Periodic Review Report

Presented by: State University of New York (SUNY) at Potsdam

2017

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Date of the most recent decennial evaluation team's visit: March 25-28, 2012

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CHE MSA **Middle States Commission on Higher Education**
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Certification Statement:
Compliance with MSCHE Requirements of Affiliation and Related Entities Policy
(For use by SUNY State-Operated Institutions)
Reviewed and Affirmed July 16, 2015

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation and the "Related Entities" policy.

This signed statement should be attached to the executive summary of the institution's self-study report.

SUNY Potsdam
_____

(Name of Institution)

The State University of New York represents that this institution operates within the program of the SUNY System. The undersigned hereby certify that SUNY recognizes the Commission's compliance requirements for this institution and will uphold State University's policies pertaining to MSCHE Standards and Requirements of Affiliation.

_____   May 10, 2017
(Campus President)   (Date)

_____   5/16/17
(Chair, SUNY Board of Trustees)   (Date)

Chapter 1: Executive Summary

Overview of the institution

Founded in 1816, The State University of New York (SUNY) at Potsdam is one of America's first 50 colleges and the oldest institution within SUNY. Now in its third century, SUNY Potsdam is distinguished by a legacy of pioneering programs and educational excellence. The College currently enrolls approximately 4,000 undergraduate and graduate students. Home to the world-renowned Crane School of Music, SUNY Potsdam is known for its challenging liberal arts and sciences core, distinction in teacher training, and culture of creativity. SUNY Potsdam offers sixty-one baccalaureate programs through its three schools: Arts and Sciences; Education and Professional Studies; and The Crane School of Music. Nineteen programs, mostly in Education, lead to graduate degrees.

Undergraduate research, internships, and applied learning projects are pervasive throughout the curriculum. About one quarter of students are in The Crane School of Music, one quarter in the School of Education and Professional Studies, and half in the School of Arts and Sciences. The College has approximately 850 employees, including 249 full-time faculty members. As of fall 2016, the average student to faculty ratio is 11:1 and the average size of classes is less than 20.

Summary information on the institution's approach to the preparation of the PRR

In 2015-16, SUNY Potsdam convened a committee that included representation from all areas of campus including both faculty and professional staff (see Appendix A). The committee was led by the Associate Provost and a Professor/University Faculty Senator. Based on their area of expertise, each committee member served as the coordinator for at least one section of the Periodic Review Report (PRR) and was assigned a President's Council liaison. From there, the committee members contacted key individuals and units across campus to gather information related to each section. Section outlines were then developed, confirmed by the larger PRR committee, and sent to President's Council for review. A primary writer was identified to draft narratives in a singular voice from the outlines. The primary writer sent drafts to committee members for review. From there, the primary writer worked with the PRR committee chairs to finalize the draft.

Early in 2017, the draft was made available to faculty and staff. Campus input on the draft was gathered in multiple venues: two campus-wide Open Forums, a Faculty Senate meeting, a Leadership Forum meeting, the Provost's Coffee and Conversation, as well as an anonymous online survey. Revisions based on campus input were made to the final draft of the document before submission.

Summary of major institutional changes and developments

SUNY Potsdam recently celebrated a major milestone, its Bicentennial. On March 25, 1816, the New York State Board of Regents signed a charter founding the St. Lawrence Academy in Potsdam, N.Y. Two centuries later, the institution has traced a path through every system of higher education in New York State, first joining the ranks of the Normal Schools and then the State Teachers Colleges, before finally joining the State University of New York upon its

founding in 1948. Today, SUNY Potsdam is the oldest institution in the SUNY system. To honor this special time in SUNY Potsdam's history, the campus held a variety of bicentennial programs, events, and gatherings throughout the 2015-2016 school year to celebrate the institution – the pioneering spirit of generations of students and faculty; the College's legacy in education, the arts, and the sciences; the vibrancy the campus brings to the North Country community; and the amazing impact Potsdam alumni have had world-wide.

With hundreds of attendees at events and lectures throughout the year, SUNY Potsdam's largest event was the phenomenally successful "Bicentennial Birthday Bash" held on March 25, 2016, marking 200 years to the day the original charter was signed. More than 600 students, alumni, friends, faculty, staff, community members, and guests from peer institutions attended to celebrate the momentous occasion. SUNY Potsdam used the event as a way to not only celebrate, but to extend its public relations reach regionally and throughout the nation, utilizing both traditional media and social media. In all, SUNY Potsdam had regional television and print media coverage, and more than 800,000 impressions across all social media. In addition, SUNY Potsdam's President was recognized on the floor of both the New York State Assembly and Senate, with resolutions passed by both. SUNY Potsdam's bicentennial was also recognized on the floor of the U.S. Congress.

Since the self-study, Potsdam has welcomed a new president to campus and, shortly after, a new Provost. Coupled with the bicentennial and strategic planning process, the president and provost are leading the campus to overcome challenges, be innovative, and look to the future. There have been many things to celebrate at SUNY Potsdam, especially the increased diversity on campus. In response to population shifts in New York State, the campus developed an urban enrollment strategy to offset declines in the North Country rural traditional college-age population. As a result of these efforts, SUNY Potsdam has excelled at recruiting students from New York City. During the 2016-2017 academic year Potsdam welcomed a freshman class of 748; forty-one percent of the entering freshman class were students of color. With the creation of the Division of Diversity, Equity, and Inclusion, overseen by a new Chief Diversity Officer, as well as the continued work of the Diversity and Inclusion Action Coalition (DIAC) and Center for Diversity (CFD), SUNY Potsdam strives to become an inclusive campus that celebrates the diversity of its community. Recently, SUNY Potsdam submitted a Diversity, Equity, and Inclusion Strategic Plan to SUNY System Administration. System Administration, upon evaluating plans from all sixty-four campuses, found approximately 20% to be "very strong" or "exceptional." They deemed Potsdam's plan as one of those exemplars. In their letter to campus, they said:

> "SUNY Potsdam's plan is outstanding for many reasons. Notably, the extensive community collaborations, including cooperation in areas of higher education and law enforcement, are particularly strong. Potsdam's notable commitments to inclusion and diversity and its collaborative spirit should have a significant positive impact on the implementation process."[1]

SUNY Potsdam, with a cornerstone in teacher preparation and the arts, continues to celebrate the collective talent of faculty and students. The completion of the Performing Arts Center, a

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[1] See Appendix I

$53,823,099 million project, has enhanced SUNY Potsdam's reputation for music, theater, and dance. This complex will continue to bring the arts to Northern New York and allow performers to highlight their talents on stage. Students and faculty are showcased not only on stage, but also through campus festivals such as the annual LoKo Festival of the Arts and Learning and Research Fair. Additionally, many of SUNY Potsdam's students and faculty have received recognition for their accomplishments through awards such as the President's and Chancellor's Awards for Excellence.

SUNY Potsdam alumni believe in the College and continue to support the campus through generous gifts. Potsdam had a record-setting campaign that raised $33.5 million dollars and received donations from 13,717 total donors, 9,886 of which were SUNY Potsdam alumni. These numbers suggest that alumni greatly value the education they received at SUNY Potsdam. A significant gift helped to establish the Center for Applied Learning that will allow more students to engage in at least one high-impact applied learning experience under the supervision of faculty and staff. Another generous gift helped build the Wagner Institute for Sustainability and Ecological Research (WISER), which will facilitate opportunities for student-faculty collaborative research focusing on issues of environmental sustainability and conservation. Additionally, the "Bob" is a competitive faculty award, endowed by Robert J. Hill '77, to financially support faculty in developing and implementing applied learning experiences with a group of students. The income generated by the endowment is expected to fund between $2000-$7000 in faculty expenses for applied learning experiences during each award cycle.

Though the College's reputation as an arts campus is widely known, SUNY Potsdam also has a noteworthy enrollment in STEM fields. Nearly 20% of Potsdam students are majoring in science, math, or computer science, a percentage that has held steady for multiple years. Furthermore, Potsdam ranked second among SUNY Comprehensives for the proportion of students enrolled in STEM fields in three of the last four years; this is especially impressive when compared with other arts-centric campuses, which average between 11-13%.

The campus has developed new academic programs like Graphic Design and Exercise Science and numerous initiatives (see Chapter 4 and Standards 9 & 13) that will not only help to recruit new students, but also retain current students. These programs are a response to students' career interests as well as the needs of the region and the state. In the College's published career status report[2], 98% of 2014 survey respondents and 97% of 2015 survey respondents were either employed, enrolled in graduate school, or not seeking employment. Of these 72% are employed in New York State.

As part of the SUNY Excels initiative through SUNY System Administration, SUNY Potsdam applied for performance-based funding. The campus was successful in receiving an Applied Learning Grant ($750,000) which will assist the SUNY System's first ever Center for Applied Learning to provide more opportunities to students and to research sustainable models of faculty compensation for the extra workload involved with applied learning activities. The College was also successful in receiving an Open SUNY Online Loan ($368,000) which will allow the College to implement its first completely online programs.

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[2] http://www.potsdam.edu/sites/default/files/2015CPStatusRpt.pdf

Highlights of the PRR

SUNY Potsdam continues to thrive as a campus. The campus is proud of the work that has been done to meet the recommendations and campus goals outlined in the 2012 self-study and external review, which have ultimately improved the overall student experience. The College will continue to explore and implement initiatives that can improve student learning, recruitment, and retention as well as enhance campus life for the entire community.

After just celebrating the 200th anniversary of the College (making it the oldest in the SUNY System), undoubtedly the focus is on the future. Many of the recommendations made by the Middle States team and the campus itself have resulted in changes that will allow the campus to place a greater focus on the entire campus community through increased transparency, strategic planning, and shared governance (described throughout Chapter 2). These three themes are evident throughout SUNY Potsdam's PRR.

As described in Chapter 2, the campus has addressed Middle States recommendations by:

- Reviewing and updating mission documents including the Potsdam Graduate (Standard 1);
- Revising budget processes including the creation of a new budget committee (Standard 2);
- Increasing transparency on the College's website by expanding extensive institutional data and creating a centralized webpage for ease of access (Standard 5);
- Enhancing administrative assessment plans and campus planning documents (Standard 7);
- Enriching the student experience through new support services and programming (Standard 9 and 13);
- Examining faculty work-life and exploring ways to provide more support and opportunities (Standard 10);
- Reviewing General Education requirements (Standard 12); and
- Changing the assessment report format and process (Standard 14).

Various strategic planning sessions and documents will help the College to plan for the next decade. As part of the strategic planning process (described in Chapter 6), the campus has worked together to define the College's core values. This process will be ongoing to ensure that the campus mission documents continue to reflect the College's core values as identified in the strategic planning process. More aligned assessment practices will ensure that academic and administrative departments across campus are making decisions aligned with the College's mission and priorities. As the administration was engaging the campus in the strategic planning process, the new Chief Diversity Officer led a taskforce to draft a Diversity, Equity, Inclusion plan that was submitted to SUNY System Administration (described in Chapter 3).

When Interim President Hefner joined the campus in 2013, he began the process of balancing the campus budget including significant short-term changes to reduce spending. Dr. Kristin Esterberg joined the administration in 2014 and furthered the work of Dr. Hefner. Throughout these transitions, the campus has strived to be fiscally responsible while enhancing alignment of spending with the College's mission of serving students.

Many of the initiatives described in the PRR are a result of the campus administration's commitment to shared governance. College administration has enhanced resource transparency

with the campus and the campus is working together to develop a more inclusive budget planning process (described in Chapter 4). Both academic and administrative units have formalized assessment processes (described in Chapter 5) which, with the new budget process, link to institutional planning and budgeting (described in Chapter 6). Of particular note, the creation of Financial Dashboards is a major transparency accomplishment; these dashboards allow the campus community to see current budget data online through a secure server. Campus-wide communications have also improved. The Provost's Newsletter highlights many of the important activities regarding Academic Affairs, as well as student and faculty life. Provost's Coffee and Conversation provides an opportunity to discuss and share ideas or concerns regarding functions critical to the College's mission. In spring 2016, Potsdam's Faculty Senate organized and hosted the first ever open Q&A with President's Council during governance hour.

The College continues to reflect and to make changes that will move the campus forward. The bicentennial celebration was truly symbolic for the entire campus, not only celebrating past successes, but also the great things to come. Together, the administration, faculty/staff, and students are working to better the campus, the local community, the nation, and the world.

Chapter 2: Response to Recommendations

Standard 1: Mission and Goals

The Visiting Team and Self-study Committee both recommended the College, "Charge a broadly representative task force with reviewing and, as appropriate, recommending strategies to enhance alignment and awareness of the College's core mission documents to ensure that they are current, fully integrated with each other, and sufficiently clear to be directive in planning, decision making, and the allocation of resources."

As described in the 2014 Monitoring Report, SUNY Potsdam has completed the recommended review of core mission documents. From the report:

> "To assure that the administrative departments had mission statements intentionally linked to these documents, every department on campus was asked to review and revise, or in a few cases to recreate, their mission statement and explain how it is linked to the College Mission Statement, the Potsdam Graduate, and the Potsdam Pledge. These were collected and reviewed by the unit's supervisory member of the President's Council."

As a result, The Potsdam Graduate was revised and updated in 2012. Additionally, departmental mission statements were reviewed and revised as needed to be clearly linked to the College's core mission documents (the Mission Statement, The Potsdam Graduate, and The Potsdam Pledge).

Many departmental mission statements have been published on individual unit web pages. When not separately posted online, the statements are available in each department's assessment plan and assessment report. Links to mission statements and department assessment documentation can be found on the Office of Institutional Effectiveness Assessment webpages:
  Administrative Departments: http://www.potsdam.edu/offices/ie/assessment/adminassessment
  Academic Departments: http://www.potsdam.edu/offices/ie/assessment/deptoutcomes.cfm

Standard 2: Planning, Resource Allocation, and Institutional Renewal

The College's Self-study Committee recommended that the campus "Create a broadly representative process to ensure that the structure, actions, and budget allocations of the College reflect our mission, values, and priorities." The Visiting Team recommendation was more specific suggesting "Assessment data needs to be collected, analyzed, and decisions made in all academic and non-academic units on the campus and tied to the planning and necessary resource allocation." Since the self-study, staff and faculty have worked together to develop a process that is transparent, inclusive, data based, and mission driven.

The Business Affairs Office previously produced Consolidated Financial Reports (2011 – 2014) that provided an overview of campus finances. To further improve transparency and communication across the College, the Office of Business Affairs now has developed two different online Financial Dashboards; the dashboards provide detailed resource distribution information as well as the College's financial overview and both are available to the entire campus community on a secure server.

The first dashboard available is called a Biweekly Dashboard; it provides summary data regarding the distribution of campus resources and is updated every other week. For State Accounts, this dashboard is organized into four sections: Personnel Service Regular (PSR; or salaries), Temporary Service (TS); Other Than Personnel Service (OTPS); and finally "All Sections," which shows the total combined allocations, expenditures, encumbrances, and remaining allocation for each account in a single line. For IFR/SUTRA (Fee and Tuition Account Balances & Spending) and DIFR (Residence Halls) Accounts, the dashboards are organized differently, as these are cash accounts. As such, the expenditures and encumbrances are tracked in various categories, showing an adjusted or ending cash balance in multiple places on the spreadsheet. As dashboards are only available to the campus community (must have a campus computer account to access), a sample Biweekly Dashboard can be found in Appendix B.

The second dashboard available is the Overall Financial Health Dashboard, which is updated once each semester. This dashboard shows tables and charts that summarize campus enrollment, operating budget (revenues and expenses), as well as planned versus actuals for previous years. Also included is resource information regarding the structure and breakdown of a budget, budget triggers, changes in state support, and the US economic outlook. The Fall 2016 Overall Financial Health Dashboard can be found in Appendix C.

Additionally, the Budget Affairs Committee (BAC) of Faculty Senate, working with the Chief Financial Officer, have written "Budget Request Process: Guidelines and Instructions" (Appendix D). The goal of these guidelines is to provide transparency about budget decisions and to clarify the budget request process. The process is designed to align resource distribution and fiscal planning with the College's mission, values, and priorities.

The introduction of these guidelines includes the following:
> "The college's ability to invest new or increased allocations is derived in large part from increased tuition revenue. Such investments must be directly and clearly linked to improved or expanded instruction, student outcomes, access, and success. Accordingly, the focus of these guidelines is to highlight the importance of aligning requests to positive impacts for our students. Please also consider alignment with and support for the Campus Strategic Plan. The review process will, in a large part, consider such alignments."

The BAC and CFO also worked together to propose the creation of a campus-wide committee to advise the President's Council on the distribution of resources. As described in more detail in Chapter 6, this proposal for a college-wide Financial Affairs and Strategic Planning (FASP) committee was approved by Faculty Senate during spring 2016. Together, the Chief Financial Officer and new FASP committee will provide the foundation for a new process that will assist the College in its efforts to reduce reactive budgetary decisions. A transparent process that clearly links assessment data and college mission to budget allocations has been a goal of the Office of Business Affairs and the College community. The new budget director, hired in February 2017, will implement the proposed budgetary process.

Standard 5: Administration

The Self-study team recommended that the College "develop a single location for critical institutional information; including policies, practices, and data, at the College, division and unit levels that will be presented in such a way that makes the rationale for key decisions transparent."

Over the last five years, many offices across campus have worked to make critical institutional information more widely available. Some of these efforts are directly tied to other Middle States standards and have already been discussed in this document, such as web access to Administrative mission statements and assessment plans (Standard 1) as well as the creation of Financial Dashboards (Standard 2).

In order to make this extensive data more accessible and navigable for the campus community, the College has created a new meta-page of institutional information[3] as recommended. This page has links to key information from across the campus, which will require periodic updates to ensure that information linked is not only current, but relevant to the campus community and general public.

Content Area	Specific Documents
Mission	University mission; academic and administrative departmental mission statements
Assessment Data	Annual assessment plans and reports, updated on a cyclical basis with oversight from Office of Institutional Effectiveness
Budget	Summary budget allocations and "dashboard" view of annual expenditures
Campus Statistics	Data statistics and reports by the Office of Institutional Effectiveness
Individual Schools	By-laws
Governance	Minutes of President's Council, College Council, Provost Cabinet, Space Prioritization and Allocation Committee, Council of Chairs and Program Coordinators, Faculty Senate meetings (in process)[4]
Physical Plant	Facilities Master Plan and Annual Facilities Plans
Campus Planning	Campus Strategic Plan, Academic Affairs Strategic Plan, and Diversity, Equity, and Inclusion Strategic Plan
Personnel/Human Resources	Faculty Handbook and Guidelines for Academic Appointment and Promotion, Labor Contracts for all Campus Units, Additional Employee Policies which include compensation policies and additional information from Human Resources

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[3] https://www.potsdam.edu/faculty/institutionalinfo
[4] The Senate Vice Chair is currently working with College Communications to determine the best solution for long-term archival.

College Communications is responsible for updating and maintaining the informational meta-page, including verifying links are active and information has been updated. Individual offices, units, and committees are responsible for posting their relevant documents in a timely manner.

Standard 7: Institutional Assessment

The Visiting Team recommendation was:
> "The institution needs to establish an organized and sustained institutional-level assessment plan and reporting process that communicates to the college community its progression on the achievement of goals identified in the Bicentennial Plan. The assessment plan and how the results are used to inform prioritization and resource allocation decisions should be based upon an evaluation of the institutional data available and presently used to inform decisions at the college."

SUNY Potsdam's Institutional Assessment Plan is not one single process, but a collection of processes including academic assessment, administrative assessment, and assessment of the various strategic plans created by the campus community. At the time of the self-study, one piece of the Institutional Assessment Plan was already in place and working well: Academic Assessment. After the self-study, the campus began developing a plan for collecting Administrative Unit Assessments. The College requested mission statements from Administrative Units in 2013-14, Assessment Plans by spring 2016, then all Assessment Reports and Improvements during the 2016-17 academic year. All units were required to follow the same timeline for their initial plans and reports. However, beginning in 2017-18, all units will be on a rotational 3-year cycle.

Another piece of SUNY Potsdam's Institutional Assessment is strategic planning. SUNY Potsdam began its Strategic Planning process early in 2016 (described in Chapter 6). This process will soon yield a Campus Strategic Plan, an Academic Affairs Strategic Plan, as well as a Diversity, Equity, and Inclusion (DEI) Strategic Plan. With the completion of these plans, departments will be charged to link their goals to the planning documents.

Additionally, in response to this recommendation, the use of Institutional Assessment in decision making and resource allocation is reflected in the new budget request process which allows departments to request funds based on assessment data results. This new process states:
> "The overall budget process has been designed to combine planning, assessment results, and resource allocation to ensure that budgets are aligned with the College's mission, goals and assessment results. In that regard, the budget request forms have been separated while still reflecting the connection between your budget requests, the strategic plan, and your assessment data."

SUNY Potsdam's complete Institutional Assessment Plan is available in Appendix E.

Standard 9 and 13: Student Support Services and Related Educational Opportunities

The Self-Study Committee recommended the campus "investigate ways to strengthen programs that demonstrably contribute to student success as defined by the College mission." Suggestions

included exploring alternate advising models, expanding scholarship offerings, expanding successful programs for at-risk student groups, and exploring distance learning programs consistent with the College mission.

In response to this recommendation, a 2012-13 Task Force was charged with reviewing advising and suggesting possible improvements. Based on these recommendations, an evaluation tool for advisors already has been developed. Additionally, advising is included in the Academic Strategic Plan. The plan includes: recognizing and rewarding excellence in advising; reviewing the task force recommendations and current practices to enhance advising effectiveness; and clarifying the value of advising in the promotion and tenure process.

Student Success Center
The Student Success Center has been a focus for campus efforts to enhance student success. The Student Success Center (SSC) has experienced staffing transitions, due to retirements and job changes, which have allowed the SSC to re-evaluate and explore ways to make the office more efficient. The staff met in several retreats over the past six months and formed two SSC task forces to evaluate their mission and the use of physical space.

Over the last two years, the area also has begun a number of retention initiatives such as the implementation of the Student Success Collaborative. This system provides tools that will enable faculty and staff to increase frequent, targeted, and meaningful interactions with students; improve retention; identify and address the needs of a rapidly changing student population; assess and improve advising across the college; monitor ongoing health and well-being of students and provide timely and effective outreach.

Furthermore, the new student orientation has been revised to include diversity, equity, and inclusion issues. The orientation format was also redesigned to deliver academic and campus policy information both more effectively and in a more welcoming and interactive format.

The Student Success Center began another new initiative in fall 2016, to focus on academic mentoring. This program, mandatory for all students on academic probation, is designed to help strengthen their skills to achieve greater academic success through personalized contact with professional staff and referrals to additional support programs. The Academic Mentoring Program (AMP) has averaged about 150 probation students each term so far. The fall 2016 semester saw an 11% increase in the number of probationary students retained at the end of the term (based on the 15-year average).

Additionally, the Student Success Center has expanded programs for at-risk students, increasing the number of students supported by the Educational Opportunity Program (EOP) and Bridges offices. EOP has expanded by serving 18 additional students in 2016-17. Bridges expanded from 90 to 140 students between 2013 and 2015.

However, there was an unexpected decrease in Bridges enrollments in 2016-17; in response the SSC staff worked collaboratively with Admissions and Public Relations to rebrand the Bridges Program for prospective students. Specifically, instead of being presented as additional

requirements students must follow, the program now will be marketed as providing additional benefits and services not available at other colleges.

Admission Status	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
EOP	140	136	134	140	158
TRiO	256	245	230	230	216
Bridges	102	95	119	141	80
Grand Total	**498**	**476**	**483**	**511**	**454**

There have also been new initiatives within Potsdam programs that support at-risk students. In spring 2017, EOP initiated a new program to provide EOP students up to 3 hours of individual tutoring per week in selected subjects. In fall 2016, TRiO staff piloted the new Build-a-Bear Cub program. The program was designed to assist incoming students by reaching out and serving as a single point of contact for TRiO-eligible students. The program was piloted in the summer of 2016 and successfully enrolled 246 of 249 accepted students (98.8%). The program will be expanded for summer 2017 to include incoming EOP, Bridges, and transfer students. The goal of the SSC will be to expand the program to provide transitional assistance to all incoming students for summer 2018.

Financial Aid
Many SUNY Potsdam students struggle to continue and complete their education due to financial challenges. The Office of Financial Aid has responded to the evolving financial needs of students with new and enhanced programs.

Between fall 2010 and fall 2016, the percentage of Pell-eligible students went from 45% to 53% and the average award went from $3,982 to $4,345. Considering Potsdam's significantly more vulnerable student population, the Financial Aid office has added new scholarships:

> 2011-12 – 15 new scholarships
> 2012-13 – 18 new scholarships
> 2013-14 – 13 new scholarships
> 2014-15 – 12 new scholarships
> 2015-16 – 20 new scholarships

In total, the College has spent the following on scholarships and waivers in recent years:

2011-12 $2,243,394 includes foundation/endowed and institutional scholarships
2012-13 $2,490,890 includes foundation/endowed and institutional scholarships
2013-14 $2,651,952 includes foundation/endowed and institutional scholarships and $17,925 in Graduate Students - International Waivers
2014-15 $2,560,024 includes foundation/endowed and institutional scholarships and $120,030 in Graduate Students - International Waivers
2015-16 $3,368,230 includes foundation/endowed and institutional scholarships

The Graduate Student and International Student waiver programs were discontinued for 2016-17 as most of these students did not want to live on campus and, therefore, did not find these housing waivers beneficial.

During the 2016-2017 academic year, two new grants were established to bridge the gap between financial aid and the student's bill. The *Go Further at Potsdam Grant*, for freshman/first time students, and the *GAP Grant*, for continuing students, support students with an expected family contribution of $0-3,000 in meeting their unmet need or cost of attendance. The grants are not intended to cover a student's entire outstanding bill; rather they are intended to help students construct a viable financial plan to enroll or continue their studies at SUNY Potsdam. Students must apply for the grants and must have demonstrated financial need and meet satisfactory academic progress standards. The Go Further and GAP Grants may not be combined. The grants are renewable; however, renewals are subject to available funding, a student's financial need, and satisfactory academic progress.

Another new scholarship was inspired by the financial challenges current students face. The *Pay It Forward Scholarship* was established in 2016 by alumni who were inspired by several SUNY Potsdam students who have overcome seemingly insurmountable obstacles, such as their family being homeless, to attend SUNY Potsdam. This scholarship provides financial assistance to high-potential, but financially at-risk students at SUNY Potsdam who have exhausted or do not qualify for traditional financial aid due to extenuating circumstances.

Beginning in spring 2017, SUNY Potsdam also implemented a partial housing (bed) waiver to assist students with gaps in aid. Students must live on campus, have demonstrated financial need, and cannot receive other housing waivers (e.g., resident assistants, etc.). The award is renewable if the student demonstrates satisfactory academic progress and continues to demonstrate financial need.

Finally, the Financial Aid office has been consistently successful in working with departments to award all available scholarship dollars. The office has regularly communicated with each department to be certain they understand all the individual scholarships available in order to select student award recipients. Scholarship money and processes continue to follow the donor's wishes and expectations for the intended use of funds.

Counseling Center
To support the mental wellness needs of students, which affect their academic success, the Counseling Center has increased staffing numbers. Additionally, the Center has opened a Satellite Office that was established for walk-in meetings to address one-time, non-crisis situations and has contracted with Reachout, Potsdam's community 24-hour hotline to add an additional after-hours resource to students.

Distance Learning and Online Programs
Based on the needs of students and the professional training needs in New York State, the faculty is considering programs to implement online. The campus has received startup funding through the Open SUNY Loan Fund to put complete academic programs online. Interested departments

are considering certificates, bachelors completion, and masters programs. Additionally, the College will apply to participate in the State Authorization Reciprocity Agreements (SARA)[5].

A proposal to turn the Watertown Extension Center into a branch campus[6] is also in process. If the Branch Campus application is successful (approved on campus, at SUNY, and at the State Education Department), Watertown students would be able to complete entire SUNY Potsdam programs in Watertown. Currently, Watertown is an extension center and, as such, all students must travel to Potsdam for at least one on-campus course. The movement to a Branch Campus will eliminate this barrier for students in Watertown; therefore, enhancing the potential for timely completion of the degree.

Standard 10: Faculty

The Self-Study Committee recommended the College address six charges relating to faculty work life.

The first area is *increased support for professional development and faculty scholarship*. This has happened in a variety of ways. In order to provide more effective and efficient support to faculty, several offices and committees have been brought together to form the Center for Creative Instruction (CCI). The combined offices/committees include:

- Learning and Teaching Excellence Center (LTEC);
- Distance Learning;
- Instructional Technology Center (ITC); and
- the Teaching and Learning Technology Roundtable (TLTR).

The transition to and staffing of the Center is still in process. Recently, the campus conducted searches for a Director and an Instructional Designer, which were not successful. The College is now exploring what structure will work best for the Center. Once the Center is fully staffed and the organizational structure is clarified, the CCI will offer an array of services in support of teaching and learning.

The College has made several improvements in support for new faculty. Through considerable research and planning, the New Faculty Orientation was restructured to provide a more welcoming and interactive orientation experience. Though the New Faculty Seminar Series received a commendation in the 2012 Visiting Team report, the team continues to assess and evolve the program to support new faculty most effectively. As a result, the content has been further refined and a seminar mentor program has begun, utilizing faculty from each school to participate in seminars regularly. Finally, within each school, the Dean links each new faculty

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[5] SARA is an interstate consortium for online learning which enable students from other states to enroll at SUNY Potsdam online.

[6] It is important to note that the New York State Education Department definition of a Branch Campus differs from that of the Middle States Commission on Higher Education. The College is seeking approval for the Watertown campus to be a Branch Campus under NYSED definition only, which will not meet the requirements of the Middle States definition for branch campuses. As such, the proposal will not need to go through MSCHE accreditation processes.

member to an individual mentor and provide focused financial support for new faculty professional development and scholarship as they work toward tenure.

There are additional opportunities to support untenured minority faculty and women in tenure-track lines. The Drescher Leave Program has been available as part of the United University Professions (UUP) Collective Bargaining agreement; the program is designed to support a pre-tenure sabbatical project to enhance the faculty member's tenure portfolio.

Beginning in 2015, the School of Education and Professional Studies (SOEPS) began offering faculty research grants totaling $12,000 to members of the School. The grants are supported through an endowed fund from donors, specifically to support research in teacher preparation. The School of Education and Professional Studies has implemented the Scott Research Faculty Grant, which provides eight teacher education faculty with $1000 to support faculty scholarship related to the improvement of teacher preparation. The Hind Research Grant provides four Business Administration and Community Health faculty with $1000 to support faculty scholarship related to the improvement of their disciplines.

Also, in 2015, The Crane School of Music had two new grants for faculty. The Janice and Roger Johnson Center for Leadership in Music Education funds projects that support student success and faculty teaching, research, and outreach. Activities should have the potential to make a difference in the national conversation about music education. The Mango-Flatt Family Endowment for Music Education Research funds projects that explore topics, issues, questions, or problems related to pre-college music education and that plan to present findings to audiences on the regional, national and/or international level.

Though not new endeavors, the Research and Sponsored Programs Office (RSP) offers three programs to support external grant applications. All faculty can apply for the Research and Creative Endeavors Program, which provides seed money to pursue a research or scholarly project with the goal of attracting external funding for their work. The Grant Development Program provides money to pursue the development of new proposals for submission to external funding agencies. To further encourage faculty and staff to pursue external funding, the Grant Writing Initiative (GWI) provides awards for up to six faculty/staff per year who develop and submit viable proposals to external funding agencies.

The second charge in the recommendation was to explore *workload reduction*. In these difficult fiscal times, the campus has been unable to reduce teaching loads but is exploring alternatives to reduce overall faculty workload. The Academic Affairs Strategic Plan (Appendix H) includes issues related to workload such as evaluating committee charges to reduce duplication of effort. Also, administrative offices across campus are exploring ways to streamline internal processes that impact faculty and staff workloads. For example, the Center for Applied Learning has transitioned to an electronic internship approval process which reduces faculty time to complete the paperwork and saves staff time on data entry. Additionally, the Center has moved to an electronic check-in and record keeping process, which will utilize less staff work time. As time is the College's most valuable resource, any time saved through such efficiencies can be reallocated (either through changing job descriptions or shifting of position lines after vacancies) to focus on the primary mission of the college – student success. In the future, the College hopes

that these increased efficiencies will both directly (actual individual time spent on required campus processes) and indirectly (ability to reallocate job responsibilities and/or positions) reduce workload.

The next two charges relate to equitable pay and release time. The campus administration is aware of the need to complete a benchmarking study of faculty salaries on campus, within the confines of the collective bargaining agreements, to ensure *equitable salaries across campus and within the system.* Once out of the structural deficit, the campus will reassess salaries. One recommendation that can be addressed now is an evaluation of the *role of release time and stipends within the overall assignment of workload*. The Academic Affairs Strategic Plan includes a review of all stipends and course releases to ensure equity in extra serve compensation among Academic Affairs units; the data gathering phase of this project is in process.

The draft Academic Affairs plan includes revisiting the 2012-13 Advising Task Force recommendations to determine what actions to pursue in the area of *identifying and rewarding excellence in advising*. This is discussed further under Standards 9 & 13.

Finally, to ensure *greater transparency of leadership decisions that directly impact faculty* more communication and opportunities for discussion have been created. The addition of a Provost's Newsletter, Provost's Coffee and Conversation, and open Q&A with President's Council during Faculty Senate hour are just a few examples.

The campus President and Provost have independent monthly meetings with Faculty Senate leadership and UUP on a regular basis. Additionally, the Faculty Senate Executive Committee meets with President's Council at least twice a semester and for extended retreats in the summer. The President and Provost report at the monthly Faculty Senate meetings and then again at Full Faculty Meetings. All reports are included in meeting minutes, which are published for the campus community.

Standard 12: General Education

While the Middles States Visiting Team gave the General Education program at SUNY Potsdam numerous commendations, they also recommended a "systematic and thorough review." The process underway at the time of their visit resulted in significant revisions to The Potsdam Graduate statement.

A systematic and thorough review of the General Education curriculum was not completed, however, because of a SUNY System Administration directive for a credit-hour reduction in General Education programs across the system and the committee had to dedicate its time to this process.

In July 2016, the President's Council endorsed the General Education Program review process now underway by the General Education Task Force (GETF), which includes wide representation from stakeholders across the campus. Two new SUNY Potsdam initiatives – Applied Learning and Diversity – are being included in this review. Since these areas are integral to the College's mission and vision, the GETF is committed to exploring ways to include

applied learning and diversity/inclusion into the General Education program and/or College Requirements.

Standard 14: Assessment of Student Learning

The Visiting Team recommended that Potsdam "enhance communication efforts to students and administrators to make more transparent the use of the direct evidence of student learning that informs changes to the academic programs." In response to this recommendation, SUNY Potsdam has changed the assessment report process and format to improve communication and transparency.

The primary process change is that Student Learning Outcomes Assessment Reports are now submitted to the deans and/or department chairs. When department chairs are the primary contact for reports, they are responsible for presenting a report summary to the appropriate dean who can then confirm the budget is available to support proposed action plan(s) before final report is posted on the Institutional Effectiveness webpage. This change in process allows for improved communication as well as the linking of assessment-based recommendations to budget allocation decisions.

There were two major changes to the assessment report format. First, an abstract (or summary) of the academic changes and improvements made based on assessment results was added to the top of the report. The abstract provides a brief overview of assessment results and recommendations, thereby improving communication and transparency. Second, a description of how assessment-based curricular changes are communicated to students must be included with the report. Each department is encouraged to communicate changes with students using existing venues including advisors, departmental websites, student clubs/organizations, and newsletters. This change, a simple documentation of how the information is shared with students, will support communication and transparency by making departments aware that it is a required step of the process.

Chapter 3: Challenges, Opportunities, and Achievements

History Since Self-Study

Numerous New Administrative Appointments
From 2013 to 2016, SUNY Potsdam was in a period of transition welcoming several new leaders to campus. These changes included a new Interim and current President and a new Interim and current Provost. Additionally, the campus experienced turnover with the Chief Financial Officer position. An interim Chief Financial Officer is currently in place, with a search planned to begin shortly. During these transitions, the President's Council worked to ensure that the changes would move the campus forward towards greater stability. Additionally, in the summer of 2016, the campus hired a new Chief Diversity Officer to support the increased diversity on campus and to exemplify the campus commitment to diversity, equity, and inclusion. The College recently has welcomed a new Director of Budget and, in summer 2017, also will have a new interim Dean and Associate Dean of the School of Education and Professional Studies, with a search for a permanent dean scheduled to begin in the fall. The new administrators will continue to help lead the campus to bring the strategic planning goals to fruition over the next five years.

Changes in Systems and Organizational Structure
Multiple changes in systems and organizational structures have occurred to assist faculty and staff with day-to-day operations. A new time and attendance system for faculty and staff was rolled out over three years. A transition to a new course and room scheduling software system, new mail and personal calendar software system, a cloud-hosted content management system, and an upgrade to existing Moodle online course software are just some of the changes to technology on campus.

The Center for Creative Instruction was launched to support teaching and learning across campus and online (see Standard 10). The Division of Graduate and Continuing Education, a realignment of programs, was created to provide access to advanced academic programs, continuing education, personal and professional enrichment, and early college opportunities to individuals committed to educational attainment and lifelong learning. The goal of this collaborative structure is for the campus and community to benefit from an increased number of relevant program offerings, as well as streamlined service and support. Currently, the campus is exploring strategies to better coordinate performance production resources (technical theater facilities and staff including the Scene and Costume shop and Scene, Lighting, and Costume Designers) shared by the Department of Theatre and Dance and The Crane School of Music.

Because of a million-dollar endowment by SUNY Potsdam alumni, the Center for Applied Learning was created; this is another realignment of programs (Experiential Education, International Education, Student Research, and Service Learning) designed to create efficiencies in service and support. This structural change has increased opportunities for students, supported the work of faculty and staff, and allowed the Center to enhance best practices related to student success. As a result, not only is SUNY Potsdam able to provide more applied learning experiences to students, but this center is the first in the SUNY System to focus specifically on Applied Learning. SUNY has subsequently prioritized Applied Learning opportunities for students and given the College a $750,000 grant. The grant is supporting several initiatives,

including research into sustainable faculty compensation models for the additional workload created by applied learning opportunities.

Shared services

The implementation of shared services with a neighboring campus, SUNY Canton, has allowed SUNY Potsdam to examine ways to save resources. Positions such as Benefits and Payroll Manager, Human Resources Director, Chief Financial Officer, and Chief Information Officer were just some of the shared positions implemented in 2012-2013. Shared services with Canton have brought some success such as the sharing of a Military Coordinator, Benefits and Payroll Manager, printing, and inter-library loan. Because of analysis, some shared services have been discontinued; these include a shared Chief Financial Officer, Human Resources Director, and a two-year long exploration of a possible shared Presidency. The Chief Information Officer is set to be unshared in 2018, while the two campuses seek additional opportunities for shared services to offset the cost. The College will continue to analyze all shared services, revising as needed so that these positions meet campus needs and save resources where feasible.

Accomplishments

Recently, SUNY Potsdam celebrated its bicentennial and closed a successful fundraising campaign. The campaign priorities were a direct result of the campus visioning process and the Bicentennial Plan. In 2010, the *Take the Lead: the Campaign for Potsdam* began with a working goal of $25 million. It successfully concluded in 2016 having raised more than $33.5 million. The five priorities of the Take the Lead Campaign were:

1. The Annual Fund for Potsdam ($8,077,154 raised): Providing flexibility and diverse and unique opportunities for students and faculty through unrestricted giving.

2. Academic Excellence ($11,311,305 raised): Enhancing and expanding programs by providing the richest, most diverse learning environments through curricula, state of the art technologies and facilities.

3. Scholarships ($8,426,871 raised): There were an additional 99 endowed scholarships (at the $20,000+ level) raised during the *Take the Lead Campaign*, bringing the total number of named Foundation scholarships to 327, increasing the number and size of scholarships making a college education accessible for all.

4. Transformational Student Experiences ($5,162,529 raised): Preparing students for real-world success through high-impact, out of classroom learning experiences, such as undergraduate research, study abroad, internships and leadership opportunities.

5. Investment in the Arts ($12,695,338 raised): Weaving creativity into the fabric of life and learning to foster the entrepreneurs, innovators and leaders of the future. These gifts were received across all of the above priorities.

Priorities for this campaign were focused on creating the very best learning experiences for students. This campaign generated funds to enhance scholarship opportunities for students and

enhance learning opportunities through the donor-sponsored Center for Applied Learning (CAL) and the Wagner Institute for Sustainability and Ecological Research (WISER).

Made possible by a $1M+ gift during the *Take the Lead Campaign*, the LoKo Festival was founded with the purpose of infusing energy and opportunity into the visual and performing arts of the SUNY Potsdam campus and community. Founded in 2012, the Festival allows the College to celebrate the campus culture of creativity and to reinforce how important the arts are to informing innovative learning environments for every discipline. Since the decennial review, SUNY Potsdam also celebrated the opening of the Performing Arts Center. Not only is the Performing Arts Center enhancing learning opportunities, but is anticipated to attract new students to theatre and dance. Since the fall of 2012 (one year before the opening of the PAC), the department has added 28 new majors.

SUNY Potsdam strategically hired sixteen new tenure-track faculty for the 2016-17 academic year and twenty-three searches are underway for the 2017-18 academic year in key areas. New programs such as a B.S. in Exercise Science, B.A. and B.F.A. in Graphic Design, M.S. in Community Health, and B.A. in International Studies are attracting new students to SUNY Potsdam. The campus was successful in receiving an Open SUNY Loan for Online program development that will help faculty to implement completely online programs.

Potsdam recently signed a 2+2 Articulation Agreement with the Mohawk Council of Akwesasne, St. Lawrence College, and SUNY Potsdam. This exciting agreement facilitates the transfer of Mohawk students with a General Arts & Science diploma conferred by St. Lawrence College and delivered by Iohahi:io Education and Training Center to the Archaeological Studies Bachelor of Arts program at SUNY Potsdam. Students transferring with the General Arts and Science diploma will enter SUNY Potsdam as juniors and, assuming normal academic progress, have the opportunity to complete the Bachelor of Arts degree in two additional years of full-time enrollment.

SUNY Potsdam experienced growth in the number of students in Educational Opportunity Programs (EOP). The highest enrollment for EOP was 158 students (fall 2016) and for Bridges was 141 students (fall 2015). Programs such as EOP, Bridges, and TRiO, are helping students complete their degrees. The federally funded TRiO program was successful in renewing their grant for five years. An overview of these programs that support at-risk students as well as their new initiatives can be found in Standards 9 & 13.

The Counseling Center increased staffing numbers and opened a Satellite Office. The Satellite Office is a program that offers Walk-In availability from 8:30am-4:30pm. Students do not need an appointment and do not need to fill out paperwork, they simply walk-in if the door is open. The Satellite Office is meant for one-time situations in which students need to talk things through or need assistance determining a plan for their concern.

As the campus becomes more diverse, the College has embraced the work needed to support equity and inclusion. The Diversity and Inclusion Action Coalition (DIAC) at SUNY Potsdam conducted a student campus climate survey and focus group sessions to better understand the needs/challenges of students and also facilitated several programs, workshops, and initiatives

attending to these needs. DIAC also facilitated other programs for employees and for the broader Potsdam community. In addition, SUNY Potsdam's POP initiative (Preparing and Organizing for Change: Teaching, Learning and Practicing Racial Justice) received a grant during the 2015-16 academic year from the SUNY System Administration Office of Diversity, Equity, and Inclusion. A series of workshops and programs were offered to the campus community through POP. Furthermore, the Division of Diversity, Equity, and Inclusion (DDEI) was created in the summer of 2016 to sustain and implement best practices to help Potsdam's increasingly diverse student population.

Challenges and Opportunities

Since the self-study, SUNY Potsdam has undoubtedly faced challenges that are also felt nation-wide, but at the same time embraced the opportunity to be innovative and resourceful. As the campus looks to the future, seven focus areas were identified through the strategic planning process. Each of these focus areas links to multiple standards as noted for each below. Institutional Assessment and Assessment of Student Learning are not linked to any specific focus area because they will be comprehensive and throughout all campus processes, as required by the new revised standards. Similarly, as Mission and Goals will be the foundation of addressing all challenges and opportunities, Standard 1 is also implicitly included in all focus areas below.

Enhancing academic excellence through opportunities for prospective students
(Standards 8, 11, & 13)
Over the coming years, an overall declining population will result in decreased traditional enrollments (see Chapter 4). Therefore, SUNY Potsdam needs to explore opportunities to reach non-traditional and alternate enrollments. New accreditation standards for areas such as teacher preparation will impact enrollment, especially in the graduate programs. While a challenge, there is also an opportunity as New York State is experiencing a teacher shortage. Exploring ways to enhance academic excellence through opportunities such as online learning or dual certification programs will enhance enrollments.

Enhancing academic excellence through opportunities for enrolled students
(Standards 8, 9, 11, 12, & 13)
SUNY Potsdam is committed to improving retention, persistence, and completion rates among students. Potsdam will increase the number of students engaged in a variety of applied learning experiences through the Center for Applied Learning. Additionally, the campus will continue to foster and support interdisciplinary opportunities for faculty and students.

Strengthen, support and provide growth opportunities for faculty and staff
(Standards 3, 4, 5, & 10)
As SUNY Potsdam welcomes new faculty to campus, opportunities for all faculty and staff need to be strengthened. Additional sources of financial support for faculty and staff professional development need to be explored. With this said, the College hopes to create a streamlined and centralized process to serve those seeking support and funding for professional development.

A pervasive commitment to diversity, equity, and inclusion
(Standards 1, 4, 5, 6, 8, 9, 10, 11, & 12)

Due to the success in recruiting a more diverse student population, efforts to foster a culture that embraces diversity, equity and inclusion (DEI) continue to be crucial. Under the auspices of the Division of Diversity, Equity, and Inclusion, a taskforce of faculty, staff, and students successfully created a five-year DEI strategic plan at the end of fall 2016. The plan, recognized as exemplary by the System Office, outlines the goals and objectives that will be pursued and the strategies that will be implemented to assist the College in accomplishing its DEI mission through 2021. The diversity-specific mission statement which guided the DEI strategic plan, like the College's campus mission, will impact both the college campus and the larger Potsdam community. Ongoing efforts and initiatives in implementing the DEI strategic plan include: semester Days of Reflection; semester Community Check-Ins; restructuring the Bias Incident Response Team and reporting process; working with DIAC to roll out the implementation of key aspects of the DEI strategic plan; and working with Human Resources to prepare guidelines and implement an Inclusive Search Process. The College has also identified and retained the services of the National Coalition Building Institute to facilitate its prejudice reduction and difficult conversations trainings/workshops; this will become one of the College's training models effective March 2017.

Effective engagement of shared governance throughout campus operations
(Standards 2, 3, 4, 5, & 10)
With the transition of administrative appointments and the strategic planning process, the importance of shared governance and transparent communication in decision making continues to be important to the entire campus. For example, the administration continues to utilize the partnership with faculty to recognize opportunities to improve communication and subsequent transparency, as well as to streamline processes. The campus has created a central hub of online campus information (see Standard 5) to increase transparency. The campus is also making changes to the budget process to increase the connection of planning, assessment, and allocation as well as improve transparency. SUNY Potsdam continues to implement user-friendly and efficient business practices in the Purchasing and Payables Office and in other operational units. The campus is also making changes to the Curricular Approval Processes and Online Course Approval to ensure the process is streamlined, effective, and clear for all faculty. These are just some of the examples of things that together will help to effectively engage and reinforce the importance of shared governance.

Support for technology serving the academic and operational needs of the campus
(Standards 2, 3, 11, 12, & 13)
There are multiple campus technology initiatives in progress. The campus will continue to upgrade a 13-year-old technical infrastructure to more efficient and integrated systems with fewer homegrown solutions. Several systems, including mail, calendars, and the learning management system have been moved to offsite hosting for consistency and backup stability. The campus infrastructure has undergone significant upgrades in excess of $1.1 million over the last two years. These changes have allowed SUNY Potsdam to take advantage of savings and added benefits that support the academic and operational needs of the campus.

For Academic Computing, specifically, the campus needs to define structures that can ensure appropriate levels of support for classroom technology and online instruction. Planning for faculty/staff professional development and enrichment specific to technology, including

implications for diversity, access, and intellectual property, should remain an ongoing goal of the campus.

Diverse sources of support and revenue for campus operation and initiatives
(Standards 2, 3, 4, 5, 6, & 10)
In current fiscal times, Potsdam continues to address expenses that are challenging to manage such as deficit recovery (within $20,000 of the campus budget goal for this year), unfilled positions and workload across campus, salary equity and compression, equipment and facility needs of new programs, as well as maintenance of programmatic equipment, particularly in the sciences.

External communication and exploration of mutually beneficial partnerships are critical to recognizing the campus' potential as an active campus year round. Increased summer activity can draw on campus resources such as the Performing Arts Center, townhouses, and athletic facilities to bring additional revenue to the campus.

Having recently completed a successful campaign, the campus has already begun initial planning for the next one. The campaign priorities will be established after completion of the campus strategic plan.

Chapter 4: Enrollment and Finance Trends/Projections

Enrollment Trends

SUNY Potsdam has experienced recent enrollment declines that are shared by most institutions of higher education as fewer students are graduating from high schools in the Northeast region combined with increased competition from private colleges. These demographic shifts are magnified in the North Country as the region has experienced higher reductions in college-age residents than most areas of New York State.

Undergraduate enrollment peaked in fall 2011 and then started to decrease. Retention rates have remained relatively stable, so smaller classes of first time and transfer students have also resulted in smaller numbers of continuing and returning students.

Additionally, all of the SUNY Comprehensive Colleges (four year plus masters) have experienced a sharp decline in undergraduate enrollment that relate to changes within the SUNY system. The target population of the Comprehensive Colleges has been encroached upon by both the Technical Colleges (traditional two year technical programs) and the University Centers (Doctoral granting institutions). The Technical Colleges have been allowed to increase the number of four-year degree programs they offer. At the same time, the University Centers have been allowed to increase their undergraduate enrollment, sometimes by as many as ten thousand students.

From 2013 to 2016, SUNY Potsdam undergraduate enrollment decreased about 8% while graduate enrollment decreased about 16%. Graduate enrollment has been declining since 2002 when SUNY Potsdam enrolled over 800 graduate students. This steady decline can be attributed to Potsdam's reliance on education graduate programs and the decrease in demand for graduate degrees in education. It should be noted, however, that the peak graduate enrollment was a "bubble" that resulted from what was then a new state requirement for graduate work for teachers coupled with the demand for teachers in the province of Ontario, Canada.

The state and national decline in students seeking careers in teaching has been especially harmful to both graduate and undergraduate enrollment. The College's undergraduate education majors have decreased from 729 students in 2010 to 216 in 2016. Similar declines have been experienced by most colleges and universities with teacher preparation programs. A combination of new programs and expected increases in teacher preparation, resulting from an expected teacher shortage, will likely result in stable or slowly increasing enrollments.

Strategies to Increase Enrollments

Recruitment Strategies
SUNY Potsdam is pursuing multiple tactics to reverse declining enrollments. Due to the regional enrollment forecast (declining numbers of graduating high school seniors), Potsdam is expanding to have a *greater presence in downstate markets*, particularly in the metro New York City and Long Island region where the projected number of high school graduates is more promising.

Broadening the College's recruitment market will reduce vulnerability to rapidly changing demographic and economic conditions. Therefore, the campus is developing an *out-of-state recruitment initiative* to expand Potsdam's market exposure beyond New York and the New England states. This initiative involves a combination of social media, direct mail advertising, alumni networking, and recruitment fairs in selected southeastern states (such as GA, AL, NC). Potsdam has also begun aggressive *international recruitment* campaigns, which includes focusing on China as a primary market and developing a campus-based English as a Second Language program.

College Unlimited at SUNY Potsdam (CUSP) is a formal early entrance program targeted at advanced high school students entering their junior or senior year who wish to complete their remaining high school graduation requirements at SUNY Potsdam. The expectation is that this program will start an *early pipeline for enrolling local students*.

Another early pipeline opportunity for local students launching in fall 2017 is the Education Careers Academy at SUNY Potsdam. This is a full day program open to high school seniors in St. Lawrence-Lewis BOCES schools. In collaboration with SUNY Potsdam, the students will receive a comprehensive introduction to careers in the field of education, using the BOCES Education and Human Services (Career & Technical Education) program as a foundation and then blending with major components of the introductory coursework taken by SUNY Potsdam students in the Childhood/Early Childhood Education program. Students enrolled in the program will have the opportunity to earn up to eighteen (18) college credits while completing their Regents requirements.

In addition to the College's existing transfer recruitment activities, the campus is implementing a *Transfer Pipeline* initiative involving SUNY Potsdam faculty working collaboratively with their respective Community College counterparts to facilitate articulation agreements and improve Transfer pathways. The campus is currently working with its community college partners, North Country Community College and Jefferson Community College, to provide a "seamless admissions" experience, such that students who successfully complete an associate's degree or a prescribed number of credits will be automatically accepted into SUNY Potsdam.

Graduate program initiatives include expanding *marketing and recruiting efforts* through improving publications and electronic media exposure, increasing travel to feeder institutions and recruitment fairs designed to attract prospective graduate students, and new outreach/pipeline programs for graduate degrees such as MOU agreements with other institutions. The College is also considering *new graduate programs* to augment current graduate teacher certification programs. To assess the market needs of the community, a survey was sent to local school partners to determine what programs and courses would attract professionals to SUNY Potsdam. The Division of Graduate and Continuing Education is also looking at growth in *professional development opportunities* including collaborating with external organizations to offer credits required by certain organizations for continued certification.

Affecting both undergraduate and graduate enrollments, the College is working to increase enrollments in *summer and winterim sessions* by creating new course formats and increasing

online course offerings. Furthermore, Potsdam would like to increase its presence in Watertown, NY. The campus has a branch campus application in process as enrollments continue to be solid in this location, which is currently an extension center of the campus. As an extension center, Watertown students must travel to Potsdam for at least one class. *Branch Campus* status would allow Potsdam to offer complete programs there, which is projected to increase enrollments at this location.[7]

Academic & Programmatic Offerings
SUNY Potsdam is also refining academic program offerings (both face-to-face and online). Recent *new majors* include B.S. in Exercise Science, B.A. and B.F.A. in Graphic Design, M.S. in Community Health, and B.A. in International Studies. Additionally, SUNY Potsdam is completing the registration process for two new programs, the B.A. in Arts Management and the B.S. in Geographic Information Science (GIS). Several *post-bachelor's and post-master's certificates* are also being considered or have been proposed to attract new students.

Potsdam has also begun to implement selected Bachelor's, Master's, and Certificate *programs online* in the next three years. These programs will enhance the Open SUNY offerings and will capitalize on Potsdam's outstanding reputation and faculty. Enhancing online offerings at Potsdam will allow easier access to both traditional and non-traditional student populations.

Potsdam has established a *Law Enforcement Training Institute* that will allow matriculated students to complete the first step towards becoming a Police Officer in New York State. Emerging from student demand, the Institute will enhance the current Criminal Justice Program while attracting new students. The first cohort of students successfully completed their program in the spring of 2017.

New opportunities like the *Track and Field team* are also expected to attract students. This initiative includes opportunities for men and women in the areas of cross country (fall), indoor track (winter), and track and field (spring). From an enrollment standpoint, the expectation is to add a minimum of 50 new undergraduates participating in the Track and Field program. As SUNY Potsdam was the only SUNY comprehensive college without Track and Field, having a team will allow Potsdam to be more competitive with other colleges.

Enrollment Projections

Enrollment projections for the next three years can be found in the table below. These projections were based on the previous trends as well as the initiatives described above. It should be noted that these are the enrollment goals used to plan the College's financial recovery strategy.

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[7] It is important to note that the New York State Education Department definition of a Branch Campus differs from that of the Middle States Commission on Higher Education. The College is seeking approval for the Watertown campus to be a Branch Campus under NYSED definition only, which will not meet the requirements of the Middle States definition for branch campuses. As such, the proposal will not need to go through MSCHE accreditation processes.

	Prior Enrollment			Current	Projections		
	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18	Fall 19
Total	4042	3979	3904	3696	3487	3578	3695
Undergraduate	3707	3681	3614	3416	3217	3300	3405
Full-time	3596	3573	3504	3321	3122	3200	3295
First-time	818	820	848	784	780	810	830
Transfer	247	245	230	208	210	220	240
Contin/Retrn	2531	2508	2426	2329	2132	2170	2225
Part-time	111	108	110	95	95	100	110
Graduate	335	298	290	280	270	278	290
Full-time	221	194	190	190	172	178	187
New	128	119	112	103	85	88	92
Contin/Retrn	93	75	78	87	87	90	95
Part-time	114	104	100	90	98	100	103

Financial Trends

Campus revenue is derived primarily from two sources: state support and tuition and fee collections, with tuition and fees making up better than two-thirds of the total. Because campus revenue is largely dependent upon tuition, there is a direct correlation between changes in enrollment and campus financial trends. Loss of enrollments over the last five years, combined with declining state support, has had a negative impact on the College's financial health. Other impacts on the campus budget include changes in tuition and increases in collective bargaining costs, both of which are established outside of the campus. Tuition is determined by the New York State Legislature, and collective bargaining costs are negotiated by the executive branch.

