
Roadmap to Excellence



**Rochester Institute of Technology
College of Imaging Arts and Sciences
Strategic Plan 2015–2025**

May 2016

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Introduction

The 2011–2012 academic year was a pivotal one for the College of Imaging Arts and Sciences (CIAS). A new era began as Dr. Lorraine Justice took the helm as the new Dean of the College, bringing more than 20 years of academic leadership experience to RIT. Dean Justice’s approach has been very people-centric in that she looks for ways to bring the college together in settings that allow for collegiality and collaboration among faculty, staff and students.

In November 2011, under Justice’s leadership, CIAS participated in an all-College retreat that focused on the strategic direction of the College. During this day-long working session faculty and staff came together to discuss issues and concerns that impact the College’s ability to progress as an academic unit. Groups were formed at the retreat and work began on our mission and vision statements and a SWOT (strengths, weaknesses, opportunities, threats) analysis.

Out of the retreat several CIAS subcommittees were formed. These subcommittees worked tirelessly to complete the mission and vision statements, the CIAS SWOT Analysis summary, Marketing Plan summary and the Inclusive Excellence framework. The outcome of this retreat was the beginning of the planning process for the development of the CIAS strategic plan for the years 2013–2018.

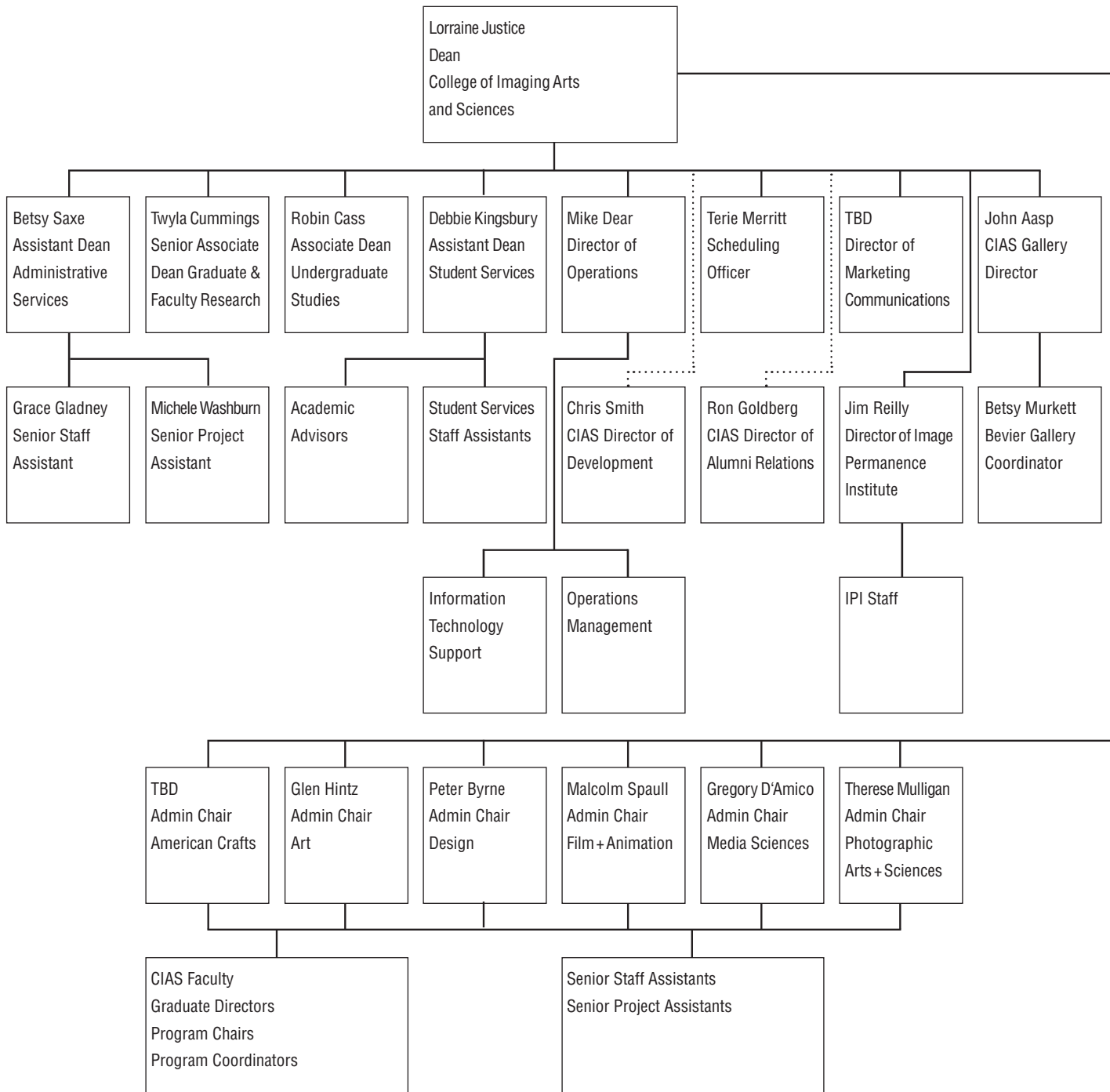
In the fall semester of the 2015–2016 academic year the CIAS strategic planning steering committee began reviewing the current plan to ensure alignment with the new university strategic plan *Greatness Through Difference*, which is a ten-year plan spanning 2015–2025.

History and Background

From the 1950s through the 1960s, numerous academic divisions, schools and colleges were formed, combined, renamed, and/or adapted to distinguish the flourishing progressive stature of the varied programs in applied and fine arts and sciences. The first BFA degrees were awarded in the arts during this period and, in 1959, the College of Fine Arts (as it was then named) was the first University College to offer a graduate degree (MFA). In 1965, the National Association of Schools of Art and Design (NASAD) accredited the College of Fine and Applied Arts, an official authorization standard that continues to be met to this day. Singular academic majors in filmmaking, graphic design, biomedical photography, industrial and interior design, and a now-defunct television program took shape in the 1970s and, in 1985, the Image Permanence Institute was established as the world’s largest independent, university-based laboratory dedicated to preservation research of the photographic image.

By the 1990s, two distinct Colleges evolved that gathered under its individual auspices all the varied disciplines taught in the applied and fine arts and sciences: College of Graphic Arts and Photography and the College of Fine and Applied Arts. In 1992, the two Colleges were combined to create the College of Imaging Arts and Sciences with its attendant six Schools: Art, American Crafts, Design, Film and Animation, Media Sciences (formerly School of Print Media), and Photographic Arts and Sciences (see **FIGURE 1**). The College continues to refine and update its core of academic majors to speak to the ever-changing creative and technological landscapes.

