

A Call to Action

Report of the Agenda for Action Committee for
the 2005-2015 RIT Strategic Plan:

“Category of One University: Uniquely Blending
Academic Programs with Experiential Learning for
Student Success”

January 31, 2005

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A Call to Action

The Agenda for Action Committee was presented by the President with a straightforward assignment: to develop the action steps necessary to implement RIT's strategic plan "Category of One University: Uniquely Blending Academic Programs with Experiential Learning for Student Success." What follows in this report is what we believe are the tasks necessary to the successful implementation of the strategic plan and, perhaps most importantly, the means by which the President's vision for the RIT of 2015, as articulated in his primer of July, 2004 may be best achieved.

The tasks we present here are best summarized within seven distinct, but mutually reinforcing, themes which all contribute to student success. These themes are illustrated in Figure 1.

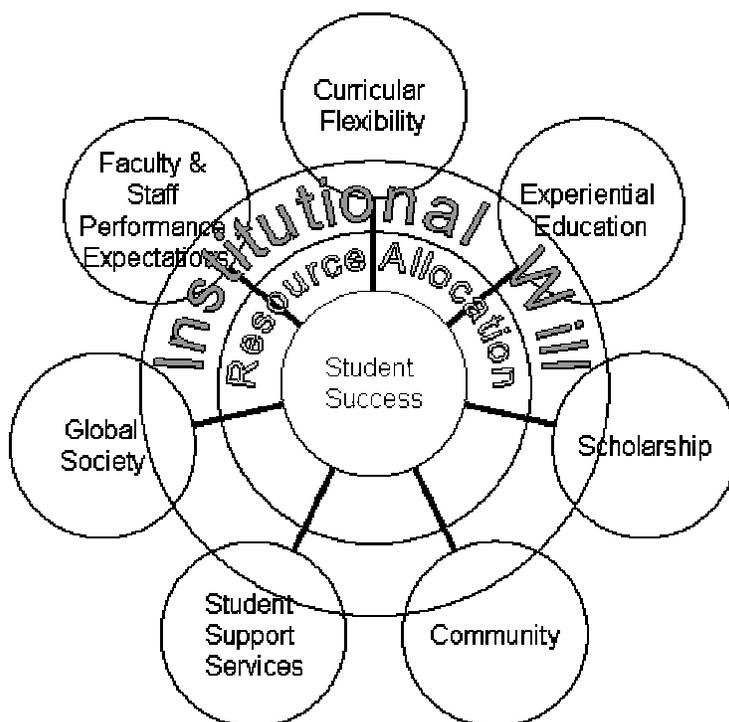


Figure 1. Seven Themes Contributing to Student Success at RIT.

The themes presented in Figure 1 not only reflect the major elements of the strategic plan but affirm the set of guiding principles presented to us by the President as the prioritized institutional elements contributing to our future success. These principles in priority order are articulated as follows:

1. Students

- Positive conditions for student success will motivate everything we do.
- The student climate will reflect the highest caliber of academic advising, professional counseling, caring, support, and mentoring.

2. Academics

- An RIT education will be a unique integration of high quality academic study and experiential learning, with a specific focus on successful careers.
- A high level of scholarship will be conducted in all academic areas to strengthen teaching and enhance the engagement of all undergraduate and graduate students in their learning experiences.

- Flexible and responsive curricula, programs, and systems will characterize the educational infrastructure.
3. Climate and Environment
- The campus climate will be one of openness, access, diversity, trust, mutual support, and effective communication.
 - The university environment will reflect an aura of pride, spirit, and inclusion among all constituencies.
4. Synergy
- Global awareness and experience will permeate the university.
 - Academic and extracurricular programs and activities will be connected and mutually reinforcing.
5. Financial Base
- Cost effective and revenue opportunistic activities — always consistent with and supportive of the above principles and priorities — will be pursued to augment the required financial base. The current cost base will be reviewed to determine how possible reallocation could free up funds to support the Strategic Plan.

Using the guiding principles described above the Committee reviewed the strategic plan goals and objectives, assessing each for their relative importance and urgency in achieving the overall vision for the strategic plan (a summary of the specific process undertaken by the Agenda for Action Committee is provided in Appendix A). The following eleven objectives surfaced as highest in priority:

Objective A1.1: RIT’s undergraduate programs will offer a broad range of opportunities for student participation in research projects and experiential learning activities, and provide excellent preparation for career placement, graduate-level education, and lifelong learning. Our graduate programs will be distinguished by their applied orientation and extensive partnerships with business, industry, and government.

Objective A1.2: RIT will support faculty scholarship and applied research within the broader context of career education. We will ensure that faculty involvement in research and graduate programs has a positive and substantial impact on undergraduate teaching and learning.

Objective A4.5: RIT will continue to invest in the academic support services many students need to succeed in our challenging academic programs.

Objective B1.1: RIT’s core values will be incorporated into position descriptions, plans of work, and performance evaluations to attract, reward, and retain individuals who contribute positively to student success and the university’s mission.

Objective B3.1: RIT’s advising systems will be reviewed and assessed with best practices identified and adopted campus wide.

Objective B3.2: Academic advising will be an important factor in annual performance reviews for faculty and staff providing services in this area.

Objective B5.4: Changing majors will be fully normalized and legitimized within the RIT culture. Support will be offered to students who wish to explore alternative majors.

Objective B7.1: RIT will examine curricula to develop sufficiently flexible pathways for students to make their own choices about significant aspects of their coursework (e.g., design your own minor, design your own double major, etc.).

Objective B7.2: Academic programs will increase the availability of experiential education opportunities including cooperative education, internships, study abroad, volunteer work, tutoring and undergraduate research.

Objective B7.3: RIT will investigate, define and permit a broader array of experiential alternatives to mandatory coop requirements, e.g., study abroad, student incubator.

Objective B7.4: Internal transfer articulation among related disciplines will be completed to facilitate ease of internal transfer and maximize progression toward timely degree completion. Increased articulation between undergraduate and graduate programs to increase opportunities for BS/MS, BS/MBA completion by students will be encouraged.

While we believe these objectives speak to the priorities inherent in the seven themes we articulate and are consistent with both the guiding principles and collective assessment of the Committee, we recognize and, indeed, recommend that tasks should be undertaken in all seven areas – in many cases simultaneously – to develop the necessary momentum and energy toward the achievement of our institutional vision.

During the course of our deliberations, it became clear that a set of articulated tasks, responsible parties, expected completion dates and anticipated resources were necessary, but not sufficient for the true task before us – that of transforming RIT into a university that stands apart from all others as a learning environment that enriches students' educational, professional, and personal development and sets graduates on a path to successful and rewarding careers. The collective knowledge and experience of the committee members suggested that to implement the tasks associated with the seven themes, and succeed at the transformation of RIT to a Category of One university, two essential elements must be addressed: (1) institutional will and (2) flexible and responsive processes and models for resource allocation

Institutional Will

Institutional will suggests to us the necessary focus and commitment to student success throughout the university community and the requisite individual faculty and staff member attitudes, behaviors, and dedication to helping students achieve that success. These faculty and staff performance expectations are described in the proposed University-level Core Values. We believe that the implementation tasks recommended in this report support this notion of institutional will but that its full realization demands both visionary and practical leadership at all levels of the university.

Resource Allocation

The issue of resource allocation suggests to us that the fiscal realities of tuition dependency will constrain the university's ability to do all that it might hope to achieve, until such time as other sources of revenue and gift income for facilities, programs, scholarship, and student financial aid are significantly increased. By necessity, those initiatives which most directly contribute to achieving the goals of the strategic plan must be provided with the appropriate resources.

New models must be developed for the allocation and reallocation of institutional resources in order to fully realize RIT's transformation. For example:

- Incentives should be identified that reward colleges and departments for meeting or exceeding enrollment targets, while increasing retention and student quality.
- At the highest level, procedures to guide University-wide reallocation of resources (academic and non-academic) must be well-defined and practiced as

part of financial planning to meet the fiscal requirements for Plan implementation.

- RIT must invest institutional resources to fuel the growth of scholarship that benefits the educational experience of our students.
- A sound and flexible information technology foundation is required to successfully implement the strategic plan. An overarching principle is the need to invest in software, hardware, and human capital that enable the information systems and services to provide our students the best possible educational experience.

We also note that there are many critical university initiatives underway that complement the specific goals and objectives articulated in the plan. The university's efforts, for example, to achieve a diverse and pluralistic campus community, further define our institutional brand message and promise, and successfully complete the Capital Campaign must continue and will require our institutional focus and support.

RIT by many accounts is at an important crossroads. We can continue to grow and change in incremental steps and along our current institutional trajectory, or seize the opportunity presented to us through the thoughtful strategic planning and evaluation process to be something more. The AAC presents these recommendations in the spirit and with the hope that RIT can be something much, much more – a “Category of One University: Uniquely Blending Academic Programs with Experiential Learning for Student Success”.

Major Implementation Task Summary

Curriculum Flexibility

- 1.0 Create and implement flexible curricula within departmental programs, and across programs within and between colleges, to broaden the scope of the RIT student learning environment, improve student retention, and ensure student success.
- 2.0 RIT academic programs will reflect curricula supportive of helping students develop transitional skills necessary for lifelong learning and career development over time.
- 3.0 Create opportunities for students to pursue secondary or additional fields of study by expanding minor and dual/double degree options.
- 4.0 Grow outreach learning to expand RIT's academic portfolio associated with the technology and career education elements of the RIT brand. Defined here, outreach learning includes not only distance learning technologies for students at remote locations, but also includes traditional campus students completing a portion of their studies at one or more remote locations, consideration of service learning, and is intimately related to RIT's efforts associated with globalization.

Experiential Education

- 1.0 Identify and affirm the appropriate forms of experiential education which support and strengthen RIT's brand promise as the premier career-focused university in the nation.
- 2.0 Expand the ways in which students who are away from the university environment while engaged in cooperative education, study-abroad, and other experiential education activities can remain effectively connected with the university community.

Scholarship

- 1.0 Develop a university-wide understanding of scholarship to provide a foundation of expectations for documentation, dissemination, and peer review of scholarly achievements.
- 2.0 Ensure scholarship becomes an integral component of RIT curricula in support of the teaching and learning process.
- 3.0 Increase the quality and quantity of scholarship activity to enhance both the education of our students and the reputation of the University.
- 4.0 Reevaluate how university resources are allocated and invested in support of increasing scholarship productivity.
- 5.0 Encourage and support multi-disciplinary collaborations in scholarship to capitalize on applications and integration of multiple technologies.

Support Services

- 1.0 Pursuant to Goal B4; appoint a university-level Support Services Assessment Task Force charged to 1) inventory and assess support services across campus, 2) analyze current resource investments and allocations for major areas of support services, and 3) recommend organizational and resource allocation changes to RIT president for implementation.
- 2.0 Create or enhance university, college, and division programs and services outside the classroom that contribute to all students' academic success.
- 3.0 Create or enhance university, college, and division programs and services outside the classroom that contribute to the academic success of special populations among the RIT student body.
- 4.0 Create or enhance technology applications, systems, and data bases that contribute to academic success.

Community – School Spirit & Institutional Pride

- 1.0 Ensure that all members of the campus community have a shared appreciation and understanding of RIT's history-and the attributes that enable the university to aspire to and ultimately achieve a higher level of recognition within the academic community.
- 2.0 Create, sustain and promote campus-wide events, activities, programs and celebrations that provide opportunities in which all members of the campus and extended RIT community family can engage, participate, and appreciate RIT's unique culture and, in so doing, develop a deeper sense of school spirit and pride.
- 3.0 Develop a funding plan to increase student involvement in clubs, organizations, and activities.

Community – Connectivity

- 4.0 Increase the number and type of opportunities to engage alumni in the continuing life of the university.
- 5.0 Develop additional ways for parents of current students to be informed about and engaged with RIT.
- 6.0 Deliberately and consistently integrate co-curricular offerings with academic courses and curricular activities.
- 7.0 Encourage, facilitate, and reward activities of faculty, staff, and students that enhance regional economic growth.
- 8.0 Ensure that RIT's partnerships with business, industry and government agencies are mutually beneficial and managed with an institutional perspective, through the collaborative efforts of units that are engaged specifically with these organizations (e.g. First-in Class; Development Office; Coop & Career Services, Government & Community Relations, Sponsored Research Services) and investigate the potential

benefits of developing a Partnership Management Program that would facilitate the growth of these relationships.

- 9.0 Encourage, facilitate and recognize community service activities of faculty, staff and students.
- 10.0 Continue to strengthen RIT's programs targeted to at-risk populations in order to increase the pipeline of qualified students into mathematics, science, engineering and technology, and review current programs to ensure that there is an appropriate level of coordination and communication to maximize effectiveness.

Community – Communication and Collegiality

- 11.0 Improve campus-wide communication on a timely and unobtrusive basis through the use of information technology resources.
- 12.0 Create greater opportunities for interpersonal communication within the RIT campus community.
- 13.0 Examine the status of women at RIT and develop recommendations relative to the impact of gender issues on the RIT workforce and learning environment.
- 14.0 Based on the recommendations of the Branding Task Force, investigate the feasibility of establishing satellite offices in strategic locations in order to increase connectivity with alumni, donors, students, and business and industry partners.

Global Society

- 1.0 Affirm the strategic vision and tactical direction of the university's internationalization efforts.
- 2.0 Establish the appropriate organizational structure to support the global strategic vision.
- 3.0 Strengthen the university's academic curricula in support of the global strategic vision.
- 4.0 Continue to develop RIT's ability to recruit and enroll the desired quantity and quality mix of international students.
- 5.0 Enhance the global dimensions of RIT's learning/living/working campus environment.
- 6.0 Increase the number and type of opportunities for RIT students to study and work abroad.

Faculty/Staff Performance Expectations

- 1.0 Recalibrate performance expectations for prospective and current faculty and staff to achieve the goals and objectives of the strategic plan.

- 2.0 Broaden interactions between students and faculty to create a unique experiential learning environment that sets RIT apart as a Category of One.
- 3.0 Create or enhance university, college, and division programs and services to support the success of faculty and staff in achieving the performance expectations.

Agenda for Action Implementation Plan

Curriculum Flexibility

Task 1.0

Create and implement flexible curricula within departmental programs, and across programs within and between Colleges to broaden the scope of the RIT student learning environment, improve student retention, and ensure student success.

Supports: Objectives A6.1, A6.2, A6.3, B7.4, B7.5, B7.6, B4, B5.1, B5.3, B5.4, B5.5, and B7.1

Current Status:

Significant curricular flexibility efforts are already under way. In this section, tasks are constructed to assist in implementation of the Provost's directive for curricular reform as impacts student career preparedness and success. Such changes will help to create greater choices for students, shorten their time to degree, and allow greater access to the best of what RIT has to offer in its variety of courses, minors, and potential dual or double degree programs.

Sub-task 1.1

Fully implement the Provost's directives for curricular reform for 100% of the RIT student population by the beginning of AY2007.

Responsibility: Provost, VP for Academic Affairs, Deans, Department Heads, and Faculty responsible for implementation,
Completion Date: September 2007
Cost: Under way now across campus
Success Metrics: Review of curricular reform in all programs during AY05/06

Sub-task 1.2

To be fully-implemented, the degree audit system should be supplemented with a system to allow departments and colleges to predict needed course seating, sections needed, and scheduling for up to one year in advance.