From 2012 to early 2014, the campus shared a Chief Financial Officer with SUNY Canton as part of a SUNY-wide effort to decrease costs. When the shared model of the CFO was not successful, the duties of the Chief Financial Officer were absorbed by then-interim President Hefner throughout most of 2014. When President Esterberg arrived in June 2014, a new Chief Financial Officer was hired for the campus. For most of that period, from 2011-2015, the SUNY system rational tuition plan enabled campus tuition to increase by a predictable $300 per year. In 2016, no increase in tuition and fees was authorized by the legislature. During this same year, the state provided no additional funding to cover increasing state-mandated collective bargaining costs or state mandated payments for student TAP, thus amounting to a significant decrease in state support. Although the campus has worked diligently to control costs, these factors along with a relatively immovable cost structure, have resulted in a financial deficit of approximately $2.5 million in FY2015-16.

At this time, the College is working closely with SUNY System Administration to develop strategies for closing the gap. Within the confines of the collective bargaining agreements, the campus has sought to control personnel costs, which constitute the bulk of the campus budget, and to reduce other expenses. In 2014/2015, the campus submitted a five-year plan to SUNY to reduce the structural deficit and return to financial health. Each year, as the College analyzes enrollments, personnel levels, and costs, the administration updates that plan and works with SUNY to develop additional measures for enhancing retention and enrollment, sharing appropriate services with other SUNY campuses, and developing additional revenue streams.

Personnel
Personnel costs make up approximately 80% of the College's operating expenditures. A significant proportion of the college's workforce (approximately 55%) hold permanent appointment, consistent with collective bargaining agreements for professional staff and faculty. While the College has significantly reduced some of its personnel expenses over the past three years by not filling vacant positions and through the reorganization of services, other personnel costs have increased. Contractual increases negotiated with each of the six bargaining units, along with similar matching increases to Management/Confidential employees according to current New York State practice, negated much of the net savings that otherwise would have been realized. In each of the last four years, the College has offered a Voluntary Separation Plan (VSP) to employees, which has resulted in decreases in headcount.

The table below shows reductions in headcount from 2013-2016. Over that period, headcount declined from 892 to 846. Over the next two years, as an analysis of the campus workforce indicates, further declines in headcount through retirements and the VSP are anticipated.

Fall 2013	Fall 2014	Fall 2015	Fall 2016
892	**865**	**838**	**846**

Shared Services and Cost Avoidance Strategies
The campus shares 17 positions with SUNY Canton. If the campus needed to assume the full salaries of each of these shared positions, the additional cost to the campus would be substantial.

Some positions, such as the shared Sustainability Coordinator and Energy Manager, have had a positive impact on operating expenses, or Other Than Personnel Services (OTPS). The shared Sustainability Coordinator and shared Energy Manager have assisted in multiple initiatives that have realized savings in utilities. In 2015, the College saved approximately $1,027,600 in reduced energy costs. The College anticipates increased energy savings as the Sustainability Coordinator and Energy Manager work to design and retrofit buildings and equipment.

Additional cost avoidance savings have also resulted from reductions in expenditure on supplies, travel, minor contracts, and equipment. To streamline the purchasing process, the Procurement Card program (P-Card) has allowed for managers to control minor expenses through increased use of the campus P-Card, while larger purchases undergo a more thorough review through the Purchasing Department. The Purchasing Department works closely with departments to ensure purchases are within state guidelines and at the lowest possible price.

Campus Financial Plan

The first Five-Year Campus Financial Plan was submitted to SUNY System Administration in 2014-15. The plan included three scenarios to reducing the deficit, recognizing the impact of fluctuating tuition dollars (enrollment) on fiscal stability, while considering the proposed savings from shared services and positions, reductions in personnel, and cost avoidance.
Since 2014-2015, direct State support to the College has decreased. Savings realized in Other Than Personnel Services (OTPS) and other temporary personnel savings have remained relatively stable and have partially offset increases in contractual personnel costs. Continued enrollment declines in 2014-2015 and 2015-2016 have affected Potsdam's ability to meet tuition goals. The intent of the Five-Year Plan was to achieve same-year revenue to expenditure balance and to have a balanced budget by 2019-20. The Updated Campus Five-Year Financial Plan and Projections can be found in Appendix F.

For the included projections, the College has compared actual spending for 2014-15 and 2015-16 against Scenario A, stable enrollment. "Additional Resources" as shown in the Long-Term Projection document are a mixture of IFR (Income Fund Reimbursable; fee count), tithing and combined PACES (College Auxiliary Corp)/Potsdam Foundation support used by the College to cover both operating expenses and to lessen the amount of structural deficit in each budget year. Finally, the revenues shown in the 2016-17 column represent state support as it currently stands, as well as revised estimated tuition minus tuition waivers granted by the College according to current contractual obligations.

Although the College continues to face financial challenges, the current enrollment forecasts and financial estimates show that the goal of becoming fiscally solvent by 2019-20 is achievable. Although state support in ongoing years cannot be accurately predicted, the campus is working closely with the SUNY system to adjust annually the five-year plan. With the additional recruitment and retention initiatives described above (and codified in the SUNY Performance Improvement Plan), continued cost containment, and personnel reduction, Potsdam is optimistic that the College will return to balance by 2019-2010.

Chapter 5: Assessment

Institutional Assessment Plan History

Historically, the campus has not had a separate Campus-wide Institutional Assessment Plan, but rather has utilized the Campus Strategic Plan to guide goals within and evaluation of individual units. With the bicentennial nearing, from spring 2011 to 2015, the Bicentennial Plan/Academic Master Plan were used as the campus Assessment Plan. In 2015, at the request of SUNY System Administration, each SUNY campus created a Performance Improvement Plan (PIP) that will serve as an evaluation tool for individual campuses (see Appendix J).

With both a new President and Provost now in place, the process to create an Institutional Assessment Plan (as recommended by Middle States) began in January 2016 with renewed strategic planning. As discussed in Chapter 6, the Campus Strategic Plan (Appendix G), Academic Affairs Strategic Plan (Appendix H), and the new Diversity, Equity, and Inclusion Strategic Plan (Appendix I) are expected to be completed by the end of this academic year. These plans will allow Departments to link their individual goals to the planning documents. The final Campus Strategic Plan and the linked Implementation Plan will include assessable outcomes, the processes for assessing and evaluating progress, the timelines for the assessment of results, as well as a communication plan for sharing the outcomes with the campus.

The campus has a well-established tradition of joint annual retreats between the Faculty Senate Executive Committee and President's Council. These will continue to be a forum for assessing annual progress on the strategic plan, revising goals, and setting priorities for the academic year. Progress on the plan's goals will be posted on the website, and the implementation teams will establish other forums for disseminating progress on strategic goals.

Assessment Process Evolution

SUNY Potsdam has changed processes to improve assessment while also ensuring that areas are closing the loop between assessment and planning. Renewed linkage between the Office of Institutional Effectiveness and the Provost's office has helped shape the current process. This includes an addition to the Associate Provost job description to work in conjunction with the Office of Institutional Effectiveness to support academic assessment and programmatic review.

The Programmatic Review Cycle, including Academic Assessment Report and updated Plan, was revised to align with external accreditor timelines. A step has been added to the process to ensure that results/action plans are clearly communicated to the deans. The goal is for administration to be well informed of assessment results and action plans as assessment informs planning and budgeting. The Academic Assessment Report was also revised to include two new components: an abstract summarizing the academic changes made based on assessment results and a description of how these changes are communicated to students. Additionally, starting in 2017-18, two new workshops have been planned. One, in the fall semester, will provide an overview of assessment processes, documents, and timelines for new Departmental Assessment Coordinators. The second, offered each spring semester for all departments with reports due the next year, will cover report writing in greater detail.

Academic Assessment Process Overview

The Academic Assessment process requires departments to submit an *Assessment Plan* that includes intended student learning outcomes, connection to campus mission documents, measurable criteria, and assessment methods. The *Academic Assessment Report and Action Plan* includes student learning outcomes, measurable criteria, assessment methods, assessment data summary (both results and analysis), application of results and plan for improving student achievement, and a summary of action plans for the upcoming year.

Each department/program undergoes Academic Program Review every 7-10 years (variations are based on external accreditor timelines) which includes the completion of an Assessment Report and an updated Assessment Plan. Assessment documentation (report and revised plan) are also expected at the mid-term review point (3-5 years into cycle).

Academic Assessment Process Timeline	
September	✓ Faculty begin or continue implementation of Action Plans from previous report
January/February	✓ Collect and review data from fall semester
May/June	✓ Collect and review data from spring ✓ Analyze fall & spring data ✓ Discuss whether student achievement is meeting expectations ✓ Review previous action plan effect on student achievement ✓ Review assessment tools to determine if anything needs to be added or modified ✓ Develop Action Plan for coming academic year(s)
July/August	✓ Data and recommendations presented to Dean to determine which recommendations can be implemented
September once in 3rd-5th year & once in 7th-10th year	✓ Assessment Report and Revised Assessment Plan submitted to Institutional Effectiveness

Administrative Unit Assessment

The Administrative Unit Assessment process requires departments to submit an *Assessment Plan* that includes intended goals, measurable criteria, connection to department and university mission, connection of intended goals to Strategic Plan Goals, and assessment methods.

The *Administrative Unit Assessment Report and Action Plan* must include intended goals, measurable criteria, assessment methods, assessment data summary (results and analysis), and planned improvements based on assessment results.

Each unit is required to submit an Assessment Report and an updated Assessment Plan every 3 years.

Administrative Unit Assessment Process Timeline	
Annually	✓ Gathering and analyzing data
Administrative Unit Assessment Process Timeline (continued)	
August every 3rd year	✓ Submit draft Assessment Report and revised Plan submitted to Institutional Effectiveness
September	✓ Office of Institutional Effectiveness provides feedback and posts data on webpage ✓ Data and recommendation presented to Vice President to determine which recommendations can be implemented
November	✓ Final Assessment Report and revised Assessment Plan submitted to Office of Institutional Effectiveness

General Education Assessment

The General Education Assessment utilizes The Potsdam Graduate to define student learning outcomes. The review cycle is completed over three years. On a rotation of the designators, faculty collect data over the course of one semester for all courses taught under specific designators. Once the data are collected, faculty submit data using a form from the Office of Institutional Effectiveness. Data is then presented to the General Education Committee.

The College's General Education program was designed long before a systematic assessment plan was created. As a result, the learning outcomes are focused at the course level rather than across the curriculum. Therefore, the data gathered has been used by individual instructors to affect revisions within the courses rather than across the General Education curriculum.

As discussed in Standard 12, a taskforce has been created to update the General Education program at SUNY Potsdam. The new program will have assessment built into its design from the start, with scaffolded learning outcomes across the curriculum so faculty can use the data to affect improvements and revisions across all students' four-year experience.

Document Roadmap for Assessment Documentation

The Office of Institutional Effectiveness posts Academic Departments' and Non-Academic Departments' assessment information online: http://www.potsdam.edu/offices/ie/assessment

Academic Assessment web site documents
- Planning and Reporting Process Guide/Templates
- Reporting and Action Plan Schedule
- Assessment Plans and Reports
- Academic Program Review Process Guidelines
- Campus Academic Assessment Committee
- General Education Assessment

Administrative Assessment web site documents
- Planning and Reporting Process/Templates
- Reporting and Action Plan Schedule (PDF)
- Mission, Plans, and Reports

The General Education Assessment documents are also available online:
http://www.potsdam.edu/academics/general_education/faculty/assessment
- 2016-2017 Provisional Faculty Manual
- General Education Proposal Form
- Criteria for Designators

Past General Education Assessment Reports are also available online:
http://www.potsdam.edu/offices/ie/assessment/genedassessment

Chapter 6: Linked Institutional Planning and Budgeting Processes

As noted in prior chapters, forced changes in the role of Chief Financial Officer have impacted the College's ability to plan strategically in the distribution of campus resources. The new campus leadership, aware of the transparency concerns of faculty and staff, have begun creating more inclusive strategic planning and budgeting processes as well as developing ways to communicate financial information to faculty and staff.

Current Budget Process

The Business Affairs Office currently meets with department chairs, deans, and vice presidents to determine each area's funding priorities and needs. Currently, both state and fee accounts are reviewed, as both types of accounts require approved allocations from SUNY System Administration to utilize funds. Business Affairs reviews prior year actual spending for each department. If spending is significantly different from the spending average of five prior years, planned allocation is adjusted accordingly.

A summary of feedback and observations is given to the Vice President of Business Affairs, who discusses the issues and expressed priorities with the President of the College. From there, the President of the College determines funding implementation priorities which are then delegated from the President to the Vice President of Business Affairs, and then to the Budget area of Business Affairs.

Proposed allocations are then submitted to SUNY System Administration for review as SUNY must grant spending authority. Due to increased pressure on the SUNY System to limit the costs of a college education, both sources of revenue and planned expenditures are under a great deal of scrutiny as compared to prior budget years.

It is important to note that SUNY System Administration requires the College to return tuition-based funding if the campus does not meet revenue and enrollment targets for a given year. The campus forecasts tuition revenue based upon projected enrollment, which is then sent to SUNY System Administration which grants an allocation to spend based upon the estimated amount. If actual revenue is less that the projected revenue, the campus must transfer funds to SUNY System Administration to make up the difference.

Current Strategic Planning Process

In February 2016, SUNY Potsdam, under the leadership of a new President hired in Summer 2014 and a new Provost in March 2016, began the strategic planning process.

Representatives of the Faculty Senate and Student Affairs were included from the initial stages of the strategic planning process. The group began by creating a statement of the College's core values. This work resulted in the following statement:

> SUNY Potsdam is a caring, diverse and inclusive community that values:
> - Student Centeredness
> - Collaboration
> - Academic Excellence

- Integrity
- Liberal Education
- Public Service
- Transformative self-discovery, creativity, and scholarship
- The uniqueness of our history and place

The group then reviewed previous campus strategic planning documents (see side bar) to determine goals achieved and those not achieved.

As previously mentioned, shared governance is very important to SUNY Potsdam. Therefore, at the end of the spring semester, input and additional ideas were received from members of the Faculty Senate Executive Committee and the Leadership Forum. To continue the conversation, in early August 2016, there was a joint day-long session of the President's Council planning group and the Faculty Senate Executive Committee to further refine goals.

From there, the larger campus community convened to review the draft and to provide input. At the same time a strategic planning website was created to ensure transparency with the process and to seek further feedback.[8]

The input from both the in-person sessions and online feedback was collected and additional revisions have been completed to the strategic plan in conjunction with Faculty Senate Executive Committee and the President's Council. With a working document in hand, the President's Council also hired an off-campus consultant, with expertise in strategic planning, to review and make suggestions. By fall 2017, the College will have a finalized strategic plan (draft in Appendix G).

While the strategic planning process was taking place, the campus also began creating a new Academic Affairs Strategic Plan (Appendix H) and a new strategic plan for Diversity, Equity, and Inclusion (Appendix I). The campus ensured that similar representatives were included on each endeavor and these plans will be linked into the Campus Strategic Plan. When the Campus Strategic Plan, Diversity, Equity, and Inclusion Strategic Plan, and Academic Affairs Strategic Plan are finalized, all Academic and Administrative departments will be asked to link their Assessment plans to these campus plans.

o Final Report of the Visioning Re-focused Planning Process

o Bicentennial Plan

o SUNY Potsdam Self-Study Report

o Middle States Evaluation Team Report to the Faculty, Administration, Trustees, Students

o Monitoring Report to the Middle States Commission on Higher Education

o Performance Improvement Plan submitted to SUNY

o Faculty Senate Goals and Planning "Looking to the Future" Report

Link Between Budget and Strategic Planning Efforts

Currently, representatives of the Business Affairs Committee of Faculty Senate meet regularly with the Chief Financial Officer or designee. The Chief Financial Officer is an *ex officio* member of the committee. The College President also frequently attended meetings of the committee.

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[8] http://www.potsdam.edu/about/administration/president/strategicplanning

The Business Affairs Committee has been working together with the Business Affairs Office to design a budget planning process that is linked to strategic planning, is transparent to all campus constituencies, and maintains effective budgeting practices that prioritize realignment of spending rather than increasing structural deficits.

In fall 2016, Faculty Senate recommended that SUNY Potsdam develop a Fiscal Affairs and Strategic Planning Committee (FASP) with broad representation of the campus community. The Mission of FASP, developed in part as a response to the Middle States self-study recommendations, is to ensure that the budget allocations of the College reflects SUNY Potsdam's mission, values, and priorities. The committee will promote awareness and transparency of financial issues and make recommendations on the development of each year's financial plan. The committee will strive to develop and implement financial solutions to eliminate shortfalls, ensure stability, and foster growth. Further, committee members will assess the results of their recommendations and modify their recommendations accordingly.

The Committee will assist the President's Council in annual planning and priority setting and communicate its findings to the President, the Council, and the campus at large. In addition, the committee (FASP) will:
- o act as a liaison between the President and the Faculty on financial, strategic, and budgetary matters;
- o participate in the development of new procedures related to strategic planning and budgetary processes;
- o make recommendations concerning strategic planning and budgetary policies and procedures on the Potsdam campus;
- o monitor the campus fiscal affairs and strategic plan to ensure that priorities and funding reflect the input and needs of faculty/staff as well as administration;
- o make recommendations regarding decisions necessary because of budget modifications;
- o keep the Faculty informed of strategic and financial matters through periodic reports; and
- o conduct studies, investigations, and reviews to facilitate the above goals.

The result of their work is a new proposed budget process outlined below that is expected to be implemented in the next budget cycle.

Proposed Budget Process

While a new budget process has been developed, it has not yet been finalized. Though a brief overview of the proposed process is provided below, the FASP and new Budget Director will have the opportunity to refine the process together and it will most likely undergo changes.

Each spring, both academic and administrative units will be provided with a template to identify budget needs for the fiscal year beginning in fifteen months (e.g. planning for the 2018-19 year would begin in spring 2017). This template will require units to link requests to the College's Strategic Plan and specific annual goals. Each unit will identify incremental funding needs which are reviewed by the respective Dean or Director before submission to the Business Office. The Business Office will compile all plans into a single report that will be forwarded to the FASP. The FASP committee members will each be assigned three to four units to review and may interview unit leaders to ensure the committee

fully understands the requests and the priorities of the unit.[9] The committee will provide a summary report for the President's Council that identifies common themes and includes a prioritized list of needs. The President will hold a budget retreat over winter break to review the reports and to prioritize/approve funding requests, based on financial plan funding assumptions and upcoming anticipated fall enrollments.

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[9] One critically important aspect of the review will be this cross-campus interaction. Committee members from administrative units will work with academic units, and vice-versa, improving transparency across divisions.

Appendix A: Periodic Review Report Committee Members

Committee Member	Title(s)
Laura Brown	Interim Associate Dean, School of Education & Professional Studies & Associate Professor of English Education
Nicole Conant *(Primary Writer)*	Assistant Director of the Center for School Partnerships and Teacher Certification & Faculty Senate Vice Chair
Walter Conley *(Co-Chair)*	Professor of Biology & University Faculty Senator
Caroline Downing	Professor and Chair of the Art Department & Former General Education Director
Gena Nelson	Director of the College Counseling Center
Jill Pearon *(Co-Chair)*	Associate Provost & Professor of Music
Amanda Prescott	Assistant University Financial Analyst
Kirk Severtson	Professor of Music
Judy Singh	Director of the Office of Institutional Effectiveness

Appendix B:

Sample Biweekly Dashboard

NOT ALL UNIVERSITY WIDE ALLOCATIONS ARE PROPERLY VIEWABLE IN BUSINESS INTELLIGENCE SCREENS AT THIS TIME. CONTACT BUSINESS AFFAIRS WITH QUESTIONS.

2016-2017 State Purpose Accounts

Time run: 4/17/2017 11:13:05 AM

PSR

Level One	Level Two	Account	Account Desc	16-17 Allocation Total	16-17 Expenditures TD	16-17 Encumbrances TD	Remaining Allocation	% Used
Chief Diversity Officer	Division of Diversity, Equity and Inclusion	860304	POTSDAM AKWESASNE	0.00	34,816.80	10,701.32	-45,518.12	
		860502	MULTI-CULTURAL AFFAIRS	134,644.00	99,604.89	36,290.32	-1,251.21	100.9
	Division of Diversity, Equity and Inclusion Total			**134,644.00**	**134,421.69**	**46,991.64**	**-46,769.33**	**134.7**
Chief Diversity Officer Total				**134,644.00**	**134,421.69**	**46,991.64**	**-46,769.33**	**134.7**
Executive Vice President	Admissions	860510	ADMISSIONS	866,000.00	650,411.00	199,603.85	15,985.15	98.2
	Admissions Total			**866,000.00**	**650,411.00**	**199,603.85**	**15,985.15**	**98.2**
	Athletics	630131	HEALTH & PHYS. ED. ACTIVITIES	1,074,500.00	838,273.34	257,525.25	-21,298.59	102.0
	Athletics Total			**1,074,500.00**	**838,273.34**	**257,525.25**	**-21,298.59**	**102.0**
	Career Planning	860540	CAREER SERVICES-STUDENT PLACEMNT	170,200.00	115,725.96	27,633.39	26,840.65	84.2
	Career Planning Total			**170,200.00**	**115,725.96**	**27,633.39**	**26,840.65**	**84.2**
	Computing and Technology Services	840833-25	U-WIDE SICAS CENTER-ONEONTA	102,147.00	102,147.00	0.00	0.00	100.0
		860131	INSTRUCTIONAL RESOURCES	0.00	459.88	0.00	-459.88	
		860836	COMPUTER SERVICES-ACADEMIC	1,338,725.00	938,314.94	286,299.97	114,110.09	91.5
	Computing and Technology Services Total			**1,440,872.00**	**1,040,921.82**	**286,299.97**	**113,650.21**	**92.1**
	Counseling	860515	STUDENT COUNSELING	86,500.00	65,753.97	20,264.44	481.59	99.4
	Counseling Total			**86,500.00**	**65,753.97**	**20,264.44**	**481.59**	**99.4**
	Financial Aid	860530	FINANCIAL AID	499,700.00	335,789.59	111,395.78	52,514.63	89.5
	Financial Aid Total			**499,700.00**	**335,789.59**	**111,395.78**	**52,514.63**	**89.5**
	Institutional Effectiveness and Enrollment Management	840520	VP FOR ENROLLMENT MANAGEMENT	148,200.00	113,762.94	35,195.41	-758.35	100.5
		860740	INSTITUTIONAL RESEARCH	177,700.00	124,766.40	28,769.85	24,163.75	86.4
	Institutional Effectiveness and Enrollment Management Total			**325,900.00**	**238,529.34**	**63,965.26**	**23,405.40**	**92.8**
	Student Life	860501	STUDENT CONDUCT	101,800.00	73,665.30	25,726.40	2,408.30	97.6
		860572	DEAN OF STUDENT AFFAIRS	83,500.00	66,534.45	13,720.72	3,244.83	96.1
	Student Life Total			**185,300.00**	**140,199.75**	**39,447.12**	**5,653.13**	**96.9**
	University Police	860657	SECURITY AND SAFETY	673,900.00	457,023.48	146,165.96	70,710.56	89.5
	University Police Total			**673,900.00**	**457,023.48**	**146,165.96**	**70,710.56**	**89.5**
Executive Vice President Total				**5,322,872.00**	**3,882,628.25**	**1,152,301.02**	**287,942.73**	**94.6**
Miscellaneous U-Wide Accounts	840826-25	840826-25	SYRACUSE HSC TRAINING CENTER	0.00	174.00	0.00	-174.00	
			UWIDE EDUCOM COMPUTER MEMBERSHIP	6,675.00	6,500.00	0.00	175.00	97.4
	840826-25 Total			**6,675.00**	**6,674.00**	**0.00**	**1.00**	**100.0**
Miscellaneous U-Wide Accounts Total				**6,675.00**	**6,674.00**	**0.00**	**1.00**	**100.0**
Not Current	N/A	500007	CHINESE INITIATIVE	0.00	0.00	0.00	0.00	
	N/A Total			**0.00**	**0.00**	**0.00**	**0.00**	
Not Current Total				**0.00**	**0.00**	**0.00**	**0.00**	
President	President's Office	860701	PRESIDENT	353,315.00	261,236.71	71,677.45	20,400.84	94.2
	President's Office Total			**353,315.00**	**261,236.71**	**71,677.45**	**20,400.84**	**94.2**
President Total				**353,315.00**	**261,236.71**	**71,677.45**	**20,400.84**	**94.2**
Provost	Assistant Provost	630010	ART GALLERY	120,065.00	91,862.74	27,749.39	452.87	99.6
		860023	HONORS PROGRAM	25,300.00	18,285.32	5,672.19	1,342.49	94.7
	Assistant Provost Total			**145,365.00**	**110,148.06**	**33,421.58**	**1,795.36**	**98.8**
	Center for Applied Learning	860055	INTERNATIONAL EDUCATION	1,055.00	62,362.02	24,910.91	-86,217.93	8,272.3
		860505	INTERNSHIPS	120,144.00	75,416.45	31,986.41	12,741.14	89.4
	Center for Applied Learning Total			**121,199.00**	**137,778.47**	**56,897.32**	**-73,476.79**	**160.6**
	College Libraries	840805-25	SYSTEM ADMINISTRATION RECHARGES	164,084.00	0.00	0.00	164,084.00	0.0
		860405	GENERAL LIBRARY	1,037,650.00	732,451.44	215,630.83	89,567.73	91.4
	College Libraries Total			**1,201,734.00**	**732,451.44**	**215,630.83**	**253,651.73**	**78.9**
	Dean - Arts and Sciences	630001	DEAN - SCHOOL OF ARTS & SCIENCES	276,947.00	210,927.49	64,914.10	1,105.41	99.6
		630007	ANTHROPOLOGY	544,022.00	429,041.11	120,478.55	-5,497.66	101.0
		630009	ART	992,451.00	755,916.82	236,627.26	-93.08	100.0
		630013	BIOLOGY	781,178.00	592,926.63	185,796.08	2,455.29	99.7
		630018	CHEMISTRY	599,966.00	445,993.98	132,977.08	20,994.94	96.5
		630019	COMPUTER SCIENCE	292,600.00	216,807.48	58,710.14	17,082.38	94.2
		630023	DANCE/DRAMA	770,376.00	566,299.35	171,813.55	32,263.10	95.8
		630027	ECONOMICS & EMPLOYEE RELATIONS	209,000.00	154,672.56	47,101.63	7,225.81	96.5

Level One	Level Two	Account	Account Desc	16-17 Allocation Total	16-17 Expenditures TD	16-17 Encumbrances TD	Remaining Allocation	% Used
		630031	ENGLISH	1,500,394.00	1,147,788.61	351,460.63	1,144.76	99.9
		630036	MODERN LANGUAGE	485,103.00	349,565.70	106,505.56	29,031.74	94.0
		630041	GEOLOGY	232,747.00	175,902.96	55,078.11	1,765.93	99.2
		630046	HISTORY	688,995.00	524,226.17	162,495.19	2,273.64	99.7
		630050	ENVIRONMENTAL STUDIES	94,958.00	78,606.92	21,393.46	-5,042.38	105.3
		630063	MATHEMATICS	703,542.00	505,997.91	153,899.78	43,644.31	93.8
		630073	PHILOSOPHY	347,966.00	287,743.12	90,228.15	-30,005.27	108.6
		630076	PHYSICS	326,647.00	249,229.85	76,057.49	1,359.66	99.6
		630077	POLITICS	305,839.00	187,583.06	55,306.14	62,949.80	79.4
		630078	PSYCHOLOGY	887,766.00	622,406.01	175,276.13	90,083.86	89.9
		630088	SOCIOLOGY	520,403.00	399,677.31	120,831.89	-106.20	100.0
	Dean - Arts and Sciences Total			**10,560,900.00**	**7,901,313.04**	**2,386,950.92**	**272,636.04**	**97.4**
	Dean - Crane	690001	DEAN OF MUSIC	703,257.00	532,129.31	164,255.20	6,872.49	99.0
		690066	MUSIC	4,211,303.00	3,148,089.06	922,070.68	141,143.26	96.6
	Dean - Crane Total			**4,914,560.00**	**3,680,218.37**	**1,086,325.88**	**148,015.75**	**97.0**
	Dean - School of Education and Professional Studies	500001	DEAN - SCHOOL OF EDUCATION	298,200.00	239,461.60	49,384.35	9,354.05	96.9
		500029	SPECIAL EDUCATION	208,774.00	155,174.22	50,568.43	3,031.35	98.5
		500032	CURRICULUM & INSTRUCTION	621,763.00	489,594.97	144,357.17	-12,189.14	102.0
		500033	LITERACY	380,566.00	276,831.20	88,828.30	14,906.50	96.1
		500034	SECONDARY EDUCATION	606,470.00	463,539.67	153,197.90	-10,267.57	101.7
		500070	OFF-CAMPUS SUPERVISION	277,166.00	187,415.08	63,119.33	26,631.59	90.4
		500075	COMMUNITY HEALTH	587,905.00	444,950.39	142,307.33	647.28	99.9
		500087	BUSINESS ADMINISTRATION	722,759.00	554,802.20	165,651.83	2,304.97	99.7
		500134	SHEARD LITERACY CENTER	69,047.00	52,808.00	15,896.92	342.08	99.5
	Dean - School of Education and Professional Studies Total			**3,772,650.00**	**2,864,577.33**	**873,311.56**	**34,761.11**	**99.1**
	EOP	860525	EOP/BRIDGES	105,700.00	77,593.56	22,822.81	5,283.63	95.0
	EOP Total			**105,700.00**	**77,593.56**	**22,822.81**	**5,283.63**	**95.0**
	Graduate Studies and Continuing Education	550001	CENTER FOR GRADUATE STUDIES	214,376.00	158,326.62	49,870.66	6,178.72	97.1
		840005	COMMUNITY EDUCATION CENTER	185,455.00	140,623.59	42,877.94	1,953.47	98.9
		860052	WATERTOWN GRADUATE PROGRAM	42,800.00	14,183.54	0.00	28,616.46	33.1
		860352	EXTENDED EDUCATION	50,600.00	38,382.27	11,917.81	299.92	99.4
	Graduate Studies and Continuing Education Total			**493,231.00**	**351,516.02**	**104,666.41**	**37,048.57**	**92.5**
	Provost Miscellaneous	840010	CENTER FOR CREATIVE INSTRUCTION	4,900.00	106.89	0.00	4,793.11	2.2
		840724-25	FACULTY SENATE RECHARGE	2,509.00	0.00	0.00	2,509.00	0.0
			FACULTY SENATE RECHARGE-POTSDAM	0.00	2,507.00	0.00	-2,507.00	
		860053	ACAD COORD.-DISABLED STUDENT SER	70,544.00	53,960.80	16,267.87	315.33	99.6
		860054	DISTANCE LEARNING STATE ACCOUNT	62,922.00	48,023.66	14,578.99	319.35	99.5
		860555	REGISTRAR	274,144.00	206,214.87	70,243.74	-2,314.61	100.8
		860710	VP ACADEMIC AFFAIRS	444,947.00	344,441.47	95,113.69	5,391.84	98.8
		860717	RESEARCH & SPONSORED PROGRAMS	223,900.00	165,049.79	50,548.03	8,302.18	96.3
	Provost Miscellaneous Total			**1,083,866.00**	**820,304.48**	**246,752.32**	**16,809.20**	**98.4**
	Student Success	840002	FIRST YEAR SUCCESS	119,544.00	58,610.05	14,417.29	46,516.66	61.1
		860036	STUDENT SUCCESS CENTER	361,065.00	205,229.94	59,458.04	96,377.02	73.3
		860527	BRIDGES	104,791.00	41,126.50	15,961.77	47,702.73	54.5
	Student Success Total			**585,400.00**	**304,966.49**	**89,837.10**	**190,596.41**	**67.4**
Provost Total				**22,984,605.00**	**16,980,867.26**	**5,116,616.73**	**887,121.01**	**96.1**
VP of Advancement	Advancement, Alumni Association, Public Affairs	840808	CAPITAL CAMPAIGN	0.00	28,696.63	0.00	-28,696.63	
		840809	COLLEGE ADVANCEMENT	0.00	203.01	0.00	-203.01	
		860808	ALUMNI OFFICE	0.00	67.67	0.00	-67.67	
		860855	PUBLIC INFORMATION	1,625,389.00	1,131,381.09	353,982.30	140,025.61	91.4
	Advancement, Alumni Association, Public Affairs Total			**1,625,389.00**	**1,160,348.40**	**353,982.30**	**111,058.30**	**93.2**
VP of Advancement Total				**1,625,389.00**	**1,160,348.40**	**353,982.30**	**111,058.30**	**93.2**
VP of Business Affairs	Campus Resources	860745	BUSINESS AFFAIRS	478,284.00	363,331.13	91,350.29	23,602.58	95.1
		860750	BUDGETING	0.00	0.00	0.00	0.00	
		860778-01	AFFIRMATIVE ACTION	96,485.00	73,298.35	23,186.20	0.45	100.0
		980046	FLEX LINES	0.00	0.00	0.00	0.00	
		980079	PROVISION ACCOUNT	0.00	0.00	0.00	0.00	
		980084	FIN PLAN SPENDING - IFR	-5,200,000.00	0.00	0.00	-5,200,000.00	0.0
	Campus Resources Total			**-4,625,231.00**	**436,629.48**	**114,536.49**	**-5,176,396.97**	**-11.9**
	Human Resources	860775	HUMAN RESOURCES	411,600.00	310,677.64	97,863.79	3,058.57	99.3

Level One	Level Two	Account	Account Desc	16-17 Allocation Total	16-17 Expenditures TD	16-17 Encumbrances TD	Remaining Allocation	% Used
	Human Resources Total			**411,600.00**	**310,677.64**	**97,863.79**	**3,058.57**	**99.3**
	Physical Plant	840815	COLLEGE SERVICES	54,900.00	42,451.04	12,325.53	123.43	99.8
		860601	M & O	286,337.00	210,961.47	60,898.74	14,476.79	94.9
		860603	CUSTODIAL SERVICES	1,639,400.00	1,197,156.75	379,150.91	63,092.34	96.2
		860615	BUILDINGS-STRUCTURAL MAINT	237,100.00	163,693.32	46,279.79	27,126.89	88.6
		860620	EQUIP-BLDG SYS-UTIL DIST SYS	109,500.00	42,441.02	11,662.26	55,396.72	49.4
		860625	GROUNDS MAINTENANCE	301,400.00	236,368.58	55,282.53	9,748.89	96.8
		860630	MOTORIZED EQUIPMENT MAINTENANCE	37,200.00	28,321.51	8,746.66	131.83	99.6
		860639	UTILITIES PLANT	310,300.00	218,284.42	64,899.27	27,116.31	91.3
		860776	HEALTH AND SAFETY	130,223.00	99,429.80	30,395.99	397.21	99.7
		860845	MAIL AND MESSENGER	51,875.00	40,376.74	11,279.41	218.85	99.6
		860865	STOREHOUSE	48,800.00	36,119.99	11,304.08	1,375.93	97.2
	Physical Plant Total			**3,207,035.00**	**2,315,604.64**	**692,225.17**	**199,205.19**	**93.8**
	Purchasing and Payables	860748	PURCHASING & PAYABLES	203,210.00	155,134.47	47,851.83	223.70	99.9
	Purchasing and Payables Total			**203,210.00**	**155,134.47**	**47,851.83**	**223.70**	**99.9**
	Student Accounts	860790	BURSAR	235,067.00	178,068.53	49,988.27	7,010.20	97.0
	Student Accounts Total			**235,067.00**	**178,068.53**	**49,988.27**	**7,010.20**	**97.0**
VP of Business Affairs Total				**-568,319.00**	**3,396,114.76**	**1,002,465.55**	**-4,966,899.31**	**-774.0**
Grand Total				**29,859,181.00**	**25,822,291.07**	**7,744,034.69**	**-3,707,144.76**	**112.4**

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Level One	Level Two	Account	Account Desc	16-17 Allocation Total	16-17 Expenditures TD	16-17 Encumbrances TD	Remaining Allocation	% Used
Chief Diversity Officer	Division of Diversity, Equity and Inclusion	500003	STEP	0.00	0.00	0.00	0.00	
		630002-30	STUDENT ASSTS - MULTICULTURAL AF	2,000.00	1,759.87	0.00	240.13	88.0
		860050	CSTEP	0.00	0.00	0.00	0.00	
	Division of Diversity, Equity and Inclusion Total			**2,000.00**	**1,759.87**	**0.00**	**240.13**	**88.0**
Chief Diversity Officer Total				**2,000.00**	**1,759.87**	**0.00**	**240.13**	**88.0**
Executive Vice President	Admissions	630002-24	STUDENT ASSTS - ADMISSIONS	2,800.00	2,142.54	0.00	657.46	76.5
		860510	ADMISSIONS	75,000.00	83,339.52	0.00	-8,339.52	111.1
	Admissions Total			**77,800.00**	**85,482.06**	**0.00**	**-7,682.06**	**109.9**
	Athletics	630131	HEALTH & PHYS. ED. ACTIVITIES	17,351.00	28,716.78	0.00	-11,365.78	165.5
	Athletics Total			**17,351.00**	**28,716.78**	**0.00**	**-11,365.78**	**165.5**
	Career Planning	860540	CAREER SERVICES-STUDENT PLACEMNT	14,100.00	12,848.92	0.00	1,251.08	91.1
	Career Planning Total			**14,100.00**	**12,848.92**	**0.00**	**1,251.08**	**91.1**
	Computing and Technology Services	860836	COMPUTER SERVICES-ACADEMIC	32,800.00	23,476.23	0.00	9,323.77	71.6
	Computing and Technology Services Total			**32,800.00**	**23,476.23**	**0.00**	**9,323.77**	**71.6**
	Financial Aid	630002-28	STUDENT ASSTS - FINANCIAL AID	5,100.00	2,126.73	0.00	2,973.27	41.7
		860530	FINANCIAL AID	0.00	712.43	0.00	-712.43	
	Financial Aid Total			**5,100.00**	**2,839.16**	**0.00**	**2,260.84**	**55.7**
	Institutional Effectiveness and Enrollment Management	840520	VP FOR ENROLLMENT MANAGEMENT	0.00	27,692.28	0.00	-27,692.28	
		860740	INSTITUTIONAL RESEARCH	0.00	2,933.32	0.00	-2,933.32	
	Institutional Effectiveness and Enrollment Management Total			**0.00**	**30,625.60**	**0.00**	**-30,625.60**	
	Student Life	860570	STUDENT UNION	8,700.00	5,881.63	0.00	2,818.37	67.6
		860572	DEAN OF STUDENT AFFAIRS	1,700.00	0.00	0.00	1,700.00	0.0
	Student Life Total			**10,400.00**	**5,881.63**	**0.00**	**4,518.37**	**56.6**
Executive Vice President Total				**157,551.00**	**189,870.38**	**0.00**	**-32,319.38**	**120.5**
President	President's Office	630002-44	STUDENT ASSTS - PRES OFFICE	700.00	321.75	0.00	378.25	46.0
		860535	COMMENCEMENT	300.00	0.00	0.00	300.00	0.0
		860701	PRESIDENT	0.00	1,811.25	0.00	-1,811.25	
	President's Office Total			**1,000.00**	**2,133.00**	**0.00**	**-1,133.00**	**213.3**
President Total				**1,000.00**	**2,133.00**	**0.00**	**-1,133.00**	**213.3**
Provost	Assistant Provost	630042	WRITING CENTER	21,000.00	13,245.87	0.00	7,754.13	63.1
		630070	WOMEN'S AND GENDER STUDIES	200.00	0.00	0.00	200.00	0.0
		840004	GENERAL EDUCATION	0.00	1,096.93	0.00	-1,096.93	
		860023	HONORS PROGRAM	9,300.00	5,100.00	0.00	4,200.00	54.8
		860060	LEARNING COMMUNITIES	300.00	900.00	0.00	-600.00	300.0
	Assistant Provost Total			**30,800.00**	**20,342.80**	**0.00**	**10,457.20**	**66.0**
	Center for Applied Learning	860505	INTERNSHIPS	5,700.00	2,475.00	0.00	3,225.00	43.4
	Center for Applied Learning Total			**5,700.00**	**2,475.00**	**0.00**	**3,225.00**	**43.4**
	College Libraries	630002-48	STUDENT ASSTS - COLL LIBRARIES	10,100.00	11,195.29	0.00	-1,095.29	110.8

Level One	Level Two	Account	Account Desc	16-17 Allocation Total	16-17 Expenditures TD	16-17 Encumbrances TD	Remaining Allocation	% Used
		860405	GENERAL LIBRARY	92,800.00	60,102.75	0.00	32,697.25	64.8
	College Libraries Total			**102,900.00**	**71,298.04**	**0.00**	**31,601.96**	**69.3**
	Dean - Arts and Sciences	630001	DEAN - SCHOOL OF ARTS & SCIENCES	858,654.00	548,006.61	0.00	310,647.39	63.8
		630002-01	STUDENT ASSTS - ANTHROPOLOGY	1,100.00	740.00	0.00	360.00	67.3
		630002-02	STUDENT ASSTS - ART	1,000.00	892.12	0.00	107.88	89.2
		630002-03	STUDENT ASSTS - ART GALLERY	2,400.00	894.54	0.00	1,505.46	37.3
		630002-04	STUDENT ASSTS - BIOLOGY	800.00	800.00	0.00	0.00	100.0
		630002-09	STUDENT ASSTS - GEOLOGY	1,300.00	1,515.00	0.00	-215.00	116.5
		630002-13	STUDENT ASSTS - PHYSICS	900.00	800.00	0.00	100.00	88.9
		630009	ART	2,400.00	1,163.62	0.00	1,236.38	48.5
		630013	BIOLOGY	0.00	704.54	0.00	-704.54	
		630018	CHEMISTRY	0.00	6,456.25	0.00	-6,456.25	
		630019	COMPUTER SCIENCE	27,800.00	15,582.54	0.00	12,217.46	56.1
		630023	DANCE/DRAMA	2,600.00	2,108.49	0.00	491.51	81.1
		630031	ENGLISH	7,539.00	7,538.45	0.00	0.55	100.0
		630036	MODERN LANGUAGE	710.00	31,371.68	0.00	-30,661.68	4,418.5
		630041	GEOLOGY	0.00	8,569.00	0.00	-8,569.00	
		630046	HISTORY	0.00	0.00	0.00	0.00	
		630050	ENVIRONMENTAL STUDIES	0.00	10,000.00	0.00	-10,000.00	
		630063	MATHEMATICS	0.00	6,917.25	0.00	-6,917.25	
		630078	PSYCHOLOGY	0.00	117.86	0.00	-117.86	
	Dean - Arts and Sciences Total			**907,203.00**	**644,177.95**	**0.00**	**263,025.05**	**71.0**
	Dean - Crane	630116	PAC OPERATIONS MANAGER	0.00	242.37	0.00	-242.37	
		690001	DEAN OF MUSIC	393,753.00	370,853.03	0.00	22,899.97	94.2
		690066	MUSIC	3,300.00	612.00	0.00	2,688.00	18.5
	Dean - Crane Total			**397,053.00**	**371,707.40**	**0.00**	**25,345.60**	**93.6**
	Dean - School of Education and Professional Studies	500001	DEAN - SCHOOL OF EDUCATION	429,468.00	244,026.44	7,134.21	178,307.35	58.5
		500029	SPECIAL EDUCATION	0.00	1,108.00	0.00	-1,108.00	
		500033	LITERACY	0.00	32,297.99	9,763.14	-42,061.13	
		500070	OFF-CAMPUS SUPERVISION	105,516.00	77,691.93	0.00	27,824.07	73.6
		500087	BUSINESS ADMINISTRATION	1,000.00	0.00	0.00	1,000.00	0.0
		500134	SHEARD LITERACY CENTER	15,100.00	11,767.43	0.00	3,332.57	77.9
		630002-17	STUDENT ASSTS-DEAN, EDUCATION	1,400.00	1,144.48	0.00	255.52	81.7
		630002-19	STUDENT ASSTS - ECCG/SPECIAL ED	1,200.00	0.00	0.00	1,200.00	0.0
		630002-20	STUDENT ASSTS-LITERACY CENTER	800.00	354.75	0.00	445.25	44.3
		630002-21	STUDENT ASSTS-FIELD EXPERIENCE	700.00	0.00	0.00	700.00	0.0
		630002-22	STUDENT ASSTS - CRANE	3,700.00	1,910.93	0.00	1,789.07	51.6
		860190	WILDERNESS EDUCATION	15,700.00	8,290.80	0.00	7,409.20	52.8
	Dean - School of Education and Professional Studies Total			**574,584.00**	**378,592.75**	**16,897.35**	**179,093.90**	**68.8**
	EOP	860525	EOP/BRIDGES	0.00	4,504.92	0.00	-4,504.92	
	EOP Total			**0.00**	**4,504.92**	**0.00**	**-4,504.92**	
	Graduate Studies and Continuing Education	550001	CENTER FOR GRADUATE STUDIES	19,000.00	25,440.77	0.00	-6,440.77	133.9
		630095	WINTERIM	65,300.00	60,491.28	0.00	4,808.72	92.6
		840005	COMMUNITY EDUCATION CENTER	11,000.00	0.00	0.00	11,000.00	0.0
		860052	WATERTOWN GRADUATE PROGRAM	99,120.00	75,562.24	0.00	23,557.76	76.2
		860058	P/T JCC BUSINESS ADMINISTRATION	60,527.00	57,589.60	0.00	2,937.40	95.1
		860352	EXTENDED EDUCATION	2,000.00	1,447.85	0.00	552.15	72.4
	Graduate Studies and Continuing Education Total			**256,947.00**	**220,531.74**	**0.00**	**36,415.26**	**85.8**
	Provost Miscellaneous	630002-39	STUDENT ASSTS - PROVOST'S OFFICE	1,500.00	1,574.85	0.00	-74.85	105.0
		840008	NEH PROGRAM ADMINISTRATION	57,700.00	28,000.00	0.00	29,700.00	48.5
		860053	ACAD COORD.-DISABLED STUDENT SER	2,000.00	390.00	0.00	1,610.00	19.5
		860054	DISTANCE LEARNING STATE ACCOUNT	13,300.00	12,700.00	0.00	600.00	95.5
		860555	REGISTRAR	700.00	957.73	0.00	-257.73	136.8
		860710	VP ACADEMIC AFFAIRS	13,000.00	300.00	0.00	12,700.00	2.3
	Provost Miscellaneous Total			**88,200.00**	**43,922.58**	**0.00**	**44,277.42**	**49.8**
	Student Success	630002-23	STUDENT ASSTS-STUDENT SUCCESS CE	4,200.00	3,380.00	0.00	820.00	80.5
		840002	FIRST YEAR SUCCESS	96,000.00	82,286.60	0.00	13,713.40	85.7
		860036	STUDENT SUCCESS CENTER	27,800.00	23,834.87	0.00	3,965.13	85.7
		860520	FAMILY PROGRAMS	1,700.00	1,691.25	0.00	8.75	99.5
	Student Success Total			**129,700.00**	**111,192.72**	**0.00**	**18,507.28**	**85.7**

Level One	Level Two	Account	Account Desc	16-17 Allocation Total	16-17 Expenditures TD	16-17 Encumbrances TD	Remaining Allocation	% Used
Provost Total				**2,493,087.00**	**1,868,745.90**	**16,897.35**	**607,443.75**	**75.6**
VP of Advancement	Advancement, Alumni Association, Public Affairs	630002-37	STUDENT ASSTS - COLL ADVANCEMENT	5,200.00	3,660.14	0.00	1,539.86	70.4
		840709	IMAGE & DISTINCTION	17,200.00	8,855.00	0.00	8,345.00	51.5
		840809	COLLEGE ADVANCEMENT	300.00	0.00	0.00	300.00	0.0
		840810	DEVELOPMENT	26,000.00	30,558.84	0.00	-4,558.84	117.5
		860854	PUBLICATIONS	3,400.00	75.00	0.00	3,325.00	2.2
		860855	PUBLIC INFORMATION	16,000.00	35,243.51	0.00	-19,243.51	220.3
	Advancement, Alumni Association, Public Affairs Total			**68,100.00**	**78,392.49**	**0.00**	**-10,292.49**	**115.1**
VP of Advancement Total				**68,100.00**	**78,392.49**	**0.00**	**-10,292.49**	**115.1**
VP of Business Affairs	Campus Resources	630002-99	STUDENT ASSISTANTS	700.00	0.00	0.00	700.00	0.0
		860745	BUSINESS AFFAIRS	9,350.00	3,134.03	0.00	6,215.97	33.5
		860750	BUDGETING	7,099.00	494.42	0.00	6,604.58	7.0
		860770	ARBITRATION	0.00	3,813.87	1,189.03	-5,002.90	
		980046	FLEX LINES	0.00	0.00	0.00	0.00	
		980084	FIN PLAN SPENDING - IFR	-400,000.00	0.00	0.00	-400,000.00	0.0
	Campus Resources Total			**-382,851.00**	**7,442.32**	**1,189.03**	**-391,482.35**	**-2.3**
	Human Resources	630002-41	STUDENT ASSTS - HRD	2,400.00	255.93	0.00	2,144.07	10.7
		860775	HUMAN RESOURCES	4,300.00	7,714.56	0.00	-3,414.56	179.4
	Human Resources Total			**6,700.00**	**7,970.49**	**0.00**	**-1,270.49**	**119.0**
	Physical Plant	860601	M & O	10,600.00	11,725.36	0.00	-1,125.36	110.6
		860603	CUSTODIAL SERVICES	53,000.00	32,215.71	0.00	20,784.29	60.8
		860615	BUILDINGS-STRUCTURAL MAINT	2,400.00	623.43	0.00	1,776.57	26.0
		860620	EQUIP-BLDG SYS-UTIL DIST SYS	9,200.00	308.76	0.00	8,891.24	3.4
		860625	GROUNDS MAINTENANCE	20,700.00	36,751.29	0.00	-16,051.29	177.5
		860639	UTILITIES PLANT	9,300.00	0.00	0.00	9,300.00	0.0
		860845	MAIL AND MESSENGER	100.00	10,334.47	0.00	-10,234.47	10,334.5
		860865	STOREHOUSE	0.00	10,608.86	0.00	-10,608.86	
	Physical Plant Total			**105,300.00**	**102,567.88**	**0.00**	**2,732.12**	**97.4**
	Student Accounts	860790	BURSAR	1,300.00	2,604.19	0.00	-1,304.19	200.3
	Student Accounts Total			**1,300.00**	**2,604.19**	**0.00**	**-1,304.19**	**200.3**
VP of Business Affairs Total				**-269,551.00**	**120,584.88**	**1,189.03**	**-391,324.91**	**-45.2**
Grand Total				**2,452,187.00**	**2,261,486.52**	**18,086.38**	**172,614.10**	**93.0**

OTPS

Level One	Level Two	Account	Account Desc	16-17 Allocation Total	16-17 Expenditures TD	16-17 Encumbrances TD	Remaining Allocation	% Used
Chief Diversity Officer	Division of Diversity, Equity and Inclusion	500003	STEP	7,400.00	4,172.18	1,102.00	2,125.82	71.3
		840001	DIVERSITY IN ACTION COALITION	3,275.00	559.40	0.00	2,715.60	17.1
		860050	CSTEP	6,600.00	5,175.71	0.00	1,424.29	78.4
		860304	POTSDAM AKWESASNE	107,600.00	28,833.66	5,539.95	73,226.39	31.9
		860502	MULTI-CULTURAL AFFAIRS	20,000.00	10,361.03	3,500.00	6,138.97	69.3
		860504	KWANZAA BALL	300.00	0.00	0.00	300.00	0.0
		860778	AFFIRMATIVE ACTION	0.00	4,612.43	0.00	-4,612.43	
		860785	CHIEF DIVERSITY OFFICER	20,000.00	11,962.63	28,247.99	-20,210.62	201.1
	Division of Diversity, Equity and Inclusion Total			**165,175.00**	**65,677.04**	**38,389.94**	**61,108.02**	**63.0**
Chief Diversity Officer Total				**165,175.00**	**65,677.04**	**38,389.94**	**61,108.02**	**63.0**
Executive Vice President	Admissions	860510	ADMISSIONS	445,000.00	375,964.48	87,096.53	-18,061.01	104.1
	Admissions Total			**445,000.00**	**375,964.48**	**87,096.53**	**-18,061.01**	**104.1**
	Career Planning	860540	CAREER SERVICES-STUDENT PLACEMNT	8,000.00	2,439.04	0.00	5,560.96	30.5
	Career Planning Total			**8,000.00**	**2,439.04**	**0.00**	**5,560.96**	**30.5**
	Computing and Technology Services	860096	ACADEMIC EQUIPMENT REPLACEMENT	61,700.00	0.00	61,700.00	0.00	100.0
		860131	INSTRUCTIONAL RESOURCES	50,000.00	39,215.30	6,197.95	4,586.75	90.8
	Computing and Technology Services Total			**111,700.00**	**39,215.30**	**67,897.95**	**4,586.75**	**95.9**
	Counseling	860515	STUDENT COUNSELING	10,000.00	8,356.05	1,287.87	356.08	96.4
	Counseling Total			**10,000.00**	**8,356.05**	**1,287.87**	**356.08**	**96.4**
	Financial Aid	860530	FINANCIAL AID	20,000.00	15,722.56	864.41	3,413.03	82.9
		860531	DIVERSITY SCHOLARSHIPS	22,410.00	21,042.50	0.00	1,367.50	93.9
	Financial Aid Total			**42,410.00**	**36,765.06**	**864.41**	**4,780.53**	**88.7**
	Institutional Effectiveness and Enrollment Management	840520	VP FOR ENROLLMENT MANAGEMENT	90,000.00	17,232.45	39,781.86	32,985.69	63.3
		860740	INSTITUTIONAL RESEARCH	15,000.00	3,888.04	0.00	11,111.96	25.9
	Institutional Effectiveness and Enrollment Management Total			**105,000.00**	**21,120.49**	**39,781.86**	**44,097.65**	**58.0**

