NYIT 2030 version 2.0

November 20, 2015

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1. NYIT’s forward-thinking academic portfolio, including several top-rated graduate and professional programs, will have anticipated the needs of the global marketplace, ensuring that NYIT graduates are distinctly profession-ready.

2. NYIT’s applications-oriented research and programs will demonstrate the exceptional value derived from its unique constellation of academic specialties, links to industry, interdisciplinary collaborations, global reach, and technology-infused environment.

3. NYIT will be a student-centered community where members of the NYIT faculty, administration, staff and alumni provide all students with the transformative experiences at the heart of a university education.

4. NYIT will be home to high quality teaching and learning that is consistently challenging, engaging, learner-centered, and profession-focused.

5. NYIT faculty, administration, staff, students and alumni will address the globally significant challenges of an interconnected world at local, national, or global levels in their academic, professional and civic lives.

6. NYIT will invest in continuous improvement in the quality and reputation of its academic and co-curricular programs in pursuit of its strategic vision.

1. Become a Ph.D.- granting institution.

2. Increase institutional support for Interdisciplinary Work.

3. Make participation in High-Impact educational practices a requirement for graduation and a defining feature of an NYIT education.

4. Develop an NYIT culture where faculty, administration, staff and alumni consistently provide students with the transformative experiences that should be the heart of a college experience.

5. Build a global network of NYIT students, faculty, administrators, staff and alumni from all NYIT locations that enhances mobility, builds community, and fosters engagement and global competency.

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NYIT 2030 version 2.0

2015/16 – 2019/20

Introduction

By a variety of measures, NYIT can boast of important momentum toward the achievement of its strategic goals since NYIT 2030 was published in 2006. The financial state of the institution is stronger; in reputational terms NYIT is better regarded both nationally and internationally; and students who enroll bring stronger academic credentials than cohorts of earlier years. The university has attracted many new faculty members of high caliber and promise, and there are talented and experienced people in positions of administrative leadership. The new residence hall complex (including a new “campus center” building) to be constructed at the Old Westbury campus and improved housing options for Manhattan campus students are expected to have an impact on NYIT’s ability to attract traditional-aged undergraduate students from more distant locations seeking convenient campus housing and fuller campus life. The university has taken steps both to solidify its focus by closing programs and campuses that had proven unsuccessful and, when choosing to expand, to play to its strengths by readying a new medical school in Arkansas and partnering in Beijing with the premier Chinese university in communications and media.

Ten-Year Review. To ensure that its strategic plan is as strong over the next ten years as it has been thus far, in 2014 NYIT's president called for a comprehensive review and updating of the plan. He charged the steering committee with designing and implementing a comprehensive, collaborative review of the plan and drafting an update, "NYIT 2030 version 2.0."

Among the questions to be considered:

- How far has NYIT come in meeting its strategic goals? What strategies have been successful? Where could NYIT have done better and how?
- How useful is the 2030 Scorecard? Should the metrics be expanded or changed? Would another kind of reporting be more effective?
- How has NYIT changed over the past ten years? Higher education? The world at large? What impact, if any, should these changes have on the plan?
NYIT’s Mission, Vision and Planning Context

NYIT’s mission is:

- To provide career-oriented professional education;
- To offer access to opportunity to all qualified students; and
- To support applications-oriented research that benefits the larger world.

In May 2006, NYIT set forth its vision for the next 25 years in its strategic plan: *NYIT 2030: Setting Directions, Meeting Challenges*. The six elements were intended to pull the university toward achieving its mission both through meaningful transformation and building on current strengths.

“The NYIT of 2030 should be recognizable in terms of today’s institution but at the same time be different in exciting ways. The vision is that, by 2030, NYIT will be:

- Known for its career-oriented undergraduate and unique and distinctive graduate and professional programs;
- Known for its thriving graduate centers featuring interdisciplinary research, degree programs, and “best-in-class” work in a small number of highly-targeted niches;
- Known as a global and partially virtual university with NYIT in New York as its quality hub;
- Known as a model student-centered university;
- Known as a leader in teaching with technology;
- Known as a well-funded institution, with dependable revenue from a variety of sources.

The University will maintain main campuses in New York City and Old Westbury (with the implied trade-offs involved in the two-campus footprint), and numerous additional campuses and sites— in the United States and abroad.”

Since its publication in 2006, achievement of the vision has been supported by annual work plans that assign tasks, responsibilities, due dates, and resources (*Annual 2030 Task Plans/Reports*). Key performance indicators have been tracked and posted on the NYIT 2030 Scorecard to measure progress. Results from the plan are considered as part of the university's planning and resource allocation decision-making processes.

This review of the plan has led the NYIT community to a restatement of its vision and goals for 2030 to reflect the accomplishments of the past ten years, the changes around us, and our higher ambitions for NYIT’s future.
Ten-Year Review

Progress to Date by Goal

Goal #1 (2006): In 2030, NYIT will be…

 Known for Career-Oriented undergraduate and unique and distinctive graduate and professional programs.

NYIT’s mission is to prepare students for professional careers, and providing them with a profession-ready education in a fast changing world is a challenge. Because professions are evolving at an unprecedented rate in an increasingly globalized world, NYIT must pay close attention to its program portfolio, program content, and program experiences and support to ensure that graduates’ knowledge, skills and abilities continue to be aligned with requirements for 21st century professions. While we have met our targets for student employment after graduation every year since the plan was published, we must look to the future and never take those accomplishments for granted. (See Appendix B: 2030 Accomplishments and Metrics to Date.) Of concern is the fact that, in a fall 2015 survey, students admitted to NYIT consider NYIT’s academic reputation to be “good” at best (v. “very good” or “excellent”) – even those who eventually chose to enroll. Few, if any, of our undergraduate or graduate majors stand out as being superior.

