

“BEING MORE THAN A COLLECTION OF INDIVIDUALS, SUNY POTSDAM IS A COMMUNITY DEDICATED TO THE PURSUIT OF COMMON GOALS.”

- SUNY COLLEGE AT POTSDAM PLEDGE



FACILITIES MASTER PLAN PHASE I CAMPUS PROFILE

During the Phase I, Campus Profile of the Facilities Master Plan, Burt Hill became familiar with the SUNY College at Potsdam campus history, academic programs, their campus and academic vision, enrollment statistics, staffing data, and physical environment. We have reviewed and examined the collection of information and data provided by the College and have presented all relevant facts that will be used to inform and shape this document.

NOVEMBER 1, 2010

BURT, HILL

SUCF PN: 12824 - FMP POTSDAM





A NOTE FROM PRESIDENT JOHN F. SCHWALLER

Fall 2010

I wish to recognize the efforts of SUCF and Burt Hill in creating the Facilities Master Plan for The State University of New York at Potsdam. The process has been both thorough and rewarding in development of our comprehensive campus vision.

Throughout the duration of this project the campus community, my directors and Vice Presidents, and I have provided Burt Hill with documentation and feedback for the completion of the Facilities Master Plan 2010. As a result, I support the findings and goals contained in the plan.

The planned projects described in Phase 5 will assist in positioning our campus for success. The campus will continue to use this document as a planning tool for years to come.

Sincerely,
John F. Schwaller
President

ACKNOWLEDGEMENTS

FACILITIES MASTER PLAN

CONSULTING TEAM

BURT HILL

Jeffrey Funovits
Scott Sullivan
Jessica Fisher

TRUDEAU ARCHITECTS

Bart Trudeau
Shashi Narayan

CLARK ENGINEERING

Doug Clark

PATHFINDER

Dave Meyer

VJ ASSOCIATES INC.

Vijay Desai
Anup Kumar

DAVID CHOU & ASSOCIATES

David Chou

PARTICIPANTS

SUNY POTSDAM FACILITIES

William Fisher
Tony DiTullio
Ana Thomas

THE CAMPUS FMP EXECUTIVE COMMITTEE

John F. Schwaller
Margaret Madden
Michael Lewis
Christine Strong
Vicki Templeton-Cornell
Rick Miller
Carol Rourke
William Fisher
William Morris

THE CAMPUS FMP STEERING COMMITTEE

Anastasia Thomas
Tony DiTullio
Rebecca Thompson
George Arnold
Eric Duchscherer
John Horan
James Zalacca
Galen Pletcher
Anthony Molinero
Peter Brouwer
Jenica Rogers-Urbaneck
Deborah L. Dudley
William Amoriell
Rebecca Gerber
Rick Bates
Sharon House
Michael Sitton
Andy Harradine
Steven Marqusee

THE STATE UNIVERSITY OF NEW YORK

Jeffery Bittner

SPECIAL THANKS

Ramona M. Ralston
Kathleen A. Wolfe
Glenn S. Guiles
Brenda Lipinsky
Diane Brown
Larry Leashomb
Thomas Mallette
Karen O'Brien
Theresa Green
Randy Russell
Lori Moulton
Tamara Durant
Marilyn Fayette
Martha Kerr
Cynthia Phillips
Roberta Greene
Bruce Brydges
Katheryn Logan

David Madeira
Emily Santilli
John Finley
Sara Moore
David Hatton
Raymond Maggi
Steve Newcaster
Stephen Saxton
Jill Sirota
Amber Luther
Carla Lukehart
Barry Gripe
Glenn Miller
Kelly Thayer
Rich Gazda
Jeremiah Brooks

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EXECUTIVE SUMMARY

FACILITIES MASTER PLAN



The Facilities Master Plan (FMP) planning effort is an initiative of New York's State University Construction Fund (SUCF) to evaluate the physical needs for each State University of New York (SUNY) campus and identify facilities improvements that will support each institutions' academic mission and strategic vision.

Prior to the start of the project the College established an Executive Committee, a small group of high level stakeholders who acted as the primary decision makers. A Steering Committee was also defined, which served as the primary connection between the institution and the consulting team. The Committee was represented by a diverse cross section of the College that could be engaged throughout the process. With direction from the committees, Burt Hill was able to identify the goals and guiding principles of the project. Each of the final recommendations of the Facilities Master Plan support the goals and principles of SUNY Potsdam's Strategic Plan.

The 2010 SUNY Potsdam Facilities Master Plan is comprised of five main components:

Phase I, Campus Profile, contains an overview of the College's academic and campus history. It also examines the College's mission, role within the SUNY System, and academic goals. During this phase, Burt Hill became familiar with SUNY Potsdam's campus history, academic programs, campus and academic vision, enrollment statistics, staffing data, and physical environment. The data provided by the College was used to inform and shape the rest of the FMP document. Our project team spent several days on campus in an effort to immerse ourselves in the culture of your institution and gather appropriate base information. Burt Hill collected all existing documentation relevant to the planning process such as surveys, reports, construction documents, and other previously completed plans and studies. The team then conducted interviews, focus groups, and public forums, using proven methods of information gathering to engage specific audiences and gain information directly from multiple constituencies.

Phase II, Assessment of Conditions, was initiated with a complete physical audit of the campus' existing buildings and infrastructure. The Burt Hill team toured every building to review the architectural, structural, mechanical, plumbing, electrical, and fire protection elements. In addition, the ADA compliance, adaptability, technology, and code compliance issues were reviewed. The team reviewed the campus' utility infrastructure with the College's facilities staff to determine the existing status and to understand if replacements were warranted given possible expansion scenarios. The conditions of each building were given a standardized scoring system grade to compare to the campus' 2007 assessment. The goal of Phase II was to understand the current physical conditions of the campus, and to assess strategies to bring every existing building to a good or excellent rating.

In Phase III, Analysis of Space Needs, Burt Hill performed a complete utilization study of SUNY Potsdam's classrooms and class laboratories. The team also compared the non-learning environment spaces on the campus to both Burt Hill and SUNY standards. Recommendations for the future allocation of space are based upon this utilization study.

Phase IV, Concept Alternatives, identified various solutions using the results of Phases I through III. The solutions were vetted through the Executive and Steering Committees for their ability to solve the needs of SUNY Potsdam. Project costs were part of the review to understand the value of each recommendation. Upon full consideration of the various options, the Executive Committee provided Burt Hill with direction for the final FMP solution.

Phase V, Final Recommendation, is intended to be used as a guide by the Campus in order to prioritize and sequence future capital projects and identify capital funding requests that support the College's Mission. It strives to transform SUNY Potsdam as the premier arts campus within the SUNY System. Burt Hill believes the proposed projects will increase student recruitment, improve student retention, and improve the quality of education at SUNY Potsdam. The Executive Committee also prioritized the proposed projects in the effort to recommend which projects will be complete or initiated by the campus's bi-centennial anniversary in 2016.

The Facilities Master Plan has revealed that the College is currently inefficiently utilizing classrooms across campus. The utilization analysis completed has shown classrooms and class labs falling significantly below target use levels given by SUNY, as well as those recommended by Burt Hill, which is a reflection of both low time-use levels and low station occupancy rates. It is recommended that the current total area of classroom space remain but the inventory be modified to the current/ future needs of the campus. The existing net assignable square feet on campus is enough to accommodate the student and faculty growth projections. Therefore, SUNY Potsdam has a space overage compared to SUNY space standards. However, we do not recommend removing structures that are currently adequately serving the College. SUNY Potsdam must maintain its institutional commitment to fostering a hand-crafted education with a focus on the Arts. In order to do so the quality of the existing spaces on campus must be improved.

Through our academic utilization study, peer benchmarking, walk-throughs, campus meetings, and various levels of data analysis, the Facilities Master Plan has shown there is adequate academic space on the SUNY Potsdam campus to accommodate growth to 5,005 student FTEs with no need for new academic space (classrooms). Academic departmental space will receive modest expansions to accommodate student and faculty growth, achieved within the campus' existing building assets. The planned projects identified in this book illustrate solutions to meet the needs of growth, achieve the College's academic goals, and bring all facilities to a good or excellent physical condition. The renovation of Merritt Hall for the Fine Arts program and the creation of a new Arts Quadrangle will strengthen the Academic Mission of SUNY Potsdam being the premier "Arts" Campus in the SUNY System. A fine arts gallery / museum in the renovated Merritt Hall would provide a venue for the community and collaboration between the academic departments sharing the facility. The closure of Barrington Drive to a pedestrian-friendly plaza will strengthen the connection between the academic zone and the residential zone of campus, and make the daily crossing safer for students. A new ceremonial campus entrance will be established on Pierrepont Avenue at the base of the former Barrington Drive. This entrance will have visitor parking which will act as the first-time destination for future students and visitors. A new Visitor's Center in the corner of Brainerd Hall will receive the visitors and send them on a new visitor walk through the campus. A renovated student union will re-imagine and expand the heart of the campus. The Facilities Master Plan achieves the goals set forth by the Strategic Plan and fully aligns with the College's mission statement, while the planned program and described development will compliment the College's existing academic excellence. Execution of the proposed projects will monumentally transform the campus and allow SUNY Potsdam to continue offering exceptional academic programs well into the future.

This book is an exclusive combination of Phases I and V of the Facilities Master Plan, with limited data from Phases II, III and IV. To view full versions of the Phases I through V Reports please contact Physical Plant or the Library on campus for a copy.

G O A L S S U M M A R Y

The Executive and Steering Committees are comprised of senior administrative leaders at SUNY College at Potsdam, who collectively represent the best interest of the College. The Executive Committee provides overall direction to the master planning team and acts as the key decision-maker for the Facilities Master Plan. The Steering Committee provides recommendations to the Executive Committee, and acts as the primary disseminator of information to the faculty, staff and student body. After reviewing the results of the focus group meetings and surveys, and with an understanding of the campus mission, the Executive Committee provided the following master plan goals:

GOAL 1 Determine the proper UTILIZATION of existing campus space, both academic and administrative, with a goal of 5,000 FTE (Full Time Equivalent). Assumptions should include modest to no growth in Crane within the next five year period, growth in Arts / Science and Liberal Arts, restoration of graduate population to 700, and the influence of transfer students. Limited faculty growth is projected; however, a shift to research should be considered. An eventual teaching load of 18 credits per year is anticipated, with an interim goal being 21 credits per year.

GOAL 2 Determine quantity and location for SWING / SURGE SPACE as necessary.

GOAL 3 Make recommendations on QUANTITY of all facilities based on program, course type, and pedagogy.

GOAL 4 Develop a plan to raise the QUALITY of all existing academic facilities from a poor /average condition to good /excellent condition. Accessibility, technology, and comfort (building systems) should be emphasized. Consideration will be given to renovation, repurposing, and/or demolition.

GOAL 5 Develop a long-term plan for outdoor facilities such as open space, walkways, campus edges and gateways which integrate the campus. Special attention should be given to signage and wayfinding.

GOAL 6 Consider the BRANDING of the College as a campus focused on the needs of the student where Arts plays a key role in the enrichment of all students.

GOAL 7 Develop conceptual uses for LEHMAN PARK.

GOAL 8 Consider all opportunities for FUNDING for new initiatives.

GOAL 9 Evaluate the environmental impact of all facets of the Facilities Master Plan, to allow for flexibility in planning and execution of campus renovations and new construction, to accommodate existing and future innovations that would result in a sustainable campus fostering the health and wellness of the individual, the community, and the environment.

HISTORY

COLLEGE AND CAMPUS



1816 - Saint Lawrence Academy Founded



1867-1869
Saint Lawrence Academy becomes a Normal School



1886 - Crane Normal Institute of Music is founded



1917 - First Normal school demolished and second Normal school built on same site

1916 - 100 year Anniversary



ACADEMIC HISTORY OF COLLEGE

Development of Mission Over Time SUNY Potsdam began its long history as the Saint Lawrence Academy in 1816, founded by Benjamin Raymond, a land surveyor for the Clarkson family. With an initial enrollment of 42 students confined to a one-room building, numbers quickly grew, prompting construction of the North Academy from 1821 to 1827, when classes commenced. Funding for the expansion was acquired through the sale of trustee-owned land and a contribution from the New York State Legislature.

With the addition of Rev. Asa Brainerd as director in 1828, the school began to establish its long tradition of teacher education. This specialization was recognized by the legislature in 1835 with the allocation of funding for a special teacher training program, which led to the issuance of the school's first teaching diploma in 1836.

Philosophies shifted in the 1840s and the Legislature took an interest in the Normal School System of training teachers. After opening two Normal Schools in Albany and Oswego, the legislature decided to open four additional Normal Schools and concurrently cut funding to the existing teacher training institutions, including the Saint Lawrence Academy. Based on the importance of teacher education in Potsdam, the entire community committed to raising funds to build a new building and have the legislature recognize the Village of Potsdam as the site of a Normal School. The village succeeded in 1867 and two years later the Saint Lawrence Academy officially became the Potsdam Normal School within a new structure that included the Presbyterian church as the chapel. The first Normal School was demolished in 1917 and a second Normal School was constructed on the exact same site. This is now the location of Snell Hall on Clarkson University's downtown campus.

Through the years the curriculum evolved at the Normal Schools to offering four-year Bachelor's degrees. The name of the school also went through several revisions. In 1942 the Potsdam Normal School became the State Teacher's College

of Potsdam, then became the State University of New York Teacher's College at Potsdam in 1948. The school went through two additional name changes in 1959 and 1961. It adopted its current name, the State University of New York College at Potsdam, in 1964. Today the school offers numerous Bachelor's and Master's degrees from the College's three main schools: the School of Arts & Sciences, the School of Education & Professional Studies, and the world renowned Crane School of Music.

Along with the importance of standard teacher training, the education of music teachers has always been a priority for SUNY Potsdam. The Crane Normal Institute of Music, today known as the Crane School of Music, was founded in 1886 by Julia Crane. She was a dedicated educator, singer, and conductor who established the first training course for educating music teachers. It is the oldest music education program in the country that trains students in a conservatory type setting and requires students to demonstrate music performance capabilities. It is also the only All-Steinway institution in the SUNY system.

In addition to teaching and music education, SUNY Potsdam has a notable Mathematics Department. During the 1980s Dr. Clarence F. Stephens earned recognition for the school by expanding the mathematics department, ranking SUNY Potsdam as having the third largest number of math majors of any other college in the United States. It was referred to as the "Potsdam Miracle".

Historical and Current Enrollment In the last ten years student enrollment at SUNY Potsdam has demonstrated a consistent, yet almost negligible, annual amount of growth. The official enrollment for Fall 2008 was 4,325 with an FTE count of 4,380. The College's current enrollment goal is to reach 5,000 FTE.