Level One	Level Two	Account	Account Desc	16-17 Allocation Total	16-17 Expenditures TD	16-17 Encumbrances TD	Remaining Allocation	% Used
	Student Life	840516	CAMPUS LIFE	0.00	0.45	0.00	-0.45	
		860161	STUDENT SUPPORT SERVICES	10,000.00	7,417.41	0.00	2,582.59	74.2
		860501	STUDENT CONDUCT	7,000.00	3,809.64	0.00	3,190.36	54.4
		860570	STUDENT UNION	2,000.00	0.00	0.00	2,000.00	0.0
		860572	DEAN OF STUDENT AFFAIRS	25,000.00	8,920.17	845.99	15,233.84	39.1
		860575	VP STUDENT AFFAIRS	0.00	376.20	0.00	-376.20	
	Student Life Total			**44,000.00**	**20,523.87**	**845.99**	**22,630.14**	**48.6**
	University Police	860657	SECURITY AND SAFETY	10,000.00	10,608.15	0.00	-608.15	106.1
	University Police Total			**10,000.00**	**10,608.15**	**0.00**	**-608.15**	**106.1**
Executive Vice President Total				**776,110.00**	**514,992.44**	**197,774.61**	**63,342.95**	**91.8**
Miscellaneous U-Wide Accounts	860580	860580	CHILD/DAY CARE	61,750.00	61,750.00	0.00	0.00	100.0
	860580 Total			**61,750.00**	**61,750.00**	**0.00**	**0.00**	**100.0**
	880550	880550	STUDENTS WITH DISABILITIES	10,754.00	0.00	0.00	10,754.00	0.0
	880550 Total			**10,754.00**	**0.00**	**0.00**	**10,754.00**	**0.0**
Miscellaneous U-Wide Accounts Total				**72,504.00**	**61,750.00**	**0.00**	**10,754.00**	**85.2**
Not Current	N/A	860012	TOC TEACHER OPPORTUNITY CORP	0.00	0.00	0.00	0.00	
	N/A Total			**0.00**	**0.00**	**0.00**	**0.00**	
Not Current Total				**0.00**	**0.00**	**0.00**	**0.00**	
President	President's Office	860535	COMMENCEMENT	2,500.00	0.00	0.00	2,500.00	0.0
		860701	PRESIDENT	20,000.00	5,727.81	0.00	14,272.19	28.6
	President's Office Total			**22,500.00**	**5,727.81**	**0.00**	**16,772.19**	**25.5**
President Total				**22,500.00**	**5,727.81**	**0.00**	**16,772.19**	**25.5**
Provost	Assistant Provost	630010	ART GALLERY	12,400.00	6,717.42	0.00	5,682.58	54.2
		630042	WRITING CENTER	1,500.00	1,038.98	0.00	461.02	69.3
		630070	WOMEN'S AND GENDER STUDIES	5,000.00	3,668.76	0.00	1,331.24	73.4
		840004	GENERAL EDUCATION	2,000.00	216.15	0.00	1,783.85	10.8
		860023	HONORS PROGRAM	5,000.00	4,960.41	0.00	39.59	99.2
		860060	LEARNING COMMUNITIES	5,000.00	1,695.86	0.00	3,304.14	33.9
	Assistant Provost Total			**30,900.00**	**18,297.58**	**0.00**	**12,602.42**	**59.2**
	Center for Applied Learning	630055	INTERNATIONAL STUDIES	0.00	95.78	0.00	-95.78	
		860055	INTERNATIONAL EDUCATION	10,000.00	20,562.38	3,483.32	-14,045.70	240.5
		860062	NATIONAL STUDENT EXCHANGE	2,000.00	1,003.73	0.00	996.27	50.2
		860505	INTERNSHIPS	10,000.00	5,023.36	1,248.34	3,728.30	62.7
	Center for Applied Learning Total			**22,000.00**	**26,685.25**	**4,731.66**	**-9,416.91**	**142.8**
	College Libraries	840805-25	SYSTEM ADMINISTRATION RECHARGES	61,789.00	98,510.00	0.00	-36,721.00	159.4
		850480-25	ELSEVIER CONTRACT RECHARGE	36,682.00	0.00	0.00	36,682.00	0.0
		860405	GENERAL LIBRARY	420,000.00	356,478.62	5,550.27	57,971.11	86.2
	College Libraries Total			**518,471.00**	**454,988.62**	**5,550.27**	**57,932.11**	**88.8**
	Dean - Arts and Sciences	500109	ART EDUCATION SLU	7,500.00	0.00	0.00	7,500.00	0.0
		630001	DEAN - SCHOOL OF ARTS & SCIENCES	40,000.00	26,973.07	6,061.60	6,965.33	82.6
		630007	ANTHROPOLOGY	5,000.00	2,230.14	204.00	2,565.86	48.7
		630008	ARTS & SCIENCE - EQUIPMENT	20,000.00	7,424.59	4,998.00	7,577.41	62.1
		630009	ART	9,100.00	7,934.53	750.00	415.47	95.4
		630013	BIOLOGY	20,000.00	17,364.59	0.00	2,635.41	86.8
		630018	CHEMISTRY	20,000.00	19,512.05	0.00	487.95	97.6
		630019	COMPUTER SCIENCE	5,000.00	2,095.07	0.00	2,904.93	41.9
		630023	DANCE/DRAMA	20,000.00	16,153.76	0.00	3,846.24	80.8
		630027	ECONOMICS & EMPLOYEE RELATIONS	3,000.00	942.52	0.00	2,057.48	31.4
		630030	BLUELINE MAGAZINE	5,000.00	1,030.42	0.00	3,969.58	20.6
		630031	ENGLISH	10,000.00	9,930.17	131.90	-62.07	100.6
		630036	MODERN LANGUAGE	5,000.00	4,038.85	200.00	761.15	84.8
		630041	GEOLOGY	23,000.00	22,115.39	0.00	884.61	96.2
		630046	HISTORY	4,000.00	2,571.84	200.00	1,228.16	69.3
		630050	ENVIRONMENTAL STUDIES	2,900.00	1,819.25	800.00	280.75	90.3
		630063	MATHEMATICS	8,000.00	5,813.21	144.99	2,041.80	74.5
		630073	PHILOSOPHY	3,000.00	2,313.27	0.00	686.73	77.1
		630076	PHYSICS	6,000.00	3,860.50	0.00	2,139.50	64.3
		630077	POLITICS	5,000.00	2,161.70	0.00	2,838.30	43.2
		630078	PSYCHOLOGY	6,000.00	3,906.51	0.00	2,093.49	65.1
		630088	SOCIOLOGY	5,000.00	3,076.52	0.00	1,923.48	61.5

Level One	Level Two	Account	Account Desc	16-17 Allocation Total	16-17 Expenditures TD	16-17 Encumbrances TD	Remaining Allocation	% Used
	Dean - Arts and Sciences Total			**232,500.00**	**163,267.95**	**13,490.49**	**55,741.56**	**76.0**
	Dean - Crane	630116	PAC OPERATIONS MANAGER	5,000.00	0.00	0.00	5,000.00	0.0
		690001	DEAN OF MUSIC	25,000.00	24,462.98	0.00	537.02	97.9
		690060	MUSIC - OPERA	0.00	180.54	0.00	-180.54	
		690066	MUSIC	45,000.00	39,197.87	456.00	5,346.13	88.1
		690080	CRANE INST. FOR MUSIC BUSINESS	20,000.00	7,240.70	702.46	12,056.84	39.7
	Dean - Crane Total			**95,000.00**	**71,082.09**	**1,158.46**	**22,759.45**	**76.0**
	Dean - School of Education and Professional Studies	500001	DEAN - SCHOOL OF EDUCATION	29,500.00	15,595.55	4,839.00	9,065.45	69.3
		500002	PROFESSIONAL STUDIES	1,500.00	817.02	0.00	682.98	54.5
		500028	SCHOOL OF ED & PROFESS STUDIES	3,000.00	2,978.76	0.00	21.24	99.3
		500029	SPECIAL EDUCATION	2,000.00	1,196.78	623.45	179.77	91.0
		500032	CURRICULUM & INSTRUCTION	8,000.00	4,120.46	0.00	3,879.54	51.5
		500033	LITERACY	6,000.00	2,804.15	0.00	3,195.85	46.7
		500034	SECONDARY EDUCATION	8,000.00	5,590.22	1,616.00	793.78	90.1
		500070	OFF-CAMPUS SUPERVISION	55,000.00	31,938.58	7,355.68	15,705.74	71.4
		500075	COMMUNITY HEALTH	20,000.00	14,269.83	2,852.10	2,878.07	85.6
		500087	BUSINESS ADMINISTRATION	11,000.00	7,283.97	1,250.00	2,466.03	77.6
		500134	SHEARD LITERACY CENTER	5,000.00	5,509.93	0.00	-509.93	110.2
		860190	WILDERNESS EDUCATION	1,500.00	780.00	0.00	720.00	52.0
	Dean - School of Education and Professional Studies Total			**150,500.00**	**92,885.25**	**18,536.23**	**39,078.52**	**74.0**
	EOP	860525	EOP/BRIDGES	26,000.00	10,471.23	2,809.94	12,718.83	51.1
	EOP Total			**26,000.00**	**10,471.23**	**2,809.94**	**12,718.83**	**51.1**
	Graduate Studies and Continuing Education	500030	GRADUATE RECRUITMENT	23,000.00	23,839.33	0.00	-839.33	103.6
		550001	CENTER FOR GRADUATE STUDIES	37,000.00	20,123.89	2,694.34	14,181.77	61.7
		630095	WINTERIM	5,000.00	4,390.48	0.00	609.52	87.8
		860052	WATERTOWN GRADUATE PROGRAM	35,000.00	18,971.60	10,946.42	5,081.98	85.5
		860058	P/T JCC BUSINESS ADMINISTRATION	10,000.00	5,719.13	1,362.85	2,918.02	70.8
		860352	EXTENDED EDUCATION	2,000.00	974.57	0.00	1,025.43	48.7
	Graduate Studies and Continuing Education Total			**112,000.00**	**74,019.00**	**15,003.61**	**22,977.39**	**79.5**
	Provost Miscellaneous	840003	STUDENT EVALUATION OF FACULTY	3,000.00	19.90	0.00	2,980.10	0.7
		840006	NEW FACULTY ORIENTATION & WELCOM	500.00	116.00	0.00	384.00	23.2
		840010	CENTER FOR CREATIVE INSTRUCTION	10,000.00	7,077.50	2,877.75	44.75	99.6
		840724-25	FACULTY SENATE RECHARGE	1,599.00	0.00	0.00	1,599.00	0.0
			FACULTY SENATE RECHARGE-POTSDAM	0.00	1,558.00	0.00	-1,558.00	
		860045	ACADEMIC ADVISING	2,500.00	2,626.05	0.00	-126.05	105.0
		860053	ACAD COORD.-DISABLED STUDENT SER	10,000.00	4,257.55	0.00	5,742.45	42.6
		860054	DISTANCE LEARNING STATE ACCOUNT	7,000.00	1,107.99	0.00	5,892.01	15.8
		860555	REGISTRAR	3,000.00	405.20	0.00	2,594.80	13.5
		860710	VP ACADEMIC AFFAIRS	70,000.00	128,649.57	257.05	-58,906.62	184.2
		860712	ASSOC. VP FOR ACADEMIC AFFAIRS	5,500.00	1,374.52	0.00	4,125.48	25.0
		860717	RESEARCH & SPONSORED PROGRAMS	3,000.00	1,369.11	0.00	1,630.89	45.6
		860725	FACULTY SENATE (LOCAL)	1,000.00	539.79	0.00	460.21	54.0
		860727	FACULTY SENATE (SUNY)	2,000.00	1,122.62	0.00	877.38	56.1
	Provost Miscellaneous Total			**119,099.00**	**150,223.80**	**3,134.80**	**-34,259.60**	**128.8**
	Student Success	840002	FIRST YEAR SUCCESS	6,000.00	3,632.13	0.00	2,367.87	60.5
		860036	STUDENT SUCCESS CENTER	15,000.00	7,163.15	0.00	7,836.85	47.8
		860520	FAMILY PROGRAMS	1,300.00	955.00	0.00	345.00	73.5
		860527	BRIDGES	7,000.00	3,008.78	293.00	3,698.22	47.2
	Student Success Total			**29,300.00**	**14,759.06**	**293.00**	**14,247.94**	**51.4**
Provost Total				**1,335,770.00**	**1,076,679.83**	**64,708.46**	**194,381.71**	**85.4**
VP of Advancement	Advancement, Alumni Association, Public Affairs	840703	POTSDAM PEOPLE	56,000.00	49,420.58	0.00	6,579.42	88.3
		840708	GOVERNMENT RELATIONS	2,500.00	1,328.60	0.00	1,171.40	53.1
		840709	IMAGE & DISTINCTION	24,600.00	21,369.04	0.00	3,230.96	86.9
		840710	WEB DEVELOPMENT	40,000.00	35,272.00	0.00	4,728.00	88.2
		840809	COLLEGE ADVANCEMENT	45,000.00	37,709.55	5,506.18	1,784.27	96.0
		840810	DEVELOPMENT	35,000.00	30,877.14	0.00	4,122.86	88.2
		840811	INFORMATION SERVICES	15,000.00	8,757.89	0.00	6,242.11	58.4
		840857	DIRECTOR, COLLEGE RELATIONS	14,000.00	12,949.52	0.00	1,050.48	92.5
		860017	GIFT PLANNING & DONOR RELATIONS	5,000.00	2,100.00	0.00	2,900.00	42.0
		860808	ALUMNI OFFICE	5,000.00	4,465.73	0.00	534.27	89.3

Level One	Level Two	Account	Account Desc	16-17 Allocation Total	16-17 Expenditures TD	16-17 Encumbrances TD	Remaining Allocation	% Used
		860854	PUBLICATIONS	40,400.00	40,399.00	0.00	1.00	100.0
	Advancement, Alumni Association, Public Affairs Total			**282,500.00**	**244,649.05**	**5,506.18**	**32,344.77**	**88.6**
VP of Advancement Total				**282,500.00**	**244,649.05**	**5,506.18**	**32,344.77**	**88.6**
VP of Business Affairs	Campus Resources	860745	BUSINESS AFFAIRS	12,000.00	8,498.77	1,622.24	1,878.99	84.3
		860750	BUDGETING	34,377.00	0.00	0.00	34,377.00	0.0
		860778-01	AFFIRMATIVE ACTION	12,000.00	5,340.19	0.00	6,659.81	44.5
		860778-09	TITLE IX	4,000.00	2,963.42	0.00	1,036.58	74.1
		860778-99	AFFIRMATIVE ACTION	0.00	0.00	0.00	0.00	
		980079	PROVISION ACCOUNT	0.00	0.00	0.00	0.00	
		980084	FIN PLAN SPENDING - IFR	-615,100.00	0.00	0.00	-615,100.00	0.0
		989997	CITIBANK VISA P-CARD CONTROL	0.00	-36,758.66	0.00	36,758.66	
	Campus Resources Total			**-552,723.00**	**-19,956.28**	**1,622.24**	**-534,388.96**	**3.3**
	Human Resources	860061	RECRUITMENT	200,000.00	149,933.13	2,416.45	47,650.42	76.2
		860704	EMPLOYEE ASSISTANCE PROG	1,000.00	38.60	0.00	961.40	3.9
		860775	HUMAN RESOURCES	20,000.00	15,124.37	43.90	4,831.73	75.8
	Human Resources Total			**221,000.00**	**165,096.10**	**2,460.35**	**53,443.55**	**75.8**
	Physical Plant	840671-25	ISO GROUP ELECTRICAL	848,000.00	460,150.27	1,003.59	386,846.14	54.4
		860601	M & O	43,000.00	49,714.04	0.00	-6,714.04	115.6
		860603	CUSTODIAL SERVICES	90,000.00	67,176.46	351.67	22,471.87	75.0
		860605	FURNITURE MAINTENANCE & REPAIR	5,000.00	0.00	0.00	5,000.00	0.0
		860608	REFUSE COLLECTION	125,000.00	55,457.75	0.00	69,542.25	44.4
		860615	BUILDINGS-STRUCTURAL MAINT	80,000.00	52,121.33	72.00	27,806.67	65.2
		860620	EQUIP-BLDG SYS-UTIL DIST SYS	60,000.00	12,060.69	28,739.83	19,199.48	68.0
		860625	GROUNDS MAINTENANCE	35,000.00	22,513.31	5,178.81	7,307.88	79.1
		860630	MOTORIZED EQUIPMENT MAINTENANCE	20,000.00	4,856.54	0.00	15,143.46	24.3
		860639	UTILITIES PLANT	25,000.00	10,564.52	0.00	14,435.48	42.3
		860670	UTILITIES-ELECTRICITY	475,000.00	331,566.53	0.00	143,433.47	69.8
		860674	UTILITIES-NATURAL GAS	898,900.00	680,984.88	118,405.63	99,509.49	88.9
		860680	UTILITIES-WATER	130,000.00	72,374.27	0.00	57,625.73	55.7
		860683	UTILITIES-SEWAGE	135,000.00	76,213.81	0.00	58,786.19	56.5
		860689	UTILITIES-OTHER FUEL	27,000.00	16,406.40	10,050.59	543.01	98.0
		860696	ENERGY MANAGEMENT	60,000.00	51,756.85	6,896.67	1,346.48	97.8
		860776	HEALTH AND SAFETY	128,000.00	65,586.33	62,718.29	-304.62	100.2
		860805	AUTOMOTIVE SERVICES	0.00	2,283.32	0.00	-2,283.32	
		860815	CENTRAL DUPLICATING & PRINTING	0.00	290.87	0.00	-290.87	
	Physical Plant Total			**3,184,900.00**	**2,032,078.17**	**233,417.08**	**919,404.75**	**71.1**
	Purchasing and Payables	860748	PURCHASING & PAYABLES	6,500.00	4,448.54	43.90	2,007.56	69.1
	Purchasing and Payables Total			**6,500.00**	**4,448.54**	**43.90**	**2,007.56**	**69.1**
VP of Business Affairs Total				**2,859,677.00**	**2,181,666.53**	**237,543.57**	**440,466.90**	**84.6**
Grand Total				**5,514,236.00**	**4,151,142.70**	**543,922.76**	**819,170.54**	**85.1**

All Sections

Level One	Level Two	Account	Account Desc	16-17 Allocation Total	16-17 Expenditures TD	16-17 Encumbrances TD	Remaining Allocation	% Used
Chief Diversity Officer	Division of Diversity, Equity and Inclusion	500003	STEP	7,400.00	4,172.18	1,102.00	2,125.82	71.3
		630002-30	STUDENT ASSTS - MULTICULTURAL AF	2,000.00	1,759.87	0.00	240.13	88.0
		840001	DIVERSITY IN ACTION COALITION	3,275.00	559.40	0.00	2,715.60	17.1
		860050	CSTEP	6,600.00	5,175.71	0.00	1,424.29	78.4
		860304	POTSDAM AKWESASNE	107,600.00	63,650.46	16,241.27	27,708.27	74.2
		860502	MULTI-CULTURAL AFFAIRS	154,644.00	109,965.92	39,790.32	4,887.76	96.8
		860504	KWANZAA BALL	300.00	0.00	0.00	300.00	0.0
		860778	AFFIRMATIVE ACTION	0.00	4,612.43	0.00	-4,612.43	
		860785	CHIEF DIVERSITY OFFICER	20,000.00	11,962.63	28,247.99	-20,210.62	201.1
	Division of Diversity, Equity and Inclusion Total			**301,819.00**	**201,858.60**	**85,381.58**	**14,578.82**	**95.2**
Chief Diversity Officer Total				**301,819.00**	**201,858.60**	**85,381.58**	**14,578.82**	**95.2**
Executive Vice President	Admissions	630002-24	STUDENT ASSTS - ADMISSIONS	2,800.00	2,142.54	0.00	657.46	76.5
		860510	ADMISSIONS	1,386,000.00	1,109,715.00	286,700.38	-10,415.38	100.8
	Admissions Total			**1,388,800.00**	**1,111,857.54**	**286,700.38**	**-9,757.92**	**100.7**
	Athletics	630131	HEALTH & PHYS. ED. ACTIVITIES	1,091,851.00	866,990.12	257,525.25	-32,664.37	103.0
	Athletics Total			**1,091,851.00**	**866,990.12**	**257,525.25**	**-32,664.37**	**103.0**
	Career Planning	860540	CAREER SERVICES-STUDENT PLACEMNT	192,300.00	131,013.92	27,633.39	33,652.69	82.5

Level One	Level Two	Account	Account Desc	16-17 Allocation Total	16-17 Expenditures TD	16-17 Encumbrances TD	Remaining Allocation	% Used
	Career Planning Total			**192,300.00**	**131,013.92**	**27,633.39**	**33,652.69**	**82.5**
	Computing and Technology Services	840833-25	U-WIDE SICAS CENTER-ONEONTA	102,147.00	102,147.00	0.00	0.00	100.0
		860096	ACADEMIC EQUIPMENT REPLACEMENT	61,700.00	0.00	61,700.00	0.00	100.0
		860131	INSTRUCTIONAL RESOURCES	50,000.00	39,675.18	6,197.95	4,126.87	91.7
		860836	COMPUTER SERVICES-ACADEMIC	1,371,525.00	961,791.17	286,299.97	123,433.86	91.0
	Computing and Technology Services Total			**1,585,372.00**	**1,103,613.35**	**354,197.92**	**127,560.73**	**92.0**
	Counseling	860515	STUDENT COUNSELING	96,500.00	74,110.02	21,552.31	837.67	99.1
	Counseling Total			**96,500.00**	**74,110.02**	**21,552.31**	**837.67**	**99.1**
	Financial Aid	630002-28	STUDENT ASSTS - FINANCIAL AID	5,100.00	2,126.73	0.00	2,973.27	41.7
		860530	FINANCIAL AID	519,700.00	352,224.58	112,260.19	55,215.23	89.4
		860531	DIVERSITY SCHOLARSHIPS	22,410.00	21,042.50	0.00	1,367.50	93.9
	Financial Aid Total			**547,210.00**	**375,393.81**	**112,260.19**	**59,556.00**	**89.1**
	Institutional Effectiveness and Enrollment Management	840520	VP FOR ENROLLMENT MANAGEMENT	238,200.00	158,687.67	74,977.27	4,535.06	98.1
		860740	INSTITUTIONAL RESEARCH	192,700.00	131,587.76	28,769.85	32,342.39	83.2
	Institutional Effectiveness and Enrollment Management Total			**430,900.00**	**290,275.43**	**103,747.12**	**36,877.45**	**91.4**
	Student Life	840516	CAMPUS LIFE	0.00	0.45	0.00	-0.45	
		860161	STUDENT SUPPORT SERVICES	10,000.00	7,417.41	0.00	2,582.59	74.2
		860501	STUDENT CONDUCT	108,800.00	77,474.94	25,726.40	5,598.66	94.9
		860570	STUDENT UNION	10,700.00	5,881.63	0.00	4,818.37	55.0
		860572	DEAN OF STUDENT AFFAIRS	110,200.00	75,454.62	14,566.71	20,178.67	81.7
		860575	VP STUDENT AFFAIRS	0.00	376.20	0.00	-376.20	
	Student Life Total			**239,700.00**	**166,605.25**	**40,293.11**	**32,801.64**	**86.3**
	University Police	860657	SECURITY AND SAFETY	683,900.00	467,631.63	146,165.96	70,102.41	89.7
	University Police Total			**683,900.00**	**467,631.63**	**146,165.96**	**70,102.41**	**89.7**
Executive Vice President Total				**6,256,533.00**	**4,587,491.07**	**1,350,075.63**	**318,966.30**	**94.9**
Miscellaneous U-Wide Accounts	840826-25	840826-25	SYRACUSE HSC TRAINING CENTER	0.00	174.00	0.00	-174.00	
			UWIDE EDUCOM COMPUTER MEMBERSHIP	6,675.00	6,500.00	0.00	175.00	97.4
	840826-25 Total			**6,675.00**	**6,674.00**	**0.00**	**1.00**	**100.0**
	860580	860580	CHILD/DAY CARE	61,750.00	61,750.00	0.00	0.00	100.0
	860580 Total			**61,750.00**	**61,750.00**	**0.00**	**0.00**	**100.0**
	880550	880550	STUDENTS WITH DISABILITIES	10,754.00	0.00	0.00	10,754.00	0.0
	880550 Total			**10,754.00**	**0.00**	**0.00**	**10,754.00**	**0.0**
Miscellaneous U-Wide Accounts Total				**79,179.00**	**68,424.00**	**0.00**	**10,755.00**	**86.4**
Not Current	N/A	500007	CHINESE INITIATIVE	0.00	0.00	0.00	0.00	
		860012	TOC TEACHER OPPORTUNITY CORP	0.00	0.00	0.00	0.00	
	N/A Total			**0.00**	**0.00**	**0.00**	**0.00**	
Not Current Total				**0.00**	**0.00**	**0.00**	**0.00**	
President	President's Office	630002-44	STUDENT ASSTS - PRES OFFICE	700.00	321.75	0.00	378.25	46.0
		860535	COMMENCEMENT	2,800.00	0.00	0.00	2,800.00	0.0
		860701	PRESIDENT	373,315.00	268,775.77	71,677.45	32,861.78	91.2
	President's Office Total			**376,815.00**	**269,097.52**	**71,677.45**	**36,040.03**	**90.4**
President Total				**376,815.00**	**269,097.52**	**71,677.45**	**36,040.03**	**90.4**
Provost	Assistant Provost	630010	ART GALLERY	132,465.00	98,580.16	27,749.39	6,135.45	95.4
		630042	WRITING CENTER	22,500.00	14,284.85	0.00	8,215.15	63.5
		630070	WOMEN'S AND GENDER STUDIES	5,200.00	3,668.76	0.00	1,531.24	70.6
		840004	GENERAL EDUCATION	2,000.00	1,313.08	0.00	686.92	65.7
		860023	HONORS PROGRAM	39,600.00	28,345.73	5,672.19	5,582.08	85.9
		860060	LEARNING COMMUNITIES	5,300.00	2,595.86	0.00	2,704.14	49.0
	Assistant Provost Total			**207,065.00**	**148,788.44**	**33,421.58**	**24,854.98**	**88.0**
	Center for Applied Learning	630055	INTERNATIONAL STUDIES	0.00	95.78	0.00	-95.78	
		860055	INTERNATIONAL EDUCATION	11,055.00	82,924.40	28,394.23	-100,263.63	1,007.0
		860062	NATIONAL STUDENT EXCHANGE	2,000.00	1,003.73	0.00	996.27	50.2
		860505	INTERNSHIPS	135,844.00	82,914.81	33,234.75	19,694.44	85.5
	Center for Applied Learning Total			**148,899.00**	**166,938.72**	**61,628.98**	**-79,668.70**	**153.5**
	College Libraries	630002-48	STUDENT ASSTS - COLL LIBRARIES	10,100.00	11,195.29	0.00	-1,095.29	110.8
		840805-25	SYSTEM ADMINISTRATION RECHARGES	225,873.00	98,510.00	0.00	127,363.00	43.6
		850480-25	ELSEVIER CONTRACT RECHARGE	36,682.00	0.00	0.00	36,682.00	0.0
		860405	GENERAL LIBRARY	1,550,450.00	1,149,032.81	221,181.10	180,236.09	88.4
	College Libraries Total			**1,823,105.00**	**1,258,738.10**	**221,181.10**	**343,185.80**	**81.2**
	Dean - Arts and Sciences	500109	ART EDUCATION SLU	7,500.00	0.00	0.00	7,500.00	0.0

Level One	Level Two	Account	Account Desc	16-17 Allocation Total	16-17 Expenditures TD	16-17 Encumbrances TD	Remaining Allocation	% Used
		630001	DEAN - SCHOOL OF ARTS & SCIENCES	1,175,601.00	785,907.17	70,975.70	318,718.13	72.9
		630002-01	STUDENT ASSTS - ANTHROPOLOGY	1,100.00	740.00	0.00	360.00	67.3
		630002-02	STUDENT ASSTS - ART	1,000.00	892.12	0.00	107.88	89.2
		630002-03	STUDENT ASSTS - ART GALLERY	2,400.00	894.54	0.00	1,505.46	37.3
		630002-04	STUDENT ASSTS - BIOLOGY	800.00	800.00	0.00	0.00	100.0
		630002-09	STUDENT ASSTS - GEOLOGY	1,300.00	1,515.00	0.00	-215.00	116.5
		630002-13	STUDENT ASSTS - PHYSICS	900.00	800.00	0.00	100.00	88.9
		630007	ANTHROPOLOGY	549,022.00	431,271.25	120,682.55	-2,931.80	100.5
		630008	ARTS & SCIENCE - EQUIPMENT	20,000.00	7,424.59	4,998.00	7,577.41	62.1
		630009	ART	1,003,951.00	765,014.97	237,377.26	1,558.77	99.8
		630013	BIOLOGY	801,178.00	610,995.76	185,796.08	4,386.16	99.5
		630018	CHEMISTRY	619,966.00	471,962.28	132,977.08	15,026.64	97.6
		630019	COMPUTER SCIENCE	325,400.00	234,485.09	58,710.14	32,204.77	90.1
		630023	DANCE/DRAMA	792,976.00	584,561.60	171,813.55	36,600.85	95.4
		630027	ECONOMICS & EMPLOYEE RELATIONS	212,000.00	155,615.08	47,101.63	9,283.29	95.6
		630030	BLUELINE MAGAZINE	5,000.00	1,030.42	0.00	3,969.58	20.6
		630031	ENGLISH	1,517,933.00	1,165,257.23	351,592.53	1,083.24	99.9
		630036	MODERN LANGUAGE	490,813.00	384,976.23	106,705.56	-868.79	100.2
		630041	GEOLOGY	255,747.00	206,587.35	55,078.11	-5,918.46	102.3
		630046	HISTORY	692,995.00	526,798.01	162,695.19	3,501.80	99.5
		630050	ENVIRONMENTAL STUDIES	97,858.00	90,426.17	22,193.46	-14,761.63	115.1
		630063	MATHEMATICS	711,542.00	518,728.31	154,044.77	38,768.86	94.6
		630073	PHILOSOPHY	350,966.00	290,056.39	90,228.15	-29,318.54	108.4
		630076	PHYSICS	332,647.00	253,090.35	76,057.49	3,499.16	98.9
		630077	POLITICS	310,839.00	189,744.76	55,306.14	65,788.10	78.8
		630078	PSYCHOLOGY	893,766.00	626,430.38	175,276.13	92,059.49	89.7
		630088	SOCIOLOGY	525,403.00	402,753.83	120,831.89	1,817.28	99.7
	Dean - Arts and Sciences Total			**11,700,603.00**	**8,708,758.94**	**2,400,441.41**	**591,402.65**	**94.9**
	Dean - Crane	630116	PAC OPERATIONS MANAGER	5,000.00	242.37	0.00	4,757.63	4.8
		690001	DEAN OF MUSIC	1,122,010.00	927,445.32	164,255.20	30,309.48	97.3
		690060	MUSIC - OPERA	0.00	180.54	0.00	-180.54	
		690066	MUSIC	4,259,603.00	3,187,898.93	922,526.68	149,177.39	96.5
		690080	CRANE INST. FOR MUSIC BUSINESS	20,000.00	7,240.70	702.46	12,056.84	39.7
	Dean - Crane Total			**5,406,613.00**	**4,123,007.86**	**1,087,484.34**	**196,120.80**	**96.4**
	Dean - School of Education and Professional Studies	500001	DEAN - SCHOOL OF EDUCATION	757,168.00	499,083.59	61,357.56	196,726.85	74.0
		500002	PROFESSIONAL STUDIES	1,500.00	817.02	0.00	682.98	54.5
		500028	SCHOOL OF ED & PROFESS STUDIES	3,000.00	2,978.76	0.00	21.24	99.3
		500029	SPECIAL EDUCATION	210,774.00	157,479.00	51,191.88	2,103.12	99.0
		500032	CURRICULUM & INSTRUCTION	629,763.00	493,715.43	144,357.17	-8,309.60	101.3
		500033	LITERACY	386,566.00	311,933.34	98,591.44	-23,958.78	106.2
		500034	SECONDARY EDUCATION	614,470.00	469,129.89	154,813.90	-9,473.79	101.5
		500070	OFF-CAMPUS SUPERVISION	437,682.00	297,045.59	70,475.01	70,161.40	84.0
		500075	COMMUNITY HEALTH	607,905.00	459,220.22	145,159.43	3,525.35	99.4
		500087	BUSINESS ADMINISTRATION	734,759.00	562,086.17	166,901.83	5,771.00	99.2
		500134	SHEARD LITERACY CENTER	89,147.00	70,085.36	15,896.92	3,164.72	96.4
		630002-17	STUDENT ASSTS-DEAN, EDUCATION	1,400.00	1,144.48	0.00	255.52	81.7
		630002-19	STUDENT ASSTS - ECCG/SPECIAL ED	1,200.00	0.00	0.00	1,200.00	0.0
		630002-20	STUDENT ASSTS-LITERACY CENTER	800.00	354.75	0.00	445.25	44.3
		630002-21	STUDENT ASSTS-FIELD EXPERIENCE	700.00	0.00	0.00	700.00	0.0
		630002-22	STUDENT ASSTS - CRANE	3,700.00	1,910.93	0.00	1,789.07	51.6
		860190	WILDERNESS EDUCATION	17,200.00	9,070.80	0.00	8,129.20	52.7
	Dean - School of Education and Professional Studies Total			**4,497,734.00**	**3,336,055.33**	**908,745.14**	**252,933.53**	**94.4**
	EOP	860525	EOP/BRIDGES	131,700.00	92,569.71	25,632.75	13,497.54	89.8
	EOP Total			**131,700.00**	**92,569.71**	**25,632.75**	**13,497.54**	**89.8**
	Graduate Studies and Continuing Education	500030	GRADUATE RECRUITMENT	23,000.00	23,839.33	0.00	-839.33	103.6
		550001	CENTER FOR GRADUATE STUDIES	270,376.00	203,891.28	52,565.00	13,919.72	94.9
		630095	WINTERIM	70,300.00	64,881.76	0.00	5,418.24	92.3
		840005	COMMUNITY EDUCATION CENTER	196,455.00	140,623.59	42,877.94	12,953.47	93.4
		860052	WATERTOWN GRADUATE PROGRAM	176,920.00	108,717.38	10,946.42	57,256.20	67.6
		860058	P/T JCC BUSINESS ADMINISTRATION	70,527.00	63,308.73	1,362.85	5,855.42	91.7

Level One	Level Two	Account	Account Desc	16-17 Allocation Total	16-17 Expenditures TD	16-17 Encumbrances TD	Remaining Allocation	% Used
		860352	EXTENDED EDUCATION	54,600.00	40,804.69	11,917.81	1,877.50	96.6
	Graduate Studies and Continuing Education Total			862,178.00	646,066.76	119,670.02	96,441.22	88.8
	Provost Miscellaneous	630002-39	STUDENT ASSTS - PROVOST'S OFFICE	1,500.00	1,574.85	0.00	-74.85	105.0
		840003	STUDENT EVALUATION OF FACULTY	3,000.00	19.90	0.00	2,980.10	0.7
		840006	NEW FACULTY ORIENTATION & WELCOM	500.00	116.00	0.00	384.00	23.2
		840008	NEH PROGRAM ADMINISTRATION	57,700.00	28,000.00	0.00	29,700.00	48.5
		840010	CENTER FOR CREATIVE INSTRUCTION	14,900.00	7,184.39	2,877.75	4,837.86	67.5
		840724-25	FACULTY SENATE RECHARGE	4,108.00	0.00	0.00	4,108.00	0.0
			FACULTY SENATE RECHARGE-POTSDAM	0.00	4,065.00	0.00	-4,065.00	
		860045	ACADEMIC ADVISING	2,500.00	2,626.05	0.00	-126.05	105.0
		860053	ACAD COORD.-DISABLED STUDENT SER	82,544.00	58,608.35	16,267.87	7,667.78	90.7
		860054	DISTANCE LEARNING STATE ACCOUNT	83,222.00	61,831.65	14,578.99	6,811.36	91.8
		860555	REGISTRAR	277,844.00	207,577.80	70,243.74	22.46	100.0
		860710	VP ACADEMIC AFFAIRS	527,947.00	473,391.04	95,370.74	-40,814.78	107.7
		860712	ASSOC. VP FOR ACADEMIC AFFAIRS	5,500.00	1,374.52	0.00	4,125.48	25.0
		860717	RESEARCH & SPONSORED PROGRAMS	226,900.00	166,418.90	50,548.03	9,933.07	95.6
		860725	FACULTY SENATE (LOCAL)	1,000.00	539.79	0.00	460.21	54.0
		860727	FACULTY SENATE (SUNY)	2,000.00	1,122.62	0.00	877.38	56.1
	Provost Miscellaneous Total			1,291,165.00	1,014,450.86	249,887.12	26,827.02	97.9
	Student Success	630002-23	STUDENT ASSTS-STUDENT SUCCESS CE	4,200.00	3,380.00	0.00	820.00	80.5
		840002	FIRST YEAR SUCCESS	221,544.00	144,528.78	14,417.29	62,597.93	71.7
		860036	STUDENT SUCCESS CENTER	403,865.00	236,227.94	59,458.04	108,179.00	73.2
		860520	FAMILY PROGRAMS	3,000.00	2,646.25	0.00	353.75	88.2
		860527	BRIDGES	111,791.00	44,135.28	16,254.77	51,400.95	54.0
	Student Success Total			744,400.00	430,918.27	90,130.10	223,351.63	70.0
Provost Total				26,813,462.00	19,926,292.99	5,198,222.54	1,688,946.47	93.7
VP of Advancement	Advancement, Alumni Association, Public Affairs	630002-37	STUDENT ASSTS - COLL ADVANCEMENT	5,200.00	3,660.14	0.00	1,539.86	70.4
		840703	POTSDAM PEOPLE	56,000.00	49,420.58	0.00	6,579.42	88.3
		840708	GOVERNMENT RELATIONS	2,500.00	1,328.60	0.00	1,171.40	53.1
		840709	IMAGE & DISTINCTION	41,800.00	30,224.04	0.00	11,575.96	72.3
		840710	WEB DEVELOPMENT	40,000.00	35,272.00	0.00	4,728.00	88.2
		840808	CAPITAL CAMPAIGN	0.00	28,696.63	0.00	-28,696.63	
		840809	COLLEGE ADVANCEMENT	45,300.00	37,912.56	5,506.18	1,881.26	95.8
		840810	DEVELOPMENT	61,000.00	61,435.98	0.00	-435.98	100.7
		840811	INFORMATION SERVICES	15,000.00	8,757.89	0.00	6,242.11	58.4
		840857	DIRECTOR, COLLEGE RELATIONS	14,000.00	12,949.52	0.00	1,050.48	92.5
		860017	GIFT PLANNING & DONOR RELATIONS	5,000.00	2,100.00	0.00	2,900.00	42.0
		860808	ALUMNI OFFICE	5,000.00	4,533.40	0.00	466.60	90.7
		860854	PUBLICATIONS	43,800.00	40,474.00	0.00	3,326.00	92.4
		860855	PUBLIC INFORMATION	1,641,389.00	1,166,624.60	353,982.30	120,782.10	92.6
	Advancement, Alumni Association, Public Affairs Total			1,975,989.00	1,483,389.94	359,488.48	133,110.58	93.3
VP of Advancement Total				1,975,989.00	1,483,389.94	359,488.48	133,110.58	93.3
VP of Business Affairs	Campus Resources	630002-99	STUDENT ASSISTANTS	700.00	0.00	0.00	700.00	0.0
		860745	BUSINESS AFFAIRS	499,634.00	374,963.93	92,972.53	31,697.54	93.7
		860750	BUDGETING	41,476.00	494.42	0.00	40,981.58	1.2
		860770	ARBITRATION	0.00	3,813.87	1,189.03	-5,002.90	
		860778-01	AFFIRMATIVE ACTION	108,485.00	78,638.54	23,186.20	6,660.26	93.9
		860778-09	TITLE IX	4,000.00	2,963.42	0.00	1,036.58	74.1
		860778-99	AFFIRMATIVE ACTION	0.00	0.00	0.00	0.00	
		980046	FLEX LINES	0.00	0.00	0.00	0.00	
		980079	PROVISION ACCOUNT	0.00	0.00	0.00	0.00	
		980084	FIN PLAN SPENDING - IFR	-6,215,100.00	0.00	0.00	-6,215,100.00	0.0
		989997	CITIBANK VISA P-CARD CONTROL	0.00	-36,758.66	0.00	36,758.66	
	Campus Resources Total			-5,560,805.00	424,115.52	117,347.76	-6,102,268.28	-9.7
	Human Resources	630002-41	STUDENT ASSTS - HRD	2,400.00	255.93	0.00	2,144.07	10.7
		860061	RECRUITMENT	200,000.00	149,933.13	2,416.45	47,650.42	76.2
		860704	EMPLOYEE ASSISTANCE PROG	1,000.00	38.60	0.00	961.40	3.9
		860775	HUMAN RESOURCES	435,900.00	333,516.57	97,907.69	4,475.74	99.0
	Human Resources Total			639,300.00	483,744.23	100,324.14	55,231.63	91.4
	Physical Plant	840671-25	ISO GROUP ELECTRICAL	848,000.00	460,150.27	1,003.59	386,846.14	54.4

Level One	Level Two	Account	Account Desc	16-17 Allocation Total	16-17 Expenditures TD	16-17 Encumbrances TD	Remaining Allocation	% Used
		840815	COLLEGE SERVICES	54,900.00	42,451.04	12,325.53	123.43	99.8
		860601	M & O	339,937.00	272,400.87	60,898.74	6,637.39	98.0
		860603	CUSTODIAL SERVICES	1,782,400.00	1,296,548.92	379,502.58	106,348.50	94.0
		860605	FURNITURE MAINTENANCE & REPAIR	5,000.00	0.00	0.00	5,000.00	0.0
		860608	REFUSE COLLECTION	125,000.00	55,457.75	0.00	69,542.25	44.4
		860615	BUILDINGS-STRUCTURAL MAINT	319,500.00	216,438.08	46,351.79	56,710.13	82.3
		860620	EQUIP-BLDG SYS-UTIL DIST SYS	178,700.00	54,810.47	40,402.09	83,487.44	53.3
		860625	GROUNDS MAINTENANCE	357,100.00	295,633.18	60,461.34	1,005.48	99.7
		860630	MOTORIZED EQUIPMENT MAINTENANCE	57,200.00	33,178.05	8,746.66	15,275.29	73.3
		860639	UTILITIES PLANT	344,600.00	228,848.94	64,899.27	50,851.79	85.2
		860670	UTILITIES-ELECTRICITY	475,000.00	331,566.53	0.00	143,433.47	69.8
		860674	UTILITIES-NATURAL GAS	898,900.00	680,984.88	118,405.63	99,509.49	88.9
		860680	UTILITIES-WATER	130,000.00	72,374.27	0.00	57,625.73	55.7
		860683	UTILITIES-SEWAGE	135,000.00	76,213.81	0.00	58,786.19	56.5
		860689	UTILITIES-OTHER FUEL	27,000.00	16,406.40	10,050.59	543.01	98.0
		860696	ENERGY MANAGEMENT	60,000.00	51,756.85	6,896.67	1,346.48	97.8
		860776	HEALTH AND SAFETY	258,223.00	165,016.13	93,114.28	92.59	100.0
		860805	AUTOMOTIVE SERVICES	0.00	2,283.32	0.00	-2,283.32	
		860815	CENTRAL DUPLICATING & PRINTING	0.00	290.87	0.00	-290.87	
		860845	MAIL AND MESSENGER	51,975.00	50,711.21	11,279.41	-10,015.62	119.3
		860865	STOREHOUSE	48,800.00	46,728.85	11,304.08	-9,232.93	118.9
	Physical Plant Total			**6,497,235.00**	**4,450,250.69**	**925,642.25**	**1,121,342.06**	**82.7**
	Purchasing and Payables	860748	PURCHASING & PAYABLES	209,710.00	159,583.01	47,895.73	2,231.26	98.9
	Purchasing and Payables Total			**209,710.00**	**159,583.01**	**47,895.73**	**2,231.26**	**98.9**
	Student Accounts	860790	BURSAR	236,367.00	180,672.72	49,988.27	5,706.01	97.6
	Student Accounts Total			**236,367.00**	**180,672.72**	**49,988.27**	**5,706.01**	**97.6**
VP of Business Affairs Total				**2,021,807.00**	**5,698,366.17**	**1,241,198.15**	**-4,917,757.32**	**343.2**
Grand Total				**37,825,604.00**	**32,234,920.29**	**8,306,043.83**	**-2,715,360.12**	**107.2**

	Charge Agency Name is equal to Potsdam
and	Fiscal Year is equal to 16-17
and	Sub Fund Group is equal to / is in Revenue Offset
and	Account is greater than 300000

State University of New York at Potsdam, Periodic Review Report

2016-17 CASH POSITIONS TO DATE: IFR AND SUTRA ACCOUNTS (4/15/2017)

16-17 INCOME FUND REIMBURSABLE CASH

Level One	Level Two	Account	Account Local Desc	Beginning Cash Balance (+)	Prior Yr Disbursements (-)	Prior Yr Encumbrances (-)	Adjusted Beg Cash	Revenue (+)	Fringe & O/H Assessments (-)	OTPS Allocations	Expenditures (-)	Ending Cash Balance (=)	Encumbrances (-)	Fringe & O/H Encumbrances (-)	Cash Bal less Encumbr (=)
Advancement	Advancement, Alumni Association, Public Affairs	900539-01	ALUMNI RELATIONS	9,795.02	1,438.12	0.00	8,356.90	34,395.00	5,199.16	23,000.00	18,389.76	19,162.98	4,119.20	39.52	15,004.26
	Advancement, Alumni Association, Public Affairs Total			9,795.02	1,438.12	0.00	8,356.90	34,395.00	5,199.16	23,000.00	18,389.76	19,162.98	4,119.20	39.52	15,004.26
Advancement Total				9,795.02	1,438.12	0.00	8,356.90	34,395.00	5,199.16	23,000.00	18,389.76	19,162.98	4,119.20	39.52	15,004.26
Business Affairs	Campus Resources	900089	IFR COLLEGE FOUNDATION TRANSFERS	449,882.61	1,666.88	0.00	448,215.73	253,508.58	38,302.64	111,359.00	67,909.86	595,511.81	16,264.11	1,153.59	578,094.11
		900760	ADMINISTRATIVE OVERHEAD	3,499,034.39	-42,754.00	0.00	3,541,788.39	-128,686.30	-427,409.24	272,424.00	101,491.69	3,739,019.64	37,707.83	0.00	3,701,311.81
		900809	CANADIAN INITIATIVE	7,867.93	0.00	0.00	7,867.93	0.00	0.00	7,800.00	0.00	7,867.93	0.00	0.00	7,867.93
		901581	LOCAL CAMPUS SCHOLARSHIPS	-1,257,698.82	0.00	0.00	-1,257,698.82	400,000.00	0.00	2,200,000.00	2,431,954.14	-3,289,652.96	0.00	0.00	-3,289,652.96
		910058	FIN PLAN SPENDING-IFR	-3,044,080.00	0.00	0.00	-3,044,080.00	2,500,000.00	0.00	615,100.00	0.00	-544,080.00	0.00	0.00	-544,080.00
		910078	IFR-GENERAL-PROVISIONAL ACCT	0.00	-224,645.42	0.00	224,645.42	0.00	0.00	-615,100.00	0.00	224,645.42	0.00	0.00	224,645.42
		910573	UNIV FEES & FINES-LATE REGIS	2,828.10	0.00	0.00	2,828.10	0.00	0.00	2,000.00	0.00	2,828.10	0.00	0.00	2,828.10
		910620-99	CAMPUS M&O	1,366,959.92	0.00	0.00	1,366,959.92	0.00	-576,184.98	109,762.00	30,367.38	1,912,777.52	0.00	0.00	1,912,777.52
	Campus Resources Total			1,024,794.13	-265,732.54	0.00	1,290,526.67	3,024,822.28	-965,291.58	2,703,345.00	2,631,723.07	2,648,917.46	53,971.94	1,153.59	2,593,791.93
	Physical Plant	900120	MISCELLANEOUS PROG/ACAD SUPPORT	15,068.08	0.00	0.00	15,068.08	0.00	0.00	10,000.00	299.95	14,768.13	0.00	0.00	14,768.13
		900776	ENVIRONMENTAL HEALTH & SAFETY	18,518.05	0.00	0.00	18,518.05	557.25	2,410.71	30,000.00	0.00	16,664.59	996.00	0.00	15,668.59
		900805	AUTOMOTIVE SERVICES	4,918.58	8,142.01	19.98	-3,243.41	9,031.97	924.60	26,000.00	14,586.42	-9,722.06	10,896.00	176.98	-20,795.44
		900815	DUPLICATING SERVICES	6,698.43	18,302.68	0.00	-11,604.25	224,197.12	169,413.14	1,300.00	98,455.29	-55,275.56	99,768.32	7,573.47	-162,617.35
		900820	ENHANCED SAFETY FEE	12,685.87	0.00	0.00	12,685.87	50.00	0.00	5,000.00	0.00	12,735.87	0.00	7.60	12,728.27
		900845	MAIL REIMBURSABLE	-48,090.91	925.71	0.00	-49,024.62	8,145.73	1,722.91	35,200.00	-23,887.98	-18,713.82	0.00	72.78	-18,786.60
		900865	STOCKROOM SERVICES	532.50	1,438.25	0.00	-905.75	103.87	12.47	7,600.00	-8,304.95	7,490.60	0.00	0.00	7,490.60
	Physical Plant Total			10,322.60	28,808.65	19.98	-18,506.03	242,085.94	174,483.83	115,100.00	81,148.73	-32,052.65	111,660.32	7,830.83	-151,543.80
	Student Accounts	900563	HEALTH INS INTERNATIONAL STUD	7,230.58	0.00	0.00	7,230.58	30,463.34	3,634.91	25,000.00	2,110.54	31,948.47	0.00	118.84	31,829.63
		900750	TIME PAYMENT PLAN	17,594.83	0.00	0.00	17,594.83	5,665.00	861.08	6,000.00	2,005.00	20,393.75	0.00	0.00	20,393.75
		900769	ATTORNEY GENERAL INTEREST	128,992.18	0.00	0.00	128,992.18	58,515.71	9,279.15	100,000.00	0.00	178,228.74	0.00	0.00	178,228.74
		910533	RETURNED CHECK FEE	1,389.58	0.00	0.00	1,389.58	360.00	51.68	1,000.00	0.00	1,697.90	0.00	3.04	1,694.86
		910571	UNIV FEES & FINES-LATE PAYMENT	298,026.53	1,197.18	21.95	296,807.40	161,543.68	24,390.52	25,000.00	23,944.81	410,015.75	391.90	2,255.68	407,368.17
	Student Accounts Total			453,233.70	1,197.18	21.95	452,014.57	256,547.73	38,217.34	157,000.00	28,060.35	642,284.61	391.90	2,377.56	639,515.15
Business Affairs Total				1,488,350.43	-235,726.71	41.93	1,724,035.21	3,523,455.95	-752,590.41	2,975,445.00	2,740,932.15	3,259,149.42	166,024.16	11,361.98	3,081,763.28
Executive Vice President	Admissions	900534	UNDERGRADUATE APPLICATION FEE	85,839.37	30,963.17	0.00	54,876.20	210.00	31.92	70,000.00	20,962.18	34,092.10	8,767.50	0.00	25,324.60
	Admissions Total			85,839.37	30,963.17	0.00	54,876.20	210.00	31.92	70,000.00	20,962.18	34,092.10	8,767.50	0.00	25,324.60
	Athletics	900351-15	MEN'S BASKETBALL CAMPS & COURSES	282.18	0.00	0.00	282.18	1,783.92	201.40	300.00	0.00	1,864.70	0.00	0.00	1,864.70
		900351-16	WOMENS BASKETBALL CAMPS& COURSES	3,844.86	0.00	0.00	3,844.86	458.92	0.00	1,300.00	0.00	4,303.78	0.00	0.00	4,303.78
		900351-17	MEN'S SOCCER CAMPS & COURSES	462.98	0.00	0.00	462.98	44.95	0.00	400.00	0.00	507.93	0.00	0.00	507.93
		900351-22	WOMEN'S SOFTBALL CAMPS & COURSES	-1,639.34	0.00	0.00	-1,639.34	3,156.03	0.00	1,500.00	0.00	1,516.69	0.00	0.00	1,516.69
		900351-23	WOMENS VOLLEYBALL CAMPS& COURSES	-1,317.80	0.00	0.00	-1,317.80	1,195.43	0.00	1,500.00	0.00	-122.37	0.00	0.00	-122.37
		900590	FITNESS CENTER FEE	-15,902.48	4,373.64	0.00	-20,276.12	187,265.98	38,778.42	128,100.00	139,815.61	-11,604.17	0.00	827.97	-12,432.14
		900595	INTRAMURALS & RECREATION	8,805.30	0.00	0.00	8,805.30	23,295.00	0.00	1,400.00	9,822.74	22,277.56	0.00	0.00	22,277.56
		900615-08	BUILDING USE-MAXCY HALL	-16,815.12	5,083.01	0.00	-21,898.13	25,013.75	7,838.71	47,100.00	43,426.53	-48,149.62	120.50	1,103.37	-49,373.49
		900635	EQUIPMENT REPAIR & REPLACEMENT	114,482.53	21,425.80	0.00	93,056.73	49,505.19	7,079.23	150,000.00	57,439.59	78,043.10	2,235.28	0.00	75,807.82
		900640-01	DESIGN AND CONSTRUCTION ACCOUNT	-32,454.88	5,459.74	0.00	-37,914.62	0.00	23,094.99	41,896.00	34,140.37	-95,149.98	0.00	0.00	-95,149.98
		900640-02	PROJECT 1	-27,771.77	0.00	0.00	-27,771.77	0.00	0.00	0.00	0.00	-27,771.77	0.00	0.00	-27,771.77
		901250	INTER ATH-MEN'S BASKETBALL	-46,904.86	761.94	0.00	-47,666.82	48,166.82	0.00	54,375.00	49,280.87	-48,780.87	0.00	0.00	-48,780.87
		901251	INTER ATH-WOMEN'S BASKETBALL	-36,211.51	795.60	0.00	-37,007.11	37,007.11	0.00	36,905.00	30,512.57	-30,512.57	0.00	0.00	-30,512.57
		901252	INTER ATH-MEN'S SOCCER	-31,670.48	537.19	0.00	-32,207.67	36,431.27	0.00	33,519.00	33,521.82	-29,298.22	0.00	0.00	-29,298.22
		901253	INTER ATH-WOMEN'S SOCCER	-26,541.20	605.06	0.00	-27,146.26	27,146.26	0.00	28,376.00	26,154.21	-26,154.21	0.00	0.00	-26,154.21
		901254	IAB - MEN'S & WOMEN'S SWIMMING	-30,868.02	488.43	0.00	-31,356.45	51,981.45	344.92	35,009.00	57,828.82	-37,548.74	0.00	0.00	-37,548.74
		901256	CROSS COUNTRY	0.00	0.00	0.00	0.00	0.00	0.00	36,652.00	5,168.06	-5,168.06	815.50	0.00	-5,983.56
		901258	WOMEN'S SOFTBALL	-24,876.94	1,087.18	0.00	-25,964.12	29,239.12	0.00	30,078.00	26,578.46	-23,303.46	0.00	0.00	-23,303.46
		901259	INTER ATH-WOMEN'S VOLLEYBALL	-34,801.88	183.46	0.00	-34,985.34	35,727.34	0.00	31,233.00	31,859.09	-31,117.09	0.00	0.00	-31,117.09
		901260	GOLF	-17,971.27	600.00	0.00	-18,571.27	18,684.88	0.00	16,478.00	17,378.34	-17,264.73	0.00	0.00	-17,264.73
		901263	INTER ATH-ADMINISTRATION	-471,236.01	7,210.22	1,638.00	-480,084.23	490,462.98	0.00	275,603.00	437,528.97	-427,150.22	16,819.65	0.00	-443,969.87
		901264	IA-TRAINING SUPPLIES	-12,949.27	79.76	0.00	-13,029.03	13,029.03	0.00	14,100.00	8,541.23	-8,541.23	0.00	0.00	-8,541.23
		901267	IA-POST SEASON	-2,730.00	1,575.00	0.00	-4,305.00	4,305.00	0.00	5,500.00	440.00	-440.00	0.00	0.00	-440.00
		901274	WOMEN'S ICE HOCKEY	-39,678.58	2,438.69	0.00	-42,117.27	42,117.27	-121.82	44,368.00	41,004.21	-40,882.39	0.00	0.00	-40,882.39
		901275	INTER ATH-MEN'S ICE HOCKEY	-74,317.41	120.94	0.00	-74,438.35	74,438.35	0.00	77,073.00	74,991.70	-74,991.70	52.50	0.00	-75,044.20
		901279	INTER ATH-MEN'S LACROSSE	-42,840.14	2,656.35	0.00	-45,496.49	50,360.49	0.00	39,168.00	34,506.09	-29,642.09	0.00	0.00	-29,642.09
		901280	INTER ATH-WOMEN'S LACROSSE	-24,014.77	51.88	0.00	-24,066.65	32,327.45	0.00	40,715.00	23,693.33	-15,432.53	0.00	0.00	-15,432.53
		901285	INTER ATH-MAXCY SPORTS CLUB	4,384.24	0.00	0.00	4,384.24	0.00	0.00	4,000.00	0.00	4,384.24	0.00	0.00	4,384.24
		901297	IA-SPORTS INFORMATION DIRECTOR	-5,093.58	132.98	0.00	-5,226.56	5,226.56	0.00	7,386.00	5,481.11	-5,481.11	0.00	0.00	-5,481.11
		901298	IA-SPECIAL EVENTS	-4,600.00	0.00	0.00	-4,600.00	4,600.00	0.00	4,600.00	0.00	0.00	0.00	0.00	0.00
	Athletics Total			-890,945.24	55,666.87	1,638.00	-948,250.11	1,292,970.55	77,215.85	1,188,834.00	1,189,113.72	-921,609.13	20,043.43	1,931.34	-943,583.90
	Career Planning	900505	CAREER PLAN & EXP EDUC CAREER	20,459.78	3,376.06	0.00	17,083.72	67,445.43	10,195.76	50,200.00	28,825.12	45,508.27	671.50	77.90	44,758.87
		900540	CAREER SERVICES	6,410.38	0.00	0.00	6,410.38	3,119.50	683.00	2,200.00	3,237.41	5,609.47	0.00	0.00	5,609.47
	Career Planning Total			26,870.16	3,376.06	0.00	23,494.10	70,564.93	10,878.76	52,400.00	32,062.53	51,117.74	671.50	77.90	50,368.34
	Computing and Technology Services	900580	TECHNOLOGY FEE	428,336.25	204,906.01	0.00	223,430.24	1,376,302.05	155,961.47	1,466,300.00	625,248.61	818,522.21	147,133.75	15,707.70	655,680.76
		900875	TELEPHONE REIMBURSABLE	-190,459.44	4,524.31	0.00	-194,983.75	2,990.59	354.08	104,500.00	42,257.31	-234,604.55	7,725.42	9.60	-242,339.57
		900893	NETWORK SERVICES	51,658.67	1,025.50	0.00	50,633.17	5,080.85	684.10	8,500.00	-1,403.98	56,433.90	0.00	0.00	56,433.90
	Computing and Technology Services Total			289,535.48	210,455.82	0.00	79,079.66	1,384,373.49	156,999.65	1,579,300.00	666,101.94	640,351.56	154,859.17	15,717.30	469,775.09
	Counseling	900515	COUNSELING FEE	11,379.64	0.00	0.00	11,379.64	2,440.00	364.80	2,000.00	1,884.16	11,570.68	0.00	88.16	11,482.52
	Counseling Total			11,379.64	0.00	0.00	11,379.64	2,440.00	364.80	2,000.00	1,884.16	11,570.68	0.00	88.16	11,482.52
	Financial Aid	901508	TUITION CREDIT SCHOLARSHIP	-2,952,961.05	5,942.88	0.00	-2,958,903.93	330.00	50.16	1,593,800.00	1,469,228.27	-4,427,852.36	0.00	0.00	-4,427,852.36
	Financial Aid Total			-2,952,961.05	5,942.88	0.00	-2,958,903.93	330.00	50.16	1,593,800.00	1,469,228.27	-4,427,852.36	0.00	0.00	-4,427,852.36
	Student Health	900564-01	HEALTH CENTER	569,481.58	6,978.63	146.50	562,356.45	1,265,245.46	455,896.34	57,400.00	499,609.89	872,095.68	141,923.13	14,481.47	715,691.08
		900564-03	STUDENT HEALTH INSURANCE	13,876.48	1,381.95	0.00	12,494.53	5,198.01	0.00	12,500.00	5,592.61	12,099.93	305.00	0.00	11,794.93
		900564-05	SGA - STD TESTING	6,344.32	1,638.29	0.00	4,706.03	12,927.00	0.00	15,000.00	11,226.51	6,406.52	0.00	0.00	6,406.52
	Student Health Total			589,702.38	9,998.87	146.50	579,557.01	1,283,370.47	455,896.34	84,900.00	516,429.01	890,602.13	142,228.13	14,481.47	733,892.53
	Student Life	900001	VETERANS & MILITARY SERVICES	1,723.89	227.03	0.00	1,496.86	0.00	0.00	1,000.00	-109.53	1,606.39	0.00	0.00	1,606.39
		900502	TRANSPRT FEE OFF-CAMPUS BUS SYS	0.00	0.00	0.00	0.00	100,266.25	0.00	105,000.00	565.00	99,701.25	0.00	0.00	99,701.25
		900615-06	BUILDING USE-STUDENT UNION	9,541.53	1,054.00	0.00	8,487.53	2,232.00	342.78	6,400.00	5,692.10	4,684.65	0.00	51.22	4,633.43
		901157	KEY DEPOSITS	34,308.60	0.00	0.00	34,308.60	3,873.00	592.00	15,000.00	12,465.41	25,123.99	0.00	27.60	25,096.39
	Student Life Total			45,574.02	1,281.03	0.00	44,292.99	106,371.25	934.98	127,400.00	18,612.98	131,116.28	0.00	78.82	131,037.46
	University Police	900657	TASK FORCE/SEIZURE FUND	3,399.41	0.00	0.00	3,399.41	0.00	0.00	3,000.00	0.00	3,399.41	0.00	0.00	3,399.41
		900817	PARKING FEE	-38,958.74	272.38	0.00	-39,231.12	120,998.80	41,537.00	4,400.00	54,728.69	-14,498.01	16,297.80	1,629.42	-32,425.23
		900818	REGISTRATION FEES	37,202.11	2,897.27	0.00	34,304.84	26,429.69	9,471.61	52,455.00	54,501.77	-3,238.85	2,122.70	262.29	-5,623.84
		900819	TRAFFIC FINES	-88,321.52	-2,792.65	0.00	-85,528.87	140,128.97	5,097.10	17,200.00	21,827.87	27,675.13	2,873.16	1,134.83	23,667.14
	University Police Total			-86,678.74	377.00	0.00	-87,055.74	287,557.46	56,105.71	77,055.00	131,058.33	13,337.68	21,293.66	3,026.54	-10,982.52
Executive Vice President Total				-2,881,683.98	318,061.70	1,784.50	-3,201,530.18	4,428,188.15	758,478.17	4,775,689.00	4,045,453.12	-3,577,273.32	347,863.39	35,401.53	-3,960,538.24
President	President's Office	900520	COMMENCEMENT	-50,426.40	3,623.37	0.00	-54,049.77	0.00	0.00	27,800.00	9,220.58	-63,270.35	7,975.00	0.00	-71,245.35
		900701	BICENTENNIAL - POTSDAM	-5,394.77	0.00	0.00	-5,394.77	2,689.83	0.00	3,500.00	248.50	-2,953.44	0.00	0.00	-2,953.44
	President's Office Total			-55,821.17	3,623.37	0.00	-59,444.54	2,689.83	0.00	31,300.00	9,469.08	-66,223.79	7,975.00	0.00	-74,198.79
President Total				-55,821.17	3,623.37	0.00	-59,444.54	2,689.83	0.00	31,300.00	9,469.08	-66,223.79	7,975.00	0.00	-74,198.79
Provost	Center for Applied Learning	900076	COMMUNITY HEALTH SUMMER INTRNSHP	0.00	353.15	0.00	-353.15	0.00	0.00	10,000.00	1,022.61	-1,375.76	0.00	0.00	-1,375.76
		900091	SUNY APPLIED LEARNING GRANT	-1,552.50	51.75	0.00	-1,604.25	0.00	15,809.34	66,402.00	93,176.72	-110,590.31	10,952.54	1,152.48	-122,695.33
	Center for Applied Learning Total			-1,552.50	404.90	0.00	-1,957.40	0.00	15,809.34	76,402.00	94,199.33	-111,966.07	10,952.54	1,152.48	-124,071.09