Responsibility: ITS and Registrar, with inputs from College Scheduling officers and Department Heads
Completion Date: Request that ITS and Registrar develop a logical plan for implementation.
Cost: Request that ITS and Registrar develop a cost estimate for implementation.
Success Metrics: Completion of Implementation.

Sub-task 1.3

Current "undeclared" or "exploration" options should be expanded to insure that all colleges feature such options for students. Further, new options, which allow students to explore programs across more than one college should be established.

Responsibility: Academic Deans, Department Heads, and Faculty responsible for implementation, Provost responsible for assessment.

Completion Date: Every College at RIT will have a college-based exploration option, and RIT will offer at least one cross-college exploration option by September 2008.
Cost: TBD.
Success Metrics: An inventory indicating student participation in the different options within and between Colleges.

Sub-task 1.4

Review, articulate and clearly advertise requirements for internal change of program and entering transfer students so that students, advisors, and other institutions understand the conditions for acceptance and smooth transfer and transition to their chosen field of study.

Responsibility: Department Head and Academic Dean Enrollment Management Services.
Completion Date: January 2006.
Cost: TBD.
Success Metrics: Program entrance requirements and standard are clearly articulated and readily available to students, faculty, and advisors.
Student satisfaction with the process of the transfer/COP process.

Sub-task 1.5

In keeping with the Provost's directive for curricular reform, establish a process whereby courses offered across the campus may be used to meet the general education requirements. This will require the development of a process whereby the requirements can be identified, and modified over time.

Responsibility: Provost, VP for Academic Affairs; Academic Deans Council; Institute Curriculum Committee
Completion Date: September 2007
Cost: No incremental cost. This is a modification of existing curricular review processes.
Success Metrics: General Education curriculum that matches institute goals and objectives and mandate from the State of New York. Students will demonstrate participation in a wide variety of curricular/career choice opportunities available to them when advised to meet the minimum requirements in General Education.

Task 2.0

RIT academic programs will reflect curricula supportive of helping students develop transitional skills necessary for lifelong learning and career development over time.

Supports: Objectives A6.1, A6.2, A6.3

Current Status:

RIT has established Educational Outcomes and Objectives (see Page 7 in the strategic plan). Assessment of program performance against these Outcomes and Objectives is not consistently conducted across the university.

Sub-task 2.1

Review the established RIT Educational Outcomes (Strategic Plan, Page 7) to insure they clearly address communication ability, critical thinking, problem solving skills, global understanding, ethical responsibility, and leadership. Every RIT program will establish program educational outcomes consistent with RIT Educational Outcomes.

Responsibility:	VP for Academic Affairs; Academic Deans; and faculty in accordance with the middle states accreditation process.
Completion Date:	August 2005, prior to middle states accreditation visit.
Cost:	No Incremental Cost.
Success Metrics:	Completion.

Sub-task 2.2

Each program must assess the extent to which its graduates achieve the educational outcomes established by RIT. This ongoing assessment should drive appropriate program and/or course changes over time.

Responsibility:	VP for Academic Affairs; Academic Deans; Department Heads, and faculty in accordance with the middle states accreditation process.
Completion Date:	August 2006, consistent with Middle States Schedule.
Cost:	Varying by program. Assessment costs can be significant, but need TBD.
Success Metrics:	Results of the assessment will be published at the program level.

Task 3.0

Create opportunities for students to pursue secondary or additional fields of study by expanding minor and dual/double degree options

Supports: Objectives B7.1, B7.5, B7.6

Current Status:

With increased curricular flexibility comes a greater degree of choice for students in designing pathways of career preparation. There are currently a limited number of minors, dual degree opportunities, and double majors despite growing student interest in these options.

Sub-task 3.1

Expand the portfolio of minors available to all RIT students.

Responsibility:	Academic Deans and Department Heads.
Completion Date:	Increase the number of minors by 10 by January 2006
Cost:	Minimize marginal cost by first offering minors that can be supported using courses already being offered.
Success Metrics:	Number of minors completed by students annually; number of different minors completed by students annually; average number of students per minor annually.

Sub-task 3.2

Each academic dean should investigate individual programs that do not allow adequate time for completion of a minor, and correct the situation.

Responsibility:	Academic Deans
Completion Date:	September 2007

Cost: Implementation of Flexible Curriculum.
Success Metrics: Every RIT program will allow students to complete a minor.

Sub-task 3.3

Statistical data should be gathered to determine whether proposed minors are desired by the students and feasible between programs. Impact of minors that require incremental resources must be addressed.

Responsibility: V.P. for Academic Affairs
Completion Date: May 2005
Cost: No Incremental Cost. (Use Clipboard to gather market data regarding student interest in proposed minors).
Success Metrics: Survey data should be presented and considered in the approval process for new minors and allocating resources thereto.

Sub-task 3.4

With the addition of many new minors and increased flexibility, we anticipate a number of issues and challenges related to a rule set for restricting access to courses and pre-registration. We do not believe a pre-registration model based on year level and “First-come, First-serve” will work in the future. We should consider registration models that allow full-year registration, address issues of remaining time to degree, matriculation major, program option, matriculation in minor, and then first come first serve, or some other sequence that helps students get the courses needed, and manage class sizes.

Responsibility: Registrar, Institutional Research, and ITS.
Completion Date: Start immediately, and phase in over time as resources permit.
Cost: TBD - a significant software development and registration implementation cost.
Success Metrics: Continually decreasing “unmet needs” each quarter, until some low threshold is reached.

Sub-task 3.5

Establish an institutional policy regarding the overall requirements for students pursuing dual majors and minors. This should include review of experiential education requirements, general education requirements, and state minimum credit hour requirements.

Responsibility: V.P. for Academic Affairs
Completion Date: March 2006.
Cost: No incremental cost.
Success Metrics: Publication of appropriate policies.

Sub-task 3.6

Information about the portfolio of minors and dual majors, their entrance and completion requirements should be publicized broadly across the university through a dedicated web site.

Responsibility: V.P. for Academic Affairs
Completion Date: March 2006.
Cost: No incremental cost.
Success Metrics: Publication of information.

Task 4.0

Grow outreach learning to expand RIT's academic portfolio associated with the technology and career education elements of the RIT brand. Defined here, outreach learning includes not only distance learning technologies for students at remote locations, but also includes traditional campus students completing a portion of their studies at one or more remote locations, consideration of service learning, and is intimately related to RIT's efforts associated with globalization.

Supports: Objectives A5.1, A5.2

Current Status:

Students matriculated at RIT are showing an increased interest in studying abroad or within domestic study exchange programs. In keeping with the institute's vision for expanding our students' horizons as a central theme in the strategic plan, growing outreach learning opportunities and establishment of appropriate infrastructure to reduce barriers to achievement of effective learning outcomes are of primary importance.

Sub-task 4.1

The President will charge a university-wide task force to examine RIT's capacity (infrastructure) to deliver outreach educational programs and to define the student markets targeted to increase enrollment in these programs.

Responsibility:	President; Task Force
Completion Date:	August 2007
Cost:	No Incremental Cost.
Success Metrics:	Number of new programs/courses/continuing education workshops available to regional, national, and global markets

Sub-task 4.2

To reduce barriers that might limit the scope of study, a formal RIT Academic Calendar Analysis should be prepared, showing how the RIT calendar interfaces with significant partner institutions to be completed and reported to the provost. The report should identify the starting and ending dates of academic terms at 80% of those institutions in the USA and abroad that we seek to collaborate with, and determine the corresponding quarters that both an RIT student, and a visiting student would be impacted to complete 1 academic term at their collaborating institution. The current RIT academic calendar may limit the ability for our students to pursue collaborative study at other institutions. Today, for example, students wishing to study abroad may be impacted across three academic quarters, to achieve one semester of study abroad. Similar concerns arise when faculty seek to study with other institutions/external partners in scholarly pursuits during professional leaves and sabbaticals. The RIT Academic Calendar Analysis should be presented to the Academic Dean's Council for review and interpretation. The Dean's council should then investigate proactive steps that RIT can take to enhance opportunities for collaborative study (by both students and faculty).

Responsibility:	Provost and V.P for Academic Affairs; Academic Deans
Completion Date:	August 2007
Cost:	No Incremental Cost.
Successful Metrics:	Growth in outreach learning as measure by student and faculty participation

Experiential Education

Task 1.0

Identify and affirm the appropriate forms of experiential education which support and strengthen RIT's brand promise as the premier career-focused university in the nation.

Supports: Objectives A1.1, A2.1, A2.2, A3.1 – A3.3, B6.2, and E6.3.

Current Status:

RIT enjoys strong market position as a career oriented technological university by providing cutting-edge academic programs supported by a strong faculty and first-rate academic facilities. RIT academic programs are further differentiated from competitor programs, however in the value-added opportunity for students to apply what they are learning through experiential education. There have historically been several ways for students to participate in these programs depending on their course of study (e.g. cooperative education for Engineering students, internships for students in Photography, clinical rotations for students in the Medical Sciences programs, classroom based industry driven design projects in the School of Design). Cooperative education is clearly the oldest and most highly developed form of experiential education program at RIT and the one that contributes most strongly to the RIT brand. Co-op, however, is not the only useful form of experiential education or necessarily the best fit for every college and academic program at the university. Other forms of experiential education may be better suited to the academic goals and desired student career outcomes of certain programs. The university has not clearly identified and articulated the full range of potential experiential education programs for students and which programs might best support individual academic unit goals and desired outcomes. Further, there has been no consistent commitment to adopting and integrating the desirable experiential education models into the academic curricula. While our achievements at the university level are much admired and emulated by other institutions, we have not fully utilized the potential of various experiential education models to strengthen our academic programs and contribute fully to student success.

Sub-task 1.1:

All RIT degree programs will require some form of experiential education. In addition to the already established programs such as cooperative education and internships, options will likely include, but will not be limited to, the following: undergraduate research projects, study abroad, entrepreneurial business development efforts, capstone design or industry based project courses, part-time and volunteer work. Each college will review and inventory the experiential education options currently in use among their program areas and determine what, if any, new or expanded programs should be undertaken. Experiential education opportunities should take into account not only program specific academic and career outcomes but also include, where possible and appropriate, projects and activities that have value for the community and support regional economic development efforts. College efforts will be supported by a descriptive matrix of experiential education program options developed by the Office of Cooperative Education and Career Services and counsel from that office concerning centralized support that can be provided based on the experiential education program options selected. Subsequent to this review process, each college will report on how experiential education is being utilized in support of each of their academic program areas.

Responsibility:	Academic Deans with support from Cooperative Education and Career Services
Completion Date:	June 2006
Cost:	TBD
Success Metrics:	Experiential education options for each degree program articulated through the appropriate university documents and publications.

Sub-task 1.2:

While cooperative education remains RIT's most prominent form of experiential education, efforts must be undertaken to ensure the co-op program provides the needed flexibility to provide the most effective student learning opportunities and ultimately student success. A parallel or part-time co-op option should be developed to allow more student participation with various employers. Each college should also formally consider and articulate the extent to which other experiential learning opportunities (e.g. student research projects, student business development efforts, study-abroad) may be substituted for a portion of the students' co-op participation requirement. This should be undertaken only to the extent that the individual student's best learning and career interests are served and the essential integrity and brand promise of the co-op program is protected.

Responsibility:	Academic Deans, department heads, and Office of Cooperative Education and Career Services
Completion Date:	June 2006
Cost:	TBD
Success Metrics:	Launch of parallel co-op program option with increasing levels of student participation. Published college/department policies concerning allowable substitutes for co-op program participation requirements.

Sub-task 1.3:

Integrate more completely cooperative education and other experiential education programs into appropriate aspects of the academic curriculum. Much can be done to complement and support the efforts of Co-op Program Coordinators in the Office of Cooperative Education and Career Services with appropriate strategies for faculty involvement with students before, during, and after a co-op experience. A model integration approach developed by Co-op and Career Services and benchmarked with other co-op programs should be explored at the individual college level to determine applicability to RIT's programs. The adopted college models should also provide as appropriate for similar efforts with other forms of experiential education established in the college. Integration activities and techniques should be shared with faculty through best practices programs and training offered through faculty development programming.

Responsibility:	Academic Deans, department heads, Office of Cooperative Education and Career Services, Student Affairs
Completion Date:	June 2007
Cost:	TBD. May require additional staffing and/or selected faculty release time.
Success Metrics:	Adaptation of integration activities. Student and faculty assessments of activities effectiveness.

Sub-task 1.4:

Evaluate the relationship of student experiential education experiences to established academic program assessment outcomes. In order to help validate and understand the role of experiential education, efforts should be undertaken to further expand current on-line evaluation systems measuring employer assessment of co-op student performance and students' evaluation of co-op work experience learning outcomes. These on-line systems have been piloted and should be expanded to include first, all RIT co-op programs and second, other forms of experiential education deemed appropriate to these outcome assessment efforts.

Responsibility:	Office of Cooperative Education and Career Services, Academic Deans, and department heads.
Completion Date:	June 2008

Cost: TBD. May require ITS system development support.
Success Metrics: Use of both student and work/project sponsor on-line evaluation systems for all co-op and internship experiences and the majority of other experiential education programs.

Task 2.0:

Expand the ways in which students who are away from the university environment while engaged in cooperative education, study-abroad, and other experiential education activities can remain effectively connected with the university community.

Supports: Objectives B4.3, E7.2, and E7.3

Current Status:

The growing size and scope of RIT’s various experiential education programs has contributed to an increase in the number of students who leave the RIT university environment and Rochester area to complete those experiential education assignments. This is, of course, most evident in the university’s cooperative education program. While significant numbers of students will work in many different areas around the country, it is important to note that during the course of the normal academic year – i.e. Fall, Winter and Spring Quarters – between 50% and 53% of co-op programs participants will consistently accept work assignments in the Rochester area thus facilitating their continued involvement in RIT community programs and activities. Current university efforts to stay connected with students during these and other assignments remain irregular, inconsistent and uncoordinated.

Sub-task 2.1:

Develop a structured model approach which can be adopted by individual colleges and academic units to provide regular and on-going communication to students temporarily separated from the university community. The model should include both university, academic program, and co-op or other experiential education program information and utilize wherever possible the most effective technical means of communication (e.g. e-mail, e-newsletters, web-based delivery including web blogs and web chat rooms). Communication efforts could and should be tailored to the needs and goals of the individual academic units and coordinated to ensure the timeliness, effectiveness and consistency of the communication.

Responsibility: Office of Cooperative Education and Career Services, Academic Deans, and department heads with support from University News Services
Completion Date: June 2006
Cost: TBD.
Success Metrics: Communication plans in place for all colleges with co-op programs

Sub-task 2.2:

Expand opportunities for students who are away from the university on experiential education assignments, including study abroad, to connect with alumni, and other university faculty and staff visiting through the areas where students are assigned. Efforts should be made to reach out to alumni working with companies employing RIT co-op or other experiential education students to encourage get-togethers and other professional and social interactions including participating in regional alumni chapter activities. A special “visitor welcome” alumni volunteer group might be identified to further support these efforts. Visits to work sites from Office of Co-op and Career Services and other university representatives should be supplemented, where feasible, by faculty and staff who may be visiting work sites for other university business. RIT representatives should be encouraged to consider visiting with students when and where schedules allow and coordinate with Co-op and Career Services the specifics of such interactions.

