



Suzanne Smith, Ph.D. currently serves as SUNY Potsdam’s 18th President. During her tenure she led the development of and begun implementing a fiscal stability plan that will successfully eliminate the more than \$9 million dollar annual structural deficit the campus carried when she arrived. She led development of a strategic plan that focuses on supporting the whole student inside and outside of the classroom, building campus and community relationships, confirming students are prepared for the evolving workforce, and ensuring everyone on campus—students, faculty, staff, and friends of the college—feels a sense of belonging. Building community relationships and requiring that academic offerings match student interest and regional workforce needs have been important areas of focus.

Prior to SUNY Potsdam she served as the Provost/Vice President for Academic Affairs at Georgia Southwestern State University, from 2018 – 2023. As the Provost, she was responsible for the university’s academic programming and planning, and the allocation of resources to meet programmatic priorities. She led an academic planning process which resulted in the establishment of new degree programs designed to meet student and regional workforce needs, and helped raise more than \$2 million dollars for one of those programs by working with community partners and seeking external grants. As an example of addressing workforce needs through academic programming, she led creation of the Associate of Science in Nursing degree after conferring with local healthcare partners and discovering the need for more graduates tailored to their jobs.

Dr. Smith served at Washington State University Vancouver from 1997 – 2018, transitioning from faculty to administration by serving 10 years as an academic director. She ended her time in Washington by serving as the director of academic planning and special assistant to the vice chancellor of academic affairs, roles where she worked on community relationships, building the

‘college in the high school’ program, and growing student success through initiatives like a Common Read program. As an academic, she has more than 25 years of experience teaching in human development at the university level, and is well-published, including co-authoring multiple editions of the textbook *Exploring Family Theories*.

Dr. Smith received her Ph.D. in child and family development from the University of Georgia, her Master of Science degree in family and child development from Virginia Polytechnic Institute and State University, and her Bachelor of Arts degree in behavior science from Erskine College. She is a lifelong learner, and has completed the Harvard Graduate School of Education Management Development Program and the American Association of State Colleges and Universities Millennium Leadership Institute.

Nevada State University
1300 Nevada State Drive
Henderson, NV 89002
c/o Academic Search

Dear Members of the Search Committee:

I want to be Nevada State University's next president because we are both committed to dramatically magnifying the school's impact, and we share similar values and beliefs about higher education. I am energized by the opportunity to lead Nevada State University (NSU) in the next phase of academic and infrastructure development, to drive partnerships locally and regionally, and to further develop and lead the team. Among many reasons why I find NSU so compelling, I especially admire your focus on being student-centered and inter-connected to your local community, region, and all across Nevada.

I began learning about NSU this past summer, when my husband and I visited family in Henderson. We were confirming that Henderson was a place where we could eventually retire: we spent time with family, played a lot of golf, visited the Las Vegas Strip, and had a wonderful time. I began researching schools in the area, and was excited to learn about NSU. I began on the NSU website and then contacted colleagues with a connection to NSU. Your dedication to serving students across all different educational pathways, focus on amplifying NSU's impact across the region, and need to grow physically, with more facilities, and academically, with more programs, both attracts my interest and is an excellent fit with my experiences.

NSU is clearly on a positive trajectory, with growing enrollment and a direct link between degree offerings and workforce needs / student interest. As a President, I know positive results with enrollment, retention, and persistence are only achieved on campuses that are student-centered. I am impressed by the solid foundation NSU has built in these areas, and I am excited to push for even more excellence in these areas. Reading your Mission, Vision, and Core Values was very satisfying because we are aligned on the essence of what makes a campus and academic community great. My career has been spent serving campuses with an access mission focused on increasing the economic mobility of students in our community and region. Your commitments to student success and innovation are inspiring, will help ensure ongoing relevancy, and describe exactly the kind of campus I like to serve and lead.

One thing that immediately caught my eye in the Presidential Search materials was the (paraphrasing) strategic opportunity to continue growing and developing both the campus and the partnerships on-and-off campus that will help NSU thrive. I began my academic career on a newly-formed branch campus of Washington State University (WSU) that now serves thousands of students. I fondly remember the excitement and opportunities that NSU now faces, having cut my administrative teeth on a campus with very similar challenges. I spent more than 20 years at WSU *because* of the excitement that I experienced building the new campus. It was things like starting a new major, recruiting and retaining students for our new campus, building relationships with local and regional businesses with which we had synergy, and doing continual workforce development assessments to ensure we were meeting the needs of students and the organizations where they would eventually work. Initially as faculty, and throughout my transition into administration, I participated in and sometimes led the decision-making processes regarding which majors

would be most impactful, where and how we should build next, what facilities, people, policies, and processes needed to be in place with each level of growth, and how we could best ensure our students had the supports they needed to thrive before and after graduation. NSU is at a similarly exciting time in its history, and I am ready to lead as we expand our academic offerings, execute the SMART Growth Initiative, open successfully in North Las Vegas, and more. Especially as relates to enrollment growth, I have direct experience scaling up operations to NSU's new, exciting, higher capacity.

The President must be NSU's strongest advocate both on campus and in the local and regional community. Thinking back on my academic career, my perception is that the need for this kind of positive, demonstrative communication and leadership *directly from the President* has grown and grown. During my tenure as the President of SUNY Potsdam, and across many programs and improvements, this is one of the things that most defines my contribution: I am relentlessly positive and engaged about everything related to my campus, and no one is better at setting the example for how we all can deliver the good news about what is happening here. It is a fair expectation for the President: if you can't explain in direct, vivid language why your campus is special and will be even better tomorrow, you are in the wrong job. Part of my commitment is working hard to make sure there are plenty of opportunities to share all the great details about students, faculty, staff contributions, donors, and more. I excel at building relationships within the campus, and all across the local community, region, and state. I have built strong relationships with elected officials, within the state systems of which I have been a part, and with the business owners and organization leaders that have the greatest impact on my campus. Spreading the message about who we are, what we need to better serve our students and our region, and finding ways to partner is one of my most important contributions as President.

Like NSU, and like so many other schools, on my campus we are very focused on enrollment. I am happy to report that, thanks to a renewed and unyielding emphasis on student success, my team and I have turned around our declining enrollment and troubling retention rates. In fact, we are now looking to grow! Whereas I inherited many years of declines, I am proud of this result and have fresh experience in how to attract and retain students. Before serving as the President of SUNY Potsdam, I spent five years as the Provost and Vice President for Academic Affairs at Georgia Southwestern State University (GSW). During and since my tenure at GSW, enrollment has grown every year, even as similarly-situated schools in the same region are struggling. In short, I have a lot of hands-on, practical experience delivering student success with proven enrollment and retention results. Students at NSU will look forward to attending, be persistently and proactively supported in their studies, graduate towards many opportunities, and support our campus as alumni.

Prior to GSW, I transitioned from faculty to administration through many years of progressively more challenging leadership roles at WSU. Across these years of teaching and leadership, I have distinguished myself by facing challenges head on, working effectively with faculty, staff, and administration across campuses and state systems, and providing innovative leadership in areas such as strategic planning, fiscal planning, friend and fundraising, and developing and supporting positive co-curricular student experiences. Taken together, these experiences make me a strong candidate for NSU. Among many things I admire about NSU, the student-centered approach (as evidenced by your laudable NSSE results!); areas of focus in liberal arts, critical thinking, and civic discourse; and commitment to ensuring economic mobility definitely stand out. I will extend and improve these things even as I focus on successful delivery of major campaigns like the game-changing SMART Growth Initiative.

I have accomplished a great deal in my time at SUNY Potsdam and am eager to take my knowledge and skills and apply them on a campus that shares similar values and goals as myself. For context, I am especially drawn to campuses that put student success at the center of everything they do, help students develop critical thinking skills, and push everyone to understand the value of being global citizens who recognize the importance of being sensitive to issues of equity, diversity, and inclusion. I believe in the

power of experiential or applied learning and the necessity of developing and recognizing opportunities in our local community and region. We know we're doing it right when student success benefits NSU and the extended community. I also value the opportunity to work with alumni, friends of the college, community members, and other potential donors to learn what's important to them, and how we can work together to support our students and our campus with their gifts, while also impacting our region and our state in a positive way. My husband and I started an endowed scholarship at SUNY Potsdam because we sought the joy that comes from helping students reach their dreams as they embark on their academic journey.