While, consistent with our mission, NYIT’s career-oriented professional programs, industry partnerships, and job related outcomes are in sync with labor market needs, we must increase focus on our core competency areas so that NYIT becomes recognized as a thought leader.

Goal #2 (2006):

 Known for its thriving graduate centers featuring interdisciplinary research, degree programs and “best in class” work in a small number of highly targeted niches

When faculty and students from different disciplines share knowledge, exchange ideas, and collaborate on projects, results are often innovative, creative, and offer new ways to solve complex problems. Students who have experience in interdisciplinary coursework and research are better prepared for today’s workplace, where careers increasingly demand versatile skillsets in interdisciplinary team settings. NYIT has had several successful interdisciplinary research projects and programs in the recent past and these successes are encouraging. However, “silos” persist and lack of a structure beyond NYIT’s seven academic schools to support interdisciplinary collaboration across schools creates inefficiencies and obstacles for faculty and students who are interested in interdisciplinary work. We have fallen far short of the goals we set for ourselves in this area. (See Appendix B: 2030 Accomplishments and Metrics)
There continues to be a high level of interest and enthusiasm for interdisciplinary projects, both research and teaching, as a means for developing “best in class work” in niche areas at NYIT. But we need more support, fewer barriers, more rewards, and an interdisciplinary-based culture to supplement the school-based one. With such changes, interdisciplinary work should grow naturally out of faculty and administration interest.

**Goal #3 (2006):**

**Known as a global and partially virtual university with NYIT in NY as its quality hub**

When version 1.0 of the 2030 plan was written, this goal was introduced as a way of capitalizing on NYIT’s first-mover advantage in the area of global education:

“NYIT has established a global footprint with campuses in the Middle East, Canada, and China. The global strategy has been academically worthwhile and financially profitable. There appears to be opportunity for substantial scaling up which, if successful, would be exciting academically and provide money to fund other NYIT 2030 initiatives. But seizing these opportunities and sustaining such programs against competition will require that NYIT move to a new level of globalization – one in which the synergies flow not only outward from New York but also inward, transforming core programs even as they reach out overseas.

In the intervening years the world has changed. First, local political and regulatory developments at two Middle East campus locations complicated the administrative burden and changed the financial equation to make a campus presence untenable. Alternative strategies to support NYIT’s global aspirations (still regarded as important) evolved: there are now more partnerships, more international recruiting, and fewer physical campuses abroad. At the same time, most universities now claim to be “global” and technology use underlies everything, no longer rising to the level of a strategic goal. We need a revised goal statement to emphasize the impact that NYIT’s leadership ambitions in global education has on its students, faculty and staff, and administrators.

**Goal #4 (2006):**

**Known as a Model Student-Centered University**

NYIT administered its first student satisfaction survey to graduate and undergraduate students in NYIT-New York in fall 2005 and the results sounded an alarm. Registration effectiveness, financial aid effectiveness, career services and internships came across as clear challenges – important to students, but unsatisfactory. Laboratory facilities and study space were also of concern and, while of lower priority than academic excellence to students, NYIT’s relative lack of student amenities – such as food service, social spaces, and residences – was a clear handicap. Improvement initiatives in the 2030 plan focused on enrollment services, facilities and residential options; satisfaction survey results from subsequent years (as well as improved retention) indicate that progress was made in those areas. (See Appendix B: 2030
Accomplishments and Metrics to Date). However, recent assessments show that students’ concerns have shifted to other areas and, while improved, overall student satisfaction continues to lag.

Over the past ten years, while identified sources of dissatisfaction were being remedied, the nature of the student body began to change. As anticipated in the 2006 strategic plan and in subsequent enrollment and financial plans, pressure to maintain enrollment at optimal levels – as well as to achieve its “global university” vision – led NYIT to recruit more students from outside the New York area including overseas. Simultaneously, the graduate/professional student population at the two New York campuses has grown from about 40% in 2006 to 50% (including the medical school) in 2015.

Now and going forward, NYIT’s student body is expected to continue to contain both a sizeable number of adult students and a substantial proportion of non-commuting undergraduate students in residence (including international students) – many taking some or all of their courses through technology – who require more and different kinds of support and bring different expectations than NYIT students of the past.

Goal #5 (as revised, 2010):

Known for Teaching and Learning that is Challenging, Engaging, Learner-Centered and Career-Focused

Despite regular assessment of student learning and follow-up improvements, better methods for securing student feedback on teaching, greater emphasis on faculty and student research, more support for faculty development, and regular investment in classroom technology, teaching at NYIT continues, as noted in the 2006 plan, to be “not as good as believed nor as good as it must be.” (See Appendix B: 2030 Accomplishments and Metrics to Date.)

The most recent student satisfaction survey identifies “quality of instruction in classes” as a significant challenge – of high importance to students, but rated low (significantly lower than benchmarks). Despite our career focus and our image of ourselves as “hands-on,” the 2014 National Survey of Student Engagement shows NYIT seniors lagging by 20% (v. the national sample) in having worked on a research project with a faculty member or participated in an internship, field experience, or clinical placement at any time in their college careers. A recent survey of NYIT alumni conducted by the Gallup organization tells the same story: NYIT alumni report having had experience with these “high impact” practices significantly less often that college graduates nationally.
Goal #6 (2006):

Known for becoming a well-funded institution with dependable revenue from a variety of sources.

