lister Gold Coast 4211 Australia
1/20/23 """Philosophy is an excellent major both in its own right and to help prepare students for a wide range of futures. Students at Utica deserve the option of studying philosophy and fulfilling a philosophy major."""

Kingsley Przytula Liverpool NY 13090 US
1/20/23 """I have a Healthcare Ethics minor, and therefore have gotten to know nearly all of the professors in the Philosophy department. I believe that their dedication to the major, which is chosen by tons of students, and the time they have put in to making it better, should not be for naught. Philosophy is a valuable major, and the professors working in the department deserve the jobs they have."""

V. Alan White Manitowoc WI 54220 US
1/20/23 """Doctors, nurses, lawyers, my mayor--all previous philosophy students. Philosophy played a central role in the careers of many former students--they reached out to tell me so."""

Rosemary Twomey Sunnyside NY 11104 US
1/20/23 """What kind of college, ahem ""university"", doesn't have a philosophy major?"""

Jonathan Gingerich King’s College London ENG WC2R 2LS UK
1/20/23 """Philosophy is central to the liberal arts, and the discontinuation of a philosophy major would severely undermine the academic credibility of Utica University."""

Benjamin Lennertz Clinton NY 13323 US
1/20/23 """The philosophy program at Utica includes excellent scholar-teachers and motivated students. It would be a shame to lose this program - and particularly a shame for students from Central New York and the Mohawk Valley.—Ben Lennertz (Assistant Professor, just down the road at Colgate University)"""

Johannes Himmelreich Syracuse NY US
1/21/23 """It seems foolish to eliminate a growing program in times when students increasingly demand coverage of philosophical issues and questions of justice."""

Seth Goldwasser Simpsonville SC 29681-5250 US
1/21/23 """Philosophy is integral to university pedagogy; don't cut

your nose off to spite your face."""

Samantha T Utica NY 13502 US 1/21/23 """Although I wasn’t a philosophy major, I chose to take one of Professor Riddle’s courses as an elective. The course was challenging and way out of my comfort zone academically, but that is the whole purpose of college! Learning, expanding our course work, & taking courses that interest you whether they are a requirement of your major or not. It is clear that the department and program have been flourishing and it would be a shame if it is eliminated. The facility, alumni, and students deserve better!!"""

JAMES MAHON Brooklyn NY 11201 US
1/21/23 """Philosophy is a rigorous and rewarding major. My former students have entered many positions in law and business; they learned how to write and argue by taking philosophy. Cutting a philosophy program that has continued to grow over the last 11 years will only harm those students."""

Matthew Shields Winston-Salem NC 27103 US
1/21/23 """This is shameful from Utica University. Solidarity with the wonderful teacher-scholars in the philosophy department!"""

Steven Hales Bloomsburg PA 17815 US
1/21/23 """Administrators who think philosophy is disposable fail to grasp the fundamental mission of a legitimate university. Utica has a fine philosophy department and this threat is a disgrace."""

William Hirstein Elmhurst IL 60126 US
1/21/23 """Undergrads badly need instruction in critical reasoning, to increase their ability to evaluate what's on the internet.Philosophy departments focus on critical thinking and are best situated to guide the students in how to evaluate claims.Philosophy courses work to increase the rigor and scope of virtually any other major, as well as giving students a grounding in the history of important ideas.Eliminating the philosophy dept. is like removing the soul of a university. Continuing in this direction will transform Utica into a vocational-technical institute."""

Daniel Schneider Holmen WI 54636 US
1/22/23 """Instilling a love for knowledge is one the primary missions of university. Don't cut philosophy."""

Rachel Zuckert Chicago IL 60640 US
1/22/23 """Philosophy is the paradigmatic liberal arts major: it trains people to think for themselves, to reason with one another, and therefore to be good citizens and thoughtful human beings."""

Jackie Davies Kingston K7L Canada
1/23/23 """Philosophy is vital to the education of a new generation of

citizens who inherit a world full of complex challenges to be addressed. Utica is fortunate to have such a talented and dedicated if relatively small program, that nonetheless has attracted ever more students. The college and the broader community benefits from having these students as well as their teachers among them even if they do not major or even take a course in Philosophy. I hate to put it this way, but the Department of Philosophy at Utica delivers extraordinarily good value for money!"""

Cathy Maloney Toronto M6P 3W6 Canada
1/23/23 """Philosophy is a vital part of a humanities education and the creation of critical and creative thinkers and problem solvers in society. The department has done its part to make itself more efficient and effective."""

Michael Kremer Chicago IL 60637 US 1/23/23 """A University without a philosophy major is a University in name only."""

Vivan Joseph Royal Leamington Spa ENG CV32 5NF UK
1/23/23 """Philosophy provides incredibly important and transferable skills, and can easily be combined with a huge range of other subjects, enhancing students' understanding in a way single disciplines could not. Keep the program!"""

Andrew Sneddon Ottawa k1y 3j2 Canada
1/23/23 """Philosophy is central to the purpose of a university. And it's just plain worthwhile having for students to study."""

Cliff and Kelly Stagoll Cottesloe 6011 Australia
1/24/23 """The loss of any philosophy program is a retrograde step at a time when critical thinking, open mindedness, empathy, and wisdom are in short supply and great demand. Furthermore, first generation college students are deserving of exposure to the 'highfalutin' subjects that will be new to them and might change their lives."""

Corey McCall Elmira NY 14905 US
1/24/23 """Philosophy is at the heart of a university education and vital to a truly democratic society."""

Simon Kirchin Ash ENG CT3 2ET UK 1/24/23 """No University worth its name can exist without philosophy. Plus there has been no financial information supplied, and philosophy programs are often financially stronger than people imagine. This is a truly awful step."""

Chris Norris Swansea SA1 UK 1/24/23 """Because philosophy is a fundamental and indispensable part of the curriculum at any self-respecting university."""

Barry Wilkins Cardiff WLS CF10 3EU UK
1/24/23 """Philosophy is growing and thriving at Utica and is a valuable component in the range of subjects available to students. The interests of future students would be damaged by closing the major."""

Chris Woodard Oxford ENG OX4 1ER UK
1/24/23 """Questions of meaning and value are more important than ever, and the study of philosophy equips people to contribute to their discussion. Utica has a fine department of talented philosophers, and it would be a mistake to cut this programme."""

Marc Lange Pittsboro NC 27312 US
1/24/23 """philosophy teaches people how to think, and we desperately need more people who know how to think. Is a Philosophy Department so expensive? No labs, no fancy equipment. Please think about whether you could reach your goals without gutting the heart of learning at your college."""

Kathryn Ebersole East Aurora NY 14052 US
1/24/23 """Critical thinking is fading in US society and we need philosophy foundations more than ever."""

Courtney Gibbons Clinton NY 13323 US 1/25/23 """I believe students have a right to explore new-to-them fields of study like philosophy!"""

Lois Frankel Ewing NJ 8618 US 1/26/23 """As a retired professional philosopher (Ph. D. Berkeley), I consider philosophy programs essential to education."""

Thomas Adajian Crozet VA 22932 US
1/27/23 """Philosophical questions aren't going away. Students deserve the chance to be exposed to philosophers doing philosophy. That requires a philosophy department."""

Francesca di Poppa Lubbock TX 79416 US
1/27/23 """When I was younger, philosophy became a lifesaver. Historically, all major scientific, social, legal, cultural developments start with someone asking philosophical questions. Cutting philosophy means dismissing a fundamental part of a well rounded development. This is alarming, and, from a learning institution, utterly irresponsible."""

Douglas Giles Prague CO79TB Czech Republic
1/27/23 """Philosophy is the foundation of all human wisdom. Eliminating philosophy is eliminating human inquiry."""

Neil Feit Fredonia NY 14063 US 1/29/23 """The current administration's behavior is very much at odds with the recent name change from College to University. An institution without a

Philosophy major is really a junior college, let alone a university."""

Samuel Azevedo Yuba City CA 95993 US
1/31/23 """Philosophy has not only been an invaluable source of pleasure for me, but it has robustly and positivity affected nearly every aspect of my life. Philosophy forms a crucial form of inquiry into the sciences, into the self, into politics, and into our ethical systems and commitments. All students deserve access to this invaluable discipline, even if they only experience it in the form of a single class, a minor, a major, or a processional calling."""

Peter Gaughan San Francisco CA 94109 US
1/31/23 """without the philosophy program during my time at Utica College (now University), I would not have developed the same level of empathy, critical thinking, and complex writing skills. These are all skills I use at a daily basis while working as a public-interest eviction defense Paralegal, I, myself, am better for having been in this program and so are the many tenants I help on a daily basis."""

Elaine Kariagiannis Syracuse. NY US. 1/31/23 "I am a 2022 graduate of Utica who had a minor in Philosophy of Law during my time as a student. The entire philosophy department faculty is nothing short of incredible. I several of the lessons I have learned in my philosophy classes I still use to this day and has shaped me in my career as a caseworker, and will continue to be useful as I continue on to law school. Cutting the philosophy program altogether is a grave mistake as it is so crucial to understanding critical thinking, logic, and so many other important soft skills we don't think about, in addition to allowing more higher level thinking to be done. Philosophy is a critical degree to understanding people at their core, and it's such a shame that the admin at Utica want to cut this program entirely."

Bryan Doyle Whitesboro NY 13492 US
2/1/23 """It's a good major"""

Simon Hewitt Bingley ENG BD16 2RW UK
2/3/23 """Philosophy is central to the life of any university worthy of the name."""

The faculty members of the Physics Department hope that the Board of Trustees will reconsider the recommendation to sunset the Physics BA major. Rather, we recommend a revision to the program that will include formal partnerships with Engineering programs at other institutions. We provide the following rationale.

1. The BA in Physics is linked to our 3+2 Engineering pathway.

We, like other institutions without Engineering programs, have a 3-2 program that allows students to attend Utica for 3 years as a BA in Physics major, then transfer to an Engineering school, where they complete a BS in Engineering. Thus, students completing the program are awarded two degrees, a BA in Physics (from Utica University) and a BS in Engineering (from another institution). Also, like many other institutions offering these programs, we currently have no formal partnerships with other Engineering schools. As a result, we cannot distinguish ourselves from competing schools. In fact, this year we began the process of developing partnerships with Engineering programs at other institutions, and we will continue to do so if the BA in Physics is allowed to continue. One reason to tie this to the BA in Physics is that we transfer fewer courses back, and it provides two separate degrees for the students (a BA and BS). This provides students with two separate credentials as they pursue careers; these credentials are highly sought after and make graduates competitive for lucrative careers. Our list of potential partners includes Rensselaer Polytechnic Institute, Rochester Institute of Technology, Stevens Institute of Technology, and Syracuse University.

2. We are actively working on recruitment while updating Physics program. We have had a complete turnover of faculty in Physics in the past three years. Our current faculty are pursuing programs with local high schools, are involved in initiatives to increase enrollment in the BS and BA in Physics by pursuing Engineering partnerships, and are modernizing the curriculum. Additionally, we are pursuing opportunities across disciplines to create foundational courses and experiences that can be seen as attractive to both students and potential Engineering partners. For example, we can partner with faculty in the Construction Management (Structural Engineering), Chemistry (Chemical Engineering), Geology (Geotechnical Engineering), Biology (Environmental Engineering), and so forth. Doing so would allow us to tap into faculty expertise while minimizing resources. We have a faculty member who is able to help build such bridges.

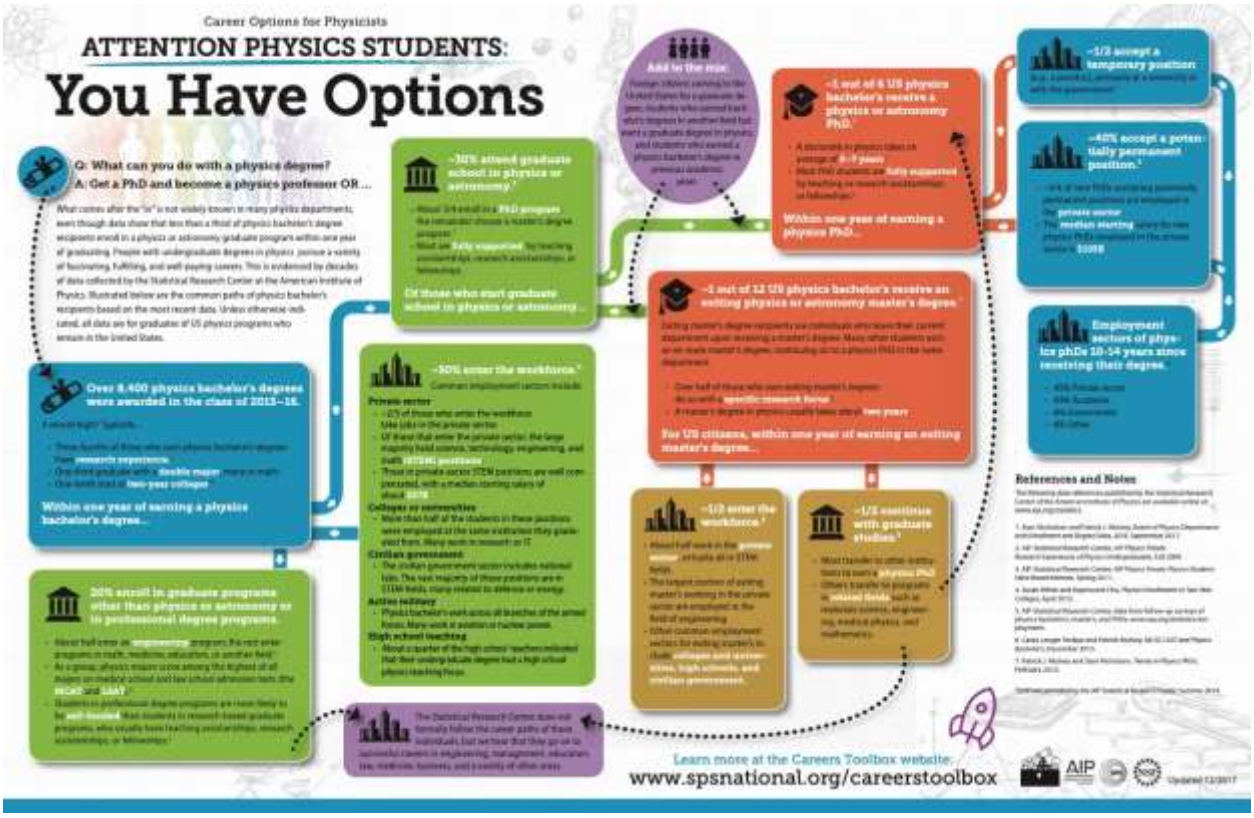
3. The BA in Physics has an important and slightly different focus than the BS in Physics.

The BA in Physics provides flexibility in two ways: 1) it serves as a secondary pathway to success should an individual student in the Physics BS major determine that a broader and less technical Physics degree would serve them better (for example, because they decide to pursue a career in STEM journalism, industry, law, or medicine, or because they are struggling with the advanced mathematics that a BS requires).