Level One	Level Two	Account	Account Local Desc	Beginning Cash Balance (+)	Prior Yr Disbursements (-)	Prior Yr Encumbrances (-)	Adjusted Beg Cash	Revenue (+)	Fringe & O/H Assessments (-)	OTPS Allocations	Expenditures (-)	Ending Cash Balance (=)	Encumbrances (-)	Fringe & O/H Encumbrances (-)	Cash Bal less Encumbr (=)
	College Libraries	900171	BOOK REPLACEMENT	10,437.59	0.00	0.00	10,437.59	4,729.94	948.74	8,000.00	7,519.00	6,699.79	0.00	57.46	6,642.33
		900379	TITLE 3 GRANT	86,141.70	0.00	0.00	86,141.70	-70,500.00	0.00	3,700.00	0.00	15,641.70	0.00	0.00	15,641.70
		900415	PHOTODUPLICATING	11,368.47	93.29	0.00	11,275.18	1,383.49	240.48	11,200.00	2,589.76	9,828.43	0.00	92.99	9,735.44
		910449	UNIV FEES & FINES-LIBRARY	23,103.97	0.00	0.00	23,103.97	10,255.99	268.52	20,000.00	11,456.47	21,634.97	2,515.00	33.90	19,086.07
	College Libraries Total			**131,051.73**	**93.29**	**0.00**	**130,958.44**	**-54,130.58**	**1,457.74**	**42,900.00**	**21,565.23**	**53,804.89**	**2,515.00**	**184.35**	**51,105.54**
	Dean - Arts and Sciences	900009	STUDIO LAB FEE	42,115.24	2,852.10	0.00	39,263.14	72,543.50	11,258.32	67,900.00	49,039.33	51,508.99	796.19	45.60	50,667.20
		900013	BIOLOGY LAB FEE	8,168.90	540.97	0.00	7,627.93	18,977.50	2,531.21	19,400.00	8,949.83	15,124.39	0.00	435.10	14,689.29
		900018	CHEMISTRY LAB FEE	-4,335.50	1,795.85	0.00	-6,131.35	24,930.85	2,648.43	30,000.00	18,737.02	-2,585.95	0.00	272.46	-2,858.41
		900040	ENVIRONMENTAL STUDIES FIG FEE	-1,011.46	0.00	0.00	-1,011.46	2,451.46	218.88	1,352.00	1,351.78	-130.66	0.00	0.00	-130.66
		900041	GEOLOGY COURSE FEE	11,093.34	0.00	0.00	11,093.34	3,993.97	780.06	7,630.00	6,039.38	8,267.87	0.00	3.04	8,264.83
		900141	GEOLOGY FIELD EXPERIENCE FEE	-1,158.03	0.00	0.00	-1,158.03	7,288.03	931.76	3,500.00	4,431.24	4,143.24	288.00	0.00	4,143.24
		900351-01	BIOLOGY COURSES AND CAMPS	37,129.27	278.58	0.00	36,850.69	12,190.00	1,889.45	20,000.00	10,119.18	37,032.06	0.00	0.00	37,032.06
		900351-02	MODERN LANG COURSES AND CAMPS	16,322.62	0.00	0.00	16,322.62	0.00	0.00	1,900.00	1,621.99	14,700.63	0.00	0.00	14,700.63
		900351-10	POLITICS COURSES & CAMPS	4,250.70	0.00	0.00	4,250.70	0.00	0.00	1,000.00	393.55	3,857.15	267.81	0.00	3,589.34
		900351-11	CHEMISTRY COURSES & CAMPS	13,583.72	2,474.01	0.00	11,109.71	4,218.65	1,578.60	25,000.00	11,711.87	2,037.89	0.00	0.00	2,037.89
		900351-14	CREATIVE ARTS COURSES & CAMPS	145.75	0.00	0.00	145.75	14,027.87	0.00	1,100.00	1,040.89	13,132.73	0.00	0.00	13,132.73
	Dean - Arts and Sciences Total			**126,304.55**	**7,941.51**	**0.00**	**118,363.04**	**160,621.83**	**21,836.71**	**178,782.00**	**109,771.82**	**147,376.34**	**1,352.00**	**756.20**	**145,268.14**
	Dean - Crane	900070	CRANE YOUTH MUSIC WORKSHOP	34,993.26	0.00	0.00	34,993.26	0.00	0.00	20,000.00	250.00	34,743.26	0.00	0.00	34,743.26
		900080	APPLIED MUSIC FEE	187,311.04	2,788.91	0.00	184,522.13	217,708.00	36,037.81	95,600.00	121,216.19	244,976.13	7,121.42	297.00	237,557.71
		900081	CRANE INSTITUTE FOR MUSIC BUS	6,210.66	126.34	0.00	6,084.32	12,200.00	0.00	17,788.00	11,007.65	7,276.67	0.00	0.00	7,276.67
		900561	CONCERT TICKET FEE	112,814.33	720.00	0.00	112,094.33	198,997.75	28,054.75	165,448.00	179,875.54	103,161.79	0.00	184.00	102,977.79
		900615-07	BUILDING USE-WAKEFIELD RECITAL H	3,211.36	0.00	0.00	3,211.36	975.00	148.20	2,000.00	0.00	4,038.16	0.00	0.00	4,038.16
		900616-99	BREAKAGE FEES MUSIC	255,692.67	9,030.73	0.00	246,661.94	307,694.19	26,560.09	184,300.00	95,534.87	432,261.17	5,901.00	221.96	426,138.21
	Dean - Crane Total			**600,233.32**	**12,665.98**	**0.00**	**587,567.34**	**737,574.94**	**90,800.85**	**485,136.00**	**407,884.25**	**826,457.18**	**13,022.42**	**702.96**	**812,731.80**
	Dean - School of Education and Professional Studies	900002	SCHOOL OF EDUC & PROF STUDIES	3,812.56	0.00	0.00	3,812.56	8,925.00	178.26	3,900.00	303.62	12,255.68	0.00	0.00	12,255.68
		900004	KOREAN INITIATIVE	11,101.24	-89.00	0.00	11,190.24	0.00	0.00	11,100.00	2,770.00	8,420.24	0.00	0.00	8,420.24
		900010	WILDERNESS EDUCATION	-5,520.97	466.76	0.00	-5,987.73	22,873.65	3,557.31	32,500.00	7,405.60	5,923.01	3,135.00	161.58	2,626.43
		900065	LEADERSHIP & CHALLENGE	910.46	95.64	0.00	814.82	17,007.00	799.52	2,100.00	9,960.80	7,061.50	0.00	0.00	7,061.50
		900087	BUSINESS ADMINISTRATION	0.00	410.80	0.00	-410.80	2,170.50	310.38	2,950.00	2,949.16	-1,499.84	0.00	0.00	-1,499.84
		900302	TRANSPORTATION FEE-FIELD EXP	81,949.31	1,367.30	0.00	80,582.01	34,947.70	5,686.56	18,000.00	6,229.69	103,613.46	2,150.55	60.20	101,402.71
		900351-03	COMM HEALTH COURSES AND CAMPS	-511.37	0.00	0.00	-511.37	0.00	0.00	900.00	220.10	-731.47	0.00	0.00	-731.47
		901591	CRITIC TEACHER	145,821.37	2,200.00	0.00	143,621.37	0.00	0.00	75,000.00	47,800.00	95,821.37	0.00	0.00	95,821.37
	Dean - School of Education and Professional Studies Total			**237,562.60**	**4,451.50**	**0.00**	**233,111.10**	**85,923.85**	**10,532.03**	**146,450.00**	**77,638.97**	**230,863.95**	**5,285.55**	**221.78**	**225,356.62**
	EOP	900525	EOP SYMPOSIUM	-90.55	0.00	0.00	-90.55	0.00	0.00	600.00	0.00	-90.55	0.00	0.00	-90.55
	EOP Total			**-90.55**	**0.00**	**0.00**	**-90.55**	**0.00**	**0.00**	**600.00**	**0.00**	**-90.55**	**0.00**	**0.00**	**-90.55**
	Graduate Studies and Continuing Education	900033	EARLY COLLEGE PROGRAMS	88,848.21	511.98	0.00	88,336.23	29,840.00	12,702.35	23,516.00	19,207.90	86,265.98	0.00	323.00	85,942.98
		900042-01	CYM	206,240.03	2,754.24	0.00	203,485.79	-74,470.59	44,909.99	65,000.00	86,442.84	-2,337.63	0.00	1,368.60	-3,706.23
		900042-02	BASKETBALL	23,078.98	125.57	0.00	22,953.41	4,830.87	8,614.83	25,900.00	21,662.50	-2,493.05	0.00	0.00	-2,493.05
		900042-03	CAN AM HOOPS	15,945.73	1,106.00	0.00	14,839.73	-1,370.00	2,610.30	8,700.00	2,184.82	8,674.61	0.00	0.00	8,674.61
		900045-01	CLEAR/DASA	10,676.75	0.00	0.00	10,676.75	-9,917.25	101.70	5,000.00	0.00	657.80	0.00	0.00	657.80
		900045-37	JOURNEY INTO LITERACY (JIL)	841.26	0.00	0.00	841.26	2,015.00	306.28	1,000.00	1,777.32	772.66	0.00	0.00	772.66
		900045-41	ONE DAY PROGRAMS	7,383.21	0.00	0.00	7,383.21	1,495.00	1,225.32	4,600.00	4,932.27	2,720.62	0.00	0.00	2,720.62
		900047-01	AQUATICS	46,010.40	0.00	0.00	46,010.40	-3,218.40	6,898.05	7,700.00	15,090.45	20,803.50	0.00	1,069.24	19,734.26
		900047-02	FITNESS	73,045.77	0.00	0.00	73,045.77	-50,431.77	3,044.93	10,500.00	8,929.33	10,639.74	0.00	-0.53	10,640.27
		900047-03	ENRICHMENT	27,011.63	433.28	0.00	26,578.35	-8,770.35	2,632.21	5,500.00	7,532.54	7,643.25	2,142.00	76.08	5,425.17
		900047-04	SUMMER PROGRAMS	56,765.43	1,392.00	0.00	55,373.43	-51,302.18	2,898.87	21,900.00	16,400.42	-15,228.04	0.00	60.00	-15,288.04
		900047-05	PARTY & RENTALS	-704.42	0.00	0.00	-704.42	1,294.42	70.80		3,618.00	-3,098.80	0.00	0.00	-3,098.80
		900047-06	GYMNASTICS	31,751.65	87.50	0.00	31,664.15	143.85	4,723.96	3,500.00	12,538.56	14,545.48	0.00	70.02	14,475.46
		900047-07	ONLINE	-1,961.07	0.00	0.00	-1,961.07	2,347.07	46.32	1,200.00	0.00	339.68	0.00	0.00	339.68
		900047-08	FUSION FITNESS	-1,668.88	0.00	0.00	-1,668.88	2,526.88	130.42	4,900.00	1,595.00	-867.42	0.00	0.00	-867.42
		900047-09	GRE PREP	0.00	0.00	0.00	0.00	3,615.00	228.10	1,500.00	769.84	2,617.06	0.00	2.86	2,614.20
		900047-99	OPERATING	-36,176.23	0.00	0.00	-36,176.23	36,201.23	-44.70	10,000.00	8,150.73	-8,081.03	0.00	0.00	-8,081.03
		900060	EXTENDED EDUCATION PROG-STAB	606.23	0.00	0.00	606.23	0.00	0.00	600.00	0.00	606.23	0.00	0.00	606.23
		900125-02	PACES FOOD - OVERNIGHT CAMPS	0.00	0.00	0.00	0.00	105,020.08	0.00	110,000.00	105,020.08	0.00	0.00	0.00	0.00
		900125-03	HOUSING - OVERNIGHT CAMPS	0.00	0.00	0.00	0.00	37,830.00	0.00	40,000.00	0.00	37,830.00	0.00	0.00	37,830.00
		900125-98	CLEAR PACES FOOD	621.67	7,273.12	0.00	-6,651.45	23,539.79	0.00	35,000.00	9,878.16	7,010.18	0.00	0.00	7,010.18
		900310	RURAL SERVICES INSTITUTE	1,227.31	0.00	0.00	1,227.31	3,103.80	375.53	3,000.00	2,692.08	1,263.56	0.00	0.00	1,263.56
		900352	CLEAR OPERATIONS - IFR	-79,405.09	468.00	0.00	-79,873.09	120,296.49	857.81	13,900.00	17,975.20	21,590.39	59.00	0.00	21,531.39
		900615-04	BUILDING USE-RAYMOND HALL	5,358.87	0.00	0.00	5,358.87	300.00	66.88	1,000.00	577.50	5,014.49	0.00	0.00	5,014.49
		900615-05	BUILDING USE-SATTERLEE HALL	4,806.81	1,265.85	0.00	3,540.96	0.00	0.00	3,100.00	211.75	3,329.21	0.00	0.00	3,329.21
		900615-09	BUILDING USE-MERRITT HALL	38,531.54	0.00	0.00	38,531.54	5,000.00	2,212.36	1,000.00	5,673.68	35,645.50	0.00	0.00	35,645.50
		910753	UNIV FEES&FINES-GRAD & PROF APPL	3,006.39	330.00	0.00	2,676.39	3,400.00	509.20	4,000.00	1,751.18	3,816.01	152.01	22.80	3,641.20
	Graduate Studies and Continuing Education Total			**521,842.24**	**15,747.54**	**0.00**	**506,094.70**	**183,318.94**	**95,121.51**	**412,016.00**	**354,612.15**	**239,679.98**	**2,353.01**	**2,992.07**	**234,334.90**
	Provost Miscellaneous	900017	STUDENT RESEARCH INITIATIVES	799.25	0.00	0.00	799.25	0.00	0.00	407.00	406.29	392.96	0.00	0.00	392.96
		900180	OPEN SUNY LOAN FUND	0.00	0.00	0.00	0.00	0.00	0.00	10,000.00	280.53	-280.53	0.00	0.00	-280.53
		900213	NSF GINGRICH GRANT	5,733.06	0.00	0.00	5,733.06	0.00	0.00	200.00	0.00	5,733.06	0.00	0.00	5,733.06
		900225	NYS DEPT SOCIAL SERVICES	-9,914.70	13,750.73	0.00	-23,665.43	47,595.37	4,150.15	90,000.00	27.82	19,751.97	0.00	1,561.30	18,190.67
		900336-01	NYS VESID SURVEYS	-64,263.42	0.00	0.00	-64,263.42	0.00	0.00	8,000.00	5,572.53	-69,835.95	0.00	0.00	-69,835.95
		900336-02	NYS SPP #14	-12,843.26	0.00	0.00	-12,843.26	0.00	0.00	3,000.00	1,881.43	-14,724.69	0.00	0.00	-14,724.69
		900336-03	DC SPP #14	-34,056.20	0.00	0.00	-34,056.20	0.00	0.00	6,200.00	8,431.21	-42,487.41	0.00	0.00	-42,487.41
		900336-04	MISCELLANEOUS	-20,093.38	0.00	0.00	-20,093.38	0.00	0.00	3,000.00	751.44	-20,844.82	0.00	0.00	-20,844.82
		900336-05	ACCESS-VR	-8,866.42	0.00	0.00	-8,866.42	0.00	0.00	9,000.00	685.16	-9,551.58	0.00	0.00	-9,551.58
		900555	DIPLOMA FEES	8,119.14	0.00	0.00	8,119.14	3,586.00	433.92	2,000.00	1,398.90	9,872.32	0.00	5.16	9,867.16
		900570	INTERPRETIVE SERVICES	929.00	0.00	0.00	929.00	0.00	0.00	900.00	0.00	929.00	0.00	0.00	929.00
		900708-02	SPONSORED PROGRAMS	31,586.47	0.00	0.00	31,586.47	4,054.23	486.51	4,297.00	5,301.87	29,852.32	0.00	0.00	29,852.32
		910572	UNIV FEES & FINES-DROP/ADD	11,119.93	197.90	0.00	10,922.03	4,440.00	674.88	5,000.00	3,133.40	11,553.75	0.00	0.00	11,553.75
		910574	UNIV FEES & FINES-ACAD TRANS	50,646.82	22.45	0.00	50,624.37	36,392.45	5,588.59	53,500.00	29,909.25	51,518.98	3,407.35	210.74	47,900.89
	Provost Miscellaneous Total			**-41,103.71**	**13,971.08**	**0.00**	**-55,074.79**	**96,068.05**	**11,334.05**	**195,504.00**	**57,779.83**	**-28,120.62**	**3,407.35**	**1,777.20**	**-33,305.17**
Provost Total				**1,574,247.68**	**55,275.80**	**0.00**	**1,518,971.88**	**1,209,377.03**	**246,892.23**	**1,537,790.00**	**1,123,451.58**	**1,358,005.10**	**38,887.87**	**7,787.04**	**1,311,330.19**
Unallocated At This Time	Unallocated at This Time	900000	REVENUE CONTROL ACCOUNT	126.82	0.00	0.00	126.82	-174,267.00	-24,920.18			-149,220.00		0.00	-149,220.00
		900007	ANTHROPOLOGY FIELD STUDIES	-15.29	0.00	0.00	-15.29	0.00	0.00			-15.29		0.00	-15.29
		900025	ADVANCED COSTUME CONSTRUCTION FE	7.16	0.00	0.00	7.16	0.00	0.00			7.16		0.00	7.16
		900042-04	SWIM	794.89	0.00	0.00	794.89	0.00	0.00			794.89		0.00	794.89
		900042-05	NCSTEP	587.49	0.00	0.00	587.49	0.00	36.69	0.00	126.42	424.38	0.00	0.00	424.38
		900042-06	FOOTBALL	843.34	0.00	0.00	843.34	0.00	0.00			843.34		0.00	843.34
		900045-14	LOCAL GOVERNMENT CONFERENCE	3,274.83	0.00	0.00	3,274.83	1,720.00	206.40	0.00	0.00	4,788.43	0.00	0.00	4,788.43
		900045-33	CIT CONFERENCE	7,853.15	1,905.00	0.00	5,948.15	0.00	0.00	0.00	2.00	5,946.15	0.00	0.00	5,946.15
		900047	CLEAR NON-CREDIT & DAY CAMPS	0.00	0.00	0.00	0.00	0.00	0.00			0.00		0.00	0.00
		900057	TRAVEL COURSES	-271.70	0.00	0.00	-271.70	0.00	0.00			-271.70		0.00	-271.70
		900059	SPECIAL PROGRAMS	-70,500.00	0.00	0.00	-70,500.00	70,500.00	0.00			0.00		0.00	0.00
		900063	MATHEMATICS	216.70	0.00	0.00	216.70	0.00	0.00			216.70		0.00	216.70
		900075	EXERCISE SCIENCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	633.20	-633.20	0.00	0.00	-633.20
		900125	CLEAR COLLECTIONS	0.00	0.00	0.00	0.00	0.00	0.00			0.00		0.00	0.00
		900125-04	PACES STAFFING - OVERNIGHT CAMPS	0.00	0.00	0.00	0.00	319.50	0.00	0.00	26,807.45	-26,487.95	0.00	0.00	-26,487.95
		900130	BLUELINE	-486.20	0.00	0.00	-486.20	0.00	0.00			-486.20		0.00	-486.20
		900351	COMMUNITY COURSES AND CAMPS	0.00	0.00	0.00	0.00	0.00	0.00			0.00		0.00	0.00
		900351-04	ART COURSES & CAMPS	47.89	0.00	0.00	47.89	0.00	0.00			47.89		0.00	47.89

Level One	Level Two	Account	Account Local Desc	Beginning Cash Balance (+)	Prior Yr Disbursements (-)	Prior Yr Encumbrances (-)	Adjusted Beg Cash	Revenue (+)	Fringe & O/H Assessments (-)	OTPS Allocations	Expenditures (-)	Ending Cash Balance (=)	Encumbrances (-)	Fringe & O/H Encumbrances (-)	Cash Bal less Encumbr (=)
		900351-06	PHYSICS COURSES & CAMPS	-1,738.42	0.00	0.00	-1,738.42	0.00	0.00			-1,738.42		0.00	-1,738.42
		900351-07	SPECIAL ED COURSES & CAMPS	13.88	0.00	0.00	13.88	0.00	0.00			13.88		0.00	13.88
		900351-08	CRANE CAMPS & CONFERENCES	14,018.49	0.00	0.00	14,018.49	-2,500.00	0.00			11,518.49		0.00	11,518.49
		900351-09	ENGLISH & COMM CAMPS	3,525.00	0.00	0.00	3,525.00	0.00	0.00	0.00	600.00	2,925.00	0.00	0.00	2,925.00
		900351-13	PHILOSOPHY COURSES & CAMPS	15.11	0.00	0.00	15.11	0.00	0.00			15.11		0.00	15.11
		900351-18	WOMEN'S SOCCER CAMPS & COURSES	821.47	0.00	0.00	821.47	1,460.51	0.00			2,281.98		0.00	2,281.98
		900351-19	M & W SWIMMING CAMPS & COURSES	1,816.49	0.00	0.00	1,816.49	3,978.02	0.00			5,794.51		0.00	5,794.51
		900351-20	CROSS COUNTRY CAMPS & COURSES	-35.04	0.00	0.00	-35.04	0.00	0.00			-35.04		0.00	-35.04
		900351-25	ADMINISTRATION CAMPS & COURSES	902.75	0.00	0.00	902.75	277.00	0.00			1,179.75		0.00	1,179.75
		900351-26	WOMENS ICE HOCKEY CAMPS& COURSES	0.00	0.00	0.00	0.00	2,555.30	0.00			2,555.30		0.00	2,555.30
		900351-27	MEN'S ICE HOCKEY CAMPS & COURSES	0.00	0.00	0.00	0.00	8,429.19	0.00			8,429.19		0.00	8,429.19
		900351-29	WOMENS LACROSSE CAMPS & COURSES	1,972.42	0.00	0.00	1,972.42	422.21	0.00			2,394.63		0.00	2,394.63
		900351-31	PIANO PEDAGOGY	278.52	0.00	0.00	278.52	827.75	0.00	0.00	252.68	853.59	0.00	0.00	853.59
		900517	SPRINGFEST	-170.00	0.00	0.00	-170.00	0.00	0.00			-170.00		0.00	-170.00
		900539	COLLEGE ADVANCEMENT	0.00	0.00	0.00	0.00	0.00	0.00			0.00		0.00	0.00
		900564	STUDENT HEALTH FEE	0.00	0.00	0.00	0.00	0.00	0.00			0.00		0.00	0.00
		900564-02	COUNSELING CENTER	454.99	0.00	0.00	454.99	0.00	0.00			454.99		0.00	454.99
		900564-04	PAEG	82.55	0.00	0.00	82.55	0.00	0.00			82.55		0.00	82.55
		900564-99	STUDENT HEALTH	2,725.24	0.00	3,334.50	-609.26	1,958.00	0.00			1,348.74		0.00	1,348.74
		900615	BUILDING USE-ACADEMIC	0.00	0.00	0.00	0.00	0.00	0.00			0.00		0.00	0.00
		900615-02	BUILDING USE-KELLAS HALL	3,756.60	0.00	0.00	3,756.60	0.00	31.92			3,724.68		0.00	3,724.68
		900615-03	BUILDING USE-KNOWLES HALL	751.61	0.00	0.00	751.61	350.00	53.20			1,048.41		0.00	1,048.41
		900615-10	BUILDING USE - DUNN HALL	179.97	0.00	0.00	179.97	2,640.00	401.28			2,418.69		0.00	2,418.69
		900615-99	BUILDING USE	3,964.30	0.00	0.00	3,964.30	0.00	0.00			3,964.30		0.00	3,964.30
		900616	BREAKAGE FEES & FINES	0.00	0.00	0.00	0.00	0.00	0.00			0.00		0.00	0.00
		900625	NON-RESIDENTIAL DAMAGES	-5,495.95	0.00	0.00	-5,495.95	-1,142.27	-137.08			-6,501.14		0.00	-6,501.14
		900630	ALTERATION TO FACILITIES	-360,654.07	0.00	0.00	-360,654.07	0.00	0.00			-360,654.07		0.00	-360,654.07
		900640	DESIGN & CONSTRUCTION ACT	0.00	0.00	0.00	0.00	0.00	0.00			0.00		0.00	0.00
		900640-03	PROJECT 2	-7,356.31	0.00	0.00	-7,356.31	0.00	0.00			-7,356.31		0.00	-7,356.31
		900640-04	PROJECT 3	-200.16	-200.16	0.00	-200.16	0.00	0.00			-200.16		0.00	-200.16
		900640-05	PROJECT 4	-1,675.00	0.00	0.00	-1,675.00	0.00	0.00			-1,675.00		0.00	-1,675.00
		900640-06	PROJECT 5	-430.29	-430.29	0.00	-430.29	0.00	0.00			-430.29		0.00	-430.29
		900640-07	PROJECT 6	2,215.24	0.00	0.00	2,215.24	0.00	0.00			2,215.24		0.00	2,215.24
		900640-99	DESIGN AND CONSTRUCTION ACCOUNT	19,220.57	0.00	0.00	19,220.57	0.00	0.00			19,220.57		0.00	19,220.57
		900708	RESEARCH ADMINISTRATION-REIMB	0.00	0.00	0.00	0.00	0.00	0.00			0.00		0.00	0.00
		900713	RK-RELATED UNIFORM ALLOWANCES	-15,064.25	0.00	0.00	-15,064.25	0.00	0.00	0.00	6,798.62	-21,862.87	0.00	0.00	-21,862.87
		900764	UUPSTATEWIDE SALARY	3,057,995.37	0.00	0.00	3,057,995.37	0.00	0.00			3,057,995.37		0.00	3,057,995.37
		900866	TONER PURCHASES	-22.08	0.00	0.00	-22.08	0.00	0.00	0.00	22.08	-22.08	0.00	0.00	-22.08
		900899	CAMPUS FINANCIAL PLAN	-4,906,891.71	0.00	0.00	-4,906,891.71	0.00	0.00			-4,906,891.71		0.00	-4,906,891.71
		900950	HOUSE TERMINATION FEE	31,009.85	0.00	0.00	31,009.85	4,500.00	760.00			34,749.85		0.00	34,749.85
		900952	MARKETING - WEB DESIGN	-141,955.06	0.00	0.00	-141,955.06	0.00	0.00			-141,955.06		0.00	-141,955.06
		900953	RES HALLS-BUILDING USE	250,649.02	775.12	0.00	249,873.90	2,160.00	3,886.64		8,813.94	239,333.32	0.00	0.00	239,333.32
		900955	RES HALL-DAMAGES	19,535.69	0.00	0.00	19,535.69	13,941.58	1,665.55	0.00	6,483.74	25,327.98	0.00	0.00	25,327.98
		901210	INTERCOLLEGIATE ATHLETICS	313,714.15	-16,000.00	0.00	329,714.15	0.00	0.00	0.00	0.00	329,714.15	0.00	0.00	329,714.15
		901215	IFR BUYOUT	-1,175,858.86	0.00	0.00	-1,175,858.86	0.00	0.00			-1,175,858.86		0.00	-1,175,858.86
		901256-01	CROSS COUNTRY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,247.66	-4,247.66	0.00	0.00	-4,247.66
		901256-02	TRACK & FIELD	0.00	0.00	0.00	0.00	0.00	0.00	0.00	12,120.03	-12,120.03	0.00	0.00	-12,120.03
		901281	INTER ATH-WOMEN'S EQUESTRIAN	0.00	0.00	0.00	0.00	0.00	0.00			0.00		0.00	0.00
		901282	INTER ATH-BOOSTER CLUB	0.00	0.00	0.00	0.00	0.00	0.00			0.00		0.00	0.00
		901283	STUDENT ASSISTANTS	0.00	0.00	0.00	0.00	0.00	0.00			0.00		0.00	0.00
		901283-99	STUDENT ASSISTANTS	1,085.90	0.00	0.00						1,085.90		0.00	1,085.90
		901286	SGA/ATHLETIC FEE	1,606,136.91	0.00	0.00	1,606,136.91	360,218.91	156,892.65			1,809,463.17	1,175.45		1,808,287.72
		901287	INTER ATH-SUMMER BASKETBALL CAMP	0.00	0.00	0.00	0.00	0.00	0.00			0.00		0.00	0.00
		901287-02	ADIRONDACK BASKETBALL CAMP	865.60	0.00	0.00	865.60	0.00	0.00			865.60		0.00	865.60
		901293	CLEAR PROGRAMS - IFR	91,054.80	0.00	0.00	91,054.80	41,461.06	0.00			132,515.86		0.00	132,515.86
		910620	CAMPUS M&O	0.00	0.00	0.00	0.00	0.00	0.00			0.00		0.00	0.00
	Unallocated at This Time Total			-1,246,283.55	-13,319.88	3,334.50	-1,236,298.17	339,809.76	138,877.07	0.00	66,907.82	-1,102,273.30	0.00	1,175.45	-1,103,448.75
Unallocated At This Time Total				**-1,246,283.55**	**-13,319.88**	**3,334.50**	**-1,236,298.17**	**339,809.76**	**138,877.07**	**0.00**	**66,907.82**	**-1,102,273.30**	**0.00**	**1,175.45**	**-1,103,448.75**
16-17 IFR				**-1,111,395.57**	**129,352.40**	**5,160.93**	**-1,245,908.90**	**9,537,915.72**	**396,856.22**	**9,343,224.00**	**8,004,603.51**	**-109,452.91**	**564,869.62**	**55,765.52**	**-730,088.05**

16-17 SUTRA

Level One	Level Two	Account	Account Local Desc	Beginning Cash Balance (+)	Prior Yr Disbursements (-)	Prior Yr Encumbrances (-)	Adjusted Beg Cash	Revenue (+)	Fringe & O/H Assessments (-)	OTPS Allocation	Expenditures (-)	Ending Cash Balance (=)	Encumbrances (-)	Fringe & O/H Encumbrances (-)	Cash Bal less Encumbr (=)
Business Affairs	Business Affairs	960005-99	FALL/SPRING OVERFLOW ENROLLMENT	2,893,009.87	0.00	0.00	2,893,009.87	0.00	0.00	37,000.00	0.00	2,893,009.87	0.00	0.00	2,893,009.87
	Business Affairs Total			**2,893,009.87**	**0.00**	**0.00**	**2,893,009.87**	**0.00**	**0.00**	**37,000.00**	**0.00**	**2,893,009.87**	**0.00**	**0.00**	**2,893,009.87**
	Student Accounts	960002	OVERSEAS ACAD PROG-TUIT EXCHANGE	-120,436.62	0.00	0.00	-120,436.62	40,345.00	4,841.40	40,000.00	44,213.00	-129,146.02	0.00	0.00	-129,146.02
		960003-01	OAP PROGRAMS	814.42	0.00	0.00	814.42	2,100.00	319.20	12,000.00	0.00	2,595.22	0.00	0.00	2,595.22
		960003-50	OAP-PORTLAND, ME PAYMASTER	24,275.08	25,320.00	0.00	-1,044.92	149,895.00	18,556.56	123,000.00	125,943.00	4,350.52	0.00	0.00	4,350.52
	Student Accounts Total			**-95,347.12**	**25,320.00**	**0.00**	**-120,667.12**	**192,340.00**	**23,717.16**	**175,000.00**	**170,156.00**	**-122,200.28**	**0.00**	**0.00**	**-122,200.28**
Business Affairs Total				**2,797,662.75**	**25,320.00**	**0.00**	**2,772,342.75**	**192,340.00**	**23,717.16**	**212,000.00**	**170,156.00**	**2,770,809.59**	**0.00**	**0.00**	**2,770,809.59**
Provost	Crane	960001-61	CPS	-120,331.87	559.67	0.00	-120,891.54	0.00	0.00	0.00	-27,092.50	-93,799.04	30,443.09	0.00	-124,242.13
	Crane Total			**-120,891.54**	**559.67**	**0.00**	**-120,891.54**	**0.00**	**0.00**	**0.00**	**-27,092.50**	**-93,799.04**	**30,443.09**	**0.00**	**-124,242.13**
	Graduate Studies and Continuing Education	960001-01	SUMMER SESSION-INSTRUCTIONAL	91,642.24	62,976.74	0.00	28,665.50	612,010.47	563,449.05	13,000.00	320,583.69	-243,356.77	10,769.09	729.12	-254,854.98
	Graduate Studies and Continuing Education Total			**91,642.24**	**62,976.74**	**0.00**	**28,665.50**	**612,010.47**	**563,449.05**	**13,000.00**	**320,583.69**	**-243,356.77**	**10,769.09**	**729.12**	**-254,854.98**
Provost Total				**-28,689.63**	**63,536.41**	**0.00**	**-92,226.04**	**612,010.47**	**563,449.05**	**13,000.00**	**293,491.19**	**-337,155.81**	**41,212.18**	**729.12**	**-379,097.11**
16-17 SUTRA				**2,768,973.12**	**88,856.41**	**0.00**	**2,680,116.71**	**804,350.47**	**587,166.21**	**225,000.00**	**463,647.19**	**2,433,653.78**	**41,212.18**	**729.12**	**2,391,712.48**

16-17 Orphans and Inactives

Level One	Level Two	Account	Account Local Desc	Beginning Cash Balance (+)	Prior Yr Disbursements (-)	Prior Yr Encumbrances (-)	Adjusted Beg Cash	Revenue (+)	Fringe & O/H Assessments (-)	OTPS Allocation	Expenditures (-)	Ending Cash Balance (=)	Encumbrances (-)	Fringe & O/H Encumbrances (-)	Cash Bal less Encumbr (=)
Orphan Accounts Total				**-1,930,583.62**	**199.80**	**0.00**	**-1,930,783.42**	**32,333.62**	**(27,119.84)**		**3,896.84**	**-1,875,226.80**	**-816**	**2.86**	**-1,874,414.16**
GRAND TOTAL				**(273,006.07)**	**218,408.61**	**5,160.93**	**(496,575.61)**	**#########**	**956,902.59**	**9,568,224.00**	**8,472,147.54**	**448,974.07**	**605,265.80**	**56,497.50**	**(212,789.73)**

2016-17 DORMITORY INCOME FUND REIMBURSABLE

Time run: 4/17/2017 11:08:18 AM

Account	Account Local Desc	Allocation Total	Expenditure Total	Pending Expenditure	Encumbrance Total	Pending Encumbrance	Available Balance	% Used	
Grand Total		**7,720,000.00**	**4,846,799.94**	**23,220.27**	**168,434.48**	**820,539.32**	**1,861,005.99**	**75.9**	
870901	RES HALL-ADMIN & MGMT M&O	327,500.00	196,483.08	0.00	0.00	50,435.82	80,581.10	75.4	🟢
870903	RES HALL-CUSTODIAL SERVICES	1,479,300.00	1,011,515.74	6,347.78	537.51	271,203.99	189,694.98	87.2	🟢
870905	RES HALL-FURNITURE MAINT & REP.	2,400.00	496.58	0.00	0.00	0.00	1,903.42	20.7	🟢
870906	RH STUDENT INVOLVEMENT & LEADERS	131,300.00	100,160.44	6,100.26	4,331.00	7,908.07	12,800.23	90.3	🟠
870907	RES HALL-SPECIAL FUNCTIONS	36,700.00	23,012.88	9,045.86	0.00	0.00	4,641.26	87.4	🟢
870908	RES. HALL - REFUSE COLLECTION	120,000.00	52,308.38	0.00	0.00	0.00	67,691.62	43.6	🟢
870915	RES HALL-BUILDINGS-STRUCTURAL	277,500.00	191,458.71	0.00	10,000.00	46,280.05	29,761.24	89.3	🟢
870920	RES HALL-EQUIP-BLDG SYS-UTIL DIS	120,800.00	49,982.52	0.00	643.87	11,625.26	58,548.35	51.5	🟢
870925	RES HALL-GROUNDS MAINTENANCE	178,900.00	127,083.73	0.00	0.00	30,128.13	21,688.14	87.9	🟢
870930	RES HALL-MOTORIZED EQUIPMENT	18,900.00	12,097.20	0.00	0.00	2,915.60	3,887.20	79.4	🟢
870932-25	DORM EQUIPMENT REPLACEMENT-DIFR	200,000.00	200,000.00	0.00	0.00	0.00	0.00	100.0	🟠
870937	RES HALL-ADMINISTRATION	1,099,300.00	625,871.07	1,340.59	420.08	156,446.99	315,221.27	71.3	🟢
870938	DORMITORY OPER-PROVISIONAL	0.00	0.00	0.00	0.00	0.00	0.00		🟠
870939	RES HALL-UTIL PLANT	245,600.00	183,051.76	201.70	0.00	48,593.60	13,752.94	94.4	🟠
870950	RES. HALL - RENTAL OF FACILITIES	818,500.00	646,948.08	0.00	113,356.92	0.00	58,195.00	92.9	🟠
870953	RES HALL ADMIN OVERHEAD-CAMPUS	74,100.00	56,737.87	0.00	0.00	17,331.79	30.34	100.0	🟠
870956	RESIDENCE HALL-SECURITY & SAFETY	348,300.00	217,782.38	0.00	0.00	63,685.10	66,832.52	80.8	🟢
870958	RH COUNSELING CENTER	282,700.00	205,339.75	0.00	0.00	88,062.05	-10,701.80	103.8	🔴
870960	RH HEALTH & SAFETY	152,900.00	114,834.95	184.08	0.00	25,922.87	11,958.10	92.2	🟠
870965	RH - CAMPUS BUILDING REPAIR	80,200.00	2,478.91	0.00	0.00	0.00	77,721.09	3.1	🟢
870968	RH INTERIOR ENHANCEMENTS/UPGRADE	321,200.00	2,147.00	0.00	0.00	0.00	319,053.00	0.7	🟢
870970	RES HALL-UTIL-ELECTRICITY	165,000.00	116,496.34	0.00	0.00	0.00	48,503.66	70.6	🟢
870971-25	ISO GROUP ELECTRICAL	290,200.00	145,310.51	0.00	316.93	0.00	144,572.56	50.2	🟢
870974	RES HALL-UTIL-NATURAL GAS	473,900.00	264,695.80	0.00	36,446.22	0.00	172,757.98	63.5	🟢
870980	RES HALL-UTIL-WATER	200,000.00	104,964.11	0.00	0.00	0.00	95,035.89	52.5	🟢
870983	RES HALL-UTIL-SEWAGE	215,000.00	110,984.67	0.00	0.00	0.00	104,015.33	51.6	🟢
870989	RES. HALL - UTIL - OTHER FUEL	25,000.00	16,406.31	0.00	10,050.56	0.00	-1,456.87	105.8	🔴
870996	RES. HALL - UTIL ENERGY MGT SYS	34,800.00	68,151.17	0.00	-7,668.61	0.00	-25,682.56	173.8	🔴

	Fiscal Year is equal to 16-17 Sub Fund Group is equal to / is in Dormitory
and	Operations

State University of New York at Potsdam, Periodic Review Report

Appendix C:

Overall Financial Health Dashboard (Fall 2016)

SUNY POTSDAM FINANCIAL HEALTH DASHBOARD

DASHBOARD FOR FALL 2016

**The purpose of the SUNY Potsdam Financial Health and Performance Dashboard is to give the reader a clear depiction of the institution's overall financial hea
ask a question about any topic, simply click on the "Ask a Question" button, found at the top of each trend section. For analysis of this information and gener**

Enrollment (Back to Top) **Trend in Official Fall Headcount at the State University of New York at Potsdam.**	
OPERATING BUDGET	
FY2016-17 Operating Revenue Projection Subtotal: $37,650,700 *Campus Resources of $4,312,085 applied (e.g. IFR Tithes, Foundation)* FY2016-17 Operating Revenue Projection Grand Total: $41,962,785 **FY2015-16 Pre-Closeout Subtotal: $38,650,700** *Campus Resources of $4,187,436 projected (e.g. IFR Tithes, Foundation)* FY2015-16 Operating Revenue Grand Total: $42,838,136 **Revenue Decrease: ($1,000,000) when counting SUNY Financial Plan Revenue, ($875,351) with Campus Resources.**	**FY2016-17 Operating Expense Projection Total: $46,936,546** **FY2015-16 Total: $45,347,646** **Expenses Increase: $1,588,900**
	  PSR: Personal Service Regular (Salaries), TS or Temp Service: Temporary Service (Temporary Staffing), OTPS: Other Than Personal Service (Supplies, Travel...), TAP: Tuition Assistance Program

15-16 REVENUES (IN MILLIONS, LARGEST TO SMALLEST)

Legend:
- Tuition
- State Support
- Remaining 15-16 Budget Deficit
- *Excess fringe Benefits
- *Administrative Overhead/Campus M&O
- *PACES Foundation Support
- *Tech Fee Tithe
- *PACES Rent & Utilities
- *Athletics Tithe
- *Unrestricted Foundation Support
- *Orientation Transfer
- *Advancement Transfer
- *Student Account Transfer

Values: $0.353, 1%; $0.307, 1%; $0.191, 1%; $0.186, 0%; $0.600, 1%; $0.070, 0%; $1.050, 2%; $0.041, 0%; $1.350, 3%; $0.040, 0%; $2.510, 6%; $12.751, 28%; $25.900, 57%

15-16 EXPENSES (IN MILLIONS, LARGEST TO SMALLEST)

Legend:
- Salaries and Temp Pay
- Utilities
- General OTPS
- Scholarships
- Tuition Assistance

Values: $2.012, 4.44%; $1.469, 3.24%; $2.800, 6.18%; $2.800, 6.18%; $36.250, 79.97%

Back to Dashboards | Ask a Question

2014-15 Planned v. Actual Income and Expenses

COMPARISON OF 14-15 PLAN TO ACTUAL	14-15 PLAN	14-15 ACTUAL	14-15 Diff.
INCOME: State Support	12,812,000	12,812,000	-
INCOME: Tuition	25,500,000	25,401,800	(98,200)
EXPENSES: SALARIES AND TEMP PAY	(35,775,000)	(35,727,455)	47,545
EXPENSES: UTILITIES	(3,000,000)	(3,040,357)	(40,357)
EXPENSES: SCHOLARSHIPS	(1,564,000)	(1,564,000)	-
EXPENSES: TUITION ASSISTANCE	(1,200,000)	(1,159,300)	40,700
EXPENSES: GENERAL OTPS	(3,000,000)	(2,338,000)	662,000
EXPENSES: SYSTEM ASSESSMENTS	(100,000)		100,000
EXPENSES: LOAN REPAYMENT	-		-
*PACES, FOUNDATION, TITHES, OTHER	3,765,765	4,044,620	278,855
Ending Balance	**(2,561,235)**	**(1,570,692)**	**990,543**

THE LINE IN GRAY SHOWS GAP FILLING MEASURES TO REDUCE THE DEFICIT.

2015-16 Planned v. Actual Income and Expenses

COMPARISON OF 15-16 PLAN TO REVISED ESTIMATE	15-16 PLAN	15-16 ESTIMATED ACTUAL	15-16 Diff.
INCOME: State Support	12,812,000	12,750,700	(61,300)
INCOME: Tuition	25,900,000	25,900,000	-
EXPENSES: SALARIES AND TEMP PAY	(36,660,000)	(36,250,000)	410,000
EXPENSES: UTILITIES	(3,216,000)	(2,800,000)	416,000
EXPENSES: SCHOLARSHIPS	(1,400,000)	(2,012,000)	(612,000)
EXPENSES: TUITION ASSISTANCE	(1,469,000)	(1,469,100)	(100)
EXPENSES: GENERAL OTPS	(3,000,000)	(2,800,000)	200,000
EXPENSES: SYSTEM ASSESSMENTS	(120,000)	(16,546)	103,454
EXPENSES: LOAN REPAYMENT	(500,000)		500,000
*PACES, FOUNDATION, TITHES, OTHER	4,070,265	4,187,436	117,171
Ending Balance	**(3,582,735)**	**(2,509,510)**	**1,073,225**

THE LINE IN GRAY SHOWS GAP FILLING MEASURES TO REDUCE THE DEFICIT.

Back to Dashboards | Ask a Question

Operating Budget (Back to Top)

What Comprises the Operating Budget?

The core budget or core operating budget is a combination of state tax dollar and university generated income support for direct instruction, academic support and institutional support activities. This funding may also be referred to as the campus financial plan, core instructional budget, operating budget or state purpose budget. The college operates within a unrestricted operating budget that is annually approved by the SUNY Board of Trustees. For fiscal year 2015-16, the budget was $37.6 million, and is comprised of revenues and expenses, which are further detailed within this report.

Current Results

Projected revenues of $38.7 million with corresponding expenses of $45.4 million are expected to result in a structural operating deficit of $6.7 million for fiscal year 2015-16 (FY15-16). Projected available campus resources of $4.2 million will bring the remaining budget gap to $2.5 million, or $1 million below (better than) the forecasted $3.5 million budget gap projected in the College's 5-Year Financial Plan.

Core instructional budget, or what we consider state purpose/support: ($37.6 million)

Our core instructional budget represents better than 60% of the College's all-funds operating budget. Revenue for our core instructional budget comes from two sources: state taxes and student tuition. While the SUNY Trustees set the annual tuition, our ability to spend the tuition is controlled by the state appropriation process. Furthermore, approximately 90% of the resources received in support of our core instructional budget are spent on personnel costs. These costs are directly affected by the terms of union contracts, which are negotiated not by the campus but rather by the Governor's Office of Employee Relations.

University--wide programs: ($0.8 million)

The state budget annually appropriates funds for a number of programs at multiple SUNY campuses. Potsdam receives approximately $0.8million annually in funding for several programs and initatives, such as the Educational Opportunity Program (EOP); Academic Equipment Replacement (AER); Childcare and the Student with Disabilities Program to support student access, retention, and technology.

SUTRA-Additional credit-bearing activities: ($1.3 million)

Potsdam receives approximately $1.3 million in additional student-fee revenue in support of its operations from summer sessions, contract courses, and overseas academic programs. These funds are derived largely from students through tuition.

IFR - Additional income-generating activities: ($8.3 million)

Service-based fees generate income for a variety of student-related services. A significant percentage of these fees come from "comprehensive fees" (charged to all students) for technology enhancements and support, health center services, intercollegiate athletics, fitness center operations, and student activities. In addition, this fund receives revenue from CLEAR activities, such as sports and performing arts camps, as well as from parking registration fees, course fees, and salary recovery from the Research Foundation, etc...

The establishment and increase of the fees are controlled by SUNY Policy and increases in these non-tuition fees are based on costs incurred, as well as collective bargaining and other cost increases within the context of campus enrollment. IFR activities must be self-sustaining. There are no state purpose funds appropriated to support these activities. In addition, the IFR accounts house the administrative and operational overheads generated from these activities, and excess fringe benefit accruals distributed to the campus by SUNY System Administration. IFR balances also fund the Tuition Assistance Program credits and non-endowed campus scholarships, over and above the level of unrestricted Foundation funds.

DIFR- Residence hall operations: ($14.5 million)

Revenue received from student fees and funds are expended to operate the residence halls and to fund the debt service for existing residence halls, as well as renovations to those facilities. Dormitory operations must be self-sustaining, and cover all dormitory-related expenses, including debt service and fringe benefits.

PACES, dining and auxiliary services: ($15.5 million)

Potsdam Auxiliary and College Educational Services (PACES), a not-for-profit corporation, contracts with SUNYPotsdam to provide food services, a bookstore, vending machines, on-campus laundry facilities, cable, ID cards, conference planning and other miscellaneous services. PACES and its subcontractors are the largest student employer on campus. PACES is funded from board and other student fees, but receives no state support. Excess

revenues are returned to students through capital investments, scholarships and various campus programs.

Research and development: ($2.2 million)

The Research Foundation of SUNY, pursuant to a contract with SUNY, administers all externally funded research and development engaged in by SUNY faculty. The campus office of Research and Sponsored Programs assists in the administration of this funding.

Private Philanthropy/Fundraising

The Potsdam College Foundation, a-not-for-profit Corporation, supports SUNY Potsdam through fundraising efforts. Campaign priorities are set with campus leadership. Most recently, priorities include increasing scholarship funds to bolster student recruitment and retention, growing program endowments, establishing a distinguished speaker series, expanding programsetc.…

Funds held for others: ($0.9 million)

The College uses agency accounts to receive, hold, and disburse funds on behalf of students, faculty, staff members, and appropriately recognized organizations. Agency accounts exist because there is a relationship between the College and the activity from which the funds are derived. These accounts are funded from activities such as conferences, the child care center, and student-activity and orientation fees.

Construction Funds for new construction and renovation: ($4 million)

Construction funds support new construction and renovation for projects such as the new greenhouse. These funds are the only type of funds to receive reappropriations--authority to spend the balance of monies budgeted in a prior year.

What are the Budget's Major Triggers?

There are two major "triggers" that currently have a strong impact on the college's operations: enrollment and salary expenditure. As the college is highly dependent on net tuition revenue to run its operations, any decline in enrollment will have ramifications on revenue and will need to be offset in expense reductions. Salary expenditures are the single biggest expense for the institution.

For more information, visit the Budget Office web page.

How State Support Has Changed

(IN MILLIONS)

	2010-11	2015-16	Change	% Change	
Reduction in State Support	$14.116	$12.751	($1.365)	-9.67%	Reduction in State Support
Tuition Increase Net of Enrollment Losses	$23.936	$25.900	$1.964	8.21%	Tuition Net of Enrollment Losses
Subtotal Change in State Appropriation	$38.052	$38.651	$0.599		
Campus Payment for the TAP Credit	$0.000	($1.469)	($1.469)	100.00%	Part of Rational Tuition - Campus Responsibility
Net Tuition and State Support Available to the Campus	$38.052	$37.182	($0.870)	-2.29%	Available Revenue Has Declined
Change in PSR Expenses	$32.691	$33.600	$0.909	2.78%	Net Increase in Campus PSR - Contractual Offset by Staffing
Change in Temp Service	$2.445	$2.650	$0.205	8.38%	Net Increase in Campus TS - Contractual Offset by Staffing
Subtotal	$35.136	$36.250	$1.114	3.17%	
Change in Non-Endow Scholarships	$1.411	$2.015	$0.604	42.81%	Net Increase in Campus Scholarship Expense
State Purpose Utilities	$2.889	$2.800	($0.089)	-3.08%	15-16 Unusual Year for Utilities, Low Prices, Low Usage
State Purpose OTPS	$3.495	$2.817	($0.678)	-19.40%	Spending Controls on OTPS
Total State Purpose Expense	$42.931	$43.882	$0.951	2.22%	Higher Personnel Expenses Offset Spending Control
Structural Deficit	($4.879)	($6.700)	($1.821)	27.17%	

What does this trend indicate? For more information, Visit the Budget Office Web Page...

