

Fashion Institute of Technology
State University of New York

Middle States
Periodic Review Report
2017

for the Middle States Commission on Higher Education



Where Creativity Gets Down to Business

Middle States Periodic Review Report

for the Middle States Commission on Higher Education

presented by

FASHION INSTITUTE OF TECHNOLOGY

27th Street at Seventh Avenue
New York City, NY 10001

June 1, 2017

Dr. Joyce F. Brown, President



Middle States Commission on Higher Education

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Compliance with MSCHE Requirements of Affiliation and Related Entities Policy
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Reviewed and Affirmed July 16 2015

An institution seeking initial accreditation or reaffirmation of accreditation must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation and the "Related Entities" policy.

This signed statement should be attached to the executive summary of the institution's self-study report.

Fashion Institute of Technology (FIT)
(Name of Institution)

The State University of New York represents that this institution operates within the program of the SUNY System. The undersigned hereby certify that SUNY recognizes the Commission's compliance requirements for this institution and will uphold State University's policies pertaining to MSCHE Standards and Requirements of Affiliation.

[Signature]
(Campus President)

1-17-17
(Date)

[Signature]
(Chair, Campus Board of Trustees)

1-20-2017
(Date)

[Signature]
(Chair, SUNY Board of Trustees)
Trustee

2-02-2017
(Date)



The State University
of New York

Joseph B. Porter

Senior Vice Chancellor for Legal Affairs,
General Counsel and Secretary of the
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February 2, 2017

Heather F. Perfetti
Vice President
Middle States Commission on Higher Education
3624 Market Street
Philadelphia, Pennsylvania 19104-2680

Dear Dr. Perfetti,

Trustee Ronald G. Ehrenberg is Chair of our Academic Affairs Committee, which oversees all academic matters for SUNY. The Chairman of our Board recuses himself from all matters relating to FIT, because of a potential conflict of interest (his wife is President of FIT).

Please contact me at 518-445-4048 if you have any questions on this matter.

Sincerely,

A handwritten signature in black ink that reads "Joseph B. Porter".

Joseph B. Porter
Senior Vice Chancellor for Legal Affairs, General Counsel and
Secretary of the University

Enc.

To Learn
To Search
To Serve

the Power of The SUNY logo is a blue circle containing the word "SUNY" in white, bold, sans-serif font.

FASHION INSTITUTE OF TECHNOLOGY
Middle States Periodic Review Report

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Section 1

Executive Summary

Section 1: Executive Summary

Introduction and Overview

The Fashion Institute of Technology (FIT), an internationally recognized college for design, fashion, art, communications, and business, was founded in 1944, became the second community college of the State University of New York (SUNY) in 1951, and received Middle States accreditation in 1957.

FIT's mission is to prepare students for professional excellence in design and business through rigorous and adaptable academic programs, applied learning, and innovative partnerships. A premier public institution in New York City, FIT fosters creativity, career focus, and a global perspective, and educates its students to embrace inclusiveness, sustainability, and a sense of community. The College strives to be globally celebrated as the institution where students, scholars, and teachers cross traditional disciplinary boundaries to stimulate innovation, partner with creative industries worldwide, and develop innovative design and business solutions.

In Manhattan's Chelsea neighborhood, FIT's campus of five academic buildings and four residence halls offers a vibrant urban experience. This location, at the center of the fashion, advertising, visual arts, design, business, and communications industries, provides students unparalleled exposure to their fields through internships, field trips, mentorship and industry-sponsored research, and competitions. A wide range of cultural resources and entertainment options—from dining to museums to theater—is available within walking distance from campus.

FIT provides its students with an urban campus of classrooms, laboratories, and studios that reflect the most advanced educational and professional practices. For example, the Peter G. Scotese Computer-Aided Design and Communications Center allows students to explore the latest advancements in technology and their integration in design, photography, and computer graphics and animation. Other college facilities include a broadcasting studio, knitting and weaving labs, a multimedia foreign language laboratory, 46 computer labs containing nearly 1,200 Mac and PC workstations, and several additional labs with computers reserved for students in specific programs. There is a vibrant campus life with more than 60 organizations and clubs related to academics, athletics, special interests, and publications.

The Museum at FIT, New York City's only museum dedicated exclusively to fashion, contains one of the most important collections of fashion and textiles in the world. Accredited by the American Alliance of Museums, it operates year round and presents exhibitions and programs that are free and open to the public. The Gladys Marcus Library provides more than 300,000 volumes of print, nonprint, and electronic materials that support the college's specialized curricula. The library's Special Collections and College Archives is a resource of rare books, oral histories, and designer scrapbooks; unique manuscripts; and original designer sketches related to the fields of fashion and design.

FIT is organized into four academic schools: the School of Art and Design, the Jay and Patty Baker School of Business and Technology, the School of Liberal Arts, and the School of Graduate Studies, offering 15 associate, 26 baccalaureate, and seven graduate-level degree programs, as well as 12 credit certificate programs. Art and Design programs are accredited by the National Association of Schools of Art and Design (NASAD) and the Council of Interior Design and Accreditation (CIDA), and programs in Business and Technology are preparing for initial accreditation by the Accreditation Council for Business Schools and Programs (ACBSP). Fashion Design and Fashion Business Management are the College's best-known and most popular undergraduate programs, followed closely by Advertising and Marketing Communications and Communication Design (with specializations in Advertising Design, Graphic Design, Packaging Design, and Visual Presentation and Exhibition Design). The College also offers two fully online degree programs: Fashion Business Management and International Trade and Marketing for the Fashion Industries.

Each of the 41 undergraduate programs is built on a foundation of liberal arts courses. Students are offered the opportunity to select from 26 liberal arts minors, including International Politics, Psychology, Mandarin Chinese, Ethics and Sustainability, and Economics. The School of Liberal Arts itself offers two majors: Art History and Museum Professions and an interdisciplinary program in Film and Media Studies. Graduate programs focus on the creative industries, and include MA programs in Art Market: Principles and Practices, Exhibition and Experience Design, and Fashion and Textile Studies: History, Theory, Museum Practice; MPS programs in Cosmetics and Fragrance

Marketing and Management and Global Fashion Management, an MFA program in Illustration, and an MFA in Fashion Design to launch in fall 2017.

The Presidential Scholars program, available to academically exceptional students in all disciplines, offers special liberal arts courses, projects, colloquia, extracurricular activities, and off-campus visits designed to broaden horizons and stimulate discourse. Internships are a requirement for most undergraduate programs and are available to all matriculated students.

In addition to a variety of study-abroad options and overseas courses, FIT offers residential programs in Florence and Milan for Fashion Design and Fashion Business Management majors, and planning is now underway to establish two associate-degree programs in South Korea as part of a SUNY initiative.

Through its Center for Continuing and Professional Studies, the College offers a vast selection of short courses, more than 30 noncredit certificate programs, company/workforce training programs for a large population of professionals seeking skills-building opportunities, and precollege programs for middle and high school students. Moreover, specialized English language studies are offered for international students, most recent of which is FIT's new Intensive English Language program, cosponsored with the School of Liberal Arts.

FIT's cadre of teaching faculty includes 1,000 full- and part-time faculty, consisting of traditional academics from the liberal arts, as well as leading industry professionals who are prize-winning artists, designers, authors, entrepreneurs, and industry pioneers. Approximately 75 nonclassroom faculty provide key academic and student-support services.

Fall 2016 headcount enrollment totaled 9,272, with female students making up 85% of the total. Approximately 11% of FIT's students are Asian, 9% African American/Black, 18% Hispanic, 3% multiracial, 45% white, and 12% international. An additional .2% are American Indian/Alaskan Native and .2% are Hawaiian Native/Pacific Islander, with remainder unknown. Thirty-seven percent of the students are New York City residents, 25% are residents of other areas of New York State, 26% are residents of other states, and 12% are international. Seventy-nine percent of FIT's undergraduate students are 24 years old or younger. Eighty-one percent of undergraduate and 68% of graduate students attend full-time. The one-year retention rate for the fall 2015 cohort of first-time, full-time undergraduate degree-seeking students was 90%. Seventy-six percent of the fall 2013 cohort of first-time, full-time degree-seeking students earned an associates degree from FIT within three years (Fact Book Enrollment 2012–16 Fact Book Graduation Cohorts 2010–13 Fact Book Retention Cohort 2011–15).

PRR Preparation Summary

Preparation for the Periodic Review Report began in January 2016, with the formation of the PRR Steering Committee (see following list), made up of 26 members, representing the faculty, staff, and students, as well as the academic and institutional leadership, and including the Presidents of the Faculty Senate and the UCE of FIT, the Executive Director of the Presidential Scholars program, and the President of the FIT Student Government Association. The Steering Committee was co-chaired by Brooke Carlson, Associate Professor in the Cosmetics and Fragrance Marketing and Management graduate program, and Yasemin Jones, Associate Vice President for Academic Affairs. Following the development of a 12-month production schedule, select Steering Committee members developed drafts of specific report sections, which were then discussed by the entire committee in a series of eight Steering Committee meetings, as well as through a variety of ongoing email communications and face-to-face conversations, held throughout the Spring 2016 semester. In addition, a special website was created to collect feedback and share information campus-wide.

A draft of the document was prepared during the summer by the committee co-chairs, and shared with the Steering Committee for feedback in September 2016. A discussion of the document was then held with the Steering Committee in October 2016 and, following further revision, the document was reviewed in November by the President and President's Cabinet. Following that review, the document was edited into its final form and distributed to the FIT community for a comment period prior to two campus-wide town hall meetings that were held in March 2017. Feedback from the community was incorporated into the final draft of the document.

Additionally, the required Verification of Compliance Report documenting FIT's compliance in the following areas is submitted as a separate document:

- Student Identity Verification in Distance and Correspondence Education
- Transfer of Credit Polices and Articulation Agreements
- Title IV Program Responsibilities
- Institutional Records of Student Complaints
- Required Information for Students and the Public
- Standing with State and Other Accrediting Agencies
- Contractual Relationships
- Assignment of Credit Hours

Steering Committee Members

Jean Amato	Associate Professor, English and Communication Studies
Joanne Arbuckle	Deputy to the President, Industry Partnerships and Collaborative Programs; and Former Dean, School of Art and Design
Sherry Brabham	Treasurer and Vice President, Finance and Administration
Jeffrey Buchman	Professor, Advertising and Marketing Communications; and President, Faculty Senate
Brooke Carlson	Associate Professor, Cosmetics and Fragrance Marketing and Management, School of Graduate Studies; and Co-Chair, PRR
Mary Davis	Dean, School of Graduate Studies
Roberta Elins	Professor, Advertising and Marketing Communications; and President, United College Employees (UCE) of FIT
Gwen Ferguson-Pugh	Special Assistant to the Vice President for Academic Affairs
Steven Frumkin	Dean, Jay and Patty Baker School of Business and Technology
Patrice George	Associate Professor, Textile Development and Marketing
Scott Girvan	President, FIT Student Government Association; and Student Trustee, FIT Board of Trustees
Darrell Glenn	Assistant Dean, Institutional Research and Effectiveness
Griselda Gonzalez	Director, Policy and Compliance
Christine Helm	Coordinator, Enterprise Center
Megan Johnson	Student, Graphic Design
Tardis Johnson	Associate Dean for Academic Student Support
Yasemin Jones	Associate Vice President, Academic Affairs; and Co-Chair, PRR
Loretta Lawrence Keane	Vice President, Communications and External Relations
Deborah Klesenski	Assistant Dean for Curriculum
Patrick Knisley	Dean, School of Liberal Arts
Yasemin Celik Levine	Professor, Social Sciences; and Executive Director, Presidential Scholars Program
Sandra Markus	Professor, Fashion Design
Ron Milon	Associate Vice President, Academic Affairs
Jack Oliva	Vice President, Academic Affairs
Shari Prussin	Vice President, Strategic Planning and Institutional Effectiveness
Erika Rohrbach	Professor and International Student Advisor, Admissions
Shadia Sachedina	Assistant Vice President, Student Success; and Dean of Students
Deirdre Sato	Dean, International Education

Major Institutional Changes and Developments

Since FIT's last decennial review in 2012, there have been a number of institutional changes and developments that are relevant to the Middle States standards. The most significant and overarching are noted below and explained in detail in Section 2 as part of the College's responses to recommendations as well as in various sections of the PRR that follow.

- Leadership Transitions and Reorganization: The College has experienced a number of leadership changes and new appointments. In addition, there has been organizational restructuring in order to address institutional priorities and better align with the College's strategic direction. Detailed information is in Section 3.

- Revision of FIT's Mission Statement and New Strategic Plan: In 2012, the College developed its third Strategic Plan under President Brown's leadership and also revised the College's mission statement. In addition, as part of this effort, FIT developed its first vision statement and launched a brand and image assessment. Detailed information can be found throughout the document but most comprehensively in Sections 3 and 6.
- Expansion of Full-Time Faculty: In order to strengthen the academic enterprise as well as support the strategic direction of the College, the President authorized the addition of 34 (12.8%) new faculty lines by 2020 to bring the total to 300. Detailed information is in Section 3.
- Curricular Revisions and Expansion: As part of a seamless transfer mandate, all SUNY colleges were required to restructure their associate and bachelor's degree programs in order to limit the number of credits required for a degree. FIT also has expanded curricula on the undergraduate and graduate levels, including new degree programs, minors, and fully online programs. Moreover, the College received final approval to offer associate-level programs at SUNY Korea. Curricular details are in Section 3.
- New Campus Master Plan: A new Campus Master Plan was approved in 2016 to provide a blueprint for new campus construction, much needed infrastructural improvements, and major space renovations, all aligned with the Strategic Plan. The centerpiece of the plan is a new academic building currently in the design stage. Detailed information is in Sections 3 and 6.
- Innovation at FIT: To support FIT's goal to be recognized as a destination for innovation, in 2017, the College will develop a strategic plan to build an Innovation Center. The first brick-and-mortar facility dedicated to this effort is the establishment of the FIT/Infor Design and Tech Lab launched in 2017. Detailed information is in Sections 3 and 6.
- Strengthening Assessment: Through reorganization; staff growth; redesign of academic, administrative, and General Education program review guidelines; and greater focus on institutional effectiveness, the College has enhanced its assessment operations. Detailed information is in Section 5.
- Strengthening Compliance: The College has created the Office of Compliance and Audit to ensure adherence with College policies and regulatory mandates. Detailed information is in Section 6.
- Information Technology Transformation: As a result of a 2016 assessment of the Information Technology infrastructure and functions, the College began to restructure the IT Division in order to meet the needs of a rapidly changing technology landscape. Detailed information is in Section 6.
- Diversity, Equity, and Inclusion: To further its commitment to diversity, equity, and inclusion, the College has hired a Chief Diversity Officer (CDO) and has developed a Diversity, Equity, and Inclusion Strategic Plan. Detailed information can be found throughout this document but most comprehensively in Section 3.
- Sustainability: Sustainability has been incorporated into the fabric of the institution. This commitment influences all aspects of institutional life from curriculum to extracurricular activities, to faculty research, to the physical plant. Detailed information is in Section 3.

Highlights of the Periodic Review Report

The following narrative provides summary highlights of Sections 2 through 6 of FIT's Periodic Review Report.

Section 2: Responses to Recommendations from the Previous Evaluation and to Commission Actions

The College's last decennial visit resulted in 72 recommendations, seven of which were made by the Middle States visitation team, with the remainder emerging from the self-study process. The College has made significant progress toward addressing these recommendations. Section 2 summarizes the College's responses, which are also elaborated upon throughout the report.

Section 3: Challenges and Opportunities

Framed within the context of its refreshed mission statement and Strategic Plan, and further informed by the self-study and resulting recommendations, FIT has identified a number of overarching opportunities that will move the institution forward significantly in the coming years and enrich the students' educational experience. This section speaks to those areas, which include commitments to diversity, equity, and inclusion; sustainability; globalism; innovation; and academic and administrative effectiveness. Section 3 also describes progress that the College has made in each of those areas since its last evaluation, as well as challenges—those related to facilities and space, diversification of the faculty, broadening curricular flexibility and pedagogical approaches, maintaining currency with respect to technology and specialized equipment, and increasing results with respect to fundraising—that the institution faces in its efforts to grow and improve.

