

## Recommended Strategic Objectives

### NTID Vision 2010

Creating our future

To: Dr. Alan Hurwitz, NTID Vice President and Dean

From: Strategic Vision Group:

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With this document, we complete the final task you assigned us, the creation of a set of recommended strategic objectives for NTID in 2010 and beyond. These recommendations flow from our earlier steps of distributing our *2010 Context Statement* to the NTID community, and then using that statement as a framework for conducting focused dialog meetings throughout the community.

The meetings we held reaffirmed our standing as an educational institution, for members of our community patiently educated us in meetings, through e-mails, with specially prepared memorandums, through our web feedback system, and in personal conversations.

We were repeatedly told “NTID must ...,” or “I wish that NTID would ...,” or “NTID has never really tried ...,” or “NTID should never have stopped ...”

Where some cautioned us to expect indifference, we found passion instead. Where one might expect self-interest, we found selfless consideration for the future of our Institution. Where we might expect hesitance to change, we instead were counseled to be bold.

We must acknowledge the devotion to mission that has brought us to where we are today. As we considered future actions we were repeatedly struck by the strength of our past in serving deaf and hard-of-hearing students.

Thoughtful individuals counseled that the future they foresee demands current change; they also cautioned equally about the risks associated with any course of action, including doing nothing.

It is the combination of the volume of the coming change, with the increasing velocity of that change, that leads us to the recommendations that follow. Where possible we have painted a final outcome but we recommend arriving there through a step-by-step progression; this we believe does not show temerity, but common sense as it allows for mid-course correction.

As requested, we concentrated on student success and career focus, and although we did not divide our recommendations into those two categories those concerns guided our deliberations.

**Preamble**

**2010 and Beyond**

The Strategic Vision Group strained to see not only to 2010, but beyond.

Our resulting view is one of an increasingly dynamic inter-connected workplace, with the global context increasingly holding sway over local, regional, and national ones. Emerging and converging technologies and services will, at breath-taking speed, bring job and career boom to some sectors and bust to others.

While we believe it is likely there will continue to be select niches for productive jobs corresponding to competencies at the associate degree level, we also believe that over the next 10 to 20 years this level of competency and degree will be insufficient for most of our students. Not only will more and more entry-level careers over the next 20 years require baccalaureate and graduate competencies, but similar levels of education in reading, writing, and thinking skills will be critical for adapting to the vicissitudes of a changing marketplace, and a changing world of work.

Our students are also changing. In increasing numbers they have shown both a strong desire for baccalaureate degrees and the ability to obtain them. Our vision extends to the time when a large proportion of deaf and hard-of-hearing college-age individuals will have received a cochlear implant. While the full impact of this development is still unknown, we do know that there will be a change in the students who come to NTID/RIT.

The recommendations that follow are born of these futures. The recommendations propose a significant re-direction of our institutional focus and energies. Their aim is to position NTID at the cusp of a changing world, ready to both capitalize on, and create, educational and life-enhancing opportunities for the deaf and hard-of-hearing individuals we serve.

**Recommendations Outline**

The primary recommendations we make focus on matching program offerings to entering students (recommendations 1, 2, and 3) with the intention of enhancing student persistence to graduation. We must also structure our access services and support services in ways that meet the changing characteristics of admitted students (recommendation 4).

NTID, through a stronger and more coordinated outreach effort, must impact the educational and career development needs of deaf and hard-of-hearing individuals nationwide (recommendation 5).

We then advise on communicating our identity (recommendation 6).

In our final recommendation we describe the environment we believe must exist to ensure that NTID is ready to face a changing, uncertain future (recommendation 7).

<b>1</b>	<b>By 2010, NTID should offer a broad array of paths for qualified students to obtain a baccalaureate or graduate degree.</b>
<b>Discussion</b>	<p><b>Detailed Recommendations</b></p> <p>This recommendation is our top priority; expanded details of this recommendation follow.</p> <ol style="list-style-type: none"> <li>1. By 2010 NTID should offer an array of AS level programs that match the curriculum structure of other colleges of RIT. These programs should be developed jointly with the respective RIT college, and provide for seamless transition from the AS program to baccalaureate studies. <p style="margin-left: 40px;"><i>NOTE: AS degrees, by their nature, are designed for transfer into a baccalaureate program upon graduation.</i></p> </li> <li>2. By 2010 NTID should accept into AS programs only deaf and hard-of-hearing students who are prepared for college level work. Using the ACT Standards for Transition and research at NTID, this typically means students with ACT reading and English scores of 16 or better. <p style="margin-left: 40px;"><i>NOTE: We use ACT scores at several points in our discussion; however, we know full well that students are individuals, and not numbers.</i></p> </li> <li>3. By 2010 direct instruction for NTID AS programs and support for cross-registered students (recommendation 4 below), should be delivered by organizational units with strong ties to corresponding RIT academic units.</li> <li>4. By 2010 NTID should increase the array of baccalaureate and masters degree programs offered by the College of NTID.</li> <li>5. By 2010 NTID should establish consortium relationships with other colleges in the Rochester area to offer baccalaureate and graduate degrees to deaf and hard-of-hearing students in fields not offered at RIT.</li> <li>6. By 2010 we expect that two-thirds of NTID supported students will be registered in these AS, baccalaureate, and graduate programs, although the market will ultimately determine these enrollments.</li> </ol> <p><b>Rationale</b></p> <p>We find the following to be compelling rationale for these recommendations.</p> <ul style="list-style-type: none"> <li>• The fact that NTID has an outstanding record of accomplishment in assisting students, who would not generally be eligible for admission to the other colleges of RIT, to gain admission to and graduate from those colleges drives our thinking regarding these recommendations.</li> <li>• A large proportion of incoming NTID students want baccalaureate degrees. We can not deliver on that desire for students not academically prepared for college, but NTID can become the center for highly qualified deaf and hard-of-hearing students seeking these degrees.</li> <li>• RIT is emerging as a major technological university. In doing so, it is clearly raising academic standards at all levels; NTID must follow this lead.</li> <li>• Research shows a dramatic earnings benefit for baccalaureate level graduates compared to associate level graduates.</li> </ul>

