GREATNESS THROUGH DIFFERENCE

2015–2025 STRATEGIC PLAN
Mission
Through a unique blend of curricular, experiential, and research programs delivered within a student-centric culture, Rochester Institute of Technology prepares its students for successful careers in a global society.

Vision
RIT will be a great world university whose academic portfolio, research agenda, and educational model align with the shifting needs of a complex planet.

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Born from the unlikely union of an influential cultural association (the Rochester Athenaeum) and a technical training school (the Mechanics Institute), Rochester Institute of Technology has always been a different kind of educational institution. When most colleges were teaching ancient languages, theology, and the law to the sons of prosperous families, the Rochester Athenaeum and Mechanics Institute was preparing young men and women for local employment through a combination of technical training and courses in the sciences and fine arts.

Embedded within the unusual circumstances of RIT’s origins was a set of principles that would become the shaping credo of the young institution: the innovative potential of unlikely partnerships—between and among institutions, individuals, and disciplines; the importance of educating students to do as well as to know; and the propulsive power of difference.

This practicality, attention to student needs, and taste for doing things differently would fuel the many early instances of multi-disciplinary integration, cooperation, and risk-taking of the institution’s first 100 years. And they would account for RIT’s 20th-century reputation as an innovative university whose programs, partnerships, and practices were increasingly the first of their kind in higher education.

When the economic, technological, and demographic transformations of the late 20th century threatened to disrupt the largely conservative higher education industry, RIT found itself perfectly positioned to meet these challenges and to address the attendant demands of a public increasingly disenchanted with the traditional model of higher education. As our competitors struggle to recruit and support a very different student demographic, to contain unsupportable tuition hikes, and to provide an education leading to gainful employment, RIT can turn its attention to anticipating and addressing the next set of opportunities.

The strategic plan before you, Greatness Through Difference, provides the design by which we will hone the proven tools of difference, innovation, and student-centeredness and apply them to the next generation of possibilities.

The next 10 years will be treacherous ones for higher education, and not all institutions will survive. But by building upon its talent for distinctiveness and innovation, its record of successful change management, and its visionary approach to education, RIT will emerge from the coming decade as an incontestably great university, fully prepared to supply the new world of 2025 with the graduates, new discoveries, and innovative educational model that it will require.
At its founding in 1829, RIT launched a trajectory that today remains unique among the more than 4,000 U.S. colleges and universities occupying the higher education landscape. Consider the following early instances of “difference”:

1829
The provision of lifelong learning has been a strand of the RIT DNA from the inception of the Rochester Athenaeum, which offered evening lectures to the people of Rochester and was for a time the young city’s dominant cultural force.

1885
The Rochester Athenaeum and Mechanics Institute (the institution that would become RIT) commits itself to educating young men and women in the technologies necessary for successful careers—a mission that endures to this day. Early in its history, RIT becomes one of the first schools to integrate applied technical study with curricula in the humanities, the arts, and design. RIT may have been the first school to introduce “design thinking” into its curriculum.

1912
With the initiation of its cooperative education program, in which students secured paid employment in their major field, RIT becomes a pioneer in experiential education, or what today would be called competency-based education.

1950
The Graphic Arts Research Center is established to apply scientific and engineering principles to the printing and publishing industry. RIT becomes a center of research on all aspects of the graphic arts.

1950
School for American Craftsmen, founded by Aileen Vanderbilt Webb and now called School for American Crafts, moves to RIT. The school offers undergraduate and graduate programs in ceramics, glass, metals and jewelry design, and furniture design.

1960
Edwina Hogadone

1960
Edwina Hogadone as the first female dean of a U.S. business college.

1968
National Technical Institute for the Deaf opens at RIT, revolutionizing technical education for the deaf and hard of hearing. At least two dozen universities vied for the privilege of hosting NTID, but RIT’s strong post-secondary technical curricula and cooperative education programs gave it the edge.

1971
RIT delivers its first distance-learning course via closed-circuit television.

1982
RIT enrolls students in the first undergraduate program in microelectronic engineering in the U.S.
1983
RIT becomes the first university in the nation to offer a Bachelor of Science degree in biotechnology.

1990
RIT’s Ph.D. program in imaging science opens—the first doctoral program at RIT and the first such program in the United States.