FIGURE 1
College of Imaging Arts and Sciences Organizational Structure



In support of its cutting-edge leadership role in the applied and fine arts and sciences, the College has added academic units (New Media Design, Three-Dimensional Digital Design, Motion Picture Science and Visual Media) and Centers, including the Vignelli Center for Design Studies.

Since its formative years, CIAS has garnered critical acclaim as a leader in higher education. Its accomplishments are peer-recognized and its influence considerable. It possesses the University's highest number of national top-ten graduate rankings (photography, graphic design, industrial design, glass, and ceramics). It is one on the University's largest Colleges, with fifteen BFA programs and four BS programs, serving approximately 2,000 undergraduate students; ten MFA programs, an MS program in Print Media, and an MST in Visual Arts-All Grades, with approximately 300 graduate students overall. Minors in Applied Imaging Systems and Print Media are also in the College's portfolio of academic offerings. The College's faculty members are peer-regarded for their scholarship, creative and scientific endeavors, and their work as educators. Many of the College's 135 faculty members are world-renowned for their scholarly achievements. Faculty and students, along with 62 dedicated staff members, act together to foster a unique and close-knit educational community based on aesthetic and creative innovation.

Lastly, the College boasts approximately 25,332 alumni, including many recognized leaders in industry, education (middle and higher), visual arts, government, creative firms, manufacturing, scientific laboratories, museums, and a variety of entrepreneurial endeavors. Alumni frequently return to the College and share their knowledge and experience with new generations of students and faculty. They remain enthusiastic supporters of their individual program, School and the College at large.

As mentioned, CIAS is the home of several research centers including the Image Permanence Institute, and the Vignelli Center for Design Studies (which is housed in the School of Design).

- The Image Permanence Institute (IPI) is the world's largest independent, nonprofit, laboratory for preservation research. IPI is a recognized world leader in the development and deployment of sustainable practices for the preservation of images and cultural property. IPI was founded in 1985 through the combined efforts and sponsorship of RIT and the Society for Imaging Science and Technology. Funding for IPI's preservation research and outreach efforts has come primarily from the National Endowment for the Humanities, the Institute of Museum and Library Services, and the Andrew W. Mellon Foundation. A balanced program of research, education, and products and services meets the needs of individuals, companies, and institutions. IPI provides information, consulting services, practical tools, and preservation technology to libraries, archives, and museums worldwide. The imaging and consumer preservation industries also use IPI's consulting, testing and educational services.

- The Vignelli Center for Design Studies leads through practice and programs in the interpretation of quality design. As steward of the legacy of Massimo and Lella Vignelli, who valued excellence, creativity and innovation, the Center strives to inspire widespread recognition of how the artifacts we collect, preserve, and understand, broaden and enrich life.

CIAS Mission

CIAS inspires, innovates, and educates in fields where creativity and technology converge.

CIAS Vision

To be the preeminent academic environment where creativity and technology converge.

CIAS Mission and Vision

In formulating the mission and vision statements we considered the responses from College stakeholders at the all-College retreat in November 2011. Using their feedback as a starting point, the committee's initial text contributions and discussions explored the statements' scope, meaning, connotations, readability, robustness, and summative representation of all of the divisions and academic units within the College. We worked to be concise and impactful adopting these basic parameters:

- A The statements reflect what we do (Mission) and what we aspire to be in the future (Vision)
- B To be effective, the Mission and Vision statements should be memorable, short, and represent the unique synergy found within CIAS and the Institute as a larger confluence of technology and disciplines
- C The basic statements should be accompanied by a list of goals and values that are the core of our educational philosophy

Communication was vital in moving this process forward. After distributing the initial mission and vision statement drafts to the faculty and staff, the committee extended an open invitation for feedback. Once stakeholders provided feedback, the committee met again to finalize the statements. After review by the Dean, the mission and vision statements were formally adopted in May 2012.

A brief summary follows of the undergraduate and graduate portfolio of CIAS programs. In addition we offer a snapshot of some essential data regarding our program offerings and student enrollment.

CIAS is one of RIT's nine Colleges. It includes six Schools and a diverse portfolio of programs, many of which are consistently rated among the best in their fields. The Schools within CIAS are:

- School for American Crafts (SAC)
- School of Art (SOA)
- School of Design (SOD)
- School of Film and Animation (SOFA)
- School of Media Sciences (SMS)
- School of Photographic Arts and Sciences (SPAS)

As of fall 2014, CIAS has 68 tenured faculty, 23 tenure-track faculty, and 39 non-tenure track faculty (visiting and lecturer), and utilizes the expertise of adjuncts as appropriate. In fall 2014, CIAS had 1,745 undergraduate students and 285 graduate students. The College offers BS, BFA, MS, MST and MFA degrees, and in the 2013–14 academic year awarded 450 Bachelor and 110 Master's (MS, MST, MFA) degrees. The College's student persistence rate has been above 80% throughout the past three years.

CIAS offers 15 BFA programs, three BS programs, one Associate program, nine MFA programs, one MS program, and one MST program (see **TABLE 1**). CIAS is accredited by NASAD, and a number of programs have additional national accreditation. Many CIAS programs are consistently ranked in the top ten of programs offered in the nation. For example, in Industrial Design, the BFA and the MFA are ranked 3rd by *Design Intelligence* as well as 8th by *US News & World Report*. Other *US News & World Report* rankings for CIAS out of a total of 220 MFA programs are the MFA Visual Communication Design at 12th, MFA Photography at 6th, and the MFA in Fine Arts at 27th. One of the great strengths of the current CIAS program portfolio is its diversity; the breadth allows the College to maintain and grow enrollment.

TABLE 1

Overview of programs offered in CIAS Fall 2016

This table is a snapshot of the programs offered in CIAS.

Programs are broken down into undergraduate and graduate categories.