- We expect that the increased use of cochlear implants at an earlier age will ultimately raise the academic skills of deaf and hard-of-hearing students; thus, the pool of more highly qualified deaf and hard-of-hearing students will continue to grow. At the same time, the pool of AOS-level candidates may actually decrease.

Do deaf and hard-of-hearing students with higher academic qualifications exist in sufficient numbers to make these recommendations realistic? We believe that those students do exist; and research data support this belief.

### **College of NTID AS Degrees**

We believe that we should offer additional AS degrees (NTID now offers two) both in the near term through 2010 and beyond. These AS degrees should:

- Be offered as a subset of baccalaureate offerings in other colleges of RIT.
- Serve as ‘feeder’ programs for baccalaureate degrees. This will allow those students who demonstrate the ability during their associate years to continue in an RIT program.
- Be continued if they prove themselves by maintaining a critical mass of students (for example 50 students), and demonstrating successful transition of students to baccalaureate programs.

As we move in this direction, we will need to be fleet of foot in recognizing new opportunities, developing curriculum, and offering new programs. As new baccalaureate programs are developed in other colleges of RIT, we will need to be part of the planning in order to determine if there is an AS opportunity in that field that would prepare our students for transfer.

### **College of NTID Baccalaureate and Masters Degrees**

*NOTE: We now offer a Bachelor of Science degree in ASL-English Interpretation and a Masters of Science in Secondary Education for the Deaf and Hard of Hearing (MSSE).*

Our new baccalaureate and masters degrees should:

- Be unique and new to RIT, and perhaps to the world, and fulfill an unmet need. There may be degree offerings in areas with a technical edge that would be appropriate for NTID and do not compete with offerings at other universities.
- Have the same liberal arts and general education requirements as other RIT-wide programs.
- Be open to hearing students with the understanding that programs are designed with deaf and hard-of-hearing students in mind.
- If appropriate, be offered jointly with other colleges of RIT, or via the consortium of local colleges introduced earlier.

We view baccalaureate and masters degree offerings as the next step in the evolution and integration of NTID into the larger RIT institution. We repeat an earlier statement that our host institution is succeeding in raising its stature. By offering additional higher-level degrees, we will raise our own stature within RIT, ultimately helping RIT to achieve its goals.

Future marketing for RIT will focus on the quality of its offerings at the baccalaureate and masters levels; we need to be part of that.

### **Consortium Degrees**

We should partner with other Rochester-area colleges and universities to expand the number of baccalaureate and graduate degree options for deaf and hard-of-hearing students. In essence, greater Rochester should become an extended campus for deaf and hard-of-hearing students, with the impressive diversity of program offerings that would entail.

NTID should become the hub of that ‘campus.’ The Consortium would provide degree offerings that extend far beyond the technologies, thus attracting a broader array of deaf and hard-of-hearing students to NTID and the Rochester community. We anticipate this would also mean more African American, Latino American, and Native American (AALANA) students as well as women.

Consortium offerings, which might initially be established through a grant, could:

- Be similar to the RIT flex degrees but would have courses available from the entire array of ‘Rochester’ offerings.
- Assist deaf and hard-of-hearing students attend and graduate from other Rochester-based colleges and universities (that do not compete with RIT degree programs).
- Allow these students to take courses in deaf studies and sign language from experts at NTID.
- Allow these students to obtain services such as audiology, speech and language therapy, and counseling from experts at NTID, participate in NTID-based student development programs and recreational activities, and have access to the Rochester deaf community.

<p style="font-size: 24pt; color: red; text-align: center;">2</p>	<p style="color: red;"><b>NTID should continue to offer well-supported terminal AOS degrees, but should closely monitor the viability of these programs.</b></p>
<p style="color: red;"><b>Discussion</b></p>	<p><b>Detailed Recommendations</b></p> <p>For the next six years, we believe that the following recommendations will better serve AOS students as we restructure the curriculum in this area, and increase our numbers of baccalaureate students.</p> <ol style="list-style-type: none"> <li>1. Beginning immediately, we should raise the admission criteria for NTID to require all entering students to have an ACT composite score of 14 or greater with an ACT reading score of 13 or greater.</li> </ol> <p style="padding-left: 40px;">If we are successful in obtaining overall numbers of entering students that are similar to those currently obtained, then by 2010 we should raise the minimum ACT scores one more point.</p> <p style="padding-left: 80px;"><i>Note: In school year 2003-04, raising the minimum ACT composite score to 14 and the ACT reading score to 13 would have reduced our entering class by approximately 60 students.</i></p> <ol style="list-style-type: none"> <li>2. Completely restructure AOS programs so that NTID offers no more than three to five majors. These majors should be designed to provide skills to meet the needs of technicians in the workplace. They should serve as exit-to-work points for students who either are not currently capable of earning a higher degree or desire not to.</li> <li>3. For staffing purposes and efficient use of resources these programs should be offered in program areas that broadly match similar offerings in other RIT program areas.</li> <li>4. Structure these programs so that they are strictly understood and marketed as terminal degrees, and not as preparatory for a baccalaureate degree.</li> <li>5. Closely monitor these programs, with program continuation regularly assessed based on enrolling a critical mass (for example 50 or more students), and on marketplace viability.</li> <li>6. Eliminate the remaining diploma and AAS degrees.</li> <li>7. Structure the curricular and teaching/learning approaches so that mathematics, science, and most importantly English courses focus on skills needed for the job rather than on preparation for advanced degrees.</li> </ol> <p><b>Rationale</b></p> <p>In recent years, enrollments in NTID sub-baccalaureate programs have declined. In 1985, approximately 1,000 students were enrolled in NTID technical programs; today that number is just over 500.</p> <p>If we continue unchanged into the future, by 2010 the number of students enrolled in these programs will be even smaller than it is now.</p> <p>Reasons for this decline include:</p> <ul style="list-style-type: none"> <li>• Increasing student interest in baccalaureate degrees.</li> <li>• Declining interest in associate degrees due to decreasing perceived value.</li> </ul>