1991
RIT delivers its first fully online program—years before the rest of higher education enters the online arena.

1993
RIT offers the first nationally recognized Bachelor of Science degree in information technology.

1996
RIT becomes the first university in the United States to offer a bachelor’s degree in software engineering.

1998
RIT’s College of Engineering becomes Kate Gleason College of Engineering—the first engineering school in the country named for a woman.

2008
RIT offers a doctoral program in sustainability, the first program in the world to focus on sustainable production systems.
iven the distinctiveness of its origins, it should come as no surprise that in this second decade of the 21st century, RIT has kept pace with the relentless acceleration of scientific and technological discovery and the resulting economic, social, and cultural transformations. One hundred and eighty-six years after its founding, RIT has matured into one of the world’s most innovative, agile, and foresighted universities. Consider the following:

- As a member of the Association of Independent Technological Universities (AITU), RIT is among the world’s leading technological institutions. RIT was recently ranked in the top 40 “most technologically advanced” universities in the world.

- Today’s program portfolio boasts award-winning programs in a host of nontraditional disciplines—in film and animation, industrial design, sustainability, photography, medical illustration, microelectronic engineering, packaging science, museum studies, and diagnostic medical sonography. The RIT portfolio is among the richest and most diverse in the world.

- RIT is a world leader in experiential education. Our cooperative education program is the fourth oldest and one of the largest in the world.

- RIT is one of the largest private universities in the U.S. based upon full-time undergraduate enrollment.

- With full residential campuses in Dubrovnik and Zagreb, Croatia, in Kosovo, and in Dubai, our global presence is far-reaching and unique.

- RIT’s growing research portfolio includes unique interdisciplinary centers such as the Center for Applied Psychophysiology and Self-Regulation (a program integrating education, research, and clinical care around the autism spectrum); the National Center of Academic Excellence in Information Assurance/Cyber Defense Education; and the Image Permanence Institute (a world leader in artifact preservation).

- The new Wegmans School of Health and Nutrition is based upon the premise that anticipating public health concerns is more effective than reacting to them.

- RIT’s sustainable architecture program is among the first to consider sustainability as a curricular element equal in importance to design.

- RIT sustains the sound fiscal policies that have enabled its remarkable growth and stability.

- RIT commits to carbon neutrality, LEED-certified buildings, and sustainability-focused degree programs.

- In 2014, RIT was named “the nation’s geekiest campus,” a distinction we embrace with pride.
At a time when the public disenchantment with higher education is growing, and disruptive (often commercial) alternatives are looking more and more appealing to prospective students and their families, the real measure of a university's success is the degree to which its offerings satisfy the demands of its many stakeholders. The current list of these demands is lengthy and all too familiar—including calls for lower tuition, higher return on investment, and graduates who are competitive in the job market. Not surprisingly, RIT is aggressively addressing these demands. Leveraging its appetite for difference, its talent for adaptation, and its commitment to student success, RIT has listened and acted.