Furthermore, it is not uncommon for a student, after a research experience, to decide that they would rather pursue a different career in a related field, such as those listed above. Keeping the BA allows those students to complete their degree at Utica; that is, the BA in Physics can increase retention at the University; and 2) for some students, it serves as a gateway to either the 3-2 Engineering program or even to the more technical BS, with several students deciding that an additional year at Utica is worth it. Because the BA has a lower course requirement in the major, students may find it is more approachable (and it should be fairly marketable as well, since it often leads to a rewarding, high-paying career), and they have the opportunity to switch to the BS once they've had a few courses and perhaps a research experience that convinces that they want a career in physics.

The strength of the BS in Physics is to develop graduates who have experienced research, mastered a full suite of advanced technical courses, and integrated an understanding of how to apply high-level mathematics. This combination of offerings prepares students to be successful in graduate school for Physics (often culminating at a PhD) or Engineering (often leading to a Masters Degrees – we should also pursue partnerships with graduate engineering programs for our B.S. degree, for automatic admissions or a 4+2 program). The BS pathway is appropriate for students who are dedicated to a long academic career prior to employment.

Our graduates with the BA degree in Physics have gone in a variety of directions but have been quite successful. Indeed, degrees in physics need not lead to physicists or engineers. Physics degrees of either variety are seen by many employers as extremely attractive (https://www.iop.org/careers-physics/your-future-with-physics/career-paths; http://spswebdev.prod.acquia-sites.com/sites/default/files/files/publications/sps-career-options-poster.pdf; poster below). Especially for fields like finance, law, and medicine, the BA is an attractive option as it allows students to gather other credentials in the liberal arts and have more control over their development and preparation. You might note that Physics majors as a group score among the highest of all majors on LSAT and MCAT scores (https://www.aip.org/statistics/reports/how-well-do-physics-bachelor’s-degree-recipients-perform-mcat-and-lsat-2022).



You might note that Syracuse advertises a BA in Physics by making similar points: "The Bachelor of Arts Degree in physics is an excellent option for students considering careers in widely varying areas including law, journalism, medicine, finance, teaching, and computational science. In these fields as well as in science a liberal education incorporating serious study of physics is a strong asset." Since we have strong faculty members across disciplines who are dedicated to the development of individual students, **we could not only maintain the BA but also market it successfully.**

4. The BA in Physics is completely encompassed by the BS in Physics. The degree can be awarded without any additional coursework than what students need for the BS in Physics. Therefore, recruiting students into the BA supports all of the Physics offerings. See the table below for the detailed course offerings in the major.

	EDU-PHYSICS Concentration	BA PHYSICS	BS PHYSICS
PHY 116	X		
GOL/PHY 133			
PHY 163	X	X	X
PHY 261	X	X	X
PHY 262	X	X	X
PHY 363	X	X	X
PHY 323	X	X	X
PHY 351		X	X

PHY 200	X	X	X
PHY 400	X	X	X
PHY 471	X		X
PHY 461			X
PHY 462			X
PHY ELE	3 cr	6 cr	3 cr

For these reasons, we respectfully suggest that the BA in Physics be recommended for modification, to be enhanced with resources that will strengthen connections to Engineering while maintaining the flexibility of a broadly coveted degree, rather than sunset.

BBA Public Relations & Marketing Portfolio Review Proposal

Patricia Swann
Distinguished Professor of Public Relations/Management

The recommendation to sunset the bachelor's degree in Public Relations & Marketing (PRM) is disappointing but understandable in light of the PRM major's low enrollments. It has been difficult to recruit high school students since many/most are unfamiliar with public relations as a career choice.

The President's recommendation to develop a Digital Media Marketing degree to replace Public Relations & Marketing (PRM) while keeping the public relations concentration in the Communication and Media major shows promise because:

1) The two separate disciplines (public relations and marketing), continue to converge in professional practice in the areas of promotion, communication strategy and tactics, and relationship-building with target audiences. We can leverage our expertise and alumni in public relations and marketing to develop a strong new curriculum that meets workplace and employer needs.
2) Industry experts advised that all businesses must have social media marketing strategies today to succeed because Millennial, GenX, and GenZ consumers rely almost exclusively on social media for their brand decision-making.
3) Digital media marketing as a discipline is growing and provides a wide variety of career paths and job opportunities. According to the U.S. Bureau of Labor Statistics, this field will grow 19% between 2021-2031.[1] Careers include digital marketing specialist, social media coordinator, creative strategy professional, content creator, data analytics, SEO (search engine optimization)/search engine marketing specialist, media buyer, media planner, etc.
4) The majority of recent CMM/public relations and Public Relations & Marketing majors have taken positions in social media and digital marketing-related positions. Our already proven track record in preparing students for these careers puts us in a strong market position with our industry and professional partners.
5) Digital media marketing is a career possibility familiar to most high school students, particularly in the areas of branding, social media, influencers, content creation, web design, search engine optimization, etc. This career familiarity should help us recruit high school students.
6) Digital media marketing has scalability at the graduate level and as professional credentials to reach current communication professionals wanting to update their knowledge/skills. For example, the curriculum could be modified as a specialization in our MBA program or as certifications/badges.
7) Digital media marketing degree's compact credit requirements offer the opportunity to add a minor in public relations, journalism, sports communication, creative writing, writing, or others.

We can create an exciting new major that incorporates important public relations, marketing and communication principles while also preparing students for successful futures in the digital

[1] https://www.bls.gov/ooh/business-and-financial/market-research-analysts.htm#tab-6

media marketing field. In my role as a senior Public Relations/Management professor, and as executive director of the Raymond Simon Institute, I've talked to several alumni in the communication/marketing/public relations fields who agree and are eager to help support this endeavor.

Please find below a brief overview of the proposed new major – BBA Digital Media Marketing. The proposal maintains a business core with seven additional courses (4 new and 3 existing/reconfigured) in the digital media marketing discipline.

BBA Digital Media Marketing

Digital Media Marketing Requirements (21)
7 Courses **– 21 Credits** See next page for descriptions

1. Digital Marketing
2. Brand Identity (MKT 326 Graphic Design for Brand Identity) LA credit
3. Social Media Marketing
4. Influencer Marketing
5. Website Architecture and Search
6. Content Marketing
7. Online Advertising & Analytics

Business Requirements (27) (current configuration from BBA PRM)
9 Courses **– 27 credits**
MGT 101 - Introduction to Contemporary Business (3)
MGT 201 - Principles of Organization and Management (3)
MGT 470 - Management - Internship (3) OR 300/400 level elective in PRL, MKT, JLM
ACC 201 - Financial Accounting (3)
ACC 202 - Managerial Accounting (3)
ECN 131 - Principles of Microeconomics (3) LA credit
ECN 141 - Principles of Macroeconomics (3) LA credit
ECN 241 - Statistics (3) LA credit

Pick One
MAT 124 - Intermediate Algebra (3) LA credit
MAT 143 - Mathematical Analysis for Business & Economics I (3) LA credit
MAT 201 - Calculus I (3) LA credit

Subtotal: 48 credits

General Education (37)
12 courses – **37 Credits**

Additional Liberal Arts (23)
[5 courses – **15 credits** from the business/DMM requirements]
Free LA electives - **8 credits**

Additional Free Electives (12)
4 courses - **12 credits**

Grand Total – 120
Digital Media Marketing Short Course Descriptions

1. **New - Digital Marketing**
   Overview course that covers marketing strategy/planning/persuasion/ethics and career paths

2. **Brand Identity**
   MKT 326 Graphic Design for Brand Identity

3. **Social Media Marketing**
   Reconfigure PRL 408 Social media for this course to focus on multichannel marketing and campaigns

4. **New - Influencer Marketing**
   Focus on influencer, ambassador, and affiliate marketing strategies, tactics, and case studies

5. **New –Website Architecture and Search**
   Focus on hierarchical website architecture, functionality/UX, and search engine optimization (SEO): keywords, content, on-page/technical website optimization; off-page and YouTube optimization

6. **Content Marketing**
   Reconfigure PRL/MKT 372 as a strategy and content creation lab

7. **New - Online Advertising & Analytics**
   Advertising principles: pay-per-click; email marketing, campaigns and analytics for Google, Meta, Twitter, etc.

Embedded Certifications and Badges
There are many opportunities to embed *free* Meta, Google Digital Garage, Twitter Flight School, Hootsuite, etc., courses, badges, and certifications.

Alumni Consultation
I've met with the following alumni about the potential and development of the proposed digital media marketing major. They have agreed to advise me on the curricular program development. Additional alumni will be consulted as needed.

- Luke Lambert, CEO, G&S Business Communications
- Susan Craig, Corporate Communications/Director, Media Relations, External Affairs for New York Power Authority
- Vinny Rinaldi, Head of Media and Analytics, the Hershey Company
- Krista DiBerardino, Utica University Board Trustee, Chief Marketing Officer, Spin Master LTD (retired)

Dear President Casamento and Members of the Board of Trustees:

We are writing to appeal the recommendation to sunset the Sociology and Anthropology Major. First of all, we are grateful for all the efforts that President Casamento, Provost Pfannestiel, and the Academic Portfolio Review Task Force put into the academic portfolio review. We also appreciate that you wish to revise our footprint in order to meet market demands and ensure the institution's financial stability and future.

However, we hope you will not follow the recommendation for sunsetting the Sociology and Anthropology Major, because existing evidence does not support this suggestion. Nor does this recommendation serve Utica University's short-term and long-term interests. The recommendation would result in no benefit to students and Utica University; rather, it would be detrimental because we may lose or fail to attract students whose interests and career goals are served by this major.

As we will show in the 6 points below, keeping Sociology and Anthropology will be beneficial from a cost and investment perspective; it will ensure our department's continued and robust contributions to General Education; it will help Utica University to attract and retain a diverse student body; and it will provide clear career-related skills and knowledge to our graduates. Our department has shown the ability to adapt, to develop new, interdisciplinary, and innovative courses that serve both our majors and General Education, and we are more than willing to work with the administration and colleagues across the university to streamline or modify our major to be more efficient and to better serve the long-term goals of the institution. We have arrived at a plan, discussed below, to revise our major to have four career tracks/concentrations: (1) Social Work, (2) Criminology, (3) Public Health, and (4) Data Analytics. While we believe this plan is a solid way forward, we are open to discussion of how our ideas may be modified to suit the needs of the institution.

1. Enrollment data suggests that the Sociology and Anthropology Major has a more robust footprint at the University than some other majors not affected or targeted by the academic portfolio review and recommendations.

The Sociology and Anthropology Major is *not* the major that has the lowest enrollments. Data show that there are majors not being recommended for either sunsetting or revision that have lower enrollments than Sociology and Anthropology.

Take the Economics Major for example. Figure 1 shows that since 2015, the Sociology and Anthropology Major has always accepted considerably more students than the Economics Major. Specifically, from 2015 to 2022, the former attracted a total of 256 interested students, but the latter attracted only 117. The Sociology and Anthropology Major attracted *two times* as many accepted students as did the Economics Major.

Moreover, Figure 2 shows that, from 2015 to 2022, the Sociology and Anthropology Major also successfully enrolled *two times* as many students as did the Economics Major. In brief, major enrollment data demonstrate that the Sociology and Anthropology Major has a much better performance in major enrollment than the Economics Major—which is one of the majors not affected/targeted by the academic

portfolio review and recommendations. This evidence calls into question the recommendation to sunset the Sociology and Anthropology Major.

Figure 1: Major Students Accepted 2015-2022

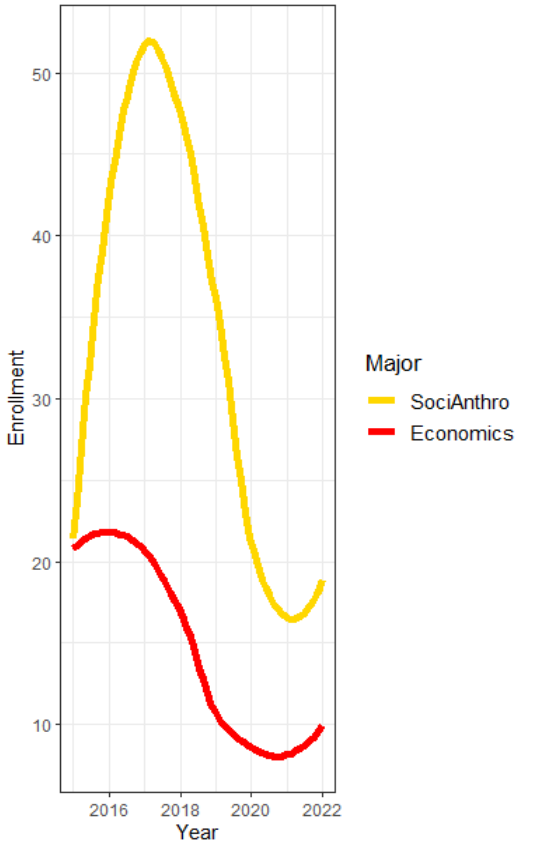
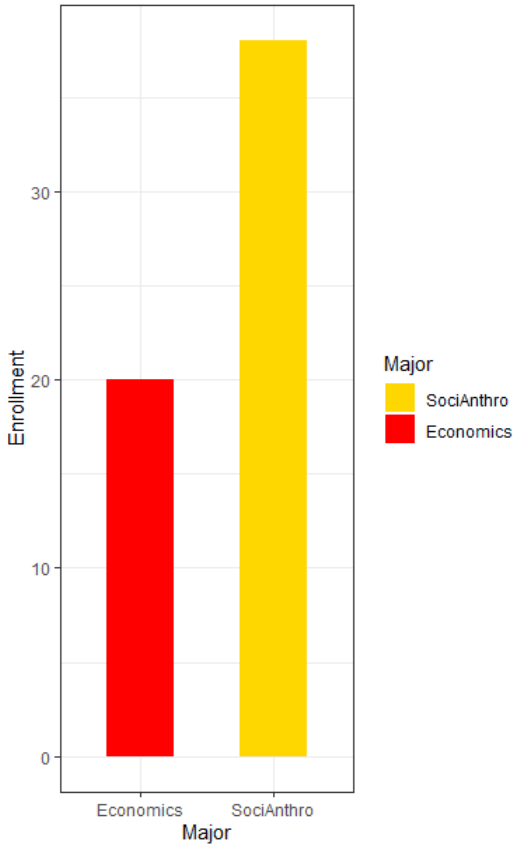


Figure 2: Major Students Enrolled 2015-2022



To be clear, we are not suggesting that the Economics Major be sunsetted. We used it as an example to show that the recommendation for sunsetting the Sociology and Anthropology Major is not supported by this comparative major enrollment data. If low major enrollment is the primary reason for sunsetting certain majors, the decision to keep Economics but sunset Sociology and Anthropology needs reconsideration, because the former has a much lower enrollment than the latter.