	<ul style="list-style-type: none"><li>• Increasing numbers of our students entering and completing baccalaureate programs.</li><li>• Increasing competition from community colleges, particularly those closer to students' homes.</li><li>• Decreasing willingness on the part of vocational rehabilitation agencies to provide the added funds for these students to attend NTID when similar programs exist locally.</li><li>• Increasing cost of an education at NTID compared to two-year community colleges.</li><li>• Increasing geographic isolation of Rochester NY with respect to the on-going and projected population shifts to the South and West.</li><li>• Difficulties for us in developing and implementing new programs in a timely fashion.</li></ul>
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<p><b>3</b></p>	<p><b>NTID should establish an intensive college-readiness program that serves deaf and hard-of-hearing students not yet ready for admission to AOS programs.</b></p>
<p><b>Discussion</b></p>	<p>For deaf and hard-of-hearing students unable to meet the new AOS admissions requirement of recommendation 2, NTID should design, and begin to offer in the Summer of 2005, an intensive college-readiness program. That program should focus on English reading and writing, career awareness, and interpersonal growth.</p> <p>We propose this program because of our belief that NTID is currently uniquely positioned in terms of experience and expertise to help under-prepared students improve their basic skills in English. However, it is clear that we have not been successful in providing a curriculum that leads to a degree for these students.</p> <p>To be accepted into this program, students must demonstrate the potential of succeeding in one of our AOS programs. Research will be needed to determine who might best benefit from this program, how they benefit, and what pedagogical strategies are effective, particularly for AALANA students.</p> <p>In addition, the admissions process must look beyond test scores to seek applicants with the initiative, desire, motivation, and readiness for the hard work this program will demand. Thus, we might also seek older applicants, and applicants with work experience or demonstrated leadership skills.</p> <p>This program should:</p> <ul style="list-style-type: none"> <li>• Be offered at NTID.</li> <li>• Be organizationally separate from NTID degree programs, meaning that acceptance into this program is not acceptance into the College of NTID, and does not carry with it the promise of later acceptance into our College.</li> <li>• Be offered as a full-time, three-month summer program at NTID. Starting in the summer clearly differentiates these students, allowing them to be on campus without a stigma associated with their presence. It also clearly separates this program from other activities of our College.</li> <li>• Provide acceptance into an AOS program, if at the end of the program students have met AOS entrance criteria. Those not meeting admissions requirements should receive post-secondary placement assistance regarding alternative programs at other institutions.</li> <li>• Be non-credit bearing, non-transferable to a degree program, and have a separate payment structure.</li> <li>• Although intended as a feeder program for NTID, we may learn from our experience that it is of significant value to students who return to local community colleges. Thus, over time this program may face a variety of futures: it may be terminated as we accept increasingly stronger students; it may become a program that continues at NTID; or it may be offered at other locations through partnerships with other educational institutions.</li> </ul>

# 1, 2, & 3

## Implications of Recommendations 1, 2, & 3

This section provides additional explanation of the impact on students, programs, and faculty/staff that we anticipate from the combination of our three initial suggestions, which were:

1. Emphasize baccalaureate and graduate degrees, and AS programs that lead to them.
2. Continue with a limited number AOS degrees
3. Create a college-readiness program for students who are not ready for an AOS degree.

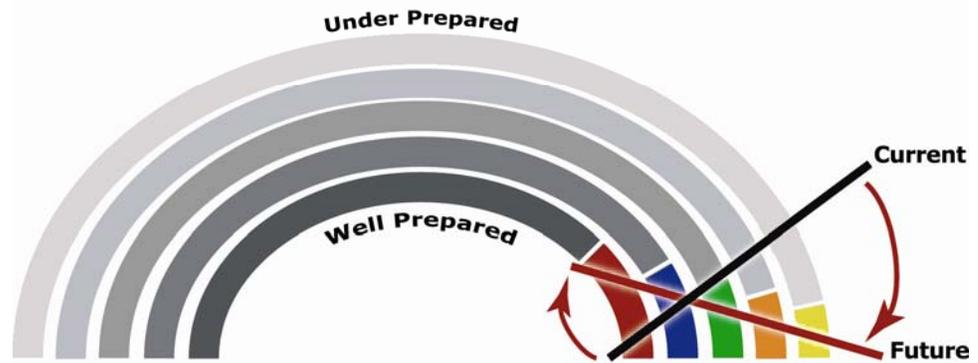
### Students

Requiring higher ACT scores may mean fewer entering students in the short-term, at least until we successfully recruit more students with higher ACT scores and begin realizing the benefits from the college-readiness program. At the same time, we anticipate the impact on overall enrollment will be mitigated by higher persistence to graduation from better academically prepared students.