<table>
<thead>
<tr>
<th>The public is demanding</th>
<th>RIT has responded with</th>
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<tr>
<td>Career preparation for jobs at graduation (parents and students).</td>
<td>A 95 percent employment/graduate school acceptance rate six months after graduation.</td>
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<tr>
<td>Return on tuition investment (parents and students).</td>
<td>A combination of a strong career-oriented mission, curricular currency, and excellent relations with business and industry, yielding one of the best ROIs in the nation.</td>
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<td>Affordability (parents and students).</td>
<td>Need-blind admissions; tuition below the national average for private institutions; intervals of paid cooperative employment; historically high percentage of Pell-eligible (low income) students.</td>
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<td>Breadth and depth in content mastery (employers).</td>
<td>Education in fields with high employer demand integrated with design, management, critical and innovative thinking, and data management. Broad participation of undergraduates on funded research teams, which sharpens critical and innovative thinking, data analysis, and problem-solving skills.</td>
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<td>More STEM graduates (employers).</td>
<td>The second highest number of STEM graduates among U.S. private universities.</td>
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<td>Experiential education and work experience (employers).</td>
<td>An educational experience that includes considerable time learning outside of the classroom—either working in a paid cooperative education position, designing new products and businesses in the Simone Center for Student Innovation and Entrepreneurship, or participating on interdisciplinary research teams.</td>
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<td>Groundbreaking research in multiple disciplines (business, industry, government, society).</td>
<td>Interdisciplinary Ph.D. programs—ranging from imaging science to microsystems to sustainability—dedicated to providing solutions to complex problems that defy a single-discipline approach.</td>
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<td>Anytime, anywhere learning (students, alumni, community members).</td>
<td>A program (the Center for Multidisciplinary Studies) that gives credit for prior learning; an Innovative Learning Institute providing credit and non-credit experiences to traditional and non-traditional students in multiple electronic formats.</td>
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<td>Diverse population.</td>
<td>Over 50 percent international students at the graduate level; 1,200 deaf and hard-of-hearing students on the Rochester campus; and a history of serving low-income students.</td>
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<tr>
<td>Global reach.</td>
<td>Unusually high number of international students; four international campuses with multiple opportunities for student exchange; courses in 10 languages.</td>
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The university that was born of an unlikely institutional marriage; that welcomed women into its 19th-century technical classes; and that combined curricula in technical skills, the arts, and the humanities was a university destined to understand the creative power of diversity. The RIT of the future will be powered by an intellectual and social diversity unmatched within higher education—a diversity that distinguishes its academic and research portfolios, its population, and the multiple modes of learning, thinking, and knowing practiced daily. In the coming decade, RIT will intentionally assemble and leverage its many forms of diversity in order to invent and discover new solutions, new programs, new kinds of graduates, and the highest levels of stakeholder satisfaction.

- Imagine the new questions that might be asked, the new solutions posed, and the innovations achieved by a team of glass artists, imaging scientists, and physicists.
- Imagine the new courses and research projects emerging from the collaboration of a biomedical engineer, a materials scientist, a three-dimensional designer, and a physician assistant student.
- Imagine a team of architecture students, history professors, and photographers collaborating with our Kosovo students and faculty in the repair of ancient war-damaged monuments in Pristina, Kosovo.
- Imagine the job offers received by an RIT student graduating with a double major in biotechnology and philosophy, extended membership on a funded research team, demonstrated competencies in innovative thinking and intercultural relations, and a one-year co-op with Amgen.
- Imagine RIT as a model civil community in which all difference—from ethnicity to nationality to sexual orientation to political persuasion to socio-economic level—is leveraged as an engine to solve seemingly unsolvable world problems.

RIT has all the ingredients to realize these and countless other scenarios. Through the new Strategic Plan before you—Greatness Through Difference—we will develop the necessary mechanisms to make them a reality while simultaneously enriching our highly student-centric environment, demonstrating a high return on tuition investment, and meeting the ever-shifting needs of the world.
The strategic plan calls for providing student leaders such as Ashley Carrington, a fourth-year finance and management information systems student and the Student Government president, with a broad range of leadership development opportunities during their time in school. Carrington is a legacy student.

Cultivating student success is what we do—it is and will continue to be our core mission. Of course, as the world changes, so too does the definition of student success. The knowledge and skills that will be required of graduating students in 2025 are virtually unimaginable to us today, and what distinguished graduates in the job market of 1995 could well be obsolete in 2025. RIT's tradition of academic excellence, its appetite for difference and adaptation, and its commitment to students will ensure the continuation of student success as our paramount institutional mission. Recognizing that new models of "the successful college graduate" place increasing demands on the already limited time of college students, RIT will be innovative and flexible in the supplemental learning experiences it develops.

There are some elements of student success over which no institution has control; we cannot re-write students' high school preparation or re-program their social skills or even require them to learn. But we do have control over the single most important determinant of success: the quality of our academic enterprise. Without absolute confidence in the quality of the teaching, learning, research, scholarship, and academic support services that are the student's academic environment, we cannot expect to provide our graduates with the knowledge and skills that will guarantee their success.
Difference Makers

- RIT will build upon its strong academic portfolio, extensive experiential learning and co-curricular offerings, and the rich diversity of its people and programs to develop “T-shaped” graduates possessing both disciplinary depth (the vertical axis of the “T”) and breadth across multiple skills and competencies (the horizontal axis, or “transversal” skills).

- RIT will offer opportunities for study at the intersections of technology and the arts, imagination and application, and rigor and curiosity—all designed to meet the demands of future careers in the complex global economy.