On a personal note, my husband and I enjoy outdoor activities like golf and hiking, and the region around Henderson is a place where our family can thrive. It's important to me to find a good fit both professionally and personally, and NSU fulfills both needs. We have family in the area and have spent time playing local golf courses and exploring the region, and love the access this provides to the entertainers that frequently tour in the Las Vegas area. These are just some of the reasons I find the President role at NSU so compelling. Below I will provide more details about my experience as it pertains to the expectations for NSU's next president.

Student Success and Retention. While it's important to recruit and enroll students, it's even more important that you *retain* them. On my arrival, SUNY Potsdam had been experiencing declining enrollment for more than a decade, and—making matters worse—students were dropping out. As you can imagine, this was among the most important, front-burner issues that I focused on. As highlighted previously, during my tenure we have stabilized enrollment, are now looking to grow, and have dramatically improved retention. On the enrollment side, among many actions, we accomplished this difficult turnaround by assessing our marketing materials, ensuring we were hitting our target audience, and marketing in the right places. More importantly, similar to NSU, the underlying academic programs had to hit the target for students, their families, prospective employers, and even graduate programs.

One thing we confirmed is that our students wanted to know *before starting their degree* what job they could get with their degree and how much money they would make. I appreciate NSU also has students with a strong employment focus, and I look forward to learning how we can tailor academic programming to best serve everyone. I am very curious to learn the extent to which, at NSU, workforce needs and student academic interest have merged into a single directive for academic offerings. At SUNY Potsdam I discovered a gap had formed between academic programming and what our students, their families, etc. desired. Regardless of their desired outcomes, my lesson-learned is that degree programs need to be continually assessed to ensure we are offering programs that are sought-after: in our case, it was degrees that were directly transferrable to the workforce.

Regarding retention, a campus needs to welcome students from all walks of life, provide opportunities for growth and development that augment their classroom experiences, and ensure students feel valued and supported. While having desirable academic programs and engaging faculty are a part of this, having a campus culture that supports each student just as they are and helps them see how they are a part of the campus community is equally important. Research is clear that creating a sense of belonging is a key component of student retention, and co-curricular planning across campus is paramount to ensuring that students are fully engaged in the campus experience both inside and outside of the classroom. At GSW, the Vice President for Student Engagement and Success started on the same day as me, our President started a year ahead of us, and the three of us worked hard to increase student engagement on campus, with an end goal of increased retention. This included a multitude of efforts including: reassessing our course and degree offerings; improvements to and building new campus facilities; being intentional and purposeful in creating a campus culture; the development of a thriving First Year Experience Office; implementing a multi-day freshman orientation concluding in a Freshman Convocation; developing a Common Read program; and providing opportunities for traditions to develop. We made quick progress towards creating a student life that drew people to campus—and encouraged them to stay once they arrived. This led to record-breaking

enrollment growth and retention during my tenure, and GSW enjoys continued success based on the implementation of these activities. This kind of achievement only happens when you have a leadership team that works together with the common goal of student success.

I've taken these lessons-learned to SUNY Potsdam, and we have made similar, positive strides. We changed how freshman spend their first days on campus and introduced a lot of improvements to help students thrive throughout their time with us. I am eager to learn more about NSU's First Year Fest and I'm excited for all of us to keep learning and doing more. New SUNY Potsdam students now enjoy an active three days building relationships with other new students and experiencing campus culture firsthand. This includes a campus scavenger hunt, a glow party with fireworks, bonfires, and music their first night on campus, Sundaes with Suzanne on move-in day, and many other activities. We are already seeing the results of these changes, as our retention rate improved over 4% in Fall 2025 for first-time full-time students!

Other new activities that build a sense of tradition on campus, another key to retention and belonging, have included Pancakes with the President the Monday of exam week and the implementation of the Presidential Challenge Coin. All students are given a gray coin at orientation which says "You Made a Difference", along with our mascot on one side and our logo on the other. Before they graduate, they give the coin to someone who has impacted their ability to successfully graduate. At commencement they each receive a maroon (our school color) coin to remind them that they can do amazing things, to always thank those who help them along the way, and to be that special person who helps others. The stories I hear from students and recipients of the Presidential Challenge Coin are the best of humanity, and there are several that I can't share without becoming emotional.

Another example of my work to increase retention and a sense of belonging is fundraising to support the Student Success Initiative (SSI) at SUNY Potsdam, which is based on three elements. First, we moved to a professional academic advising model where students work with their advisor the summer / semester prior to being on campus for classes. They talk about their course schedule and get connected with the resources they need to be successful. Once classes begin, the advisor reaches out to the student every few weeks to ensure they are staying on track and have the help they need. Our experience has shown that, if students have a point of contact that reaches out to them prior to the start of classes, they are more likely to reach out when they need help. The second piece of the SSI is the development of a First Year Experience Office. The goal of this group is to ensure our students have both academic and social activities that connect them to our campus. Similar to NSU, we have many student groups, activities, and athletics, and we proactively connect our students to these opportunities. Third, we expanded access to our Bridges Program, which targets students who need additional supports, and we increased the level of wraparound services available to those students. For all students on campus, we also do multiple t-shirt and other apparel give aways since many of our students cannot afford to buy apparel that reflects their school spirit. Taken together, these activities have really improved our retention rates, but, setting retention aside, it's simply how a campus should treat students. They need to know we believe in them, are here to help them when they need it, and that they can be successful when utilizing the supports we have available.

Of course, NSU must continue to have a special focus on first-generation and Pell-eligible students. This starts with providing support during the application process, filling out the FAFSA, and continues by ensuring that wraparound student supports help them be successful. It's great that NSU has a high number of co-enrolled students, which creates the opportunity to provide assistance, right in the high school, with these important first steps. Once admitted, having services on campus such as advising, tutoring, peer mentoring, and studying sessions are critical—all things that have been shown to increase student success. My commitment to being a hands-on catalyst for change will serve me well at NSU as I work with constituents across campus, within the community, and throughout the region to drive improvements and build on our strengths to increase enrollment, retain more students, and help students thrive.

Community-Centric Leadership. Beyond campus, it's been important for SUNY Potsdam to ensure we are meeting the workforce needs of our community partners: we can always do more together than apart. Thankfully, every campus I have worked with values their community partners and knows the importance of working together to help everyone thrive. Cultivating these relationships can serve multiple purposes, including expanding enrollment, providing opportunities for our faculty and students to collaborate with the community, as well as helping our partners meet their workforce needs. A recent example is our new Presidential Internship Program. Local businesses applied to have an intern over the summer and, through grant-funding, it became a great student program that was zero cost to our community partners. In order to make it affordable for the students, we paid their tuition for the internship credits, paid a stipend, and provided housing in the residence hall. This gave them the opportunity to earn much needed income while also getting important work experience, and it addressed the workforce needs of our local community. We are continuing this program due to its success, and it has raised our profile—as a true partner—with our local business community. Other examples of my focus on addressing community needs are new programming in education and business administration, new nursing programs at both GSW and WSU, and a much-requested, by community partners, new music business degree. I look forward to exploring NSU's current partnerships, driving their expansion, and fostering relationships in new areas to see how we can help each other grow and develop. I am a person who works hard to find win-win solutions, and creating more partnerships is a great way to drive success for the entire, extended community.

One of my favorite things to do as a university president is share the story of our amazing faculty and staff, and the accomplishments of our students and alumni. My husband and I love being active on campus and in the community *so that we can share the story of our campus with others*. Working with alumni and local, regional, and national partners so they better understand who we are and what we do is such a rewarding part of this position, as every member of campus has a unique story worth sharing. Spreading these messages through personal visits, news stories, and targeted marketing helps ensure others understand who we are, what we believe, and the value we bring to our graduates. I have worked extensively with local and regional elected officials, with system level administration on all the campuses where I have worked, and recognize that we all are part of the fabric of the community in which we work and live. I spend a great deal of my time traveling around the country telling the story of our campus and seeking funding to support those things we determine important.

A recent example of my work to tell the best story about SUNY Potsdam, even when it's difficult, is the "Our Roots Run Deep" campaign. My campus was frequently featured in the media when our fiscal stability plan was being developed and then publicly released. Not surprisingly, the path to fiscal stability for my campus involves cuts. Many members of our community, very understandably, experienced distress as the plan was in development and then acted upon. To address the concerns and make clear our commitment to long-term success, we launched the "Our Roots Run Deep" campaign to showcase our history in the state, and—especially to the local community—the positive impact we have had over the last 210 years. More than half our enrollment comes from the region around SUNY Potsdam, and so we made clear the many things we are doing to ensure we remain relevant another 200+ years. We also have a team that has gone to professional development days in high schools across the region, reintroducing us to administration, teachers, and staff, and talking about enrollment with high school students so they are aware who we are and what we have to offer.