Recruiting students that are more qualified may have a negative impact on student diversity particularly in terms of future Hispanic and African-American students. The college-readiness and consortium programs should be helpful in addressing this problem. At the same time, we must re-double our efforts to recruit college-ready students from groups who are under-represented in higher education.

The illustration below describes the “rainbow” of 4,000-5,000 deaf and hard-of-hearing individuals per year academically eligible for admission to NTID. Working from outside to inside the arcs represent under-prepared through well-prepared individuals. The gray portions represent students we do not serve while the color portions represent the 300 or so new students we realize each year. Our recommendation means that we will be rotating the axis of the type of students we accept, from the ‘Current’ to the ‘Future’ line.

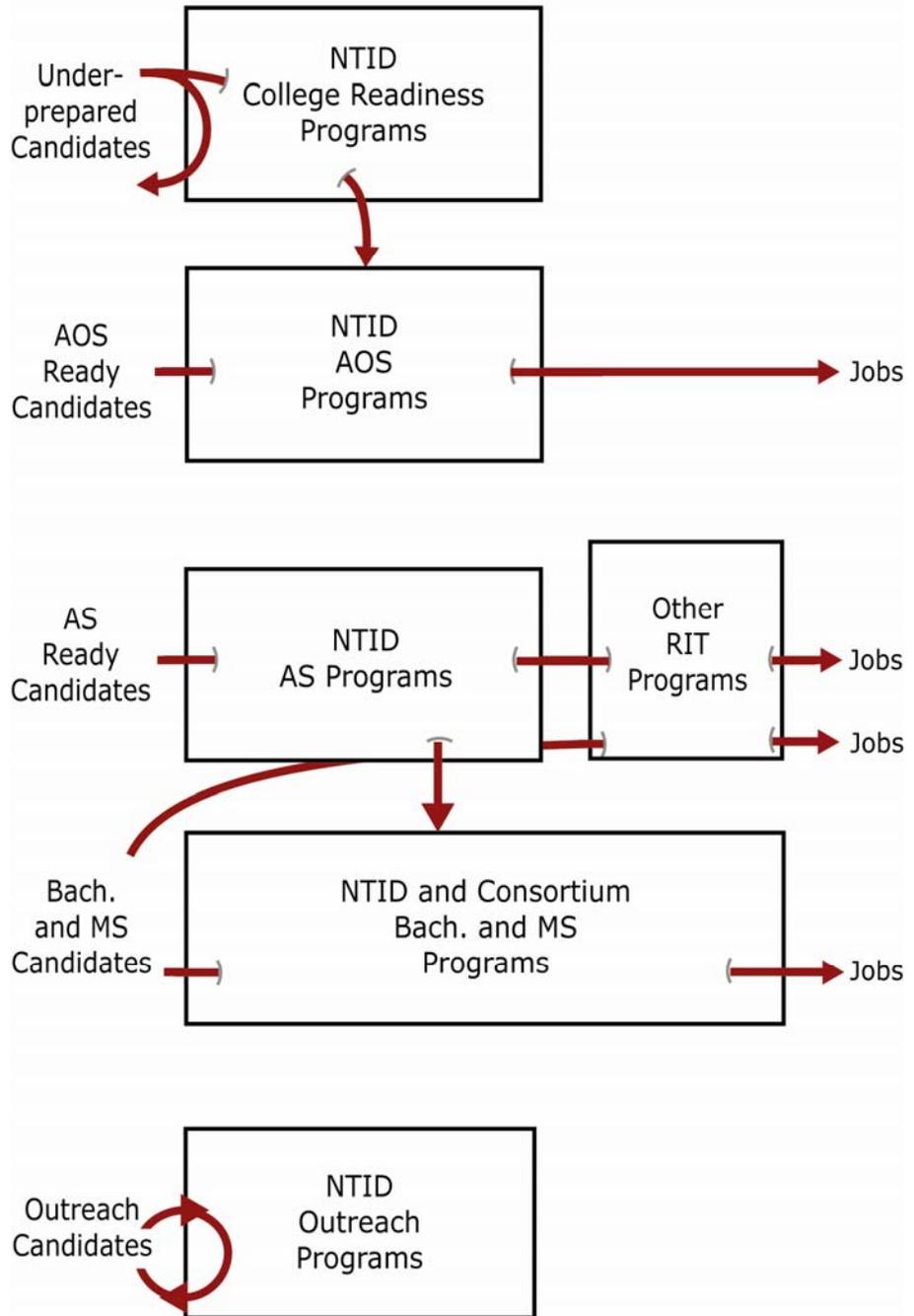
**The Future Mix of NTID Students**  
**3-4,000 Individuals Academically Eligible Per Year**  
Gray: Not Served  
Color: 300+ New Students Per Year



**Program**

The upward shift in the admissions requirement that these recommendations describe represents a future institutional commitment to an academic portfolio increasingly emphasizing transfer associate degrees, baccalaureate degrees, and graduate degrees, while maintaining a limited number of select terminal associate degrees. The following illustration describes our future portfolio.

**The Future Flow of Students Through NTID/RIT**



**Faculty/Staff**

Raising the admissions bar and not accepting students with lower academic qualifications may reduce staffing needs for technical faculty, English faculty, mathematics faculty, science faculty, counselors, managers, and the staff that support these students.