Section 4: Enrollment and Finance Trends and Projections

This section acknowledges FIT's strong financial condition, with details regarding the institution's increase in revenues during the past five years, its modest increase in expenditures that is consistent with revenue growth, and its ability to manage effectively in an environment of unexpected fiscal change. In addition, the narrative on financial trends addresses projections and the College's ability to cover anticipated expenses through FY 2020–21, and also provides details concerning the capital budget and FIT's success in acquiring capital funding during the past several years. Section 4 also addresses degree and nondegree enrollment demographics since 2013, and projected enrollment patterns to 2020.

Section 5: Assessment of Institutional Effectiveness and Student Learning

This section describes, in significant detail, the myriad ways in which FIT has strengthened its commitment to assessment and institutional effectiveness through the enhancement of organizational infrastructure, the clarification and streamlining of processes, and the adoption of new technology. Included in the narrative are references to specific initiatives and activities that have been undertaken since 2012, as well as to the various surveys and specific technological tools that are employed. Section 5 also outlines the processes used for assessing administrative unit and academic program effectiveness, with specific focus on FIT's three-year plan to strengthen assessment at the degree-program level and an overall four-year plan for enhancing assessment efforts.

Section 6: Linked Institutional Planning and Budgeting Processes

This section provides evidence of the connection between allocation of resources and FIT's mission and Strategic Plan, beginning with how the current Strategic Plan was developed and implemented. It further describes how other planning initiatives, such as the Diversity, Equity, and Inclusion Strategic Plan, the College Master Plan, and the SUNY-mandated Performance Improvement Plan have been woven into FIT's overall planning and resource allocation process. The narrative also addresses how the annual budget process and the administrative performance planning and appraisal process are linked to the Strategic Plan goals throughout FIT's major divisions.

Section 2

Summary of Institution's Response to Recommendations from the Previous Evaluation and to Commission Actions

Section 2: Summary of Institution's Response to Recommendations from the Previous Evaluation and to Commission Actions

Overview

In November 2012, the Middle States Commission on Higher Education voted to reaffirm FIT's accreditation and to commend the institution for the quality of its self-study process and report. Although a follow-up report was not required, the Middle States evaluation team made several recommendations and endorsed some of the many recommendations made by the College.

In this section, FIT responds to each recommendation as it applies to the respective Middle States standard. The format used in this section aligns with the structure of the 2012 Self-Study. In tandem with each recommendation and response, a status has been assigned as follows:

- **Complete** – The College has responded to the recommendation and no further work needs to be done.
- **Nearing Completion** – The College is responding to the recommendation with plans to reach completion shortly.
- **In Progress** – The College is responding to the recommendation, but there is additional work to be done.
- **Ongoing** – The College has responded to the recommendation but will continue to revisit the response in support of its commitment to continuous process improvement.
- **Not Started** – The College has not begun to respond to the recommendation or is revisiting the recommendation to assess if it is still viable.

Also included with many of the responses is the identification of the sections in this report where more detail can be found.

From Self-Study Chapter 1 – Mission and Goals; Integrity

Standard 1: Mission and Goals

FIT recommendation: Establish a regular schedule for periodic review of mission and goals. It should be noted that a review of the College's mission will be undertaken in 2011–12.

COMPLETE – The College's mission was last reviewed, refreshed, and approved in 2013, at the same time as the current Strategic Plan was developed. The College will revisit the mission every 10 years.

The College's Strategic Plan is refreshed every five years. Three high-level goals, as well as an initiative to update FIT's brand and image, define the most current Strategic Plan. An implementation plan was also created to support the goals and, each year, it is revisited to ensure currency and relevancy. Although the Strategic Plan is a five-year plan, a discussion regarding the status of the plan will commence in spring 2017.

The President's Planning Council oversees strategic planning efforts and the Vice President for Strategic Planning and Institutional Effectiveness manages this process. More details regarding the strategic planning process are provided in Section 6.

FIT recommendation: Further develop FIT as a national and international creative hub.

IN PROGRESS – Goal 2 of the FIT Strategic Plan, *Be an Innovation Center for Creative Industries Worldwide*, focuses on: 1) partnering with industries to help anticipate and address key challenges; 2) building a stronger culture of innovation and entrepreneurship at FIT; and 3) establishing collaborations that translate creative ideas into action. Still in its early stages, FIT has already forged several partnerships. Three examples include:

1. With Infor, a global business application provider, FIT has developed the FIT/Infor Design and Tech Lab, an enterprise where Infor personnel and FIT students and faculty can pursue research on industry issues and

problem solve for marketplace solutions. Additional information can be found in Section 6.

2. FIT has joined Advanced Functional Fibers of America (AFFOA), founded by the Massachusetts Institute of Technology, to run a new, \$317 million, national public-private partnership to accelerate innovation in high-tech, U.S.-based manufacturing involving fibers and textiles. Additional information can be found in Section 6.
3. Design Entrepreneurs FIT was created jointly by FIT and the New York City Economic Development Corporation (NYCEDC) to assist early-stage New York-based fashion businesses develop viable business plans. Some 130 companies have completed the program since 2012. From 2012–16, this competitive program has received \$300,000 from the NYCEDC and \$591,900 from private industry to support it and provide seed money to selected participants. In 2016, the College assumed total ownership of this program.

FIT recommendation: Develop an infrastructure that will integrate grants and external opportunities for funded research and expanded industry support.

COMPLETE – In 2016, the College completed a search for an Executive Director for Grants Administration. With new leadership, the Grants Office will play an integral role in securing national and international grants and sponsorships from industry, government, and NGOs to support research. Moreover, in 2017, a deputy to the President for Industry Partnerships and Collaborative Programs was appointed, whose responsibilities include expanding these types of relationships.

Standard 6: Integrity

FIT recommendation: An intellectual property policy specific to copyright was approved by the Board of Trustees at the November 2011 meeting. Adopting and implementing a policy has been a College priority. Additional policies regarding patents and trademarks should be addressed as part of the plans to develop an infrastructure to support research.

COMPLETE – In fall 2016, the President appointed a group to draft a comprehensive Intellectual Property Policy. This group researched such policies at other institutions and engaged a law firm with IP expertise to help develop a policy to recommend to the President and the Board of Trustees. This new policy will subsume the current Copyright Policy and will also align with the Contests and Industry-Sponsored Student Projects Policy which was approved by the FIT Board of Trustees in 2015.

FIT recommendation: Although the College makes graduation and retention rates readily available, FIT has not made available to prospective students outcomes of individual programs. A plan should be developed and implemented to effectively communicate these outcomes to students.

COMPLETE – This Information for prospective students is now available through FIT's Right to Know web page.

From Self-Study Chapter 2 – Planning, Resource Allocation, and Institutional Renewal; Institutional Resources

Standard 2: Planning, Resource Allocation, and Institutional Renewal

Middle States recommendation: FIT should review its budget projections with the goal of establishing and reaching an appropriate level for the net unrestricted assets, addressing one-time needs, strategic initiatives, and the impact of GASB 45 (Recording of Post-Retirement Liabilities on its financial statements).

COMPLETE – GASB 45 standards (Recording of Other Post-Employment Benefits) require FIT to include health benefit liabilities for retirees on financial statements. As unrestricted net assets are reduced by College spending in support of the Strategic Plan and other critical priorities, the implementation of GASB 45 standards will result in the annual financial statements showing a negative balance, even as cash reserves remain strong.

The State of New York and SUNY have not established budget reserves to cover the impact of GASB 45 as the creation of such reserves is prohibited in New York. As a result, SUNY financial statements have shown significant negative balances for several years. FIT is required to follow SUNY and state policy, submitting its annual budget

and financial reports without the cost of its post-employment benefit costs. In addition, SUNY has stated that College unrestricted net assets or cash reserves should be in the range of 10–15% of the annual operating budget, which for FIT is about \$20 to \$30 million. Therefore, as FIT seeks to comply with state policy and SUNY guidelines, the College will continue to reduce its level of unrestricted net assets, even if this results in financial statements that show a negative fund balance.

FIT recommendation: While some departments have developed strategic plans, FIT has not made it a requirement. To ensure that all units' goals and objectives are aligned with the College's Strategic Plan, the College should consider requiring a Strategic Plan for all divisions, schools, and departments.

IN PROGRESS – In April 2016, the President appointed a Vice President for Strategic Planning and Institutional Effectiveness who is collaborating with senior administrators to identify those areas that should develop strategic plans or other planning documents that support the institutional plan.

In addition, the following steps have been taken to ensure that all divisional, school, and departmental activities are aligned with the institutional Strategic Plan:

1. The annual performance planning and appraisal process for nonbargaining unit employees is based on goal setting that takes place at the beginning of each academic year. The President requires that these goals and expected outcomes be linked to the Strategic Plan.
2. School deans are required to submit annual reports to the Vice President for Academic Affairs. These reports must detail activities and initiatives related to the Strategic Plan. Initiatives directly linked to the Strategic Plan are used as a basis for performance appraisals.

FIT recommendation: Since there is no formal process for assessing planning efforts, the College should explore methods for conducting this assessment.

COMPLETE – In 2012, the President established a Planning Council comprised of faculty, staff, alumni, and members of the Board of Trustees and FIT Foundation whose charge is to guide the College's strategic planning efforts. The Council has rotating membership and meets once or twice a year to evaluate progress made toward achieving specific goals and initiatives as well as to evaluate the planning process.

Standard 3: Institutional Resources

FIT recommendation: Increase private fundraising to support critical strategic goals of the College in targeted areas such as capital construction, including residence hall improvements; faculty scholarship and research; department-based academic initiatives; and student services, including scholarships and financial aid.

IN PROGRESS – In FY 2014–15, the last year these figures were available, FIT ranked first among SUNY's 30 community colleges in terms of total gifts raised. In the same period, FIT ranked number 10 in fundraising among all of SUNY's 64 campuses, including such research institutions as Stony Brook and the University at Buffalo. Since the 2012 Self-Study, FIT has been particularly successful in raising funds to support study-abroad opportunities for students. This is evident in major gifts endowed by Michael Kors and the Jerome L. Greene Foundation.

However, it should be noted that while FIT continues to receive private support, its fundraising ability has been stifled due to challenges in maintaining the necessary infrastructure and leadership in its development operation. A search for a Vice President for Advancement is currently underway.

FIT recommendation: Increase grant funding and contracts to support creative research and faculty scholarship.

IN PROGRESS – Outcomes related to this recommendation are discussed above under Standard 1, recommendation 2: develop FIT as a national and international creative hub and also in recommendation 3: develop an infrastructure that will integrate grants and external opportunities for funded research and expanded industry support.

FIT recommendation: Complete space study and establish space usage standards and policies to create more effective and efficient use of existing space.

COMPLETE – In addition to completing a space study in 2011, the College has made additional strides in creating more effective and efficient use of space. A new department, Space Management and Planning, was created, with a director hired in August 2014 to establish space usage standards and policies, manage space requests, and monitor planning, programming, reconfigurations, and relocations for renovations and new construction. The Director works in collaboration with the College's Facilities Department and architecture and engineering consultants.

The College undertakes annual and periodic reviews and inventories of administrative, classroom, and student-related physical spaces on campus. Classrooms and classroom equipment are updated regularly and this information is incorporated into the Registrar's scheduling software in order to ensure alignment of room assignments with instructional program needs.

Using SUNY facility programming guidelines and industry benchmarks, space usage standards are now being applied in the design of new projects as well as in renovations. These include standards for classroom sizes, equipment, technology, furniture, and finishes. For recent interior build-out of leased administrative office spaces at 333 Seventh Avenue, space usage standards were applied and now set the guidelines for office sizes and allocations based on job title and function. These standards will be used for renovations and new construction projects across campus to ensure effective and efficient use of space, which will be facilitated by formalized space request and allocation policies that are currently being developed, with future computer-aided facility management software planned for implementation in 2017–18.

FIT recommendation: Review and update the Master Plan in light of current space issues.

COMPLETE – In 2014, the College retained Fletcher Thompson to facilitate a master planning process. A steering committee and a project management team collaborated with the FIT community to define needs and priorities, review conditions, and identify standard benchmarks, guidelines, and best practices. Videos and presentation materials from the town halls were posted online, along with the Campus Master Plan Update timeline, which allowed all members of the FIT community to participate and provide additional feedback.

The Master Plan was approved by the Board of Trustees in March 2016. Highlights include construction of a new academic building, an Innovation Center, and new classrooms; and renovation of the Gladys Marcus Library, instructional spaces, academic and administrative offices, the print center, the Counseling Center, building lobbies, and student spaces.

FIT recommendation: Include in the College's periodic assessment of the budget process the most effective mechanisms for sharing budget information with the community.

COMPLETE – FIT's annual budget development process engages the FIT community, with opportunity for departmental and divisional feedback and collaboration. A call letter is sent in the fall of each year to Vice Presidents, who work intra- and interdivisionally to review current-year projects and priorities and identify new needs. New needs for the following two fiscal years are submitted to the President in December and budget discussions are held with each Vice President in February and March. The College's four-year financial plan and new fiscal year budget are developed, incorporating approved divisional priorities that have been articulated through this request process. The final budget is presented at a Board of Trustees meeting in June, and the adopted budget is posted on the College website. Budget documents are included as appendix items in this report.

FIT recommendation: Continue work with SUNY to find a permanent solution to issues related to county chargebacks.

ONGOING – FIT continues to work with SUNY to find a permanent solution. This work has addressed two primary issues, one system-wide and one FIT-specific: the lack of predictability and clarity about the formula used to

calculate College-based chargeback rates and the resistance of county officials to pay FIT's higher chargeback rates, especially for bachelor's- and master's-level students.

1. To address the concern about how to calculate the annual chargeback rate, SUNY and CUNY completed a major revision to the formula in fiscal years 2013 and 2014, simplifying it considerably. FIT worked closely with SUNY System Administration and with the Community College Business Officers Association on this 18-month-long project. The outcome was a policy supported by all SUNY community colleges, adopted by the SUNY Board of Trustees in 2014, and submitted to the New York State Legislature with a recommendation for a five-year implementation schedule. However, the implementation of the new formula has been delayed by the Legislature, due to the disparate impact of the new methodology across colleges.
2. To address the second issue—the resistance of county officials to pay FIT's higher chargeback rates—FIT has taken two approaches. First, it has conducted annual education and advocacy efforts with elected officials and their staffs to explain that the cost of FIT's chargeback reflects New York City's contribution, derives from the same calculation used for every community college, and represents the cost of an FIT education. Further, communications efforts underscore the importance of chargeback revenue for FIT's financial stability. FIT has had significant success in these education/advocacy efforts, winning support from all branches of government and both political parties.
3. Second, FIT has worked through SUNY to request that the New York State Governor and Legislature provide annual funding in support of the existing state statute, which authorizes the state to reimburse counties for FIT chargeback costs. Regrettably, neither the Governor nor the Legislature has provided the needed funding. FIT will continue to work on this initiative.

From Self-Study Chapter 3 – Leadership and Governance; Administration

Standard 4: Leadership and Governance

FIT recommendation: Despite the effectiveness of the Faculty Senate, there are many models that might make it an even stronger governing body and might, as part of the assessment process, be worth exploring. The College and the Faculty Senate should explore various forms of Senate participation in the decision-making process, looking particularly at other SUNY community colleges.

IN PROGRESS – The Faculty Senate is in the process of reviewing and evaluating best practices of Faculty Senate models from around the country and plans to implement a new model for FIT for 2018.

FIT recommendation: Upcoming contract negotiations may be difficult based on the limited funding that the City has provided for contracts with its own employees. The College should begin negotiations on noneconomic issues.

COMPLETE – Ongoing discussions about these issues took place during contract negotiations. In September 2016, the UCE of FIT and the College reached an agreement. Economic and noneconomic issues were addressed.

Standard 5: Administration

FIT recommendation: Although the performance appraisal process for administrators has been valuable, there is still work to be done. The College should strengthen the performance assessment and evaluation of key administrators to ensure that key organizational priorities are the focus of a senior administrator's assessment.

COMPLETE – As discussed in Sections 5 and 6, the goal-setting/performance appraisal instrument for senior administrators is a tool used to ensure a focus on organizational priorities. This instrument was redesigned in 2013 with a specific section related to goals that are linked to the Strategic Plan.

FIT recommendation: Although many process improvements have been made over the past 10 years, additional work is needed in this area. The College should examine ways to improve and streamline operational tasks and share best practices in order to develop more sustainable and efficient operations.