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Ask a Question

STATE OTPS % Distribution

OTPS Projected 2015-16 after strategic realignment of allocations. Budget to remain flat at $3 million (projections as of June)

500,467	Admissions
456,255	Libraries
312,161	Physical Plant
242,718	Advancement/PR
202,240	A&S
166,812	University Wide Programs
162,945	Academic
134,220	Health & Safety
126,798	SOEPS
97,477	Non-Instructional
94,059	Student Success, EOP, Family, First
92,925	Enrollment
90,060	Crane
61,700	Academic EquipReplace
60,073	Student Life
54,697	CTS
41,720	Business Affairs
32,620	Inst Effectiveness/Research
29,956	President's
12,253	International/Internships

Procurement Card (P-Card) usage accounted for a total of $2.136 million of spending in 2015-16. This program allows departments access to purchasing as-needed items without additional delay. The program also provides us with a built-in electronic audit trail, and the benefit of a mostly paperless process. Our college also receives a rebate from this program.

TOTAL P-CARD USAGE
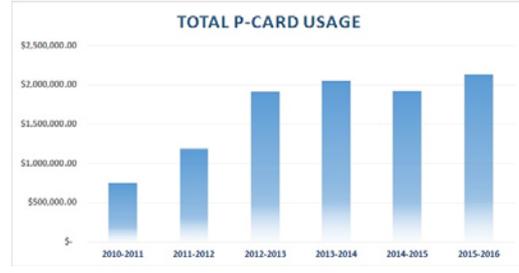
What is the Composite Financial Index?

The **Composite Financial Index** (CFI) is a single indicator of overall institutional financial health based upon performance in four principle domains of finance:
- sufficiency and flexibility of financial resources
- management of debt
- management and performance of assets
- results from operations

CFO's Corner: OpEd (**Back to Top**)

Welcome! to the CFO's Corner and our first attempt at providing the campus with additional perspective on a variety of issues relevant to public higher education and the impact these issues may at times have on the financial well-being of the institution. It is our hope that this section of the Dashboards become a place where others across the institution feel welcome to submit their relevant thoughts, opinions, share their perspective, or introduce a current article or sector analysis that may be helpful to the campus at large. We look forward to your insights and future submissions!

By way of introduction to this first submission, the Ratings Agencies (Moody's, Standard & Poor's, Fitch, etc…) have served as the gold standard in providing trusted and reliable insight into the financial health of the industry sectors they review. Sometimes the analytics are taken from an overall "average" perspective and the statistical pool viewed from a very narrow lens. As users of these statistical data and decision influencers, we need to be aware of what truly lies behind the numbers and quite often need to engage in our own analysis to confirm the local relevance of what may be acceptable in general terms on a broad stroke National stage.

With those thoughts in mind, the Moody's Investor Services 2016-17 outlook for American colleges and universities indicated : stability and modest growth. The report suggested that tuition revenue growth is expected to be between two and three percent for public and private universities, with a three percent increase in revenue overall. On the public side, state revenue is expected to grow between two and four percent. Estimates were based upon a comprehensive review of the 230 public universities and 275 private universities that are included in its portfolio. The agency notes that between 20 to 30 percent of the colleges that it rates - mostly small colleges with limited economies of scale - will struggle to meet their projections of three percent revenue growth.

On the surface, this seems to be good news. Any positive change in the dismal negative outlook offered in recent years is improvement. The higher education community has something to celebrate, even if the celebration is muted. But let's look more closely at the findings.

Moody's rates only a small percentage of colleges and universities in America; therefore, most colleges were not surveyed for Moody's assessment. It's unclear whether the Moody findings apply to the full spectrum of American higher education institutions. If they don't - and Moody's calculations represent only an assessment of those they rate - the outlook for American colleges and universities may differ substantially from the conclusions drawn from Moody's sample.

Moody's notes that many of the "low hanging fruit" reductions have already been taken by colleges seeking to create economies of scale. They report further that additional cuts are likely to be more contentious. Is it likely that cultural inertia (or a common resistance many of us feel when confronted with change), combined with a degree of defensiveness that characterizes the climate on some American campuses, will support tough budgetary decisions when these next round of cuts have real consequences?

The argument that is made is that colleges and universities should be able to increase their tuition rates at levels greater than inflation. Try selling that argument to American consumers or politicians driven by polling who are not afraid to use their regulatory authority to force change. By one estimate and as a means for comparison, nearly 60 percent of the private colleges and universities did not meet their internal admission targets. A good number of these have also increased their tuition discount rates to 60 percent or higher. Is this really a prescription for stability and modest growth?

Moody's suggests that improving endowment returns and enhanced fundraising will contribute to modest revenue growth. This seems reasonable - except of course for those institutions that do not have measurable endowments or alumni donor bases and fundraising track records to contribute to revenue growth in any meaningful way. The reaction to this line of thinking from some is often less than positive.

It is estimated that state revenue to public sector institutions will increase between 2 and 4 percent on an overall National basis. This is good news, although many of these same public institutions see a future that looks more and more through the lens of privatization, anticipating longer federal and state funding trend lines that are far less rosy in outlook. How often have we heard that state supported institutions are now more like state-located universities?

Does a 2 to 4 percent increase in state appropriations - while welcome - materially impact a public university budget, since the percentage of state revenue in the university's budget is a fraction of the percentage twenty years ago? Within this context, it is interesting to note that the SUNY Comprehensive Colleges have felt the impact of average net year-over-year declines in overall State support of 3 to 4 percent.

There are certainly other challenges that colleges and universities confront, for example, defined pension liabilities are a growing problem for many public universities. They also note that political instability and an uncertain global economy loom ever present on the horizon.

So, back to our initial words of caution on the gold standard. Perhaps its time to look comprehensively at American higher education. It's good to see improvement. But the overriding question must be if this improvement is significant enough to fuel the sustainable growth of a robust and defined educational program on America's college campuses. The story told within American higher education is much more gloomy. Lawmakers have effectively capped the level of tuition increases. Many colleges are weighted down by debt, deteriorating infrastructure, and growing tuition discounts. Governance is oftentimes archaic. The demographics are unfavorable (we find ourselves in the midst of a downward cycle in the college eligible population, that doesn't show signs of improving until 2020/25). Administrative leadership at the Federal and State level is pragmatically timid, since there is little incentive to be courageous.

There is a way through the looking glass. But it's not likely that we'll get there by buying into the assessment by Moody's that its schools - even if they enjoy stability and modest revenue growth - represent the state of American higher education.

Summary: US Economic Outlook Mid-Year 2016, June 14 2016

SIFMA's (Securities Industry and Financial Markets Association) Economic Advisory Roundtable forecasted that the U.S. economy will grow 1.8 percent this year, strengthening to 2.3 percent in 2017. The current outlook for 2016 is considerably weaker than the Roundtable's end-year prediction, mainly due to weaker than expected growth in the first half of the year. Most analysts expect that the Federal Open Market Committee (FOMC) will not hike the Federal Reserve's target rate range at the June, 2016 meeting. When questioned about the timing of the next rate hike, nearly two thirds of respondents expected it will occur in the third quarter of 2016, with the balance expecting change in the fourth quarter of 2016. Respondents were near evenly split as to how many rate hikes they expect in the remainder of 2016: a little under half of the respondents expected only one rate hike, while the remainder expected two.

The report also includes forecasts concerning the employment outlook, oil prices, Brexit, and the upcoming presidential elections, among other issues. Click here for the full report.

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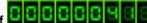
Appendix D: Current draft of the

Budget Request Process: Guidelines and Instructions

The State University of New York College at Potsdam

DRAFT

2016 – 2017

Budget Request Process

Guidelines and Instructions

INTRODUCTION

The college's ability to invest new or increased allocations is derived in large part from increased tuition revenue. Such investments must be directly and clearly linked to improved or expanded instruction, student outcomes, access and success. Accordingly, the focus of these guidelines is to highlight the importance of aligning requests to positive impacts for our students. Please also consider alignment with and support for the Campus Strategic Plan. The review process will, in a large part, consider such alignments.

BACKGROUND

INSTITUTIONAL FUNDING

THE STATE UNIVERSITY OF NEW YORK AT POTSDAM

Funding of the State University of New York College at Potsdam comes under several separate budgets. They are defined as follows:

State Operating Budget
> funded from state support and Campus Generated Revenue from tuition, fees, interest and other designated revenue for the ongoing operations of the University.

Income Fund Reimbursable (IFR)
> special revenue fund supported fully or primarily by campus generated income.
>> Examples of IFR accounts:
>>> Fee and Fines
>>> Commissions
>>> Grants and Contracts

State University Tuition Reimbursement Account (SUTRA)
> special revenue fund dedicated to campus operations and funded from tuition revenue collected from summer session, contract courses, overseas academic programs and excess tuition revenue from the core instructional budget.

Dormitory Income Fund Reimbursable (DIFR)
> special revenue fund which includes operating costs for the Residence Halls and related areas funded from room rental fees and charges.

Other Funds:
> **Research Foundation**
>> a private, non-profit educational corporation that administers externally funded contracts and grants for, and on behalf of, the University. The College at Potsdam's division of research administers the grants and contracts ensuring that the sponsors' deliverables are fulfilled and the funds are used in accordance with all applicable rules and regulations.

> **Potsdam College Foundation**
>> a not-for-profit corporation established to raise funds that further the purpose and mission of the College at Potsdam. The Foundation administers scholarships, awards, fellowships, and internships to deserving students. They also contribute funding for faculty hiring, retention, research support, academic programs, awards and grants, and various other programs.

The SUNY Potsdam College budgets differ from one another in terms of purpose, in source of funds and in the time horizon for which they are prepared. It is important to keep in mind that the State's fiscal year is April 1 through March 31, but the College's fiscal year budget is based on the period July 1 through June 30th.

Campus Budget Allocation Process
Establishing a standardized budget process across the institution will help to promote campus-wide initiatives, innovations, and ideas to move the College forward into the next Century, as well as promote the College's future growth, academic excellence, and operational excellence. The President and Provost will work with the college's Chief Financial Officer and persons and organizations throughout the College to make decisions on the items that will require funding and those items that will become part of the new budget. As items are selected for implementation, funding can be provided during the Financial Plan process.

State Budget Process
The State Operating Budget is financed through regular State appropriations directly derived from tax income and from income generated by the College including tuition and designated revenue from fees.

Potsdam's Operating Budget's components are State Support and Campus Retained Revenue. In the past, SUNY System Administration has used different methodologies to fund the State Support amounts for the campuses, including the Budget Allocation Process (BAP). Recently, a new Resource Allocation methodology has been implemented to align more directly with the Chancellor's Strategic Plan. Currently the State support portion of the Operating budget has remained relatively flat from prior years.

Campuses estimate the Campus Retained Revenue amounts for the upcoming fiscal year for tuition, fees, interest income, dorm overhead, college fee and other revenue sources the state budget establishes. After enrollment targets for the upcoming year are determined by the Provost in collaboration with Institutional Effectiveness, Enrollment Management and other campus offices, estimated tuition revenue is determined based upon various factors such as the number of undergraduate students, graduate students and in state vs. out of state students. These revenue projections are submitted to SUNY System Administration and, once approved, become part of the campus Financial Plan for the new fiscal year.

STATE OPERATING BUDGET PROCESS
THE FINANCIAL PLAN

Agency Preparation and Budget Request – required by the NYS Constitution, and initiated by the Budget Director's "Call Letter", each state agency estimates spending needs for the upcoming fiscal year and submits budget requests to the Division of the Budget (DOB).

Budget Development – DOB develops budget recommendations for the Governor's review and creates the Executive Budget for the Governor's submission. DOB also drafts the appropriation bills and Article VII legislation.
The Executive Budget is typically submitted in January, on or before the 2nd Tuesday after the Legislature first meets in January, or in years following the election of a new Governor, not later than February 1. The Governor may choose to submit the budget earlier.
30 day amendments – the Legislature may not act on the Executive Budget until after this amendment period ends. The amendments typically reflect only technical changes or corrections to the Executive Budget.

Legislative Action – The Legislature negotiates changes to the Executive Budget and approves the Enacted Budget. The Senate Finance and Assembly Ways and Means committees are responsible for coordinating the Legislature's review,

involving public hearings and testimony, and Joint Conference Committee meetings as needed. The Legislature may make only 3 specific types of changes to the Governor's proposed appropriation bills.

- Strike (delete) an appropriation
- Reduce the amount of an appropriation
- Add new separate items that increase the amount of or add an appropriation

Once the Senate and the Assembly have agreed on the changes to the Executive Budget and have voted their approval, it officially becomes the Enacted Budget. The Governor has the right to veto any funds added by the Legislature. Gubernatorial vetoes may be overridden by the Legislature with a two-thirds majority in each house.

Implementation – DOB controls the release of state appropriation to the University as part of implementation management of the Enacted Budget. The appropriations in the Enacted Budget are "authorizations to spend", or "not to exceed" levels.
DOB develops a Financial Plan which details expected spending and revenue, and is used to monitor actual cash flow against these estimates. This plan is updated quarterly.

Process of Distributing Budget to Divisions
When the Financial Plan is received from SUNY System Administration, the Budget Office will advise each division's financial representative the amount of their new fiscal year allocations that will be distributed. The amounts will be determined by adding any new funding from the President's new budget process to the ending prior year allocation amounts. Divisions are responsible for their spending within budget limits each year.

Contractual Salary Increases
If allocation for contractual salary increases has been received from the State in the Financial Plan, allocations for those raises will be added to each Division's base state allocation throughout the year as the raises become effective. Annualized amounts are added for raises that have effective dates other than July 1st. The Budget Office calculates the amount of the allocation increases for each contractual salary increase as it occurs, then moves the allocation out of the undistributed account into each organization where the payroll expenses occur for the State purpose fund only.

Please Note: the other funds, IFR, DIFR and SUTRA, are not provided with additional allocation but must account for the increases when those budgets are requested from SUNY.

Budget Detail
Each Division must submit the detail allocation amounts by state account and object code where they want their allocation to be placed. The due date for the detail information is determined by the Budget Office based on the dates determined by SUNY for submission of the SUNY Form 1 detail.
The categories of expenditures include:

- Personal Service Regular and Overtime (PSR)
- Personal Service Temporary (PST)
- Other Than Personal Service (OTPS)

Personal Service Regular (PSR) is further placed in Management Confidential (MC), Professional, Classified, and Holiday and Overtime. Personal Service Temporary is placed in Adjunct Faculty, GATAs, student assistants and other temporary employees. Allocations for Travel, Equipment, Recharges and other OTPS expenditures should be aligned in the proper categories to cover expected expenditures for the fiscal year.

Each Division has the ability to place its allocation into the categories they deem appropriate. However, allocation is restricted to the maximum SUNY limits for PSR/PST and OTPS. SUNY requires that the campus maintain a certain allocation percentage of OTPS for operations. Currently the OTPS requirement is 12 percent of total State operating budget.

University Wide (or Temporary) Allocations

The annual State budget separately identifies amounts for a number of University-wide programs. Also called Temporary allocations, these amounts are for the funding of specific programs or initiatives. Campus allocations for the U-wide programs are distributed separately from the campus amounts in the Financial Plan. Allocations are approved by the SUNY Board of Trustees and distributed using certain formulas or historical distribution methodologies.

Campuses receive the U-wide allocations in early fall after the Form 1 process is completed.

Examples of U-wide programs are Academic Equipment Replacement (AER), EOP, Child Care, and Small Business Development Center. In some years, allocations for the U-wide programs are provided throughout the year as DOB releases allocation.

Allocation Surpluses/Deficits

Allocations should reflect the actual annual activity expected to occur in the unit. It is equally important to post expenditures to the proper accounts. The Business Office will process expenditure transfers when expenditures have been incorrectly charged, but expenditures should be classified correctly in the first instance.

Please Note: Allocations for all categories including travel, equipment, recharges and other OTPS expenditures should be sufficient to cover estimated annual expenditures to avoid potential deficits.

Vice Presidents will establish specific allocation and funding rules for their respective divisions in addition to those listed in this document. Each Vice Presidential area is responsible for monitoring and maintaining its allocations versus expenditures throughout the year. If expenditures exceed allocations, they must be moved to other funds and, if applicable, charged fringe benefit costs.

The Budget Office also monitors account balance levels during the year. If there are questions on available balances, the Budget office will contact the financial representative for the division to resolve any issues.

Labor Distribution

Throughout the year, departments submit position requests for any additions to or changes to their PSR or PST lines. Changes include new positions created, changes to FTE worked, salary amounts, accounts where a person is charged, extra service payments, or any other salary related transaction. The position requests must be approved by the Dean, Division, and the Budget Office prior to making any changes to the employee's record in the SUNY system. Once all approvals have been obtained, HR can enter the new data in the SUNY system and charge the person to the proper accounts.

Year to date Payroll expenses for the fiscal year are slightly higher than the annual salary amounts. This occurs because SUNY's fiscal year runs from July 1 through June 30th. There are 26.1 payrolls in every year except leap years which have 26.2 payrolls, thereby creating the additional expense. The Budget Office will notify the division representatives of the fractional payroll split each year. The Divisions should allocate sufficient PSR allocation to accommodate this situation.

PSR Allocation Assignment

SUNY posts a payroll encumbrance amount based on the most recent payroll that has been processed for PSR expenses. The encumbrance calculation provides an estimate of future expenditures based on the current filled positions as of that

payroll. When reviewing account balances based on the encumbered amounts, please note that known vacancies, new hires, or salary adjustments for future periods will need to be factored in to develop true commitment levels because the encumbrance is based on employee salaries for the current pay period. There is no encumbrance calculated for Temporary service.

Other Allocation Issues
Account activity should be reviewed periodically throughout the year by the Department and/or Division to ensure all activity against the account is appropriate and correct. Errors should be identified and corrected promptly. Units should not wait until year-end to make adjustments.

Internal transfers of State purpose allocation between organizations or expenditure categories can be requested throughout the fiscal year by submitting a request to the Budget Office. If allocation transfers cross departments or divisions, the area whose budget is being reduced should submit the request and copy the department who will be receiving the additional allocation.

Please Note: Allocations cannot be moved between funds or fiscal years.

Departments must request the Business Office to set up any sub accounts in the SUNY system.

The Budget Office monitors budget amounts versus expenditures at the VP level. Divisions are responsible for their spending and must stay within their budget limits. Departments also have the ability to move expenditures to correct errors and to properly align expenditures with accounts. For those transactions, the department should contact the Business Office. The Business Office also requires agreement by all areas whose expenditures are being adjusted.

All OTPS expenditures are subject to University and State regulations.

IFR and SUTRA Budget
Background

Income Fund Reimbursable (IFR) accounts are made available to expend revenues related to self-supporting services and activities beyond those normally funded in the core instructional budget. This budgeting procedure permits the campus to respond quickly to opportunities and to better utilize its existing facilities, programs and staff. It allows the campus to conduct activities under contract with outside organizations, to recover costs from other entities using campus property or services, and to provide special services for students and other clients on a pay-as-you-go basis. The IFR program creates a mechanism for the campus to operate and administer educationally related activities according to the following objectives:

- To receive and expend external funds, other than those external funds which would normally be received by the Research Foundation, local foundations, and Auxiliary Service Corporations, on behalf of the campus.
- To conduct activities or provide services for students, clients and others who will be charged fees for such service, the sum of which is intended to be approximately equal to the direct and appropriate indirect expenses of providing such activities and/or services.
- To recover costs from agencies or organizations using campus property or services.
- To conduct activities under contract with a group of individuals, an organization or any public or private corporation providing needed services to the campus.

The campus is responsible for maintaining prudent financial control and balanced status for its reimbursable programs.

Revenue
General IFR accounts are funded from revenue generated for services provided by the campus such as student fees, conferences, concerts, training, commissions, and other sources of income outside of tuition and mandatory fees. SUTRA accounts receive revenue from Overseas Academic Programs, Contract courses, Summer and Winter Session, and excess

tuition revenue from the core instructional budget. IFR account managers must manage these funds in accordance with State laws and rules and must ensure that sufficient revenue is generated to support the commitments of expenditures.

Fringe Benefit Expense
Fringe benefit expenses are charged on PSR and PST expenses except for student employees in General IFR accounts. In SUTRA accounts, Fringe Benefit expenses are assessed on expenditures and paid by the campus as revenue offsets except for Summer Session accounts. Fringe Benefits for the Summer Session accounts are assessed on revenue and paid by the campus as revenue offsets.

Please Note: Fringe benefit rates are established each year and provided to the campuses by SUNY System Administration.

Overhead Assessments
IFR and SUTRA accounts can also be charged overhead assessments in accordance with SUNY policy MTP99-1. Currently most IFR accounts are charged a ten percent overhead assessment on revenue. IFR accounts set up to track campus chargeback operations are exempt from overhead charges, as are certain pass-through accounts.

IFR Budgets
Requests for allocation amounts for the Special Revenue Funds IFR and SUTRA are sent to the Division Financial Representatives around February each year. Requested allocations should reflect the amount that units expect to spend for the operations during the upcoming fiscal year. Allocations are posted on the SUNY system to individual IFR and SUTRA accounts in line with departmental requests up to the total allocation amount authorized by SUNY each year. The new fiscal year allocations are normally posted by August each year.
Please Note: IFR allocations should be viewed as budgetary guides only. IFR account cash balances determine operation spending limits.

Reserve Accounts
In accordance with the SUNY Income Fund Reimbursable (IFR) Program policy and guidelines issued December 2, 1996, SUNY campuses are authorized to establish funded reserves as necessary for the long-term financial stability of the IFR program. This includes accounts in the General IFR and SUTRA Funds.

The following types of campus based reserves may be established:

- **Reserve for Equipment Replacement and Repairs** – Funds may be reserved to replace, repair or upgrade existing equipment. Reserves for equipment replacement should reflect replacement cost of the asset, not historical cost. Reserves for equipment repairs may not include routine maintenance costs. The reserve should only be used for major repairs, such as upgrades, that will extend the service life of the equipment, or materially increase the capacity or operating efficiency of the equipment. Equipment Replacement and Repair Plans should be based on a five-year planning cycle.

- **Reserve for Facilities Rehabilitation and Renovation** – Funds may be reserved to rehabilitate or renovate facilities currently used or which will be used in the future for campus programmatic purposes. This reserve represents funds that will eventually be used for expenditures that materially extend the useful life of the facility. The Reserve level should be based on the estimated cost of the future improvements.

- **Reserve for Program Stabilization** – Funds may be reserved for program continuation and fluctuation. This reserve is established to accommodate short-term and long-term program plans, provide for program continuation during revenue downturns and to provide for the orderly and fiscally responsible termination of a program. Items that are to be considered in establishing the reserve include contractual commitments, appointments, refunds for prepayments, equipment and space leases, essential operating expenses, program evaluation and expansion possible liquidation costs associated with the unplanned elimination of a program.

Documentation for Reserve

A campus plan for the establishment and management of each of the above reserves must be completed and maintained on file by the campus. This plan must include the following information:

- o A complete description of the items or reason for which the reserve is being made and its relationship to the Reimbursable Program.
- o The desired estimated value of the reserve as well as the periodic payments anticipated to be committed to the reserve.
- o The planned years for which the expenditures will be made from each reserve fund.

DIFR Budget

DIFR is a special Revenue fund which is financed through revenue generated by payments for campus housing. The DIFR fund must be self-supporting and maintain reserves as established by the campus.

As per SUNY policy, all residence hall income must be used only for residence hall capital and operating costs and residence life expenses.

Positions that fall under the DIFR fund are controlled by dollars and new positions cannot be added unless approved by the Vice President for Administration. In addition, projections are made for all expenses over the number of years that the debt service extends. Each year, room rates are calculated based on the proposed DIFR budget and these projections are then approved by the DIFR committee. The DIFR committee then consults with the Student Area Presidents regarding the proposed room rates and various changes proposed for the DIFR budget. Room rates and the DIFR budget must be approved by the President before the DIFR budget is submitted to SUNY System Administration.

Each spring, SUNY System Administration requests each campus to submit their DIFR budget proposal for the upcoming fiscal year. Estimated expenses include PSR, PST, and OTPS, as well as overhead, debt service, equipment replacement and fringe benefits. Expected revenues are detailed by room type and headcount by each campus.

SUNY System Administration reviews the campus requests. Once approved, the campus prepares the detail allocation by account and expenditure category to be submitted to SUNY with the other funds in the Form 1 process.
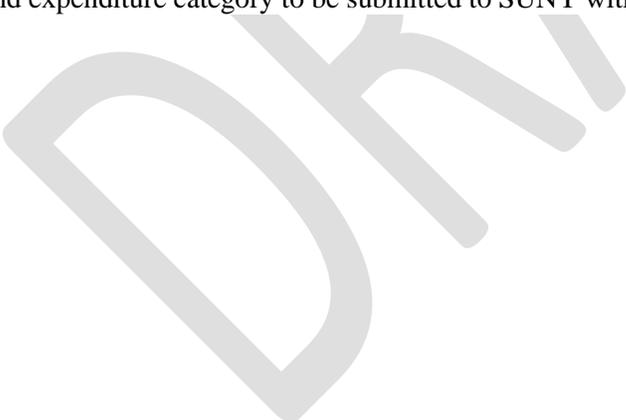
2016-17 Budget Request Process

Guidelines and Instructions

This document is the official request for all departments to submit their state budget proposals for the 2016-17 fiscal year. These guidelines and instructions are meant to assist in preparing and completing your request. Please take some time to review these guidelines and instructions carefully.

The overall budget process has been designed to combine planning, assessment results, and resource allocation to ensure that budgets are aligned with the College's mission, goals and assessment results. In that regard, the budget request forms have been separated while still reflecting the connection between your budget requests, the strategic plan, and your assessment data.

SUNY Potsdam Budget Process

The current campus budget process for the state operating budget "financial plan" (state support plus tuition) has been disparate and fractured for many years. Adaptation of a campus-wide standardized process is being developed by the Office of Business Affairs in response to a Middle States review which cited the campus for the lack of a collaborative budget process. Initially, we will be seeking to assign key faculty and staff to a committee to jointly develop a more efficient and streamlined process for creating our budget. Going forward, the plan will be to solicit the Faculty Senate to establish an Annual Budget and Planning Committee, with representation from representative academic and administrative units across the campus. The committee will have corresponding representative membership. The Vice President for Business Affairs and Administration and the Budget Director will serve as permanent, ex-officio members.

Each spring, both academic and administrative units will be provided with a template to identify budget needs for the fiscal year beginning in 15 months (e.g. planning for the 2016-17 year would begin in spring 2015).

Note: The budget will not be zero-based; units (ie: individual departments) are to ask for incremental funding needs.

If the funding climate appears to be negative, units will not be allowed to ask for additional staffing.

Units will be asked to develop their budget plans over the summer and early fall. Plans will be due to the committee by September 30th **(the long-term outlook will be to have these plans submitted electronically through a Wiki-type**

interface. Currently the Office of Business Affairs is reviewing potential budget software applications for this purpose).

EXAMPLE:

Line # Name	Barg Unit	Title	Inst Ind	13 14 Budget	13 14 FTE	14 15 Budget	14 15 FTE	14 15 Change 13-14 to 14-15		14 15 UUP Base	14 15 Contractual Increase	14 15 Steps	14 15 Longevity	14 15 Retention	14 15 Current Salary		DSA Not for Depart Use
900760																	
43100	UUP	STAFF ASSISTAN		36,634	0.6	24,936	0.6	(11,698)	900760	150	486			0	24,300		122
		DSA		182		122		(61)									
		PST		6602		6602		-									
		Total		43,418	0.6	31,660	0.6	(11,759)		150	486	0	0	0	24,300		122
		PSR				25,058											

Do not change salary in this column (above 13 14 / 14 15 Budget columns) — **Budget Salary** — **Current Salary** — **DSA**

This will allow the budget office to quickly summarize the information. Committee members will be assigned **(3 – 4)** units for review; the review may include an interview with a given unit to ensure the committee fully understands the request and the priorities of the unit. An important aspect of the review will be this cross-campus interaction. Committee members from administrative units will work with academic units, and vice-versa.

Unit plans **(ie: individual department budget plans)** will be required for both academic and non-academic divisions across the institution, to include Athletics, Health, Counseling, and Residence Life **(their goals and requests will be incorporated into the overall budget reports. However, it is the intent of this office to have these plans funded through their IFR (fee) and DIFR operating budgets)**. Going forward, the President's Council will be asked to consider supporting certain initiatives through campus reserves only if they cannot be supported that way – one time or special projects – and only on a case-by-case basis. A separate Residence Life Planning Committee will develop DIFR operating budgets and capital plans. Athletics is under the Intercollegiate Athletic Board and the Health Center will have a student health advisory committee which will review their budget.

Overhead revenue generated on IFRs will be used to fund campus reserves and the tuition (TAP) credit. Some of the requests submitted through the budget process may be funded through reserves, but the President and Council will make those decisions.

The unit plan template will link to Potsdam's Strategic Plan, where the general goals of the institution will be listed. The president will also distribute more specific annual goals, however, these may not always be presented in a time frame that coincides with the budgeting process.

After the plan review process is complete **(and after any clarifying interviews have taken place)**, the committee will provide a summary report for the President and Council. The report will identify common themes (such as IT needs) and should include a prioritized list of needs.

The President will hold a budget retreat over winter break to review the reports and to prioritize/approve funding requests, based on financial plan funding assumptions and upcoming anticipated fall enrollments. The campus will strive to align these preliminary estimates to the final SUNY Board approved financial plan.

Sample General Time Line:

March/April: Process begins.
Templates are developed by the budget office and shared with each unit (department).
May/June: Training is provided to new staff, faculty, etc….

September 30: Unit (department) plans are due to the planning committee.

October – Late November: Committee interviews units/departments (as needed).
November/December: Report on campus needs submitted to President and Council.
January: Council retreat to discuss/approve budget needs and priorities.

DRAFT BUDGET CALENDAR		
CAMPUS FINANCIAL PLAN		
TEMPLATE		
EXPECTED DATE	ACTION/TASK	WHO
No Later than November 15th	Review of prior year requests, resource allocations that were not funded, etc…	VP Finance, Budget Director
No later than December 15th	Review of prior year requests, resource allocations that were not funded, etc… to determine if they are still necessary. Preparation of new resource investment requests. Requests and any updates due to immediate supervisors.	Requestor (Units/Departments)
No later than January 15th	Requests due to Deans and Directors	Immediate Supervisors, Chairs
No later than February 1st	Requests due to Vice Presidents	Deans and Directors
No later than March 1st	Review & Prioritize Requests	Vice Presidents
March 1-15	Summarize Requests	Finance/Budget
ONGOING	Monitor the issuance of State Budget and any new allocation methodologies from System.	Finance/Budget
Mid-March	Review/Initial Rank of Proposals.	Council

Late March / Early April	Discuss with Student Advisory groups for input/feedback where necessary.	VP's
Late March / Early April	Discuss Faculty Line Requests for input/feedback.	Provost, Deans, IR, Budget Director
Late March / Early April	Discuss with Council for input/feedback.	Deans, VP's, Budget Director
Early April / Mid- April	Announce assessment of resource availability and findings on funding priorities.	President & Provost
April	Divisional Budget reviews and updates of account level details to prepare campus budget request (SUNY Form 1) to System Administration	VP's, Directors, Deans, Chairs, Account Managers, Budget Director
MAY		
1	Finalize First Year, Transfer & Continuing & Returning Enrollment Targets	Council
5	Build Enrollment and Tution Model using Actual Spring Enrollment	Finance/Budget
6	Revenue Forecast to System Administration	Finance/Budget
8	Finalize Athletics Budget	Intercollegiate Athletics Board
20	Final Plenary Full Faculty Senate	Faculty Senate
31	Finalize Tuition and Broad Based Fee Revenue Schedules	Finance/Budget, Council
31	Scholarships Budget	Scholarship Leveraging, Finance/Budget, Admissions, Enrollment Management
JUNE		
1	PACES Budget	PACES Board
TBD	Half-Day Retreat	Budget Goals & Planning
30	HR Recruiting Budget	HR
30	Utilities & Waste Removal Budget	Physical Plant
30	DIFR Budget Completed	RL, Finance/Budget
30	Student Health Services Budget	Health Center
30	Tech Fee Budget	CTS
JULY		
1	Populate Fall & Spring Residence Occupancy Detail and begin building DIFR Budget	RL, Finance/Budget

1	**Deans & Extended Ed updates Instruction TS estimated schedule**	**Deans, Finance/Budget**
10	**Cost Dean's TS Plan vs prior year actual**	**Finance/Budget**
15	**Review Misc Foundation Budgets**	**Foundation, Finance/Budget**
15	**PSR Financial Plan complete for State, Dorm, IFR & SUTRA**	**Finance & Budget**
15	**Canadian Res Hall & Meals Program**	**RL, Finance/Budget**
15	**Identify Misc Revenue Sources (e.g. Athletics, Student Accounts…)**	**Finance/Budget**
15	**Advancement Foundation Budget**	**Advancement, Foundation, Budget Director**
15	**Business Affairs Foundation Budgets**	**Finance/Budget**
24	**President's Discretionary Budget**	**President, Finance/Budget**
24	**Fringe Benefit Estimate and Reconciliation**	**Finance/Budget**
29	**Complete All Funds Budget Presented to President, Council**	**Finance/Budget**
AUGUST		
7	**FORM I due to System Administration with Exhibits**	**Finance/Budget**

Proposed Faculty Senate By-Laws

Section: Annual Budget and Planning Committee: Fiscal Affairs and Strategic Planning (the "Committee" or "FASP")

The Committee will be composed of members broadly representative of existing campus units **(individual departments)**. The Committee will assist the President's Council in annual planning and priority setting and communicate its findings to the President, the Council and the campus at large.

The FASP will include the Vice President for Administration and Finance, the Budget Director or designee (ex-officio, non-voting), teaching faculty, professional staff, one CSEA/PBA staff, one Advancement Office representative, a librarian and a student.

Purpose:

The Fiscal Affairs and Strategic Planning Committee (FASP) will

- act as a liaison between the President and the Faculty on financial, strategic and budgetary matters.

- participate in the development of procedures and to make recommendations concerning strategic planning and budgetary policies and procedures on the Potsdam campus.
- monitor the campus fiscal affairs and strategic plan to ensure that priorities and funding reflect the input and needs of faculty as well as administration.
- make recommendations regarding decisions necessary because of budget modifications.
- keep the Faculty informed of strategic and financial matters through periodic reports.
- conduct studies, investigations, and reviews to facilitate above.

Please Note:

This Committee can be modified/expanded from the existing Faculty Senate Business Affairs Committee.

Campus-Wide notification to all budget holders:

This is the official request for all departments to submit their state operating budget proposals for the _____-____ academic year. Please ***be sure to review the guidelines and instructions*** as the budget process has changed from prior years.

A few specific items to note:

Budget requests should be forwarded by the individual departments to the respective Dean or Director for review. The Deans and Directors will then forward budget documents to the Business Office – **all requests must be submitted electronically to the Business Office no later than _____ to: budget@potsdam.edu**

Budget Categories

The three budget categories are:

1. Operating Costs: This category is for recurring budget items that are needed to run the day to day operations of the department. **Please Note:** ***This is the only request associated with this document.***

2. Strategic Costs: This category is for new, one-time requests for items that directly support the College priorities as outlined in the Strategic Plan.

3. New-Initiative Costs: This category is for requests that are in response to assessment data results.

Review Process and Due Date(s)

The budget requests will be forwarded by the individual departments to the respective Dean or Director for review. The Deans and Directors will then forward all budget documents to the Business Office, where they will be checked for completeness and compiled into a single report that will be forwarded to the Fiscal Affairs and Strategic Planning Committee (FASP). The FASP Committee will forward their recommendations to the President's Cabinet, where final budget decisions will be made.

All department budget requests are due in the Business Office (budget@potsdam.edu) no later than _____. If data or additional information is needed to support a particular request you will be contacted by the Budget staff. FASP will submit their recommendations to Council. Once the final budget has been approved by the President and Council, each budget holder will receive a detailed report summarizing all requests and the approved budgeted amounts.

Step By Step Instructions

Please note that all budget request forms are located in a single Excel document titled "Budget Request Form". There are two separate worksheets within this document (note the tabs in the lower left corner of the Excel document). To complete the budget request form please save it to your hard drive, complete, and submit it via e-mail to your Director or Dean. If you have any questions about this process, please do not hesitate to call _____ @ Ext._____.

IMPORTANT: Please keep the entire description or justification for each budget request in the same cell in the Excel worksheet. Do not allow the same narrative to flow into another cell (see **screen shot** on next page for further explanation). Do not be concerned if part of what you have written is hidden from view. The double arrows to the right of the "fx" box at the top of the spreadsheet can be clicked on to display the entire contents of a cell.

OTPS Budget Requests

Object Codes:

3000 Supplies
4000 Travel (excluding fleet vehicles)
5000 Contractual costs
5000 Service Contracts
5000 Subscriptions
5000 Advertising
5000 Cell Phones
7200 New Equipment
7000 Library Acquisitions only

Reminder:

- 'Description' and 'Justification' for each item should only be entered
  in a single cell - please do not flow or enter in multiple cells

Submitted By:

Budget Account #	Description	Justification	Object Code	Amount Requested
		TOTAL		$0.00

2015-16 Personnel Budget Requests

_____

_____

_____

_____

_____

Reminder:

Description' and 'Justification' for each item should only be
entered in a single cell-please do not flow or enter in multiple cells

Object Codes:

2000 Temp/Extra Service - Non-Instr.

2410 Temp/Extra Service - Instr.

2610 Student Labor

Submitted By:

Budget Account #	Description	Justification	Object Code	Amount Requested
		***USE THIS PAGE FOR TEMPORARY SERVICE,		
		EXTRA SERVICE, AND STUDENT LABOR REQUESTS***		
		***IT IS NOT NECESSARY TO INCLUDE SALARIES		
		FOR EXISTING FACULTY OR STAFF***		
			TOTAL	$0.00

Personnel

Please note that you are not responsible for calculating salaries or benefits for permanent faculty and staff. Budget staff will be providing these figures. Your responsibility is to request all temporary service, extra service, and student labor. It is no longer necessary to submit adjunct funding requests. Adjunct funding is calculated by budget staff and is based on information provided in the Master Schedule.

For each personnel budget request item we are asking you to include the budget account number, description, justification (include dates of service for temporary or extra service), amount requested and the corresponding four-digit SUNY Object Code of the request. Below is a list of object codes that pertain to personnel expense requests:

Description   Object Code

Temporary/Extra Service – Non-Instructional

Temporary/Extra Service - Instructional

Student Labor

Supplies, Travel, and Contractual Services (OTPS)

OTPS is a state acronym (Other Than Personal Service) that includes supplies, travel, license renewals and other contractual services. Please list items in order of priority and provide as much detail as possible. The specific object codes listed are sufficient. For example, if a particular item has been purchased in the past and object code 3198 was charged, please list 3000 on the request form. If you are uncertain of an item's object code please refer to your department's expense history in SMRT or contact the Business Office for further explanation. OTPS Object Codes for many common requested items are as follows:

Description	Object Code
Office Supplies	
Maintenance Supplies	
Academic Supplies	
Travel (excluding fleet vehicle expenses)	
Service Contracts	
Subscriptions	
Advertising	
Cell Phones	
New Equipment	
Library Acquisitions only	

Additional Information

Equipment

Equipment requests should only be included as an OTPS item if it is a new special classroom or laboratory "one time" purchase. Please do not include replacement information technology equipment or furniture. The College has multi-year replacement programs in place for both these items. Only equipment that is <u>not</u> part of the replacement programs should be requested and a thorough justification is highly recommended. Even if money is not available within the operating budget to fund special equipment requests, the equipment request may be considered throughout the year if additional resources become available. Please contact _____ in the Business Office for more information about the furniture and ITS equipment replacement programs.

Office Supplies

Office supplies can be budgeted by an individual department or, for efficiency purposes, the Dean, Director, or Vice President may choose to control all office supply purchasing for their area. Since office supplies are handled differently

in the various departments, please check with your Department Head to determine how office supplies will be budgeted for the next fiscal year.

Printing

All state purpose printing costs will be built into the Printing and Publication's operating budget. Individual state budget accounts will not be charged for printing products and services. If your department anticipates extensive print needs in the upcoming year you are asked to please inform Printing and Publications as soon as possible so that they can factor your needs into their budget. Examples of printing needs include, but are not limited to, stationery, business cards, NCR forms, posters, and lamination.

Postage and Fleet Vehicle Expenses

All state purpose postage costs will continue to be absorbed by the Mail Room budget. Fleet vehicle expenses (EZ Pass and fuel) will be absorbed by the fleet budget. Please do not include postage costs or fleet vehicle expenses in your state budget requests.

Maintenance Contracts

Please contact ITS regarding the maintenance agreement requirements for any printers, copy machines or other technology. ITS will continue to budget for these contract expenses if they are a state expenditure item. Maintenance contracts pertaining to IFR activities will continue to be managed by ITS, however, the individual IFRs will be charged for all costs incurred.

Renovations or Repair Needs

Space and facility needs and/or repairs included in this category are minor classroom repairs, office or laboratory modernizations, space changes or other repairs. All requests of this nature must be communicated to _____ at Facilities/Physical Plant.

SAMPLE: NON-ACADEMIC TEMPLATE

2016-2017 Business Office
DUE BY SEPT. 30, 2015
DEPARTMENT NAME: Business Office

Prepared by:

Please review our Potsdam Strategic Plan. Then as you create your unit plan document consider how your Unit's mission and goals help support each of these.

SUNY Potsdam Strategic Goals:

Please provide the strategic plan goal that each of your unit goals supports:
1. **Engaging Students for Success**   2. **Achieving Academic Excellence**   3. **Building Strategic Partnerships**   4. **Promoting Environmental Stewardship**   5. **Accomplishing Service Excellence and Operational Efficiencies**

I. Long Term Unit Goals (3-5 Years Out)

Please provide a narrative of your long term goals.

Long Term we would like to make department managers more accountable for budget. Training those to use the tools out there to monitor their spending will be key to making this a successful goal...

Electronic document storage system for accounts payable & purchasing offices. While we would like for this to be a Short-Term goal, the current requirements of the State still call for printed copies to be maintained…

II. Current Unit Goals (To Be Accomplished in the Next 2 Years)

All requests for dollar amounts must be included in either the (1) Resource Request - Staffing section; (2) Resource Request - OTPS section; or (3) the attached Equipment Request Spreadsheet.   Just listing the dollar amount request in the current unit goals WILL NOT be considered an official request for funds.

List your top goals in priority order for 2015-16.   In the adjacent columns detail the budget impact including any new positions, equipment, supplies etc., and briefly describe the impact on other units.   You are not limited by the size of the chart, as you type, the boxes will expand to fit your text.   You may also add more goals.   Please be as specific as possible.

Prioritized Goal (include which initiatives of the Strategic Plan this supports)	Does this goal Impact CIS? If yes, discuss with them in advance and provide related Confluence link or Help Desk ticket number below.	Does your goal Impact Facilities? If yes, discuss with them in advance and provide related Confluence link or Facilities Service ticket number below.	Identify the SUNY Potsdam Strategic Goal that this goal supports.	What other units across campus would be impacted? Have you contacted these units? Include their comments.	How does goal affect Student Enrollment?	A detailed budget for this goal is required. Include that budget as an attachment or link to this page.

Training account managers to use SUNY's new Business Intelligence system for tracking their Budget and Expenses	No	No	Accomplishing Service excellence & operational efficiencies			This will take time and staff.
Automate Revenue Accounting Processes including bi-monthly revenue transmittal's and quarterly reporting	Yes - SICAS has some existing processes that we need to take advantage of.	No	Accomplishing Service excellence & operational efficiencies	None		We would like to hire someone with experience in this area to help us set it up. (See Below)
Implement Online requisitioning.	No	No	Accomplishing Service excellence & operational efficiencies			
MWBE Training	No	No				

YOU MAY ALSO WANT TO ATTACH THE DETAILS IF YOU HAVE THIS IN EXCEL, WORD , ETC.

Are there any operating expenses required to support the regular activities of this unit that are paid from another source? Perkins, Foundation Account, Agency Account, etc.

If Yes, please list the sources and dollar amount.

Operating Expense	Paid from what other Source?

III. Resource Requests - Staffing

PLEASE INCLUDE ANY RESOURCES NEEDED TO COMPLETE CURRENT UNIT GOALS LISTED ABOVE

All questions must be answered completely. This is critical so that both the BPC and Cabinet can fully understand your request and prioritize overall.

Staffing Requests (Include new positions, temp services).	Was this position and expenses included in the approval of a new program, business plan or project? Please explain.	If this is not for a new program, how is this work being performed now? Justify need for the request. Justifications should include enrollment data, accreditation requirements, assessment data, contact hours, advising load, reduction in extra service or reduction in adjunct hours,	Identify the SUNY Potsdam Strategic Goal that this goal supports.	Please give dollar specific costs of this request	Are these costs ONE-TIME and/or RECURRING
(1) SL2	No	Currently there is a lot of work that is not being done. We are not able to monitor funds as we should be. In 2012 the state rolled out the 'Statewide Financial System'. We have not been able to utilize this as we don't have anyone with the time to learn the system. Soon another system (Business Intelligence-BI) will roll out and this will require much more attention as SUNY plans to eliminate the current SMRT system that departments use for budgeting and monitoring. We would like to be able to monitor variances in budgets, reconcile budgeted transactions by comparing and correcting data. Increase productivity by developing automated applications. Transitioning from SMRT to BI will require a significant amount of time training account holders. New mandates with MWBE goals are also going to require a significant amount of time in our department. Another person could help us shift the workload around and help to ensure that we meet all of our requirements.	Accomplishing Service excellence & operational efficiencies	$42K - $50K	recurring
Temp Service	No	Automating the Revenue Accounting System - All of this work is currently being done manually. If we could automate this system it would save the College Accountant several hours a month. The problem has been finding the time to set this up. If we could hire someone that has experience to help us set it up there would be a significant long term savings.	Operational efficiencies	$7,000-10,000	One time

IV. Resource Requests - OTPS, Equipment

PLEASE INCLUDE ANY RESOURCES NEEDED TO COMPLETE CURRENT UNIT GOALS LISTED ABOVE

ATTACH   A PRIORITIZED COMPREHENSIVE   SPREADSHEET OF ALL LARGER $ AMOUNT EQUIPMENT NEEDS (NEW   AND REPLACEMENT) see **EXAMPLE SPREADSHEET**
None

Other Expenses	Please indicate costs (BE DOLLAR SPECIFIC); is cost ONE-TIME and/or RECURRING?	Identify the SUNY Potsdam Strategic Goal that this goal supports.	What benefit to the unit would this resource bring?
Need printer in College Accountant office	Less than $1,000	Operational Efficiencies	Joy needs to do a significant amount of printing and going back and forth across the hall is very inefficient. A lot on time could be saved for a little money!

V. General Comments

Please include any comments you have regarding the Budget and Planning Unit Plan process here:

VI. Unit/Department Interview Notes

VII. Council Response (direct any questions to….)

Appendix E: Institutional Assessment Plan

Assessment Activities	Outcomes/Action Plans	Planned Communication	Budget and Resource Allocation
Assessment of Student Learning Each Academic department is required to submit an Assessment Report and revised Assessment Plan every 3-5 years that looks at student learning outcomes for their majors.	Departments report the results of their Assessment plan in their Report. Additionally, departments document plans to improve their assessment process or improve student learning. These reports are reviewed with the Dean or Department Chair.	Assessment Plans and Reports are uploaded on the Planning and Assessment Website.	Through the Budget Request Process, each department is able to request funding based on their Assessment results.
Assessment of Administrative Units Each Administrative Unit is required to submit an Assessment Report and revised Assessment Plan every 3 years that looks at goals and outcomes for that unit.	Administrative units report the results of their Assessment Plan in their Report. Additionally, Administrative units document plans to improve assessment or improve their ability to achieve their stated goals. These reports are reviewed with their supervisor or Vice President.	Assessment Plans and Reports are uploaded on the Planning and Assessment Website.	Through the Budget Request Process, each department is able to request funding based on their Assessment results.
Ongoing Academic Program Review This includes both a self-study & an external review to provide a comprehensive look at an academic department and its majors including, but not limited to, data on enrollment, graduation, faculty, and assessment. For departments without an external accreditor, this happens every 7 years. Otherwise, the cycle is based on the timeline of the external accreditor.	Each self-study includes a section on how to improve the department. These recommendations are reviewed at the mid-way point in the process and again with the next self-study.	Program Self Studies are submitted to the Dean's office as per guidelines and Peer Reports.	Through the Budget Request Process, each department is able to request funding based on their Assessment results.
Assessment of Student Learning Outcomes for General Education Designators Each General Education Designator is assessed on a two-year cycle.	Faculty report the results of their General Education Student Learning Outcomes through a web survey that is then translated into a Presentation.	Presentation of Assessment Data for Student Learning Outcomes to the General Education Committee. The past reports have been posted to the General Education Website.	Through the Budget Request Process, each department that has a General Education Designator is able to request funding based on their Assessment results.

Diversity Equity and Inclusion (DEI) Strategic Plan Assessment	Each year, the Division of Diversity, Equity, and Inclusion will use the results of the annual review to determine goals for the next year.	Annual review of the DEI Strategic plan and report on progress will be shared with the campus community and on the Division of Diversity, Equity, and Inclusion's website.	Through the Budget Request Process, each department is able to request funding based on their Assessment results.
Academic Affairs Strategic Plan Assessment	Progress made towards the Action Steps identified in the AA Strategic Plan will be reviewed annually with the Extended-plus Provost's Cabinet; priorities will be reevaluated and established at the beginning of each academic year. These priorities will be finalized through consultation with the President.	The Provost's Cabinet will be consulted regularly regarding the progress made in meeting the action steps of the AA Strategic Plan. Informal communication regarding progress will occur through updates in the Provost's newsletter, which is posted online, and as part of the Provost's reports at Faculty Senate and the Extended Cabinet. The AA Strategic Plan will be available on the Provost's website.	Through the Budget Request Process, each department is able to request funding based on their Assessment results.
Strategic Plan Assessment	The implementation plans associated with the strategic plan will include timelines for the assessment of results and a communication plan for sharing results with the campus. The campus has a well-established tradition of joint annual retreats between the Faculty Senate Executive Committee and President's Council. These will continue to be a forum for assessing annual progress on the strategic plan, revising goals, and setting priorities for the academic year.	Since the last review, the campus has worked to strengthen communication channels. Progress on the plan's goals will be posted on the website, and other forums for disseminating progress on strategic goals will be established by the implementation teams.	Through the Budget Request Process, each department is able to request funding based on their Assessment results.

Appendix F:

Updated Five-Year Campus Financial Plan & Projections (2016-17)

THE STATE UNIVERSITY OF NEW YORK AT POTSDAM

COMPARISON OF CAMPUS 5-YR FINANCIAL PLAN A - FLAT ENROLLMENT AS APPROVED BY P/C IN 14/15 TO ACTUALS 14/15 AND 15/16, REVISED 16/17 ESTIMATE, AND REDUCTION IN STATE SUPPORT 16/17 THROUGH 19/20

	ACTUALS						REVISED FORECAST TO FINANCIAL PLAN "A"																
	ORIGINAL FORECAST (A) 2014/15	ACTUAL 2014/15	VARIANCE 2014/15	ORIGINAL FORECAST (A) 2015/16	ACTUAL 2015/16	VARIANCE 2015/16	ORIGINAL FORECAST (A) 2016/17	REVISED FORECAST 2016/17 (ESTIMATED)	ACTUAL RESULTS 2016/17	VARIANCE TO FORECAST 2016/17	ORIGINAL FORECAST (A) 2017/18	REVISED FORECAST 2017/18 (ESTIMATED)	ACTUAL RESULTS 2017/18	VARIANCE TO FORECAST 2017/18	ORIGINAL FORECAST (A) 2018/19	REVISED FORECAST 2018/19 (ESTIMATED)	ACTUAL RESULTS 2018/19	VARIANCE TO FORECAST 2018/19	ORIGINAL FORECAST (A) 2019/20	REVISED FORECAST 2019/20 (ESTIMATED)	ACTUAL RESULTS 2019/20	VARIANCE TO FORECAST 2019/20
INCOME																						
STATE SUPPORT	12,812,000	12,812,000	-	12,812,000	12,750,700	(61,300)	12,812,000	12,583,800			12,812,000	12,583,800			12,812,000	12,583,800			12,812,000	12,583,800		
TUITION	25,500,000	25,401,800	(98,200)	25,900,000	25,900,972	972	25,900,000	24,750,000			25,900,000	23,562,120			25,900,000	25,275,185			25,900,000	27,020,197		
TOTAL INCOME	38,312,000	38,213,800	(98,200)	38,712,000	38,651,672	(60,328)	38,712,000	37,333,800			38,712,000	36,145,920			38,712,000	37,858,985			38,712,000	39,603,997		
EXPENSES																						
SALARY EXPENSES																						
COMB PLANNED PSR REDUC/%ATTRITION	(175,000)	(297,371)	122,371	(415,000)	(492,000)	77,000	(830,000)	(861,994)			(1,245,000)	(1,245,000)			(1,900,000)	(1,245,000)			(2,075,000)	(2,075,000)		
CONTRACTUAL INCREASES	700,000	583,992	116,008	750,000	590,379	159,621	760,000	760,000			750,000	750,000			750,000	750,000			750,000	750,000		
PSR REG	32,510,000	32,786,979	(276,979)	33,250,000	33,644,000	(394,000)	33,250,000	33,440,000			33,250,000	33,250,000			33,250,000	33,250,000			33,250,000	33,250,000		
PSR TEMP	2,700,000	2,653,855	46,145	2,675,000	2,856,252	(181,252)	2,735,000	2,735,000			2,800,000	2,800,000			2,860,000	2,860,000			2,900,000	2,900,000		
REPAY OF DRL	40,000	-	40,000	400,000	131,000	269,000	600,000	600,000			300,000	300,000			-	-			-	-		
SUB TOTAL SALARY EXPENDITURE	35,775,000	35,727,455	47,545	36,660,000	36,729,631	(69,631)	36,515,000	36,673,006			35,855,000	35,855,000			34,960,000	35,615,000			34,825,000	34,825,000		
OPERATING EXPENSES																						
CAMPUS SHARE OF TUITION ASSISTANCE	1,200,000	1,159,300	40,700	1,430,000	1,469,100	(39,100)	1,530,000	1,600,000			1,600,000	1,600,000			1,530,000	1,500,000			1,430,000	1,400,000		
DEBT SERVICE	-	-	-	-	-	-	500,000	500,000			500,000	500,000			500,000	500,000			500,000	500,000		
STATE BUDGET SCHOLARSHIP EXPENSE	1,564,000	1,564,000	-	1,564,000	2,012,000	(448,000)	1,564,000	2,059,320			1,564,000	2,700,000			1,564,000	3,050,000			1,564,000	3,000,000		
SYSTEM ASSESSMENT (STATE)	100,000	-	100,000	120,000	154,636	(34,636)	140,000	136,546			160,000	160,000			160,000	160,000			160,000	160,000		
OTHER THAN PERSONAL SERVICE (OTPS)	3,000,000	2,338,000	662,000	3,250,000	2,800,000	450,000	3,000,000	3,000,000			3,000,000	3,100,000			3,000,000	3,100,000			3,000,000	3,100,000		
OTHER OPERATING	3,000,000	3,040,357	(40,357)	3,250,000	2,505,494	744,506	2,900,000	2,261,566			2,830,000	1,594,000			2,900,000	1,344,000			2,500,000	994,000		
SUB-TOTAL OPERATING EXPENSES	8,864,000	8,101,657	762,343	9,614,000	8,941,230	672,770	9,634,000	9,557,432			9,654,000	9,654,000			9,654,000	9,654,000			9,154,000	9,154,000		
TOTAL EXPENSES	44,639,000	43,829,112	809,888	46,274,000	45,670,861	603,139	46,149,000	46,230,438			45,509,000	45,509,000			44,614,000	45,269,000			43,979,000	43,979,000		
SUB-TOTAL STRUCT SURPLUS/(DEFICIT)	(6,327,000)	(5,615,312)	711,688	(7,562,000)	(7,019,189)	542,811	(7,437,000)	(8,896,638)			(6,797,000)	(9,363,080)			(5,902,000)	(7,410,015)			(5,267,000)	(4,375,003)		
CAMPUS RESOURCES																						
ADMIN OVERHEAD/CAMPUS M&O	720,000	1,009,468	289,468	1,049,500	1,200,000	150,500	1,219,500	1,409,320			1,219,500	1,219,500			1,353,500	1,353,500			1,519,500	1,519,500		
EXCESS FRINGE BENEFITS	1,000,000	1,462,466	462,466	1,500,000	1,200,000	(300,000)	1,100,000	1,100,000			1,154,000	1,154,000			1,274,000	1,274,000			1,362,000	1,362,000		
OTHER	738,640	465,243	(273,397)	463,640	1,054,891	591,251	595,640	620,679			620,640	620,640			620,640	620,640			620,640	620,640		
PACES RENT & UTILITIES	307,125	307,125	-	307,125	307,125	-	307,125	307,125			307,125	307,125			307,125	307,125			307,125	307,125		
FOUNDATION SUPPORT																						
UNRESTRICTED	1,000,000	800,318	(199,682)	750,000	757,173	7,173	900,000	874,961			875,000	875,000			875,000	875,000			875,000	875,000		
TOTAL CAMPUS RESOURCES	3,765,765	4,044,620	278,855	4,070,265	4,519,189	448,924	4,122,265	4,312,085			4,176,265	4,176,265			4,430,265	4,430,265			4,684,265	4,684,265		
BALANCE																						
NET SURPLUS/(DEFICIT)	(2,561,235)	(1,570,692)	990,543	(3,491,735)	(2,500,000)	991,735	(3,314,735)	(4,584,553)		(1,269,818)	(2,620,735)	(5,186,815)		(2,566,080)	(1,471,735)	(2,979,750)		(1,508,015)	(582,735)	309,262		891,997

Notes to the Financial Projections:

1. Year-over-year State (Tax) support has decreased from 14-15 to 15-16, and 15-16 to 16-17. At this time it is unlikely to increase.
2. The total income projection in 16-17 is a combination of state support minus tuition waivers assumed, and a revised estimate from enrollment actuals and spring projections for 16-17.
3. Tuition projections in 17-18 and beyond assume executive budget 16-17 proposal of $250/year tuition increase for NYS resident rates.
4. As part of salary reduction efforts (voluntary severance program or "VSP" e.g.) and cost avoidance from attrition, the campus has realized significant savings, beginning in 2014-15.
   However, these savings continue to be offset by an increase in the overall salary expenditure. This number represents compounded savings over time and is not reflective of significant increases in VSP participation, staff reductions, or increased attrition.
5. The shared services initiative saves the campus approximately $330k in annual salary cost avoidance included in the PSR Reg number.
6. The Deficit Reduction Leave (DRL) program is repaid on slightly offset timelines over different payperiods to different union members. An accumulative effect is seen with most of the expense hitting 16-17.
   This is partially due to campus resources being used in the early years of repayment to directly pay down some of the expense off-budget. DRL should be repaid in full in the 2017-18 fiscal year. The bulk of the DRL repayments will happen in fiscal year 2016-2017 as reflected in the forecast.
7. Debt service is on a $2 million dollar loan from SUNY System Adminstration from 13-14 to close a budget gap. Loan will be repaid in full in fiscal year 2019-20.
8. Savings of approximately $1 million in 14-15 against forecasted plan and $1 million again in 15-16 shows progress being made towards solvency, with a modest reduction in the overall structural deficit.
9. Foundation Unrestricted includes $600,000 contributions from PACES to the Campus. In 14-15 partial payment was made during lapsing period, in advance of the regular contribution.