However, the growing number of deaf and hard-of-hearing students enrolled in other colleges of RIT, and the growing number of nationwide educational opportunities for less academically able students create a strong belief that if NTID did nothing, we would face this dilemma nonetheless.

We have also stated a belief that the future ultimately favors graduates holding baccalaureate and graduate degrees, and that we are encouraging AS programs as well as additional baccalaureate and graduate programs. Thus, faculty and staff resources at the associate degree level will be needed for the development and maintenance of new AS transfer associate degrees, and for direct support of the additional anticipated baccalaureate and graduate students (recommendation 4 below).

Additionally, the new college-readiness program will need to be staffed, meaning a need in the short run for a development team and then an on-going need during the summer for English faculty, counselors, management, and support staff.

**The Risk and Minimizing It**

We are recommending that upgrading our admissions standards for the associate level programs occur in stages. We also know that reducing the number of the current AOS programs will require careful execution over time. Similarly, over time, we will need to develop new programs. The time requirements will of themselves minimize the risk of these recommendations, and we will be able to take mid-course corrections if our plans are not successful.

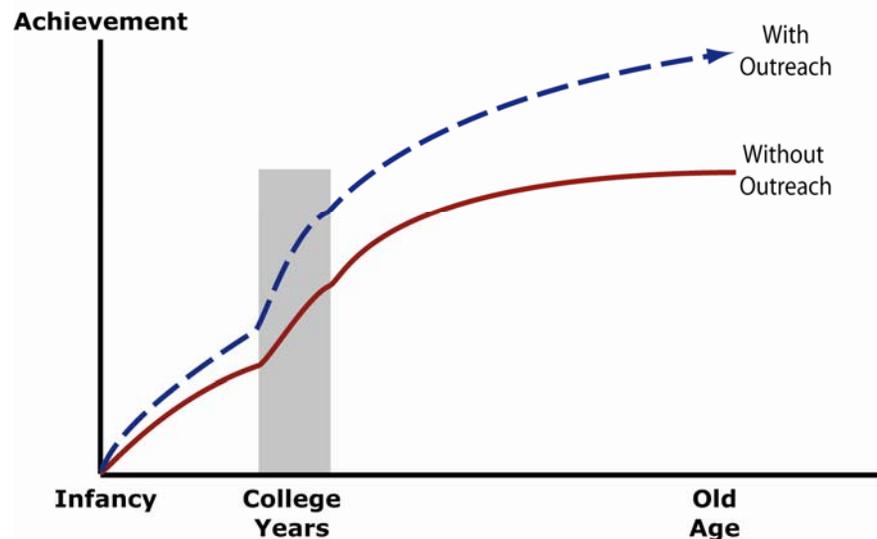
Finally, we believe that the recommendations provide, in their totality, a shifting in resources rather than a reduction; however, flexibility will be key, for a large proportion of those who work here will have to do something different in the future from what they do now.

<p><b>4</b></p>	<p><b>NTID should design access services and support services to meet the needs of our students at all academic levels.</b></p>
<p><b>Discussion</b></p>	<p><b>Detailed Recommendations</b></p> <p>We differentiate <i>access services</i>, which includes interpreting, captioning (including C-print), and notetaking, from <i>support services</i>, which are educational activities designed to bolster students’ college success (including tutoring, counseling, and academic advising). Each is discussed separately below.</p> <p><i>Access Services</i></p> <ol style="list-style-type: none"> <li>1. All NTID supported students should be provided access services that meet their individual communication needs throughout their college career. We currently provide non-interpreting services (such as C-print) for cross-registered students for their first year; during that year, we expect them to become proficient in sign language for after that year they are only provided with an interpreter. This limitation on access services, whether developed for philosophical or financial reasons or both, should be removed.</li> <li>2. We currently do not provide access services for students at the associate level (with some exceptions); this restriction should be lifted.</li> <li>3. The development of new technological solutions for increasing access services should be an institute priority.</li> </ol> <p><i>Support Services</i></p> <ol style="list-style-type: none"> <li>4. NTID faculty should integrate and apply their expertise in support of student success across all degree levels.</li> </ol> <p>Our goal should be for support faculty to teach our technical and non-technical associate level courses as part of their assignment, and for the associate level faculty to provide baccalaureate support as part of their job. From the perspective of AS level students, this integration represents a smoother transition to advanced programs.</p> <p><b>Rationale: Access Services</b></p> <p>With regard to access services, we strongly believe that future incoming students will take for granted that they will receive the same level of access services here that they have received elsewhere before applying to NTID. They will expect _____ (fill in the blank with any and every support service). When they learn that their expected service is not provided, they will go elsewhere or take other actions to force us to provide these services. We need to be ahead of these issues.</p> <p>As a result, NTID should remove current restrictions on our access services; this will meet student need rather than forcing students into our services mold.</p> <p>For students who choose NTID, limits on access services are a retention issue. Additionally, we need to be prepared for some students who may not realize what support they need until they arrive here and learn of the variety of available offerings.</p> <p>We also recommend that access services be provided for our associate level programs. The increased communication diversity of entering students will demand that an array of services be provided so that these students can access the associate level curricula provided by NTID. This will become more critical as higher numbers</p>