ONGOING – The College has taken several steps to streamline operational tasks in order to realize efficiencies and cost savings:

1. An Office of Compliance and Audit was established with a focus on continuous process improvement.
2. An assessment of operations is included as part of the administrative review process in order to align policies and procedures with best practices and to achieve efficiencies.
3. The College takes advantage of shared services opportunities within SUNY whenever possible in order to achieve cost savings as well as tap into the knowledge and expertise within the SUNY system.
4. The College evaluates and redesigns operations as specific needs arise. Examples include the consolidation of print and mail services, the centralization of academic advisement services, and conducting business process remodeling in anticipation of a Banner upgrade.

FIT recommendation: While communications across campus have greatly improved over the last 10 years, the College must continually review communications and update information systems to sustain effective communications. The College should find ways to expand methods of communications across all organizational departments. A formal process and schedule for the updating of all College web pages should be implemented.

ONGOING – The Communications and External Relations (CER Division, FIT’s institutional communications unit, completed an administrative self-review in 2014, which provided an opportunity to integrate the College’s Middle States recommendations into a divisional action plan.

Enhancements to College-wide communications reflect both foundational and technical changes. For example, CER holds an increased number of interdivisional meetings between heads of units as well as with their staffs in order to leverage information sharing. In addition, Newsroom, a new initiative—similar to the journalism-based “beat” system—has been developed to assign CER staff to the College’s myriad divisions and departments in order to maximize information gathering and sharing.

Numerous communications channels have been adopted since 2012, allowing for broader saturation and outreach as well as providing an opportunity to surface individual “voices.” For example, President Brown launched a blog in 2014, through which she shares ideas and reflections on news and issues of the day. Moreover, social media is a routine component of the marketing mix. As mentioned previously, CER recently launched Newsroom, and this news product has quickly become the source for institutional news and information, providing external and internal viewers with stories about student, faculty, and alumni happenings and events.

In 2015, CER adopted OU Campus as its website management system, and it now supports regularized and routine content review, and a site-wide content inventory and audit is underway. Software training and ongoing support are provided to the College staff in order to increase the number of web editors able to develop and maintain content. Improvements that have been made include streamlined navigation and a reduction in the number of clicks to obtain information. URLs have been evaluated for functionality, and page-naming conventions have been established.

In fall 2016, CER initiated a plan to conduct an audit and survey the FIT community regarding internal communications and identification of opportunities for enhancements. This effort will be completed in spring 2017 and implementation of appropriate recommendations will begin shortly thereafter. Moreover, institutional management of MyFIT, FIT’s portal, will be transferred from Information Technology to CER in 2017.

FIT recommendation: While significant progress has been made toward increasing collaborations among units, particularly through the development of the Strategic Plan, the Faculty of the Future initiative, and interdivisional

meetings, more attention needs to be paid to breaking down the silos that tend to exist in a higher education environment. The College should consider ways to further foster communications and collaborations among divisions and departments.

ONGOING – The President’s community-wide approach to developing the strategic plan has created a culture of College-wide collaboration and partnership. The formation of interdepartmental think tanks and consortia as part of the implementation of the plan has further influenced this culture. Examples include the development of think tanks to further develop Strategic Plan initiatives, a Brand and Image Consortium, and annual College-wide roundtables and/or focus groups to vet committee work.

In addition, interdivisional task forces have been formed to address specific topics, such as transgender issues and creating a tobacco-free campus. It is now common practice to engage the campus community via focus groups and/or town halls to vet plans that affect the community. Examples of such initiatives include an Information Technology Transformation Initiative, developed to create a more nimble and effective IT infrastructure, and the development of the Master Plan. Each of these initiatives included interviews, focus groups, and the vetting of draft plans through town halls.

On a more operational level, communications across divisions have improved with the implementation of regular interdivisional meetings to address common issues.

FIT recommendation: While most faculty and staff are cognizant of the concept of student-centeredness, more effort is needed in understanding what is meant by the concept and how to best implement and support best practices in this area.

ONGOING – “Student-centeredness,” a concept that emerged as part of the College’s 2005 Strategic Plan, has been refined through the development of the three goals in the current Strategic Plan. Goal 1 is to provide students with a rich academic experience; Goal 2 is to maintain an environment where students can be innovative and creative through research and other activities; and Goal 3 is to create a sense of community and engage and empower students to excel outside of the classroom. For example, for the first time, in fall 2016, a single orientation was held for all 2,000 new students, which was then followed by a week of activities that brought together students from the individual majors. In addition, the Tiger LEADer Training program is a three-day experience for students in mentoring positions, specifically orientation leaders, leadership ambassadors, and resident assistants, to learn what it means to lead at FIT and how their roles help to build a campus community. Additionally, the Common Read program has been incorporated into the first-year experience.

FIT recommendation: The College should develop a more formal orientation for senior-level appointments.

NOT STARTED – Within the next year, an overall review and restructuring of the recruitment and hiring process will begin. A formal orientation for senior-level appointments will be included as part of the restructuring.

From Self-Study Chapter 4 – Student Admissions and Retention; Student Support Services

Standard 8: Student Admissions and Retention

FIT recommendation: Timely evaluation of transfer credits is a challenge, as the number of transfer students and the complexity of transfer credit evaluations have grown. The College should undertake a comprehensive review of the transfer process and credit evaluation procedures to give prospective students as much information as early as possible. The College should also streamline transfer credit procedures so that students receive timely and accurate evaluation of their transfer credits. Policies for the transfer of equivalent major electives in the major departments and related electives must also be carefully reviewed.

COMPLETE – The College has standardized through institutional process and widely communicated its transfer credit policy to ensure transparency and alignment with national best practices. The updated transfer credit policy confirms that the process of evaluating college transcripts for liberal arts transfer credit is a function of the Registrar’s Office. Transcripts with coursework taken within the major or a related area are forwarded by Admissions to the academic department to determine if the coursework is equivalent to FIT courses. To address timeliness of transfer credit

review, transfer credits for admitted students are now evaluated by the end of May, well in advance of registration for the Fall semester.

FIT recommendation: As the number of high school graduates in the New York region declines, competition for qualified students will increase. The College should continue to refine, improve, and expand recruitment efforts by finding innovative ways to reach out to prospective students and their families.

ONGOING – Through ongoing assessment and refinement of recruitment tools, the Enrollment Management and Student Success Division is better balancing resources and extending outreach. In 2013, FIT began using College Week Live to hold virtual open houses. Particularly useful for reaching international populations, College Week Live enables video chat, hangouts, and the uploading of documents that can be downloaded and viewed by prospective applicants. Other recruitment enhancements include targeted participation at face-to-face national college fairs and national portfolio day events. Existing FIT recruitment tools such as AskFIT have been expanded to include information about financial aid, international programs, and additional admissions details. In addition, the AskFIT database provides analytics allowing the college to identify common student questions.

FIT recommendation: As the cost of education increases, the College must find ways to provide more scholarship support for FIT students. Additional scholarship funds are required to recruit special populations and to support needy students.

ONGOING – Currently, the College offers approximately 350 endowed financial aid scholarships for students, awarded based on both merit and need. Endowed and current-use funds are raised on an ongoing basis. Recent scholarships include the Michael Kors Scholarship, Kimora Lee Simmons Scholarship, Jay and Patty Baker Scholarship, Joan Hornig Scholarship, and the TOMODACHI-Uniqlo Fellowship. Providing scholarships for study-abroad experiences has also been a priority. In fall 2013, the Jerome L. Greene Foundation endowed \$1 million to support study-abroad scholarships for students in FIT’s Presidential Scholars program; the first scholarships were awarded in spring 2014. The College also established a Global Scholars Award program, which provides study-abroad support for full-time students who demonstrate financial need.

Standard 9: Student Support Services

Middle States recommendation: The College should develop appropriate metrics, process, and schedule for evaluating the effectiveness of the planned Student Advisement Center.

FIT recommendation: While improvements to advisement have been made, more work needs to be done in this area. The College should move forward with plans for a centralized Advisement Center that will provide one location where students can get counseling and advice on curriculum, major requirements, and changes of major, as well as referrals to tutoring, counseling, disability, financial aid, and other support services. In conjunction with the development of this center, a midsemester early warning system should be implemented to notify students who are at risk of failing a course.

COMPLETE – In 2013, the Academic Advising Center (AAC) was established to provide centralized academic advising services for students in all degree programs and for those interested in studying abroad. Since its inception, 45,000 individual advisements have been conducted.

The AAC’s effectiveness is assessed in several ways. Student satisfaction with College services, including advising, is measured through SUNY’s Student Opinion Survey. In June 2016, the AAC completed its administrative program review and Self-Study. This incorporated assessment evidence from the 2012 and 2015 SUNY Student Opinion Surveys, FIT surveys on advising satisfaction conducted in 2013 and 2016, and two student focus group sessions conducted in 2016.

As for a midsemester early warning system, the Academic Advising Center piloted an “early alert” system to identify students struggling in developmental English and math courses. This initiative will take several semesters of testing before full implementation scheduled for spring 2018.

FIT recommendation: Despite many physical improvements, student space remains in short supply. The College should continue to find ways to create student-centered spaces on campus, including lounges, computer labs, and study and workspaces.

IN PROGRESS – The 2015 Master Plan identifies 23 projects to improve student life and the campus environment. Projects include the creation of a wellness and holistic care center; an increase in student activity and study/collaboration spaces; and a new learning commons to be located in the library. A new academic building will include new knitting labs, instructional spaces, and a student life hall; construction is anticipated to begin in 2017, and the building will add 100,000 additional square feet. Recent upgrades have been made to student lounges in the Business and Liberal Arts Center as well as the Fred P. Pomerantz Art and Design Center. Additionally, a renovation and space reconfiguration project for the School of Graduate Studies includes classroom updates and a graduate student commons, which will serve as a multifunctional space for meetings, meals, and collaborative work. This will be the first significant social space on campus dedicated to graduate students.

FIT recommendation: The results of the International Student Barometer (ISB) reflect strong dissatisfaction among our international students. The College must improve services and outreach to this population. The planned International Programs Center is a first step to a more comprehensive and coordinated service program for international students at FIT.

COMPLETE – Services and programs for international students have been substantially enhanced and increased. International Student Services staffing has doubled, and the office has moved to larger, more centralized space, designed to serve students more effectively. Programming has expanded to include workshops on career strategies, dialogues addressing culture shock, career sessions presented by alumni, International Education Week events, and other cultural programs to make international students feel welcome. The office has also partnered with other units (Bursar, Counseling Center, Educational Skills, Financial Aid, Health Services, Office of International Programs, Registrar, Residential Life) to identify and better serve students in need. To heighten cross-cultural awareness in the classroom, the 2016 Faculty of the Future Development Series, Our Global Promise, focused on teaching strategies that support linguistic and cultural diversity.

FIT recommendation: Although student surveys provide the College with useful information to improve student satisfaction, the results of these surveys are not well known. The College should develop a plan for wider distribution and campus-wide discussions of the Student Opinion Survey (SOS), National Survey of Student Engagement (NSSE), and ISB results. Clearly defined goals and objectives derived from these results should be established for the relevant departments and shared across campus. While there have been improvements in many student services areas, much work is still to be done. Students continue to show levels of dissatisfaction with certain services on campus (advisement in particular) and describe a level of disrespect from nonteaching staff. The College should focus on improving service to students in key administrative areas.

ONGOING – FIT is building a comprehensive, centralized approach to the development, use, and communication of surveys and their results through the Office of Institutional Research and Effectiveness. The scope of survey activities is detailed in Section 5.

Institutional Research and Effectiveness produces a report on survey results within two months after it is conducted and posts it on MyFIT, and makes presentations to campus groups. Presentations made in the last year include: 1) results of an alumni survey to Communications and External Relations and the FIT Student Government Association; 2) results of a SUNY Student Opinion Survey to Planning, Assessment, and Compliance and the President's Extended Cabinet; and 3) results of the NSSE to the President's Cabinet and Deans Council.

Survey results are increasingly used to monitor outcomes and inform actions in order to improve student satisfaction. For example, the Academic Advisement Center was created in response to consistent levels of student dissatisfaction with advisement identified in the SUNY Student Opinion Survey. Outcomes for the Advisement Center are monitored on a biannual basis and include point-of-service evaluations. In 2016, an additional follow-up survey was administered.

In response to the 2015 Student Opinion Survey, the College developed a follow-up survey to secure more detailed information about five student service areas identified as problems. The survey results indicated a need for

improvements in website information, more cross-training for staff in related student services offices, and improvements in communications with students about administrative processes. The respective student services areas are developing action plans to address these issues.

From Self-Study Chapter 5 – Faculty

Standard 10: Faculty

Middle States recommendation: The hiring policies, credentials, and service expectations in terms of teaching, research, and other responsibilities of graduate faculty need to be articulated.

COMPLETE – In 2013–14, all schools, including the School of Graduate Studies, reviewed criteria for hiring, promotion, and tenure, which were then approved by the President. In addition to the appropriate terminal degree, candidates must demonstrate scholarly achievement, professional activity, teaching experience, and, when relevant, successful completion of professional licensing exams. Candidates must show growth and achievement in teaching, academic, or creative productivity, and service contributions through participation in College-wide committees (Graduate Studies Criteria for Hiring, Tenure, Promotion).

FIT recommendation: Because there are natural limitations to the amount of time adjunct faculty can dedicate to college life outside of the classroom, such as committee work, event planning, and departmental operations, the College must carefully review the balance of full- and part-time faculty.

ONGOING – FIT realizes the importance of increasing the number of full-time lines. In its Performance Improvement Plan submitted to SUNY in October 2015, the College committed to increasing the number of full-time lines to 300 by 2020. In addition, during the annual budget process, vacant faculty lines are evaluated and approximately 10 to 12 lines are released to be filled. As the College continues to appoint new faculty members, the intention is to strike a balance among faculty who deliver courses using traditional methods, faculty who focus on research, faculty who teach online and blended courses, and faculty who teach across disciplines.

FIT recommendation: Department Chairs play a critical leadership role in hiring and mentoring new faculty. While there is some training and a Chairs handbook is available, expanded and formalized leadership training in this area should be explored.

ONGOING – In 2013, the Vice President for Academic Affairs instituted a series of conversations and roundtables with Chairs on issues related to job responsibilities. This resulted in the establishment of a Chairs Advisory Committee, comprised of 12 Chairs from the four schools. In spring 2015, this committee began meeting twice a semester in order to discuss leadership and professional development issues, including conversations about mentoring faculty. Support also has been provided for Chairs to attend external workshops, such as a session held by the American Council on Education in spring 2014.

FIT recommendation: FIT faculty who come from industry typically have little experience teaching in college. Pedagogical skills take time to develop, and the short tenure timetable can place additional burdens on them. The College should explore effective strategies for assisting faculty during the pre-tenure period.

ONGOING – The College's Faculty Development program, administered by the Center for Excellence in Teaching, provides all pre-tenured and tenured faculty with information on best practices from educational research on innovative academic technologies and with the opportunity to learn from each other.

Since 2012, more than 50 faculty development workshops have been held each year and, in 2014–15 alone, 908 faculty participated. Events included Writing Strategies for Everyday Assignments, the Reflective Teaching Portfolio, workshops on student research, technology sessions, and meetings for faculty to share their own research. For new faculty, It's Your First Day of Class! workshops are offered every semester and focus on topics such as the syllabus, best teaching practices, and effective grading. In addition, a new online orientation program for new adjunct faculty was developed by the New Orientation Committee and implemented in spring 2017. Student-faculty roundtables, which address topics such as technology in teaching, advisement, grading and homework, and intellectual property

and plagiarism, promote exchange and provide models for designing student-centered activities. Begun in 2009, 187 faculty and 373 students have participated.

FIT recommendation: FIT's three-year tenure statute often presents challenges to new faculty members and to the department evaluating the new faculty. The College should convene a committee to review, evaluate, and recommend revisions to the various policies and procedures related to faculty appointment, reappointment, time to tenure, promotion, peer and student evaluations, and the effects of voting rights for both full-time and adjunct faculty on various personnel and curriculum issues. Certain recommendations from the committee will require negotiations with the UCE.

NOT STARTED

FIT recommendation: Post-tenure student evaluations are used primarily for developmental purposes. The College and the UCE should review FIT's current post-tenure review process and align it with best practices for post-tenure review at other similar institutions. Changes will require negotiations with the UCE.

IN PROGRESS – In spring 2016, a memorandum of understanding between the College and the UCE regarding the frequency of administering student evaluations as part of post-tenure review was signed as a pilot.

