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# Roadmap to Excellence Appendices



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**Rochester Institute of Technology  
College of Imaging Arts and Sciences  
Strategic Plan 2013–2018**

**April 2013**

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Strategic Plan 2013–2018

April 2013

## Academic Portfolio Blueprint



# **Academic Portfolio Blueprint**

Task Force Report

February 14<sup>th</sup> 2013

Endorsed by the Academic Senate

10 December 2012

Endorsed by Graduate Council

5 December 2012

Endorsed by ICC

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## Introduction

### **Rationale**

RIT is at a defining moment regarding its academic portfolio (defined as the inventory of undergraduate and graduate degree programs). To support the calendar conversion effort, the faculty approved the Academic Program Profile, which is a set of learning outcomes that must be satisfied by each current and future academic program (in the portfolio). While this Profile is critical in shaping each academic program, there remains a lack of formal clarity in connecting the overall portfolio of programs with the vision, mission, values, and strategic direction of the university. No clear criteria by which programs can be judged relative to the long-term aspirations of the university exist. The Academic Portfolio Blueprint Taskforce (APB Taskforce) was charged with making recommendations that will establish these understandings and expectations in the form of characteristics and criteria. The characteristics are outlined as goals to aspire to by 2018 and the criteria are crafted to support the process of holistically developing strong program proposals. The APB is not intended to be a prescriptive document. It will be a guiding document for academic program proposals.

### **Context for the proposed APB guiding document**

RIT is recognized as a unique and leading university and it is positioned to be a key leader in the higher education environment of the 21<sup>st</sup> century. We have many challenges ahead (Mayberry, 2011) in the current higher education landscape. An Academic Portfolio Blueprint is an important first step toward reaching our goals. During the fall of 2013, our first year of semesters, RIT will offer 215 programs across 9 colleges and two degree-granting units. This is an exciting time during which we can build upon our existing programs and propose new programs that will strengthen our University in which innovation, creativity and education thrive.

Since October 2011 the APB taskforce members have initiated and fostered a rigorous and diverse dialogue across our campus. The rich and robust feedback we received forms the recommendations cited in this document. Of great importance throughout was the discussion of the goals of our university community for our students now, and our students in the future.

As a part of our inquiry we collected a variety of data. This included qualitative and quantitative surveys, summaries from meeting with multiple constituent groups, researching relevant documents and resources generated by RIT and other higher education communities, and summaries from formal and informal meetings across the campus. We keenly listened as our peers in the RIT community spoke about their insights for a successful higher education environment, goals for our classrooms and community, perspectives on our overall campus offerings and the desires for what our University can, and/or should, embrace in regards to our future academic portfolio. These discussions and inquiries form the backbone of the proposed APB.

### **Summary**

This process has been robust and stimulating for all members of the taskforce and hopefully equally important for the RIT community. After an extensive inquiry and review of the community input and a review of existing RIT guiding documents, the APB Taskforce presents this report as a guiding document for our academic program offerings for 2013-2018.

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## Charge

To develop a set of recommendations that will define the scope and domains for new academic programs at RIT for the period of 2013 to 2018; in essence, the charge is to recommend an **Academic Portfolio Blueprint** for 2013–2018. The final **APB** will be approved by the Academic Senate, the RIT President, and by the executive committee of the Board of Trustees. As part of this charge, the taskforce will:

- 1 Review the 2004 strategic plan and the subsequent strategic planning documents from President Destler and the Board of Trustees in order to develop a context for the APB.
- 2 Analyze the current RIT academic portfolio for size, types of programs, distributions such as graduate versus undergraduate, technology versus arts, attractor versus retainer, etc.
- 3 Collect, analyze and interpret input from the broad RIT community regarding the future direction of the RIT academic portfolio. This input should form a key anchor to the recommendations of the taskforce. It will include input from Trustees, industry and non-profit partners, Rochester community members, alumni, students, faculty, staff, and other friends and supporters of RIT. Specifically, the taskforce should
  - a Maintain sustained consultation with the Graduate Council and the Inter-College Curriculum Committee
  - b Seek input from the Office of Inclusion and Diversity, the Golisano Institute for Sustainability, the Study Abroad office and other key players in the international education space, the Center for Multidisciplinary Studies, the Office of Graduate Studies, the Vice President for Research, and University Studies.
- 4 Gather information, and consider trends, future societal needs, etc. that will help inform the recommendations.
- 5 Develop and recommend a list of parameters and criteria that will define RIT’s academic portfolio for 2013-2018. The resulting list and supporting narrative, once approved, will constitute the RIT APB. These parameters and criteria must be aligned with the Academic Program Profile.
  - a For the purposes of this process, a parameter will be defined as a characteristic element of our future academic portfolio — a property that helps to characterize the portfolio; a boundary condition is another descriptor for these parameters.  
*For example, a possible parameter might be:*  
“The RIT academic portfolio will include a body of programs that demonstrate aspects of multi-disciplinary education, particular programs that involve cross-college collaborations. By 2018, RIT envisions between 20% and 30% of its programs will be described as multi-disciplined.”
  - b A criterion will be defined as a standard on the basis of which a judgment can be made about whether a program can be part of the RIT academic portfolio. These criteria, taken collectively, will define the overall character of the portfolio.  
*For example, a criterion might be:*  
“any new graduate program must support the research goals as articulated in Key Result Area #2”.

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## Committee Members

Name	College/Division
<b>Co-chairs</b>	
Carole Woodlock	College of Imaging Arts and Sciences
Risa Robinson	Kate Gleason College of Engineering
<b>Committee Members</b>	
Ed Lincoln	Enrollment Management & Career Services
Manny Contomanolis	Office of Co-op & Career Services
Nancy Ciolek	College of Imaging Arts & Sciences
Zoran Ninkov	College of Science
Don Wilson	Saunders College of Business
Henry A. Etlinger	Golisano College of Computing & Information Sciences
Ferat Sahin	Kate Gleason College of Engineering
Heidi Miller	College of Health Sciences and Technology
Ann Howard	College of Liberal Arts
S. Manian Ramkumar	College of Applied Science and Technology
Gerry Bateman	National Technical Institute for the Deaf

## Timeline

Constituent Group	Meeting Date	Activity
<b>Academic Senate Executive Committee</b>	29 September 2011	Meeting to review charge
<b>Academic Senate</b>	6 October 2011	Charge approved by Academic Senate
<b>Office of Graduate Studies</b>	11 October 2011	Guiding Questions
	5 December 2011	Review Characteristics
<b>President's Round Table</b>	14 October 2011	Guiding Questions
<b>Board of Trustees Education Committee</b>	10 November 2011	Guiding Questions
	12 July 2012	Presentation and discussion of Clipboard Survey results
<b>Graduate Council</b>	9 December 2011	Guiding Questions
	13 September 2012	Progress update
	20 September 2012	Progress update
	27 September 2012	Review Draft of Characteristics/Criteria
	8 November 2012	Review of Characteristics/Criteria
	10 December 2012	Endorsed Characteristics/Criteria
<b>Graduate Program Directors</b>	5 December 2011	Charge/Guiding Questions
<b>RIT Community</b> (Center for Multidisciplinary Studies, Wallace Center, University Studies, Admissions, Liberal Arts, Golisano, others.)	12 December 2011	Provost's Town Hall
	6 February 2012	Faculty Staff Tea
	9 February 2012	Faculty Staff Tea
	10 February 2012	Faculty Staff Tea
	3 March 2012	Clipboard Survey
<b>Golisano Institute for Sustainability</b>	30 January 2012	Guiding Questions
<b>Global Task Force</b>	10 February 2012	Guiding Questions
<b>Office for Diversity &amp; Inclusion</b>	7 February 2012	Guiding Questions
<b>Office of Academic Affairs</b>	26 January 2012	Guiding Questions
	24 August 2012	Working Session
<b>Chairs &amp; Directors</b>	2 February 2012	Guiding Questions
	24 August 2012	Progress update
<b>Institute Curriculum Committee</b>	26 September 2012	Review Draft of Characteristics
	7 November 2012	Review Draft of Characteristics/Criteria
	5 December 2012	Endorsed Characteristics/Criteria
<b>Deans Council</b>	20 March 2012	Review Draft of Characteristics
	13 November 2012	Review Draft of Characteristics/Criteria
<b>Vice President for Research</b>	13 February 2012	Guiding Questions

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## **APB Characteristics**

The six characteristics below are intended to be inspirational in defining the Academic Portfolio. They illuminate areas of importance that we, the RIT community, aspire to during the next five years. They have germinated out of extensive dialogue, research and discussion across the RIT campus. The APB, which is comprised of characteristics, criteria and supporting narrative, is not intended to be a prescriptive document. It will be a guiding document for academic program proposals.

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### **Scholarship, Research and Creativity**

All programs will facilitate growth in student and faculty scholarship and creative work, and enhance innovative, creative and entrepreneurial activities. Where appropriate, programs will attract external funding.

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### **Innovative Teaching and Learning**

All programs in the RIT portfolio will utilize innovative and effective pedagogical approaches to achieve student-centered learning, including those that take advantage of technological resources and alternative delivery systems.

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### **Experiential Learning**

All programs in the RIT portfolio will require an experiential learning component as part of the degree program, encouraging students to apply their academic and career preparation to professional problems and/or settings.

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### **International and Global Education**

All undergraduate programs will address a broader understanding of global issues and enhance cross-cultural understanding and awareness. A majority of graduate programs will address a broader understanding of global issues and enhance cross-cultural understanding and awareness.

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### **Synergy and Interdisciplinarity**

A majority of programs in the RIT portfolio will demonstrate synergy and interdisciplinarity through the combining/re-structuring of existing programs and the addition of new programs that foster integration within, between and among disciplines, programs and colleges and address emerging disciplines in new areas of inquiry.

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### **Inclusive Excellence**

All programs in the RIT portfolio will strengthen RIT's commitment to growing and sustaining a diverse and inclusive learning, living, and working environment.

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### **Characteristics summary:**

By creating an Academic Portfolio in which all six of these characteristics are distinguished, RIT's recognition and reputation as one of the world's leading career-focused, technological universities that foster innovation and creativity will be enriched and advanced.

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## APB Criteria

*"A criterion will be defined as a standard on the basis of which a judgment can be made about whether a program can be part of the RIT academic portfolio. These criteria, taken collectively, will define the overall character of the portfolio." — Academic Portfolio Blueprint Charge*

Proposers must clearly identify how they meet the APB characteristics and criteria. The proposal must address each criterion listed and describe the extent to which the criterion is met or not met.

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### I Centrality

- a The program that is being proposed aligns with and advances the mission, vision, values and reputation of RIT.
- b The program that is being proposed is aligned with the Academic Program Profile and contributes to the achievements of RIT's strategic plan priorities as identified in the Key Result Areas and Goals matrix.

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### II Marketability

- a The program proposal provides evidence of sufficient external demand for the program
- b The program proposal provides evidence of sufficient internal demand for the program.
- c The program proposal provides evidence of demand for graduates of the program in the marketplace or in graduate programs.
- d The program proposal includes an assessment of the extent to which it may have an effect on enrollment in other academic programs.

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### III Quality

***The program proposal will clearly identify:***

- a effective use of current faculty expertise for program delivery and, where appropriate, justify the need for new faculty expertise.
- b the integration of the learning outcomes in the General Education curriculum with the field of study. [For undergraduate degree program proposals only]
- c curricular features that incorporate rigorous academic and career preparation.
- d curricular features that facilitate and support student and faculty scholarship, research and creativity.
- e innovative and effective pedagogical approaches that support student centered learning, including alternative delivery systems and technology.
- f pedagogical approaches for integrating meaningful experiential learning opportunities.
- g pedagogical approaches to engage students in learning experiences that promote global awareness and understanding.
- h how it will foster integration within, between and among disciplines, programs and colleges.
- i how it addresses emerging disciplines.
- j a continuous evaluation and improvement plan that aligns with the existing RIT guiding documents.

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### IV Financial Viability

- a The proposal will demonstrate how the proposed program will make use of existing resources through re-allocation, or will make a compelling case for new resources.
- b Incremental resource requests are clearly defined and justified relative to the value the program brings to the University's academic portfolio.
- c In addition to demonstrating viability using the financial cost model, the proposed program will provide a three, five and seven year financial, enrollment and resource assessment plan for continuance.

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## References

Dickeson, R. C. (2010). *Prioritizing academic programs and services: Reallocating resources to achieve strategic balance*. San Francisco, CA: Jossey-Bass

Mayberry, K. (2011). *RIT 2020 Strategic planning for a perfect storm*

Middle States Report: <http://www.rit.edu/provost/accreditation>  
Periodic review report (2012)

<http://www.rit.edu/diversity/inclusive-excellence-framework>

<http://www.rit.edu/president/vision2025/>

[https://www.rit.edu/provost/sites/rit.edu.provost/files/rit\\_academic\\_program\\_profile\\_05-20-2010.pdf](https://www.rit.edu/provost/sites/rit.edu.provost/files/rit_academic_program_profile_05-20-2010.pdf)

<http://www.rit.edu/president/strategicplanning/plan.php>

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## CIAS Policy Status Listing



## CIAS Policy Listing

Charge of CIAS Policy Committee

RIT Policy #	RIT Policy Name	CIAS Policy Name	Current Status
C22.0	Records Management Policy	Records Management Policy	In process
D1.1	Minors Policy	Minors Policy	Complete
D2.0	Admissions	TBD	
D3.0	Registration	TBD	
D5.0	Grades	TBD	On-hold until RIT policy revisions for D5.0 approved
D8.0/D12.0	Academic Honesty and Graduation Requirements	Undergraduate Policy and Guidelines	In process
D8.0/D12.0	Academic Honesty and Graduation Requirements	Graduate Policy and Guidelines	Complete
D16.0	Institute Writing Policy	TBD	
D17.0	Academic Conduct and Appeals Procedures	Academic and Student Instructional Appeals Committee	On-hold until RIT policy revisions for D17.0 approved
D18.0	RIT Student Conduct Process	TBD	
E1.0	Employee Classification and Status	TBD	
E1.2	Nepotism	Nepotism	Complete
E5.0	Policies on Tenure	Tenure and Promotion: Criteria and Procedures for Tenure-Track Faculty	Complete
E6.0	Policies on Faculty Rank	Faculty Promotion Policy for Tenured and Non-Tenured Faculty	Complete
E7.0	Annual Review of Faculty	TBD	
E27.0	Performance Appraisal	TBD	In process

3/19/2013

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## **CIAS SWOT Analysis Summary**