	<p>of students from mainstreamed environments are admitted to NTID with limited or no sign language skills.</p> <p>Finally, regarding the broad topic of using technology for access services, the large, diverse community of deaf, hard-of-hearing, and hearing individuals comprising RIT, coupled with the array of scientific and technological expertise at RIT should position us to develop cutting-edge technologies for access.</p> <p><b>Rationale: Support Services</b></p> <p>Providing support services will require collaboration to ensure that individualized services are provided to students. To accomplish this, <i>all</i> faculty should integrate their expertise to provide start-to-finish assistance to these students.</p> <p><b>Implication</b></p> <p>The major thrust of our proposals is Institute movement to higher degree levels, which in turn implies increased allocation of resources to the provision of access services and support services.</p>
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<p style="font-size: 24pt; color: red; font-weight: bold;">5</p>	<p style="color: red; font-weight: bold;">NTID should develop an educational outreach center to share our expertise with others to improve the education and career development of individuals who are deaf and hard-of hearing.</p>
<p style="color: red; font-weight: bold;">Discussion</p>	<p style="font-weight: bold;">Detailed Recommendations</p> <ol style="list-style-type: none"> <li>1. NTID outreach activities should be a central component of our institutional identity, and should broadly focus on the intersection of deafness, education, technology, and mainstreaming.</li> <li>2. NTID should design and implement an educational outreach center that is a highly visible organizational unit.       <ol style="list-style-type: none"> <li>A. Three primary audiences to be addressed by the center are:           <ul style="list-style-type: none"> <li>• <i>Pre-college audiences</i> for example K-12 deaf and hard-of-hearing students, teachers, parents, vocational rehabilitation counselors, school counselors, and pediatricians.</li> </ul> <p>Individuals in this category should be a primary audience for they will ultimately determine who attends which college, and how well prepared they are for college work.</p> <ul style="list-style-type: none"> <li>• <i>College audiences</i> for example deaf and hard-of-hearing students at other colleges, and teachers and access/support service personnel at other colleges.</li> <li>• <i>Post-college audiences</i> for example alumni, deaf and hard-of-hearing workers, and workplace managers.</li> </ul> </li> <li>B. Examples of outreach functions for the center include:           <ul style="list-style-type: none"> <li>• Clearinghouse activities on topics such as educational mainstreaming, the educational implications of cochlear implants, instructional technology, and deaf education.</li> <li>• Conducting remote-site training and consultation for faculty and staff, distance learning initiatives, dissemination of NTID research findings and associated training and development efforts, and summer educational events.</li> </ul> </li> </ol> </li> </ol> <p style="font-weight: bold;">Rationale</p> <p>NTID is a world-wide leader in deaf education, mainstreaming, technical and professional education, and instructional technology. As such we need to establish outreach in these areas as central to our identity. Outreach activities must become integral to our institution, a series of activities that serve a broad spectrum of audiences related to our mission.</p> <p>The figure below illustrates in broad terms the ‘achievement’ of deaf and hard-of-hearing individuals over the course of their lifetimes. We see, in the lower line, achievement with no outreach programs. The ‘college’ years clearly change the slope of success, placing those who attend on a trajectory toward greater success than those who do not attend college. The post-college portion of the lower line indicates the ceiling that deaf and hard-of-hearing individuals experience as they progress in their careers.</p>

## The Assumed Effect of NTID Outreach on Achievement



'Outreach' enhances the slope of achievement in multiple ways. Pre-college outreach means that academically stronger students arrive at college. College-age outreach means that other universities provide stronger access and support services to their students, again strengthening those students. Post-college outreach allows individuals to achieve at higher levels on the job.

Our on-going (mostly grant-supported) outreach activities provide substantial models for our future activity. We are enthusiastic about our outreach activities through EYF, Career Awareness Project, PEPNet/NETAC, PEN International, Project Access/Class Act, DIIT, and COMET. Most of these demonstrate the importance of obtaining external grants for startup activity.

Externally supported grants should be allowed to flourish in different portions of the organizational structure; however, over time as we absorb these efforts into our everyday college activities when grants expire, these activities should find a home in the outreach center.

### Audiences

We offer the following comments on each of the three audiences defined above.

1. For pre-college audiences, we can be helpful by providing a dramatic impact on the kindergarten through twelfth grade education of deaf children via teacher preparation and consultation, as well as applied research, regarding such issues as content, methodology, application of instructional technologies, and mainstreaming. The intention is to increase the skills of deaf and hard-of-hearing students in the college-bound pipeline.

We envision direct instructional interventions by NTID regarding students at the middle school through high school levels.

Young deaf and hard-of-hearing individuals who have received cochlear implants should be an area of particular interest for this center. We need to continue to be aware of this group, and to determine and provide the access services they need