- RIT will further enhance its position as the preeminent academic institution and model for professional and technical education for people who are deaf or hard of hearing around the world.

- RIT will lead higher education with a bold new model for ensuring academic quality through a unique outcomes-based assessment model designed to ensure continuous progress in student learning, graduate success, stakeholder satisfaction, and academic excellence.

- RIT will expand and strengthen opportunities for experiential learning to the point that there are sufficient placement opportunities for all undergraduate and graduate students to participate in at least one such experience.

- Through a blend of curricular, co-curricular, and experiential offerings, RIT will build a leadership program that will equip more graduates to become leaders in their fields.

- RIT will make the on-time graduation of its undergraduate and graduate students a highly visible university priority.

- RIT will be a center of innovation, creativity, and entrepreneurship that serves as an important economic engine for Rochester, the region, and the nation.

- RIT will establish a campus-wide culture that embraces alumni, contributes to their lifelong learning, and relies upon them for counsel and support.

Supporting Objectives

- Within five years, lead private U.S. universities in the number of STEM (Science, Technology, Engineering, Math) undergraduates enrolled at and graduating from RIT.
- Launch 20 startup companies per year.
- Expand the university’s role as a national and international Resource Center of Excellence in the education of people who are deaf or hard of hearing.
- Design and implement “RIT for Life,” a program for alumni that serves as a catalyst for their lifelong learning and continuous career development.
Matthew Glazer, a fourth-year electrical engineering student, is tinkering with electrifying his long board in The Construct Makerspace, RIT’s communal student-run “garage.” Giving students like Glazer an opportunity to work on interdisciplinary projects of their own design is part of the strategic plan.

RIT Baja team members put the finishing touches on the 2014-2015 car. The off-road vehicle was built entirely by a team of students from multiple majors such as engineering technology, engineering, industrial design and business. Team members here are, from left, Dan Palmiter, fourth-year mechanical engineering; Kaity Wolford, second-year mechanical engineering technology; Ryan Wager, third-year mechanical engineering; and Skyler Levy, first-year engineering technology.

Hundreds of students gather Wednesday evenings to learn sign language. Many attend because they want to be able to better communicate with the more than 1,200 deaf and hard-of-hearing students on campus. The opportunities for deaf students at RIT/NTID are unmatched by any university.

Melissa Sagen, a fourth-year museum studies student, is completing her 200-hour internship requirement at the National Susan B. Anthony Museum and House in Rochester. While at RIT, Sagen has been able to individualize her education based upon her interests in film and photo preservation.

Fourth-year ceramics student Adam Jennett came to RIT to study graphic design but after taking an elective ceramics class his freshman year, he switched his major. The strategic plan recognizes the importance of arts education.
Student researchers in the Perception for Movement Laboratory in RIT's Chester F. Carlson Center for Imaging Science combine eye tracking, virtual reality and motion capture to investigate how people use vision to navigate the natural environment. Kamran Binaee, right, an imaging science Ph.D. student, designs computational experiments with vision scientist and lab director Gabriel Diaz. They explore where people put their eyes when performing simple tasks, such as hitting a ball or walking. Parameters created within a virtual-reality environment free Binaee and Diaz to focus on how vision guides action when, for instance, Andrew Smith, fourth-year imaging science student, strolls through a projected scene on the lab floor.
As a student-centered research university, RIT combines the mission-critical activities of research, scholarship, artistic creation, creative inquiry, teaching, and learning across all degree levels and disciplines. By conducting government-funded, interdisciplinary, high-impact research and by partnering with business and industry in private research and development, we will advance the boundaries of knowledge and the application of new technologies. Recognizing that participation on research teams enhances critical and creative thinking, collaboration, and cross-disciplinary competencies, we will facilitate the participation of undergraduate and master’s degree students on funded research teams. We will enrich the graduate student experience through a holistic approach to their success, and we will develop opportunities for all students to collaborate across international and intercultural borders.
Difference Makers

- RIT will be internationally distinguished as a research university through its focus on and investment in specific inter- and transdisciplinary research areas identified through a systematic and inclusive selection process.

- RIT will maximize the impact and financial support gained through its research programs by collaborating more extensively with business and industry to yield $100 million in total research funding annually.