<b>A Student Success</b>		<b>Number of Votes</b>		
<b>Weaknesses</b>		Priority 1	Priority 2	Priority 3
1	Development and Evaluation	3		1
<b>2</b>	<b>No clear guidance for student advising</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>3</b>	<b>Limited opportunities for professional development</b>	<b>4</b>	<b>2</b>	
4	Insufficient support for special needs students	1		1
5	Insufficient support for Alumni office	1	2	
<b>6</b>	<b>Don't use alumni enough as a resource</b>	<b>2</b>	<b>4</b>	
7	Insufficient support for faculty/student exchange	3		1
8	Degree programs and curriculum	1		1
9	Curricular continuity from year to year	1	2	
10	Curriculum makes study abroad difficult	3		1
<b>11</b>	<b>Flawed admissions processes</b>	<b>6</b>	<b>1</b>	<b>1</b>
<b>12</b>	<b>Need more objective portfolio review; need alternative entry evaluation</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Opportunities</b>		Priority 1	Priority 2	Priority 3
<b>1</b>	<b>Admissions: opportunity for recruitment</b>	<b>5</b>	<b>1</b>	<b>1</b>
2	Use of alumni base	4	1	
3	More cross discipline alumni events within CIAS	3		
<b>4</b>	<b>Develop interdisciplinary opportunities</b>	<b>5</b>	<b>1</b>	
5	Promote peer collaboration	3	2	
6	Degree programs and curriculum			1
<b>7</b>	<b>Professional development for industry: bring it back</b>	<b>5</b>	<b>1</b>	
8	Develop new graduate programs	2		1
9	Learning environment	1		1
<b>10</b>	<b>Real-world relevance</b>	<b>2</b>	<b>2</b>	<b>3</b>
11	Increase undergrad and grad research grants	3	2	
12	Opportunities for grad students to do publishing/scholarship/research/artistic investigation	2	2	1
13	New programs using CIAS strengths: art/technology	2	1	2
<b>Threats</b>		Priority 1	Priority 2	Priority 3
1	Degree programs and curriculum	1		
2	Students dictating curriculum	3	1	
3	Rising anti-intellectualism	3		2
<b>4</b>	<b>Students acting like customers</b>	<b>4</b>		
<b>5</b>	<b>English language requirements not sufficiently met (Skype interview ?)</b>	<b>4</b>	<b>1</b>	
6	Fluctuating student numbers	1	1	1
<b>7</b>	<b>Rising cost of tuition</b>	<b>4</b>	<b>3</b>	<b>1</b>
<b>8</b>	<b>Quality of students: less qualified students (MFA interviews?)</b>	<b>4</b>	<b>1</b>	<b>1</b>
9	CIAS admissions strategies	3	2	
10	Anti-studio sentiment by some senior faculty	1		1

<b>B Faculty and Staff</b>		<b>Number of Votes</b>		
<b>Weaknesses</b>		Priority 1	Priority 2	Priority 3
<b>1</b>	<b>Full-time faculty shortage; too much adjunct reliance</b>	<b>4</b>	<b>1</b>	<b>1</b>
<b>3</b>	<b>Faculty workloads too high for some (but not all)</b>	<b>4</b>	<b>2</b>	
4	Lack of gender, cultural, racial diversity: faculty/staff	1	1	1
<b>5</b>	<b>Salaries (inequities)</b>	<b>5</b>	<b>1</b>	
6	Shortage of staff/resources	2		
7	Lack of incremental resources	3	2	
8	Collegiality	1	1	1
9	Shortage of full-time staff	3	1	
10	Mentoring for staff		2	
11	Some staff ineffective or unqualified		1	
<b>12</b>	<b>Some faculty ineffective or unqualified</b>	<b>1</b>	<b>4</b>	<b>1</b>
13	Some program chairs could be more effective	3		
14	Faculty could be more culturally diverse	2	1	
15	Need business instruction for creatives	1		1
16	Lack of backup for staff out for extended time	2		1
17	Low adjunct pay make good hires difficult	3	1	1
18	50%ile full-time pay make good hires difficult	1		1
<b>Opportunities</b>		Priority 1	Priority 2	Priority 3
<b>1</b>	<b>Growing world-class scholars</b>	<b>5</b>	<b>1</b>	
2	Students ctch the passion	2	1	1
3	Morre collegial programs	1	1	
<b>4</b>	<b>External visibility</b>	<b>6</b>		
5	Need more high-profile professional instructors, part-time and full-time	2		1
6	Inter-departmental conferences/seminars	1	3	1
7	Need more team-teaching across schools+colleges	4	1	
<b>Threats</b>		Priority 1	Priority 2	Priority 3
<b>1</b>	<b>Heavy reliance on adjuncts</b>	<b>3</b>	<b>1</b>	<b>1</b>
2	Course releases further reduce program continuity	1	1	
3	Class size	2		1
4	Inconsistent policies on term limits for Chair			4
<b>5</b>	<b>Reallocation of faculty lines</b>	<b>2</b>	<b>1</b>	<b>3</b>
6	Don't presently have enough faculty even to maintain	3		1
<b>7</b>	<b>Inequities in faculty load (lowers morale)</b>	<b>4</b>	<b>1</b>	
8	Inequities in staff workload	2		
<b>9</b>	<b>Difficult to participate in professional development</b>	<b>3</b>	<b>3</b>	
10	Loss of vacation time (vacation carry over)		1	
11	Poor work environment (facilities)	3		

<b>C Scholarship, Creativity and Research</b>		<b>Number of Votes</b>		
<b>Weaknesses</b>		Priority 1	Priority 2	Priority 3
1	Scholarship	2	1	
2	<b>Lack of strong support for significant scholarship (i.e. course release)</b>	<b>7</b>	<b>1</b>	
3	<b>Funding faculty travel and scholarship</b>	<b>5</b>	<b>2</b>	<b>1</b>
4	<b>Lack of resources for visiting artist presentations</b>	<b>4</b>	<b>2</b>	<b>2</b>
5	<b>Lack of endowments</b>	<b>4</b>	<b>2</b>	<b>2</b>
6	<b>Funding for faculty, staff, and student travel and scholarship</b>	<b>5</b>	<b>2</b>	<b>1</b>
<b>Opportunities</b>		Priority 1	Priority 2	Priority 3
1	<b>Growing world-class scholars</b>	<b>5</b>	<b>1</b>	
2	<b>Attracting world-class scholars</b>	<b>4</b>	<b>2</b>	
3	Program expertise	3	2	
4	<b>Program visibility</b>	<b>6</b>	<b>1</b>	<b>1</b>
<b>Threats</b>		Priority 1	Priority 2	Priority 3
1	<b>Better scholarships in other universities</b>	<b>8</b>		

<b>D Global: Engagement, Society and Practices</b>		<b>Number of Votes</b>		
<b>Weaknesses</b>		Priority 1	Priority 2	Priority 3
1	Real-world relevance	1	4	
2	<b>Need more study abroad opportunities for students and faculty</b>	<b>6</b>	<b>1</b>	
<b>Opportunities</b>		Priority 1	Priority 2	Priority 3
1	Proposed partnership with Masters of Architecture program	1	1	2
2	<b>Give back to region, society and international community</b>	<b>3</b>	<b>3</b>	
3	Give back to industry	1	1	3
4	<b>Engage students in being global citizens</b>	<b>4</b>	<b>1</b>	<b>1</b>
<b>Threats</b>		Priority 1	Priority 2	Priority 3
1	Grad students are international so we have international competition	3	1	

<b>E Community and Culture</b>		<b>Number of Votes</b>		
<b>Weaknesses</b>		Priority 1	Priority 2	Priority 3
<b>1</b>	<b>Lack of gender and racial diversity among students and faculty</b>	<b>4</b>	<b>1</b>	
<b>2</b>	<b>Limited access to cultural opportunities for students</b>	<b>2</b>	<b>3</b>	<b>1</b>
<b>Opportunities</b>		Priority 1	Priority 2	Priority 3
<b>1</b>	<b>Connecting with industry: forming advisory groups with industries</b>	<b>4</b>		
<b>2</b>	<b>International opportunities with students and faculty</b>	<b>1</b>	<b>2</b>	<b>2</b>
3	Photography presence needed at portfolio days		1	
4	Own our words: we are the experts in creativity and innovation	1		
<b>5</b>	<b>Internal collaboration and communication</b>	<b>3</b>	<b>1</b>	
6	Showcase faculty expertise to put CIAS in limelight	1	1	1
7	Hard-copy of the student yearbook			
8	Create a downtown presence			
9	Collaborate with MCC for a downtown campus			1
10	Professional societies			1
11	Engage students in worthwhile service projects		3	
12	Expand to be local and global contributors	1		2
<b>Threats</b>		Priority 1	Priority 2	Priority 3
<b>1</b>	<b>Perception that our location is a backwater</b>	<b>2</b>	<b>1</b>	
2	Non-recognition of technical (sciences) strength	1	1	
3	Lack of real business/industry connections because of our location	1	1	
4	Other universities offering similar programs in locations with better weather		2	
<b>5</b>	<b>Lack of support for attending conferences</b>	<b>3</b>	<b>1</b>	

<b>F Environment and Facilities</b>		<b>Number of Votes</b>		
<b>Weaknesses</b>		Priority 1	Priority 2	Priority 3
<b>1</b>	<b>Classrooms, studios, offices need renovation</b>	<b>5</b>	<b>2</b>	
<b>2</b>	<b>Not enough appropriate classrooms</b>	<b>4</b>	<b>1</b>	
3	Gallery/exhibition/performance space inadequate	2	1	
4	Need museum-quality gallery facility	1	1	1
5	Lack of dedicated space, 3D appropriate spaces		2	
6	Shared institute rooms not appropriate for classes	1	1	2
7	Need financial support to create summer programs		1	1
8	Diminishing library resources	2	1	
9	Poorly designed branding, internal + external materials	3		1
10	Not taking advantage: campus technology potential			1
<b>11</b>	<b>Duplication of resources because of silo effects</b>	<b>1</b>	<b>4</b>	
<b>12</b>	<b>Lack of collaboration between CIAS + other colleges</b>		<b>3</b>	<b>4</b>
13	Lack of channels for sharing faculty accomplishments		2	
14	Respect for our work across campus	1	2	
15	Isolation of programs, students and faculty		2	2
16	Not taking advantage of arts and sciences together	1		2
17	Physical isolation of campus			
18	Disconnection to cultural scene in metro areas	1		2
19	Lack of connection with other Rochester colleges		1	1
20	International visiting artist program	3		
21	Need CIAS student body getting to know each other		1	
22	Need faculty lounge	1		
<b>Opportunities</b>		Priority 1	Priority 2	Priority 3
<b>1</b>	<b>Upgrade interior of CIAS to world-class standards</b>	<b>6</b>		
<b>2</b>	<b>Communicate about CIAS</b>	<b>3</b>	<b>3</b>	
<b>Threats</b>		Priority 1	Priority 2	Priority 3
1	Knowledge sources/services (ie: NTID registration)	1		
<b>2</b>	<b>Poor economy</b>	<b>3</b>	<b>2</b>	
<b>3</b>	<b>Lack of transparency on CIAS budgets</b>	<b>3</b>	<b>1</b>	

<b>G System and Processes</b>		<b>Number of Votes</b>		
<b>Weaknesses</b>		Priority 1	Priority 2	Priority 3
<b>1</b>	<b>Flawed annual review + course evaluation processes</b>	<b>4</b>		
<b>2</b>	<b>Lack of mentoring for faculty in line for tenure</b>	<b>4</b>	<b>1</b>	<b>1</b>
<b>3</b>	<b>Inability to address stagnant performance</b>	<b>4</b>	<b>2</b>	
4	Low threshold for portfolios	2		
<b>5</b>	<b>Cost of tuition and lack of scholarship money</b>	<b>5</b>	<b>1</b>	
6	Articulation of agreements with community colleges	1	1	1
<b>7</b>	<b>Lack of Admissions familiarity with our programs</b>	<b>3</b>	<b>3</b>	
8	Lack of incremental financial resources	2	1	
9	Student scheduling conflicts with other colleges	3		
<b>10</b>	<b>Lack of CIAS vision, strong silo mentality</b>	<b>3</b>		<b>1</b>
11	Unknowns: resource needs for semester conversion	2	1	
12	Poor enforcement of CIAS policies	2		1
<b>13</b>	<b>Transparency/policy continuity/CIAS practices</b>	<b>2</b>	<b>1</b>	<b>3</b>
<b>14</b>	<b>Favoritism politics; flaws with shared governance</b>	<b>4</b>		<b>1</b>
15	Complexity of documentation required of faculty	1	1	1
<b>16</b>	<b>Minimal use of college for summer and break times</b>	<b>1</b>	<b>2</b>	<b>1</b>
17	Flawed faculty search committee process	1	1	1
<b>18</b>	<b>Lack of curricula core fundamentals</b>	<b>2</b>	<b>1</b>	<b>1</b>
<b>Opportunities</b>		Priority 1	Priority 2	Priority 3
<b>1</b>	<b>Get everyone involved in development: channel requests through Lorraine</b>	<b>4</b>	<b>1</b>	<b>1</b>
<b>Threats</b>		Priority 1	Priority 2	Priority 3
<b>1</b>	<b>“School” units defined by legacy (vs. size, curriculum, research, facilities, skill sets, equipment/tools, faculty)</b>	<b>5</b>		<b>1</b>
2	Poorly defined organization structure		1	1
<b>3</b>	<b>Not accepting new realities: losing touch with updated workflows</b>	<b>4</b>	<b>1</b>	
4	Upper management indifference to CIAS needs for semester conversion	2		
<b>5</b>	<b>Missed marketing opportunities</b>	<b>4</b>	<b>1</b>	
6	Threats move faster than solutions	2		
7	Satellite campuses in major cities		2	
8	Make use of summer session: programs, classes, research, etc.		1	2

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# Roadmap to Excellence Appendices



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Rochester Institute of Technology  
College of Imaging Arts and Sciences  
Strategic Plan 2013–2018

April 2013

## Constituent Groups Feedback



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Constituency Group  
**School of Design**

Kim Sherman  
 Gina Ferrari  
 Bruce Ian Meader

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- A Student Success**
- Need a means to foster more team-teaching opportunities; more interaction among schools and programs
  - Facilitate cross-disciplinary interaction; break up the silos
  - Keep up with how and why technology is used
  - Need funding for student contests
  - Need transfer student support
  - Need support for deaf students transitioning to professions
- 
- B Career Focus /Success**
- Keep up with how and why technology is used
  - Time: teaching loads need to be reasonable across CIAS
- 
- C Scholarship, Creativity Research and Professional Development**
- Need support for faculty grant writing, pursuing professional development
  - Need more support for faculty to attend conferences, funds for travel
- 
- D Global Engagement**
- Systems not in place to support study abroad initiatives
- 
- E Community and Culture**
- Need strategic marketing/visibility to partner with industry
  - Need a clearing house to facilitate and support industry connections
- 
- F Environment and Facilities**
- Need dedicated work space where students can work together, have a permanent display of their work, and establish a community
  - Desperate need to air condition Booth and Gannett buildings
  - Need up-to-date classrooms with windows
  - Faculty need to be consulted on teaching spaces; one room with computers, tackable wall space for critiquing hard copy work, meeting space (conference table) as opposed to studio one day, computer lab another day
  - Keep up with how and why technology is used
  - Computer labs have extended hours only during finals week; need extended hours throughout year; perhaps a swipe card?
  - Building doors locked at night, students locked out in the middle of working
- 
- G Systems and Processes**
- Streamline administrative procedures, protocols and policies faculty spend too much time trying to get things done
  - Prepay for CIAS supported functions: Portfolio Day
  - Finding qualified adjunct faculty
  - Improve student course evaluation process
  - Improve annual review process
  - Concerns about difficulty students have registering for studio electives; not enough studio electives from which to choose

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Constituency Group  
**Senior Staff Assistants**

Mary Barnard

- 
- A Student Success**
- Goal 1: Admissions; Objective A1.9 focus on development, pedagogy, philosophy
- 
- C Scholarship, Creativity Research and Professional Development**
- Introduction: last line: Achieve 100% (tenure and tenure-track) faculty participation in scholarship.
  - Goal 1: All faculty in CIAS, throughout their careers, will have support in their development, implementation and dissemination of scholarship, creativity and research.
  - Goal 4: Objective C4.1: CIAS will review and assess how staff are currently engaged in development opportunities (and where there are gaps in support) (clarification as to who will determine what opportunities staff may take part in and whether it needs to be directly related to the job).
  - Objective C4.2: CIAS will foster a culture of like-long learning and professional development for staff (and recognize this as an important component in their professional careers).
- 
- D Global Engagement**
- Goal 1; Objective D1.1: (Question: What about curriculum flexibility?)
- 
- E Community and Culture**
- Goal 2: Develop opportunities for students and faculty to engage in the ever expanding and inclusive intellectual and cultural society, both within the College and outside it.
- 
- F Environment and Facilities**
- Goal 2; Objective F2.3: i Quality facilities and environment in support of quality curriculums that meets the needs of (faculty, staff, and students)

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 Constituency Group

Twyla Cummings

**CIAS Student Ambassadors**


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**A Student Success**

- Students expressed a desire to learn more about other disciplines and have access to other CIAS courses outside of their major. They discussed a desire for more interaction and collaboration with other majors. Can CIAS offer more courses and sponsor events that would allow for this?
- A suggestion was made to develop a proposal for a comprehensive art project in conjunction with the Center for Innovation. This should be credit bearing; perhaps an independent study?
- Buildings 7A and 7B not very attractive or user-friendly
- It would be great to have an onsite eating establishment; something similar to the snack bar in Golisano.
- Longer lab hours especially during weeks 10 and 11 would be very helpful. Can the labs stay open until 2:00 AM?
  