	<p>when they arrive at NTID/RIT.</p> <ol style="list-style-type: none"><li data-bbox="456 205 1463 338">2. For college audiences throughout the nation, our intention should be to close the communication gap of deaf and hard-of-hearing students with their hearing peers. This can occur via direct student services such as remote C-Print or on-air tutors, or indirect services such as faculty consultation regarding access technology.</li><li data-bbox="456 359 1463 491">3. For post college audiences, we should focus on providing technical training for deaf and hard-of-hearing adults that match the areas of our undergraduate and graduate programming efforts. These efforts can enhance the overall career trajectory of deaf and hard-of-hearing adults.</li></ol> <p><b>General Recommendations for Reaching these Audiences</b></p> <p>We should continue our experimentation and research with distance learning. Although on the surface it seems appropriate for deaf and hard-of-hearing individuals who live in small numbers in many different communities, we also have experience that tells us that the social interaction of the classroom and workshop setting are vital for learning.</p> <p>We do know that our offerings must be unique to our audiences (perhaps offered via high speed video), to differentiate them from the large and growing number of distance learning courses available nationwide.</p>
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<p><b>6</b></p>	<p><b>NTID must clarify its identity to outside audiences, including most importantly potential future students and their families.</b></p>
<p><b>Discussion</b></p>	<p><b>Detailed Recommendations</b></p> <ol style="list-style-type: none"> <li>1. As RIT embarks on future analyses and clarification regarding its institutional identity (an initiative regarding this issue is scheduled for later this summer), NTID must have a major role in those efforts.</li> <li>2. Supplementing whatever identifying characteristics for NTID emerge from this RIT-wide process, the following attributes also are critical in fully capturing our own identity:       <ol style="list-style-type: none"> <li>A. Excellence in technical and professional education, with increasing emphasis on baccalaureate and graduate degrees.</li> <li>B. NTID is a place where deaf and hard-of-hearing individuals who would not ordinarily be admitted to a highly selective technical university can graduate and acquire a good job.</li> <li>C. Excellence in educational mainstreaming of deaf, hard-of-hearing, and hearing students.</li> <li>D. A community dedicated to the educational benefits of both diversity and inclusion among its members, and to the unfettered development and expression of individual and cultural identities.</li> <li>E. Outreach initiatives serving to enhance individual deaf and hard-of-hearing individuals.</li> </ol> </li> </ol> <p><b>Rationale</b></p> <p>Our identity in technical and professional education will continue to be vital, for it is our understanding that incoming students first look for program offerings leading to future jobs when deciding on a college. As our future academic programs become congruent with programs in other colleges of RIT, our message regarding our own technical and professional programs must match the overall RIT message.</p> <p>Increasingly in the future, NTID and the greater university will need to take as much value as possible from each other’s identity in communicating and marketing ourselves to respective constituencies.</p> <p>In addition, particularly in terms of recruiting students, we anticipate a shifting importance of the following unique elements of our identity.</p> <ul style="list-style-type: none"> <li>• “Mainstreaming” and “direct instruction” will become increasingly important. We must market ourselves as the world’s only mainstream program that accommodates the whole cross-section of deaf and hard-of-hearing students. We believe that the future wave of cochlear implant students will value mainstreaming as an important consideration in choosing NTID and/or RIT.</li> <li>• We anticipate that deaf and hard-of-hearing students, upon arrival at NTID, will display a wide range of experiences and beliefs about their identity as deaf people. We understand that some will arrive with very little knowledge of Deaf culture or community. NTID should be a place where they can learn and develop in ways that expand their identities as Deaf persons. Programs and services at NTID should address the learning wants and needs of individual students.</li> </ul>

	<ul style="list-style-type: none"><li>• There will be cultural changes in the deaf community, particularly with regard to the impact of cochlear implants. Unfortunately, we were unable to elicit significant discussion from the NTID community on the impact of this change. We must begin a serious discussion within our community on this topic and its impact on our identity.</li></ul>
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<p style="color: red; font-size: 24pt; font-weight: bold;">7</p>	<p style="color: red; font-weight: bold;">NTID needs to foster an attitude and environment of change, excitement, and urgency regarding our mission and service.</p>
<p style="color: red; font-weight: bold;">Discussion</p>	<p style="font-weight: bold;">Detailed Recommendations</p> <p>A recurring theme from faculty and staff throughout our focused dialog meetings has been that as a college we are tired, and we are too comfortable with the status quo. We were repeatedly reminded of the sense of excitement surrounding the establishment of NTID. Where has that gone? How can we recoup it?</p> <ol style="list-style-type: none"> <li>1. Everyone must become a leader. We have reached a point where all decisions have become increasingly centralized. It is stifling. We must push decision-making down the chain of command.       <ol style="list-style-type: none"> <li>A. Faculty and staff, as you read this and ponder what it means, if you have a good idea for change, take ownership of it and make it happen. Take more risks. Sharing your good idea with someone is simply not enough.</li> <li>B. Managers as you read this and ponder what it means, our main advice is to support change. Stop checking with everyone up the line; make things happen at your level. Take more risks.</li> </ol> <p>We repeatedly heard that there is neither time nor money for change. We must all overcome those obstacles and make things happen.</p> </li> <li>2. RIT sees a world filled with unrelenting competition; however, NTID is smug with our identity and believes – or perhaps hopes – things will not change for us. What a mistake. From our <i>2010 Context Statement</i> we conclude that we must constantly reposition ourselves. We must immediately begin to do so. This applies from expediting the curriculum process to freeing resources on an annual basis to initiate new activities.       <p>The pace of change in the world will continue to accelerate; as we mentioned earlier it is not just the volume, it is the velocity of change. To survive NTID must learn how to promote change as part of our culture.</p> </li> <li>3. We will need to be accepting of Institutional processes that constantly and repeatedly place our individual and collective activities ‘under the microscope.’ Our resources will unlikely meet our needs; we must become comfortable with a continual reevaluation of the need and efficiency of what we do.</li> <li>4. As mentioned earlier, we must begin an immediate dialog on the impact of cochlear implants on the deaf community, and ultimately on NTID. It was the elephant in the room during several open discussions, but – with some exceptions – almost no one was ready to discuss it openly. Even if we are uncomfortable with the discussion, we must begin it now.</li> <li>5. NTID needs more opportunities for leadership by deaf and hard-of-hearing faculty and staff. We need to establish a system that will identify, encourage, mentor, and support this talent.</li> <li>6. RIT has initiated a significant program of providing casual spaces for students, faculty, and staff. In LBJ, our ‘street’ area is an ideal environment but it is currently lifeless. We must do something to create excitement in that space. For example, provide seating and study areas throughout the street and move the coffee shop from the Dining Commons into the street area.</li> </ol>