(2) ***Data suggest that the Sociology and Anthropology Major's course enrollments are much stronger than some other majors not affected or targeted by the academic portfolio review and recommendations.***

Sunsetting the major will have considerable negative impacts on students because, as shown in point (1) above, every year there are many students interested in the Sociology and Anthropology Major, and more importantly, Sociology and Anthropology courses, both lower- and upper-level as well as on-ground and online asynchronous and synchronous, are in high demand. Specifically, the cost to run our major is incidental, and the cost of lower-enrolled courses, which are very few, can be easily remedied with revisions to our program design (detailed in point 6, below), which is constructed so as to capitalize on our most popular and highly-enrolled courses, serving 4 career-tracks. Compared with other departments,

Sociology and Anthropology has *high* course enrollments—it offers courses that are popular and *over*-enrolled, both lower- and upper-level – suggesting that the department is not netting a financial loss for Utica University, even with a small number of students enrolled in the major. More importantly, data show that Sociology and Anthropology's course enrollments are even higher than some disciplines that were not affected/targeted by the Academic Portfolio Review and recommendations. Take Computer Science for example. Comparing Sociology and Anthropology's and Computer Science's course enrollments, Figure 3 shows that from Fall 2022 to Spring 2023, a total of 761 students enrolled in the courses offered by Sociology and Anthropology. Figure 3 paints an overall picture of Sociology and Anthropology's course enrollments from Fall 2022 to Spring 2023: The vast majority of the courses (about 85%) were either full or nearly full (61.5%) or over-enrolled (23.1%). Notably, many of these popular courses are *upper-level* ones (e.g., SOC 339, SOC 383, ANT 415).

Figure 3: Sociology & Anthrpology Course Enrollments (N=761)

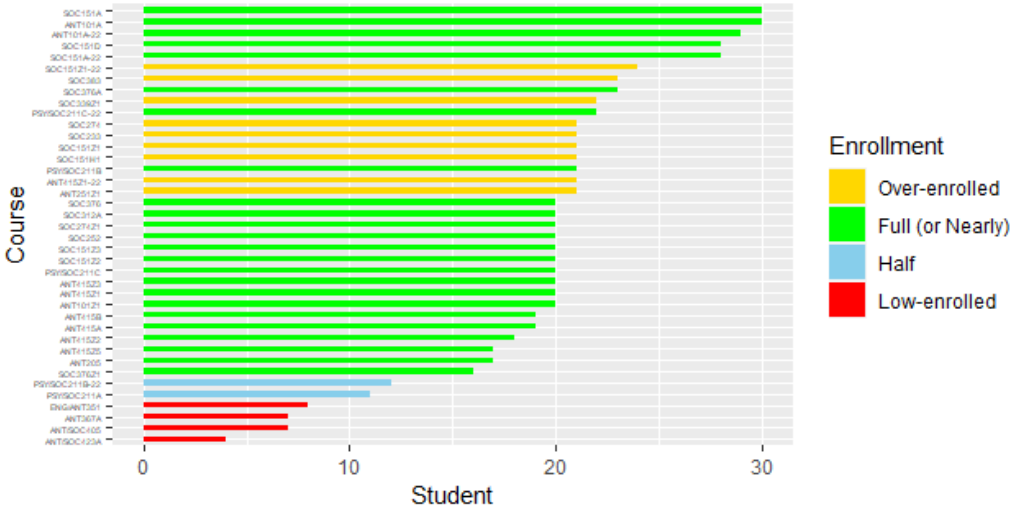
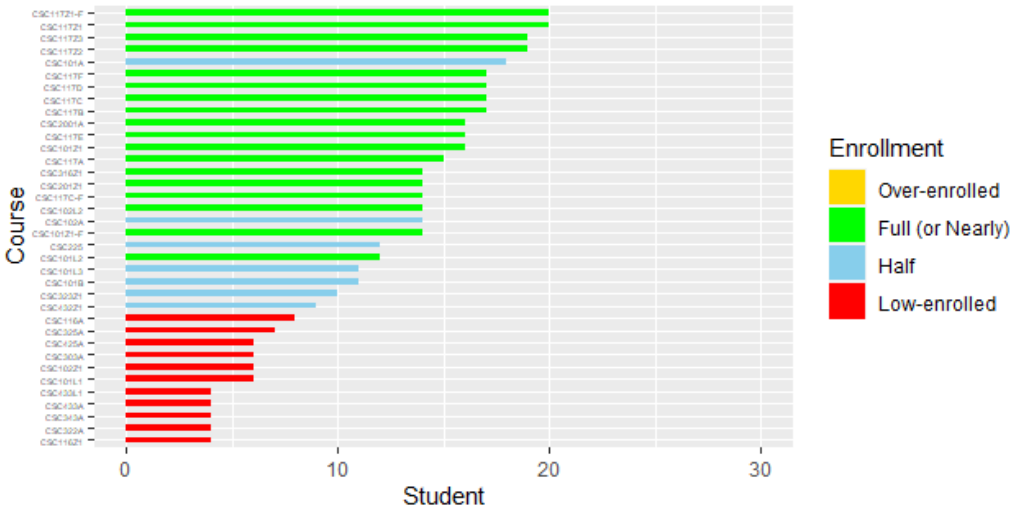


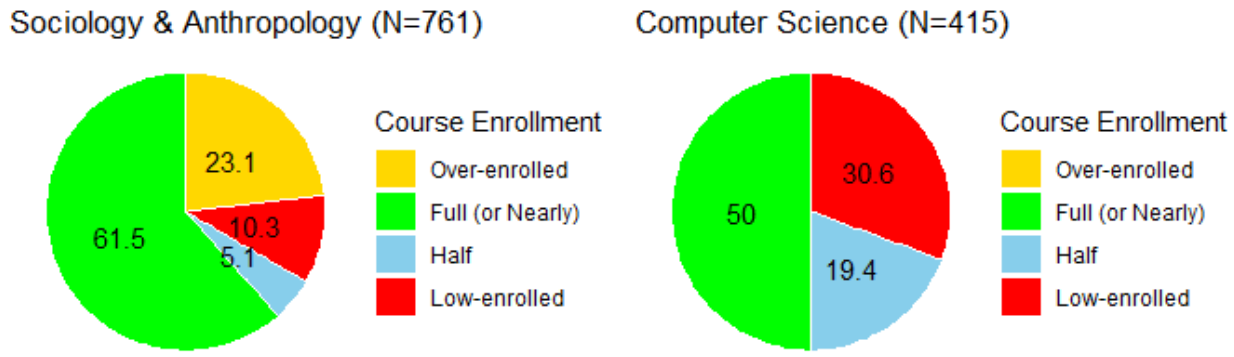
Figure 4: Computer Science Course Enrollments (N=415)



In contrast, Figure 4 shows that from Fall 2022 to Spring 2023, a total of only 415 students enrolled in the courses offered by Computer Science. Figure 4 also shows more than a half of the courses, both lower- and upper-level, were either half-enrolled or low-enrolled.

Figure 5 below is a comparison of distributions of Sociology and Anthropology's and Computer Science's course enrollments from Fall 2022 to Spring 2023. A couple of facts should stand out.

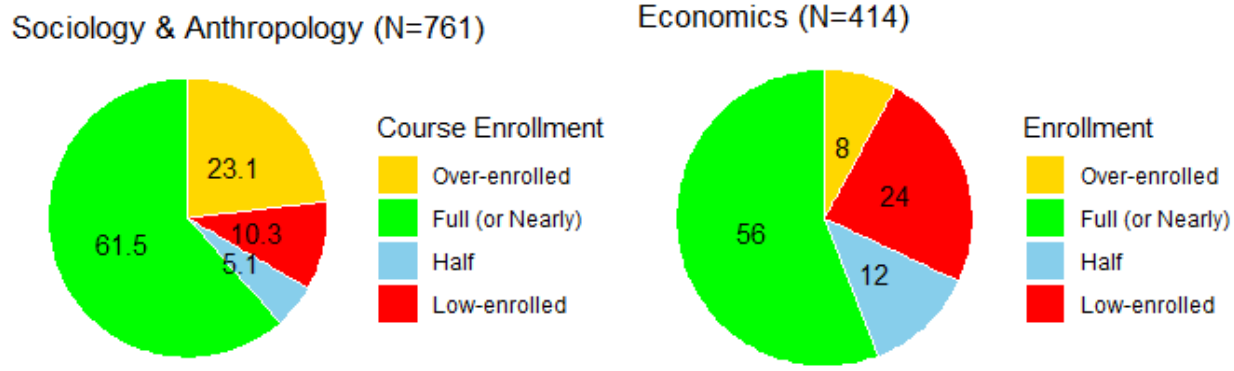
Figure 5:



A. There were far fewer students enrolled in the courses offered by Computer Science (415) than in those offered by Sociology and Anthropology (761).
B. Only 50% of the courses offered by Computer Science were full or nearly full, and no courses were over-enrolled. This is in stark contrast to Sociology and Anthropology, which had 85% its courses full or over-enrolled, as mentioned above.
C. As much as 50% of the courses offered by Computer Science were either half-enrolled (about 1 in 5) or low-enrolled (about 1 in 3). By contrast, Sociology and Anthropology had only a very small proportion (1 in 10) of its courses with low enrollments.

Below in Figure 6 we compare Sociology and Anthropology's and Economics' course enrollments from Fall 2022 to Spring 2023:

Figure 6:



Similarly, Figure 6 shows that, first, far fewer students enrolled in the courses offered by Economics (414) than in those offered by Sociology and Anthropology (761). Second, only a little over 50% of the Economics courses were full or nearly full, and about 1 in 3 is either half-enrolled or low-enrolled.

As shown above, the Sociology and Anthropology Department has stronger enrollments than Computer Science and Economics. On the basis of this evidence, from a cost and investment perspective, it would be counterproductive to sunset the Sociology and Anthropology Major, which attracts nearly 800 students to its courses per year, but to keep majors that only bring in about 400 students a year. Faculty in our department are teaching mostly courses with high- or over-enrollment both at the upper-and lower-level. Moreover, our major has interested and enrolled comparably far more students than some other majors not recommended for sunsetting or revision (e.g., Computer Science and Economics).

3. Sunsetting the Sociology and Anthropology Major would make General Education weaker.

Diverting faculty resources to developing General Education courses has been suggested as a justification for the recommendations to sunset majors. Yet, this expectation will hardly be fulfilled through sunsetting the Sociology and Anthropology Major because we have already contributed a good number of courses to General Education. As indicated above, the Sociology and Anthropology Department offers a variety of major-related courses that are highly-enrolled. These popular courses include several upper-level ones. Most importantly, the majority of our courses (both upper- and lower-level) have been approved as Gen Ed courses. We also have designed three Gen Ed Pathways: (1) Inequality, Empowerment, and Privilege,(2) Global Citizenship, and (3) Social Science Research. Our major-related upper-level courses play a necessary role in these Pathways, and many of our courses are part of pathways developed by other departments. For this reason, sunsetting the Sociology and Anthropology Major, if the purpose of such a plan is to reduce the number of upper-division courses offered in the department, will negatively affect General Education.

Moreover, it is a misunderstanding that retaining Sociology and Anthropology faculty simply in service of General Education will be a better allocation of resources. Most of our major courses already serve General Education. With our robust and innovative contributions to the new General Education program, we expect that our highly- and over-enrolled courses, connected to our newly revised major tracks (described in point 6, below) will soon be in even higher demand. In sum, for the above reasons, sunsetting the Sociology and Anthropology Major will not save costs. Nor will it help redistribute faculty resources. Rather, it will reduce our robust course supply for General Education, thereby making General Education weaker.

4. Keeping the Sociology and Anthropology Major is beneficial because the disciplines have great appeal for students from diverse backgrounds.

According to DATA-USA (https://datausa.io/), which is an authoritative public data analytics organization, there are a couple of statistics showing that the sociology and anthropology degrees are in high demand: (1) Last year, 37,747 sociology degrees were awarded, which increased by 0.362% compared with the year before.11,652 anthropology degrees were awarded, which increased by 2.33%. (2) The average wage of social scientists was 99,217, which increased by 2.26%. (3) 3.83 million social science graduates were employed, which increased by 2.8%. Given the nationwide changing

demographics, it is Utica University's interest to keep Sociology and Anthropology because Sociology and Anthropology attract students of diverse backgrounds and will help the university to attract and retain these students, if properly marketed. According to the same source (DATA-USA), several statistics are worth mentioning: Last year, 74.2% of sociology/anthropology graduates across the country were female, and 36.2% were White, 32.5% Hispanic, 14.2% Black, and 6.41% Asian. Here, it is also important to emphasize that transformations to the Sociology and Anthropology Major outlined in point 6 below will allow us to attract more domestic and international students from diverse backgrounds and with diverse interests, including but not limited to Social Work, Criminology, Public Health, and Data Analytics.

5. Keeping the Sociology and Anthropology Major is beneficial to improving students' job opportunities.

According to the Bureau of Labor Statistics, the employment of sociologists will grow 5% and that of anthropologists will grow 6% in the next ten years. These rates are as fast as the average for all jobs. While these stats point to career paths within Sociology and Anthropology specifically, there are many opportunities for graduates with the skill sets and global awareness provided through a major in Sociology and Anthropology to pursue a range of career paths and higher academic studies (see point 6 below for future concrete plans on how Sociology and Anthropology majors at Utica University can do so). Fundamentally, this degree helps students to develop a critical awareness of self and society and a global perspective on social, political, and business affairs. These skills are hardly irrelevant to the contemporary job market; in fact they are becoming and will become even more essential in our increasingly diverse nation, and amidst increasing globalization. What is needed is a clearer translation of these essential and marketable skills to students and their families as they make decisions about where to attend college and what to study. The degree can also be successfully marketed to international students, who would benefit from and may be drawn to the skillset and international perspective offered by studies in Sociology and Anthropology. In fact, we have supported international students in our program, and we recently had a prospective international student from Cameroon contact the department about the major as they see the degree beneficial to their involvement with non-governmental organizations on work related to addressing societal and developmental issues.

6. Sociology and Anthropology faculty members have developed concrete plans to make the Major more beneficial for students and the University—our revised Major will have four tracks or concentrations: (1) Social Work, (2) Criminology, (3) Public Health, and (4) Data Analytics.

To respond to the changing marketplace of higher education, we welcome the opportunity to think creatively about how to streamline our major requirements by revising courses and shifting the concentrations. In fact, we have been working very hard to revise both sociology and anthropology courses and major requirements in order to give students the best quality of education.

For example, recently we have designed brand-new courses/minors, such as Computational Social Science, Social Data Science, Social science Writing, Health & Society, and Inside Globalization, which will prepare students for being at the leading edge of academia and industry. We have revised both the Sociology Minor and Anthropology Minor, making them more efficient and more flexible.