For more information on individual programs, please go to rit.edu/programs/by_college

CIAS

Undergraduate Programs

BFA Degrees

3D Digital Design

Ceramics

Film and Animation

Fine Arts Studio

Furniture Design

Glass

Graphic Design

Illustration

Industrial Design

Interior Design

Medical Illustration

Metalcrafts and Jewelry Design

New Media Design

Photographic and Imaging Arts

BS Degrees

Photographic and Imaging Technologies

Media Arts and Technology

Motion Picture Science

AOS Degree

Furniture Design

CIAS

Graduate Programs

MFA Degrees

Ceramics

Film and Animation

Fine Arts Studio

Furniture Design

Glass

Imaging Arts

Industrial Design

Metalcrafts and Jewelry Design

Visual Communication Design

MS Degrees

Print Media

MST Degrees

Visual Arts–All Grades

Planning Process and Approach

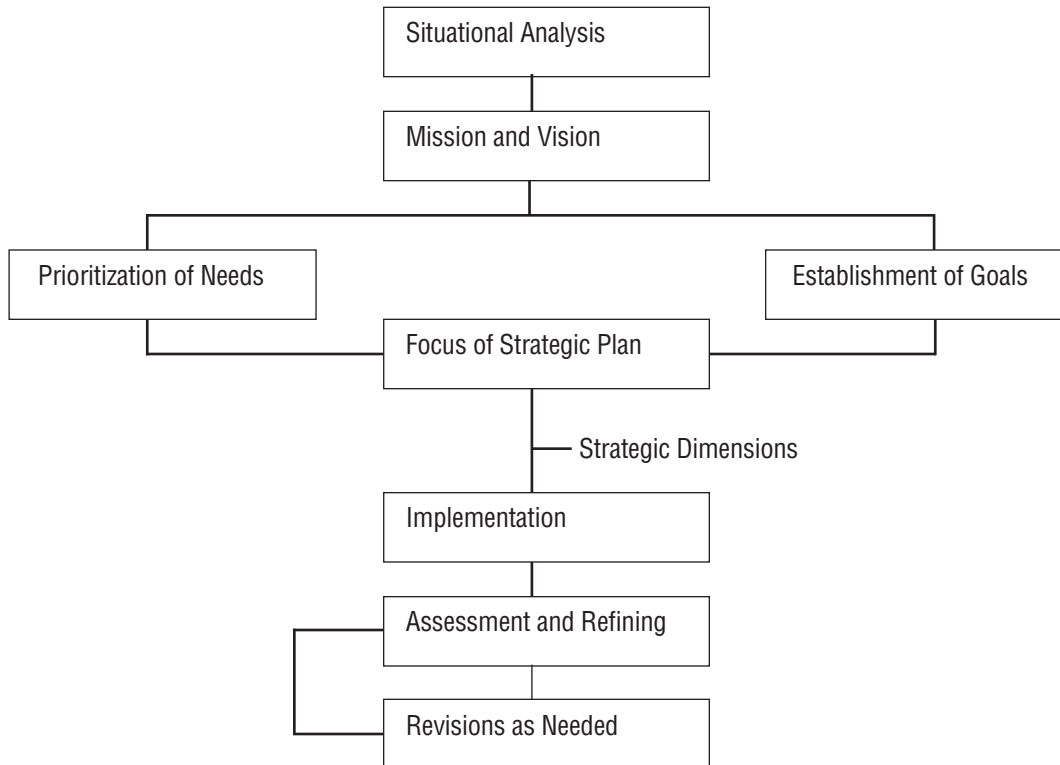
Roadmap to Excellence is the result of the thoughtful consideration of the many CIAS constituents, including administrators, faculty, staff, and students. In November 2011, the College held a faculty and staff retreat at which time a SWOT (strengths, weaknesses, opportunities and threats) analysis was conducted. Discussions surrounding the results of the SWOT analysis became the foundation for initiating a College Strategic Plan, formally taken up in spring 2012 with the formation of a Strategic Steering Committee (see **TABLE 2**). Its members were drawn from every facet of the College's organization, including administration, School, Image Permanence Institute, NTID (National Technical Institute for the Deaf) representatives, and staff. The Committee's diligence to the task at hand, ensuring the input of colleagues and students, and hours of hard work guided the written framework of the College Strategic Plan document and its inherent goals, dimensions and action steps. The Committee was charged with facilitating the strategic planning process, working closely with faculty, staff, and students in order to create a comprehensive document reflecting the opinions, concerns and needs of all College constituencies. Since 2012 the make-up of the committee has been modified to address additional representation and due to members transitioning off to pursue other activities. Table 2 shows the current membership.

TABLE 2
Strategic Planning Committee

Name	Title	CIAS Affiliation
Lorraine Justice	Dean and Committee Chair	CIAS Dean's Office
Twyla Cummings	Sr Associate Dean and Project Leader	CIAS Dean's Office
Carlos Caballero-Perez	Professor	School for American Crafts
Michael Dear	Director of Operations	CIAS Dean's Office
Ricardo Figueroa	Associate Professor	School of Film and Animation
Gina Ferrari	Senior Lecturer	School of Design
Debbie Kingsbury	Assistant Dean, Student Services	CIAS
Bruce Ian Meader	Professor	School of Design
Emily Moore	Undergraduate Student	School of Design
Therese Mulligan	Administrative Chair	School of Photographic Arts & Sciences
Bruce Myers	Assistant Professor	School of Media Sciences
Sid Roepke	Professor	NTID
Betsy Saxe	Assistant Dean, Administrative Services	CIAS Dean's Office
Kim Sherman	Senior Lecturer	School of Design
Shaemus Spencer	Graduate Student	School of Design

Following the release of the University's 2015–2025 strategic plan *Greatness Through Difference* the CIAS Strategic Plan Steering committee revisited the CIAS plan to ensure it was appropriately aligned with the University's plan. Upon thorough review, the committee determined that the CIAS strategic plan was aligned with the University's plan, but there were opportunities to expand goals and actions in support of a 10 year plan. Figure 2 outlines the process flow used in the development and revision of the CIAS Strategic Plan.

FIGURE 2
CIAS Strategic Planning
Process Model



Overview and Scope of CIAS Strategic Plan

CIAS has reached a critical juncture in its long-established and lauded history. The disciplines of applied and fine arts, together with the sciences, were formative to the University's development. They are now situated in an ever-widening landscape of newer, related and unrelated University academic pursuits. Many, such as gaming, information technology, and imaging science, participate in the study of the visual image in all its myriad physical and virtual forms. What was once exclusive to a majority of the College's disciplines is now a shared, interdisciplinary preoccupation throughout the University and in culture at large. The digital evolution, its technologies and societal ramifications played a large role in this realignment of educational programmatic purposes. Consequently, the College works tirelessly to keep ahead of changes in and beyond the University that directly impacts its mission, personnel, processes, resources, curricula, and facilities.

