

ROCHESTER INSTITUTE OF TECHNOLOGY
SELF-STUDY REPORT

Prepared for
The Middle States Commission on Higher Education

Evaluation Team Visit
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Table of Contents

Executive Summary	Page i
Introduction	1
Academic Profile	1
A Brief History	3
The Last 10 Years	4
RIT Strategic Plan 2005-2015	6
About Our Self-Study	8
Structure of the Report	12
Chapter One: Institutional Value Proposition and Governance	14
Institutional Context	14
Standard 1: Mission, Goals, and Objectives	15
Standard 4: Leadership and Governance	18
Standard 6: Integrity	21
Recommendations	25
Supporting Documents	26
Chapter Two: Resources and Allocation	27
Institutional Context	27
Standard 2: Planning, Resource Allocation, and Institutional Renewal	28
Standard 3: Institutional Resources	31
Standard 5: Administration	33
Recommendations	36
Supporting Documents	37
Chapter Three: Enrollment Management and Student Support	38
Institutional Context	38
Standard 8: Student Admissions	39
Standard 9: Student Support Services	42
Standard 13: Related Educational Activities	46
Recommendations	49
Supporting Documents	50
Chapter Four: Faculty and Curriculum	51
Institutional Context	51
Standard 10: Faculty	52
Standard 11: Educational Offerings	55
Standard 12: General Education	57

Recommendations	59
Supporting Documents	61
Chapter Five: Assessment	62
Institutional Context	62
Standard 7: Institutional Assessment	63
Standard 14: Assessment of Student Learning	66
Recommendations	68
Supporting Documents	69
Conclusion	71
Appendix: Recommendations by Standard	74

Executive Summary

A national leader in higher education, Rochester Institute of Technology is distinctive for excellence in application-driven career education. We offer over 15,500 students a broad range of bachelor's, master's, and Ph.D. degree programs, as well as certificate, diploma, and associate degree programs. We are internationally recognized as a leader in imaging, technology, fine and applied arts education as well as education of deaf and hard-of-hearing individuals. We offer the fifth largest and fourth oldest cooperative education program in the nation, providing students with the opportunity to gain work experience in their field while still in college.

The Self-Study Process

RIT selected a Self-Study model that was both comprehensive and reflective of the university's mission, vision statement, and recently completed Strategic Plan 2005-2015. While each of our five dimensions—Career Focus, Student Success, Scholarship, Global Society, and Community—articulated in the Strategic Plan is important, we selected Global Society and Student Success as areas of emphasis for our Self-Study. Why these two? First, students and their success are central to everything RIT does. Second, RIT's vision centers on preparing our students for successful careers in the world community.

We organized our Self-Study around the standards set by the Middle States Commission and wove Student Success and Global Society throughout as we addressed each one. In so doing, we demonstrated the extent to which RIT meets the standards and the degree to which each area of emphasis is tied to them. We also used this process as a platform for exploring new opportunities in the areas of Student Success and Global Society that will help us meet our stated goal of becoming a “category-of-one” university. This means that for those students, parents, and employers who seek what RIT does and is, RIT will become the standard to which other universities aspire.

The Steering Committee established five subcommittees based on the university's organizational structure to provide it with data and recommendations required by our Self-Study model. Each was provided with a clear charge and explicit questions that focus on the degree to which RIT has been successful in addressing the standards. In order to ensure broad participation by the university community, the subcommittees established task forces focused on related standards and any other topics or categories the subcommittees determined to be appropriate. A summary of findings and recommendations follows, chapter by chapter. Specific recommendations are presented at the close of each chapter in the full text, as well as in the Appendix.

Chapter One: Institutional Value Proposition and Governance

RIT's vision, as stated in the Strategic Plan, is that “RIT will lead higher education in preparing students for successful careers in a global society.” To help us achieve that vision, we have developed and implemented a governance structure that allows for institutional constituencies to

be active in policy development and decision making. We recognize that integrity is the cornerstone of our success.

Standard 1: Mission, Goals, and Objectives

RIT encourages and supports university-wide participation in strategic planning as demonstrated by the development of the RIT Strategic Plan 2005-2015. Upon approval of that document by our Board of Trustees, the president established an Agenda for Action Committee to design an Implementation Plan. Both plans commit us to measurable progress in our two areas of emphasis, Student Success and Global Society. We recognize that student retention rates are an important metric of Student Success and, based on the recommendations of the 1997 Middle States Report and lagging retention rates, we committed to an aggressive plan for increasing retention rates beginning in 2000. A number of programs now offer opportunities for students to study and work internationally and thus prepare for success in a Global Society. Over 1,200 international students also help instill a global vision in all students. Both our Strategic Plan and corresponding Implementation Plan present an opportunity for RIT to distinguish itself as an academic leader in this age of increased accountability. Our challenge is to meet their goals and objectives across the entire university.

Standard 4: Leadership and Governance

RIT is committed to shared governance, a policy which consistently helps to shape academic policies and practices. Three examples of impact of this policy that are clearly aligned with Student Success and Global Society are the development of a new scholarship policy in 2003, the creation of the Global Delivery Corporation to help guide strategic development of international learning sites also in 2003, and initiation of credit for our First Year Enrichment Program in 2005. In keeping with our commitment to strategic planning, we have also developed a formal plan for the expected or unexpected succession of the president. As we continue to initiate new academic programs, educational delivery sites, and faculty/staff responsibilities, the need for increasingly proactive and robust review on the part of governance groups at the proposal stage of each new undertaking will continue to increase.

Standard 6: Integrity

RIT's faculty and staff grievance policies and procedures are longstanding and similar in many respects, with informal resolution always encouraged as the first step. We have proactively created and continue to foster an environment that encourages respect among our diverse populations through initiatives such as the Center for Campus Life, the Commission for Promoting Pluralism, the Minett Professorship, the Women's Center, and the recently established position of chief diversity officer. While many policies, procedures, and initiatives to reinforce a culture of collegiality are in place, we must continue to design new strategies of both measurement and implementation for maximum effectiveness. The Ombuds Office, for example, was recently expanded to assist all community members—students, faculty, and staff—with the resolution of RIT-related concerns, conflicts, or problems.

Chapter Two: Resources and Allocation

The full achievement of our mission, goals, and objectives depends on the strategic development, management, and allocation of appropriate and adequate resources—human, financial, technical, and physical. Given that we depend primarily on tuition for our financial well being, enrollment planning and resource allocation play a critical role in both our short-term and long-term success. RIT has committed additional resources to enhancing Student Success and preparing students for careers and lives in a Global Society.

Standard 2: Planning, Resource Allocation, and Institutional Renewal

The RIT Strategic Plan requires careful allocation of university resources to activities that advance its goals. The Implementation Plan identifies and prioritizes specific objectives; vice presidents and deans are responsible for meeting them. RIT has established a well documented process for allocating resources to ensure that they meet operational and capital needs. Once resources are applied to programs and initiatives supporting institutional priorities, we assess and benchmark the efficiency and effectiveness of the allocation process using both qualitative and quantitative criteria.

Standard 3: Institutional Resources

RIT's largest revenue sources include tuition, sales and services of auxiliary enterprises, investment return, and government and private grants and contracts. Beyond these, our primary funding strategy is philanthropy. In 2006, RIT completed a successful comprehensive campaign which secured \$309.7 million. Also in 2006, we implemented a whistleblower system as a means of providing faculty, staff, and students with a means of reporting any improper conduct involving financial reporting, accounting, internal controls, protection or use of assets, or regulatory compliance. In order to meet the goals of the Strategic Plan, it is imperative that we identify dependable new streams of income and significantly grow external funding.

Standard 5: Administration

Recognizing that RIT administrators are key to successful teaching, learning, and research, we have developed a well defined process of recruiting and hiring. Throughout his tenure, President Simone has consistently emphasized students and their success as the heart of the university. Initiatives to prepare students for success in a Global Society are widely supported, with all areas of the university working collaboratively to plan, lead, coordinate, support, and evaluate international learning programs and activities. While the administrative structure of RIT works well and is similar to those at many other universities, we must constantly consider new ways to coordinate operations of related administrative/academic units for optimum service to students.

Chapter Three: Enrollment Management and Student Support

An analysis of RIT's admission and enrollment trends indicates that RIT is growing, is increasingly selective, and is becoming more diverse. Successful students are those who learn

both academically and personally, are fully engaged in experiential learning, and are fully integrated within the academic and social community. We are committed to providing the services that will support Student Success and that will help increase students' global awareness and understanding of cross-cultural issues. In addition to our bachelor's, master's, Ph.D., and other degree programs, RIT offers a variety of learning opportunities, sites, and delivery formats to meet the many different needs, expectations, and schedules of today's diverse student body.

Standard 8: Student Admissions

The foundation of our budgeting process, enrollment planning is a collaborative process among the divisions of Enrollment Management & Career Services, Finance & Administration, and Academic Affairs. Responsibility for outreach to prospective students is centered primarily in Enrollment Management & Career Services with extensive support from the colleges. Given RIT's dependence on tuition, the number of students enrolled is critical to the well being of the university. Equally important is the quality and diversity of those admitted. In addition to increasing AALANA and international student enrollments, we are working to increase the number of female students, especially in science, technology, engineering, and math (STEM) programs.

Standard 9: Student Support Services

RIT support services respond to the full spectrum of diverse student needs, abilities, and cultures. They can be categorized as academic support services; administrative and financial support services; and services which meet the needs of wellness, social integration, leadership development, and institutional affinity. RIT offers students from diverse domestic backgrounds and from abroad support services designed to facilitate their transition to RIT as well as their personal and academic success. Among them are International Student Services and the North Star Center for Academic Success and Cultural Affairs. In order to fully achieve the greatest degree of Student Success, there will always be a need for improved student support services.

Standard 13: Related Educational Activities

RIT offers a wide array of related educational activities that support Student Success and Global Society. These include experiential learning such as cooperative education; certificate programs; distance learning programs; the English Language Center; Study Abroad; service learning programs; the RIT Leadership Institute & Community Service Center; programs at other sites around the world such as Croatia, Kosovo, and the Dominican Republic; and the Honors Program. While our related educational activities are constantly changing to meet student needs and expectations, we know that their effectiveness must be enhanced through the design and implementation of new strategies.

Chapter Four: Faculty and Curriculum

RIT is highly respected as a premier career-oriented institution with a unique and diverse program portfolio. Our focus is primarily on undergraduate programs, with a high value placed

on teaching and a challenging curriculum. We recognize that students' educational success is impacted by a variety of co-curricular programs and support systems that facilitate transitions into the university, that assist students changing majors, that support non-traditional students, and that assist graduating students who are entering the job market. RIT has traditionally required a core of liberal arts courses for all undergraduates. In every B.S. degree program, students must also complete certain math and science courses to satisfy General Education requirements. The foremost activity of RIT faculty is to facilitate, enable, and support student learning. Thus, faculty scholarship is expected to enhance the total educational experience of our students, as well as our institutional reputation.

Standard 10: Faculty

Our faculty is distinguished by an innovative and collaborative spirit and prides itself on a commitment to teaching, scholarship, leadership development, and diversity. While expectations for faculty scholarship are higher than ever before, a faculty committed to all four values is crucial to our ability to prepare students for success in a Global Society. We expect all faculty members to be responsible for setting and meeting those expectations. Effective Search Procedure Guidelines for full-time faculty are evident across the university, and special emphasis on recruitment and retention of a diverse faculty enhances our ability to attract a correspondingly diverse student population. RIT has designated specific resources for continuous development and improvement of faculty and staff, including those offered by our Center for Professional Development. Approximately 470 adjunct instructors teach each quarter, providing expertise in a particular area that is not available among the full-time faculty at a given time.

Standard 11: Educational Offerings

Career preparation is central to RIT's vision of leading higher education in the preparation of students for successful careers. To ensure that curriculum is flexible and responsive to employers, academic departments use multiple approaches. These include the hiring of faculty with industry and academic experience, appointment of industrial advisory boards, faculty curriculum committees, and surveys of employers and alumni. Most academic programs include experiential learning and define activities that meet their own experiential learning requirements and expected learning outcomes. In addition, *First in Class* initiatives and industrial partnerships involve faculty, staff, and students in hands-on applications and keep curricula, facilities, and equipment at the cutting-edge of business and industry standards. While RIT is primarily an undergraduate institution, the growing presence of graduate programs in our portfolio enhances the richness and depth of the curriculum. Our challenge is to embrace new initiatives, curricula, and students/staff/faculty that will increase our capacity to educate global citizens while reinforcing the traditional strengths of the university.

Standard 12: General Education

Our General Education program requires that all students acquire the judgment and understanding essential for academic and career success. We have identified four strategies to ensure that academic programs meet General Education requirements and to relate elements of

General Education to the academic major: the enhancement of flexible curricula within and across all programs and colleges, the enhancement of curricula that develop transitional skills of value throughout one's career and life, the expansion of minors and double majors, and the growth of global outreach programs. To meet these objectives, significant efforts are already underway. There remains an ongoing need to assess, oversee, and review General Education curricula to ensure that they provide the foundation of learning at RIT.

Chapter Five: Assessment

Our commitment to student learning and student success requires systematic and embedded assessment practices at every level and across all units. Curriculum and instruction are at the core of this work by providing direct educational services to students. We also provide academic support programs such as tutoring, library services, and academic advising as well as co-curricular programming such as leadership and health and wellness services. Finally, RIT houses a number of administrative functions with either direct or indirect student interactions including Financial Aid and Scholarships, Food Service, Human Resources, and Budget. Depending on each area's function, assessment plans and objectives vary.

Standard 7: Institutional Assessment

RIT has many formal assessment strategies in place at the departmental, divisional, and university-wide levels and our challenge will always be to increase their effectiveness. Many areas such as Academic Enhancement Programs, the Registrar, the Center for Teaching and Learning, RIT Libraries, Cooperative Education, and Information & Technology Services are making important strides. While a comprehensive, university-wide assessment plan for Student Success and Global Society has not been established, many unit or program level assessment plans are in place.

Standard 14: Assessment of Student Learning

Since 2002, the university-wide Academic Outcomes Assessment Task Force has supported and facilitated outcomes assessment. All RIT colleges have established formal procedures to assess student learning. Within the established RIT process and structure for assessment, the faculty and administration of each college and program are responsible for developing program educational outcomes and course-intended learning outcomes, monitoring, analyzing, and evaluating results, and continuous improvement. At the institute level, Academic Senate, Institute Curriculum Committee, and Graduate Council have developed and implemented curricular processes that require intended learning outcomes be part of all new courses and integrated into existing courses. While much has been accomplished in the assessment of student learning, there is always more to be done at a technological university where instructional methodologies must keep pace with constantly changing curricula.

Conclusion

RIT is in a very good position to move resolutely toward our goal of becoming a category-of-one university. As we prepare to hand over leadership to a new president in 2007, we are both financially sound and academically strong. We face two overarching challenges, however, challenges that are common to any university committed to addressing the constantly changing, ever more complex issues of the 21st century.

The first is the way in which we ensure Student Success as we grow. We must respond to a new emphasis on scholarship with new and enhanced academic programs, faculty expertise, support services, libraries, laboratories, and equipment. We must also address the changing needs and expectations of a student body that is becoming increasingly diverse and international in view and experience. The second challenge is how we build capacity for growth in a Global Society. Because tuition dependency will be a reality for RIT for at least the next 10 years, we must establish new streams of revenue for the incremental funds required for strategic expansion in quality, outreach, and reputation.

While there are no easy answers, RIT's culture of respect and collegiality empowers us to ask the difficult questions essential to measurable progress in these and all five of our strategic dimensions. Together, our university-wide team of students, faculty, staff, trustees, alumni, and friends will reach our goal. For more, please see Conclusion in the text of our report.

Introduction

Academic Profile

Located in upstate New York, Rochester Institute of Technology has established a tradition of excellence in application-driven career education. We enroll over 15,500 students in 286 undergraduate and graduate programs. We are internationally recognized as a leader in imaging, technology, fine and applied arts education as well as education of deaf and hard-of-hearing individuals. We offer the fifth largest and fourth oldest cooperative education program in the nation, providing students the opportunity to gain work experience in their field while still in college.

As of Fall 2006, undergraduate enrollment totaled 13,140. Of the entire student body, males totaled 10,583 and females, 4,974. More than 50 percent of the entering freshman class came from outside of New York State. International student enrollment totaled 1,244. Full-time faculty totaled 915; full-time administration and staff, 1,831. Alumni total nearly 100,000 in all 50 states and more than 100 nations. The RIT operating budget exceeds \$430 million; our endowment, as of June 30, 2006, was \$569 million. Our campus includes 238 buildings (over 5.1 million sq. ft.) on 1,300 acres.

RIT offers a broad range of bachelor's, master's, and Ph.D. degree programs, as well as certificate, diploma, and associate degree programs. Our portfolio includes unique programs such as microsystems engineering, computer graphics, photojournalism, biomedical photographic communications, biotechnology and bioinformatics, print media, imaging science, hospitality and service management, and American crafts. We have eight colleges:

- The B. Thomas Golisano College of Computing and Information Sciences is the most comprehensive computing college in the nation and the only one to offer computer science; information technology; networking, security, and systems administration; and software engineering. RIT has long been a pioneer in these fields, offering one of the first B.S. degree programs in computer science in the nation in 1972 and the first B.S. degree program in information technology in 1992. We now offer a Ph.D. program in computing and information science, RIT's third doctoral program.
- The College of Applied Science and Technology includes the School of Hospitality and Service Management, known around the world for its international programs and reach, and the Center for Multidisciplinary Studies, which provides outreach education through customized degree programs offered on campus, online, or in combination. The College offers one of the largest selections of undergraduate programs in engineering technology and related programs in the nation.
- The College of Imaging Arts and Sciences comprises the School of Design, School of Print Media, School of Photographic Arts and Sciences, School of Film and Animation, School of Art, and School for American Crafts. The latter, offering degrees in ceramics, glass, metals, and wood/furniture design, is the only one of its kind in the nation. The College is widely

recognized as one of the nation's preeminent schools for advanced study in graphic arts and print media.

- The College of Liberal Arts brings a uniquely applied liberal arts sensibility to an RIT education. It offers the following undergraduate programs: advertising and public relations, criminal justice, economics, international studies, professional and technical communication, psychology, public policy, and urban and community studies. Graduate programs include applied experimental engineering psychology, communication and media technologies, public policy, and school psychology.
- The College of Science offers bachelor's, master's, and Ph.D. programs in imaging science. Undergraduate programs also include bioinformatics, environmental science, chemistry, mathematics and statistics, medical sciences, and physics. In addition to imaging science, graduate programs include bioinformatics, environmental science, chemistry, color science, materials science and engineering, mathematics and statistics (applied mathematics), and medical sciences (clinical chemistry).
- The E. Philip Saunders College of Business enrolls more than 1,200 undergraduate and graduate students. Fully accredited by the Association to Advance Collegiate Schools of Business International, the premier accrediting organization for business schools, it is now spearheading an initiative to establish a university-wide Center for Innovation and Entrepreneurship as well as a new research center and academic major in consumer financial services.
- The Kate Gleason College of Engineering offers undergraduate or graduate degrees in computer engineering, electrical engineering, industrial and systems engineering, mechanical engineering, and microelectronic engineering. More than 20 years ago, it established the nation's first B.S. program in microelectronic engineering. Today, its Ph.D. program in microsystems engineering is unique for its interdisciplinary nature. It is the first engineering college in the nation named for a woman, one of the first female engineers in America.
- The National Technical Institute for the Deaf is the world's first and largest technological college for deaf and hard-of-hearing students. Founded in 1965 and federally sponsored, it provides technical and professional education programs, complemented by a strong liberal arts and sciences curriculum that prepares students to live and work in a rapidly changing global community. As of Fall 2006, 1,095 deaf students from the United States and around the world were enrolled at NTID.

Committed to our mission as a teaching university, RIT also places an emphasis on applied research in the areas of imaging, microsystems, information technology, and manufacturing as well as deafness and education of deaf and hard-of-hearing individuals. A \$14 million grant from New York State established an Information Technology (IT) Collaboratory that focuses on microsystems, photonics, remote systems, and high-bandwidth telecommunications networks. Our Chester F. Carlson Center for Imaging Science contributes to United States efforts to retain world leadership in imaging, document processing, telecommunications, and remote sensing.

Our new Center for Bioscience Education and Technology provides a comprehensive environment to support academic, community and career-training programs in biotechnology and the emerging life sciences. Our Center for Integrated Manufacturing Studies has established RIT as the #1 university in the nation for applied research and development in remanufacturing. Building on this success, the RIT Sustainability Institute is designed as a global model for advanced education and research in sustainable design and manufacturing.

A Brief History

RIT has been setting an innovative pace since 1829, when a Revolutionary War veteran and the city's namesake, Col. Nathaniel Rochester, became the first president of the Rochester Athenaeum. Founded as a reading society, the Athenaeum charged members a \$5 annual fee to hear lectures by some of America's best-known orators—including Oliver Wendell Holmes, Horace Greeley, and Ralph Waldo Emerson.

In 1885, a group of Rochester businessmen founded Mechanics Institute as a free evening school for instruction in industrial design as well as mechanical, freehand and architectural drawing. Henry Lomb, who with partner John Jacob Bausch founded the optical giant Bausch & Lomb, became Mechanics Institute's first president. In 1891, Mechanics Institute merged with the Athenaeum to become Rochester Athenaeum and Mechanics Institute. In 1944, recognizing its programs' increasingly specialized professional nature, the university adopted the name it holds today: Rochester Institute of Technology.

Throughout its 177-year history, RIT has been led by eight presidents. During each presidency, the university moved to another plane of achievement. Carleton B. Gibson, who took office in 1910, launched our cooperative education program—a system that has become central to an RIT education. In 1936, Dr. Mark Ellingson was named to what would become the longest presidency in RIT's history—33 years. During this time, enrollment skyrocketed and RIT moved from its downtown Rochester campus to its present location in suburban Henrietta in 1968. Dr. Paul Miller, president for 10 years, was an educator, sociologist and humanist who expanded not only the university's academic programs, but also its sense of service to community. Dr. M. Richard Rose, president for 13 years, moved us from regional college to national university status.

