NYIT 2030:
Setting Directions, Meeting Challenges

New York Institute of Technology Strategic Plan

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Introduction

NYIT’s Mission, Vision and Planning Context

NYIT’s mission is:¹

· 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 addition, it is committed to integrating technology into all teaching and learning and to develop and disseminate information about technology-based education.

The University’s vision was set down in its “Strategic Operating Plan 2000-2004,” which reads in part:²

As the College pursues its opportunities for growth and excellence it will become increasingly global and partially virtual; an institution with contemporary programs that meet the needs and demands of a changing society; a university with doctoral programs in several areas; and a national leader in the use and applications of the latest technologies in all aspects of its curricular and co-curricular offerings. NYIT’s faculty and staff will become increasingly accomplished and prominent. And the College, through a variety of development and enrollment initiatives, will establish a substantially enhanced financial strength upon which to build the NYIT of the 21st Century.

The vision is as relevant to NYIT 2030 as it was when written in 1999.

The Strategic Operating Plan laid down four goals that have guided the University’s actions since 2000.

· Improve academic quality and program development
· Strengthen recruitment, retention and student life
· Enhance the College's image
· Improve NYIT's financial condition and strengthen administrative services.

Substantial progress has been made in all four areas.

President Guiliano described the way forward at the beginning of the 2030 project.³

“Now it’s time to be sure that we can really deliver on our messages by engaging our
community of faculty, administrators and staff in a strategic planning process for the coming years. We need to focus on the things that support the messages, stop doing the things that don’t. We need to do a better job in some areas. We may need to do some new things. We need to develop evidence for the outside world that we are, in fact, delivering. We need to find ways of measuring our progress so we can keep improving.” He might have added that the University needs to keep delivering in its present areas of strength as it reshapes itself for the future.

**Why 2030? Overarching Themes**

NYIT 2030 begins with the vision and goals that have guided the University since 2000. The project has provided an opportunity for the community to take stock, identify needed mid-course corrections, and chart a course for the long-run future.

Specifically, NYIT 2030 pursued a dual objective:

- To establish overarching strategies to guide the University as it embarks on its next quarter-century of operations; and
- To chart its course in operational terms for the next five years. Both aims are necessary, and both must be pursued simultaneously.

The first objective invited planners to stand back from NYIT’s immediate operational needs and view the big picture. They were asked to “think out of the box” about strategies that could change the University in truly significant ways. The second objective grounded the process in reality so as to provide immediate practical guidance.

It is not enough to “think big”: the resulting vision must be translated into initiatives that can be implemented during the next few years within resource constraints. Without the vision, the initiatives would focus too much on short-run opportunities and threats. Without the initiatives, the vision would present wishes and hopes more than tough-minded guidance about NYIT’s future. In academe, the best results are achieved when one considers both the long and short-term issues simultaneously – proposing an overarching vision and practical initiatives for achieving it.

Three overarching themes for NYIT 2030 were identified early in the project as useful touchstones for the University at its 50th anniversary.

- **Collaboration and interdisciplinary programs.** Because NYIT is a relatively small institution, excellence requires that the whole be more than the sum of the parts. Like most universities, NYIT is characterized by organizational and disciplinary silos. But this must change. Faculty need to collaborate across departmental and school boundaries; deans need to work together to encourage and reward such collaboration; and administrative and support staff need to collaborate, both with each other and with faculty, to ensure that the right services are delivered in cost-effective ways.
• **Becoming a truly global institution.** 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.

• **Leadership and comparative advantage.** Effective planning always entails gaining focus, building on strengths, and developing exemplary programs and centers of excellence. It is in taking these steps that an institution achieves long-standing academic criteria for excellence. Our project was no exception, and many examples of such incremental improvement will be found in these pages. However, NYIT 2030 goes further. By setting the time-frame a quarter century from now, it aims to lead by doing something different and great, and in so doing, creating the criteria, including those that do not yet exist, that will define educational excellence in the 21st century.

These three themes were reinforced repeatedly as the project proceeded. Not only are they consistent with NYIT’s mission and vision but, collectively, they offer an opportunity to develop the kind of comparative advantage that will allow the University to compete successfully with its more well-known and better-funded neighbors in New York and around the globe.

The plan that has emerged is consistent with these themes. It is silo-busting. It is global. And it offers the opportunity for leadership in focused areas that are consistent with NYIT’s mission.

### Vision for 2030

Success will require clear vision about desired outcomes. The groups working on NYIT 2030 spent a great deal of time trying to define a vision that is both flexible enough to adapt to emergent circumstances and precise enough to provide effective guidance. The following six views will pull the University toward meaningful transformation while 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.

Career-Oriented Undergraduate and Distinctive Professional Programs

In 2030 NYIT will be known for focusing on a manageable number of centers of excellence and hallmark degree programs. Faculty will be encouraged to innovate in ways that build on these programs, both within the graduate centers and their schools. NYIT will have achieved a clear identity through its flagship programs – signature offerings that tap good-sized markets where the University delivers high quality and enjoys substantial comparative advantage. Additional programs will cater to smaller market segments or in some cases market niches.

Programs in health professions, engineering, architecture, media and management will remain key parts of NYIT’s signature. For example, NYIT will be one of the few institutions in its class to have a medical school – the NYIT College of Osteopathic Medicine – renamed to emphasize its centrality to the University’s interdisciplinary and career oriented-professional mission.

NYIT will have reorganized its program structure by putting each program at its point of best academic fit and disinvesting from those that have low quality or are unsustainable financially. Equally important, NYIT will have made significant investments in its flagship programs. The undergraduate core will have been redesigned – in the years immediately following the publication of the 2030 plan and more than once in the following quarter-century. Significant numbers of endowed chairs will have been obtained through fund-raising, the success of which will have been advanced by NYIT’s clear and exciting vision of itself and its flagship programs.

Three significant infusions of capital will have boosted NYIT on its way to 2030. The first is endowment for student financial aid. Such endowments will have enabled the University to complete more effectively in price-sensitive markets. At the same time, these endowments will have contributed to achieving the second element of the mission:
to offer access to opportunity to all qualified students. Endowment for faculty chairs represents the second key capital infusion. These endowed chairs will have enabled the recruitment and retention of needed leadership for the flagship programs and graduate centers. One cannot stress too highly the importance of these endowments for NYIT’s academic stature and financial stability.

Third, the University will have added significant new buildings to its New York campuses. The Old Westbury campus, for instance, will have added a new engineering building, an undergraduate quad with new or fully renovated undergraduate science labs, a student center, an architecture facility designed for the 21st century, perhaps a new management building, additional faculty offices, residence facilities for on-campus students, and housing and support facilities for students and faculty visiting from the overseas campuses. The Manhattan campus will have grown and improved as well. Although individual schools will not have come to occupy their own dedicated buildings, they will certainly have adequate, identifiable spaces and well-equipped facilities. Students and faculty will have been provided with comfortable places to study, socialize and eat. Students will have come to enjoy ample residential choice.

Thriving Graduate Centers

In 2030 NYIT will be a collaborative and interdisciplinary university rather than an institution constrained by traditional academic silos. Its Graduate Centers will be able to take much of the credit for this transformation. Operating under the umbrella of the NYIT Graduate School, the centers will have overseen and encouraged the development of programs that meet the University’s career-oriented mission – programs that are highly collaborative and interdisciplinary as required to deal effectively with 21st century careers. The centers will also have spurred collaborative and interdisciplinary research – research that is applications-oriented and closely linked to teaching.

The linkages between the centers and NYIT’s professional schools and undergraduate programs will be recognized as benefiting both. Rather than being competitive, each entity will have drawn strength from the other. Faculty appointments will have remained in the schools, for example, with professors who are interested and qualified also being members of a “Graduate Faculty.” Because membership in the Graduate Faculty will be much sought after, gaining and maintaining such membership will have provided strong incentives for active participation in the centers’ collaborative and interdisciplinary work – work that enriches the intellectual life both within and among individual schools.

The centers also will have developed new graduate teaching programs at both the master’s and doctoral levels. Working from their interdisciplinary vantage points and drawing on the strength of the schools, they will have built an impressive array of high-quality graduate programs. These programs will have brought net revenue to the University, and staffing them will have increased the number of faculty lines in the
schools – a win-win situation for all concerned. In retrospect, the decision to pull NYIT’s graduate programs out of their silos will be seen as the key to building the University’s exemplary interdisciplinary prowess.

A Global and Partially Virtual University

In 2030 NYIT will have become a truly global institution rooted in a strong New York presence. Its campuses around the world will offer exemplary programs that will improve the quality of life for the populations in which they are located. Moreover, the University will have redefined what’s meant by a “global university,” as opposed to a university that simply has a global footprint. It will be among the first institutions to have designed itself from the ground up as a “21st-century university.”

The growth of NYIT’s overseas programs will have derived from a central tenet of its mission to provide broader access to opportunity for students. Moreover, program currency will have been enhanced by deep contact with other cultures, and a valuable social purpose served by bringing American-style wide-ranging debate to classrooms in many countries. The quality and success of NYIT’s global programming will have incorporated principles of its pioneering programs abroad that enjoy strong demand. NYIT will also have gained invaluable experience with online delivery on a global scale from its membership in such collaborative programs as IVMEDS (“International Virtual Medical School”), where students take the first two years of their programs virtually.

To achieve the global vision, NYIT’s overseas programs will have been properly balanced with and mutually supportive of its programs in New York. Issues that will have been resolved in the process of attaining the vision include:

- What should be the relative scale of operations “there” (overseas) and “here” (in New York)? Should NYIT consider its programs “there” essentially as extensions of its operations “here”? Or is the future one in which the New York campuses figure as parts of a broadly distributed global network of educational programs and venues?
- How can NYIT’s digital prowess be used to further its global community vision? What activities can be conducted virtually and which need direct contact? What infrastructure investments need to be made for the University to achieve its aspirations in the world of virtual education?
- What are the core values and educational qualities of what happens “here” that should characterize any programs undertaken “there”?

A Student-Centered University

In 2030 NYIT will have built a strong and well-deserved reputation for caring about students. It will have responded to student needs and concerns, in and outside the classroom, within the limits of available resources. Its academic programs will have been
closely aligned with student needs and students consulted frequently on both improvement and quality assurance. Infrastructure and support services will have become student-oriented and issues that arise at the individual-student level taken seriously and resolved promptly. As a result, the University will be regarded as supplying outstanding value for the money even though it must price itself much higher than public competitors. It will have succeeded in attracting and retaining students by delivering on its value proposition: to deliver career-oriented undergraduate and professional education in a high-quality, caring, and cost-effective way. Its alumni will have strong ties to the University and remain involved after graduation.