- Website
  - No collaborative space for current students; Would be nice to have a “Students Now” section that addresses this question:  
You’re here – now what?
  - Also could all the events be in one place?
  - The Gallery has a firewall
  
- Why don’t CIAS students get more funding for events (e.g. BBQ)?  
Where does all the money go?
- Pay scale for student workers: some students get minimum wage with no raises and other are paid \$8–12/hr. Why?
- Social Media posts are needed to encourage students to subscribe and learn more about events. Flyers/posters on the wall don’t work.
- College tab on rit.edu is needed. This versus “academics” would be more helpful. No one wants to drill down to find CIAS on the RIT website. Also myrit.edu is not very helpful and needs to be redone.
  
- Faculty teaching style – some faculty are non-structured which is sometimes a problem
  - Professors should be required to use mycourses especially for grades and assignments.
  - All faculty should report grades in a timely fashion during the term and provide a grading rubric so students know how they are being graded. Students should not have to wait to almost the end of the term to know how they are doing in the class.
  - Some faculty are excellent in their discipline, but are terrible teachers.
  - Faculty should get training in this area; get their teaching skills refined.
  - Adjunct faculty offices are awful! It would be easier for them to meet with students if they had a decent space.

Constituency Group  
**SAC Faculty**

Robin Cass  
 Juan Carlos Caballero-Perez

- 
- A Student Success**
- Develop specific and consistent guidelines concerning... scheduling and registration of courses; many believe new SIS to be an obstacle
  - To attract, admit and retain highest quality regional/international students
  - Scholarships: competitive with comparable programs at other universities
  - Specific/consistent guidelines: grading criteria, participation, performance
  - Wary of language: Admissions processes will be more objective using a consistent assessment rubric (implies uniformity; possibly encroach on an instructor's ability to plan courses, or on a program to admit/reject students according to criteria they consider important and valid.
- 
- B Career Focus /Success**
- CIAS Leadership team and Administration will be transparent with information flow, promote collegiality and be inclusive with faculty and staff
- 
- C Scholarship, Creativity Research and Professional Development**
- Driven by the leadership in the College, the robust and diverse scholarship, creativity and research activities will be acknowledged and recognized
  - Achieve 100% student and faculty participation in innovation, scholarship
  - Recognition that the diversity of CIAS is the strength of CIAS
- 
- D Global Engagement**
- CIAS will work with RIT's Study Abroad Office to increase the number of students participating in study abroad and educational travel programs
  - CIAS will work with international based universities, developing new relationships and enhancing existing relationships to develop opportunities
  - CIAS will encourage and support appropriate faculty development activities that expand global awareness and knowledge: professional site visits; conferences; study abroad or overseas co-op site visits; faculty exchanges; and grant, fellowship, or research applications
  - All CIAS departments will create opportunities for national and international students to work together, learn about each other's culture
  - CIAS will ensure a culture of acceptance/celebration of diversity exists and encouraged by integration of international students into full population
  - CIAS will continue to seek out international faculty or academics with global expertise to be Visiting Scholars and/or Scholar in Residence participants. Sharing of ideas and cultures will be supported
- 
- E Community and Culture**
- CIAS will focus on increasing external visibility of faculty, staff and students to RIT, the Rochester Community, nationally and internationally.
- 
- F Environment and Facilities**
- Faculty expressed concern that "stakeholders who use our building, i.e., NTID, CAST, COLA, numerous other colleges" may not be aware of the expense, expertise, and constant effort involved in building up and maintaining our specialized facilities; consider proposal of shared responsibility: those who use CIAS spaces contribute to their upkeep of space and equipment
- 
- G Systems and Processes**
- Optimism and support was expressed for CIAS's efforts to develop official policies and procedures regarding tenure and promotion, etc.

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Constituency Group  
**School of Media Sciences**

Bruce Myers

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**A Student Success**

- Admissions: should include “national” with regional/international students
- Professional development opportunities should not be limited to those resurrected; these should also be developed anew
- Maximize potential of industry /student contact
- CIAS should strive to ensure that career days include organizations positioned to hire graduates across all majors represented in CIAS
- Need for specific and relevant career guidance for all CIAS majors
- Faculty and Staff Support: should include support for students
- CIAS should strive to minimize bureaucratic barriers to facilitate ease of registration while maintaining fairness in this area for all CIAS students
- Seasonal Affective Disorder (SAD) should be specifically named with currently listed emotional stress, medical issues, and medical leave

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**B Career Focus /Success**

- CIAS vision and mission promotes an academic environment where creativity and technology...  
 This is the only place in the document where the term Adjunct faculty is singled outside of “faculty”; Adjuncts are faculty
- CIAS will focus on increasing the visibility of faculty...  
 (comment: the replaces external, RIT is not “external”)

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**C Scholarship, Creativity  
 Research and  
 Professional Development**

- Introduction: 2nd sentence the phrase “As we begin to define...” is superfluous and should be omitted, and the sentence should read: “The strategic plan for CIAS under the category of scholarship, creativity, research and professional development looks to the following goals...”
- Goal 2: “All students in CIAS will engage in scholarship, creativity and research throughout their academic career at CIAS
- 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
- Goal 4: Interfacing with Human Resources for time off to pursue development should be explicit in the goals listed here.

---

**D Global Engagement**

- Introduction: 1st sentence should read:  
 CIAS graduates will be able to work across global cultures based upon the rich experiences...

---

**E Community and Culture**

- Introduction: 2nd sentence should read:
- CIAS will foster a community that ensures both dynamic interaction and mutual understanding
- Objective E1.2: The term “Differentiated teaching” is unclear and deserves further definition

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Constituency Group  
**School of Media Sciences** continued

Bruce Myers

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**F Environment and Facilities**

- Objective F1.7 and F1.8: These action items are unclear, are they presented once or are they part of an ongoing dynamic?
- Objective F2.3: e: National rankings of programs put at risk.  
Comment: the risk is not limited to programs.
- It was suggested that a goal specific to the interior spaces be articulated: In addition to the functional goals of the facilities, it should be the goal of CIAS that the environment of interior spaces in all facilities should be representative of CIAS as a world-class institution focused on visual aesthetics

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**Overall Comment**

- Unrelated to any Specific Strategic Dimension:  
Suggested the document could be clearer by the addition of diagrams and the ability to see all of the strategic dimensions on a single page

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## Faculty Feedback

### 1 Are goals in each of the strategic dimensions relevant to issues in CIAS?

- In Dimension A if there 3 phases then which one does each goal address 1 is obvious but for consistency I think each goal should be tied to a phase

### 2 Any areas that are incomplete or have any key issues been overlooked?

- G1, Objective A1.1- should say “Financial” scholarships
- B: Career Focus Goal 1, Objective B1.3 “adjunct faculty”.  
 There is an assumption that a supply of potential candidates exist to sustain a qualified pool. Having been one for 10 years in combination of class schedule changes, generally during working hours that option in my opinion doesn’t exist. This ties into goal 2 making that an impossible task.  
 Most professionals I know could only offer their time after business hours in a consistent time block with close mentoring to keep courses consistent so they progress as designed.

### 3 Is the format and structure clear?

The document should list and in one sentence summarize the 7 strategic dimensions at the front of the document. I need to see them and understand them all before I drill down. There are also too many. F + G can be combined, D + E can be combined. 5 dimensions is enough... I would prefer 3

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## Additional Comments

- I lost patience reading it. The graphic design is nice but it is too long. Instead of mentioning everything everyone thought was important to include it really should be edited down to the specific priorities. For example isn’t dim A, goal 1, objective A1.8 exactly what the other objectives are addressing? Eliminate redundancy *and* list only priorities- vital things... because down the road no one will want to try and measure all these items and this document will get ignored.
- I can only speak by my point of view within SOFA, but most of these situations that promote student success exist in SOFA. As I read through this, it starts to look like a justification that more resources are needed. Community and Culture: Goal 1 E 1.1. “Inequities in population” perhaps it should stated as “class size vs. faculty” and expectations of success. We are realizing the issues from bubble. With the semester system starting and transitional issues surfacing, I think a good part of this document will be very hard to address with in a year or two.
- These do see fairly generic and are mostly common sense so no real issues. However, it seems none address goals around enrollment expansion, new programs, service to non-traditional students, online course offerings, etc. In other words, I see none that address the changing landscape of college and the expectation for our own enrollment numbers.

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 Constituency Group

Ricardo R. Figueroa

**School of Film and Animation** continued
 

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**Additional Comments**

- I had a quick look at the Strategic Plan. It really is quite thorough and all-inclusive. Some of it seems idealistic but we must start somewhere. I think the word “national” should be included in the beginning where it talks about the kind of student we want to attract. Right now it says regional and international but national should be included (under Goal 1, Admissions.) I would like to see something about innovation in programs and the help the administration will give faculty carry out these new opportunities. The growing administrative layering that is the new protocol here at RIT should be examined carefully so innovation in opportunities and programming is not discouraged by “red-tape.” Maybe there is something in there but I might have missed it.”

**Student Feedback**
**1 Are goals in each of the strategic dimensions relevant to issues in CIAS?**

- Yes; the goals are all things I’ve heard students and faculty discuss, and it’s wonderful to see a compilation of common suggestions with the intent to address the issues.

**2 Any areas that are incomplete or have any key issues been overlooked?**

- Only some parts of Part C: Scholarship, Creativity, and Research Professional Development seemed a little vague, especially compared to the attention paid to Part F: Environment and Facilities. However, I understand how broad and far-reaching activities such as “scholarship” and “creativity” can be. A little more of a focus on connecting students with the outside world in regard to careers, co-ops, and internships might also be helpful. But overall, the Objectives look great!”

**3 Is the format and structure clear?**

- I’m in the dark as to what the little letters and decimals mean; otherwise, it was easy to understand and follow. I found the format friendly and accessible for the kind of document it is.

**Additional Comments**

- As a student, it’s wonderful to know that every part of my college experience, as well as the experiences of peers, faculty, and staff, are thought of with such sincere concern. Thank you for being proactive about improving upon an already wonderful school!”
- I think the issues addressed are relevant to CIAS issues. I’m especially glad the issue of environment and facilities is being so thoroughly planned out. The structure of that particular section confused me, though. Up until Objective F2.3, it’s talking more about what the plans are, then F2.3 is outlining why they have to happen. That change threw me off a little bit. I’m also wondering, why is it just environment and facilities that’s having a draft written on its relevancy? Couldn’t one technically be written for all the other sections? Otherwise, it looks good.

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Constituency Group  
**SPAS Faculty**

Therese Mulligan

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- |  |   |
|--|---|
| <b>A Student Success</b>   | <ul style="list-style-type: none"> <li>• Faculty should not be dealing with medical and psychological problems with students, but should be supportive and follow the institute mission</li> <li>• Should include national students, too</li> <li>• Should not use the word “resurrect”, have been maintain this for years</li> <li>• Goal 2 (Authentic Learning Experience) is not clear</li> <li>• Should raise admissions standards</li> <li>• Goal 4 (Faculty and Staff Support) what support will faculty or staff have?</li> <li>• Should include disabled and ethnicity</li> <li>• What resources will be offered for Goal #6 (Alumni Office Support)</li> </ul> |
| <b>B Career Focus /Success</b>   | <ul style="list-style-type: none"> <li>• Should be “creating” not just “maintaining”</li> <li>• Should be identifiable and measurable</li> </ul>  |
| <b>C Scholarship, Creativity Research and Professional Development</b> | <ul style="list-style-type: none"> <li>• 100% participation is unrealistic</li> </ul>   |
| <b>D Global Engagement</b>   | <ul style="list-style-type: none"> <li>• Rumor is Study Abroad definition is being revisited</li> <li>1 Not just a class abroad</li> <li>2 Must be a semester or program abroad</li> <li>• What is Cultural Competency?</li> <li>• Is study abroad available for those with a high financial aid need?</li> </ul>   |
| <b>E Community and Culture</b>   | <ul style="list-style-type: none"> <li>• There should be an action item</li> <li>• Has Goal 1 changed from what is currently being done?</li> </ul>   |
| <b>F Environment and Facilities</b>                                    | <ul style="list-style-type: none"> <li>• Need to consult with architectural firm specializing in education</li> <li>• How things look and function is important to the whole community</li> <li>• We should have a collaborative, innovation space in the building</li> <li>• Social spaces and lounges should have a high priority, cross curriculum spaces</li> </ul>   |

Constituency Group  
**SPAS Students**

Therese Mulligan

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**A Student Success**

- **In what ways can CIAS better contribute to your success as a student?**
- Keep curriculum up to date; classes from the 80s are not current
- Get rid of Art History for New Media Design students, and replace with open core in Building 70 for programming
- Open forums about on-going issues in CIAS
- Keep computers, technology, and other equipment up to date  
IPT and minor uses equipment that is old and outdated according to industry standards
- Keep faculty up to date with photography equipment  
Students can't use new equipment as it doesn't fit into course/curriculum  
Manufacturers present to faculty and school, but can't force training
- Keep class sizes under 20 students  
Some lab class work stations are filled, instructors can't get to every student
- Following same past curriculum, no flexibility for current changes  
Lightroom is only used, not Photoshop  
It shouldn't be about software/camera used, but about final product  
What about being well-rounded and teaching all software and options?  
Room to experiment with new equipment is limited
- If a student uses new equipment, they run the risk of a bad grade
- Move one-on-one training
- CIAS has been helpful when needed
- Better transfer introduction to facilities. Especially for non-Fall transfers
- Better availability of facilities and software
- Make more information available online regarding class requirements with the switch to semesters

---

**B Career Focus /Success**

**How can CIAS better prepare you for career goals and success?**

- Career goals aren't defined, "what are the career goals we should have?"
- Instructors use old presentations to teach skills  
Example: Lighting with Gunther
- More co-op/internship opportunities; maybe with local studios?
- More networking sites for students to find jobs
- Mandatory meetings with co-op advisors after second year

---

**C Scholarship, Creativity  
 Research and  
 Professional Development**

**How can CIAS provide better opportunities to support your work, creativity and research as a student?**

- Spend more hours on studios
- CIAS is always suggesting new ways to better a student's attendance, I haven't had to take advantage of that yet
- Have a mini-summer program after graduation (10-week portfolio session)  
Isn't enough time to work on all projects while you have access to facilities
- Longer facility hours and checkout hours, more and newer equipment
- More Mac Books available at the cage
- Stay open later on Saturdays