The CIAS Strategic Plan gives voice to the present and future benefits of a strong stewardship of the College. All members of our community are stewards of the College, aspiring to act in ways that are responsive to the interests and needs of the College and their colleagues, with a shared commitment to protect and enhance the reputation of CIAS. In real and measurable ways, operational stewardship serves as a guide to overall aims and best interests of the College at this pivotal stage. It acknowledges both a top-down and bottom-up responsibility for the future health of the College by prioritizing resource allocations, clarifying internal processes, promoting transparent decision-making, and providing for a facility complex in support of strong pedagogical practice. Proper stewardship also recognizes potential risks or threats to its operational viability: diminishing resources, rising costs of technology; fierce peer competition for prospective students and faculty; isolation of disciplines, personnel and processes from the College as a whole; an aging, frequently inadequate facility complex; and, the changing character and function of many of its disciplines in light of current career demands.

The CIAS Strategic Plan embraces a rigorous stewardship philosophy to ensure that all its operations align with and support its core academic mission. Principles of exceptional stewardship are understood and appreciated at all levels, with appropriate respect for and use of shared governance and collaborative decision-making. The College is committed to open communication and transparency in planning and priority setting. Defining clear areas of responsibility and lines of authority, along with means to ensure accountability, are imperative. Resource allocations should be defined and predictable—renewal and maintenance of technology infrastructure is critical—yet there must also be sufficient institutional flexibility to allow the strategic pursuit of opportunities when they arise. Decisions should be framed by and consistent with RIT's commitment to creative arts and sciences learning.

The CIAS Strategic Plan centers on a core set of strategic dimensions which, along with other key goals for the College over the Plan's ten-year period, are designed to establish and implement a formal marketing strategy, institute a process to ensure College-wide diversity and inclusion, and continue to develop and revise CIAS governance and administrative policies. Many of these initiatives are currently in process.

Strategic Dimensions

RIT's current Strategic Plan, authored in 2014 and published in 2015, is entitled *Greatness Through Difference*. The Plan outlines the University's strategic direction for 2015–2025. In the design and writing of the CIAS Strategic Plan special attention was paid to ensuring consistency between the College and University's Plans. The College's Strategic Plan meets the University's expectations, and goals and its difference makers which are:

- 1 Career Education and Student Success
- 2 The Student-Centered Research University
- 3 Leveraging Difference
- 4 Affordability, Value and Return on Investment
- 5 Organizational Agility

Furthermore, it identifies the College's unique character, creative accomplishments and academic endeavors as critical to the University's resolve to achieve a "Category of One University" status. CIAS shares the same core goals in that we want our College to be a category of one. Additionally our focus is on the success of our students, faculty and staff. The CIAS Strategic Plan addresses the same strategic dimensions as RIT, but is expanded in some areas to address our specific mission and vision for the College. The CIAS Strategic Dimensions are:

A Student Success

Student Success is the fundamental purpose of CIAS. The three primary phases of the student experience are: admission, learning and transition to one's chosen profession. Student success depends on: admission of students with a high potential for academic and professional success, a relevant and effective learning environment, learned faculty who are effective educators, knowledgeable and effective staff, a support structure to meet the needs of students as individuals, and a dynamic connection with the professional world.

B Faculty and Staff Success

The CIAS vision and mission promotes an academic environment of creativity and technology convergence while inspiring, innovating, and educating in fields where this convergence occurs. A strong team of faculty and staff who are world-class scholars and creative practitioners is its core.

C Scholarship, Creativity and Research

Scholarship, creativity, and research are pivotal components for the CIAS community. The Strategic Plan for CIAS under the category of scholarship, creativity and research, looks to the difference makers below as defined in RIT's Strategic Plan:

- 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).

C Scholarship, Creativity and Research continued

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

D Global Engagement

CIAS graduates will not only demonstrate excellence in their chosen field, but based upon the rich experiences in global awareness and understanding of cross-cultural issues gained in CIAS, will also be able to work across global cultures. Students will be provided with the necessary knowledge, skills and experiences to be successful as Global citizens.

E Community and Culture

Community and culture are the center of our connection to each other and to our environs, including our relationship with communities on a regional, national and international level. CIAS fosters a community that ensures both dynamic interaction and mutual understanding.

F Facilities and Environment

The facility complex of Gannett and Booth Halls ensures the College's environment, infrastructure, and branding are indicative of its leadership position in the study and research in the imaging arts and sciences.

G Systems and Processes

Processes, allocations, and monitoring resources are crucial to fulfilling CIAS's academic mission.

H Marketing

A strong marketing plan is crucial to the future success of CIAS. Like in all industries, marketing in Higher Education is a rapidly changing environment. Both the University and the College recognize the need to expand the RIT brand and improve our national and international reputation for purposes of recruitment, alumni engagement, and industry partnership opportunities. Marketing in respect to the CIAS strategic plan includes all forms of internal and external communications as well as recruitment.

I Diversity and Inclusion

CIAS supports the richness and importance of diversity and thus has included a focus in this area as part of this strategic plan. The term diversity is used to describe individual differences (e.g., personality, learning styles, and life experiences) and group/ social differences (e.g., race /ethnicity, class, gender, country of origin, religious etc.) that can be engaged in the service of learning and working together. The term inclusion is used to describe the active, intentional, and ongoing engagement with diversity—in people, in the curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect. (aacu.org/making-excellence-inclusive)

The CIAS Strategic Plan distinguishes the College’s overall aims and interests through the established dimensions and the means to achieve them.

The terms used to define these aims and interests are:

- **Goals** A desired state to be accomplished sometime in the future
- **Actions** The specific activities that will be undertaken to achieve the goal

Table 3 lists the strategic dimensions and the number of associated goals and action

TABLE 3
Strategic Dimensions
Summary

Strategic Dimension	No. Goals	No. Actions
A Student Success	4	34
B Faculty and Success	3	7
C Scholarship, Creativity and Research	3	11
D Global Engagement	3	19
E Community and Culture	3	11
F Facilities and Environment	7	22
G Policies and Procedures	3	12
H Marketing	3	12
I Diversity and Inclusion	3	9

Strategic Dimension A
Student Success

INTRODUCTION

Student success is the fundamental purpose of CIAS. The goals outlined below all contribute to the three primary phases of the student experience in CIAS: Learning, admission, and transition to one's chosen profession. Student success depends on: admission of students with a high potential for academic and professional success, a relevant and effective learning environment, knowledgeable faculty who are effective educators, knowledgeable and effective staff, a support structure to meet the needs of students as individuals, and a dynamic connection with the professional world.

Goal 1

Learning

Strive for the highest level of faculty effectiveness, academic advising, the most relevant and diverse cross-disciplinary curricula, the most authentic learning experiences, the maintenance of learning environments most conducive to quality learning, and the maintenance of leading edge technologies and teaching methods.

All of this pertains equally to undergraduate and graduate students in CIAS.