Most importantly, based on the data on course enrollment, discussed in point 1, above, we have a concrete plan to revise the Sociology and Anthropology Major, highlighting our most successful and highly-enrolled courses, to be more aligned with students' interests and needs and to meet the demands of the four-year graduation guarantee. Such changes will also concentrate our course offerings in those most likely to run at full-capacity, thus ensuring that the cost of keeping our major remains low (assuming that low course enrollments are the primary extraneous or unremitted cost).

Our major will be revised to have four tracks/concentrations: (1) Social Work, (2) Criminology, (3) Public Health, and (4) Data Analytics. To this end, we intend to collaborate with other disciplines, including Social Work, Criminal Justice, Health Sciences, and Business Analytics/Management/Data science. We have a number of ideas for how these plans can be carried out. The following ideas build on the strengths of a sociology and anthropology degree and how such a degree prepares students to work in a variety of concrete careers. Most importantly, we already have most of the resources, faculty, and courses for the implementation of these ideas.

(1) ***Social Work***. We have begun discussions with the Social Work Department about plans to create a Social Work track/concentration in our Major. This track/concentration would serve as a feeder for the University's Masters in Social Work (MSW), allowing undergraduates in our program to take select graduate level courses in their final year, earning credit towards the MSW, thus shortening the time required for both degrees.

This is a promising marriage because both Sociology & Anthropology and Social Work address human behavior in a variety of social and cultural environments. It is very common to see Social Work coupled with Sociology/Anthropology in colleges across the country because the Sociology and Anthropology degree is a preferred pathway to an MSW. In addition, our recent graduates interested in going to graduate school have applied and been accepted to MSW programs elsewhere.

This idea was first brought up at a departmental meeting in 2021, but the plan had not yet been realized given other pressing concerns related to the remodeling of General Education. In the wake of the recent Academic Portfolio Review, we met with the Chair of the Social Work Department, Dr. Joe Hunter (jshunter1@utica.edu) to discuss the feasibility of this idea. Dr. Hunter agrees that our proposal has promise, and we have all the resources in place to move forward with this idea, if given the opportunity to revise rather than sunset our major.

Dr. Hunter agrees that this collaboration is not only a win-win for both Sociology & Anthropology and Social Work but also a huge win for the University. The Bureau of Labor Statistics predicts that the overall employment of social workers is to grow 9 percent from 2021 to 2031, which is faster than the average for all occupations. Thus, after we create a pipeline in the Sociology & Anthropology Major for MSW, we project that our major enrollment will dramatically increase. This is also a practical integration because we already offer a number of upper-level courses that are directly relevant to Social Work, including but not limited to, Social Science Writing (SOC 201), Social Science Research Methods (SOC/ANT 312), Social Deviance (SOC 383), The Family (SOC 233), Family Violence (SOC 387), Drugs and Society (SOC 339), and Cultures, Health, and Healing (ANT 415). (Note that most of these courses are already required for the Psychology-Child Life Department's Social Services Concentration.)

Finally, Dr. Hunter also agrees there is a possibility that successful collaboration between Social Work and Sociology & Anthropology will lead to creating a dual degree in Social Work and Sociology/ Anthropology.

(2) ***Criminology***. We also have begun discussions about working with the Criminal Justice Department to evaluate the possibility of building a Criminology Major/Minor. This idea was suggested by the Criminal Justice Department in 2019 (just before the COVID-19 pandemic hit), and our department has been communicating with CRJ and discussing ways in which the two departments can collaborate. The marriage of Sociology/Anthropology and Criminology is very common in universities across the country. This integration will be very beneficial because overall employment of criminologists is projected to grow 22 percent from 2021 to 2031, much faster than the average for all occupations.

This is also practical because we also have all the resources in place to move forward with this idea. The Sociology and Anthropology Department currently offers a Criminology concentration comprising a series of Criminology-related courses, including Criminology (SOC 274), Social Science Writing (SOC 201), Criminological Research Methods (SOC 376), Social Deviance (SOC 383), Urban Sociology (SOC 342), Forensic Anthropology (ANT 335), Family Violence (SOC 387), and Drugs and Society (SOC 339). Due to our program's expertise in sociological criminology, it is anticipated that the potential collaboration with faculty within the Justice Studies program will be productive, and a Criminology Major will be a tremendous asset for the University.

(3) ***Public Health***. There is tremendous value in creating a Public Health track/concentration in our major, given the Labor Department's prediction that the overall employment of health education specialists and community health workers is projected to grow 12 percent from 2021 to 2031, much faster than the average for all occupations. We already have the resources–both faculty and curricular ones—to create this track/concentration, because in addition to the Aging Studies Minor, the Sociology and Anthropology Department recently developed a Health and Society Minor that saw immediate interest from students. Only into the second semester since its approval in Fall 2022, the Minor currently has 21 enrolled students, making it among the top five highly enrolled minors. This suggests that there is great potential to collaboratively pair with Health Sciences for a reimagined or rebranded major. We believe there are promising opportunities for a Public Health track/concentration to be even more closely connected with Health Science disciplines and career paths, as well as Utica's Institute for the Study of Integrative Healthcare (ISIH), whose development relied on critical involvement from Sociology and Anthropology faculty through aspects of teaching, public outreach and research, and administration. Such a track/concentration could enroll more students, again with the right marketing and resources, to ensure prospective students and their families realize the connections between a Sociology and Anthropology degree and the various growing career areas where the degree is useful. We have also begun conversations with the new Director of ISIH, Dr. Jennifer Rioux, regarding such possible avenues for transformation.

(4) ***Data Analytics***. We also see considerable value in creating a Data Analytic track/concentration in our Major. The Bureau of Labor Statistics predicts that the employment of data scientists is growing 36 percent from 2021 to 2031, much faster than the average for all occupations. The Data Analytic track/concentration would serve as a feeder for the University's graduate programs in Business Analytics/Management/Data Science, allowing undergraduates in our program to take select graduate level courses in their final year, earning credit towards the Master's degree, thus shortening the time

required for both undergraduate and graduate degrees. This idea is pragmatically viable because the Sociology and Anthropology Department already has a Social Data Science Minor and offers courses such as Statistics in the Behavioral and Social Sciences (SOC 211), Foundations of Data Science (SOC 305), and Computational Social Science (SOC 366). This series of data- and analytics-focused courses amount to be an integral part of the field of Business Analytics/Management because studies of business organizations and management decision-making rely heavily on data analytics. Considering faculty expertise in Data Science in our department, it is promising that our major course offerings can be streamlined and we already have the resources to implement the idea.

In conclusion, data and evidence presented here suggest that it is in Utica University's best interest to keep and support the Sociology and Anthropology Major in order to adequately respond to the rapidly changing marketplace of higher education. This will be beneficial from a cost and investment perspective; it will ensure our department's continued and robust contributions to General Education; it will help us to attract and retain a diverse student body to the University; and it will provide clear and rebranded career-related skills and knowledge to our graduates. Most important of all, our department has shown the ability to adapt and to develop new, interdisciplinary, and innovative courses that serve our majors, General Education, and other programs. We have already developed concrete plans to revise our major, and we are committed to working together with the administration and other disciplines to develop revised approaches, such as the retrenching of our program into the four tracks described above, that will allow more Utica University students to major in Sociology/Anthropology. The data suggest that not only does our department pose minimal financial risk to the university, but keeping our major is also educationally and financially beneficial. We anticipate that any critical decisions the Board of Trustees makes will take the evidence discussed in this document into serious account and will reconsider the recommendation to sunset the Sociology and Anthropology Major. We look forward to the opportunity to transform as a major, to build on the program's longstanding contributions to the University, and to prepare future Pioneer generations to never stand still.

Sincerely,

Helen C. Blouet

Jing-Mao Ho

Laurah E. Klepinger

UTICA
UNIVERSITY

School of Health Professions
and Education

To: The Board of Trustees, Utica University
From: The Therapeutic Recreation Department
Re: Case Statement
Date: February 8, 2023

Dear Members of the Board of Trustees,

The Therapeutic Recreation Department submitted a response to the portal during the public commenting period. What follows is some more information about the Bachelor of Science degree in Therapeutic Recreation (TR). The original response will be included at the end of this document. Also included are several letters of support and comments from national organizations, healthcare professionals, and Utica TR alumni and parents.

A. The Therapeutic Recreation department at Utica University currently provides two avenues for pursuing a career as a Recreational Therapist: The Bachelor of Science (BS) degree and the Certificate in Therapeutic Recreation. The BS degree program at UU is the only one offered in any of the three upstate NY colleges who offer therapeutic recreation. We are unique because our entire curriculum is centered around therapeutic recreation content, thus providing more depth and breadth for our students. The BS degree curriculum includes 11 courses and a 12 credit hour full time internship.

Six of these courses are required by the National Council on Therapeutic Recreation Certification (NCTRC) as specific TR content necessary to be allowed to sit for the national certification examination upon graduation to earn their Certified Therapeutic Recreation Specialist (CTRS) credential:
TRC 203 (3) Introduction to Therapeutic Recreation
TRC 204, TRC 204 Lab (4,0) Leadership, Analysis, and Modification of Therapeutic Recreation Interventions
TRC 305 (3) Assessment and Documentation
TRC 306 (3) Program Design and Evaluation
TRC 406 (3) Organization, Administration, and Advancement of the Therapeutic Recreation Profession
TRC 413 (3) Advanced Therapeutic Recreation Processes and Techniques
TRC 470 (12) Internship in Therapeutic Recreation

The other five courses include content required for Committee on Accreditation of Recreational Therapy Education Accreditation (CARTE):
TRC 103 (3) Leadership and Facilitation of Outdoor Recreational Pursuits
TRC 104 (3) Leisure, Health, and Wellness Across Cultures
TRC 323 (3) Therapeutic Recreation and Physical Health Conditions
TRC 324 (3) Therapeutic Recreation and Mental Health Conditions
TRC 469 (1) Internship and Exam Preparation

Though we have not begun an official self study for this accreditation, we strive to attain that in the future and intend to prepare our students as if we have achieved it already.

In 2021 we began exploring a way to give students from other majors, such as Health Science and Physical Education, Exercise, and Wellness, the opportunity to learn the content we provide related to leadership, activity modification, documentation, and evaluation, thus creating the Certificate in Therapeutic Recreation. Students completing this certificate will enhance their skills and knowledge, and will also have the opportunity to pursue an internship if they choose, and will be eligible for NCTRC certification.

The courses required for completion of the Certificate in Therapeutic Recreation are the same 6 TR content specific courses required for the BS Degree:
TRC 203 (3) Introduction to Therapeutic Recreation
TRC 204, TRC 204 Lab (4,0) Leadership, Analysis, and Modification of Therapeutic Recreation Interventions
TRC 305 (3) Assessment and Documentation
TRC 306 (3) Program Design and Evaluation
TRC 406 (3) Organization, Administration, and Advancement of the Therapeutic Recreation Profession
TRC 413 (3) Advanced Therapeutic Recreation Processes and Techniques

Additional requirements for students choosing to pursue NCTRC certification:
TRC 469 (1) Internship and Exam Preparation
TRC 470 (12) Internship in Therapeutic Recreation

Through advising we make sure the certificate students are educated in the other areas necessary to become well rounded recreational therapy professionals.

As you can see, there is a 6 course overlap between the BS Degree program and the Certificate in TR program. The students in both programs will be in classes together, so there is no duplication of provision. If we advertise both programs, the seats in all of these courses will be filled. There is a tremendous amount of opportunity in providing exposure to high school students through the bridge programs that could be explored.

Of the courses not included in the Certificate program, several are being considered within the new General Education Curriculum:
TRC 103 Leadership and Facilitation of Outdoor Recreational Pursuits is being considered for inclusion in an Environmental Justice Pathway.

TRC 104 Leisure, Health, and Wellness Across Cultures is currently in review by the General Education Committee for Diversity, Equity, and Inclusion (DEI) designation.

Additionally, there is a current national trend for hospitals to hire individuals with a dual certification in therapeutic recreation and psychology child-life (PCL). Several hospitals will only hire Child Life Specialists who have this dual certification, and very few colleges offer this option. I have been in discussions with the Chair of Psychology Child-Life to offer this option due to the dearth of available PCL internship opportunities.

B. The faculty in the therapeutic recreation department currently also serve three other programs: Physical Education, Exercise, and Wellness, Health Sciences, and Interprofessional Education. Our presence provides experienced, full time education to their students rather than employing less experienced adjunct faculty who are not as adept at teaching our students.

C. Since 2015 the TR BS Degree has been awarded to 90 students, 31% of whom were first generation college students. Students with diverse backgrounds find a home in therapeutic recreation where they learn to learn, find motivation to succeed, successfully graduate, and go on to be successful professionals and positive contributors to society.

D. As stated in the initial report (included below), there are many open positions for recreational therapists in New York State, and across the nation. Additionally, this is a growing profession in Canada. During the last two weeks, I have received four pleas from agencies across NYS to share their job postings. As of 2/7/23 there are 376 Recreational Therapist Job openings in NYS. The recreational therapist jobs are not being filled for months because there are not enough qualified CTRS' to fill them.

E. One positive aspect of studying TR at UU is the opportunity to engage in community service. TR students participate in volunteer work in the Utica area through TRC 203,TRC 305, and TRC 406. Students have hands-on experience and develop essential professional skills. Additionally, the student TR Society volunteers at the annual Senior Olympics as activity leaders for over 20 area long term care and assisted living communities. Volunteering is a 'solidarity' act that connects people and strengthens relationships. It makes a positive impact on the lives of others and sustains Utica University's strong ties to its community.

Kirstin F. Walker, MSEd., CTRS
Associate Professor and Chair, Therapeutic Recreation

Jaesung Park, Ph.D., CTRS
Assistant Professor of Therapeutic Recreation

Initial Response to Sunsetting the Bachelor of Science in Therapeutic Recreation

The Bachelor of Science degree in Therapeutic Recreation has been recommended for sunsetting by President Casamento, based on data and financial information that has not been shared with the faculty in the department, but relayed in the list as majors with low enrollment, low interest, and low job prospects. I will respond here with some information that the Board of Trustees may not have been provided.

1. **First, let me identify what therapeutic recreation is, and why it is an important part of a healthcare team:**
   Therapeutic recreation (TR) is the use of recreation, leisure, and play to improve or maintain physical, cognitive, social, and emotional functioning to assist individuals in experiencing independent lifestyles and satisfying leisure experiences. Comprehensive TR involves a continuum of service that includes treatment, leisure education, and independent recreation participation. The therapeutic recreation major at Utica University is one of very few programs in the nation that is strictly designed to educate and graduate recreation therapists with a Bachelor of Science degree in therapeutic recreation. Graduates of this program meet the requirements of the National Council on Therapeutic Recreation Certification (NCTRC) to take the certification examination and become a Certified Therapeutic Recreation Specialist (CTRS). The program also is unique in that it is housed in the School of Health Professions and Education, which reflects the clinical-medical aspects of the major as well as the philosophical recreation foundation. Therapeutic Recreation graduates work in physical medicine and rehabilitation, mental and behavioral health, nursing homes and other programs serving older adults, residential care for people with developmental disabilities, youth programs, community based programs for people with and without disabilities…and other areas of professional accomplishment that demand a solid foundation in the liberal arts.