Responsibility: Office of Cooperative Education and Career Services and Alumni Affairs. Interested university travelers
Completion Date: On-going
Cost: TBD. May require seed funds for programming activities.
Success Metrics: Student assessment of connectivity and support; number and nature of alumni activities and interactions.

Scholarship

Task 1.0

Develop a university-wide understanding of scholarship to provide a foundation of expectations for documentation, dissemination, and peer review of scholarly achievements.

Supports: Objectives C1.1 – 1.3, C2.1

Current Status:

A new policy governing expectations of faculty scholarship was created and accepted as policy by RIT in 2003. As stated in Section E4.0.5 of the Policies and Procedures manual:

5. Scholarship

While teaching is the foremost activity of the RIT faculty, faculty are expected to engage in significant scholarship as measured by external disciplinary and professional standards as acknowledged by department and program practices of faculty review.

A. “Scholarship” at RIT will encompass four elements:

Scholarship of discovery: When faculty use their professional expertise to discover knowledge, invent, or create original material. Using this definition, basic research as well as, for example, the creation of innovative computer software, plays or artwork would be considered the scholarship of discovery.

Scholarship of teaching/pedagogy: When faculty engage in the scholarship of teaching practice through peer-reviewed activities to improve pedagogy. Using this definition, a faculty member who studies and investigates student learning to develop strategies that improve learning has engaged in the scholarship of teaching.

Scholarship of integration: When faculty use their professional expertise to connect, integrate, and synthesize knowledge. Using this definition, faculty members who take research findings or technological innovations and apply them to other situations would be engaging in the scholarship of integration.

Scholarship of application: When faculty use their professional expertise to engage in applied research, consultation, technical assistance, policy analysis, program evaluation or similar activities to solve problems. This definition recognizes that new intellectual understandings arise out of the act of application.

B. The top priorities for Scholarship at RIT are to enhance the education of our students and our institutional reputation. Faculty engaged in either sponsored or unsponsored scholarship in any of the four areas defined above are expected to disseminate the knowledge acquired in these endeavors through normal scholarly means.

C. All four aspects of scholarship are important for RIT, and must be recognized, valued, supported, and rewarded in the tenure, promotion, and merit salary increment processes in each unit.

D. All tenured and tenure-track RIT faculty must be actively participating in the scholarship of their disciplines. There will be considerable variation, however, in the amounts of scholarship in which different faculty engage within the same departments and colleges, as well as throughout the Institute. Along with institutional service and student advising proportions of professional time devoted to teaching and scholarship will be determined by individual faculty Plans of Work.

E. RIT will continue to fund faculty professional development for the benefit of RIT, including discretionary seed funds to assist in the initiation of faculty research programs. On-going faculty and graduate student research programs, however, must be supported through external funding.

F. While RIT will accept externally funded proprietary and classified projects, knowledge acquired through such projects must be available within a reasonable time frame for wider dissemination through publications, classroom teaching, or application to other projects.

Sub-task 1.1

As the Institute and its faculty move through the next ten years in an effort to increase scholarship activity, in accordance with Institute Policies and Procedures for scholarship (E4.0.5), each college will:

- Address the adequacy of college policies for promotion and tenure, and develop models of performance expectation that include the types and levels of the four forms of scholarship most appropriate for their faculty and staff
- Define the metrics for measuring progress (emphasizing quality and quantity) in meeting scholarship expectations
- Clarify, for faculty, the specifics that demarcate the difference between professional development/professional service and the four categories of scholarship
- Review Institute policy E1.0 *Employee Classification and Status* to reflect potential changes in category classification of faculty and staff consistent with increased expectation placed on scholarship. Currently, across several colleges, there is adoption or consideration of a Portfolio model for faculty workload that delineates specific expectations relative to scholarship and teaching, which might serve as a model for such policy changes.
- Be responsible, with assistance from Human Resources, for ensuring that appointment letters call attention to the RIT scholarship policy as well as to college, program, and/or departmental expectations for scholarship

Responsibility:	Academic Deans; Human Resources
Completion Date:	August 2006 (except for final subtask on revision of faculty appointment letters, which is being implemented currently)
Cost:	No Incremental Cost.
Success Metrics:	Consensus on metrics for scholarship, promotion and tenure developed and data collected. Inventory of faculty contracts routinely to assess compliance. Research, scholarship, external funding, publication, etc., as articulated in contracts and offer letters and implemented through the promotion and tenure process.

Sub-task 1.2

Each department head will ensure that faculty Plan of Work documentation articulates projections for meeting college-specific expectations for scholarly activity, and ensure that faculty self-assessment and department chair performance evaluation documents include measures of how scholarly achievements enrich teaching and match with departmental or program goals. At minimum scholarly achievements need to be documented, peer reviewed, and publicly disseminated.

Responsibility:	Department Heads with Academic Deans oversight
Completion Date:	2005/2006 cycle for performance evaluation and Plan of Work exercise
Cost:	No Incremental Cost.
Success Metrics:	Faculty Plans of Work and performance appraisals. Departmental goals and expectations for scholarship

Task 2.0

Ensure scholarship becomes an integral component of RIT curricula in support of the teaching and learning process

Supports: Objective A1.3, A4.6, B8.1, B8.3, B8.4, C2.1, C2.2, C2.3

Current Status:

At the present time, there are “centers” of research activity, both individuals and clusters of scientists, engaged in scholarly pursuits but with no defined institutional definition for what constitutes a “center” or what consistent processes or policies facilitate and help guide its growth and how it impacts on student learning and success. Students should profit most from an increase in the quality and quantity of faculty scholarship. Successful integration of scholarship and teaching enterprises will allow advancement of the educational mission of the Institute and provide unique experiences for our students that reflect a programmatic and curricular perspective supportive of excellent career preparation. Additional insights provided by industrial and other external partners would help to add new elements to existing programs and identify emerging career areas to drive new program development. Reaching this goal will necessarily reflect strategic reform across several layers of the Institute.

Sub-task 2.1

Review the organizational structure within the Provost’s Office as it supports scholarship, to:

- Elevate and establish the appropriate prominence for scholarship
- Provide direct encouragement and leadership
- Provide monitoring, reporting, and oversight functions
- Foster multi-disciplinary and inter-college scholarly alliances

Responsibility:	Provost
Completion Date:	Implementation by Fall 2005
Cost:	TBD.
Success Metrics:	Implementation of a functional structure for scholarship centered in the Provost’s Office

Sub-task 2.2

To reflect principles approved by the Board of Trustees, the Provost will create a white paper to be disseminated to the RIT community regarding RIT’s ideology for the future of existing and new graduate programs (M.S. and PhD) as they grow in scope or number, in interdisciplinary focus, and in their impact on undergraduate programs. This document will also be consistent with graduate enrollment objectives published in the 2001 Optimal Size Plan. RIT will increase its program portfolio in appropriate areas of high demand and where faculty with requisite skills exist or can be readily recruited, and support facilities are available or can be readily created. Where possible, there should also be consideration of graduate program options such as

flexible curricula, part-time studies, online courses, joint/dual degrees, and should engage government, business, and industry as partners in graduate program development and delivery.

Responsibility:	Provost
Completion Date:	July 2006
Cost:	No Incremental Cost.
Success Metrics:	University wide understanding of the strategic plan for graduate program growth over the next ten year. Inventory of graduate program growth 3, 5, 7, and 10 years into strategic plan timeline

Sub-task 2.3

The Deans will prepare a position paper related to the issues associated with scholarship quality expected of graduate and undergraduate students in a way that articulates incremental steps in raising the bar over a four year period. **Example:** The paper should address what constitutes appropriate BA, BS, MS, M Eng, MFA, and PhD student scholarship and how expectations are anticipated to increase annually until reaching a projected outcome for a new, higher standard. Each Dean will review College Curriculum Committee policies and procedures for oversight to ensure that student scholarship becomes a component of appropriate curricula in their College.

Responsibility:	Academic Deans
Completion Date:	August 2005
Cost:	No Incremental Cost.
Success Metrics:	Comparison of College plans for growth and oversight of scholarship and curricular/co-curricular integration

Sub-task 2.4

Each department head will work with the faculty to articulate a clear plan for incremental growth in student scholarship in appropriate programs to include specific student and faculty responsibilities and expectations. Each faculty member will include in their annual reports a section that summarizes scholarly activity completed by their students. Deans and department heads will evaluate the quality and track the growth of achievements.

Responsibility:	Department Heads with Academic Deans
Completion Date:	2005/2006 cycle for performance evaluation and Plan of Work exercise
Cost:	No Incremental Cost.
Success Metrics:	Department Heads and Deans review annual reports and self-evaluations against Plans of Work. Assessment of department scholarship through external review. Measures of student scholarly achievements

Sub-task 2.5

Expand existing or create new industrial advisory boards in connection with departmental, programmatic, and College initiatives to promote synergies between RIT and external partners. Such relationships should be built on a foundation of a strong partnership management team to include, but not be limited to, academic units, research centers, First-in-Class, Sponsored Research Services, Cooperative Education, and Development offices. Success in accomplishing this task will benefit projected growth in scholarship, provide insight into new program and/or course development, and potentially add new names to the list of external partners interested in serving as a member of the RIT Board of Trustees.

Responsibility:	Academic Deans, Department Heads, SRS, Associate Provost for Outreach Programs, Development Office, Co-op and Career Services
Completion Date:	Creation of boards by May 2006; Ongoing afterwards
Cost:	No Incremental Cost.
Success Metrics:	Document activities, benefits, initiatives, and outputs of industry advisory boards. Track industrial placements and careers of RIT students, # of research projects Correlate educational offerings with business and career successes.

Task 3.0

Increase the quality and quantity of scholarship activity to enhance both the education of our students and the reputation of the University

Supports: Objectives C3.1 – C3.4

Current Status:

Faculty scholarly activity has increased significantly over the past few years. At the present time, however, there is no coherent set of expectations or conditions to support growth of quality and quantity of scholarship through a unified, university perspective. To achieve the stated goal, processes need to be created to inventory scholarly pursuits to establish an initial baseline for comparison. It is the understanding of the AAC that this process is underway and scheduled for completion by the end of the 2004/2005 Academic Year.

Sub-task 3.1

Deans, in collaboration with Department Heads, will prepare an inventory of all scholarly work done by their faculty during AY2004/2005 and subsequently for years 3, 5, 7, and 10 of the strategic planning period

Responsibility:	Academic Deans
Completion Date:	August 2005
Cost:	No Incremental Cost.
Success Metrics:	Tabulated requisite data for each year Production of a quantitative inventory of scholarly achievements made available to the RIT public (through a dedicated website)

Sub-task 3.2

Study the organization of focused research initiatives at RIT and assess their relationship with First-in-Class and the Office of the Provost to develop a set of “best practices” to drive the infrastructural support for a unified, university perspective on scholarship

Responsibility:	Academic Deans, Provost, Associate Provost for Outreach Programs
Completion Date:	August 2005
Cost:	No Incremental Cost.
Success Metrics:	Functional infrastructure of support within the Provost’s Office to provide oversight of organization of “centers” of scholarly activity at the Institute.

Sub-task 3.3

As coordinated through the Provost's office, each College Dean will develop a comprehensive action plan for continuously increasing scholarship activity of its faculty, working with staff and students, and work with all other Deans to ensure the plans have a unifying, university perspective, which will foster and stimulate cross-disciplinary and inter-college scholarly productivity.

Responsibility:	Provost; Academic Deans; Department Heads; Faculty.
Completion Date:	August 2005 and ongoing.
Cost:	No Incremental Cost.
Success Metrics:	Change in scholarship quality and quantity over time. Increased success in the acquisition of external funding to support scholarship.

Task 4.0

Reevaluate how university resources are allocated and invested in support of increasing scholarship productivity.

Supports: Objectives C4.1 – 4.5

Current Status:

Support of current levels of scholarship occurs through funding from internal and external sources. With an increase in expectations for scholarship by faculty, students, and as integrated across curricula, RIT must plan for the establishment and commitment of resources to support new and existing faculty (to support excellence in both the teaching and scholarship mission), start-up costs, facilities, programs, and infrastructure. Such actions will be in compliance with Institute policy E4.0.5:

E. RIT will continue to fund faculty professional development for the benefit of RIT, including discretionary seed funds to assist in the initiation of faculty research programs. On-going faculty and graduate student research programs, however, must be supported through external funding.

Sub-task 4.1

Develop a funding plan consistent with expected incremental growth in scholarly pursuits. Such funding will be directed toward support of faculty scholarship to include examples such as:

- coverage for release time, sabbaticals, and other leaves,
- recruitment of faculty with existing externally funded research programs that can be brought to RIT,
- start-up funding to help initiate scholarship endeavors, including a peer-reviewed competitive seed fund,
- opportunities for faculty to networked more effectively with members of the research community, for example to support their participation on funding agency review panels,
- support for the dissemination of scholarship outcomes beyond RIT.

The funding plan should include, for example, a review of financial policies for use of recovered overhead dollars from sponsored programs. The funding plan should place a premium on scholarly activities that directly involve students.

Responsibility:	Provost in consultation with the VP for Finance and Administration, and Academic Deans.
Completion Date:	May 2006 and ongoing.
Cost:	TBD. Cost should be significant.
Success Metrics:	Record of faculty scholarship activity and achievement resulting from internal support.

Successful acquisition of external funding in support of faculty scholarship.

Sub-task 4.2

Recognizing the important role of the First-In-Class approach in scholarly activities and advancing the RIT brand, review the operational policies, procedures, and practices of First-In-Class to insure their alignment with the expected growth in scholarship.

Responsibility:	Provost in consultation with the, Associate Provost for Outreach Programs and VP for Finance & Administration, Academic Deans.
Completion Date:	January 2007
Cost:	TBD based on the results of the review.
Success Metrics:	Number of faculty projects provided seed money of support. Success of funded projects in generating greater quality and quantity of scholarship and in acquisition of subsequent external funding.

Sub-task 4.3

Expand sponsored research services programs to support the expected growth in scholarship. The expansion should support increased activity in the following:

- assist PIs with the writing of grants and grant reports,
- help educate, train, and encourage faculty and staff in pursuit of external funding,
- provide assistance during the lifetime of awarded grants in areas of budgeting and interim reporting,
- facilitate Principle Investigator interaction with sponsors,
- facilitate SRS staff networking effectively with members of the research community.

Responsibility:	Provost, Associate Provost for Outreach Programs SRS Director, VP for Finance & Administration
Completion Date:	August 2006
Cost:	TBD.
Success Metric:	PI satisfaction with level of support provided by SRS, success rate of proposals vs. proposals submitted, and increase in externally sponsored scholarship activity.

Task 5.0

Encourage and support multi-disciplinary collaborations in scholarship to capitalize on applications and integration of multiple technologies

Supports: Objectives C2.1, C3.1, C3.2, C3.4, C4.2

Current Status:

The Associate Provost for Outreach Programs and the Wallace Library initiated the Faculty Scholars series to promote key research programs and encourage collaboration and brainstorming among RIT faculty. Shared and dedicated laboratories for collaborative research space are being identified in the new IT Collaboratory facility and the Center for Biosciences Education and Technology (CBET). Other shared collaborative spaces such as faculty conference rooms, lounges, or faculty club would be desirable but have not yet been identified or approved. Despite existing models in place currently for the Center for Imaging Science and the Center for Integrated Manufacturing Studies, there has been no plan elucidated for the establishment and formal

identification of criteria for “centers” or “clusters” of faculty and associated students to enhance the scholarship mission and goals. In any proposed criteria, there should be no impediment to faculty member participation in “center” scholarly pursuits irrespective of their primary departmental appointment. As productivity increases over time, the Institute and the Center can leverage benefits and resources to help attract additional faculty expertise and add to the portfolio of scholarship opportunities for RIT students. As a result, there would also be opportunities to propose new curricular and/or programmatic offerings consistent with Center technological advances and perceived workforce demands.