PHYSICAL HISTORY OF CAMPUS

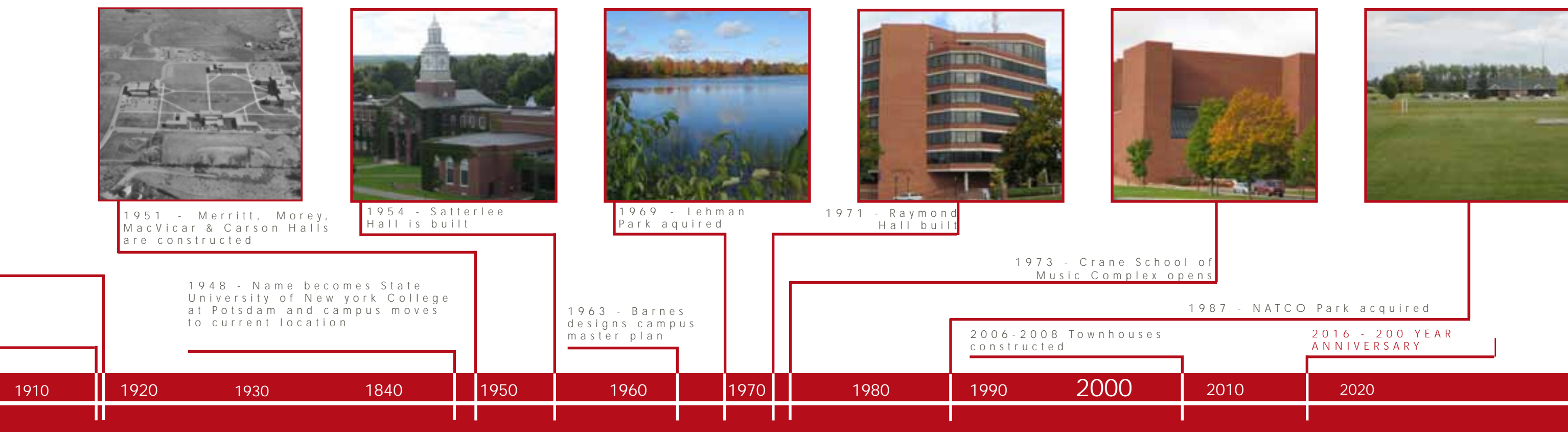
Campus Creation Located along the Raquette River near the U.S.-Canadian border, the Village of Potsdam was one of ten towns originally created to promote settlement in northern New York State by the Legislature between 1786 and 1791. SUNY Potsdam has the unique distinction of not only being listed among the 100 oldest colleges in the United States, but it is also the oldest in the SUNY System. Of the 64 SUNY campuses today, SUNY Potsdam is one of only three designated Arts campuses.

Growth through Time (See Figure 1.1 on the Campus Growth page)

Notable periods and Styles Neoclassical and Georgian influences are present in most buildings on campus constructed in the 1950s. Institutional architecture at that time used red brick and white Palladian window detailing, visibly evident on SUNY Potsdam's campus in the 1950s, as well as today. Merritt, Satterlee, and Carson Halls all fall into this architectural style. The Crane Music buildings (Hosmer, Bishop, Snell, and Schuette Halls) represent an early postwar modernistic style of architecture.

Overview of Location, Precincts, Buildings, and Physical Features Today the SUNY Potsdam campus is comprised of 50 buildings, soon to be 51 with the addition of the new Performing Arts Building slated for construction in 2011. The campus sits on 240 acres, with the most recent construction of the Townhouse Project in 2006 and Townhouse Expansion in 2008.

Structures of Historical or Cultural Importance In 1948 the campus moved to its current location, but development of the campus did not start until the 1950s, with the majority of construction delayed until the 1960s and 1970s, similar to other New York State institutions at that time. The first buildings were constructed in 1951 from red brick and concrete, including Merritt Hall and the dormitory / dining facilities



of Morey, MacVicar, and Carson Halls. In 1954 Satterlee Hall (originally Raymond Hall) was built in the Neoclassic Architectural style that includes the white clock tower, which is the main visual trademark of the school today. Additional residence and dining facilities were constructed between 1958 and 1966, consisting of Sisson (1958), Thatcher (1960), Draime (1964), and Knowles Halls (1966).

Edward Larabee Barnes Associates provided a Master Plan for the campus in 1963. Barnes' plan placed the Crumb Library in the center of the academic quadrangle and added academic buildings, all at the same height, to close the four corners of the once open quad. This defined the outdoor space, contracted the campus plan, and interconnected all academic buildings. Additionally, the plan proposed gates at the corners of the quadrangle that would announce your arrival into the academic center of the campus. Barnes also recommended that the Student Union be situated on the same axis of the Crumb Memorial Library in the smaller of the two campus rectangles central to the residence halls. Barnes stated it best when he said "A plan which is functional often finds form which is symbolic, and the classic position of the two core buildings [Crumb Library and Student Union] symbolize the two poles of student activity."

Barnes' plan was carried out by three architects who originally worked with him at the time of the 1963 Master Plan. Of the three, Gio Pasanell designed Raymond Hall (1971) and Richard Moger designed Maxcy Hall Athletic Facility. Both buildings are not contained within the original campus core and deviate the most from Barnes' original building concepts. The Crane School of Music Complex was the last set of buildings constructed on the campus up until 2006. Built in 1973 in the post-war "modernistic" style, it is comprised of the Crane Music Center, Sara M. Snell Music Theater, H.M. Hosmer Concert Hall, Bishop, and Schuette Halls.

Expansions And Land Acquisitions SUNY, acting on behalf of SUNY Potsdam, also has a 99-year lease that commenced on May 1, 1987, with Northern Advanced Technologies Corporation (NATCO) for 25 acres of land directly across Outer Main Street. The original lease documents state that this lease was established for NATCO to develop a technology research park that would provide employment and education opportunities for the community.

Adjacent or Nearby External Influences Potsdam's downtown area is approximately half a mile from the center of the SUNY Potsdam campus and includes a wide range of shops and restaurants. Potsdam is home to nearly 10,000 residents. Its location in one of New York's most rural counties creates a safe, tight-knit community. Despite its remote location the town is still vibrant and alive with cultural and community outreach opportunities for both students and faculty members living and working at more than four nearby collegiate institutions. SUNY Potsdam, Clarkson University, SUNY Canton, and St. Lawrence University are all within 15 miles of each other.

Approximately 40 percent of the current student population are from the North Country region. Students and faculty who are interested in the great outdoors love SUNY Potsdam's proximity to the Adirondack Mountains and Saint Lawrence River. It is a short drive from campus to Adirondack State Park. They also enjoy utilizing Lehman Park, which was acquired by the College in 1969 and extends from Pierrepont Avenue to the Raquette River.

Past Facilities Planning Efforts and Major Projects As reported on the State University Construction Fund website, recent capital projects proposed, completed, or underway on SUNY Potsdam's campus include upgrading of building electrical distribution, various road and parking lot upgrades, replacement of domestic water and storm water lines, science laboratories improvements, recital hall upgrades,

window replacements, classrooms, computer labs and lecture hall enhancements, and building systems upgrades.

As previously mentioned the campus recently completed construction of the townhouse complex with full occupancy in the fall 2008. An on-site Combined Heat and Power Plant with a goal to stabilize and reduce utility costs is anticipated to be operational in early 2011. Construction of the New Performing Arts Building will begin in 2011. The College anticipates the building opening in 2013.

SUNY Potsdam will celebrate its 200th year anniversary in 2016. By that time the College would like to achieve the goals set forth in the Bicentennial Plan. Those goals and their relationship to the built environment will be used to guide this Facilities Master Plan.

Over the course of its existence, SUNY Potsdam, regardless of its name, has made itself a premier institution, devoted to the highest quality of education in one of the most picturesque settings in the country. The college has proven itself adaptable to changing times and trends, becoming an integrated part of the Village of Potsdam community that will be around well into the future.

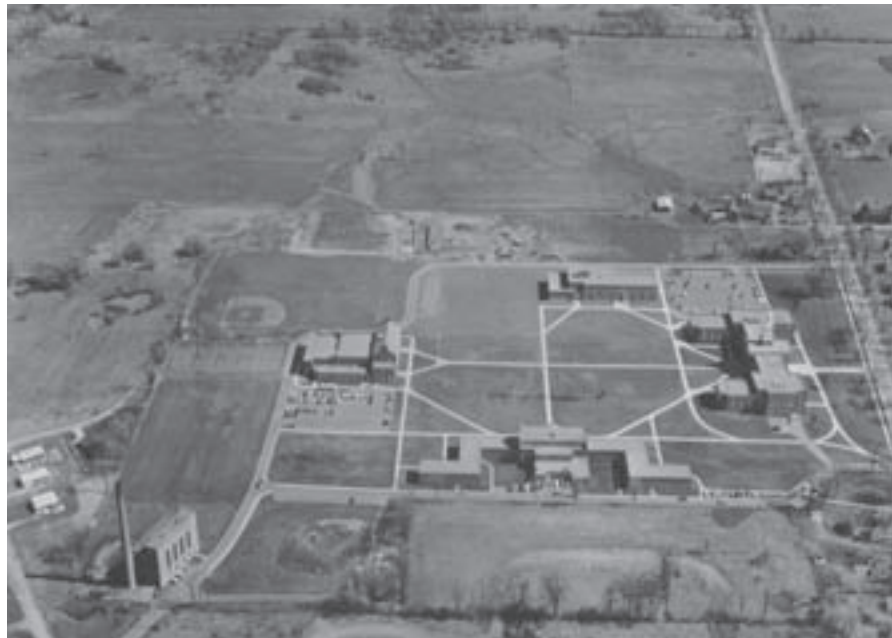
Note: Photos on this page of St. Lawrence Academy, the Crane Institute with Porches, Portrait of Julia, and the Normal School Outside were used with permission by the College of Archives & Special Collections of SUNY Potsdam.

G R O W T H

C A M P U S

Figure 1.1

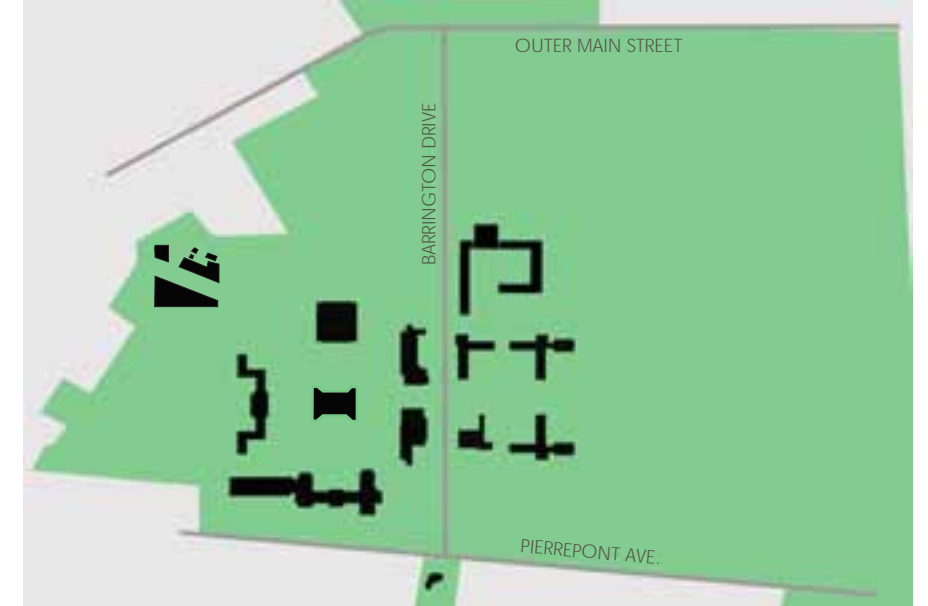
1957



1964



1966



1969



1973



2005



M I S S I O N

S T A T E M E N T



ACADEMIC MISSION AND STRATEGIC PLAN

SUNY College at Potsdam Mission Statement "The State University of New York at Potsdam prepares students to act as engaged global citizens and to lead lives enriched by critical thought, creativity, and discovery. As an inclusive scholarly community rooted in our historic role in providing exemplary teacher and music education and our leadership in the fine and performing arts, we are committed to the Liberal Arts and Sciences as an academic foundation for all students. With an abiding sense of responsibility to our region and to the world beyond, SUNY Potsdam fosters an appreciation of and respect for the variety of human experience." - SUNY Potsdam 2009

RELEVANT ACADEMIC PLANNING AND SELF STUDIES

Recent academic planning initiatives include: a completed Academic Master Plan through a collaborative process that gave all faculty constituents an opportunity for contributions. The Academic Master Plan for 2016 (drafted July 2009 - see appendix for copy of complete document) outlines the framework directing academic decisions at SUNY Potsdam. The plan reflects past goals included in the Memorandum of Understanding II, the SUNY College at Potsdam Mission Statement, and the Bicentennial Plan Vision Statement. The academic master plan outlines initiatives to increase the number of academic programs offered, improvement of recruitment, increased research opportunities for students and faculty, and improvement of individualized academic experiences, through internships, study abroad, independent study and research.

Academic programs and department peer reviews are regularly completed at SUNY Potsdam. The cyclical reviews result in achieving a higher quality of education offered to the students. The Computer Science Department recently had an external report completed that outlined future curricular plans as such: creation of a Bachelor of Science program in computer science and increased recruitment of community college students. These actions would grow the enrollment level within the department. Another relevant outcome of departmental self studies came out of the Physics Department. It was suggested that the department hire physics majors as lab assistants to aid the instructor during labs temporarily as the department reduces the number of students in the lab from 24 to 18.

CURRENT AND FUTURE CONDITIONS

Institutional Reputation SUNY College at Potsdam is one of thirteen comprehensive colleges within the SUNY System. The College is focused on providing interdisciplinary programs in the liberal arts, music education, and teacher preparation at both the undergraduate and graduate levels. The College's long history of educating teachers makes SUNY Potsdam's teacher education programs the oldest in the SUNY system. Studies in Humanities, Fine Arts,

Sciences, and Social Sciences have formed the backbone of the courses of study at SUNY Potsdam. The College's renowned Crane School of Music has a history of educating music teachers with an emphasis on excellence in performance. At Crane, teaching is based on the foundation of performance excellence. Emerging academic programs include business administration, community health, wilderness education, and information and communication technology.

Total Growth, Stability And Contraction The administration at SUNY Potsdam anticipates an increase in enrollment from its 2008 FTE of 4,380 to 5,000, including an average of 700 graduate students. The enrollment goals have been established, however, there is no timetable to achieve these goals due to economic uncertainties and instability in the projected local population demographic. The Crane School of Music is expected to see modest to no growth in the next few years. The College's Academic Master Plan 2016 (drafted 2009) confirms the goal for selectivity as written in the Memorandum of Understanding with SUNY System Administration (2006). The goal was stated as such: "achieving Group 2 selectivity by 2010 through a gradual reduction in selectivity Groups 3 and 4 and a proportional increase in Groups 1 and 2." The College will continue on the path to reaching this but cannot determine that rate of accomplishment in light of the current economic circumstances.

Enrollment Levels And Mixes The student enrollment at SUNY Potsdam was 4,325 in 2007-2008. About 32 percent of undergraduate students in 2008-2009 were male and 68 percent were female. In 2008, 98 percent of the first-time freshman attending SUNY Potsdam were full-time and 2 percent were part-time. Undergrads are 85 percent of enrolled students and graduate students make up the remaining 15 percent. About 9 percent of enrolled students are from countries other than the US.

Enrollment Management SUNY Potsdam's Academic Affairs Goals for 2009-2010 prioritize enrollment management objectives. The goal is to increase student enrollment totals, ultimately reaching the 5,000 FTE target. The following are listed as goals regarding enrollment management.

- Respond to graduate studies assessment.
- Reach diversity goals.
- Freshman scholarships.
- Explore optional SAT/ACT.
- Increase program offerings in Watertown.

Enrollment management in specific regard to retention objectives are:

- Increase diversity goals (Increase curricular offerings related to diversity, multiculturalism, and social justice.

