Academic Portfolio Blueprint Taskforce Charge

Taskforce membership: Carole Woodlock (co-chair), Risa Robinson (co-chair), Manny Contomanolis and representatives from each of the 9 colleges.

Timeline: The work of the taskforce will culminate in a written report, which will be submitted to the Provost and the Academic Senate Executive Committee. The work is to be completed by March, 2012.

Purpose and need: RIT is at a defining moment regarding its academic portfolio (the inventory of undergraduate and graduate degree programs). To support the calendar conversion effort, the faculty approved the Academic Program Profile, which is a set of learning outcomes that must be satisfied by each academic program (in the portfolio). While this Profile is critical in shaping each academic program, there remains a lack of formalized clarity in connecting the overall portfolio of programs with the vision, mission, values, and strategic direction of the university. There are no clear criteria by which programs can be judged relative to the long-term aspirations of the university. How can the future portfolio intentionally and thoughtfully support the goals of:

- student success
- academic quality
- research, scholarship and creativity
- the Inclusive Excellence Framework
- our aspirations for international education
- public service and
- increasing the numbers of female and AALANA students on campus

When the moratorium on new program development is lifted by 2013-2014, it is critical that the RIT community have a clear understanding of the expectations for the type of programs that can and should be added to the portfolio. The purpose of the Academic Portfolio Blueprint Taskforce is to make recommendations that will define these understandings and expectations. This set of understandings and expectations is not intended to be prescriptive in terms of what programs will be added; such a prescriptive approach would be too confining and unable to adapt to a changing landscape. Rather, the plan should provide guidance in the form of parameters and criteria that will define the scope and domains of RIT's academic portfolio. The resulting set of parameters and criteria, hereafter denoted as the Academic Portfolio Blueprint (APB), will provide the community -- particularly the faculty with whom the responsibility of the curriculum resides -- a clear sense of whether and to what degree a proposed program will be a good fit for the portfolio of the future.

With this document, the Provost and the RIT Academic Senate jointly charge the Academic Portfolio Blueprint Taskforce to make recommendations that will set forth these understandings and expectations in the form of parameters and criteria.

Charge: To develop a set of recommendations that will define the scope and domains for new academic programs at RIT for the period of 2013 to 2018; in essence, the charge is to recommend an APB for 2013-2018. The final APB will be approved by the Academic Senate, the RIT President, and by the executive committee of the Board of Trustees. As part of this charge, the taskforce will:

1. Review the 2004 strategic plan and the subsequent strategic planning documents from President Destler and the Board of Trustees in order to develop a context for the APB.
2. Analyze the current RIT academic portfolio for size, types of programs, distributions such as graduate versus undergraduate, technology versus arts, attractor versus retainer, etc.
3. Collect, analyze and interpret input from the broad RIT community regarding the future direction of the RIT academic portfolio. This input should form a key anchor to the recommendations of the taskforce. It will include input from Trustees, industry and non-profit partners, Rochester community members, alumni, students, faculty, staff, and other friends and supporters of RIT. Specifically, the taskforce should
   a. Maintain sustained consultation with the Graduate Council and the Inter-College Curriculum Committee
   b. Seek input from the Office of Inclusion and Diversity, the Golisano Institute for Sustainability, the Study Abroad office and other key players in the international education space, the Center for Multidisciplinary Studies, the Office of Graduate Studies, the Vice President for Research, and University Studies.
4. Gather information, and consider trends, future societal needs, etc. that will help inform the recommendations.
5. Develop and recommend a list of <u>parameters</u> and <u>criteria</u> that will define RIT's academic portfolio for 2013-2018. The resulting list and supporting narrative, once approved, will constitute the RIT APB. These parameters and criteria must be aligned with the Academic Program Profile.
   a. For the purposes of this process, a <u>parameter</u> will be defined as a characteristic element of our future academic portfolio – a property that helps to characterize the portfolio; a boundary condition is another descriptor for these parameters. For example, a possible parameter might be: "The RIT academic portfolio will include a body of programs that demonstrate aspects of multi-disciplinary education, particular programs that involve cross-college collaborations. By 2018, RIT envisions between 20% and 30% of its programs will be described as multi-disciplined."
   b. A <u>criterion</u> will be defined as a standard on the basis of which a judgment can be made about whether a program can be part of the RIT academic portfolio. These criteria, taken collectively, will define the overall character of the portfolio. For example, a criterion might be "any new graduate program must support the research goals as articulated in Key Result Area #2".

Guiding Questions related to APB <u>parameters</u>:

1. <u>Number of Programs</u>: Is the current size of the RIT portfolio appropriate? Should the portfolio be limited to a certain number of undergraduate and graduate degree programs (not counting certificates, minors, and dual degrees)? If not, should there be any parameter regarding the growth of the portfolio? If so, is there a recommendation for that parameter?

2. <u>Attraction v. Retention</u>: A number of programs in the portfolio are 'attractor' programs, meaning that because these are programs offered at RIT, they tend to attract students. We also have a number of 'retainer' programs, meaning that these programs are traditionally less likely to recruit new students to RIT and are programs that students choose when changing a major. What is the appropriate balance between attractor and retainer programs?

3. <u>Types of Programs</u>: The current portfolio has a number of technology-related programs. It also has a number of art and design related programs, as well as natural and social science and humanities programs. Is the current balance and synergy appropriate? If not, what parameter would the taskforce recommend regarding this balance and synergy?

4. <u>Research and Scholarship</u>: Our strategic plan articulates goals around increasing our research and scholarship. Is the current portfolio sufficiently supportive of this goal? Sponsored research is often supported by the work of graduate students. Is the balance of graduate versus undergraduate programs appropriate?

5. <u>Inclusive Excellence</u>: Our strategic plan articulates goals for increasing the number of female and AALANA students at RIT. Is the current portfolio sufficiently supportive of these goals? Is there a parameter or criterion for the portfolio that will support the campus in achieving these goals?

6. <u>Career Education</u>: Our mission articulates career education as a programmatic goal. Is the current portfolio sufficiently supportive of this goal? Is there a parameter or criterion for the portfolio that will support this part of our mission?

Guiding questions related to APB <u>criteria</u>:

1. <u>Use of Technology in Instruction</u>: Since RIT is a technical institute, should one criterion address the extent to which the program will use technology (e.g., online, in class, etc.) to deliver content?

2. <u>Co-op and Experiential Learning</u>: RIT has built its brand substantially around co-op and experiential education. To what extent should the criteria address experiential education? Specifically, should the criteria include an experiential education factor?

3. <u>Multicultural Education</u>: RIT has identified global and multicultural education as a key aspect of its vision. To what extent should the criteria address global and multicultural education? Specifically, should the criteria include a global and multicultural education factor?