Being a good advocate of my campus also means becoming an integral part of the community in which I live. In our first weeks in Potsdam, my husband and I went to each business in the downtown area, introduced ourselves, and started developing relationships with the people in our community. We believe in shopping locally, being active and engaged within our local community, and ensuring people know that we value who they are and what they do. We expect to be an integral part of the Henderson community: meeting and spending time with other residents in the area, building lasting relationships, and forging ties to the community by giving our time and talents in whatever ways are most helpful. This may seem like a

lighthearted example of our commitment, but my husband and I always wear school colors any time we're out and about. When people notice, we want them to think, "Wow, they really take it seriously." We do, and we will proudly wear black and gold as we share the story of Nevada State University with groups throughout the state of Nevada and across the globe.

Shared governance, transparency, and inclusivity. These elements of my leadership style—shared governance, transparency, and inclusivity—revolve around my focus on being trustworthy, and being a leader that people trust is important to me. Trust is built by being open and honest in communications and decision-making; including people in the decision-making process when possible; and fostering a close-knit leadership community on and off campus. At SUNY Potsdam I demonstrated trustworthiness 'right out of the gate' during my first year, as we made many difficult decisions to address the fiscal health of our campus. Throughout the process we shared our budget target and explained the work to develop our fiscal stability plan. When we had our plan ready, I hosted a campus town hall and shared the details of the plan including how data was gathered and used and who was involved. We developed a web page that shared the proposed cuts and had an extensive Question and Answer page about the process and the elements of the plan. I met with every area on campus, including with students, to answer questions and seek feedback. As a strong example of my commitment to shared governance, all academic majors that were targeted for closure were given time to review the data and propose an alternative plan. As a result, four of the programs originally slated for removal were revised and given several years to accomplish a turnaround. I continue to meet regularly with Faculty Senate Executive Committee, union leadership, public officials, business owners, and am always willing to meet with anyone that would like to share a concern. Trustworthiness is a core value for me, personally, and a requirement for my team.

Fiscal responsibility and sustainability. Establishing fiscal goals and then developing and managing a budget that supports the strategic plan and mission of Nevada State University is critically important—and becomes especially complex when funding is scarce and workloads are high, as they have been on my last two campuses. My ability to set strategic targets and then follow through with fiscal responsibility and budget management has been thoroughly demonstrated at both SUNY Potsdam and GSW. When I was hired at SUNY Potsdam, I inherited a \$9M structural deficit and was given three months to develop a five-year plan for sustainability. I led a core team from my President's Cabinet to review every budget on campus, put forward suggested reductions in each area, and determine where we could make cuts. As we gathered data, we took the time to make clear how the information would be used and explained potential outcomes. Of course, we evaluated student enrollment forecasts and the current economic climate, but the work took on additional depth when we also considered where it was imperative that we make further investments for the *future* success of our campus. We assessed which reductions best aligned with our mission and values, ensured student success, and valued and appreciated our excellent faculty and staff. While it was a difficult process, and led to the elimination of some zero and low-enrolled academic majors and a reduction in staffing, it was the right thing to do for the future of our campus. Members of my team have been empowered to take ownership of their own budgets, and to work towards the financial health of the college using the same process we undertook as a team: align to mission and values, ensure student success, and value and appreciate our excellent faculty and staff. Looking at staffing across all areas of campus was a part of this as well. We have a long-term hiring plan that includes both academic and professional staff, and we revisit it each year to confirm it addresses our priorities and needs. I bring deep experience with the mechanical processes and emotional considerations of making the best choices when resources are limited, and these are important lessons on every campus. I welcome the opportunity to understand NSU's fiscal environment, explore how budget is allocated, learn more about the funding models in Nevada, explore how that relates to strategic opportunities, and identifying the areas that could see improvement with restructured or new sources of funding.

Academics, Enrollment, and Strategic and Visionary Leadership. At GSW, where I served as Provost, I ran our academic and strategic planning processes. Similarly, at SUNY Potsdam I developed the strategic plan

that my campus is now implementing. As you can imagine, I am very interested to learn about NSU's new strategic plan, having created the plan at my last two schools. All the academic and strategic plans I have worked on have had a direct focus on improving academics and increasing enrollment and retention. Not next year or next semester: today. Overseeing creation of the academic plan at SUNY Potsdam, we discovered more than a dozen of our degree programs had been underenrolled for a significant period of time. We made the difficult decision to eliminate those majors so we could invest in areas that were supported by student interest and community workforce need. We also added a required internship / practicum for every student. As you know, experiential learning like this is a top predictor of future student success when obtaining employment post-graduation. In all cases, I have ensured that Mission, Vision, and Core Values are integrated into decisions about academic programming. In my view, if they aren't considered during important work like this, then why even have them?

NSU is at an important inflection point with academic programming, and I have led other campuses to success from this same point. Of course, successful academic programming is directly, strongly influenced by workforce needs and student interest. Developing the right academic programming means spending a lot of time with local and regional leaders, understanding the gaps they have in their workforce, and deciding how we will work together to address the gaps. At GSW I hosted a series of community roundtables throughout the region to determine where we could better support each other, including both the job skills they were seeking as well as the degree programs that could be added for mutual benefit. An interesting discovery was that our regional hospital system was spending an incredible amount of money—both compensation and staffing time—on visiting nurses. This informed our new partnership, and we began addressing the need for more nurses by admitting more students who were on the boarder of our admissions criteria, but whom we thought could be successful if they had additional wraparound supports. The hospital system financially supported the employment of professional advisors as well as funding to support additional tutoring and study sessions to support those students in the classroom. It is a program which was widely successful, still exists, and is frequently referred to as a working example of how higher education and regional workforce partners can work together. It opened the door to, a few years later, their request that we help them meet their entry-level workforce needs. We started an Associate of Science in Nursing degree which has provided a degree option for students who need a shorter period of time before they enter the workforce, while also having a credential that leads directly to future educational and employment opportunities. This partnership is an example of what my team will deliver for Nevada State University and the surrounding region.

I love taking a strategic plan and putting in the hard work to implement the things that are most important for my campus. I have demonstrated this ability again and again, and welcome the opportunity to deliver this way for NSU. I also enjoy taking a hard look at the campus footprint and delivering what best meets our current and future needs. The SMART Growth Initiative documents many of the ideas and partnerships necessary to achieve success for NSU, and I take it as an exciting roadmap. At SUNY Potsdam I am obsessed with creating physical spaces that enable our students, faculty, and staff to become completely immersed in their activities. It includes things like organizing our academic spaces around multi-disciplinary hubs to increase collaborative course work and research, extensive remodeling of our student union with an eye (always!) towards nurturing our campus community, studying the functional use of space so that it is best-used, and even improving campus pathways to ensure movement is efficient. I expect my work at WSU will translate very directly to NSU: deciding where and how to house academic programs, identifying the disciplines that are growing and need a new building, and ensuring student services have many attractive, dedicated spaces to better serve our students. I love this kind of work and expect a lot of it at NSU!

A final thought on campus community: one thing I have learned about NSU, initially from my family in Henderson, but then through colleagues and friends, is that Nevada State University is not as well-known in the local community as it should be. I faced a similar situation at SUNY Potsdam, where our school's

participation in the local community had faded somewhat, especially as a result of the pandemic. It wasn't hard to spot this issue, which I heard again and again as I introduced myself around town. Among many intentional steps towards confirming SUNY Potsdam's importance as a community resource and destination, we decided to host a gathering that we thought of, internally, as a "welcome back to SUNY Potsdam". You may recall that on April 8, 2024, there was a total solar eclipse in parts of New York state; SUNY Potsdam was in the direct path of totality! We marked this once-in-a-lifetime event by welcoming our community back to campus for educational activities and lots of eclipse-inspired fun. Schools brought their students, parents brought their families, and the whole community came together. The day became a local cultural touchstone, a positive moment on campus that reminded people about us. As President, I will look for opportunities like this one, where we can showcase NSU and make even more of the positive impressions that we're already making with so many visitors.

I hope you agree I have the attitude, skillset, and experience needed to drive campus and student success at Nevada State University. Student success has been at the forefront of all I have done in my career, whether it be inside or outside of the classroom. One recent result of my dedication to students is my husband and I being selected by the athletic coaches and players for the 2024–2025 "Potsdam Appreciates" award, which is given to someone whose "Spirited presence, heartfelt cheers, and unshakable pride have made a lasting impact on Bear Nation." We work hard to show all our students, faculty, staff, donors, and friends of the college how much we appreciate them, and we're still glowing from receiving this award.