Since 2006, NYIT’s financial position has improved considerably, though not entirely as contemplated. It has achieved this result through fiscal discipline and top line revenue growth from students coming to New York from India and China. The growth in online and interdisciplinary graduate programs anticipated in the 2006 plan has not materialized and while graduate enrollment has grown dramatically of late, we have not yet arrested the decline in New York undergraduate enrollment.

Two metrics measure NYIT’s progress toward becoming a “well-funded institution:”

- **Contribution margin**: Total operating revenues minus total operating expenses divided by total operating revenues. This metric is calculated from NYIT’s annual financial audit and is easy to calculate, can be compared with other universities, and, over time, provides a good measure of NYIT’s financial ability to continue to deliver on our mission. Similar to “net profit,” most people understand this metric.

- **Non-tuition revenue as percent of total revenue**: NYIT is heavily dependent on student tuition revenue. Over the fiscal year 2010 to 2015 period net tuition and fee revenue has ranged between 85% and 88% of NYIT’s operating revenue, while non-tuition revenue has ranged between 12% and 15%.

The variance against the target for each scorecard metric has been favorable some years and unfavorable in other years. For example, the scorecard for fiscal year 2014 shows a 6.2% contribution margin ($14.7 million) compared to the 4.8% target. Also in FY2014, non-tuition revenue totaled $36.5 million, or 15% of total revenue compared to the 16% target, off by only $365,000. Student room and board plus deSeversky and faculty and staff meal revenue totaled $14 million or nearly 40% of non-tuition revenue. Investment income, grants, NYITCOM clinic revenue, and other sources account for the remaining $22 million.

Non-tuition revenue includes dormitory and dining revenue, which is dependent on students so, in fact, NYIT relies on students for more than 90% of total revenue. A new metric is needed to identify and measure sources of non-tuition revenue not dependent on students and that a larger segment of the NYIT community can influence.
Challenges

Reputation and Visibility

NYIT remains relatively unknown. People have trouble articulating NYIT’s core identity. There are few clearly established and broadly affirmed institutional priorities that all of our stakeholders believe to be true. Our focus is more often inward than outward. Operating as we do in a crowded, expensive media market, we need to bring clear focus to the “NYIT brand” to differentiate us in a compelling way from our competition and allow us to stand out from the crowd.

NYIT is young compared with its well-known competitors and New York neighbors which have existed for 100 years or more. The university’s reputation was built in these six decades by the disparate experiences our varied constituents have had over this period as we grew from being a two-year “technology school” to a university with undergraduate, graduate and professional programs at two campuses in New York and locations around the world. There is understandable confusion as to what we are and what we offer. We need to create opportunities – through multiple channels: our research, web site, social and paid media, public programs, the successes of our graduates – where others can become familiar with who we are and what we do.

Affordability and Value

In 2006, the strategic plan noted NYIT’s student body reported being more highly influenced by cost (#1 choice factor) and availability of financial aid (#2 choice factor) than by academic reputation (#3). Students with these views tend to be more dissatisfied in general, which makes them more difficult to retain. Despite the noted improvements in the interim, the 2015 satisfaction survey identified as a “challenge” (high importance, low satisfaction) the fact that many students, largely undergraduates, do not feel that the “tuition paid is a worthwhile investment.” (Satisfaction is higher among NYIT’s graduate and especially medical students.)

Although cost is no longer the most important reasons our students choose NYIT it is still important. In the period between 2006 and today, the cost of a college education, soaring student loan debt, and a perceived decline in the value of a college degree have become national issues. In 2013 the U.S. Department of Education introduced an online, interactive College Scorecard which presents students and families with information about key indicators with respect to undergraduate education: cost, graduation rate, loan default rate, average amount borrowed, and starting salary after graduation. Users of this tool, which is based on data from both public and private 2- and 4-year institutions, will see NYIT’s net price as being above average.

Over the past 10 years, NYIT has raised tuition approximately 5% each year (with 4.0% in 2016 the low and 7.1% in 2010 the high). At what point does the price charged become too high in relation to the perceived value of the education and the quality of the programs?
Market Segmentation and Technology

Among many changes in higher education is an increasing bifurcation between the market for traditional-aged students enrolling in arts and sciences curricula on the one hand, and the market for those enrolling for practical skills for advancement in the workforce, on the other. The former involves undergraduate students who generally seek some kind of residential experience as part of their education, while the latter consists partly of graduate programs and partly of offerings competing in a spot market for adult students seeking specific skills for employment.

Building the residence hall complex at the Old Westbury campus and expanding housing opportunities in Manhattan reflects a strategy to attract students from a broader geographical range – including first-year international students – to the university’s traditional programs. Part of the continuing conversation that should engage the full university community is the extent to which we should introduce programs to serve adult and returning students in professions where the credentials for certification and advancement are changing.

Major changes are also underway in the role played by technology. Last June Educause summarized the future as a series of “trajectories.” The course is being replaced as the building block for curriculum by digital resources that vary depending on the needs of the learner. Hybrid learning models are supplementing face-to-face instruction as the default delivery mechanism. Data analytics are allowing the customization of interventions in real time to maximize learning and progress toward the degree. The static, centralized IT infrastructure is changing into more personalized, responsive “learning ecosystems” and today’s instructor-centered online learning management systems are giving way to ones that are learner-centered. Keeping pace with these and other changes is critical, particularly for an institution with “Technology” as its last name.