NYIT will have created a learning environment that enables students to see and feel the power of their chosen career connection from the moment they first learn about the University, through each interaction with the institution, through graduation and beyond. This will be true whether the student is a commuter, housed on campus, or living abroad. And because NYIT is an academic environment, “student success” will have been placed at the center of everything it does. Students will be highly satisfied with their treatment by NYIT’s administrative and support services and demonstrate this through written and spoken actions. Student enrollment and retention will have stabilized at desirable levels.

The University will have recognized that offering great student services and community life are necessary conditions for being student-centered – and that the achievement of student-centeredness is non-negotiable because of its critical importance to enrollment and retention. The University will have recognized that students have little motivation to stay at an institution where there are no services and their cars serve as their “student center” between classes. NYIT will have created an environment of exemplary services and community life opportunities for both its commuting and residential students. Additional opportunities will have been provided for residential students.

Residential opportunities will be an important part of NYIT’s appeal in 2030. While commuters will remain in the majority, a substantial number of students will be housed in University facilities associated with the Manhattan and Old Westbury campuses. Short-stay facilities also will be provided for visiting students (and faculty and staff) from the overseas campuses.

**Leadership in Teaching with Technology**

In 2030 NYIT will have fully embraced technology – not only as a teaching medium but as part of the academic content of every program. The content of programming will have addressed questions of how technology affects the various professions: e.g., how outsourcing routine accounting work to India affects the market for accountants in the U.S.; how computer graphics affects the way that information is presented in virtually every professional discipline; and how technology has revolutionized the delivery of health care in the United States.
The University will have become well-known for its state-of-the-art Teaching and Learning Center, providing an ever-expanding resource for information on good teaching practices and support to faculty in order to improve the quality of the educational experience of all NYIT students. The Center will regularly attract visiting scholars to work and publish, host international conferences on technology and research, and perhaps publish a well-respected and juried academic journal. Its faculty development programs will enjoy high demand from professors in New York and around the world. It will have sponsored live-in and virtual development sessions and facilitate departmental, school, and campus discussions about teaching and learning with technology.

Outside the walls of the Center, many NYIT faculty members will have become known for their leadership in teaching and learning – both with and without technology. The University will have been recognized for its incentives in favor of teaching; for example, senior faculty members’ use of quality teaching and learning (using technology as one quality indicator) as a significant criterion in determining whether their junior faculty should be granted tenure.

**A Well-Funded University**

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. Its endowment and reserves will provide a degree of buffering from short-run market forces. It will have no structural deficit or deferred maintenance queue.

The University will have achieved this result by a combination of fiscal discipline and top-line (revenue) growth from overseas campuses, online and virtual programs, and interdisciplinary graduate programs. The increased revenue will have resulted from the fact that NYIT pursued its mission successfully: by creating a clear identity through a consistent focus and investment in quality programs, by arresting the decline of undergraduate numbers, by adding exciting new graduate programs, and by balanced expansion of its overseas campuses.

The maturation of NYIT’s development (fund-raising) activities will also have played an important role. The University will have succeeded in creating endowed chairs and substantial support for student financial aid. The efforts begun in the pre-plan years will have come to fruition, as evidenced by the University’s success in raising funds for endowment and buildings. On-going development activities will have benefited from a highly professional staff, supported actively by the deans and numerous alumni volunteers. 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 but also for fundraising purposes.
Challenges to be Met

Despite the progress of recent years, NYIT faces some significant challenges – so significant, in fact, that business as usual is not an option. While some colleges in NYIT’s place might find the status quo acceptable, NYIT’s planning groups did not. The hard fact is that the extrapolation of NYIT’s current trajectory is less than promising. The 2030 Plan affords an opportunity to marshal the University’s human and financial resources to play NYIT’s strategic cards to the fullest and meet challenges such as those described below, which are particularly important.

Stagnant Enrollment

Enrollment on the three New York campuses and local off-sites for the six “core schools” has declined by 2.1%, or 121 FTEs, from fall 2000 to fall 2005 and by 5.8% since fall 2002. Although enrollment in certain schools and programs has increased, this growth has been more than offset by declines in other areas – such as losses due to travel restrictions after 2001, and a decline in computer science enrollments nationwide.

SUNY and CUNY are exploiting their price advantage and have made substantial inroads into the “career preparation” market. Many other not-for-profit colleges and universities in the metropolitan area are expanding enrollment at NYIT’s expense. For-profit online and hybrid institutions are more effectively targeting NYIT’s traditional student markets – working adults and students from low and moderate income families – and these competitors represent a threat that will intensify in the future.

Student retention is another cause for concern. NYIT’s 6-year graduation rate for full-time, first-time freshmen is 35%, lower than most competitors and a significant drag on enrollment numbers. While some attrition is inevitable, too many students give up on the University before qualifying for a degree. This appears to reflect a deeper problem: that the NYIT environment isn’t all that it should be. Instead of delivering the outstanding value proposition, which is promised by its branding and needed to overcome the public institutions’ price advantage, shortfalls in teaching quality, lagging educational technology, and problems with student services delivery are eroding student satisfaction and attainment.

Shortfalls in Teaching Quality

Teaching at NYIT is not as good as believed nor as good as it must be. Approximately 47% of all sections are taught by adjuncts, who receive little or no training for their teaching or non-teaching roles. The 2006 student survey showed generally positive results about teaching; however the scores were not high compared to competitors. And because NYIT has a relatively low retention rate, soliciting the opinions
of students who leave NYIT might yield significantly worse results on the quality of instruction.

Incentives and rewards need to be rethought, and the faculty review system needs improvement. While courses have been updated, the core curriculum structure has not been changed in nearly two decades. Although NYIT has many excellent faculty, and students often give faculty members high ratings, some schools and departments do not reflect the dynamic changes in the disciplines they teach. It is reported that there are programs where students are not learning, or even asked to learn, basic tools they will need on the job. Last but not least, resource provision may not be optimally aligned with the needs of teaching. While resources always will be a limiting factor, the University must ensure that the funds that are available go where they’re needed most.

In short, NYIT must take significant steps to improve the quality of teaching. This is another area in which business as usual or half-measures will not suffice. The University’s faculty are capable of delivering excellent teaching. What is needed are ways to focus faculty talent on the systematic improvement of instruction and better rewards and incentives for so doing. Universities around the world are finding ways to do this without impinging on scholarship or academic freedom. NYIT cannot afford to lag in this critical area.

Lackluster Student Satisfaction

Student satisfaction survey results (administered to a representative sample of graduate and undergraduate students on NYIT’s three New York campuses in fall 2005) show that NYIT is developing a serious credibility problem.

In general, students place their highest priorities on academic advising effectiveness, instructional effectiveness, registration effectiveness, and recruitment/financial aid effectiveness. While NYIT showed a degree of strength in academic advising and instructional effectiveness, mean satisfaction scores for both were lower than at some peer institutions. Registration effectiveness, financial aid effectiveness, career services and internships came across as clear challenges; and these areas were especially important to NYIT students. Laboratory facilities and study space are clear concerns, and while they are of lower priority than academic excellence to students, NYIT’s lack of student amenities – such as food service, social spaces, and residences – is a clear handicap.

Perhaps most problematic is that NYIT’s student body is more highly influenced by cost (#1 choice factor) and availability of financial aid (#2 choice factor) than by academic reputation (#3). Indeed, students with these views tend to be more dissatisfied in general, which makes them more difficult to retain. These priorities place a premium on effective and seamless student services as well as demonstrably career-related academics and exciting non-academic activities.
Lagging Use of Educational Technology

Use of educational technology at NYIT significantly lags best practice: well positioned, well intentioned, and extensive, but also primarily vocational in nature, not as well organized or planned as it should be, and disproportionately “silo bound.” At its best, educational technology at NYIT is exceptional in highly focused areas, providing students with both real-world, hands-on experience with important career technologies while also enhancing the wider educational experience of students. All too often technology is underused, outdated, and hindered by understaffing, as well as by undocumented and uncoordinated efforts for assessment of its use. Often there is little sharing of knowledge or coordination of efforts between the academic schools, and a vague and unconvincing method of inducement or recognition for faculty innovation and experimentation that has roots in the culture of the institution.

NYIT also lacks sufficiency in its online offerings. There are too few such offerings, and the number of virtual “seats” in them is rather limited. Ellis College represents an effort to surmount these difficulties, but this initiative is conceived as a separate entity dedicated to the education of adults and is not intended to integrate online education into the NYIT mainstream. The world of the future will see students moving seamlessly between virtual and F2F educational experiences, and NYIT ought to be at the forefront of this trend.

As for the quality of teaching, this is an area where NYIT must take significant and immediate steps. The big investments in required infrastructure are mostly in place, so what is needed now is a concerted effort to focus faculty attention on teaching with technology and provide them with the support services they will need to be effective. These initiatives should connect closely with those to improve teaching generally.

High-Risk Portfolio of Global Programs

Global programs currently represent nearly 30% of total NYIT undergraduate and graduate enrollment and 12% of graduate and undergraduate tuition and fees. However, 87% of budgeted global enrollment for fall 2005 is located in the Middle East, perhaps the most volatile region of the world. NYIT must reduce this concentration by expanding existing programs outside that region and/or by initiating programs in other less dangerous ones. In addition, the success of overseas programs is largely dependent on a single individual with connections in the host region or country. These fragile connections could be a problem.

A balanced portfolio of global programs is essential for the University’s long-term growth and financial stability. This will require a thoroughgoing revision of the way NYIT organizes and manages its global programs.
Inhibiting Organization Structures, Work Processes, and Culture

Work processes, organization structures, and management culture too often inhibit improvement. NYIT is organized “vertically” into different schools, departments within schools, and support divisions. However, students experience NYIT “horizontally” through contact with different departments – financial aid, bursar, advisement, registration, instruction, career placement, etc. (This observation can also be applied to many experiences of staff and faculty as “customers” of internal services.) As a result, two questions must be answered: (1) Is the University organized in a way that allows it to meet student expectations? (2) Is it organized in a way that provides the necessary resources and responsibilities to those most accountable for the performance of a program or school (the academic deans)?

Another organizational concern is the centralization of functions such as marketing and recruitment. As the pace and intensity of competition evolve in particular markets, should individual schools have greater control of their own marketing programs? Decentralizing the recruitment effort, for instance, could address the dilemma that individual schools may face in reaching their particular market; at the same time, such a step could create other dilemmas by contributing further to the phenomenon of individual silos carrying on their work with little knowledge of one another. The general sense was that the answer lay not in dismantling all centralized approaches, but rather in increasing effectiveness by ensuring that the general strategy reflects the regular input and exchange among officers of each school. In this as in other domains, regular communication among schools can yield a coherent set of strategies that supports the goals of both individual schools and the institution as a whole.