I am excited by this opportunity and look forward to learning more about your campus and how we could work together. Please let me know if you have any questions or need additional materials. Thank you for your time and consideration.

Sincerely,

A handwritten signature in cursive script that reads "Suzanne R. Smith". The ink is dark and the handwriting is fluid and legible.

Suzanne R. Smith, Ph.D.

Suzanne R. Smith, Ph.D.

Curriculum Vitae

President, State University of New York at Potsdam

EDUCATION

- Ph. D. The University of Georgia, August 1996
Major: Child and Family Development
- M. S. Virginia Polytechnic Institute and State University, July 1992
Major: Family and Child Development
- B. A. Erskine College, Due West, South Carolina, May 1990
Major: Behavioral Science

HIGHER EDUCATION PROFESSIONAL DEVELOPMENT

- Harvard Graduate School of Education
Management Development Program, June 2015
- American Association of State Colleges and Universities
Becoming a Provost Academy, July 2016 – June 2017
- American Association of State Colleges and Universities
Millennium Leadership Initiative, July 2020 – June 2021
- American Association of State Colleges and Universities
New Presidents Academy, July 2023 – December 2023

ADMINISTRATIVE EXPERIENCE

State University of New York at Potsdam

President

April 2023 – present

This regional comprehensive four-year liberal arts institution includes approximately 2,500 students, 208 full time faculty, 128 doctorate faculty, 95 part time instructors, 3 schools, 50 undergraduate degrees, 20 graduate degrees, and is a part of the State University of New York System.

Accomplishments include:

- Unreservedly, completely joined the amazing SUNY Potsdam community. As an example of our special commitment to students, we host all athletic teams and many student groups (student government, Greek officers, residence advisors, etc.) for dinner in our home. In total, this is about 30 student groups per year, representing between one-third and half of all students on campus.
- Developed a plan for fiscal health. I inherited a \$9M annual, structural deficit and we are making great progress towards fiscal stability. As we deploy the plan, we are being nimble based on the changing national, regional, and local landscape in higher education. Owing to our thoughtful,

quick, and direct action, the SUNY Chancellor directed several other SUNY institutions to reuse the materials and blueprint that we developed here at SUNY Potsdam.

- Built new and refreshed strong relationships with alumni, primary donors, and many friends of the college. I set aside about two weeks per month to travel throughout the country, holding open call events plus individual and small-group meetings. We move to the public phase of our fundraising campaign in 2026, and are ahead of schedule relative to our fundraising target of \$40M.
- Led complete redesign of student union, with a focus on student-centric spaces. Planned June 2027 start date for construction. Reorganized academic (physical) spaces around multi-disciplinary hubs to increase collaborative course work and research.
- Led a strategic planning process for the campus and currently implementing the plan. Our strategic plan includes a required internship / practicum experience for all of our graduates.
- Modernized our academic offerings to ensure they provide the skill sets need to fulfill workforce needs. Extensive work with Faculty, Academic Affairs, and others.
- Improving retention, and honoring our access mission commitment, with the development of a Student Success Initiative. Funded entirely by donations, it encompasses a new Office of First Year Experience, Center for Professional Academic Advisors, and increasing enrollment through our Bridges Program, which provides extensive services to students on the borderline of meeting admissions requirements.
- Raised the profile of SUNY Potsdam athletics by aligning the Athletic Director to report directly to the President. Given the importance of athletics to recruitment, retention, campus vitality, alumni engagement, and more, this was among my first changes.
- I have developed very positive working relationships all across the SUNY system: at the system office, at member campuses, and with many SUNY comprehensive presidents.
- Increased the sense of community at SUNY Potsdam through fun, engaging events that are typically attended by students, faculty, staff, alumni, and even members of our local community. Examples include happy hours, luncheons, holiday parties, games nights, and trivia nights. As an example, when our region experienced a major solar eclipse, we took the opportunity to invite everyone in our community to join us on campus for activities and extensive programming. Hundreds came out to enjoy the show! Formed the Campus Engagement Working Group to provide feedback on faculty and staff activities, always inviting suggestions for even more engagement.
- Established a close working relationship with local and regional elected officials as well as community workforce partners. This includes the Presidents of the three colleges within 13 miles of our campus. Pulled people from all four campuses as well as local Chamber of Commerce together to develop community programming to benefit all of us. SUNY Potsdam is a good steward in our local community and regionally.
- Relentlessly advocating for SUNY Potsdam, especially with local and state elected officials. I travel to our state capitol in Albany for working sessions with the SUNY system and elected officials.
- Received the “Potsdam Appreciates” award, which is voted on by Athletic Coaches and student athletes. The award reads:
 - *In recognition of your outstanding enthusiasm, loyalty, and support for SUNY Potsdam Athletics. Your spirited presence, heartfelt cheers, and unshakable pride have made a lasting impact on Bears Nation. You exemplify the true spirit of community, pride, and passion that defines which it means to be a Bear.*
- Developed a positive working relationship with both Faculty Senate and the labor unions represented on our campus. Whereas almost all employees of SUNY Potsdam are represented by organized labor, I have been successful by leaning into best practices like transparency and shared governance.

- Began development of a 4+0 program in Computer Science with Yulin University in Yulin, Guangxi, China. This program is currently under review with the SUNY system, and we are excited to welcome their students and send our faculty abroad.
- Showed dedication to academics by co-teaching a freshman level course included in the General Education curriculum. This Fall 2025 class was focused on Leadership in Diverse Groups.

Responsibilities include:

- Bringing the campus to fiscal stability through the development and implementation of a plan for financial health. In tandem, supporting the financial stability of the campus through friend raising and fundraising.
- Along with my husband, being among the most-active participants in campus life, as well as in the local community.
- Establishing, stewarding, and defending a \$65M annual budget, ensuring every dollar is well-spent.
- Building a culture of transparency and partnership through shared governance.
- Reversing declining enrollment by establishing new enrollment management strategies, focusing on recruitment and retention.
- Demonstrating a commitment to institutional excellence through diversity, academics, engagement, and more – both as an individual and as a campus.
- Ensuring the college meets the standards for accreditation as defined by the Middle States Commission on Higher Education.
- Continuously advocating for SUNY Potsdam with key stakeholders and partners, including the SUNY System, local leadership, legislators, and community partners.

Georgia Southwestern State University (GSW)

Provost/Vice President for Academic Affairs

July 2018 – April 2023

During my tenure, this comprehensive four-year institution included approximately 3,100 students, 135 full time faculty, 101 doctorate faculty, 82 part time instructors, 4 colleges, 35 undergraduate degrees, 12 graduate degrees, and was a part of the University System of Georgia.

Accomplishments included:

- Developed the Office of Experiential Learning, and mentored the Director of Experiential Learning with responsibilities including central internship oversight, service learning activities, faculty professional development, and study away / study abroad. Built new community partnerships to support this work.
- Oversaw a successful SACSCOC interim fifth year review, renewed AACSB accreditation, and CCNE accreditation review.
- Co-developed plans for the new Student Success Center. Worked on the pre-design for the remodeling of the James Earl Carter Library.
- Worked with campus partners to increase enrollment by 5.4% during my tenure. Fall 2020 saw record overall enrollment for GSW, and Fall 2022 saw our largest (at the time) freshman class in history.
- Worked with campus leadership, faculty, and staff to improve continuously declining retention rates. Improved from a retention rate of 61.5% of the freshmen class of 2017 to 68.5% for the 2018 freshman class. While we suffered a decline during the pandemic, we made a good recovery fall 2022.

- Led the strategic planning process for the GSW Post-Pandemic Strategic Task Force.
- Led the revision process of the current GSW Strategic Plan.
- Led an Academic Planning process to help establish programmatic priorities and increase student enrollment based on current and emerging employment trends. GSW developed and implemented new degrees and certificates based on this data.
- Led an academic consolidation process to create more programmatic synergies and economic efficiencies.
- Led the campus transition to remote learning during spring and summer 2020, and the transition to an in-person, but socially distanced campus Fall 2020, all due to the pandemic.
- Provided leadership to GSW's Return to Campus plans for Fall 2020 which included planning for three possibilities during the pandemic: face-to-face instruction with social distancing, having to transition online if needed, and conducting the semester virtually.
- Managed a budget of approximately \$20M, or 60% of GSW's overall \$34M budget.
- Oversaw the development and implementation of a January Term which required coordination of processes campus-wide.
- Re-conceptualized and coordinated "Southwestern Week" to allow for more targeted and interactive professional development opportunities for faculty and staff the week prior to the start of classes.
- Replaced the low-student-value Honors Program with the President Jimmy Carter Leadership Program. This is a cohort program based on the evidence-based Social Change Model of Leadership Development with both a service and a research track. President Carter endorsed this program and met with each new cohort as he was able.
- Worked with donors to allocate scholarships for the President Jimmy Carter Leadership Program participants.
- Worked with the Dean's Council and Faculty (where appropriate) to update and establish policies and procedures in many areas. Examples include: work load and work profiles, tenure and promotion processes, post tenure review, faculty service expectations, hardship withdrawals, how Latin honors are calculated, and a more fiscally responsible and data-driven overload policy.
- Developed and supported the students who chaired the GSW chapter of the American Democracy Project via the American Association of State Colleges and Universities.
- Completed the work of developing a 3+1 agreement with Zhoukou Normal University in the Henan Province of China which includes 115 students majoring in Computer Science. Traveled to China to welcome the inaugural cohort into the program September 2019.