- Enhanced student support services through student involvement in small programs.
- Sophomore year programs
- Develop comprehensive scholarship program
- Expand and enhance services for non-traditional, adult learners.

Department Growth, Constancy or Contraction SUNY Potsdam's goal to reach 5,000 FTE students is expected through growth in the Arts and Sciences as well as Education. It is likely that an upgraded fine arts facility could double the fine arts enrollment. Other potential growth opportunities would be in Business Administration, Archaeological Studies, Computer Science, Community Health, Psychology, Music Education, Music Performance, Theatre, and Dance. The latter would likely see an enrollment increase as a result of the opening of the new Performing Arts Center in 2014. The College projects no growth or extremely modest growth within the Crane School of Music, during the next five years. There is no anticipated contraction of current academic programs.

Accreditation The State University of New York at Potsdam is accredited by the Middle States Commission on Higher Education. The College's Carnegie Classification is Master's - Larger Programs. SUNY Potsdam received their first accreditation in 1952 and was most recently reaccredited in 2007. The College's next Self-Study Evaluation is scheduled for 2011 - 2012 and the next periodic Review Report is scheduled for 2017.

The Crane School of Music is an accredited institutional member of the National Association of Schools of Music (NASM). The NASM last accepted the continuation of accreditation for the Crane School of Music Teacher Education programs at SUNY Potsdam are accredited by the National Council for Accreditation of Teacher Education (NCATE). The NCATE approved the continuation of accreditation for the School of Education and Professional Studies at SUNY Potsdam in May 2008. The College is in the process of obtaining accreditation from the National Association of Schools of Theatre (NAST).

Graduate and Undergraduate Planning The College grants graduate degrees at the master's level in the disciplines of Education, English, Mathematics, Music, and Technology. The College would like to add a new graduate program in Business Administration. Requested undergraduate programs include Public Health and Museum Studies.

Selectivity Records and Goals The College plans to improve enrollment selectivity and student retention, two key factors associated with increasing FTE figures.



Objectives for a measured increase in the selectivity of freshman classes are established in the College's [Memorandum of Understanding](#) with SUNY System Administration (2006). This can only be done if the class size of first-year students increases. It is essential to increase and introduce programs targeted to groups linked with student attrition.

Student Outcomes and Transfers Community college enrollments are at an all-time high nationally. As community colleges continue to blur the distinction between two and four year degree programs, there is the potential to recruit students with an associate's degree who are interested in achieving a bachelor's degree. Admitting academically proficient two-year graduates may help offset student attrition.

Distance or Hybrid Learning SUNY Potsdam offers both online and hybrid courses. The hybrid courses offer a mix of online and onsite (on campus) class meetings. As stated in the College's [Academic Master Plan for 2016](#), the array of courses taught utilizing distance tools has expanded within the last five years. The plan proposes increase attention towards these programs in light of their recent growth. However, distance learning does not have a measurable impact on enrollment or space needs on campus.

Satellites Facilities SUNY Potsdam does not have branch campuses but the Extended Education does hold courses off campus in Watertown and Ogdensburg both in northern New York.

International Programs The College offers study abroad, national student exchange, and international student programs. An off campus program Masters of Science in Teaching (M.S.T.) degree in Childhood Instruction is offered in Ottawa, Ontario, Canada. The part time program for Canadian students leads to Ontario certification at the Primary / Junior division levels.

Campus Life SUNY Potsdam employs a successful model for merging student life programming with academic success in a few ways. The First Year Experience (FYE) Program provides first year students with academic and personal support. The one-credit course seminar provides academic information, builds relationships with peers, and integrates first-year students with college life. It has been proven that students who take the FYE have higher grade point averages and retention rates than non-FYE students. The second model employed is the Student Success Center (SSC). The SSC is an integrated unit of student support services that includes Academic Advising, Accommodative Services, First Year Transitions, International Education, Internship Program, Bridges, Educational opportunity Program, Student Support Services and a Learning Lab. The first model does not have an impact on

physical space on the campus, however the SSC does required physical space on campus, which is currently located in Sisson Hall.

Potsdam has an active Student Government Association and over a hundred student clubs and organizations. Currently, the majority of these clubs and organizations do not have meeting space or storage space on campus. While every club and organization does not need meeting space and office space, there is a need to have a consolidated non-reserved meeting suite with amenities that multiple organizations can share. Each organization should be provided with minimal secured storage. A program study for the Barrington Student Union has been recently completed. The results of the study recommends demolishing the existing T. Barrington Student Union and Thatcher Hall buildings. A new single facility is suggested to replace the two buildings.

Athletics Programs SUNY Potsdam Athletics is part of NCAA Division III SUNY Athletic Conference (SUNYAC) and the Eastern College Athletic Conference (ECAC). Potsdam has enjoyed success in the conferences, particularly with the Men's Basketball Team, who have won the Division III National Championship in 1981 and 1986.

Research Programs Potsdam offers limited faculty research programs. Faculty research is currently primarily utilized in the sciences. However, if faculty research space was available in other programs, as well as upgraded research space in Stowell Hall, it would aid in retaining faculty, and in the recruitment of new faculty. Effort should be made in providing faculty research space in all departments that offer graduate degree programs.

Faculty Currently, there are 372 total faculty at SUNY Potsdam: 270 full-time, and 102 part-time. This results in a ratio of 73% full-time. The biggest development with faculty will be the advent of the reduction of course loads currently at 24 credits to 18 credits. This potential reduction would result in a significant (25%) increase in the number of faculty to teach the same number of courses. Increased faculty would result in increased faculty offices, which would affect the amount of physical space required within each department.

Local Economic Impacts SUNY Potsdam is one of the largest employers in the St. Lawrence County. The activities of the College's Center for Lifelong Education and Recreation make up a large portion of SUNY Potsdam's impact on the local community. In 2008, the College employed a total of 881 staff members, including both faculty and non-faculty.

Community Outreach and Relations SUNY Potsdam offers a diversified list of opportunities to the residents of the North Country. The College provides programs for local children and adults, including youth sports, summer arts and academic camps, non-credit and learning-in-retirement programs, lectures, and music and theater performances. Noteworthy programs of significance include The Rebecca V. Sheard Literacy Center located in Satterlee Hall and the Gibson Art Gallery. The Sheard Center provides an opportunity for many North Country children to receive individual tutoring in reading. Education students at the College provide this service. Gibson Gallery, located in Brainerd Hall, serves as one of the College's community-outreach arts partnership. Another organization offering this partnership is the Community Performance Series, which provides concerts and recitals for the Potsdam community and neighboring areas. SUNY Potsdam hosts an array of summer programs for local children and adult residents.

The Center for Lifelong Education and Recreation (CLEAR) is the designated department on the SUNY Potsdam campus for organizing all conferences, workshops, summer camps, non-credit programs, trainings, and several grant-or contract-funded programs that serve specific populations in the region (ie: children of migrant workers, Department of Social Services staff). Other services to the region include, simple facility rentals, outreach related to academic programs, auditing of courses, performances, lectures, and other free activities or at minimal costs.

An important goal for the College is service to the region, as stated in the SUNY Potsdam mission. Currently, SUNY Potsdam is struggling to afford expenses to support these efforts for the population outside of the tuition-paying students.

CONNECTIVITY

SUNY SYSTEM

ROLE WITHIN SUNY

SUNY College at Potsdam is one of thirteen comprehensive colleges within the SUNY System, out of sixty-four total SUNY institutions, and is one of the few designated arts campuses within the system. The College offers Bachelors' and Masters' degrees from the School of Arts and Sciences, School of Education and Professional Studies, and The Crane School of Music.

As stated in the SUNY Potsdam Mission Review 2 Response (dated 2004), the College is committed to becoming the best four-year unit in the SUNY System. Improving the College's ranking within the System can be achieved through the enhancement of incoming student profiles, increase selectivity, and the improvement of retention and graduation rates. Goals addressing these issues are previously discussed within the section titled "Mission" included in this report.

SUNY COMPETITION

As stated in the Memorandum of Understanding II, dated November 2006, there are numerous other schools that offer comparable Liberal Arts and Teacher Education degrees, including SUNYs Fredonia and Plattsburgh. The following list includes all academic programs offered at SUNY Potsdam's identified peer institutions:

- SUNY Potsdam
 - Arts & Sciences
 - Music
 - Education & Professional Studies
- SUNY Plattsburgh
 - Arts & Sciences
 - Business & Economics
 - Education, Health & Human Services
- SUNY Oneonta
 - Behavioral & Applied Science
 - Fine Arts & Humanities
 - Science & Social Science
- SUNY Fredonia
 - Business
 - Arts & Humanities
 - Education
 - Natural and Social Sciences
- SUNY Purchase
 - Liberal Arts & Sciences
 - Performing Arts
 - Continuing Education

SUNY NICHE

SUNY College at Potsdam has created its niche within the SUNY System mainly due to the internationally renowned Crane School of Music. Students at the Crane School of Music learn in a conservatory type setting that requires students to demonstrate music performance capabilities. While SUNY Fredonia also has nationally recognized Professional Music, Theater, and Arts programs, SUNY Potsdam is the only All-Steinway institution in the SUNY system.

Along with music, SUNY Potsdam also offers degrees in Drama, Dance, Art History, and the Fine Arts. The Performing Arts Building, scheduled to begin construction in 2011, is part of the school's academic mission to programmatically expand the arts curriculum. SUNY Potsdam's ultimate goal is to become the leading arts campus within the SUNY system.

STATE-WIDE DEMOGRAPHICS PROJECTIONS

In 2008, 41.7 percent of undergraduate students were permanent residents of the North Country, 22.6 percent of all undergraduate students were from St. Lawrence County, the same county the College is located. In the same year 16.8 percent of the undergraduate students were from counties with in the Mid/Upper Hudson region in New York State. The statistics illustrate a small decrease in the students coming from the North Country between 2004 and 2008, and a slight increase in students coming from the Mid/Upper Hudson region.

Undergraduate enrollment from Long Island increased 25 percent (232 to 290) between 2004 and 2008, as well as enrollment from New York City, which increased by 80 percent (67 to 118). As of 2008 Long Island and New York City were still small percentages of the overall undergraduate enrollment figures (7.9 and 3.2 percent) but have shown steady and rapid growth.

In 2008 SUNY Potsdam received 37 percent of their transfer students from New York State Community Colleges, down 3 percent from 2004. The College has consistently received about 45 transfer students from SUNY Canton, approximately 1 percent of their total enrollment, since 2004. Students transferring from Jefferson Community College makes up about 1 percent of the total enrollment as well. SUNY Potsdam also sees a small, but consistent, number of transfers from North Country Community College.

COMPREHENSIVE INSTITUTIONS LOCATION MAP



SUNY COMPREHENSIVE INSTITUTIONS HEADCOUNT ENROLLMENT - SUNY FALL 2008

Institutions	Total	Full Time	Part Time	Undergraduate Total	Graduate Total
Brockport	8,275	6,621	1,654	6,970	1,500
Buffalo State	11,234	8,853	2,381	9,395	1,912
Cortland	7,234	6,292	942	6,199	1,170
Empire State	13,614	4,262	9,352	12,766	848
Fredonia	5,573	5,231	342	5,178	422
Geneseo	5,585	5,422	163	5,451	134
New Paltz	8,205	6,290	1,915	6,707	1,636
Old Westbury	3,505	2,907	598	3,457	48
Oneonta	5,757	5,505	252	5,578	191
Oswego	8,909	7,076	1,833	7,971	972
Plattsburgh	6,358	5,611	747	5,736	96
Potsdam	4,325	3,976	349	3,652	673
Purchase	4,251	3,788	463	4,106	156
Total	92,825	71,834	20,991	83,166	10,357

NON SUNY PEERS

There are a number of four-year public higher education institutions within the eastern United States that SUNY Potsdam has identified as peer institutions. The College has also identified peer institutions specifically for the Crane School of Music. The schools were all part of the National Association of Schools of Music (NASM) 2004-05 database. There peers include: Wichita State University, Appalachian State University, Youngstown State University, and West Chester University of Pennsylvania.

SUNY Potsdam has also included Ithaca College and Nazareth College as non-SUNY peer institutions. The chart below includes SUNY Potsdam's peer institutions with comparative information

SUNY POTSDAM PEER ANALYSIS TABLE

	CURRENT PEERS (IDENTIFIED BY SUNY POTSDAM)							CRANE SCHOOL OF MUSIC PEERS (IDENTIFIED BY SUNY POTSDAM)				CURRENT PEERS (IDENTIFIED BY BURT HILL)			
	SUNY College at Potsdam	SUNY College at Plattsburgh	SUNY College at Fredonia	SUNY College at Oneonta	SUNY College at Purchase	Ithaca College	Nazareth College	Wichita State University (KS)	Appalachian State University (NC)	Youngstown State University (OH)	West Chester University of Pennsylvania	University of Mary Washington	Longwood University	Christopher Newport University	
Sector	Public, 4-year or above	Public, 4-year or above	Public, 4-year or above	Public, 4-year or above	Public, 4-year or above	Public, 4-year or above	Public, 4-year or above	Public, 4-year or above	Public, 4-year or above	Public, 4-year or above	Public, 4-year or above	Public, 4-year or above	Public, 4-year or above	Public, 4-year or above	
Carnegie Classification	Master's Colleges and Universities (larger programs)	Master's Colleges and Universities (larger programs)	Master's Colleges and Universities (larger programs)	Master's Colleges and Universities (smaller programs)	Master's Colleges and Universities (smaller programs)	Master's Colleges and Universities (medium programs)	Master's Colleges and Universities (larger programs)	Research Universities (high research activity)	Master's Colleges and Universities (larger programs)	Master's Colleges and Universities (larger programs)	Master's Colleges and Universities (larger programs)	Master's Colleges and Universities (medium programs)	Master's Colleges and Universities (medium programs)	Baccalaureate Colleges--Arts & Sciences	
Location	Potsdam, New York	Plattsburgh, New York	Fredonia, New York	Oneonta, New York	Purchase, New York	Ithaca, New York	Rochester, New York	Wichita, Kansas	Boone, North Carolina	Youngstown, Ohio	West Chester, Pennsylvania	Fredericksburg, Virginia	Farmville, Virginia	Newport News, Virginia	
Size and Setting (CC)	Medium, primarily residential	Medium, primarily residential	Medium, primarily residential	Medium, primarily residential	Medium, primarily residential	Medium, primarily residential	Small, highly residential	Large, primarily nonresidential	Large, primarily nonresidential	Large, primarily nonresidential	Large, primarily nonresidential	Medium, primarily residential	Medium, primarily residential	Medium, primarily residential	
Institutional Programs - Undergraduate (CC)	Arts & Sciences	Arts & Sciences	Arts & Sciences	Arts & Sciences	Arts & Sciences	Arts & Sciences	Arts & Sciences	Arts & Sciences	Arts & Sciences	Arts & Sciences	Arts & Sciences	Arts & Sciences	Arts & Sciences	Arts & Sciences	
Enrollment (Fall '08)															
Undergraduate	3,652	5,736	5,178	5,578	5,578	6,031	2,191	11,440	14,510	12,412	11,482	4,067	4,026	4,763	
Graduate	673	622	395	179	179	417	1062	2,965	1,997	1,300	2,137	696	741	141	
Total	4,325	6,358	5,573	5,757	5,757	6,448	3,253	14,405	16,507	13,712	13,619	4,763	4,767	4,904	

CHARACTERISTICS

DISTINCTIVENESS

CORE CURRICULUM THEMES

As the College's mission statement outlines, the SUNY Potsdam academic foundation exists in Liberal Arts and Sciences. Teacher and music education are superior programs that set the College apart from other institutions nationwide. The College's exemplary Fine and Performing Arts programs represent academic individuality and distinction. Under the goals outlined in SUNY Potsdam's Bicentennial Plan, the College is committed to providing a handcrafted education and "seeks to strengthen and enhance its existing academic experiences for students and to develop new academic programs to further their unique place in higher education."