RIT welcomed Dr. Albert J. Simone as its eighth president in 1992. Reinforcing his conviction that teaching, learning, and scholarship are central enterprises of RIT, he set an agenda of nothing less than institutional transformation. In 1994, we developed and began implementation of our first Strategic Plan aimed at leading higher education in preparing students for successful careers over their lifetimes. In 2005, we developed and launched implementation of our second Strategic Plan aimed at an even higher level, that of a “category-of-one” university. According to the Plan, this means that “for students, parents, and employers who seek what RIT is and what RIT does, RIT will be the standard of comparison to which others aspire.” In May 2006, President Simone announced his plan to retire in mid-2007.

The Last 10 Years

In many ways, 1997 was a milestone year for RIT. It was then that President Simone conceived and launched *First in Class*, an initiative that set us on a course to become first in that class of universities that forms real, effective, and meaningful partnerships with industry and government in selected areas of strength. Now university-wide, *First in Class* has brought together many of RIT's most accomplished professionals with those of our partners to address real-world problems through application-driven research and innovative curriculum development. Among its accomplishments have been the following:

- The creation, along with the University of Buffalo and Alfred University, of the previously mentioned IT Collaboratory
- The development of B.S. and M.S. degree programs in bioinformatics, an emerging field that integrates biotechnology, computer science, and information technology
- The establishment of the Sloan Printing Industry Center, a joint program between the prestigious Alfred P. Sloan Foundation, RIT, and 16 charter industry partners
- The creation of the Laboratory for Advanced Spectral Sensing, where breakthrough research focuses on remote sensing
- The establishment of the Laboratory for Applied Computing, dedicated to information technology research and development for upstate New York
- The launch of the National Center for Remanufacturing and Resource Recovery, the nation's leading center for applied research and development in this field
- The development of the nation's first Ph.D. program in Microsystems Engineering, unique in its interdisciplinary approach to curriculum and research.

First in Class was one of many areas of accomplishment over the last 10 years. Other areas of significant progress include:

- Retention. In 1999, President Simone appointed a Task Force on Student Retention to study the reasons why students withdraw before completing their degree requirements. The following year, its report was complete. A number of initiatives have been launched since then to advance us toward a 75 percent rate, on our way to a 90 percent rate by the completion of the RIT Strategic Plan 2005-15. Among them are the First Year Enrichment Program aimed at helping entering students make the transition from high school to college, learning communities of students with similar interests, an expanded Study Abroad Program, and an Honors Program. All retention initiatives, in addition to the diversity initiatives described below, are guided by our *Optimal Size Plan* (2001).

- Curriculum Revision. The provost has issued a *Directive for Undergraduate Curricula Review and Revision* that calls for all RIT colleges to review each baccalaureate degree program “with a view toward increasing flexibility and student choice while maintaining the quality of education provided by the program.” We have subsequently reviewed all program curricula and all course descriptions and syllabi are available online. Underpinning all of these efforts is faculty support provided through the New Faculty Development Program and the Teaching and Learning Center.
- Assessment. Academic Senate, Institute Curriculum Committee, and Graduate Council have developed and implemented curricular processes that require that 1) all new academic proposals include outcome assessment plans and 2) all new courses approved by college curriculum committees include intended learning outcomes. All existing course outlines have been rewritten to include intended learning outcomes. In 2002, we established a new format for new and existing course syllabi that includes assessment of learning outcomes at the course and program level.
- Diversity. In 1997, the Middle States Commission asked that we work to increase enrollment of minority students, particularly in technology, computer, information systems, and engineering programs and we responded with a comprehensive *Diversity Plan*. Focusing on enhancing the success of African American, Latino American, and Native American (AALANA) students and faculty and endorsed by the entire campus community, it was based upon plans created by all colleges and divisions. Among major diversity initiatives have been the creation of several new positions—chief diversity officer, assistant provost for diversity, and manager of faculty recruitment, and the creation of the North Star Center for Academic Success and Cultural Affairs. Between 1997 and 2006, enrollment of African American students rose 21.5 percent and Latino American, 57.5 percent. Enrollment of Native American students dropped 10 percent.
- Capital Campaign. *Powered by the Future*, the Campaign for RIT, was introduced in 1998 with a goal of raising \$300 million. By our target date of June 30, 2006, we had reached and surpassed our goal with more than 100,000 gifts—52 of which exceeded \$1 million. Gifts from more than 33,000 donors throughout Rochester and around the world enabled RIT to offer important new student and faculty opportunities, including 210 scholarships and seven endowed professorships. The campaign was also responsible for creating new programs, a new college, and the facilities in which to house them.
- Physical Changes. Among the many changes in the RIT landscape are construction of the new Gordon Field House and Activities Center, a new home for the College of Computing and Information Sciences, the Center for Biosciences Education and Technology, the Laboratory for Applied Computing, the College of Applied Sciences and Technology Building, the Joseph F. and Helen C. Dyer Arts Center, the CSD Student Development Center at NTID, the IT Collaboratory, the Heidelberg Press Addition, the Crossroads Building, and Greek/special interest housing. In addition, we broke ground for a new Engineering Technology Building in September 2006. Completed renovation and/or expansion projects include the James Gleason Engineering Building, the Max Lowenthal

Building for the College of Business, residence halls, University Commons apartment buildings, Shumway Dining Commons, the RITZ and ESPN Sports Zone, and campus infrastructure. Redesigned outdoor spaces include the Kodak Quad; Infinity Quad; Frisina Quad; the Administrative Circle, including the Albert Paley sculpture, *The Sentinel*; the Jefferson Road entranceways; and other roadways.

- International Learning Sites. Utilizing faculty on the main campus as well as abroad, current curriculum, and existing degree programs, RIT has fostered a global presence at several international sites. From 1994 to 2006, we offered an MBA program at the U.S. Business School in Prague, Czech Republic. We now offer RIT degrees at the American College of Management and Technology in Croatia and the American University in Kosovo. We also deliver our Executive Leadership Program through an alliance with a partner university in the Dominican Republic. In addition, we are exploring opportunities with several universities in China. In order to provide a strategic perspective on new global opportunities, our Board of Trustees recently created the Global Delivery Corporation.
- Sponsored Research. Between FY97 and FY06, we secured nearly \$225 million in sponsored research, \$160 million in the last five years alone. In addition to state and federal agencies, sponsoring organizations included corporate leaders such as Hewlett-Packard, ITT Industries, Intel, Microsoft, and Mitsubishi as well the Ford, Henry Luce, Andrew W. Mellon, Nippon, and Alfred P. Sloan foundations. Funds were directed not only to research but also to outreach, service, student support, training, curriculum development, equipment, and facilities.
- *The Optimal Size Plan*. In 2001, the Board of Trustees approved a formal plan setting an enrollment ceiling of 17,000 headcount and 13,750 full-time equivalent students by 2010. The Plan provides a framework for numerous strategic decisions, including those related to tuition, financial resource allocation, student quality and support, student retention, size and quality of faculty and staff, the academic program portfolio, academic culture, and physical infrastructure (such as student housing, faculty offices, classrooms, laboratories, roadways, parking and the overall campus environment).

RIT Strategic Plan 2005-2015

In 2005, faculty, staff and trustees began work on a new 10-year Strategic Plan (*Category of One University*) and the accompanying Implementation Plan (*A Call to Action*) which prioritized strategic initiatives, designated responsibility, and provided metrics to evaluate success. The RIT Strategic Plan outlined five strategic dimensions under which all other goals and objectives were organized. These dimensions are defined as:

- Career Focus - RIT's vision is to lead higher education in preparing students for successful careers in a global society, and career preparation is the most important element of the RIT brand. Our academic programs have been built upon our significant strengths in teaching, experiential learning, and the creative use of technology, and these will remain important attributes of RIT's brand in the future.

- Student Success - The hallmark of an RIT education will be teaching students how to learn, how to integrate and apply that learning within professional and personal settings, and how to communicate that knowledge.
- Scholarship - The foremost activity of the RIT faculty is to facilitate, enable, and support student learning. Scholarship is an essential ingredient of an effective learning environment. Four types of scholarship are emphasized at RIT: teaching/pedagogy, application, integration, and discovery.
- Global Society - RIT will provide its students with the knowledge, experiences, and skills to be personally and professionally successful in the world they will enter upon graduation. This success depends not only on their competence in a chosen field of study but also on their global awareness and understanding of cross-cultural issues.
- Community - The future RIT will be known as a diverse, connected, mutually supportive community that has pride in who we are, what we do, and how we meet goals.

The Implementation Plan is based on these five strategic dimensions as well as a set of guiding principles set by President Simone and outlined here in priority order:

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.

RIT's overarching goal is to become a category-of-one institution with a vision of leading higher education in preparing students for successful careers in a global society. Both the RIT Strategic Plan and the Implementation Plan are roadmaps to this future.

About Our Self-Study

RIT selected a Self-Study model that was both comprehensive and reflective of the university's mission, vision statement and recently completed Strategic Plan 2005-2015. While each of the five dimensions articulated in the Strategic Plan is important, we selected two as areas of emphasis for our Self-Study. The two emphases chosen are Student Success and Global Society. Why these two? First, students and their success are central to everything RIT does. Second, RIT's vision centers on preparing our students for successful careers in a global society.

We organized our Self-Study around the 14 accreditation standards set by the Middle States Commission and wove the two emphases—Student Success and Global Society—throughout as we addressed each standard. In so doing, we demonstrated the extent to which RIT meets the standards and the degree to which each area of emphasis is tied to them. We also used this process as a platform for exploring new opportunities in the areas of Student Success and Global Society that will help RIT become a category-of-one university.

Our Self-Study Steering Committee consisted of 13 faculty and staff from across RIT, appointed by the president in consultation with senior administration. This Committee was responsible for leading the entire Self-Study process, including determination of the key issues and the design model of the Self-Study, organization of a master timetable and all related tasks, completion of the final Self-Study Report, and coordination of the evaluation team visit. The Committee was chaired by Dr. Thomas G. Raco, professor of art at the National Technical Institute for the Deaf, one of RIT's eight colleges. Dr. Ronald Jodoin, professor of physics in the College of Science, was vice chair. The Committee reported to Dr. Albert J. Simone, president, through Dr. Katherine Mayberry, vice president for academic affairs, and included the following:

- Ms. Karen Barrows Assistant to the President, Office of the President
- Dr. Nicole Boulais Coordinator of Assessment, Student Affairs & Learning Communities

- Mr. Emilio DiLorenzo Associate CIO, Information Technology Services
- Ms. Susan Donovan Coordinator of Academic Support & Special Programs
- Ms. Cynthia Gray Assistant Vice President, Government & Community Relations
- Ms. Verna Hazen Assistant Vice President, Financial Aid & Scholarships
- Dr. Ronald Jodoin Professor, College of Science
- Dr. Katherine Mayberry Vice President, Academic Affairs
- Ms. Chandra McKenzie Assistant Provost & Director, RIT Libraries
- Dr. Thomas Raco Professor, National Technical Institute for the Deaf
- Ms. Marla Schweppe Professor, College of Imaging Arts & Sciences
- Ms. Linda Tolan Associate Dean, College of Applied Science and Technology
- Dr. James Watters Senior Vice President, Finance & Administration.

To ensure consistency of style, Ms. Susan Watson Moline, executive director of foundation relations, provided the writing and editing support for the Self-Study Report.

The Steering Committee established five subcommittees to provide it with data and recommendations required by our Self-Study model. Each subcommittee was provided with a clear charge and explicit questions that focused on the degree to which RIT has been successful in addressing the 14 accreditation standards established by Middle States. Additionally, the Steering Committee provided the subcommittees with a list of specific documents that they were to produce, the form in which they were to be developed, and a completion schedule.

Each subcommittee consisted of a chair and three to four additional individuals, all appointed by the Steering Committee. In addition, the Steering Committee assigned two of its own members as liaisons to each subcommittee. They provided guidance to the subcommittees as determined by the Steering Committee. The subcommittee charges were developed as follows:

- The two Steering Committee members assigned as liaisons to subcommittees collaborated on the development of a draft charge, including questions to be answered. The full Steering Committee then reviewed and approved the draft charges.
- The liaisons then worked with the subcommittee chairs to refine the charges, including the charge questions.
- The full Steering Committee reviewed and approved the final charges and questions and met with the five subcommittee chairs to initiate their assignments.

In order to ensure broad participation by the university community, the subcommittees established task forces focused on specific standards and any other topics or categories the subcommittees determine to be appropriate. The Steering Committee and each subcommittee selected task force members through an open and university-wide self-nomination process. In total, more than 150 faculty and staff participated in subcommittees and task forces. Each task force had a chair or facilitator selected by the subcommittee in consultation with the Steering Committee liaisons. The task forces were responsible for addressing specific elements of the subcommittee's charge and for providing substantive reports to be incorporated into the

subcommittee's final report to the Steering Committee. For maximum efficiency and effectiveness, each task force had no more than seven members, including the chair/facilitator.

Each of our five subcommittees addressed multiple assessment standards, as described below.

1. Institutional Value Proposition and Governance Subcommittee:

- Dr. Patricia Sorce, Chair - Associate Professor and Chair, School of Print Media
- James Mallory - Professor, National Technical Institute for the Deaf
- Rhona Genzel - Professor and Director, English Language Center
- Diane Ellison - Director, Part-time and Graduate Enrollment Services

This subcommittee and its task forces included individuals affiliated with the following: Enrollment Management & Career Services, Finance & Administration, Academic Affairs, Academic Senate, Staff Council, Student Affairs, Student Government, and Government & Community Relations. They conducted a comprehensive review of accreditation Standard 1: Mission, Goals, and Objectives; Standard 4: Leadership and Governance; and Standard 6: Integrity.

2. Resources and Allocation Subcommittee:

- Gary Prokop, Chair – Director, Operations & Procurement
- Jare Allocco Allen – Manager of Financial Reporting
- Kathy Routly – Assistant to the Vice President, Student Affairs
- Gina Williams – Business Analyst, Human Resources

This subcommittee and its task forces included individuals affiliated with the following: Finance & Administration, Staff Council, Information and Technology Services, and Development & Alumni Relations. They conducted a comprehensive review of accreditation Standard 2: Planning, Resource Allocation, and Institutional Renewal; Standard 3: Institutional Resources; and Standard 5: Administration.

3. Enrollment Management and Student Support Subcommittee:

- Edward Lincoln, Chair - Assistant to the Senior Vice President, Enrollment Management & Career Services
- Jeffrey Cox – Director, International Student Services
- Rohan Palma – College Liaison, North Star Center for Academic Success & Cultural Affairs
- Fredda Bishop – Student Counselor, Office of Student Services, Kate Gleason College of Engineering

This subcommittee and its task forces included individuals affiliated with the following: Enrollment Management & Career Services, Student Affairs, Academic Affairs, Academic Support Center, Cooperative Education & Career Services, Teaching &

Learning Services, RIT Libraries, and Information and Technology Services. They conducted a comprehensive review of accreditation Standard 8: Student Admissions; Standard 9: Student Support Services; and Standard 13: Related Educational Activities.

4. Faculty and Curriculum Subcommittee:

- Kristen Waterstram-Rich, Chair – Director, Pre-Medical Studies Advisory Program; Associate Professor, College of Science
- Dr. Latty Goodwin – Director, First Year Enrichment
- Dr. Keith Jenkins – Assistant Professor, College of Liberal Arts
- Catherine Winnie – Executive Director, Office of Academic Enhancement Programs

This subcommittee and its task forces included individuals affiliated with the following: Faculty, Teaching & Learning Services, Provost's Office, RIT Libraries, and Sponsored Research Services. They conducted a comprehensive review of accreditation Standard 10: Faculty; Standard 11: Educational Offerings; and Standard 12: General Education.

5. Assessment Subcommittee:

- Ken Hoffmann, Chair – Professor, National Technical Institute for the Deaf
- Dr. Alfreda Brown – Chair, Commission for Promoting Pluralism
- Dr. Jacqueline Mozrall – Associate Professor and Chair, Industrial and Systems Engineering
- Steven Morse – Executive Director, Institute Audit, Compliance & Advisement

This subcommittee and its task forces included faculty and staff with experience related to the assessment of either student learning or institutional services. They conducted a comprehensive review of accreditation Standard 7: Institutional Assessment and Standard 14: Assessment of Student Learning.

RIT used the 2004-05 academic year to establish the Steering Committee and the design proposal. After a preliminary review of RIT strengths and challenges as well as a review of the Middle States requirements, we developed our design proposal and submitted it to the Middle States Commission for approval.

During the 2005-06 academic year, we established a Web site for posting all Self-Study documents and progress reports for the Steering Committee as well as for the RIT community. The Office of Institutional Research and Policy Studies worked closely with the Steering Committee and all subcommittees to ensure that required documents and accurate interpretations of data were provided in a responsive and complete manner. Preliminary subcommittee reports were submitted in April 2006 and, with Steering Committee feedback, all subcommittees submitted revised final reports in May 2006. Based on a review of the reports by the full Steering Committee, including analyzing, synthesizing and organizing them into a logical flow of information and order, four Steering Committee members used the final quarter of the 2005-06 academic year to complete a first draft report.

After the draft report was reviewed by the full Steering Committee and the RIT Administrative Council (comprising direct administrative reports to the president), a second draft was developed and circulated to the RIT community in September 2006. University-wide and constituent specific discussions took place in September and October, coinciding with the preliminary visit by our visiting team chair, Dr. Donald Langenberg. From this feedback, we developed our penultimate draft and shared it again with the entire community in early January 2007. We then completed the final report and submitted it to the president on February 2, 2007 for his review and approval. President Simone sent the final report to the Board of Trustees in early February 2007 for their review and approval. Those interested in learning more about our self-study process or wishing to review any related documents may log onto the Web site for our Middle States Self-Study, at <http://www.rit.edu/~accredit/>.

Structure of the Report

In order to address each of the Middle States Association standards most effectively, we present related standards in clusters identical to our subcommittee groupings. Those groupings are:

- Chapter One: Institutional Value Proposition and Governance addresses Standard 1: Mission, Goals, and Objectives; Standard 4: Leadership and Governance; Standard 6: Integrity
- Chapter Two: Resources and Allocation addresses Standard 2: Planning, Resource Allocation and Institutional Renewal; Standard 3: Institutional Resources; and Standard 5: Administration
- Chapter Three: Enrollment Management and Student Support addresses Standard 8: Student Admissions; Standard 9: Student Support Services; and Standard 13: Related Educational Activities
- Chapter Four: Faculty and Curriculum addresses Standard 10: Faculty; Standard 11: Educational Offerings; and Standard 12: General Education
- Chapter Five: Assessment addresses Standard 7: Institutional Assessment and Standard 14: Assessment of Student Learning.

Each chapter begins with an Introduction to the charge given to that particular subcommittee. That is followed by Institutional Context, Findings, and Recommendations based on statements of fact. Each recommendation is numbered according to standard so that 1.a and 1.b relate to Standard 1: Mission, Goals, and Objectives; 2.a, and 2.b relate to Standard 2: Planning, Resource Allocation, and Institutional Renewal, and so on. Completing each chapter is a list of Supporting Documents referenced in the text. The final chapter, Conclusion, summarizes our process, major findings, and the challenges ahead.

Chapter One: Institutional Value Proposition and Governance

Introduction

In our study of Institutional Value Proposition and Governance, we focused our research on three standards—Mission, Goals and Objectives; Leadership and Governance; and Integrity—and related all to our two areas of emphasis: Student Success and Global Society. We determined the following:

- the extent to which RIT's mission and vision are directly linked to the university's goals and objectives as stated in *Category-of-One University: Uniquely Blending Academic Programs*

with Experiential Learning for Student Success RIT Strategic Plan 2005-2015 (see Supporting Document 1.1)

- the role of RIT’s governance system, including an assessment of how the university’s governance structure impacts policy and resource development
- evidence of fair and impartial processes for student, faculty, and staff concerns regarding alleged violations of institutional policies.

Institutional Context

RIT’s vision, as stated in the RIT Strategic Plan, is that “RIT will lead higher education in preparing students for successful careers in a global society.” Our mission statement, also in the Strategic Plan, is that “The RIT community engages and motivates students through stimulating and collaborative experiences. Our mission is to provide technology-based educational programs for personal and professional development. We rigorously pursue new and emerging career areas. We develop and deliver curricula and advance scholarship relevant to emerging technologies and social conditions. Our community is committed to diversity and student centeredness and is distinguished by our innovative and collaborative spirit.”

The mission and vision articulated in the Strategic Plan set the context for our goals, objectives, and five strategic dimensions: Career Focus, Student Success, Scholarship, Global Society, and Community. Instilling excitement about learning in students and preparing them for the global society in which they will work and live are central to all RIT activity. For these reasons, we have selected Student Success and Global Society as our two areas of emphasis for our Self-Study.

RIT has developed and implemented a governance structure that allows for institutional constituencies to be active in policy development and decision making. To this end, RIT has a process by which new policies or changes to existing policies are reviewed and discussed openly by all governance groups prior to final administrative decision making. Minutes of these discussions are distributed to the full campus community.

We recognize that integrity is the cornerstone of our success. Whether our promises are internal or external, we must keep those promises, honor our commitments, and represent ourselves truthfully. Adherence to these standards by all members of the RIT community is critical.

Findings

Standard 1: Mission, Goals and Objectives

The institution’s mission clearly defines its purpose within the context of higher education and explains whom the institution serves and what it intends to accomplish. The institution’s stated goals and objectives, consistent with the aspirations and expectations of higher education clearly specify how the institution will fulfill its mission. The mission, goals, and objectives are

developed and recognized by the institution with its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness.

Strategic Planning: A University-Wide Collaboration

RIT encourages and supports university-wide participation in strategic planning. The development of the RIT Strategic Plan, including a review of our mission, goals, and objectives, was an 18-month collaborative effort by 322 faculty, staff, and students, working together through five task forces. In addition, we invited all faculty, staff, students, alumni, and trustees to participate through a designated Web site, campus forums, ongoing email communications, publications, various governance groups, and professional training programs for faculty and staff. A Strategic Planning Committee of the Board of Trustees was also engaged in the process. Throughout all, we communicated our progress to the entire RIT community through a variety of means.