Constituency Group  
**SPAS Students** continued

Therese Mulligan

#### D Global Engagement

##### **How can CIAS provide better opportunities in global engagement, including study abroad?**

- There is no possibility for a photo tech student to study abroad
  - Maybe offer a class during the semester and study elsewhere during break
  - Bring more opportunities to the forefront
  - I haven't sought out info about study abroad, but I have received the emails
  - Information pamphlets that teachers hand out
  - Offer more programs specifically related to photography off campus/abroad
  - More scholarships would be nice
  - Study abroad wasn't emphasized during admission visits
- There are many opportunities for co-ops and innovation but the study abroad programs are minimal

#### E Community and Culture

##### **How can CIAS promote a better college-wide community and culture?**

- There is a disconnect between the disciplines
- More installations of student work; maybe permanent installations
- Unify photo clubs more; RIT Photo Society just recognized as a student club
- More collaboration between disciplines and schools
- More advertising that BFA students can take BS courses
- BS student: "don't consider myself a photographer in this building"
- Project-based special topics courses should be offered to all photo disciplines
- Nitin's course to reproduce art work did not have any artwork to reproduce
- There is no student space for Fine Art students
- Create a "mixer day"
- Learn about faculty and what they teach; like an Open House;
- Colleges and Career set up for 2nd year students
- Intersession courses for all disciplines without prerequisites
- Have newspapers in the building
- Students don't feel they have a voice
- CIAS Ambassadors meet and talk to administrators of CIAS
- Meetings are open to anyone who wants to join
- Will advertise more in the future once more established
- More free events
- The Holiday Auction is great
- Having reps from various companies come talk about their products is great
- More events for CIAS majors
- Social events or fundraisers that include other colleges
- Offer cross-college classes and events including different schools
- Attitudes of faculty can be bad; shouldn't belittle other majors
- Have a regular meeting to share concerns

Constituency Group  
**SPAS Faculty** continued

Therese Mulligan

---

**F Environment and Facilities**

**What needs can CIAS fill in regards to the College and SPAS overall appearance and facilities (classrooms, labs, social areas, ?)**

- PJ lab is too small; ability to personalize, have been told “no”
- The building doesn’t look like a photography school; ake building look nicer
- Allow students to help with painting and improvements  
Buy a brick, student can do what they will, becomes part of the building when they graduate
- Food desert as a whole and as a building  
Only have enough time to eat at vending machines between classes  
Maybe have a coffee bar in the dark room area, similar to carts in an airport
- Update/fix the water fountains
- More windows
- Central community hangout
- Larger make up/prep area on 4th floor
- Everything looks good
- More natural lighting, brighter wall colors
- Another mac book or two at the cage
- Update some aesthetics and get better rooms for critiques

---

**G Systems and Processes**

**How can CIAS do a better job helping you navigate systems (SIS, enrollment) and processes (student advising: Student Services)?**

- Make emails for relevant  
Lots of emails from a lot of different sources; post email summaries online
- Keep calendar of events like CIAS webpage, all events, dates, times listed
- Transfer students don’t get an adequate orientations  
Need to speak to advisors every quarter  
Have the wrong year designation, makes registration difficult
- Student Services; couldn’t register for minor course, Student Services office wasn’t helpful and gave incorrect information; manually adding courses is terrifying; responses take a long time from the office
- Cage; computer mouse problems
- Students need to submit tickets to CIAS Helpdesk  
Cage workers need to check equipment at check-in
- Cage workers need to know specialized equipment; check in appropriately
- Student pay; students make campus minimum in SPAS and \$12 in CIS
- Will look at the budget for increase possibilities
- Faculty supervisors can ask for merit increases
- Go back to the old system (SIS?)
- Mandatory info sessions before being allowed to register
- Add more info about required classes

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**Other Ideas**

- Show a classroom on the tour
- Reach out to more employers to come to job fairs who would potentially hire CIAS students

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Constituency Group  
**Student Services**

Debbie Kingsbury

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**A Student Success**

**Goal 1: Admissions**

- Identify a late summer cut-off date for acceptance of international students. Those accepted in late August are often at a disadvantage for being enrolled in appropriate classes, for timely testing (to see if they can take courses in their academic program), and for participating in events that help them to acclimate prior to the beginning of classes.
- Recommend that realistic caps are created and adhered to
- Recommend that students who are placed in their second or third choices, especially when dramatically different choices, receive a phone call to go over their options – and possible some career counseling upon arrival (ex: choice 1, computer science; choice 2, illustration; choice 3, economics). These students are often dissatisfied and change majors repetitively or leave RIT, with a negative impact on retention
- Recommend that we return to students who are fulltime ELC (English Language Center) be coded as such to avoid confusion
- Recommend Admissions create reports that are downloadable (excel) and shared (in a timely manner) to allow us to work more effectively with our incoming class (ex: applicant status report)

**Goal 2: Authentic Learning Experience**

- Recommend that students withdrawing from RIT or leaving CIAS participate in an exit interview with their academic advisor or the assistant dean for better tracking and gaining information to help improve retention

**Goal 5: Student Support**

- Reinitiate monthly sessions between CIAS staff and faculty with other groups on campus, especially the student affairs areas, to improve knowledge base of support services
- Develop more honors classes
- Need to create more sections of freshman courses; scheduling is very difficult (many time conflicts), especially for fall term.
- Develop programs for students to help them succeed – invite in alumni, corporate leaders, and college partners
- Schools and/or departments need to increase their tracking of students at year levels for appropriate course planning and number of sections/seats.

**Goal 6: Alumni Office Support**

- Recommend we add, “...on and off campus”, at the end of the last sentence.

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**C Scholarship, Creativity  
 Research and  
 Professional Development**

**Goal 4**

- Recommend adding Objective  
 Funding for academic advisors: NACADA conferences and membership

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**D Global Engagement**

**Goal 3**

- Host RIT international clubs and organizations for diversity events in the college to promote cultural awareness

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Constituency Group  
**Student Services** continued

Debbie Kingsbury

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**E Community and Culture**

- Recommend that all faculty and staff participate in CPD courses offered through RIT on issues such as disabilities, GLBT, and other topics to create awareness. (With large groups, these could be offered right in the college)

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**F Environment and Facilities**

- More student lounge space
- Monitors in Gannett and Booth announcing events and important academic dates
- Cascade of computers plan for student services
- Upgrade and cleanliness of bathrooms needed
- Assessment of reception area outside Neblette—create proper reception area or student lounge space
- Create several large classrooms that have movable dividers to accommodate open house and other event needs (2 small rooms can be one big room)

Constituency Group  
**Dean's Office CIAS**

Lucas Barber

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**E Community and Culture**

**Goal 2**

- There is a need to overcome the silo effect that currently exists between the staff, faculty, and students within the college.  
 Creating new opportunities to increase dialogue between those groups
- Need to include action items [needs to be done throughout document]
- The suggestion was made to review our lack of inclusion of alumni in SOD. We need to be clear on how we will engage alumni and what their expected level of involvement should be.

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**F Environment and Facilities**

**Goal 1**

- There is a need to do a comprehensive space analysis within the college. It was said that "it is hard to plan ahead when you don't know what you have."

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**G Systems and Processes**

**Goal 1**

- The development office needs to be involved with our strategic plan, particularly the space analysis. Fundraising priorities need to be established ASAP so that they can work with the dean to secure the necessary capital. A submission process must be instituted to ensure fairness and transparency.

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**Two Major Items**

- The college participating in a feasibility study including a space analysis. It will be nearly impossible to implement any successful facilities upgrades as well as certain curriculum changes without first doing a comprehensive study.
- A development component needs to be added to assist Lorraine with the fundraising priorities she has to submit to the university. Finding capital to make any of the proposed changes in the strategic plan will be critical. Development can help but we need to get on their radar as quickly as possible. It will be much easier to prioritize the plan once the feasibility study is completed.

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**Additional Feedback**

- Including alumni appropriately in the document  
 A clear plan and objectives on alumni engagement need to be included.  
 What do we want our alumni's to do?  
 What do we hope to gain from the interaction?
- Structure of the document:  
 Adding footnotes, consistency in language, use of synonyms to cut down on redundancy, including action items and goals, adding cliff notes
- Use the plan as an opportunity to increase the dialogue and communications between the schools faculty, staff, and students. (included in Community and Culture)
- How do we increase the communication within the college?

Constituency Group  
**Facilities Staff**

Michael Dear

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**Biggest Concern**

- We are missing a plan that addresses the College Budget. I believe we should either create a new dimension called “Budget” or list it under Systems and Processes as a new goal?

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**F Environment and Facilities**

- Conduct a “top to bottom” evaluation/review of all CIAS space utilization. This should be done in a non-partisan process that takes a critical look at how all of our space is used without regard for the traditional boundaries.)
- Examine current/future curricular needs and how they do or don’t integrate with current space utilization
- Examine computer lab scheduling and utilization
- How is scheduling going to work with semesters?

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**G Systems and Processes  
 or Budget**

- Promote effective and exceptional organizational stewardship
- Set forth processes, allocate, and monitor resources that are crucial to fulfill the College of Imaging Arts and Sciences academic mission. By enabling conditions for achieving the primary academic goals and strategic initiatives of the College. Targeting four resource areas: budget and finance; capital projects and physical facilities; and instructional spaces, information technology. Given our aspirations proposed by this plan, the adaptability and efficiency of organizational stewardship will be more important than ever over the next five to ten years in order to achieve and sustain the resources necessary for implementation.

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**Importance of  
 Organizational Stewardship  
 Reasoning**

- CIAS must function in a manner that ensures, on an ongoing basis, that all its operations align with and support its core academic missions. To this end, principles of good stewardship must be understood and followed at all levels. These principles include a commitment to protect and enhance the reputation of CIAS, an understanding of priorities and responsibilities at an organizational and individual level, an appropriate respect for and use of shared governance and collaborative decision making, and a commitment to open communication and transparency within planning, priority setting, and decision making. All members of the creative community are stewards of the College. Should absolutely understand their obligations to act in ways that are responsive to the interests and needs college and their colleagues.
- Goals:**
- Prioritize resource allocation strategies that enable and motivate actions that enhance academic excellence.
  - Clearly define and align roles and responsibilities for effective and efficient operations within a decentralized academic environment.
  - Implement cost-effective investments in support systems and infrastructures that meet mission-based needs.
  - Recognize, anticipate, and manage the different types of institutional risk (e.g., operational, compliance, reputational, copyright) and promote a university-wide sense of responsibility for these.

Constituency Group  
**Facilities Staff** continued

Michael Dear

**Importance of  
 Organizational Stewardship  
 Reasoning**

**Goals** continued:

- Align support operations with the core academic mission and university strategic plan by maintaining clear priorities, metrics for assessing them, and appropriate internal controls.
- Develop and improve the skills of school leaders to promote and manage change, especially given the need for continuous improvements in administrative and academic functions.
- Support and, where feasible, strengthen informed, collaborative, and transparent decision making.
- Review current mechanisms of shared governance in light of changes in the responsibilities at the center and in units (administrative and academic).

**Make Continual  
 Improvements in the  
 Stewardship of  
 Financial Resources  
 Reasoning**

- Rigorous and effective stewardship of the university's financial resources, with appropriate "checks and balances," is critical to College of Imaging Arts and Sciences ability to achieve its core mission. Due to the complexity of the university's budget and finance functions, it is imperative that such processes be open, transparent, and effective in protecting RIT's fiscal health and in supporting its central and unit-level institutional priorities. Clear areas of responsibility and lines of authority, along with means to ensure accountability, are needed. Resource flows must be clear and predictable, but there must also be sufficient institutional flexibility to allow the strategic pursuit of important opportunities when they arise.

**Goals:**

- Review existing budget models that determine resource flows to units to revise, simplify, and align to ensure support for central and unit priorities.
- Seek to simplify time-consuming and inefficient processes.
- Clarify institutional roles and responsibilities related to budget and finance to facilitate effective collaboration and communication between responsible parties and appropriate monitoring of performance and accountability.
- Ensure effective internal controls, sufficient transparency, and appropriate checks and balances to prevent excessive commitments and overspending.
- Embrace a one for one plan for technology dependent curriculums. Replacing courses with newly developed courses. So to effectively balance infinite imagination with finite human and physical resources.
- Prepare and present operating and capital budgets reflecting complete program and operating costs and sources of funding, and regularly review these to ensure planned uses of resources do not exceed funds available.
- Ensure clear and explicit reporting documents for senior leadership including reports on in-year operating budget performance, capital budget sources and uses, and resource utilization.
- Seek to balance the need for purchasing efficiencies through centralization with an allowance for flexibility and individual solutions necessitated by the diverse array of products and services utilized in CIAS Schools.
- Keep CIAS colleagues informed of major budget issues and make public suitable information regarding the annual capital and operating budgets.

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Constituency Group  
**Facilities Staff** continued

Michael Dear

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**Promote effective  
 Stewardship of the  
 Gannett and Booth  
 Reasoning**

- Decisions regarding facilities and the physical environment typically involve complex interplay of many factors and interests that must be recognized and addressed in order to steward effectively our physical resources. These decisions should be framed by and consistent with RIT's commitments to creative arts and sciences learning, sustainability and accessibility. An integrated planning model should involve the following elements:  
**Goals:**
- 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 and approved funding plan is in place, before they are initiated.
- Optimize existing space use, and use renovation whenever appropriate as an alternative to new construction and expansion.
- Embrace a one plan for one plan for technology dependent curriculum. As new courses are develop old courses are retired.
- Ensure that resources available for facilities are optimally allocated by a strategic analysis of CIAS leadership and/or university priorities.
- Seek to create and partner with RIT for campus-wide space utilization that optimizes university and unit priorities, while accounting for the specific legal and safety requirements.
- Allocate sufficient funding for maintenance and renewal of existing facilities, and for university projects relating to infrastructure, common and shared facilities, public spaces, and the like.
- Ensure proactive and long-term planning efforts, enhance community relations, and leverage industry development opportunities, research and apply for local, state, and federal funding where applicable.

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**Promote and Provide  
 Cost-Effective  
 Technology Infrastructures  
 Reasoning**

- Technology infrastructure critically needs to be maintained and renewed, while balancing needs with budgetary demands and other priorities of CIAS.
- Technologies contribute to the core academic mission of CIAS and warrant the highest priority.
- Effectively coordinate the delivery of IT services and infrastructure that support academic and research missions as well as business needs of the university in a financially responsible way.
- Ensure that information technology services and infrastructure support the brand, access, security, and privacy needs for information stored within the infrastructure
- Allocate sufficient funding for annual replacement, maintenance and renewal
- Effectively design and engineer spaces for creative and technical pedagogically. (classrooms, shops, labs, studios, sound stages, research, galleries and screening facilities)
- Regain some monetary value from aged and no longer adequately supporting academic mission through sale on ebay, craigslist and alike

Constituency Group  
**Facilities Staff** continued

Michael Dear

**Concerns**

- 1 We have a very important item missing from our plan ... there's nothing currently in the plan that addresses the colleges budget
- 2 It was suggested that we create a new dimension to address this?
- 3 Here are some points that could be included under the Budget dimension:
  - A Financial structure of college defined?
  - B Evaluate condition and suitability of equipment/facilities, budget for it
  - C Conduct a "top to bottom" evaluation/review of all CIAS space utilization

This should be done in a non-partisan process that takes a critical look at how all of our space is used without regard for the traditional boundaries

  - D Examine current/future curricular needs and how they do or don't integrate with current space utilization
  - E Examine computer lab scheduling and utilization
  - F How is scheduling going to work with semesters?
- 3 General point .... Full review of technical staff to see if all needs are met ... on-going evaluation?
- 4 General overview of document ... many of the objectives are unclear or incomplete, especially true of Dimension B
- 5 C Introduction ... use the word Strive instead of Achieve 100% participation
- 6 C Goal 4, add Establish source of funding
- 7 C Goal 5, add Safety training for faculty and staff
- 8 D Goal 3, include "Staff" in description. What is "Global Union"?
- 9 E Goal ... Introduction is vague and unclear. What is dynamic production?
- 10 E Goal 1 ... objectives are all vague. Need action items?
- 11 E Goal 2 ... include "Staff" in description
- 12 F... rewrite Introduction
- 13 F Goal 1, include photographs of problem areas
- 14 F Goal 1 ... rewrite description
- 15 F Goal 1 ... prioritize objectives?
- 16 F Goal 1 ... Look for repetitive problems?
- 17 F Goal 2 ... include the following in description:  
 Review relevancy of all facilities to current/future curricular needs
- 18 F Goal 2 .... Move Objective N to top of list. No. 1 priority?
- 19 F Goal 2.... Add: "Architectural firm/study" to objectives.
- 20 G .... Needs top be better defined, action items? Included in all dimensions?