Appendix G:

Campus Strategic Plan

Strategic Planning Draft
"Vision for Our Best in 2021"

We will challenge ourselves to foster innovative programs and cross-disciplinary partnerships that support our vision and enhance our reputation for academic excellence. We will support, recognize and reward faculty and staff efforts to enhance our reputation and provide opportunities for students within our region, New York State, and beyond.

We will provide meaningful opportunities for faculty and staff development and encourage collaboration in a lively culture of teaching, creative and scholarly endeavor and service excellence.

We will provide transformational student experiences that prepare members of a diverse and eclectic student body to reach their full potential for productive and engaged lives after graduation. Our campus will be recognized for inclusion, a fulfilling campus life and a strong sense of community.

We will support our mission and enhance our effectiveness by providing technology solutions and committing to environmental sustainability.

We will leverage our programs of distinction, community and alumni partners, our outstanding campus facilities and our location to generate revenue and enhance our reputation.

We will achieve financial sustainability through shared governance, sound business practices, and effective communication.

We will do what we say we will do.

The original focus areas:

FOCUS 1: Enhancing academic excellence through opportunities for prospective students
FOCUS 2: Enhancing academic excellence through opportunities for enrolled students
FOCUS 3: Strengthen, support and provide growth opportunities for faculty and staff
FOCUS 4: A pervasive commitment to diversity, equity, and inclusion
FOCUS 5: Effective engagement of shared governance throughout campus operations
FOCUS 6: Support for technology serving the academic and operational needs of the campus
FOCUS 7: Diverse sources of support and revenue for campus operation and initiatives

The original values list:

VALUE A. We are a caring, diverse and inclusive community that values student centeredness
VALUE B. Academic excellence
VALUE C. Liberal education
VALUE D. Transformative self-discovery, creativity and scholarship
VALUE E. Collaboration
VALUE F. Integrity
VALUE G. Public service
VALUE H. The uniqueness of our history and place

A Vision for our Best in 2021

SUNY Potsdam - The Northern Star

We will challenge our campus community to create & develop innovative programs and cross-disciplinary partnerships that support our vision and enhance our reputation for academic excellence. We will support, recognize and reward faculty and staff efforts to enhance our reputation within SUNY, New York and our region.

FOCUS AREAS:
- *1. Enhancing academic excellence through opportunities for prospective students*
- *2. Enhancing academic excellence through opportunities for enrolled students*

VALUES:
- *B. Academic excellence*
- *C. Liberal education*
- *D. Transformative self-discovery, creativity and scholarship*
- *E. Collaboration*

We will providing meaningful opportunities for faculty development and encourage collaboration among faculty to create a culture of teaching and service excellence.

FOCUS AREAS:
- *1. Enhancing academic excellence through opportunities for enrolled students*
- *2. Enhancing academic excellence through opportunities for enrolled students*
- *3. Strengthen, support and provide growth opportunities for faculty and staff*

VALUES:
- *B. Academic excellence*
- *E. Collaboration*
- *G. Public Service*

We will provide required transformational student experiences that prepare a diverse and eclectic student body for productive lives after graduation on a campus that is recognized for inclusion, a fulfilling campus life and a strong sense of community.

FOCUS AREAS:
- *1. Enhancing academic excellence through opportunities for prospective students*
- *2. Enhancing academic excellence through opportunities for enrolled students*
- *4. A pervasive commitment to diversity, equity, and inclusion*

VALUES:
- *A. We are a caring, diverse and inclusive community that values student centeredness*
- *C. Liberal education*
- *D. Transformative self-discovery, creativity and scholarship*
- *E. Collaboration*
- *F. Integrity*
- *H. The uniqueness of our history and place*

We will provide technology solutions that support our mission and enhance our reputation.

FOCUS AREAS:
- *1. Enhancing academic excellence through opportunities for prospective students*
- *2. Enhancing academic excellence through opportunities for enrolled students*
- *6. Support for technology serving the academic and operational needs of the campus*
- *7. Diverse sources of support and revenue for campus operation and initiatives*

VALUE:
- *B. Academic excellence*

We will leverage our location, our reputation in the arts, education, and cross-disciplinary partnerships, and our outstanding campus facilities to host revenue-generating and reputation-enhancing summer programs.

FOCUS AREAS:
- *1. Enhancing academic excellence through opportunities for prospective students*
- *5. Diverse sources of support and revenue for campus operation and initiatives*

VALUE:
- *H. The uniqueness of our history and place*

Together, we will leverage regional partnerships, shared governance, sound financial management practices, comprehensive assessment of current and relevant facts and data, realistic projections and effective communication both internally and externally to achieve financial sustainability while accomplishing our goals together.

FOCUS AREAS:
- *5. Effective engagement of shared governance throughout campus operations*
- *7. Diverse sources of support and revenue for campus operation and initiatives*

VALUES:
- *E. Collaboration*
- *F. Integrity*

We will do what we say we will do. ~~The result will be a lasting reputation as SUNY's Northern Star.~~

Appendix H:

Academic Affairs Strategic Plan

Academic Affairs Planning Goals [DRAFT]
"Enacting the Vision" 2016-2022
Alignment with Proposed Campus Goals
<u>*REVISED April, 2017*</u>

Academic Affairs Focus Area	Academic Affairs Goal/Action Step--DRAFT	Campus Goals (Proposed)
<u>Focus Area</u>: Support and Strengthen Academics to Enhance Student Success	Goal A: *Enrich and Expand the Curriculum* <u>Action Step 1</u>: Refine the programmatic continuous assessment process through which data is used to inform departments in the review and revision of programs, and communicate across constituencies regarding subsequent program improvements <u>Action Step 2</u>: Identify and propose new graduate offerings to expand opportunities and reflect emerging student/regional needs <u>Action Step 3</u>: Revise General Education to reflect the campus' core values <u>Action Step 4</u>: Provide students with expanded opportunities to explore issues around sustainability, broadly defined, across curricular experiences	**We will** challenge ourselves to foster innovative programs and cross-disciplinary partnerships that support our vision and enhance our reputation for academic excellence. (I) **We will** support our mission and enhance our effectiveness by providing technology solutions and committing to environmental sustainability. (IV)
	Goal B: *Review and Revise Organizational Practices* <u>Action Step 1</u>: Review/revise campus curricular review to streamline and strengthen the on-campus processes <u>Action Step 2</u>: Support the (re)development of a Chairs' Council to enhance communication and transparency <u>Action Step 3</u>: Increase opportunities to broaden faculty involvement across all Schools in the campus' shared governance	**We will** achieve financial sustainability through shared governance, sound business practices, and effective communication. (VI)

Academic Affairs Focus Area	Academic Affairs Goal/Action Step--DRAFT	Campus Goals (Proposed)
	Goal C: *Provide Necessary Programmatic Tools and Resources* Action Step 1: Assess needs of current/proposed programs to identify technology and equipment appropriate for program success Action Step 2: Implement new processes for program approval that include verification of funding sources for additional equipment/staffing and that are consistent across Schools Action Step 3: Assess options for an LMS that most appropriately supports best practices in multiple instructional formats; provide training and plan for implementation as appropriate Action Step 4: Assess current classroom technology, and develop a plan to ensure that all classrooms are equipped with a minimum standard of appropriate technology	**We will** support our mission and enhance our effectiveness by providing technology solutions and committing to environmental sustainability. (IV)
Focus Area: Support the Success of Faculty and Staff	Goal A: *Support a Positive Work/Life Balance* Action Step 1: Develop and implement opportunities to recognize and celebrate the achievements of faculty and staff Action Step 2: Reduce workload through the streamlining of processes (e.g., Online Streamlining Task Force, moving processes online) Action Step 3: Review/Revise policies related to compensation (e.g., release time, stipends) for extra service to ensure equity across units Action Step 4: Access campus data and best practice research to identify challenges and opportunities related to faculty and staff retention	**We will** challenge ourselves to foster innovative programs and cross-disciplinary partnerships that support our vision and enhance our reputation for academic excellence. We will support, recognize and reward faculty and staff efforts to enhance our reputation and provide opportunities for students within our region, New York State, and beyond. (I)

Academic Affairs Focus Area	Academic Affairs Goal/Action Step--DRAFT	Campus Goals (Proposed)
	Goal B: *Align processes, support, and recognition for faculty with campus core values* Action Step 1: Revise and clarify processes for identifying and nominating Distinguished faculty members Action Step 2: Revise the P&T process to clarify expectations and provide recognition for excellence aligned with the full range of academic faculty responsibilities including teaching, scholarship/creativity, service, advising, applied learning, student engagement, and diversity/inclusion. Action Step 3: Develop a variety of methods to recognize academic faculty members' full range of responsibilities including engagement in advising, applied learning, student research, and diversity/inclusion. Action Step 4: Revise the Academic Faculty Information Form to align with faculty members' full range of responsibilities, including engagement in advising, applied learning, student scholarship, and diversity/inclusion. Action Step 5: Develop and implement a process for supporting faculty research and scholarly activities, including (but not exclusive to) financial support for conference travel.	**We will** challenge ourselves to foster innovative programs and cross-disciplinary partnerships that support our vision and enhance our reputation for academic excellence. We will support, recognize and reward faculty and staff efforts to enhance our reputation and provide opportunities for students within our region, New York State, and beyond. (I) **We will** provide meaningful opportunities for faculty and staff development and encourage collaboration in a lively culture of teaching, creative and scholarly endeavor and service excellence. (II)

Academic Affairs Focus Area	Academic Affairs Goal/Action Step--DRAFT	Campus Goals (Proposed)
	Goal C: *Enhance Opportunities for High Quality Professional Development* Action Step 1: Structure the Center for Creative Instruction to enhance opportunities for professional development and instructional support Action Step 2: Enhance the effectiveness of New Faculty Orientation and Seminars Action Step 3: Review and revise sabbatical and Drescher leave policies to ensure equity in processes and expand opportunities Action Step 4: Conduct an external review of the Office of Research and Sponsored Programs in order to identify challenges and opportunities to strengthen scholarship/creative activity Action Step 5: Develop opportunities specific to enhancing the leadership potential of faculty and staff Action Step 6: Enhance technology support, access, and training for faculty and staff	**We will** provide meaningful opportunities for faculty and staff development and encourage collaboration in a lively culture of teaching, creative and scholarly endeavor and service excellence. (II)

Academic Affairs Focus Area	Academic Affairs Goal/Action Step--DRAFT	Campus Goals (Proposed)
Focus Area: Enhance the Student Experience	Goal A: *Enhance Students' Academic Life* Action Step 1: Explore a range of options to celebrate student achievement Action Step 2: Strengthen, expand, and coordinate opportunities for high-achieving students to engage in programs reflective of their academic potential Action Step 3: Identify high-achieving students with the potential of transferring out of SUNY Potsdam and develop individual pathways to increase retention Action Step 4: Increase the visibility of the Student Initiated Interdepartmental Major in order to increase students' enrollment in and completion of this student-customized academic degree option	**We will** provide transformational student experiences that prepare members of a diverse and eclectic student body to reach their full potential for productive and engaged lives after graduation. Our campus will be recognized for inclusion, a fulfilling campus life and a strong sense of community. (III)
	Goal B: *Create Opportunities for Graduate Students to Develop a Distinct Identity and Community* Action Step 1: Expand opportunities for graduate assistantships, particularly related to teaching and research Action Step 2: Expand opportunities for graduate students to collaboratively engage in common interests and activities	**We will** provide transformational student experiences that prepare members of a diverse and eclectic student body to reach their full potential for productive and engaged lives after graduation. Our campus will be recognized for inclusion, a fulfilling campus life and a strong sense of community. (III)

Academic Affairs Focus Area	Academic Affairs Goal/Action Step--DRAFT	Campus Goals (Proposed)
	Goal C: *Increase Student Retention and Graduation* Action Step 1: Implement an advising/analytics tool to enhance retention and support student success Action Step 2: Review current advising practices and related data, and enhance the effectiveness of academic advising for all students Action Step 3: Restructure the Student Success Center to enhance alignment of supports across campus and opportunities for student success Action Step 4: Continually assess and refine the academic probation program to support students who are at risk for academic failure Action Step 5: Develop, implement, and assess programs specific to sophomore success Action Step 6: Collaborate across campus to support and expand the emergency food bank and other supports for students who are financially fragile Action Step 7: Collaborate across campus to develop an emergency fund for students Action Step 8: Explore options for expanding the use of Open Educational Resources Action Step 9: Facilitate campus-wide discussions regarding ethical responsibilities related to recruitment and retention decisions	**We will** provide transformational student experiences that prepare members of a diverse and eclectic student body to reach their full potential for productive and engaged lives after graduation. Our campus will be recognized for inclusion, a fulfilling campus life and a strong sense of community. (III)

Academic Affairs Focus Area	Academic Affairs Goal/Action Step--DRAFT	Campus Goals (Proposed)

	Goal D: *Expand Learning Opportunities Beyond the Classroom*
	
	Action Step 1: Internationalize the student experience through:
	   o Freshmen Study Abroad program in Cuba
	   o Increased opportunities for Study Abroad across disciplines
	   o Cross-institutional research
	
	Action Step 2: Enhance visibility of and increase participation in the National Student Exchange
	
	Action Step 3: Support the implementation of the Applied Learning Initiative
	
	Action Step 4: Make explicit the connections between the value of a Liberal Arts education and workplace competencies
	
	Action Step 5: Develop "badges" or other methods to identify students' competencies in workplace knowledge and skills
		We will provide transformational student experiences that prepare members of a diverse and eclectic student body to reach their full potential for productive and engaged lives after graduation. Our campus will be recognized for inclusion, a fulfilling campus life and a strong sense of community. (III)

Academic Affairs Focus Area	Academic Affairs Goal/Action Step--DRAFT	Campus Goals (Proposed)
	Goal E: *Enhance Academic Student Services* Action Step 1: Increase efficiencies in processes related to academic student services (e.g., online catalog, transcripts) Action Step 2: Explore the feasibility and possible models for implementing a one-stop center for all academic student services Action Step 3: Ensure student-centered customer service across all Academic Affairs divisions and departments Action Step 4: Ascertain students' experiences with student services, and identify potential barriers and opportunities, through forums or other means for direct student feedback Action Step 5: Revise the withdrawal/leave of absence procedure to identify areas of support and intervention Action Step 6: Identify additional models for student orientation, beyond those held on campus, to reach a wider audience of students Action Step 7: Initiate a process for collaboration and communication across Academic Affairs, Student Accounts, and Financial Aid with a focus on improving student experiences and service	**We will** provide transformational student experiences that prepare members of a diverse and eclectic student body to reach their full potential for productive and engaged lives after graduation. Our campus will be recognized for inclusion, a fulfilling campus life and a strong sense of community. (III)

Academic Affairs Focus Area	Academic Affairs Goal/Action Step--DRAFT	Campus Goals (Proposed)
Focus Area: Expand Student Access	Goal A: *Expand Student Audiences to Provide Educational Access* Action Step 1: Review academic programming at JCC/Watertown to ensure program viability and potential for growth Action Step 2: Gather and analyze market and student interest data from the Watertown/Northern/Canadian region to identify viable academic programming Action Step 3: Gather and analyze market and student interest data to identify potential new graduate programs Action Step 4: Identify international audiences and programs to expand international enrollments on campus Action Step 5: Develop a degree-completion program specific to non-traditional students Action Step 6: Expand the campus' online presence through the implementation of the SUNY Online loan Action Step 7: Expand the campus' online presence through the identification and implementation of certificates and "stackable" programming Action Step 8: Implement College Unlimited SUNY Potsdam (CUSP), focused on transitioning high-ability high school students into an early entry program on campus	**We will** challenge ourselves to foster innovative programs and cross-disciplinary partnerships that support our vision and enhance our reputation for academic excellence. We will support, recognize and reward faculty and staff efforts to enhance our reputation and provide opportunities for students within our region, New York State, and beyond. (I) **We will** provide transformational student experiences that prepare members of a diverse and eclectic student body to reach their full potential for productive and engaged lives after graduation. Our campus will be recognized for inclusion, a fulfilling campus life and a strong sense of community. (III)

Academic Affairs Focus Area	Academic Affairs Goal/Action Step--DRAFT	Campus Goals (Proposed)
	Goal B: *Enhance Collaborations with Institutional Partners* Action Step 1: Review and revise transfer policies and procedures across academic programs to ensure ease of transfer from community colleges and other higher education institutions Action Step 2: Collaborate across campus constituencies to explore the feasibility and potential for a Higher Education Center at Potsdam, which could include partnerships with PK-12 schools and agencies, community colleges, and other SUNY higher education institutions Action Step 3: Expand program-specific joint partnerships with community colleges and other regional partners Action Step 4: Collaborate with high school partners to ensure quality of coursework in dual admissions programs	**We will** challenge ourselves to foster innovative programs and cross-disciplinary partnerships that support our vision and enhance our reputation for academic excellence. We will support, recognize and reward faculty and staff efforts to enhance our reputation and provide opportunities for students within our region, New York State, and beyond. (I) **We will** provide transformational student experiences that prepare members of a diverse and eclectic student body to reach their full potential for productive and engaged lives after graduation. Our campus will be recognized for inclusion, a fulfilling campus life and a strong sense of community. (III)

Academic Affairs Focus Area	Academic Affairs Goal/Action Step--DRAFT	Campus Goals (Proposed)
Focus Area: Embrace Diversity and Inclusion	Goal A: *Ensure students' academic experiences reflect the campus' values of diversity and inclusion* Action Step 1: Encourage the infusion of diversity and inclusion across the curriculum, including within the revised General Education requirements Action Step 2: Collaborate with constituencies across campus to provide language support/translation for families attending campus-wide events Action Step 3: Collaborate with constituencies across campus to provide translated campus webpages and materials for students and their families Action Step 4: Develop and implement a stand-alone or "bridge" ELL program for current and prospective students Action Step 5: Assess and refine the "Say What" FIG program for ELL students Action Step 6: Facilitate cross-institutional visiting scholars to expand the campus' internationalization Action Step 7: Encourage shared lectures and/or in-class experiences with international higher education partners	**We will** provide transformational student experiences that prepare members of a diverse and eclectic student body to reach their full potential for productive and engaged lives after graduation. Our campus will be recognized for inclusion, a fulfilling campus life and a strong sense of community. (III)
	Goal B: *Support Diversity and Inclusion within the Faculty/Staff Experience* Action Step 1: Enhance the recruitment/retention processes to increase the diversity of faculty and staff Action Step 2: Develop professional development opportunities specific to issues of diversity and inclusion within academics and the workplace	**We will** provide transformational student experiences that prepare members of a diverse and eclectic student body to reach their full potential for productive and engaged lives after graduation. Our campus will be recognized for inclusion, a fulfilling campus life and a strong sense of community. (III)

Academic Affairs Focus Area	Academic Affairs Goal/Action Step--DRAFT	Campus Goals (Proposed)
Focus Area: Support the Expansion of Creativity and Innovation	Goal A: *Expand Students' Experiences in Creativity and Innovation* Action Step 1: Create an innovative "MakerSpace" on campus that engages both faculty and students Action Step 2: Expand student and faculty participation in the annual Entrepreneurial competition Action Step 3: Expand the annual Undergraduate Research Conference to include recognition for excellence in the arts Action Step 4: Develop an annual event celebrating the innovation and creativity of graduate students	**We will** provide transformational student experiences that prepare members of a diverse and eclectic student body to reach their full potential for productive and engaged lives after graduation. Our campus will be recognized for inclusion, a fulfilling campus life and a strong sense of community. (III)

Academic Affairs Focus Area	Academic Affairs Goal/Action Step--DRAFT	Campus Goals (Proposed)
	Goal B: *Expand Innovation and Creativity in Programmatic Opportunities* Action Step 1: Develop new models for graduate/certificate programming that include options for "stackable" certificates and degrees Action Step 2: Develop academic programming specific to entrepreneurship Action Step 3: Collaborate with BOCES to develop new academic opportunities for the region Action Step 4: Revisit the Institute for the Arts, Science, and Technology to determine feasibility and potential new programmatic opportunities Action Step 5: Expand and integrate cross-disciplinary innovation and creativity through enhanced summer programming Action Step 6: Explore a range of creative delivery models for academic experiences, including low residency programs Action Step 7: Restructure the Arts on campus to expand interdisciplinary and creative student experiences	**We will** challenge ourselves to foster innovative programs and cross-disciplinary partnerships that support our vision and enhance our reputation for academic excellence. We will support, recognize and reward faculty and staff efforts to enhance our reputation and provide opportunities for students within our region, New York State, and beyond. (I) **We will** provide transformational student experiences that prepare members of a diverse and eclectic student body to reach their full potential for productive and engaged lives after graduation. Our campus will be recognized for inclusion, a fulfilling campus life and a strong sense of community. (III)
	Goal C: *Enhance Processes to Encourage Innovation and Creativity* Action Step 1: Create an incubation process for identifying and implementing innovative academic programs Action Step 2: Propose a funding model that incentivizes innovative and successful units/programs	**We will** leverage our programs of distinction, community and alumni partners, our outstanding campus facilities and our location to generate revenue and enhance our reputation. (V) **We will** achieve financial sustainability through shared governance, sound business practices, and effective communication. (VI)

Academic Affairs Focus Area	Academic Affairs Goal/Action Step--DRAFT	Campus Goals (Proposed)
Focus Area: Enhance Organizational Effectiveness	Goal A: *Enhance Processes to Support Academic Experiences* Action Step 1: Identify processes within Academic Affairs that can be moved online to increase efficiency and decrease workload Action Step 2: Clarify processes and make them more transparent, including developing a centralized source of information for faculty/staff Action Step 3: Initiate a regularly circulated Provost Newsletter to enhance communication across all academic units Action Step 4: Propose a process for developing a centralized pool of funding to support Academic Affairs initiatives (e.g., new academic programs, faculty recruitment, and faculty/staff professional development)	**We will** achieve financial sustainability through shared governance, sound business practices, and effective communication. (VI)
	Goal B: *Enhance Structures to Support Academic Experiences* Action Step 1: Identify opportunities to reduce academic "silos" Action Step 2: Restructure the Office of Graduate and Continuing Education to refocus on areas of academic priority Action Step 3: Initiate dialogue to identify collaborative procedures for proposing areas for possible consolidation, growth, and/or prioritization Action Step 4: Propose new structures for the budgeting process to empower units with strategic fiscal decision-making and to enhance transparency	**We will** achieve financial sustainability through shared governance, sound business practices, and effective communication. (VI)

Appendix I:

Diversity, Equity, Inclusion Plan

DIVERSITY, EQUITY, AND INCLUSION STRATEGIC PLAN

2016 - 2021

Members of the Task Force for the DEI Strategic Plan
Fall 2016

Brown, Joshua	Assistant Director Counseling Center
Conant, Nicole	Assistant Director, Center for School Partnerships & Teacher Certification
Conrad, Deborah	Professor, Center for School Partnerships & Teacher Certification – Student Teaching Supervisor/Elementary Education
Durant, Lynne	Secretary I, Sociology and Environmental Studies
Elmore, Aislinn	Student, SUNY Potsdam
Green, Theresa	Head Janitor
Hersker, Alan	Interim Assistant Provost / Director, General Education/Professor
Hunter, Julie	Assistant Professor, Ethnomusicology
Jacobs Wilke, Alexandra	Director of Public Relations
LaVine, Matthew	Visiting Assistant Professor
Lewis, Nancy	Associate Professor, Sociology
Miller, Rick	Executive Vice President
Millward, Mark	Director – TriO
Murphy-Rodriguez, Jwuan	Student, SUNY Potsdam
Prescott, Amanda	Assistant University Financial Analyst
Singh, Judith	Director of Institutional Research & Assessment
Smith, LoriLee	Catering Manager
Tiapo, Bernadette	Associate Vice President / Chief Diversity Officer. Chair of Task Force
Tevizan, Liliana	Professor, Modern Languages
Tyo, Louise	Interim Director, Center for Diversity
Van Blommestein, Jeremy	Chair, Sociology
Wilson, Lisa	Chair of Faculty Senate / Professor, English & Communication
Woods, Lonel	Co-Chair of Music Performance/Associate Professor, Voice

Campus Diversity & Inclusion Vision/Mission Statement

SUNY Potsdam is dedicated to embracing the diversity of its community members. Students, employees, their families, alumni, friends, allies, guests to our campus, and members of the surrounding communities are all recognized as valued members of our community. In our community, we find an increasingly diverse population – with respect to race, ethnicity, culture, sexual orientation, disability status, socioeconomic status, religion, gender, gender identity and expression, age, and other social identities – and strive to promote an environment that is respectful of our differences. In this regard, we are dedicated to creating, empowering, and sustaining a community that is built on trust and a universal commitment to respect for all, irrespective of backgrounds, experiences and identities; and which welcomes and encourages the variety of human experience and the uniqueness of each individual. We believe a commitment to diversity, equity, inclusion, and social justice is essential in preparing engaged global citizens to lead lives enriched by critical thought, creativity, discovery, and the pursuit of academic excellence – values which are rooted in our educational mission to support individualized curricula and opportunities for personal and professional growth. Therefore, we believe we must continue to educate ourselves and engage with North Country communities, striving to become a model for diversity, equity, inclusion, and social justice, within both the region and the SUNY system.

(Approved by SUNY Potsdam President's Council on September 14, 2016)

Assessment of Current Campus Diversity

Students

Over the past several years, the SUNY Potsdam campus has become increasingly diverse, as the student body has changed considerably, in response to more recruitment of undergraduates from metropolitan areas. Between 2000 and 2015, the percentage of undergraduates self-identifying as students of color has nearly tripled, going from 8% to 29%. This fall, the incoming Class of 2020 included 41.3% people of color, consistent with last year's freshman class. In addition, 30% of transfer students to SUNY Potsdam this fall are students of color. If this trend continues, the College is projected to reach its goal of enrolling at least 40% students of color by the 2020-21 academic year.

For underserved campus populations, SUNY Potsdam tracks measures of achievement, such as retention and graduation rates. SUNY Potsdam's retention rate has remained somewhat stable—around 75%—over the past five years, with a one-year high of 80% for the 2012 cohort. Retention rates for African-American, Asian and Native American students have been higher than the average rate for SUNY Potsdam students. At the same time, retention rates for Latino students has lagged behind the average. In looking at retention by race/ethnicity and gender, the data show that male student retention has remained below the average for all groups, except for African-American males, who have higher persistence rates. Retention for female

students has remained over the average for Potsdam, with this holding true across most of the race/ethnicity groups.

SUNY Potsdam's graduation rates have showed a similar pattern in terms of the difference between male and female graduation rates. While female graduation rates have increased, graduation rates for male students have stayed stagnant. Graduation rates for white students have been higher than the average, with graduation rates for students of color remaining lower than average. Graduation rates for all male students, regardless of ethnicity, remained lower than the average as well. The higher rates for female students can be attributed to white and Asian females. Yet, for the most recent cohort, African-American females had the highest graduation rate, followed by international female students, compared to all other groups.

Faculty and Staff

At the same time, however, the College's workforce has not made similar gains in terms of racial diversity. As of 2016-17, 52 (or 7%) of SUNY Potsdam's 751 full-time equivalent employees were either from minority backgrounds (including those who self-identified as being black/African-American, Native American, Asian and/or multi-racial) or were Hispanic. The number of employees of color was mostly concentrated among teaching faculty, followed by professional/non-teaching faculty. Additionally, there were 28 veterans among the College's workforce, and 12 full-time equivalent employees who were recorded as having a disability. SUNY Potsdam has begun a number of efforts to recruit and retain faculty and staff from diverse backgrounds, and has seen some success in recent years. Between 2012-13 and the current academic year, the percentage of faculty/staff of color has risen from 5.6% of the total workforce, to 6.9% this academic year. Given the demographics of the surrounding North Country community, this will be an ongoing effort.

Data Collection

SUNY Potsdam collects a wide array of data to track performance, including collecting information regarding retention and graduation, as well as student and faculty surveys related to a number of areas. However, the College has not been focused in the past on bringing this information together in a comprehensive manner to get a clearer picture regarding its progress and success in serving populations from underrepresented groups. Currently, SUNY Potsdam only collects information about the race/ethnicity, sex and veteran status of students, and collects the same information for employees, with the addition of their ability status. The College does not collect demographic information about student or faculty sexuality, gender, religion or student ability status. The College conducted a Campus Climate Survey in 2014, which was offered to students. The next survey will be conducted in 2017, and will also include faculty and staff, to better understand their perspectives as well. Additionally, SUNY Potsdam is in the process of creating a DEI Assessment Committee, which would assess the College's progress toward meeting the goals and objectives outlined in this strategic plan.

Management and Accountability

In recognition of the increased importance of campus activities related to diversity, multiculturalism and inclusion, SUNY Potsdam recently created the new Division of Diversity,

Equity and Inclusion, which is overseen by the College's new Chief Diversity Officer, Dr. Bernadette Tiapo. Reflecting the importance of this area, Dr. Tiapo is a member of the President's Council and reports directly to President Kristin G. Esterberg. The new Division of Diversity, Equity and Inclusion includes the College's Center for Diversity, the Collegiate Science and Technology Entry Program (CSTEP), the North Country Science and Technology Entry Program (NCSTEP), Title IX, Affirmative Action and the Office of Native American Affairs. Dr. Tiapo also oversees the College's Diversity and Inclusion in Action Coalition (DIAC), Preparing and Organizing for Change: Teaching, Learning and Practicing Racial Justice at SUNY Potsdam (POP), and the Bias Incident Response Team. The creation of this new division allows staff in each of these vital programs to coordinate more effectively. The Center for Diversity remains a safe space for all; the CFD has recently expanded both its programming and its facility space, in response to increased demand for services.

Past and Current Efforts

Over the past few years, the College has seen more broad-based participation in trainings and educational events related to diversity, equity and inclusion, bringing together faculty, staff and students representing a wider array of departments and offices. Thanks to grant funding from the SUNY Office of Diversity, Equity and Inclusion, SUNY Potsdam was recently able to offer Preparing and Organizing for Change: Teaching, Learning and Practicing Racial Justice at SUNY Potsdam (POP). This group hosted a series of workshops for faculty and staff in 2015-16, and is continuing to present events for all employees. For instance, "Now We Know" is a short presentation on demographic changes and racial microaggressions at SUNY Potsdam. The group also leads workshops for departments and offices, including film screenings and role-playing activities to help faculty and staff recognize and respond to racism. POP also collected assessment information regarding the effectiveness of these events. The College has also invested in faculty professional development on social justice and diversity, supporting faculty members' attendance at conferences. In addition, the General Education Task Force is currently engaged in a comprehensive review of the curriculum, to include an investigation of whether and how to incorporate diversity, equity and inclusion into general education and College requirements.

The Diversity and Inclusion in Action Coalition (DIAC), which includes representatives from across campus, has taken a leadership role among faculty and staff in promoting diversity efforts over the past several years, in addition to the work being completed at the CFD. Specific departments and offices have also undertaken internal efforts to lead the charge in their areas as well. For instance, some department-based clubs have hosted guest speakers and other departments have requested additional or area-specific trainings on diversity and inclusion related topics. Many departments have demonstrated consistent efforts in serving, mentoring, and providing supportive environments for students from diverse backgrounds, while others have worked toward creating inclusive curriculums. DIAC is coordinating the release of a new list of diversity-rich courses, to recognize excellence in this area and better help students identify these options during registration. DIAC has also led programming to raise awareness about issues related to diversity, equity and inclusion, such as "safe space" trainings. To ensure that all DIAC work complements and dovetails with the goals outlined in this strategic plan, the Chief Diversity Officer has held multiple retreats with its members to receive their input and to align their efforts going forward.

The College offers mandatory online trainings for all employees on preventing discrimination and harassment. Diversity training has been incorporated as a vital component of the orientation process for all new incoming students, as well as skill-building for student leaders such as Resident Assistants. The CFD also offers Student Diversity Allyship Training. A new initiative is the creation of Days of Reflection, which SUNY Potsdam offered for the first time this fall. These are designed to be campus-wide educational efforts, which professors are encouraged to ask their classes to attend, allowing both students and staff the opportunity to gather and focus collectively on important issues related to diversity and inclusion.

In addition, College governance groups are actively engaged with working on issues of DEI, with collaboration from the President's Council, Faculty Senate, Leadership Forum, Council of Chairs, the Arts and Sciences Council and the Crane Faculty Association, among others. SUNY Potsdam has a number of policies and practices in place to support the needs of diverse students. For instance, the College recently designated bathrooms and locker rooms across the campus which may be used by any person, regardless of their gender. The Potsdam Pledge enshrines the College's dedication to being an educational, open, civil, responsible, safe, healthy, ethical, diverse, socially conscious and watchful community, fostering an appreciation of and respect for the variety of human experience.

Challenges

The aggregated results of the 2014-15 DIAC campus climate survey for students revealed that the majority of respondents strongly agreed or agreed that they felt welcome, included, and safe at SUNY Potsdam. A strong majority of the respondents indicated they would recommend Potsdam as an inclusive college. About 80% of the respondents strongly agreed or agreed with the following statements: "students of color enjoy a supportive environment here"; "other minority subgroups enjoy a supportive environment here"; the "College is dedicated to diversity and inclusion"; "the curriculum exposes students to diverse issues"; or that they felt comfortable reporting bias incidents. About 67% strongly agreed or agreed that faculty, staff, and administration have an appreciation of what daily life is like for students, and 64% strongly agreed or agreed that SUNY Potsdam students are respectful of one another when discussing controversial issues." Nonetheless, in May and June 2015, 29 Students of Color bravely shared their time and painful stories on campus and in the Potsdam Village. The focus group results highlighted several areas of concerns capturing students' experiences with racial microaggressions.

Some of the incidents narrated by the students clearly went beyond microaggressive to aggressive. The 100-page transcript was full of reports of these incidents and their effects, which accrue for Students of Color and create discomfort, anxiety, and resentment and which affect their larger experience at the College. The overarching themes in their stories were alienation, frustration, fear, racial intolerance and discrimination, rejection, ridicule and injustice. These themes arose in the respondents' stories of events which occurred on the SUNY Potsdam campus – residence halls, dining halls, classrooms, and campus offices – as well as on the streets and in the businesses in the Potsdam community.

SUNY Potsdam has faced some high-profile incidents over the past two years, which have underscored the importance of diversity and inclusivity. First, a series of threatening notes targeting a minority professor and the campus community at large with hateful racist and homophobic language and imagery were discovered. A former student has been charged in this

case, which is currently being overseen by the New York State Attorney General's Office. These incidents led to student demonstrations and protests in November and December 2015. Second, this fall, a film was made in a College residence hall showing three students who were enrolled at the time wearing blackface. These disturbing images were widely shared on social media and offended many. These catalyzing events have galvanized faculty, staff and student recognition that the College must provide increased support for diversity programming, as well as campus-wide training and anti-bias initiatives.

In addition, these incidents have also highlighted a gap in the College's emergency planning efforts. The Emergency Response Plan is designed to deal with sudden exploding crises with low levels of perceived institutional responsibility, such as fires or active shooter situations. The existing emergency communications plan and training resources used as part of this do not adequately address crises related to diversity and inclusivity. There is also a need for a specific crisis response plan for the Division of Diversity, Equity and Inclusion, to better coordinate response efforts surrounding concerning issues related to this area.

SUNY Potsdam's Office of College Communications is currently in the process of searching for a consultant to lead a comprehensive communications audit, to include a review of all promotional materials, the website and publications. This will include a review to ensure that they are free of bias. In the past, communications audits have been conducted every three to four years, which included an informal check to see if language and imagery was inclusive. In addition, there have been occasional checks of publications and communications related to specific areas, such as University Police.

Annual and Multi-Year Goals

Goal I: Campus Climate
Create and sustain a campus climate in which all members of the campus community (students, employees, families, alumni, friends, allies, guests to campus and members of the surrounding communities) feel accepted, welcomed and included
Objectives
I: Develop new and support on-going campus-wide diversity, equity and inclusion education programs and trainings.
II: Review and improve campus policies and procedures to ensure that the campus is meeting the needs of the changing student body, and by extension, the changing profile of the campus community.
III: Foster positive engagement between and among students, campus employees and alumni.
IV: Enhance, support and sustain a culture of inclusion in the student body, to ensure that students from all backgrounds engage positively with each other.

Goal IIA: Student Recruitment/Retention/Access/Persistence and Completion
Demonstrate a commitment to recruit, retain and provide appropriate resources for students of diverse backgrounds.
Objectives
I: Recruit students from diverse backgrounds for all programs and departments in line with the SUNY Performance Improvement Program and campus goals.

II: Provide academic, cultural and economic resources for students to persist and complete degrees and programs; and continue to assess regularly the changing needs of our students for such resources.

Goal IIB: Faculty, Staff, Administration Recruitment, Retention, Promotion and Tenure

Demonstrate a commitment to recruit, retain and provide appropriate resources for faculty/staff/administration of diverse backgrounds.

Objectives

I: Increase the recruitment of diverse faculty, staff and administration to mirror more closely the student population, by using best practices.

II: Demonstrate a commitment to retaining diverse faculty, staff and administrators through best practices.

III: Recognize and reward faculty/staff/administration contributions to diversity, equity, and inclusion efforts in campus personnel decisions (e.g. promotion, tenure, continuing appointment, discretionary salary decisions).

Goal III: Curriculum and Academic Programs

Demonstrate academic excellence through a curriculum that includes instruction related to diversity, equity and inclusion

Objectives

I: Infuse the SUNY Potsdam curriculum with educational content, objectives and practices informed by DEI principles

II: Embed topics of diversity, equity and inclusion in every department, program, major, minor and concentration.

III: Encourage and support faculty and staff to expand their knowledge of issues surrounding diversity, equity and inclusion.

Goal IV: Communication

Increase collaboration and create open lines of communication to encourage involvement in all diversity, equity and inclusion efforts campus-wide.

Objectives

I: Institutionalize regular communication about diversity, equity and inclusion – with check-ins and discussions becoming expected and regular agenda items.

II: Create a culture of open two-way communication on issues related to diversity, equity and inclusion; including constantly soliciting feedback to ensure that stakeholders are getting the information that they need and that we are building a common understanding among constituencies from across campus.

III: Ensure all official campus-wide publications and digital content accurately reflect the College's diversity.

IV: Enact a comprehensive communications strategy for new Division of Diversity, Equity and Inclusion.

Goal V: Community outreach

Bring the College and the surrounding communities closer together through partnerships and initiatives, to create an open and welcoming environment, both on and off campus.

Objective

I: Build a comprehensive framework for cross-collaboration with local communities.

II: Offer opportunities to enhance and sustain education on diversity, equity and inclusion among community members.

Goal VI: Administrative Support, Resources and Accountability

Demonstrate and communicate a strong commitment to diversity, equity and inclusion across all levels of administration—including, but not limited to, President, Provost, all VPs, deans, department chairs, directors and coordinators.

Objective

I: Establish funding sources needed to achieve diversity, equity and inclusion goals.

II: Ensure campus accountability for and transparency about achieving the goals outlined in the Strategic Plan for Diversity, Equity and Inclusion.

Diversity, Equity, and Inclusion Action Plan & Implementation Strategies

Goal I: Campus Climate

Create and sustain a campus climate in which all members of the campus community (students, employees, families, alumni, friends, allies, guests to campus and members of the surrounding communities) feel accepted, welcomed and included

Objective I: *Develop new and support on-going campus-wide diversity, equity and inclusion (DEI) education programs and trainings.*

Strategies:

a) Assess individual academic and administrative departments, programs and office needs, related to diversity, equity and inclusion.	President's Council (PC); Division of Diversity, Equity, and Inclusion (DDEI), Institutional Effectiveness (IE)	Spring 2017; Continuous
b) Provide DEI trainings addressing specific stakeholder needs campus-wide e.g. by sustaining and expanding face-to-face training model and identifying and training employees to train other groups.	Human Resources (HR); PC; Provost; DDEI; DIAC; POP	Fall 2017; Continuous
c) Develop and sustain additional trainings, including online training models, webinars, and other resources on an ongoing basis.	HR; PC; Provost; DDEI: DIAC; POP	Fall 2017; Continuous
d) Expand diversity, equity, and inclusion training for every student. (e.g., for new and expanded first-year orientation programs, new First Year Success Seminar curricula, programs for returning and transfer students).	DDEI; Center for Diversity (CFD); Residence Life (RL); Student Affairs (SA)	Fall 2017; Continuous
e) Create new DEI student peer-to-peer training program.	CFD; SA; DIAC	Fall 2017, Continuous
f) Provide targeted support to obtain broad-based and increased participation for DEI trainings and professional development opportunities campus-wide.	PC; HR, DDEI	Continuous
g) Institutionalize support for key programs involved with DEI trainings and sensitization: Diversity and Inclusion in Action Coalition (DIAC); Diversity Preparing and Organizing for Change: Teaching, Learning and Practicing Racial Justice at SUNY Potsdam (POP); and Circles of Understanding.	PC; DDEI	Spring 2017; Continuous
h) Recruit / hire a coordinator based in the DDEI to focus on assessment of campus-wide education and training initiatives, including DDEI assessments related work	PC; HR; DDEI; IE	Fall 2017

i)	Recruit / hire a coordinator based in the DDEI to develop and expand campus-wide gender and LGBTQ training, education, and advocacy including safe space training.	PC; HR; DDEI	Fall 2017
j)	Support events and programs such as the World in Potsdam Festival, Diversity Festival, and the Diversity and Social Justice Conference and guest speaker programs.	PC: DDEI; SA; DIAC; Advancement; Associated Colleges	Continuous
k)	Create annual or biennial day-long campus-wide DEI day(s) of reflection which may include activities such as Teach Ins, Community Check Ins, and invited guest speakers.	PC, esp. Provost; SA; DDEI; DIAC	Fall 2016 / Spring 2017; Continuous

Objective II: *Review and improve campus policies and procedures to ensure that we are meeting the needs of our changing student body, and by extension, the changing profile of the campus community.*

Strategies:

a)	Carry out annual review of Student Conduct and Community Standards policies and procedures to respond to existing gaps.	SA; DDEI	Annually
b)	Restructure the Bias Incidence Response Team (BIRT) membership and procedures and include additional training for members.	DDEI; BIRT	Spring 2017
c)	Create framework to collect and analyze comprehensive data on reported bias-related incidents, and use data to develop intervention strategies.	IE; DDEI; BIRT	Fall 2017; Continuous
d)	Improve accessibility of campus and institute regular evaluation of Americans with Disabilities Act (ADA) compliance, including review of process for designating room assignments to meet student access needs.	Student Success Center (SCC); Registrar, Space Committee, Physical Plant	Fall 2017; Continuous
e)	Establish Title IX Core Team with broad campus representation, to assist with investigations as well as to educate the campus community on Title IX issues, and include training and professional development opportunities to team members.	Title IX; HR; DDEI	Fall 2017; Continuous
f)	Establish an Affirmative Action Committee with broad campus representation. Provide training and professional development opportunities to team members.	Affirmative Action; HR; DDEI	Fall 2017; Continuous

Objective III: *Foster positive engagement between and among students, campus employees and alumni.*

Strategies:

a) Create campus-wide "Common Read" program, with a reading list supporting a diverse set of authors and texts; and secure recurrent funding for related author-speaker forum and workshops.	Provost; SA, Faculty Senate (FS), DDEI	Spring 2018; Continuous
b) Review existing campus mentoring programs for students from underrepresented groups and identify opportunities for improvement.	SCC; EOP; Bridges	Fall 2017
c) Assess and strengthen Alumni Association student-alumni mentoring programs in order to address the needs of students from diverse backgrounds, partnering with units across campus.	Alumni Affairs; Career Planning; CFD	Fall 2018
d) Work to build relationships with young alumni and foster increased involvement among diverse alumni.	Alumni Affairs; Advancement; SA; DDEI & CFD	Fall 2017; Continuous
e) Assess current internship opportunities / programs and continue to work to connect current students with established alumni of color.	Alumni Affairs; Career Planning; Advancement; Provost	Fall 2017; Continuous
f) Build alumni and donor support for applied learning opportunities for students, whether through financial or volunteer support (hosting interns, mentoring students, assisting with informational interviews or resume review, etc.).	Alumni Affairs; Career Planning; Advancement; Provost	Fall 2017; Continuous
g) Establish annual or biennial campus mixers or block parties for students and employees to meet socially.	PC; PACES, SA, FS	Fall 2017; Continuous
h) Build and support programs and incentives to encourage meaningful interactions between students and faculty in and out of the classroom, including First Year Experience/First Year Fellows, advising, office hours.	Provost; SCC; First Year Programs (FYP), Learning Communities; Academic Advising	Fall 2018; Continuous
i) Expand partnerships between academic departments and other campus offices to strengthen support for the whole student.	Provost; Registrar; Financial Aid (FA); Student Accounts; RL; SCC; SA, FS	Fall 2018; Continuous

Objective IV: *Enhance, support and sustain a culture of inclusion in the student body, to ensure that students from all backgrounds engage positively with each other.*

Strategies:

a)	Solicit feedback from the campus community to rename the CFD to be all-inclusive.	PC; DDEI; CFD	Spring 2018
b)	Encourage perceptible collaboration and interaction between student clubs and organizations.	Student Government Association (SGA); SA; CFD	Spring 2018, Continuous
c)	Periodically assess housing options and policies, to ensure that we are meeting changing student housing needs.	SA; RL	Continuous
d)	Assess and improve Resident Assistant training on DEI issues and provide additional diversity resources for Residence Hall programs.	RL; DDEI; CFD	Fall 2017 and continuous
e)	Establish Student Advisory structures with broad representations, to facilitate students DEI-related issues and collaborations between clubs.	DDEI; SA; SGA; Campus Life	Spring 2017
f)	Develop campus-wide student awards in each School recognizing excellence in fostering diversity, equity and inclusion.	Provost; SA; FS; Campus Life	Fall 2018

Goal IIA: Student Recruitment/Retention/Access/Persistence and Completion
Demonstrate a commitment to recruit, retain and provide appropriate resources for students of diverse backgrounds.

Objective I: *Recruit students from diverse backgrounds for all programs and departments in line the SUNY Performance Improvement Program and campus goals.*

Strategies:

a)	Assess current recruitment strategies and employ best practices for recruiting a diverse student population.	Admissions	Fall 2017 Ongoing
b)	Research and employ best practices for increasing religious, gender and sexual orientation categories for recruiting students in addition to race and ethnicity.	Admissions; DDEI; IE; SA	Fall 2017
c)	Assess and change Multicultural Weekend itinerary based on feedback and suggestions from students.	Admissions; CFD	Fall 2017
d)	Track progress and communicate regularly with campus about progress toward goal to reach 40% students of color in the student body by 2020, as noted in SUNY Performance Improvement Program.	Admissions; IE; DDEI; College Communications	Every fall semester through 2021
e)	Reinforce campus goals to increase percentage of students of diverse backgrounds across all Schools and within individual departments.	PC; Provost; Admissions; Council	Every fall semester

		of Chairs	through 2021
f)	Establish a graduate assistantship program, as an incentive, for underrepresented groups.	PC; Graduate Studies; Provost; DDEI	Fall 2018 Continuous

Objective II: *Provide academic, cultural and economic resources for students to persist and complete degrees and programs; and continue to assess regularly the changing needs of our students for such resources.*

Strategies:

a)	Gather and assess data and communicate the campus goals and progress on retention to the larger campus community; and determine strategies for retaining students of diverse backgrounds.	Enrollment Management Committee	Fall 2017; Continuous
b)	Assess the charge and composition of the Retention and Completion Committee in order to enhance its effectiveness in serving the changing needs of our diverse student body.	Retention and Completion Committee; IE	Fall 2017; Continuous
c)	Conduct ongoing student needs assessment in order to respond with appropriate resources – including additional strategies to address diverse cultural, religious and spiritual needs of students.	IE; SA; Provost; DDEI	Fall 2017; Continuous
d)	Hire a Dean of Students with extensive and meaningful experience serving the needs of students of diverse backgrounds.	PC; SA	Spring 2017
e)	Hire Director of the CFD with extensive and meaningful experience serving and advocating for the needs of students of diverse backgrounds.	PC; SA; DDEI	Fall 2017
f)	Evaluate student academic support services (SSC, AA, Multi-Language Learner Services, EOP, Bridges, Writer's Block, Math Lab, Tutoring Center and First Year (FY) Programs), to identify and address resource needs.	PC; Provost; SA	Spring 2019; Continuous
g)	Assess needs of Office of Accommodative Services and increase support as needed – including identifying structural barriers (such as physical facilities and technology) and offering professional development for faculty and staff on ways to support both visible and non-visible disabilities	PC esp. Provost; SA; Accommodative Services; Physical Plant; HR	Fall 2017; Continuous (every fall)
h)	Create DEI programming for summer Orientation, including training for staff, faculty, and advisors.	SCC; DDEI	Fall 2017
i)	Foster open lines of communication and a positive relationship between students and University Police; including providing additional opportunities for student feedback on UP services and experiences and facilitating a "Know Your Rights" workshop in collaboration with an NAACP Chapter.	SA; University Police (UP)	Fall 2017; Continuous
j)	Review communication effectiveness and support for helping students and families to	Business Affairs; FA;	Fall 2017

		Student Accounts	Continuous
	navigate processes, to ensure they are addressing changing student needs.	Student Accounts	Continuous
k)	Develop additional resources to support need-based scholarship-gap grants and emergency financial assistance for students from underrepresented background to afford college.	PC; Advancement, Potsdam College Foundation (PCF)	Spring 2018
l)	Improve access to programs and services, including assistance with, and alternatives to, programs such as Multicultural Weekend, Open House, campus visits, site advising, Orientation, to meet prospective and incoming student needs.	SA; PC; Admissions; Advancement	Fall 2017 Continuous
m)	Assess current resources and needs and develop additional ways to meet students' basic needs (e.g., organize a campus "secondhand store," with donations from faculty and staff and from items that students leave behind each year. Support Emerging Leaders professional clothing drive and similar efforts. Encourage campus-wide support for Campus Food Pantry run through Community Health Department and educate campus about importance of this resource).	PC; SA; Emerging Leaders; Community Health	Spring 2018 Continuous
n)	Review resources and services provided by Student Health Services and Counseling Center related to changing student needs; including hiring additional staff for the Counseling Center with extensive and meaningful experience serving the needs of students of diverse backgrounds, and establishing transportation services to assist students with off campus medical appointments.	PC; Student Health Services; Counseling Center	Spring 2018
o)	Effectively communicate information about the Alcoholics Anonymous & Narcotics Anonymous support groups available throughout the Potsdam community.	Student Health Services; Counseling Center	Fall 2017 and Continuous
p)	Educate campus community about cultural and religious practices, as well as personal dietary choices and needs, surrounding food; including supporting periodic reviews of Dining Services: menu offerings, meal plan choices (student dietary needs), food labeling, dining location hours, customer service, regular recipe exchanges and communication with faculty, to ensure they are addressing changing student needs.	PACES; Dining Services, DDEI	Fall 2017 and Continuous
q)	Continue to assess the needs of students regarding the College Store and Union Market inventory and pricing, to ensure they are addressing changing student needs.	PACES – College Store, Union Market	Fall 2017 and Continuous
r)	Designate staff members who are on call to provide translation services and assistance in languages other than English in order to better meet the language needs of students and their families.	HR; PC; College Communications	Fall 2018 and Continuous
s)	Implement a non-credit Driver Education Program to respond to the emerging needs of diverse students and employees.	SA; HR	Spring 2018

Goal IIB: Faculty, Staff, Administration Recruitment, Retention, Promotion and Tenure
Demonstrate a commitment to recruit, retain and provide appropriate resources for faculty/staff/administration of diverse backgrounds.