The Strategic Plan provides a roadmap for RIT as we strive to meet our primary goal for the next decade—becoming a category-of-one university. As explained in our Introduction, category-of-one means that “RIT will stand alone in the eyes of its constituents. For students, parents, and employers who seek what RIT is and what RIT does, RIT will be the standard of comparison to which others aspire.”

Briefly stated, our commitment to Student Success, our first area of emphasis, is as follows: “The hallmark of an RIT education will be teaching students how to learn, how to integrate and apply that learning within professional and personal settings, and how to communicate that knowledge.” Our commitment to Global Society, our second area of emphasis, is expressed as “RIT will provide its students with the knowledge, experiences, and skills to be personally and professionally successful in the world they will enter upon graduation. This success depends not only on their competence in a chosen field of study but also on their global awareness and understanding of cross-cultural issues.”

Student Success

RIT recognizes that student retention rates are an important metric of student success. Based on recommendations of the 1997 Middle States Report and lagging retention rates, RIT committed to an aggressive plan for increasing retention rates beginning in 2000. Accordingly, the president created the position of acting vice president for student retention. This position, which has evolved into vice president for academic affairs, is responsible for the creation and implementation of strategies to advance graduation rates from 60 to 75 percent. Among the many strategies employed was the introduction of the First Year Enrichment Program (FYE), a program which helps new students identify and access campus resources to ensure Student Success. We require all first-year students to enroll in this program as a means of facilitating

their transition to RIT, making the most of their college experience, and informing them of their responsibilities as members of the campus community.

Other strategies include year-long scheduling that enables students to review course options for an entire year; an internal transfer office that eases the path for students who wish to change majors; an Early Alert System that provides a recovery plan for those encountering academic difficulty; and a grade exclusion policy that allows students (with departmental approval) who change programs to exclude certain grades earned in a previous program of study when calculating the cumulative GPA. Now underway is a new degree audit system that will allow students and their advisors to track progress toward graduation more effectively. In addition, we introduced learning communities. Each learning community is a cohort of students taking several courses together who benefit from a common learning environment, study partnerships, friendships facilitated in and out of the classroom, and most significantly, coordination and communication among their common faculty.

In addition, the provost issued a *Directive for Undergraduate Curricula Review and Revision* that called for all eight colleges to review each baccalaureate degree program “with a view toward increasing flexibility and student choice while maintaining the quality of education provided by the program.” We have subsequently reviewed all program curricula, revised nearly all to meet this directive, and placed all course descriptions and syllabi online. Underpinning all of these efforts is faculty support provided through the New Faculty Development Program and the Teaching and Learning Center. The latter sponsors workshops featuring keynote speakers and breakout sessions aimed at enhancing faculty effectiveness both inside and outside the classroom and laboratory.

Global Society

The RIT Strategic Plan presents a university-wide roadmap for providing students with a broader view of the world. It establishes goals for RIT to become the institution of choice for international students, “to enrich its academic curricula and better reflect issues of global awareness and knowledge,” and “to provide a living/learning/working campus environment that supports and encourages global and international awareness and understanding.”

A number of programs now offer opportunities for students to study and work internationally. For example, our offices of Cooperative Education and Career Services offer students opportunities to work in international companies in the U.S. and abroad. Through cooperative education, students gain professional experience and contacts in their chosen fields while still in college. To help prepare students for these and other international experiences throughout their lives, we have created a foreign language lab that currently supports courses in Arabic, Chinese, German, Japanese, Russian, Spanish, French, Italian, and Portuguese. RIT Libraries has consolidated its global cultural material, enabling students to access language tapes, travel guides, cultural etiquette books, international newspapers, CNN, and other international news channels—all at a single site. In addition, our Department of Food Service has brought international food vendors to campus to provide Indian, Pakistani, Japanese, and Spanish cuisine, among others.

RIT is committed to supporting our 1,244 international students. Special learning opportunities such as those offered through the English Language Center not only attract international students to RIT, but also help them adjust to campus life in the U.S. While we are making progress in our effort to instill a global vision in all our students, we do not yet fully recognize our international student population as an opportunity, in hand, for advancing our Global Society goals.

Implementation; Monitoring and Assessment

Upon full approval of the RIT Strategic Plan by our Board of Trustees, the president established an Agenda for Action Committee to design a plan for its implementation. Twenty-nine faculty and staff representing diverse demographics, colleges, divisions, and governance groups were selected to provide an important cross-section of RIT perspectives. The process included synthesizing 132 objectives and placing them into thematic categories. After reviewing the results, the Agenda for Action Committee finalized an Implementation Plan that included, among other goals, those related to Student Success and Global Society.

Entitled *A Call to Action* and issued in January 2005, the Implementation Plan identified 11 objectives as the university's top priorities. Briefly stated, the objectives address opportunities for experiential learning, student research, support of faculty research and scholarship within the context of career education, continued investment in academic support services for students, incorporation of RIT's core values into plans of work and performance evaluations, review and assessment of advising systems, inclusion of academic advising in annual performance reviews, support for students wishing to change majors or explore alternative majors, and flexible curricula within and among our eight colleges. All objectives support Student Success, both directly and indirectly. Of special note in that regard are those that focus on curriculum flexibility, experiential education, direct support services, and internationalization.

The Implementation Plan links each objective with specific tasks and metrics for ongoing monitoring of progress by each college and division. It notes that additional metrics gathered annually from the colleges, as well as from academic support and administrative units, will illustrate the level of activity within those units in meeting the objectives. In addition, data gathered from the metrics supporting the goals of the 1994-2004 Strategic Plan will provide valuable historic context for the new RIT Strategic Plan. All colleges and divisions set and work to meet their own objectives in support of the university Plan. Annual budget hearings reinforce the aims of the Plan by directing funds to enable achievement of objectives across the university.

Standard 4: Leadership and Governance

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

Roles and Responsibilities; Communication and Understanding

RIT is committed to shared governance, as demonstrated through four governance groups: Student Government, Staff Council, Academic Senate, and Institute Council. The latter comprises representatives of the first three groups. Representatives of all four are elected or appointed. Their work is clearly defined and communicated through a variety of channels including the *Institute Policies and Procedures Manual* and the individual Web sites of Student Government, Staff Council, and Academic Senate (see Supporting Document 1.2).

President Albert J. Simone is deliberate in expressing his views on shared governance at RIT:

“Ultimately, this comes down to trust in the leadership of the university. My colleagues in leadership roles at RIT and I have tried to earn this trust through the adoption of ‘shared governance’ as the basis upon which decisions are made and actions taken. Shared governance for us means that whenever an individual or a group will be affected in a significant way by a decision or action that is being contemplated, that individual or group will be consulted ahead of time. Their input will be listened to carefully and will help to shape the decision or action. After listening to all their input and debating it thoroughly in appropriate settings, a penultimate statement of the decision or action will be made available to the individual or group affected. They will have the opportunity to voice their view of the consequences of the decision or action being contemplated.... In some cases, there will be unanimous agreement. In other cases, there will be a consensus. There will be situations in which the individual or the majority of the people in the group does not concur in a decision. At least they will know that they had an opportunity to influence the decision and they will know the reason for the decision. It is expected that the individual or group affected will support the decision going forward.” (see Supporting Document 1.3).

Clear links can be found between presidential initiatives and the work of RIT governance groups. At the beginning of each academic year, the president articulates his vision for the year in his *Address to the Community*. The themes of these addresses are then incorporated into each governance group's work. Examples include a renewed emphasis on scholarship and research, which resulted in revised policies on scholarship approved in 2002-2003; on university branding, which has been discussed within each group; and on student retention, which resulted in the appointment in 2005 of a vice president for academic affairs. Prior to this, student retention was a responsibility of the Office of the Provost.

When President Simone came to RIT in 1992, one of his first goals was to establish a Strategic Plan (1994-2004) to guide the university's development. The RIT Strategic Plan 2005-15 now guides the majority of work—including policy creation and revision—accomplished by the governance groups. Last year, Student Government proposed revisions to our non-discrimination, hiring, and admissions policies and subsequently guided their review and eventual approval through the shared governance system.

Existing governance structures are effectively utilized for decision making. We have made significant strides since establishing a system of shared governance in 1992. The administration and those who serve on the various groups have arrived at a common understanding and acceptance of the roles and responsibilities of each group. However, these roles are less understood by the general campus community, a situation likely due to several factors. First, finding ways to meet students' expressed desire for full participation in shared governance is challenging given their variable schedules and transient nature. Second, as with any representative body, there is a need for ongoing dialogue between representatives and their constituents. Third, information overload throughout the campus community diminishes the effectiveness of communication strategies among and across our governance groups and their constituencies.

A recent example of the effectiveness of RIT's shared governance process was the establishment in 2006 of an ombudsperson for faculty, staff, and students—expanding a position which previously served only students. According to an announcement from President Simone, the creation of the Ombuds Office was a direct product of faculty and staff input via the shared governance process. In fact, he initially questioned the need. However, after debate and study by both Staff Council and Academic Senate, a formal proposal was formulated and supported by all constituent groups. Ultimately, President Simone embraced the plan and established the office as well as a formal advisory committee to assist with evaluation.

Contribution to Student Success and Global Society

Shared governance at RIT consistently helps to shape academic policies and practices. Three examples clearly aligned with Student Success and Global Society include the development of a new scholarship policy in 2003; the creation of the Global Delivery Corporation, also in 2003; and the initiation of credit for First Year Enrichment in 2005.

Academic Senate, our faculty governance group comprising elected faculty senators, the provost, two deans, certain *ex officio* administrators, and one vice president engaged the issue of scholarship soon after the president and Board of Trustees introduced their position on it to the university community. Upon receiving the Academic Senate's response to the president's and Board's position, the RIT Institute Council proposed a new policy on scholarship for consideration by the Academic Senate. The proposal was reviewed and revised, and subsequently ratified by Academic Senate in January 2003 and currently resides in the *Institute Policies and Procedures Manual*. The ensuing strategic planning process, while not relying on Academic Senate to create the Strategic Plan's section on scholarship, relied heavily on its 2003 revised policy.

Since 1997, RIT has made significant strides toward enhancing students' ability to work and live in a Global Society. The international student enrollment on the Rochester campus has increased by 50 percent; study abroad and co-op abroad opportunities have increased significantly. RIT has complemented these thrusts with delivery of programs at other sites around the world through alliances with other universities and governments. From 1994 to 2006, the College of Business offered an MBA program at the U.S. Business School in Prague (USBSP), Czech Republic. The College of Applied Science and Technology is affiliated with: 1) the American College of Management and Technology (ACMT) in Croatia, which offers an M.S. degree program in service management, as well as B.S. and associate degree programs in hospitality and service management 2) the American University in Kosovo (AUK), which offers a B.S. and associate degree in applied arts and science and 3) the Executive Leadership Program in the Dominican Republic. Where ACMT and AUK are examples of larger scale operations that include specific and permanent on site dedicated facilities and faculty, the Dominican Republic program is an example of a different type of a multifaceted inter-institutional partnership. This particular Executive Leadership Program, a complement to that offered on the Rochester campus, is a graduate program hosted by a partner university and delivered by RIT faculty in the Dominican Republic.

In order to address concerns over program infrastructure and financial management, the RIT Board of Trustees created the Global Delivery Corporation (GDC) in 2003. The longer-term mission of GDC is to provide a strategic perspective on the growth of new global opportunities. Previously, most were developed opportunistically by various colleges and academic departments. Under GDC, new initiatives are now considered based on their ability to help us achieve our strategic objectives. It is not apparent that Institute Council, Academic Senate, Staff Council, or Student Government were substantially involved in the development of RIT's international programs and it may be advisable to integrate these organizations more fully into the process.

Another example of RIT's commitment to Student Success is our First Year Enrichment (FYE) program which began in 2000. The cornerstone of FYE is a required course for all incoming freshmen which was designed to enhance the personal, academic, and professional success of first-year students. Initially, this course was developed and offered without academic credit. After five years of consistent feedback from students about establishing credit for this course, a formal proposal was submitted to the Intercollege Curriculum Committee and the Academic

Senate. With support and advocacy from Student Government, the provost, and the vice presidents for academic and student affairs, the proposal was reviewed and approved by Academic Senate in 2005.

While RIT governance groups enjoy and exert significant influence on university policy, several have voiced a desire for increased involvement in the budget process. Equally important, students participating in several Student Forums held as part of our Self-Study told us that the student voice is not sufficiently heard or heeded in the shared governance process. It is clear that as RIT continues to implement our Strategic Plan and to develop new initiatives in areas such as scholarship and international programming, every constituency must be invited to the discussions.

Leadership Succession

RIT has a formal plan for expected succession of the president. Well in advance of his or her leaving, the Board of Trustees appoints a search committee comprising trustees, faculty, staff, and students to assure timely appointment of a top candidate. Upon the May 2006 announcement of President Simone's retirement in mid-2007, Michael P. Morley, chair of the Board of Trustees, announced appointment of a Presidential Search Committee. Trustee Donald Boyce chairs the Committee, which immediately established a dedicated Web site for ongoing and two-way communication with the RIT community. Representatives of the university's various constituency groups—students, faculty, staff, and alumni—also have the opportunity to meet with the Search Committee. The Committee's final recommendation will go to the Board of Trustees for final approval.

In the case of unexpected succession of the president, the Board of Trustees will name an acting president until a permanent appointment is made. In the case of a vice president leaving unexpectedly, the president will appoint an acting or interim vice president to ensure smooth transition until permanent appointment is made. Likewise, in the case of a dean leaving unexpectedly, the provost will appoint an acting or interim dean until permanent appointment is made.

Standard 6: Integrity

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support to academic and intellectual freedom.

Faculty and Staff Grievance Procedures

RIT's faculty and staff grievance policies and procedures are longstanding and similar in many respects. Informal resolution is always encouraged as the first step. These policies and procedures are listed in the *Institute Policies and Procedures Manual* which is available to all faculty and staff. Formal procedures involve a committee of peers to review a grievance and to recommend a decision to the president. Revisions to the grievance policies and procedures are

made only after discussion and approval in the shared governance process. Other related policies, such as annual appraisals, point to these procedures as options for resolving disagreements.

A formal policy outlines procedures for resolving staff grievances. Most staff complaints are resolved informally. In 2003, only five grievances reached the Department of Human Resources; in 2004, there were six; in 2005, eight. The majority involved harassment, discrimination, and/or wrongful employment action.

A formal policy also outlines procedures for resolving faculty grievances. When a faculty grievance reaches the provost, he assesses the facts and attempts informal resolution as the first step. In 2003, 10 grievances reached this level; in 2004, there were 24 cases; and in 2005, nine. Ninety percent were resolved informally, with the provost working with the faculty member and administrators to resolve the case satisfactorily for all. Historically, faculty grievances have focused on promotion denial, tenure denial, scholarly misconduct, or dismissal.

Initiatives to enhance communication and understanding among various constituencies as a means of avoiding formal grievances are ongoing. In 2004, Human Resources' Center for Professional Development launched three management seminars required of all RIT supervisors: Employment Law Overview, Handling Employee Relations Issues, and Conducting Staff Performance Appraisals. Each seminar emphasized adherence to internal policies and procedures, the critical importance of consistency in applying policies, and applicable federal and state laws and regulations. By the end of 2005, all of nearly 400 RIT supervisors had participated in the required seminars. In 2006, Human Resources introduced seminars on recruiting, interviewing, and hiring, as well as on our new Family Medical Leave Act procedures.

Since 2002, Human Resources has distributed *Gray Matters*, a monthly electronic newsletter, to supervisors. Articles focus on such issues as human resource management and leadership, emphasizing consistency in applying employee policies and procedures. In addition, Human Resources service managers counsel staff, faculty, and supervisors on policies and procedures to ensure consistency and to facilitate informal problem resolution. Since July 2005, they have followed up on 185 individual consultations. As standard practice, they review interpretations of employment-related policies and procedures to ensure consistency and fair treatment.

Evidence implies that most procedures and practices are fair, consistent, impartial, and have associated processes in place to address concerns. Because the effectiveness of these procedures and practices is difficult to measure, it is sometimes in question. For example, a number of faculty and staff have expressed concern that grievance resolution becomes too formal too quickly or that policy has not always been applied consistently. In 2005, Institute Council approved a recommendation to expand the position of ombudsperson to serve faculty and staff as well as students, previously its sole constituency. The former student ombudsperson was named to the new position in 2006 on an interim basis for one year and will work with a formal advisory committee to develop a job description that will serve as the basis of a national search for an ombudsperson who will serve for a three year-period.

Student Grievance and Conduct Patterns

There have been fewer than 10 cases of student grievances against faculty or staff reported to Human Resources in the past three years. Each was investigated by Human Resources and/or the Department of Campus Safety, findings were provided to the appropriate supervisor, and follow-up action was taken by the supervisor. There was no predominant trend in the type of case presented; they involved faculty and staff from different units and varied in nature.

Our Academic Conduct and Appeals procedure mandates that all academic units have an active Academic Conduct Committee comprising an equal number of faculty and students. Such committees are required to adhere to the Academic Conduct and Appeals procedure for any charges of academic unfairness or dishonesty. Because summary data and statistics for these committees are not reported or tracked centrally, we are unable to report existing trends.

RIT has launched a number of program and service enhancements within the past three years to assist students in resolving grievances. We have established a Job-Related Problems and Grievance Procedure for students who are unable to resolve such problems informally (see Supporting Document 1.4). To reflect its new service offerings, we have expanded the Office of Student Conduct. Now called the Office of Student Conduct and Conflict Management Services, it offers a mediation service for neutral, third-party perspective; restorative conferencing to address RIT Code of Conduct violations informally; and conflict coaching to help students develop conflict management strategies applicable to their daily lives.

An Environment of Respect

RIT is proactively creating an environment that encourages respect among our diverse populations. We work to provide a culture of empathy, understanding, and acceptance and to eliminate any barriers to that culture. We are committed to continuing to develop, implement, evaluate, and revise programming in order to keep this culture informed, open, and vibrant.

In the *Students Rights and Responsibilities Handbook*, RIT has published an *Expectations for Community Behavior* statement, which mandates the following:

- RIT is a learning community, where time, energy and resources are directed toward learning and personal development.
- Members of the community live and work together to foster their own learning, as well as the learning of others, both in and outside the classroom.
- Within the community, members hold themselves and each other to high standards of personal integrity and responsibility.
- Individual members continually strive to exceed their personal best in academic performance and the development of interpersonal and professional skills and attributes.

- As a member of the community, each person continually conducts himself/herself in a manner that reflects thoughtful, civil, sober, and considerate behavior.
- As a member of the community, each person respects the dignity of all persons and acts to protect and safeguard the well-being and property of others.
- As a member of the community, each individual contributes to the continued advancement and support of the community, personally challenging behavior that is contrary to the welfare of others.
- Members of the community create a campus culture that values diversity and discourages bigotry while striving to learn from individual differences.

The Center for Campus Life has offered programs and activities to create an environment that complements classroom learning, that nurtures social interaction to promote school spirit and affinity, and that fosters leadership skills necessary for success in a Global Society. It also facilitates the operation of the Student Alumni Union and interfaces with constituencies across the campus to maximize student success outside of the classroom. In 2006, we launched an Ethics and Compliance Hotline as a proactive and confidential reporting tool for anyone who witnesses a possible violation of our code of ethics or commitment to value-based principles. In addition, we are moving toward implementation of an Honor Code that would define appropriate and inappropriate behavior, open a campus-wide dialogue on ethics and integrity, and integrate ethics into all RIT curricula.

Our Commission for Promoting Pluralism comprises students, faculty, staff, and administrators who regularly consult with the president on issues and programs focusing on diversity—ethnic, religious, gender, or sexual orientation. Its goals are to identify and eliminate barriers that may restrict equality anywhere on campus, to develop and implement programs that promote equality and justice in RIT activities, and to create and nurture a support system that increases participation in these activities by all members of the campus community. It encourages faculty, staff, and students to serve on its committees and to attend the many events it sponsors throughout the year. Those include the Campus Week of Dialogue, Annual Celebration of Rev. Martin Luther King Jr. Day, and Expressions of Diversity Week. Awards include the Isaac L. Jordan Sr. Scholarship and Faculty/Staff Pluralism Award.

We also established the Minett Professorship in 1992 as a catalyst for promoting pluralistic understanding and mutual respect among diverse constituencies of students, staff, faculty and administrators. The program brings a distinguished Rochester-area minority professional to campus to share his or her professional knowledge and experience with students and faculty for one academic year. This is a part-time teaching appointment which assumes that the appointee will retain his or her existing employment and community responsibilities.

Our Women's Center provides information, programming, support, and advocacy to address the academic, social, psychological, physical and spiritual needs of women. It collaborates with other campus and community resources to address sexual assault, domestic violence, sexual harassment, women's health issues, gender issues, financial management, safety, and current issues in men's studies. In 2004, the president established the President's Advisory Council for Women to keep him informed on the latest issues for women at RIT and to develop strategies to

improve the academic experience for female faculty, staff, and students. To build a foundation for its work, the Council is currently gathering data from these groups regarding their experience.

In 2006, President Simone established the position of chief diversity officer to provide, on at least an annual basis, an assessment of diversity over the entire campus for the benefit of the president and other constituencies across the campus. Working within the context of the RIT Strategic Plan, this person is responsible for influencing the design, development, delivery, and measurement of initiatives, strategies, and processes as they relate to diversity and inclusion. This position reports directly to the president and will partner with functional areas such as Human Resources, the Women's Center, North Star Center, the Commission for Promoting Pluralism, International Students Services, the Academic Support Center, Admissions, Financial Aid and Scholarships, the National Technical Institute for the Deaf, the Disability Services Office, and Institutional Research.

From time to time, our president, provost, vice president for finance and administration, director of human resources, and deans hold Town Hall Meetings. The purpose is to nurture open and ongoing communication among all constituencies on a variety of topics. Our Center for Professional Development offers a Diversity, Deaf Culture, and Language learning cluster. To date, more than 600 faculty and staff have participated.