Whatever its organization structure, the University should attend to certain issues of management culture. One such issue is follow-through. The Roundtables, in particular, unearthed considerable skepticism among faculty and staff about whether planning can produce meaningful results at NYIT. Whether the NYIT 2030 initiatives are in fact carried out will be a significant test for the University – one that it simply must pass if it is to achieve its goals. A second, related, issue pertains to accountability and micro-management. University managers might benefit from workshops on how to achieve the first without the second. The idea of “loose-tight” control – where a few key decisions are controlled tightly while others are decentralized – might prove particularly useful at NYIT. Finally, the University should review its organization structure and policies to be sure that authority and responsibility are well aligned and that the lines of accountability are clear.

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Financial Vulnerability

NYIT has achieved a degree of financial strength, but it remains vulnerable in a number of important respects. It is heavily reliant on tuition, which makes the recruitment of each year’s entering class a matter of concern. While cross subsidies are appropriate and necessary in institutions of higher education, NYIT’s heavy dependence on funds generated by NYCOM and the global programs introduces a significant degree of risk. Grant and contract volume is smaller than one might expect from an “Institute of Technology.” Linkages with the corporate sector, essential for internships as well as for support of projects, are uneven across fields.

While endowment has grown from about $6 million to $100 million in recent years, significant further growth is needed to buffer the University from short-term fluctuations in the enrollment and sponsored research markets. NYIT needs to develop closer relations with its alumni and instill a stronger culture of giving among those with major gift capacity. Fund-raising of all kinds must continue to mature.

Initiatives

For NYIT to meet its challenges and achieve its vision for 2030 will require bold action. Incremental improvement on the University’s present trajectory will not suffice. New ground must be broken if NYIT is to become a “university of the 21st century” and stand up to its better-endowed and publicly-subsidized competitors. Above all, the University must meet the aspirations of its students: to provide high-quality teaching, professional career preparation, and value for money.

To achieve its goals, NYIT will take the following initiatives.

- Make organizational changes to:
  - Give life to collaboration;
  - Build its global presence;
  - Revitalize teaching and the use of technology in teaching;
  - Modernize the undergraduate curriculum;
  - Provide a focus for enrollment activities and seamless student services;

- Reorganize the University’s academic program structure; invest in a limited number of flagship programs and disinvest from or close underperforming programs;

- Consider the Global Sustainable Communities proposal put forward by the Transforming Initiatives Planning Group;

- Reengineer dysfunctional processes and develop University-wide plans for:
  - Human resources;
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- Communications;
- Space management;
- Crisis management;

- Create residency opportunities in or near the Old Westbury and Manhattan Campuses.

The sections that follow describe the motivation and design concept for each of these initiatives. Implementation details for some are contained in the school and planning group reports; in other cases those details remain to be worked out. In many cases, sufficient information is at hand for the University to commit to moving forward. Other cases will require a business plan that specifies expected revenues, costs, and the academic and financial return on the up-front investments required. (In these cases, “moving forward with the initiative” should be construed as constructing the plan and getting a timely decision.) The next steps and persons or offices responsible for them are spelled out along with the motivation and design concept.

By approving this plan, NYIT commits itself to working out the details, marshalling resources to the extent feasible financially, and implementing the initiatives. Timelines have been specified where possible and vetoes, explicit or pocket, will not be allowed. Progress will be tracked, and only the President will be able to change the plan. He, in turn, will be held accountable by the Board of Trustees.

Many of these initiatives can be undertaken now, with existing resources or incremental money that has been made available in the 2006-7 budget. The University expects to make additional budget increments available over the next few years to sustain the momentum to be achieved in 2006-7, and funds freed up through reallocation will add to the pool. Investments of a longer-term nature, such as for building construction, will require fund-raising. Planning will begin immediately, however, and the resulting projects will become Development Office targets. Endowed faculty chairs in flagship areas and student financial aid also will be specified as development targets.

The 2030 Planning Groups, Steering Committee, and Roundtables all stressed the need for NYIT to overcome its silo mentality. That this mentality is endemic in universities is no excuse for maintaining it at NYIT – indeed, by fixing the problem this University can gain a strategic advantage over its competitors. The plan proposed here represents strong medicine to counter a deeply entrenched problem. The 2030 Steering Committee understands the reorganization’s radical nature and is convinced that it is the best – perhaps the only – way for NYIT to achieve its core goals. A critical element in achieving the plan’s goals, therefore, is for the University community to engage in a willing suspension of disbelief and, particularly, to rise above parochial concerns in the interest of NYIT’s long-term good.

The organizational changes and capsule motivation statements are listed below.
1. Create a Graduate School consisting of two interdisciplinary Graduate Centers: one for the health professions and one for technology, management, art and design. Each center will be headed by an associate provost.

   Motivation: to develop and maintain high-quality interdisciplinary degree programs and research to further the University’s mission and financial well-being. Working with the schools and other units, the graduate centers will drive NYIT’s silo-busting strategy.

2. Create a new Division of Global Programs, headed by a Vice President for Global Operations.

   Motivation: to develop and maintain a high-quality, balanced, integrated system of global campuses with New York as its hub. Working with the schools and other units, the Center will drive NYIT’s global strategy.

3. Create a Division of Enrollment Services, responsible for setting enrollment goals and strategies and coordinating an enhanced array of integrated student services.

   Motivation: to fix accountability for enrollment planning and reporting, as well as ensuring coordination and interconnectivity between individual student service areas.

4. Create a new Center for Teaching and Learning, headed by an associate provost, who also will be responsible for the Libraries.

   Motivation: to develop and maintain exemplary education quality, teaching with technology, and math/science education initiatives. Working with the schools and other units, the Center will drive NYIT’s teaching improvement strategy.

5. Rename the School of Arts, Sciences, and Communications the College of Arts and Sciences and charge it with creating a 21st Century undergraduate core curriculum (discussed in the section on the College of Arts and Sciences).

   Motivation: to develop and maintain an exemplary undergraduate core and capacity for liberal education. Working with the schools and other units, the College will drive NYIT’s undergraduate education enhancement strategy.

The structure builds on NYIT’s academic operations, currently organized under a Vice President/Provost for Academic Affairs and a Vice President for Health Sciences and Medical Affairs. It is anticipated that the new Vice President/Provost for Academic Affairs will assume the position of Associate Provost/Graduate Center Director for a year or two. This arrangement would help both the new person and the graduate center get off to a fast start and allow the center’s start-up funding to be used for direct academic purposes. The Health Professions center directorship might initially be filled by a dean
for similar reasons. Such a strategy would limit the University’s immediate high-level recruiting need to the Vice President for Global Operations, the Vice President for Enrollment, and the Associate Provost for Teaching and Learning.

**Graduate Centers and the Graduate School**

The Graduate School will consist of two Graduate Centers, which will carry out the Graduate School’s mission in their respective areas. One center will cover the health professions; the other will cover technology, management, art and design, and other areas not related to the health professions. Together these centers will provide the intellectual excitement, services, and venues needed to boost academic collaboration at NYIT. Each center will maintain operations on both of NYIT’s New York campuses and, where applicable, on overseas campuses.

Sufficient space will be provided to give each Center a meaningful physical presence – e.g., a floor on the Manhattan campus. In addition to administrative space, there will be “interaction regions” where members come together for informal as well as formal conversations. Offices for member sharing, seminar rooms, graduate student carrels, and lounge space also will be provided, as will support services including assistance with grants, contracts, and relationships with business and industry.

The NYIT Graduate School and the associated graduate centers represent key silo-busting elements of the NYIT 2030 strategy. They differ from the doctorate-oriented graduate schools that are found at many universities. While the development of doctoral programs is envisioned at NYIT, the School’s primary purpose is to stimulate the development of interdisciplinary masters programs and research. It is anticipated that each Center will spawn a vibrant intellectual community built around collaborative research and graduate teaching.

The Centers will be built around a “Graduate Faculty” consisting mostly of professors from NYIT’s seven schools. Graduate Faculty members will supply the bulk of the teaching for graduate degree program courses. They will participate in the Centers’ activities and governance and will be able to use their services. With membership will come many opportunities to work collaboratively with colleagues in other NYIT schools and departments, and with colleagues overseas. To make this “matrix organization” work effectively the schools will receive appropriate financial credit for the work of their faculty in the centers.

The President, in consultation with the new Provost, will appoint a committee to prepare a detailed academic, policy, and business plan for the Graduate Centers and Graduate School. The Committee will complete its work in time for the new structure to be fully operational by the end of summer, 2007.
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**Division of Global Programs**

The new Division of Global Programs will be responsible for expanding, diversifying, and overseeing NYIT’s overseas programs and integrating them with academic life in New York. The Vice President for Global Programs will lead the division, which will be headquartered in Manhattan. An administrative deputy will help with the manifold tasks associated with managing a world-wide organization. Like the Graduate Centers, the Division will have space for faculty, students, and support services. It is anticipated that faculty and students from NYIT’s overseas campuses as well as from New York City and Old Westbury will be frequent visitors.

Two committees will assist with governance and administration:

- An *Overseas Programs Policy Committee*, chaired by the Vice President, with responsibility for approving new program proposals, assuring the quality of existing programs and other tasks referred to it by the Vice President.

- An *Overseas Programs Management Committee*, chaired by the administrative deputy, with responsibility for the coordination of overseas campus programs and other global programs administration with the home administrative functions in New York.

The division will be responsible for the following functions and any others assigned by the President. These responsibilities are considerably broader than those previously assigned to the global programs office.

**Program Oversight**

NYIT’s overseas campuses will report to the Vice President for Global Programs. The reporting relationship includes, without limitation, responsibility for curricula, quality assurance, and human resource policies, controllership, and financial performance. The Center will establish appropriate linkages for admissions, registrar, and allied functions with the Enrollment Services/Career Services unit.

**New Program Development**

The Center will conduct market analyses, set priorities, identify potential partners, and develop new program proposals for action by the President. For approved proposals, it will negotiate contractual arrangements with the chosen partner(s) and perform needed start-up functions on site and in New York.
Faculty and Student Exchanges

The Center will work with the overseas campuses, NYIT’s other centers, and the schools to arrange faculty and student exchanges. This will include the facilitation of academic, logistical, and financial arrangements.