While maintaining the strong programs already existing, the College looks to add new academic programs of equal quality. As described in the College's Academic Master Plan for 2016 (approved July 2, 2009) possibilities of growth exist among the interdisciplinary programs, of Biochemistry, English & Communications, and Human Services. Graduate programs the College is seeking to build upon are the Masters of Public Health and the Professional Science Master and Master of Arts program in Applied Anthropology. The College administration believes enrollments in Fine Arts, Archeology and Anthropology have a potential to double with the right facilities.

ACADEMIC THRUSTS

With the construction of the new Performing Arts Building, Potsdam has the unique ability to showcase the campus as the dominant SUNY School for the Arts. The Crane School of Music has already placed SUNY College at Potsdam as the premier Music School in the SUNY System with national ranking. The new Performing Arts Building can build upon that legacy by adding theater and dance as pre-eminent programs. To further enhance the College as a leading institution in the Arts, it is recommended that the Visual Arts located in Brainerd Hall receive a building renovation or a re-location to another facility on campus, perhaps closer to the Crane Complex. An upgrade to the Visual Arts Facility would complete SUNY College at Potsdam's academic thrust as the leading SUNY Institution for the Arts.

STUDENT LIFE ACTIVITIES

Sports, concerts, recitals, plays, and exhibitions are all part of the vibrant student life on campus. Many of these student activities make the College a major part of the Potsdam community. The College's location in the scenic North Country provides numerous outdoor opportunities to students and faculty. There are recreational activities that take advantage of Potsdam's North Country location adjacent to the Raquette River and nearby the Adirondack Mountains, such as kayaking and outdoor wilderness. Potsdam also offers ice skating and broomball, which take advantage of the campus's indoor ice rink. The most significant detractor to campus student life is the lack of dedicated space for the clubs and organizations.

The Barrington Student Union serves as the center for student activities on campus, however, the facility has limited space for student groups to meet, organize and participate in events. There is also a lack of storage space for clubs and organizations. Finally, the Crane School of Music offers a unique student life experience. The complex hosts over 300 musical performances each year for the students, faculty, staff and the local community. These performances add to the overall student experience at Potsdam.



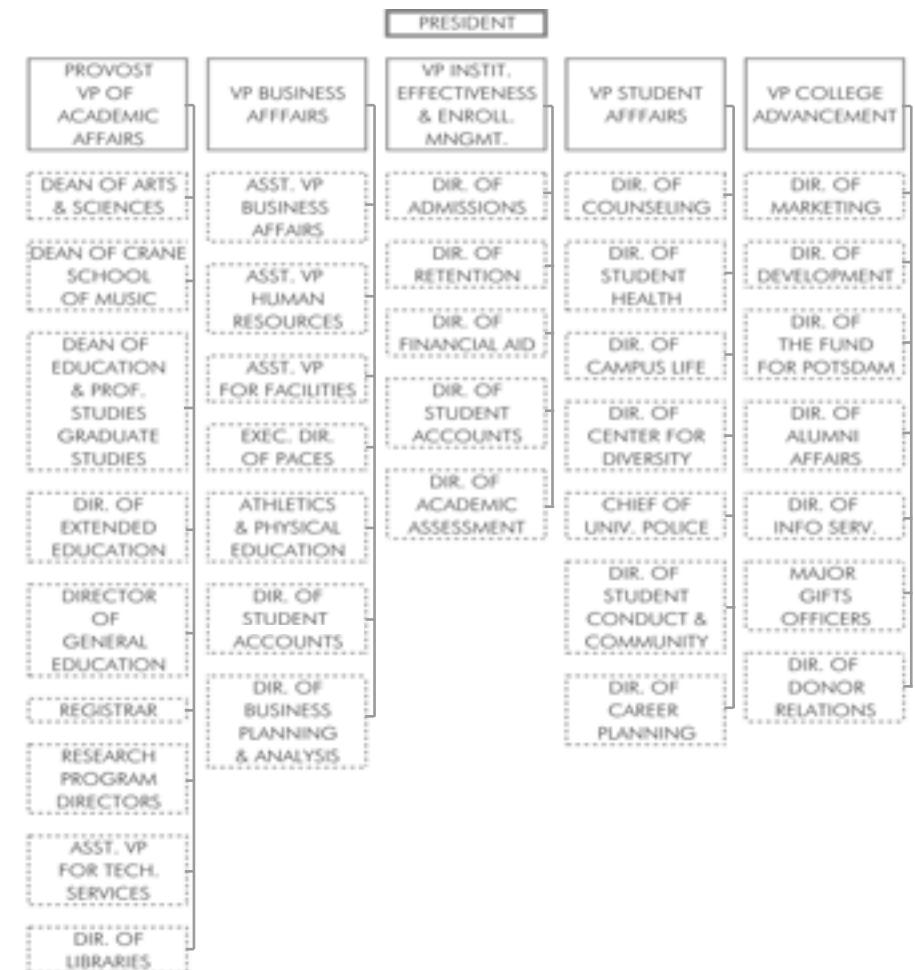
RAQUETTE RIVER



NEW PERFORMING ARTS BUILDING

ADMINISTRATIVE AND ACADEMIC ORGANIZATION

The College's administrative and academic organization is pyramidal in structure with five major divisions: academic affairs, student affairs, business affairs, college advancement, and institutional effectiveness and enrollment management. A vice president manages each of the divisions and reports to the president. The vice presidents and the president himself make up the Administrative Cabinet. The Academic Affairs division includes three schools (Arts and Science, Music, and Education & Professional Studies, each managed by a dean. There is a Faculty Senate made up of academic faculty (teaching faculty and librarians) and non-teaching professionals. The members of the Senate are elected representatives that develop campus policies and serve the president in an advisory capacity. The diagram below indicates how the administration is organized.





MAXCY HALL ICE RINK



ACADEMIC QUAD



H. M. HOSMER CONCERT HALL



MAXCY HALL SWIMMING POOL



SATTERLEE HALL



BARRINGTON STUDENT UNION

D A T A

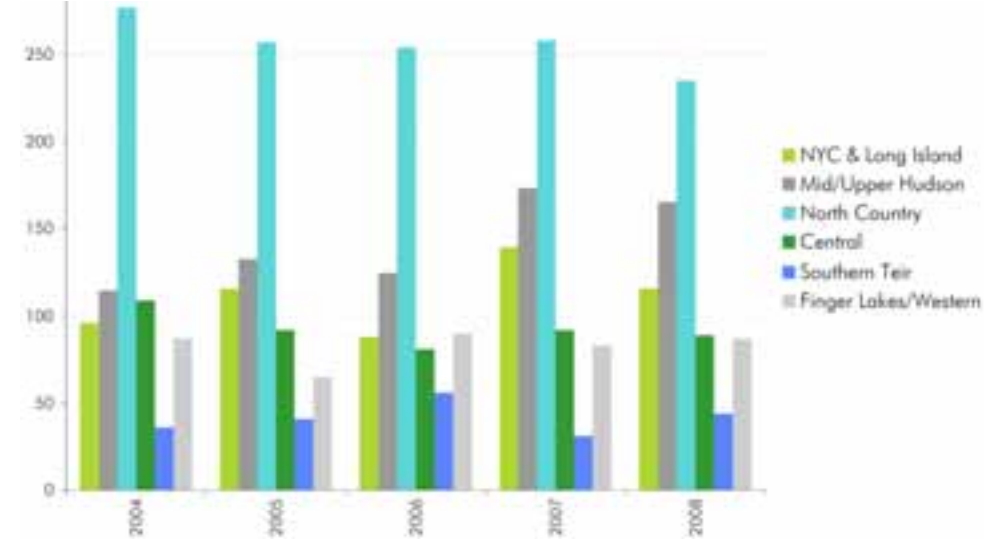
STUDENTS AND FACULTY

STUDENT DEMOGRAPHICS

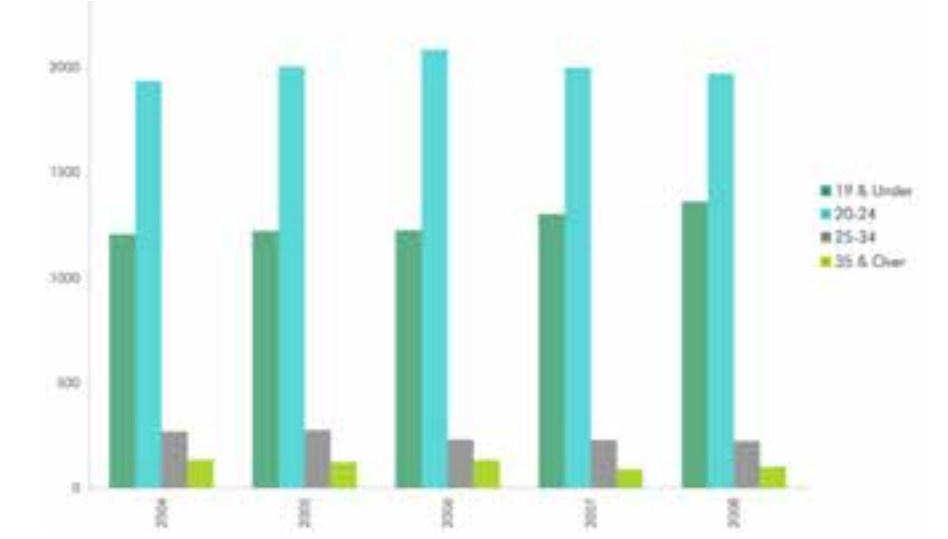
SUNY Potsdam's student population is primarily from New York State but also includes a small percentage from other states and countries. In 2008, just under half of the student population came from the North Country region of the state.

The College strives to continue its goal of recruiting a strong international population with recruiting strategies and Canadian/ International Student Initiative Grants. In 2008, SUNY Potsdam's international enrollment included students from more than 30 countries. Fifty-five percent of those students were from Canada and fifteen percent from the People's Republic of China. A decrease in students from Japan and the United Kingdom has occurred since 2004.

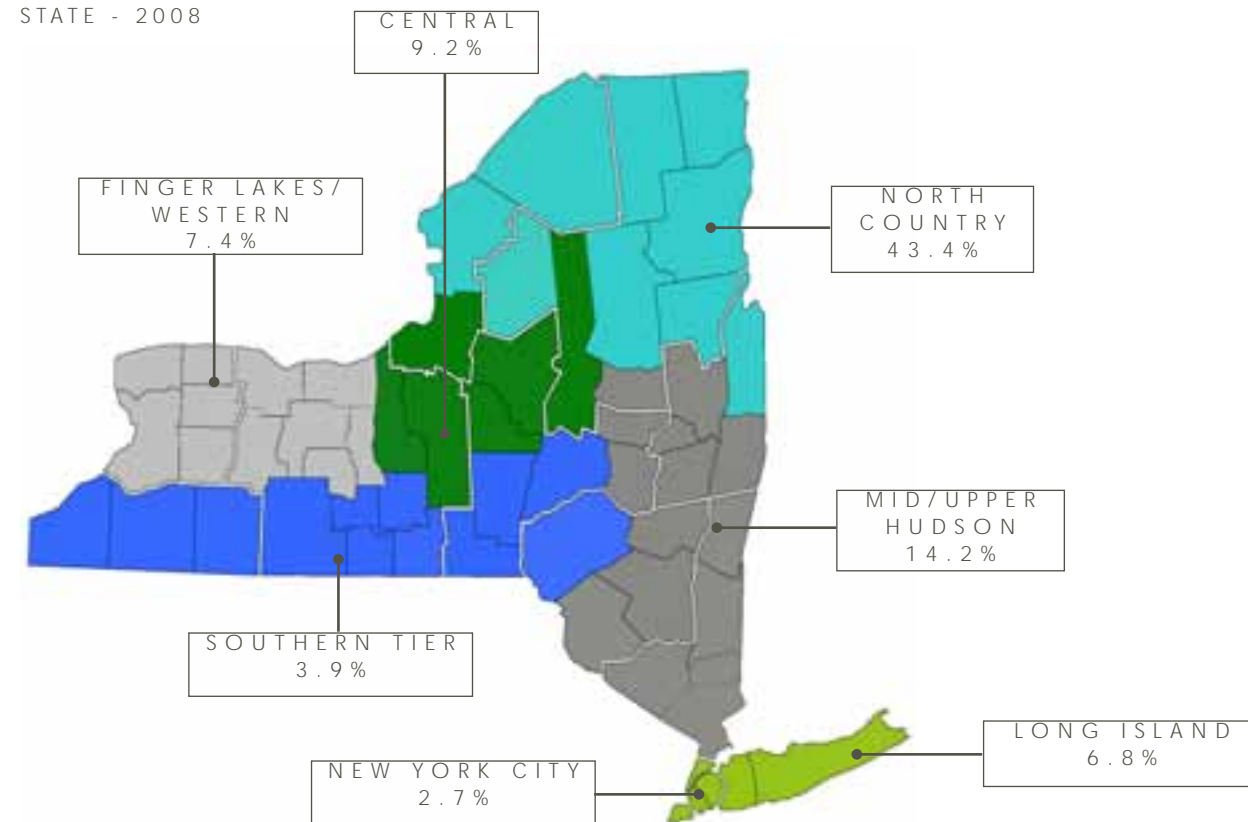
FULL-TIME, FIRST-TIME UNDERGRADUATE DEMOGRAPHIC 2004-2008



FULL-TIME, FIRST-TIME UNDERGRADUATE DEMOGRAPHIC 2004-2008



TOTAL ENROLLMENT BY PERMANENT RESIDENCE NEW YORK STATE - 2008



NEW YORK STATE	
New York City	2.7%
Long Island	6.8%
Mid/Upper Hudson	14.2%
North Country	43.4%
Central	9.2%
Southern Tier	3.9%
Finger Lakes/Western	7.4%

GLOBAL	
NY State	87.7%
Other U.S.	2.5%
Foreign	9.3%
Unknown	0.4%

NON-NEW YORK STATE	
Vermont	25
Connecticut	13
New Jersey	10
Maryland	7
Massachusetts	7

INTERNATIONAL 2008	
Canada	84
China Peoples Republic	23
United Kingdom	4

HISTORIC ENROLLMENT DATA

In recent years, SUNY Potsdam has seen a modest increase in enrollment. The difference in total enrollment, in terms of headcount, between 2004 and 2008 is a mere 14 students. Undergraduate enrollment grew by 113 students, but graduate enrollment declined by 99 students, resulting in overall modest growth.