Task 5.1

Study current organization of research centers at RIT and investigate the creation of multidisciplinary clusters or centers of faculty and staff with complementary research interests as a means of increasing the efficiency, quality, and quantity of scholarship and create reporting relationships for university-wide centers to the Provost’s office. As part of the process, benchmark other university models for “center” organization to refine the model of approach for RIT. Identify potential impediments to faculty participation in Center scholarly pursuits and provide means to reduce barriers to faculty involvement in appropriate research programs.

Responsibility:	Provost
Completion Date:	January 2007
Cost:	TBD
Success Metrics:	Increased participation of faculty, staff, and students in multi-disciplinary teams and centers.

Task 5.2

Create, acquire, and reallocate dedicated research space and shared collaborative spaces for cross-disciplinary and scholarly engagement by faculty, students, and staff.

Responsibility:	Provost, Academic Deans, Wallace Library
Completion Date:	Ongoing
Cost:	TBD
Success Metrics:	Biannual space analyses. Inventory of Center-dedicated space

Task 5.3

Create means of support for dual-appointments (between and among colleges and research centers) for faculty

Responsibility:	Provost, Academic Deans, Human Resources
Completion Date:	August 2005
Cost:	TBD
Success Metrics:	Evidence of success stemming from functional groups of faculty working with dual-appointments

Support Services

Task 1.0

Pursuant to Goal B4; appoint a university-level Support Services Assessment Task Force charged to 1) inventory and assess support services across campus, 2) analyze current resource investments and allocations for major areas of support services, and 3) recommend organizational and resource allocation changes to RIT president for implementation.

Supports: Objectives A 4.4, A 4.5, B 3.1, B 3.3, B 3.5, B 3.7, B 3.8, B3.9, 3.10, B 6.1, B 6.2, E 3.1, E 4.1, E5.1

Sub-task 1.1

The task force will emphasize the following programs and services in its assessment, as mandated by the strategic plan: advising, tutoring, mentoring, learning communities, interpreting services

Responsibility:	The Agenda for Action Committee recommends selecting a chair for the Support Services Assessment Task Force whose primary accountabilities do not include support services; Student Affairs
Completion Date:	Select, convene, and charge task force by May, 2005. Task force recommendations due to president by December 2005.
Cost:	No incremental cost for task force Possible significant incremental costs resulting from task force recommendations for FY07 (July 2006)
Success Metrics:	Task force report delivered by December 2005 deadline. Support service investments and resource allocations realigned for implementation in AY 06-07 (September 2006).

Task 2.0

Create or enhance university, college, and division programs and services outside the classroom that contribute to all students' academic success.

Supports: Objectives B3.1, B4.5, B6.1, A4.4, A4.5, B3.3, E4.1

Current Status:

RIT has a wide array of well-established programs and services in place to support academic success. However, the strategic plan places a particular emphasis on the need for additions and changes that make available effective and easily accessible academic support and advising to all students, assist students in their choice or change of major, and optimize academic and social interaction through creation of learning communities. Progress in several of these areas of emphasis includes the following:

- A position was added to Academic Support Services in Student Affairs in September 2004 to identify and coordinate the delivery of best practices in tutoring across the university.
- A central advising position was added in Academic Affairs in July 2004 to enhance students' ability to transfer between programs and colleges.
- An informal group, the RIT Mentor Network, is in place to increase awareness of major on-campus mentoring programs and is jointly led by the Office of Alumni Relations and Co-op and Career Services. In addition, Student Affairs has the Student Athletic Mentoring Program.

- Several learning community pilots were initiated in AY 04-05, led by the VP of Academic Affairs. In addition, three living learning communities are in place in the residence halls.

Sub-task 2.1

To assure quality academic and career advising in student selection and progress through their program of choice, evaluate current methods for advising in the colleges and establish a set of “best practices” to utilize campus-wide.

Responsibility:	Vice President for Academic Affairs; Vice President for Enrollment Management & Career Services; possible support from CIO, ITS
Completion Date:	September 2005
Cost:	TBD
Success Metrics:	Identification of key faculty and staff across the colleges who are accountable for academic and career advising, to establish the Academic and Career Advisors Network. Completion of a working document of current and best practices. Selection of faculty or staff member to lead the Network toward the objective of adopting best practices university-wide.

Sub-task 2.2

Continue to grow the capacity of the central advising position within Academic Affairs to provide support, advice, and facilitate students who wish to transfer internally.

Responsibility:	Central Institute Advisor, Academic Affairs; Vice President for Academic Affairs
Completion Date:	Ongoing
Cost:	Staff salary & benefits already incurred. Possible incremental program costs.
Success Metrics:	Appointment of Central Institute Advisor to Academic and Career Advisors Network. Establishment of lagging and leading internal transfer indicators. Agreed-upon plan of work for Central Institute Advisor between VP of Academic Affairs and the Provost.

Sub-task 2.3

Ensure any student in academic difficulty has access to effective, meaningful tutoring services. RIT will continue to provide support through resources and staff fully trained to provide tutoring instruction in disciplines and content areas, campus-wide.

Responsibility:	Coordinator, Tutoring Services; Interim Coordinator of Academic Support Services, Student Affairs
Completion Date:	Ongoing
Cost:	Staff salary & benefits already incurred. Possible incremental program and space costs.
Success Metrics:	User evaluation of new website, student tutor evaluations of training programs, tutors self evaluations, department evaluations of training.

Sub-task 2.4

Prepare academic recovery plans for all students struggling in their courses.

Responsibility: Instructional faculty with support from in-house academic support staff, FYE instructors, and student tutors as needed; support from the Center for Teaching and Learning and the Center for Professional Development for faculty training on how to prepare recovery plans and the Early Alert system

Completion Date: June 2006

Cost: TBD for additional training programs

Success Metrics: The development of the necessary training programs and 100% participation by the appropriate faculty and staff in those programs. An increase in the number of students successfully completing a course or demonstrating appropriate academic progress through the use of academic recovery plans.

Sub-task 2.5

Formalize and expand the RIT Mentor Network, charged with creating an inventory of current formal and informal mentoring programs to better inform students of connections they can make with faculty and staff mentors. Network membership should include representatives from each mentor program as well as the Central Institute Advisor.

Responsibility: Co-Heads of Network (from Career Services and Alumni Relations) charged by vice presidents for student affairs, academic affairs, and enrollment management and career services. Support provided by ITS.

Completion Date: September 2006

Cost: No Incremental Cost.

Success Metrics: Completion of mentor program inventory and incorporation of information on applicable university web sites and as an element of SIS.

Sub-task 2.6

Continue to pilot student living and learning communities and assess their success matched against intended purpose to create learning environments conducive to exploration, discovery, and exchange as important facets of student success

Responsibility: Vice President for Academic Affairs, Student Affairs

Completion Date: June 2005 - Learning Communities Pilot Assessment Report

Cost: No Incremental Cost. for Assessment; TBD for potential program costs

Success Metrics: Assessment report completed on time.

Sub-task 2.7

Investigate the feasibility of creating an open block of time (e.g., a two hour period during Monday – Thursday) to ensure students have time to access support services and resources and/or take part in planned activities of their choosing.

Responsibility: Vice President for Academic Affairs, Registrar, Academic Affairs

Completion Date: Determination of feasibility by June 2005. If feasible, implementation by September 2005 (AY 05-06).

Cost: No Incremental Cost.

Success Metrics: Activities block usage report provided by Registrar in June 2006.
Adoption by colleges and divisions as evidenced by usage report.

Sub-task 2.8

Involve more students in opportunities to contribute to other students' success through, for example, tutoring, note taking, or other student support activities. Just more than 1,000 undergraduate students and nearly 100 graduate students each quarter work in student support positions as tutors, note takers, lab assistants, library attendants, and related assignments. Current university use of all student work-study funds should be reviewed and potentially reallocated to ensure the full use of resources in these types of student support activities.

Responsibility: Budget Office with support from the Office of Student Employment
Completion Date: June 2006
Cost: No incremental funds
Success Metrics: Fund utilization reports; increase in number of students working in student support functions.

Task 3.0

Create or enhance university, college, and division programs and services outside the classroom that contribute to the academic success of special populations among the RIT student body.

Supports: Objectives B3.5, B3.7, B3.8, B3.9, B8.2

Current Status:

RIT continues to strive to create inclusive environment supportive of its diverse population of students. Some students within special populations may require special services from across the RIT community to ease their transition to the unique nature of the RIT educational and collegiate culture and to provide ongoing services that adequately meet their potentially unique needs and contribute to their academic success.

Sub-task 3.1

Provide training to faculty and staff, where necessary, to ensure they understand the RIT support services available to minority student populations, including women, and can effectively advise students accordingly.

Responsibility: Assistant Provost for Teaching & Learning, Academic Affairs; Manager, Center for Professional Development, Human Resources
Completion Date: June, 2006
Cost: TBD
Success Metrics: Current training and development programs related to minority student populations expanded to include all populations and available to faculty and staff by June 2006. Increase in number of participants, particularly faculty, in 2006 compared to 2005, where data comparisons are available

Sub-task 3.2

Review and possibly extend the length of time orientation processes are available for new students (first year, transfer, graduate students) to create a specific focus designed to help students prepare for academic success. Programs such as the North Star Center summer academy can serve as a model for other programs of this kind to support students.

Responsibility: Vice President for Academic Affairs; Vice President for Student Affairs

Completion Date: August 2006
Cost: TBD
Success Metrics: Implementation of orientation program enhancements for first year, transfer, and graduate students by beginning of AY 06-07.

Task 4.0

Create or enhance technology applications, systems, and data bases that contribute to academic success.

Supports: Objectives B6.2, B3.10, E3.1

Current Status:

RIT continues to expand its capacity to provide information to students through interactive web services.

Sub-task 4.1

Continue to grow RIT's capacity to assist students in their need to access valuable information with ease through dedicated web-based systems. These include, but are not limited to degree audit information; program-specific details; library data bases; email and phone directories; student organization, entertainment, and sports information; and university, local, national and world news, etc.

Responsibility: Chief Information Officer, ITS; Vice President for Academic Affairs, Registrar, Academic Affairs; Chief Communications Officer, Government & Community Affairs; Web Committee
Completion Date: Ongoing
Cost: Incremental budget for web-development staff in ITS; specific budget need TBD
Success Metrics: Annual student evaluations of web-based systems

Community

There are three key themes that emerge from the Strategic Plan goals related to Community. These include: School Spirit and Institutional Pride, Connectivity, and Communications/Collegiality. School spirit and institutional pride is a somewhat amorphous concept that is difficult to define and quantify; however, we have a sense that the desired level of school spirit and pride is lacking at RIT, at least on a consistent and pervasive basis and across all campus constituencies. Connectivity encompasses our relationships with alumni, parents, industry and government partners and the community in general. Communications and collegiality is another theme that emerges, ranging from the need for communication mechanisms that are responsive to student interests and needs, to the need for improved and greater opportunities for interpersonal communication among members of the campus community. The following tasks and subtasks are suggested to address these major themes.

School Spirit and Institutional Pride

Task 1.0

Ensure that all members of the campus community have a shared appreciation and understanding of RIT's history-and the attributes that enable the university to aspire to and ultimately achieve a higher level of recognition within the academic community.

Supports: Objective E1.5

Current Status:

Until recently, RIT has not made a proactive or concerted effort to build a comprehensive awareness and appreciation of the university's distinguished history and contributions among all of its campus community members. The 175th Anniversary year events have done much to significantly increase awareness of RIT's proud history, by highlighting some of the major milestones which have led RIT to its present status within the academy of higher education, and by noting the contributions of key individuals who played a significant role in RIT's evolution as a leading university. This "sense of history", and the traditions that become associated with it, are important elements in building the kind of spirit and pride that we aspire to for our alumni, faculty, staff, students and others associated with the university is something that has not been part of the fabric of RIT. The exhibits, celebrations and other events and communications pieces, have created a good foundation on which to build and sustain these efforts. It will be particularly important to ensure that newcomers to RIT have access to information about RIT's past, as well as its current state and where it is headed in the future.

Sub-task 1.1

Sustain and continue to build on the historical displays and documentation of key individuals and milestones in RIT's history (e.g. RIT Archives and its Historical Displays, Diversity Trailblazers, International Alumni exhibit, RIT Documentary) and make this information readily available to all members of the campus community and to new faculty and staff who join RIT. Explore use of a variety of media, including publications where appropriate, as well as, web-based interactive media and keep current with new highlights and accomplishments.

Responsibility:	Chief Communications Officer, in collaboration with RIT Archivist, with input from other offices as appropriate.
Completion Date:	Develop a plan for permanent documentation of 175 th Anniversary exhibits and related materials by August 2005. Going forward, this should be an ongoing process.
Cost:	TBD

Success Metrics: Inventory of public displays and availability of documentation about RIT's history.

Sub-task 1.2

Create and maintain an inventory of existing internal award and recognition programs, their purpose, criteria and units responsible, and identify additional areas for recognition of individual and/or departmental accomplishments.

Responsibility: Department of Human Resources
Completion Date: July, 2005
Cost: No Incremental Cost.
Success Metrics: Inventory completed.

Task 2.0

Create, sustain and promote campus-wide events, activities, programs and celebrations that provide opportunities in which all members of the campus and extended RIT community family can engage, participate, and appreciate RIT's unique culture and, in so doing, develop a deeper sense of school spirit and pride.

Supports: Objectives E1.1, E1.2, E1.3, E1.4, E2.1, E2.2, E2.3, E2.4

Current Status:

Over the past several years, much progress has been made in increasing the number of campus-wide events that help to build spirit, pride, and tradition (sentiments that have been lacking in RIT's past) and promote not just tolerance, but celebration of our unique campus-wide diversity that has become part of the RIT fabric. Events such as Brick City Festival, Expressions of Diversity Conference, Campus Week of Dialogue, and Commencement and New Student Convocation are among the leading examples of such events. The new Gordon Field House and Activities Center provides us with a venue that will enable us to host events, conferences and other kinds of functions that heretofore were not possible at RIT. RIT has already made the decision to move to Division I hockey through the Atlantic Hockey Association. This move should enhance opportunities for school spirit and pride. Discussions are also underway to explore opportunities at the Division III level for other sports to compete with peer institutions.

Sub-task 2.1

Build on existing traditions such as Brick City Festival (and promote consistently as Family/Alumni/Reunion Weekend to build recognition), and create "new traditions" that bring together representatives from all segments of the RIT family. For example, continue and grow "ROCS" Day (RIT: Reaching out for Community Service), a day in which members of the RIT community participate in community service projects throughout the greater Rochester region. Consider developing a major event in winter quarter that could become an all-campus tradition, perhaps building on the Charter Day celebration from the 175th anniversary.