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| Action A1.1 | Initiate training sessions and develop consistent guidelines to help faculty update and refine teaching skills and evaluation (i.e., myCourses, pedagogy, and teaching philosophy) |
| Action A1.2 | Provide information about access to other CIAS courses and resources outside the major |
| Action A1.3 | Develop more cross-disciplinary course opportunities, share resources, and encourage extracurricular collaborations |
| Action A1.4 | Maintain pedagogically dynamic and relevant curricula to remain current (e.g., develop more elective and honors courses) |
| Action A1.5 | Create authentic learning experiences and a grading system that replicates professional practice and helps students become intrinsically engaged with learning that replicates professional practice (e.g., exhibitions, competitions, professional development for industry, industry/student contacts) |
| Action A1.6 | Improve career focus of programs (class size, scheduling, employment prospects, discipline-specific career guidance, teacher/student ratio) |
| Action A1.7 | Foster environment of one college (CIAS), develop a sense of community |
| Action A1.8 | Provide <i>regularly scheduled</i> informal learning experiences such as workshops or tutoring on topics of interest for students that are taught by faculty, professionals or students. |

Goal 2

Admissions

Attract, admit and retain the highest quality regional, national, and international undergraduate and graduate students.

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| Action A2.1 | Develop a more objective and consistent assessment and entry rubric |
| Action A2.2 | Establish late summer deadline for accepting international students |
| Action A2.3 | Recommend opportunities for recruitment |

Goal 2 **Admissions** continued

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| Action A2.4 | Recommend ways to attract quality students regardless of financial barriers |
| Action A2.5 | Recommend career counseling upon arrival at RIT |
| Action A2.6 | Make scholarships competitive with comparable programs at other schools |
| Action A2.7 | Develop more effective protocols for incoming transfer students, their registration of courses, and their acclimation to their program |
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Goal 3 **Student Support and Inclusive Excellence**

Ensure academic success, career success, and social well-being for undergraduate and graduate students.

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| Action A3.1 | Draft a bill of student rights and responsibilities |
| Action A3.2 | Implement plan for improving students' written/verbal communication skills |
| Action A3.3 | Establish policy on participation, performance, absence, grading, plagiarism |
| Action A3.4 | Develop protocols for advising, career planning, internships, co-ops |
| Action A3.5 | Maintain support and standardize protocols for addressing student needs: deaf support; interpreters for Student Services; gifted and honors students; transfer student advising and acclimation; learning, language and cultural challenges; emotional, medical, drug, sleep, time-management issues; policy on race, religion, sexual orientation; and, transgender issues |
| Action A3.6 | Ensure all students have career prep: resumé, cover letter, portfolio |
| Action A3.7 | Acquire funding for student contests, conferences and events |
| Action A3.8 | Facilitate scholarships, funding, and assistantships; increase awareness |
| Action A3.9 | Establish student worker pay scale that is equitable across CIAS and RIT |
| Action A3.10 | Provide dedicated work, collaborative work, and exhibition spaces |
| Action A3.11 | Identify loading location to protect projects/equipment from elements |
| Action A3.12 | Establish adequate lab hours, especially during final weeks of semester |
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Goal 4 **Alumni Support and Networking**

Foster and maintain a strong connection with alumni. To provide more opportunities for alumni to lecture and teach, to initiate, sponsor and support projects, and to help encourage professional networking among students and alumni.

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| Action A4.1 | Assist CIAS Alumni Relations in maintaining an up-to-date database of alumni, employment/contact information |
| Action A4.2 | Perform annual standardized exit polls for all CIAS programs |
| Action A4.3 | Students withdrawing from RIT or leaving CIAS should participate in exit interview |
| Action A4.4 | Develop outreach program to help alumni seek employment and contacts |
| Action A4.5 | Maximize potential of using alumni as a useful resource for students |
| Action A4.6 | Invite alumni, corporate leaders and college partners to events and lectures |
| Action A4.7 | Work with the Co-op Office to develop an alumni networking database graduating students can access |
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Strategic Dimension B
Faculty and Staff Success

INTRODUCTION The CIAS mission and vision promotes an academic environment of creativity and technology convergence while inspiring, innovating, and educating in fields where this convergence occurs. Core to the achievement of this vision and mission is a strong team of faculty and staff who are world class scholars and creative practitioners.

Goal 1 **Faculty and Staff**
CIAS will have high quality faculty and staff to provide curriculum instruction and administrative support relative to the mission and vision of the College.

- Action B1.1 CIAS leadership will ensure that current faculty and staff are performing at the highest possible level and that they are achieving professional and career goals as outlined in their plans of work; reviewed for achievements each year with allowances given for development opportunities.
- Action B1.2 Create and maintain a list of current and potential adjunct faculty to support curricular needs that cannot be covered by full-time faculty.
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Goal 2 **Professional Development and Training**
CIAS will maintain fairness and equality, encourage professional development, and promote life-long learning.

- Action B2.1 CIAS leadership will work with HR to address inequities in faculty and staff workloads and salaries and strive for salaries that are competitive with other RIT Colleges and other universities.
- Action B2.2 Provide leadership and supervisory training for administrative chairs, program chairs and graduate directors. Provide other development training for faculty and staff.
- Action B2.3 Promote/offer professional development opportunities and training for all faculty and staff, will identify annual funding for this training and ensure that everyone has opportunities for participation.
- Action B2.6 Promote teaching effectiveness methods/practices for instruction/support of students with specific disabilities, language issues and learning styles.
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Goal 3

Recognition of Accomplishments

CIAS will focus on increasing visibility of the work and accomplishments of faculty, staff and students to RIT, the Rochester community, nationally and globally, as a means to improve collaboration, exposure, promotion and recognition.

Action B3.1 Establish a CIAS Dean’s Advisory Board to provide guidance on current challenges and the future direction of the College. This Advisory Board could consist of alumni, community leaders, donors, etc. and would meet annually at RIT as a full board and with smaller sub-groups.

Strategic Dimension C
Scholarship, Creativity and Research

INTRODUCTION Scholarship, creativity, and research are pivotal components for CIAS community. The strategic plan for CIAS under the category of scholarship, creativity, and research, looks to the goals below as defined in RIT’s strategic plan:

- Achieve 100% student participation in innovation, creativity, and scholarship activities.
- Increase sponsored research awards.
- Achieve 100% tenured and tenure-track faculty participation in scholarship.

Goal 1 **Support**
All CIAS faculty will have support in their development, implementation and dissemination of scholarship, creativity and research.

Action C1.1 CIAS will review and assess how it currently supports faculty in the development, implementation and dissemination of research, creativity and scholarship. This includes the areas of: workload, funding, definitions of scholarship, creativity and research and recognition and value.