Recommendations

- The Strategic Plan presents an opportunity for RIT to distinguish itself as an academic leader in this age of increased accountability. Objectives must be met across the university. (*Standard 1: Mission, Goals, and Objectives*)
 - 1.a. Document how goals and objectives of the Strategic Plan and Implementation Plan are being met.
 - 1.b. Gather the various implementation metrics utilized by the colleges and divisions and provide access to them for the entire RIT community at a single online site.
- RIT is constantly initiating new academic programs, educational delivery sites, and faculty/staff responsibilities. With such growth and change comes the need for increasingly proactive and robust review on the part of governance groups at the proposal stage of each new undertaking. (*Standard 4: Leadership and Governance*)
 - 4.a. Require that each governance group continue to work on communication with its constituency to increase understanding of shared governance and the importance of participation in the governance process.
 - 4.b. Establish more systematic communication among the governance groups in order to increase their understanding of the others' points of view. Consider periodic meetings of the executive committees of Student Government, Staff Council, and Academic Senate, or appointment of a formal liaison from each group to the others.

- 4.c. Continue to update all *RIT Policies and Procedures* manuals and include the university's commitment to the concept of a Global Society; initiate a campus-wide effort to emphasize the concept of Global Society through a variety of venues such as the Faculty Institute on Teaching and Learning.
- 4.d. Ensure that all governance groups are consulted on plans or changes in the goals of the Global Development Corporation. In particular, consult with Academic Senate on any curriculum- or program-related changes.
- While we have established policies, procedures, and initiatives to reinforce a culture of respect, their effectiveness is difficult to measure. (*Standard 6: Integrity*)
- 6.a. Consider requiring all Academic Conduct Committees to submit annual reports to the provost in order to provide senior leadership with a more accurate picture of the issues at the college or departmental levels.

Supporting Documents

- 1.1 *Category-of-One University: Uniquely Blending Academic Programs with Experiential Learning for Student Success* (RIT Strategic Plan 2005-2015)
- 1.2 <http://www.rit.edu/~accredit> (Governance Groups)
- 1.3 <http://www.rit.edu/~accredit> "When You Come to a Fork in the Road....," (President Simone's Papers and Speeches)
- 1.4 <http://www.rit.edu/~accredit> (Student Rights & Responsibilities)

Chapter Two: Resources and Allocation

Introduction

In our study of Resources and Allocation, we focused our research on three standards—Planning, Resource Allocation and Institutional Renewal; Institutional Resources; and Administration—and related all to Student Success and Global Society. We determined the following:

- the extent to which RIT uses a resource planning and allocation process that meets ongoing institutional demands while responding to strategic initiatives that enhance institutional quality
- the strategies we employ to measure and assess the level and efficient utilization of institutional resources required to support our mission and goals
- the administrative structure, standards, and practices appropriate to the goals, type, size, and complexity of the university.

Institutional Context

The full achievement of our mission, goals, and objectives is dependent upon the strategic development, management, and allocation of appropriate and adequate resources—human, financial, technical, and physical. RIT has been on a path of tremendous growth since our last periodic Middle States review in 1997. Our *Optimal Size Plan* (2001) clearly states that in order to meet our mission most effectively, enrollment should be no larger than 17,000 students. Already tuition dependent, we must find new sources of income in order to continue to grow our programs once the 17,000 enrollment is reached.

Given that we depend primarily on tuition for our financial well being, enrollment planning and resource allocation play a critical role in both our short-term and long-term success. In order for RIT to remain competitive, we must integrate ongoing and coordinated efficiency measures into each unit's daily operations. Proper planning is essential for driving institutional renewal, and continuous improvement and assessment—both quantitative and qualitative—are critical to ensuring that resources are properly allocated and utilized.

RIT has committed additional resources to meeting two specific objectives: enhancement of Student Success and preparation of students for careers and lives in a Global Society. To maximize tuition revenue, we must admit the best students and retain them at a higher rate. Our Strategic Plan emphasizes Student Success in academic study, in meaningful campus life experiences, and in strengthening of affinity with RIT. By achieving these goals, we will retain more students and increase their sense of connection to RIT throughout their lives.

RIT can no longer stay within its national borders and remain competitive. In order to sustain growth and distinguish RIT as a category-of-one university, we know that we must broaden our

perspective and seize strategic new market opportunities around the world. As a result, Global Society has become a major area of focus for us in recent years.

RIT's administrative leaders and staff are key to our success in teaching, learning, and research activities. Without an effective administration, we could not successfully fulfill our mission. A strong and highly functioning administration is especially important for RIT in light of initiatives proposed in the RIT Strategic Plan. As a key enabler to the success of RIT, the administration must continuously evaluate staff, organizations and processes and implement corrective actions as necessary for the enhancement of RIT and, ultimately, the success of our students.

Findings

Standard 2: Planning, Resource Allocation and Institutional Renewal

An institution conducts ongoing planning and resource allocation based on its mission and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Support for Student Success and Global Society

Vice presidents and deans consistently demonstrate careful allocation of their resources to activities that advance the goals of the RIT Strategic Plan. The Division of Academic Affairs focuses on the enhancement of Student Success using key measures such as graduation rates, co-op assignments, time to degree, and graduate school placement, and has revised policy and introduced initiatives specifically aimed at reducing impediments to graduation. Among the changes are increased undergraduate research opportunities, curriculum flexibility that enables minors and double majors, learning communities, a new position focusing on student advising and internal transfer of academic credits (see Supporting Document 2.1), and online degree audits. Additional programs include the newly-created Honors Program and expanded Study Abroad opportunities (see Supporting Document 2.2).

The Division of Student Affairs has allocated resources to facilitate Student Success as well through programs such as the Leadership Institute & Community Service Center (see Supporting Document 2.3), an expanded Fall Orientation program, and tutor training (see Supporting Document 2.4). It continues to work with student clubs and organizations to provide programs and services facilitating social integration. Initiatives include increased late night programming, Division I Hockey, improved athletic fields and facilities such as the Gordon Field House and Activity Center as well as expanded intramural and club programming.

The Division of Finance & Administration helps promote Student Success by allocating resources to student employment and service initiatives and by making sure the campus is attractive and welcoming with spaces designed for social interaction. The Office of Housing allocates resources for a variety of living options (Special Interest, Greek, and Honors) that support diverse interests. To meet financial considerations, it also offers flexible rent rates. It

offers a variety of flexible meal plans, selections (international cuisine), payment plans such as Tiger Bucks, and a variety of venues to appeal to diverse student interests and tastes. In addition, the Division allocates resources to crime prevention and safety programs as well as facilities maintenance to provide a safe and comfortable living and learning environment for students (see Supporting Document 2.5).

Regarding Global Society, RIT has allocated resources to create a North Star Center for Academic Success and Cultural Affairs that provides academic and social support for African American, Latino American, and Native American (AALANA) students. We have also created new programs to address an increased influence of Hispanic and Latino students on campus (see Supporting Document 2.6). RIT actively recruits international students and has increased staffing within the Office of International Student Services in order to enhance support for international students and foreign exchange faculty in immigration matters. The English Language Center provides instruction in the English language for international faculty, staff, and students. Further, there are now more than 100 liberal arts courses that include a global dimension.

Resources have also been reallocated to support global awareness through discussion groups for international students, service learning opportunities, leadership training, growing numbers of cultural/ethnic organizations, and a cultural arts series. The Center for Religious Life has incorporated services and facilities for students of diverse faiths. As mentioned previously, we have expanded delivery of programs to sites around the world such as Croatia, Kosovo, and the Dominican Republic. We are also exploring options in China. This growth in international education has expanded teaching opportunities for RIT faculty and has helped to increase its international student population.

Stakeholder Involvement

RIT's Implementation Plan identified and prioritized specific objectives. It also estimated the cost of meeting each objective over the next three years. Responsibility for meeting the objectives resides with vice presidents and deans as they follow through in their respective planning and operations. Stakeholders include every constituency of the RIT community: students, faculty, staff, alumni, and trustees. The Division Development and Alumni Relations, the Division of Government and Community Relations, and the Office of Sponsored Research Services focus on securing funds for RIT Strategic Plan initiatives that require resources beyond those provided by RIT in the operating budget.

RIT has established a well documented process for allocating its resources to ensure that they meet operational and capital needs. The Finance Committee of the Board of Trustees oversees effective management and appropriate allocation of resources according to established priorities. Resource allocations are made primarily as part of a process that follows an annual planning cycle (see Supporting Document 2.7). Recognizing RIT's dependence on tuition and fee revenue, the formal cycle does not begin until preliminary enrollment projections are confirmed through the Division of Enrollment Management & Career Services, as well as the Office of Institutional Research & Policy Studies (Institutional Research).

The budget process begins in the fall of each academic year. A university Budget Committee comprising the president, provost, senior vice president for finance and administration, budget director, and representatives of campus governance groups is responsible for administration of the budget process. RIT uses a base budget approach whereby the base of the prior year is carried forward to the next year and the Budget Committee meets with divisional heads to review any incremental requests. At these sessions, productivity targets, new initiatives, required funding, and program enhancements are detailed. Base and incremental budget requests are reviewed for alignment with the RIT Strategic Plan. The five strategic dimensions of the Plan, including Student Success and Global Society, provide filters through which annual and long range divisional budget requests/allocations are processed. Requests are also filtered through institutionally applied rule sets and evaluations in order to ensure that resources are applied to programs and initiatives supporting these priorities.

The Budget Office utilizes a five-year budget forecast model to create “what-if” scenarios for long-range planning purposes. Once finalized, the RIT budget is reviewed and approved by the Finance Committee of the Board of Trustees and in turn by the full Board. Formal notification of allocations is made in early spring to each vice president or dean for distribution within the division or college. Vice presidents and deans review and process unit budgets and have discretion as to allocation of non-compensation funds within them. The Department of Human Resources subsequently distributes faculty contracts.

A separate budget process is in place for capital expenditures exceeding \$20,000. These projects are prioritized by each vice president and dean and submitted for approval by the university Budget Committee. Capital project funding is provided from either year-end surplus, release of contingency funds, or borrowing resulting in debt service expenditures (see Supporting Document 2.8). Approved projects under \$20,000 are funded from departmental operating accounts and pooled funds in the vice presidents’ or deans’ operating budgets.

Benchmarking and Assessment

Continuous improvement and assessment are critical to ensuring that resources are properly allocated and tracked. Once resources are applied to programs and initiatives supporting institutional priorities, we assess and benchmark the efficiency and effectiveness of the allocation process using both qualitative and quantitative criteria. Standards and best practices as methods of ensuring efficiency are abundant, and departments regularly engage in direct assessment with primary stakeholders. While there are many benchmarking tools and assessment results available to help stakeholders allocate resources wisely, tools and data are not presently available in a central site.

We derive assessment and benchmarking data from a core of 29 comparable institutions and other professional organizations (see Supporting Document 2.9). We glean best practices from a variety of sources including attendance at national conferences, professional journals and applications of industrial/professional standards for various disciplines. We employ both random and systematic assessment efforts including both qualitative (focus groups and studies) and quantitative standardized methods (some of which involve participation in national research

programs). We are licensed to utilize Clipboard Survey software which has enabled increased numbers of surveys regarding student/community needs and our effectiveness in meeting them. We are now working to be more strategic in scheduling assessments to maximize student input and reduce survey fatigue. We are also working to link allocation of resources to student learning outcomes more consistently.

Standard 3: Institutional Resources

The human, financial, technical, physical facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

Funding Strategies

RIT's largest revenue sources include tuition and related sales and services of auxiliary enterprises, investment return, and government and private grants and contracts. As of June 30, 2006, tuition had increased on average approximately 5.3 percent over the past five years, while room, board, and other fees had increased approximately 3.8 percent. RIT's endowment return for the same period yielded on average 6.0 percent, which compares favorably to the Dow Jones Wilshire 5000, (4.0 percent), but less favorably to the preliminary National Association of College and University Business Officers (NACUBO) 2006 Endowment Study, 6.3 percent. Over the past 10 years, however, RIT's endowment return has yielded an average 8.9 percent compared to NACUBO's preliminary results of 8.8 percent. On June 30, 2006, the RIT endowment fund had a market value of \$569 million or \$48,993 per FTE student, ranking it comparatively lower than other select private universities (RIT's peer group). As a result, the Office of Development has set increasing endowment funds through philanthropic giving as a major priority.

Beyond the revenue sources described above our primary funding strategy is philanthropy. In 2006, RIT completed a successful comprehensive campaign which secured \$309.7 million in gifts and pledges from corporations, foundations, and individuals. Among its achievements were the following:

- the naming of the Kate Gleason College of Engineering, B. Thomas Golisano College of Computing and Information Sciences, and the E. Philip Saunders College of Business
- the creation of more than 210 new scholarships
- the construction of the Gordon Field House and Activities Center as well as the James E. Gleason Building Expansion
- the endowment of seven new professorships
- the launch of over \$90 million in applied research initiatives
- the addition of more than \$34 million to the Endowment Fund.

Tremendous opportunity exists to increase philanthropic giving through the Fund for RIT (annual fund) as well as through major gifts. From a charitable perspective, alumni represent the

largest opportunity. As of FY2006, RIT had nearly 100,000 alumni. Only 9 percent had donated to the university with less than 1 percent of those making a gift in excess of \$1,000. Enhanced focus by the Division of Development and Alumni Relations on raising funds for scholarships is expected to increase opportunities to support students. In recent years, Rochester's Fortune 1000 corporations have changed their philanthropic policy due to economic pressures and corporate reorganizations. This environment is anticipated for the foreseeable future. Demographically, an aging population offers the opportunity for active planned giving (e.g., bequests, charitable gift annuities, etc.) that could ultimately provide significant resources in support of the educational and research mission of the university (see Supporting Document 2.10).

Projects underwritten by federal and state agencies, corporations, and foundations also add to RIT revenues. In FY06, the Office of Sponsored Research secured \$35.2 million in grants and contracts. These funds were for research and also involved outreach, service and education, student support, training, curriculum development, equipment, and facilities. Included was support from the New York State Assembly and Senate representatives, as well as elected federal officials, secured through the efforts of the Division of Government and Community Relations. Between 1998 and 2006, direct federal and state support to RIT totaled more than \$59 million. Government and Community Relations secured resources for several facilities, including the Center for Integrated Manufacturing Studies, the Center for Bioscience Education and Technology, and the Lab for Applied Computing, as well as for research in manufacturing, imaging science, and alternative energy.

Other potentially significant revenue streams include our high technology incubator and distance learning. The incubator (aka RIT Venture Creations) comprises companies that develop promising technologies such as bioinformatics, nanotechnology, and imaging. A pioneer in distance learning, RIT was one of the first to recognize that this alternative teaching/learning style can and should be a valuable component of overall instructional content design and delivery methodologies. In addition to providing the university with economies of scale and global market reach, distance learning provides students with 24/7 access to education via the Internet. Increasing numbers of RIT faculty and students are utilizing "blended learning," which combines the best of traditional classroom/lab teaching with distance learning for optimum results.

Metrics and Safeguards

In a recent survey of RIT budget officers, the majority of respondents believed that incremental requests for FY2007 are aligned with the Strategic Plan and that all constituencies were represented. The one exception was students, who they felt should be included in the process. Survey results further identified the need for development of a technology roadmap, a communications vehicle, and formal processes to measure effectiveness and efficiencies gained from resource allocation decisions.

The Purchasing Department directs campus-wide procurement of goods and services following national guidelines and government regulations. Working within these parameters, RIT continues to target aggressively the cost side of large expenditures that include construction and maintenance, healthcare, human resources/staffing, energy, transportation, insurance, technology

and furniture. We have developed a number of plans to address facilities management including the implementation of a renewal and replacement program, the adoption of an energy policy (see Supporting Document 2.11), and the execution of contracts with energy supply companies for commodity purchases of both electricity and natural gas. We are currently evaluating the feasibility of constructing a central heating and cooling plant with electrical co-generation capability. RIT continues to restructure its healthcare coverage. We realized annualized cost avoidance estimated at \$1.4 million for calendar year 2005 by moving from a community-rated pool to an experience-rated pool and selecting an exclusive health care provider.

In 2006, we implemented a whistleblower system, the previously mentioned RIT Ethics and Compliance Hotline, in order “to provide RIT community members with a method to anonymously report concerns related to improper conduct involving financial reporting, accounting, internal controls, protection or use of assets, or regulatory compliance.” Additionally, Finance & Administration is piloting a management self-assessment sub-certification of internal controls and internal financial reporting by its reporting units.

Standard 5: Administration

The institution’s administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution’s organization and governance.

Administrative Structure, Leadership, and Management

Guiding RIT’s progress toward becoming a category-of-one university is a core of administrative leaders and staff who are key to successful teaching, learning, and research (see Supporting Document 2.12). A strong, highly functioning, and effective administration is especially important in light of initiatives proposed in the Strategic Plan. We have devoted reasonable resources to the recruiting, hiring, and diversity of a competitively compensated administration and staff. Further, we have invested additional resources in orientation and ongoing effective training and professional development of staff. As a key enabler to our success, the administration continuously evaluates staff, organizations, and processes and implements corrective actions as necessary. During the past five years, RIT leadership has made organizational enhancements to support Student Success and Global Society.

In order to address educational and operational needs, RIT is structured with eight colleges (B. Thomas Golisano College of Computing and Information Sciences, College of Applied Science and Technology, College of Imaging Arts & Sciences, College of Liberal Arts, College of Science, E. Philip Saunders College of Business, Kate Gleason College of Engineering, and National Technical Institute for the Deaf) and six administrative divisions (Academic Affairs, Development and Alumni Relations, Enrollment Management & Career Services, Finance & Administration, Government and Community Relations, and Student Affairs). This structure is similar to those at many other universities, and seems to be a reasonable approach with a fair allocation of responsibility (see Supporting Document 2.13). Many administrative/academic

units function independently with their own sets of procedures, regulations, timetables, and support services, sometimes causing confusion or inefficiencies.

Human Resources ensures that recruiting and hiring practices follow a well-defined process, as evidenced by detailed search committee manuals, regular job evaluations, participation in salary and benefit benchmarking surveys, a criminal background check process, faculty and staff orientation programs, a robust benefits program, and competitive salaries. In order to continue to attract and retain the highest quality talent, RIT provides cash compensation and benefits (see Supporting Document 2.14) designed to be competitive (see Supporting Document 2.15). Compensation for the president, vice presidents and deans is managed by the Compensation Committee of the Board of Trustees. To ensure integrity, the process involves multiple sources of benchmarking, and in the past year, review by an external consultant. The president evaluates vice presidents annually; the provost evaluates deans annually. An upward appraisal process also provides input from those they manage. Staff evaluation processes are well documented and have recently been revised to include flexible formats for use by managers, self-appraisals, and upward appraisals.

RIT is committed to creating an inclusive learning environment where differences are understood, valued, respected, and leveraged. Each college and division works to increase and to enhance diversity and to make it an integral part of our planning and operations. As previously mentioned, President Simone created the position of chief diversity officer in 2006 to ensure coordination of initiatives related to inclusiveness across the university.

In 1998, RIT initiated a comprehensive *Diversity Plan* that focused on enhancing success of AALANA students. The entire campus community endorsed the plan which places primary responsibility for increasing the enrollment of AALANA students with Enrollment Management & Career Services, with support from Academic Affairs. In 1999, we created the post of assistant provost for diversity, and initiated a new partnership with the National Action Council for Minorities in Engineering and the Rochester City School District to increase the number of traditionally underrepresented applicants for admission and to enhance their academic experience. In 2002, our Board of Trustees sponsored the first “Diversity Day,” a workshop for 300 administrators and department chairs. The Diversity Network and the North Star Center for Academic Achievement and Cultural Affairs play a key role in helping to retain AALANA students. Our Commission for Promoting Pluralism sponsors the annual Martin Luther King Day Celebration and Campus Week of Dialogue Series.

The Division of Government and Community Relations develops and maintains positive relationships between RIT and all levels of government as well as the community at large. The Division functions as our liaison with federal, state, and local government entities as well as community groups and organizations. It is also responsible for the coordination of special events. These relationships strengthen the university’s visibility and image among these publics and often result in funding for student financial aid, including grant and loan programs, university research, and campus building projects.

Support for Student Success

Throughout his tenure, President Simone has consistently emphasized students and their success as the heart of the university. In 2000, he challenged us with a new emphasis on student retention; in his 2005 Community Address, he reinforced his call for major improvements to ensure Student Success as measured, in part, by student retention. Since the first call in 2000, RIT has launched and refined a number of initiatives aimed at meeting this university-wide imperative. A major step was the creation of the vice president for academic affairs position (see Supporting Document 2.16), responsible for oversight of strategies for student retention. Another was the implementation of learning communities (LCs) for first-year students (see Supporting Document 2.17). In 2004, we created 14 LCs. In 2005, the number grew to 22; in 2006, to 35. Faculty members designated to student LCs receive training in the use of highly interactive teaching methods aimed at enhancing student learning and performance, and exchange information with each other on student progress. Preliminary reports on General Education courses in these communities are available from Institutional Research and so far, the LCs are showing promising results. Additional study is ongoing.

Other measures to support Student Success have focused on increasing online accessibility to RIT policies and procedures on the part of not only students, but also faculty and staff. For example, students and faculty have the ability to access the resources of the Academic Support Center. We have also implemented an online degree audit system. While the often independent nature of our colleges usually works to the advantage of students, it does present challenges. One example is when a student seeks to transfer from one college to another in order to change majors. We have begun to address this by centralizing information on this procedure and making the process more accessible through technology. Another important initiative to support Student Success over the past few years has been major curriculum revision. Policies on curriculum development are well documented in the *RIT Policy and Procedures Manual*. Faculty members and chairs serve on committees responsible for ongoing curriculum review.

Global Society

Initiatives to prepare RIT students for success in a Global Society appear to be widely supported throughout the university, with all areas working collaboratively to plan, lead, coordinate, support, and evaluate international learning programs and activities. Strategies range from recruiting of international students to the Rochester campus to degree-granting at campuses in international locations. While the university's senior management has monitored new international initiatives in terms of enrollment trends and financial return, such oversight has tended to be on an *ad hoc* basis. Recently, the Global Delivery Corporation (GDC), a 501c3 tax exempt corporation, was created to consolidate our global initiatives for maximum efficiency and effectiveness. GDC provides a governance structure and operating plan designed to ensure that new initiatives are appropriately structured and aligned with the RIT Strategic Plan. There remains a concern, however, that the university has no comprehensive plan to achieve the goal of preparing students for success in a Global Society.