Responsibilities included:

- Overseeing the academic programs and priorities for the institution
- Allocation of resources to meet the programmatic priorities while also being fiscally responsible to the needs of the university
- Ensuring we were able to recruit, retain and mentor a high-quality faculty focused on student success
- Developing and nurturing community relationships and partnerships
- Ensuring policies and practices were in place to provide easy navigation for students and equitable treatment among faculty

Washington State University Vancouver (WSUV)

Director of Academic Planning and Special Assistant to the Vice Chancellor

2015 – June 2018

During my tenure, this campus included approximately 3,500 students, 200 doctorate faculty, 8 colleges,

23 undergraduate degrees, 11 graduate degrees, and was a part of the Washington State University system. It was established to benefit the people, communities, and economy of Southwest Washington.

Accomplishments included:

- Oversaw the programs that were developed according to an Academic Plan that was written working with consultants and the Academic Planning Advisory Committee.
- Created a Campus Read program for WSUV. Work included creating and leading a book selection committee, an implementation committee and campus-wide implementation. Worked across colleges to integrate the book in the classroom; also focused on event programming.
- Oversaw the interdisciplinary team responsible for exploring the creation of a Master's of Mental Health Counseling and Human Services Leadership degree.
- Developed new course scheduling policies and processes for iTech Prep students, saving much time and frustration. WSUV staff were involving more iTech Prep students in activities which helped WSUV students include these high school students as appropriate.
- Represented WSUV at WA Campus Compact.
- Represented WSUV at the Legislative and Congressional Staff Tour.

Responsibilities and Committees included:

- Supervising implementation of the WSUV Academic Plan
- Ensuring the WSUV iTech Prep High School is supported
- Creating a Campus Read program
- Exploring the development of an interdisciplinary Master's of Mental Health Counseling and Human Services Leadership degree
- Representing the institution throughout the community in a variety of functions
- Participating in Campus Council, the Chancellor's leadership team
- Participating in the Academic Leadership Council, the Vice-Chancellor of Academic Affairs leadership team

Academic Director

2005 – 2015

Served as WSUV Academic Director for the Department of Human Development. The department was comprised of 6 faculty, 3 instructors, an academic coordinator and a support staff position. The department had approximately 150 majors, 30 minors, and contributed to the development of certificates and departmental scholarships.

Accomplishments included:

- Demonstrated strong departmental stewardship and organizational knowledge by successfully mentoring all eligible faculty through tenure and promotion to the rank of Associate.
- Procured four faculty lines, an academic coordinator position, and an instructor line.
- Increased the value and visibility of Human Development through high quality undergraduate curriculum and successful alumni.
- Made program and policy decisions regarding academic programs across colleges on a campus that was only 16 years old when I was first promoted to Academic Director.
- Oversight of the Child Development Program, including a Preschool and Kindergarten with 6 lead teachers, 1 director and 1 staff person.

- Helped cultivate donors resulting in development gifts of \$1.5M for the WSUV Early Learning Program Kindergarten Expansion, \$90K for the WSUV Kindergarten Student Scholarships and \$11K for the WSUV Child Development Program Library.
- Revised undergraduate curriculum and tailored it to meet the needs of WSUV's non-traditional student population; ensured it had a diversity requirement in the core.
- Contributed to the development of an interdisciplinary Certificate in Human Services Case Management and Administration that was obtained by approximately 125 students per year.
- Proved skills in fiscal management by pursuing departmental initiatives and supporting faculty travel even as I balanced department needs, campus needs, and the goals of a strategic plan.

Responsibilities and Committees included:

- Faculty hiring, evaluation, assignment of duties and retention
- Instructor and adjunct hiring, evaluation and assignment of duties
- Overseeing promotion, tenure and reappointment
- Budgeting including grant management; development including donor relations
- Curriculum oversight and coordination of the undergraduate program
- Member of the Academic Leadership Team
- Responsible for Economic Sciences within the college

Interim Academic Director

2012 – 2014

Served as Interim Academic Director for the College of Education while simultaneously serving as Academic Director for CAHNRS. The college was comprised of 14 faculty, 6 field supervisors, 2 academic coordinators and 5 support staff. The College had approximately 150 majors, an undergraduate degree, two master's degrees, and two doctorate degrees.

Accomplishments included:

- Restructured the budget to allow for efficient and productive expenditures.
- Established and convened a Program Leadership Team to ensure transparency and consistency across programs and obtainment of strategic plan objectives. Worked with this team to rewrite the leadership section of the policy and procedure manual to reflect this change, as well as to document the implementation of a transparent and equitable pay structure for those positions.
- Increased teaching and economic efficiency by leading a review of curriculum, streamlining courses, recalibrating enrollment based on pedagogy and implementing a course scheduling system.
- Improved faculty and staff morale by addressing many long-standing problems directly and transparently. Observed improved teamwork, more peer-to-peer social activities and increased participation in college events.
- Increased adjunct faculty salaries to meet market rates while honoring budget and strategic commitments.
- Successfully hired three faculty, three field supervisors, and two academic coordinators.

Responsibilities included:

- Faculty hiring, evaluation, assignment of duties, and retention
- Instructor and adjunct hiring, evaluation and assignment of duties
- Overseeing promotion, tenure, and reappointment
- Budgeting including grant management; development including donor relations

- Curriculum oversight of all programs in the college

DEVELOPMENT FUNDS / GIFTS RECEIVED

SUNY Potsdam

SUNY Potsdam Foundation has a total endowment of approximately \$63M

Partial year 2025-26: \$5.2M in new gifts and commitments

Fiscal year 2024-25: \$6M in new gifts and commitments

Fiscal year 2023-24: \$5.4M in new gifts and commitments

Examples of Large Gifts and Commitments:

- Chuck Lorre Family Foundation: \$1M gift received at public event. Being used for the Student Success Initiative that I developed
- SUNY Potsdam Foundation: \$1M gift to support the Student Success Initiative
- \$2M private gift

Georgia Southwestern State University

Expanding Nursing Capacity in Southwest Georgia. University System of Georgia. \$600K requested and \$430K received.

Addressing Faculty Retention Efforts and Student Retention of Nursing Students. Phoebe Sumter Health System. \$500K requested and \$338K received.

Staffing Needs to Increase Nursing Graduates. Magnolia Manor Senior Living. \$350K requested and \$225K received.

Renovation of Biology Lab Space for ASN/Nursing Programs. Phoebe Putney Health System. \$550K requested and received.

Exploration of Development of an AA Degree Proposal and Curriculum: Phase I. Phoebe Putney Health System. \$50K requested and received.

Expansion of the Nursing Program's Guaranteed Acceptance Program. Phoebe Putney Health System. \$100K requested and received.

Washington State University Vancouver

Burundi 4-H Sister Schools. Approximately \$12K received from various individual and group donations yearly. Deen, M.K., Wright, K., & Hrcirik, L. Co-PIs.

WSUV Early Learning Program Kindergarten Expansion. Tod and Maxine McClaskey Family Foundation. \$1.5M requested and received.

WSUV Child Development Program Library. Tod and Maxine McClaskey Family Foundation. \$11K requested and received.

WSUV Kindergarten Student Scholarships. Tod and Maxine McClaskey Family Foundation. \$30K requested and received for each of the three academic years, for a total of \$90K.

GRANTS & CONTRACTS

SUNY Potsdam

Rural Student Success Network. American Association of State Colleges and Universities. Funded through the ECMC Foundation's Rural Impact Initiative to help rural-serving institutions share strategies, strengthen student success programs, and align academic offerings with local workforce needs. \$15K Requested and Funded.