- RIT’s research enterprise will be a national model of leveraged diversity (disciplinary, generational, global, and experiential) based upon the principle that teams constituted of members with diverse expertise, talent, experience, and backgrounds drive the best questions, the best processes, and the best solutions.

- RIT will enlarge its graduate portfolio through adding professional and research-focused programs in STEM fields, the humanities, social sciences, and arts, bringing the graduate population to 30 percent of the total student population. New programs will include experiential learning, research, scholarship, and co-curricular opportunities. All programs will strive for the highest levels of excellence and global recognition.

Supporting Objectives

- Continue adding interdisciplinary Ph.D. programs that are in line with the university’s research strategy.

- Create an external research advisory board comprised of impartial, recognized experts to guide the selection and evaluation of strategic research areas.

- Create a special program to encourage collaboration in research activities with alumni-led businesses.

- Increase the number of master’s and bachelor’s level students on funded research teams.
Wade Kellard, a mechanical engineering technology major, was one of four RIT/NTID students from the Saunders Summer Start-up Program who began MotionSavvy, technology that converts hand shapes into text. The sign-language translator was named by Time magazine as one of the 25 best inventions of 2014.

Todd Pagano, director of the Laboratory Science Technology program at the National Technical Institute for the Deaf, was named 2012 U.S. Professor of the Year by the Council for Advancement and Support of Education and the Carnegie Foundation for the Advancement of Teaching.

Fourth-year biomedical engineering student Alexandra LaLonde introduces fluid and electrical impulses onto a micro-device situated on a portable microscope. She works under the guidance of professor Bianca Lapizco-Encinas, who finds great value in incorporating undergraduate students in research.

Jascha Wilcox, a fifth-year biomedical engineering student, uses a computer-aided design program to create and scale a 3D-printed hand. The hand was given to a 10-year-old boy through e-NABLE, a group created by Jon Schull, a research scientist in RIT’s Center for Media, Arts, Games, Interaction and Creativity (MAGIC).

Mike Bradley, a materials lab technician at the Center for Integrated Manufacturing Studies at RIT, demonstrates a laser scanning arm for representatives of Western New York companies as part of a technology forum on 3D printing inside the Golisano Institute for Sustainability’s new Digital Manufacturing and Product Realization Lab. The strategic plan calls for collaborating more with business and industry to increase research funding.
The international student population at RIT has more than doubled over the last 10 years driven by explosive enrollment in graduate programs. A record 2,497 international students from 103 countries are studying at RIT this academic year. Pictured from left are students Yuwei Qiao of China, Paola Gonzalez of the Dominican Republic and Jassim Dalwai, who was born in India and raised in Kuwait.

RIT has long recognized the importance of diversity to organizational growth and synergy. Beginning in the 19th century, when we welcomed women into our classes decades before other colleges even considered co-education, we have intentionally sought students, faculty, and staff from multiple backgrounds, ethnicities, and countries. The 1968 addition of NTID (National Technical Institute for the Deaf) brought an intellectual, linguistic, and programmatic diversity to RIT that is unmatched in higher education. We are likewise proud of the high percentage of low-income students enrolled at RIT (as measured by the number of Pell grants awarded annually) as well as of our growing ranks of underrepresented and international students. The unmatched diversity of our academic programs is a direct result of the diverse voices that constantly participate in the RIT conversation. Through our new strategic plan, we will intentionally develop practices, opportunities, and programs that harness the power of difference to drive creative solutions, innovative combinations, and productive collaboration.
LEVERAGING DIFFERENCE

Difference Makers

• RIT will be among the top five national universities in global engagement, as measured by the breadth and size of its international student and alumni populations.

• RIT students and faculty will be internationally recognized for their global experience, their mastery of intercultural competencies, and their engagement with globally relevant problems.

• RIT will establish targeted centers of collaborative research with international universities, laboratories, and/or corporations in areas of common expertise and aligned goals.

• RIT will be the largest producer of female, under-represented male, and deaf or hard-of-hearing STEM graduates among all private colleges in the U.S.

• RIT will eliminate the achievement gap between under-represented and majority students, becoming a model of inclusive excellence for all students.

• RIT will become a model of inclusive excellence for all faculty and staff in the areas of professional development and promotion.

• RIT will reflect diversity and inclusion as core values in assessing performance and promotion at all levels and in all functions of the university.

• RIT will be a model of excellence in its deployment of difference to solve problems and practice innovation.