Responsibility: Office of Government & Community Relations, in partnership with Student Affairs, Alumni Relations
Completion Date: ROCS Day to be continued in 2005-6 and beyond.
Recommendation regarding winter event to be made by Fall 2005.
Cost: TBD

Success Metrics: Increased participation/attendance at Brick City Festival. Evaluation/feedback from attendees at BCF. Growth in participation in ROCS Day and other events

Sub-task 2.2

Continue to explore opportunities for high level intercollegiate competition with peer institutions that are similar in size, student and program profile to RIT.

Responsibility: Vice President for Student Affairs and Center for Human Performance within Student Affairs Division.
Completion Date: Implement current projected timeline for RIT participation in Atlantic Hockey Association.
Cost: TBD
Metrics: Increased attendance at athletic events, increased visibility and attention for sports programs.

Sub-task 2.3

Benchmark diversity activities and programs against comparison institutions and work to expand, coordinate and integrate diversity programming and initiate curricular offerings with a focus in human diversity to ensure their maximum impact with RIT community populations.

Responsibility: Chair, Commission for Promoting Pluralism and Assistant Provost for Diversity (for benchmarking), Academic Deans and Institute Curriculum Committee (for incorporating diversity in curriculum).
Completion Date: June 2006.
Cost: No Incremental Cost.
Success Metrics: # and variety of programs related to diversity
of curricular offerings that incorporate diversity and related themes

Sub-task 2.4

Encourage Division, College, Department, and individual responsibility for achieving the university's diversity goals. Colleges and Divisions will continue to expand efforts to attract, hire, and retain faculty and staff from under-represented populations.

Responsibility: Academic Deans and Vice Presidents, in concert with Department of Human Resources, Assistant Provost for Diversity, and Commission for Promoting Pluralism.
Completion Date: Ongoing.
Cost: TBD.
Success Metrics: Retention of faculty and staff from under-represented populations at a rate consistent with the university's total population.

Sub-task 2.5

Increase opportunities for parents of current RIT students to participate in campus activities and programs, with a particular emphasis on increasing the attendance of parents in the annual Brick City Festival. Continue to build and brand Brick City Festival as an all-campus all-constituency weekend with programming that facilitates connectivity between and among parents, alumni, students, faculty and staff.

Responsibility:	Office of Government & Community Relations, in collaboration with the Division of Student Affairs and the Office of Alumni Relations.
Completion Date:	Ongoing
Cost:	TBD.
Success Metrics:	The number of parents attending Brick City Festival and their satisfaction with the programming and events associated with the weekend continue to grow.

Task 3.0

Develop a funding plan to increase student involvement in clubs, organizations, and activities.

Supports: Objectives E1.2, E1.4, E4.2

Current Status:

Investment in student clubs, organizations and other affinity groups has the potential to yield both short term as well as long term positive impact on school pride and spirit. Most RIT students have a much stronger identification with their home college than they do with the university as a whole. Through campus-based student organizations, students have opportunities to interact with other students from different colleges and programs and to develop a greater affinity with the university as a whole. There are currently ~150 student clubs and organizations in existence at RIT. These include several categories of organizations such as Student Government Recognized Clubs, Greek Letter Organizations, Major Student Organizations and Academically Recognized Clubs and Honoraries. In addition, RIT provides opportunities for students to be engaged in programming through the Student Volunteer Office and the RIT Leadership Institute. As these student organizations, and the organizational infrastructure that supports them, have evolved over time, the Division of Student Affairs has also recognized the need to re-assess how this infrastructure is organized, what would best meet the needs of these student organizations as well as the needs of student life on campus in general, and how best to invest institutional resources in these areas. Several efforts are currently taking place to address these issues.

Sub-task 3.1

Complete a club system review (currently underway) that is aimed at improving and streamlining the student club recognition process, reviewing the current financial allocations to clubs and organizations currently recognized by Student Government and better defining the role of special interest clubs (e.g. sports and religious clubs). Identify need for additional clubs and affinity groups based on student interests.

Responsibility:	Division of Student Affairs
Completion Date:	September 2005
Cost:	Based on outcomes of club review, reorganizations, additional resources may be justified for incremental programming, increased funding for existing clubs and incremental funding for new clubs and organizations
Success Metrics:	Educational Benchmarking Instrument, Personal Satisfaction Surveys, Noel Levitz instrument, focus groups as well as participation of students in clubs and organizations.

Sub-task 3.2

Examine current staffing of Campus Life areas based on priorities, allocation of time/resources and incremental needs to support the increased level desired for student involvement and participation in clubs and organization. Recommend appropriate modifications/restructuring/investments required to maximize effectiveness and efficiencies in the organizational structure. Continue investigation of the Woodward Pool into space that would support student life activities and programming.

Responsibility:	Division of Student Affairs for programming and staffing. Finance and Administration for allocation and renovation of Woodward Pool.
Completion Date:	September 2005
Cost:	TBD
Success Metrics:	Educational Benchmarking Instrument, Personal Satisfaction Surveys, Noel Levitz instrument, focus groups as well as participation of students in clubs and organizations.

Connectivity

The theme of “Connectivity” encompasses opportunities to engage alumni, parents, and our business/industry and community partners in achieving the university’s vision and strategic goals and objectives. It also includes actions aimed at increasing intra-campus connectivity between and among students and faculty, students and staff, faculty and staff, and inter-college and inter-departmental collaboration. In engaging members of the extended RIT community and the external community in the life of RIT, we must not lose sight of the importance of internal collaboration and partnerships to build the desired state of community for the university as a whole.

Task 4.0

Increase the number and type of opportunities to engage alumni in the continuing life of the university.

Supports: Objectives B9.1, B9.2, B9.3, B9.4, B9.5, E1.1, E1.2, E7.2

Current Status:

The Office of Alumni Relations has been working hard to increase the number of alumni regional chapters and participation of alumni in these chapter activities as well as other programs and activities on campus. There are presently 19 RIT alumni chapters in place, representing over 62,000 alumni, almost two-thirds of RIT’s total population of alumni. The goals of these alumni chapters are to:

- Provide alumni with information about RIT and its priorities;
- Bring RIT resources to the alumni community by providing outstanding faculty, staff and administrations speakers for chapter events;
- Create a favorable climate and interest for support of higher education;
- Engage alumni in identifying quality students to apply to and attend RIT;
- Promote opportunities to bring RIT alumni for professional and social networking;
- Promote alumni access to appropriate RIT information, services, and programs.
- Build an infrastructure of volunteer support to assist RIT as needed.

The Alumni Network Board of Directors (ANBOD) serves in an advisory capacity to the Office of Alumni Relations in developing programs, services and activities for alumni, with a vision to enable RIT “to be a leader among peer institutions in continuously increasing the number of alumni with a mutually valuable,

lifelong relationship with RIT.” This vision naturally aligns with the goals and objectives of the Strategic Plan related to alumni connectivity.

The RIT alumni population is large, diverse and geographically dispersed. In addition, the typical “class year” identity is not always the most appropriate for RIT alumni, due to the impact of the co-op program among other factors.

Sub-task 4.1

Increase the number of alumni serving on college/department Advisory boards.

Responsibility:	Deans and Department Heads, in consultation with Office of Alumni Relations
Completion Date:	FY 2005-6 and ongoing
Cost:	TBD, see sub-task 4.4
Success Metrics:	Increase in number of alumni serving on College/department advisory boards.

Sub-task 4.2

Strengthen the systems applications and processes to better track alumni information (e.g. affinity interests and career accomplishments) and better respond to alumni interests and desired level of involvement in university activities and programs.

Responsibility:	Office of Alumni Relations with the support of ITS
Completion Date:	Fall 2007.
Cost:	TBD
Success Metrics:	Increase in the number of alumni tracked, and the amount of information available.

Sub-task 4.3

As part of the charge to an “Outreach Task Force,” include an examination of lifelong learning opportunities for alumni, and include representation on that task force from the Alumni Network Board of Directors/Office of Alumni Relations.

Responsibility:	President to appoint Outreach Task Force Alumni Relations to recommend alumni members for the Task Force.
Completion Date:	August 2007, Pending President’s Appoint of and charge to the Outreach Task Force.
Cost:	TBD, Pending recommendations of task force.
Success Metrics:	Completion of task force report

Sub-task 4.4

Determine needs for additional staffing of the Alumni Relations office based on potential return on investment in terms of increased alumni participation in all forms.

Responsibility:	Vice President for Development and Alumni Relations, in consultation with the President and Vice President for Finance and Administration.
Completion Date:	June 2005

Cost: TBD
Success Metrics: Return on investment through alumni participation, giving and overall satisfaction of RIT alumni population with level, type of programming and other activities in which they are engaged with the university.

Sub-task 4.5

Increase the utilization of RIT alumni as featured speakers on campus. Provide opportunities for alumni featured as speakers to engage in small group discussions with current students in their respective disciplines or career fields to support mentoring and career networking objectives.

Responsibility: Alumni Relations, Student Affairs, Government & Community Relations and other departments that have responsibility for bringing speakers to campus.
Completion Date: Ongoing
Cost: TBD
Success Metrics: Number of alumni speakers brought to campus.
Mentoring and networking opportunities for current students.

Task 5.0

Develop additional ways for parents of current students to be informed about and engaged with RIT.

Supports: Objectives E1.2, E3.1

Current Status:

A number of actions have been taken in recent years to keep parents of current students more informed about programs and issues that are of interest to them. The Office of Parents Liaison within the Provost's office, is one such resource that is available to respond to parent inquiries and provide appropriate referrals as needed to answer questions, resolve problems, etc. Student Affairs, through the Orientation Program, has designed specific components of the orientation programming for parents, and the Office of Admissions also targets programs for parents of prospective students. The Offices of Student Financial Aid and Student Financial Services (previously Bursar's office) distribute a joint newsletter around financial aid issues and questions that is distributed to parents. Further, some departments but not all, provide a dedicated link on their web pages with parent information. All of these activities are helpful and important in keeping parents connected and informed about RIT, and serve as an excellent framework for enhancing RIT's connectivity with parents.

Sub-task 5.1

Investigate and implement additional ways to provide parents with pertinent information that is tailored to their needs and interests, and is available to them in a variety of media. For example, every academic department and/or unit that engages with parents in some manner should provide a dedicated link for parent information on their websites, or provide e-newsletters to parents on a regular basis.

Responsibility: Deans/Department Heads, working with Enrollment Management, Student Affairs and University News Services
Completion Date: FY 2005-06
Cost: TBD
Success Metrics: Increased parent satisfaction with RIT. Increased participation of parents in Campus activities and giving.

Sub-task 5.2

Investigate the establishment of a Parent Advisory Council to provide a more formal and ongoing opportunity for interested parents to be engaged with RIT. Such a council would help to inform RIT leadership about issues that are of particular interest to parents, provide for more ongoing engagement with the university (similar to the Alumni Network Advisory Board), and perhaps serve to identify parent leaders who might be candidates for the RIT board of trustees, the President's Roundtable or to serve in other types of volunteer leadership roles for the university.

Responsibility:	Vice President for Student Affairs
Completion Date:	Fall 2005
Cost:	TBD
Success Metrics:	Increased parent satisfaction with RIT. Increased participation of parents in campus activities and giving. Increase in number of parents engaged in volunteer leadership positions with RIT

Sub-task 5.3

Invite parents to alumni regional chapter activities and programs to enable them to learn more about RIT and to meet successful RIT alumni.

Responsibility:	Vice President for Student Affairs with Office of Parent Liaison and Office of Alumni Relations
Completion Date:	
Cost:	TBD, minimal
Success Metrics:	Increased parent satisfaction with RIT. Increased participation of parents in campus activities and giving. Increase in number of parents engaged in volunteer leadership positions with RIT

Task 6.0

Deliberately and consistently integrate co-curricular offerings on the campus with academic courses and curricular activities.

Supports: Objective 6.1

Current Status:

RIT currently offers a very broad and diverse array of co-curricular programs and activities that have the potential to enhance our students' experience and learning opportunities. These include community service activities, as well as speakers on a broad range of topics that relate to both professional and personal development. These activities can provide exceptional co-curricular learning opportunities for our students. In addition, they offer occasions for students across the university, from different academic programs and backgrounds, to share in a common experience, and can contribute to a sense of engagement and pride that is generally agreed is lacking at RIT. Unfortunately, these programs are generally not well attended across campus. While there are many reasons for the lack of attendance, the Strategic Plan notes that as a means of enhancing a sense of pride and community, "faculty will engage students in a variety of curricular and co-curricular activities outside of the classroom". These kinds of programs provide faculty with ready-made

opportunities to engage students by linking their academic coursework with some of these programs and providing incentives for students to participate.

Sub-task 6.1

Faculty should actively encourage students to participate in co-curricular programming and activities by integrating these experiences into their course curricula as appropriate. (Note: This sub-task also requires that information about these programs be available and disseminated in a manner that enables faculty to plan ahead in order to fully integrate these co-curricular opportunities. The improved communications strategies recommended in Task 10.0 are related to enabling this sub-task to be addressed effectively).

Responsibility:	Individual Faculty
Completion Date:	Beginning in 2005-6 Academic Year
Cost:	No Incremental Cost.
Success Metrics:	Increased attendance at co-curricular programs and events.

Task 7.0

Encourage, facilitate and reward activities of faculty, staff and students that enhance regional economic growth.

Supports: Objectives E 6.3, E6.5, E6.6, E7.4

Current Status:

Higher education is increasingly viewed as a key engine for economic growth. In the greater Rochester region, RIT plays a key role in workforce development and in the development of intellectual property leading to innovation and new business development. RIT's agility in developing new programs that respond to emerging industry needs is just one example of how the university can support regional economic development efforts to attract and grow new businesses. The increased emphasis on scholarship should result in growth in intellectual property at RIT that can lead to increased technology transfer and entrepreneurial activities. The RIT High Tech Incubator is already established and is focused on providing a vehicle for RIT researchers to develop and market innovative products and ideas. Mechanisms are in place to support the protection of intellectual property and to enable the individual researcher and RIT to mutually benefit from these activities. Members of the RIT community are also involved at the board and committee level with economic development organizations such as the Rochester Business Alliance and Greater Rochester Enterprise. However, more can and should be done to develop stronger linkages between RIT and regional economic development, and to more systematically recognize activities related to economic development within RIT's recognition and reward systems. In particular, attention should be focused on strengthening the university's entrepreneurial culture and developing additional ways to encourage, recognize and reward entrepreneurship, workforce development and other efforts related to regional economic development.

Sub-task 7.1

Continue to work with and strengthen linkages with regional economic development organizations. Identify workforce needs, develop academic programs, specialized training and other initiatives as appropriate to support the region's efforts to grow existing and attract new businesses. RIT should also play a leading role in regional to retain college graduates in the region.

Responsibility: Vice President for Government & Community Relations (as liaison) referring specific needs/requests to appropriate campus units
Completion Date: Ongoing
Cost: TBD
Success Metrics: New programs/initiatives developed that contribute to retention/growth of companies in the Rochester region.

Sub-task 7.2

Provide the necessary infrastructure to encourage, identify, facilitate and support ideas and innovations that can lead to commercialization and new business development.