FIT recommendation: The hiring process for adjuncts is not consistent across the College and has not been closely monitored by Human Resources. The College should review the hiring processes for adjunct faculty across all schools to establish consistency where appropriate.

NOT STARTED – While conversations between the offices of Academic Affairs and Human Resources regarding these issues have begun, nothing has been formalized to date.

FIT recommendation: Developing an effective structure for the School of Graduate Studies has been a challenge. The College should review and respond to the recommendations made in spring 2011 by the external reviewers of the School of Graduate Studies. Some recommendations, such as graduate faculty workload, will require negotiations with the UCE.

IN PROGRESS – As part of its strategic planning process, the graduate faculty have been addressing recommendations made by external consultants who were engaged in 2011 to evaluate the School of Graduate Studies operations and structure. Among the areas being addressed are establishing a recruitment operation, enhancing collaboration with the College's Office of Admissions, establishing joint or shared faculty positions, and reviewing and benchmarking graduate faculty teaching workloads.

FIT recommendation: In order to enhance research and scholarship opportunities for faculty, the College should continue its discussions and implement a plan for institutional support of this initiative.

ONGOING – Faculty research projects are supported through the Faculty Development Grants and Awards program. Release time for research grants are recommended by the Faculty Senate Sabbaticals Committee to Academic Affairs and faculty are awarded release time from their required teaching load to conduct research.

FIT recommendation: Faculty mentoring programs are an invaluable experience for new hires. These programs exist in many but not all departments and should be expanded as a requirement for all departments.

IN PROGRESS – The issue of faculty mentoring is being addressed by the New Faculty Orientation Committee and the Chairs Advisory Council.

FIT recommendation: Consideration should be given to studying appropriate class size, balancing pedagogic and financial needs. This would be subject to negotiations with the UCE.

NOT STARTED

FIT recommendation: Professionals from Human Resources, the Affirmative Action Officer, and members of the Diversity Council should lead an initiative to develop a plan for recruitment, retention, and promotion of minority faculty and staff, using the results of the 2012 climate assessment and resulting diversity Strategic Plan as a baseline for these efforts.

IN PROGRESS – In fall 2016, the College completed a comprehensive Diversity, Equity, and Inclusion Strategic Plan. The plan addresses the results of the 2012 climate assessment and as mentioned in the Executive Highlights, includes initiatives for recruiting, retaining, and promoting underrepresented populations. Implementation began in spring 2017. In addition, in fall 2016, the College conducted a workshop on Diversifying the Faculty in an effort to raise awareness of strategies for recruiting more diverse faculty.

From Self-Study Chapter 6 – Educational Offerings

Standard 11: Educational Offerings

Middle States recommendation: A Strategic Plan for the School of Graduate Studies should be developed along with a clear definition of what constitutes an appropriate research agenda for the institution.

IN PROGRESS – The School of Graduate Studies is developing a comprehensive Strategic Plan that recognizes the school's strategic priorities, the diversity of its programs, and a research agenda that will encourage scholarly and academic inquiry as well as creative exploration. The research-related initiatives under consideration for the School of Graduate Studies include expanding the visibility and publication of research projects, such as final thesis papers and presentations; the development of graduate student fellowships; the creation of faculty incentives for research activities and creative endeavors; and the expansion of program advisory boards and alumni networks. Other initiatives being discussed are expanding global reach, interdisciplinary programs, research fellowships, grant opportunities, links to the undergraduate schools, industry partnerships, and philanthropic support for research and educational programs. At the same time, a research program has been developed at the undergraduate level and the College continues to define a more comprehensive research agenda that aligns with its mission and vision.

FIT recommendation: Students have very little opportunity within their majors to take elective courses. The College should explore ways to provide students with appropriate flexibility and opportunities for taking elective courses from across the College, without increasing credits and hours.

ONGOING – Since 2014, creating flexibility in the curriculum has been a top priority. As a result, undergraduate degree programs have been revised to offer students more choices in related-area electives and General Education courses. For example, in 2013, only 3 of 15 associate-degree programs offered related-area course choices, and by 2015 the number of programs had increased to 12. Expanding course choice has not increased credits or hours in any major.

FIT recommendation: Although the College has advised faculty that learning outcomes need to be included in their syllabi, and many faculty have done so, this is not carried out consistently across the College. To further this initiative, faculty development workshops should continue to be held and faculty should be encouraged to take advantage of resources available to meet this requirement.

COMPLETE – Student learning outcomes are required for all courses of study. (Course of study and syllabus guidelines align with New York State Education requirements, and are posted on the Faculty and Program Support web page.) Every semester, Academic Affairs notifies faculty that in conformance with New York State regulations, all course syllabi must include learning outcomes. Revisions to existing courses and the creation of new courses must pass through a series of internal governance checkpoints where courses of study/syllabi are reviewed to ensure that grading policy and learning outcomes are included.

Since 2013, the Center for Excellence in Teaching has sponsored workshops that address the issue of learning outcomes.

FIT recommendation: In order to further promote such collaborations and encourage faculty participation, the College needs to make it easier to implement cross-disciplinary work among the schools and departments. The College should address existing obstacles, such as contractual, financial, and logistical issues, that make it difficult to engage in interdisciplinary collaborations.

IN PROGRESS – In 2013, the College signed a memorandum of understanding with the UCE of FIT to pilot team-taught, interdisciplinary courses. To date, the following departments offer interdisciplinary courses: Jewelry Design and Science, History of Art and Mathematics, Science and Photography, Fashion Design and Computer Graphics, History of Art and Philosophy, and Fashion Design and Photography—all team taught.

FIT recommendation: The Faculty of the Future initiative has raised many questions regarding the curriculum. FIT should continue to engage in a College-wide conversation about the curriculum of the future and the extent to which it is positioned to meet the emerging and future needs of industry and the changing student population.

ONGOING – Formed in 2012, the Faculty of the Future Committee is an interdisciplinary group that meets throughout the year to plan mini-retreats and other events that focus on such curricular issues as interdisciplinary education, technology, international studies, and global perspectives. For example, in 2012, a session was held that addressed breaking boundaries and developing cross-disciplinary projects, which led to the development of a pilot program for interdisciplinary courses. In 2013, The Google Experience enabled faculty and students to collaborate on communication and productivity using Google tools and also covered Google for curriculum materials, student collaboration, and effective communication. Another program, The Maker Movement Revolution in Education, Design, and Business, highlighted the importance of digital fabrication technology and co-making as they relate to the curriculum. The subject matter of these rich programs has been integrated into the work of the Center for Excellence in Teaching as a resource for further faculty development.

Current Faculty of the Future initiatives emphasize globalism for teaching and learning to reinforce the College's mission and the importance of expanding and incorporating international studies and global perspectives in the classroom.

FIT recommendation: Information literacy skills need to be further strengthened. The College should continue its initiatives in this area while highlighting the importance of this ability across the campus in promoting student success.

IN PROGRESS – Through targeted outreach to faculty and students, in-class partnerships with the Gladys Marcus Library faculty and staff have increased the integration of information literacy and research into the curriculum. For example, in 2012, 216 literacy skills–building workshops were offered by library personnel for classes. Each year the number of workshops has continued to increase. In 2016, there were 321 workshops offered. Additionally, library faculty identify research and writing collaboration opportunities in all majors to broaden students' access to resource materials.

As part of the strategic plan, FIT is launching a First Year Experience program, which will include sections such as information literacy, communication skills, and library research skills.

FIT recommendation: There is no consistency across departments regarding transfer policies. Departments need to review their policies to ensure that they are fair and consistent and result in an effective and efficient transfer process.

COMPLETE – In 2016, FIT updated its transfer credit policy, which aligns with the standards of such professional organizations as American Association of Collegiate Registrars and Admissions Officers (AACRAO), American Council on Education (ACE), and Council for Higher Education Accreditation (CHEA). The policy, posted in the Policy Library on FIT's website, helps to ensure awareness and consistency across departments.

From Self-Study Chapter 7 – General Education; Related Educational Activities

Standard 12: General Education

FIT recommendation: While there has been some discussion about SUNY's revised General Education policy, which requires a minimum of 7 areas, rather than 10, a close examination and assessment of this policy has not been conducted. The College should continue discussions and decide on a course of action.

ONGOING – FIT's support of SUNY's shift toward more student-driven selection and flexibility for liberal arts electives lets students fulfill their General Education requirements with a more diverse range of offerings. This has resulted in enrollment growth in liberal arts minors and a significant increase and diversification in curriculum development and offerings in the College's School of Liberal Arts. In 2012–13, there were 18 minors available to undergraduate students; in 2015–16, there were 26 minors, a 44% increase.

FIT recommendation: Although data indicate that students' critical-thinking skills have improved, the College maintains that there is more work to be done in this area. The College should continue to further strengthen students' critical-thinking abilities.

ONGOING – The College continues to integrate critical thinking into the curriculum. The Writing Studio now offers one-on-one assistance in teaching critical-thinking skills. The Gladys Marcus Library supports development of research and critical-thinking skills by offering information literacy presentations. Faculty publish peer-reviewed articles discussing techniques they employ in the classroom to foster critical thinking. As previously referenced, when launched, the First Year Experience program will address information literacy and research skills. The growing interest in liberal arts minors also furthers critical-thinking skills development.

Moreover, in preparation for the Jay and Patty Baker School of Business and Technology accreditation by the Accreditation Council for Business Schools and Programs, critical thinking is among the six school-wide learning outcomes that have been identified and will be regularly assessed.

FIT recommendation: Despite the College's attempt to ensure that all syllabi in General Education courses include student learning outcomes, this is not always the case. The College should explore ways to ensure compliance, especially as it relates to critical thinking and information management.

IN PROGRESS – All syllabi include student learning outcomes. The College recognizes that critical-thinking and information-management outcomes are important and should be a priority of all courses. Including these outcomes in syllabi is a work in process. In addition, undergraduate faculty are mapping courses against program learning outcomes and essential skills, such as critical thinking and information management. Once this mapping is complete and the College has a list of courses that faculty identify as substantially emphasizing those skills, the College can work to ensure that learning outcomes reflect this learning. As an outcome of assessment projects, both the Social Sciences and Humanities faculty have begun to institute systems for regular review of syllabi, with particular attention to the quality of learning outcomes.

FIT recommendation: Although assessment results have been used to effect positive change, a challenge has been to ensure that assessment results are used as broadly as possible by faculty and administrators. The College should create a more systematic process to ensure that assessment results are used across the institution.

ONGOING – Since the College's 2012 Self-Study, FIT has made significant progress in communicating assessment results and creating processes to ensure that they are used. The Institutional Research and Effectiveness web page on MyFIT is regularly updated, and the community can use it for externally mandated reporting, internal reporting, decision making, assessment and program review, accreditation, planning, and budgeting. For each academic program, administrative program, and General Education assessment, reviews, executive summaries, and action plans are shared with the community.

FIT has also strengthened processes for monitoring progress and allocating resources for implementing action plans. Measures taken include: Beginning in 2016–17, performance appraisals for senior administrators include a review of action plans for recently concluded reviews; assessment and program review activities will be incorporated in

unit-level 2016–17 annual reports in Academic Affairs. In addition to posting executive summaries and action plans for recently concluded academic and administrative program reviews, FIT is developing applications in its new Taskstream Accountability Management System software that allows the College to track the status of action plans; and in 2016–17, the Office of Institutional Research and Effectiveness prepared and posted its first annual report that provides information on General Education assessments, academic program reviews, administrative department reviews, and other institutional effectiveness activities.

FIT recommendation: While the creation of the Writing Studio and the infusion of basic skills into the curriculum have proven successful, writing and oral communication abilities need to be further strengthened. The College should explore additional ways to bolster these skills across the curriculum.

ONGOING – The College has taken the following actions: The Presidential Scholars program now requires students to take a multidisciplinary course where they produce and present research and/or creative projects. The Writing Studio organizes faculty workshops that cover topics such as developing assignments, assessing student writing, and assisting multilingual writers. The Writing Studio also provides faculty individual support by offering multidisciplinary in-class workshops tailored to the program’s discipline; examples include teaching lab and technical writing in science and math courses and thesis writing for advertising design courses. Moreover, in fall 2015, the Center for Excellence in Teaching and the Writing Studio were awarded a Learning and Leadership Grant by the National Education Association (NEA). This grant, Pathways to Global Communication, explored classroom strategies for communicating across cultures. Participating adjunct faculty had writing tutors assigned to their courses. In addition, the scope of the studio’s services has expanded to include communications skills.

Standard 13: Related Educational Activities

FIT recommendation: The College has not adequately assessed credit-bearing certificate programs for relevance and effectiveness in meeting student and industry needs. Historically, it also has had difficulty tracking students in these programs. Steps should continue to be taken to address these issues and also to ensure that these programs are marketed appropriately.

FIT recommendation: Assessment of certificate programs should be built into the academic program review process.

IN PROGRESS – Credit-bearing certificate programs are now part of the academic program review process, and are assessed with the related degree programs. The academic program review guidelines also require data and learning outcomes. In 2015–16, academic program reviews of Jewelry Design, Packaging Design, and Technical Design included the credit-bearing certificate programs.

FIT is addressing the tracking of certificate-program students; discussions are underway between the Office of Admissions and Academic Affairs regarding the development of an application to these programs.

FIT recommendation: Assessment of the structure for developing, offering, and assessing courses and programs through the School of Continuing and Professional Studies should be continued. In addition, a mechanism for tracking applicants and enrolled students should be developed.

IN PROGRESS – A review of the structure of the former School of Continuing and Professional Studies was undertaken in academic years 2012 and 2013. As a result, oversight of all credit-bearing courses, and certificate and degree programs was transferred to the Division of Enrollment Management and Student Success. In addition, the school was subsequently renamed the Center for Continuing and Professional Studies and a new Executive Director was hired in 2016. The Center is currently formulating its strategic goals, which will address aspects related to programming, enrollment, and assessment. The Executive Director is also chairing a strategic plan subcommittee focused on learning opportunities for the nontraditional student.

FIT recommendation: FIT needs to further assess program outcomes to ensure retention of incoming students.

IN PROGRESS – Historically, program-level data was provided to those departments undergoing program

review. Beginning in spring 2017, every program will be provided with its respective program-level data. Graduation-rate data by program is available online. An analysis will be undertaken of variations in graduation rates by program and student admission type, with the goal of closing existing gaps in success rates.

FIT recommendation: Because there is no formal feedback mechanism for study-abroad courses, an evaluation instrument should be developed.

ONGOING – FIT's International Education Office administered its first study-abroad survey to students taking courses during the 2016 winter session. Going forward, surveys will be administered to students participating in every study-abroad program, allowing FIT to ensure that the programs are effective. In addition, in fall 2016, focus-group discussions were held to gather information about students' knowledge of and interest in study abroad.

FIT recommendation: Exchanges between international and FIT faculty should be established in order to expose students and faculty to diverse cultures and different pedagogies in the classroom.

ONGOING – In support of its mission, FIT has made it a priority to identify opportunities for faculty to teach abroad. In the last year guidelines have been drafted for hosting visiting scholars and researchers on campus. For the past three years, FIT faculty have taught 40 courses annually at Zhejiang Sci-Tech University (ZSTU). Several ZSTU faculty have also spent one semester each year studying and conducting research at FIT. Since 2012, FIT faculty have also been teaching summer courses at SUNY Korea, an international SUNY campus; plans to establish Fashion Design and Fashion Business Management associate-degree programs on the SUNY Korea Incheon campus are awaiting approval. In addition, COIL (Center for Online International Learning) methodology and strategies are used by FIT faculty in order to foster relationships with peers and students abroad in a co-taught multicultural online environment.

FIT recommendation: Given the growth of distance-education offerings at FIT, the College should analyze whether the support for students enrolled in these courses is comparable to the support provided to students enrolled in on-site courses. In addition, issues relating to community building, student evaluations, and proctoring should continue to be addressed.

ONGOING – An administrative review of the Office of Online Learning and Academic Technologies will be completed in 2017. As part of the review, students in FIT's two online degree programs took midyear and exit surveys to assess their online experience. In addition, surveys are administered to students taking one or more online courses.

FIT also offers 530 online credit sections per year. Enrollment data indicates that 92% of students who take online courses also take courses on campus within the same semester and, therefore, have access to the full range of support services available to all students. In online courses for which proctoring is required, faculty either administer the proctored exam in person or work with the Office of Online Learning and Academic Technologies to have RPNOW (Remote Proctor Now) facilitate the exams.