2. **Employment Outlook**
   Therapeutic Recreation is a growing field in healthcare. While often overlooked by students who are guided to enter the popular healthcare professions of nursing, occupational therapy, and physical therapy, this healthcare profession is a very viable option for prospective and current students. Many students want to work with people in “helping” professions, but they are not all willing to spend more than four years in college to be able to do so. Others are not the type of people to handle bodily fluids, and still others may not have the science skills to take the higher level courses required in the popular healthcare majors. Therapeutic recreation becomes a natural fit for those who discover that they can earn a BS degree in four years and obtain a professional position upon graduation in a variety of healthcare agencies. The most common statement from students who internally transfer from other majors to therapeutic recreation is: ‘Why didn’t I know this major existed? This is where I belong.’

According to the US Bureau of Labor Statistics, “Employment of recreational therapists is projected to grow 4 percent from 2021 to 2031, about as fast as the average for all occupations.
About 1,500 openings for recreational therapists are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.”
More information available here:
https://www.bls.gov/ooh/healthcare/recreational-therapists.htm#tab-6

Additionally, a quick search on careeronestop.org of Recreational Therapists job openings in New York State on 1/24/23 shows that there are currently 358 open positions. Up from 355 on 1/20/23. These job openings are across NYS in a variety of agencies, and include federal contractor companies. You can see this information here:
https://www.bls.gov/ooh/healthcare/recreational-therapists.htm#tab-6
This number jumps up to 5,804 when the search is expanded to the entire United States.
https://www.careeronestop.org/Toolkit/Jobs/find-jobs-results.aspx?keyword=Recreational%20Therapists&location=United%20States&radius=25&source=NLX&currentpage=1

3. **Other Therapeutic Recreation BS Degree Programs in New York State**
   There are six colleges in New York State currently awarding the Bachelor of Science in Therapeutic Recreation. Three colleges are in the downstate region: Lehman College in Bronx, NY; St. Joseph’s College in Brooklyn, NY; St. Thomas Aquinas College in Sparkill, NY. Three colleges are in the upstate region: SUNY Cortland in Southern NY, SUNY Brockport in Western, NY; Utica University in Central, NY.
   Of the upstate programs, Utica University Therapeutic Recreation is distinctive in that it is the only program devoted solely to the education of recreational therapists (rather than general recreation education), in a school that also houses other clinical-medical majors with a very strong interprofessional education program in which students are able to learn to work with one another.

4. **Accreditation Opportunity**
   In January of 2016 Utica College paid to send me to a conference in Florida to learn about the Committee on Accreditation of Recreational Therapy Education (CARTE), which administers accreditation for recreation therapy programs under the Commission on Accreditation of Allied Health Education Programs (CAAHEP). At that time I began an informal self-study of the Utica Therapeutic Recreation degree program, aligning the curriculum with current and expected accreditation requirements. This alignment has assured that we are meeting the professional standards of practice required by our students to take the National Council on Therapeutic Recreation Certification (NCTRC) examination to earn the Certified Therapeutic Recreation Specialist (CTRS) credential, the nationally recognized professional credential used by state licensing boards to ensure qualification in this profession.

At the time, and throughout the last 7 years, I have repeatedly requested, through the Utica University established annual and five year assessment process, to pay the initial fee of $600 to initiate the formal CARTE self-study process, indicating our commitment to completing the accreditation process.
This was the first time our small, independent therapeutic recreation program had an opportunity to be accredited, as the only option for many years was for larger, recreation education programs accredited by the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT), and Utica did not have enough programs or faculty to qualify for that accreditation.
As of today, if the Utica TR program obtained CARTE accreditation, we would be the *only* therapeutic recreation education program in New York State to have the accreditation believed by the American Therapeutic Recreation Association (ATRA) to be "the best method for ensuring consistent content and rigor within undergraduate RT educational programs due to its sole focus on curriculum competencies related to recreational therapy." Not only would this place us in a good market position in New York State, it would also open up more opportunities for relationships with federal government healthcare agencies for fieldwork and internships.

ATRA's position statement can be found here: https://www.atra-online.com/page/CARTE

CARTE's list of accredited programs can be found here:
https://caahep-public-site-5be3d9.webflow.io/students/find-an-accredited-program

The CARTE/CAAHEP accreditation information can be found here:
https://caahep-public-site-5be3d9.webflow.io/committees-on-accreditation/recreational-therapy

5. **Enrollment, Recruitment, and Marketing**

The TR department does not have any involvement in the admissions process. We do not know why, for example, our percentage of accepted students has steadily declined from 83% in 2015 to 57% in 2023. Nor do we have any information to indicate why, of those accepted, only 32% enrolled in 2015, 44% enrolled in 2019, and only 25% enrolled in 2023. Is that an indication that our program is less popular? Is it an indication that there was no follow up connection between the college and the accepted students? I do not know.
What I do know is that while we only enrolled 5 freshman students in 2018, we had 64 students in the major, a trend also seen in every other year. This indicates that the majority of our students are internal transfers from other programs. In fact, we admitted 25 freshman students between 2015-2018, and had 64 students in the program. This means that roughly 39 of the students at that time stayed at Utica, rather than going to another college, because they found the TR degree program. The internal transfer process into the therapeutic recreation program has allowed Utica to retain students who would have otherwise left Utica due to failure to be admitted into one of the "popular" health education programs. This is money saved for the university (39 students x 2018

tuition of $21, 382 = $833,898), and demonstrates that the university cares about helping students find where they belong, providing them opportunities to continue to pursue careers that ‘fit’ their hopes and dreams of working with people in a hands-on, helping profession.

Internal transfers happen due to promotion by the faculty within the TR department who foster close relationships with the faculty in the other healthcare departments. Students who are not making the grade in other areas are able to find us when we market ourselves. Students who find us as freshmen typically had an opportunity to work with a recreation therapist at some point during their high school career. They do not find out about us through external marketing by the university because this program does not have the same resources provided to it that are spent paying for businesses such as Orbis and Deltak to specifically recruit students into other healthcare major programs. Since we have not ever seen any evidence that the TR program is marketed to external constituencies, (I have requested evidence of marketing methods and costs, but have not received any reply) the premise that sunsetting the TR BS degree will save money by cutting marketing costs is false.

6. **Utica TR Graduate Opportunities**

On November 10, 2022 during an informational forum, Dr. Laura Casamento presented information indicating that the university has concerns about competition with industry bypassing higher education and providing specific certificates for their employees in on the job training programs. She indicated that students are looking for shorter avenues to jobs, such as 2 and 4 year education programs. Therapeutic recreation is a 4 year bachelor’s of science degree program that provides students with the education necessary to obtain their CTRS and be qualified for full time employment upon graduation. Many happily pursue this profession for their entire careers. Others go on to enroll in the master’s degree programs here at Utica in occupational therapy, healthcare administration, and social work. Still others pursue degrees in education, special education, adapted physical education, and case management. Our graduates are therapists, directors, managers, coordinators, administrators, coaches, and educators. They learn foundational skills in leadership, teamwork, healthcare provision, program design and evaluation, assessment, and more. They are successful in their careers because of their liberal arts education in therapeutic recreation that gave them an opportunity to finish a bachelor’s degree when they may not have been able to succeed in one of the other healthcare majors. In the therapeutic recreation program they learn how to be good students, they find their motivation to be lifelong learners, and they represent this university well. Our graduates are hired by almost every healthcare agency in Central NY, and beyond. Our students provide hundreds of hours of service to local agencies to fulfill their fieldwork responsibilities. Agency supervisors across NYS tell me they gladly accept our therapeutic recreation interns because they are some of the most well prepared interns they encounter. They call me directly when they know positions are opening to see if we have an upcoming intern who will also want a job immediately upon graduation. We have a respected name in the field of therapeutic

recreation. Sunsetting this degree program will not only negatively impact the university, but also the relationships and affiliations we have with local and regional healthcare agencies.

Thank you for taking the time to read the response from the therapeutic recreation program. If you have any questions or would like to discuss this program in more depth, please reach out to me. You can also see more about our program on the bulletin boards outside of White Hall 222A, and in our brochures available in the same place.

Kirstin F. Walker
kfwalker@utica.edu

Jaesung Park
Japark@utica.edu

February 6, 2023

Utica University Board of Trustees:
ATRA is the largest professional association representing over 18,000 recreational therapy practitioners and we are writing on behalf of the students at faculty at Utica University to support the efforts to maintain the Bachelor's of Science degree in Therapeutic Recreation. Recreational therapists are nationally certified, and in some states, state-licensed to provide activity-based treatment services for individuals with a range of disabling conditions across the lifespan.

Recreational therapy, also known as therapeutic recreation, is active treatment, medically necessary, and prescribed by a physician as part of a patient's plan of care. It is a skilled therapy that is part of the medical rehabilitation continuum and has proven to help individuals with disabilities and chronic conditions achieve positive outcomes and, ultimately, better health, functional status, and higher levels of independent living. Recreational therapy is a systematic process that utilizes recreation and other activity-based interventions to address the assessed needs of individuals with illnesses and/or disabling conditions, as a means to improve psychological and physical health, recovery and well-being.

We strongly support the faculty and students at Utica University in their efforts to continue this vital educational program. In the state of New York there are over 750 Certified Therapeutic Recreation Specialists (CTRS) and it is vital that there are programs in the state to educate students to fill the open positions in New York and across the country. In the strongest of terms, we encourage the administration at Utica University to reconsider sunsetting the Therapeutic Recreation program; it is needed to continue educating the next generation of recreational therapists. If you have any questions or concerns, please don't hesitate to contact me at brent@atra-online.com or 601.467.2502.

Standing on the shoulders of those who have gone before,

Brent Wolfe, PhD, LRT, CTRS FDRT
Executive Director, American Therapeutic Recreation Association

25 Century Blvd. Suite 505 | Nashville, TN 37214 | Tel. 703.234.4140 | info@atra-online.com

@ATRAinAction

ATRA Board of Directors: Cliff Burnham, President; Jennifer Hinton, President Elect; Tracey Crawford, Immediate Past-President; Laura Kelly, Treasurer; Deborah Tysor, Secretary; Members at Large: Courtney Fecske, Audra Gibson, Sara Miller, Eric Oba, Veronica Spinden, LeAnn Wheeler

National Council for Therapeutic Recreation Certification®

Protecting and Promoting Since 1981

Memorandum

To: President Casamento and the Board of Trustees, Utica University

From: Anne Richard, Executive Director; National Council for Therapeutic Recreation Certification (NCTRC)

Date: February 7, 2023

Established in 1981and recognized by Joint Commission, CARF, and CMS, the NCTRC is the only international organization dedicated to professional excellence and protection of the consumer of therapeutic recreation services through the certification of qualified recreational therapy providers.

While it is not the policy of NCTRC to endorse any product, program, or service, I am able to say that for many years, transcripts of applicants applying to NCTRC for Professional Eligibility (the first step in becoming a Certified Therapeutic Recreation Specialist) have indicated that the student completed their necessary coursework through the Therapeutic Recreation major at Utica University.

While the profession of therapeutic recreation is relatively small in comparison to some of the other helping professions, it has experienced continued and steady growth over the years. There are currently over 19,000 individuals who hold active, inactive, and eligible for re-entry status as a Certified Therapeutic Recreation Specialist (CTRS) through NCTRC, with 930 of those individuals either residing in or practicing in New York state. It should also be noted that the New York state recreational therapy licensure committee has renewed its efforts to pursue regulation of recreational therapy practice in New York. The proposed legislation uses the CTRS credential as a requirement for a license to practice recreational therapy within the state.

As noted above, the role of NCTRC within the therapeutic recreation profession is in protecting the consumers of RT services. Every practitioner who holds the CTRS credential has met the requirements related to academic coursework, professional experience, and passed the national exam. Without access to therapeutic recreation coursework, such as what is available within the TR program at Utica University, many students will have a difficult time completing the requirements to safely provide services or enter the profession.

January 25, 2023

To the members of the Board of Trustees,

My time at Utica University (College) in the Therapeutic Recreation BS program was the part of my life that I truly felt I found my place as a professional. I learned not only how to be a Therapeutic Recreation Specialist but how to be a member of a solid meaningful workforce to better the lives of all who I serve. What I learned as a student I continue to use in my daily life even though I am not working directly as a CTRS at this time.

The recommendation to end not only the Therapeutic Recreation program but any program at UU is not the answer and serves no purpose to better the campus of Utica University. Utica University's Therapeutic Recreation program has grown to be a respected program within the area of Utica and across the state. From volunteering and our internship TR students have continued to help and learn within the community to continue to work directly with the community that they have come to love while studying at Utica.

Ending the TR program at Utica University will not only affect future students but will affect facilities such as nursing homes, hospitals, pych centers, rehab centers, that TR students connect with for volunteering and internships across the Utica area and the state. Ending the TR program will also affect TR programs that are available across the state of New York. Right now there are only 6 colleges/ universities in New York that have TR programs and only two (including Utica University) that are in upstate. If the board of trustees agree to end the program then it will limit where future students can go to be in a Therapeutic Recreation program and will force them to risk only one upstate university or pay more by needing to go out of state or move to New York City which is not something that all future students can do.

I would like to see with all the programs that are at risk of being eliminated from Utica University is to see how the university can increase interest in these programs. All ads, commercials, videos, and posts about courses have been only about popular majors such as nursing, PT, OT, engineering, etc. In my three years at Utica University (College) as well as after I graduated I had never seen anything about the programs that are being considered for elimination. Utica University needs to show that these programs exists and show what these majors are about before they are eliminated.

If the board of trustees votes to eliminate the Therapeutic Recreation major then that loss will be felt on student side with future students not being able to take part in the major. It will be a loss for the faculty that have worked long days and nights, volunteering their time and energy in and outside the classroom to help present and past students that have been a major benefit to the school, and will no longer be able to use their talents to benefit students both past, present, and future. It will be a loss to the community of Utica and the surrounding area that benefit from TR students and that students benefit from the organizations in the community. It will be a loss to the professional field of Therapeutic Recreation as well as CTRS professionals that will

have a decrease in the amount of colleges/ universities that future professionals will no longer be able to go for education.

To the board of trustees. I ask that you reconsider and vote to not eliminate these programs. This is not just about numbers. This decision will affect past, present, and future students, staff, community connections, and professionals and will do nothing but affect Utica University in a negative way.

Matthew Lee, CTRS
Therapeutic Recreation, Utica University, Class of 2019
matt704@stny.rr.com

January 30th 2023
Utica University Board of Trustees
Response to Sunsetting the Therapeutic Recreation degree

To Whom It May Concern,

The Bachelor of Science degree in Therapeutic Recreation is currently recommended to sunset at Utica University. I have thought long about how to respond in a letter to those of you reading this particular one. I personally, as an alumna, as a Certified Therapeutic Recreation Specialist (CTRS), as an active healthcare professional, cannot understand the process resulting in this conclusion or understand why the conclusion to sunset was made while Therapeutic Recreation fills a need in the healthcare field and enhances Utica University's mission and vision.