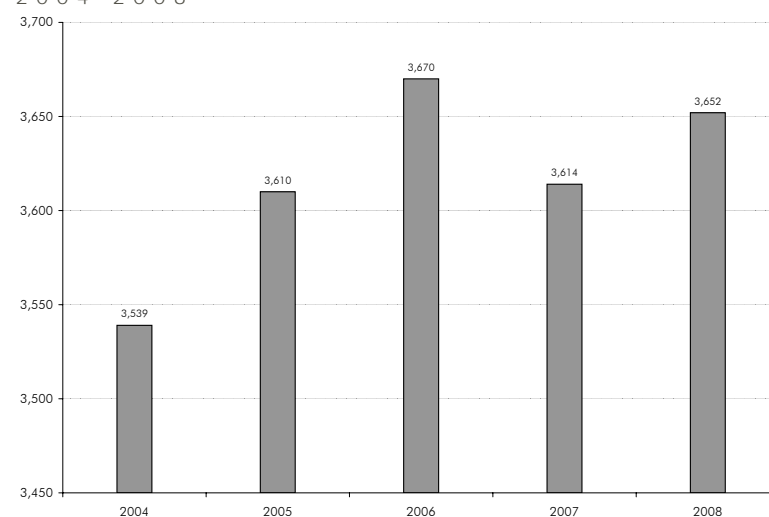
In 2008, 80% of the SUNY Potsdam students were enrolled in undergraduate programs. Programs experiencing substantial growth include Biology, Speech Communications, Archeological Studies, Business Administration, Early Childhood Education, and Childhood Education. Sociology is the only undergraduate program demonstrating any significant decrease in enrollment.

The graphics on this page illustrate undergraduate enrollment, graduate enrollment, total student enrollment, total student FTE and undergraduate enrollment by department trends between 2004 and 2008.

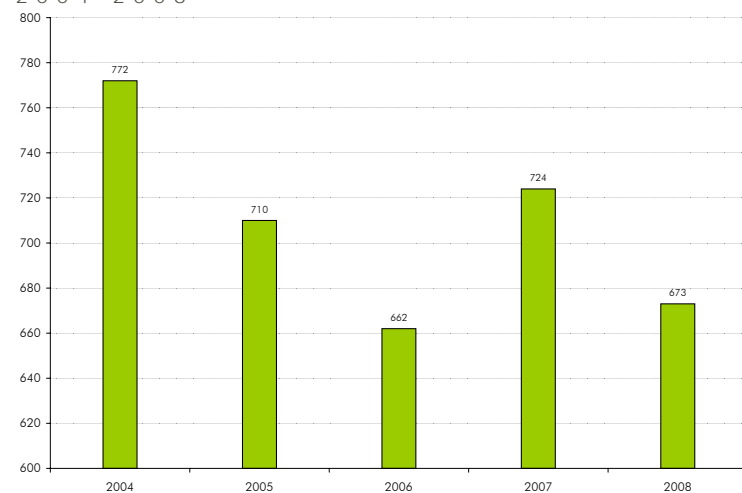
STUDENT ENROLLMENT HISTORY 2004 - 2008

	2004	2005	2006	2007	2008
Undergraduate					
Full Time	3,402	3,456	3,492	3,481	3,492
Part Time	137	154	178	133	160
Total	3,539	3,610	3,670	3,614	3,652
Graduate					
Full Time	531	508	470	518	484
Part Time	241	202	192	206	189
Total	772	710	662	724	673
All Students					
Full Time	3,933	3,964	3,962	3,999	3,976
Part Time	378	356	370	339	349
Total	4,311	4,320	4,332	4,338	4,325

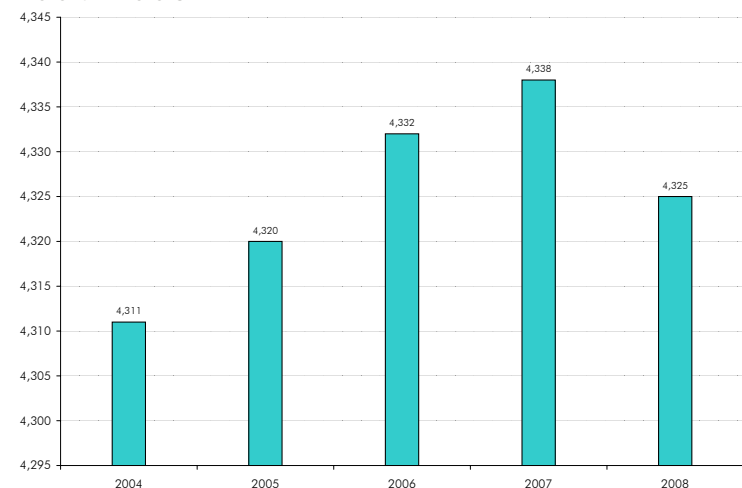
UNDERGRADUATE ENROLLMENT 2004 - 2008



GRADUATE ENROLLMENT 2004 - 2008



ALL STUDENT ENROLLMENT 2004 - 2008



PAST UNDERGRADUATE ENROLLMENT TRENDS BY SCHOOL AND ACADEMIC PROGRAM (2004 - 2008)

The items highlighted in red are programs that experienced a substantial increase or decrease between 2004 and 2008.

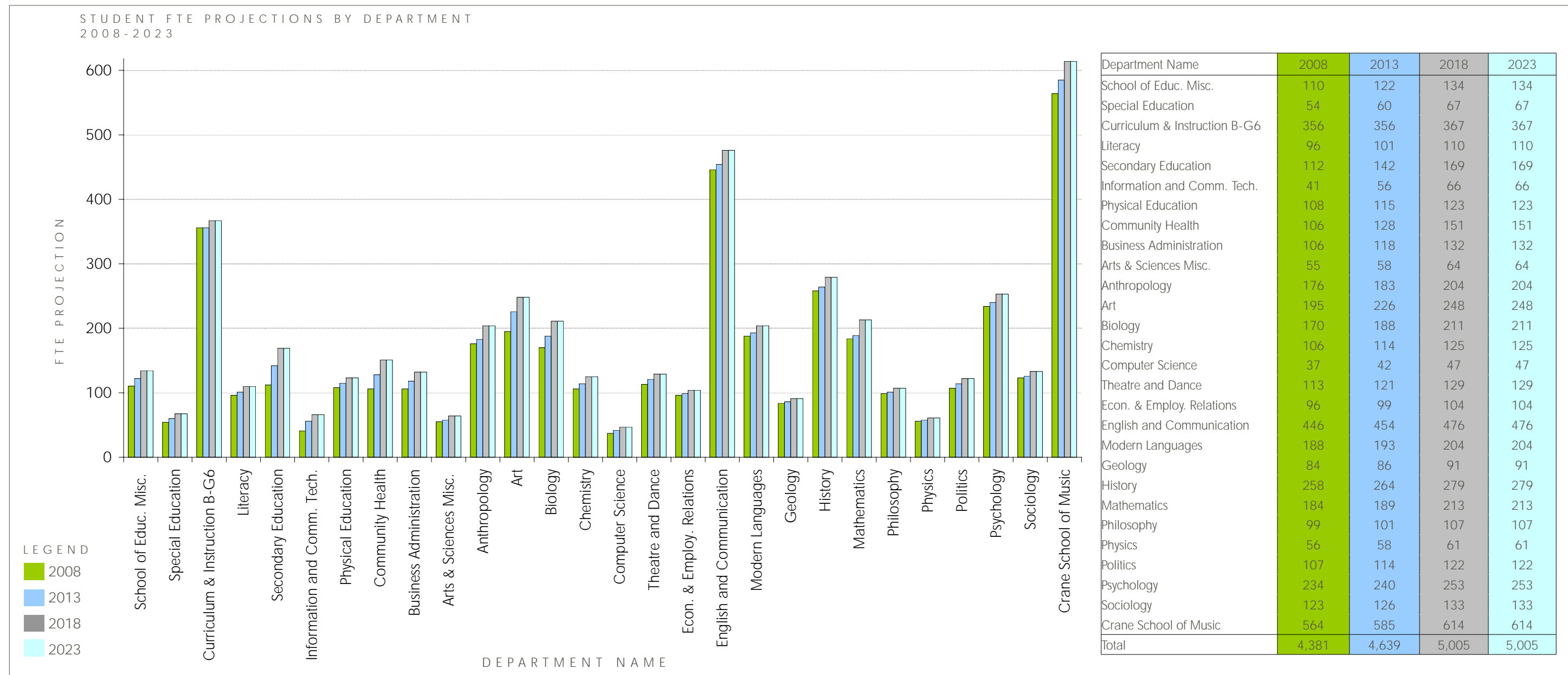
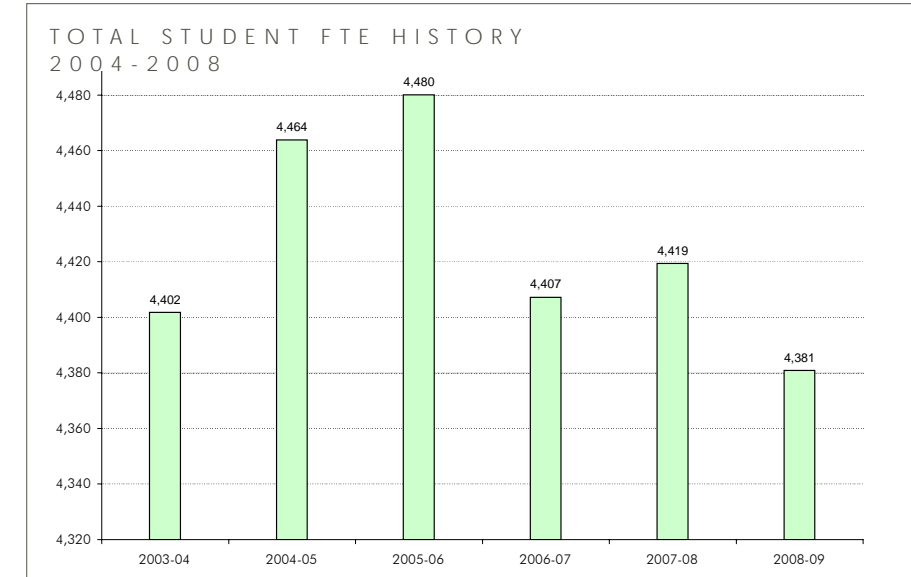
	2004	2005	2006	2007	2008
School of Arts and Sciences	1763	1974	2055	1998	2051
Biological & Physical Science					
Biology BA	68	54	44	41	43
Biology BS	28	54	96	103	110
Biochemistry	9	11	10	17	21
Chemistry BA	15	22	24	20	18
Chemistry BS			6	12	14
Environmental Studies	16	25	29	36	47
Geology BA	28	37	38	41	38
Geology BS			2	12	14
Interdisciplinary Science	2	2	0	0	0
Physics	49	48	46	42	47
Fine & Applied Arts					
Art - General Studio	148	168	74	175	172
Art History	19	29	21	29	25
Dance	14	12	17	19	17
Drama	46	49	52	54	38
Theatre					15
Visual Arts	15	13	18	9	11
Humanities					
English	191	198	188	167	177
Speech Communications	46	55	84	82	85
French	23	25	28	30	24
Philosophy	22	22	24	27	25
Spanish	35	40	30	35	40
Mathematics and CIS					
Computer Science					44
Computer/ Info Sciences	39	40	44	38	2
Mathematics BA	103	112	117	114	102
Mathematics BA/MA	12	14	16	15	17
Social Sciences					
Anthropology	61	63	69	64	63
Archeology Studies	43	68	82	76	77
Business Economics	21	27	26	20	22
Business Economics (Canton)	1	0	2	0	1
Business Economics (ICC)	0	0	0	0	0
Criminal Justice	100	101	103	87	90
Economics	9	13	13	15	12
History	181	203	217	206	210
Employment Relations	23	26	32	22	30
Political Science	68	82	81	76	69
Psychology	215	235	221	224	240
Sociology	112	125	95	82	82
Interdisciplinary					
SIIM	1	1	1	0	2
Women and Gender Studies			5	8	7
Crane School of Music	606	628	626	667	644
Music Business Administration	3	2	0	1	0
Business of Music	20	32	34	47	47
Music Education K-12	442	458	442	458	427
Music	14	11	5	8	14
Music Composition	0	0	1	2	2
Music Performance	107	109	125	138	144
Musical Studies	20	16	19	13	10
School of Education	912	944	940	940	927
Business Administration Department					
Business Administration	188	204	248	271	267
Community Health Department					
Community Health	56	64	54	62	60
Curriculum & Instruction B-G6					
Early Childhood Education	78	108	79	77	53
Childhood Education	393	375	364	329	352
Secondary Education Department					
Secondary Education	0	1			
Mid/Sec Social Studies Education	60	59	72	59	53
Mid/Sec French Education	7	7	6	9	7
Mid/Sec Spanish Education	17	14	9	15	20
Mid/Sec English Education	49	39	35	44	44
Mid/Sec Mathematics Education	47	50	47	51	40
Sec Science Education - Physics	3	2	2	2	2
Adolescence Education - Physics	2	1	0	0	
Sec Science Education - Chemistry	1	1	3	3	2
Adolescence Education - Chemistry	1	2	2	2	4
Sec Science Education - Earth Science	3	3	5	5	5
Adolescence Education - Earth Science		1	1	1	0
Sec Science Education - Biology	9	9	9	6	14
Adolescence Education - Biology		3	3	4	4

STUDENT FTE PROJECTIONS

Undergraduate enrollment has experienced a notable increase in the following academic programs between 2004 and 2008: Biology, Speech Communications, Archeology Studies, and Business Administration. Undergraduate programs experiencing decrease within the same time period are Sociology, Early Childhood Education and Childhood Education.

The College has a goal to reach 5,005 FTE. User groups revealed during interviews and within surveys the anticipated areas of future growth within the School of Arts & Sciences, as well as the School of Education and Professional Studies; specific growth opportunities in Business Administration, Anthropology, and Theater and Dance. SUNY Potsdam plans to continue efforts to reach the FTE goal, economic conditions permitting.

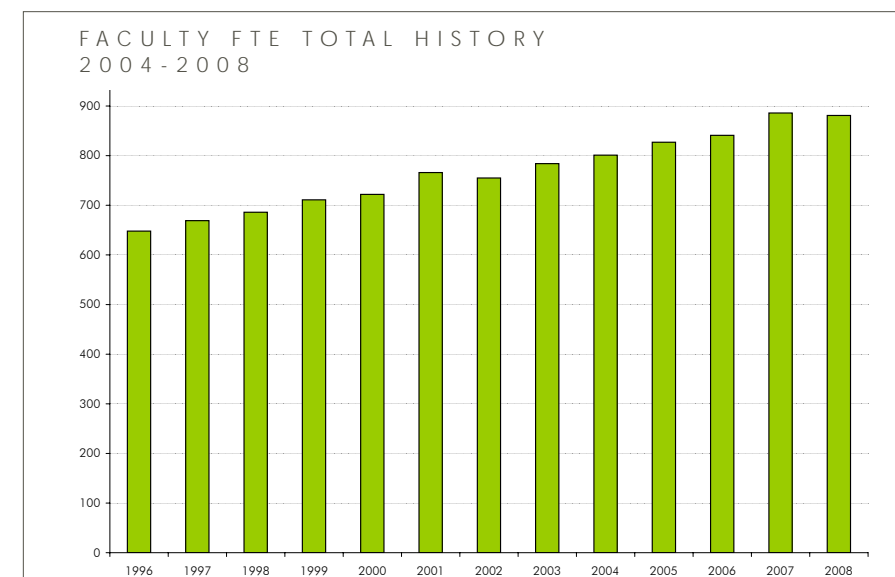
The chart and associated graphs on this page illustrate the projected student FTE for the next 13 years, as identified by SUNY Potsdam faculty and administration.