Responsibility: Vice President for Finance & Administration, Associate Provost for Outreach Programs, in collaboration with Deans/Department Heads
Completion Date: Ongoing
Cost: TBD
Success Metrics: # of patents, licensing agreements, # of new businesses started by RIT faculty/students
and satisfaction of clients in RIT High Tech Incubator

Sub-task 7.3

Provide additional recognition for entrepreneurial efforts. Continue the VandenBrul Entrepreneurship Award that is presented annually to a successful regional entrepreneur and develop parallel awards internally to recognize faculty and students for successful entrepreneurial efforts. Support and encourage student entrepreneurial interests through the Student Entrepreneurs Club. Increase and strengthen entrepreneurship education through the curriculum and other co-curricular opportunities for students.

Responsibility: Academic Deans
Completion Date: TBD
Cost: TBD
Success Metrics: # of courses/programs that include an Entrepreneurial component

Task 8.0

Ensure that RIT's partnerships with business, industry and government agencies are mutually beneficial and managed with an institutional perspective, through the collaborative efforts of units that are engaged specifically with these organizations (e.g. First-in Class; Development Office; Coop & Career Services, Government & Community Relations, Sponsored Research Services) and investigate the potential benefits of developing a Partnership Management Program that would facilitate the growth of these relationships.

Supports: Objectives A1.1, C4.3, C4.4, E6.3, E6.4, E6.5

Current Status:

These partnerships are critical to successful implementation of many aspects of the RIT Strategic Plan and the vision to become a category-of-one university. The Corporate and Government Steering Committee was formed to enable the units most directly involved in securing funding from these sources to share information and to develop coordinated strategies. The sharing of information has been helpful to all, and the team has

built a sense of trust that has been mutually beneficial. While not fully developed as a “partnership management” program, it has facilitated some important progress.

Sub-task 8.1

Explore the establishment of an organized “partnership management program” to enhance RIT’s partnerships with business, industry and government agencies.

Responsibility:	Corporate/Government Steering Committee
Completion Date:	Fall 2005
Cost:	No Incremental Cost.
Success Metrics:	Number of corporate/government contracts, grants and other contributions to and partnerships with RIT.

Task 9.0

Encourage, facilitate and recognize community service activities of faculty, staff and students.

Supports: Objectives E1.1, E1.5, E4.2, E6.6, E7.1

Current Status:

RIT faculty and staff who receive community awards from various organizations are recognized and highlighted in News & Events and in the University Magazine. However, there are many other individuals from within the RIT community who perform community service in a behind the scenes or less heralded roles. A regular feature about individuals who are committed to community service would demonstrate that this type of service is valued by RIT. It should be noted as well that all members of the RIT community should consider themselves as ambassadors of the university in their interactions with members of the greater Rochester community, and as such have the opportunity to inform the greater community about the university, its accomplishments and its impact on the community.

Sub-task 9.1

Regularly survey the community service involvement of RIT faculty and staff and recognize community service contributions. In addition to the existing Four Presidents’ Award (for faculty/staff), the Bruce James Community Service award (for students) and the Staff Council Recognition Award for service to community, consider periodic profiles in News & Events and the University Magazine on individuals from within the RIT community who have demonstrated sustained and exemplary public service.

Primary Responsibility:	Office of Government & Community Relations and University News Services
Timeline:	FY 2005-06
Cost:	TBD
Metrics:	# of articles on community volunteers # of faculty/staff/students engaged in community service activities

Sub-task 9.2

Continue and encourage RIT “team” participation in major community service events such as the United Way Day of Caring, Chase Corporate Challenge, Heart Walk, etc. These activities help to build community by involving members of the RIT community

throughout the campus and foster a sense of spirit and pride by showing the “RIT colors” and by working together for the greater good.

Primary Responsibility:	Office of Government & Community Relations
Timeline:	Ongoing
Cost:	No Incremental Cost.
Metrics:	Number of events and number of RIT participants

Sub-task 9.3

Continue to develop and promote student volunteer involvement through the Student Volunteer Office and the Student Leadership Institute. Institute an expectation for student clubs and organizations to perform community service activities and provide student organization members with training on planning and implementation of community service projects.

Responsibility:	Division of Student Affairs
Completion Date:	FY 2005-06
Cost:	TBD
Success Metrics:	Number of students involved in Community service and number of projects performed

Task 10.0

Continue to strengthen RIT’s programs targeted to at-risk populations in order to increase the pipeline of qualified students into mathematics, science, engineering and technology, and review current programs to ensure that there is an appropriate level of coordination and communication to maximize effectiveness.

Supports: Objective E2.4

Current Status:

A variety of outreach programs targeted to at-risk populations are currently being conducted in individual college and divisions across campus, including Student Affairs, Enrollment Management, Academic Affairs. Some programs are externally funded in whole or in part, others are fully subsidized by RIT. Programs/units currently involved in these efforts include the K-12 Partnerships office, Project Lead the Way, PRISM, the NYS STEP and C-STEP programs. RIT also participates in several community-based scholarship programs such as the Urban League Black Scholars, IBERO/PYD Scholarships, etc. The College of Engineering offers a Women in Engineering program. All of these programs contribute in some measure to meeting the university’s enrollment goals and attracting qualified, diverse students to RIT.

Sub-task 10.1

Identify an individual or unit within the university to serve as a point of coordination for programs related to the objective of increasing the pipeline of qualified students from at-risk populations. Inventory the services offered by the existing programs and develop a plan to (a) review the effectiveness of existing programs; (b) identify additional programs

or services that would contribute to the overall goal; (c) prioritize and allocate resources and (d) develop recommendations for increased coordination as appropriate.

Responsibility:	Assistant Provost for Diversity, in Collaboration and consultation with Deans, Department Heads and individuals responsible for existing programs.
Completed Date:	Inventory Current Programs by end of 2004-5 Academic Year Develop Plan to address (a) through (d) above by December 2005
Cost:	TBD
Success Metrics:	Increased enrollment of diverse/underrepresented populations. Increased visibility for RIT among target populations and increase in # of applications from these populations. Higher persistence rate at RIT for at-risk student populations and increased student satisfaction with RIT experience.

Communication and Collegiality

Task 11.0

Improve campus-wide communication on a timely and unobtrusive basis through the use of information technology resources.

Supports: Objectives B6.2, E3.1

Current Status:

While many forms and methods of communication are in place internally, they are not as effective as they need to be, particularly in response to student needs and interests. In addition, many faculty and some staff do not read broad-based emails. While steps have been taken to ensure that critically important information reaches the campus community broadly, other efforts are underway to ensure that all members of the campus community have access to timely information. For example, ITS is working with key units on campus to provide a “message center” in the myRIT portal that would allow students, faculty and staff to choose how to receive official communications. The Chief Communications Officer has a task force working on implementing Digital Signage at key locations across campus. As a leading university of technology, RIT should be at the forefront in using technology to enhance communications. Other competing universities are currently utilizing digital signage.

Sub-task 11.1

Continue to investigate and develop the optimal mechanisms for disseminating information to the campus community. Continue to promote use of the myRIT portal as a vehicle that can be tailored to individual preferences for receiving campus information.

Responsibility:	Chief Communications Officer, in concert with ITS
Completion Date:	Ongoing
Cost:	TBD
Success Metrics:	Evidence that faculty, staff and students are receiving and <u>utilizing</u> campus information

Sub-task 11.2

Consider the benefits and advantages of installing digital signage at key locations on campus, based on the recommendations of the Digital Signage Task Force.

Responsibility:	Chief Communications Officer, ITS
Timeline:	Fall 2005
Cost:	\$20,000 per digital sign, but cost may be less based on implementation volumes and in-house development potential
Success Metrics:	Increased satisfaction by students and other campus constituents

Sub-task 11.3

Ensure that information on the RIT website is current and up-to-date, and that there is a consistent format and look that reflects the overall image and brand that RIT desires to present. Evaluate the potential advantages and cost/benefits of centralizing (for design and funding) departmental web pages with the objective of ensuring accuracy, consistency and efficiency in reinforcing RIT's brand messages.

Responsibility:	University Web Committee
Completion Date:	Ongoing, with recommendation relative to centralization by fall 2005
Cost:	TBD
Success Metrics:	Website that consistently and effectively delivers and reinforces the RIT brand message

Task 12.0

Create greater opportunities for interpersonal communication within the RIT campus community.

Supports: Objective E3.2

Current Status:

In general, the RIT community is a friendly and collegial environment. Many members of the campus community have been part of the university for long periods, and newcomers are welcomed. As mentioned earlier, more can be done to ensure that all members of the campus community have a shared sense of history to appreciate the university to a greater degree. At the same time, the often frenetic pace at RIT sometimes makes it challenging to engage in informal conversation or events that bring members of the campus community together for more social kinds of events.

Sub-task 12.1

Create additional opportunities for informal interactions among RIT faculty and staff, and explore the feasibility of dedicated spaces and events (such as the Division of Finance and Administration's Cultural Diversity Luncheon) that enable members of the campus community to get to know each other on a more personal basis. The enhancement of personal friendships between and among faculty and staff can also serve to enhance the effectiveness of inter-departmental professional relationships.

Responsibility:	All members of the campus community
Completion Date:	Immediately and ongoing
Cost:	TBD
Success Metrics:	Increased informal interactions. Improved sense of interpersonal communication

Sub-task 12.2

Encourage greater opportunities for members of the campus community to learn and use sign language, so as to increase and enhance interactions between hearing and deaf members of the campus community.

Responsibility:	Vice presidents, Deans, Dept. Heads, Managers
Completion Date:	Ongoing
Cost:	Minimal
Success Metrics:	Increased number of people with Basic sign language ability

Task 13.0

Examine the status of women at RIT and develop recommendations relative to the impact of gender issues on the RIT workforce and learning environment.

Supports: Objective E5.1

Current Status:

A Task Force has been appointed by President Simone.

Task 14.0

Based on the findings and recommendations of the Branding Task Force, investigate the feasibility of establishing satellite offices in strategic locations in order to increase RIT's connectivity to alumni, donors, student and business and industry partners.

Supports: Objective E7.5

Current Status:

No satellite offices of this kind currently are in place for RIT. Other institutions do utilize this model for a variety of marketing and outreach efforts.

Responsibility:	President
Completion Date:	After Branding Task Force discussions are completed
Cost:	TBD
Success Metrics:	TBD

Global Society

Task 1.0

Affirm the strategic vision and tactical direction of the university's internationalization efforts.

Supports: Objectives D3.1 – D3.6 and D1.4

Current Status:

RIT has been effective in expanding international enrollments, establishing off-site education delivery programs, and enhancing other aspects of its global dimension through aggressive strategic partnership building and responsiveness to market opportunities. The rapid growth of these initiatives and programs, coupled with the involvement of many diverse RIT units, has limited the opportunity to most effectively leverage university assets and resources toward truly university-wide benefits and outcomes. In order to further strengthen and enhance the university's global image and to become recognized as a leader among technological education institutions, RIT must further refine and affirm its strategic vision for developing a global presence and providing a global education for its students.

Sub-task 1.1

Utilize the findings of the Global Task Force appointed by the President to affirm the university's strategic vision and direction. These findings should help inform and provide direction to appropriate university leaders concerning the activities necessary to implement the strategic vision. This vision should clearly be supported in the university's emerging brand assessment and development program.

Responsibility:	President
Completion Date:	June 2005
Cost:	No Incremental Cost.
Success Metrics:	Not applicable

Sub-task 1.2

Identify and articulate the guidelines and principles to further grow and enhance the university's global partnerships, programs and activities. These principles and guidelines should result in the development of appropriate priorities, goals, and objectives in key areas (e.g. enrollment, academic program development, student development) and point to the necessary partnership development with individuals and entities in support of those desired outcomes. RIT must determine what specific academic, enrollment or student service programs and delivery systems are to be offered, where they are to be offered, to whom they will be offered, and with what partners consistent with the university's strategic and financial interests.

Responsibility:	VP Enrollment Management. Support provided by designees from Academic Affairs, Finance and Administration, and Student Affairs. Responsibilities may change depending on the outcome of Sub Task 2.0 as noted below
Completion Date:	June 2006
Cost:	TBD
Success Metrics:	Annual review and assessment of the goals and objectives articulated in the university's global plan.

Task 2.0

Establish the appropriate organizational structure to support the global strategic vision.

Supports: Objectives D2.1, D2.2, D2.4, and D2.5

Current Status:

The successful university internationalization efforts to date would not have been possible without the involvement of a significant number of departments and organizations. The Enrollment Management and Career Services division has spearheaded significant recruiting and admissions efforts, which have increased international enrollments and established partnerships with other external groups and organizations leveraging other international relationships. The Student Affairs division has provided a full array of services to international students through the Office of International Student Services. Also, the English Language Center has provided English as a second language instruction for students who aspire to attend RIT and for matriculated students in need of further language development. Academic Affairs through the Office of Academic Enhancement Programs has increased the number of study-abroad programs and student participants while the Office of Cooperative Education and Career Services in Enrollment Management has provided overseas co-op work opportunities for students. RIT offers a greatly expanded array of foreign language courses through the College of Liberal Arts. The Colleges have been instrumental in delivering their academic programs in ways that support global concerns (e.g. off-site, distance, blended programs with partner institutions). This commitment has allowed for the establishment of ACMT in Croatia and programs in Prague and Kosovo. Further, colleges have developed academic program offerings (e.g. International Business, International Studies) that expand opportunities for students to pursue their global interests.

All these significant accomplishments have occurred under a largely decentralized, matrix management organizational approach. As the university seeks to grow global presence and outreach, it becomes critical that we review and determine the appropriate organizational structure to support the global strategic vision. There are essentially three general directions the university can consider:

1. Continue with the decentralized approach relying on clear communications, close coordination, and clearly assigned unit and or individual roles.
2. Assign the lead role in coordinating the university's global efforts to an existing unit.
3. Create a new organization that that leads the university's global efforts. The new organization may formally incorporate existing units involved with international concerns or simply coordinate their efforts.

Prior university review groups have explored organizational issues in some depth and have benchmarked other institutions. The result has been the preparation of a number of reports with recommendations concerning desirable organizational models. Recent legal and risk management developments in higher education have introduced new concepts concerning the organization and delivery of global programs and services through university sponsored independent 501(c) 3 corporations. RIT's newly established 501 (c) 3 entity, the RIT Global Delivery Corporation, should be closely examined for its potential to contribute to the appropriate university global activities. Potential reorganization efforts should not delay or postpone any of the approved activities currently underway to expand RIT global programs and services.

Sub-task 2.1:

The President and appropriate members of the university leadership team must review and determine the organizational model that best fits the culture of RIT and supports the longer-term goal of becoming a leader among technological universities in the delivery of global programs and services.

Responsibility:	President
Completion Date:	June 2005
Cost:	TBD
Success Metrics:	A regular review of the achievement of the goals and objectives established by the identified organizational entity.

Task 3.0**Strengthen the university's academic curricula in support of the global strategic vision.**

Supports: Objectives D4.1 through D4.6

Current Status:

Despite a number of noteworthy curricular elements (e.g. off-site delivery programs, foreign language courses, and a handful of globally oriented academic programs) RIT still does not offer the extent of courses and programs consistent with the global orientation it seeks to establish.

Sub-task 3.1

Individual colleges will review their curricular offerings and the potential delivery systems for those offerings (e.g. distance, off-site, blended) to assess their value and appeal in the International marketplace. Individual colleges must articulate the manner, degree, and circumstances under which they will seek to participate in global outreach and academic program delivery.