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Constituency Group

Nino Gordeladze

**Image Permanence Institute**

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**Feedback**

- IPI members responded with positive feedback regarding the goals and the objectives. They strongly suggested adding the following objective to the Strategic Dimension C:

Objective C3.3      CIAS will continue to support and foster its academic research centers such as the Image Permanence Institute and the Printing Industry Center.

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 Constituency Group

Twyla Cummings

**CIAS Grad Student Exec Board**


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A meeting was held with representatives from the CIAS Graduate Student Executive Board on December 10, 2012. This group is comprised of graduate student representatives from each of the Schools in CIAS.

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**A Student Success**
**Goal 5**

- Some offices at RIT not very helpful to students trying to navigate processes (e.g. financial aid). Something that would be helpful to an incoming student is a checklist of information. Also a simple email regarding refunds and financial aid, work/studio space move-in day, etc. Students indicate that they receive emails from Admissions, but a paper letter from Administrative Chair that includes this type of information would be helpful.
- Funding for students to attend conferences. Is there support for this? Students indicated that in their schools they must fundraise to obtain funds for these types of events. While they are OK with this they felt that it puts a great deal of pressure on them and are a lot of work.
- Where can students learn about scholarships and/or funding?  
In addition to fundraising
- Limited to no TA opportunities in certain schools.
- Graduate Executive Board needs a mission statement and goals as a way to initiate conversations. Twyla will hold a meeting with the current Exec Board to facilitate this.

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**D Global Engagement**
**Goal 3**

- CIAS needs to appreciate our international artists and students more.

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**E Community and Culture**
**Goal 2**

- Communication process in CIAS- there is no consistency among schools. Messages and processes very different depending on who you talk to.

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**General Comments**

- How will the results of the strategic plan be assessed?  
How will we know how we are doing?
- How will we make students aware of the plan progress during the various stages? Suggest getting student input at CIAS Graduate Student Luncheon. Allow students to contribute anonymously (note cards in a box).
- Don't charge students for parking or ticket people who are just dropping off materials at the loading dock after hours.

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Constituency Group  
**School of Art**

Carole Woodlock

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- A Student Success**
- Increase and create emphasis on cross-disciplinary experiences in CIAS
  - Access for SOA students in classes with new technology content
  - more professional opportunities to develop career experiences in program
  - Funding needed for travel to conferences and to develop career experiences outside of classroom
  - More advising on program level especially for transfer students
  - Need places to meet with other students and to exhibit work on campus
  - Need better studio space in which to create and exhibit work
- 
- B Career Focus /Success**
- Importance of funding to attend conferences within disciplines
  - Teaching loads need to addressed
  - Celebration/nurturing of faculty; recognition in schools, college & RIT
- 
- C Scholarship, Creativity Research and Professional Development**
- Need expectations for annual review/tenure to be clearer and to connect to school rubric and keep up with changing landscape of higher education
  - Need funding/time to develop an extensive body of work-does not happen in one academic year and is not instrumental
  - Need guidance and support for the development of grant writing that is specifically geared to School's disciplines
  - Should be more recognition of faculty in school, college and on campus
- 
- D Global Engagement**
- Study abroad initiatives are hard to follow through on and full of inconsistent information and protocol
- 
- E Community and Culture**
- Need more collaboration with other groups of faculty, students and artists regionally, nationally and internationally
  - Need more direct connections developed with New York, Chicago and LA
  - Need more opportunities for visiting artists/artists in residence
  - Need more visual identity in our building and around campus
  - Need to support our relationship with industry within disciplines in School
- 
- F Environment and Facilities**
- Need studios that meet the needs of students at an undergraduate level and graduate level
  - Air condition Booth and Gannett buildings
  - Need to make the building more that just blank brick walls-too antiseptic and not a draw to students
  - Need to compete with other art schools to draw new students
  - Our facilities are one of our biggest deficits when recruiting students at the undergraduate and graduate levels
- 
- G Systems and Processes**
- Need consistency and clarity across the college
  - Need better communication through out the college
  - Faculty/students frustrated by new SIS system; need to be able to give input
  - Faculty and students would like more opportunities for providing feedback

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 Constituency Group

Sidonie Roepke

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**NTID-Supported Students**


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The following are statements made by a group of 24 NTID-supported students in CIAS. Majors included: Graphic Design, Industrial Design, Interior Design, Glass, Fine Arts, Photo-Visual Media, Ad Photo

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**Issues**

**College-wide communication** was a hot topic. CIAS is so big, there needs to be something that makes us all feel like we are one college and not just individual departments.

**Suggestion:** a website or newsletter would be one way to get all college (CIAS) news, just for CIAS students to keep current about:

- Guest lectures
- Exhibition openings (on and off campus), Bevier Gallery, University Gallery, Gallery r, Dyer Arts Center, SPAS Gallery
- Student competitions (such as the Metaproject) students in Industrial Design and Glass worked together. Get location, date and time for presentations and judging. Who are jurors?
- Upper class students work in teams for a client competition, such as Wegmans, last year with Graphic Design and Packaging Science. Get location, date and time for presentations and judging. Who are jurors?
- Art and photography competitions to enter off campus
- Juried exhibition opportunities, (we need to get experience with entering competitions, and how the process works)
- When a student or faculty member is accepted to an exhibition (we can learn from this, and know who to go to if we have questions)
- Graduate students in CIAS could show their work on line. Photos of works from grad student theses and artists' statements. We want to learn from the grad students.
- Work selected for the Honors Shows, SOD, SOA, SAC in Bevier and SPAS in the SPAS gallery is exciting and important for our resumes. Highlight these works on a website. Show a picture of student exhibitors with their work.

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**Classroom Learning**

- Courses where there is teaching/learning of computer software, demonstrations by the faculty are difficult to follow. We have to watch the interpreter or captionist display and what the teacher is doing on the screen and keyboard, all at the same time. You can't look at three places at once. Desire for faculty to slow down and not keep "clicking" and not explaining what s/he is doing step-by-step.
- Students wanted to know why they couldn't take classes with Wendell Castle and Albert Paley. Questioned if either faculty would come to give a lecture to students.
- Some class sizes are too large; students don't feel like there is enough time to work with a faculty member one-to-one. Or by the time the student gets her/his turn, the interpreter has left.
- Not enough elective courses available to take
- More interesting art history topics are needed

Constituency Group

Sidonie Roepke

**NTID-Supported Students** continued

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**Administration**

- Students wanted to know who the dean is, and what she does. Questioning why they have never met her, and why she doesn't attend student functions. Most felt as though they knew the dean of NTID, but not their CIAS dean.
- Concern was expressed regarding the need to have interpreters scheduled when they have an appointment in CIAS Student Services. the women in Student Services are nice, but it is hard to understand what they are saying.

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**Physical Plant Issues**

- There is no common area for students to "hang-out" and talk or study outside the classroom. The space under the stairway, across from Webb, isn't very big. Other colleges at RIT have spaces for students in all majors to go to when they are not in class. Some have refreshments you can purchase. Most areas in other colleges have windows to the outside.
- We need a place to go and relax, or meet up with classmates
- We need air conditioning like they have in other colleges
- Classrooms are crowded and uncomfortable
- The elevator is too slow!

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**Additional Issue**

- Students expressed a need for a loading and unloading location, which is close to the building. (Tired of getting tickets for loading and unloading photo equipment, canvases, sculptures, protecting projects/equipment from snow, rain and wind.)

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# Roadmap to Excellence Appendices



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Rochester Institute of Technology  
College of Imaging Arts and Sciences  
Strategic Plan 2013–2018

April 2013

## Exceptional Organizational Stewardship

## **Promote exceptional organizational stewardship**

Set forth processes, allocate, and monitor resources that are crucial to fulfill the College of Imaging Arts and Sciences academic mission. By enabling conditions for achieving the primary academic goals and strategic initiatives of the College. Targeting four resource areas: budget and finance; capital projects and physical facilities; and instructional spaces, information technology. Given our aspirations proposed by this plan, the adaptability and efficiency of organizational stewardship will be more important than ever over the next five to ten years in order to achieve and sustain the resources necessary for implementation.

## **Importance of organizational stewardship**

**REASONING:** CIAS must function in a manner that ensures, on an ongoing basis, that all its operations align with and support its core academic missions. To this end, principles of good stewardship must be understood and followed at all levels. These principles include a commitment to protect and enhance the reputation of CIAS, an understanding of priorities and responsibilities at an organizational and individual level, an appropriate respect for and use of shared governance and collaborative decision-making, and a commitment to open communication and transparency within planning, priority setting, and decision-making. All members of the creative community are stewards of the College. Should absolutely understand their obligations to act in ways that are responsive to the interests and needs college and their colleagues.

## **Goals:**

- Prioritize resource allocation strategies that enable and motivate actions that enhance academic excellence.
- Clearly define and align roles and responsibilities for effective and efficient operations within a decentralized academic environment.
- Implement cost-effective investments in support systems and infrastructures that meet mission-based needs.
- Recognize, anticipate, and manage the different types of institutional risk (e.g., enrollment, operational, compliance, reputational, copyright) and promote a university-wide sense of responsibility for these.
- Align support operations with the core academic mission and university strategic plan by maintaining clear priorities, metrics for assessing them, and appropriate internal controls.
- Develop and improve the skills of school leaders to promote and manage change, especially given the need for continuous improvements in administrative and academic functions.
- Support and, where feasible, strengthen informed, collaborative, and transparent decision-making.
- Review current mechanisms of shared governance in light of changes in the responsibilities at the center and in units (administrative and academic).

## **Make continual improvements in the stewardship of financial resources.**

**REASONING:** Rigorous and effective stewardship of the university's financial resources, with appropriate "checks and balances," is critical to College of Imaging Arts and Sciences ability to achieve its core mission. Due to the complexity of the university's budget and finance functions, it is imperative that such processes be open, transparent, and effective in protecting RIT's fiscal health and in supporting its central and unit-level institutional priorities. Clear areas of responsibility and lines of authority, along with means to ensure accountability, are needed. Resource flows must be clear and predictable, but there must also be sufficient institutional flexibility to allow the strategic pursuit of important opportunities when they arise. The following are actions that should be undertaken by the appropriate administrator or academic leaders.

### **Goals:**

- Review existing budget models that determine resource flows to units in order to revise, simplify, and align these budget processes and ensure support for central and unit priorities.
- Seek to simplify time consuming and inefficient processes.
- Clarify institutional roles and responsibilities related to budget and finance to facilitate effective collaboration and communication between responsible parties and appropriate monitoring of performance and accountability.
- Ensure that there are effective internal controls, sufficient transparency, and appropriate "checks and balances" to prevent excessive financial commitments and overspending.
- Embrace a one for one plan for technology dependent curriculums. Replacing courses with newly developed courses. So to effectively balance infinite imagination with finite human and physical resources. By acknowledging and respecting practical realities.
- Prepare and present operating and capital budgets reflecting complete program and operating costs and sources of funding, and regularly review these to ensure that planned uses of resources do not exceed funds available.
- Ensure clear and explicit reporting documents for senior leadership including reports on in-year operating budget performance, capital budget sources and uses, and resource utilization.
- Seek to balance the need for purchasing efficiencies through centralization with an allowance for flexibility and individual solutions necessitated by the diverse array of products and services utilized in CIAS Schools.
- To the extent appropriate and possible, keep CIAS colleagues informed of major budget issues and make public suitable information regarding the annual capital and operating budgets.

## **Promote effective stewardship of the Gannett and Booth Building**

**REASONING:** Decisions regarding facilities and the physical environment typically involve complex interplay of many factors and interests that must be recognized and addressed in order to steward effectively our physical resources. These decisions should be framed by and consistent with RIT's commitments to creative arts and sciences learning, sustainability and accessibility. An integrated planning model should involve the following elements:

### **Goals:**

- 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 and approved funding plan is in place, before they are initiated.
- Optimize existing space use, and use renovation whenever appropriate as an alternative to new construction and expansion.
- Embrace a one plan for one plan for technology dependent curriculum. As new courses are developed its understood they replace courses.
- Ensure that resources available for facilities are optimally allocated by a strategic analysis of CIAS leadership and/or university priorities.
- Seek to create and partner with RIT for campus-wide space utilization that optimizes university and unit priorities, while accounting for the specific legal and safety requirements.
- Allocate sufficient funding for maintenance and renewal of existing facilities, and for university projects relating to infrastructure, common and shared facilities, public spaces, and the like.
- Ensure proactive and long-term planning efforts, enhance community relations, and leverage industry development opportunities, research and apply for local, state, and federal funding where applicable.

## **Promote and provide cost effective technology infrastructures.**

**REASONING:** Technology infrastructure critically needs to be maintained and renewed, while balancing needs with budgetary demands and other priorities of CIAS. Technologies contribute to the core academic mission of CIAS and warrant the highest priority.

### **Goals:**

- Effectively coordinate the delivery of IT services and infrastructure that support academic and research missions as well as business needs of the university in a financially responsible way.
- Ensure that information technology services and infrastructure support the brand, access, security, and privacy needs for information stored within the infrastructure.
- Allocate sufficient funding for annual replacement, maintenance and renewal.
- Effectively design and engineer spaces for creative and technical pedagogically. (Classrooms, shops, labs, studios, sound stages, research, galleries and screening facilities)
- Regain some monetary value from aged and no longer adequately supporting academic mission through sale on eBay, craigslist and alike.

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# Roadmap to Excellence Appendices



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Rochester Institute of Technology  
College of Imaging Arts and Sciences  
Strategic Plan 2013–2018

April 2013

## Inclusive Excellence Framework



**Inclusive Excellence**  
**College/Division CIAS**  
**Diversity Planning and Reporting**  
**2013-2018**

**Access and Success:**

**Goal – Achieve a more diverse and inclusive undergraduate and graduate student body, faculty and staff.**

Charge: Giving consideration to the historical work of your college and the university, the targeted goals of your college, The University Strategic Plan, the national trends of your discipline and the RIT Inclusive excellence framework, please outline your strategic goals and strategies for increasing and sustaining a diverse and inclusive community of students, faculty and staff.