The Online Learning and Academic Technologies Office connects students who are enrolled in the online degree programs with the same resources available to students who study on campus. For example, the Writing Studio and the Academic Skills Center offer online, synchronous sessions through Blackboard Collaborate or WOnline. The library offers online research support seven days a week through chat and text, as well as providing access to more than 50 library research guides and 100 databases that provide full text access to journals, reports, and books. The office collaborates with the faculty advisors of these online degree programs to build community through a dedicated group in Blackboard, facilitated email communications, and through in-person or phone conversations.

From Self-Study Chapter 8 – Institutional Assessment; Assessment of Student Learning

Middle States recommendation: The Team endorses the recommendations for improving institutional assessment and the assessment of student learning as advanced in the Self-Study Report. These include better communication to the broader FIT community regarding Administrative Program Review results and student learning outcomes; formalizing the linkage between student learning assessment and institutional assessment results; formal

assessment of the School of Continuing and Professional Studies programs; assessment of liberal arts courses outside of the General Education structure, as well as courses outside the majors; and implementing a systemic approach for periodic review of the assessment process.

Standard 7: Institutional Assessment

FIT recommendation: Administrative Program Review results are not discussed with or communicated to the broader FIT community. The College should develop a formal plan for information sharing in order to maximize potential for improvements and efficiencies.

IN PROGRESS – Action plans for recent administrative reviews that contain summaries of findings and steps to be taken in the future to address them are now posted on the MyFIT pages of the Office of Institutional Research and Effectiveness website. In fall 2017, the Office of Institutional Research and Effectiveness prepared a year-end annual report that has been posted on their website.

FIT recommendation: While the Strategic Plan is posted on the website and hard copy updates are produced periodically, status reports should be posted on the website on a regular basis.

ONGOING – Since the Strategic Plan was approved in 2013, updates have been regularly provided on MyFIT. These updates include reports from implementation teams, and other documents that support the Strategic Plan, such as the Diversity, Equity, and Inclusion Strategic Plan, the Technology Transformation Plan, the Brand Architecture Report, and the SUNY-mandated Performance Improvement Plan.

FIT recommendation: To improve communications, the College should develop an assessment website that includes program review results.

COMPLETE – The Institutional Research and Effectiveness Office has expanded its MyFIT website to include additional assessment information, which includes program review results.

Standard 14: Assessment of Student Learning

Middle States recommendation: FIT should gather more evidence of Basic Skills students' performance in follow-on coursework and their persistence to degree to determine how effectively its Basic Skills program and individual courses are preparing students for a successful academic experience.

IN PROGRESS – Since fall 2015, the Office of Institutional Research and Effectiveness has collected data on student developmental course enrollments, individual courses, and subsequent student success outcomes. This was completed in AY 2016. In AY 2018, detailed reports will be prepared and shared with faculty, deans, and administrators.

Middle States recommendation: FIT's program faculty across departments should coordinate rubric-based evaluations of student capstone projects and/or portfolios to ensure that they are performed with greater consistency and, therefore, yield more usable outcomes information.

ONGOING – In spring 2016, the Office of Institutional Research and Effectiveness surveyed all academic departments regarding their grading practices for capstone and portfolio courses in order to determine how they are evaluated. Practices varied greatly by program and, in 2016–17, school deans are reviewing the information collected, identifying grading inconsistencies, and working with departments for improvement. In the Jay and Patty Baker School of Business and Technology, the use of capstones as assessment evidence for the accreditation has already led to significant improvements.

As discussed in Section 5, the College is implementing a three-year plan to strengthen student learning assessment in degree programs, with frequent documentation and review. In 2016–17, departments will map program learning outcomes to courses and will design comprehensive assessment plans. As part of this process, FIT can ensure that

capstone projects and portfolios are evaluated more consistently for assessment purposes.

FIT recommendation: There is no formal plan for communicating assessment results to the FIT community. A plan for sharing results should be developed. This will enable results to be used more effectively in the decision-making process. Communications should include the development of an internal and external assessment website.

ONGOING – An internal and external institutional research and effectiveness website has been developed, where the campus community may find assessment results that can be used for external and internal reporting, program review, planning, and budgeting.

FIT recommendation: Currently, assessing the assessment process takes place informally. A more systematic process for periodic review of the College's assessment processes should be established.

ONGOING – The College has taken steps since 2013 to formalize assessment of the assessment process. These include the engagement of a consultant to review assessment and program review operations and completion of an administrative review of the Office of Institutional Research and Effectiveness. In spring 2017, the Faculty Senate Assessment Committee created a rubric for evaluating General Education assessment work and will begin applying it to all General Education assessments. In 2017–18, the committee will begin issuing an annual report evaluating General Education assessment annually. Further information is provided in Section 5.

FIT recommendation: The College should engage in discussions to identify the best ways of establishing clear links between student learning assessment and institutional assessment results.

NOT STARTED – FIT has not formally established institutional learning outcomes at the College level; SUNY General Education outcomes currently serve as an institution-wide framework. As noted in the Four-Year Assessment Plan, the institution will make a determination regarding institutional learning outcomes in 2017–18.

FIT recommendation: FIT currently does not assess liberal arts courses outside of the General Education assessment structure. Moreover, courses offered outside of a major are not subject to assessment. The College should consider an assessment process for these courses.

ONGOING – Aligning with a broader shift in the field of student learning assessment away from assessing individual courses, FIT is refocusing its assessment efforts on degree program learning outcomes and broader areas of General Education and essential skills. Since this recommendation was made, FIT has restructured its General Education requirements to allow students more flexibility, and as part of this effort, nearly all liberal arts courses are approved for 1 of the 10 General Education areas. As discussed in Section 5, General Education guidelines have been revised to ensure that student learning in the area is assessed through a broad range of courses.

FIT recommendation: School of Continuing and Professional Studies programs are not formally assessed. The College should consider the best ways to include these programs in the assessment process.

IN PROGRESS – A formal assessment process has not been established. As a first step, the units comprising the Center for Continuing and Professional Studies updated their mission, goals, and outcomes in June 2015. The newly appointed Executive Director for the Center for Continuing and Professional Studies will collaborate with the Office of Institutional Research and Effectiveness staff to develop an assessment process. Moreover, the three units comprising the Center—Precollege, Enterprise Center, and Professional Studies—are undergoing administrative reviews in 2017 and 2018.

Section 3

Challenges and Opportunities

Section 3: Challenges and Opportunities

Overview

Since its decennial report, FIT has realized significant accomplishments and leveraged myriad opportunities while also identifying and addressing a number of challenges. In this section, these accomplishments, challenges, and opportunities are described in the context of how they relate to the Middle States standards.

Mission and Goals

As part of developing the new strategic plan in 2013, the College also examined its mission statement and determined that it, too, needed revision. The new mission statement expands FIT's purpose to explicitly include innovative partnerships, global perspective, inclusiveness, and sustainability:

FIT prepares students for professional excellence in design and business through rigorous and adaptable academic programs, experiential learning, and innovative partnerships. A premier public institution in New York City, FIT fosters creativity, career focus, and a global perspective and educates its students to embrace inclusiveness, sustainability, and a sense of community.

This addresses Middle States Standard 1 – Mission.

Innovation Partnerships

Defining FIT's role in the innovation space—one which infuses expansion of research, creative work, and the establishment of national and global strategic partnerships into the fabric of the institution—has been the most aspirational but challenging of the College's strategic goals.

In the last two years, an Innovation Center at FIT has been conceptualized and its own strategic plan is currently being developed. Concurrently, the College has undertaken several promising initiatives that will help define the work of the center.

For example, as elaborated on in Section 6, the FIT/Infor Design and Tech Lab was the first major component of the Innovation Center. Moreover, FIT's memorandum of understanding with Manufacture New York provides opportunities for innovative projects. And, FIT's membership in AFFOA (Advanced Functional Fabrics of America) has raised FIT's visibility among educational, governmental, and industry innovators, and FIT's newly appointed Deputy to the President for Innovative Partnerships and Collaborative Programs has been invited to serve on AFFOA's Workforce Development team. Several projects are being considered.

Global Perspective

Acknowledging the importance of globalism by including it in the mission statement brings more focused attention on this institutional priority and, since the decennial report, FIT has realized some significant successes but has identified new challenges as well. As referenced throughout this document, successes have come in the way of faculty development, new programs, and other international opportunities for students and faculty. However, while funds have been raised to support these efforts, an ongoing challenge is to meet the ever-growing need for funding, especially in the area of scholarships for students to study abroad.

Diversity, Equity, and Inclusion

President Brown has led the FIT community in defining diversity, equity, and inclusion in its broadest sense—to address issues of race, gender, culture, and economic status, as well as differences in values and experience. A climate assessment administered in 2013 resulted in the development of a Diversity, Equity, and Inclusion Strategic Plan in 2016 that is currently being implemented (additional details can be found in Section 6). In addition, in 2014 the President appointed a Transgender Task Force to provide recommendations for support of the FIT transgender community. These recommendations are also currently being implemented. Transgender Task Force Report

Collectively, these plans will address already identified challenges, such as diversifying the faculty and staff, improving the sense of community among international students, creating recruitment and retention plans for

underrepresented populations, and ensuring a culture of mutual respect and civility.

It should be noted that FIT ranks second in diversity and inclusiveness among SUNY baccalaureate colleges in the latest Student Opinion Survey—with 82% claiming to be satisfied or very satisfied with the level of racial harmony on campus—providing a solid foundation for enhancing institutional commitment to inclusiveness.

Sustainability

Since the decennial report, FIT's commitment to sustainability has risen to a level of importance such that the College has made it a mission-critical priority.

Sustainability has been embraced throughout the academic enterprise. A new minor, Ethics and Sustainability, was recently established through the School of Liberal Arts, and throughout the curriculum, sustainability practices and principles are being infused into coursework wherever applicable. In addition, FIT offers a credit certificate program in Sustainable Packaging Design as well as a noncredit certificate program in Sustainable Design Entrepreneurs. Moreover, in 2014, the College launched the annual Summer Institute in Sustainability in Fashion and Textiles, which attracts participants from around the world.

The Schools of Graduate Studies and Art and Design partnered with the Ethical Fashion Initiative (EFI), a joint agency of the World Trade Organization and the United Nations, to present a series of sustainability and fashion dialogues, called The Hand of Fashion. In 2015–16, the series included 10 presentations by CEOs, Chief Sustainability Officers for major companies, designers, and manufacturers from across the globe, all facilitated by EFI founder Simone Cipriani.

The President's Sustainability Council as well as the Faculty Senate Sustainability Committee make recommendations for and promote environmental and green initiatives. The Council organizes sustainability conferences and administers a grant fund that supports faculty and staff sustainability proposals. The Council also organizes an annual Sustainability Awareness Week.

In support of the College's sustainability efforts, FIT signed the White House Climate Pledge, committing to reducing total greenhouse gas emissions by 50% by 2020; and joined the Clinton Global Initiative University. Moreover, FIT accepted the NYC Mayor's Challenge to reduce greenhouse gas emissions, improve air quality, and reduce the impact of climate change by 2030. Seventeen colleges and universities and 11 hospitals signed on, and FIT was among 5 institutions that met their goals early and was the first to do so—for a total reduction of 40.8%, far above any other institution.

Notably, student participation in the Clinton Global Initiative University has resulted in the selection of their project proposals for presentation at the annual conference for the past three years. The projects are Natural Dye Garden, an initiative to install plants and flowers on an FIT rooftop terrace to demonstrate fabric dyeing can be done with specific materials that are grown, harvested, and dried to become a source of natural dyes; the FIT Muslin Compost System, a project that resulted in the first textile composting program at FIT; and FIT Hives, a program to maintain a beehive at FIT, which will be used to develop sustainable natural methods for developing bee-derived resources for projects, products, and designs.

FIT has also demonstrated its commitment to sustainability through maintenance, renovation, and construction across the physical plant. Each year, the College has received \$2 to \$3 million from the City to reduce energy costs related to campus-wide ventilation, air-conditioning, hot-water heaters, and water-cooling units. In addition, four of the five academic buildings have been replaced with green roofs and FIT has implemented a comprehensive recycling program in all campus buildings that exceeds acceptable standards.

In recognition of FIT's ongoing pledge to maintain a sustainable environment, the College was presented with the Environmental Excellence Award by the New York State Department of Environmental Conservation in 2016.

Academic Effectiveness

Expanding the Students' Curricular Options

Since 2012, there have been significant revisions and additions to FIT's educational offerings (Standard 11 at both the undergraduate and graduate levels. These include a complete review and revision of all undergraduate programs in order to meet the requirement of SUNY's Seamless Transfer Initiative; the expansion of FIT's minors offerings to more than 25 at present; the creation of new structures to support special topics and experimental courses; the development of a collaborative pilot program for interdisciplinary teaching that has resulted in the implementation of seven new courses over the past two years; the development of a new MFA degree program in Fashion Design to be launched in fall 2017; preparations to launch associate-degree programs as part of SUNY Korea in fall 2017; and the exploration of a new structure to support the delivery of modular and short-term courses.

The College has also taken steps to expand its focus on experiential and applied learning, most recently through the development of a campus-wide applied learning plan as part of the SUNY-wide Applied Learning Initiative; the creation of a pilot to support an innovation grant that provides students with the opportunity to collaborate on interdisciplinary research projects; the continuing expansion of online courses and programs; and expansion of international offerings, most recently through participation in the COIL (Collaborative Online International Learning initiative. In addition, a focused administrative reorganization has been undertaken to support these efforts.

Several challenges require ongoing institutional attention. Among the most critical are related to resource allocation and planning (Standard 2. They include the need to maximize the allocation and use of space and technology and increasing external funding to support innovative curricula and the purchase and maintenance of specialized technology. The College must also identify ways to offer students more individualized and varied study options within their majors.

Strengthening the Faculty

The Faculty of the Future initiative (Standard 10 prioritizes the recruitment of faculty with a broad range of credentials and work experience in five areas: professionalism, technology, learning enrichment, instructional design, and globalism. To support the initiative, in 2006, President Brown committed funding for 40 new full-time, tenure-track faculty positions. In addition, as part of FIT's Performance Improvement Plan, the President has committed to budgeting an additional 34 positions by 2020. The addition of these positions enhance the College's ability to recruit faculty who may teach across disciplines, engage in research, and contribute to further globalization within the faculty ranks.

To further strengthen this effort, the College has developed a release-time program to support the research and creative activity of full-time faculty; annually funded research projects and activities; expanded its sabbatical program for full-time faculty; and has developed a proposal for a visiting professionals program that will host researchers, teachers, and scholars (Standard 13.

The College is exploring additional ways to expand and enhance faculty development programs and initiatives that will support, recognize, and incentivize the faculty to broaden their pedagogical and research interests and skills.

Two particular challenges are the need to invest in faculty development opportunities for part-time faculty, and the need to consider broader performance evaluation criteria that include professional activities outside the classroom. In addition, the College needs to continue the effort of defining an appropriate structure for the School of Graduate Studies, including faculty qualifications, expectations, and workload.

Administrative Effectiveness

Facilities and Technology (Standard 3)

FIT has long suffered from a significant space shortfall and yet has met many space-related challenges over the years by creatively repurposing available space. Up until this year, it had an outdated Campus Master Plan that could not account for changes, some dramatic, in technological and curricular needs. In 2016, the Board of Trustees approved a revised Campus Master Plan that had been developed over two years and now provides a full and detailed picture of new campus construction ambitions, including everything from a long-planned new

academic building to much-needed infrastructure improvements. Designed to support the Strategic Plan goals, the Master Plan includes 60 renovation projects, each with its own timeline, cost, and priority. The scope of the plan stretches to 2020 and beyond, at a projected cost of \$975.6 million. For those projects scheduled to be completed by 2020, the cost is \$204 million. The plan includes the College's first new academic building in more than 40 years, a 10-story, LEED-certified \$155-million structure. Securing the funding for this project has been a long-time challenge. The state had allocated its share of the cost more than 10 years ago, but the City did not match this commitment until 2016. Even as plans for the 60 projects move forward, the College must balance its use of resources for day-to-day facilities maintenance and operations.

Among the challenges the College faced as the revised Strategic Plan was being implemented was the assurance that there was a technology infrastructure in place to support the plan and to allow it to keep pace with rapid changes. As a result, in FY 2016 FIT launched a technology transformation initiative and engaged the consulting firm, Deloitte to assess its technology operations. An 11-week engagement, which included in-depth interviews and meetings, resulted in 19 recommendations in the areas of leadership and governance, talent, finance, services, and enabling capabilities, along with a road map and timeline for implementation. Recommendations are currently being implemented. Additional information can be found in Sections 5 and 6.