Culture

As a student-centered university, NYIT is committed to providing pathways for our students that will transform their lives. To do that, we must move beyond the notion of “customer service” (which is transactional and operates within set boundaries). Organizations like NYIT that are interested in transformation challenge the status quo. Leadership focuses on motivating and engaging stakeholders with a shared vision of the future; in management and decision-making, the commitment of interested or affected parties is often achieved by including them in its formulation.

NYIT has always had an entrepreneurial spirit and been forward thinking. The ability to sense and seize new opportunities as they arise has been a factor in some of the university’s larger achievements. This spirit is seen as an asset. At the same time, there is a sense that meeting the challenges of the years ahead will require a more open process of discussion and debate than has typically been the case. Faculty and staff at our New York campuses, for example, report unexceptional satisfaction at work (and this finding is consistent with students’ reports that they are too often “given the runaround” or otherwise not well served). In short, the management culture that has brought NYIT to this point in its history will need to evolve if it is to meet its goal of providing students with the “transformative experiences at the heart of a university education.”
Vision for 2030

INSERT STATEMENT HERE

Restated goals

The plan review has led to a restatement of NYIT’s goals for 2030, which reflect the accomplishments of the past ten years, the changes around us, and our higher ambitions for the future. In order to maintain the aspirational nature of our strategic vision these revised goals place emphasis on the impact NYIT has on its students, employees and the world.

In 2030…

1. NYIT’s forward-thinking academic portfolio, which will include several top-rated graduate and professional programs, will have anticipated the needs of the global marketplace, ensuring that NYIT graduates are distinctly profession-ready.

2. NYIT’s applications-oriented research and programs will demonstrate the exceptional value derived from its unique constellation of academic specialties, links to industry, interdisciplinary collaborations, global reach, and technology infused environment.

3. NYIT will be a student-centered community where members of the NYIT faculty, administration, staff, and alumni provide all students with the transformative experiences at the heart of a university education.

4. NYIT will be home to high quality teaching and learning that is consistently challenging, engaging, learner-centered, and profession-focused.

5. NYIT faculty, administration, staff, students and alumni will address the globally significant challenges of an interconnected world at local, national, or global levels in their academic, professional and civic lives.

6. NYIT will invest in continuous improvement in the quality and reputation of its academic and co-curricular programs in pursuit of its strategic vision.
Priority Initiatives (2015/16 – 2019/20)

Following are the five initiatives that top the priority list for the next 3-5 years. They are derived from NYIT’s strategic goals for 2030, a clear-eyed look at the challenges we face, and careful analysis of how we succeeded in making progress toward our goals (and in some cases why we didn’t) over the past ten years.

The selection of five initiatives is based on the view that we will make meaningful progress only if we focus our attention and resources on a limited number of objectives.

The sections that follow describe the design concept and motivation for each initiative. More detailed business plans will be prepared once the overall NYIT 2030 version 2.0 plan is approved (see “Implementation Strategy”). By approving this plan, NYIT commits itself to working out the details, marshalling resources, and implementing the initiatives.

1. **Become a Ph.D.- granting institution with two Ph.D. programs and establish a pioneering master’s program in a visual-based field, all built on NYIT core competencies. Enhance NYIT’s reputation by demonstrating its thought leadership in areas central to its identity.**

   **Motivation.** NYIT spreads its investments over a large number of academic initiatives. New programs have been introduced but few programs have been retired. So while, in general, program quality may be good, it is rarely outstanding and NYIT does not yet have a reputation as “thought leader” in any field.

Within the next two years, NYIT will undergo a New York State Education Department "Institutional Readiness Review" to offer the Ph.D. which will establish that NYIT has sufficient fiscal, physical, and human resources to support offering the more advanced degree without diminishing the quality of the undergraduate and master's programs.

The first three new programs are identified below; others will follow based on analysis and business planning. These new programs: (1) leverage core strengths, (2) are in cutting-edge niches, lending prestige to master’s and bachelor’s programs in related areas and (3) are aligned with the market, offering career opportunities for graduates.

**Program #1: DO/Ph.D. in Biomedical Sciences.** Medical school faculty have worked on a this degree for several years. It leverages the school’s reputation and resources and, as a research degree, will attract a different kind of faculty and student, bring in grant moneys, and lead to wider recognition. It will be submitted to NYSED in tandem with the institutional readiness review, lending the legitimacy of the medical school to NYIT’s application.

**Program #2: Ph.D. in an Engineering discipline (TBD).** While the choice of a specific degree has yet to be made, the School of Engineering and Computing Sciences has, over the past several years, hired faculty with sufficient research activity and experience in supervising Ph.D. students.
to meet the standards associated with a degree at this level. During spring/summer 2016, the school will conduct market and competitor research and make a selection; proposal development (and any required faculty hiring) will begin immediately thereafter.

Program #3: MA in 3D Visualization. NYIT has a proud history in computer graphics and media and has recently invested in a new Home for Innovation, Visualization, and Exploration (HIVE) Center in New York (with motion capture, 3-D, and visualization tools) and a Center for Visualization. While these steps facilitate advanced research, there is no supporting curricular structure beyond the traditional linear one. A cutting-edge master’s degree (the Ph.D. is generally not the terminal degree in this field) in line with the industry direction toward immersive and interactive experiences (e.g., augmented reality, virtual reality, projection mapping, motion capture, 3-D printing), offered in conjunction with a large production studio wishing to benefit from sponsoring real-world industry projects, will help establish NYIT in a leadership position. Development can begin immediately.