“NYIT Global Core”

The Center will work with the schools, graduate centers, and the student life organization to develop a core program of “New York and American Studies” that will be a required curricular element at all overseas campuses. The program will include cultural, economic, and technological elements. It will represent an important early step in NYIT’s efforts to integrate the overseas campuses with New York.

“Language Institute”

The Center will assume responsibility for current “English Language Institute (ELI)” and foreign language courses, expanding subject matter and locations to support global, exchange and other such initiatives.

Linkages with NYIT’s New York-based Academic Operations

While effective linkages are two-way streets, it will be the particular responsibility of the Global Programs Center to establish and maintain academic collaborations and administrative liaisons with the graduate centers, the Teaching and Learning Center, and the schools. These linkages should include organizational learning in New York from overseas as well as the other way around.

The University should fill the Vice President for Global Programs position as soon as possible. All New York global programs personnel should report to this person, who should develop a detailed plan for the center and associated resource requests as soon as possible.

Center for Teaching and Learning

NYIT’s value proposition depends on high-quality teaching. The new Center for Teaching and Learning will assume responsibility for revitalizing the University’s education quality and sustaining its vitality into the future.

To ensure that teaching quality is a top priority for the Provost, deans, and faculty, the Center it will be directed by an Associate Provost. To now, while everyone has cared about teaching and some faculty members are excellent teachers, the University has lacked a systematic program for ensuring that teaching quality is “Job One” everywhere and always. The Center’s first-order assignment is to remedy that deficiency. The Associate Provost for Teaching and Learning position should be filled as soon as possible to enable the programs to get organized and off the ground.
The Center’s second assignment is to bring NYIT’s record in teaching with technology up to a level one would expect at a university with “technology” in its name. As for teaching in general, some faculty are doing exemplary work in this area. Yet the penetration of technology into teaching at NYIT is neither as broad nor as deep as it needs to be. The University’s technological infrastructure is more than sufficient to support an exemplary program. What’s needed are systematic initiatives and incentives to make things happen. As recommended by the Planning Group on Academic Quality, for example, the Associate Provost for Teaching and Learning should work to improve faculty incentives for using technology. He or she also should periodically review the technology and information literacy of NYIT’s entering students and work with the deans and the Senate to adopt recognized standards of technology and information literacy for the bachelor’s degree. Other initiatives are described below.

To carry out its assignments the Center will be organized into the following program areas. NYIT’s libraries will participate in all program areas.

**Education Quality Improvement Program**

The quality improvement program’s objective can be simply expressed: “To ensure that NYIT’s students receive the best education possible given their goals and circumstances and the University’s resources.” But while the objective is easily stated, attaining it will require hard work by Center personnel, academic officers, and faculty across the University.

While the Program will chart its own course, it is envisioned that its work will include engaging department and program chairs and faculty in focused conversations about teaching quality and how to improve it. Such conversations would cover course objectives, how the curriculum furthers these objectives, what teaching methods are used and why, student performance assessment and its relation to the course objectives, and what is increasingly being called “quality assurance” – how the department ensures that its designs and objectives are carried out in a consistent manner. One model that has proven effective in other universities is to organize small faculty teams (the Educational Technology committee and/or the Assessment Committee of the NYIT Academic Senate might assume this role) to visit departments on a periodic basis (say, every three to five years) to talk with them about their quality processes. The visits are preceded by a process of systematic reflection that is facilitated by staff from the Teaching and Learning Center. Over time, the program’s effect is to stimulate faculty members’ thinking about education quality, to encourage them to innovate, and to propagate the lessons learned across the University.

Education quality improvement programs like the one described above are taking root internationally and are beginning to make headway in the United States. To be truly global, NYIT needs to demonstrate its command of international best practice in this key area. Any failure to do so will become highly visible as the University expands overseas.
– visible to its partners, to quality assurance agencies in the host countries, and eventually to opinion leaders and potential students. The need to deploy world-class education quality processes in NYIT’s overseas campuses reinforces the imperative, discussed earlier in this report, to improve teaching on the University’s New York campuses.

To achieve momentum on attaining these goals the University should fund a program director and at least one additional professional as soon as possible.

**Laboratory for Teaching and Learning with Technology**

The Laboratory’s first objective is to correct the deficiencies in educational technology use identified under “Challenges.” In doing so it will work with the Center’s Education Quality Improvement Program and Faculty Development Facility. Educational technology is a natural subject for the former’s “focused conversations” about quality improvement, especially in the area of teaching and learning methods. Training faculty in the use of technology in their courses can be accomplished in the Faculty Development Facility. To inform these activities, the Laboratory will periodically design and distribute surveys of student technology and information literacy, as well as surveys to ascertain faculty implementation of educational technology at the University’s New York, online, and overseas campuses.

But NYIT aspires to more than approaching the state of the art in teaching with technology. It wants to *define* the state of the art, to be a thought leader in applying technology in areas relating to the University’s teaching programs. Funds permitting, it may also engage in application development on projects with unique relevance to NYIT. However, the expense of software development means the Laboratory will need to partner with other academic organizations and businesses, including Ellis College, in its efforts to move the state of the art. The President should name a high-level group to examine lessons learned from NYIT’s Ellis College venture and devise a long-term strategy for online education.

The present Center for Teaching and Learning with Technology and TBLS (Technology-Based Learning Systems) will provide the Laboratory’s initial staff complement. Because additional resources will be required, the new Associate Provost should develop a forward-looking plan and funding request as soon as possible. In addition, Laboratory staff should identify the leading national organizations in the area of educational technology and become active members of them. More good ideas can be obtained from the report of the Planning Group for Improving Education Quality through Technology.

**Faculty Development Facility**

Both new and experienced faculty can benefit from improved knowledge about the state of the art in teaching, education quality improvement, and teaching with technology.
The Faculty Development Facility’s assignment is to make knowledge available to faculty on NYIT’s New York and overseas campuses – and to encourage them to take advantage of that knowledge. The Education Quality Improvement Program, the Laboratory for Teaching and Learning with Technology, and the Libraries will assist the Facility in its outreach efforts.

The Facility will maintain a staff of skilled program developers and instructors as well as “fit for purpose” instruction rooms and virtual facilities. It will benchmark other universities’ programs and partner with them on the design of packages to the extent possible. It will do the same with business, which has made great strides in using online and computer applications for professional training. Given NYIT’s decentralized teaching programs, as many of the Facility’s programs as possible should be available virtually.

The Center’s initial complement will come from operations now extant at NYIT – including the Center for Teaching and Learning with Technology. As for the Center’s other programs, the Associate Provost should prepare a plan and funding request as soon as possible.

Program Reorganization, Investment and Disinvestment

Most of the planning groups agreed that NYIT is spreading itself too thin – that it is trying to do more than it can do effectively with its current or prospective resources. Specifically, there was broad agreement on the following four propositions:

- NYIT needs a clear, focused identity;
- NYIT has more programs than it can support;
- NYIT’s programs are often ill-defined; and
- NYIT’s programs are not always housed where they fit best.

An early order of business was to develop a model for program evaluation. The Program Portfolio developed one – combining indicators of a program’s consistency with the University’s mission, financial contribution, market potential, and quality. While it was impossible to apply the model to all NYIT’s programs, the committee was able to draw certain preliminary conclusions:

- Core areas for NYIT identity and, therefore, candidates for flagship program status are: architecture, business, media, engineering, and health. These are areas for investment – in faculty, facilities, and marketing dollars;
- If the University is to remain an “Institute of Technology” it must invest in a strong undergraduate foundation in science and math;
- University decisions about investment in new programs identified in school plans should follow the criteria contained in the model;
• Certain programs should be moved from one school to another to improve academic synergy in relation to the University’s mission; and

• The University must free revenue for new initiatives by disinvesting in underperforming programs.

Figure 1 summarizes the observations of the planning groups and the proposals contained in the school plans. Column 1 ("Retained Current Programs") lists each school’s current programs minus those proposed to be moved to other units. Column 2 ("Reassigned Programs") lists the programs proposed to be moved and their current location. Column 3 ("Proposed New Programs") lists the new program ideas put forward by the deans. The designation "(U)" indicates that a program is "Underperforming" in terms of enrollment. In addition to the changes called out in the Figure, the University should consider recasting NYCOM as “NYCOM: New York Institute of Technology’s College of Osteopathic Medicine.” Adding the reference to NYIT is another silo-busting initiative. It will emphasize the College’s integral relationship the Institute and encourage interdisciplinary collaboration on both internal and externally funded projects in keeping with the “One NYIT” theme of this report.

Four action recommendations flow from the above.

• The President and the new provost should review the proposal from the Program Portfolio group and, together with the academic deans, identify a small number of flagship undergraduate programs that will become NYIT’s signature at the bachelors’ degree level. (The provost will work with the graduate centers on masters’ and doctoral programs.)

• The President and the new provost should review the transfers called out in Figure 1 and implement them as soon as possible unless there is a compelling case to the contrary. The deans should review their new program proposals through the budget process in the usual way.

• Each dean should apply the evaluation model to each of the underperforming programs in his or her school and to any other programs that appear weak using the broader set of criteria. Programs that do not pass muster should either be closed immediately or given no more than a year or two to become viable – and be closed if they fail to do so.