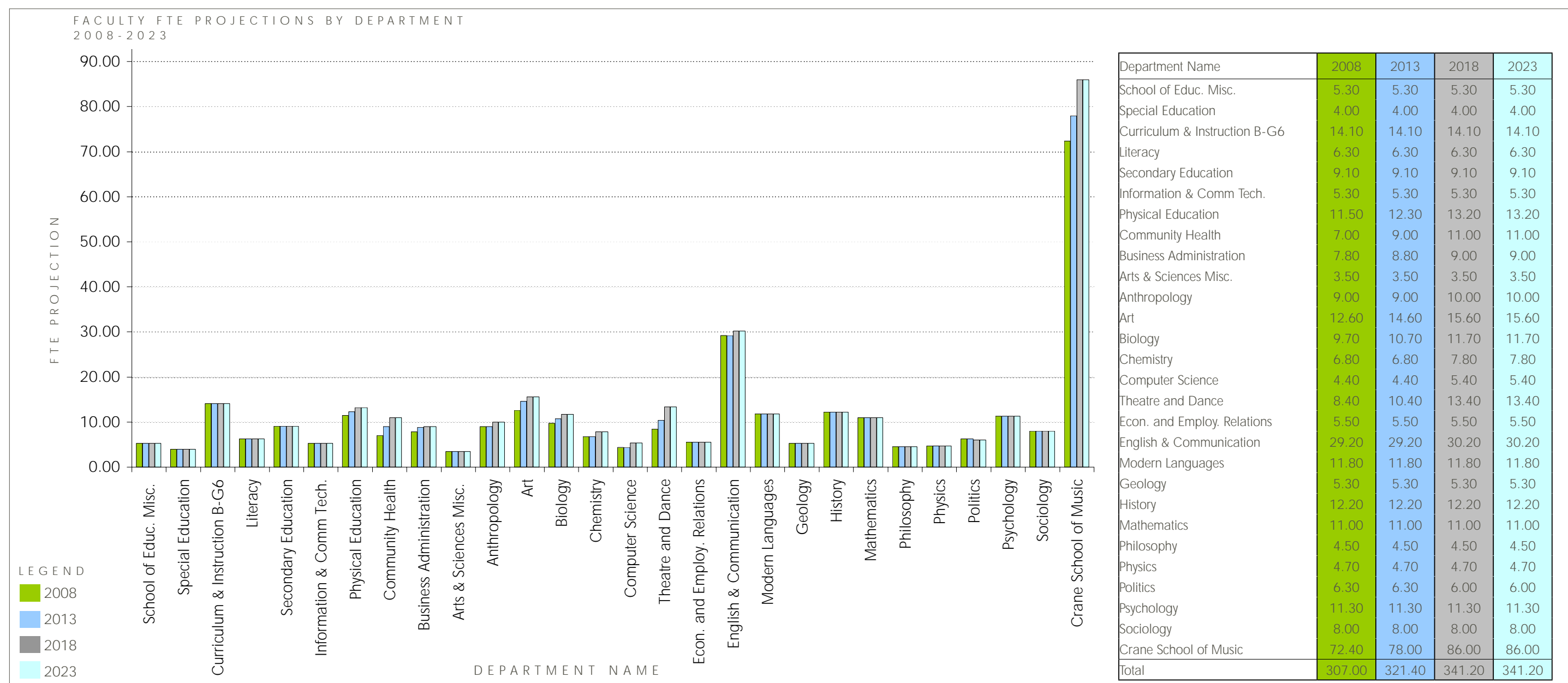
FACULTY FTE PROJECTIONS

In 2008 SUNY Potsdam employed a total of 881 faculty and staff members. Between 2004 and 2007 the College demonstrated growth in overall employees, however, it began to see a slight decrease since 2008, mostly likely due to economic circumstances.

As stated in the *Academic Master Plan* (dated July 2, 2009), the College “made a commitment to move incrementally towards 21-hour annual teaching load, and then a further reduction to an 18-hour load, in conjunction with curricular revisions that accommodate such reductions. Current economic circumstances have not allowed the College to shift to the 21-hour load for all faculty in 2010-11 as planned. The teaching load reduction remains a goal will most likely not be associated with a deadline until after the completion of this Facilities Master Plan. If the College does in fact reach their reduction goal, this will result in an increase of faculty to accommodate the distributed workload.



The chart and associated graphs on this page illustrate the projected Faculty FTE for the next 13 years, as identified by SUNY Potsdam faculty.



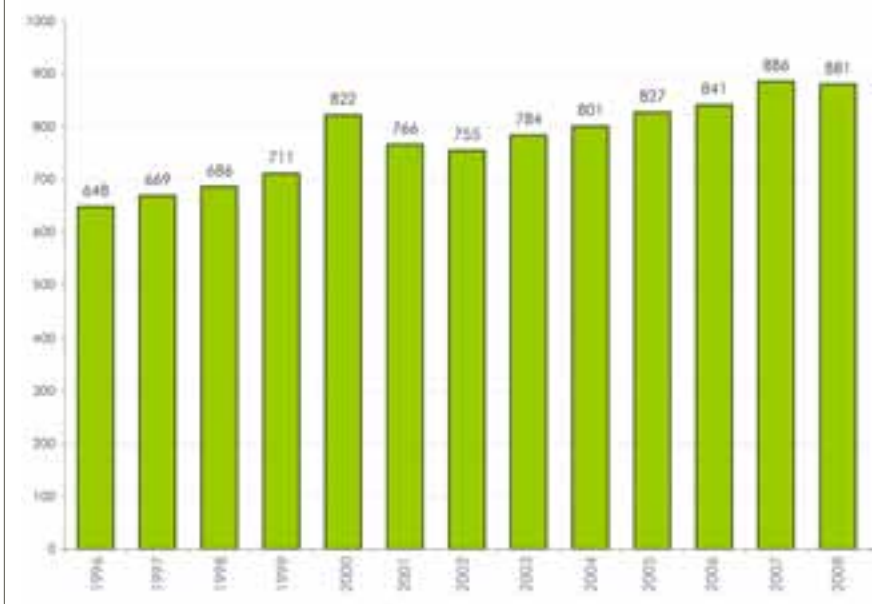
STAFFING

Eighty-one percent of the SUNY Potsdam staff are full time leaving 19% part time employees. Historic data, represented in the tables below, show a consistent growth in faculty since 1996. Between 2003 and 2007 the College saw the largest spikes in growth, however, in 2008 saw a small decline overall.

TRENDS IN THE NUMBER OF EMPLOYEES
1996 - 2008

Year	All Employees	Professional Employees		Non-Professional Employees	Ratio of Professional to Non-Professional
		Faculty	Non Faculty		
1996	648	242	155	251	1.5 :1
1997	669	256	159	254	1.5 :1
1998	686	275	156	255	1.5 :1
1999	711	288	161	262	2:1
2000	722	295	167	260	1.5 :1
2001	766	296	194	276	1.5 :1
2002	754	299	191	264	1.5 :1
2003	784	330	206	248	2:1
2004	801	349	195	257	2:1
2005	827	358	210	259	2:1
2006	841	350	226	265	2:1
2007	886	382	235	269	2:1
2008	881	372	240	269	2:1

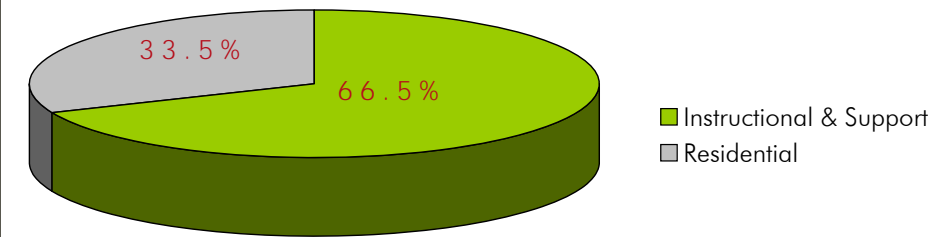
TOTAL OF ALL EMPLOYEES
1996 - 2008



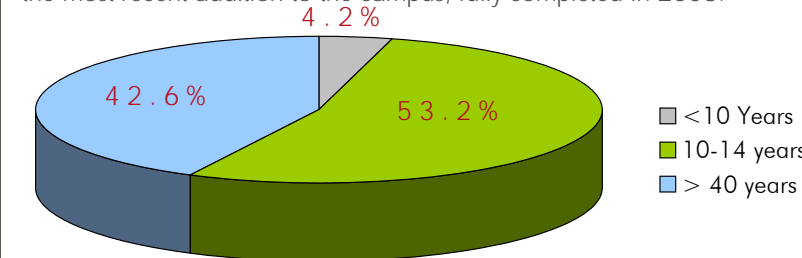
PHYSICAL SPACE

FACILITY PROFILE

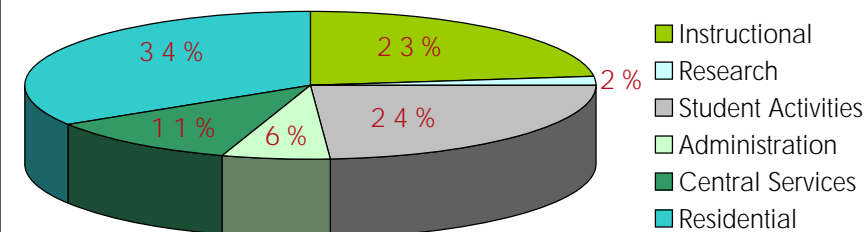
	Instructional & Support	Residential	Total
State Owned Acreage			274
State Owned Buildings	41	14	55
State Owned Gross Square Feet (GSF)	1,524,883	696,491	2,221,374
State Owned Net Assignable Square Feet (NASF)	943,137	476,638	1,419,775



Age of Buildings Buildings around the main quad, like Merrit, Satterlee, Dunn, Morey, MacVicar, and Carson are roughly 50 years old, while the remainder of buildings on campus are between 30 and 40 years old. The townhouse complex is the most recent addition to the campus, fully completed in 2008.



Functions of Space Inventory Over 500,000 square feet are dedicated to residential facilities on campus. Instructional space is the second largest space type on campus with approximately 200,000 square feet of classrooms and class laboratories.



PARKING SPACE ASSESSMENT

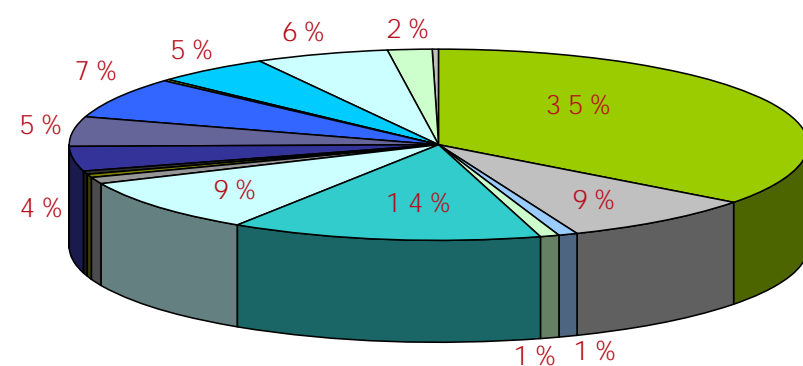
Type	Sq.Ft.	Regular Spaces	Handicap Spaces	Total Spaces
Faculty, Staff, Commuter Students, and Visitors	527,203	1,332	20	1,360
Faculty, Staff, Resident Student, Commuter Student, and Visitor	192,419	586	6	595
Faculty and Staff	59,251	140	10	160
Faculty, Staff, Resident Students, and Visitors	324,577	911	10	933
Temporary Parking -15 minutes	4,380	0	3	24
President and Service Vehicles	920	4	0	5
Handicap and Service Vehicle	2,015	0	2	4
Physical Plant	27,612	0	0	14
PACES	7,780	0	0	6
Physical Plant and Handicap	2,468	0	2	4
SHS and Handicap	2,375	0	2	4
Handicap	396	0	0	0
All Parking Total	1,151,396	2,973	55	3,109

ADA vs Enrollment There are handicap parking spaces for one percent of the total student FTE enrollment. Faculty, staff and students share approximately 2,800 parking spaces across campus.

ACADEMIC MISSION & SPACE

ACADEMIC SPACE DISTRIBUTION - FALL 2008
(SUNY SPACE FUNCTION)

Space Use Category	Net Assignable Square Feet and Percentage	
Classrooms, Lecture	50,667	35%
Class Lab	101,335	9%
Individual Study Lab	33,673	1%
Research	15,420	1%
Faculty Offices	94,093	14%
General Use	30,799	0%
Health & Physical Education	153,489	9%
Data Processing	15,766	0%
Organized Activity	6,334	1%
Public Service	8,672	1%
Organized Research	0	0%
Assembly & Exhibition	68,937	4%
Library	53,465	5%
Student & Faculty Activities	122,290	7%
Student Health Services	4,435	0%
General Administration	78,425	5%
Central Services	76,741	6%
Building Services	30,021	2%
Inactive Space	2,379	0%

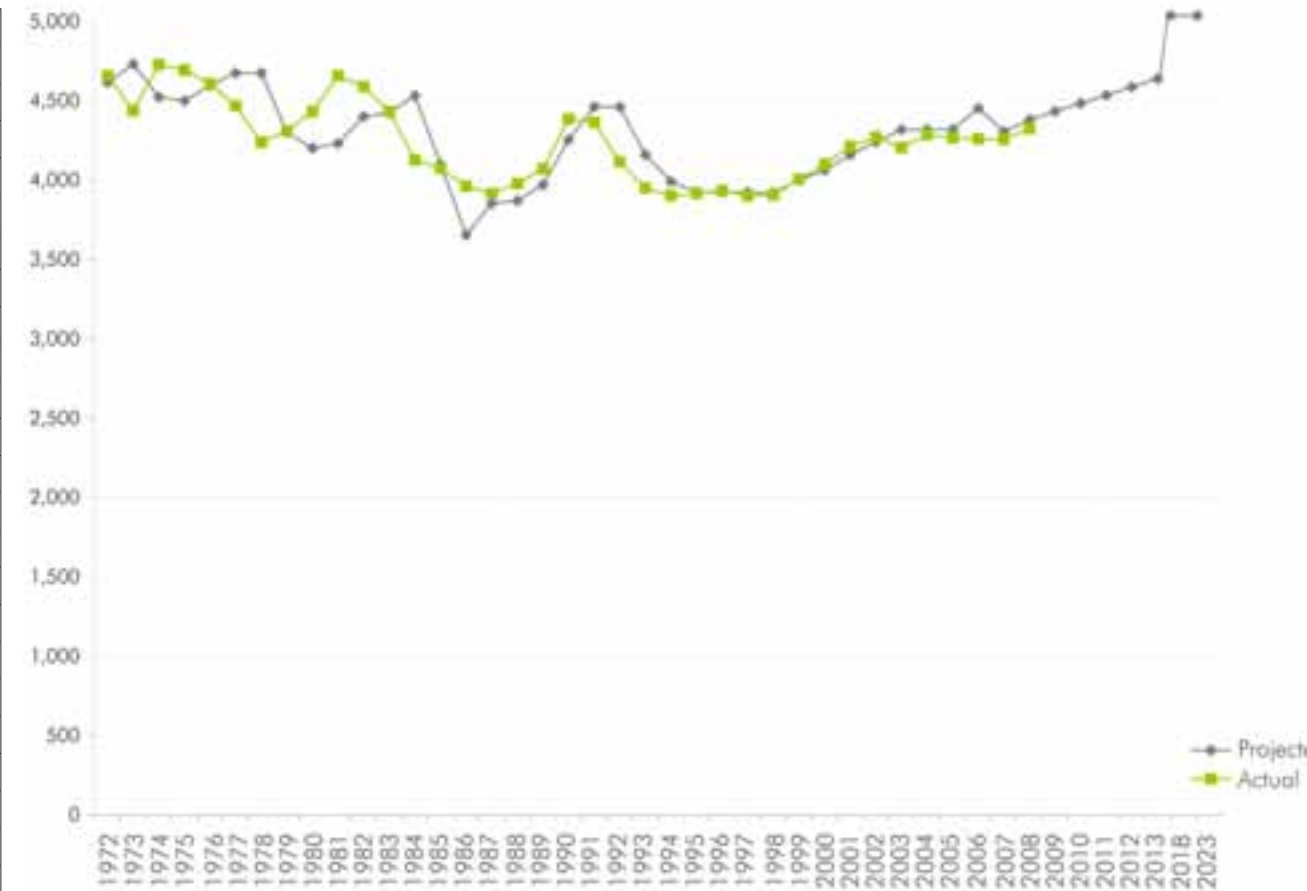


LEGEND

- Classroom/ Lecture
- Class Lab
- Individual Study Lab
- Research
- Faculty Offices
- General Use
- Health & Physical Education
- Data Processing
- Student Health Services
- Organized Activity
- Organized Research
- Library
- Student/ Faculty Activities
- General Administration
- Central Services
- Building Services
- Inactive Space