2. Increase Institutional Support for Interdisciplinary Work

Motivation. It is widely accepted within NYIT that the strategy of encouraging distinctive, high-quality interdisciplinary work by establishing interdisciplinary centers outside the school structure was well-meaning but unsuccessful. The culture change involved in moving from the “siloed” schools-only organization to one where full-blown, fully functioning interdisciplinary centers can thrive was too big a leap to make all at once.

One of the challenges of cultivating interdisciplinary work at NYIT has been that it exists between or among traditional schools and departments, meaning that there is no natural advocate with ownership and investment in interdisciplinary work. It has no identifiable place: it exists everywhere and nowhere. The first initiative establishes a “home” for interdisciplinary endeavors; the latter are programs within that home.

A new School of Interdisciplinary Studies and Graduate Teacher Education with its own dean and budget and reporting to the provost, will become “home” to interdisciplinary collaboration. The dean will be charged with promoting and facilitating interdisciplinary research and teaching by faculty from all academic schools. Over time the school will come to house its own faculty and the new interdisciplinary degree programs and centers that result from its work. Responsibilities and possible future projects include the following:

- Helping faculty take a project from idea to successful implementation
- Coordinating communication among deans, department chairs, and others
- Developing institutional policies and structures to facilitate interdisciplinary work
- Identifying possible interdisciplinary projects and promoting growth
- Identifying and pursuing external funding
- Creating an institutional memory for successes and best practices
- Creating an intellectual community that encourages interdisciplinary collaboration.
Interdisciplinary Teaching/Curriculum Development. NYIT faculty have consistently shown energy and excitement regarding interdisciplinary team-taught courses developed by faculty from different schools which can be cutting-edge, and can give NYIT a competitive advantage. While they are by nature experimental, many could well be could be adopted into the curricula of multiple majors, making existing programs more dynamic and timely. At issue in any discussion, however are the challenges facing faculty who want to develop such courses/programs and chairs and deans who want to encourage them: compensation practices; a school-based curriculum committee structure; difficulty in making interdisciplinary courses “visible” on the web site and student information systems; redundancy in courses “owned” by different schools; few opportunities for dialog and idea exchange among diverse faculties – just to name a few. Addressing such issues will be a prime goal for the dean of the new college.

Interdisciplinary Research. The school will support interdisciplinary research by creating opportunities for the exchange of ideas, by steering internal funding to fledgling projects, and by assisting with applications for both external and internal grant support.

3. Make participation in High-Impact Educational Practices a requirement for graduation and a defining feature of an NYIT education.

Motivation. High-impact educational practices lead to better learning, improved retention, and happier alumni, with stronger ties to NYIT. *NOTE: Defined by the AAC&U as including First-Year Seminars and Experiences, Common Intellectual Experiences, Learning Communities, Writing-Intensive Courses, Collaborative Assignments and Projects, Undergraduate Research, Diversity/Global Learning, Service Learning, Community-Based Learning, Internships, Capstone Courses and Projects.

Research consistently shows that high-impact educational practices lead to better learning, improved retention, and better long-term outcomes for college graduates. Guaranteeing that students take part in them is also key to NYIT being able to meet new learning and achievement goals required by accrediting agencies and to demonstrate the value of an NYIT education. Ten years ago the plan hinted that these practices should be encouraged. Ten years later, with little increase in students’ participation in them, we will begin the process of changing graduation rules to require them and support faculty who offer them. A version of this requirement is in effect in NYIT’s School of Management, which can serve as a model.

Over the next few years, participation in high impact educational practices will become a feature of every NYIT student's education and completion of a certain number will be required in order to graduate. Curriculum/co-curriculum standards will define these practices and mechanisms for tracking them; faculty will review their curricula and course syllabi and redesign as many courses as necessary to ensure that students in all degree programs are able to meet the new “high-impact” practice requirement.

At the same time, we will strengthen institutional support to ensure that faculty design and execute them well. Hiring, evaluation, and promotion standards for faculty will be modified to emphasize use of high-impact practices and support mechanisms will be created for faculty teaching “high impact courses.” Enabling technology will be identified and acquired, course development expertise shared, outreach conducted with community-based partners, and links created between curricula and co-curricula.
4. Develop an NYIT culture where faculty, administrators, staff and alumni consistently provide students with the transformative experiences at the heart of a college experience.

Motivation. We must foster a culture where staff, administrators and faculty at all NYIT locations recognize and act upon their shared heritage and values as a global university and build relationships rather than conduct transactions – with one another and with students of all ages, cultures and levels of preparation. At the very foundation of that relationship should be a culture where students feel respected, appreciated, listened to, and well served, even when they do not get what they desire. Beyond basic quality service, faculty and staff need to create experiences that encourage and reward student engagement with the learning and development processes that occur both inside and outside the classroom. The pinnacle of our relationship with students is when we create and they have memorable and transformative experiences.

NYIT is one university that stretches around the world. Whether in New York or at one of our campuses abroad, members of the NYIT community share the same DNA: We push the envelope of educational technology; value entrepreneurial and innovative ideas and actions; prepare career-ready graduates; conduct applications-oriented-research for the betterment of society; and value diversity – in our student body, faculty, administration, and staff and in the many ways we provide access to opportunity to qualified students. We are more than the sum of our parts when we come together as one global university.