Finance (Standard 3)

Despite the government's accelerated retreat from support for public higher education, FIT remains fiscally strong. Indeed, base aid for FY 2015–16 from New York State left the College with less revenue per full-time student than was received in the worst days of the recession that began in 2007. Yet with prudent planning and management, the College has successfully used its annual operating budget to support both mission-critical and unanticipated needs as well as strategic initiatives. Its reserves are healthy and enrollment remains strong, providing a steady stream of revenue. One of the most reliable sources of revenue for FIT is the county chargeback—part of a statutory formula to fund students who live outside of New York City but reside in New York State. The formula has long been controversial in the state legislature, but the College remains vigorous in its advocacy for it.

FIT received additional public funding as a result of its high retention and graduation rates. For the past three years, it was awarded \$184,620 in GAP (Graduation, Achievement, and Placement) funding and \$775,049 in Job Linkage funding to support its academic support services, among the highest awards for all SUNY community colleges.

Aging facilities necessitate a continual infusion of capital dollars. The College maintains an active advocacy program focused on support from the City and State for renovations as well as new construction projects. As mentioned in the executive summary and previously in this section, after 10 years of effort, the City committed \$74 million for construction of a new academic building, to match \$74 million allocated by the State. Since its 2012 self-study, FIT has received additional City and State funding for capital projects. However, the new projects envisioned in the revised Campus Master Plan pose a multimillion dollar challenge for the College.

While the College continues to receive support from industry and other friends of the College, the area of development has been one that poses continuing challenges. Based on its strong national and international reputation, FIT is positioned to raise both private and corporate dollars—which is an opportunity. However, as mentioned earlier, the College has not been able to maintain the necessary infrastructure or leadership in its development operation to support its fundraising goals, particularly for its ambitious Strategic Plan.

Despite the challenge of building a strong development infrastructure, FIT has nevertheless succeeded in securing substantial funding through special events and other targeted initiatives. For example, its annual gala honoring industry leaders and friends of the College raised \$1.3 million in 2015 and \$1.7 million in 2016. Its annual Couture Council luncheon honoring prominent fashion designers yielded \$900,000 in 2015 and over \$785,000 in 2016 for The Museum at FIT. And the College's relationship with Infor has resulted in the latter's contribution of \$2.25 million to support the FIT/Infor Design and Tech Lab. In fact, FIT ranked first among SUNY's 33 community colleges in terms of total gifts raised for FY 2014–15, the last year when these figures were available. In that same year, as mentioned in Section 2, FIT ranked 10th among all of SUNY's 64 campuses, behind such research institutions as Stony Brook and the University at Buffalo.

Administrative Reorganization and Leadership (Standards 4 and 5)

Since 2012, FIT has restructured many areas of the College to support the Strategic Plan, the institution's overall direction, and to improve student services (Reorganization and Restructuring for Institutional Effectiveness). The opportunities created by this reorganization and restructuring are expected to enable faculty, students, and administrators to work more easily across departmental and divisional lines to create and support innovative, interdisciplinary curricula and research that take full advantage of the College's strengths, including its historic connection to the design and fashion industries.

While the College has experienced several changes in leadership positions that have hampered its ability to move forward and seamlessly as intended, these changes have also provided an opportunity to hire new leaders with the skills required to support FIT's strategic direction. This includes changes in leadership in Human Resources, Information Technology, and Assessment.

With respect to faculty governance, there is a need to explore various other faculty senate models that might provide FIT with an even stronger faculty governing body. The Senate will be introducing a new model in AY 2018.

The UCE of FIT represents both faculty and staff and the College is sometimes bound by contractual issues, which makes it challenging to move forward with some of its initiatives. However, the College's relationship with the union has been forthcoming and respectful over the last several years, which has made it possible for the two to work productively together on contract and other difficult issues, to the mutual benefit of both parties.

In September 2016, the College and the UCE of FIT finalized a long-awaited contract—the last having expired in 2010. Negotiations were protracted as a result of New York City straying from its usual practice of funding salary increases equal to that of other area unions. The College and the UCE of FIT advocated together for full funding. In the end, while the City agreed to provide more funding than originally promised, full funding was still not provided. Ultimately, the College agreed to fund the difference so that its employees would receive the same increases as other city agencies.

Section 4

Enrollment and Finance Trends and Projections

Section 4: Enrollment and Finance Trends and Projections

Overview

Among FIT's strengths is a stable foundation in terms of both enrollment and finances. FIT's diversity of funding streams and its stature as a destination college offering associate-, bachelor's-, and master's-level programs compensate for constraints on funding from New York State in recent years.

Financial Condition

FIT's financial condition is strong as evidenced by annual increases in revenue, sustainable growth in expenditures, and stability in institutional reserves. In addition, FIT's audited financial statements during the last five years have received an unmodified opinion from external auditors and there have been no management letter comments since fiscal year 2010.

FIT's revenues have increased 18% over the past five years. This is due to stable City funding, modest increases in New York State per FTE (Full Time Equivalency) base aid, strong growth in county chargeback revenue, and modest tuition increases, accompanied by strategic enrollment. Specifically, over the past five years, from FY 2012 to FY 2017:

- New York City funding, representing 22% of FIT's FY 2017 operating budget, has remained the same at \$45 million. (This amount will increase in the current fiscal year and in FY 2018, based on approved City funding for collective bargaining.)
- New York State funding, which is 13% of FIT's FY 2017 operating budget, has increased from \$24 million to \$28 million.
- County chargeback revenue, which is 14% of the FY 2017 operating budget, has increased from \$20 million to \$27 million. This is due to both an increase in the chargeback rate and increases in enrollment of residents outside of New York City.
- Annual tuition and fee revenue, which is 45% of the FY 2017 operating budget, has grown from \$76 million in FY 2012 to a projected level of \$93 million. Growth in tuition and fee revenue is due, as noted above, to solid enrollment and modest tuition increases that were allowed under New York State's rational tuition policy. This policy, proposed by SUNY and approved by the Governor and State Legislature, allowed SUNY colleges to raise tuition rates by \$300 annually over five years.

FIT's expenditures have been stable, growing at a modest rate and consistent with institutional revenue growth. The College continues to identify opportunities for greater efficiencies and related cost savings. All personnel vacancies are reviewed and divisions are encouraged to consolidate and automate administrative support services when viable. In addition, FIT has reviewed and improved its procurement practices to ensure that goods and services are purchased at the most competitive price available, taking advantage of state, city, and federal government contracts whenever possible. In each of the last five years, actual year-end College expenditures have been slightly less than budgeted expense funds, demonstrating a commitment to prudence in spending. Specifically, total expenditures in FY 2011 were \$164 million, compared to revenues of \$169 million, representing an under-expenditure of \$5 million, or 3%. Similarly, in FY 2015, total expenditures were \$182 million, compared to revenues of \$186 million, representing an under-expenditure of \$4 million, or 2%.

FIT has maintained a high level of unrestricted net assets when, consistent with New York State and SUNY practices, Other Post-Employment Benefits (OPEB) or GASB 45 liabilities are not included in the calculations. Even when OPEB or GASB 45 liabilities are included in the calculations, unrestricted net assets remain strong. In FY 2015, FIT's unrestricted fund balance was 38% of the value of its annual operating budget. Because FIT is committed to investing its current fund balance in nonrecurring costs to improve facilities and infrastructure, FIT's four-year financial plan projects that the unrestricted fund balance will be spent down to about 18% of operating expenses by FY 2020. This is consistent with SUNY guidelines that recommend an unrestricted fund balance of 15–20%.

The trends in financial fundamentals outlined above mean that FIT has the ability to weather unexpected changes in its environment, as long as these changes are part of normal economic and demographic cycles and shifts.

Emergency circumstances would require a response appropriate to the severity of the incident. The College has appropriate risk-management processes and sufficient insurance coverage to mitigate any extreme losses. In addition, the College has developed emergency-preparedness and response protocols to address catastrophic incidents.

Enrollment Patterns

FIT’s enrollment patterns are solid, even as the composition of its overall enrollment has shifted. Modest declines in FTE enrollment in 2016 are related to a couple of factors: a recent SUNY policy limiting credit requirements to 126 for the bachelor’s degree and to 64 for the associate degree, which lowered the number of courses students needed to graduate; a decrease in students’ time to degree due to enhanced advising; and a decrease in the enrollment of the nondegree population. FIT continues to recruit a robust pool of talented applicants for whom FIT is their first choice of college that manifests in a full entering class with a strong waitlist.

In 2010, FIT implemented its first institutional strategic recruitment plan, focused on maximizing undergraduate- and graduate-degree-program enrollment. Since that time, FIT has continued to meet its overall new student enrollment targets for degree-related programs and increase the quality of applicants as measured through high school GPA and portfolio evaluations. At the same time, nondegree (nonmatriculated students in credit courses) enrollment has declined. Nondegree enrollment was at its peak in 2010–11, at the height of the recent recession. As the unemployment rate for New York City decreased, so did FIT’s nondegree enrollment. This trend has been accounted for in the College’s strategic recruitment plan. The institution continually evaluates its program mix in light of placement rates, faculty availability, and facility resources. By maximizing degree enrollment, increasing admission targets in specific programs, and strengthening retention rates, the overall FTE enrollment will remain at FIT’s desired level.

Nondegree students are still a population that FIT desires to serve. There are learning opportunities for lifelong learners through credit courses and certificate programs. The Enrollment Management Committee and the Admissions Office are developing recruitment initiatives that promote nondegree opportunities in the College to the area adult population.

Over the next five years, FIT projects that enrollment will slightly increase. This projection is based on past patterns of student demand, FIT’s strategic enrollment plan expanding enrollment in specific programs where there are available resources to maintain our academic quality, and general demographic trends within the existing applicant pool. Because FIT attracts students locally, regionally, nationally, and internationally, it is reasonable to expect that, from both a total application and a final yield perspective, enrollment will continue to be strong. Specifically, the College has reported the following trends and projections in annual average FTE enrollment:

Fiscal Year	Annual Average FTE
2013 (Actual)	9,067
2014 (Actual)	9,089
2015 (Actual)	9,163
2016 (Actual)	8,988
2017 (Projected)	8,904
2018 (Projected)	9,050
2019 (Projected)	9,181
2020 (Projected)	9,255

Financial Projections

FIT updates its four-year financial plan on an annual basis. The plan includes projections of modest revenue and expenditure increases, based on trends consistent with prior years' experience at the College. FIT's most recent financial plan extends through FY 2020–21. The plan assumes stable funding from New York City and very modest increases in per-FTE funding from the State. Similarly, county chargeback and tuition revenue are projected to increase at rates comparable to those of the past five years. The financial plan also assumes increases in personnel and other-than-personnel costs, consistent with existing salary schedules and policies and anticipating small inflationary growth. As a result, the College projects that total revenue will grow to \$205 million by FY 2020–21. In addition, the College will draw on its strong fund balance to cover total expenditures in FY 2020–21 of \$207 million. As noted above, this will allow the College to maintain a strong financial position with unrestricted fund balances at approximately 18%.

Capital Budget

Because major capital projects are funded 50% by New York State and 50% by New York City, the College does not carry long-term debt on its financial statements. FIT has had success in securing State and City funding for its capital program. Most notably, in July 2015, New York City committed to providing \$74 million, its 50% share, for FIT's new academic building. These funds match the \$74 million appropriated for this project by New York State.

FIT is now moving ahead with this transformative construction project. Working with the project architects and the Dormitory Authority of the State of New York (DASNY), FIT advanced project planning and design significantly in 2016. However, new cost estimates based on advanced design documents identified a funding shortfall of approximately \$50 million. FIT is currently working with New York City's Office of Management and Budget (OMB) to examine the current estimated cost, while exploring value engineering opportunities. Based on the outcome of this study, which will be completed in February 2017, the College will request supplemental funding from the City and State to complete project design and construction documents. As a result of this development, groundbreaking, which had been projected for spring 2017, has been postponed.

The College has been successful in securing public capital funding for many other projects in recent years. Notable among these are:

- \$9.9 million in State funds for the renovation of classrooms
- \$6.0 million in State funds for the renovation of the Katie Murphy Amphitheatre
- \$3.0 million for the renovation of the Haft Theater
- \$9.0 million for a campus-wide modernization of the fire alarm system and for renovation of elevators and escalators
- \$14.3 million in City funds for energy-saving infrastructure projects

FIT is strongly committed to reducing its deferred maintenance across the campus and continues to invest in important renovation projects that upgrade infrastructure and improve the functionality and aesthetic appeal of classrooms, labs, offices, and public spaces. Facilities that have been renovated and/or upgraded over the last five years include:

- Marvin Feldman Center third and fifth floor classrooms
- Film and Media Studies classroom and studios
- The Museum at FIT restrooms
- Fine Arts screen printing studio
- Katie Murphy Amphitheatre
- Computer Animation and Interactive Media classroom and studio
- Doneger Design Studio
- Business and Liberal Arts Center student lounge
- International Student Services offices

- The museum's storage space
- Spin room
- Alumni Residence Hall data center
- FIT/Infor Design and Tech Lab
- Fred P. Pomerantz Art and Design Center student lounge
- Elevators/escalators
- Pomerantz Center green roof as well as a green roof on the bridge connecting the Pomerantz Center and the Shirley Goodman Resource Center
- School of Graduate Studies classrooms
- Special Collections section of the Gladys Marcus Library
- Coed Residence Hall lobby
- Three floors (66,000 square feet) of administrative offices at 333 Seventh Avenue

Additional Information

The appendices to this report include additional detailed financial and enrollment information, including the KPMG audited annual financial statements: 2012 & 2011, 2013 & 2012, 2014 & 2013, 2015 & 2014, 2016 & 2015; annual budget documents, IPEDS financial information: 2013–14, 2014–15, 2015–16; and FIT Fact Book Enrollment 2012–16, FIT Fact Book Graduation Cohorts 2010–13, FIT Fact Book Retention Cohorts 2011–15 data that includes enrollment information.

Section 5

Assessment of Institutional Effectiveness and Student Learning

Section 5: Assessment of Institutional Effectiveness and Student Learning

Overview

FIT has continued to strengthen the area of assessment and institutional effectiveness since its Middle States Self-Study in 2012. This has been accomplished by making organizational changes, streamlining processes, and implementing technology. This has resulted in the allocation of more resources to assessment, increasing the volume and timeliness of projects, and increasing the quality and usefulness of assessment information.

In 2013, the College engaged a consultant to assess FIT's assessment programs (Assessing Assessment Report). Its recommendation to merge the offices of Assessment and Institutional Research into one office of Institutional Research and Effectiveness was implemented in 2014. This office is led by an Assistant Dean and is supported by an Executive Director for Assessment and a team of four staff who have been cross-trained in both assessment and institutional research. The merger has created a synergy that has increased the scope of assessment activities and improved the management of academic and administrative reviews. The office provides better support for the assessment of the Strategic Plan and is better equipped for assessment and strategic planning. In 2015, a new Executive Director for Assessment was appointed. One of her first tasks was to develop a four-year assessment plan, focusing on activities that were recommended by the 2012 Middle States evaluation team, assessment initiatives that would add value to FIT's assessment program, and enhancements to assessment activities already underway.

To further reaffirm the College's commitment to assessment and to provide a sustained focus on the links between planning, assessment, and compliance, the President appointed a Vice President for Strategic Planning and Institutional Effectiveness in 2016. Her portfolio includes oversight of the Institutional Research and Effectiveness, Compliance and Audit, and Affirmative Action offices, and the management of the College's Strategic Plan.

Notably, assessment continues to be integrated into strategic planning. Assessment of the achievement of the goals in the Strategic Plan is accomplished through the development of a series of metrics associated with each goal. Institutional effectiveness is also assessed through targeted assessments. In the past five years, these have included an assessment of IT operations, a climate assessment, and an assessment of international programs, to name a few.

FIT continues to rely on academic and administrative departmental reviews and a structured review of General Education requirements as the three major tools for unit-level assessment. Guidelines for performing these reviews have been streamlined and strengthened with more of a focus on goals and outcomes. The Office of Institutional Research and Effectiveness partners with the Office of Academic Affairs and the Center for Excellence in Teaching for all academic and General Education assessment activities.