First, education on what the field of Therapeutic Recreation is and what a CTRS does are important to understand in the disapproval of the recent decision. Below is an excerpt from the National Council for Therapeutic Recreation Certification (NCTRC). NCTRC is the accrediting body for the United States and Canada for Certified Therapeutic Recreation Specialists.

> *Recreational therapy, also known as therapeutic recreation, is a systematic process that utilizes recreation and other activity-based interventions to address the assessed needs of individuals with illnesses and/or disabling conditions, as a means to psychological and physical health, recovery and well-being. The purpose of the RT process is to improve or maintain physical, cognitive, social, emotional and spiritual functioning in order to facilitate full participation in life. Services are provided or directly supervised by a "Certified Therapeutic Recreation Specialist" (CTRS).*
>
> *Recreational therapy includes, but is not limited to, providing treatment services and recreation activities to individuals using a variety of techniques including arts and crafts, animals, sports, games, dance and movement, drama, music, and community outings. Recreational therapists treat and help maintain the physical, mental, and emotional well-being of their clients by seeking to reduce depression, stress, and anxiety; recover basic motor functioning and reasoning abilities; build confidence; and socialize effectively. Recreational therapists should not be confused with recreation workers, who organize recreational activities primarily for enjoyment.*
>
> *Recreational Therapy has shown tremendous growth and development over the past two decades. The Certified Therapeutic Recreation Specialist has become the professional standard that exemplifies each professional's dedication to quality standards and excellence in practice.*

> *Today, the United States Department of Labor projects that there are over 19,000 recreational therapists in the United States. As of January 2023, there are 19,278 professionals who hold active, inactive, or eligible for re-entry status on the NCTRC registry. The CTRS credential is the most professionally advanced credential for the field of therapeutic recreation.*
>
> ***The United States Department of Labor suggests that therapeutic recreation will grow faster in those areas that address the healthcare concerns of older adults. As the demand for the CTRS increases from acute care hospitals to outpatient facilities, day treatment settings and community living situations, the certification of increasing numbers of recreational therapists is expected to enhance the recognition of the important role the CTRS plays in today's healthcare and human services arena.***
>
> *(NCTRC, 2023 https://www.nctrc.org/about-ncrtc/about-recreational-therapy/)*

As seen in the above statistic, there are over 19,000 professionals in the field of Therapeutic Recreation. That likely appears to be a small number to the average eye, and there is a reason for that. Therapeutic Recreation practices date back ages in history and in the 1800s Florence Nightingale utilized therapeutic recreation practices! In 1981, NCTRC was formed as a credentialing agency which is dedicated to professional excellence for consumer protection through a certification process. The Therapeutic Recreation profession is continuing to grow as the population in the United States is continuing to age.

Secondly, Utica University's Therapeutic Recreation program is a necessary program in order to continue the university's mission, values, and vision. When accessing www.utica.edu on January 30th 2023, Utica's website boasted an 11:1 student to staff ratio on its homepage. When listing the mission and vision on its website, Utica University lists "individual attention" as the first value that guides decisions and actions. When taking note of Utica's values and marketing efforts to state small staff to student ratios in recruiting students to enroll, it is concerning that "low enrollment" has been stated to be a factor in a decision to sunset a program that has a trending job outlook and is a young credentialed profession when compared to its peers that are housed in the School of Health Professions and Education. Low enrollment positively trends with low student to staff ratios and helps to bring the ratio average down when compared to other majors offered in the health professions.

The Utica University Therapeutic Recreation Program is also different from the 6 other programs offering a bachelor of science in New York State. Utica solely focuses on recreation therapy rather than recreation education. The program allows for future health professionals to collaborate and form cohesive teams throughout their education, assisting in the creation of healthy integration of allied health professions as students graduate and find opportunities in the workforce.

Recently I have learned that after my graduation in 2012, Kirstin Walker had an opportunity in 2016 to attend a conference and learn about the Committee on Accreditation of Recreational Therapy Education (CARTE) which administers accreditation for recreation therapy programs under the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Kirstin began working on an informal self-study of the Therapeutic Recreation degree program and aligning curriculum with accreditation requirements. In order to obtain this accreditation Kirstin Walker is in need of $600.00 to initiate the CARTE self-study process along with $1500.00 for an application fee. I was surprised to learn that in the last 7 years of requests Utica University had not agreed to expand the program and supplement Utica's mission of providing "outstanding educational pathways". This accreditation would allow Utica University to be **the only** therapeutic recreation program in New York State to have the accreditation. This would enhance marketing opportunities for future students and enhance internship and partner opportunities for future students. This is an opportunity that as a student I would have been extremely proud to boast, but as an alumna also proud to support. I, Natalee E. Zimmerman, am hereby pledging $2100.00 to Kirstin Walker and the Therapeutic Recreation Accreditation process through CARTE. Please accept this letter as written proof that Natalee Zimmerman will provide the funds when needed to initiate this accreditation process. My contact information is below in order for the university to secure this funding.

Lastly, it is important to hear testimony on the impact the Therapeutic Recreation program at Utica has had on a student. However, simply put, Therapeutic Recreation at Utica University is not marketed well and does not receive the same resources as other programs. Classes dedicated to the program take place in the basement, room B1. This does not offer much traffic from students who are not in the program to learn of its offerings. I came to Utica College as a physical therapy major after completing a year internship with a local physical therapy practice in my hometown of Cortland NY. I learned quickly that the physical therapy program was not my destiny and was shaken as I had already dedicated time and effort to this profession. I was unsure of what direction I should go in. I loved making goals for clients, seeing patient outcomes, and knew healthcare is where I fit, but traditional therapies such as physical and occupational that were offered, were not for me. I was unsure of my options. Luckily, a fellow student during an anatomy lab, spoke of being in the therapeutic recreation major and how it was worth exploring. After the thoughts of "what is it?" and walking by the bulletin board in White Hall- It was well worth exploring. I found my calling, my profession, my career. I excelled in my academics after finding the program, and I was also no longer one of many, many students enrolled in physical therapy or health studies trying to get into the physical therapy program. I was successful because of small staff to student ratios, access to professors, hands on learning, and deep and thought-provoking conversations. I mentioned Cortland NY above, SUNY Cortland has an excellent Therapeutic Recreation program, and, at the time, Ithaca College also had a program. In the years between 2008-2012 Utica College had not reset tuition prices yet, and I could have moved back home and easily attended SUNY Cortland or

commuted to Ithaca NY. In the Summer 2010, I met with Therapeutic Recreation faculty members at SUNY Cortland in an effort to compare programs, already knowing that the cost to attend would have been significantly lower and the program had many resources available. I chose to stay at Utica. I chose the Therapeutic Recreation Program at Utica because I knew the smaller program was more enriching and ultimately more fulfilling for my career. I also had confidence the knowledge I was gaining would compute to success in taking my national certification exam to become a CTRS and practice Recreation Therapy. My academic studies have allowed for personal and professional success over the last 11 years. I have worked primarily with older adults in various settings from skilled nursing, assisted living, memory care, to independent living as well as in sub-acute rehabilitation assisting patients of all ages with various diagnoses from strokes to traumatic brain injuries. My titles have ranged from Recreation Therapist, Recreation Therapy Program Manager, and Activity and Wellness Director. However, **I am** a Certified Therapeutic Recreation Specialist and a Graduate of Utica College with a bachelors and masters degree. I am proud of the education I received, and I want the same opportunities for students who had the same goals as myself wondering where they can fit in amongst the health professions.

Sunsetting this program will negatively impact the university, and have a negative impact on the healthcare system at large. I appreciate your time in reading this letter.

Sincerely,

Natalee Zimmerman (Stiles) ’12 G’14
2025 Puritan Ter
Annapolis, MD 21401
607-591-1361
nestiles16@gmail.com

Bill Augar Girvan, 71
May 1993 Utica College B.S. -T.R. Graduate & Alumni
36 Myers Ave
Yorkville, N.Y. 13495
bill.girvan@yahoo.com Phone # 315-736-5738
Married on 6/23/01 to my wife Susanne Girvan

Dear Nick Accordino & Utica University Board of Trustees :

Each day I am very grateful for having the opportunity to go back to College age 39 at Utica College of Syracuse University as a Therapeutic Recreation Major as a full-time student. I also had to go to work as a third shift Cleaner - Full Time at New York Mills Jr. - Sr. High School. There was nothing easy about my challenge but I had the encouragement of Dr. John F. Millett as my mentor. John was a Utica College Alumni who served on the U.C. Board of Trustees and created several scholarships at the College. I will always remember him as Mr. Utica College and his continued encouragement and belief in me kept me focused to reach my three goals and become a Therapeutic Recreation Specialist, U. C. TR Graduate, and a National Certified Therapeutic Recreation Specialist. Before going back to college at U.C. I couldn't afford a Pup Tent. Really! Also, my self-esteem was not was very high.

My experience at Utica College as a TR Major was life changing for me. Mr. Utica College believed in me and I will always be grateful for that and the Utica College Therapeutic Recreation program . My TR professors Joan Kay and Richard Joesph were very dedicated and they provided me with the skills I needed to reach my goals. Over and over they would keep saying, " when you're out there working in the TR field as a professional ". It registered with me as I would visualize myself in those roles. When I was back in High School my GPA was only 73 and I didn't pass any of my Regents Exams. My focus was mostly on playing Football and Basketball at NYM . When I went to Herkimer County Community College I graduated in May 1972 with my A.A.S. Marketing Degree with a 2.57 GPA and I made the Dean's list my last semester. I started to learned how to focus on my education. When I came to U.C. In January 1991 I worked hard every semester, taking summer classes too. I made the Dean's list every semester and finished up with a 3.37 GPA and just missing the Honors List.

After graduation I got my first job as a Therapeutic Recreation Specialist at UCP and after 19 months I got the job of Therapeutic Recreation Specialist at the new RTF Program (highest level of care) at the House of The Good Shepherd. Eleven months later I passed my test for National Certified Therapeutic Recreation Specialist. It was a very hard test but my TR classes and Professors, plus a lot of studying had me ready for this big test.

Now I was a CTRS, which is a real big deal for governing agencies that hire Therapeutic Recreation Specialist to provide best and safest care for individual clients, residents, and patient. I was very proud to be a CTRS, and I was a CTRS for 25 consecutive years which translates into my skills and knowledge I learned at U.C. in their Therapeutic Recreation Major helping me provide excellent care to lots of children who really needed my consistent dedicated passion and care. To all of them and their families- it was really important to them. Also, as a CTRS I had the wonderful opportunity to supervise 31 Utica College TR 600 hour Internships while working at

HGS - RTF Program. I would have never had those great experiences with 31 UC TR Students if I didn't attend and graduate from U.C.

After I graduated from U.C. and was hired by HGS on 5/30/95 I was able to purchase my home in Yorkville, NY. After I met my wife Susanne we got married on 6/23/01 at St. Mary's Church in N.Y. Mills. For me life continued to keep changing for the better after my Utica College TR experience . I can always find positives in my life that never would have happened if I didn't have the opportunity. They really are endless!
I want to highlight Kirstin Walker the leader of the great Therapeutic Recreation Major at Utica University , second to no other TR Major in NYS. Her students have made a difference in our local community and all over our State & Country. I had the privilege to hear and watch these students give countless workshops at the Annual New York State Therapeutic Recreation Association Conferences . They really know their TR education and skills and they sure have made Utica College look outstanding as they have delivered workshops and talks that fit all populations so these TR professionals can deliver this information to their clients, residents, and patients at their agencies. Many of Kirstin's former students have gone on to be some of the best Therapeutic Recreation professionals and leaders in our community and in NYS. Second to none in my opinion.

Just remember the TR Major has always had smaller numbers of students but after graduation students have made a big positive difference in the quality of life for so many individuals and their families. People who have good people skills are hard to come by and they are needed more now than ever.

TR students at UU are perfect fits for their major as they have that desire need to help others, plus they can receive good passing grades if they put in the time needed to study to reach their goals. Our community and state will continue to need more quality Therapeutic Recreation professionals working with a variety of populations as we move into the future . TR is very powerful as a therapy in so many ways. Utica University cannot lose its outstanding Therapeutic Recreation Major at this time as it would have a negative effect on so many people and our local community. While I do not know the specifics of the other twelve majors that have been targeted in the UU Sunsetting idea I am sure they have had very similar positive stories and outcomes as the UU TR Major has. I really feel this new idea is a bad one that will affect future UU Students the most because many students need those smaller options as majors because they need majors they can get good passing grades in that provide real opportunities to get decent jobs that pay well after graduation. Just remember not every potential student is smart enough to be in those very difficult majors, (those big number majors and you need to be honest with that).

In closing I take one last big thank you to Mr. Utica College Dr. John F. Millett my mentor , and the Utica College Therapeutic Recreation Major, Joan Kay, Richard Joseph, Kirstin Walker, and my 31 UC TR Interns as you all had a huge impact on my life. I can feel the late Dr. John F. Millett my mentor & good friend nudging me - Please do not Sunset the great Utica University TR Major because it just too valuable to our community to lose moving forward.

Thank you.
Sincerely , Bill Augar Girvan , proud May 1993 UC BS - TR Graduate, 2/6/23

From: helen704@stny.rr.com
To: "Comments@utica.edu"
Cc:
Sent: Wednesday January 18 2023 8:29:23PM
Subject: Sunsetting of TR degree

My son Matthew Lee, Class of Utica College 2019, graduated from the TR program. He was fully engaged in this incredible program. I have seen him engaged to the mission and definition of a CTRS. Matthew verbalized to me, he felt with the wonderful instructor, education in and out of the classroom, community, volunteerism (focusing on his major) and the internship and preceptors of in the Masonic Community Center, he was ready to take his CTRS Exam (which he passed on the first attempt) .Matthew knew he could make a difference in the world and he has made a difference in so many lives since graduation. I understand the budgetary reasons for Sunsetting this program, but I ask you to seriously consider this decision. I want you to think of your family and friends who someday might be in need of a highly educated CTRS, who graduated from Utica University and there no CTRS available, due to a serious shortage. Your family and friends will not be able to receive these services.
Closing of educational programs is nothing new. My three year RN nursing program and thousands more closed in 1978. NYS and other states in the country, felt closing these programs would not cause nursing shortages. Well, we all know where that lead us. Into serious nurse shortages since that year. Please do not make this mistake.

Helen C. Lee RN MAHCS.
607-372-9691

Sent from my Verizon Motorola Smartphone

1/30/2023

As a fellow Utica College (University) alumnus of Therapeutic Recreation and the Healthcare Administration program I am writing to share my support of keeping these majors active.

I received my Bachelors in Therapeutic Recreation in December 1998. Due to the standards of the program, I was able to obtain my Certified Therapeutic Recreation Specialist credential within six months of graduating. My career began at St. Luke's Rehabilitation and Nursing Home, and in April of 2000 I began my career as a Recreation Therapist at a local state operated psychiatric center. I was promoted to a Senior Recreation Therapist six months later and promoted to Head Recreation Therapist in 2008.