• The President and new Provost should begin a conversation with the faculty and staff associated with the School of Education based on the assumption that successfully fulfilling NYIT’s commitment to train professional educators and engage in education-related research will require a much different focus and hence organizational framework. Most of NYIT’s current undergraduate programs in education have been substantially underperforming. On the other hand, there is both a real market and expanding opportunities for a set of linked as well as focused masters programs that could be located as part of a distinct unit within the Graduate Center and any remaining undergraduate programs.
## Summary Profile of NYIT’s Academic Schools and Programs

as Proposed by the NYIT 2030 Planning Committees

<table>
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<th>Retained current programs</th>
<th>Reassigned Programs</th>
<th>Proposed New Programs</th>
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<td><strong>College of Arts and Sciences (renamed)</strong></td>
<td>Behavioral Sciences (from SHP)</td>
<td>Undergraduate Center for Research and Creative Expression</td>
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<td>Communication Arts</td>
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<td>English and Speech</td>
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<td>Fine Arts</td>
<td>Life Sciences (from SHP)</td>
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<td>Interdisciplinary Studies</td>
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<td>Mathematics</td>
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<td>Physics</td>
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<td>Political Science</td>
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<td><strong>School of Architecture and Design</strong></td>
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<td>Architecture</td>
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<td>D. Architecture</td>
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<td>Architectural Technology</td>
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<td>B &amp; M, Landscape Design</td>
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<td>Interior Design</td>
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<tr>
<td><strong>School of Management</strong></td>
<td>Hospitality Mgt. (from SEPS)</td>
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<td>Accounting (U)</td>
<td>Culinary Arts (U) (from SEPS)</td>
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<td>Business Administration</td>
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<td>Human Resources Management and Labor Relations</td>
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<tr>
<td><strong>School of Engineering and Computing Sciences (renamed)</strong></td>
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<td>PhD. Computer Science</td>
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<td>Computer Science</td>
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<td>Electrical and Computer Engineering</td>
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<td>Electronics and Information Security</td>
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<td>Information, Network and Computer Security</td>
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<td>Information Technology</td>
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<td>Mechanical Engineering</td>
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<td>Engineering Management</td>
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<td>Electrical and Computer Engineering Technology</td>
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<td>Mechanical Engineering Technology (D)</td>
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<tr>
<td>Telecommunications Network Management</td>
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<td>Telecommunications Technology</td>
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<tr>
<td><strong>School of Health Professions (renamed)</strong></td>
<td>Mental Health Counseling (from SEPS)</td>
<td>D. Pharmacy</td>
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<tr>
<td>Nutrition Science (U)</td>
<td>D. Occupational Therapy</td>
<td>Masters of Public Health*</td>
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<tr>
<td>Nursing</td>
<td>Masters of Public Health*</td>
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<td>School Leadership and Technology (U)</td>
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<td>Childhood Education (U)</td>
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<td>Business and Marketing Education (U)</td>
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<td>Career and Technical Education (U)</td>
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<td>Technology Education (U)</td>
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<td>Visual Arts Education (U)</td>
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<td><strong>College of Osteopathic Medicine</strong></td>
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<td>MS in NMS</td>
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<tr>
<td>Doctor of Osteopathic Medicine</td>
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<td>Internships, residencies, and post-doc programs</td>
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(U) indicates that the program is underperforming.  (D) To be discontinued 06-07

* Joint program between the schools and with Stony Brook.
could be transferred to other schools. Reorganizing NYIT’s educational programs in this way would both preserve hard won accreditations and provide the framework for honoring all tenure and contractual commitments to faculty now appointed to the School of Education.

It goes without saying that NYIT will fully honor all contractual commitments in its closure and transfer decisions, and that appropriate consultations and negotiations will take place.

The argument that a program has received too small an investment to be viable should be used with care when evaluating the prospects for improvement as opposed to closure. It is always true that pouring money into a program will increase its chances of success. The question is whether NYIT ought to make such an investment – if not, it may well be better to close the program than continue to let it limp along. Universities have a poor record in closing underperforming programs, but NYIT has an opportunity to break that mold. On the other hand, if modest investments or improvements in support service availability would produce substantial gains, such high-leverage actions should be actively considered.

**College of Arts and Sciences**

The School of Arts, Sciences, and Communication will be renamed the College of Arts and Sciences. Transfer of Behavioral Science and Life Sciences departments to the College was suggested in Figure 1. Taken together, these two moves would facilitate innovative changes in the undergraduate core curriculum and the strengthening of majors reflecting the traditional Arts and Sciences disciplines. The name change calls out the importance of the arts and sciences to NYIT’s mission and vision and opens the way to consolidating subgroups of departments (e.g., the sciences) into identifiable sub-units within the College.

While it is expected that faculty will participate in the new Graduate Centers, the College itself will focus on undergraduate education. The University will make investments in the College’s math/science infrastructure. It will provide fund-raising priorities for endowed chairs and for the construction or renovation of a building that contains, for example, expanded faculty office space and up-to-date science labs. While master planning remains to be completed, one can envision an “undergraduate quad” in the vicinity of Harry Schure Hall in Old Westbury and, in Manhattan, a consolidated “undergraduate” area. Incremental faculty lines will be considered in the annual budget process and approved as resources permit.

The College will launch two significant initiatives beginning in AY 2006-7. The first is to build a 21st-Century Undergraduate Core Curriculum that will be required of all undergraduate students – in New York and around the globe. The importance of modernizing the core cannot be overemphasized. Undergraduates represent some 57.2%
of NYIT’s enrollment, and the core curriculum is the cornerstone of their education: a sequence of integrated liberal arts and sciences courses designed to develop critical thinking and communication, reasoning and quantitative skills, aesthetic perception, historical knowledge, and cultural understanding. Together, these courses form the foundation of a successful career and, more importantly, of a truly educated person who will be a life-long learner.

How to organize the effort will be left to the Dean, but the effort clearly will require consultation with the University’s professional schools and the relevant committees of the Academic Senate. Because elements of the curriculum will be exported to overseas campuses as appropriate for local conditions, the College also should consult the Center for Global Programs.

It is also expected that the College will work closely with the Center for Teaching and Learning on how best to frame objectives (but not the content of the objectives) and how to assess student performance relative to the objectives.

Organizing an undergraduate Center for Research and Creative Expression is the College’s second major short-term assignment. This effort has several objectives: to get undergraduates involved in research; to boost their creative abilities, and to provide a “home” for students who want an interdisciplinary major or who change majors late in their undergraduate career.

The dean will develop cost estimates for both of these initiatives and submit them through the budget process. Startup funding for AY 2006-7 will be provided off-budget to the extent possible.

**Integrated Student Support Services**

The University’s value proposition depends on the student’s whole experience at NYIT – including areas where research shows there is dissatisfaction. Fulfilling the 2030 vision of being known for student-centeredness will require the “reengineering” of the University’s enrollment process and delivery of student administrative support services from initial inquiry through graduation.

The key concept in providing “customer-focused” student support services is that of a seamless interface with NYIT’s administration – from matriculation to graduation and beyond. In such an environment, state-of-the-art information technology systems are accessible and user-friendly, enabling students to get the information they need and the answers they want when they want them, both on and off campus. The University envisions an environment in which students are empowered to take care of their own business, having received proper training in the use of NYIT’s systems to do this efficiently and effectively.
Deciding upon and registering for courses should be integrated with academic advisement, for example, and the process of paying tuition and activating financial aid awards should be as easy as possible. Because NYIT’s mission is career-oriented education, students should begin thinking about jobs early in their programs. This means that career services should be integrated with advisement, course registration, and the selection of internships and externships.

The specific student support services in this initiative are:

- Admissions;
- Student financial services (student billing and accounts receivable, student loans and financial aid, student payroll, and all miscellaneous business functions, such as food and housing contract administration, fines, and fees);
- Academic records and registration (academic record keeping, degree audits, transcript preparation, course registration, and degree certification);
- Career services (preparation and skill development, internships, and job placement);
- Academic advising (faculty advising and centralized advising centers);
- Academic support (learning center, disability services, and resource centers for writing and math).

The goal of the proposed reengineering initiative is to ensure that these services:

- Strengthen NYIT’s value proposition;
- Are student-centered and customer-focused;
- Are structured so they support one another;
- Are integrated and centralized whenever possible to provide one-stop shopping and easy student access;
- Are non-redundant and consistently meet customer requirements and expectations;
- Are technology-enabled to enhance service delivery.

The way these functions are organized clearly needs to change. Taken together, they account for about half the elements of student satisfaction on standard surveys – categorized into such topics as “campus climate,” “campus support services,” “concern for the individual,” and “student-centeredness.” Today at NYIT, these services are disjointed, with no one having clear responsibility for student satisfaction and consequent retention and graduation rates.

As a first step in becoming a model student-centered University, NYIT should create an Enrollment Division led by a vice president, charged with responsibility for
recruitment and retention at the University. The vice president for enrollment will have responsibility for taking the lead in setting enrollment goals for the University, and developing policies, strategies, and metrics – as well as ensuring that there is adequate coordination and interconnectivity between the individual service areas.

In addition, the President should charge a senior officer of the college with developing a new model and implementation plan for transforming the University’s enrollment processes. Process reengineering should be conducted immediately, with the aid of a consultant, with a target date for completion of September 1. The deliverable should be recommendations on the following:

Policies. The policies in the areas above were not developed with 2030 goals or the proposed reorganization in mind.

Processes. Likewise, the processes methods (including both business processes and technological support) are also suboptimal. They too must be reviewed and changed as appropriate to support the new vision and organization.

Organizational Model. There is a broad array of administrative student support services, academic and co-curricular programs, and factors influencing student success at NYIT. What department, units, services and programs should be included in the Enrollment Division and report directly to the Vice President? What needs exist in terms of staffing, the identification of staff skills and competencies, and position descriptions?

Technology.

Service Delivery Models. In addition, the Redesign Team will propose a reorganization of functions – taking into consideration the “hybrid” (matrix) organization is envisioned by the Community Life planning group – with front-line services reorganized under the Vice President for Enrollment (and reporting to that Vice President) and “main office” functions, by and large, remaining within the current organization.

One aspect of the proposed plan is to permit “one-stop shopping” by students – whether physically or virtually. Students will deal with one person trained to handle most student needs in a single session (with back-room specialists available for consultation when needed). This is the so-called “call center model” that has worked so well in business. Career services, integrated with academic advising, will be front-and-center from Day One. Once established, this model would be extended to overseas campuses.

Another element of the proposed plan is to combine centralized and decentralized functions. For example, there would be a centralized career service function (much expanded from the one we have today), but this center would share responsibility for internships and job placements with faculty in the academic schools – who do this now, do it well, and take pride in their success. The advantage of combining the two approaches is that each group does what it does best. The added value of the proposed model includes centralized goal setting and reporting (and consequent resource allocation) so that success can be measured and rewarded and best practices shared.
Global Sustainable Communities

NYIT’s original mission called for serving the community through technology. Over time that mission has evolved and changed. Today, both the industrialized and developing worlds seek models of technological advancement that are sensitive to the needs of their communities. The Planning Group on Transforming Initiatives believes the time may be at hand for the University to take a bold step in studying, teaching about, and embracing sustainable-community principles.

The idea calls for developing leadership by putting the University’s unique resources – education, research, and technology – into the service of a global, sustainable community. The Group describes such a community in terms of four “transforming” dimensions:

- Transforming Education: building NYIT’s interdisciplinary and collaborative programs both internally and externally, in New York and overseas.
- Transforming Leadership: becoming a global think tank about technology in service to the global sustainable community.
- Transforming Communities: developing a sustainable community model in Islip.
- Transforming the physical and virtual portal to NYIT.