Objective I: *Increase the recruitment of diverse faculty, staff and administration to mirror more closely the student population, by using best practices.*

Strategies

a)	Formalize guidelines, and communicate and monitor inclusive / diverse search processes.	PC; HR; DDEI	Fall 2016 and Continuous
b)	Offer workshop sessions to employees, including but not limited to Search Committees and hiring managers, on inclusive / diverse search guidelines / processes	DDEI; HR	Fall 2016 and Continuous
c)	Establish relationships with institutions graduating high numbers of PhDs from underrepresented groups.	PC; HR; DDEI	Fall 2017; Continuous
d)	Establish Diversity Dissertation Fellowship Program.	PC; HR; Provost	Fall 2018
e)	Encourage departments to higher diverse faculty with ABD with specific completion dates	PC; HR; Provost	Fall 2018
f)	Pursue pipeline programs and other funding sources, such as the implementation of a McNair Program.	PC; HR; Provost; DDEI	Fall 2018
g)	Provide more funding to Human Resources and to departments to advertise positions in more diverse publications.	PC; HR	Fall 2017; Continuous
h)	Continue to work to increase faculty and staff salaries to ensure they are competitive with those at other SUNY campuses.	PC; HR; UUP; CSEA	Fall 2017; Continuous
i)	Research and employ best practices for increasing religious, gender and sexual orientation categories in the recruitment and hiring of faculty and staff, in addition to race and ethnicity.	PC; HR; DDEI	Fall 2017; Continuous
j)	Research best practices and develop clear policies and procedures for spousal hires and dual career opportunities, working with Associated Colleges and other employers in the community.	PC; HR; Associated Colleges; County Chamber; St. Lawrence Health Systems; BOCES	Fall 2017; Continuous
k)	Research best practices and implement ways to make SUNY Potsdam employment offers more attractive to potential diverse candidates.	PC; HR; DDEI	Spring 2018; Continuous

Objective II: *Demonstrate a commitment to retaining diverse faculty, staff and administrators through best practices.*

Strategies:

a) Assess needs for supportive professional relationships for diverse faculty/staff/administration and implement needed strategies.	HR; DDEI; Provost; UUP; CSEA	Fall 2017; Continuous
b) Ensure DEI sessions are part of new faculty orientation	HR, Provost, DDEI	Spring 2017; Continuous
c) Continue to conduct faculty/staff/administration salary studies to ensure equity campus-wide.	PC; HR; UUP; CSEA	Fall 2017; Continuous
d) Ensure equitable faculty and staff teaching, advising, and service workloads campus-wide compared with those at other SUNY comprehensive campuses.	PC; Provost; HR; IE; DDEI	Fall 2017; Continuous
e) Ensure equitable professional development support for diverse faculty and staff (e.g., funding to attend conferences, receive sabbaticals, pursue advanced education).	PC; Provost	Fall 2017; Continuous
f) Review and implement clear and transparent appointment procedures for campus leadership positions such as Chairs, Directors and administrators. (e.g., review Chair appointment and related procedures in Faculty Handbook; advertise all such internal positions to the entire campus community)	PC; Provost; HR	Spring 2018; Continuous

Objective III: *Recognize and reward faculty/staff/administration contributions to diversity, equity, and inclusion efforts in campus personnel decisions (e.g. promotion, tenure, continuing appointment, discretionary salary decisions).*

Strategies:

a) Include a box dedicated to DEI contributions on forms used to track faculty /staff /administration activities and achievements, including the Faculty Information Form, Staff Performance Plans, Course Evaluation Forms and discretionary salary rubrics.	PC; HR; Provost	Fall 2017
b) Make faculty/staff/administration DEI teaching, advising, research, and service work, as well as other contributions to improving campus climate and supporting the well-being of students, an explicit part of the process for considering contract renewal, promotion, continuing appointment, chair evaluations, dean evaluations, etc.	PC; Provost; HR; DDEI	Fall 2017
c) Recognize and reward faculty members working on special diversity, equity and inclusion projects; to include developing stipends and course release resources for such projects, with competitive application process.	PC; Provost; Deans; HR; DDEI	Fall 2017; Continuous
d) Review President's Awards to add award that recognizes excellence in promoting diversity, equity and inclusion.	PC; Faculty Senate; DDEI	Fall 2017; Continuous
e) Cultivate donor and campus funding for faculty awards to recognize exceptional work in creating, fostering and sustaining DEI values on the SUNY Potsdam campus.	PC; Advancement; PCF	Fall 2017; Continuous

Goal III: Curriculum and Academic Programs
Demonstrate academic excellence through a curriculum that includes instruction related to diversity, equity and inclusion

Objective I: *Infuse the SUNY Potsdam curriculum with educational content, objectives and practices informed by principles of diversity, equity and inclusion*

Strategies:

a) Formalize DIAC's diversity-rich course list; make the list more visible campus-wide.	DDEI; DIAC; Provost	Fall 2017
b) Create and implement a General Education requirement designator for diversity	Provost; General Education Task Force; Faculty Senate; DIAC	Fall 2017

Objective II: *Embed topics of diversity, equity and inclusion in every department, program, major, minor and concentration.*

Strategies:

a) Develop criteria for diversity-rich courses and programs.	Provost; Deans; Academic Departments (AD); Faculty Senate	Spring 2018
b) Create new programs (majors, minors, concentrations, interdisciplinary degree programs and certificates) directly focusing on DEI study; these may be interdisciplinary, and may include but are not limited to social justice and diversity education coursework.	Provost; Deans; academic departments; Faculty Senate	Fall 2018
c) Revise new course and program proposal submission criteria to document diversity-rich course objectives.	Provost; Deans; academic departments	Spring 2018
d) Increase support and remove existing barriers to empower faculty and departments to partner on research and educational programs, especially with departments that have diverse faculty and strong coursework relevant to diversity (e.g. team teaching, student affairs/academic faculty educational program and teaching collaborations, cross-listing courses)	Provost; Deans, academic departments; HR	Spring 2018
e) Create visiting faculty and post-doctoral opportunities to facilitate offering diversity-rich courses.	PC; Provost; HR	Fall 2018
f) Establish a Diverse Faculty- In-Residence Program through the CFD to facilitate	PC; Provost; DDEI;	Fall 2018

offering diversity-rich courses.	HR	
g) Remove existing barriers and promote students' opportunities for cross-registering for classes at other area campuses through the Associated Colleges of the St. Lawrence Valley, including addressing barriers such as additional course costs and transportation availability; also improve communication.	Associated Colleges; PC esp. Provost	Fall 2018
h) Make diversifying the curriculum an element of academic department assessment plans and reviews.	PC esp. Provost; Deans; Chairs	Spring 2018
i) Recognize and reward development of new diversity-rich courses, particularly in areas of greatest need or areas of academic innovation and distinction.	PC esp. Provost	Spring 2018
j) Assess needs and increase support for existing diversity-rich programs (majors, minors, concentrations, interdisciplinary degree programs, and certificates), particularly interdisciplinary programs without departmental status.	PC esp. Provost	Fall 2018
k) Examine and expand diversity in special programs, such as the Honors Program and Presidential Scholars.	PC esp. Provost; President; Honors Program; Presidential Scholars; Applied Learning	Fall 2018

Objective III: Encourage and support faculty and staff to expand their knowledge of issues surrounding diversity, equity and inclusion.

Strategies:

a) Provide incentives to academic and administrative departments to support professional development in the area of diversity and inclusion.	PC; Provost; Deans; Directors	Spring 2018
b) Promote faculty exchange program through Associated Colleges, in order to increase diversity-rich courses.	Associated Colleges; Provost	Spring 2018
c) Support and encourage participation in Teaching Excellence Conference programs focused on teaching diverse student bodies, working with Associated Colleges.	Associated Colleges; Provost	Spring 2018

Goal IV: Communication
Increase collaboration and create open lines of communication to encourage involvement in all diversity, equity and inclusion efforts campus-wide.

Objective I: *Institutionalize regular communication about diversity, equity and inclusion – with check-ins and discussions becoming expected and regular agenda items.*

Strategies:

a) Establish and formalize a section on the agenda to communicate and discuss DEI related issues for all major forums on campus. (e.g., Faculty Senate, Leadership Forum, Enrollment Management, President's Council, Provost's Cabinet, Council of Chairs, etc.)	Faculty Senate; PC	Fall 2017; Continuous
b) Work with supervisors, chairs, union leadership to encourage offices to facilitate DEI conversations in meetings; to include creating a communications toolkit that various stakeholders can utilize to spark conversations in these meetings.	HR; UUP; CSEA; PCF; UP; PC	Fall 2018
c) Clearly define and communicate common terms pertaining to diversity, equity and inclusion to engage more of the campus community in critical dialogues.	DDEI; DIAC;	Fall 2017

Objective II: *Create a culture of open two-way communication on issues related to diversity, equity and inclusion; including constantly soliciting feedback to ensure that stakeholders are getting the information that they need and that we are building a common understanding among constituencies from across campus.*

Strategies:

a) Conduct periodic reviews of mass communications on campus, in order to assess effectiveness and to ensure content is free from bias.	College Communications	Fall 2017; Continuous
b) Create plans to reach out to stakeholder groups that may have been traditionally excluded, due to communications methods (e.g., PACES, Physical Plant employees, nontraditional students).	College Communications; HR; UUP; PACES; CSEA	Fall 2017; Continuous
c) Increase online presence (social media, college website, etc.) in order to better communicate with our students and support a sense of community.	College Communications	Fall 2017; Continuous
d) Develop a proactive social media strategy specifically focused on communicating effectively with our increasingly diverse audiences of students, prospective students, faculty, staff, alumni and community members.	College Communications	Fall 2017; Continuous
e) Increase communication both among groups and between groups, by bringing campus constituencies together through regular collaborative efforts and events.	PC; College Communications	Fall 2017; Continuous

Objective III: *Ensure all official campus-wide publications and digital content accurately reflect the College's diversity.*

Strategies:

a) Conduct periodic reviews of College-produced publications and digital content, to assess how well they reflect the diversity of campus, to assess strengths and weaknesses, and to ensure they are free from bias.	College Communications, Admissions, Advancement, DDEI	Fall 2017; Continuous
b) Schedule photography of events organized and attended by diverse populations.	College Communications	Spring 2017; Continuous
c) Share stories of individuals with feature stories/video profiles, to showcase the many different "faces" of SUNY Potsdam.	College Communications	Spring 2017; Continuous
d) Create videos and digital content highlighting the realities of our North Country community. Highlight experiences students have in the community in a realistic way.	College Communications, DDEI	Spring 2017; Continuous
e) Translate important pages on website into Spanish and Mohawk; assess the need to do so for particular pages with other languages as well.	College Communications, Modern Languages, DDEI, DIAC	Spring 2019

Objective IV: *Enact a comprehensive communications strategy for new Division of Diversity, Equity and Inclusion.*

Strategies:

a) Adapt new event management system to include tags for events specific to diversity, equity and inclusion on campus-wide calendar.	College Communications; DDEI	Spring 2018 Continuous
b) Include diversity events in SUNY Potsdam Weekly (SPW) publications.	DDEI; SA	Spring 2017; Continuous
c) Regularly update the new Division of Diversity, Equity and Inclusion website.	DDEI; College Communications	Spring 2017; Continuous
d) Bolster social media outreach for Division's offices and programs.	DDEI; College Communications	Spring 2017; Continuous
e) Create an annual report on the progress of the Diversity, Equity and Inclusion Strategic Plan.	DDEI; College Communications	Spring 2017; Annual
f) Develop anti-bias awareness communication plan to educate campus community about bias-related incidents and how to report them.	DDEI; College Communications; BIRT	Spring 2018

Goal V: Community outreach

Bring the College and the surrounding communities closer together through partnerships and initiatives, to create an open and welcoming environment, both on and off campus.

Objective I: *Build a comprehensive framework for cross-collaboration with local communities.*

Strategies:

a)	Assess and improve campus involvement with local community leaders, including the Potsdam and St. Lawrence County Chambers of Commerce, Akwesasne, Ministerial Association of Potsdam, and others; including finding ways to engage with local residents more effectively.	President's Council, Advancement; organizations listed; DIAC	Spring 2018; Continuous
b)	Foster a positive relationship between students, employees, and Potsdam Police; including providing opportunities for feedback on PP services and experiences.	PC	Spring 2018 Continuous
c)	Increase publicity and attendance strategies used to encourage community members to attend campus events (e.g., trick-or-treating in the residence halls, County Chamber of Commerce Tastes and Talents of the North Country Show).	College Communications; RL	Spring 2018
d)	Assess and expand existing local volunteer opportunities, internships and service learning programs and initiatives and opportunities for diverse students and faculty/staff, possibly through additional application for AmeriCorps Vista position.	Provost; Applied Learning	Spring 2018
e)	Create opportunities for students to attend local community events; including providing additional student transportation for off-campus opportunities such as service learning, internships and Associated Colleges courses as well as shopping.	RL; SA	Fall 2017 Continuous
f)	Create and improve community-wide events involving members of both campus and local community (e.g., World in Potsdam Diversity Festival; expanded First Saturday)	PC; Advancement; DIAC; Chambers Commerce; Associated Colleges	Spring 2018

Objective II: *Offer opportunities to enhance and sustain education on diversity, equity and inclusion among community members.*

Strategies:

a)	Create training and educational opportunities for local community groups and businesses, including K-12 students and teachers.	DDEI; DIAC; Provost; SOE&PS; Chambers of Commerce	Fall 2018; Continuous
b)	Create and institutionalize formal process to recognize and reward local businesses for diversity, equity and inclusion best practices.	DIAC; Chambers of Commerce; DDEI	Spring 2018

c) Create a course on diversity, equity, inclusion and social justice issues to be delivered by the SOAR program (Seeking Opportunities After Retirement).	SOAR; CLEAR; Provost; DIAC	Fall 2018

Goal VI: Administrative Support, Resources and Accountability

Demonstrate and communicate a strong commitment to diversity, equity and inclusion across all levels of administration—including, but not limited to, President, Provost, all VPs, deans, department chairs, directors and coordinators.

Objective I: *Establish funding sources needed to achieve diversity, equity and inclusion goals.*

Strategies:

a) Prioritize funding for the Division of Diversity, Equity and Inclusion administrative functions and for achievement of Strategic Plan goals.	PC; Faculty Senate	Spring 2017
b) Develop annual funding sources allocated to the Division of Diversity, Equity and Inclusion to recognize and support campus initiatives, assessment and research related to diversity, equity and inclusion.	PC; Advancement; PCF	Fall 2017 Continuous
c) Cultivate donor base to support the College's diversity, equity and inclusion goals, including targeted scholarship support, funding for special programs/diversity initiatives and increased gifts designated to the Division of Diversity, Equity and Inclusion through The Annual Fund for Potsdam.	Advancement; PCF	Fall 2017; Continuous
d) Write and submit proposals for external grants and awards related to diversity, equity and inclusion goals.	DDEI; Academic Affairs; SA	Spring 2018 Continuous

Objective II: *Ensure campus accountability for and transparency about achieving the goals outlined in the Strategic Plan for Diversity, Equity and Inclusion.*

Strategies:

a) Incorporate DEI Strategic Plan into campus strategic plan.	PC	Fall 2017
b) Create Division of Diversity, Equity and Inclusion process for holding partners accountable for their designated goals and objectives.	PC	Spring 2018
c) Require diversity, equity and inclusion goals to be incorporated in unit assessment plans.	PC	Fall 2017: Continuous
d) Require department chairs, program directors and area coordinators to submit concrete plans regarding how their units will actively support diversity, equity and inclusion, in and out of the classroom.	PC	Fall 2017; Continuous
e) Establish Diversity, Equity and Inclusion Strategic Plan Assessment Task Force.	PC; IE; DDEI	Fall 2017
f) Conduct Campus Climate Survey every two or three years.	PC; IE; DDEI; DIAC	Spring 2018

Assessment and Evaluation

In order to assess the progress the College has made toward the goals and objectives outlined in this strategic plan, a number of assessment and evaluation methods may be used. In some cases, the campus must analyze existing data, looking with a new lens to better understand the DEI outcomes related to specific areas. In other instances, the College must collect more or difference information and lead new types of analysis in order to evaluate progress. In order to assess the College's progress toward meeting the goals and objectives outlined in this strategic plan, SUNY Potsdam will create a DEI Assessment Committee, which would oversee this annual evaluation of progress, in partnership with the Division of Diversity, Equity and Inclusion.

These assessment tools will include:
- Annual review of Diversity, Equity and Inclusion Strategic Plan
- Campus climate surveys
- SUNY Student Opinion Survey
- National Survey on Student Engagement
- COACHE Faculty Survey
- SUNY Sexual Violence Prevention Survey
- Bias Incident Response Team reporting/results
- Residence Life satisfaction surveys
- Dining services satisfaction surveys
- Focus groups with students and faculty/staff
- Annual analysis of student retention and graduation rates
- Annual analysis of withdrawal data
- Annual analysis of employee recruitment and retention
- Benchmarks:
    - Enrollment goals for entire campus
    - Tracking of major statistics for enrollment diversity for department-specific goals
- Participation in and feedback on campus trainings and programming through evaluations

Summative Statement

SUNY Potsdam's DEI Strategic Plan supports the mission of the College and is designed to address critical gaps and issues in these areas. It also aims to continue to provide opportunities to improve on existing efforts in areas such as overall campus climate for diversity and inclusion, recruitment and retention, access, persistence and completion rates, curriculum development, communication, and outreach among others. The realization of the plan can be differentiated into three phases: short term, mid-term and long term. For each given phase, set goals and objectives will be assessed, progress shared with the entire campus community, and key outcomes used to inform decisions, policies and future planning efforts. The strategic plan is considered a living document as progressive changes and adjustments will be made to reflect the progress and evolution of the campus and its members. Given the importance of the strategic plan, it is expected that all members of the campus community will play key roles in assessing the levels of realization of expected outcomes in view of accomplishing stated goals and objectives. It is hoped that at different periods the implementation of the strategic plan will result in visible and tangible gains across campus in the different areas identified.

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Notes

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SUNY Potsdam 2015: National Health Survey Results

SUNY Potsdam 2015: Report on Race/Ethnicity for Degree Seeking Undergraduate Students

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SUNY Potsdam. 2015: Summaries of Focus Group Meetings with Dr. Medina and Students

SUNY Potsdam. POWER 2014: Demands made by Students to the Administration

SUNY Potsdam. 2014: Final Report of the Task Force on the Status of Women

SUNY Potsdam. 2014-2015 DIAC Campus Climate Survey and Focus Groups Results

SUNY Potsdam: First Year Retention Summary by Race/Ethnicity – F10-F15

SUNY Potsdam. 2006: Report/Action Plan on Diversity and Inclusion

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Plan Development

The State University of New. York. 2015: Diversity, Equity, and Inclusion Policy

SUNY The State University
of New York

February 6, 2017

Dr. Kristin G. Esterberg, President
SUNY Potsdam
44 Pierrepont Avenue
Potsdam, NY 13676

Dear President Esterberg,

It is my sincere pleasure to thank you for submitting your Strategic Diversity Plan. As you can well imagine, the Office of Diversity, Equity and Inclusion has been working diligently in reviewing all sixty-four plans with an eye toward providing meaningful feedback to campus leadership. All of the plans reflected a unique campus history, vision and campus culture. As such, the plans varied in scope, comprehensiveness and in their strategic approaches to achieve stated goals. All in all, these plans have provided a wealth of information on current and future diversity and inclusion initiatives taking place on our SUNY campuses. Those we believe to be best practices will be shared throughout SUNY in the near future to encourage adaption and adoption on other campuses.

Approximately 20 percent of the plans submitted were deemed "very strong" or "exceptional." They stood out for their level of commitment to the priorities outlined in SUNY's sweeping policy on Diversity, Equity and Inclusion. We are pleased to inform you that your plan has been identified as one of those exemplars. We recognize and commend your campus leadership and collaborative efforts across multiple units and vision. **SUNY Potsdam's plan is outstanding for many reasons. Notably, the extensive community collaborations, including cooperation in areas of higher education and law enforcement, are particularly strong. Potsdam's notable commitments to inclusion and diversity and its collaborative spirit should have a significant positive impact on the implementation process.**

We are at a pivotal time in higher education, due to our demographic realities and associated challenges. Effective strategic diversity planning will help mitigate some of these challenges and help increase our overall long-term viability. Congratulations on an excellent plan!

Our office looks forward to working with you as the implementation phase progresses. Please don't hesitate in reaching out as the need arises. We're always willing to lend our resources and expertise in this area.

Sincerely,

Carlos N. Medina, Ed.D.
Vice Chancellor and Chief Diversity Officer

C: Alexander Cartwright, Provost and Executive Vice Chancellor
        Bernadette Tiapo, Chief Diversity Officer

To Learn
To Search
To Serve

the Power of **SUNY**

Appendix J:

SUNY-required Performance Improvement Plan

Performance Improvement Plan Guidance
For SUNY Potsdam

Section 1: Campus Alignment with SUNY Excels (the framework for the Power of SUNY 2020) and SUNY's overall focus on completion

Introduction

Founded in 1816, The State University of New York at Potsdam is one of America's first 50 colleges—and the oldest institution in SUNY. Beginning from its roots as the St. Lawrence Academy, the College has evolved alongside public higher education in New York State, first being adopted into the Normal School system, then becoming a State Teachers College, and finally becoming part of SUNY. As it celebrates its bicentennial, SUNY Potsdam will mark 200 years of pioneering programs and prepare to embark on its third century.

SUNY Potsdam is a comprehensive and primarily undergraduate residential college known for its culture of creativity, and its respected programs in teacher education, its liberal arts and sciences core, and excellence in the fine and performing arts. The College's traditional institutional mission is focused on interdisciplinary programs in the liberal arts and sciences, at both the undergraduate and graduate levels. In keeping with this tradition are distinguished programs in music education, elementary and secondary education, mathematics, anthropology, art and geology. New and vibrant programs include business administration, archaeology, community health and environmental studies.

SUNY Potsdam is also home to The Crane School of Music, founded in 1886 and known as the birthplace of American music education. In addition, the College is home to the state-of-the-art Performing Arts Center, which houses the growing Department of Theatre and Dance. Its highly regarded programs in fine art and creative writing also distinguish SUNY Potsdam as one of three arts campuses in the SUNY system.

In the midst of its milestone bicentennial year, SUNY Potsdam is in the process of completing a new strategic plan. This process began with the collaborative Looking to the Future Project, to solicit feedback from both campus and community on what the College might look like in its third century, which was conducted in the spring and summer of 2015. The next phase is currently in the works

With 698 faculty and staff, SUNY Potsdam serves 3979 students in 51 bachelor's degree programs, 16 master's degree programs, and one advanced certificate in Inclusive and Special Education.

Our students come from our local community/across the state/across the world. Average high school GPA of our incoming first-time, full-time students is 87. About 30% of these entering students have a high school GPA of 90 or above.

The primary challenge currently facing SUNY Potsdam is the College's need to increase student enrollment and improve the overall financial condition. The core of our institutional values and priorities integrated in our institutional planning process includes: a commitment to learning and student growth through a community-oriented environment; a commitment to the liberal arts and sciences both as an important option for major study and as an essential foundation for all student learning; a commitment to the long tradition of excellence and innovation in liberal arts and sciences, music education, and teacher education at the undergraduate and graduate level; a commitment to collaboration between and among academic affairs and student affairs; and, an explicit commitment to engage students in their own learning by integrating the curriculum and the world beyond the classroom.

Mission / Standing

The mission of The State University of New York at Potsdam is to prepare 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.

Among our peers, SUNY Potsdam is regarded as a leader in Applied Learning, Teacher Education, Music, Art, and the Performing Arts. SUNY Potsdam also distinguishes itself in STEM majors with 20% of our students majoring in these fields. SUNY Potsdam has a strong legacy and fine reputation in the areas of Mathematics and Computer Science.

To remain competitive with its peer institutions, SUNY Potsdam must increase retention and graduation rates. To that end, it is important that we improve the overall quality of our labs, science equipment, and technology infrastructure. Improving our technical infrastructure is a necessity as we strive to boost our distance learning offerings.

Program Mix / Centers / Distinct Programs or Activities
As the only public teacher preparation institution in the region, our academic programs are designed to meet local, regional, and state needs and include: Teacher Certification programs (initial and professional); specialized preparation in Art, Theater, and Music Education; Music Business for work in a broad range of music industry and arts related professional roles; Community Health; Biochemistry; Geology; Environmental Studies; Biology; Chemistry; Physics; Criminal Justice; and Sociology. Given the current needs in the state, we will refocus on Computer Science and Mathematics, which have been historically strong programs at SUNY Potsdam.

As a liberal arts institution, all students receive a strong foundation in the liberal arts and sciences. Academic programs in new and emerging fields include Graphic Design, Exercise Science, GIS (under development), Environmental Studies, International Studies, Music Business, Arts Management (in process) and STEAM (under preparation).
We are ramping up our online capability in order to more easily deliver certificate programs regionally and throughout the state. Some of the first programs will draw upon our strength in teacher preparation.

Campus Centers include the Sheard Literacy Center, Center for Excellence in Math and Science Education, Janice and Roger Johnson Center for Leadership in Music Education, Center for Applied Learning, Center for Creative Instruction, Center for Diversity, Center for School Partnerships and Teacher Certification, Center for Student Research, and St. Lawrence Valley Teachers' Learning Center. The Crane Library houses the most extensive collection of music resources in Northern New York, including monographs, online and print periodicals, recordings and online recording archives, reference works and collected editions, and extensive archival material from The Crane School's 130-year history.

The College's historical collection -- the papers, publications, photos, and recordings in both the College Archives and Crane Library that represent our institutional history -- are an active and vital primary source research collection for both students and faculty, feeding into the work of numerous faculty research sabbaticals, curricular revisions in multiple departments, and course-based student research projects. We are looking forward to fully acquiring the Frackenpohl and Washburn collections -- bequests from faculty composers -- and making them available for use online. That project will become

feasible after Art Frackenpohl's death, when the accompanying financial endowment also comes to the College, allowing us to digitize the physical collections we've already received.

We also have a Special Collections that focuses on St. Lawrence County, the Seaway, and the Adirondacks, and it serves our environmental studies students regularly (in addition to others, for example, a geology student doing a presidential scholars project on the iron mines at Lyon Mountain). We also have the Bertrand Snell collection, which is a collection of congressional papers from Snell himself, which is not fully described but is usable, and has been used by students and local researchers alike.

The 1,900 objects in the Art Museum at SUNY Potsdam's collection are a diverse selection of post-war American and European art, Contemporary art, ethnographic art, early American and European art. Especially strong are the sub-collections in Japanese and Italian mid-twentieth century art unmatched anywhere in the U.S.

The SUNY Potsdam Charles T. Weaver Anthropology Museum regularly hosts exhibits created by student curators and serves as a teaching museum for students in the Museum Studies Minor. The core of the Weaver Collection is artifacts gathered in Central Africa.

STEM funds were used to fund regional collaborations with schools; develop a studio to support flipped classrooms and webinars; and additional smart classrooms.

Every program in The Crane School of Music has applied and experiential learning integrated through instrument study, ensemble performance, practicum experiences, capstone project, student teaching, and internships.

In the past five years, there have been approximately 250 Student/Faculty research projects, 639 students on a study abroad program, and 2,681 student internships.

All teacher education programs include field experiences and initial certification programs including a semester long student teaching internship.   All Community Health students complete an internship as part of the program.

We have an active Educational Opportunity Program which excels at providing personalized attention to each and every student. We believe in the power of human connections and we excel at making every student feel that they are a part of something larger than themselves. We build connections with our students from the admissions stage, where interviews are required for every student, to graduation, where we provide students with caps and gowns to "process" at commencement. Potsdam's Educational Opportunity Program is unique because of our: weekly community events which strengthen our EOP family while providing academic growth opportunities, men's groups, women's groups, EOP First Year Interest Groups, Supplemental Instruction, and mentoring program. In addition, we are the only program in the SUNY system to offer intersession Winter and Summer Academies, which are described below.

We have programs, Bridges and CSTEP, which are for academically at-risk students where students receive more intensive advising, mentoring and "student coaching." These programs provide support to students in the following ways:

1.   Identify students' educational goals, interests, and career aspirations.
2.   Create individualized academic and career success plans.

3.   Monitor and guide students through SUNY Potsdam's student support network including tutoring, counseling, career planning, study abroad, internships, and other applied learning experiences.

Post-Graduation Success

Our Crane School of Music alumni represent close to half of the music teachers in NYS, while our Computer Science graduates represent a remarkable number of CEO's, Presidents and VP's, given our program was the first in the 1960's and the largest in the nation during the 1970's. SUNY Potsdam recognizes that SUNY System is negotiating an MOU with the New York State Labor Department so that we will be able to better track the job attainment of our graduates. This will supplement existing surveys, information yielded from our career placement office, information from internships which turn into full-time employment and the work of our alumni office. Though we appreciate and look forward to using the new data from the New York State Labor Department, many of our alumni in the creative and performing arts are self-employed and therefore would not be tracked by this new data. We will continue to use our data from Career Services and contacts with Alumni to track information on these self-employed graduates.

Our existing data show that, since 2010, we have seen an increase in the percentage of our graduates who either go on to graduate school or who are employed. The trend for our undergraduates was a continuous increase in the percent employed until 2014 when the number of undergraduates continuing to graduate school increased (thereby decreasing the number in employment). We have also seen a positive increase in the percentage of our graduate students who are employed, to over 90% for the last three years. Very few of our graduate programs lead to further graduate school, hence the low percentages in that category.

These improving trends show that our degrees, both undergraduate and graduate, are highly marketable and our students are successful in either the job market or in finding employment.

% Employed, Graduate School, Not Seeking Employment (Undergraduate and Graduate)
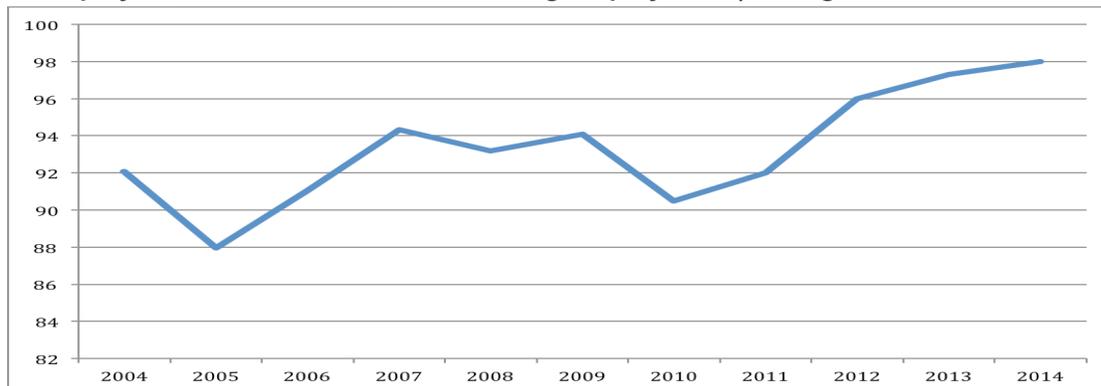
Undergraduate and Graduate	2014	2013	2012	2011	2010
% Respondents Employed	57%	66%	65%	59%	56%
% Respondents Grad School	41%	33%	31%	32%	34%

Undergraduate	2014	2013	2012	2011	2010
% Respondents Employed	49%	57%	58%	51%	44%
% Respondents Grad School	49%	40%	38%	41%	47%

Masters/Graduates	2014	2013	2012	2011	2010
% Respondents Employed	95%	93%	97%	88%	85%
% Respondents Grad School	3%	2%	2%	4%	4%

Alumni/Philanthropy

SUNY Potsdam alumni are tremendous advocates for the College who contribute in many ways: through mentoring programs, recruitment activities, service on volunteer boards, as well as coordinating, hosting and sponsoring engagement opportunities for students, fellow alumni and potential donors on and off campus.

Alumni also give of their resources: SUNY Potsdam is concluding its largest ever comprehensive campaign, running from 2010-2016. To-date more than $30.6 million has been raised toward a $32 million goal, in support of student experiences. For example, more than $6.7 million has been raised for scholarships, directly supporting student access, recruitment, retention and completion. And, $4.5 million has gone to support experiential learning, outside the classroom, ensuring success after graduation.

Strategic Plan / Excels Goals

SUNY Potsdam is in the middle of implementing its Bicentennial Plan. The plan aligns with SUNY's six big ideas in accordance with the Power of SUNY.

Major goals/commitments in the areas of Access, Success, and Completion include:

- Increasing the six-year graduation rate by 10%;
- Increasing student headcount enrollment to 4300 through the addition of new academic programs, increased marketing and recruitment, new market segment regions, and through pipeline development with SUNY's 30 community colleges;
- Increase the percentage of underrepresented minority students to 40% of the student body;
- Increasing first-year retention to 86%.

SUNY Potsdam shares SUNY's overall commitment to SUNY's Completion Agenda and SUNY Excels. This will be reflected in reports on our strategic priorities/an amendment to our strategic plan.

Consistent with the information above, SUNY Potsdam's priority areas of focus include increasing overall headcount enrollments; improvement in first year retention; increased graduation rates; growth in sponsored research activity; increased diversity among faculty and staff; extending applied learning experiences across all undergraduate programs; and securing additional partners for START-UP NY.

Environmental factors

SUNY Potsdam makes these commitments not only in the spirit of continuous improvement, but in recognition of current challenges/responsibilities.

New York State ranks 3rd among all states in the projected growth in the number of high school graduates through 2020. New York State Hispanic/Latino high school graduates are expected to increase by 13% from 2009 through 2020. During the same period, the number of New York State Asian/Pacific Islanders high school graduates is expected to rise nearly 40%. SUNY Potsdam, through its well established market presence and niche, is well positioned to take advantage of these increases which will help to meet its enrollment goals.

All SUNY schools have faced decreased state support. That, combined with SUNY Potsdam's recent declines in graduate enrollment, have led to a less than optimal financial situation. In order to reverse our financial shortfall, SUNY Potsdam has developed a five-year financial recovery plan to bring us back

to financial health, based on aggressive recruitment of new students, enhanced retention, and reductions in overall personnel.

SUNY Potsdam has been working on upgrading an aging technology infrastructure. In 2014-2015, we implemented a $1.1 million upgrade to our campus network and infrastructure. This upgrade included a new contract for wireless services in our campus residence halls to provide better access and customer service to our students and to enable us to move into the distance learning arena.

SUNY Potsdam, like many other campuses is faced with budget challenges including aging facilities and the need to replace outdated equipment necessary for student learning. SUNY Potsdam has submitted a proposal through the SUNY Enabling Fund for academic equipment replacement and facility upgrades. This is necessary to meet the emerging needs of our academic program offerings.

Section 2: Specific SUNY Excels Priority Areas and Metrics
2.1 Access
1. Full Enrollment Picture
In order to achieve enrollment growth and stabilization, SUNY Potsdam will utilize a comprehensive marketing and recruitment approach combined with aggressive development of new academic programs consistent with our mission and community needs. Marketing, Student Recruitment and Academic Program Planning are well embedded in nearly every aspect of SUNY Potsdam's governance and management structures, including our institutional culture. Our primary goals are to reverse declining enrollments by improving the mix of our academic programs and enhancing our presence in downstate markets, thereby reducing our vulnerability to rapidly changing demographic and economic conditions.

SUNY Potsdam will augment existing marketing and student recruitment efforts at both the Undergraduate and Graduate levels. Most of our enrollment declines in the past five years have been at the Graduate level, reflecting national trends in teacher education programs. We are in the early stages of actively marketing and recruiting Graduate programming, as well as developing new programs to augment our graduate teacher certification programs. We plan to improve our publications and electronic media as well as increasing travel to feeder institutions and recruitment fairs designed to attract prospective Graduate students. We believe this is necessary to stabilize our Graduate headcounts in the range of 250-300.

With respect to the Undergraduate level, we plan to restore enrollments at 100 to 150 students per year and already have in place a very aggressive marketing and recruitment plan designed to attract first-time freshmen. We will be to expanding the number of Transfer students by expanding our market presence and exposure to SUNY's thirty Community Colleges. In addition to our existing transfer recruitment activities, we are implementing a Transfer Pipeline initiative involving SUNY Potsdam faculty working collaboratively with their respective Community College counterparts to facilitate articulation agreements and improve Transfer pathways.

We are also developing an out-of-state recruitment initiative to expand our market exposure beyond New York and the New England states (e.g., NH, VT, MA, CT). This initiative involves a combination of social media, direct mail advertising, Alumni networking, and recruitment fairs in selected southeastern states (such as GA, AL, NC).

Across both levels, we have developed an aggressive International Student Recruitment strategy designed to increase international student enrollments from 33 to 94 over the next five years. This strategy includes focusing on China as a primary market and developing a campus based English as a

Second Language program. We have also just recently begun to utilize AIRC approved international recruitment agencies.

2.NYS Residents Served by SUNY

In 2014, 95 percent of SUNY Potsdam students were New York residents, a five percentage point increase since 2009, when about 90% of SUNY Potsdam students were New York residents. The decline in out-of-state students is attributed a decline in International Students, primarily Canadian students. In 2009, SUNY Potsdam had 6.7% international students but by 2014 this had decreased to only 1.7% (a decrease of 75%). This decline is mostly explained by the declining strength of the Canadian dollar coupled with lower market demand for teacher education in Ottawa.

The College in High School program allows advanced high school students to take courses that have been vetted by SUNY Potsdam's academic departments at their high schools concurrently for SUNY Potsdam credit. In the 2014-2015 academic year there were 246 enrollments in 36 courses across ten area high schools and one unique theater arts partnership in New York City.

In 2015-2016 this program includes thirteen local high schools and three city schools offering more than fifty courses. Therefore, we anticipate final enrollments for 2015-2016 to surpass 2014-2015.

We will continue the expansion of this program through individual consultations with area high schools and will continue to pursue more opportunities to impress upon area students the importance of earning college credit while in high school and the resulting benefits upon entering college.

College in High School Program	2015-16*	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
Courses	52	36	16	15	10	13	13
Students	100+	246	95	93	77	86	95
Revenue	$17,500+	$ 43,050	$ 16,867	$ 16,047	$ 13,286	$ 14,065	$ 15,537

*Full year data not yet available.

3.Diversity

SUNY Potsdam is committed to serving a diverse student body, one that is increasingly reflective of New York State's changing demography, and to ensuring that all faculty, staff, and students are well prepared to thrive in a diverse society.

According to the *June 2015 Data Brief: Diversity, Equity and Inclusion*, SUNY Potsdam saw a major increase in the number of under-represented minority students enrolled from Fall 2009 to Fall 2014 – from 7.5% to 21.0%, an increase of 180%. In fall 2015, approximately 40 percent of our first-time full-time freshmen identified as students of color.   Over the next several years, we anticipate that the number of underrepresented minorities will grow to approximately 40 percent of the total student body.

As our student body has changed, however, the diversity of our faculty and staff has lagged behind. Again, according to the 2015 Data Brief, SUNY Potsdam has seen growth in international faculty over the 2009-2014 period, but the percentage of faculty who identify as a member of an under-represented minority group is low compared to sector peers.   In order to serve our diverse students well, Potsdam has committed to diversifying its faculty and staff, a commitment we make despite the need to reduce our personnel numbers overall. Although our location in the North Country poses hiring challenges, as does the significant percentage of faculty and professional staff who hold permanent appointment,

Potsdam is committed to seeing every one of our few openings as an opportunity for a diverse hire. We have developed a number of strategies for yielding more diverse candidate pools, including working with search committees to identify national pipelines, and we are confident our renewed efforts will bear fruit. At the same time, we must work aggressively with our SUNY sister institutions to increase the pipeline of under-represented students who advance to the graduate level in professional fields.

In order to provide strong leadership to our efforts, we are currently searching for a new, full-time cabinet-level chief diversity officer who will assist the campus in achieving our goals for diversifying our faculty and staff, as well as our efforts to ensure an environment of inclusive excellence for the entire campus community. The chief diversity officer will work with our newly reformulated campus-wide Diversity in Action Coalition, which oversees our diversity efforts, and with the SUNY network of CDOs will develop a campus-wide diversity plan. Over this academic year, the campus initiated a number of training initiatives to ensure the cultural competency of our students, faculty, and staff. We expect these to increase over the next years, as we continue to assess the efficacy of our efforts.

We also recognize that SUNY Potsdam has a growing number of students who identify as transgender, non-binary, and/or who are transitioning, as well as students with a variety of sexual orientations. We look forward to receiving SUNY data so that we can assess how well we are serving this growing population. In the meantime, we have created a campus-wide committee to work with faculty, staff and students on mechanisms for recording pronoun preferences, ensuring bathroom and residence options, assuring a welcoming environment, and providing support. We are aware of and alarmed about the increasing number of suicides among transgender youth and are committed to providing a safe environment for our LGBTQ population.

Consistent with the recommendations of the SUNY Diversity Task Force, we will be developing student and faculty recruitment and retention plans to assure progress. We are deeply committed to becoming a campus community reflective of our state's diversity.

4. Capacity

In 2014, Potsdam was one of the first four campuses to complete an Open SUNY Institutional Readiness Assessment demonstrating the campus commitment to Distance Learning. Potsdam has begun to act on the report's recommendations with a $1.1 million investment in web and network upgrades. The College has also put into place processes for quality online course assessment and periodic review. We are now better positioned to pilot complete online programs and propose to develop and launch online versions of the Masters in Music Education, a Bachelor of Arts degree completion in Archaeological Studies, and the certificate program in Applied Anthropology in the next three years. These programs were selected specifically to enhance the Open SUNY offerings and to capitalize on Potsdam's outstanding reputation and faculty. We will also create for-credit and not-for-credit certificate programs by logically grouping together existing discreet online course offerings.

Enhancing online offerings at Potsdam will allow easier access to certificates and highly specialized degree programs to both traditional and non-traditional student populations, particularly working teachers. The flexibility of the online format and entrance points as well as the variety of degree options will positively impact the number of program completions through Potsdam. The selected programs will strengthen existing ties with institutions offering associates degrees and with other comprehensive colleges. The culminating student teaching and applied internships will serve community-based organizations, non-governmental organizations, cultural resource management groups, and other public or private sector employers.

We currently have an average of 1,663 course enrollments per year. We anticipate increasing our annual online course enrollments by 1,080 by the year 2020.

2.2 Completion

Increasing student access, retention, and completion is an important component of SUNY Potsdam's completion agenda. Over the past five years, SUNY Potsdam has nearly doubled the number of students of color, increasing from 18% in fall 2010 to 33% in fall 2014. A high proportion of students of color come from the metropolitan New York city region and other urban areas within New York State. The transition to a small rural campus setting like SUNY Potsdam can be challenging for these students. Among our rural students, many are first-generation college students. Approximately 40% are Pell eligible. For all of our students, an enhanced early alert and advising system is critical.

SUNY Potsdam's six-year completion rates are below the comprehensive sector average, reflecting our more financially vulnerable student population. With a more aggressive early alert and intervention strategy, SUNY Potsdam has the potential to raise our rates considerably. Consistent with our SUNY Excels Performance improvement plan, the goal is to increase SUNY Potsdam's six-year student completion rate to – at a minimum – the Comprehensive Sector average.

SUNY Potsdam has committed to increasing our freshman to sophomore retention rate to 86 percent. We arrived at this goal by looking at the maximum performance in our sector and the performance of our aspirational peers. With this as a baseline, we anticipate an increase in six-year graduation rates by 10 percent. SUNY Potsdam will also increase the number of advanced certificate programs offered.

We aim to move students through the pipeline faster by an investment in improved advising, student supports and more effective and efficient remediation. In addition to raising our first-year retention to 86 percent, we are paying particular attention to retention in the second year and beyond.

The following table shows the relationship between goals in the areas of headcount enrollment, retention, and degree completion. These goals for 2020-21 suggest headcount enrollment will increase to 4300, retention will increase to 86%, and the 6-year graduation rate will increase to 62%.

Impact on Increased Retention and Graduation

Metric	2017-18	2018-19	2019-20	2020-21
Total Student Headcount	4,100	4,200	4,300	4,300
Percent 1st Year Retention (First-time, Full-time)	83%	84%	85%	86%
Time to Degree (years) - Baccalaureate	4.4	4.3	4.2	4.2
6-year Baccalaureate Graduation Rate	56%	58%	60%	62%
Total Degrees Awarded	1,046	1,053	1,074	1,096

6.Student Achievement / Success (SAM)

SUNY Potsdam submitted data to SAM for the first time in 2014. As a result of our plans to increase Access, Success, and Completion, we anticipate that over the next five years, our SAM data will yield increases in graduation and continued enrollment at SUNY Potsdam, a decrease in students transferring to other institutions, and a decrease in the unknown status category.

Full-time First-Time Students Starting Fall 2008

Within 4 years	36%	6%	25%	14%	19%
Within 5 Years	52%	10%	7%	11%	20%
Within 6 Years	54%	14%	2%	8%	22%

Full-time Transfer Students Starting Fall 2008

Within 2 years	19%	2%	48%	11%	20%
Within 4 Years	54%	9%	7%	7%	23%
Within 6 Years	59%	14%	1%	4%	22%

- Graduated: Reporting institution
- Transferred & Graduated: Other Institution
- Enrolled: Reporting institution
- Transferred & Enrolled: Other Institution
- Current Status Unknown

7.Graduation

SUNY Potsdam's commitment to increased graduation rates centers on our commitment to improved retention and student supports for all students and to reducing the achievement gap between under-represented minority students and their peers.

Key activities and initiatives include:
- Full implementation of Degree Works
- Improvements to overall advising
- Implementation of StarFish Early Alert program
- Increased student satisfaction and improved service delivery as a result of student focus groups and surveys – will continue these focus groups and surveys as part of our institutional assessment strategy

SUNY Potsdam was among the first of the SUNY campuses to fully implemented degree works and is in compliance with the SUNY Trustees' seamless transfer policy.

8.Time to Degree

SUNY Potsdam has made a commitment to improving on-time degree completion. In 2014, SUNY Potsdam implemented "The Potsdam Promise," whereby the College promises to provide sufficient class offerings of required courses, or appropriate substitutions as determined by each academic department, in a student's declared first and only major to permit the student's graduation in four years. The College promises to pay one additional semester's tuition and course-related fees in the event a student's graduation in eight consecutive semesters is delayed owing to lack of available, appropriate courses or substitutions.

SUNY Potsdam is an active participant in the SUNY SMART-Track initiative, which focuses on on-time completion for the purpose of reducing student default (see section 10 of this report for more detail).

SUNY Potsdam also plans to increase online course offerings to provide students with greater access to course offerings both during the regular term, but also during summer and winter breaks when many students would like to return home. We expect the impact of the increase in online course offerings to

improve time to degree. More information about our plans to increase to online course offerings is in section 4.

Winter Academy is a 2- to 3-week intersession program during which students have a chance to develop their writing, reading, and fitness skills, while placing a heavy emphasis on self-discipline. The program also offers a one-credit, graded career planning course. With more of our students coming from multilingual backgrounds where English is not the language spoken in their homes and with other students arriving with writing and reading skill deficits, the emphasis on English skills has helped our students be more successful in their college curricula. Our data also indicates that participants are much more likely to use the College Writing Center through their participation, as measured both against their non-participating peers and against their own fall participation levels prior to the Winter Academy.

Summer Academy is a 3-week experience, during which our students have the option of taking either of two courses with which Potsdam students traditionally have difficulty during the school year. In general, in the two subjects that we have been offering, many Potsdam students (not just EOP students) have struggled with hybrid online history courses and statistics courses. But history is a general education requirement while statistics offers the First Year Math (FM) Gen ED and is required for many majors. Over three years, our students have averaged a B+ in their American History courses and an A- in their statistics courses. Required, intensive tutoring has made a difference. Fitness is also a daily part of the Summer Academy experience and this helps improve students' energy levels for their classes. Starting with the summer of 2015, the fitness classes have provided PE credit, meaning students earned 4 academic credits through their successful participation in Summer Academy.

2.3 Success
9.SUNY Advantage

SUNY Potsdam is proud to be a leader in applied learning in the SUNY system and to be represented on the Provost's Advisory Task Force on Applied Learning. NSSE data for 2014 indicates that 94% of senior students self-report participating in a high-impact practice. While we know that not all of NSSE's high-impact practices are what we consider to be applied learning, there is considerable overlap, and our applied learning baseline is strong. Our SIRIS data for SUNY's applied learning categories backs up the NSSE data; 3500 students enroll in applied learning courses each semester, in addition to the 700+ students served by the Center for Applied Learning as they engage in individualized experiences.

Number of Student Registrations in Applied Learning Courses				
	Fall 2013	**Spring 2014**	**Fall 2014**	**Spring 2015**
Entrepreneurship	90	284	145	273
Honors	182	136	170	128
Internship	173	215	196	289
Leadership	204	241	561	566
Research/Field Study	985	1092	1270	1183
Service Learning	141	83	173	172
Study Abroad	7	20	3	57
Writing Intensive	992	977	994	855

The Center for Applied Learning at SUNY Potsdam was founded in 2015, and is sustained by operating funds and endowment income. The Center is composed of Experiential Education, International Education, and the Center for Student Research. These offices are co-located, ensuring that our major campus applied learning areas are working collaboratively to assist every SUNY Potsdam student in engaging with high-impact applied learning experiences. The Center is working closely with the Office of

Institutional Effectiveness to close the loop on current assessment data, analyze growth trends, and identify gaps in the data being collected.

We are committed to closing the 6% NSSE gap, and reaching all of our students with high-impact applied learning practices. We have seen significant recent growth in all core applied learning areas, and we will both continue our successful practices as well as experiment with innovative ways to close the final gap. The staff of the Center, in collaboration with our faculty-driven Applied Learning Think Tank, are pursuing several major goals beginning in 2015:
- Advising, Supporting and Recruiting Underserved Students
- Transcripts of Student Achievement
- Advancing Learning Outcomes
- Faculty Compensation/Recognition for Applied Learning Mentoring
- Applied Learning as a Graduation Requirement

Each of these goals supports the campus mission to prepare engaged global citizens enriched by critical thought, creativity, and discovery, and keeps the retention and diversity goals of the campus's in the forefront of all applied learning projects. Progress on each goal will ensure that SUNY Potsdam meets the goals of the applied learning guidance and timeline issued by Provost Cartwright.

10.Financial Literacy
SUNY Potsdam has implemented a number of measures to increase financial awareness and reduce student default including:
- Designating a financial aid counselor to coordinate the financial literacy outreach to students;
- Increasing financial aid presentations in classrooms, faculty outreach and campus events;
- Including financial literacy messages in weekly Facebook postings and Smart Track emails;
- Development of method to target specific populations using Smart Track modules.

SUNY Potsdam began participation in the Smart Track initiative in the spring of 2015, reaching 850 students, all first time students/first time borrowers. A total of eight messages were sent throughout the semester, beginning in mid-March and continuing, once a week, until the end of the academic year.

We also provide the Smart Track link on our website, include it in mailings and as part of Financial Aid presentations.

We will expand use of the Smart Track modules once the new version of SUNY Smart Track's financial literacy program is released, and make the program a part of every student's SUNY Potsdam experience. The Financial Aid office has increased the number of presentations to student groups, including classrooms. The office has also improved communication with student support services and faculty. Students receive regular financial aid and literacy messages through social media and email.

SUNY Potsdam's default rate is well below the national average, and the default rate decreased in the most recently published statistics.

2.4 Inquiry
Historically, SUNY's reporting of sponsored research activity has focused on grants administered via the Research Foundation for SUNY. As a comprehensive college, we are committed to growing this type of sponsored activity consistent with our faculty's teaching commitments. One of our faculty members, for example, has just earned an NSF Faculty Early Career Development Grant. The College has been working toward modest growth in sponsored programs expenditures with 2.8 million in FY 2015 and a current goal of 3 million.

Over the past 6 years, we have submitted 96 grant proposals. We appreciate that SUNY is now working to expand the definition of this activity to include philanthropic, community and state grants which are research focused.

Because of financial restraints, we have been extremely cautious with faculty hires in the recent past and have not replaced faculty who have retired or left the campus. We are investing this year in searches for 25 faculty, funded through reallocation of existing lines, with an emphasis on diversity hires to better reflect our student population. These new faculty will be able to contribute to grant writing, curriculum development, student advising, and retention. We are also conducting a thorough review of our office of sponsored programs to ensure that we are appropriately supporting faculty research.

12.Student hands-on research, entrepreneurship, etc.

Please see our response to question number 9 above. SUNY Potsdam's Office of Institutional Research works closely with the System IR office to ensure proper reporting of applied learning activity.

Since 2014, SUNY Potsdam has been using SIRIS to report courses offered that carry one of the following designators: research, leadership, service learning, entrepreneurship, writing intensive, honors, and community service. We already had course designators for writing intensive, honors, and service learning courses as a way for our campus to advertise these types of courses to students. In 2014, we added designators for Research, Leadership, and Entrepreneurship. Each semester, the Director of Institutional Research sends out a list of these courses to Department Chairs and asks for an updated list of courses that fall into these categories. Designators are then attached to the courses and they are reported through SIRIS.

13.Scholarship, Discovery and Innovation

In spite of the 4/4 load, our faculty is highly productive. However, our only means of gathering data is from the Annual Faculty Information Form. Although we have looked into systems for tracking this data, we have not yet found one that is affordable to implement. SUNY Potsdam would be happy to participate in a System-wide task force focused on developing appropriate data-collection procedures.

2.5 Engagement
14. START-UP New York and beyond (businesses started / jobs created

Since the approval of SUNY Potsdam's START-UP NY plan in March of 2014, the College has made the program a priority to bring jobs to campus, the community and to create strong academic linkages with businesses and the College's mission.

The College's START-UP NY efforts have identified primary businesses for participation which would align with SUNY Potsdam programs and academic mission, including but not limited to tourism, computer science, environmental science, renewable energy, food production, music industry and the arts. In an effort to market StartUP NY to prospects, SUNY Potsdam has worked closely with community partners including lead economic development agencies such as the St. Lawrence County Industrial Development Agency, area Chambers of Commerce, local economic development offices and Empire State Development.   The College has also actively engaged entrepreneurial alumni and regional businesses to help guide the College's mission to create jobs, internships, research opportunities and experiential learning experiences for our students. Throughout our campus, we have begun identifying potential internships and research opportunities that are potential linkages to businesses.

START-UP NY marketing efforts include attendance at Trade Shows in the North East region of the United States and Canada, a direct marketing campaign to a targeted audience, personal solicitations to alumni and businesses, community presentations to stakeholders, and a variety of direct, targeted marketing efforts.

To date, SUNY Potsdam has received 23 inquiries for StartUP NY projects. Of these, one formal application was submitted to the START-UP NY Review Committee, but ultimately the applicant did not pursue final StartUP NY status. Currently, SUNY Potsdam is in active conversation with three potential prospects. Although SUNY Potsdam has not yet successfully attracted a START-UP NY project, we have capitalized on our networking with the business community and created a highly successful Economic Fusion Day for our students and community partners. Our success in attracting internship opportunities is being tracked by our Center for Applied Learning (see above).

15. Alumni / Philanthropic Support

SUNY Potsdam is leveraging both our Bicentennial in 2016 and the close of our Take the Lead Campaign to increase alumni participation - both in philanthropy and engagement. External messages and communications are now focused squarely on ensuring increased transformational experiences and opportunities for our students as Potsdam prepares for its third century. The College is actively working with alumni to assist with recruitment and retention efforts, mentoring of current students, creating linkages with businesses for internship support to prepare students for success (including the Start-UP NY program), and providing consultation that helps align the College's academic programs with real-world needs. The priorities for the Take the Lead Campaign, which aims to raise $32 million by the College's Bicentennial in 2016, includes academic excellence, scholarships, transformational student experiences, the Annual Fund for Potsdam (unrestricted gifts) and the arts. We have been working in collaboration with the System-wide office of Philanthropy to support the multi-year target of $5B by 2020-21. Despite being the smallest comprehensive college, SUNY Potsdam has raised $30.6 million to-date, and has bucked a national trend of declining numbers of alumni and friend donors, making us one of the most successful fundraising programs among our peers.

16. Civic Engagement

SUNY Potsdam has recently invested in an online database program to track civic engagement as it is a key element of our mission and student support program. SUNY Potsdam would be happy to share what it has learned through use of this tool and to serve on a System-wide task force to discuss appropriate data collection measures. Before this purchase, individual programs tracked information on their own. This new database will help standardize the way we track information. Staff in the Dean of Students' office are working with the Center for Applied Learning to understand how extra-curricular civic engagement enhances our academic applied learning goals, and how existing projects and programs might be supported, enhanced, or tracked as part of our applied learning efforts.

17. Economic Impact

SUNY Potsdam has worked with the regional economic development councils, the NYS labor department and multiple organizations to determine its average annual impact. Overall, in 2011 the College produced an Economic Impact Study that found that SUNY Potsdam generates approximately $375.9 million dollars' worth of economic activity in the Jefferson, Lewis, and St Lawrence County region each year, this is 143.2% return on $26M derived from student tuition revenue. This makes SUNY Potsdam one of the largest employers and economic factors in St. Lawrence County and one of the largest economic engines in the region. SUNY Potsdam continues to works closely with the St. Lawrence County Industrial Development Agency and other local economic development agencies to create a strategic plan to attract companies in the Music Business Industry, tourism, agriculture, and manufacturing. (These efforts coincide as appropriate with our START-UP NY program.) Therefore, SUNY Potsdam's total economic impact on the region goes beyond the data captured in the 2011 report, and in the future we plan on more closely working with local and regional entities to monitor metrics that give a more global view of the College's true impact on the region.

Section 3: Conclusion and Expected Impact on your Campus

We recognize that the overarching goal of SUNY Excels is continuous improvement. We believe the goals that we have provided on all Excels measures will significantly advance SUNY Potsdam in our service to the community, state and beyond. SUNY Potsdam is making its most aggressive goals in the following areas: improvement in first- and second-year retention; increased graduation rates; growth in sponsored research activity; increased diversity among students, faculty, and staff; extending applied learning experiences across all undergraduate programs; and securing additional partners for START-UP NY. Taken together, progress in each of these priority areas positions SUNY Potsdam as a more diverse institution in 2020, better prepared to serve an increasingly diverse student population.

Summary of Goals

During the next five years, SUNY Potsdam will have made significant progress in support of SUNY's goals for increased student access, success and completion. Meeting these important goals will elevate SUNY Potsdam's stature and ranking when compared to our SUNY and non-SUNY peers. Most important, we are confident that our efforts will yield direct benefits to our students as well as to respond to emerging state and national workforce needs.

SUNY Potsdam will increase enrollments to 4,300 in 2020 through a more aggressive recruitment and student retention strategy. Part of this effort includes expanding seamless transfer initiatives and partnerships with SUNY's community colleges, yielding a higher percentage of community college transfers, and, as a result, increased degree completion. We expect these efforts to support our goal of increasing from 245 incoming transfer students in fall 2014 to 300 in the fall 2020 - resulting in a 22% increase.