Embedding Industry Credentials into Academic Coursework in the Arts, Humanities, and Social Sciences. State University of New York. Funded through support from the Chancellor's Economic Development and Upward Mobility funds and in partnership with the National Association of Systems of Higher Education, Google, and University of Texas at Arlington, this grant will allow us to embed industry credentials into Psychology, Politics, and English courses in order to meet the needs of students and our regional workforce. \$50K Requested and Funded.

Student Success Equity Intensive Initiative. American Association of State Colleges and Universities. Funded by the Bill & Melinda Gates Foundation to enable teams to achieve equitable outcomes for Black, Latinx, Indigenous, and low-income students on your campus.

Support for Community Engagement and College Engagement. Stewart's/Dake Family Community Foundation. To enhance and create opportunities for campus and community engagement. \$125K Requested and Funded.

Georgia Southwestern State University

Expanding Health Care Personnel in South Georgia. Governor's Emergency Education Relief Fund. \$867K Requested and Funded.

Establishment of the President Jimmy Carter Leadership Program. Georgia Southwestern State University Education Leadership Fund Grant. \$52K Requested and Funded.

Washington State University Vancouver

WSU Vancouver Diversity Council Mini-Grant. Oscar Vasquez donation. \$4K Requested and Funded.

Helping Youth Learn About Global Poverty Through Experiential Learning Activities. Washington State University CAHNRS Internship Fellowship. \$3K Requested and Funded.

Immigration and Social Inclusion. WSU Vancouver Diversity Council Mini-Grant. \$3K Requested and Funded.

Empowering Youth to Overcome Hunger. Global Ministries. Genesis Fund/Global Ministries. P.I: Deen, M., K., Co-P.I.'s: Wright, K., Hrcirik, L., Smith, S. Munts, P. \$12K Requested and Funded.

Understanding Rural Low-Income Families through the Patient Protection and Affordable Care Act. WSU Vancouver Mini-Grant. Yoshie Sano and Suzanne Smith co-PI. \$7K Requested, \$4K Funded.

NCFR Innovation Grant. Professional Development for Cultivating Learning with School Gardens in Burundi, Africa. \$10K Requested, \$0 Funded.

WSU CAHNRS Research Initiatives in Human Sciences Internal Grant Program. Empowering Youth and Educators in Burundi by Building Capacity for Life and Livelihood Skills. Co-PIs: Kevin Wright, Mary Deen, Suzanne Smith, Lauren Hrnccirik. \$50K Requested, \$0 Funded.

WSU CAHNRS Undergraduate Research and Extension Internship Program. WSU Vancouver Campus Supper Club. \$3K Requested and Funded.

WSU Vancouver Research Grant. Unclaimed Jewels: The Plight of Never Married Hutterite Women. \$2K Requested and Funded.

The Interaction Between the Basic Food Program, Use of a Local Food Bank, and Nutrition Education: A Pilot Study. USDA-FNS. Co-PIs: J.A. Shultz, M.S. Edlefsen, & S.N. Butkus. \$10K Requested and Funded.

Psychological Aspects of Carcinoid Disease: A Study of Carcinoid Patients and Caregivers. Carcinoid Foundation. \$5K Requested and Funded.

Families in Crisis, HD 301. Funded by the Office of the Provost, Washington State University. \$2K Requested and Funded.

A Qualitative Investigation of Grandparents as Primary Caregivers of Grandchildren. WSU Vancouver Internal Research Mini-Grant. \$5K Requested, \$1K Funded.

Development of the course Diversity in Contemporary Families, HD 350. American Diversity Mini-Grant, Funded by Office of the Provost, Washington State University. \$2K Requested and Funded.

Consulting Projects

National Kidney Foundation of Oregon and Southwest Washington. Survey/Needs Analysis for the Donahue Fund. Summer 1999.

NATIONAL PROFESSIONAL LEADERSHIP ROLES

National Council on Family Relations

A professional organization of over 3,500 members nationally and globally, this organization sponsors the top-ranking journals in family science, family sociology, and social work. Unless otherwise noted, these are elected positions.

- Leadership Preconference Planning Committee, Academic Administrators Leadership Group, October 2016 – November 2018 (volunteered)
- Future of Family Science Task Force, July 2014 – 2022 (Founding member; appointed by the Executive Director)
- Board Member, November 2005 – November 2008
- Men in Families Focus Group, Co-Chair, 2000 – 2002
- Secretary for the Religion and Family Life Section, 1995 – 1997
- Student/New Professional Board Representative for the Religion and Family Life Section, 1991 – 1993

Family Science Association

A professional organization with the goal of strengthening and enhancing the Family Science profession via an annual Teaching Family Science Conference and the publication of *Family Science Review*, an electronic journal focused on teaching, and the Scholarship of Teaching and Learning in Family Science. All positions were elected.

- President, 2011 – 2013
- President Elect, 2010 – 2011
- Conference Program Chair, 2011
- Immediate Past President, June 2005 – 2008
- President, June 2004 – June 2005
- Publications Chair, June 2004 – 2007
- President-Elect, June 2003 – 2004
- Conference Program Chair, 2003 – 2004

Northwest Council on Family Relations

A regional affiliate of the National Council on Family Relations including Alberta, Canada, British Columbia, Canada, Alaska, Idaho, Montana, Oregon and Washington.

- President, November 2000 – November 2004
- Conference Program Chair, 1999 – 2004
- Vice-President, 1998 – 2000

PROFESSIONAL ORGANIZATIONS

Professional Organization Memberships/Participation

- American Association of State Colleges & Universities
- National Council on Family Relations (NCFR)
- Family Science Association (FSA)
- Groves Conference on Marriage and Family (invited member)
- Rotary International (In both Americus, GA and Potsdam, NY)

SELECT EXTERNAL SERVICE ACTIVITIES

- President, Associated Colleges of the St. Lawrence Valley, 2025 – present
- Member of the Riverview Correctional Facility Community Advisory Board, Current
- Committee on Student Success, American Association of State Colleges and Universities, 2024 – present
- Presidents Advisory Committee for Academic Momentum Campaign, State University of New York, 2025 – present
- Disability Leadership Institute Steering Committee, State University of New York, 2025 – present
- Treasurer, Associated Colleges of the St. Lawrence Valley, 2023 – 2025
- Regents Advisory Committee on Academic Affairs, Chair, 2022 – 2023
- Regents Advisory Committee on Academic Affairs, Chair of the State Universities Section, University System of Georgia, 2021 – 2022

- Regents Advisory Committee on Academic Affairs, Chair-Elect, University System of Georgia, 2021 – 2022
- Ignite College and Career Academy Board of Directors, Board Member
- Chattahoochee Flint Georgia Youth Science & Technology Centers, Board Member
- Member of Americus Rotary Club, Program Chair, 2021 – 2022
- Member of the Lee House Council Club, Americus, Georgia, 2021 – 2023
- External Reviewer for the Oregon State University Graduate Program in Human Development and Family Studies, Fall 2014
- Founding Member of the Innovative Services NW Advisory Board
- Member of the Family and Consumer Science Education Advisory Committee of the Battle Ground Public Schools Board

SELECT UNIVERSITY SERVICE ACTIVITIES

Georgia Southwestern State University

- Executive Leadership Team
- Strategic Planning Committee, Chair
- Dean’s Council, Chair
- Academic Planning Advisory Committee, Chair
- SACSCOC Fifth Year Interim Report Committee
- Graduation Committee, Chair
- Academic Calendar Committee, Chair
- Post Pandemic Strategic Task Force, Led strategic planning process
- Ex-Officio Member of the following Faculty Senate Committees:
 - Faculty Senate
 - Academic Affairs
 - Faculty Affairs
 - Faculty Development
 - Graduate Affairs
 - International Studies
 - Institutional Effectiveness
- Search Committee Chair for Vice President for Business and Finance, June 2020

Washington State University Vancouver

Departmental Committees/Activities

- Human Development Awards/Recognition Committee, Co-Chair, 2015 – 2017
- Human Development Recruitment Committee, 2015 – 2017
- Human Development HD 350/Diversity Committee, 2015 – 2017
- Undergraduate Visioning Committee, 2013 – 2014
- End of Year Program Review Committee, August 1997 – July 2014
- Faculty Advisor, Human Development Student Association, 1997 – 2004
- Graduate Committee, (Prevention Science) 2000 – 2004; 2007 – July 2014

University Committees/Activities

- President’s Campus Council (Academic and Administrative Leadership) 2005 – 2018

- Academic Leadership Council (Academic Affairs Leadership) 2005 – 2018
- Faculty Representative to the WSU Vancouver Graduation Committee, 1997 – 2018
- Graduation Awards Committee, 1997 – 2014
- Interdisciplinary Courses Task Force, Fall 2012
- WSU Human Subjects Institutional Review Board Member, 2008 – 2012
- Diversity Task Force, WSU Vancouver, Fall 2003 – 2006
- Diversity Curriculum Subcommittee, Fall 2006 – 2010
- Faculty Chair of the Faculty/Staff Funds Drive, Spring 2000

The University of Georgia

- Certified Family Life Educator Faculty Committee, Co-Chair
- Treasurer for the Graduate Student Organization of the Child and Family Development Department for the 1994 – 1995 academic year

EMPLOYMENT HISTORY

State University of New York at Potsdam

President April 2023 – present

Responsible for all aspects and leadership of the college, including delivery of all teaching and learning, academic programming, athletics, friend and fundraising to support SUNY Potsdam, and developing external relationships to increase levels of collaboration.