Planning			Reporting	
Target	Strategies	Anticipated Measurable Outcome	Progress towards Goal (Plan)	Actual Measureable Outcomes
Increase diversity among CIAS faculty and staff ( <b>SD-B Goal 1; SD D Goal 3; SD Goal E Goal 1</b> )	<ul style="list-style-type: none"> <li>• Increase focus on hiring diverse (AALANA and women) instructional and administrative faculty</li> <li>• Develop a pool of qualified women and AALANA full time and adjunct faculty candidates</li> <li>• Focus on hiring AALANA staff</li> </ul>	<ul style="list-style-type: none"> <li>• Increased diversity in faculty and staff candidate search pools</li> <li>• Continued annual percentage increase in the number of all CIAS AALANA faculty and staff</li> <li>• Continued annual percentage increase in the number of CIAS women faculty and staff</li> </ul>	TBD	First status report Fall 2012
Increase diversity among CIAS students ( <b>SD A Goal 3; SD D Goal 3; SD E Goal 1</b> )	<ul style="list-style-type: none"> <li>• Targeted recruitment efforts to include a focus on:               <ul style="list-style-type: none"> <li>○ Rochester Scholars Program</li> <li>○ High (including Magnet Schools) Schools with Visual and Media Arts,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Continued annual percentage increase in the number of CIAS AALANA students</li> <li>• Continued annual percentage increase in the number of CIAS undergraduate International students</li> <li>• Establish baselines for demographics on 1<sup>st</sup> generation AALANA college students and veterans</li> </ul>	TBD	First status report Fall 2012

**Inclusive Excellence**  
**College/Division CIAS**  
**Diversity Planning and Reporting**  
**2013-2018**

	<ul style="list-style-type: none"> <li>Science and photography programs that have AALANA populations</li> <li>○ undergraduate international students</li> <li>• Form a partnership with the office of Veterans Enrollment Services</li> <li>• Explore scholarship funding</li> </ul>			
Retention of AALANA students (SD A Goal 2)	<ul style="list-style-type: none"> <li>• Look at success rates of CIAS Rochester scholars; CIAS has two cohort groups.</li> <li>• Review GPA data provided by MCAS on CIAS Rochester Scholars</li> </ul>	<ul style="list-style-type: none"> <li>• GPAs of Rochester Scholars 3.0 or above</li> </ul>	TBD	First status report Fall 2012
Ensure an environment in CIAS that promotes diversity and inclusion (SD C Goal 2; SD D Goal 2,3; SD E Goal 1,2,3)	<ul style="list-style-type: none"> <li>• Educate faculty and staff on RIT and CIAS commitment to diversity and on the meaning of diversity and inclusion</li> <li>• Create and administer CIAS faculty and staff diversity climate survey</li> <li>• Incorporate</li> </ul>	<ul style="list-style-type: none"> <li>• Some level of diversity information (e.g. Inclusive Excellence Framework) on CIAS website and in promotional literature</li> <li>• List of diversity resources available to faculty in CIAS communication file share, Website and Intranet site.</li> <li>• Favorable results from survey to the CIAS faculty and staff</li> </ul>	TBD	First status report due fall 2012

*Inclusive Excellence*  
*College/Division CIAS*  
*Diversity Planning and Reporting*  
*2013-2018*

	<p>multilingual content on directional signage in buildings 7A (BOO) and 7B (GAN)</p> <ul style="list-style-type: none"><li>• Ensure that CIAS website and promotional literature is reflective of a diverse and inclusive culture</li></ul>			
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**Inclusive Excellence**  
**College/Division CIAS**  
**Diversity Planning and Reporting**  
**2013-2018**

**Campus Climate and Intergroup Relations:**

**Goal: Create and sustain an organizational environment that acknowledges and celebrates diversity, and employs inclusive practices throughout its daily operations.**

Charge: To examine and assess methods, perceptions and experiences that contributes to creating an environment within your college and the university that is supportive and respectful and that value differing perspectives, and experiences.

Planning			Reporting	
Target	Strategies	Anticipated Measureable Outcome	Progress towards Goal	Actual Measureable Outcomes
Increase in events in CIAS geared towards information and experiences centered on diversity and a diverse culture of inclusiveness (SD C Goal 3; SD E Goal 2)	<ul style="list-style-type: none"> <li>• Quarterly events coordinated with the Dean’s Office</li> <li>• Increase in guest speakers offering presentations in diverse multi-cultural topics</li> <li>• events to include various foods from around the world</li> <li>• Additional funding for faculty/staff attendance at conferences with Excellence of Inclusion and Diversity as topics</li> <li>• Create “Gallery: Expressions of Diversity” and include in Open</li> </ul>	<ul style="list-style-type: none"> <li>• Include on annual evaluation for attendance for faculty and staff</li> <li>• Continued increase in attendance at events tracked annually</li> <li>• Continued increase in faculty/staff attending such conferences – allow lunchtime presentation of ideas and experiences learned at these conferences</li> </ul>	TBD	First Status Report Fall 2012

*Inclusive Excellence*  
*College/Division CIAS*  
*Diversity Planning and Reporting*  
*2013-2018*

	Houses (nomadic gallery)			
Increase in multicultural experiences among faculty, staff and students ( <b>SD Goal 1,3; SD E Goal 2</b> )	<ul style="list-style-type: none"> <li>Increase number of Study Abroad courses: identify additional funding for faculty pursuit of study abroad experiences in CIAS</li> </ul>	<ul style="list-style-type: none"> <li>Track number of Study Abroad courses offered in CIAS</li> </ul>	TBD	First Status Report Fall 2012

*Inclusive Excellence*  
*College/Division CIAS*  
*Diversity Planning and Reporting*  
*2013-2018*

**Institutional Infrastructure:**

**Goal: Create and sustain an institutional infrastructure that effectively supports progress in achieving diversity goals in the University strategic plan.**

Charge: To identify and utilize processes, best practices, and policies that further organizational diversity and inclusion efforts; as well as identifying best practices in multicultural alumni engagement, and diversity related philanthropy.

Planning		Reporting		
Target	Strategies	Anticipated Measureable Outcome	Progress towards Goal	Actual Measureable Outcomes
Increased participation among faculty/staff to achieve higher level of inclusion /diversity in college <b>(SD-B: Goal 4; SD D Goal 3, SD E Goal 3)</b>	<ul style="list-style-type: none"> <li>• Include as permanent item on Annual Evaluations</li> <li>• Events or workshops for faculty/staff focusing on diversity, equity, and inclusion</li> <li>• <b>Appoint CIAS Diversity team to track and support inclusion /diversity in CIAS</b></li> <li>• Include Inclusive Excellence in CIAS Strategic Plan to embed as a practice in the college</li> </ul>	<ul style="list-style-type: none"> <li>• Increased awareness among all of CIAS</li> <li>• Increased participation in inclusion/diversity efforts College-wide</li> </ul>	Report baseline data on participation and awareness	First status report 2013
Increase in college-wide efforts to provide better access to all students <b>(SD C Goal 2; SD F Goal 5)</b>	<ul style="list-style-type: none"> <li>• Open Use of Elevators – easier access for handicapped to access all areas for instruction and to allow easier visits and tours for handicapped people</li> <li>• Better maintenance of handicap accessible doors in buildings</li> <li>• Signage-main entrances; multi-languages</li> </ul>	<ul style="list-style-type: none"> <li>• All Elevators accessible</li> <li>• All doors handicap accessible</li> <li>• Multi-language Signs Posted</li> </ul>	Meet with Facilities to discuss proposals for successful completion over 1 year	First status report 2013

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*Diversity Planning and Reporting*  
*2013-2018*

<p>Increase in CIAS connections with diverse corporate sponsors and Alumni (SD A Goal 4;SD-B: Goal 3)</p>	<ul style="list-style-type: none"> <li>• Development: Visits, roundtable discussions with Dean, Chairs, and potential sponsors</li> <li>• Work with Alumni Relations on events targeting AALANA</li> </ul>	<ul style="list-style-type: none"> <li>• Track funding</li> <li>• Track outreach</li> </ul>	<p>TBD</p>	<p>TBD</p>
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*College/Division CIAS*  
*Diversity Planning and Reporting*  
*2013-2018*

**Education and Scholarship:**

**Goal: Engage students, faculty, and staff in learning varied perspectives of domestic and global diversity inclusion and social justice.**

Charge: To facilitate through active engagement, in both the formal and informal curriculum of the university, an increased presence of diversity, inclusion, social justice and globalization.

Planning			Reporting	
Target	Strategies	Anticipated Measureable Outcome	Progress towards Goal	Actual Measureable Outcomes
Illuminate inclusion/diversity in current CIAS curriculum <b>(SD A Goal 1; SD C Goal 2,3)</b>	<ul style="list-style-type: none"> <li>• Make request to faculty to share lessons and outcomes from the classroom</li> <li>• Make a permanent part of Course Outline for CIAS courses</li> </ul>	<ul style="list-style-type: none"> <li>• Majority of faculty to report with information necessary to establish baseline</li> <li>• Proposal to CIAS Curriculum Committee to consider modifying CIAS course outline template</li> </ul>	<ul style="list-style-type: none"> <li>• Summarize results from faculty survey</li> <li>• Report on decision from CIAS Curriculum Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Establish baseline for inclusion/diversity in current CIAS curriculum</li> <li>• Decision from CIAS Curriculum Committee</li> </ul>
Increase amount of course content relating to inclusion/diversity <b>(SD A Goal 1; SD C Goal 2,3)</b>	<ul style="list-style-type: none"> <li>• Add Special Topics or Support courses specifically related to inclusion /diversity</li> <li>• Increase in amount of diverse student population enrolled in CIAS courses by making more seats in CIAS classes available to students outside the college /major</li> <li>• <b>Increase in courses that have</b></li> </ul>	<ul style="list-style-type: none"> <li>• Majority of faculty to report with information necessary to establish baseline</li> <li>• Increase in number of courses offered which include inclusion /diversity within syllabi</li> <li>• Increase in collaboration among students and faculty campus wide</li> <li>• Increase in number of seats</li> </ul>	<ul style="list-style-type: none"> <li>• Report on number of courses with content specifically related to inclusion /diversity</li> <li>• Report on number of seats open to students outside major offering the course [Note: Cross-referencing this with SIS information can determine gender and cultural breakdown of each course]</li> </ul>	<ul style="list-style-type: none"> <li>• Establish baseline for course content relating to inclusion/diversity</li> <li>• Establish baseline for number of seats available to students outside of the major</li> </ul>

**Inclusive Excellence**  
**College/Division CIAS**  
**Diversity Planning and Reporting**  
**2013-2018**

	inclusion/diversity embedded in syllabi			
Improve teaching effectiveness for students with specific disabilities, language issues and learning styles ( <b>SD A Goal 3; SD-B: Goal 2; SD C Goal 2,3; SD E Goal 1</b> )	<ul style="list-style-type: none"> <li>• Have course content available in multiple languages as well as closed captioned</li> <li>• Review of RIT services available to help in captioning and translating course content</li> <li>• Add a section in the Annual Faculty Self-Evaluation to have faculty self report what they are doing to meet this target</li> </ul>	<ul style="list-style-type: none"> <li>• Majority of faculty to report with information necessary to establish baseline</li> <li>• Report to faculty/staff about services available through RIT</li> </ul>	<ul style="list-style-type: none"> <li>• Report from faculty on current efforts to optimize teaching materials to reach students with specific disabilities, language issues and learning styles</li> </ul>	<ul style="list-style-type: none"> <li>• Establish baseline for current efforts to improve teaching effectiveness for students with specific disabilities, language issues and learning styles</li> </ul>
Increase in funding for scholarship relating to topics of diversity and inclusion ( <b>SD C Goal 1</b> )	<ul style="list-style-type: none"> <li>• Target grants and other funding sources that support working relating to topics of diversity and inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Report provided from RIT's Sponsored Research Services</li> <li>• Information provided by RIT SRS made available to faculty</li> <li>• Increase in funding requests by faculty in target area</li> </ul>	<ul style="list-style-type: none"> <li>• Report on funding sources available</li> <li>• Report on number of funding sources applied for via grants, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish baseline for current funding activity for scholarship relating to topics of diversity and inclusion</li> </ul>

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# Roadmap to Excellence Appendices



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Rochester Institute of Technology  
College of Imaging Arts and Sciences  
Strategic Plan 2013–2018