Recommendations

- While Student Success and Global Society are defined in both the Strategic Plan and its Implementation Plan, their objectives are not always linked to measurable outcomes. (*Standard 2: Planning, Resource Allocation, and Institutional Renewal*)
 - 2.a. Develop resource allocation models and departmental plans of work that translate the Student Success and Global Society concepts into measurable outcomes.
 - 2.b. Evaluate allocation processes in terms of their effectiveness in meeting Global Society goals. Monitor student satisfaction with our support infrastructure and apply findings to improve processes.
 - 2.c. When evaluating the introduction or expansion of international initiatives, strongly consider the impact on RIT resources and processes.
- Opportunities to increase external funding from a variety of constituencies are increasing. Additionally, the success of RIT’s allocation of resources in support of Student Success rests in part with our use of technology. (*Standard 3: Institutional Resources*)
 - 3.a. Promote a university culture that respects and expects philanthropy and sponsored research. Develop strategies that will directly and substantially connect alumni to RIT philanthropic goals.
 - 3.b. Diversify and innovate revenue streams from auxiliary enterprises.
 - 3.c. In consultation with all divisions, develop and manage a university-wide “technology roadmap.” Update annually with trends and projections.
 - 3.d. Create a Technology Advisory Committee, similar to the Web Advisory Committee, to provide valuable insight and guidance regarding the university’s current capabilities and future requirements.
- The administrative structure of RIT is similar to those at many other universities, and seems to be a reasonable approach with a fair allocation of responsibility. Many administrative/academic units function independently with their own sets of procedures, regulations, timetables, and support services, sometimes causing confusion or inefficiencies. (*Standard 5: Administration*)
 - 5.a. Consider moving to more centralized decision-making to encourage inter-unit collaboration on the development of common strategies and applications.
 - 5.b. Institute ongoing evaluation of two new administrative positions—ombudsperson and chief diversity officer—based on established metrics to ensure that these new positions fulfill their missions.

Supporting Documents

- 2.1 <http://www.rit.edu/~transfer/gpa.php3>
- 2.2 <http://honors.rit.edu/honors/>, <http://honors.rit.edu/abroad/>
- 2.3 <http://campuslife.rit.edu/leadership/>
- 2.4 <http://www.rit.edu/~369www/tutortraining.php3>
- 2.5 http://finweb.rit.edu/campus_safety/, <http://facilities.rit.edu/policies/>
- 2.6 <http://www.rit.edu/~accredit> (Latino Issues Timeline)
- 2.7 <http://finweb.RIT.edu> (Budget/Planning) Budget Planning Cycle
- 2.8 <http://finweb.rit.edu/budget/capital/capitalprocess.html> Capital/Equipment Projects =>
\$20,000 Request
- 2.9 <http://finweb.rit.edu/humanresources/benefits/benchmark.html>
- 2.10 Development and Alumni Relations (March 7, 2006). *Continuing the Momentum – Strategic Plan for 2006-2009*
- 2.11 <http://facilities.rit.edu/aboutus/departments/energypolicy.html> RIT Finance and Administration (n.d.). Institute Energy Policy. Retrieved April 13, 2006
- 2.12 <http://www.rit.edu/~accredit> (President Simone’s Papers and Speeches), Dr. Simone Community Address Sept 1, 2005
- 2.13 <http://finweb.rit.edu/humanresources/orgcharts/supervisory.html>,
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- 2.14 <http://finweb.rit.edu/humanresources/benefits/> Benefit Descriptions - Results of sample benchmarking surveys in which RIT participates (Large packet hard copy), New employee benefits manual 2002 (large booklet—not in electronic format), and online benefits summary <http://finweb.rit.edu/humanresources/benefits/>, Market bands for compensation - <http://finweb.rit.edu/humanresources/benefits/marketbands.html>
- 2.15 <http://finweb.rit.edu/humanresources/benefits/benchmark.html> Universities used for benchmarking compensation and benefits
- 2.16 <http://www.rit.edu/~620www/KJMresp.html>
- 2.17 <http://www.rit.edu/~learning/> Learning Communities

Chapter Three: Enrollment Management and Student Support

Introduction

In our study of Enrollment Management and Student Support, RIT focused our research on three standards—Student Admissions, Student Support Services, and Related Educational Activities—and related all to Student Success and Global Society. We determined the following:

- the extent to which RIT’s enrollment planning, recruiting, and admissions processes and publications support the university’s mission
- the extent to which we provide, assess, and modify support services for students
- the extent to which our related educational offerings reflect the university’s mission by providing appropriate programs and services to students, faculty, and staff.

Institutional Context

Enrollment size and distribution have been emphasized in the 1994 Strategic Plan, the 1998 *Diversity Plan* and the 2001 *Optimal Size Plan*. An analysis of RIT’s admission and enrollment trends indicate that RIT is growing, is increasingly selective, and is becoming more diverse. Overall headcount and FTE enrollments grew by 27 and 43 percent respectively between 1994 and 2006. Given that new freshman, transfer, and graduate students comprise approximately 36 percent of enrollment each year, enrolling the proper quantity, quality and composition of new students is a critical success factor for the university. Achieving the goals established by the aforementioned plans cannot be accomplished through new student enrollment alone; other strategies such as improved retention and new program development must also contribute effectively if RIT is to reach its enrollment size and composition targets.

At RIT, the successful students are those who learn both academically and personally, are fully engaged in experiential learning, and are fully integrated within the academic and social community. Further, students must be globally aware and understand cross-cultural issues. The university offers a full array of services in order to ensure student success. RIT also plans to enhance academic support and advising to all students, to provide more flexible and responsive systems to support choice of majors, and to optimize students’ academic and social interaction. Academic advising services now include a special emphasis on support for students who wish to change academic programs within RIT.

In addition to our bachelor’s, master’s, Ph.D. and other degree programs, RIT offers a variety of learning opportunities, sites, and styles to meet the many different needs, expectations, and schedules of today’s students. Among those offerings are certificate/diploma programs for part-time students and working professionals seeking to upgrade skills, experiential learning programs such as cooperative education and service learning in the community, and non-credit courses available through our recreation, leadership and academic support areas. In addition to

the Rochester campus, instructional sites include the American College of Management & Technology (ACMT) in Dubrovnik, Croatia; the American University in Kosovo (AUK); and the Dominican Republic, where we offer a graduate Executive Leadership Program. Offering distance (online) learning for more than 20 years, RIT is one of the most experienced providers of online learning in the nation.

Findings

Standard 8: Student Admissions

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission.

Enrollment Planning

Enrollment planning is a collaborative process among the divisions of Enrollment Management & Career Services, Finance & Administration, and Academic Affairs. Enrollment Management & Career Services annually revises enrollment projections based on the previous year's performance and estimates of entering student populations. Enrollment Management & Career Services, in consultation with each of the eight deans, develops annual projections for incoming freshman, transfer, and graduate students utilizing prospective student data (number of inquiries, applications, deposits, etc.) as well as prior performance. It then incorporates these projections into a model and provides the collective information to all divisions and colleges for planning purposes, including budget planning. The enrollment planning process also includes extensive and ongoing review of external factors such as competition from our peer institutions, demographic trends, changing government policies, and workforce dynamics.

Determining the congruence between prospective students' interests, goals, and abilities and RIT's mission is a two-way process. The first step is to identify, connect, and communicate effectively with prospective students to familiarize them with the opportunities available at RIT. The second is to evaluate applicants' readiness to be successful in their chosen field in our rigorous and fast-paced educational environment.

Responsibility for outreach to prospective students is centered primarily in Enrollment Management & Career Services with extensive support from the colleges. Of note, the federally funded National Technical Institute for the Deaf (NTID) maintains its own admissions office, but is supported by Enrollment Management & Career Services' offices of Undergraduate Admissions and Financial Aid & Scholarships. RIT provides many and varied opportunities for prospective students to learn about the university. Communications strategies include targeted publications and mail marketing, and Web-based communication such as email and online chat. On-site outreach activities include open houses; College and Careers, a full immersion program for high school juniors; Accepted Student Visit Days; and special information sessions. Off-site activities include high school and community college visits, college nights and college fairs, graduate recruitment programs, counselor information sessions, visits to embassies and corporations, and partnerships with international agencies.

We evaluate student readiness for academic success through careful review of application material including academic transcripts, entrance exam scores, and recommendations. In some cases, a student interview or portfolio review is part of the process. In addition, NTID applicants must submit auditory evaluations. Freshman and transfer applicants are reviewed by the Office of Undergraduate Admissions, with decisions made according to guidelines and policies set by the university. In some cases, especially those involving portfolios, the decision is made with departmental input. Graduate applications are processed by the Enrollment Management & Career Services' Office of Graduate Enrollment Services (GES), with admission decisions made by the respective academic departments. GES ensures those decisions are consistent with RIT policies. The Office of Financial Aid & Scholarships administers significant scholarship funding in support of the university's mission and goals.

Student Success

Given RIT's dependence on tuition, the number of students enrolled is critical to the well being of the university. Equally important, however, is the quality of those admitted—their ability to be academically successful, to graduate from RIT, and to become proud and successful alumni. We evaluate and report admissions policies and practices regularly to ensure that RIT is enrolling not only the desired number of students, but also the best quality and mix of students. Bi-monthly reports include the number of inquiries, applicants, admissions, and deposits. Monthly conversion reports track progress toward specific annual enrollment goals by segmenting the prospective applicant pool in multiple ways. We also produce detailed profiles of applicants, admissions, and enrolling students each fall following the official 21-Day Enrollment Report. In addition, we assess undergraduate admissions practices through the College Board's validity studies, internal prediction modeling, the bi-annual Admitted Student Questionnaire, and the annual Association of Independent Technical Universities (AITU) Data Exchange. Annual retention reports assess persistence rates once students enroll.

Applications for admission, admissions selectivity, and the profile of incoming students now place RIT among the more selective institutions in the nation. The most recent annualized admissions data (2004-2005) indicate the following selectivity rates (percentage of applicants who were accepted): Freshmen (excluding NTID, ACMT, and AUK, whose admissions procedures and policies differ from the other colleges) – 68 percent; Transfers – 54.2 percent; and Graduate Students – 65.6 percent. The number of students entering (freshman, transfer and graduate) in winter and spring quarters 2006 was up 27 percent over the previous year. Freshman applications for Fall 2006 were up 9 percent, and the incoming class was the largest ever. Transfer applications were up 11 percent and graduate applications were up 30 percent. Fall 2007 applications for each category of new students are currently ahead of where they were at this time last year.

In 2004-05, the mean average high school GPA for RIT freshmen was 89 percent; for transfer students, it was 3.1 (4.0 scale); for graduate students, 3.2. Average combined SAT scores for entering freshmen have been in the top 4 percent of college averages nationally and near the 80th percentile nationally for college-bound students. Over the past five years, they have ranged

between 1210 and 1219 out of a possible 1600 maximum score. While this data confirms that we enroll students who are prepared for academic success, it also means that there is greater competition for those students—especially from institutions with greater financial resources than RIT. In order for us to be more successful in enrolling high quality students, especially those from diverse economic backgrounds, we must increase our endowed scholarship funding.

Since 1999, RIT has focused on improving graduation rates with a special emphasis on retention of first-year students. Retention of first-year students in seven colleges (NTID is not included as its deaf student population often requires additional years to earn degrees) has risen nearly four percentage points (84.4 to 88.1 percent) since the entering class of 1999. Data from the 2006 AITU Annual Data Exchange indicates that first-year retention of RIT freshmen compares favorably to that particular benchmark group. In addition, the percentage of those who receive a D, F, or W grade in their first year has also declined over the same period. This is significant as freshman progress towards degree (a combination of GPA and credit hours earned compared to credit hours attempted) is a powerful predictor of academic success (see Supporting Document 3.1). However, RIT's graduation rate for freshmen continues below what is expected given their academic qualifications. Our present goal is to reach a graduation rate of 75 percent by 2012.

Global Society

For RIT, Global Society means continued enhancement of a learning, living, and working campus community that supports and encourages cross-cultural understanding and global awareness. This includes enrolling students from diverse domestic populations and from abroad. International and AALANA student populations on the Rochester campus are increasing at a rate greater than that of full enrollment. International student enrollment on the main campus in Fall 2005 was 1,150, compared to 967 in Fall 1997. At the time of the 1994 Strategic Plan, international student enrollment was 634. Although the Fall 2006 number (1,244) is down from its peak of 1,351 in Fall 2001, recovery from the impact of 9/11 on international student admission appears well underway. International freshman and transfer enrollment surpassed pre-9/11 totals in Fall 2005. International graduate applications for Fall 2006 have now fully recovered and have reached an all-time high with students from India and China accounting for two-thirds of the international graduate applications. RIT's delivery of programs at sites in Croatia, Kosovo, and the Dominican Republic also enhance our students' international perspective and reinforce our commitment to Global Society. We are currently negotiating strategic educational partnerships with institutions in China as well.

In addition to increasing AALANA and international student enrollments, RIT is working to increase the number of female students, especially in science, technology, engineering, and math (STEM) programs. In Fall 2006, the number of women enrolled on the Rochester campus was 4,571 or 31.3 percent of headcount. The College of Business was 40 percent women and the College of Science, 47 percent. Two colleges—Liberal Arts and Imaging Arts & Sciences—reported enrollment of women in excess of 50 percent. Women were only 9.4 percent of enrollment, however, in the College of Computing and Information Sciences, 13.5 percent in the College of Engineering, and 8.7 percent of students in engineering technology programs. Analysis of market data indicates that the percentage of women at RIT is primarily a function of

our academic program portfolio. In order to increase the number of female students at RIT, we must add new programs in strategic fields such as chemical and civil engineering in which women students nationwide have expressed high levels of interest.

Standard 9: Student Support Services

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

Student Success

Ensuring student success at an institution as complex and fast-paced as RIT requires a broad and well-organized range of student support services. These services are integral to the educational process as they enhance student learning outcomes and promote the comprehensive development of the student. RIT support services respond to the full spectrum of diverse student needs, abilities, and cultures. They can be categorized as 1) academic support services 2) administrative and financial support services and 3) services which meet the needs of wellness, social integration, leadership development, and institutional affinity.

- Academic Support Services

Academic support services include those available to all students – academic advising, college-based and/or departmental tutoring centers, the Academic Support Center, RIT Libraries, and the Office of the Registrar. Additional academic support services are offered to specified segments of the student population including AALANA students, first-generation college students, students with disabilities, and low income students. The primary role of all is to enable students to achieve their full academic potential.

Academic advising varies from college to college. The College of Science and College of Liberal Arts provide faculty advisors for students in their colleges. The College of Applied Science and Technology, College of Imaging Arts and Sciences, College of Engineering, College of Computing and Information Sciences, and College of Business assign both a faculty and a professional staff advisor to each student. At the National Technical Institute for the Deaf, there is a department of counseling services consisting of both faculty and professional staff who provide all students with career counseling and academic advising. Additionally, program faculty provide program and technical advice to students regarding technical course selections and field/major choices. General Education advising is provided in the College of Liberal Arts by professional staff advisors. Of note, a number of students participating in Self-Study Student Forums expressed the desire for both faculty and professional staff advisors. In order to help students achieve their educational objectives, identify alternative majors, and facilitate changes in majors at RIT, the university created the Institute Advising Office in 2004 with one full-time professional staff advisor.

All colleges provide training for their academic advisors, either formally or informally. Training is also available for faculty and staff advisors through the annual Faculty Institute

on Teaching and Learning, a conference coordinated by the Teaching and Learning Center (TLC) which focuses on student learning through effective teaching, advising, and assessment. TLC also coordinates a monthly meeting for professional advisors to share information and best practices. This Professional Staff Advising Group recommends changes in policies and procedures based on best practices and professional standards. Advisors from the colleges also attend and present at regional and national conferences for the National Academic Advising Association (NACADA).

The Academic Support Center has a long history of responding to a wide range of needs by providing general academic support, specialized programs and services, and appropriate academic accommodations. Services are available to all students, faculty, and staff. More specialized student services include TRiO Student Support services, Higher Education Opportunity Program (HEOP) and the Disability Services Office. TRiO is a federally-funded program that provides academic support to full-time matriculated undergraduate students in any of three groups: first-generation college students, students with disabilities, and students of low income as determined by federal guidelines. HEOP provides access, advocacy, and academic support for educationally and financially deserving New York State residents who have the ability to succeed at independent colleges. Disability Services assures access to a learning environment that facilitates and supports students' academic, personal, and professional success. Technology is playing a larger role in delivery of services, including online study skills instruction and online notes for students with approved disabilities.

The mission and goals of RIT Libraries focus energy, resources, and proficiencies in support of undergraduate education, graduate research, and faculty scholarship. Over the past few years, the Libraries have expanded hours as well as instruction services. Each college now has a library liaison who offers research and scholarship assistance through a variety of means. For faculty, this includes one-on-one sessions, departmental meetings, workshops, classes, and library faculty committees. Liaisons also solicit feedback on book, journal, and database purchases to enhance collections supporting the curriculum. They refer faculty and students to a new Publishing and Scholarship Support Center for assistance with scholarly editing practices, appropriate citation control, editing, copyright issues, and publication tools and technologies. The RIT Press, print-on-demand opportunities, and online archiving in the RIT Digital Media Library are available for other documents, including theses and dissertations. In spring 2007, we expect the RIT Press, which now carries a single imprint of "RIT Cary Graphic Arts Press" to introduce a second, "RIT University Press," which will be used on all non-graphic arts-related titles. Library liaisons also offer numerous FYE and freshman seminar library orientation sessions. They teach students how to use library resources and construct research papers through one-on-one sessions, group tutorials, and online consultations. They also increase student awareness of and select relevant resources for the integration of databases, full-text material, and e-reserve readings and integrate them into campus courseware.

As graduate programs expand, appropriate library resources must keep pace. RIT Libraries recently completed and implemented a strategic planning process that involved the entire library staff and included intensive outreach to campus constituencies. The result was an

extensive reorganization aimed at building a bridge to faculty and students through utilization of cutting-edge technologies. For its implementation of a new strategic planning process, our library system received the 2006 Excellence in Academic Libraries Award for universities by the Association of College and Research Libraries. Challenges remain, of course, as RIT Libraries must continue to keep pace with new information technologies and the demands of a growing and changing graduate population. Primarily serving undergraduates, it provides an impact statement for all new academic program proposals, and funding for library resources is requested in its annual budget hearing.

The Office of the Registrar is implementing a number of initiatives in support of student success. These include the Unmet Course Need system designed to ensure that students can register for the courses they need to remain on track toward degree completion, a full-year online view of course schedules, implementation of an online degree audit system, collection and analysis of data from the Early Alert system (notifying students at academic risk), and implementation of the grade exclusion process to help facilitate internal transfers.

- Administrative and Financial Support Services

Financial support services include the offices of Financial Aid & Scholarships, Student Financial Services, and Student Employment. Together, these offices are responsible for helping students and their families finance their educational goals. In 2005-2006, our last full academic year, Financial Aid & Scholarships administered more than \$192 million annually in institutional, federal, state, and private scholarships, grants, loans and work-study funds to more than 11,500 students through a broad array of merit and need-based financial aid programs and services. Financial aid counselors are now aligned with the colleges in order to provide support and information more closely tailored to students' program-specific needs. Student Financial Services assists students in financing their education through billing and payment processes as well as debt management services.

Student Employment works closely with students in securing on- and off-campus jobs. More than 7,500 students work on campus each year. In keeping with RIT's tradition of experiential education, student employment is seen as another aspect of the student's educational experience. The skills and attitudes developed through on campus jobs, whether an extension of knowledge gained in the classroom or those related to menial endeavors, are vital components of the student's maturation. On-campus jobs include positions as food service workers, lab attendants, tutor/note takers, clerical workers, custodial helpers, library workers, Web site developers, bookstore sales personnel, intramural officials, lifeguards, audiovisual technicians, and parking aides, to name a few.

Another important enabling support service across the entire campus is Information Technology Services. This unit is responsible for supporting the computing, networking, and information technologies necessary for all units (including academic departments) to carry out their responsibilities. It supports Student Success through the following student services: calendaring, computer labs, Ctrax: Music on Demand, data networking, desktop support, email, mobile service, personal Web pages, myRIT Web portal, residential technology

(RESNET), RIT computer account, security and virus protection, technology education, telecommunications, virtual private network, and wireless computing.

- Wellness, Social Integration, Leadership Development and Institutional Affinity

Support services that meet student needs of wellness, social integration, leadership development and institutional affinity are extensive. Food Service offers 9 meal plans in 10 facilities. Housing accommodates nearly 7,000 students in 13 residence halls, 5 apartment complexes, and the RIT Inn & Conference Center. The Student Health Center, Counseling Center, Intercollegiate Athletics and Recreation, and Campus Safety focus on student wellness. The Leadership Institute & Community Service Center provides students multiple and varying opportunities to grow as leaders. Students are encouraged to build skills which may benefit them in their professional fields as well as in their communities. A broad array of services in support of social integration and institutional affinity is found in the Center for Campus Life, Orientation, First-Year Experience, International Student Services, Student Conduct and Conflict Management Services, and the Ombuds Office.

Like all direct student service functions, it is essential that these areas continually monitor and solicit student feedback about the quality and accessibility of these services. Furthermore, it is essential that this feedback be heard, analyzed and responded to in a timely and appropriate manner. Students participating in Student Forums held as part of our Self-Study expressed a desire for longer hours of operation and improved quality of service at the Student Health Center, for example. This type of feedback is echoed by students about other services such as housing, parking, and academic advising. In order to provide the highest levels of service in support of student success, it is incumbent upon these areas to take this feedback seriously and appropriately address the concerns as necessary.