• RIT will initiate a comprehensive marketing campaign to make all current and potential stakeholders and higher education at large fully aware of the university’s extraordinary history, its unique character, and its exceptional record of success.

Supporting Objectives

Establish research partnerships in emerging international centers of excellence.

All undergraduate programs will identify a place in their curricula for a specific program opportunity through which students can participate in a global, international, or multicultural educational experience.

Develop 10-year plans for increasing the number and percentage of females, under-represented males, and deaf or hard-of-hearing students in STEM majors.

Using an asset-based assessment and research model, develop a profile of success factors and institutional challenges for under-represented males.
Andrew Athias, a fourth-year computer engineering student, interned for the Chinese enterprise telecom company Huawei in Shenzhen, Guangdong, China, from June to December. “It gave me an opportunity to see the world from an extremely different point of view, learn a new language from scratch, and a chance to be a part of a new community and culture—all while applying what I am studying at RIT.”

The RIT Men of Color, Honor and Ambition program has set its sights on improving the odds of young men of color graduating and helping them attain rewarding careers. Programs such as this help eliminate the achievement gap between under-represented and majority students and help RIT become a model of inclusive excellence for all students.

RIT Croatia, which offers programs in Dubrovnik and Zagreb, was one of RIT’s first global campuses. Other global campuses are the American University in Kosovo in Pristina, Kosovo, and RIT Dubai in Dubai, United Arab Emirates. The campuses allow U.S. RIT students to study abroad and help bring international students to campus. RIT also has partnerships with the Dominican Republic and Turkey. The strategic plan calls for RIT to be among the top five national universities in global engagement.

Seventeen Executive MBA students took advantage of global learning opportunities during a trip last fall to Vietnam. Partnerships such as this will grow in the decade ahead.

Laura Fermin ’11 studied international business as well as service leadership and innovation at RIT. She now works as a lawyer for the government of the Dominican Republic. The strategic plan calls for developing ways to connect RIT students with alumni around the world.
More than 250 employers were on hand to meet with RIT students and alumni at the 2014 Fall Career Fair. It was the largest RIT career fair on record. A diverse range of employers attended, including computing technology companies Google, Microsoft, Apple and Facebook; engineering companies Tesla Motors and Toyota; government agencies and start-up companies.
Dramatic changes in the demographics of the college-going population will make it more important than ever for RIT to continue its tradition of affordability and access. Increasing the amount of financial aid available to students will help us sustain and enrich the student diversity so necessary to the creativity and productivity of the university community. RIT is committed to leading the affordability charge by addressing price and student financial capacity, by ensuring ample financial aid to accommodate high-need students, and by introducing technological solutions to reduce costs while improving learning outcomes.

Recognizing that affordability is as much about quality outcomes as costly input, we will provide the next decade’s students with the skills and knowledge necessary to succeed in satisfying and remunerative careers that will justify the expense of undergraduate and graduate education. Our students’ return on their tuition investment will come not only in the material form of future earnings, but also in their ability to effect positive change, contribute to the social good, and continue on a path of lifelong learning.
Difference Makers

- RIT will be the university with the best placement rate and return on investment of all private universities in the United States.

- RIT will become the university that best utilizes educational technology to improve access, maintain academic quality, and achieve desired learning outcomes while balancing costs.

- Through a tuition containment program and a capital campaign drive for additional scholarship support, RIT will address the financial needs of promising low-income students.

- RIT will launch a blended capital campaign entitled “Greatness Through Difference” to raise the public, private, and research funding necessary for the achievement of critical “Difference Makers” in the 2015-2025 strategic plan.

- RIT will develop alternative methods of raising revenue, including developing innovative, fully online workforce development programs for nontraditional students, increasing opportunities for venue rentals by external parties, and providing services to the Rochester community.

**Supporting Objectives**

- Publicize and deliver on a guarantee that no student in good standing within 15 credits of graduation will drop out because of insufficient funds for the remaining tuition.

- Using the model of “RIT Online,” the ILI (Innovative Learning Institute) will identify, develop, and deliver courses and competency instruction to enhance the career advancement of alumni.