37-YEAR TREND IN ANNUAL AVERAGE STUDENT FTE

Year	Planned FTE	Actual	Difference
1972	4,615	4,658	43
1973	4,731	4,438	-293
1974	4,523	4,728	205
1975	4,500	4,693	193
1976	4,597	4,607	10
1977	4,675	4,467	-208
1978	4,675	4,238	-437
1979	4,300	4,309	9
1980	4,202	4,433	231
1981	4,230	4,658	428
1982	4,400	4,588	188
1983	4,425	4,432	7
1984	4,532	4,127	-405
1985	4,100	4,074	-26
1986	3,654	3,961	307
1987	3,853	3,915	62
1988	3,870	3,978	108
1989	3,971	4,071	100
1990	4,254	4,385	131
1991	4,462	4,365	-97
1992	4,460	4,115	-345
1993	4,159	3,950	-209
1994	3,990	3,902	-88
1995	3,922	3,916	-6
1996	3,922	3,935	13
1997	3,923	3,900	-23
1998	3,919	3,907	-12
1999	4,000	4,006	6
2000	4,063	4,099	36
2001	4,159	4,212	53
2002	4,242	4,271	29
2003	4,318	4,205	-113
2004	4,318	4,286	-32
2005	4,318	4,266	-52
2006	4,454	4,259	-195
2007	4,305	4,257	-48
2008	4,381	4,325	-56
2009	4,433	-	-
2010	4,484	-	-
2011	4,536	-	-
2012	4,587	-	-
2013	4,639	-	-
2018	5,005	-	-
2023	5,005	-	-



Note: Enrollment projection data for intermediate years between 2013 to 2018, and 2018 to 2023 not provided.

ACADEMIC GOALS AND DIRECTIONS

SUMMARY AND ANALYSIS

The [Strategic Plan](#), [Bicentennial Plan](#), and [Academic Master Plan for 2016](#), printed or summarized below, were developed by various campus committees to guide SUNY Potsdam towards its future visions and initiatives. The [Strategic Plan](#) was developed to guide the college towards its goals of 2006 and 2007. Over the last few years, various committees have met to further enhance the ideas of the [Strategic Plan](#), resulting in the [Bicentennial Plan](#) which serves as the college's "vision of the future". The [Academic Master Plan for 2016](#) was created to inform academic program decisions at SUNY Potsdam and follows directly from the School's [Mission Statement](#) and [Bicentennial Plan](#).

The [Academic Master Plan for 2016](#) is intended to inform decisions regarding academic programs at SUNY College at Potsdam; the document was completed through a collaborative process that gave all faculty constituents an opportunity for contribution.

The current Strategic Plan has established similar goals and academic prioritization in accordance with previous [Academic Strategic Plans](#) and the [1984 Academic Master Plan](#). The [Strategic Plan](#) message is very similar to previous planning statements made by the College. The [1984 Master Plan](#), [2007 Strategic Plan](#), [Bicentennial Plan 2008](#), and the [Academic Master Plan for 2016](#) were reviewed and compared with the current Strategic Plan.

The current [Strategic Plan](#) re-states similar academic goals previously identified in past academic plans and the [Memorandum of Understanding](#). The goal of maintaining academic excellence, while increasing educational programs (specifically graduate programs) available to the student body have been a consistent thrust of the previous plans. Therefore, the goals and strategies of the current [Academic Mission Statement](#) are valid as a guideline for the establishment of the future physical needs of the campus.

The majority of priorities and objectives are visibly consistent in all of the College's missions, planning initiatives and strategic visions are as follows: an evident commitment to the Liberal Arts and Sciences, a tradition of excellence in Music and Education and Professional Studies, a designation within the SUNY System as an "arts campus," the implementation of the proposed Minerva Center addition to the Crumb Library and the exploitation of the College's geographic location achieved through study research and service.



MEMORANDUM OF UNDERSTANDING II (MOU II) - DRAFTED NOVEMBER 2006

Enrollment Gradually increasing first-time, full-time undergraduate headcount enrollment to 825 students. Total student enrollment projection of 4,700 by 2008.

Selectivity Achieve Group 2 selectivity by 2010, through gradual reduction in selectivity Groups 3 and 4 and a proportional increase in Groups 1 and 2.

Faculty Explore and implement a reduction of the average teaching load of faculty members; study the use of adjunct faculty and extra-service course assignments; and increase ethnic diversity of full-time tenured or tenure-track faculty. The College was currently at a 24 credit per year workload with discussion for future reduction.

Academic Program Direction Undergraduate: Expand the B.S. Business Administration program to both evening and online formats; enhance the performance-based assessment model for all academic departments within the next five-years; complete the addition of a B.S. degree in Physics to complement the B.S. degrees in Biochemistry, Chemistry and Geology; diversify the curriculum and programs focusing on diversity, social justice, and global issues; ensure the Chemistry Department maintains its current size and continues to offer a degree by the American Chemical Society; and complete the program revisions and department name changes in Dance and Drama (to Theatre and Dance) and Computer and Information Sciences (to Computer Sciences) to more accurately reflect course offerings and curricular emphasis. Graduate: Offer a part-time M.S.T. Childhood Teacher Education program in Ottawa when approval from the Ontario College of Teachers has been granted; consider a new M.A. program in Applied Anthropology for possible implementation by Fall 2008; and consider a new M.A. program in Public Health (M.P.H.) for possible implementation by Fall 2009.

Library Integration of student computer access services into a "Knowledge Commons," addressed with a renovation to the Crumb Library.

Student Retention Projected first year retention rate of 78% by 2008 and a six-year graduation rate of 52% by 2008.

Student Support Continue to administer surveys of student perceptions of the campus, including the NSSE (National Survey of Student Engagement), which will be part of the SUNY-wide Strengthened campus-Based Assessment beginning in Spring 2008.

Facilities Upgrading campus infrastructure to meet changing instructional and classroom needs (specific to technology and pedagogy); Performing Arts and Technology Building, Student Union Dining Court renovations and connection to Thatcher, renovation to Carson Greenery and creation of Cyber Cafe; exploration of Crumb renovation/expansion; new townhouse construction; and energy planning and management.

BICENTENNIAL PLAN 2008

Enrollment Achieve our 5,000 student target while increasing selectivity.

Faculty We will recruit, retain, and support a diverse and highly qualified faculty and staff to provide the best possible learning experience for our students.

Library We will create a state-of-the-art Library and student academic assistance and support Center that will become a national model. (Minerva Center)

Student Retention We will exceed the retention target outlined in the MOU with SUNY. We will enhance our campus-wide scholarship fund to provide support to students with demonstrated need.

Student Support We will create a state-of-the-art campus center for dining and student activities that will enhance student satisfaction and meet the needs of the community."

Facilities We will create a nationally recognized facility for performing arts incorporating state-of-the-art technologies.

STRATEGIC PLAN 2006 – 2007

Enrollment Study the development of a position responsible for supervision retention and enrollment management; and meet the enrollment targets outlined in the Memorandum of Understanding.

Faculty Address the balance of teaching-faculty responsibilities; review support for professional development procedures for teaching and non-teaching faculty; and address salary levels of teaching faculty compared to peers.

Student Support Enhance support for facilities and equipment for student learning; increase student engagement through curricular and co-curricular activities;

Facilities Make campus beautification a high priority



ACADEMIC MASTER PLAN FOR 2016 (DRAFTED JULY 2009)

Selectivity Commitment to pursuing targets outlined in the Memorandum of Understanding, while balancing the goal to increase the first-year class size.

Faculty Commitment to move incrementally towards 21-hour annual teaching load with eventual reduction to 18-hour load still remains but time frame for completion is unknown;

Academic Direction Undergraduate: Sustain and strengthen existing undergraduate programs, especially historic commitments as presented in the college's Mission Statement: need to be more conservative in developing and offering new academic programs; focus on developing programs related to the arts (Theatre Education submission and Arts Administration or Management development, digital graphic arts, instrument repair/technology and Arts Therapy program development); enhancement of existing Arts programs (BFA in Creative Writing, Music Business, and Museum Studies); and develop interdisciplinary programs that take advantage of existing resources and reflect emerging disciplines and fields resulting in an updated curriculum and stimulated faculty growth (Biochemistry B.S., English and Communications, Human Services and Computer Science). Graduate: Strengthen existing and add new programs by continuing to improve the management of recruitment, applications, and admissions procedures.

Library Proposed Minerva Center, acknowledged by the Bicentennial Plan, would help student retention by providing improved convenience.

Student Retention Address adult nontraditional students struggles with schedule and availability; and develop programs groups at risk of withdrawal.

Facilities Introduction of the new Performing Arts Building; continue planning for the addition to the Crumb Library; and revitalize current facilities.

FOLLOW THROUGH

Accreditations The SUNY College at Potsdam [Mission Review 2 Response](#) (dated Fall 2004) states "it is a high priority for the College to maintain its current accreditations in the Crane School of Music and the School of Education and Professional Studies; and also seek national accreditation in other selected programs," such as Theater and Dance. Anticipated emerging programs included Business Administration, Archeology, and Community Health. The [2004 SUNY College at Potsdam Mission Review 2](#) indicated the importance of seeking national accreditation in Music and Teacher Education, and also seek national accreditation in other selected programs, such as Theater and Dance. The College is currently in the process of obtaining accreditation from the National Association of Schools of Theater (NAST). The review also noted emerging programs of Business Administration, Archeology, and Community Health. Today, the Crane School of Music is an accredited institutional member of the National Association of Schools of Music (NASM) and the Teacher Education programs at SUNY Potsdam are accredited by the National Council for Accreditation of Teacher Education (NCATE).

Program Development The [1984 Master Plan](#) indicated the need to provide more options for students in the future, resulting in a plan to increase plans offered at the College. The plan highlighted strategies for each of the three schools of the College. There was a recommendation for growth in the Liberal Arts, while maintaining the existing integrity of the program by introducing a major in Dance (this has subsequently occurred). There was also emphasis on launching an honors program, and expanding a major in economics. The School of Education would introduce requirements of building teacher-education programs, propose new programs, and expand the utilization of educational technology.

Recruitment and Facilities Improvement The [2007 Strategic Plan](#) placed emphasis on the student experience; indicating the need for facilities and equipment to improve student learning, and to increase student engagement through curricular and co-curricular activities. The Plan also addressed the need to retain students.

The [2008 Bicentennial Plan](#) stressed the need to be the leading arts campus of the SUNY System, and to develop new programs of excellence. The plan indicated the need to improve the physical facilities and academic services to provide the highest quality academic experience. It also recommended (for the first time) the establishment of a library and student academic assistance and support center (Minerva Center). The report noted the need for a performing arts and technology center, and the enhancement of the Student Union. Finally, the [2008 Bicentennial Plan](#) recommended student recruitment to an enrollment of 5,000, and to meet the guidelines of the [Memorandum of Understanding's](#) student retention target.

Performing Arts Center A portion of the previous academic goals and planning statements have been instituted by SUNY Potsdam. The most prevalent previous goal was the establishment of a Dance major and the subsequent advent of a facility to teach Theater and Dance. The Performing Arts Center is scheduled to begin construction in 2011. The [Bicentennial Plan](#) recommended the enhancement of the Student Union. As such, the State University Construction Fund has pursued a program study to review the future of the Barrington Student Union, including the current physical condition of the building, the delivery of food service within the building and its satellite food preparation facility (Thatcher Hall), and the need for student organization spaces. The latter was also noted in the [2007 Strategic Plan](#).

Technology The Visioning Planning Task Force drafted a document in January of 2004, titled [A Re-focused Vision for SUNY Potsdam 2004](#) that states technology as being an essential tool facilitating learning, communication, and management. The document listed priorities as such: creating and maintaining a current campus network infrastructure, institutional access to necessary bandwidths to Internet and Research Networks, hardware and software appropriate to individual faculty, staff and student roles, along with training and technical support necessary for the successful utilization of the technology. The College has followed through with these plans by upgrading the campus' network infrastructure, installing wireless stations in multiple locations through-out campus, and improving many of the classrooms and labs to meet technologically evolving teaching methods.

ACADEMIC PLANNING DISCREPANCIES

Enrollment The goal to gradually increase first-time, full-time undergraduate headcount enrollment to 825 students with a total enrollment of 4,700 by 2008 was not met.

Selectivity SUNY Potsdam set targets for improved selectivity but has not reached the goals set for 2008. In the [Academic Master Plan for 2016](#), the College intended to increase its size at the expense of declines in the current selectivity levels.

Faculty Teaching workload reduction the College committed to in 2007 has been interrupted due to economic impacts. Teacher credit-hour per year targets have not been met.

ENVIRONMENT

P O T S D A M

PHYSICAL CAMPUS

The campus' 274 acres currently include 55 buildings (soon to be 56 with the completion of the new Performing Arts Building). The campus is set on a compact scenic piece of North Country land with buildings conducive to a "winter campus." The majority of the campus includes brick buildings, between one and three stories, on flat open ground. Clusters of trees enhance outdoor seating areas within the quadrangle. Residential halls are located outside the academic quad just south of Barrington Drive.