Georgia Southwestern State University

Provost and Vice President for Academic Affairs Office of Academic Affairs
July 2018 – April 2023

Responsible for the planning, development, execution, and evaluation of academic programs, and the policies which guide them, while ensuring we meet the needs of the regions we serve. Supports the President in the strategic and budgetary planning and maintenance of GSW.

Washington State University Vancouver

Associate Professor Department of Human Development
August 2003 – 2018

Assistant Professor August 1997 – July 2003
Appointed Graduate Faculty November 1999

Responsible for teaching four courses per academic year pertaining to the family; other expectations include research, publications, community activity, and student preparation for further academic and professional endeavors.

Erskine College

Instructor of Sociology Department of Sociology
June 1997 – July 1997

Responsible for the instruction of SOC 101; an introductory course in Sociology.

Instructor of Sociology Department of Sociology
Erskine College
July 1992 – August 1993

Responsible for the teaching of four courses per semester in the areas of sociology and family and child development; also taught courses for two summers.

The University of Georgia

Instructor Department of Child and Family Development
September 1996 – June 1997

Responsible for teaching nine courses during the academic year and serving on faculty committees.

Graduate Teaching Assistant Department of Child and Family Development
Course Instructor: CFD 495 September 1995 – June 1996

Graduate Research Assistant Department of Child and Family Development
McPhaul Center
September 1994 – June 1995

Graduate Teaching Assistant Department of Child and Family Development
Teaching Assistant: CFD 395 February 1995 – June 1995

Graduate Assistant Department of Child and Family Development
The University of Georgia
The Georgia Center for Continuing Education
September 1993 – June 1994

Responsible for the production of a video script, accompanying manual, and support materials for a training video for family day care home providers sponsored by the Georgia Department of Human Resources.

Instructor Department of Child and Family Development
Evening Classes
January 1994 – March 1994
September 1994 – December 1994
April 1996 – June 1996

Virginia Polytechnic Institute and State University

Graduate Assistant

Department of Family and Child Development
September 1990 – July 1992

Assistantships ranged from working on acquiring grant money, to developing, carrying out and supervising a pilot study, to working as a teaching assistant for early childhood courses.

AWARDS

- Athletic Department “Potsdam Appreciates” award, 2024 – 2025, SUNY Potsdam.
- Student Government Association’s 2019 – 2020 Faculty Member of the Year, Georgia Southwestern State University
- Western Regional Communicator Award for Promotional Package, Burundi Sister Schools, Western Region NAE4-HA, Lauren Hrnrick, Mary Katherine Deen, Kevin Wright, & Suzanne Smith, 2016
- Students’ Award for Teaching Excellence, WSU Vancouver, 2003
- Student/New Professional Travel Award from the Education & Enrichment Section of the National Council on Family Relations, 1996
- Southeastern Council on Family Relations Student Paper Award, 1990
- Lee Axelson Travel Scholarship, 1990, 1991

SELECT PUBLICATIONS

Published Journal Articles, Refereed:

- Bao, J., Gudmunson, C.G., Greder, K., & Smith, S.R.. (2019). The impact of family rituals and maternal depressive symptoms on child externalizing behaviors: An urban-rural comparison. *Child & Youth Care Forum*, <https://doi.org/10.1007/s10566-019-09512-w>.
- Ontai, L.L., Barnett, M.A., Smith, S.R., Wilmoth, J.D., & Yancur, L. (2018). Understanding family well-being in the context of rural poverty: Lessons from the Rural Families Project. *Family Science Review*, 22 (1), 39-53.
- Scanga, L., Deen, M.K.Y., Smith, S.R., & Wright, K., (2018). Zoom around the world: Using videoconferencing technology for international trainings. *Journal of Extension*, 56 (5), 5IAW1.
- Smith, S.R., Wright, K., Hrnccirik, L., & Deen, M.K.Y. (2017). Using the Cultivating Learning with School Gardens curriculum in Burundi, Africa. *Journal of Extension*, 55(4), 4TOT8.
- Radunovich, H., Smith, S.R., Ontai, L., Hunter, C., & Cannella, R. (2017). The Role of Partner Support in the Health and Mental Health of Poor, Rural Mothers. *Journal of Rural Mental Health*, 41 (4), 237-247.
- Soliday, E., & Smith, S. R. (2017). Teaching university students about evidence based perinatal care: Effects on learning and future care preferences. *Journal of Perinatal Education*, 26 (3), 144-53.
- Hamon, R.H., & Smith, S.R.. (2017). Family science as translational science: A history of the discipline. *Family Relations*, 66(4), 550-567.

- Hamon, R. R., & Smith, S. R. (2014). The Discipline of Family Science and the Continuing Need for Innovation. *Family Relations*, 63, 309-322.
- Sano, Y., Smith, S., & Lanigan, J. (2011). Predicting Presence and Level of Nonresident Fathers' Involvement in Infants' Lives: Mothers' Perspective. *Journal of Divorce & Remarriage*, 52 (5), 350-368.
- Smith, S. R., & Ingoldsby, B. (2009). The role of discipline in Hutterite child rearing. *Family and Consumer Sciences Research Journal*, 37 (3), 284-297.
- Ingoldsby, B., & Smith, S. R. (2005). Public school teachers perspectives on the contemporary Hutterite family. *Journal of Comparative Family Studies*, 36 (2), 249-265.
- Smith, S. R., & Ingoldsby, B. (2005). Courtship and moral reasoning of Hutterian youth. *Communal Societies*, 25, 113-126.
- Soliday, E., Garofalo, J. P., Smith, S. R., & Warner, R. R. P. (2004). Depression and antidepressant use in carcinoid cancer patients. *Journal of Applied Biobehavioral Research*, 9 (2), 80-90.
- Soliday, E., Garofalo, J. P., Smith, S. R., & Warner, R. R. P. (2004). Psychosocial functioning of carcinoid cancer patients: Test of a stress and coping mediated model. *Journal of Applied Biobehavioral Research*, 9 (3), 156-171.
- Smith, S. R. (2003). Review of the book Ethics of inquiry: Issues in the scholarship of teaching and learning. *Journal of Teaching in Marriage and Family*, 3 (2), 125-128.
- Smith, S. R., & Soliday, E. (2001). The effects of parental chronic kidney disease on the family. *Family Relations*, 50 (2), 171-177.
- Smith, S. R. (2001). The use of movie/television clips to teach child/family theories. *Journal of Teaching in Marriage & Family: Innovations in Family Science Education*, 1 (2), 77-80.
- Smith, S. R., & Soliday, E. (2001). The effects of parental chronic kidney disease on the family. *The Journal of Nephrology Social Work*, 21, (reprinted from *Family Relations*).
- Soliday, E., & Smith, S. R. (2000). Psychosocial service needs of children of parents with kidney disease. *Children's Services: Social Policy, Research, and Practice*, 3 (2), 85-96.
- Rose, H. A., & Smith, S. R. (1999). Good candidates, poor applications: Quality of job applications in Family Science. *Family Science Review*, 12 (4), 237-256.
- Benson, M. J., Arditti, J., Requero, J., & Smith, S. R. (1992). Intergenerational transmission: Attributes in relationships with parents and intimate others. *Journal of Family Issues*, 13, 450-464.
- Published Encyclopedia Entry, Refereed
- Smith, S. R. (2016). Biosocial Perspectives on Families. In C. Shehan, The Wiley Blackwell Encyclopedia of Family Studies. Malden, MA: John Wiley & Sons, Inc.

Published Article, Invited, Non-Refereed

Hamon, R. R., & Smith, S. R. (2012). Integrating skills employers want in family theories classes. National Council on Family Relations Report, 57 (2), F33-F34.

Books

Smith, S.R., & Hamon, R.R. (2021). Exploring Family Theories (5th Ed.). New York, NY: Oxford University Press.