Goal 2 **Engagement**
All CIAS students will engage in scholarship, creativity, and research throughout their academic career in CIAS. Students with identified special learning needs will be respected and accommodated with the goal of consistent learning opportunities for all students regardless of possible disability.

Action C2.1 CIAS will review and assess how students are currently engaged in scholarship, creativity and research.

Action C2.2 CIAS will support curriculum development to meet this goal.

Action C2.3 CIAS will be committed to supporting and providing opportunities for this goal to be met within current curriculum and alternative learning spaces and experiences such as co-ops, internships and experiential learning opportunities.

Action C2.4 CIAS will strive for a spirit of interdisciplinary collegiality to permeate all aspects of the College, which will manifest itself in a meaningful manner to students. This includes encouraging and facilitating students to explore areas of academic interest beyond their chosen major. Further, CIAS students should have access to learning opportunities from all CIAS faculty.

Goal 3

Culture

CIAS will foster a culture supportive of scholarship, creativity and research.

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| Action C3.1 | Driven by College leadership, the robust and diverse scholarship, creativity and research activities will be acknowledged and recognized. Areas in which this goal/objective can be supported to include: evaluation process, symposia and events, on-campus conference opportunities; nurturing synergy across schools and disciplines in CIAS; and recognition that the diversity of CIAS is its strength. |
| Action C3.2 | CIAS will support curriculum development to meet this goal. |
| Action C3.3 | CIAS will continue to support and foster its academic research centers such as the Image Permanence Institute and the Vignelli Center for Design Studies. |
| Action C3.4 | CIAS will support opportunities for cross-disciplinary scholarship, creativity and research with the M.A.G.I.C. center at RIT. |
| Action C3.5 | CIAS will review and assess current communication channels and evaluate how to best communicate the academic and creative achievements of relevant CIAS stakeholders. |
| Action C3.6 | CIAS will support the development of research initiatives that are geared to the specific disciplines of the College, including the support of grant writing development. |

Strategic Dimension D
Global Engagement

INTRODUCTION CIAS graduates will not only excel in their chosen field, but will also be able to work across global cultures based upon the rich experiences in global awareness and understanding of cross-cultural issues gained while studying in their respective CIAS program. All students, domestic and international will be provided with the necessary knowledge, skills and experiences to be successful as global citizens.

Goal 1 Curriculum and Faculty Development

CIAS will enrich its academic curricula to better reflect issues of global awareness and knowledge thereby more effectively engaging students as global citizens.

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| Action D1.1 | All CIAS departments will review curricula to ensure a broad array of program and course offerings that impart cross-cultural understanding and skills, creating a richer and more comprehensive understanding and awareness of global issues. |
| Action D1.2 | CIAS will seek to incorporate more international perspectives and content into its existing curricula and offer, where appropriate, courses that reflect international perspectives and contents within the framework of its program study areas. |
| Action D1.3 | CIAS will encourage and support appropriate faculty development activities that expand global awareness and knowledge as they relate to faculty teaching and other scholarly activities, including: professional site visits; conferences; study abroad or overseas co-op site visits; faculty exchanges; and grant, fellowship, or research applications. |
| Action D1.4 | CIAS will seek to increase the number of international faculty or academics with global expertise to be Visiting Scholars and/or Scholar-in-Residence participants. |
| Action D1.5 | CIAS will ask faculty members to address actions taken in relation to global engagement in the yearly Plan of Work. |

Goal 2 Promoting Cultural Competency

CIAS will support and encourage a culture of inclusion and cultural competence and celebrate global engagement and diversity for all faculty and students, domestic and international.

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| Action D2.1 | All CIAS departments will create opportunities for domestic and international students and faculty to work together, learn about each other's culture and develop a greater understanding and awareness of global and international issues and ideas. |
| Action D2.2 | CIAS will ensure that a culture of acceptance and celebration of diversity not only exists, but is encouraged by supporting integration of international students into the full student population. Sharing of ideas and cultures of students and faculty/staff will be supported. |
| Action D2.3 | CIAS will ensure undergraduate students are encouraged to connect to the Global Union and other campus organizations to promote cultural competency and diversity within the departments. |

Goal 2

Promoting Cultural Competency continued

- Action D2.4 CIAS will develop a support system to improve student communication skills, helping international students to participate and succeed in both curricular and extracurricular activities.
- Action D2.5 CIAS will reach out to our international alumni to keep them involved with our current programs and facilitate further exchange with current students and faculty.
- Action D2.6 CIAS will create a competency target for global engagement, and develop a system to recognize and reward students who pursue global engagement through means including targeted classes, study abroad, peer mentoring, language study, etc.
- Action D2.7 Global engagement opportunities, including study abroad and other possibilities, will be introduced at freshman orientation.
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Goal 3

Promoting Study Abroad

CIAS will increase the opportunities for students and faculty to explore other cultures and countries through participation in study-abroad and work-abroad programs.

- Action D3.1 CIAS will work collaboratively with RIT's Study Abroad Office to increase the number of students participating in study abroad and educational travel programs.
- Action D3.2 CIAS will work with RIT's Study Abroad Office to increase the opportunities for students to study abroad by adding opportunities for study abroad over breaks and during the summer term.
- Action D3.3 CIAS will work with Schools to ensure that curriculum is designed to allow flexibility in support of students who plan to study abroad, and each school will map a curricular pathway for students interested in study abroad.
- Action D3.4 CIAS will work collaboratively with RIT's Office of Cooperative Education and Career Services to develop student-overseas cooperative education and internship placements, as well as job opportunities for alumni.
- Action D3.5 CIAS will work with international-based universities, developing new relationships and enhancing existing relationships to develop opportunities that may arise for students and faculty. CIAS will work with the Study Abroad Office to coordinate these opportunities.
- Action D3.6 CIAS will determine a target number for participation in study abroad.
- Action D3.7 CIAS will review financial aspects of study abroad with an eye to managing and supporting student financial need.
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**Strategic Dimension E
Community and Culture**

INTRODUCTION Community and culture are the center of our connection to each other and to our environs, including our relationship with communities on a regional, national, and international level. CIAS will foster a community that ensures both dynamic interaction and mutual understanding.

Goal 1

Inclusion

CIAS will investigate potential inconsistencies in the distribution of resources with respect to gender, sexual orientation, national origin, ethnic disparities, and alternative learners throughout the College.