It is important that all our stakeholders understand and embrace this identity and that NYIT’s culture – from Arkansas to Abu Dhabi, from Vancouver to China to New York – is consistently one of engagement and of providing students with transformational experiences. NYIT needs its people to be creative, helpful, and contributing their best ideas. In his book about what makes organizations successful in the current world of business (How: Why How We Do Anything Means Everything), Dov Seidman argues convincingly that a company’s people, and their human behavior, are what matters most today because what you do no longer sets you apart (it’s so easy to copy), it’s how you do it. He cites two examples of “how” particularly relevant to a university: “…you can’t order someone to have a great idea [and]…you can’t really motivate or coerce a teacher to be more hopeful and create a sense of possibility in the classroom.”

Surveys show this is not the case 100 percent of the time at NYIT and that is not good enough. With the help of an outside consultant, NYIT will conduct an organizational review to kick off a three-year project to understand, and ultimately to make its culture one where exemplary engagement among all stakeholders becomes the norm. It is anticipated that the multi-year action plan coming from the analysis will likely include articulating values; flattening the organization; changing outmoded roles, responsibilities, and practices; making decisions that are more driven by data and analysis; providing training and professional development in key areas; creating clearer career paths; opening more channels of communication among staff; and gaining a better understanding what our students want and expect.
5. **Build a global network of NYIT students, faculty, administrators, staff and alumni from all NYIT locations that enhances mobility, builds community, and fosters engagement and global competency.**

*Motivation.* Our global footprint, our relationships abroad, and our international faculty and student bodies gives us a marked advantage in our efforts to develop global competency. We must provide every student, faculty, administrator, and staff member in all NYIT locations with a variety of opportunities for deep engagement across cultures.

Initiatives for will leverage the connections we have built over the past 10 years and build on our existing global footprint and relationships abroad (with new ones created where appropriate to balance the portfolio). They include:

- Increase the number of study abroad and campus exchange opportunities for all NYIT students; increase student participation rates.
- Develop programming to increase meaningful contact across cultures and campuses.
- Encourage/subsidize study at another campus.
- Use technology (videoconferencing and/or online classes) to hold classes and events with students from different locations.
- Ensure that curricula support student achievement of global competencies.
- Include meaningful participation by faculty and administration from all campus locations in curriculum development and revision.
- Invest in and support research by faculty at more than one campus and/or collaborations between NYIT faculty and faculty from universities in other locations.
- Identify opportunities for alumni participation in activities of students and faculty.
Implementation Strategy

Following approval of this plan, vice presidents and deans will be charged with developing 5-year plans for their areas which support achievement of the institution’s goals as revised (suggestions below)

- Draft plans for each of the five priority initiatives due March 1, 2016
  1. **Ph.D.- granting institution:** Provost, VP Medical Affairs & Global Health, Planning & Assessment
  2. **Interdisciplinary Work:** Provost, VP Medical Affairs, Academic Deans, Dean, Admissions
  3. **High-Impact educational practices:** Center for Teaching & Learning
  4. **Culture of transformative experiences:** Chief of Staff, VP Student Affairs
  5. **Global network:** VP Student Affairs, Provost, VP Medical Affairs & Global Health

- Draft plans for each academic school at linking school plans to the NYIT strategic plan due March 1, 2016

- Final plans will be approved by June 1, 2016, for first-year funding consideration in the AY2016-2017 budget.

Over the next five years, NYIT is committed to funding the five priority initiatives described in this Plan. Evaluation, and ultimate funding, of the plan or plans for each priority initiative will be based on:

1. Contribution to one or more of NYIT 2030 version 2.0 goals
2. Accountabilities, timeline and expected outcomes are explicitly stated
3. A clear, measurable statement on the favorable impact on the career prospects and civic lives of current or prospective students
4. Payback period and return on investment—plans that demonstrate the shortest payback period and highest return on investment will be favorably considered.

**Metrics**

Once the plan is accepted, the Steering Committee will reconvene with the goal of identifying (and beginning to collect baseline data) on plan metrics. In some cases (retention rate is a good example), the metrics are likely to remain unchanged; in others (number of students studying 100% online) they are certain to change. A master “Scorecard” will track all the metrics and ensure the data for each are collected in a timely way and distributed appropriately.

In 2006, the following principles guided the selection of Scorecard metrics:

1. Metrics must be shared with and understood by the entire NYIT community
2. There should be no more than one number for each metric and, if possible, no more than two metrics for each 2030 goal
3. Metrics must be used to measure performance at the school and department levels, then rolled up to one university-wide performance report
4. The metrics must be based on currently available data or data that are relatively easy to assemble. The baseline from which goals will be set is AY 2007-2008
5. The metrics must be used to set goals for each vice president and dean
6. The metrics must drive NYIT's five-year financial plans (operating and capital)
Appendices
Appendix A: Developing the plan

The comprehensive review and updating of the NYIT strategic plan, published in 2006, began with NYIT's 2014 Periodic Review Report for the Middle States Commission on Higher Education. That review focuses on planning processes and one conclusion of the report, which was seconded by the external review team, was that it was time, in the plan’s tenth year, to step back and reflect on progress on all of its institutional strategic goals and make appropriate adjustments.

In September of 2014 the President charged the Vice President for Planning & Assessment to conduct a comprehensive plan review that included opportunities in various formats for broad community participation.

The review began in fall 2014 with the re-engagement of the consultants who had assisted with the original plan: Robert Zemsky, Professor, University of Pennsylvania Graduate School of Education and William Massy, Professor Emeritus, Stanford University. They conducted interviews with key administration, staff and faculty from all academic schools, global campuses and led a two-day Planning Roundtable to help identifying major themes for the review.