Responsibility:	Provost and Academic Deans with support from Enrollment Management and Finance and Administration.
Completion Date:	June 2006
Cost:	TBD
Success Metrics:	Individual college plans establishing global outreach and related goals, objectives, and activities with regular assessment.

Sub-task 3.2

All RIT colleges will explore adding or changing courses to reflect greater attention to international and global issues related to their particular areas of concern. The College of Liberal Arts will explore adding courses that reflect global perspectives and developments to those currently available and allow those courses to count toward the General Education requirement. Further, the College will explore offering concentrations in global and international topic areas beyond the current Global Studies concentration. These might include joint efforts with other RIT Colleges to establish area studies concentrations or other groupings of courses that may incorporate issues (e.g. technology or business development) of particular relevance to the other Colleges.

Responsibility:	Academic Deans, with support from Academic Affairs
Completion Date:	June 2007
Cost:	TBD.
Success Metrics:	Each College will provide an assessment of its review efforts and plans for change. Among the goals should be a 50% increase in course

offerings which reflect global or international concerns by 2015 and an increase in the number of concentrations from one to six by 2015.

Sub-task 3.3

The College of Liberal Arts will expand foreign language program offerings by doing the following: offering more advanced courses in languages already offered; offering new languages based on student interest; developing short/intensive conversational courses; recognizing foreign language study through certificates, minors, and Foreign Language Across the Curriculum (FLAC) expanded programming. Foreign language offerings should be closely coordinated with the Study Abroad program to better prepare students for living, studying and working overseas. Wallace Library's foreign language resources and information should be expanded in support of the COLA offerings.

Responsibility:	Dean, College of Liberal Arts with support from Academic Affairs (Study Abroad), Wallace Library.
Completion Date:	June 2007
Cost:	TBD.
Success Metrics:	Review of the number and type of new and expanded foreign language program offerings. An assessment of student satisfaction with the variety and delivery of program offerings.

Sub-task 3.4

Each college will strengthen its commitment to support faculty development activities that expand global awareness and knowledge as they relate to faculty teaching and other scholarly activities. Each college will encourage professional development activities as part of the individual faculty member's plan of work and allocate faculty travel and professional group membership fees accordingly.

Responsibility:	Academic Deans with support from the Provost and VP for Academic Affairs.
Completion Date:	Ongoing
Cost:	TBD
Success Metrics:	Increase in faculty professional development activities related to global awareness as measured by proposals submitted and approved and individual faculty plan of work assessments.

Sub-task 3.5

RIT will increase the number of Visiting Scholars and Scholars in Residence who are international or have global expertise.

Responsibility:	Provost and VP for Academic Affairs with support from the individual Academic Deans.
Completion Date:	June 2010
Cost:	TBD
Success Metrics:	Increase in the number of Visiting Scholars and Scholars in Residence with the appropriate global backgrounds and perspectives each year. Also, all colleges should be involved in making these appointments.

Task 4.0

Continue to develop RIT's ability to recruit and enroll the desired quantity and quality mix of international students.

Supports: Objectives D1.1 through D1.5

Current Status:

Perhaps the most significant element of RIT's global dimension at this point in time is the large population of international students enrolled in RIT's academic programs as well as those that participate in the university environment through blended programs and partnerships. This critical pipeline must be maintained despite world events which have made study in the United States problematic for so many international students.

Sub-task 4.1

International recruiting and admissions activities will be reviewed to determine performance gaps and new opportunities for expanded efforts consistent with the broader strategic vision and emerging markets. Current partnerships and relationships developed across campus should be inventoried to determine if opportunities exist to leverage those relationships for recruiting and admissions purposes. Both a short- and long-term action plan should be developed.

Responsibility:	Enrollment Management and Career Services
Completion Date:	June 2006
Cost:	TBD
Success Metrics:	Achievement of plan goals which should include and increase in the number of international students and supporting partnerships.

Sub-task 4.2

Enrollment Management and Career Services along with the appropriate academic departments will review and evaluate admissions requirements and procedures for graduate international students. Traditional rules, deadlines, and procedures will need to be reviewed based on the educational background of the students applying, and negotiated based on partnerships and agreements established. A centralized information resource for international credential review, and admission policies and procedures for international students will be developed. Information about specific country and regional education systems, and equivalent background and preparation for students applying to RIT will be reviewed and developed. Scholarship and funding policies and resources available to international students at RIT will be inventoried and a plan to explore potential new funding opportunities for international students developed. A more centralized model for oversight/review of graduate student financial support including financial aid, scholarships, and assistantships to ensure that resources are being allocated to maximize enrollment goals will be explored.

Responsibility:	Enrollment Management and Career Services with support from the colleges and individual academic departments as well as the Development Office for scholarship initiatives.
Completion Date:	June 2008
Cost:	TBD
Success Metrics:	Increase in international student enrollments as well as a reduction in application/admission review and decision cycle time. An increase in new financial support obtained and rewarded to International students

Sub-task 4.3

Alumni and selected faculty and staff will be utilized more fully in the international student recruitment and admissions process. The following actions will be undertaken: a centralized, proactive plan to involve alumni in the international student recruitment process will be developed; more effective systems for identifying and tracking international alumni will be established; current international students will be encouraged to support recruitment and admissions efforts as their interests and abilities allow; faculty and staff who have connections overseas, or who are traveling overseas, will be enlisted in appropriate recruitment, site visitation, or partnership development efforts as their interests and abilities allow.

Responsibility:	Enrollment Management and Career Services with support from the Colleges, individual Academic Departments, Alumni Affairs, Study Abroad Program, and Student Affairs
Completion Date:	June 2008
Cost:	TBD
Success Metrics:	Increased number of alumni, faculty/staff, and International students involved in recruitment initiatives.

Sub-task 4.4

The use of special summer programs as a potential recruiting tool for International students will be fully explored. While a few summer programs are currently available for prospective International students (e.g. Global Connections Program, English Language Center programs), greater emphasis on the development of these programs may assist in recruiting International students to RIT. Other university summer programs should be benchmarked for their success and applicability to RIT; pilot or fully implement new programs with appropriate RIT college partners; current and new summer programs of potential interest to International students should be marketed to those students and international partner organizations.

Responsibility:	Enrollment Management and Career Services with support from the Colleges, Student Affairs and Government and Community Relations
Completion Date:	June 2008
Cost:	TBD
Success Metrics:	Increase in international student enrollments resulting from summer program offerings; summer program international student participation; number of new programs developed.

Task 5.0

Enhance the global dimensions of RIT's learning/living/working campus environment.

Supports: Objectives D6.1 through D6.3

Current Status:

RIT has an impressive core of support services for international students but must continue to review those services for necessary expansion as the number and needs of international students grow.

Sub-task 5.1

In addition to continued coordination of university-wide programming, the appropriate units in Student Affairs will coordinate with each of the colleges a plan to offer educational/social programs which represent the diverse global interests and circumstances of the colleges and their students. Other universities should be benchmarked to identify appropriate model programs and approaches.

Responsibility: Division of Student Affairs
Completion Date: June 2006
Cost: TBD
Success Metrics: An increase in programs offered and student participation

Sub-task 5.2

Student Affairs will expand existing relationships with external groups and reach out to targeted organizations (e.g. the Rochester Chinese Association, Indian Association of Rochester, and the Rochester Business Alliance) to identify new opportunities to involve those and other groups in on-campus global and international educational and social programming.

Responsibility: Division of Student Affairs
Completion Date: June 2006
Cost: TBD
Success Metrics: Increase in programs offered; increased involvement and/or sponsorship by external groups

Sub-task 5.3

Human Resources with assistance from the Student Affairs Division will conduct a survey of faculty, staff, and students who would be interested in sharing their international or cross-cultural experiences and knowledge. The survey results will be made available to RIT individuals and groups seeking speakers and/or volunteers for global educational and social programs and activities. This information should be maintained through an internal RIT Wallace Library web site.

Responsibility: Human Resources with support from Student Affairs, Wallace Library, and guidance from ITS.
Completion Date: June 2007
Cost: TBD
Success Metrics: The number of identified RIT community members willing to volunteer their knowledge; the number of programs involving those RIT community member volunteers.

Task 6.0

Increase the number and type of opportunities for RIT students to study and work abroad.

Supports: Objectives D5.1 through D5.2

Current Status:

Just slightly more than 2% of the nearly 4,600 co-op placements in 2003-2004 occurred overseas while approximately 1% of RIT undergraduate students studied abroad during the same time period. At the rate of only one or two a year, RIT students are awarded post-graduate scholarships to study or conduct research abroad through the Fulbright Scholarship Program. While student interest in overseas experiences has grown and the numbers of students participating in study abroad, the number of countries available through study abroad, and the number of individual study abroad programs have increased significantly since 2000, much more can be done to increase the number and type of opportunities for students to study and work overseas. It is important to note that how much may be accomplished may be limited in part by RIT's quarter system calendar. Since the RIT calendar is not aligned with the semester system of most other universities, student and faculty activities are more difficult to arrange equitably. RIT students, for example, most often are

affected minimally over the course of two quarters – sometimes even three – when attempting to schedule study abroad assignments.

Sub-task 6.1

RIT's Office of Academic Enhancement Programs will continue efforts currently underway to facilitate expansion of the study abroad program. Initiatives include: benchmarking study abroad programs at peer institutions to determine participation goals and services appropriate to institutions like RIT; development of more programs accessible to deaf and hard-of-hearing students; a better balance of student participation among all RIT colleges; enhancement of RIT's degree programs, minors and concentrations with appropriate study abroad opportunities in consultation with the institute-wide Study Abroad Committee; enhancement of existing partnerships with international universities with the addition of a study abroad option for RIT students; coordination of study abroad program development, student language preparation and cultural/country orientation with opportunities for student cooperative education work experiences. Further, the development of additional international learning experiences (i.e. short-term foreign travel programs) apart from traditional study abroad will be explored.

Responsibility:	Office of Academic Enhancement Programs with support from the Colleges, Registrar, Student Financial Services, Financial Aid, Risk Management, Cooperative Education and Career Services and in close collaboration with Enrollment Management and Career Services.
Completion Date:	June 2009
Cost:	Staffing for an Assistant Director for Study Abroad – approximately \$50,000 in salary and benefits. Incremental faculty travel and site visit expenses - \$10,000
Success Metrics:	Percentage and number increase in study abroad participants measured annually and by discipline/college; measures of student satisfaction with the program and support provided to them.

Sub-task 6.2

RIT's Office Cooperative Education and Career Services will continue activities currently underway to increase student overseas co-op work opportunities. Initiatives include: benchmarking international co-op development activities and programs with selected competitor set universities; exploring partnership opportunities with international exchange groups and professional associations; leveraging existing employer partnerships to open up international placement opportunities; working with existing study abroad institutional partners to identify placement opportunities in countries and regions where we already have a study abroad presence (e.g. Kanazawa Institute of Technology); collaborating with other US universities to establish consortium opportunities for international co-op placements; targeted marketing outreach to selected US companies with international operations and foreign companies with US operations for co-op job development. Success will be greatly facilitated by enhanced and closely coordinated opportunities for student foreign training and cultural orientation prior to overseas co-op work assignments.

Responsibility:	Office of Cooperative Education and Career Services with support and assistance from each of the Colleges and the Academic Enhancement Programs office.
Completion Date:	June 2009
Cost:	Travel and potential consortium fees totaling \$25,000 per year
Success Metrics:	Percentage and number increase in co-op placements measured annually and by quarter. An even distribution between Internationals and US citizens completing overseas co-op assignments.

Faculty and Staff Performance Expectations

Task 1.0

Re-calibrate performance expectations for prospective and current faculty and staff to achieve the goals and objectives of the strategic plan.

Supports: Objectives A 4.2, A 4.3, B 1.1, B 2.3, B 3.2, B 3.10, C 1.1, E 2.2 and E 4.3

Current Status:

Using every leadership opportunity and process available, President Simone has effectively captured the attention of RIT faculty and staff about the importance of continually working – individually and collectively - to move the university’s culture and priorities toward our strategic vision.

*RIT will lead higher education in preparing students
for successful careers in a global society.*

To achieve the goals of the strategic plan, several objectives correctly focus on changing individual performance expectations. Indeed, the ability to internalize a new culture and marshal the limited resources available to implement the strategic plan requires the engagement of each and every member of the faculty and staff. Said more simply, “what gets measured will get done.”

The Agenda for Action Committee has reviewed the strategic plan and determined that performance expectations and evaluations for faculty and staff must be updated across the university to include the following:

- University-level core values (B 1.1). The proposed values are:
- Evaluation of adjunct faculty on their teaching and commitment to excellent communication with students and full-time faculty and staff (A 4.2)
- Appropriate recognition of teaching, scholarship, and student evaluations for faculty (B 2.3)
- Academic advising will be an important evaluation factor for faculty and staff providing services in this area (B 3.2)
- Effective use of technology to enhance academic support and advising excellence by faculty and staff providing these services (B 3.10)
- Models of faculty performance expectations that support and guide scholarship (C 1.1)
- Actions toward achieving the university’s pluralism goals (E 2.2)
- Professional development initiatives that support RIT’s success will be included in plans of work for all faculty and staff (E 4.3)

The strategic planning process itself and the approval of the plan by the Board of Trustees in August 2004 have generated significant progress toward the necessary recalibration of performance expectations among faculty and staff. However, consistent with the de-centralized organizational culture of RIT, actions to change performance expectations range from formal revision in some areas to reflect the strategic plan to no action at all in others.

Sub-task 1.1

Adopt university-level core values for faculty and staff for incorporation into position descriptions, plans of work, and performance evaluations. Proposed core values as of 2/05 are Student-Centeredness; Professional Development and Scholarship; Integrity and Ethics; Respect, Diversity, and Pluralism; Innovation and Flexibility; and Teamwork and Collaboration.

Responsibility: Institute Council
Completion Date: March 2005
Cost: No incremental cost
Success Metrics: Approval of core values as accepted standards for 2005 and beyond

Sub-task 1.2

Incorporate performance expectations created by the strategic plan into **faculty** search processes, plans of work, and annual evaluation procedures.

Responsibility: Deans and academic department Heads. Coordination and support provided by designee from Office of the Provost
Completion Date: August 2005
Cost: No Incremental Cost.
Success Metrics: Incorporation of expectations in faculty recruiting advertisements, postings, position descriptions, plans of work, and performance evaluations

Sub-task 1.3

Incorporate performance expectations created by the strategic plan into **staff** search processes, plans of work, and annual evaluation procedures.

Responsibility: Vice presidents, deans, directors, department heads. Coordination and support provided by designee from Human Resources Department
Completion Date: August 2005
Cost: No Incremental Cost.
Success Metrics: Incorporation of expectations in staff recruiting advertisements, postings, position descriptions, plans of work, and performance evaluations.

Task 2.0

Broaden interactions between students and faculty to create a unique experiential learning environment that sets RIT apart as a Category of One.