A major achievement in the area of assessment has been the centralization of survey administration through Institutional Research and Effectiveness. This has allowed for a more holistic approach to survey administration, reduced redundancy, and enabled a more effective use of results.

Assessment of student learning continues to be a major focus. A three-year plan to improve student learning assessment was developed in 2015 and implementation is underway.

Assessment of Institutional Effectiveness

Over the past five years, institutional effectiveness has been assessed through a multitude of initiatives and activities:

Assessment of the College's Mission Statement: As mentioned previously, as part of the development of a new Strategic Plan in 2012, FIT assessed and rewrote its current mission statement. This College-wide effort included all College constituents as well as members of the Board of Trustees and FIT Foundation. Roundtable discussions and targeted focus groups were used to develop a new statement that is a better reflection of the College's purpose and direction.

Assessment of the College's Strategic Plan: As mentioned throughout this document, in 2012, the College

developed a new Strategic Plan, *Our Legacy, Our Future: FIT Beyond 2020*. The plan was informed by evidence-based analyses. A benchmarking against peer institutions was also conducted. It was a campus-wide effort that included working groups and a vetting process through roundtable discussions and presentations. The plan consists of three goals, each supported by strategies and developed into concrete initiatives. Methods for accountability and monitoring progress toward achieving the goals are included in the Strategic Plan and targeted metrics have been established.

FIT's Performance Planning and Appraisal System for nonbargaining unit employees is one method for assessing how well individual units are achieving the goals of the Strategic Plan. Employees establish annual goals in seven categories, two of which are related to achieving the goals in the Strategic Plan.

The President's Planning Council: Established in 2012, this is the governing body for steering the development of the Strategic Plan and assessing its progress. The Council, which includes representation from all College constituents, meets once or twice a year to review the status of the implementation of major initiatives. And, while the Strategic Plan spans at least five years, the Council met in 2017 to discuss the status of the current plan as well as adjustments that need to be made in order for the plan to remain current and relevant.

SUNY Performance Improvement Plan (including narrative, data tables, and comparisons with peer institutions): In fall 2015, as part of a New York State legislative mandate known as SUNY Excels, SUNY System Administration required all campuses to develop a Performance Improvement Plan supported by a series of required metrics related to access, completion, success, inquiry, and engagement. As part of this initiative, FIT has examined five-year patterns across many data points in each of these areas and has set improvement goals to be met by 2020, with targets also established for 2018. Success in meeting these targets is directly linked to receiving performance funds from the State. FIT's plan was written to support the College's Strategic Plan.

Climate Assessment: In fall 2012, to further embrace its commitment to diversity and inclusion, the College, through the President's Diversity Council, engaged Rankin and Associates to conduct a campus climate assessment. The assessment, which included input and discussion with the entire College community, disclosed several areas on which the College should focus in order to provide a more inclusive and welcoming environment. The College used the results of this assessment to create its Diversity, Equity, and Inclusion Strategic Plan. The plan addresses student and employee perception that emerged from the climate assessment but is also more data driven, including goals, strategies, and initiatives that focus on gaps that were disclosed from a quantitative analysis of the workforce and student populations. The plan was finalized in November 2016. Additional details can be found in Section 6.

IT Transformation: As previously mentioned, in 2016 the College engaged Deloitte to conduct a comprehensive assessment of FIT's Information Technology Division's ability to support the Strategic Plan as well as be flexible and adaptable to the rapid changes in technology. This 11-week engagement resulted in 19 recommendations and a timeline and road map for implementation over the next two years. Additional details can be found in Section 6 (Deloitte Summary, Recommendations and Roadmap).

Tools and Resources for Assessing Institutional Effectiveness

Surveys: The College assesses institutional effectiveness through its planned and strategic use of surveys. Over the past few years, the Office of Institutional Research and Effectiveness has developed a comprehensive and centralized approach to the development and use of surveys. All survey requests are now directed to Institutional Research and Effectiveness. The office staff with expertise in this area meets with requestors in order to develop the most effective survey to meet their needs. The office also assists in the analysis of results. This approach has not only provided a valuable service to the College community, but has also allowed for the coordination of surveys across campus so that students are not over-surveyed—surveys are administered at appropriate times of the year, surveys are not administered at the same time, and multiple surveys with similar questions are combined into one comprehensive survey to be used for multiple purposes. It has also allowed for the coordinated dissemination of survey results to the College community as well as ensuring that results are used to effect change.

Three surveys are conducted on a regular basis in order to better identify areas needing improvement and to assess if actions taken to address these areas have indeed yielded better results.

- Alumni One-Year-Out: Each year, recent alumni are surveyed about their educational and employment status. This survey is used to determine the College's job placement rate, salary outcomes, and student evaluations of how their FIT experiences helped them after graduation. Alumni survey results for 2014-2015 graduates are included.
- National Survey of Student Engagement: Every three years, this survey is administered to first- and fourth-year students to assess their level of engagement with the College (NSSE Summary Report 2014).
- SUNY Opinion Survey: Every three years, this survey is administered to all degree-seeking students. The results rank all SUNY four-year colleges in specific student areas. Leadership uses these results to develop an action plan to improve in the areas where FIT ranks low. For example, SOS results consistently reflected low student satisfaction in the area of advisement. To address this issue, the College developed a centralized advisement center in 2013. In 2015, SOS results indicated that student satisfaction had improved significantly (Student Opinion Survey Summary 2012 and 2015).

Also in 2015, SOS results indicated low levels of satisfaction in other student services areas. In spring 2016, the Office of Institutional Research and Effectiveness conducted a follow-up survey to determine the root cause of the dissatisfaction. A College committee has been formed to review the results and develop an action plan based on this survey.

In addition to the three surveys mentioned above, the College also conducts internal surveys and focus group discussions as needed to gather additional information regarding the effectiveness of targeted areas. For example, in fall 2015, the Office of Institutional Research and Effectiveness conducted three: a commuter student needs survey; a dining services satisfaction survey; and a commuter events interest follow-up survey.

Software: Two new software packages have been implemented to support and strengthen assessment activities.

- Taskstream: In 2015, the College purchased Taskstream's assessment management system. This tool allows for the better management, tracking, and integration of assessment information from all areas of the College and also allows for linking departmental initiatives to strategic goals. The College is beginning to use Taskstream to collect data and other information needed to monitor progress toward meeting the goals of the Strategic Plan, and to track progress on other assessment initiatives.
- SAS: In 2013, the College purchased SAS, a business intelligence and analytics tool. This tool has allowed FIT to streamline reporting processes and improve standardized reporting, and has made it easier to provide the community with customized reports that support assessment activities.

Internal and External Resources

The Director of Policy and Compliance is a key resource for monitoring and ensuring institutional effectiveness. The Director continually reviews existing policies to ensure they are current and relevant and also works with individual departments to develop new policies that address emerging issues. The College has created a Policy Advisory Group, comprising representatives from all College divisions. This group reviews all policies for impact on their respective units before they are moved forward for the President's approval. In addition, compliance liaisons from each college division have been appointed. The Director works with the liaisons to ensure that the respective division complies with all policies and external mandates.

The Internal Auditor is another important resource for ensuring institutional effectiveness. The auditor not only conducts the traditional audits, but also works with departments to streamline processes and procedures—a continuous process improvement model.

External Consultants with expertise in targeted areas are engaged to assess effectiveness in those areas and make recommendations for continuous improvement. Examples include the following:

Date	Consultant	Engagement	Outcome
Spring 2012	Wyly-Kellog International Group	Assessment of the international programs to determine effectiveness in improving FIT's global reach.	It was recommended that a more strategic vision be created along with a plan for aligning international programs with the College's Strategic Plan. The consultant's report was also instrumental in helping the College craft a position description for a new Dean for International Education, who was hired in summer 2014.
Fall 2015	Ellucian	Assessment of Implementation of the Banner (ERP) Student, Human Resources, and Payroll modules through Business Process Modeling.	It was determined that the College should re-implement Banner. Discussions will be part of the FY 2018 budget process, and a start date will be determined by the end of spring 2016.
Fall 2015	Brand and Soul	Facilitation of college-wide discussions to guide the college through a process to assess current brand identifiers and messages.	A new brand architecture was created in spring 2016.
Spring 2016	Deloitte	Assessment of the Information Technology Division to determine if the division is positioned to effectively meet technology changes and challenges in the future.	Nineteen recommendations were made, along with a road map for implementation.
Spring 2016	Oliver Productions	Assessment of IT/media services	The Media Services Department in the Information Technology Division will be restructured.
Fall 2016	Siegelvision	Integration of the brand architecture and market research findings into communications strategy and messaging.	Work in progress.
Fall 2016	GreyCastle Security	Assessment of information technology network to determine network vulnerability.	The Information Technology Division will be restructured to provide stronger support for network security.
Fall 2016	SimpsonScarborough	Conduct market research with constituents to collect and assess information on FIT's image and reputation.	Work in progress.

Unit-Level Effectiveness

FIT assesses administrative departments and academic programs through a structured program of academic and administrative program reviews.

Administrative Review: In 2008, the College introduced a Quality Assurance and Improvement Program (also known as Administrative Department Review). This program provides a vehicle for administrative departments to assess the effectiveness of their operations using a structured, comprehensive, Self-Study management tool, with the goal of improving productivity and services. In 2014, guidelines for conducting this Self-Study were streamlined, based on feedback received from those departments that conducted a self-study, as well as best practices. An increased focus on outcomes measurement was included in the new guidelines (Administrative Review Guidelines). Departments are assessed on a seven-year cycle, unless the need arises to conduct such a review sooner (Administrative Review Schedule).

The Administrative Review includes three components:

- Self-Study: In the self-study, the unit provides a departmental profile; updates its mission statement to align with the College's mission statement; describes its goals, outcomes, and measurement approaches; assesses selected goals and outcomes; prepares a Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis; and develops an action plan based on what has been learned. As part of the self-study, surveys or focus groups may be used as tools to assess perceptions of the department across the College community.
- External Review: After the self-study is completed, external reviewers with expertise in the area being reviewed are engaged to validate the self-study. The department being reviewed may revise its action plan based on external reviewers' findings.
- Closing the Loop: During this process, the department and its respective Vice President meet to review all materials and develop a final action plan that includes a timeline and a budget. Action items with budgetary implications are incorporated into the College's budget process. Implementing action items becomes part of the performance appraisal system. Action items are followed up both through performance reviews and through updates to the Office of Institutional Research and Effectiveness.

Since the decennial Self-Study in 2012, administrative reviews have been completed for the following units: Residential Life, Accounts Payable, Career and Internship Services, Communications and External Relations, Facilities Rental and Special Events, Admissions, Human Resources, Institutional Research and Effectiveness, the Academic Advising Center, and Payroll. Financial Aid, Online Learning and Emerging Technologies, Disability Support Services (FIT-Able), and the Budget Office are completing reviews in early 2017.

Several units have made significant evidence-based changes using the results of their review. For example, the Career and Internship Center was restructured in March 2015. The Center was divided into Career and Internship Services—dedicated to providing career and internship counseling, job search assistance, and related programming to students and alumni—and Internship Studies, an academic department tasked with the development and implementation of curriculum integrating classroom pedagogy with workplace experience. The two areas have each begun work on their action plans. Internship Studies has enlarged its physical space, launched an annual LinkedIn event to showcase its resources, and is currently working with Institutional Research and Effectiveness to improve its data collection and analysis capabilities. Another example is the reengineering in Admissions and Strategic Recruitment—admissions tours have been redesigned to better showcase the College, a new training system for student tour guides was implemented, and thematic tours were introduced. In addition, the office launched a new communication system for applicants using Hobsons software.

Academic Program Review: The Academic Program Review process is similar to the Administrative Review process. While the three components of the review are the same, the academic program review focuses more on student

learning outcomes and the way in which they are integrated throughout the program. As part of the assessment, departments are asked to document and assess student learning outcomes, provide curriculum maps, and analyze admissions and enrollment trends. Using this framework, programs are able to analyze student learning achievement in the context of a variety of elements affecting the program, such as staffing levels, class size, resources available for learning, and the quality and diversity of admitted students, all examined as part of the review (Academic Program Review Guidelines, Academic Program Review Schedule).

As a result of the Academic Review process, academic programs have made several improvements. For example, the International Trade and Marketing for the Fashion Industries Department has partnered with the Academic Advisement Center and the School of Liberal Arts to create courses and minors that meet the students' career needs. In response to external reviewer suggestions, the Jewelry Design Department is in the process of implementing greater use of rubrics throughout the curriculum.

Since the 2012 MSCHE visit, reviews have been completed for Menswear, Illustration (undergraduate and graduate programs), Production Management, Direct and Interactive Marketing, Packaging Design, Jewelry Design, International Trade and Marketing for the Fashion Industries, Fine Arts, and Technical Design.

Assessment of Student Learning: Student learning at FIT is assessed through a structured and documented process. As discussed below, FIT has embarked on a three-year plan to strengthen assessment at the degree-program level through increased coordination and support and more frequent reporting requirements.

As required by SUNY, students must take 30 credits of General Education requirements from 10 areas and develop competencies in 2 additional areas. Learning outcomes for each of these areas were established by SUNY, and FIT's course approval process ensures that the courses approved for each area support the stated learning outcomes. The General Education outcomes align with a broad range of courses since all courses in the School of Liberal Arts at FIT are approved for inclusion in General Education. The General Education outcomes are broad and encompass a wide range of learning and, at present, serve as institutional-level learning outcomes as well. The College will consider whether to create additional institutional outcomes in 2017–18.

Each area of General Education is assessed every three years according to a rotating schedule (General Education Assessment Guidelines and Schedule). A faculty member (or a librarian, for Information Management) is provided course-release time to oversee the assessment process. Following written guidelines provided by Institutional Research and Effectiveness, faculty consult with the Executive Director for Assessment and receive feedback from the Faculty Senate Assessment Committee to select assessment methods and implementation strategies. The College provides financial support for the inclusion of part-time faculty when appropriate. After conducting the assessment and drafting a report, faculty leaders share findings with their departments as well as with the Faculty Senate Assessment Committee and discuss potential action steps for improvement. As with the academic and administrative program reviews, the process culminates in a closing-the-loop meeting with senior leadership, in which an action plan is agreed upon. The College has used the reviews to make improvements in General Education. For example, as a result of the Information Management assessment, librarians developed resources for training faculty in Blackboard, created a peer-tutoring program, developed faculty workshops, and embedded librarians virtually in selected classes in Blackboard. The recent assessment of writing communication led to the proposed reinstatement of release time for a writing coordinator position.

Programs currently report on student learning assessment through the academic program review process. Following the recommendations of FIT's assessment consultant and the MSCHE reviewers, FIT has begun implementing a plan to make student learning assessment within academic degree programs a stand-alone activity documented on an annual or biennial basis. FIT programs have many built-in mechanisms for assessing student learning, such as capstone courses and internships, and most programs assess student learning annually. However, documentation of the assessment and consideration of this information for making improvements on an annual basis is uneven across programs; for this reason, FIT has recognized the need to more systematically consider student learning achievement annually. FIT designed a three-year plan for strengthening assessment at the program level, outlined in a memo from Academic Affairs and the Office of Institutional Research and Effectiveness to academic Deans and Department Chairs in October 2015 (Student Learning Outcomes in Degree Programs Memo).

The first step in this plan, which was implemented in spring 2016, was to better communicate and publicize program learning outcomes. This follows recommendations made both in the Middle States 2012 Self-Study and by the consultant engaged to review assessment in 2013. Departments reviewed and revised their mission statements and student learning outcomes to ensure that learning outcomes tied to the mission and continued to reflect the most important aspects of student learning given curricular changes. This work was supported by the Office of Institutional Research and Effectiveness through written missives provided to faculty, presentations at faculty meetings, and individualized feedback on the learning outcomes on file for all programs. Departments revised their learning outcomes and these were posted on each program's FIT website page for each program's page so that prospective and current students and parents can find them easily.

Curriculum maps are being developed for all programs in 2016–17. Prior to this, programs undergoing academic program review included curriculum maps as part of that process. FIT now considers it important to have all departments complete these maps earlier in order for programs to use them as a tool to identify the best courses from which to draw examples of student work for comprehensive assessment of essential skills, such as written communication and critical thinking. FIT programs are designed and structured so that courses are sequential, and curriculum mapping represents this design. Learning outcomes increase in rigor from the associate level to the bachelor's and master's levels. As part of the College-wide curriculum mapping process, undergraduate programs are mapping their required courses to General Education outcomes. This enables the institution to have a clearer picture as to the interrelationships among institutional goals, program goals, and course-level goals and to ensure that the outcomes are aligned at all levels. At FIT, course-level learning outcomes have been required on all syllabi since 2010 as discussed in related recommendations in Section 2.