Having the knowledge and skill base as a Recreation Therapist provided by Utica College allowed me to take Utica College interns, many which we hired when they completed their internships. This allowed for many of our local Central NY students to stay in the area and thrive as therapists. Our agency continues to take TR students seeking volunteer work opportunities as well as internship opportunities. To gain experience in a psychiatric setting is not an easy task as many of our local hospitals do not have Certified Therapeutic Recreation Specialists employed to allow students to receive a proper introduction to services within the field. Utica college's TR Program allowed us to have the proper education to become Certified Therapeutic Recreation Specialists – and teach students various skills and techniques they can use in the field.

The pride I have as a Utica College alumnus enticed me to continue my education by pursuing my Master's in Healthcare Administration from the College specializing in Government and Community Health Management. This program as well as my undergrad in Therapeutic Recreation have allowed me to excel at my job.

Myself as well as many other alumni I have spoken to were thrilled to see Utica College become Utica University. My undergrad is from Utica College of Syracuse University! Universities should be providing DIVERSE program opportunities for students, NOT cutting programs. How will you grow your student base with a lack of diverse programs?

I'm concerned data was taken during the COVID pandemic, I would think there are skewed results based on many factors related to COVID especially with many students opting to pursue online learning versus being grouped with students, vaccine requirements, or holding off on pursuing college classes all together.

Please keep these programs active at Utica University. There are only six other colleges in NY that offer this program as a major. Utica University is an affordable option for students looking to pursue their education in this area. Allow the TR program to advertise and recruit students, interact with potential students and you will see growth!

Virginia Hutchins, CTRS
6434 Lowell Road
Rome, NY 13440
315-525-9221

I am a Utica College (University) Alumnus class of 2006. I received my Bachelor of Science degree in Therapeutic Recreation, a field that I love and am passionate about. I along with so many others are devastated to hear about you sunsetting the major which is an asset to your university and to the community.

I chose TR as my major after hearing Joan Kay talk about it at a career day for the health and science department. Back then I did not know that the college offered such a diverse major and I believe due to the college's lack of promoting the major incoming students do not know about the major even now 16 years later.

Due to the small class sizes and the dedication and support of the professors -I was able to flourish not only at the college but in my career. Because of Kirstin Walker encouraging me I spent 10 plus years on the board of the New York State Therapeutic Recreation Association. Starting as Kirstin's student liaison and ending as the Past President. I was confident in my abilities due to the teaching inside and outside of the classroom. I did my internship at Rome Hospital on the Senior Behavioral Health Unit- where my internship supervisor left and on my last day I was hired. I was hired because of the reputation that the program has. After leaving Rome I began working at a local psychiatric hospital. I was going to be laid off due to still being on probation- because of my resume (again the experience I had because of the courses I took, volunteer hours I had to do and my internship) and the reputation the TR program has, I was taken off probation 6 months early. 12 years later I am still a CTRS (Certified Therapeutic Recreation Specialist) at the same facility. I have taken 15 interns from the TR program over the years, and I can confidently say that they are all doing amazing things with their degrees all over the country.

Without the TR program at UU the community is going to suffer, not having volunteers and interns to help in the recreation departments at local nursing homes, hospitals and community residences programs are going to hurt. Hasn't healthcare suffered enough since COVID?

Please reconsider your decision and allow the TR program to remain a major at the University. It is one of the growing professions in healthcare. Advertise the major and allow the success of the program to speak for itself.

Loretta Plescia, CTRS/SBH

7 Tilton Rd

Utica, NY 13501

315-404-1370

MissLoretta84@hotmail.com

Statements from Utica TR Alumni

We recently asked Utica University alumni the following questions on our Facebook page:

Why did you choose the Utica TR degree? What was your experience like as a student within the program? How has this degree been useful in your career?

Here are the responses we received:

Ebony Hagans 2014

Why did you choose the Utica TR degree? I chose the degree, because at the time I was working at a nursing home, and I saw how the recreation programs impacted the elderly there and I wanted to be a part of that.
What was your experience like as a student within the program? My experience was amazing, I had fun going to class while learning new useful skills. I was able to incorporate that in my work at the time as a recreational aide at the nursing home, this degree/program enlightened me to work as a recreation aide while in college.
How has this degree been useful in your career? Now 10 years later I am a Certified Therapeutic Recreation Specialist, an Activities Director at a nursing home. Been doing this since I graduated Utica University, now for 8 years. And it fulfills my life to know the lives that I have impacted with my team, and the lives that have impacted mine by choosing this career. I have seen so many advances in individuals due to what my team and myself do. Very rewarding.
I would like to thank my professors at the time at Utica University Kirstin Flynn Walker and Sarah Burnett-Wolle . They have had a major impact on how I view life, my career, and learning. I have learned how to not only provide recreation and beneficial leisure but to also educate, counsel, and encourage individuals that may need that bridge to home, and that fulfillment of life that they have and enjoy.

Mary Kathleen Collins 2009

I chose to major in TR after three years of not knowing what I wanted to do. As soon as I came across TR at UC, I KNEW it was the right path for me. It is perfect for those of us who didn't know which specific path they wanted to go down, they just knew they wanted to help people in a way that none of the other disciplines do. They want to help your physical functionality, or to nurse the sick back to health. But what about those who have permanent disabilities? What about the importance of being able to participate in hobbies and leisure interests? Without that access to that facet of one's total health, people's health will diminish much more rapidly. Their quality of life dissipates. Their

physical functionality will not improve as effectively without engagement in leisure activities. An individual‘s health will decline without appropriate stimulation. How can this possibly be deemed as less than vitally important?!
This is a GROWING field; this is not the time to remove this program when the human need for Therapeutic Recreation is so high.
The best part about being a CTRS is that it is intrinsically rewarding. The lives of the hundreds of clients that I have improved by administering TR treatment is something you can’t put a price on. BUT— if you are fortunate enough to be able to do that for your career?! What could beat that?
Not only was this profession/degree beneficial for me in a professional sense, but personally as well. The material I learned in this curriculum was educational in every way possible, even contributing to my individual growth and self-improvement.
I would also like to add that I LOVED the closeness of us within our major. We were always a tight knit group. My two professors became my greatest mentors. One with whom I have maintained a friendship to this day. When I was having my own struggle with undiagnosed mental health issues in my college days, she was one of the persons I look back on that was part of the support system that helped me survive some dark times. She helped shape me into the woman I have become. Her passion for TR was (and remains) inspiring and was what drove me to succeed. During these challenges I was facing, these two professors were the first adults to appear in my life who actually respected, trusted, and really *saw* me. I felt seen, by an adult, for the first time in my life. They understood and validated me, despite my unseen and unknown disabilities. They helped me discover who I am. Thank you, Kirstin Flynn Walker and Sarah Burnett-Wolle.
Never for one day have I regretted earning this degree. It was an invaluable investment. It would be a disservice to society to eliminate this degree from Utica University. 💙 TR forever. 🧡

Patricia Frangella 2001
Why did I choose the Utica TR degree? I knew I wanted to help people, stay active, as well as teach/educate people, but did not know how I could put my passion into purpose. Then I read the description of what Therapeutic Recreation is. I knew in an instant that this was what I wanted to do. I also minored in Gerontology while at UC. To be honest, I could not find many colleges that offered this Therapeutic Recreation degree when I started applying to colleges. The more I looked into the degree at UC, I realized that the courses, experiences, and expertise of the Professor I would have were unmatched by any other university I was looking into at the time. It made my decision easy to choose Utica.
All of my friends were PT or OT. I was the lone TR major. My professors were phenomenal and my fellow TR majors were my family away from home. My education

and experience through this program prepared me upon graduation to put my passions into practice.
I worked in Skilled Nursing Care where I and my staff provided the reasons for those individuals to get out of bed, stay active, and provide meaningful and beneficial experiences.
I worked in Physical Rehab with Stroke, Neuro, and Spinal Cord Injury for most of my career. Although by reimbursement standards, PT, OT and Speech were prioritized $$$, there were COUNTLESS times I recall patients and their families telling ME that my services benefited them the most. I taught them how to reenter the community and focused on their abilities and not their disabilities. I was the one that helped adapt their favorite hobbies, that taught them new leisure skills and the benefits of how it could not only bring them enjoyment but continue with their recovery after discharge. I was the one that worked with PT, OT and Speech to carry over interdisciplinary goals to show that each specific therapy goals are applied daily in your day to day leisure. Once PT, OT, and Speech prepared you to function, I taught people how to live a fulfilling life.
While working in Rehab, our patients' change in Functional Independence Measure (FIM) had some dramatic changes which led to more patients discharged to home, greater independence upon discharge, and many other positive impacts to the patients and the Rehab overall. I was the Stroke Program manager at the time, leading the interdisciplinary team through surveys and responsible for analyzing why this was happening. One of the big factors for this change in FIM was Recreational Therapy services I provided. By carrying over interdisciplinary goals through my therapy, patients were practicing through activities and the individualized goals I created for them, and as a result of my therapy and the hard work of our interdisciplinary team to prepare them, patients went HOME!
As a CTRS, I treated the WHOLE PERSON, not just a problem area. We focus on the Physical, Emotional, Social, Spiritual, and Cognitive domains of a person.We provided PERSON CENTERED therapy and goals in a variety of settings.
When I presented at conferences, support groups, or to administrations, I often asked questions to those attending to think of the activities and experiences that bring them joy and other positive emotions. Then I would ask them to imagine that they could no longer do those things, how it would make them feel; the challenges they would face if they could no longer see well due to vision changes from a stroke, or the mobility to just grab the keys and go. THAT is where CTRSs specialize in providing essential care.
I would ask this same question to the Utica University Board.
Why would you take away this valuable and essential degree? The college offers this unique degree where many others don’t! This college has amazing professors and professionals that provide the highest quality education in this field!
The money you would ‘save’ by sunsetting this program does not compare to the lives touched by this degree.

This BS in Therapeutic Recreation may not crank out as many graduates as other programs offered, but you send out into the world highly educated and qualified graduates who MAKE A DIFFERENCE wherever they are employed and are proud of their University.
Don't make the devastating mistake of cutting this degree from what Utica offers. The impact of your decision will affect countless lives going forward - both the selfless individuals who desire to become CTRSs and the people we serve in our communities. 💙🧡

Katie Walter Williamson 2003

I chose Utica University because Utica had the sport I wanted to play and Therapeutic Recreation. If Utica did not have the Therapeutic Recreation program, I would have gone elsewhere. I had a very positive experience at Utica. Part of becoming a professional in TR is learning how to be a confident, well-rounded individual. Kirstin was always there for us, supporting us in our professional growth. My degree from Utica and certification in Therapeutic Recreation has given me the expertise to work in a variety of settings, which made it possible for me to apply for and accept positions in long term care, acute rehab, sub-acute and Parks and Recreation. For reasons outside of my control, I have moved semi frequently as an adult and thanks to my Utica University education in TR, I had the education, experience, and confidence to apply for a variety of positions with numerous populations. One position I accepted had over 100 applicants and I was the one offered the position. I attribute a great deal of my success as a Therapeutic Recreation Specialist to my degree from Utica. During my time at Utica, I was president of our Utica TR Society and I am currently on the Utica Alumni Council. I have always been a contributing member of the Utica University community and if it were not for the Therapeutic Recreation program, I would not have attended Utica. With that said, I am extremely disappointed at the thought that Utica is eliminating the TR program. It is a shame to eliminate a program that does not create a large cost to the school, yet it provides such an important roll in the healthcare community, especially at a time when the healthcare industry needs creative, innovative TR professionals advocating for social, emotional and spiritual health and well-being.
-Katie 'Walter' Williamson 2003

Matthew Lee 2019

When I started to look around at what I wished to go to college for I saw Therapeutic Recreation. After doing research about what TR was I knew I felt a connection and knew that I wanted to go into a Therapeutic Recreation program. I applied to two colleges and chose Utica and I still feel that it was the right decision. My time in TR classes with Kirstin Walker as my one and only TR professor was always fantastic. The smaller class sizes were a benefit in my opinion to being able to have enough time to

get through the classes but also have time to personalize the classes if any student had questions. Kirstin made the classes always exciting, personal, meaningful, as well as educational. The classes allowed all of us to get to know one another and be able to work well together both in and outside of the classroom. Kirstin was not only an amazing professor but also a great advisor and guide as well. Even after I graduated I would contact Kirstin from time to time with exciting news as well as questions and advice about my professional development and career. Kirstin would go out of her way to give each student the best education possible both in and outside the classroom. My professor as well as the program made my time at UC not only meaningful but enjoyable. My time at Utica's Therapeutic Recreation BA program was indeed special and continues to have an impact on my life.

Nicole Lawrence 2019

Why did you choose the Utica TR degree?

I chose UCTR because I came in as a health studies major. When sitting in my first meeting with my advisor I thought I was taking the right steps by going down the physical therapy pathway. He first asked me about my experience and why I was choosing PT. When I explained to him that I have had a lot of experience working with the special olympics and children with disabilities and that's where my focus was he responded with I know just the major for you. He told me I needed to look into the TR program and instantly brought me down to meet you. You then set me up to take your intro class the very next semester and it was then I knew exactly what I wanted to do!

What was your experience like as a student within the program?

I couldn't have asked for a better experience in this program. I still talk about it to this day, nearly 4 years post graduation. There is nothing wrong with being a part of and having a smaller program. It allowed us to have 1:1s with you and for you to learn us so that we all could succeed in the best way possible. It's not about the number of students enrolling in the program, it's about the impact the program has had on the students who do enroll and they success rate. I've created so many lifelong friendships from this program so I can say that we have all succeeded post graduation in more ways than imagined. This program created an atmosphere that the second we passed our certification exam, you and the rest of our classmates were the first to find out! Some of us have become the best CTRS you can imagine and some of us have allowed it to lead us down a path we could have never imagined.

How has this degree been useful in your career?

Without this degree I would not be where I am today. This degree opened my mind to working with geriatrics just as much as children. I started by what I thought was going to be just a resume builder working in the recreation department at a nursing home. Little

did I know it was going to set me up to create my career path. I still work at the same nursing home but it's a place where they want their employees to grow and learn and they allowed me to do just that. Covid was tough on the recreation department, leisure was put to the side for a little bit because we were all hands on to take care of the ones we cared about. With that said I began helping out in various departments. Little did I know it was going to lead to an opportunity that I couldn't pass up. Here we are 4 years later and I have now been the admissions coordinator for 3 of them. I have also taken on the Medicare billing and authorizations there as well. Not only am I the one that decides who can come stay at our facility but I also help admit to our 10 other locations. Many ask me if I am not using my degree anymore but the answer is no. I tell them without my degree I couldn't successfully complete this job either. There is one class specifically that I refer back to, so much so that I still have the textbook that is now in my office as reference. That class is our human diseases and medical conditions! This class gave me more knowledge than I thought I would ever need.
UCTR for life💙🧡



Please note, a number of photographs depicting Therapeutic Recreation staff, students, and alumni volunteering and participating in a variety of activities were included in the original document shared with the Board of Trustees, but removed from here so that this document did not exceed posting/emailing capacity restrictions. If you would like to see these photographs please contact the Office of the President.