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- Action E1.1 The Dean’s office will compile statistics on the composition of the faculty, staff, and students to help identify inequities in population. This information will be shared with constituent groups.
- Action E1.2 College leadership will set annual recruitment goals to increase diversity in the student population.
- Action E1.3 All faculty and staff must participate in at least one training course offered through RIT on issues such as alternative learners, disabilities, GLBTQ, and other topics to create a broader awareness in community and cultural diversity.
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Goal 2

Social Engagement

Develop opportunities for students, faculty, and staff to engage in the ever expanding and inclusive intellectual and cultural society, both within the College and outside it.

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- Action E2.1 The college will provide at least one opportunity annually for students, faculty, and staff to share work and ideas, e.g. informal social gatherings, field trips, and outreach of various kinds.
- Action E2.2 A CIAS committee will be formed to focus on, and identify, outreach that explores diverse communities and cultures to create opportunities for the exchange of information, increasing awareness between people.
- Action E2.3 The marketing and recruitment committee will present a cohesive CIAS “brand” that fosters an image of inclusivity.
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Goal 3

Community Assessment

The College will develop a formal process to assess faculty, staff, student, and alumni satisfaction with its community and culture.

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| Action E3.1 | The Dean's office will conduct surveys to gauge constituents' perception of the CIAS cultural environment. |
| Action E3.2 | The College will sponsor periodic discussion between faculty, staff, and students, engaging in direct conversation around relevant and timely community issues. |
| Action E3.3 | The College will support the efforts of each school in organizing annual student/alumni mixers. |
| Action E3.4 | The College will track the number of programs and events held yearly that attract the RIT and Rochester communities to CIAS. |
| Action E3.5 | The College will institute a formal process to recognize the accomplishments of its schools, departments, and individual faculty, staff, and students by producing and distributing a CIAS quarterly newsletter to all relevant CIAS stakeholders. |

**Strategic Dimension F
Facilities and Environment**

INTRODUCTION To analyze the facility complex of Gannett and Booth Halls, ensuring the College's environment, infrastructure, and branding are indicative of its leadership position in the study and research in the imaging arts and sciences.

Goal 1 Information and Statistics
Conduct evaluation of all CIAS spaces.

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- Action F1.1 Compile information and data on current use, times of operation, stakeholders and user constituencies
- Action F1.2 Create statistical graphics of space evaluation for easy comprehension by diverse constituencies.
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Goal 2 CIAS Building Complex and Infrastructure
Evaluate CIAS/FMS Operations of building complex and infrastructure.

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- Action F2.1 Compile CIAS's yearly cost for operations and maintenance of building complex and infrastructure
- Action F2.2 Quantify maintenance and repair from FMS (tickets)
- Action F2.3 Evaluate building complex with FMS personnel to compile commentary to substantiate, quantify and qualify current and future needs.
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Goal 3 New Magic Center Building
Integration of the Magic Center building with CIAS

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- Action F3.1 Assess how the Magic Center will impact the CIAS Strategic Plan (Dimension F)
- Action F3.2 Strategize and formulate a plan to integrate Magic Center building resources and operation with CIAS
- Action F3.3 CIAS should have staff/faculty representative on the Magic Center planning committee to ensure CIAS strategic plan action items are addressed/considered.
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Goal 4 Findings and Administrative Review
Publish findings based on Goals 1 and 2 and present to FMS and Dean for review and action steps toward critical need resolution and long-term renovation.

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- Action F4.1 Resolve critical needs with FMS and administrative support;
- Action F4.2 Hire architectural firm to produce renovation study.
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Goal 5**Architectural Study Results**

Present results of architectural study to RIT Administration and Development for review and action steps.

Action F5.1	Incorporate rationale, costs—quantitative and qualitative—for pursuing renovations, including resulting impact on curriculum, faculty recruitment, student enrollment, rankings, College-wide equity, budget and operations.
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Goal 6**Capital Projects and Physical Facilities**

Decisions regarding facilities and physical environment typically involve complex interplay of many factors and interests that must be recognized and addressed in order to steward effectively the Colleges' physical resources.

Action F6.1	Optimize existing space use, and use renovation whenever appropriate as alternative to new construction and expansion.
Action F6.2	Ensure effective financial planning for construction projects, guaranteeing that budget effects, including ongoing facilities operations, technology maintenance costs, are known, understood, and agreed upon, and that a specific approved funding plan is in place, before they are initiated.
Action F6.3	Allocate sufficient funding for maintenance and renewal of existing facilities, infrastructure, common, and shared, public spaces.
Action F6.4	Develop proactive and long term planning efforts, enhance community relations, leverage industry development opportunities, research and apply for local, state and federal funding where applicable.
Action F6.5	Seek to create and partner with RIT for campus-wide space utilization that optimizes University and unit priorities, while accounting for specific legal and safety requirements.
Action F6.6	Assess feasibility of on-site eating establishment and evaluate all College social spaces.

Goal 7**Technology Implementation and Instructional Facilities**

Technology infrastructure and instructional spaces critically need to be maintained and renewed, while balancing needs with budgetary demands and other College priorities.

Action F7.1	Effectively design and integrate technology into spaces for creative and technical pedagogy. (Classrooms, shops, labs, studios, sound stages, research, galleries, and screening facilities)
Action F7.2	Determine appropriate funding for annual technology replacement, maintenance, and renewal.
Action F7.3	Effectively coordinate IT services and infrastructure that supports academic and research missions in a financially responsible way.
Action F7.4	Ensure IT services and infrastructure support CIAS brand, access, security and privacy.
Action F7.5	Strive to ensure teaching spaces and lab configurations are consistent throughout CIAS.

Strategic Dimension G
Policies and Procedures

INTRODUCTION Processes, allocations and monitoring resources, are crucial to fulfilling CIAS's academic mission.

Goal 1

Budget and Finance

CIAS will target four resource areas: budget and finance, capital projects and physical facilities, instructional spaces, and information technology.

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| Action G1.1 | Prepare and present operating and capital budgets reflecting complete program and operating costs and sources of funding. |
| Action G1.2 | Regularly review budgets to ensure that planned uses of resources do not exceed allotted funds, with respect for existing endowments and scholarships. |
| Action G1.3 | Align support operations with the core academic mission and University strategic plan by maintaining clear priorities, metrics for assessing them, and appropriate internal controls. |
| Action G1.4 | Review existing budget models that determine resource flows to units to revise, simplify, and align to ensure support for central and unit priorities. |
| Action G1.5 | Allocate sufficient funding for annual replacement, maintenance and renewal of technology. |
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Goal 2

Policies

CIAS will establish and apply policies aligned with the University policies and strive to apply the policies consistently across the College.