In spring 2017, all programs are developing comprehensive assessment plans to provide for the assessment of all learning outcomes with multiple methods.

In spring 2018, documentation of assessment will begin on a more frequent basis. Through an annual reporting structure using the Taskstream assessment management tool, programs will reflect on results, identify improvements, and close the loop by assessing changes that have been made.

The Jay and Patty Baker School of Business and Technology has already strengthened its program assessment practices as it prepares to apply for specialized accreditation from ACBSP (Accreditation Council for Business Schools and Programs). The culture of assessment has grown as the school's seven programs seeking accreditation have thoroughly examined their curricular requirements to ensure all essential business skills are taught. They have also selected assessment measures for both formative and summative stages of learning. Measures used include those developed internally by faculty members as well as externally validated measures. In 2015–16, school-wide learning outcomes were developed, and the seven participating programs rewrote program-level learning outcomes to align with them. Each program aligned courses to the program learning outcomes and developed assessment plans for assessing all outcomes annually. In spring 2016, the school implemented an externally validated assessment of business competencies for exiting students. The information from this exam provides information at both the school and program levels in terms of student learning of fundamental business competencies. In addition, an exit survey was added to this exam, which provides student perspectives on how their experiences addressed their program learning outcomes.

A culture of assessment can also be seen in the School of Art and Design. All Art and Design programs have recently revised their curricula, with the students graduating in spring 2015 the last to complete their studies through the older curricula. Moving forward, the Dean has asked all programs to submit assessment information evaluating the capstone projects of graduating students to ensure that the results are well documented. All programs have documented benchmarks they can use to make comparisons in the future, so that they will be able to assess whether the revised curricula have made positive impacts on student learning.

As outlined in this section, FIT has made many significant strides in strengthening institutional- and program-level assessments since the 2012 Self-Study, and has additional strategies and plans in place for further enhancements in these areas, as well as establishing a more focused approach to the assessment of student learning outcomes.

A wide range of institutional effectiveness activities are conducted at the College, schools, academic program, and

administrative department levels. These include academic program and administrative departmental reviews, General Education assessment, ongoing assessments by external consultants, and a comprehensive array of student and personnel surveys. Evidence gathered from these activities has been used to drive organizational change, allocate resources to areas of need or opportunity, and improve instructional and business practices.

Although the College has made significant progress in enhancing assessment since the 2012 Self-Study, challenges and opportunities for improvement still remain. The recommendations made by both Middle States and FIT in 2012 pointed out the need for the College to focus more attention on communicating assessment results, increasing the use of those results in decision making, and increasing the scope of assessment and institutional effectiveness efforts. The College is approaching these areas of focus strategically and deliberately. Work to address most of these recommendations has begun, as discussed in Section 2 of this report. A multiyear plan to continue that work and begin work on the areas not yet addressed has been developed and is being used as a road map for implementation.

Section 6

Linked Institutional Planning and Budgeting Processes

Section 6: Linked Institutional Planning and Budgeting Processes

Standard 2: Planning, Resource Allocation and Institutional Renewal

Overview

At FIT, planning is an ongoing activity, spanning all aspects of the organization. FIT has a consistent track record of using data to support decision making and integrating planning and resource allocation to further the College's mission and for institutional renewal. The success of the College's planning efforts is directly related to the community's continued investment in and commitment to realizing the goals of the Strategic Plan.

As previously noted, since the 2012 Self-Study, FIT has revised its mission statement and Strategic Plan and has undertaken a review of its brand and image. In addition, the College revised its 10 year-old Campus Master Plan. In spring 2016, the College conducted an in-depth assessment of its Information Technology operations and capabilities in order to ensure a technology infrastructure that supports a rapidly changing environment and in fall 2016, developed a Diversity, Equity, and Inclusion Strategic Plan.

The College's budget processes—operating and capital—are integral to the achievement of the goals in the strategic plan and related planning initiatives. These connections form the basic foundation that guides the College's activities. Budget and planning are linked in three basic ways: all budget requests submitted must justify how funding relates to specific strategic initiatives; as part of annual budget planning, a reserve is set aside for strategic planning initiatives and major projects that support them; and finally, a strategic planning fund has been established in order to respond to opportunities that arise outside of the annual budget process.

Mission Statement and Revised Strategic Plan

Always conscious that strategic planning is an ongoing process, FIT engaged in an initiative in 2012 to refresh the 2005 Strategic Plan by reviewing its progress, rethinking its ambitions, and further elevating the goals that had been set at that time. Similarly, the College recognized the need to revisit its 10 year-old mission statement to align it more closely with its evolving profile. To accomplish these goals, the President established and led a Planning Council—a committee with representation from across the campus as well as the FIT Board of Trustees and FIT Foundation—charged with overseeing and assessing strategic planning and implementation efforts. A consulting firm was engaged to facilitate this process and, as with the development of the 2005 Strategic Plan, the entire FIT community was involved. Committees and subcommittees were formed, and focus groups and roundtable dinners were held to vet plans and initiatives.

Using this participatory process, the College established its renewed Strategic Plan and its new mission statement (see Section 3 for new mission statement). The FIT Board of Trustees approved both in October 2013.

Building on the progress of the 2005 Strategic Plan, FIT established three key interrelated goals and strategies to achieve the goals:

- Goal 1: Ensure academic and creative excellence.
- Goal 2: Be an innovation center for creative industries worldwide.
- Goal 3: Provide an empowering student experience in a cohesive community.

To further support and reflect the renewed plan, a College-wide Brand and Image Consortium was convened by the President and charged with creating a refreshed, refined, and redefined FIT brand architecture.

For each of the three goals, the President appointed College-wide committees (some called *think tanks*) to develop specific initiatives and tasks to support the strategies and achieve the goals. The committees' work was vetted through the Planning Council as well as through community discussions and monitored through a comprehensive operational plan, Strategic Plan Operational Goal 1, containing the initiatives, its related tasks, timetables, and loci of responsibility—all to assure progress in achieving the goals.

The College focused its first-year efforts on the renewal of the Strategic Plan Goal 1. A think tank steering committee, with related subcommittees, developed a set of 23 initiatives with a strong focus on creative innovation, flexibility, and research.

In the second year, the College focused on Goal 3. A think tank steering committee, working with numerous subcommittees, developed 24 initiatives designed to improve the FIT student experience. Six of these initiatives were further refined in the third year and are currently being implemented.

Also in the third year, Goal 2 came to fruition with the first component of the Innovation Center at FIT—the FIT/Infor Design and Tech Lab—an interdisciplinary lab and incubator in which students and faculty can problem-solve for industry. Infor is an international software firm headquartered in New York City. An Executive Director for the lab was hired in June 2016. The lab is centrally located on the FIT campus and its construction was completed in September 2016.

The Innovation Center will function as an umbrella organization for research, creative work, and strategic partnerships. A Deputy to the President for Industry Partnerships and Collaborative Programs was appointed in order to cultivate, establish, and help maintain relationships with public- and private-sector organizations to support the College's mission and the goals of its Strategic Plan—particularly, but not exclusively, as they relate to the Innovation Center at FIT.

As the FIT/Infor Design and Tech Lab prepared to open in spring 2017, the College was already engaged in numerous initiatives that will operate under its auspices, including a partnership with Manufacture New York, a public-private Innovation Center for the fashion industries located in Brooklyn, and Design Entrepreneur New York City, a five-year-old program developed by FIT in collaboration with the New York City Economic Development Corporation to help emerging designers create business plans. To further support the Innovation Center, the College became a member of AFFOA (Advanced Functional Fabrics of America) in fall 2016. AFFOA's mission is to "enable a manufacturing-based revolution by transforming traditional fibers, yarns, and fabrics into highly sophisticated, integrated, and networked devices and systems." The AFFOA Consortium, which is being operated on the campus of the Massachusetts Institute of Technology, includes colleges and universities as well as industries from across the country. To date, FIT is the only college in New York that is a member. AFFOA receives funding from many sources, but the majority of the funds (\$75 million) have come through a U.S. Department of Defense grant. FIT participated in writing the grant, and AFFOA is looking to FIT for its expertise in fashion as well as fiber and textile technology. And in fall 2016, FIT's Deputy to the President for Industry Partnerships and Collaborative Programs was selected to serve on AFFOA's workforce development team.

The Brand and Image Consortium completed its work in 2015. The College continues to build on its work through the engagement of a market research firm to study a variety of constituencies, a brand identity firm to develop a comprehensive institutional marketing communications strategy, and a design firm to visually update FIT's new brand identity. As a result of this work, a communications marketing plan will be created and a fully developed brand and image initiative will be launched in summer 2017.

Diversity, Equity, and Inclusion Strategic Plan

FIT's commitment to fostering an inclusive and welcoming environment is a critical component in the College's mission statement and is expressed throughout the Strategic Plan. In 2012, the President's Diversity Council commissioned Rankin and Associates to conduct a campus climate assessment as a tool to help the College achieve its goal of making it more "purposefully diverse" as communicated in the Diversity Climate Assessment narrative. The results of the survey have been incorporated into a fully developed Diversity, Inclusion, and Equity Strategic Plan, which was vetted with the campus community and completed in November 2016. It is an ambitious plan, but one that will help the College further its commitment in this important area. The College hired a Chief Diversity Officer in fall 2016 who will work closely with the Vice President for Strategic Planning and Institutional Effectiveness as well as the President's Diversity Council and the college community to implement the plan.

Campus Master Plan

Since the development of FIT's Campus Master Plan in 2005, there have been many changes related to technology, student culture, industry standards and best practices, curriculum, and how faculty teach and students learn.

To develop a framework for facilities projects that support the renewed mission and vision of the College and the goals of its refreshed Strategic Plan, and in keeping with SUNY guidelines and best practices in higher education, the College initiated a process to update its Campus Master Plan.

In spring 2014, FIT engaged Fletcher Thompson to facilitate the master planning process. Supervised by the College's Director of Space Management and Planning, the process included the review of existing data and the collection of comments and recommendations from all College stakeholders, including user group meetings with faculty, staff, and students.

The planning process also involved reviewing existing planning documents and facilities as well as benchmarks, guidelines, and best practices. The process was guided by an FIT steering committee and an FIT project management team. A series of town halls were held throughout the process to engage all members of the community, and included discussion sessions for feedback. The Campus Master Plan was approved by the FIT Board of Trustees at the March 2016 meeting.

Significant projects identified in the Campus Master Plan include:

- Scheduling of renovation and/or construction of instructional space
- Full renovation of the Gladys Marcus Library
- Creation of new exhibition and meeting space
- Renovation of building lobbies
- Renovation of space for the Innovation Center
- Renovation of academic and administrative office spaces
- Improvement of space for PRINT FX, the College's printing lab, and the FabLab, the College's 3D printing studio
- Creation of Studio X, a space for student work and learning
- Consolidation of the Registrar, Bursar, and Financial Aid offices
- Consolidation and expansion of Student Health Services, including the Counseling Center
- Replacement of Nagler Residence Hall, and the construction of another new academic building
- Lobby expansion of the Fred P. Pomerantz Art and Design Exhibition space

For a list of projects with anticipated timeframes, see Campus Master Plan Update.

Annual Capital Renovations

Since 2005, significant upgrades to campus facilities have been made. Many of these projects were identified in the 2005 Campus Master Plan, such as the creation of state-of-the-art laboratories on the fourth, fifth, and sixth floors of the David Dubinsky Student Center. In addition, on an annual basis, the College reviews and sets priorities for renovation of labs, studios, smart classrooms, student support spaces, and student lounges as well as other infrastructure improvements.

In 2015, FIT received a \$74 million commitment from New York City to match State funding for the construction of a new academic building that will add 100,000 square feet of space to the College's footprint.

See Section 4 for a list of completed capital projects and a status report on the New Academic Building.

Performance Improvement Plan/SUNY Excels

In 2016, in response to a New York State legislative mandate, SUNY required each of its 64 campuses to craft a Performance Improvement Plan as part the SUNY Excels initiative for continuous improvement in the areas of access, completion, success, inquiry, and engagement. FIT's plan dovetails with its Strategic Plan and includes the following goals:

- Expanding enrollment in its Educational Opportunity Program (EOP)
- Expanding online offerings
- Expanding applied learning opportunities
- Increasing the number of full-time faculty lines

- Increasing philanthropic activity and alumni engagement
- Enhancing the students' international experience
- Launching an Innovation Center to support student and faculty research

Achieving the goals in this plan will increase access and diversity, better prepare students, increase the endowment, enhance FIT's global presence, and sustain FIT's reputation.

The Performance Improvement Plan includes metrics for improvement which, along with additional metrics to support individual strategies in the Strategic Plan, will become the College's Report Card for measuring success.

Information Technology Transformation

As mentioned previously, the ambitious goals of the Strategic Plan and the rapid changes in technology prompted the College to undertake a comprehensive assessment of its technological capabilities in spring 2016. This effort was designed to ensure that FIT's IT infrastructure can support the goals of the plan and that the College positions itself to anticipate and adapt to future advances in technology.

Deloitte was engaged to conduct the assessment, which was completed in April 2016. The report, which was vetted with the College community, included 19 recommendations for enhancing the College's technology capabilities. Since that time, the College has hired a new Acting Vice President for Information Technology/Chief Information Officer who is implementing these recommendations. The recommendations have been integrated into the College's budgeting process (Deloitte Executive Summary).

Future State Recommendations

IT Leadership	IT Finance
<ul style="list-style-type: none"> • Create an IT governance structure. • Develop supporting processes and tools. • Define vision and updated IT Strategic Plan. • Enhance IT project and portfolio management practices. • Strengthen IT security and risk management. 	<ul style="list-style-type: none"> • Implement additional IT spend controls. • Enhance IT budget submission process. • Enhance IT asset management practices.
IT Talent	IT Services and Enabling Capabilities
<ul style="list-style-type: none"> • Confirm new organizational structure. • Align job titles and personnel. • Develop succession and knowledge transfer plan. • Define career and training development strategy. • Identify and establish desired IT values and culture. 	<ul style="list-style-type: none"> • Implement service management approach. • Develop and rollout IT service catalog. • Confirm enterprise architecture. • Adopt application rationalization approach. • Develop customer engagement strategy. • Provide a seamless student experience.

Budget Planning

Annual operating budget planning takes nine months beginning in the fall and culminating with adoption of the budget by the Board of Trustees at its annual meeting in June. The process begins with a call letter to the President's Cabinet requesting the submission of a two-year budget request focusing on items that are critical to the College's mission and strategic planning efforts. This process encourages interdivisional consultation and prioritization in order to ensure that requests are coordinated. Subsequent meetings are held with the President and Vice President for Finance and Administration in order to finalize a two-year institutional budget and inform a five-year financial plan which projects revenues and expenses based on history and expectations for future growth. The financial plan also identifies budgetary issues and provides a context for deciding on spending priorities for the upcoming year (Budget Process Memo; Budget Proposal 2012, 2013, 2014, 2015, 2016).

Examples of Recently Funded Budget Requests

Request	Source
Hiring a Chief Information Security Officer	Technology Transformation/Deloitte recommendation
Hiring a Chief Diversity Officer	Diversity, Equity, and Inclusion Strategic Plan and Mission
Engagement of a consultant to conduct market research	Strategic Plan/Brand and Image
Partial Funding – FIT/Infor Design and Tech Lab	Strategic Plan – Goal 2
Increasing faculty lines	Performance Improvement Plan
Common Read Program	Strategic Plan – Goal 1 (First Year Experience)
Release time for faculty research	Strategic Plan – Goals 1 and 2
Global Scholars Program	Strategic Plan – Goal 1, Performance Improvement Plan and Mission
Cultural Fellows Program	Strategic Plan – Goal 3, Performance Improvement Plan
Restructuring the Information Technology Division	Technology Transformation/Deloitte recommendation

Annual Performance Planning and Appraisal Process

As mentioned previously in Sections 2 and 5, the performance planning and appraisal process, originally designed to ensure accountability for administrators, was strengthened to assure that goal setting is aligned with the Strategic Plan. At the beginning of each fiscal year, the President establishes goals with Vice Presidents, who are evaluated on the basis of progress toward achieving those goals at the end of each year.