Many of the group’s ideas for improving collaboration have been incorporated elsewhere in this Plan – e.g., in connection with the graduate centers, the global center, and modernization of the undergraduate curriculum. But while their core idea for a “Sustainable Communities” initiative could be a natural outgrowth of work in the centers and the College, it is nowhere considered explicitly. Therefore, the Planning Group is invited to reconvene during AY 2006-7 to refine its proposal and make recommendations in light of the other initiatives in the Plan.

Administrative and Support Functions

The NYIT 2030 process identified many areas where, though staffed by dedicated people, current service provision appears not well suited to further the University’s initiatives and vision. The report of the Administrative and Support Services Planning Group contains numerous recommendations for improvement backed up by a great deal of useful data.

Process Reengineering

The Planning Group’s recommendations not incorporated into other sections of this plan are:

- Physical Infrastructure;
- Human Resources;
All of the recommendations deserve serious consideration. To set priorities and assist in the development of process reengineering initiatives by vice presidents – processes that affect staff and faculty as well as students – the President will create a Business Process Reengineering Board. The board, which should remain active at least through 2010, should be chaired by a senior-level presidential appointment and include faculty, operating staff, and students as well as senior administrators. It should meet at least three times a year, to set re-engineering priorities, gauge progress and submit an annual report to the University community. The Committee should retain a consultant who specializes in business process reengineering (BPR) to help it evaluate proposals and progress, and to provide methodological guidance to the vice presidents and their BPR teams.

Immediate Priorities

Four areas have been identified as requiring immediate attention: human resources, communications, crisis management, and linking space allocation to planning and budgeting. Though much good work is being done in these areas, their current configuration is not optimal for NYIT 2030.

Hiring and HR Processes. NYIT’s new matrix organization and expanded global operations will require innovative new approaches to human resources. These are expected to involve more flexibility in hiring, job classification, and compensation – consistent, of course, with equity and contractual requirements. Additional training and counseling may also be needed in the new environment.

Communication. For NYIT to become a truly global community will require a carefully considered communications strategy. The strategy should address the development of communications tools and vehicles and, most importantly, the development of a common culture across the University’s many campuses and centers. The organizational changes coming out of NYIT 2030 are designed to break down the silos that so often characterize academic institutions. To keep them from rising again will require a robust and carefully monitored communications strategy.

Therefore, the President should charge the Vice President for Communication and Marketing with creating a new communications strategy for NYIT. It is expected that he will convene a planning team and retain a consultant to assist with this task. The plan should be complete by the end of October 2006.

Crisis Management. The need for crisis management looms large in the post-9/11 world, and it is particularly important for NYIT because of the University’s New York
presence and global footprint. It was the judgment of the Administrative and Support Services Planning Group that the University’s crisis management capacity (“risk management” in their terms) needs to be upgraded. Therefore, the President charges the Director of Facilities with updating and globalizing NYIT’s crisis management plan by the end of AY 2006-7.

*Space Planning.* As at most universities, the availability of facilities represents a key planning constraint at NYIT. The University has been upgrading its Manhattan campus and has engaged a consultant to develop a Master Plan for Old Westbury. Certain building and renovation projects included in the planning process are discussed elsewhere in this report. An additional step is needed, however: a process for linking the allocation of space to operating units to both budgeting and academic planning. Such a process will require an accurate space inventory as well as protocols for evaluating space needs and possible reallocations. The President should charge the Vice President for Information Technology and Infrastructure with developing such a process, most likely with the aid of a consultant.

*Strategic Planning and Metrics.* A consensus has emerged that the momentum and sense of participation generated by the NYIT 2030 planning process needs to be preserved. Therefore, the Vice President for Planning and Assessment should propose an ongoing process that will review progress in achieving the plan’s initiatives and the 2030 Vision on an annual basis and propose midcourse corrections as needed.

**Residences and Student Facilities**

While NYIT’s New York campuses will continue to serve mainly commuters, planning will commence to develop strong and thriving residential programs as well as services and a community life focused on all NYIT students. In addition, the campuses need to be hospitable to faculty, staff, and students from NYIT’s overseas campuses.

*New York Students*

The Community Life Group’s report describes how current operations fall substantially short of this vision. It recommends that NYIT develop:

- On-campus residential offerings for 1,000 undergraduate and/or graduate students in support of the Old Westbury campus;
- NYIT-sponsored housing for 400 NYCOM students; and
- Residential offerings on/near the Manhattan campus for at least 500 students.

The Group also offers this caveat: offering a successful residential program goes well beyond the mere existence of buildings and beds. There are critical services and programs that must go hand-in-hand with the physical residence halls – and if the University cannot adequately provide these services, then it should not undertake this
effort. If it can do so, however, the institution’s first step should be one that will make the largest impact – that is, to satisfy the 400 NYCOM students by acquiring an apartment complex for them and providing the experience that can change their academic and personal lives immediately.

Provision of the additional beds will not be sufficient for a vibrant residential life program, however. The Group listed some 20 areas, ranging from 24-hour health care to enhanced student activities programs, that would require attention along with bed provision. In addition, there are critical support services and infrastructure that need attention for all students. These range from expanded and improved food service venues, to lockers in academic buildings, to a comprehensive indoor athletic complex. The cognizant University officers will be directed to prioritize and cost out the service enhancements in the Planning Group’s report and develop an affordable plan for implementing them as soon as possible.

**Overseas Faculty, Staff, and Students**

The New York campuses also must serve the needs of visiting faculty, staff, and students from the overseas campuses. Therefore, planning will commence for residential facilities in Old Westbury and/or Manhattan that will be suitable for faculty/staff stays of a day or two to a few months, possibly with families. Whether to include provision for overseas students in the new residential units or plan separate facilities also will be studied.

**Student Center**

Constructing or renovating an integrated Student Center on the Old Westbury and Manhattan campus will receive a high priority in the University’s master planning process. A financing plan will be developed, and the project will proceed as soon as feasible.

**School Visions**

Each of NYIT’s seven schools was asked to review its vision and objectives, and then to draft a strategy document. These documents informed development of the University-level strategic plan. They also provide good starting points for tactical planning by the schools – a necessary next step for carrying the NYIT 2030 initiatives to fruition.

Space does not permit inclusion of the school documents here, and in any case they will be revised in light of the final 2030 Plan. However, the seven vision statements (presented below) give a flavor of the many exciting ideas percolating within the schools. The 2010 Plan Matrix charges the deans with (a) revising their plans to support 2030
Vision and 2010 Initiatives; and (b) developing quantitative and qualitative metrics to support 2030 tracking. The initiatives contained in the new drafts will be vetted in terms of financial feasibility and added to the 2010 task matrix as appropriate.

**Architecture and Design**

To prepare and “brace” for 2030 everyone must be willing to think synthetically – faculty, administrators, trustees and alumni. All must take the time to better understand the temperament and power of right brain thinking. Being a right brain “creator” is not any easy existence. Students and education are malleable and eager, so we, the educators, have to refocus ourselves, take big risks, push for experimentation and flamboyance to get us through and guide our students. But schools of architecture are ahead of the game of change by our very nature. The “culture” we live in is always contested, always out of sync with the norms of other types of schools within any university. It is temperament that is at stake.

NYIT is also ahead of the game by virtue of the success of our Solar Decathlon project, including solar furniture which is now on display in the Museum of Art and Design, a small gesture but making us as visible and visionary as any of the creative material that resides on West 53rd Street between 5th and 6th Avenues. Leveraging off our strengths in the application of solar technology and design, we could lead in lessening our dependency on globally destructive practices and thus relieve the weighty demands we continue to place on the fragile planet called earth and on future generations.

The vision is to grow and create an academic environment that attracts many of the best and brightest students, create graduates who are among the best prepared and programs that, like the solar house, are considered national assets. The key element is a new working and physical environment in which to be creative. To think big, to move forward, we need SPACE. To conduct explorations, to design, to build our fundamental curricula, we need SPACE. At full scale we will research building materials and understand how to sketch out ideas on concrete floors, thinking strategically, sketching out our notations for thinking while moving. We need a materials laboratory where we can experiment with old building materials to better understand and create new ones. Slump tests need to be conducted; full scale mock-ups of curtain walls need to be erected for aesthetic evaluation, and technical testing (assuming walls or skins in 2030 have some resemblance of walls as we know them today).

**Arts and Sciences**

Our vision is to distinguish NYIT as a true global institution by providing a strong core curriculum and professional programs to educate global citizens.

As people shift professions throughout their lives, it is the thinking processes developed as a result of studying the liberal arts that provides them with the ability and
flexibility to learn new fields. The liberal arts core at NYIT, therefore, is just that – it is the core of the educational experience for every undergraduate in the institution.

As NYIT becomes increasingly global, the School of Arts and Sciences will have global faculty and students; it will offer a global core curriculum, as well as global majors and professional programs. The School will become the locus of a truly unique aspect of an American higher education – the liberal arts – which can become NYIT’s differentiating global signature in its professional and pre-professional programs, both in the U.S. and abroad.

Arts and Sciences will become a better collaborator with the University’s professional programs as a result of NYIT’s investments in undergraduate education – in the science and math infrastructure, in undergraduate research, and in the development of a 21st-century core that incorporates the thinking processes rooted in the humanities and social sciences into that of major disciplines. With the development of the new core curriculum, faculty and students alike in the professional programs will come to appreciate that the liberal arts – humanities and social sciences – teach thinking processes (critical thinking, communications, etc.) that not only enhance the different learning processes in the professions but also provide a crucial foundation for lifelong learning and, therefore, lifelong professional changes.

Education and Professional Services

NYIT’s School of Education and Professional Services is widely recognized as a very different type of school. It is a place that, true to its name, has extensive expertise in understanding the latest technology-based instructional applications for multiple learning situations. The School of Education and Professional Services will be a leader in the translation and adaptation of leading-edge research and current and emerging technologies into effective teaching, learning, and professional practice.

SOEPS will be characterized by:

- Educator and career development programs that integrate, demonstrate, and showcase the best available teaching and learning technologies for enabling formal and informal lifelong learning;
- Research and development partnerships to envision, apply, and adapt next generation technologies for applications teaching, learning, and professional practice;
- Networks of professional practice for testing, adapting and adopting new communication, presentation, instruction, data management, and administrative applications;
- Service partnerships with professional associations for continuing professional education including collaborations with NYIT professional schools and others to offer CEU and enrichment programs.
The School is also actively engaged with the other professional schools at NYIT – engineering, NYCOM, architecture – to help them to develop more robust and up-to-date instructional technology for their fields and to train their faculty in the use of this technology. Working on the best ways to teach the professionals in the field by using instructional technology and techniques, NYIT will have become the best at lifelong learning.