	<p>We need to ensure that our spaces in the other colleges of RIT are designed to provide academic and social support for our students. The “basement” treatment of NTID needs to end; this is particularly important with the growing emphasis our vision places on baccalaureate and graduate studies for our students.</p> <ol style="list-style-type: none"><li data-bbox="441 304 1479 367">7. We should create a culture of collegiality that fosters social interaction among faculty and staff; we have lost connection with each other.</li><li data-bbox="441 388 1479 556">8. Finally, as faculty and staff we must renew our investment in students not just as learners in the classroom but as persons beyond the classroom; without it our recommendations will be for naught in terms of increased student success. We must increase the giving of ourselves in making meaningful connections with those who have come to learn from us.</li></ol>
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<p><b>Postscript</b></p>	<p><b>As a final portion of our report we acknowledge the help we have received and summarize the process we followed in preparing these recommendations.</b></p>
	<p>Our group is deeply indebted to the members of the community for their enthusiastic support of our work. They have our continuing thanks for their participation, for we feel that the final recommendations have come from the counsel they provided us during the feedback portion of this process.</p> <p>The Strategic Vision Group knew that the quality and validity of our final recommendations would be dependent on the intensity of community-wide participation and feedback. Acting on this premise, the Group conducted focused dialogue meetings with the following constituencies.</p> <p><b>Focused Dialog Meetings</b></p> <ul style="list-style-type: none"> <li>• Four meetings were held that were open to all faculty and staff; 102 participants attended these meetings.</li> <li>• Ten meetings were held (totaling 86 participants), with the following NTID standing committees and groups, each providing their unique perspectives on our issues.             <ol style="list-style-type: none"> <li>1. NTID members of RIT Staff Council</li> <li>2. NTID Marketplace Scanning Committee</li> <li>3. NTID Curriculum Committee</li> <li>4. Deaf Professional Group</li> <li>5. NTID Full Professors</li> <li>6. NTID Faculty Congress</li> <li>7 &amp; 8. NTID Chairs and Managers (2 meetings)</li> <li>9. NTID Principal Investigators/Co-PIs and Department of Research members</li> <li>10. NTID Administrative Team.</li> </ol> </li> <li>• Two meetings were held with students; 56 students attended these meetings.</li> <li>• One meeting with alumni; 8 attended.</li> </ul> <p><b>Web-Based Feedback</b></p> <p>A total of 140 comments from faculty and staff were collected from the Strategic Vision website in response to our eleven Feedback Issues.</p> <p><b>Individual Interview Feedback</b></p> <p>In order to gain the perspectives of key individuals throughout NTID/RIT and beyond, individual interviews were conducted and/or solicited email was obtained from the following individuals:</p> <ul style="list-style-type: none"> <li>• Robert Borden, Director of Enrollment Management, NTID</li> <li>• Laurie Brewer, Associate Dean for Academic Administration, NTID</li> <li>• Dianne Brooks, Associate Dean for Outreach &amp; Technical Assistance, and Director Northeast Technical Assistance Center, NTID</li> <li>• Robert Davila, Vice-President Emeritus, RIT</li> <li>• James DeCaro, Director of Postsecondary Educational Network International, NTID</li> <li>• Robert Frisina, Director of International Center for hearing and Speech Research,</li> </ul>

#### NTID

- Peter Lalley, Director for Center for Baccalaureate and Graduate Studies, NTID
- Stan McKenzie, Provost and Vice-President for Academic Affairs for RIT
- Kit Mayberry, Associate Provost for Academic Programs, and Acting Vice-President for Retention, RIT
- James Miller, Vice-President for Enrollment, RIT
- Tom Raco, Director for Center for Technical Studies, NTID
- Albert Simone, President, RIT, 2 meetings
- Shelly Yehl, Director of Marketing Research, NTID

#### **Solicited Email Feedback**

- Diane Balbour, Chief Information Officer
- Donald Boyd, Associate Provost for Outreach Programs and Director, First in Class, RIT
- Alan Hurwitz, Vice-President for RIT, and Dean of NTID
- Juanita Rodriguez Colon, member NTID National Advisory Group
- Robert French, Assistant Vice-President Enrollment Management and Career Services
- Fred Smith, Secretary of the Institute and Assistant to the President, RIT
- Peter Thorp, member NTID National Advisory Group
- Lynn Wild, Assistant Provost for Teaching and Learning Services

#### **Separate Feedback**

Finally, the Strategic Vision Group benefited from emails, published papers, and especially-prepared written comments submitted by numerous individuals.

#### **Coordination with RIT-wide Strategic Planning Groups**

The Strategic Vision Group established two-way contact with strategic planning activities at the RIT-wide level, particularly with regard to the Career Focus and Student Success Task Forces. Toward this end:

- A preliminary meeting was held between Jeff Porter and John Whitely, Expediter of RIT-wide Strategic Planning.
- Strategic Vision Group members received meeting notes and draft reports of the RIT Career Focus and Student Success Task Forces, and provided feedback.
- A focused dialogue meeting was conducted with NTID faculty and staff serving on the RIT-wide Strategic Planning Task Forces.

#### **Staff Assistance**

We acknowledge the ready assistance we received from the following staff members:

- Gail Tobin provided extensive support
- Debbye Byrne
- Dottie Cerniglia
- Bonnie Maddox
- Sarah Perkins
- James Wilson.