Global Society

Our Strategic Plan calls for a campus community that supports an academically strong and sizeable international student population, that encourages cross-cultural understanding and global awareness, and that is increasingly diverse. In effect, it calls for a student population that reflects the global and national communities from which we draw students. This population includes students from around the world who access our academic programs, classes, and lectures from their home countries through distance learning. Opportunities for domestic students to participate in our Study Abroad Program as well to enroll in our programs in Croatia, Kosovo, the Dominican Republic, and formerly, Prague also contribute to a student perspective that is truly global. In the context of student support services, RIT offers students from diverse domestic backgrounds and from abroad support services designed to facilitate their transition to RIT as well as their personal and academic success. Among these student support services are the following:

- International Student Services (ISS) meets the needs of students in several ways. First, it advises students, faculty, clubs, and departments on immigration, cultural, academic, and personal matters. It works closely with the Global Union and the International House, the

special-interest house in the residence halls for both international and American students. Off-campus hospitality is coordinated with the Rochester International Council. Second, ISS provides immigration support and ensures institutional compliance and eligibility for our international student and foreign exchange faculty population. And third, ISS fosters strong partnerships with our colleges and divisions to help facilitate recruitment of international students.

- Named for the abolitionist newspaper of Frederick Douglass, the North Star Center for Academic Success and Cultural Affairs is a model for supporting and encouraging success of underrepresented populations in higher education. The North Star Center exists primarily to improve student retention and graduation rates of AALANA students. In reality, it serves all students by nurturing an environment where ethnic and cultural differences are respected and celebrated. North Star provides a direct link to students and their academic programs through college liaisons. It works with students to help them excel academically, develop strong ethical standards, and learn about their own and other cultures. It accomplishes this largely through individual advising and mentoring, leadership development activities, diversity education, cultural programming, and networking with a variety of campus and community resources.

Standard 13: Related Educational Activities

Institutional programs that are characterized by particular content, focus, mode of delivery, or sponsorship meet appropriate standards.

Student Success

RIT offers a wide array of related educational activities that support Student Success. These include experiential learning; distance learning programs; the English Language Center; Study Abroad; service learning programs; the RIT Leadership Institute & Community Service Center; our programs in Croatia, Kosovo, and the Dominican Republic (which will be described under Global Society); and the Honors Program. Some services are designed to reach non-traditional students; others are designed to enhance or complement student learning in the classroom. Regardless of their focus, these related educational activities are expected to meet the standards of our core educational activities for quality, rigor, and effectiveness.

- Experiential learning is foremost among our related educational activities. Every student at RIT participates in some form of experiential education as part of his or her degree program. Offering choices tailored to the goals of each academic area, these programs include internships, industry-sponsored senior capstone projects, and undergraduate research. Our signature experiential education program is cooperative education, one of the oldest and largest co-op programs in the world. This program allows students to alternate periods of full-time study with periods of paid, full-time employment in assignments directly related to student career and employment interests. Available in each of RIT's eight colleges, co-op is offered by more than 150 RIT programs and program options. Participation is mandatory in more than 75 of those areas. More than 70 percent of all students participate each year,

completing more than 5,000 work experiences with nearly 1,900 employers throughout the US and overseas. Together, they generate more than \$30 million in earnings. Closely integrated into the academic curriculum, this historically successful approach provides the university with a solid foundation on which to build a broader and more global program of experiential education in direct support of Student Success. The RIT Strategic Plan calls for us to achieve the following:

- to enhance our leadership in the integration of experiential learning and academic programs through student-faculty interactions before, during, and after an assigned co-op experience
- to expand our definition of experiential education to include student research projects, Study Abroad opportunities, community service projects, as well as business incubator, entrepreneurial, and intellectual property opportunities.

Experiential learning supports Student Success in multiple ways. It enables students to increase and expand their technical knowledge through the use of employers' state-of-the-art equipment. It enables them to integrate academic learning with workplace problem-solving, thereby obtaining a deeper understanding and appreciation of the relationship between the two. It enables them to increase their confidence in and commitment to a chosen field of study, and to explore various career options within it. It also develops and reinforces student interaction with faculty and staff, important to student retention.

- RIT is also working to ensure Student Success via distance education. Online students receive an RIT education with the benefit of accessing their coursework, submitting assignments, or viewing class lectures from any location, any time of day. These flexible options broaden RIT's reach and enhance the community of learners receiving instruction.
- The English Language Center helps speakers of English as a second language develop the language skills necessary for successful academic work and social integration. Serving as a bridge to degree programs, it also offers Foreign Language and Translation Services to students, faculty, staff and the greater Rochester community. Its diverse population of users also enables international students to interact informally with students from around the world, including those from the United States. All of these activities enable students to enhance their interpersonal skills, to evaluate personal strengths and weaknesses, and to develop a set of critical life skills. Because all of these outcomes contribute to student success in a Global Society, it may be worthwhile to consider the possibility of offering academic credit for the study of English as a foreign language.
- Once offered on a limited basis, Study Abroad opportunities have expanded in the past five years. They now enable students to explore and appreciate other cultures through 150 affiliated programs in 20 countries (see Supporting Document 3.2). Students earn RIT credit for affiliated study abroad. Students in nearly any major can find a program that meets their needs, and may choose to study abroad for any academic quarter or for a full academic year.

- Service learning activities help to facilitate a sense of civic responsibility and pride. For example, RIT students and faculty involved in the NorthEast Neighborhood (NENA)-RIT Partnership work with resident leadership in this Rochester neighborhood to study its living conditions, determine what residents wish to change, help develop a plan to accomplish change, and then help to carry out the plan. By working together, NENA and RIT have helped each other to grow stronger as communities, with each offering valuable resources to the other.
- The Leadership Institute & Community Service Center enables students to develop an understanding of leadership theories and an opportunity to grow as leaders. An advisory board of professionals from the RIT and greater Rochester communities assist in strategic planning and provide guidance and direction in order to maintain a high quality of programming.
- The Honors Program, open to students in the top 5 percent of the incoming first-year class, emphasizes not only scholarship, but leadership and community as well. The program will be discussed further in Chapter Four: Faculty and Curriculum.

Global Society

The personal and professional success of our alumni is dependent, in part, on their global awareness and cross-cultural competencies. RIT provides several avenues through which the campus community becomes a Global Society and students can sharpen their international awareness and competencies. In addition to the distance learning programs, the English Language Center, and Study Abroad Program described above, they include the following:

- The RIT Strategic Plan 2005-2015 calls for the colleges and the Office of Cooperative Education and Career Services to expand the number of international cooperative education and internship placements. Achieving this objective will not only allow our students to experience other cultures, but also will provide the university with an opportunity to establish its reputation in other parts of the world. In effect, these students serve as RIT ambassadors abroad.
- Through our programs at the American College of Management and Technology (ACMT) in Dubrovnik, Croatia; at the American University in Kosovo (AUK); and with a partner university in the Dominican Republic, we are increasing both our off-site delivery and global education capability. Both AUK and ACMT offer students in the host countries the opportunity to earn RIT degrees without leaving their homelands. Students on the main campus also have the opportunity to study at these campuses and thus extend their understanding of Global Society. Likewise, students from the host countries may study at RIT's main campus to earn degrees. Our programs in Croatia, Kosovo, and the Dominican Republic are held to the assessment standards of our College of Applied Science and Technology, with which they are affiliated.

Recommendations

- RIT utilizes effective strategies to attract and enroll a sufficient number of well prepared students. We are working to improve graduation rates and continue to make progress in this area. (*Standard 8: Admissions*)
 - 8.a. Continue to explore opportunities to improve the retention rates of second-, third-, and fourth-year students.
 - 8.b. One of the hallmarks of RIT is our ability to respond to market demands or new and innovative programs. Encourage continued new program development (especially those that attract women, part-time, and online learners) and reduce the cycle time for establishing programs.
 - 8.c. Continue to expand outreach and recruitment of AALANA students and women in science, technology, engineering, and mathematics (STEM) disciplines in support of goals established in both the *Optimal Size Plan* and *Diversity Plan*.
 - 8.d. Continue to expand national and international outreach. Expanding RIT's reach to national and international markets allows the university to attract the necessary quantity of qualified students to achieve its enrollment size and distribution goals. Growing the applicant pool through this means also allows RIT to maintain or increase its current level of admissions selectivity.
 - 8.e. Increase the level of endowed scholarships. RIT awards financial aid strategically to shape the quantity, quality, and composition of the entering class, but faces an increasing challenge from competitor institutions with substantially more financial resources. Additional endowed scholarship funding will ease the financial strain placed on students and their families, and will free net tuition resources for strategic uses.
 - 8.f. Determine the feasibility of adding additional space and resources to high demand programs with limitations on enrollment. Five of the colleges have programs with capped or limited enrollment capacity. Some of these programs receive applications from qualified students far in excess of current capacity. If additional space and resources were available, it might be possible to enroll more qualified students in these programs.
- RIT offers many student support services. In our Student Forums, however, it was evident that we must focus on the continuous improvement of these services in order to fully utilize limited resources for the greatest degree of Student Success. (*Standard 9: Student Support Services*)
 - 9.a. Continue to explore new ways of communicating and delivering student services to meet student needs more effectively.

- 9.b. Identify best practices in academic advising and adopt them university-wide. Clarify the roles and responsibilities of professional staff advisors and faculty advisors. While academic advising is available in many ways and at many levels, it varies from college to college.
 - 9.c. Create partnerships among Residence Life, Study Abroad, International Business, the English Language Center, and International Student Services to encourage more interaction between international and U.S. students. Create more cross-cultural training workshops that offer international and U.S. students the opportunity to share their experiences and to appreciate other cultures; explore ways to provide opportunities for international students to share information about their countries and cultures as part of academic class projects.
- RIT offers a wide array of related educational activities that support Student Success and Global Society. While these activities are constantly changing to meet student needs and expectations, their effectiveness can always be enhanced. (*Standard 13: Related Educational Activities*)
 - 13.a. Continue to expand the definition of experiential learning to include not only cooperative education but also Study Abroad, volunteer work, and research as well as entrepreneurial and incubator activities.
 - 13.b. Explore the possibility of academic credit for the study of English as a foreign language, putting such study on par with the study of foreign languages for U.S. students.

Supporting Documents

- 3.1 <http://www.rit.edu/~accredit> (Other Documents) Retention Committee Report, November 2003, 7 College Data
- 3.2 <http://honors.rit.edu/abroad> (for full listing of Study Abroad programs)

Chapter Four: Faculty and Curriculum

Introduction

In our study of Faculty and Curriculum, we focused our research on three standards—Faculty, Educational Offerings, and General Education—and related all to Student Success and Global Society. We determined the following:

- the extent to which faculty and other qualified professionals are devising and developing RIT’s academic, professional, research, and service programs within the framework of the university’s educational mission and goals
- the extent to which our educational offerings, particularly the content, breadth, depth, and rigor of the curricula, reflect and promote the university’s mission
- the scope, quality, and coherence of our General Education offerings, and the degree to which the skills and abilities learned in those classes are applied in each major.

Institutional Context

The foremost activity of RIT faculty is to facilitate, enable, and support student learning. Thus, faculty scholarship is expected to enhance the total educational experience of our students, as well as our institutional reputation. As stated in the RIT Strategic Plan, we emphasize four types of scholarship—teaching/pedagogy, application, integration, and discovery. Expectations for scholarship include documentation, dissemination, and external peer review. It is expected that each college will strengthen its commitment to support faculty development and scholarly activities as part of the individual faculty member’s plan of work and will allocate its resources accordingly. Each department or academic unit will recognize, value, support, and reward excellence in scholarship in its tenure, promotion and merit salary increment processes as outlined in the university policy on scholarship (see Supporting Document 4.1). Faculty, on campus and internationally, will enrich the academic curricula to best reflect important issues of Global Society and knowledge as they relate to teaching and other scholarly activities.

RIT is highly respected as a premier career-oriented institution with a unique and diverse program portfolio. Our focus is primarily on undergraduate programs, with a high value placed on teaching and a challenging curriculum. Although we plan to continue as a primarily undergraduate career-oriented university, RIT is in a growth mode. That growth comprises—in addition to increased expectations for research and scholarship—new graduate programs, a changing General Education portfolio, new international program offerings, and expanded distance learning. The balance required to develop new curricular initiatives and to assure a consistent delivery of quality programs remains an ongoing challenge.

RIT recognizes that students’ educational success is impacted by co-curricular programs and support systems that facilitate transitions into the university, that assist students changing majors,

and that support non-traditional students. Examples of such support include the Honors Program, college-based seminar series, student chapters of professional organizations, and 2+2 transfer articulations. To support the delivery of our career-oriented curricula and to facilitate student learning, we provide access to substantial teaching and learning resources such as the Wallace Library and computer-based instructional technology.

RIT has traditionally required a core of liberal arts courses for all undergraduates. In every B.S. degree program, students must also complete certain math and science courses to satisfy General Education requirements. The College of Liberal Arts and the College of Science have been the major providers of these courses. Since RIT's last Middle States accreditation review, we have re-evaluated basic requirements with the goal of broadening choices of electives, introducing minors, and increasing curricular flexibility. Additional changes impacting general education are reorganization of writing courses, cross-disciplinary courses, and student learning communities that share both General Education courses and those specific to a student's major.

Findings

Standard 10: Faculty

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Scholarship, Teaching and Learning, and Service

Key to RIT's success in preparing students for successful careers are the faculty who enable and support student learning. Our faculty are distinguished by an innovative and collaborative spirit and pride themselves on a commitment to teaching, scholarship, leadership development, and diversity. Standards for recruitment, appointment, promotion, tenure, grievance, discipline, and dismissal of full-time faculty reflect this commitment and are generally communicated well.

Effective Search Procedure Guidelines for full-time faculty are evident across the university. At the college level, each dean is required to communicate opportunities to the appropriate professional community and other sources of likely candidates. Search initiatives include preliminary letters to colleagues; phone interviews; paid advertising in print media such as *The Chronicle of Higher Education*, professional association publications, and electronic media, listservs of professional association affinity groups, and participation in the university's Future Faculty Career Exploration Program. The latter was developed to assist with the diversity effort as outlined in the RIT Strategic Plan to recruit future AALANA faculty who are finishing their doctoral work in areas aligned with RIT programs. Another program, Grow Your Own, supports faculty already at RIT with resources to enhance their educational skills in specific program areas. Departmental search committees are required to consult with HR regarding interviewing and hiring practices.

RIT believes that "all of our students—majority and minority—will enjoy a higher quality educational experience and be better prepared for successful careers and lives if RIT is more

diverse and inclusive” (see Supporting Document 4.2). We are committed to equal employment opportunity and affirmative action to attract outstanding candidates for faculty positions, especially women and AALANA candidates. The assistant provost for diversity reports that, because of the increase in the number of AALANA faculty hired during 2002, the university is close (5.8 percent) to meeting the national pool statistics (6.4 percent) for AALANA faculty hires.

We have also added the position of manager of faculty recruitment to Human Resources to assist all search committees in identifying and hiring AALANA candidates. Consistent with a university-wide emphasis on diversity, the manager of faculty recruitment focuses on increasing hires among traditionally underrepresented AALANA populations. These efforts have helped RIT to recruit a record number of new AALANA faculty. As a result, the “RIT model” for recruiting AALANA faculty has been highlighted in such highly respected journals as *Hispanic Outlook in Higher Education* and *Black Issues in Higher Education*. In addition, we bring a distinguished Rochester area minority professional to campus each year as the Frank L. Minett Professor to share his or her knowledge and experience with students and faculty.

There is a shared approach to Global Society at RIT. We expect special emphasis on recruitment and retention of a diverse faculty to enhance our ability to attract a correspondingly diverse student population. We also expect growing numbers of international faculty teaching at RIT, as well as domestic faculty interested in teaching abroad, to have a positive impact on our increasingly international culture. Evaluations of faculty at international sites follow processes set by Human Resources on the main campus, with the evaluations themselves reviewed by deans and departmental chairs. On site international program coordinators are responsible for communicating with their colleagues on the main campus regarding student registration, academic advising, or any other concern. With the anticipated growth of these programs, we expect the role and training of the program coordinator to take on increasing importance.

All faculty are evaluated annually by their department chairs according to the Annual Review of Faculty Policy. Faculty must submit a self-evaluation, a plan of work for the following year, a review of the current year’s plan of work, and standardized student evaluations of teaching. The colleges adhere to the *Policies and Procedures Manual* regarding faculty appointment, rank, annual review, tenure and promotion, grievance, discipline, and dismissal. For example, teaching, scholarship, and service are the standards emphasized for faculty in the policy regarding tenure. Relevant constituencies involved in the establishment, implementation, and assessment of these standards include faculty who are expected to serve on departmental and college committees. Service to the college is an important, explicit part of each faculty member’s annual review.

RIT has designated specific resources for continuous development and improvement of faculty and staff. Our Center for Professional Development provides training, facilitates professional growth and development, and recently implemented online orientation to assist adjunct faculty in understanding RIT policies, procedures and operations. The Teaching & Learning Center (TLC) promotes and supports student learning through faculty development and teaching excellence. Each year, programs and sessions are organized to support the development of new teaching

methods and to enhance teaching excellence. In 2002, TLC introduced the Faculty Institute on Teaching and Learning, a two-day annual conference designed for faculty education. Additional funding opportunities exist for faculty and staff development and for special projects supporting teaching and learning activities. Examples include faculty leaves, the Provost's Learning Innovations Grant, the Provost's Cultural Diversity Grant, and Faculty Evaluation and Development grants.

The university supports faculty in establishing and maintaining linkages and balance among scholarship, teaching and learning, and service as articulated in each faculty member's plan of work. The requirements are consistent across colleges (see Supporting Document 4.6), but are often applied differently. In the College of Science, for example, the balance between scholarship, teaching and learning, and service is determined collaboratively by the department head and each faculty member. In the National Technical Institute for the Deaf, it is determined by a set of general college workload guidelines, but the actual range of effort in each category is determined first and foremost by primary area of responsibility, i.e., instructional/support faculty or research faculty.

Funding opportunities also exist for professional development of faculty and for special projects that support their teaching and learning activities. We encourage faculty to enroll in credit courses as well as those offered by our Center for Professional Development and to take advantage of other related opportunities offered by the university. Some colleges support reduced teaching loads for new faculty as a means of professional development. For example, all new faculty members in the College of Liberal Arts and in the College of Science have reduced teaching loads as support for their transition and success. In the College of Business, faculty members honored as Zutes Scholars receive one course teaching reduction and up to \$5,000 for professional expenditures.

The scholarship paradigm varies from department to department, but often includes the application of theory to practice. Faculty members consistently demonstrate success in winning grants from external sponsors—public and private—that support their scholarship endeavors. RIT's *First in Class* initiatives build strong collaborative relationships with industry such as Eastman Kodak, Boeing, ITT, Lockheed Martin, and Los Alamos Labs, often resulting in significant research dollars for the university.

Each of the colleges supports faculty members in their efforts to embed scholarship and engagement in student learning. In the College of Engineering, for example, such support often takes the form of seed funding, course release time, and lab support. In the College of Computing and Information Sciences, travel funds support junior faculty members who seek the experience and exposure essential to tenure. Senior faculty members are encouraged to seek external funding for travel and conference work. While opportunities exist to request additional funds for advanced research, it is common knowledge that travel budgets are insufficient to satisfy fully the demands of faculty professional development. In addition to initiatives to enhance teaching and scholarship, various award programs recognize and reward outstanding faculty. At the university level, there are several strategies in place for recognizing and rewarding outstanding faculty, including the Annual Eisenhart Award for Outstanding Teaching,

the Provost's Productivity Grants, annual sabbatical leave awards, and university support and encouragement for faculty to pursue Fulbright Scholarships.

Approximately 470 adjunct instructors teach each quarter. Adjuncts—part-time instructors who do not have permanent teaching positions at RIT—are utilized to provide expertise in a particular area that is not available in the faculty at a given time. They are also used to cover courses which cannot be covered by regular faculty because of an unexpected increase in enrollment and student demand, inability to hire faculty quickly enough, or because faculty are taken out of the classroom to engage in a high priority research or service activity. In his address to the faculty entitled *Teaching, Scholarship, and Service at RIT* in 2002, President Simone stated that he expected the use of adjunct faculty to be reduced.

Over the years, student ombudspersons have reported that adjuncts do not always have the thorough knowledge of academic policies and procedures essential to assisting students in those matters. It is not uncommon for first-year adjunct faculty to accept teaching assignments without a background or certain important skills in course preparation or delivery of instruction. This may also be the case in certain instances with new full-time instructional faculty. It has also been pointed out that, because their teaching assignments do not always continue from one quarter to the next, students are not always able to follow up with adjuncts regarding course work or grades from the previous quarter.

Standard 11: Educational Offerings

The institution's educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

Student Success

Career preparation is central to RIT's vision of leading higher education in the preparation of students for successful careers. To ensure that curriculum is flexible and responsive to our students' employers, academic departments use multiple approaches. These include the hiring of faculty with industry and academic experience, appointment of industrial advisory boards, faculty curriculum committees, and surveys of employers and alumni. Most academic programs include experiential learning and define activities that meet their own experiential learning requirements and expected learning outcomes. In addition, *First in Class* initiatives and industrial partnerships involve faculty, staff, and students in hands-on applications and keep curricula, facilities, and equipment at the cutting-edge of business and industry standards. RIT is a leader in academic computing and students work with state-of-the-art computer equipment to replicate the industry environment, including internet 2, smart classrooms, a laser optics laboratory, electronic photography labs, an electronic prepress and publishing equipment, computer graphics and robotic labs, and microelectronic facilities.

Each college has published requirements for its undergraduate programs in the *Undergraduate Bulletin*, including those for freshman and transfer admissions. As of 2006, Institutional

Research provides data on students' time to degree. Following the *2002 Middle States Periodic Review*, we established a new format for new and existing course outlines that includes assessment of learning outcomes at the course and program level. Courses existing prior to 2002 are still in the process of conversion. In addition, the *Provost's Directive for Undergraduate Curriculum Review and Revision 2004* (see Supporting Document 4.4) supported ease of student transfer of one major, minor, or double major to another.

Accelerated degree programs help working professionals to advance their careers and enhance their employer's performance. For example, BS/MS programs are designed for students who wish to accelerate their progress to a master's degree and offer the same outcomes as the traditionally-structured degree but on a different timeline. Online learning/distance learning programs allow off-campus students to earn RIT degrees while actively engaged in the workplace, using technology to support that learning. Learner-centered blended learning programs are flexible and technology-based.