**Engineering and Technology**

NYIT’s School of Engineering and Computing Sciences will change the face of engineering education. It will take the lead in stimulating the growth of the engineering profession nationally and globally, and it will entice students with their eye on other professions to take undergraduate degrees in engineering and related areas, thereby expanding their career horizons in a highly technological world.

As technology impacts more and more on every walk of life, there is a need for all professionals – lawyers, businesspeople, doctors, teachers – to have a basic understanding of engineering and the design and development of technology. Unfortunately, as there is greater need for this foundation, there is also a world-wide shortage of engineers and students of engineering, mainly because students (and the general public) perceive that it takes a grueling academic experience to become an engineer.

This perception is stoked by high schools, engineering schools, and older engineers who glorify engineering and have a “look to your left and look to your right” attitude, scaring away many qualified young people who may either be capable of becoming high-quality and creative engineers or may use the experience to enter into other areas such as law, medicine, and management. The leading engineering schools continue the tradition because their application numbers remain high. There is no impetus to change, even though changing would be highly beneficial to the profession as a whole and to other professions as well.

NYIT does not typically attract students who have the SAT’s and GPA’s at the top end, but the School of Engineering and Technology believes that there are indeed students who will both blossom into high-quality engineers and benefit from taking some engineering courses, if we offer a different type of engineering education – one that is stimulating and exciting in nature, while still adhering to the accreditation and professional license requirements.

The vision is that NYIT’s School of Engineering will provide project-oriented collaborative interdisciplinary learning and research opportunities at all levels – undergraduate through graduate – for engineering students and other interested students at NYIT within a building that integrates lecture and labs, encourages and facilitates interdisciplinary collaboration and research, and provides a community in which students, faculty, and representatives from industries can engage in exciting projects and learning experiences.
This vision will be accomplished through:

- Significant expansion of the School’s current project-oriented team-based collaborative learning curriculum;
- Development of research Centers of Excellence;
- Approval of NYIT’s first doctoral program: a Ph.D. in Computing Science;
- Design and construction of a new Engineering building that integrates lab and lectures in a high-tech environment conducive to project-oriented and collaborative learning programs.

This new building will be a “student home” where students want to spend time—sometimes full days—engaged in collaborative projects, discussions, experiments, and research. Its design should reflect the innovation and creativity taking place inside it.

**Health Professions, Behavioral and Life Sciences**

In order to increase its enrollment and enhance its financial picture, HPBLS envisions adding new programs and expanding others in professions with current market demand as well as expanding global programs in Brazil and in Amman, Jordan.

The most innovative program the School plans to develop is a Bachelor of Health Sciences (BHS) degree— with options in Biotechnology and Medical Laboratory Science— in order to create a clearly defined pipeline that can ultimately lead high school graduates to graduate with a BHS or to change into another of the School’s baccalaureate degree or 3+3 programs. They can then continue on to graduate programs either upon graduation or after working for a while in a school, med lab, etc.

The School will also have developed new programs for professions in demand in the marketplace—both in the U.S. and overseas, often in collaboration with other NYIT schools: a Bachelor of Science in Exercise Science degree, a Forensic Science option with the new Criminal Justice degree, a combined BS-MBA degree (in collaboration with the School of Management), an MS in Forensic Science degree, an MS in Bioinformatics degree program, Bachelor of Science in Chemical Engineering, a combined program in Physical Therapy and Athletic Training, possibly a Bachelor of Science in Kinesiology, a transitional Master of Science degree for licensed physician assistants with a BS, and a graduate residency program for specialty practice to currently licensed physician assistants.

**Management**

The mission of the School of Management is to prepare students for productive and fulfilling careers by offering high quality academic programs and focusing on student self-development. The School of Management is student-centered, emphasizing the application of theory to management practice. The School’s faculty integrates teaching,
scholarship and service, always in the interest of high quality classroom instruction and student development.

In line with NYIT’s technology focus and global orientation, SOM offers programs in New York, online, and at international locations. The integration of technology into instruction and the curriculum, along with interdisciplinary collaboration with other NYIT schools, are key components of SOM’s approach to teaching and learning. SOM is committed to maximizing accessibility through flexible scheduling and program formats and through appropriate technology.

NYIT’s School of Management is particularly well recognized in New York and abroad because of the value students get for the price they pay, i.e., successful career placement and professional practice. The School’s reputation is widely known because of both its record of successful degree programs and placement, as well as the innovative marketing it uses to attract its students.

**New York College of Osteopathic Medicine**

Medicine is changing at a rapid pace in response to the exponential expansion in the biomedical knowledge base; the demands of the healthcare delivery system for increased access, cost efficiencies, and high quality health care; an emerging appreciation for health promotion, disease prevention; and recognition of the global nature of health and disease. The VISION of NYCOM is to prepare physicians capable of accommodating and incorporating these changing expectations in their future practices. Our strategy is to establish a student centered “active” learning environment that emphasizes: the osteopathic philosophy; primary care specifically family practice; cultural competency, global health issues; exposure to the principles and role of research; understanding health systems and health policy; effective integration of technology in the delivery of healthcare and assessment of health outcomes; and the importance of the doctor-patient relationship in the delivery of the highest quality health care.

This vision requires changes in organizational structure, creative uses of technology, new kinds of partnerships and affiliations, enhanced clinical practice, focused research emphasizing neuromusculoskeletal diseases, clinical simulations and robotics, creative and innovative curricular changes, significantly increased community outreach in service and public health expertise, establishment of an academic medicine faculty development fellowship, leadership development, and extensive faculty development. All of this will be accomplished using five strategic themes: Unity, Community, Continuity, Quality, and Visibility.
Financial Strategy

NYIT 2030 must conform to the University’s two overarching financial objectives. The objectives derive from a combination of financial judgments and contractual covenants. These objectives apply with binding force for the years leading up to 2010, and similar if not identical objectives will govern in subsequent years. The objectives are:

- **For the operating budget**: Achieve a contribution from operations and total contribution each fiscal year that is at least sufficient to meet all debt ratios and a federal financial responsibility ratio of at least 1.5. For FY 2007, the contribution from operations and total contribution must be at least $3 million.

- **For the capital budget**: At the present time, nearly all NYIT capital investments are funded from operating cash. Future capital investments (projects related and unrelated to 2030) funded by operating cash, debt, grants, or philanthropy must be permitted under the existing Master Trust Indenture; leave sufficient cash for NYIT to continue to meet salary and fringe benefit obligations and pay undisputed invoices from vendors in 60 days or less; provide a reasonable operating cash reserve; and keep amortization, depreciation, capital lease and rent, and interest expenses at a level comparable to benchmark schools and consistent with prudent financial management practices.

Implementing NYIT 2030 will require an organized investment process. The process must reflect two consequences of the tight planning schedule. First, the plan’s cost estimates are still preliminary. Many of them will be refined over the next few months. Second, waiting for the 2007-8 budget cycle would delay the achievement of benefits and sacrifice valuable momentum. These considerations, plus the need to retain fiscal discipline, led to the development of the following financial principles and criteria.

Principles Governing 2030 Investments

A “2030 Opportunity Fund” consisting of $1 million in the operating budget plus $1 million in the capital budget for FY 2007 has been established. The Fund will be used for investments in NYIT 2030 initiatives. These amounts may be increased or decreased at the discretion of the President, and the operation of the Fund may continue into future fiscal years.

The goals of the 2030 Opportunity Fund are to provide *start-up funding only* for initiatives that are consistent with the 2030 vision, and to: (a) increase recurring revenue or reduce recurring expenses at least sufficient to accomplish the two financial objectives identified above; (b) produce favorable financial returns that will generate surpluses to fund future 2030 initiatives; and (c) as a result, ensure that NYIT achieves the vision of becoming a “well-funded institution, with dependable revenue from a variety of sources.”
Taken together, all the initiatives in the NYIT 2030 Plan and in each school plan are intended to be funded by a combination of: (a) increased revenues and cost savings identified as being associated with specific initiatives; (b) other revenue increases above the inflation-adjusted 2006 base; and (c) budget reallocations.

Investment Criteria

The President will make allocations from the FY 2007 2030 Opportunity Fund based on the following criteria:

- The proposed initiative will fulfill or contribute substantially to one or more of the six elements of the NYIT vision for 2030 or an element of an approved school plan;
- The proposal for the initiative identifies, in writing, who is accountable, dates, and expected outcomes;
- For initiatives with associated revenue streams or identifiable cost savings, a likelihood of becoming self-funded no later than three years after disbursement from the Opportunity Fund;
- Impact of the initiative on NYIT’s primary “customers” – current and prospective students and their parents;
- Impact on NYIT’s overall revenue and cost structure in the shortest period of time; and
- For the second and subsequent years of Fund operation, whether the overall objective of achieving self-funded initiatives is being met (applies separately to the NYIT 2030 initiatives and those of the individual schools).

The Vice President for Financial Affairs and Vice President for Planning and Assessment will be responsible for monitoring and reporting the results of 2030 Opportunity Fund investments to the President and staffing the allocation process.

Metrics

“Metrics” are measures by which planning-goal attainment is assessed. This document sketches the metrics for NYIT’s “Vision for 2030” and its “University-wide Initiatives through 2010.” Because the school plans provide quite uneven starting points for metric development, and because only the deans can commit to school metrics, no attempt has been made to extract such metrics here. Initiative 8.2 tasks the deans with metrics development during Academic Year 2006-7.
There are three kinds of metrics.

- **Quantitative metrics**: numeric measures that reflect performance. Financial data, enrollments, application and yield rates, performance statistics for service operations (e.g., time from service request to completion), and results from scaled variables on satisfaction surveys are examples of quantitative metrics.

- **Qualitative metrics**: non-numeric measures that are based on sufficient evidence to have probative value. Comments on satisfaction surveys meet this criterion, as do judgments based on systematic processes – ideally at least some by non-conflicted parties. Though qualitative, *ad hoc* judgments and those subject to self-interest not tempered by accountability do not qualify as metrics.

- **Milestone metrics**: measures of whether tasks have been accomplished within specified timeframes. Such measures may be “yes-no” (has the schedule been achieved or not), or they may represent degree of completion.

Qualitative metrics usually provide the best information for broad goals like the achievement of the 2030 Vision elements, with quantitative metrics being used to illuminate specific performance dimensions. The more highly focused an initiative, the more likely it is that quantitative metrics will be the most important. (Sometimes such initiatives can be written to include quantitative targets, which automatically define the metrics.) Well-formed initiatives also include timelines from which progress metrics can be developed.