April 2013

## Marketing Plan Draft Outline



**cias**



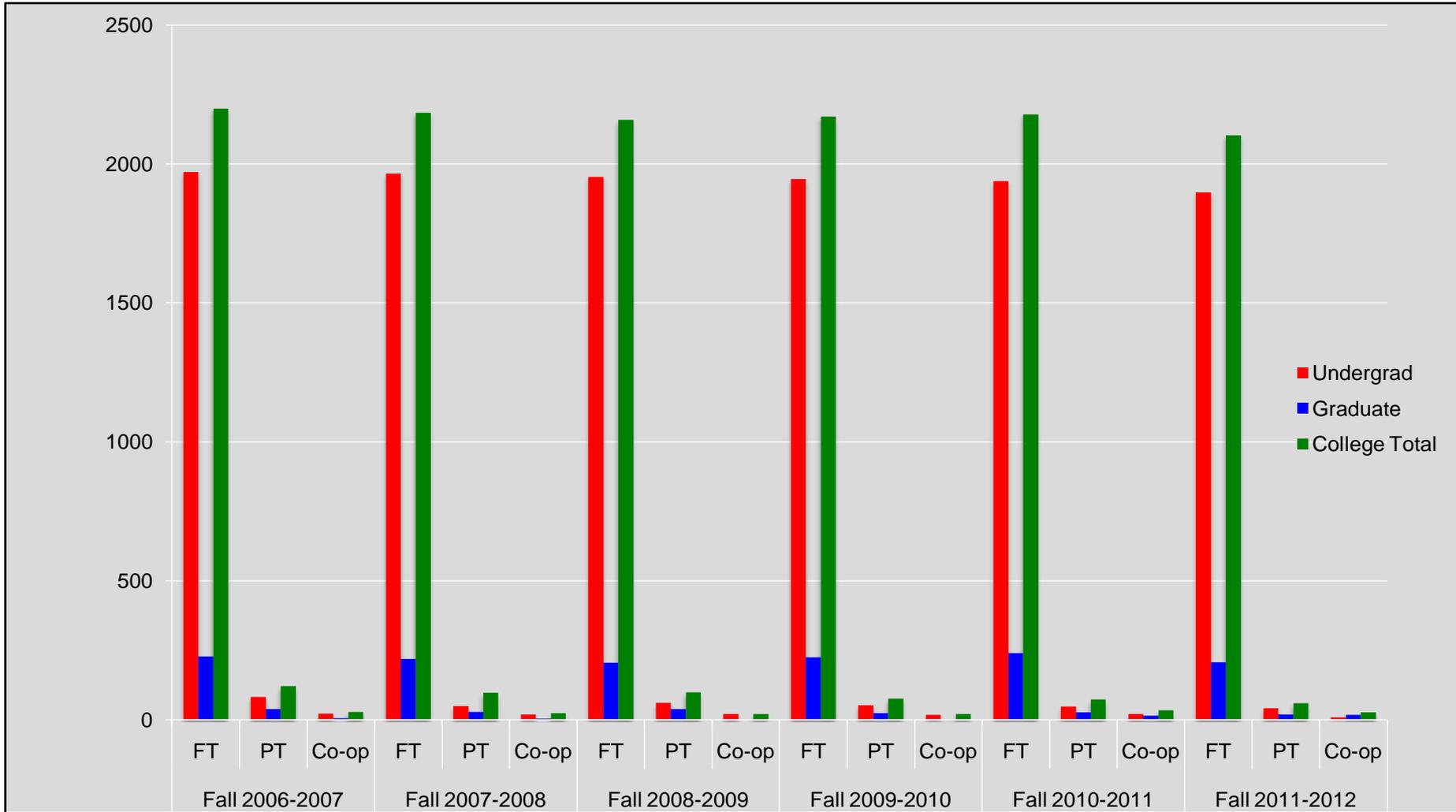
*College of Imaging Arts and Sciences*

Marketing & Recruitment Strategic Plan  
Outline – *Draft*

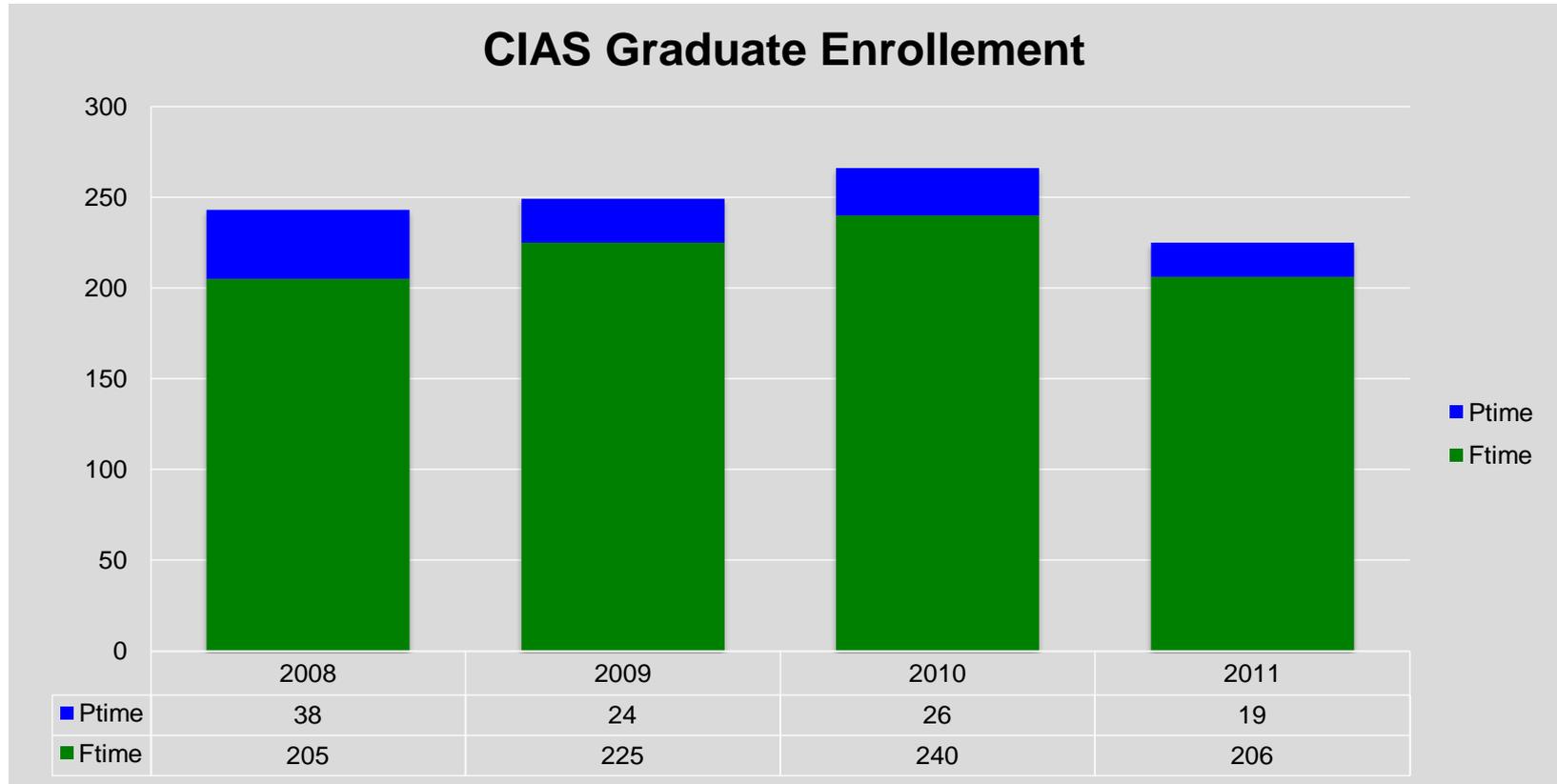
# College of Imaging Arts and Sciences

- > Enrollment Fall 2012
  - Undergraduate: 1954
  - Graduate: 316
- > Full-time Faculty: 128
- > Degree programs
  - Associate of Occupational Studies (AOS)
  - Bachelor of Science (BS)
  - Bachelor of Fine Art (BFA)
  - Master of Fine Art (MFA)
  - Master of Science (MS)
  - Master of Science in Teaching (MST)

# CIAS enrollment



# CIAS graduate enrollment trends:



# Overview — Higher Education Trends

- > All higher ed: Between 2000 and 2009, undergraduate enrollment increased by 33%
- > Today there are 18 million students on college campuses
- > The number of bachelor's degree in visual and performing arts conferred over the last 10 years has increased every year an average of 1.5%

Digest of Education Statistics, 2009, National Center for Education Statistics

# Overview — Higher Education Trends

2010 CIRP (Cooperative Institutional Research Program) freshman survey:

- > 62% of those responding to the survey chose a college because it has a very good academic reputation
- > 53% chose their college because graduates get good jobs
- > 46% were offered financial assistance
- > 41% enrolled because of a visit to campus
- > 40% college has good reputation for social activities

# Competitors — undergraduate Program

## > Rhode Island School of Design



- Allows only full-time students
- Offers BFA and MFA degrees in 19 majors
- Offers a 5 year professional baccalaureate degree in architecture
- Total enrollment 2,406
- Tuition \$39,482
- Enrollment:
  - 2010- 481
  - 2011-456

# Competitors — undergraduate programs

## > Purchase College



Is a liberal arts college with a total population of 4,251 students. There are 1445 visual arts students. The total cost of attendance is \$16,745. The school of Art+Design offers BS, BFA, and MFA degrees.

# Competitors — programs

## > Maryland Institute College of Art (MICA)

- Enrollment:
  - Undergraduate: 1,863
  - Graduate: 306
- Degrees offered:
  - BFA
  - MA
  - MFA
  - MPS
- Offers 16 Undergraduate degrees & 18 Graduate
- 10:1 student-faculty ratio
- 45% of students come from beyond the mid-Atlantic and Northeast



# Target Market Demographics

<p>Educational Level and Preferences</p>	<ul style="list-style-type: none"> <li>- Achievement gaps persist between students from low-income families and those from wealthier families. Black and Hispanic students continue to lag in performance compared with non-Hispanic white students.</li> <li>- More than 1.6 million bachelor's degrees were awarded in 2009. That's up 29 percent from the number of degrees earned 10 years earlier.</li> <li>- Visual and Performing Arts, account for about 6 percent of bachelor's degrees awarded</li> </ul>
<p>Age</p>	<ul style="list-style-type: none"> <li>- Between 2000 and 2009, the enrollment of students under age 25 increased by 27 percent. Enrollment of students 25 and over rose 43 percent during the same period. From 2010 to 2019, NCES projects a 9 percent rise in enrollments of students under 25, and a 23 percent rise in enrollments of students 25 and over.</li> </ul>
<p>Gender</p>	<ul style="list-style-type: none"> <li>- In 2009, women made up 57% of traditional college students.</li> </ul>
<p>Social Status</p>	<ul style="list-style-type: none"> <li>- Students are coming from wealthier families (45.2% of parental income is above \$75,000 per year, compared to 25.1% in 1998, with more than twice as many making over \$100,000).</li> </ul>
<p>Ethnicity</p>	<ul style="list-style-type: none"> <li>- Most racially and ethnically diverse cohort, first year students are less white (62%, down from 78 % in 1990)</li> <li>- Between 1990 and 2009, total minority college and university enrollment surged by 75 percent, and now approximately 34 percent of the nation's students are minorities.</li> <li>- Nationwide, about one in seven students was Hispanic in 2009, the latest year for which figures are available for ethnic groups, up from 6 percent in 1990.</li> </ul>

Digest of Education Statistics, 2009, National Center for Education Statistics

# Target Market — Psychographics

Activities	<ul style="list-style-type: none"> <li>- Constantly online (up to 8 hours per day) : texting, social networking sites and posting videos on YouTube.</li> <li>- 8 out of 10 sleep with their cell phones.</li> </ul>
Life Style Descriptions	<ul style="list-style-type: none"> <li>- They respect knowledge and learning and want a relationship with the adults in their lives.</li> <li>- They are typically team-oriented, preferring to work in groups. And effective multi-taskers.</li> <li>- Technology is as important as oxygen to this group.</li> <li>- Young adults value their uniqueness above all else.</li> <li>- Mobile devices, the technology of choice for communicating.</li> </ul>
Motivations	<ul style="list-style-type: none"> <li>- More ambitious (more than 75% of the first-year students surveyed indicated plans to pursue a degree beyond a bachelor' s, compared to 66% five years before).</li> <li>- They perform best with some structure and have a “whatever” view of title and position.</li> <li>- Millennials are drawn to campuses that are full of students much like themselves. Today's students are attracted to campuses with a strong sense of tradition and community-building rituals.</li> <li>- Pressured and achieving Millennials do not care as much about the journey as their Boomer parents did; they want a clear indication of the destination to ensure that they are using their limited time wisely.</li> <li>- Typical words associated with Generation Y included sheltered, pressured, achieving, team oriented, conventional, confident, special</li> </ul>

Saunders College of Business 2007

## Target Market — Undergraduate program — needs and wants

<b>Target Market Needs</b>	<b>Target Market Wants</b>
<ul style="list-style-type: none"><li>- A college degree from an accredited institution</li><li>- Services that provide personal or academic support</li><li>- A safe environment that allows them to grow and learn</li><li>- A culture that stimulates and encourages creative growth</li><li>- Internships, apprenticeships, and co-op experiences,</li></ul>	<ul style="list-style-type: none"><li>- Career-oriented education</li><li>- A “brand” on their resume</li><li>- Engaging faculty</li><li>- Hands on curriculum</li><li>- Small class sizes</li><li>- Premier facilities</li><li>- Faculty with professional experience</li><li>- To have their ideas and vision respected</li><li>- A campus community conducive to living and learning</li><li>- Programs that leverage industry relationships and create post-graduation opportunities</li></ul>

# Target Market – Graduate Program Demographics

Educational Level and Preferences	Education: Undergraduate degrees (art, design, film, photo, new media) with at least a 3.0. GPA. They will possess high quality portfolios in their discipline.
Age	21-50
Gender	Between 1999 and 2009, the number of male full-time post baccalaureate students increased by 36 percent, compared with a 63 percent increase in the number of females
Social Status	Middle to upper middle class
Ethnicity	US and international students (China, Europe)
Geographic Location	5 state radius including NY, PA, OH, NJ, MA.

# Target Market — Graduate Program Psychographics

<p>Activities and Interest</p>	<ul style="list-style-type: none"> <li>- College Clubs or community organizations</li> <li>- Community Art organizations</li> <li>- Entrepreneurism/freelance work</li> <li>- Gaining work experience</li> <li>- Self marketing and promotion</li> </ul>
<p>Opinions</p>	<ul style="list-style-type: none"> <li>- The value of technology and integrating technology into the arts and sciences</li> <li>- A Master's degree allows for a refinement of specific skills</li> <li>- Who you study under is critical for personal development</li> </ul>
<p>Media Choices</p>	<ul style="list-style-type: none"> <li>- Internet/Web (social media)</li> <li>- Television</li> <li>- Mobile devices</li> <li>- Pop culture magazines</li> <li>- Radio (satellite, Internet)</li> </ul>

# Target Market — Graduate Program — Needs and Wants

Target Market Needs	Target Market Wants
<ul style="list-style-type: none"><li>- A college degree from an accredited institution</li><li>- A degree that will enhance marketability</li></ul>	<ul style="list-style-type: none"><li>- Career-oriented education</li><li>- Premier facilities with unlimited access to resources</li><li>- Hands on curriculum</li><li>- Faculty with professional experiences</li><li>- Programs that leverage industry relationships and create post-graduation opportunities</li></ul>

# SWOT Analysis

## > Strengths

- High Faculty to student ratio
- Premier facilities
- New college website
- Co-op program
- Use of leading technology in the classroom
- National rankings (top 20) for most programs in the college
- Strong industry relationships
- Large alumni base in leadership positions
- Part of a larger university with cross disciplinary study opportunities
- Four student focused galleries

# SWOT Analysis

## > Weaknesses:

- Location — not in major metropolitan area
- Weather/climate
- Cost of tuition
- Lack of scholarships
- Awareness of the “CIAS” brand
- Declining enrollment in some programs
- Attractiveness of facilities

# SWOT Analysis

## > Opportunities

- Engaging students earlier in their decision making process through the use of online and electronic channels.
- Strategic high school visits with an emphasis on magnet schools.
- Highlighting and personalizing the student experience through the use of social media.
- Leverage our industry relationships for brand positioning.
- Utilize the Dean’s travel to connect with industry leaders, and engage alumni base.
- Create “brand ambassadors” with current students and recent alumni.
- Offer teacher workshops to create new markets
- An emerging Asian population interested in the arts and sciences.

# SWOT Analysis

## > Threats

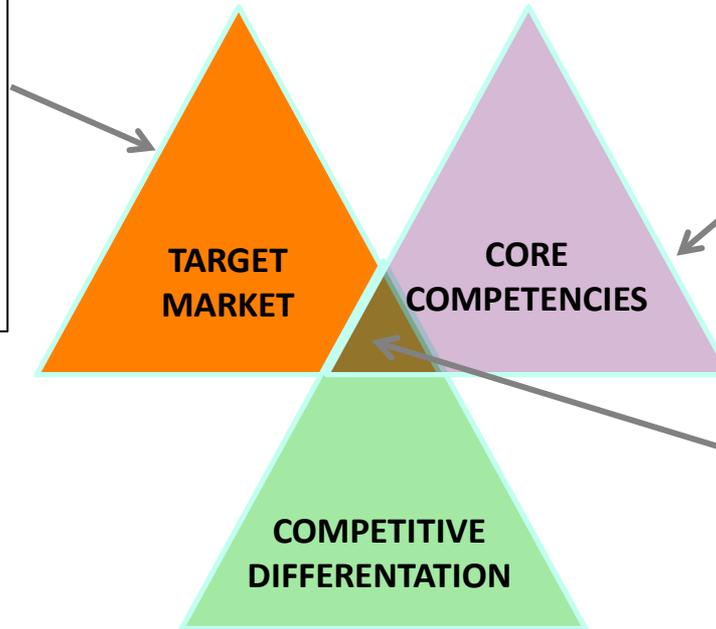
- The economic climate is still grim.
- Tuition increase with declining government financial aid awards.
- Decrease in high school art programs due to budget cuts across the country.
- Increase in for-profit art institutions

# SWOT – Overall Summary

The College of Imaging Arts and Sciences faces a sharp decline in US high school art programs and is concerned with the lack of financial resources it can offer to attract a shrinking pool of qualified candidates. Significant opportunities to enhance our outreach with potential students and industry exist. Current use of online and in person outreach is lagging. Increased focus and a systematic effort to create a new “brand” footprint for the College of Imaging Arts and Sciences will generate positive results.