Between January 2014 and November 2015 the review process was guided by a Steering Committee which critically reviewed progress and consulted with members of the NYIT community by various means including working groups, a forum on being a global university, an interactive web site, and town meetings. They synthesized and integrated input from all sources to prepare this updated plan, “NYIT 2030 version 2.0.” The plan was presented to NYIT’s Academic Senate and Board of Trustees in December 2015.

Steering Committee Members

- Mary Ann Achtziger, Associate Dean, Student Administration, NYIT COM
- Harriet Arnone, Vice President, Planning & Assessment
- Leonard Aubrey, Vice President, Financial Affairs
- Jerry Balentine, Vice President, Medical Affairs & Global Health
- Amy Bravo, Assistant Dean, Career Services
- Patricia Chute, Dean, School of Health Professions
- Deborah Cohn, Associate Professor, Marketing
- Elizabeth Donaldson, Associate Professor, English; Chair, Institutional Development Committee, Academic Senate
- Ellen Katz, Associate Professor, Social Sciences; President, AAUP Manhattan
- Rakesh Mittal, Assistant Professor, Human Resource Studies
- Yuko Oda, Associate Professor, Fine Arts
- Daniel Quigley, Associate Professor, English; past president, NYIT Academic Senate
- Raddy Ramos, Assistant Professor, Biomedical Sciences, NYITCOM
- Elizabeth Sullivan Roseman, Director, Media Relations
- Richard Simpson, Associate Professor, Electrical and Computer Engineering
- Monique Taylor, Executive Director, NYIT China
- Karen Vahey, Dean, Admissions & Financial Aid
- Jason Van Nest, Assistant Professor, Architecture
Appendix B: 2030 Accomplishments and Metrics
2030 Summary

- Statement of the goal
- 2010 elaboration
- Reported Accomplishments
- Identified metrics

Known for its career-oriented undergraduate and unique and distinctive graduate and professional programs

In 2030, NYIT will be known for its unique constellation of hallmark academic programs including those in health professions, architecture, engineering, media, and management. True to the university’s mission of educating professionals, NYIT’s degree programs and the undergraduate core curriculum will be built on a foundation of professional requirements and offered in well-equipped laboratory, studio, production, and design facilities. While at NYIT, students will learn from faculty who are professionals in their fields both in the classroom and through experiential education opportunities. Curriculum will be revisited at regular intervals, with changes based on assessment of student learning, feedback from alumni and employers, and consultation with members of relevant professional communities.

Accomplishments

- New faculty hires/lines and in medicine & health professions, science & engineering, business
- Higher hiring standards for faculty
- Laboratory, technology and classroom upgrades
- Professionalized internship certificate program via career services

Metrics

1. Graduates employed or pursuing further education 6 months after graduation
   - 2005/6 Baseline: 88% of grads employed (any employment) at 6 mos. after graduation
   - 2013/14: 87% employed in their field 6 mos. after graduation
   - 2013/14: 95% employed or in school
2. Students taking part in experiential learning opportunities (2)
   - Baseline: 50% (flawed methodology)

Alternative experiential learning measures:

- 2014: Graduating Student survey: “While studying at NYIT did you participate in any form of experiential learning (internship/externship/field work/practicum/student teaching/clerkship)?” 2012-13 graduates 53% NY campuses; 63% Nanjing
- 2014: NSSE -- seniors reported significantly less often than those at benchmark schools having, at any time in their college careers, worked with a faculty member on a research project, or participated in an internship, field experience or clinical placement.
Known for its thriving graduate centers featuring interdisciplinary research, degree programs, and "best-in-class" work in a small number of highly targeted niches

In 2030, NYIT will be home to a small number of interdisciplinary centers that enrich the intellectual life of the university both within and across individual academic schools. In these centers, faculty members from different disciplines will collaborate to develop and offer one-of-a-kind degree programs that prepare our students to meet the demands of 21st century careers. The centers will also spur collaborative and interdisciplinary research - research that is applications-oriented and closely linked to teaching - as well as education and outreach programs to engage both internal and external communities.

**Accomplishments**

- Small seed money grants to interdisciplinary projects
- NYIT has made significant progress in the area of cross-disciplinary initiatives:
  - 50% of ISRC/TLT proposals are multi-PI from different disciplines
  - Center for Global Exchange founded and still exists with a graduate certificate program and outreach locations in Africa and Central America
  - Center for Metropolitan Sustainability started, then fizzled out
  - Center for Gerontology and Geriatrics started, then fizzled out

**Metrics**

1. **Non-tuition revenue earned by Interdisciplinary Centers**
   - 2005/6 Baseline: $225K
   - 2013/14: $31K

2. **Enrollment in Center degree programs**
   - 2005/6 Baseline: 20
   - 2013/14: 218
Known as a global and partially virtual university with NYIT in New York as its quality hub

In 2030, being global and virtual will be embedded in NYIT culture and expressed not only in its footprint, but in all aspects of university life: teaching and learning, research, creative activities, and service. All our campuses will be international: students and faculty will interact virtually and will move from campus to campus. The NYIT website will be transformed into a place where students and faculty from around the world exchange ideas in a "virtual community." A substantial proportion of courses will be online or blended and will frequently serve students from several NYIT locations around the world in the same "virtual classroom." A significant number of courses will allow students to gain understanding of the nature and influence of culture as well as global interdependence. Scholarly activities will routinely involve engagement with other cultures, populations, and geographic regions. Faculty, administrators, students and staff from all locations will participate in shared governance, and community service by faculty and students may include activities with populations in locations distant from their home campus.