Additional work will be required to transform the sketches contained herein into fully operational metrics. The quantitative metrics must be specified in detail (and in some cases augmented or pruned) and mapped to NYIT’s data systems. The qualitative metrics need to be refined and assigned to particular people or offices. The University should develop a master spreadsheet to track all the metrics and ensure the data for each are collected in a timely way and distributed appropriately. Ideally, a computerized dashboard that summarizes key metrics for the President, Provost, vice presidents, deans, and key managers will be developed.

**Vision for 2030**

**Career-Oriented Undergraduate and Professional Programs**

- **Quantitative**: enrollments, applications, yield, completion rates, etc.; student satisfaction survey results; passing-rates on external exams where applicable; external ranking where applicable.

- **Qualitative**: accreditation and visiting committee reports where applicable; evaluations by school advisory committees where applicable.
Thriving Graduate Centers

- **Quantitative:** For each center, the number of graduate programs, their enrollments, and application and acceptance rates; grant and contract volume, number of projects and proposals, acceptance rates; number of conferences and attendance.

- **Qualitative:** each center should create an external visiting committee to assess its academic performance about once every five years.

A Global and Partially Virtual University

- **Quantitative:** Number of overseas programs, number of countries/regions where NYIT has a campus; enrollment in overseas programs (full- and part-time, cohort and flexi-schedule, number spending time in New York); number of New York faculty significantly engaged in overseas programs (visits, virtual); number of overseas faculty engaging significantly with New York (visits, virtual).

- **Qualitative:** the Offshore Programs Policy Committee should issue a biennial report to the NYIT community; an external visiting committee should be convened about once every five years to review the Program’s performance.

A Student-Centered University

- **Quantitative:** results of student satisfaction surveys; graduation rates.

- **Qualitative:** periodic focus group interviews with students; exit interviews with students who leave NYIT; feedback from high school guidance counselors (based on their discussions with recent grads who went to NYIT; relevant because these views get fed to prospects).

Leadership in Teaching with Technology

- **Quantitative:** fraction of courses using Blackboard; fraction using computer-based active learning modules (“learning objects”); number of conferences and other externally-oriented events that are held (and how many people participate); number of media mentions NYIT receives for learning with technology.

- **Qualitative:** convene an external visiting committee every five years to assess the Center for Teaching and Learning in terms of the criteria discussed herein and by the Educational Quality Improvement Through Technology Planning Group.

Well-Funded Institution

- **Quantitative:** financial reports; contribution margins by operating unit; trends in the mix of revenues and expenses; financial aid awards as a percentage of
gross tuition revenue; size of the deferred maintenance queue; spending rate on the endowment.

- Qualitative: the President might consider convening a group of trustees, faculty, and senior staff about every five years to take a comprehensive look at NYIT’s financial health, perhaps with the aid of a consultant.

Initiatives

Each of the NYIT 2030 initiatives contains one or more Milestone Metrics. These metrics are laid out in the “Plan Matrix” (next section). Tracking the achievement of milestones is extremely important. The President should assign this task to a single person and instruct all members of the community to provide him or her with the needed information and documentation. A written report should be provided to the University community in the spring of each academic year. The report should be discussed by the President’s Council, the Council of Deans, the Academic Senate, and the Board of Trustees.

An additional early order of business is for the leader of each new organizational unit, and each school dean, to develop by the end of AY 2006-7 a set of quantitative and qualitative metrics for his or her unit. The timely creation of such metrics has been added to the Plan Matrix.
# 2010 Plan Matrix

*(TO BE COMPLETED JUNE 2006)*

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<thead>
<tr>
<th>Strategy</th>
<th>Task</th>
<th>Start Date (1)</th>
<th>Complete Date (2)</th>
<th>Resp.</th>
<th>Result</th>
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<tbody>
<tr>
<td>1. Graduate School</td>
<td>1.1 Appoint a committee to prepare detailed academic, policy and business plan for Graduate Centers and the Graduate School</td>
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<td>2. Global Programs Division</td>
<td>2.1 Appoint a Vice President for Global Programs</td>
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<td>2.2 Identify and renovate space in Manhattan for division offices</td>
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<td>2.3 Conduct market analyses for program diversification</td>
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<td>2.4 Create faculty and student exchange programs</td>
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<td>2.5 Develop a &quot;global core curriculum&quot; -- linking &quot;here&quot; and &quot;there&quot;</td>
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<td>2.6 Create a language institute to support global initiatives</td>
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<td>3. Center for Teaching and Learning</td>
<td>3.1 Appoint an Associate Provost for Teaching and Learning</td>
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<td>3.2 Develop an Education Quality Improvement program</td>
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<td>3.3 Create a Laboratory for Teaching and Learning with Technology</td>
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<td>3.4 Create a Faculty Development facility/facilities and program</td>
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<td>3.5 Create a high-level group to develop online strategy</td>
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<td>4. College of Arts and Sciences</td>
<td>4.1 Officially rename the school.</td>
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<td><strong>4.2</strong> Plan a 21st-Century core curriculum to support NYIT vision</td>
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<td><strong>4.3</strong> Create a Center for Undergraduate Research and Creative Expression</td>
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<td><strong>5. Enrollment Division</strong></td>
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<td>5.1 Appoint a Vice President for Enrollment</td>
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<td>5.2 Review student services policies</td>
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<td>5.3 Review student services processes and technological support</td>
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<td>5.4 Propose optimal organization</td>
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<td><strong>6. Program Reorganization, Investment and Disinvestment</strong></td>
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<td>6.1 Transfer existing programs to school of optimal fit</td>
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<td>6.2 Identify flagship programs for investment (faculty, facilities, marketing dollars)</td>
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<td>6.3 Evaluate underperforming programs using criteria developed by Portfolio committee</td>
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<td>6.4 Consider reorganization of School of Education</td>
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<td>6.5 Plan improved facilities for: School of Engineering, School of Architecture; undergraduate science laboratories</td>
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<td><strong>7. Global Sustainable Communities</strong></td>
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<td>7.1 Reconvene planning group to develop proposal consistent with other elements in the strategic plan</td>
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<td><strong>8. Reengineering Administrative and Support Functions</strong></td>
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<td>8.1 Create a Business Process Reengineering Board and develop an initial reengineering plan</td>
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<td>8.2 Create a HR plan based on new organization and expanded global operations</td>
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<td>8.3 Create Communications plan based on new organization and expanded global operations</td>
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<td>8.4</td>
<td>Create Crisis Management plan based on new organization and expanded global operations</td>
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<td>8.5</td>
<td>Develop space allocation policies and procedures consistent with planning priorities</td>
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<td>9. Residences and Student Facilities</td>
<td>9.1 Develop a master plan for OW facilities</td>
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<td>9.2</td>
<td>Develop a master plan for Manhattan facilities</td>
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<td>9.3</td>
<td>Create residential opportunities for a minimum of 1,000 students in OW</td>
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<td>9.4</td>
<td>Create residential opportunities for a minimum of 400 NYCOM students</td>
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<td>9.5</td>
<td>Create residential opportunities near the Manhattan campus for a minimum of 500 students</td>
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<td>9.6</td>
<td>Create residential options for visiting faculty, staff and students from overseas campuses</td>
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<td>9.7</td>
<td>Create a Student Center on the Old Westbury campus</td>
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<td>10. Academic Schools</td>
<td>10.1 Revise school plans to support 2030 Vision and 2010 Initiatives</td>
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<td>10.2</td>
<td>Develop quantitative and qualitative metrics to support 2030 tracking</td>
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<td>11. Development</td>
<td>11.1 Create detailed fundraising plans (with targets, priorities and estimated timelines) for: (a) Endowed Chairs, (b) Scholarships, and (c) Capital (building) campaign</td>
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Notes:
(1) E.g., date of appointment of a committee
(2) E.g., date the committee submits its report
Appendix

The NYIT 2030 Process

The NYIT 2030 process proceeded in three phases, led by a Steering Committee with the aid of consultants from The Learning Alliance. Phase 1 ran from February to May, 2005. It began with interviews of key members of the NYIT administration, faculty, and trustees. Then came meetings of the Steering Committee and a roundtable where about ___ members of the campus community convened at the de Seversky Center for an intensive discussion about NYIT’s aspirations, challenges, and opportunities.

Phase Two ran from June 2005 to March 2006, although real momentum was not attained until the Fall of 2005. Here the emphasis shifted from essentially top-down with consultation to bottom-up with coordination by the Steering Committee. The work was accomplished by school planning groups convened by the deans and six University-wide planning groups charged with addressing cross-cutting issues. The groups were:

- Transforming Initiatives;
- Domestic Programs Portfolio;
- Global Programs;
- Community Life;
- Educational Quality Improvement through Technology;
- Administration and Support Services.

Phase Three hammered the planning group reports into a single University-level plan. A small team directed by the Vice President for Planning and Assessment developed the initial draft, which was reviewed by the Steering Committee and the President. After significant revisions the draft was reviewed again and endorsed in terms of content. The next step was to list the action items and cost them out so far as possible. Because the time before NYIT’s 25th Anniversary celebration was short, this last step was of a preliminary nature. Additional analysis and priority setting will proceed through the summer of 2006 with a finalization target for the Autumn.
Steering Committee Members

Dr. Harriet Arnone          VP Planning & Assessment
Len Aubrey                  VP Fiscal Affairs
Dr. David Broder            Associate Dean, Postdoctoral Education, NYCOM; President, NYCOMEC; Associate Professor, Medicine
Jill Cherveny-Keough        Director, Academic Computing
Dr. David Decker            Dean, School of Management
John di Domenico            Professor, School of Architecture & Design
Clyde Doughty               Director of Athletics
Dr. Chukuka Enwemeka        Dean, School of Health Professions, Behavioral & Life Sciences
Joe Ford                    Vice President, Student Affairs
Dr. Karen Friel             Professor, Physical Therapy (chair); VP, Academic Senate
Stan Greenwald              Professor, Engineering (chair)
                            President, Academic Senate
Dr. Abraham Jeger           Professor, Medical Education, NYCOM
Dr. Ellen Katz              Professor, Philosophy; Chair, Social Sciences (Manhattan); President, AAUP (Manhattan)
Dr. Jackie Nealon           Dean, Admissions & Financial Aid
Dr. Ron Portanova           Asst. Dean, Educational Development & Assessment, NYCOM
Dr. Dan Quigley             Professor, English; Asst. Dean, ASC; Co-Chair, Senate Ed Technology
Stan Silverman              Professor, Education; Director, Technology Based Learning Systems (TBLS)
Dr. Spencer Turkel          Associate Provost, Academic Affairs