Among SUNY Potsdam's highest priorities include reducing the gap between its performance in retention and graduation rates and those of its sector and national peers. Reducing this gap is clearly beneficial, as more students will be prepared to enter the workforce sooner or continue their education. SUNY Potsdam will have contributed to SUNY's overall completion goals by:

- Increase first-year retention to 86%.
- Increase the six-year graduation rate to 62%
    - Growing the number of degrees awarded to 1,096.
    - Increasing online offerings through Open SUNY and meeting the current demand for online bachelor's programs and also moving several advanced certificate programs online.
    - Ensuring that every SUNY Potsdam student will have an applied learning experience.

SUNY Potsdam will continue to be one of the largest economic contributors of the North Country region and will strengthen its business and community partnerships and maximize the opportunities available through START-UP New York.

Appendix K:

IPEDS Summaries for Previous Three Years

Please note: The IPEDS summaries for available years of actuals do not give the full picture of our financial status as a college since campus resources are not counted in the IPEDS financial summary documents.

Institution: SUNY College at Potsdam (196200)
User ID: P1962001

Overview

Finance Overview
Purpose
The purpose of the IPEDS Finance component is to collect basic financial information from items associated with the institution's General Purpose Financial Statements.
There are a few new changes to the 2016-17 Finance data collection:
•For all institutions, the expense matrix has been removed and expenses are collected by functional and natural classification categories separately, except for salaries and wages. •For GASB institutions, fields to collect deferred outflows and inflows of resources separately from current assets and liabilities to comply with GASB 63 have been added.
Please review the new screens and survey materials carefully.
Resources:
To download the survey materials for this component: Survey Materials
To access your prior year data submission for this component: Reported Data

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

Finance - Public institutions

Reporting Standard
Please indicate which reporting standards are used to prepare your financial statements:
⦿ GASB (Governmental Accounting Standards Board), using standards of GASB 34 & 35
⭕ FASB (Financial Accounting Standards Board)
Please consult your business officer for the correct response before saving this screen. Your response to this question will determine the forms you will receive for reporting finance data.

Finance - Public institutions

General Information
GASB-Reporting Institutions (aligned form)

To the extent possible, the finance data requested in this report should be provided from your institution's audited General Purpose Financial Statements (GPFS). Please refer to the instructions specific to each screen of the survey for details and references.

1. Fiscal Year Calendar

This report covers financial activities for the 12-month fiscal year: (The fiscal year reported should be the most recent fiscal year ending before October 1, 2016.)

Beginning: month/year (MMYYYY)		Month: 7	Year: 2015
And ending: month/year (MMYYYY)		Month: 6	Year: 2016

2. Audit Opinion

Did your institution receive an unqualified opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted above? (If your institution is audited only in combination with another entity, answer this question based on the audit of that entity.)

	◉ Unqualified	○ ❓ Qualified (Explain in box below)	○ Don't know (Explain in box below)

3. Reporting Model

GASB Statement No. 34 offers three alternative reporting models for special-purpose governments like colleges and universities. Which model is used by your institution?

- ◉ Business Type Activities
- ○ Governmental Activities
- ○ Governmental Activities with Business-Type Activities

4. Intercollegiate Athletics

If your institution participates in intercollegiate athletics, are the expenses accounted for as auxiliary enterprises or treated as student services?

- ◉ Auxiliary enterprises
- ○ Student services
- ○ Does not participate in intercollegiate athletics
- ○ Other (specify in box below)

5. Endowment Assets

Does this institution or any of its foundations or other affiliated organizations own endowment assets ?

- ○ No
- ◉ Yes - (report endowment assets)

6. Pension

Does your institution include pension liabilities, expenses, and/or deferrals for one or more defined benefit pension plans in its General Purpose Financial Statements?

- ◉ No
- ○ ❓ Yes

You may use the space below to provide context for the data you've reported above.

Part A - Statement of Net Position Page 1

<div align="center">Most recent fiscal year ending before October 2016</div>
<div align="center"><b style="color:red">If your institution is a parent institution then the amounts reported in Parts A and D should include ALL of your child institutions</div>

Line no.		Current year amount	Prior year amount
	Assets		
01	Total current assets	11,330,876	12,317,325
31	Depreciable capital assets, net of depreciation	211,784,464	210,345,338
04	Other noncurrent assets CV=[A05-A31]	4,621,515	6,534,069
05	Total noncurrent assets	216,405,979	216,879,407
06	**Total assets** CV=(A01+A05)	227,736,855	229,196,732
19	**Deferred outflows of resources**		
	Liabilities		
07	Long-term debt, current portion	6,388,653	6,960,710
08	Other current liabilities CV=(A09-A07)	8,606,620	11,611,695
09	Total current liabilities	14,995,273	18,572,405
10	Long-term debt	201,757,017	204,299,348
11	Other noncurrent liabilities CV=(A12-A10)	71,212,878	63,428,459
12	Total noncurrent liabilities	272,969,895	267,727,807
13	**Total liabilities** CV=(A09+A12)	287,965,168	286,300,212
20	**Deferred inflows of resources**		
	Net Position		
14	Invested in capital assets, net of related debt	5,778,478	3,825,939
15	Restricted-expendable	465,152	461,614
16	Restricted-nonexpendable	0	0
17	Unrestricted CV=[A18-(A14+A15+A16)]	◆ -66,471,943	-61,391,033
18	**Net position** CV=[(A06+A19)-(A13+A20)]	◆ -60,228,313	-57,103,480

You may use the space below to provide context for the data you've reported above.

Part A - Statement of Net Position Page 2

		Most recent fiscal year ending before October 2016	
Line No.	Description	Ending balance	Prior year Ending balance
	Capital Assets		
21	Land and land improvements	24,178,937	23,748,380
22	Infrastructure	22,302,424	22,153,027
23	Buildings	253,965,480	251,327,288
32	Equipment, including art and library collections	23,894,127	23,634,531
27	Construction in progress	13,087,134	6,604,374
	Total for Plant, Property and Equipment **CV** = (A21+ .. A27)	337,428,102	327,467,600
28	Accumulated depreciation	125,643,638	117,122,262
33	Intangible assets, net of accumulated amortization	0	0
34	Other capital assets	0	0

You may use the space below to provide context for the data you've reported above.

Part D - Summary of Changes In Net Position

Most recent fiscal year ending before October 2016

If your institution is a parent institution then the amounts reported in Parts A and D should include ALL of your child institutions

Line No.	Description	Current year amount	Prior year amount
01	Total revenues and other additions for this institution **AND all of its child institutions**	104,108,205	**104,067,155**
02	Total expenses and deductions for this institution **AND all of its child institutions**	118,332,205	**117,880,521**
03	Change in net position during year **CV=(D01-D02)**	-14,224,000	**-13,813,366**
04	Net position beginning of year for this institution **AND all of its child institutions**	-57,103,480	**-43,763,628**
05	Adjustments to beginning net position and other gains or losses **CV=[D06-(D03+D04)]**	11,099,167	**473,514**
06	Net position end of year for this institution **AND all of its child institutions (from A18)**	-60,228,313	**-57,103,480**

You may use the space below to provide context for the data you've reported above.

Institution: SUNY College at Potsdam (196200)
User ID: P1962001

Part E - Scholarships and Fellowships

Most recent fiscal year ending before October 2016
DO NOT REPORT FEDERAL DIRECT STUDENT LOANS (FDSL) ANYWHERE IN THIS SECTION

Line No.	Scholarships and Fellowships	Current year amount	Prior year amount
01	Pell grants (federal)	7,931,315	7,664,708
02	Other federal grants (Do NOT include FDSL amounts)	190,718	226,344
03	Grants by state government	5,779,754	5,934,582
04	Grants by local government	0	0
05	Institutional grants from restricted resources	2,828,542	2,478,959
06	Institutional grants from unrestricted resources **CV=[E07-(E01+...+E05)]**	4,950,598	3,057,964
07	Total revenue that funds scholarships and fellowships	21,680,927	19,362,557
	Discounts and Allowances		
08	Discounts and allowances applied to tuition and fees	11,738,767	10,332,591
09	Discounts and allowances applied to sales and services of auxiliary enterprises	3,370,595	2,997,454
10	Total discounts and allowances **CV=(E08+E09)**	15,109,362	13,330,045
11	Net scholarships and fellowships expenses after deducting discounts and allowances **CV= (E07-E10) This amount will be carried forward to C10 of the expense section.**	6,571,565	6,032,512

You may use the space below to provide context for the data you've reported above.

Part B - Revenues by Source (1)

Line No.	Source of Funds	Most recent fiscal year ending before October 2016	
		Current year amount	Prior year amount
	Operating Revenues		
01	Tuition and fees, after deducting discounts & allowances	18,309,022	19,081,596
	Grants and contracts - operating		
02	Federal operating grants and contracts	2,155,798	2,267,085
03	State operating grants and contracts	500,105	656,307
04	Local government/private operating grants and contracts	2,887,401	2,808,090
	04a Local government operating grants and contracts	12,096	302,770
	04b Private operating grants and contracts	2,875,305	2,505,320
05	Sales and services of auxiliary enterprises, after deducting discounts and allowances	14,367,759	14,688,271
06	Sales and services of hospitals, after deducting patient contractual allowances	0	0
26	Sales and services of educational activities	0	0
07	Independent operations	0	0
08	Other sources - operating **CV**=[B09-(B01+ ....+B07)]	1,452,234	2,398,384
09	Total operating revenues	39,672,319	41,899,733

Part B - Revenues by Source (2)

Line No.	Source of funds	Current year amount	Prior year amount
	Nonoperating Revenues		
10	Federal appropriations	0	0
11	State appropriations	46,481,835	45,690,419
12	Local appropriations, education district taxes, and similar support	0	0
	Grants-nonoperating		
13	Federal nonoperating grants Do NOT include Federal Direct Student Loans	8,121,665	7,889,895
14	State nonoperating grants	5,779,754	5,934,582
15	Local government nonoperating grants	0	0
16	Gifts, including contributions from affiliated organizations	2,828,542	2,478,959
17	Investment income	152,682	164,935
18	Other nonoperating revenues CV=[B19-(B10+...+B17)]	416,972	2,658
19	Total nonoperating revenues	63,781,450	62,161,448
27	Total operating and nonoperating revenues CV=[B19+B09]	103,453,769	104,061,181
28	**12-month Student FTE from E12**	3,914	4,000
29	Total operating and nonoperating revenues per student FTE CV=[B27/B28]	26,432	26,015

Part B - Revenues by Source (3)

Line No.	Source of funds	Current year amount	Prior year amount
	Most recent fiscal year ending before October 2016		
	Other Revenues and Additions		
20	Capital appropriations	0	0
21	Capital grants and gifts	654,436	5,974
22	Additions to permanent endowments	0	0
23	Other revenues and additions **CV=[B24-(B20+...+B22)]**	0	0
24	Total other revenues and additions **CV=[B25-(B9+B19)]**	654,436	5,974
25	Total all revenues and other additions	104,108,205	104,067,155

You may use the space below to provide context for the data you've reported above.

Part C-1 - Expenses by Functional Classification

		Most recent fiscal year ending before October 2016			
		Report Total Operating AND Nonoperating Expenses in this section			
Line No.	Expense: Functional Classifications	Total amount	Prior Year Total Amount	Salaries and wages	Prior Year Salaries and wages
		(1)		(2)	
01	Instruction	53,903,766	**54,286,778**	21,373,715	**21,531,999**
02	Research	158,435	**156,859**	45,347	**65,496**
03	Public service	2,425,974	**2,272,711**	1,020,611	**1,012,412**
05	Academic support	11,230,563	**11,361,073**	4,221,636	**4,182,185**
06	Student services	10,825,497	**10,980,018**	3,227,247	**3,132,023**
07	Institutional support	16,434,338	**15,059,377**	6,381,401	**5,991,857**
10	Scholarships and fellowships expenses, net of discounts and allowances (from Part E, line 11)	6,571,565	**6,032,512**		
11	Auxiliary enterprises	16,410,298	**17,245,068**	4,917,232	**4,925,034**
12	Hospital services	0	**0**	0	**0**
13	Independent operations	0	**0**	0	**0**
14	Other Functional Expenses and deductions **CV**=[C19-(C01+...+C13)]	371,769	**486,125**	0	**1,298**
19	**Total expenses and deductions**	118,332,205	**117,880,521**	41,187,189	**44,495,033**

Part C-2 - Expenses by Natural Classification

	Most recent fiscal year ending before October 2016		
Line No.	Expense: Natural Classifications	Total Amount	Prior year amount
19-2	Salaries and Wages(from Part C-1,Column 2 line 19)	41,187,189	44,495,033
19-3	Benefits	28,894,846	31,276,235
19-4	Operation and Maintenance of Plant (as a natural expense)	11,238,381	12,142,285
19-5	Depreciation	9,502,926	9,311,493
19-6	Interest	10,547,489	9,733,521
19-7	Other Natural Expenses and Deductions CV=[C19-1 - (C19-2 + ... + C19-6)]	16,961,374	
19-1	**Total Expenses and Deductions (from Part C-1, Line 19)**	118,332,205	117,880,521
20-1	12-month Student FTE (from E12 survey)	3,914	4,000
21-1	Total expenses and deductions per student FTE CV=[C19-1/C20-1]	30,233	29,470

You may use the space below to provide context for the data you've reported above.

Part H - Details of Endowment Assets

Line No.	Value of Endowment Assets	Most recent fiscal year ending before October 2016 Market Value	Prior Year Amounts
	Include not only endowment assets held by the institution, but any assets held by private foundations affiliated with the institution.		
01	Value of endowment assets at the beginning of the fiscal year	25,560,254	**22,316,433**
02	Value of endowment assets at the end of the fiscal year	28,115,459	**25,560,254**

You may use the space below to provide context for the data you've reported above.

Part J - Revenue Data for the Census Bureau

Source and type	Most recent fiscal year ending before October 2016				
	Amount				
	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/experiment services
	(1)	(2)	(3)	(4)	(5)
01 Tuition and fees	30,047,789	30,047,789			
02 Sales and services	17,738,354	0	17,738,354	0	0
03 Federal grants/contracts (excludes Pell Grants)	2,155,798	2,155,798	0	0	0
Revenue from the state government:					
04 State appropriations, current & capital	46,481,835	46,481,835	0	0	0
05 State grants and contracts	500,105	500,105	0	0	0
Revenue from local governments:					
06 Local appropriation, current & capital	0	0	0	0	0
07 Local government grants/contracts	12,096	12,096	0	0	0
08 Receipts from property and non-property taxes	0				
09 Gifts and private grants, NOT including capital grants	3,482,978				
10 Interest earnings	152,682				
11 Dividend earnings	0				
12 Realized capital gains	0				

You may use the space below to provide context for the data you've reported above.

Part K - Expenditure Data for the Census Bureau

Category	Most recent fiscal year ending before October 2016				
	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/ independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/ experiment services
	(1)	(2)	(3)	(4)	(5)
02 Employee benefits, total	31,501,340	28,019,329	3,482,011	0	0
03 Payment to state retirement funds (maybe included in line 02 above)	7,072,375	6,274,801	797,574	0	0
04 Current expenditures **including** salaries	0	0	0	0	0
Capital outlays					
05 Construction	5,431,230	3,915,569	1,515,661	0	0
06 Equipment purchases	585,044	449,794	135,250	0	0
07 Land purchases	973,958	973,958	0	0	0
08 Interest on debt outstanding, all funds and activities	2,459,354				

You may use the space below to provide context for the data you've reported above.

Part L - Debt and Assets for Census Bureau, page 1

Most recent fiscal year ending before October 2016	
Debt	
Category	Amount
01 Long-term debt outstanding at beginning of fiscal year	
02 Long-term debt issued during fiscal year	
03 Long-term debt retired during fiscal year	
04 Long-term debt outstanding at end of fiscal year	
05 Short-term debt outstanding at beginning of fiscal year	
06 Short-term debt outstanding at end of fiscal year	

You may use the space below to provide context for the data you've reported above.

Part L - Debt and Assets for Census Bureau, page 2

Most recent fiscal year ending before October 2016	
Assets	
Category	Amount
07 Total cash and security assets held at end of fiscal year in sinking or debt service funds	
08 Total cash and security assets held at end of fiscal year in bond funds	
09 Total cash and security assets held at end of fiscal year in all other funds	

You may use the space below to provide context for the data you've reported above.

Prepared by

This survey component was prepared by:

⃝ Keyholder   ⃝ SFA Contact   ⃝ HR Contact

⃝ Finance Contact   ⃝ Academic Library Contact   ⃝ Other

Name:

Email:

How long did it take to prepare this survey component?	hours	minutes

The name of the preparer is being collected so that we can follow up with the appropriate person in the event that there are questions concerning the data. The Keyholder will be copied on all email correspondence to other preparers.

The time it took to prepare this component is being collected so that we can continue to improve our estimate of the reporting burden associated with IPEDS. Please include in your estimate the time it took for you to review instructions, query and search data sources, complete and review the component, and submit the data through the Data Collection System.

Thank you for your assistance.

Summary

Finance Survey Summary

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the Data Center and sent to your institution's CEO in November 2016.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

Core Revenues

Revenue Source	Reported values	Percent of total core revenues	Core revenues per FTE enrollment
Tuition and fees	$18,309,022	20%	$4,678
State appropriations	$46,481,835	52%	$11,876
Local appropriations	$0	0%	$0
Government grants and contracts	$16,569,418	18%	$4,233
Private gifts, grants, and contracts	$5,703,847	6%	$1,457
Investment income	$152,682	0%	$39
Other core revenues	$2,523,642	3%	$645
Total core revenues	$89,740,446	100%	$22,928
Total revenues	$104,108,205		$26,599

Other core revenues include federal appropriations; sales and services of educational activities; other operating and nonoperating sources; and other revenues and additions (e.g., capital appropriations, capital grants and gifts, etc.). Core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. For institutions reporting in Full parent/child relationships, core revenues per FTE enrollment amounts will not be allocated to child institutions.

Core Expenses

Expense function	Reported values	Percent of total core expenses	Core expenses per FTE enrollment
Instruction	$53,903,766	53%	$13,772
Research	$158,435	0%	$40
Public service	$2,425,974	2%	$620
Academic support	$11,230,563	11%	$2,869
Institutional support	$16,434,338	16%	$4,199
Student services	$10,825,497	11%	$2,766
Other core expenses	$6,943,334	7%	$1,774
Total core expenses	$101,921,907	100%	$26,040
Total expenses	$118,332,205		$30,233

Other core expenses include scholarships and fellowships, net of discounts and allowances, and other expenses. Core expenses exclude expenses from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. For institutions reporting in Full parent/child relationships, core expenses per FTE enrollment amounts will not be allocated to child institutions.

FTE enrollment	3,914

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). FTE is estimated using 12-month instructional activity (credit and/or contact hours). All doctor's degree students are reported as graduate students.

Edit Report

Finance

SUNY College at Potsdam (196200)

Source	Description	Severity	Resolved	Options
Screen: Statement of net position (1)				
Upload File	The value of this field is expected to be greater than zero. Please correct your data or explain. (Error #5148)	Explanation	Yes	
Reason:	Campus has negative unrestricted net asset amounts primarily due to a $64.9 million liability to recognize postemployment benefits.			
Upload File	The amount of total net assets is not expected to be negative. Please correct your data or explain why total liabilities (line 13) exceed total assets (line 06). (Error #5156)	Explanation	Yes	
Reason:	Campus has negative net asset amounts primarily due to a $64.9 million liability to recognize postemployment benefits.			
Screen: Changes to Net Position				
Perform Edits	The calculated amount of adjustments to beginning net position and other gains or losses in Part D (line 05) is outside the expected range. Please correct your data or explain. (Error #5199)	Explanation	Yes	
Reason:	Adjustment due to reallocation of outstanding debt based on updated project information.			
Upload File	The calculated amount of change in net position during the year in Part D (line 03) is expected to be greater than zero. Please confirm that the data reported are correct. (Error #5202)	Confirmation	Yes	
Screen: Revenues Part 3				
Perform Edits	The amount of additions to permanent endowments reported in Part B (line 22) should not be zero or blank. Please confirm that the data reported are correct. (Error #5231)	Confirmation	Yes	
Related Screens:	Revenues Part 3			

Institution: SUNY College at Potsdam (196200)
User ID: P1962001

Overview

Finance Overview
Purpose
The purpose of the IPEDS Finance component is to collect basic financial information from items associated with the institution's General Purpose Financial Statements.
There are a few new changes to the 2015-16 Finance data collection. A new FAQ clarifying how to report VA education benefits has been added for all institutions. For GASB institutions, a new pension screen (Part M) has been added to accommodate the implementation of GASB Statement 68. Please review the new screen and survey materials carefully. Additionally, instructions for parts J,K,L have been slightly modified and FAQs have been added for clarity.
Resources:
To download the survey materials for this component: Survey Materials
To access your prior year data submission for this component: Reported Data

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

Finance - Public institutions

Reporting Standard
Please indicate which reporting standards are used to prepare your financial statements:
◉ GASB (Governmental Accounting Standards Board), using standards of GASB 34 & 35
○ FASB (Financial Accounting Standards Board)
Please consult your business officer for the correct response before saving this screen. Your response to this question will determine the forms you will receive for reporting finance data.

Finance - Public institutions

General Information
GASB-Reporting Institutions (aligned form)

To the extent possible, the finance data requested in this report should be provided from your institution's audited General Purpose Financial Statements (GPFS). Please refer to the instructions specific to each screen of the survey for details and references.

1. Fiscal Year Calendar

This report covers financial activities for the 12-month fiscal year: (The fiscal year reported should be the most recent fiscal year ending before October 1, 2015.)

Beginning: month/year (MMYYYY)	Month: 7	Year: 2014
And ending: month/year (MMYYYY)	Month: 6	Year: 2015

2. Audit Opinion

Did your institution receive an unqualified opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted above? (If your institution is audited only in combination with another entity, answer this question based on the audit of that entity.)

⊙ Unqualified ◯ Qualified (Explain in box below) ◯ Don't know (Explain in box below)

3. Reporting Model

GASB Statement No. 34 offers three alternative reporting models for special-purpose governments like colleges and universities. Which model is used by your institution?

⊙ Business Type Activities

◯ Governmental Activities

◯ Governmental Activities with Business-Type Activities

4. Intercollegiate Athletics

If your institution participates in intercollegiate athletics, are the expenses accounted for as auxiliary enterprises or treated as student services?

⊙ Auxiliary enterprises

◯ Student services

◯ Does not participate in intercollegiate athletics

◯ Other (specify in box below)

5. Endowment Assets

Does this institution or any of its foundations or other affiliated organizations own endowment assets ?

◯ No

⊙ Yes - (report endowment assets)

6. Pension

Did your institution recognize additional (or decreased) pension expense, additional liability (or assets), or additional deferral related to the implementation of GASB Statement 68 for one or more defined benefit pension plans (either as a single employer, agent employer or cost-sharing multiple employer) in Fiscal Year 2015?

⊙ No

◯ Yes - (report additional (unfunded) pension information)

You may use the space below to provide context for the data you've reported above.

Part A - Statement of Financial Position

Fiscal Year: July 1, 2014 - June 30, 2015

If your institution is a parent institution then the amounts reported in Parts A and D should include ALL of your child institutions

Line no.		Current year amount	Prior year amount
	Current Assets		
01	Total current assets	12,317,325	**9,887,137**
	Noncurrent Assets		
31	Depreciable capital assets, net of depreciation	210,345,338	**214,865,883**
04	Other noncurrent assets CV=[A05-A31]	6,534,069	**6,656,745**
05	Total noncurrent assets	216,879,407	**221,522,628**
06	Total assets CV=(A01+A05)	229,196,732	**231,409,765**
	Current Liabilities		
07	Long-term debt, current portion	6,960,710	**8,422,660**
08	Other current liabilities CV=(A09-A07)	11,611,695	**17,348,543**
09	Total current liabilities	18,572,405	**25,771,203**
	Noncurrent Liabilities		
10	Long-term debt	204,299,348	**194,401,740**
11	Other noncurrent liabilities CV=(A12-A10)	63,428,459	**55,000,450**
12	Total noncurrent liabilities	267,727,807	**249,402,190**
13	Total liabilities CV=(A09+A12)	286,300,212	**275,173,393**
	Net Assets		
14	Invested in capital assets, net of related debt	3,825,939	**15,133,090**
15	Restricted-expendable	461,614	**457,562**
16	Restricted-nonexpendable	0	**0**
17	Unrestricted CV=[A18-(A14+A15+A16)]	-61,391,033	**-59,354,280**
18	Total net assets CV=(A06-A13)	-57,103,480	**-43,763,628**

You may use the space below to provide context for the data you've reported above.

Part A - Statement of Financial Position (Page 2)

Fiscal Year: July 1, 2014 - June 30, 2015

Line No.	Description	Ending balance	Prior year Ending balance
	Capital Assets		
21	Land and land improvements	23,748,380	**18,774,972**
22	Infrastructure	22,153,027	**19,232,780**
23	Buildings	251,327,288	**224,969,791**
32	Equipment, including art and library collections	23,634,531	**23,220,423**
27	Construction in progress	6,604,374	**41,681,068**
	Total for Plant, Property and Equipment **CV** = (A21+ .. A27)	327,467,600	**327,879,034**
28	Accumulated depreciation	117,122,262	**113,013,151**
33	Intangible assets, net of accumulated amortization	0	**0**
34	Other capital assets	0	**0**

You may use the space below to provide context for the data you've reported above.

Part E - Scholarships and Fellowships

Fiscal Year: July 1, 2014 - June 30, 2015

DO NOT REPORT FEDERAL DIRECT STUDENT LOANS (FDSL) ANYWHERE IN THIS SECTION

Line No.	Scholarships and Fellowships	Current year amount	Prior year amount
01	Pell grants (federal)	7,664,708	7,413,284
02	Other federal grants (Do NOT include FDSL amounts)	226,344	274,641
03	Grants by state government	5,934,582	5,347,991
04	Grants by local government	0	0
05	Institutional grants from restricted resources	2,478,959	2,557,981
06	Institutional grants from unrestricted resources **CV**=[E07-(E01+...+E05)]	3,057,964	2,401,946
07	Total gross scholarships and fellowships	19,362,557	17,995,843
	Discounts and Allowances		
08	Discounts and allowances applied to tuition and fees	10,332,591	10,003,427
09	Discounts and allowances applied to sales and services of auxiliary enterprises	2,997,454	2,605,465
10	Total discounts and allowances **CV**=(E08+E09)	13,330,045	12,608,892
11	Net scholarships and fellowships expenses after deducting discounts and allowances **CV**= (E07-E10) **This amount will be carried forward to C10 of the expense section.**	6,032,512	5,386,951

You may use the space below to provide context for the data you've reported above.

Part B - Revenues by Source

Fiscal Year: July 1, 2014 - June 30, 2015		
Line No. Source of Funds	Current year amount	Prior year amount
Operating Revenues		
01 Tuition and fees, after deducting discounts & allowances	19,081,596	**18,873,360**
Grants and contracts - operating		
02 Federal operating grants and contracts	2,267,085	**2,147,151**
03 State operating grants and contracts	656,307	**643,939**
04 Local government/private operating grants and contracts	2,808,090	**3,234,129**
04a Local government operating grants and contracts	302,770	**3,197**
04b Private operating grants and contracts	2,505,320	**3,230,932**
05 Sales and services of auxiliary enterprises, after deducting discounts and allowances	14,688,271	**14,182,573**
06 Sales and services of hospitals, after deducting patient contractual allowances	0	**0**
26 Sales and services of educational activities	0	**0**
07 Independent operations	0	**0**
08 Other sources - operating **CV**=[B09-(B01+ ....+B07)]	2,398,384	**112,890**
09 Total operating revenues	41,899,733	**39,194,042**

Part B - Revenues by Source

Line No.	Source of funds	Current year amount	Prior year amount
	Nonoperating Revenues		
10	Federal appropriations	0	**0**
11	State appropriations	45,690,419	**46,033,256**
12	Local appropriations, education district taxes, and similar support	0	**0**
	Grants-nonoperating		
13	Federal nonoperating grants Do NOT include Federal Direct Student Loans	7,889,895	**7,686,881**
14	State nonoperating grants	5,934,582	**5,347,991**
15	Local government nonoperating grants	0	**0**
16	Gifts, including contributions from affiliated organizations	2,478,959	**2,557,981**
17	Investment income	164,935	**154,908**
18	Other nonoperating revenues **CV=[B19-(B10+...+B17)]**	2,658	**95,634**
19	Total nonoperating revenues	62,161,448	**61,876,651**
27	Total operating and nonoperating revenues **CV=[B19+B09]**	104,061,181	**101,070,693**
28	**12-month Student FTE from E12**	4,000	**4,140**
29	Total operating and nonoperating revenues per student FTE **CV=[B27/B28]**	26,015	**24,413**

Part B - Revenues by Source

		Fiscal Year: July 1, 2014 - June 30, 2015	
Line No.	Source of funds	Current year amount	Prior year amount
	Other Revenues and Additions		
20	Capital appropriations	0	**0**
21	Capital grants and gifts	5,974	**1,000,000**
22	Additions to permanent endowments	⬥	**0**
23	Other revenues and additions **CV**=[B24-(B20+...+B22)]	0	**0**
24	Total other revenues and additions	5,974	**1,000,000**
25	Total all revenues and other additions **CV**=[B09+B19+B24]	104,067,155	**102,070,693**

You may use the space below to provide context for the data you've reported above.

Part C - Expenses by Functional and Natural Classification

Fiscal Year: July 1, 2014 - June 30, 2015
Report Total Operating AND Nonoperating Expenses in this section

Line No.	Expense Functional Classifications	Expense Natural Classifications							
		1 Total amount	2 Salaries and wages	3 Employee fringe benefits	4 Operation and maintenance of plant	5 Depreciation	6 Interest	7 All other	8 PY Total Amount
01	Instruction	54,286,778	21,531,999	15,277,961	7,178,004	4,425,312	4,637,202	1,236,300	**51,490,739**
02	Research	156,859	65,496	21,217	0	0	0	70,146	**203,425**
03	Public service	2,272,711	1,012,412	475,753	193,946	119,570	125,295	345,735	**2,147,048**
05	Academic support	11,361,073	4,182,185	2,945,818	1,492,608	1,072,519	964,269	703,674	**10,764,639**
06	Student services	10,980,018	3,132,023	2,087,480	1,437,760	886,394	928,836	2,507,525	**10,130,620**
07	Institutional support	15,059,377	5,991,857	4,344,644	1,839,967	1,134,358	1,188,673	559,878	**17,872,395**
08	Operation and maintenance of plant (see instructions)	0	3,652,729	2,634,038	-12,142,285	0	0	5,855,518	0
10	Scholarships and fellowships expenses, excluding discounts and allowances (from E11)	6,032,512						6,032,512	**5,386,951**
11	Auxiliary enterprises	17,245,068	4,925,034	3,489,249	0	1,673,340	1,889,246	5,268,199	**12,763,835**
12	Hospital services	0	0	0	0	0	0	0	**0**
13	Independent operations	0	0	0	0	0	0	0	**0**
14	Other expenses and deductions CV=[C19-(C01+...+C13)]	486,125	1,298	75	0	0	0	484,752	**2,573,361**
19	**Total expenses and deductions**	117,880,521	44,495,033	31,276,235	0	9,311,493	9,733,521	23,064,239	**113,333,013**
	Prior year amount	**113,333,013**	**45,037,257**	**29,466,778**		**6,605,728**	**8,058,639**	**24,164,611**	
20	**12-month Student FTE from E12**	4,000							**4,140**
21	**Total expenses and deductions per student FTE CV=[C19/C20]**	29,470							**27,375**

You may use the space below to provide context for the data you've reported above.

Part D - Summary of Changes In Net Position

Fiscal Year: July 1, 2014 - June 30, 2015

Line No.	Description	Current year amount	Prior year amount
01	Total revenues and other additions **(from B25)**	104,067,155	**102,070,693**
02	Total expenses and deductions **(from C19)**	117,880,521	**113,333,013**
03	Change in net position during year **CV**=(D01-D02)	-13,813,366	**-11,262,320**
04	Net position beginning of year	-43,763,628	**-25,318,311**
05	Adjustments to beginning net position and other gains or losses **CV**=[D06-(D03+D04)]	473,514	**-7,182,997**
06	Net position end of year **(from A18)**	-57,103,480	**-43,763,628**

You may use the space below to provide context for the data you've reported above.

Part H - Details of Endowment Assets

Line No.	Value of Endowment Assets	Market Value	Prior Year Amounts
	Fiscal Year: July 1, 2014 - June 30, 2015		
	Include not only endowment assets held by the institution, but any assets held by private foundations affiliated with the institution.		
01	Value of endowment assets at the beginning of the fiscal year	22,316,433	**21,216,971**
02	Value of endowment assets at the end of the fiscal year	25,560,254	**22,316,433**

You may use the space below to provide context for the data you've reported above.

Part J - Revenue Data for Bureau of Census

Source and type	Fiscal Year: July 1, 2014 - June 30, 2015				
	Amount				
	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/experiment services
	(1)	(2)	(3)	(4)	(5)
01 Tuition and fees	29,414,187	29,414,187			
02 Sales and services	17,685,725	0	17,685,725	0	0
03 Federal grants/contracts (excludes Pell Grants)	2,267,085	2,267,085	0	0	0
Revenue from the state government:					
04 State appropriations, current & capital	45,690,419	45,690,419	0	0	0
05 State grants and contracts	656,307	656,307	0	0	0
Revenue from local governments:					
06 Local appropriation, current & capital	0	0	0	0	0
07 Local government grants/contracts	302,770	302,770	0	0	0
08 Receipts from property and non-property taxes	0				
09 Gifts and private grants, including capital grants	2,484,933				
10 Interest earnings	164,935				
11 Dividend earnings	0				
12 Realized capital gains	0				

You may use the space below to provide context for the data you've reported above.

Part K - Expenditure Data for Bureau of Census

Category	Fiscal Year: July 1, 2014 - June 30, 2015				
	Amount				
	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/ independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/ experiment services
	(1)	(2)	(3)	(4)	(5)
01 Salaries and wages	44,495,033	39,569,999	4,925,034	0	0
02 Employee benefits, total	31,276,235	27,786,986	3,489,249	0	0
03 Payment to state retirement funds (maybe included in line 02 above)	7,282,191	6,450,819	831,372	0	0
04 Current expenditures other than salaries	0	0	0	0	0
Capital outlay:					
05 Construction	3,573,942	3,058,600	515,342	0	0
06 Equipment purchases	992,547	976,243	16,304	0	0
07 Land purchases	5,174,519	5,174,519	0	0	0
08 Interest on debt outstanding, all funds and activities	1,889,246				
09 Scholarships/fellowships	19,362,557	19,362,557			

You may use the space below to provide context for the data you've reported above.

Part L - Debt and Assets, page 1

Fiscal Year: July 1, 2014 - June 30, 2015	
Debt	
Category	Amount
01 Long-term debt outstanding at beginning of fiscal year	
02 Long-term debt issued during fiscal year	
03 Long-term debt retired during fiscal year	
04 Long-term debt outstanding at end of fiscal year	
05 Short-term debt outstanding at beginning of fiscal year	
06 Short-term debt outstanding at end of fiscal year	

You may use the space below to provide context for the data you've reported above.

Part L - Debt and Assets, page 2

Fiscal Year: July 1, 2014 - June 30, 2015	
Assets	
Category	Amount
07 Total cash and security assets held at end of fiscal year in sinking or debt service funds	
08 Total cash and security assets held at end of fiscal year in bond funds	
09 Total cash and security assets held at end of fiscal year in all other funds	

You may use the space below to provide context for the data you've reported above.

Summary

Finance Survey Summary

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the Data Center and sent to your institution's CEO in November 2016.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

Core Revenues

Revenue Source	Reported values	Percent of total core revenues	Core revenues per FTE enrollment
Tuition and fees	$19,081,596	21%	$4,770
State appropriations	$45,690,419	51%	$11,423
Local appropriations	$0	0%	$0
Government grants and contracts	$17,050,639	19%	$4,263
Private gifts, grants, and contracts	$4,984,279	6%	$1,246
Investment income	$164,935	0%	$41
Other core revenues	$2,407,016	3%	$602
Total core revenues	$89,378,884	100%	$22,345
Total revenues	$104,067,155		$26,017

Other core revenues include federal appropriations; sales and services of educational activities; other operating and nonoperating sources; and other revenues and additions (e.g., capital appropriations, capital grants and gifts, etc.). Core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. For institutions reporting in Full parent/child relationships, core revenues per FTE enrollment amounts will not be allocated to child institutions.

Core Expenses

Expense function	Reported values	Percent of total core expenses	Core expenses per FTE enrollment
Instruction	$54,286,778	54%	$13,572
Research	$156,859	0%	$39
Public service	$2,272,711	2%	$568
Academic support	$11,361,073	11%	$2,840
Institutional support	$15,059,377	15%	$3,765
Student services	$10,980,018	11%	$2,745
Other core expenses	$6,518,637	6%	$1,630
Total core expenses	$100,635,453	100%	$25,159
Total expenses	$117,880,521		$29,470

Other core expenses include scholarships and fellowships, net of discounts and allowances, and other expenses. Core expenses exclude expenses from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. For institutions reporting in Full parent/child relationships, core expenses per FTE enrollment amounts will not be allocated to child institutions.

Calculated value

FTE enrollment	4,000

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). FTE is estimated using 12-month instructional activity (credit and/or contact hours). All doctor's degree students are reported as graduate students.

Finance

SUNY College at Potsdam (196200)

Source	Description	Severity	Resolved	Options
Screen: Financial Position				
Upload File	The value of this field is expected to be greater than zero. Please correct your data or explain. (Error #5148)	Explanation	Yes	
Reason:	Negative unrestricted net asset amounts primarily due a liability of $57,367,080 to recognize postemployment benefits.			
Upload File	The amount of total net assets is not expected to be negative. Please correct your data or explain why total liabilities (line 13) exceed total assets (line 06). (Error #5156)	Explanation	Yes	
Reason:	Negative net asset amounts primarily due a liability of $57,367,080 to recognize postemployment benefits.			
Screen: Revenues Part 3				
Perform Edits	The amount of additions to permanent endowments reported in Part B (line 22) should not be zero or blank. Please confirm that the data reported are correct. (Error #5231)	Confirmation	Yes	
Related Screens:	Revenues Part 3			
Screen: Net Position				
Perform Edits	The calculated amount of change in net position during the year in Part D (line 03) is expected to be greater than zero. Please confirm that the data reported are correct. (Error #5202)	Confirmation	Yes	
Related Screens:	Net Position			

Institution: SUNY College at Potsdam (196200)
User ID: P1962001

Overview

Finance Overview
Purpose
The purpose of the IPEDS Finance component is to collect basic financial information from items associated with the institution's General Purpose Financial Statements.
There are changes made to the 2014-15 Finance data collection from the 2013-14 collection. The finance form for private for-profit schools have been revised to make it more comparable with the finance public and private not-for-profit forms.
Resources:
To download the survey materials for this component: Survey Materials
To access your prior year data submission for this component: Reported Data

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

Finance - Public institutions

Reporting Standard
Please indicate which reporting standards are used to prepare your financial statements:
⦿ GASB (Governmental Accounting Standards Board), using standards of GASB 34 & 35
◯ FASB (Financial Accounting Standards Board)
Please consult your business officer for the correct response before saving this screen. Your response to this question will determine the forms you will receive for reporting finance data.

Institution: SUNY College at Potsdam (196200)
User ID: P1962001

Finance - Public institutions

General Information
GASB-Reporting Institutions (aligned form)

To the extent possible, the finance data requested in this report should be provided from your institution's audited General Purpose Financial Statements (GPFS). Please refer to the instructions specific to each screen of the survey for details and references.

1. Fiscal Year Calendar

This report covers financial activities for the 12-month fiscal year: (The fiscal year reported should be the most recent fiscal year ending before October 1, 2014.)

Beginning: month/year (MMYYYY)	Month: 7	Year: 2013
And ending: month/year (MMYYYY)	Month: 6	Year: 2014

2. Audit Opinion

Did your institution receive an unqualified opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted above? (If your institution is audited only in combination with another entity, answer this question based on the audit of that entity.)

⦿ Unqualified	○ ❓ Qualified (Explain in box below)	○ Don't know (Explain in box below)

3. Reporting Model

GASB Statement No. 34 offers three alternative reporting models for special-purpose governments like colleges and universities. Which model is used by your institution?

- ⦿ Business Type Activities
- ○ Governmental Activities
- ○ Governmental Activities with Business-Type Activities

4. Intercollegiate Athletics

If your institution participates in intercollegiate athletics, are the expenses accounted for as auxiliary enterprises or treated as student services?

- ⦿ Auxiliary enterprises
- ○ Student services
- ○ Does not participate in intercollegiate athletics
- ○ Other (specify in box below)

5. Endowment Assets

Does this institution or any of its foundations or other affiliated organizations own endowment assets ?

- ⦿ Yes - (report endowment assets)
- ○ No

You may use the space below to provide context for the data you've reported above.

Part A - Statement of Financial Position

Most recent fiscal year ending before October 2014

If your institution is a parent institution then the amounts reported in Parts A and D should include ALL of your child institutions

Line no.		Current year amount	Prior year amount
	Current Assets		
01	Total current assets	9,887,137	**16,147,820**
	Noncurrent Assets		
31	Depreciable capital assets, net of depreciation	214,865,883	**192,617,018**
04	Other noncurrent assets **CV=[A05-A31]**	6,656,745	**4,035,309**
05	Total noncurrent assets	221,522,628	**196,652,327**
06	Total assets **CV=(A01+A05)**	231,409,765	**212,800,147**
	Current Liabilities		
07	Long-term debt, current portion	8,422,660	**7,180,215**
08	Other current liabilities **CV=(A09-A07)**	17,348,543	**22,480,114**
09	Total current liabilities	25,771,203	**29,660,329**
	Noncurrent Liabilities		
10	Long-term debt	194,401,740	**158,733,853**
11	Other noncurrent liabilities **CV=(A12-A10)**	55,000,450	**49,724,276**
12	Total noncurrent liabilities	249,402,190	**208,458,129**
13	Total liabilities **CV=(A09+A12)**	275,173,393	**238,118,458**
	Net Assets		
14	Invested in capital assets, net of related debt	15,133,090	**19,437,253**
15	Restricted-expendable	457,562	**457,688**
16	Restricted-nonexpendable	0	**0**
17	Unrestricted **CV=[A18-(A14+A15+A16)]**	◈ -59,354,280	**-45,213,252**
18	Total net assets **CV=(A06-A13)**	◈ -43,763,628	**-25,318,311**

You may use the space below to provide context for the data you've reported above.

Part A - Statement of Financial Position (Page 2)

		Most recent fiscal year ending before October 2014	
Line No.	Description	Ending balance	Prior year Ending balance
	Capital Assets		
21	Land and land improvements	18,774,972	13,303,826
22	Infrastructure	19,232,780	18,815,212
23	Buildings	224,969,791	154,262,921
32	Equipment, including art and library collections	23,220,423	21,898,916
27	Construction in progress	41,681,068	94,501,407
	Total for Plant, Property and Equipment **CV** = (A21+ .. A27)	327,879,034	302,782,282
28	Accumulated depreciation	113,013,151	110,165,264
33	Intangible assets, net of accumulated amortization	0	0
34	Other capital assets	0	0

You may use the space below to provide context for the data you've reported above.

Part E - Scholarships and Fellowships

Most recent fiscal year ending before October 2014
DO NOT REPORT FEDERAL DIRECT STUDENT LOANS (FDSL) ANYWHERE IN THIS SECTION

Line No.	Source	Current year amount	Prior year amount
01	Pell grants (federal)	7,413,284	7,403,325
02	Other federal grants (Do NOT include FDSL amounts)	274,641	296,878
03	Grants by state government	5,347,991	5,428,655
04	Grants by local government	0	0
05	Institutional grants from restricted resources	2,557,981	2,382,040
06	Institutional grants from unrestricted resources **CV=[E07-(E01+...+E05)]**	2,401,946	1,783,425
07	Total gross scholarships and fellowships	17,995,843	17,294,323
	Discounts and Allowances		
08	Discounts and allowances applied to tuition and fees	10,003,427	9,469,506
09	Discounts and allowances applied to sales and services of auxiliary enterprises	2,605,465	2,297,785
10	Total discounts and allowances **CV=(E08+E09)**	12,608,892	11,767,291
11	Net scholarships and fellowships expenses after deducting discounts and allowances **CV= (E07-E10) This amount will be carried forward to C10 of the expense section.**	5,386,951	5,527,032

You may use the space below to provide context for the data you've reported above.

Part B - Revenues and Other Additions

	Most recent fiscal year ending before October 2014		
Line No.	Source of Funds	Current year amount	Prior year amount
	Operating Revenues		
01	Tuition and fees, after deducting discounts & allowances	18,873,360	**19,601,449**
	Grants and contracts - operating		
02	Federal operating grants and contracts	2,147,151	**1,994,365**
03	State operating grants and contracts	643,939	**604,098**
04	Local government/private operating grants and contracts	3,234,129	**3,408,757**
	04a Local government operating grants and contracts	3,197	**49,837**
	04b Private operating grants and contracts	3,230,932	**3,358,920**
05	Sales and services of auxiliary enterprises, after deducting discounts and allowances	14,182,573	**14,917,841**
06	Sales and services of hospitals, after deducting patient contractual allowances	0	**0**
26	Sales and services of educational activities	0	**0**
07	Independent operations	0	**0**
08	Other sources - operating **CV**=[B09-(B01+ ....+B07)]	112,890	**2,334,328**
09	Total operating revenues	39,194,042	**42,860,838**

Part B - Revenues and Other Additions

Line No.	Source of funds	Current year amount	Prior year amount
	Nonoperating Revenues		
10	Federal appropriations	0	**0**
11	State appropriations	46,033,256	**43,652,406**
12	Local appropriations, education district taxes, and similar support	0	**0**
	Grants-nonoperating		
13	Federal nonoperating grants Do NOT include Federal Direct Student Loans	7,686,881	**7,699,227**
14	State nonoperating grants	5,347,991	**5,428,655**
15	Local government nonoperating grants	0	**0**
16	Gifts, including contributions from affiliated organizations	2,557,981	**2,382,040**
17	Investment income	154,908	**164,726**
18	Other nonoperating revenues **CV=[B19-(B10+...+B17)]**	95,634	**119,836**
19	Total nonoperating revenues	61,876,651	**59,446,890**
27	Total operating and nonoperating revenues **CV=[B19+B09]**	101,070,693	**102,307,728**
28	**12-month Student FTE from E12**	4,140	**4,307**
29	Total operating and nonoperating revenues per student FTE **CV=[B27/B28]**	24,413	**23,754**

Part B - Revenues and Other Additions

Line No.	Source of funds	Current year amount	Prior year amount
	Other Revenues and Additions		
20	Capital appropriations	0	0
21	Capital grants and gifts	1,000,000	0
22	Additions to permanent endowments	◈ 0	0
23	Other revenues and additions CV=[B24-(B20+...+B22)]	0	0
24	Total other revenues and additions	1,000,000	0
25	Total all revenues and other additions CV=[B09+B19+B24]	102,070,693	102,307,728

You may use the space below to provide context for the data you've reported above.

Part C - Expenses and Other Deductions

Most recent fiscal year ending before October 2014
Report Total Operating AND Nonoperating Expenses in this section

Line No.	Description	1 Total amount	2 Salaries and wages	3 Employee fringe benefits	4 Operation and maintenance of plant	5 Depreciation	6 Interest	7 All other	8 PY Total Amount
	Expenses and Deductions								
01	Instruction	51,490,739	21,204,920	14,298,796	7,912,860	3,288,294	3,696,865	1,089,004	**50,162,148**
02	Research	203,425	45,804	9,944	0	0	0	147,677	**264,689**
03	Public service	2,147,048	1,082,376	451,686	228,491	94,953	106,751	182,791	**2,259,476**
05	Academic support	10,764,639	4,140,435	2,749,191	1,704,352	865,524	796,268	508,869	**10,662,161**
06	Student services	10,130,620	3,122,478	1,892,592	1,522,820	632,828	711,457	2,248,445	**9,314,904**
07	Institutional support	17,872,395	6,618,899	4,282,838	2,003,796	832,704	936,168	3,197,990	**13,521,094**
08	Operation and maintenance of plant (see instructions)	0	3,638,268	2,435,838	-13,372,319	0	0	7,298,213	0
10	Scholarships and fellowships expenses, excluding discounts and allowances (from E11)	5,386,951						5,386,951	**5,527,032**
11	Auxiliary enterprises	12,763,835	5,182,973	3,345,853	0	891,425	1,811,130	1,532,454	**16,364,445**
12	Hospital services	0	0	0	0	0	0	0	**0**
13	Independent operations	0	0	0	0	0	0	0	**0**
14	Other expenses and deductions CV=[C19-(C01+...+C13)]	2,573,361	1,104	40	0	0	0	2,572,217	**1,414,294**
19	**Total expenses and deductions**	113,333,013	45,037,257	29,466,778	0	6,605,728	8,058,639	24,164,611	**109,490,243**
	Prior year amount	**109,490,243**	**44,965,714**	**28,561,158**		**5,619,037**	**6,240,048**	**24,104,286**	
20	**12-month Student FTE from E12**	4,140							**4,307**
21	**Total expenses and deductions per student FTE CV=[C19/C20]**	27,375							**25,421**

You may use the space below to provide context for the data you've reported above.

Part D - Summary of Changes In Net Position

	Most recent fiscal year ending before October 2014		
Line No.	Description	Current year amount	Prior year amount
01	Total revenues and other additions **(from B25)**	102,070,693	**102,307,728**
02	Total expenses and deductions **(from C19)**	113,333,013	**109,490,243**
03	Change in net position during year **CV**=(D01-D02)	-11,262,320	**-7,182,515**
04	Net position beginning of year	-25,318,311	**-17,156,071**
05	Adjustments to beginning net position and other gains or losses **CV**=[D06-(D03+D04)]	-7,182,997	**-979,725**
06	Net position end of year **(from A18)**	-43,763,628	**-25,318,311**

You may use the space below to provide context for the data you've reported above.

Part H - Details of Endowment Assets

Line No.	Value of Endowment Assets	Market Value	Prior Year Amounts
	Most recent fiscal year ending before October 2014		
	Include not only endowment assets held by the institution, but any assets held by private foundations affiliated with the institution.		
01	Value of endowment assets at the beginning of the fiscal year	21,216,971	**18,395,665**
02	Value of endowment assets at the end of the fiscal year	22,316,433	**21,216,971**

You may use the space below to provide context for the data you've reported above.

Part J - Revenue Data for Bureau of Census

Source and type	Most recent fiscal year ending before October 2014				
	Amount				
	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/experiment services
	(1)	(2)	(3)	(4)	(5)
01 Tuition and fees	28,876,787	28,876,787			
02 Sales and services	16,788,038	0	16,788,038	0	0
03 Federal grants/contracts (excludes Pell Grants)	2,147,151	2,147,151	0	0	0
Revenue from the state government:					
04 State appropriations, current & capital	46,033,256	46,033,256	0	0	0
05 State grants and contracts	643,939	643,939	0	0	0
Revenue from local governments:					
06 Local appropriation, current & capital	0	0	0	0	0
07 Local government grants/contracts	3,197	3,197	0	0	0
08 Receipts from property and non-property taxes	0				
09 Gifts and private grants, including capital grants	3,557,981				
10 Interest earnings	154,908				
11 Dividend earnings	0				
12 Realized capital gains	0				

You may use the space below to provide context for the data you've reported above.

Part K - Expenditure Data for Bureau of Census

Category	Most recent fiscal year ending before October 2014				
	Amount				
	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/ independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/ experiment services
	(1)	(2)	(3)	(4)	(5)
01 Salaries and wages	45,037,257	39,854,284	5,182,973	0	0
02 Employee benefits, total	29,466,778	26,120,925	3,345,853	0	0
03 Payment to state retirement funds (maybe included in line 02 above)	6,610,418	5,830,313	780,105	0	0
04 Current expenditures other than salaries	0	0	0	0	0
Capital outlay:					
05 Construction	26,856,313	24,714,353	2,141,960	0	0
06 Equipment purchases	1,333,784	1,322,534	11,250	0	0
07 Land purchases	5,681,082	5,681,082	0	0	0
08 Interest on debt outstanding, all funds and activities	1,811,130				
09 Scholarships/fellowships	17,995,843	17,995,843			

You may use the space below to provide context for the data you've reported above.

Part L - Debt and Assets, page 1

Most recent fiscal year ending before October 2014	
Debt	
Category	Amount
01 Long-term debt outstanding at beginning of fiscal year	0
02 Long-term debt issued during fiscal year	0
03 Long-term debt retired during fiscal year	0
04 Long-term debt outstanding at end of fiscal year	0
05 Short-term debt outstanding at beginning of fiscal year	0
06 Short-term debt outstanding at end of fiscal year	0

You may use the space below to provide context for the data you've reported above.

Part L - Debt and Assets, page 2

Most recent fiscal year ending before October 2014	
Assets	
Category	Amount
07 Total cash and security assets held at end of fiscal year in sinking or debt service funds	0
08 Total cash and security assets held at end of fiscal year in bond funds	0
09 Total cash and security assets held at end of fiscal year in all other funds	0

You may use the space below to provide context for the data you've reported above.

Prepared by

This survey component was prepared by:

○ Keyholder	○ SFA Contact	○ HR Contact
○ Finance Contact	○ Academic Library Contact	○ Other

Name:

Email:

How long did it take to prepare this survey component?	hours	minutes

The name of the preparer is being collected so that we can follow up with the appropriate person in the event that there are questions concerning the data. The Keyholder will be copied on all email correspondence to other preparers.

The time it took to prepare this component is being collected so that we can continue to improve our estimate of the reporting burden associated with IPEDS. Please include in your estimate the time it took for you to review instructions, query and search data sources, complete and review the component, and submit the data through the Data Collection System.

Thank you for your assistance.

Summary

Finance Survey Summary

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the Data Center and sent to your institution's CEO in November 2015.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

Core Revenues

Revenue Source	Reported values	Percent of total core revenues	Core revenues per FTE enrollment
Tuition and fees	$18,873,360	21%	$4,559
State appropriations	$46,033,256	52%	$11,119
Local appropriations	$0	0%	$0
Government grants and contracts	$15,829,159	18%	$3,823
Private gifts, grants, and contracts	$5,788,913	7%	$1,398
Investment income	$154,908	0%	$37
Other core revenues	$1,208,524	1%	$292
Total core revenues	$87,888,120	100%	$21,229
Total revenues	$102,070,693		$24,655

Other core revenues include federal appropriations; sales and services of educational activities; other operating and nonoperating sources; and other revenues and additions (e.g., capital appropriations, capital grants and gifts, etc.). Core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.

Core Expenses

Expense function	Reported values	Percent of total core expenses	Core expenses per FTE enrollment
Instruction	$51,490,739	51%	$12,437
Research	$203,425	0%	$49
Public service	$2,147,048	2%	$519
Academic support	$10,764,639	11%	$2,600
Institutional support	$17,872,395	18%	$4,317
Student services	$10,130,620	10%	$2,447
Other core expenses	$7,960,312	8%	$1,923
Total core expenses	$100,569,178	100%	$24,292
Total expenses	$113,333,013		$27,375

Other core expenses include scholarships and fellowships, net of discounts and allowances, and other expenses. Core expenses exclude expenses from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.

	Calculated value
FTE enrollment	4,140

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). FTE is estimated using 12-month instructional activity (credit and/or contact hours). All doctor's degree students are reported as graduate students.

Edit Report

Finance

SUNY College at Potsdam (196200)

Source	Description	Severity	Resolved	Options
Screen: Financial Position				
Upload File	The value of this field is expected to be greater than zero. Please correct your data or explain. (Error #5148)	Explanation	Yes	
Reason:	The negative unrestricted net position amounts are primarily due a $49 million liability to recognize postemployment benefits.			
Upload File	The amount of total net assets is not expected to be negative. Please correct your data or explain why total liabilities (line 13) exceed total assets (line 06). (Error #5156)	Explanation	Yes	
Reason:	The negative net position amounts are primarily due a $49 million liability to recognize postemployment benefits.			
Screen: Revenues Part 3				
Perform Edits	The amount of additions to permanent endowments reported in Part B (line 22) should not be zero or blank. Please confirm that the data reported are correct. (Error #5231)	Confirmation	Yes	
Related Screens:	Revenues Part 3			
Screen: Net Position				
Perform Edits	The calculated amount of change in net position during the year in Part D (line 03) is expected to be greater than zero. Please confirm that the data reported are correct. (Error #5202)	Confirmation	Yes	
Related Screens:	Net Position			