Accomplishments

- Expanded program offerings at NYIT locations in China, Middle East and Vancouver; Nanjing undergraduates to spend 1 year in NY
- New leadership, faculty, administrations at global locations & center for global exchange
- Secured local accreditations at all locations
- Added new degree programs at global locations
- Closed programs in Bahrain and Jordan
- Installed videoconferencing facilities, labs at global locations
- Increased international recruitment
- Upgraded online learning platform (Blackboard)
- Upgraded open access labs in OW and Manhattan
- Medical simulation facilities in OW
- Added (online) course development staff to Center for Teaching and Learning & $ support for exemplary online course development by faculty
- Deans’ Quality initiatives in online learning

Metrics

1. Online FTE as a % of total enrollment
   - Baseline: 4.4%
   - 2013/14: 4.6%
2. NYIT students studying at another NYIT campus
   - Baseline: 20
   - 2013/14: 218
Known as a model student-centered university

In 2030, NYIT will have a well-deserved reputation, both internally among the community and externally among our peers, for caring about students. Students will actively contribute to university life in all its aspects. Both commuting and residential students will have the benefit of exemplary services, infrastructure, and participation in a wide array of academic, social, athletic and recreational opportunities. Teaching and learning will be closely aligned with student needs and professional goals and students will be actively engaged in learning. Shared events and rituals will create cohesiveness among students, faculty, staff, administration, alumni, and families. NYIT alumni will remain involved in the institution, contributing not only financially but also by offering experiential education and mentoring opportunities for current students.

Accomplishments

- Re-engineered enrollment services, upgraded facilities
- Renovation to student center OW
- New student space Manhattan
- Added staff: career services, athletics, student life, residence life
- Security upgrades (cameras, call boxes, lighting, signage)
- Auditorium on Broadway
- Plan & build 3 residence halls (571 beds) and 45,000 sq.ft. campus commons with full dining facility in OW
- Secured more/improved student residences in NYC

Metrics

1. Retention (overall, matriculated students)
   - Baseline: 74%
   - 2013/14: 78%

2. “Student Centered” score, Noel-Levitz Student Satisfaction survey
   - Baseline: 4.75
   - 2013/14 (2011/12 administration): 5.02
Known as a leader in teaching quality improvement

New title: Known for teaching and learning that is challenging, engaging, learner-centered and career-focused

In 2030, faculty members and students will work together to create an intellectual curiosity that defines teaching and learning at NYIT. NYIT faculty members will develop and teach courses that engage its diverse student body, building enthusiasm for the subject. Faculty members will use their own experiences and assessment data in reflecting on their teaching, and apply research-based pedagogies to refine their courses to better support student learning. As students progress through their majors, they will have increasing opportunities for independent study, experiential education, and research. NYIT’s career-oriented curriculum will prepare students to compete in a global marketplace by equipping them not only with in-depth disciplinary knowledge, but also with the skills most valued by employers: excellent communication, collaboration, and problem-solving.

Accomplishments

- Completely revised core (general education) curriculum stressing engagement and active learning; interdisciplinary study
- Center for Teaching and Learning expansion in staff and programming
- Writing Center improvements – Nanjing
- Improved student learning outcomes assessment and follow-up
- Twice-yearly “assessment days” to share effective practices
- Improved methods for collecting and acting on student evaluation of teaching
- Online tutoring made available to students
- Institutional commitment to securing professional accreditations in more fields: nursing, school counseling, business
- Greater emphasis on faculty research: activity: external grant awards (tripled); more faculty engaged in joint research projects

Metrics

1. NSSE Active Learning Scores (freshmen, seniors)
   - Baseline: 42.9, 53.0
   - 2013/14: Improvement in freshman scores 2010-11; 2014 scoring changed so no longer comparable.

2. NSSE Student-Faculty Interaction (freshmen, seniors)
   - Baseline: 34.1; 41.9
   - 2013/14: No change in scores 2010-11; 22014 scoring changed so no longer comparable.

However, recent NSSE “Reflective Learning” and “Student-Faculty interaction” scores not significantly different from peers – suggesting little or no change from past administrations
**Known as a well-funded institution, with dependable revenue from a variety of sources**

In 2030 NYIT will have a solid, diversified financial base. While not rich, it will have assembled sufficient resources to deliver on its mission, pay competitive salaries, and provide a good quality of life for its faculty, staff, and students. It will have no structural deficit or deferred maintenance queue. The university will have achieved this result by a combination of fiscal discipline and revenue growth. Its endowment and reserves will provide a degree of buffering from short-run market forces. NYIT will have a clear marketplace identity due to its consistent focus and investment in quality programs and by balanced expansion of its overseas and campuses and online offerings. The maturation of NYIT’s development (fundraising) activities will also have played an important role. Most alumni will have become involved in university-sponsored activities shortly after they graduate. The University will have systematically nurtured this involvement over the years, primarily to enrich the lives of the graduates and the current students but also for fund-raising purposes.

**Accomplishments**

- New positions, structure in development office
- New planned giving, donor relations, donor communications initiatives
- Focused business process and data quality improvement initiative
- AY 2013-14 fundraising goal: $2.5 million in cash donations and bring the nucleus gift fund to $15 million

**Metrics**

1. Non-tuition revenue (as % of total revenue)
   - Baseline: 14.0%
   - 2013/14: 15.3
2. Contribution from operations (as % of total revenues)
   - Baseline: 2.1%
   - 2013/14: 6.2