While the goals for student learning in honors and other non-traditional programs are consistent with those of traditional programs, each non-traditional program focuses on a specific constituency and its needs. The Honors Program, open to students in the top 5 percent of the incoming freshman class, encourages participants "to achieve distinguished success in their professional fields" through an emphasis on scholarship, leadership, and community. Its success can already be measured in an 83 percent retention rate after four years for the freshman class of 2001 (see Supporting Document 4.3), as compared to the 79 percent retention rate of non-Honors students in the same class with similar SAT scores and high school rank. The cumulative GPA for Honors students in that class was 3.46, compared to 3.36 for non-Honors students with similar SAT scores and high school rank.

Global Society

Initiatives and programs supporting Global Society include curricular flexibility and opportunities engineered by the *Provost's Directive for Undergraduate Curriculum Review and Revision 2004* (see Supporting Document 4.4), cooperative education opportunities, and Study Abroad programs. In addition to these study and work abroad opportunities, a diverse set of initiatives is underway. Both the RIT Strategic Plan and the Implementation Plan call for enrichment of academic curricula to reflect issues of global awareness and knowledge. In addition, each college seeks to incorporate more international perspectives and content into its existing curricula and to offer, where appropriate, courses that reflect international perspectives and content within the framework of its program study areas. Additional foreign language courses, a new degree program in international studies, and an international business program strongly encourage students to gain a first-hand experience abroad. The previously mentioned Foreign Language Center supports the teaching and learning of foreign languages.

Graduate Programs

While RIT is primarily an undergraduate institution, with programs added, enhanced, or phased out to advance the mission of the university, the presence of graduate programs in our portfolio

introduces a richness and depth to the curriculum. In 2006, we established the university-wide position of dean of graduate studies to help ensure Student Success among our growing graduate population and to guide the development of advanced interdisciplinary programs. RIT has more than 70 graduate programs in high-growth, high-tech areas. At the master's level, recent additions include degree programs in game design and development, networking and systems administration, and software engineering within the College of Computing and Information Sciences. At the doctoral level, new programs include the Ph.D. in Color Science and the Ph.D. in Computing and Information Sciences. A grant from the Luce Foundation is enabling curriculum development for a Ph.D. in Sustainable Design, the first such program in the world.

We review graduate programs in a number of ways. Each program has an internal Curriculum Committee, often comprising an entire departmental faculty, which provides ongoing review of curriculum. New courses are submitted to the College Curriculum Committee. Proposals for new graduate programs include both start-up and maintenance budgets, as well as projections of incremental personnel, space, and equipment needs; the Graduate Council ensures that programs meet RIT standards before submitting them to New York State for final approval. For graduate programs with outside accrediting agencies, the accreditation process is a major part of the ongoing review process. A number of programs also have industry advisory boards comprising professionals from industry who advise faculty on the changes in industry standards and needs.

The degree to which graduate programs are supported with institutional resources is critical; the budgeting process is the same as for other RIT programs. Requests are submitted with priorities and departmental chairs work with deans to create a final budget request to the university. Chairs establish faculty teaching assignments, based on enrollment and curricular demands as well as suggestions/requests from the graduate coordinators. Requests for new faculty are submitted to the dean for review and submission at the university level, and then forwarded to the RIT administration for approval and processing.

Standard 12: General Education

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in General Education and essential skills, including oral and written communication, scientific and quantitative reasoning, technological competency, and information literacy.

Foundation for Student Success and Global Society

New York State defines General Education courses as those “of a general or theoretical nature that are designed to develop judgment and understanding about human beings’ relationship to the social, cultural, and natural facets of their total environment.” Our General Education program requires that all students acquire the judgment and understanding essential for academic and career success. All General Education courses must provide students with at least one of the following skills: expressive and receptive communication (oral, written, or visual); critical thinking and problem solving; mathematics and quantitative reasoning; technology-based design and information discovery, processing, distribution, and presentation. They must also be in one

of the following subject areas: humanities, mathematics (including computer science), natural sciences, or social sciences.

The scope of General Education at RIT is also guided by professional accrediting agencies for many of our programs. In addition, academic departments must demonstrate that they have the faculty qualified to teach specific courses. General Education courses, like every course at RIT, must be taught by individuals with the proper background and knowledge to meet course goals and objectives. The College of Liberal Arts also offers global issues courses as part of the General Education core. They also explore with the other colleges the development of appropriate minors, concentrations, and dual degree programs that reflect international perspectives and content.

Program Development

To achieve a better balance of programs and to increase the breadth of General Education offerings and course content, we have recently revised our curriculum. In 2004, the provost initiated a series of structural parameters for college curricula and General Education credit requirements, resulting in university-wide discussions. Required parameters now include 12 credits of open electives for all undergraduate degree programs, 90 credit hours of General Education for all BS degree programs (of which 36 must come from the College of Liberal Arts and 20 from the College of Science), and 45 General Education credits for B.F.A. programs. Other colleges offer additional courses that have been approved as General Education by the Inter-College Curriculum Committee (ICC).

The system we follow in developing and approving General Education courses begins with review of courses offered for General Education credit by the individual faculty members teaching those courses as well as by the faculty of the department within which the courses are housed. Outcomes proceed through the normal governance processes. Proposals move from college curriculum committees to ICC which must approve all courses proposed for General Education credit according to specific criteria. Upon completion of this review, ICC presents the courses to Academic Senate for approval and recommendation to the provost.

Academic Affairs continues to work with the colleges to provide a broad array of programs and courses that impart cross-cultural understanding and skills and a comprehensive knowledge of global issues as called for in the Strategic Plan. Examples of the increased scope of General Education courses relates to the foreign language area. We have increased the number of advanced courses; offered new languages based on student interests and developed short and intensive conversational courses; increased recognition of foreign language learning through certificates, minors, dual majors, and Foreign Language Across the Curriculum programs; provided various instructional delivery systems; and expanded relevant library holdings. Many of RIT's General Education courses are infused with considerations of ethics, values, and/or diversity, as are a number of courses within the professional majors.

Coherence and Assessment

The Implementation Plan identifies four strategies to ensure that academic programs meet General Education requirements and to relate elements of General Education to the academic major. These include:

- the enhancement of flexible curricula within and across all programs and colleges
- the enhancement of curricula that develop transitional skills of value throughout one's career and life
- the expansion of minors and double majors
- the growth of global outreach programs.

To meet these objectives, significant efforts to improve curricular flexibility are already underway. Course offerings are creating greater choices for students; program curricula are being revised to shorten students' time to degree; and more options are allowing students to add concentrations, minors, double majors, and dual degree programs. "Undeclared" or "Exploration" options exist in most of our colleges.

The Inter-College Curriculum Committee's oversight of General Education guidelines ensures that these courses conform to New York State guidelines, the *Provost's Directive for Undergraduate Curriculum Review and Revision, 2004*, and the university's liberal learning goals. In addition, informal review, assessment, and updating of our General Education curricula occur at the individual faculty, departmental, and college levels. College curriculum committees bear overall responsibility for overseeing such reviews and assessments. The provost formally reviews the curricula of all programs in any given college, including its General Education component, every four years. Additionally, all colleges have active curriculum committees that review, approve, and monitor curricular issues. Departments are responsible for recommending courses for General Education credit only when they have faculty with appropriate background and knowledge to meet the stated goals and objectives of the course. The Inter-College Curriculum Committee makes the final determination of its viability as General Education.

Recommendations

- A faculty reflecting both diversity and scholarship is crucial to our ability to prepare students for success in a Global Society. Setting and meeting those expectations is a shared responsibility of all RIT faculty members. (*Standard 10: Faculty*)
 - 10.a. Explore, provide, and communicate new opportunities for faculty to pursue scholarship, service, teamwork, and professional development at the college level.
 - 10.b. Continue to aggressively recruit diverse faculty—especially women and AALANA faculty—who advance the mission and strategic initiatives of the university. Review and update all documentation regarding recruitment policies and strategies as needed.

- 10.c. Focus more resources on faculty training and development to keep all faculty on the leading edge of teaching methods, as well as on the use of technology as a means of accessing policy, procedures, and resources. Provide an online college-specific *Policies and Procedures* manual for faculty in each college.
- 10.d. Create a more consistent and controlled method of administering student evaluations of faculty in order to ensure careful review and follow through by department chairs and deans.
- 10.e. Require that all adjunct instructors receive comprehensive training regarding RIT teaching policies and procedures.
- 10.f. Require that all adjunct contracts include instructor availability beyond each teaching quarter in order to respond to student questions regarding course work or grades.
- 10.g. Consistently review and adjust the percentage of faculty appointed as adjuncts.
- The new Strategic Plan challenges us to support new initiatives, curricula, and students/staff/faculty that will increase our capacity to educate global citizens while reinforcing the traditional strengths of the university. (*Standard 11: Educational Offerings*)
 - 11.a. Explore strategic expansion of national and international outreach and learning sites.
 - 11.b. In order to gain a better understanding of Student Success, study the impact of learning communities on learning at RIT as a whole and analyze data on students' time to degree. Incorporate results into future retention goals.
 - 11.c. Rigorously review academic programs and appropriately support those that are successful with faculty, staff, and library resources; phase out or modify those which are less successful.
- The General Education tenets of ethics, values, and diversity are central to the work of RIT and all of its academic departments. (*Standard 12: General Education*)
 - 12.a. Clarify connections and relevancy between General Education curricula and student majors.
 - 12.b. Establish a process for rigorous assessment and oversight of General Education curricula.
 - 12.c. Review all General Education courses to ensure that they reflect RIT's stated emphasis on ethics, values, and diversity. Make the language more visible within working documents, stated curricula, and course descriptions.

Supporting Documents

- 4.1 <http://www.rit.edu/~accredit> (President Simone's Papers and Speeches), Teaching, Scholarship, and Service at RIT: Expectations and Enablers, 2002
- 4.2 <http://www.rit.edu/~accredit> (President Simone's Papers and Speeches), *Achieving a Diverse Faculty at RIT*, 2002
- 4.3 <http://www.rit.edu/~accredit> (Retention Data for Honor Students), *Report on Retention Data on Honors Students by College*
- 4.4 <http://www.rit.edu/~accredit> *Provost's Directive for Undergraduate Curriculum Review and Revision 2004*

Chapter Five: Assessment

Introduction

In our study of Assessment, we focused our research on two standards—Institutional Assessment and Assessment of Student Learning—and related all to Student Success and Global Society. We:

- focused on an analysis of 2002 assessment goals established at the time of the Middle States periodic review, identification and visibility of goals, available information regarding assessment of goals, and appropriateness of resources to support assessment practices
- examined the status of assessment efforts and plans, assessment metrics and tools, the need for additional resources and support, and responsibility for assessment activities
- examined how we ensure that all academic programs have appropriate goals and assessment plans based on student learning outcomes; how the implementation of those plans leads to improved educational practices, advising, teaching and learning; and appropriateness of resources and technological support for assessment plans and practices.

Institutional Context

“RIT’s academic programs are application-intensive,” the *RIT Periodic Review Report Executive Summary, June 2002* states. “From its founding, the RIT education has emphasized student mastery of current, practical, and marketable knowledge and skills in technology-based careers. The historical emphasis on applications and our resulting experience in measuring ‘what students can do’ has made us particularly respectful of concrete evidence of student learning.”

Assessments of RIT as a whole and of student learning in particular build on and complement this tradition. Our commitment to student learning and student success requires systematic and embedded assessment practices at every level and across all units. At RIT, everything we do—whether administrative or academic—aims at enhancing student learning and Student Success. Curriculum and instruction are at the core of this work by providing direct educational services to students. We also provide academic support programs such as tutoring, library services, and academic advising as well as co-curricular programming such as leadership and health and wellness services. Finally, RIT houses a number of administrative functions with either direct or indirect student interactions including Financial Aid and Scholarships, Food Service, Human Resources, and Budget. Depending on an area’s function, assessment plans and objectives vary. Those areas offering educational services consider learning outcomes assessments in addition to satisfaction and usage data. Similarly, the business units focus primarily on cost-benefit analysis as well as customer service and satisfaction measures. The findings below are examples of assessment activity across the university; they are not a comprehensive list.

Findings

Standard 7: Institutional Assessment

The institution has developed and implemented an assessment plan and process that evaluates its overall effectiveness in achieving its mission and goals; implementing, planning, resource allocation, and institutional renewal processes; using institutional resources efficiently; providing leadership and governance; providing administrative structures and services; demonstrating institutional integrity; and assuring that institutional processes and resources support appropriate learning and other outcomes for its students and graduates.

Assessment Across the University

Many of RIT's administrative units, programs, and services have established formal procedures for assessment. As part of the *2002 Middle States Periodic Report*, these units outlined or updated plans for a variety of assessment initiatives ranging from customer service to effective business practices. No ongoing committee has been established to guide or oversee this process (as was established for assessment of academic outcomes). As a result, assessment has evolved unevenly across the campus. Some units have made substantial progress in the development of assessment practices that are now embedded into their daily work; others have lagged behind. Strides have been made in the development of assessment practices at the unit level as well as in the collection and analysis of data about student satisfaction, retention, and campus climate.

Underlying infrastructure barriers must be addressed in order for a complete, quality assessment plan to be fulfilled. For example, Institutional Research and Information & Technology Services need increased support and resources for data collection, management, access, and analysis. Support for training and development is a continuing need across the university. One of the most important needs is for leadership of assessment practices and a consistent, unified structure of accountability for the use of assessment data in decision making at all levels and across all colleges. Where quality assessment occurs, it is often at the unit/department level. Very little is shared up or out, and without clear channels for communication and/or reporting, this is unlikely to change. This level of accountability will also help to ensure that student and stakeholder feedback is taken seriously and appropriate actions are taken to remedy areas of concern.

The following highlights some of our accomplishments in the area of institutional assessment. It is meant as a sample, not a comprehensive review.

- Academic Affairs

Academic Affairs houses a number of units which participate in and contribute to the overall institutional assessment. Academic Enhancement Programs, the Registrar, the Center for Teaching and Learning, and RIT Libraries are four examples of this. Academic Enhancement consists of the Study Abroad, Fellowships, and Honors programs. Striving to enhance student learning outcomes, each program has its own assessment plans and practices, both quantitative and qualitative.

Study Abroad is in the early stages of assessment practice and analysis. A committee of 16 faculty and staff from various colleges and support services ensures that it meets the highest standards and subscribes to the guidelines of the National Association of International Educators. Toward this end, it has initiated a program development and approval process. It also accomplishes assessment through evaluations from student participants (see Supporting Document 5.1). The Fellowships Program identifies two direct assessment measures and is in the early stages of implementing its assessment plan (see Supporting Document 5.2).

The Honors Program is evaluated annually by participating students (see Supporting Document 5.3) and by admission acceptance and retention ratios compared to other high rated students and applicants. The program's assessment goals and practices are well defined and organized. Improvements for the program, as a result of assessment and evaluation, have been developed and published.

In addition to long standing assessment practices, the Registrar has added the following assessment measures: a comprehensive registration survey, the results of which have partially set the goals for the design of the new academic planning and registration system; the degree audit system; the new annual schedule of courses; the unmet course need system; and an online survey built into the degree audit system. The Registrar is strongly dependent upon ITS for reaching and assessing its goals from a technological perspective and currently feels it lacks sufficient resources to meet all of its needs in a timely manner.

The three units of the Center for Teaching and Learning Services—the Educational Technology Center, Online Learning, and the Teaching and Learning Center—all state their mission and goals on individual Web sites (see Supporting Document 5.4). Each unit uses a variety of direct and indirect assessment measures to assess its success in meeting its goals. As of February 2006, each unit's progress on its assessment planning was well underway or nearly completed (see Supporting Document 5.5).

RIT Libraries conducts numerous assessment activities that are regularly analyzed and reviewed for the purpose of program and service improvement. Its current assessment plan for most functions is complete in most of the five categories (see Supporting Document 5.6). The Libraries goals and Strategic Plan for 2005 through 2010 are prominently featured on its Web site (see Supporting Document 5.7).

- Enrollment Management & Career Services

Enrollment Management & Career Services has developed five points relating to the services provided to students, both graduate and undergraduate (see Supporting Document 5.8). Relating to student success in the *Middle States Periodic Review Report 2002*, the Division states that it “supports RIT’s mission and goals by providing services that assist undergraduate and graduate students to enroll in an appropriate academic program, to obtain funding required to support their enrollment, and to obtain appropriate employment while enrolled or after graduation.”

Enrollment Management & Career Services has developed a number of formative and summative practices to measure its goals. Summative assessment practices focus on enrollment, student quality, diversity, net tuition revenue, and job placement goals. Outcomes for these areas of responsibility are measured through a number of standard reports generated on a bi-weekly, quarterly, and annual basis. These outcomes are distributed throughout the university and are verified through related reports produced by Finance & Administration, Institutional Research, state and federal government agencies, and other external organizations. Enrollment Management & Career Services uses several formative assessment practices to evaluate the effectiveness of its programs and services.

The Office of Cooperative Education and Career Services has an extensive set of assessment practices at each stage of the job search and placement process. To ensure that virtually every co-op job meets or exceeds a uniform set of standards, each position must meet specified criteria. In addition, each co-op assignment is evaluated by both the sponsoring employer and participating student.

- Finance & Administration

Finance & Administration reports that it “continues to make strides annually toward the completion of the goals that were established in 2002.” With a common focus on customer service, financial stewardship, internal processes, and learning and growth of students and staff, each department has developed appropriate mission statements and objectives. Beginning in 2006, Finance & Administration is implementing a division-wide performance measurement system which will assist with the development of continuous quality improvement.

Information & Technology Services, which recently joined Finance & Administration, provides both administrative and academic support across the university. It documents an extensive list of 18 assessment practices in a January 2006 update to the 2002 Periodic Review self-assessment. It documents quantitative and qualitative measures of its performance and provides matrices showing the alignment of its support for university-wide goals and unit level support for its own goals (see Supporting Document 5.9). Information & Technology Services reports that much of its 2002 assessment development plan has been completed and that it “has continued to add and refine its assessment tools and benchmarking.”

- Student Affairs

The goals of Student Affairs were revised in 2005 in accordance with the Strategic Plan and are available on the Student Affairs Web site (see Supporting Document 5.10). In 2010, they will be reviewed and revised again as needed. Additionally, most of the units within Student Affairs have their own goals which are often displayed on unit Web sites. The Division uses a number of tools to examine the degree to which these goals are reached. Units regularly utilize student survey data from instruments such as the Cooperative Institutional Research

Program and National Survey of Student Engagement (NSSE) as well as Educational Benchmarking. Internally developed instruments look at student behaviors (including drug and alcohol use/abuse), attitudes, and satisfaction. Units occasionally use retention reporting and/or cost-benefit analysis to look at subpopulations such as athletes, Greeks, or Resident Advisors (RAs). The most direct assessment of goals is done at the divisional level and occurs as a result of a required annual assessment project that is completed by each unit (see Supporting Document 5.11). Beginning in 2004, Student Affairs created a full-time assessment coordinator position. This individual has primary responsibility for coordination, communication, and training; however, the direct responsibility for assessment remains with each department.

Assessment of Student Success & Global Society Initiatives

Assessment of RIT's Student Success initiatives includes analysis of data related to retention, time-to-degree, program outcome evaluation for key programs such as First Year Enrichment, learning communities, North Star Center, and Honors which were all developed to directly impact student success. Additionally, instruments such as the Noel-Levitz Student Satisfaction Survey and the NSSE are utilized to better understand the student experience.

Because a comprehensive, university-wide assessment plan for Student Success and Global Society has not been established, it is difficult to discuss specific assessment techniques and timelines. Currently, there are diffuse initiatives without centralized reporting—a situation that makes comprehensive assessment a challenge. As with other areas of the university, there are many unit or program level assessment plans in place. The next step will be either to consolidate these plans into a comprehensive package or to consolidate reporting so that there is accountability for the collection and review of related data.

Standard 14: Assessment of Student Learning

Assessment of student learning demonstrates that the institution's students have knowledge, skills, and competencies consistent with institutional goals and that students at graduation have achieved appropriate higher education goals.

- Student Learning Across the University

All RIT colleges have established formal procedures to assess student learning. Since 2002, the university-wide Academic Outcomes Assessment Task Force (AOATF) has met continuously to support and to facilitate outcomes assessment (see Supporting Document 5.12). It continues to build on and implement assessment plans included in the 2002 Periodic Review Report and to be a primary impetus and coordinating body for assessment across campus. Several colleges are further along in the development and implementation of their plans to assess student learning and academic outcomes in part because of accreditation requirements of their respective professional organizations. These organizations include ABET, the Association to Advance Collegiate Schools of Business International, and the National Association of Schools of Art and Design. The Academic Outcomes Assessment

Task Force provides an important forum for faculty and administrators alike to share ideas and best practices for assessing student learning, identifying potential collaborations, exploring university-wide solutions, establishing submission timelines, and coordinating academic assessment activities across the campus.

All colleges have established assessment plans that meet specific criteria as stated in the *2002 Periodic Review Report*. Within the established RIT process and structure for assessment, the faculty of each college and program are responsible for developing program-level educational outcomes and course-intended learning outcomes. While assessment mechanisms vary from college to college, individual faculty generally participate in developing the intended learning outcomes at the course level; program chairs and their faculty are responsible for building program outcomes, monitoring, analyzing and evaluating results, and continuous improvement; and college administration is responsible for assessment oversight, college-wide systems and university-wide challenges. Assessment of student learning through cooperative education occurs at the conclusion of each co-op assignment, when the student's supervisor completes a prescribed written evaluation of the student's performance. In addition, most academic departments require co-op students to prepare written appraisals of their experiences.

In support of assessment, Academic Senate, Institute Curriculum Committee, and Graduate Council have developed and implemented curricular processes that require that 1) all new academic proposals include outcome assessment plans and 2) all new courses approved by college curriculum committees include intended learning outcomes. All existing course outlines were rewritten to include intended learning outcomes. By Winter 2005, all colleges had completed or partially completed course outline revisions including intended learning outcomes. Five colleges were at 95 percent or higher completion; the colleges of Science, Computing and Information Sciences, and Liberal Arts were working to improve on a rate of approximately 70 percent completion.

- General Education

While General Education is not their primary mission, the colleges of Liberal Arts and Science have primary responsibility for it. In 2005, a change to the General Education curriculum, mandated by the provost, increased the number of free and General Education electives available to all students.