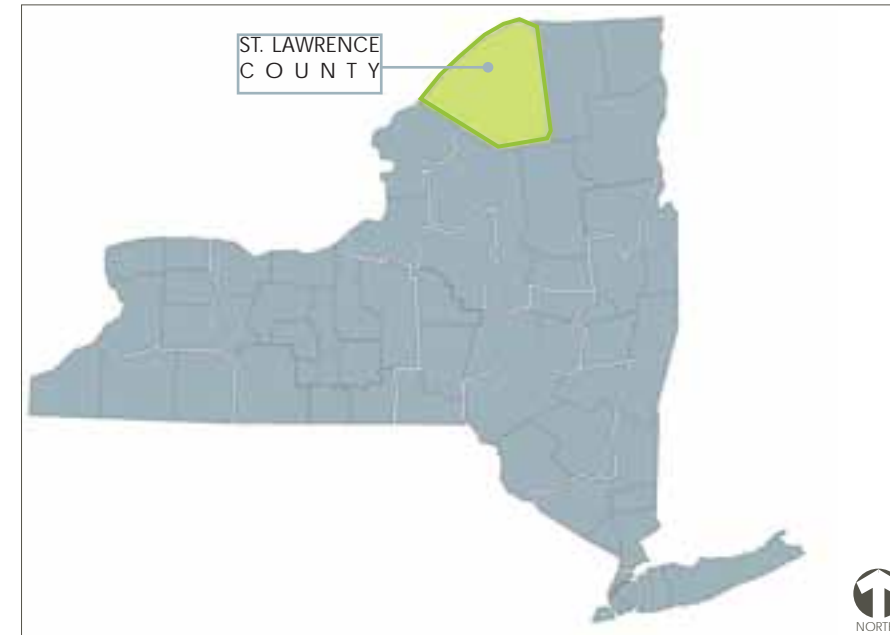
The focus of the campus is the centrally located Frederick W. Crumb Memorial Library, on axis with the Student Union. Administrative and academic buildings surround the library. The College has over 400 computers for student use in computer labs and classrooms located throughout the campus. The main computer facility on campus, the Levitt Center, includes 64 computers, is staffed, and open approximately 100 hours a week. The Crane Music Center houses three modern performance halls for music and dance, as well as, practice and rehearsal rooms. The Snell Theater accommodates 452 seats, Wakefield Hall seats 130, and the Hosmer Concert Hall 1,400. The Crane Complex also includes its own library located on the second floor of Schuette Hall. The College Theater, located in Satterlee Hall with approximately 300 seats, is principally used for drama productions. The campus has another theater/performance space for dance, located in Dunn Hall that seats approximately 200. The College houses six fine arts studios and the Roland Gibson Gallery, a recently renovated museum containing three exhibition galleries. The Gibson Gallery displays exhibitions throughout the year in addition to an extensive permanent collection. The campus includes more than 50 acres of outdoor athletic fields, 16 tennis courts, a quarter-mile track, a new lacrosse field and a 10-year old soccer turf field. The Maxcy Hall Complex's indoor facilities features a gymnasium with three full-size basketball courts, a swimming pool, an ice rink, racquetball/squash courts, an exercise center, dance studio and a field house.

LOCATION

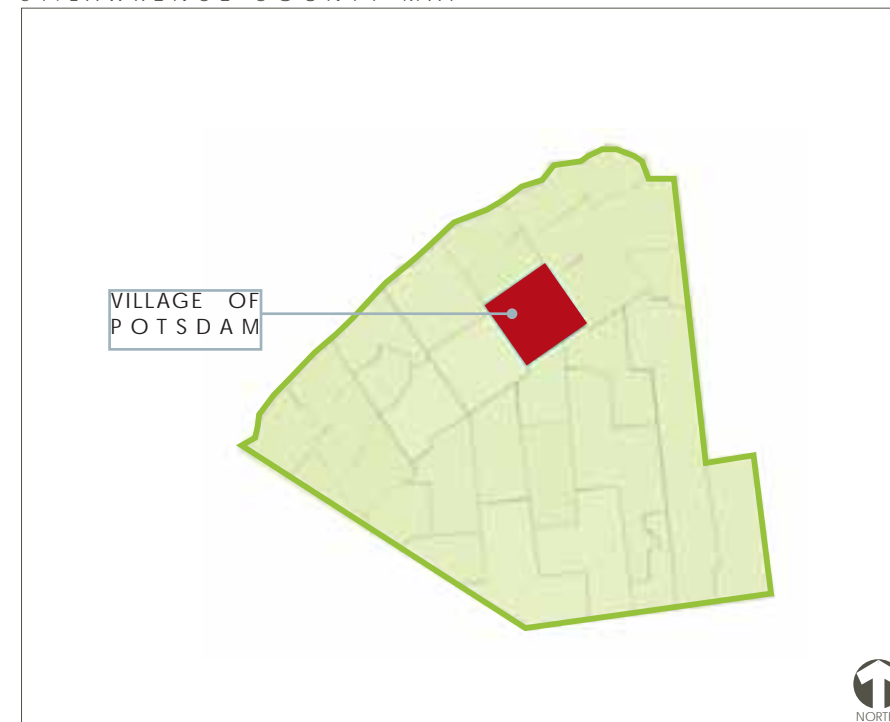
The Adirondack Park, located 15 minutes away from campus, offers the College six million acres worth of an all-nature "playground" which includes mountain summits, forest glades, and hidden waterfalls, as well as, free access to more than 2,000 miles worth of hiking trails, 100 campgrounds, four-star resorts, and a complete mixture of seasonal sporting opportunities. Lehman Park, situated on the river, is an excellent example of the natural opportunities located right next door to main campus.



NEW YORK STATE MAP



ST. LAWRENCE COUNTY MAP

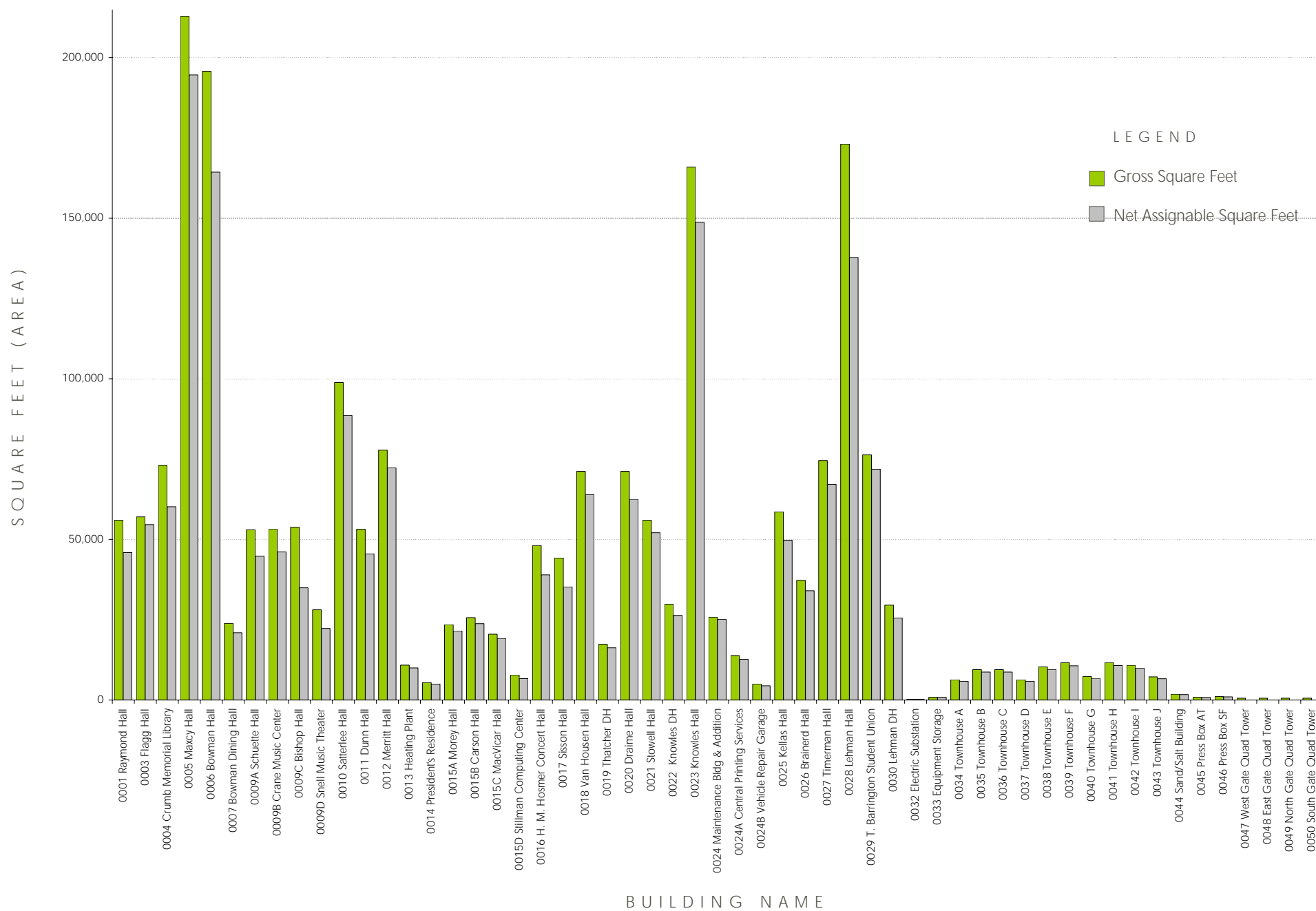


POTSDAM VILLAGE MAP



D A T A F A C I L I T I E S

GROSS AND NET AREA PER BUILDING (SQUARE FEET)



GROSS AND NET AREA PER BUILDING (SQUARE FEET)

Bldg. Name	Building Use	Gross Sq. Ft.	Net Assignable Sq. Ft.
0001 Raymond Hall	Administrative	56,020	45,899
0003 Flagg Hall	Academic	57,018	54,616
0004 Crumb Memorial Library	Academic	73,100	60,159
0005 Maxcy Hall	Athletic	212,889	194,614
0006 Bowman Hall	Residential	195,700	164,337
0007 Bowman Dining Hall	Student Services	23,866	20,971
0009A Schuette Hall	Academic	53,000	44,771
0009B Crane Music Center	Academic	53,300	46,120
0009C Bishop Hall	Academic	53,800	34,929
0009D Snell Music Theater	Academic	28,100	22,279
0010 Satterlee Hall	Academic	98,840	88,584
0011 Dunn Hall	Academic	53,147	45,490
0012 Merritt Hall	Student Services/Community	77,829	72,291
0013 Heating Plant	Service	10,886	10,010
0014 President's Residence	Administrative	5,435	4,974
0015A Morey Hall	Academic	23,485	21,521
0015B Carson Hall	Academic	25,658	23,776
0015C MacVicar Hall	Academic	20,482	19,161
0015D Stillman Computing Center	Student Support	7,835	6,672
0016 H. M. Hosmer Concert Hall	Academic	48,100	38,956
0017 Sisson Hall	Residential/Student Services	44,226	35,246
0018 Van Housen Hall	Residential/Student Services	71,157	63,896
0019 Thatcher DH	Student Support	17,402	16,282
0020 Draime Hall	Residential/Student Services	71,157	62,514
0021 Stowell Hall	Academic	56,014	52,073
0022 Knowles DH	Student Services	29,900	26,348
0023 Knowles Hall	Residential	165,900	148,722
0024 Maintenance Bldg & Addition	Service	25,822	25,130
0024A Central Printing Services	Service	13,850	12,707
0024B Vehicle Repair Garage	Service	5,009	4,422
0025 Kellas Hall	Academic	58,611	49,757
0026 Brainerd Hall	Academic	37,288	34,039
0027 Timerman Hall	Academic	74,588	67,168
0028 Lehman Hall	Residential	173,100	137,799
0029 T. Barrington Student Union	Student Services	76,340	71,882
0030 Lehman DH	Student Services	29,568	25,567
0032 Electric Substation	Service	203	200
0033 Equipment Storage	Service	870	864
0034 Townhouse A	Residential	6,347	5,839
0035 Townhouse B	Residential	9,472	8,714
0036 Townhouse C	Residential	9,472	8,714
0037 Townhouse D	Residential	6,347	5,839
0038 Townhouse E	Residential	10,328	9,502
0039 Townhouse F	Residential	11,606	10,678
0040 Townhouse G	Residential	7,351	6,763
0041 Townhouse H	Residential	11,681	10,747
0042 Townhouse I	Residential	10,820	9,954
0043 Townhouse J	Residential	7,210	6,633
0044 Sand/Salt Building	Service	1,844	1,687
0045 Press Box AT	Athletic	920	828
0046 Press Box SF	Athletic	1,093	984
0047 West Gate Quad Tower	Service	576	0
0048 East Gate Quad Tower	Service	576	0
0049 North Gate Quad Tower	Service	576	0
0050 South Gate Quad Tower	Service	576	0

BUILDING CONDITIONS

ASSESSMENT SUMMARY



BACKGROUND

TRUDEAU/Architects performed the architectural condition assessment survey of the academic and residential buildings on the campus of SUNY Potsdam between July and September 2009. The exercise was part of the campus master planning process carried out by the State University Construction Fund to continue to provide improvements in the campus environment for living, learning, and teaching.

Overall, the campus is well kept. There is a regular maintenance plan that is enforced for the general upkeep of the infrastructure. However, prevalent environmental factors have had an adverse effect on the building materials. Further, the construction details for movement joints, flashing and drainage are inadequate to counter these effects. Apparent material failure was also witnessed and should be further investigated with destructive testing.

The design team consulted masonry engineering and construction professionals to ascertain the seriousness of the masonry veneer conditions that were encountered. On September 15, 2009, the team reviewed the most serious issues with structural engineer David Chou and two representatives of the International Masonry Institute, to gain additional insight into the gravity of the situation, campus-wide. Please refer to the Appendix documents titled [Field Observation Report State University of New York at Potsdam](#) for the structural assessment.

DEFICIENCIES

Most of the buildings on campus were completed in the 1960s and 1970s and have brick veneer facades. The failure of construction details or the lack thereof seem characteristic of the masonry construction techniques that were practiced or evolving at the time.

The architectural issues can be categorized into three sections:

Exterior Envelope Issues

Interior Issues

Landscape Issues

Exterior Envelope Issues include the following:

- Masonry Issues - spalling, cracking, efflorescence and staining, pointing and joint failure, building movement, masonry staining, relieving angles and weepholes, flashing and sealant at fenestrations and masonry base, and brick sills at the windows.
- Windows and Glazing
- Roof

Interior Issues include the following:

- Interior Finishes
- Masonry Efflorescence
- Water Infiltration
- Building Movement, and
- Doors and Hardware

Landscape Issues include the following:

- Proximity and Overgrowth

RECOMMENDATIONS

Augmenting the ongoing campus maintenance plan with additional technical investigation could help to restrain further deterioration of some of the conditions. In the following pages the design team has identified the major issues and provided recommendations for each.

Masonry Recommendations

- Add brick re-pointing and concrete restoration to the Raymond Hall HVAC project
- Commence a campus-wide technical review
- Develop an ongoing annual maintenance program for: inspection, re-pointing, joint repair, weep holes,

Windows And Glazing Recommendations

Schedule replacement of single-pane and non-thermally broken systems for buildings with the following conditions:

- receiving new heating/cooling systems,
- having significant occupant discomfort,
- where the glazing system is failing.

Roof Recommendations

- Implement a biannual roof inspection and maintenance program
- Continue on-going roof replacement strategy
- Consider long-term roofing systems such as modified bitumen built-up roof

Interior Recommendations

- Consider updating finishes and furnishings with associated building renovations.
- Prioritize buildings that are commonly toured by prospective students.

Landscape Recommendations

- Implement on-going maintenance program to control vegetation overgrowth.
- Replace overgrown plants around buildings with those properly spaced to reduce building damage and infestation.
- Control overgrowth of ivy.
- Remove ivy from the following locations:
 - masonry walls with spalling units
 - masonry walls with compromised bed joints
 - roof copings and flashings
 - masonry weep holes
 - glazed openings and louvers
 - exterior wall appurtenances