Jennifer Fioranelli, CTRS Class of 2008



"I have been working in the field of therapeutic recreation for 14 years in skilled nursing facilities. I have held positions as a recreation therapist and recreation director. I recently used my degree to help obtain an associate of applied sciences."

Makayla Martinkovic, CTRS Class of 2019



"I am currently working for Broome Developmental Center, Office of People with Developmental Disabilities! I have been here for three years. I help enrich the lives of people with developmental and intellectual disabilities. I run recreation programming at the day habilitation center I work at on Tuesday's and Wednesday's. Some activities include Karaoke, Zumba, Let's Learn Leisure, movement to music, Coping Skills, and Sensory Stimulation. The other days and evenings I work I do community reintegration and inclusion. I work on developing leisure and social skills and finding community resources that my individuals can utilize!"

Jessica Pezanowski, Class of 2012/G' 201



"Since graduating with my TR degree in 2012, I began working at a skilled nursing facility in Utica as a therapeutic recreational assistance. From there I wanted to expand my experience in a different setting at Central NY Psychiatric Center in Marcy working in the sex offender unit. During this time I did use my TR degree as a stepping stool to obtain my graduate OT degree. I graduated with my OT degree in 2015. That fall I took a job located on the outskirts of Boston, MA at an acute care facility and skilled nursing facility. I then worked at 2 other skilled nursing facilities before moving to VT where I currently work at Mt. Ascutney Hospital and Health Center in the inpatient care unit.

TR showed me a love of working with many different individuals as in different settings. It has opened my eyes to what I really wanted to do in life. I wanted to help others, get to know different people and improve their quality of life. TR was my foundation that I built my career on."

Samantha Spanfelner, CTRS Class of 2018:
Director of Recreation at Cedarbrook



Scott Schlick, Class of 2017:
Recreational Therapist at CNY Psychiatric Center.

Trevon Newton, CTRS Class of 2007
***Top left photo with Famous Boxer Sugar Ray Leonard and his brother.**





Recreation Therapist at Brookdale Hospital Adult Day Health Care Brooklyn, NY
Recreation Therapist Northwell Health Orzac Center for Extended Care and Rehabilitation Valley Stream, NY
Recreation Therapist CDCR Richard J Donovan Correctional Facility San Diego, CA
Activities Director Clinton Healthcare facility Clinton, MD
Activity Manager Michigan Center for Forensic Psychiatry Saline, Michigan
Currently Recreation Therapist CDCR California Mens Colony San Luis Obispo, CA

Samantha Hoerninig, CTRS Class of 2018



“After I graduated in 2018, I became a CTRS at a nursing home. Once Covid hit, I decided to go back to school to get my masters in teaching special education. I’m December I will be graduating from Arkansas State University and become a teaching for kindergarten- second grade students with intellectual disabilities at the moderate level!”

Alford “Tre” White, Class of 2020



After I graduated in 2020, I started working at McIntosh Box and Pallet Company. I recently became a 2nd shift line lead assembler.

Jocelyn Wright, CTRS Class of 2014



“I graduated in 2014 with a major in Therapeutic Recreation and a minor in Psychology. Two years before I graduated, I got a per diem job at a Skilled Nursing Facility in Utica as a Therapeutic Recreation Aide, from there I continued to grow professionally and upon graduation I became a Therapeutic Recreation Leader at a SNF in Clinton. My husband and I moved to Chicago in 2016 and I accepted a position as the Recreational Therapist for a brand new Geriatric Psych Center just over the boarded in Indiana. From there I decided to make a leap into community recreation and began a 3yr stint at Northwest Special Recreation Association working with individuals with physical and intellectual disabilities. At NWSRA I began as a Program Specialist and was promoted twice before deciding that working in geriatrics was my real calling. In the heat of the pandemic, I decided to jump back into senior care; specifically, dementia care. I am now the Program Services Coordinator (Activity Director) at ProMedica Arden Courts. I've been offered many different positions in my career, ranging from Volunteer Management and Recruitment to "Guest Services" (managing programing at a homeless shelter in Chicago), but my true calling is working with the elderly and supporting their families through the disease process of dementia.”

Natalee Zimmerman (Stiles), CTRS '12, G'14
BS Therapeutic Recreation, Gerontology
MS Healthcare Administration



“I've used my Therapeutic Recreation degree in varying roles working with older adults in short stay rehabilitation, long-term care, and assisted living to include continuing care retirement communities. My primary role has always been centered on maintaining or increasing quality of life for those served and my TR degree has proven indispensable. I learned quickly throughout my time at Utica that Therapeutic Recreation is vital, and every day I see how TR is having an impact on everyone in the community's life, whether it is a direct or indirect encounter.”

mindful_.art

advocate_recreationaltherapy #RecTherapyworldwide
"Hi! I am Loretta and I am from Utica, NY. I graduated from Utica College in 2006 with a bachelors in Therapeutic Recreation and a minor in gerontology. I am a CTRS and have my specialty in behavioral health.

I have been a member of the New York State Therapeutic Recreation Association (NYSTRA) since I was a student. I was a conference co-chair for 3 years planning a multi-day conference. I was also president elect, president and past president. I met so many wonderful CTRS' through NYSTRA that taught me so much and are my dear friends.

I currently work in an acute inpatient psychiatric facility for children and adolescents between the ages of 5-17. Our average length of stay is about 15 days.My goal for the youth that I work with is to make them realize that life is worth living and to help them decrease their negative behaviors and increase their positive ones. I do this by teaching multiple DBT groups a week. I enjoy co-treating with other disciplines-occupational therapy, social workers, doctors and teachers.

I enjoy being a recreation therapist because everyday is different and I get to meet and attempt to help hundreds of kids a year. I found that since the pandemic we saw more young people suffering from anxiety, depression and having suicidal thoughts/attempts due to isolation and lack of services.

Loretta Plescia, CTRS Class of 2006



"recreation therapy has become more valuable during this time because we give people we work with a sense of purpose, belonging, and a safe place to be who they are even when the world seems to be falling apart."

~ Loretta
Recreation Therapist
Utica, New York

Tatiana Sievers, CTRS Class of 2019



“I currently work at a facility with children with medical illnesses. This facility has so many opportunities for children to grow, they offer inpatient outpatient, and they also have a young adult day program. However, with my TR degree I was given the opportunity to get training in aquatic therapy and complementary care in which we provide therapeutic touch, aromatherapy, and pet therapy for individuals who need extra sensory stimulation. -Tatiana, CTRS”

Megan Myers, CTRS Class of 2014









"I became a CTRS and an Activity Director at a long-term care facility in St. Louis, MO. I did make a career change last year and take a job as an Assistant Womens Ice Hockey Coach at Stonehill College in Easton, MA, Coaching DI college hockey."

February 7, 2023

Utica University Board of Trustees
Utica University
1600 Burrstone Rd.
Utica, NY 13502

To Utica University Board of Trustees,

On January 18, 2023 the president revealed her recommendations to the Board of Trustees through the Academic Portfolio Review that for the History Bachelor of Arts degree to remain, the History department should "be modified to develop a course rotation that reduces the frequent offering of low-enrolled upper-division courses, as well as teach to the standards in the emerging adolescent education degrees." We therefore write this letter to present our response and ask for consideration of our points.

As a department, we regularly revise our degree requirements and curriculum to help students gain a better understanding of the historical influences in present-day domestic and international events. We agree on the need for changes to the History curriculum and prior to the recommendations put forward in the Academic Portfolio Review, the history faculty were already engaged in a self-study and a program revision, to be concluded in the spring 2023 semester.

As we move forward with programmatic revisions, we intend to address the issue of low enrollment in our upper-division offerings while also being mindful that offering fewer courses greatly limits our ability to provide students with in-depth coverage of historical subjects from multiple perspectives. At present, for example, the History curriculum regularly offers four classes in the upper-division intended to help students engage with "Global Citizenship." Through these four courses, students use specific historical topics as a lens through which to explore broad themes such as immigration, racial, social and class relations, international relations, and global politics to better understand these same issues today. The objective of the "Global Citizenship" courses is for Utica students to better engage with their own global experiences.

Our program promotes critical thinking allowing our students to recognize increasingly dangerous efforts to limit or erase meaningful, complex, nuanced, and comprehensive historical education throughout the country in places such as Florida, Tennessee, Missouri, and Oklahoma,[1] not to mention similar efforts to restrict historical education in countries such as Russia, China, and Turkey. This is the time to encourage broad and deep historical inquiry, not to obstruct access to historical perspectives that illuminate today's most pressing issues.

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[1] See for example, Nadine Yousiff, "Ron DeSantis government bans new advanced African American history course." *BBC, https://www.bbc.com/news/world-us-canada-64348902* , January 20, 2023, Jenny Gross, "School Board in Tennessee Bans Teaching of Holocaust Novel 'Maus,'" *The New York Times,* January 27, 2022, Annelise Hanshaw, "Missouri Republicans start year targeting how schools teach race and history," https://www.kcur.org/politics-elections-and-government/2023-01-18/missouri-republicans-start-the-year-targeting-how-schools-teach-race-and-history, January 18, 2023, and Tom Ferguson, "Oklahoma state senator files bill on history education, teaching of 'controversial issues." December 19, 2022.

Limiting our efforts to provide upper-division courses not only threatens students' abilities to complete a degree in History but in several other majors and the newly created Africana Studies Program as well as their places within the new General Education Program. Furthermore, reducing our ability to provide upper-division courses in these areas severely limits our ability to create actively engaged, civically aware, and informed students regardless of their chosen majors and degrees.

History's elective courses provide students with competency in the course subject matter and allow students to consider how historical topics shape the present day events that influence our lives. None of our upper-division electives is designed with solely "historians" in mind, but are intended to attract students from across majors and minors and provide them with skills and knowledge that they can use in their own disciplines and careers. These advanced courses cut across social, political, technological, religious, and cultural realms in United States, African American, Latin American, European, and East Asian history and are designed to draw-in students from majors across campus. Additionally, nearly all of these advanced courses are now part of the newly created General Education program, with more on the way. Thus, these courses fulfill requirements in general and themed pathways, even while serving History Majors. Diminishing the ability to offer advanced History electives does little to serve the General Education goals and offerings beyond rudimentary level material. We will be able to pique students' introductory interest, but will be hampered in the effort, if not obligation, to meet their deeper intellectual curiosity and hone their critical thinking skills about the past.

We find the second recommendation that we must revise our curriculum to "teach to the standards in the emerging adolescent education degrees" problematic for several reasons. Prior to the creation of the education bachelor's degrees, our course offerings already taught to the standards for students seeking social studies education teaching certification. In fact, several programs, pathways, and other degrees worked to move students through their history and education courses concurrently between their B.A. in History and into an M.S. in Education, or even regularly offered graduate-level courses to help non-history students in the M.S. Education programs get their required content-area courses. This relationship worked for years with no complaints about history offerings or History's part of the Education curriculum. Indeed, we regularly receive abundant praise and gratitude from the students. We therefore do not understand why our course offerings must change to meet the standards of a new, *separate* program whose students we have been training for more than two decades.

The History faculty continues to take issue with the expected standards demanded by the creation of the adolescent education degrees and the process by which they were created. In the creation of said degrees, the History department was consulted and several times came to agreement with the education faculty on the curriculum offerings that would meet the social studies standards. In March 2022, the History department was led to believe that the matter of which courses fulfilled their degree standards had been settled, culminating in approval from the Faculty Senate in April 2022. In June, the History Department was presented with a list of courses cobbled from an obsolete catalog of courses that we no longer teach or lack the expertise to teach. The announced recommendations only add to the confusion regarding standards.

Of great concern is that the History department must organize its offerings around the demands of another program, thereby undermining our professional judgment as to what best constitutes historical education. A History degree and the history curriculum prepare students for many career paths, and, while teaching is a laudable profession, it is far from the only occupation Utica University History Majors choose.

Over the past 10 years, 183 students enrolled as history majors (not including presently enrolled students) seeking a B.A. in History. Of those students 95 (51.9%) sought only a B.A. in History while 72 students (39.3%) sought a History degree with adolescence education certification. Out of that total, 107 students graduated from Utica University with a degree in history giving our major a 58.5% graduation rate in comparison to Utica University's current, campus-wide graduation rate of 51%.[2] Of the 107 students who graduated, 59 (55%) finished with a B.A. in History, while only 42 (39.2%) students obtained a B.A. in History with an adolescence education component. These points reveal that the majority of students enrolled as history majors are not seeking adolescence education-related undergraduate degrees.

Furthermore, the number of students enrolling in history courses at all levels reveals that education-focused majors are an even smaller minority of students enrolled in history courses. Therefore, forcing the History department to revise its offerings to serve the education degree would severely limit, if not entirely destroy, our ability to attract new students to our major who do not wish to pursue an education degree. Recommending that History conform its curriculum to accommodate education majors over its own majors, and the general population of students, contradicts the facts delineated here.

It should also be noted that in an effort to stem its declining numbers and attract more students to its program and the university, the education program rushed to institute adolescence education degrees in social studies, English, physics, chemistry, and math. Although the preferred degree path for early- and mid-childhood educators is a BA/BS in Education, students who intend to teach junior and senior high school levels (adolescence education) pursue a BA/BS in their content area, e.g., history, English, math, etc., and a master's degree in education. The result of creating new degrees in adolescence education has only seen student numbers shift from one major to another, e.g., history or English to adolescence education, but it has not attracted increased numbers of students to the university. If numbers are our concern, it should be noted that between 2012 and 2022, 76 students did not complete their degrees in history. Forty of those students (44.9%), were pursuing some type of education certification, 30 alone in adolescence education. While several of these students were dismissed or left because of poor GPAs, more than a third (36.8%) dropped education and/or changed majors before leaving the university.

In conclusion, we have gone to great lengths to address the recommendations made on January 18 for the History department and are concerned that following the recommendations blindly threatens the quality of our B.A. degree, as well as the department's contributions to the academic life and educational mission of Utica University. Requiring History to change its curriculum to accommodate a program that serves a minority of the students enrolling in history courses would disrupt our program's clear and positive contributions to the campus as a whole. We agree that we must make changes to our program, and are actively engaged in that process

[2] https://collegescorecard.ed.gov/school/?197045-Utica-College

but again stress the need to modify the recommendations for History to adapt its curriculum and move away from our educational and professional missions.

Respectfully,

Dr. Peter De Simone, Chair
Associate Professor of History

Dr. Sherri Cash
Associate Professor of History

Dr. Clemmie Harris
Associate Professor of History

Dr. David Wittner
Distinguished Professor of Asian History