Smith, S. R., & Hamon, R. R. (2017). Exploring Family Theories (4th Ed). New York, NY: Oxford University Press.

Smith, S.R., Hamon, R.R., & Bull, K.S. (2017). Instructors Manual and Test Bank for Exploring Family Theories, 4th Edition. New York, NY: Oxford University Press.

Smith, S. R., & Hamon, R. R. (2012). Exploring Family Theories (3rd Ed). New York, NY: Oxford University Press.

Smith, S. R., Hamon, R. R., Ingoldsby, B., & Miller, E. (2008). Exploring Family Theories. New York, NY: Oxford University Press.

Ingoldsby, B., Smith, S. R., & Miller, E. (2004). Exploring Family Theories. Los Angeles, CA: Roxbury.

Smith, S. R. (2003). Instructors resource manual with test bank for K. Seccombe & R. Warner's Marriage and families: Relationships in social context. Wadsworth.

High Production Instructional Video

Smith, S. R. (Executive Producer/Course Design). (1999, August). Human Development 406: Work and Family. Developed course content, 13 video tapes to be used over a 15 week semester based course, and a Course Guide Manual.

Other Video Publications

Shetterly, K., & Smith, S. (1995). A home for CB: Cheery and bright family day care homes. Sponsor's Guide and Video Workbook (70 pages). Georgia Department of Education.

Shetterly, K., & Smith, S. (1995). A home for CB: Cheery and bright family day care homes. Video script. Georgia Department of Education

PRESENTATIONS

Select Invited Presentations/Seminars/Workshops:

Smith, S.R. (February 2020). Updates on the Burundi 4-H Sister Schools Program. Americus Rotary Club, Americus, Georgia.

Smith, S.R. (June 2019). Burundi 4-H Sister Schools Program. Americus Rotary Club, Americus, Georgia.

Smith, S.R. (February 2019). School Gardens in Burundi. Windows to the World Program at Georgia Southwestern State University, Americus, Georgia.

Smith, S.R. (January 2019) Burundi 4-H Sister Schools Garden Program. Americus Kiwanis Club, Americus, Georgia.

Smith, S.R. (February 2017). The Multiple Uses of School Gardens in Burundi, Africa. Downtown Rotary Club of Vancouver, Vancouver, Washington.

Smith, S.R. (February 2017). Burundi 4-H Sister Schools. Smyrna Optimist Club, Smyrna, Georgia.

Select Papers Presented at National / International Meetings:

Barrett-Rivera, B., Chandler, K.D., Sano, Y., Smith, S.R., & Bird, C. (November 2019). Duel or Dance? Rural Low-Income Mothers' Experiences Managing Work and Family Time. National Council on Family Relations, Fort Worth, Texas.

Smith, S.R., & Yancura, L. (June 2019). Exploring Geographic Diversity via Animation within Classroom Modules. Teaching Family Science Conference, Lihue, Kauai.

Smith, S.R. (November 2018). Leadership Skills for Emerging Leaders. Preconference Workshop: Strengths Based Leadership for Family Science Programs. National Council on Family Relations, San Diego, California.

Smith, S.R., Deen, M.K., Scanga, L., & Wright, K. (November 2018). Training Burundian Educators to Use School Gardens as Curriculum via Zoom. National Council on Family Relations, San Diego, California.

Radunovich, H., Ontai, L., Smith, S.R., & Fenton, M.R. (November 2018). Relationship Quality as a Mediator of Depression and Child Well-being of Rural Mothers. National Council on Family Relations, San Diego, California.

Smith, S.R. (November 2017). Using Case Studies Based on Your Research to Teach Conflict Theory. National Council on Family Relations, Orlando, Florida.

Smith, S.R., & Tachiera, T. (November 2017). Exploring the Differential Impact of In-Class and Out-of-Class Experiential Activities on Student Learning of Human Ecological Theory, National Council on Family Relations, Orlando, Florida.

Pang, Y., Bao, J., Greder, K., & Smith, S.R. (November 2017). Effects of Family Rituals, Child Behaviors, and Food Security on Rural Maternal Depressive Symptoms. National Council on Family Relations, Orlando, Florida.

Radunovich, H., Smith, S.R., Ontai, L., Hunter, C., & Cannella, R. (November 2017). Does Partner Support Affect the Physical and Mental Health of Poor, Rural Mothers? National Council on Family Relations, Orlando, Florida.

Smith, S.R. (June 2017). Exploring Student Preferences and Perceptions of Theory Application Assignments. Teaching Family Science Conference, Nassau, Bahamas.

- Smith, S.R., Weathermon, K., Poch, S. & Sena, L. (February 2017). Balancing Commonality and Autonomy in a Multi-Campus Common Reading Program. Annual Conference on the First Year Experience, Atlanta, Georgia.
- Smith, S. R. (November 2016). Lessons Learned from Teaching Human Development Theories in a Flipped Format. National Council on Family Relations, Minneapolis, Minnesota.
- Smith, S.R. & Tachiera, T. (November 2016). Using An Exercise on Family Poverty to Teach Human Ecological Theory. National Council on Family Relations, Minneapolis, Minnesota.
- Bao, J., Gudmunson, C.G., Greder, K., & Smith, S.R. (November 2016). The Impact of Family Rituals and Maternal Depressive Symptomology on Delinquency among Children: A Rural-Urban Comparison. National Council on Family Relations, Minneapolis, Minnesota.
- Hrncirki, L., Deen, M.K., Wright, K., & Smith, S.R. (October 2016). Growing 4-H School Gardens in Burundi, Africa: Training Educators from a Distance. National Association of Extension 4H Agents, New Orleans, Louisiana.
- Smith, D., Baskett, N., Betz, D., Brown, S., Calodich, S., Deen, M.K.Y., Hill, L., Smith, S.R., & Overath, R. (August 2016). Creating Family Resilience through Family Supper Club. Society for Nutrition Education and Behavior, San Diego, California.*Poster
- Smith, D., Betz, D., Brown, S., Smith, S.R., Deen, M.K.Y., & Baskett, N. (June 2016) Creating Family Resilience through Family Supper Club. American Associate of Family and Consumer Science, Bellevue, Washington.
- Bao, J., Pang, Y.C., Arellanes, J., Greder, K., & Smith, S.R. (March 2016). The Mediating Effects of Family Rituals and Child Behaviors on Food Insecurity and Rural Mothers' Mental Health. Society for Research in Human Development, Denver, Colorado.
- Smith, S.R. (November 2015). Teaching Family Theories Using Popular Movies. National Council on Family Relations, Vancouver, British Columbia, Canada.
- Smith, S.R. (November 2015). Making SoTL Results Public- Outlets for Sharing and Critique. National Council on Family Relations, Vancouver, British Columbia, Canada.
- Smith, S.R., Deen, M.K., Wright, K., Hrncirki, L. (November 2015). Conducting Positive Youth Development & School Gardens Training in Burundi. National Council on Family Relations, Vancouver, British Columbia, Canada.
- Hrncirki, L., Deen, M.K., Wright, K., & Smith, S.R. (October 2015). Project Grow: An International Twist on Gardening Camp. National Association of Extension 4H Agents, Portland, Oregon.
- Radunovich, H., & Smith, S.R. (July-August 2015). NC 1171 Research Collaborative: Mental Health Results for Poor, Rural Families. National Association for Rural Mental Health, Honolulu, Hawaii.
- Trask, B., Berke, D.L., Gentry, D.B., Hamon, R.R., & Smith, S. R. (June 2015). The SoTL and Family Science: Creating Disciplinary Specific SoTL Projects. Teaching Family Science, St. Augustine, Florida.

EDITORIAL EXPERIENCE

Co-Editor, *Family Science Review*, Special Issue on “Innovative Strategies for Teaching Family Theories,” 2016, Volume 21 (1)

Co-Editor, *Family Science Review*, Special Issue on “Innovative Strategies for Teaching Family Theories,” 2015, Volume 20 (3)

Section Editor, *Encyclopedia of Family Studies*, June 2013 – March 2016

Editorial Board, *Family Science Review*, 2010 – 2022

Co-Editor, *Family Science Review* 2010 – 2012

Ad hoc reviewer, *Family Relations*, 1999 – 2022

Ad hoc reviewer, *Family & Consumer Sciences Research Journal*, 2010 – 2023

Ad hoc reviewer, *Journal of Teaching in Marriage and Family*, 2002 – 2023

Ad hoc reviewer, *Journal of Family Issues*, 1998, Special issue on Single Mothers, Single Fathers