Each department in Liberal Arts has established its own learning outcome assessment goals. Current assessment strategies include class-related assignments, review of portfolios, tests, placement examinations, peer reviews, and surveys of current students and alumni. The College continues to face a number of challenges: assessing outcomes of humanities and social science General Education courses, finding appropriate assessment methods, and completing assessment plans in all departments that offer General Education courses.

The College of Science provides courses required by various programs in other RIT colleges and General Education electives in science and mathematics available to all students. Due to the fact that each program has a different set of science and mathematics courses either required as foundation for further study or as General Education electives, assessment of General Education here poses a special challenge. Not only does the curriculum vary from program to program, but also from student to student because of the many electives available to meet the requirement. The College of Science recognizes the need to offer more courses that are accessible to a wider variety of students. It also recognizes the challenge of assessing the effectiveness of these courses in meeting the goals of General Education in science and mathematics.

In the last five years, the College of Science has responded to the need for assessment and reform in its General Education curriculum. Two introductory sequences—Calculus I, II, III and University Physics I, II, III—demonstrate how assessment procedures led to significant course revisions and improved pedagogy. The College observed an unacceptable number of W, D, and F grades in those sequences. Additional study revealed a correlation between student retention and success in their major with their success or failure in those courses. Due to effective assessment procedures and subsequent course revision, the student success rate increased dramatically, the faculty were re-energized, and both student and faculty satisfaction with these courses improved greatly.

On the heels of the newly revised and more flexible curricula of all programs, the provost has initiated a university-wide review of General Education. A team of faculty from three colleges (College of Liberal Arts, College of Science, and National Technical Institute for the Deaf) was convened and will submit a white paper with recommendations to the provost in early 2007. These colleges were chosen because they deliver nearly all of our General Education courses. This is the first time that RIT has undertaken a formal process for developing a single set of General Education goals, learning outcomes, and assessment methods. The intent is to provide the faculty with a framework in which to review, modify, and continue to assess General Education curricula. We expect the team to submit guidelines and recommendations by early 2007.

Recommendations

- RIT has many effective assessment strategies in place at the departmental, divisional, and university-wide levels. However, the effectiveness of these strategies could be enhanced through a number of initiatives. (*Standard 7: Institutional Assessment*)
 - 7.a. Connect assessment practices and results to the budget process. For it to be meaningful, assessment must be applied to initiate change in business practices as well as student learning. The assessment of business units must be tied more directly to educational outcomes.

- 7.b. Consider designating a single office with responsibility for ensuring compliance with university-wide assessment goals and practices. Establish systems for sharing of assessment tools and strategies across divisions and departments.
 - 7.c. Enhance the assessment of student learning outcomes in non-academic areas, where appropriate.
 - 7.d. Provide Information & Technology Services and Institutional Research with the financial and other resource support they need to systematize services across the university and to provide on-demand assessment data as needed. Consider implementation of centralized data warehousing to facilitate information exchange, compliance assessment, and benchmarking.
- While much has been accomplished in the assessment of student learning, there is always more to be done at a technological university where instructional methodologies must keep pace with constantly changing curricula. (*Standard 14: Assessment of Student Learning*)
 - 14.a. Embed the importance of assessment of student learning in the life of the university at all levels, encourage academic leadership to mandate ongoing assessment of curriculum and instruction, and require it at the institutional level as the basis for budget allocation. Provide the resources needed for training and implementation of assessment at the college level.
 - 14.b. Establish a single office or person responsible for facilitating and overseeing the assessment process, coordinate assessment requirements across colleges with multiple accrediting bodies, establish a systematic repository for storage and retrieval of assessment data at the college, division, and university levels.
 - 14.c. Increase financial resources directed towards the design and implementation of training programs of faculty, both new and continuing, in assessment process and practices in order to take assessment of student learning to the next level.
 - 14.d. Once a comprehensive plan for General Education has been finalized, design and implement an assessment plan with clear indication of accountability.

Supporting Documents

- 5.1 <https://www.rit.edu/~accredit> TF2 Report, Appendix B – Academic Enhancement Programs Response, p. 48-50
- 5.2 <https://www.rit.edu/~accredit> TF2 Report, Appendix B – Academic Enhancement Programs Response, p. 47
- 5.3 https://www.rit.edu/~accredit/2006/docs/Honors_Evaluation_Report_2005.doc
- 5.4 (ETC) <http://www.rit.edu/~613www/> (OL) <http://onlinelearning.rit.edu/> (TLC) <http://www.rit.edu/~teach/about.php3>
- 5.5 <https://www.rit.edu/~accredit> TF2 Report, Appendix I – CTLS Response, p. 103-107

- 5.6 <https://www.rit.edu/~accredit> TF2 Report, Appendix C – Wallace Library Response, p. 52
- 5.7 <http://library.rit.edu/info/overview.html>
- 5.8 <https://www.rit.edu/~accredit> TF2 Report, p. 15
- 5.9 <https://www.rit.edu/~accredit> TF2 Report, Appendix F – ITS Response, p. 84-85
- 5.10 <http://www.rit.edu/~300www/index.shtml>
- 5.11 <https://www.rit.edu/~accredit> TF2 Report, Appendix G – Student Affairs Response, p. 91
- 5.12 <https://www.rit.edu/~accredit>, Academic Outcomes Assessment Task Force Report (AOATFR), March 15, 2006, p. 4

Conclusion

RIT launched this Self-Study in 2005, guided by Middle States Commission standards, university-wide dialogue, and key institutional documents. Our Strategic Plan 2005-2015 and corresponding Implementation Plan—both articulating a strong commitment to scholarship and diversity—were particularly valuable.

In designing the Self-Study, our Steering Committee considered the five strategic dimensions of the university outlined in the Strategic Plan: Career Focus, Student Success, Scholarship, Global Society, and Community. It selected two of these, Student Success and Global Society, as areas of emphasis for our Self-Study—Student Success as it is the bedrock on which all RIT initiatives are built and Global Society as it represents a relatively new and growing effort on the part of the university to prepare students to thrive in the world community. We organized our investigation and analysis by five subcommittees, each of which addressed several Middle States standards through task forces of faculty and staff. Just as important, students added their voices to the process through Student Forums offered specifically for this purpose.

The process could not have come at a more opportune time in the history of the university, as we prepare to hand over leadership to a new president in 2007. Requiring us to look back over the last decade, we see not only how far we have come but also the tremendous opportunities for continued success in the future. Major findings follow, chapter by chapter.

- **Institutional Value Proposition and Governance.** RIT's mission, goals, and objectives through 2015 are clearly articulated in our Strategic Plan, a step-by-step roadmap designed by teams of faculty, staff, alumni, and trustees. RIT believes in shared governance and has numerous governing bodies in place to ensure academic and administrative integrity at every level.
- **Resources and Allocation.** RIT's annual budget process is rigorous, requiring each division and college to substantiate its request for the coming year with sound data. We are tuition dependent for our financial well being. Support from alumni and friends, corporations, foundations, and state and federal government provide the additional resources essential to moving the university to new levels of excellence. A recent Capital Campaign secured over \$309 million for new programs, facilities, scholarships, research, and endowed chairs.
- **Enrollment Management and Student Support.** An *Optimal Size Plan* setting an enrollment ceiling of 17,000 guides student recruitment and enrollment decisions. Quality of students, however, is as important as quantity and RIT is committed to building a student community of both excellence and diversity. To support the needs of all students, including those who learn exclusively online, we continue to develop innovative support services and related educational activities. A worldwide leader in cooperative education for nearly a century, we are committed to building on this foundation and expanding our definition of experiential learning to include student research and community service projects as well as Study Abroad, business incubator, entrepreneurial, and intellectual property opportunities.

- Faculty and Curriculum. RIT faculty members are selected for their academic and teaching experience; many are also recruited for their experience and ongoing connections with industry. This combination creates an academic culture and portfolio that is constantly challenged, improved, and updated. Cutting-edge academic programs are based on industry standards and continue to prepare students for careers over their lifetimes. Programs for faculty scholarship, training, and recognition of excellence continue to be developed.
- Assessment: All RIT divisions have processes and procedures in place to measure assessment. Each college has established formal procedures to establish student learning and a university-wide Academic Outcomes Assessment Task Force meets continuously to support and to facilitate assessment.

We conclude that RIT is in a very good position to move resolutely toward our goal of becoming a category-of-one university. This means that for those students, parents, and employers who seek what RIT does and is, we fully expect and are working to become the standard to which other universities aspire. Our leadership—our Board of Trustees and president—has positioned us to make a quantum leap forward in an environment of both collegiality and openness. Together, we have established and nurtured a culture that encourages all constituencies—students, faculty, staff, and alumni—to ask the difficult questions essential to measurable progress in each of our five strategic dimensions. While specific recommendations for improvement are presented at the close of each chapter, we face two overarching challenges. Each will be ongoing for any university committed to addressing the constantly changing, ever more complex issues of the 21st century.

The first is the way in which we ensure Student Success as we grow. In order to accomplish this, we must meet a new emphasis on scholarship with new and enhanced academic programs, faculty expertise, laboratories, and equipment. We must address the changing needs and expectations of a student body that is becoming increasingly diverse and international in view and experience. For all of these students, we must fund and design support services. We must balance growing opportunities for international learning sites with an innovative academic portfolio on the main campus. We must balance the growing cost of expert faculty and staff with other costs such as facilities and infrastructure. At the same time, we must serve an alumni body of close to 100,000 worldwide whose experiences and expectations are both vast and diverse.

The second challenge is how we build capacity for growth in a Global Society. Because tuition dependency will be a reality for RIT for at least the next 10 years, we must establish new streams of revenue to secure the incremental funds required for strategic expansion in quality, outreach, and reputation. We must increase philanthropy from friends, corporations, and foundations, but especially from alumni. As federal support for student financial aid declines, we must secure endowed funds to establish the scholarships that will make an RIT education affordable for all students. We must continue to grow sponsored research through corporate, foundation, state, and federal funding. We must also continue to cultivate the relationships with elected government representatives that can translate to millions of public dollars annually.

In 2005, RIT commissioned the Art and Science Group, an independent consulting firm, to develop a “Brand Positioning Study” for the university. The study, which was summarized to the RIT Board of Trustees and university leadership team in November 2006, reaches conclusions similar to those in this Self-Study.

The branding study confirmed RIT’s strong market position as a career-focused, technological university offering outstanding opportunities for students to specialize in highly specific fields. These core components of RIT’s brand were viewed as fundamental to future success. Therefore, these core brand attributes must be maintained and advanced through greater integration of the creative, global, and community dimensions of the RIT brand. Critical to the refinement of an already strong brand identity will be: 1) an expanded and more fully realized emphasis on global experience and 2) a highly collaborative and exciting academic and social community supportive of student and faculty success. Importantly, from the branding study, we found significant agreement across alumni, corporations, and students included in the study. The agreement of the branding study with both our Strategic Plan and this Self-Study’s identification of overarching challenges and opportunities is most encouraging and will doubtless help us address the challenges identified in the foregoing paragraphs.

While there are no easy answers to these ongoing challenges, RIT is well positioned to address them. As we prepare to hand over leadership to a new president this year, we are both financially sound and academically strong. We did not achieve this position by accident. Our progress, our pride, and our plan for the future are the result of a university-wide team of students, faculty, staff, trustees, alumni, and friends. Always high-spirited and challenging, it is a team that pulls together toward the clear goal of becoming category-of-one—the very best at what we do.

Appendix

Recommendations by Standard

1. The Strategic Plan presents an opportunity for RIT to distinguish itself as an academic leader in this age of increased accountability. Objectives must be met across the university.
(Chapter One, *Standard 1: Mission, Goals, and Objectives*)
 - 1.a. Document how goals and objectives of the Strategic Plan and Implementation Plan are being met.
 - 1.b. Gather the various implementation metrics utilized by the colleges and divisions and provide access to them for the entire RIT community at a single online site.
2. While Student Success and Global Society are defined in both the Strategic Plan and its Implementation Plan, their objectives are not always linked to measurable outcomes.
(Chapter Two, *Standard 2: Planning, Resource Allocation, and Institutional Renewal*)
 - 2.a. Develop resource allocation models and departmental plans of work that translate the Student Success and Global Society concepts into measurable outcomes.
 - 2.b. Evaluate allocation processes in terms of their effectiveness in meeting Global Society goals. Monitor student satisfaction with our support infrastructure and apply findings to improve processes.
 - 2.c. When evaluating the introduction or expansion of international initiatives, strongly consider the impact on RIT resources and processes.
3. Opportunities to increase external funding from a variety of constituencies are increasing. Additionally, the success of RIT's allocation of resources in support of Student Success rests in part with our use of technology. (Chapter Two, *Standard 3: Institutional Resources*)
 - 3.a. Promote a university culture that respects and expects philanthropy and sponsored research. Develop strategies that will directly and substantially connect alumni to RIT philanthropic goals.
 - 3.b. Diversify and innovate revenue streams from auxiliary enterprises.
 - 3.c. In consultation with all divisions, develop and manage a university-wide "technology roadmap." Update annually with trends and projections.
 - 3.d. Create a Technology Advisory Committee, similar to the Web Advisory Committee, to provide valuable insight and guidance regarding the university's current capabilities and future requirements.

4. RIT is constantly initiating new academic programs, educational delivery sites, and faculty/staff responsibilities. With such growth and change comes the need for increasingly proactive and robust review on the part of governance groups at the proposal stage of each new undertaking. (Chapter One, *Standard 4: Leadership and Governance*)
 - 4.a. Require that each governance group continue to work on communication with its constituency to increase understanding of shared governance and the importance of participation in the governance process.
 - 4.b. Establish more systematic communication among the governance groups in order to increase their understanding of the others' points of view. Consider periodic meetings of the executive committees of Student Government, Staff Council, and Academic Senate, or appointment of a formal liaison from each group to the others.
 - 4.c. Continue to update all *RIT Policies and Procedures* manuals and include the university's commitment to the concept of a Global Society; initiate a campus-wide effort to emphasize the concept of Global Society through a variety of venues such as the Faculty Institute on Teaching and Learning.
 - 4.d. Ensure that all governance groups are consulted on plans or changes in the goals of the Global Development Corporation. In particular, consult with Academic Senate on any curriculum- or program-related changes.
5. The administrative structure of RIT is similar to those at many other universities, and seems to be a reasonable approach with a fair allocation of responsibility. Many administrative/academic units function independently with their own sets of procedures, regulations, timetables, and support services, sometimes causing confusion or inefficiencies. (Chapter Two, *Standard 5: Administration*)
 - 5.a. Consider moving to more centralized decision-making to encourage inter-unit collaboration on the development of common strategies and applications.
 - 5.b. Institute ongoing evaluation of two new administrative positions—ombudsperson and chief diversity officer—based on established metrics to ensure that these new positions fulfill their missions.
6. While we have established policies, procedures, and initiatives to reinforce a culture of respect, their effectiveness is difficult to measure. (Chapter One, *Standard 6: Integrity*)
 - 6.a. Consider requiring all Academic Conduct Committees to submit annual reports to the provost in order to provide senior leadership with a more accurate picture of the issues at the college or departmental levels.

7. RIT has many effective assessment strategies in place at the departmental, divisional, and university-wide levels. However, the effectiveness of these strategies could be enhanced through a number of initiatives. (Chapter Five, Standard 7: Institutional Assessment)
 - 7.a. Connect assessment practices and results to the budget process. For it to be meaningful, assessment must be applied to initiate change in business practices as well as student learning. The assessment of business units must be tied more directly to educational outcomes.
 - 7.b. Consider designating a single office with responsibility for ensuring compliance with university-wide assessment goals and practices. Establish systems for sharing of assessment tools and strategies across divisions and departments.
 - 7.c. Enhance the assessment of student learning outcomes in non-academic areas, where appropriate.
 - 7.d. Provide Information & Technology Services and Institutional Research with the financial and other resource support they need to systematize services across the university and to provide on-demand assessment data as needed. Consider implementation of centralized data warehousing to facilitate information exchange, compliance assessment, and benchmarking.
8. RIT utilizes effective strategies to attract and enroll a sufficient number of well prepared students. We are working to improve graduation rates and continue to make progress in this area. (*Standard 8: Admissions*)
 - 8.a. Continue to explore opportunities to improve the retention rates of second-, third-, and fourth-year students.
 - 8.b. One of the hallmarks of RIT is our ability to respond to market demands or new and innovative programs. Encourage continued new program development (especially those that attract women, part-time, and online learners) and reduce the cycle time for establishing programs.
 - 8.c. Continue to expand outreach and recruitment of AALANA students and women in science, technology, engineering, and mathematics (STEM) disciplines in support of goals established in both the *Optimal Size Plan* and *Diversity Plan*.
 - 8.d. Continue to expand national and international outreach. Expanding RIT's reach to national and international markets allows the university to attract the necessary quantity of qualified students to achieve its enrollment size and distribution goals. Growing the applicant pool through this means also allows RIT to maintain or increase its current level of admissions selectivity.
 - 8.e. Increase the level of endowed scholarships. RIT awards financial aid strategically to

- shape the quantity, quality, and composition of the entering class, but faces an increasing challenge from competitor institutions with substantially more financial resources. Additional endowed scholarship funding will ease the financial strain placed on students and their families, and will free net tuition resources for strategic uses.
- 8.f. Determine the feasibility of adding additional space and resources to high demand programs with limitations on enrollment. Five of the colleges have programs with capped or limited enrollment capacity. Some of these programs receive applications from qualified students far in excess of current capacity. If additional space and resources were available, it might be possible to enroll more qualified students in these programs.
9. RIT offers many student support services. In our Student Forums, however, it was evident that we must focus on the continuous improvement of these services in order to fully utilize limited resources for the greatest degree of Student Success. (Chapter Three, *Standard 9: Student Support Services*)
 - 9.a. Continue to explore new ways of communicating and delivering student services to meet student needs more effectively.
 - 9.b. Identify best practices in academic advising and adopt them university-wide. Clarify the roles and responsibilities of professional staff advisors and faculty advisors. While academic advising is available in many ways and at many levels, it varies from college to college.
 - 9.c. Create partnerships among Residence Life, Study Abroad, International Business, the English Language Center, and International Student Services to encourage more interaction between international and U.S. students. Create more cross-cultural training workshops that offer international and U.S. students the opportunity to share their experiences and to appreciate other cultures; explore ways to provide opportunities for international students to share information about their countries and cultures as part of academic class projects.
 10. A faculty reflecting both diversity and scholarship is crucial to our ability to prepare students for success in a Global Society. Setting and meeting those expectations is a shared responsibility of all RIT faculty members. (Chapter Four, *Standard 10: Faculty*)
 - 10.a. Explore, provide, and communicate new opportunities for faculty to pursue scholarship, service, teamwork, and professional development at the college level.
 - 10.b. Continue to aggressively recruit diverse faculty—especially women and AALANA faculty—who advance the mission and strategic initiatives of the university. Review and update all documentation regarding recruitment policies and strategies as needed.

- 10.c. Focus more resources on faculty training and development to keep all faculty on the leading edge of teaching methods, as well as on the use of technology as a means of accessing policy, procedures, and resources. Provide an online college-specific *Policies and Procedures* manual for faculty in each college.
 - 10.d. Create a more consistent and controlled method of administering student evaluations of faculty in order to ensure careful review and follow through by department chairs and deans.
 - 10.e. Require that all adjunct instructors receive comprehensive training regarding RIT teaching policies and procedures.
 - 10.f. Require that all adjunct contracts include instructor availability beyond each teaching quarter in order to respond to student questions regarding course work or grades.
 - 10.g. Consistently review and adjust the percentage of faculty appointed as adjuncts.
11. The new Strategic Plan challenges us to support new initiatives, curricula, and students/staff/faculty that will increase our capacity to educate global citizens while reinforcing the traditional strengths of the university. (Chapter Four, *Standard 11: Educational Offerings*)
- 11.a. Explore strategic expansion of national and international outreach and learning sites.
 - 11.b. In order to gain a better understanding of Student Success, study the impact of learning communities on learning at RIT as a whole and analyze data on students' time to degree. Incorporate results into future retention goals.
 - 11.c. Rigorously review academic programs and appropriately support those that are successful with faculty, staff, and library resources; phase out or modify those which are less successful.
12. The General Education tenets of ethics, values, and diversity are central to the work of RIT and all of its academic departments. (Chapter Four, *Standard 12: General Education*)
- 12.a. Clarify connections and relevancy between General Education curricula and student majors.
 - 12.b. Establish a process for rigorous assessment and oversight of General Education curricula.
 - 12.c. Review all General Education courses to ensure that they reflect RIT's stated emphasis on ethics, values, and diversity. Make the language more visible within working documents, stated curricula, and course descriptions.

13. RIT offers a wide array of related educational activities that support Student Success and Global Society. While these activities are constantly changing to meet student needs and expectations, their effectiveness can always be enhanced. (Chapter Three, *Standard 13: Related Educational Activities*)
 - 13.a. Continue to expand the definition of experiential learning to include not only cooperative education but also Study Abroad, volunteer work, and research as well as entrepreneurial and incubator activities.
 - 13.b. Explore the possibility of academic credit for the study of English as a foreign language, putting such study on par with the study of foreign languages for U.S. students.

14. While much has been accomplished in the assessment of student learning, there is always more to be done at a technological university where instructional methodologies must keep pace with constantly changing curricula. (Chapter Five, *Standard 14: Assessment of Student Learning*)
 - 14.a. Embed the importance of assessment of student learning in the life of the university at all levels, encourage academic leadership to mandate ongoing assessment of curriculum and instruction, and require it at the institutional level as the basis for budget allocation. Provide the resources needed for training and implementation of assessment at the college level.
 - 14.b. Establish a single office or person responsible for facilitating and overseeing the assessment process, coordinate assessment requirements across colleges with multiple accrediting bodies, establish a systematic repository for storage and retrieval of assessment data at the college, division, and university levels.
 - 14.c. Increase financial resources directed towards the design and implementation of training programs of faculty, both new and continuing, in assessment process and practices in order to take assessment of student learning to the next level.
 - 14.d. Once a comprehensive plan for General Education has been finalized, design and implement an assessment plan with clear indication of accountability.