- Direct a specified amount of funding from the capital campaign scholarship drive to support low-income and under-represented students.
Ph.D. graduates in sustainability Xue Wang, Michele Goe and Chelsea Bailey celebrate the completion of their program last year with professor Gabrielle Gaustad. In less than 10 years, RIT has created a world-class research and education hub for sustainability. These graduates will help make the world greener for the next generation.

After Leigh Raze graduates in May, he will be heading to Seattle to work for Amazon Game Studios, an internal production studio of Amazon that creates games for its devices. The game design and development graduate student secured his full-time position in 2014 while working at a co-op with the company.

Tim Reed, a fifth-year civil engineering technology student, began at RIT as part of the first class of Rochester City Scholars, a scholarship program for top Rochester students who have the academic ability but may lack some of the finances for college. Reed, the first in his family to go to college, will graduate in May. The strategic plan calls for increasing the number of Rochester City Scholars in the next 10 years.

The career fair and alumni connections helped fourth-year advertising and public relations student Mackenzie Pollock score a job with advertising giant SapientNitro months ahead of graduation. Pollock will begin working as a junior associate program manager for the Boston-based company in August.

Ryan Kranz received an associate degree in computer integrated machining technology from RIT/NTID in December and started a job in January with General Electric in Schenectady, N.Y., where he had worked as a co-op student. He is a machinist who helps make turbines and generators.
IT owes much of its past success to the alacrity with which it has been able to anticipate and respond to changes in the multiple environments in which it operates. In the next decade, these shifts will accelerate and in some cases expand to the level of seismic change, requiring us to develop innovative practices and policies that facilitate and encourage good ideas and the changes they lead to. In other words, we need to maximize our organizational agility.

“Organizational Agility” is more than a dimension: it is a strategic imperative and the linchpin of this plan. Underlying every difference-making goal in the previous pages is the assumption that our institutional culture will be agile and efficient—that we will be able to make decisions with dispatch; to move at least as quickly as the drivers of technology, science, and the global economy; and to reorganize as often as necessary to support the key themes of this plan (academic excellence in teaching, learning, scholarship and research; interdisciplinarity; diversity; and affordability). At the same time, we must recognize that a defining element of organizational agility is the ability to respond to these external dynamics and opportunities without traumatic change to the organization.

Our deep commitment to the sustainability and resiliency of the planet will require us to stay abreast of the latest research, to deploy the most current, appropriate, and efficient tools, and to move quickly in responding to sustainability imperatives.

The Difference Makers here could have introduced every dimension in the preceding pages, but they are so important to the success of Greatness Through Difference that we have given them pride of place as the final words of this document.
Difference Makers

- RIT’s curricular, administrative, and organizational structures will serve—not impede—discovery, border crossing, and collaboration among students, faculty, and staff.

- RIT will reduce academic and administrative silos and diminish the lingering negative effects of a silo culture.

- Following a thorough budget and space audit, RIT will create a master space plan.

- RIT will develop a university culture that is less risk-averse and less bureaucratic; it will streamline compliance measures and empower local decision-making responsibilities.

- In the service of ensuring a sustainable planet, RIT will restore, ameliorate, and work within the systems and resources necessary to meet the needs of the current generation in an equitable manner without jeopardizing future generations.

Supporting Objectives

RIT will cultivate global citizens and leaders prepared to address the interconnected ecological, economic, social, and ethical challenges of creating a sustainable future.

RIT will develop innovative curricula, programs, and research that foster a commitment to sustainability.

To see the entire strategic plan, go to rit.edu/president.
A. Movies
A little bit of RIT lives inside the Oscar-winning movie Frozen, the highest grossing animated film of all time. Along with Frozen, graduates worked on two other movies that won Academy Awards—Life of Pi, which won for best visual effects in 2013, and Disney’s Paperman, which won best animated short film in 2013.

B. Photography
The lenses of their cameras have documented iconic moments in history. Their photos—whether of war-torn countries and their people, U.S. presidents or the Olympic Games—have captivated readers on a global scale. Seven Pulitzer Prize-winning photojournalists are graduates of RIT. They are: Paul Benoit ’76, Robert Bukaty ’82, Ken Geiger ’11, Stan Grossfeld ’73, Dan Loh ’95, William Snyder ’81 and Anthony Suau ’78. Among the seven alumni, they’ve won a combined 11 Pulitzer Prizes.