Supports: Objectives A1.1, A1.2, A2.1, A3.1, A3.2, B7.3, E6.2, E6.3, E6.5, and the philosophies promoted in President Simone's Primer.
Secondary A4.1, A4.2, A4.3, B2.1, B2.2, B2.3, B3.2, B4.2, E4.1, E4.3

Although this task is incorporated by inference in Task 1.1, it stands alone in its importance. This distinction as a separate task, 2.0, comes from the AAC's review of 1) the goals and objectives of the strategic plan, 2) the philosophy espoused in President Simone's primer, and, 3) the principles President Simone provided in the committee's charge to guide the prioritization of the agenda for implementation actions. Key principles that relate to Task 2.0 include:

- Positive conditions for student success will motivate everything we do.
- The student climate will reflect the highest caliber of academic advising, professional counseling, caring, support, and mentoring.
- An RIT education will be a unique integration of high quality academic study and experiential learning, with a specific focus on successful careers.

The AAC determined that broadening interaction between RIT students and faculty is a critical collective action necessary to realizing the dream of what RIT can become. We recognize that interaction between students and faculty occurs in innumerable ways, but that some types of interactions can be particularly powerful in having a lasting impact on students' lives. We understand that the fundamental student / faculty interaction takes place in the classroom and laboratory. Here, we focus on those interactions that take place outside of the traditional classroom setting. These include

- interactions between students and their faculty advisors,
- interactions between students and faculty members in their role as mentors, club advisors, and co-curricular activities, and
- interactions between students and faculty members in an entrepreneurial setting.

Current Status:

Variable across campus.

Sub-task 2.1

Foster enhanced student / advisor relationships within the colleges by implementing the following:

- Every RIT undergraduate and graduate student will be assigned a faculty advisor.
- Some aspect of a common university student data system will track students to advisor and provide reports by and for student, advisor, dept, college, etc.
- Every RIT undergraduate and graduate student will have a close professional and personal relationship with at least one faculty member: their faculty advisor.
- Departments and Faculty advisors will maintain relationships with students following graduation.
- Each faculty advisor will be provided with a small budget annually to facilitate informal interactions with their students and alumni (lunches, field trips, mailings, etc). Estimated budget of \$10 per FTE student per year.

Responsibility:	Faculty and department heads.
Completion Date:	August 2005
Cost:	No Incremental Cost.
Success Metrics:	Exit interviews and surveys of graduating seniors.

Sub-task 2.2

Foster student / faculty member co-curricular relationships within the colleges by implementing the following:

- Faculty will engage students in a variety of curricular, co-curricular, and extra-curricular activities outside of the classroom.
- Faculty will hold office hours greater than or equal to an established number per week, as assigned on a departmental basis.
- The number of conference and journal publications having both faculty and students appear as authors will increase

Responsibility:	Faculty and department heads.
Completion Date:	August 2007
Cost:	TBD.
Success Metrics:	Increased student publication.

Sub-task 2.3

Students will be encouraged to participate in startup businesses, and engage faculty members in advisory capacities (e.g., through access to venture capital, formal and informal educational opportunities, the student business development lab, and high tech incubator programs). In order to facilitate this, we recommend:

- Funds available for pursuing IP protection (such as patents and trademarks) will increase at a rate 15% greater than the growth in issued patents annually
- Managing assets - patent and intellectual property ownership and management
- More vigorously pursue growth in the RIT Incubator and Business Technology Park.
- Faculty intellectual property development will be recognized as scholarly activity

Responsibility: Faculty, Department Heads, Deans, and F&A.
Completion Date: August 2008
Cost: TBD.
Success Metrics:

Task 3.0

Create or enhance university, college, and division programs and services to support the success of faculty and staff in achieving the performance expectations.

Supports: Objectives A 4.1, A 4.2, B 2.1, B 2.2, B 3.1, B 4.2, D 4.5, E 1.5, E 4.1.

Current Status:

To achieve the goals of the strategic plan, several objectives correctly focus on creating or enhancing university, college, and division programs and services to support the success of faculty and staff in achieving the new performance expectations. Although there already are many excellent programs and services that support faculty and staff success, the successful implementation of the strategic plan depends on reviewing and revising these programs to ensure alignment.

The Agenda for Action Committee has reviewed the strategic plan and determined that the following programs and services across the university must be created and/or reviewed and revised:

- Professional development activities aimed at improving teaching and learning will receive increased commitment (A 4.1)
- Training for adjunct faculty in pedagogy (4.2)
- Search, selection, and orientation processes that support a stronger environment for active teaching and learning (B 2.1)
- Mechanisms for continuous improvement for all faculty (B 2.2)
- Advising systems will be reviewed and assessed with best practices identified and adopted campus wide (B 3.1)
- Training for staff who work with student employees on serving as supportive advisors and mentors (B 4.2)

The strategic planning process itself and the approval of the plan by the Board of Trustees in August 2004 have generated significant progress toward creating and enhancing the necessary programs and services. That said, much additional work needs to be done to successfully implement the plan.

Sub-task 3.1

RIT will strengthen its commitment to professional development programs for faculty aimed at improving teaching and learning. Current programs and opportunities such as the Provost's Learning and Innovation

Grants, the Faculty Evaluation and Development Program (FEAD), Faculty Professional/Career Development Leaves, and the Faculty Institute on Teaching & Learning (FITL) should be examined to ensure they meet the needs of the faculty. New programs and services should also be considered. Each college will support this effort by encouraging faculty professional development related to teaching and learning as part of the individual faculty member's plan of work.

Responsibility: VP for Academic Affairs and Assistant Provost for Teaching & Learning with support from Academic Deans and the Institute Effective Teaching Committee (IETC).

Completion Date: June 2005

Cost: \$525,000 in FY06 based on an incremental commitment of \$500 per regular faculty member (850 = \$425K) and \$250 per adjunct faculty member (400 = \$100K). Actual costs could be less if current programs are revised or eliminated and budget can be reallocated.

Success Metrics: Approval by the VP of Academic Affairs and the Provost of revised programs and budgets that support teaching & learning

Sub-task 3.2

Provide training and guidelines for faculty search and selection processes that emphasize hiring new faculty who will reflect several elements of RIT's core values, including student-centeredness, teaching and learning, diversity and pluralism, and scholarship.

Responsibility: Human Resources' Center for Professional Development with support from Assistant Provost for Teaching & Learning

Completion Date: November 2005

Cost: TBD for content and instructional design.

Success Metrics: Search processes for new faculty arriving in AY 06-07 that incorporate performance expectations.

Appendix A. Agenda for Action Committee Process

The Agenda for Action (AAC) Committee

As constituted by the President, the AAC membership represented a cross-section of the Institute with representation based on demographic (gender, AALANA, hearing-impaired/deaf), college affiliation (at least one rep from each of the eight Colleges), division (Academic Affairs, Development and Alumni Relations, Enrollment Management and Career Services, Finance and Administration, Information and Technology Services, Government and Community Relations, Student Affairs), and governance groups (Staff Council, Academic Senate, Student Government). See **Appendix B** for the list of specific AAC members.

The Charge to the AAC

Actions of the AAC were undertaken in accordance with the charge from the President to assess, for each objective of the strategic plan:

- Current status
- Action for implementation
- Focus of responsibility
- Timeline for implementation
- Required resources
- Metrics to measure progress

in the context of a set of prioritized *Guiding Principles* included in the strategic plan and the President's July 2004 Primer. See **Appendix C** for sample charge letter.

AAC Approach to the Charge

In its approach to the charge, the AAC was organized to include an executive committee subset of the larger group. This committee included Richard Doolittle and Deborah Stendardi (AAC Co-Chairs), Ed Hensel, Kathleen Martin, and Manny Contomanolis (AAC Subgroup Chairs).

Our first step was to rate each of the objectives for their relative importance and sense of urgency in relation to the guiding principles. Completed matrices were received from all 29 committee members that resulted in over 85,000 items of raw data. The analysis served only as a first order triage of the AAC's assessment of relative priorities. Specific goals and objectives surfaced as highest in priority with the greatest sense of urgency for implementation.

As a second step, the executive committee separated the 132 plan objectives across major theme categories and assigned them for review within three subgroups of AAC committee members lead by Subgroup Chairs. The charge to each subgroup was to address each plan objective utilizing a *Template for Analysis and Implementation Plan for Strategic Objectives* (see **Appendix D**). Select members of the RIT community, at-large, provided insightful information of central importance to the generation template details. The templates from each of the subgroups were collected through the first week of January and posted within an AAC Group site in the MyRIT portal for general membership review. These templates are archived as a repository of working documents available through the MyRIT site.

The executive committee then evaluated all subgroup data and arrived at a series of associated "Tasks" and "Sub-tasks" to match the objectives of the five Strategic Dimensions (Career Focus, Student Success,

Scholarship, Global, and Community). Where possible, tasks were written to address areas of synergy between dimensions to have the broadest impact in meeting specific objectives of the plan. As the tasks were assembled, several thematic categories began to emerge to include Curriculum Flexibility, Experiential Education, Scholarship, Support Services, Community, and Global Society. As it is the people of RIT who will make this plan a reality, the AAC also recognized that Faculty/Staff Performance Expectations must be modified and reinforced through the performance appraisal and rewards/recognition processes. Accordingly, tasks associated with faculty/staff performance expectations, which cut across all of the dimensions, were also organized separately to emphasize their importance.

The entire AAC met on 1/24/05 to engage in discussion of the details of the initial draft of recommendations and to review steps necessary to complete the report. Feedback was gathered from this session and from correspondences throughout the balance of the week to generate the penultimate report. The AAC met again on 1/31/05, to offer membership an opportunity to provide input on the penultimate draft. The report was approved by acclamation and submitted to President Simone.

Appendix B. Agenda for Action Committee Membership

Richard Doolittle, Department Head, Medical Sciences, College of Science, Co-Chair
Deborah Stendardi, Vice President, Government & Community Relations, Co-Chair
Dave Blonski, Vice President, Student Government
Emanuel Contomanolis, Assistant Vice President, Cooperative Education & Career Services, Division of Enrollment Management & Career Services
Diane Ellison, Director, Part-time & Graduate Enrollment Services, Division of Enrollment Management & Career Services
James Fisher, Assistant Vice President, Division of Finance & Administration
Cynthia Gary, Assistant Director for Research Programs, Center for Integrated Manufacturing Studies
Robert Grow, Director, Reunions, Office of Alumni Relations, Division of Development & Alumni Relations
Peter Hauser, Assistant Professor, Department of Psychology, College of Liberal Arts, Academic Senate Representative
Edward Hensel, Department Head, Department of Mechanical Engineering, College of Engineering
David Hostetter, Director, Customer Support Services, Division of Information & Technology Services
Catherine Irving Beaton, Assistant Professor, Department of Information Technology, Golisano College of Computing & Information Sciences
Frank Lamas, Associate Vice President, Division of Student Affairs
Rashanna Lee, Graduate Student, College of Business
Christine Licata, Associate Dean, National Technical Institute for the Deaf
Kathleen Martin, Associate Director, Department of Human Resources, Division of Finance & Administration
Chandra McKenzie, Assistant Provost and Director, RIT Libraries, Division of Academic Affairs
Christina Nelson, Department of Interpreting Services, National Technical Institute For the Deaf, Staff Council Representative
Victor Perotti, Associate Professor, Decision Sciences & Management Information Systems, College of Business
Thomas Policano, Associate Professor, Department of Digital Imaging & Publishing Technology, National Technical Institute for the Deaf, Academic Senate Representative
Daniel Shelley, Director, Undergraduate Admissions, Division of Enrollment Management & Career Services
Thomas Smith, Professor, Department of Chemistry, College of Science
Dawn Soufleris, Assistant Vice President for Student Affairs, Division of Student Affairs
Louis Spiotti, Director, Center for Intercollegiate Athletics & Recreation, Division of Student Affairs
Joan Stone, Dean, College of Imaging Arts & Sciences
Howard Ward, Director, Housing Operations, Division of Finance & Administration
Maureen Valentine, Department Chair, Civil Engineering Technology, College of Applied Science & Technology
Gus Weber, Director of Development, Golisano College of Computing & Information Sciences, Staff Council Representative
Lynn Wild, Associate Provost, Teaching & Learning Services, Division of Academic Affairs

Appendix C. Charge Letter to the Agenda for Action Committee

September 20, 2004

Richard Doolittle
Department Head
Medical Sciences
2404 Slaughter

Dear Richard:

I would like to invite you to serve as a member of the Strategic Plan Agenda for Action Committee (AAC). The AAC will be composed of approximately 28 members selected from all colleges and divisions of the university, including representatives of the faculty, staff, administration, and student body. The MC will be co-chaired by Richard Doolittle (Department Head, Medical Sciences) and Debbie Stendardi (Vice President, Government and Community Relations).

The period of your appointment would be for two years, with the bulk of the work being performed over the next three months, with a final report due on January 15, 2005. After January 2005, the Committee will meet sparingly, preparing an annual report (two of them) reporting on progress towards Strategic Plan implementation. I shall share this report with the campus community. From time to time, in the interval between the completion of the Agenda for Action and the annual progress reports, I may contact the AAC for advice and counsel.

As I indicated, the bulk of the work will occur between now and January 15. The AAC will develop action steps based on the recently approved Strategic Plan and the Strategic Plan Primer. These action steps will reflect the principles, in order of priority, presented in the attachment to this letter. These principles and priorities are taken directly from the Strategic Plan and Primer. Their purpose is to give the AAC a head start in cutting through these documents in order to formulate the Agenda for Action.

The Agenda for Action will identify actions that need to be taken this year as well as those which need to be initiated in subsequent years. Some actions can be undertaken in parallel while others need to follow a particular time sequence. Some actions initiated this year will not be completed within an annual time frame.

The Agenda for Action will indicate the expected financial resources (if any) required for implementation, as well as the locus of responsibility for carrying out the actions.

Once the Agenda for Action is completed, it will be presented by the AAC to the Administrative Council in the form of a recommendation. I shall consult with the Academic Council, and the governance groups, making revisions if and as appropriate, before finally adopting it.

As you know well, the work of the AAC is critical. RIT has spent a year developing its road map for the next ten years. There has been a great deal of discussion and interaction across the campus, leading to the final approval of the Plan in July by the Board of Trustees. RIT is at a critical juncture in its move to firmly establish itself as a unique university performing a most valuable role in higher education at a critical time for all of higher education. We truly can be "great" and a "category-of-one" university. Planning and design are essential to achieve that status; however, planning and design represent only the necessary conditions. The sufficient conditions are follow-through and implementation; this is where the Agenda for Action plays its critical role.

Through this invitation, I am indicating the high confidence I have in your ability to provide this kind of commitment and leadership to RIT, and the confidence I have in your willingness and ability to work effectively with the other members of the AAC.

I very much hope that you can accept this invitation to join the team that will be conducting this important work. Please let me know of your decision by calling Karen Barrows at 475-2396 or by using my e-mail addressalsimone@mail.rit.edu.

Albert J. Simone
President

Appendix D. Template for Analysis and Implementation Plan for Strategic Objectives

Statement of Goal

(Provide identifying letter for strategic dimension and number; for example: B3. Provide the full narrative statement of the goal.)

Statement of Objective

(Provide identifying letter for strategic dimension and numbers for the goal and objective; for example: B3.9. Provide the full narrative statement of the objective.)

This objective.... (Indicate if the objective stands alone in its implementation or if its implementation includes/relates to other objectives. List the other objectives that relate to this one.)

Current Status of Objective

Actions Required to Implement Objective

Primary Accountability (Position/Department) for Implementation

Additional People and/or Resources Needed for Implementation

Implementation Deadline

Metrics for Successful Achievement of Objecti