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| Action G2.1 | Publish CIAS policies and procedures on the CIAS website. |
| Action G2.2 | Review policies on annual basis for any revisions and updates. |
| Action G2.3 | Improve year-level tracking for course planning and number of sections/seats available. |
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Goal 3

Annual Curriculum Review

CIAS will establish an annual evaluation process and review for process improvement.

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| Action G3.1 | Establish and document a consistent process for course scheduling and evaluations. |
| Action G3.2 | Establish a feedback process for accomplishments. |
| Action G3.3 | Encourage new experiences within the curriculum, including real-world practices. |
| Action G3.4 | Review course scheduling procedures and make improvements as needed. |
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**Strategic Dimension H
Marketing**

INTRODUCTION

A strong marketing plan is crucial to the future success of CIAS. Like in all industries, marketing in Higher Education is a rapidly changing environment. Both the University and the College recognize the need to expand the RIT brand and improve our national and international reputation for purposes of recruitment, alumni engagement, and industry partnership opportunities. Marketing in respect to the CIAS strategic plan includes all forms of internal and external communications as well as recruitment.

Goal 1

Improve Awareness

Improve awareness of activities, accomplishments, and events within the College.

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| Action H1.1 | Improve visual displays around college. |
| Action H1.2 | Initiate a centralized system that has access to the displays in key areas to push information to. |
| Action H1.3 | Centralize the collection of announcements, events, student work, etc. |
| Action H1.4 | Maintain a marketing committee with representatives from each School and the CIAS Dean's office. |

Goal 2

Develop Marketing Capabilities

Develop the marketing and recruitment capabilities of each school in the College.

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| Action H2.1 | Develop marketing workshops and professional development opportunities for representatives from each School. |
| Action H2.2 | Provide resources so each school can meet their individual marketing and recruitment needs. |
| Action H2.3 | Require each School to work with the Director of Marketing and Communications to create an annual marketing and recruitment plan. |
| Action H2.4 | Institute an annual review of marketing and recruitment outcomes between the Director of Marketing and Communications and the Administrative Chairs from each School. |

Goal 3

Expand Marketing Department

Expand the marketing department to meet changing marketing and recruitment needs of the College.

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| Action H3.1 | Work with the Dean and other key stakeholders to evaluate the marketing and recruitment needs of the College. |
| Action H3.2 | Increase the marketing and recruitment budget to appropriately reflect the growing needs of the College. |
| Action H3.3 | Expand the marketing office staff to include specialized staff (i.e. social media, design, web/analytics). |
| Action H3.4 | Develop an annual report to be shared with College leadership. |

**Strategic Dimension I
Diversity and Inclusion**

INTRODUCTION CIAS supports the richness and importance of diversity and thus has included a focus in this area as part of this Strategic Plan. The term diversity is used to describe individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, country of origin, religious, etc.) that can be engaged in the service of learning and working together. The term inclusion is used to describe the active, intentional, and ongoing engagement with diversity—in people, in the curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect. (aacu.org/inclusive_excellence/index.cfm)

Goal 1 **Diversity, Inclusion and Retention**
Increase and Retain Diversity among CIAS Faculty, Staff and Students.

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| Action 11.1 | Increase diversity among CIAS faculty, staff and students. |
| Action 11.2 | Focus on retention of diverse populations of faculty, staff and students. |
| Action 11.3 | Increase in College-wide efforts to provide better access to all students. |
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Goal 2 **Celebration of Diversity and Inclusion**
Create and sustain a College environment that acknowledges and celebrates diversity and inclusion.

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| Action 12.1 | Foster participation among faculty/staff through multicultural experiences, CIAS sponsored events, and workshops centered on diversity and a diverse culture of inclusiveness. |
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Goal 3 **Cultural Enrichment**
Enrich culture of diversity and inclusion through education and scholarship.

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| Action 13.1 | Illuminate inclusion/diversity in current CIAS curriculum. |
| Action 13.2 | Increase amount of course content relating to inclusion/diversity. |
| Action 13.3 | Improve teaching effectiveness for students with specific disabilities, language issues and learning styles. |
| Action 13.4 | Increase in funding for faculty scholarship relating to topics of diversity and inclusion. |
| Action 13.4 | Increase in CIAS connections with diverse corporate sponsors and Alumni. |
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Strategic Plan Implementation and Assessment

A CIAS Strategic Plan Steering Committee was formed to ensure that: implementation (initiation of plan), oversight (regular and transparent monitoring), and assessment (reporting and making recommendations) are successfully completed by each Implementation Team. This Steering Committee consists of members of the CIAS Strategic Plan Core Team.

To implement the CIAS Strategic Plan, nine Implementation Teams were formed: 1 for each Strategic Dimension (A–I).

The Implementation Teams are charged with these tasks:

- 1 Reviewing the goals and proposed action items
- 2 Preparing a statement defining current status of issues to be addressed
- 3 Developing a strategy for implementing the action items
- 4 Defining the metrics to be used in assessing each action item
- 5 Developing a budget early in the process for implementation
- 6 Establishing a timeline/schedule/milestones for implementation
- 7 Preparing/reporting regular updates on implementation status and any recommendations for changes to the plan

In 2013, a formal charge was given to the Implementation Teams. Since that date, these Teams undertook responsibilities as outlined in Strategic Plan as well as redefined tasks and expectations. Progress was communicated on the CIAS website and at all College meetings. In 2015, the CIAS Strategic Plan Core team took up the University's current strategic plan *Greatness through Difference 2015–2025* to ensure the College's Strategic Plan is in compliance with the directives and spirit of the University's document. As is the current practice, the Dean will approve revisions to the College's Strategic Plan before any changes or actions are taken. Any plan updates, accomplishments and revisions will be communicated routinely to the college via email, presentations, and on Inside CIAS.

Bibliography

- Association of American Colleges and Universities (2013). *Making Excellence Inclusive*. Retrieved from aacu.org/inclusive_excellence/index.cfm

Suggested Links

- Greatness Through Difference: 2015-2016 Strategic Plan www.rit.edu/president/pdfs/greatness_through_difference_long.pdf
- ImagineRIT: RIT's Strategic Plan www.rit.edu/president/strategicplanning/strategic_plan
- RIT Strategic Plan: [rit.edu/president/plan.html](http://www.rit.edu/president/plan.html)
- College of Imaging Arts and Sciences cias.rit.edu
- Office of the Provost: [rit.edu/provost](http://www.rit.edu/provost)
- RIT College of Liberal Arts: [rit.edu/cla/](http://www.rit.edu/cla/)

Appendices

- A Academic Portfolio Blueprint
- B CIAS SWOT Analysis Summary
- C Constituent Groups Feedback
- D Exceptional Organizational Stewardship