# CIAS Brand Positioning

- Career oriented education.
- A “brand” on their resume.
- Hands on curriculum.
- Faculty with professional experience.
- Small class sizes.
- Premier facilities.
- A culture that stimulates and encourages creative growth.
- Programs that leverage industry relationships and create post-graduation opportunities.

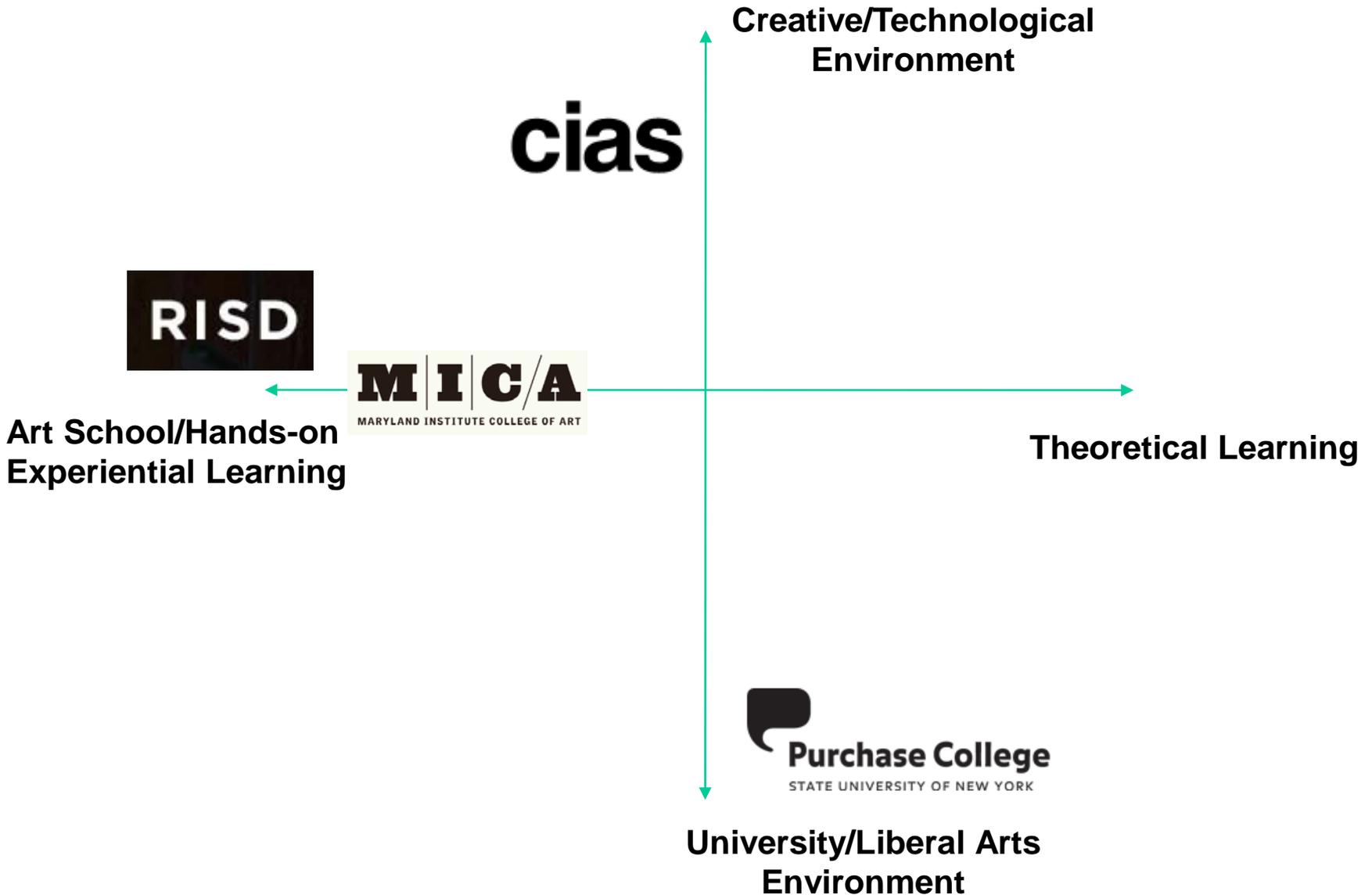


- Industry/faculty relationships.
- Practical/Hands-on Faculty Experience
- Co-op.

An Art school in a large technical university – where right brain meets left brain; merging the arts and technology.

- A practical, hands-on experience with premier facilities.
- Career oriented, Focus on professional development.
- Large University– opportunity for cross-disciplinarian studies

# Competitive Brand Positioning



# Value Proposition

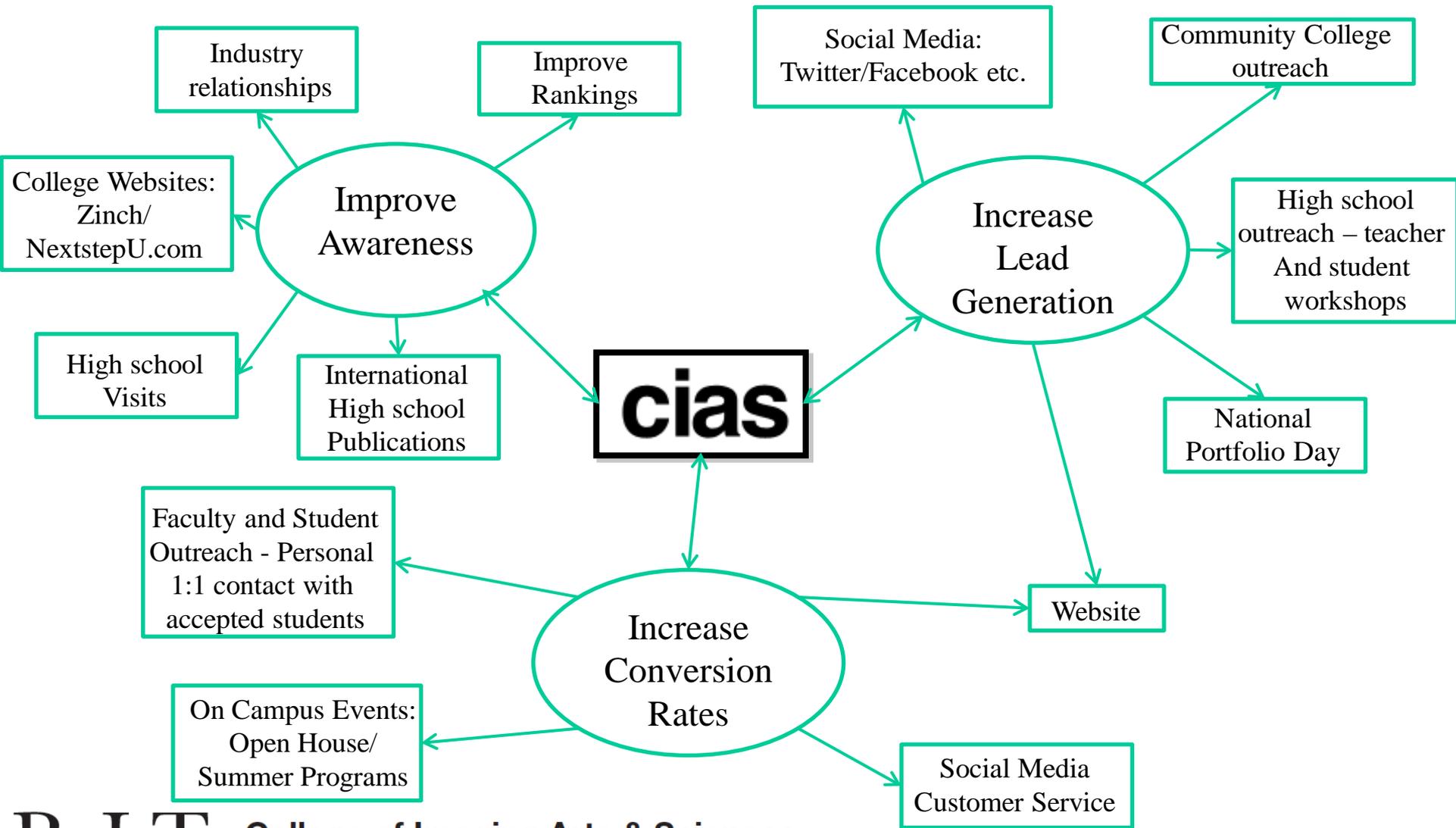
The College of Imaging Arts and Sciences provides an innovative, applied education that prepares graduates for successful careers. Strong industry relationships, faculty with professional experience, Co-op, and successful alumni aid in the professional development of our students

At RIT, College of Imaging Arts and Sciences students are immersed in a unique environment where both technology and the arts flourish. The opportunity for cross disciplinary study create significant innovative opportunities for our students.

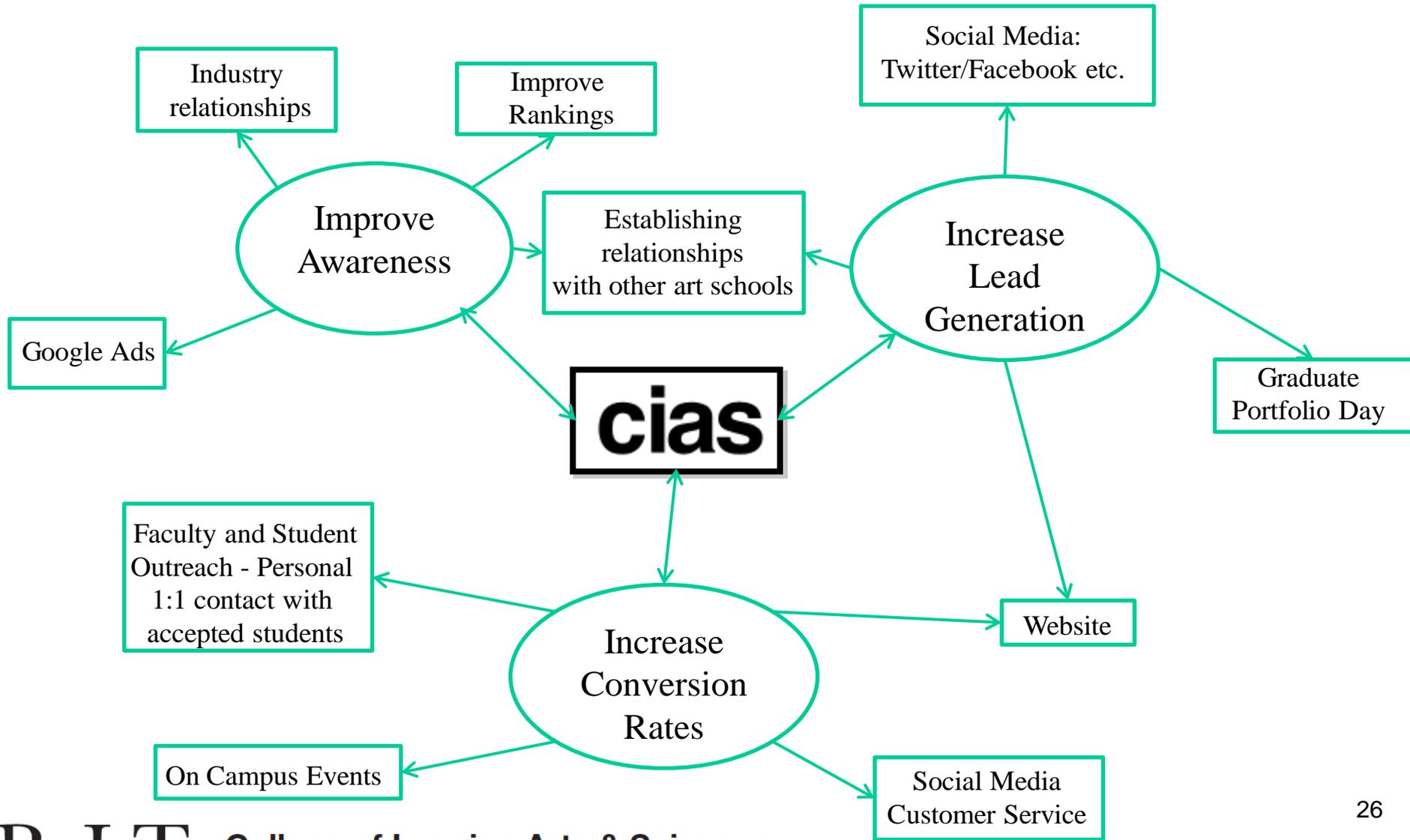
# Marketing Objectives

Graduate	Undergraduate
<p><b>Increase enrollment:</b></p> <ul style="list-style-type: none"> <li>• Graduate: by 10%;</li> </ul> <p><b>Improve the quality of entering students:</b></p> <ul style="list-style-type: none"> <li>• Graduate: Increase the portfolio (if required) to 4.5 by 2016</li> </ul> <p><b>Increase diversity profile:</b></p> <ul style="list-style-type: none"> <li>• Increase AALANA from 14.8.% (2011) to 25% (2016);</li> </ul> <p><b>Improve CIAS rankings and awareness:</b></p> <ul style="list-style-type: none"> <li>• Improve CIAS USNews ranking from 21 (2010) to top 10 in (2016)</li> </ul>	<p><b>Increase enrollment:</b></p> <ul style="list-style-type: none"> <li>• Undergraduate/freshmen by 10%</li> <li>• Undergraduate/transfers by 10%</li> </ul> <p><b>Increase the average entering freshmen portfolio score (if required) to 4.2</b></p> <p><b>Increase diversity profile:</b> Increase AALANA from 12.3% (2011) to 20% (2016);</p> <p><b>Increase retention rate to 96% by 2015</b></p>

# Marketing Strategies and Tactics — Undergraduate



# Marketing Strategies and Tactics — Graduate



# Strategy— Improve Awareness

Undergraduate Program	Graduate Program
<ol style="list-style-type: none"><li>1. Improve Rankings</li><li>2. Industry Relationships</li><li>3. College Websites (Zinch.com, nextstepu.com)</li><li>4. High School Visits (regionally and targeted magnet schools throughout the country)</li><li>5. International High School publications</li></ol>	<ol style="list-style-type: none"><li>1. Improve Rankings</li><li>2. Industry Relationships</li><li>3. Google adwords</li><li>4. Developing pipelines with art schools undergraduate programs</li><li>5. Social Media</li></ol>

# Strategy — Increase Lead Generation

Undergraduate Program	Graduate Program
<ol style="list-style-type: none"><li>1. Social Media: Twitter, Facebook, YouTube etc.</li><li>2. Community College Outreach</li><li>3. National Portfolio Day</li><li>4. Website (Faculty and student highlights)</li><li>5. High School Outreach – Teacher and student workshops</li></ol>	<ol style="list-style-type: none"><li>1. Social Media: Twitter, Facebook, YouTube</li><li>2. Graduate Portfolio Days</li><li>3. Website (Faculty and student highlights)</li><li>4. Advertising in Trade Magazines</li></ol>

# Strategy — Increase Conversion Rate

Undergraduate Programs	Graduate Programs
<ol style="list-style-type: none"><li>1. Website (current and relevant content)</li><li>2. Social Media Customer Service</li><li>3. On Campus Events: Open House and Summer Programs.</li><li>4. Faculty and Student Outreach – Personal 1:1 contact with accepted students</li></ol>	<ol style="list-style-type: none"><li>1. Website (current and relevant content)</li><li>2. Social Media Customer Service</li><li>3. On Campus Events</li><li>4. Faculty outreach – Personal 1:1 contact with accepted students</li></ol>