C. Space
Clayton Turner’s 24-year career with NASA’s Langley Research Center in Hampton, Va., has soared nearly as high as NASA’s space flights. Turner ’90 (electrical engineering) led the center’s Engineering Directorate and was responsible for the conceptualization, design, development and delivery of ground and flight systems in all NASA mission areas. In January, he was appointed associate director at the Research Center, now serving as its chief operating officer managing day-to-day operations to meet current and future NASA mission needs.

He is one of numerous alumni who work at NASA facilities across the country. Another dozen work at SpaceX, a company that designs, manufactures and launches advanced rockets and spacecraft.

D. Media
At least two graduates have Emmy Awards on their résumés. Michael Slovis ’76 (professional photographic illustration) is an Emmy Award-winning cinematographer and director of photography recognized for his genius and groundbreaking visual direction in the AMC hit series Breaking Bad.

Katie Linendoll ’05 (information technology) won an Emmy Award as associate producer for SportsCenter. Linendoll frequently shares her tech expertise on CNN and the Today show.

In print, Tom Curley ’77 (MBA) is the former president and CEO of The Associated Press. Thomas Keene ’75 (biology) is an editor-at-large at Bloomberg News.

On the music scene, deaf American hip-hop artist Sean Forbes ’08 (multidisciplinary studies) launched D-PAN, the Deaf Professional Arts Network. He writes, performs and records his own music.

E. Engineering
Next time you are in New York City and you look at the skyline, think of RIT. The beacon on top of One World Trade Center was designed by Thomas Trytek ’91 (civil engineering technology) and his Syracuse company TDK Engineering Associates.

Corey Mack ’11 (mechanical engineering technology), founder and CEO of Laforge Optical, is behind Icis, prescription eyewear that displays users’ smartphone notifications in their field of vision.

F. Technology
Austin McChord ’09 (bioinformatics) was named a 2015 Forbes 30 under 30 in enterprise technology. McChord started a company called Datto Inc. in 2007. The company provides
hybrid cloud-based on-site and off-site backup disaster recovery and business continuity services.

Tristan E. O’Tierney ’08 (computer science) co-founded the popular mobile payment company Square in 2009. Working with Twitter cofounder Jack Dorsey, O’Tierney developed Square’s original iPhone application and contributed to the development of Square’s iPad application and Square Wallet.

G. Design
Have you ever heard of the LunaTik Touch Pen, a combination roller ball pen and digital stylus, or the TikTok band that turns Apple Inc.’s iPod Nanos into wristwatches? Both products are the brainchild of Scott Wilson ’91 (industrial design), founder of Chicago-based Minimal Inc. and former global director at Nike.

Speaking of Nike, Eric Avar ’90 (industrial design) is vice president of design innovation at the company. Avar joined Nike in 1991 and has helped create some of Nike’s most innovative and award-winning designs, including products with the Nike Basketball, Nike Free, Lunar and Kobe Bryant series of footwear.

H. Science
Rick Kittles ’89 (biology) helped establish a national cooperative network to study the genetics of hereditary prostate cancer in the African-American community. This project serves as a model for recruitment of African Americans in genetic studies of complex diseases.

I. Business
What do the executive vice president of sales and marketing for ESPN, the group vice president, customer service, for Toyota Motor Sales and the president and CEO of True Value have in common? They are all RIT graduates.

Alex Kipman ’01 (software engineering) is also an inventor of Microsoft’s HoloLens, a wearable computer.

Kevin Surace ’85 (electrical engineering technology) was named Inc. magazine’s 2009 Entrepreneur of the Year. At the time, he was CEO and president of Serious Materials, which retrofitted the 6,514 windows in the Empire State Building to make the iconic landmark more sustainable and energy efficient.

K. Humanities
A graduate and leader in New York’s farmworker human rights movement received the 2012 Robert F. Kennedy Human Rights Award. Librada Paz ’03 (mechanical engineering technology) worked with Rural and Migrant Ministry to make conditions better for migrant laborers. She is a former farmworker herself.

Patricia Moore ’74 (industrial design), president of Moore Associates, was named by ID magazine as one of the 40 Most Socially Conscious Designers in the world. Moore traveled throughout North America from 1979 to 1982 disguised as a woman in her 80s. She wrote about her experiences in her books Disguised: A True Story and The Business of Aging.
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