

Fashion Institute of Technology

State University of New York

Middle States Self-Study Report 2012

Middle States Commission on Higher Education



Where Creativity Gets Down to Business

**Fashion Institute of Technology
State University of New York**

Middle States Self-Study 2012

March 1, 2012

Table of Contents

| | |
|--|------|
| EXECUTIVE SUMMARY | v |
| Major Findings and Recommendations | vi |
| LETTERS OF CERTIFICATION | |
| Eligibility Certification Statement: Compliance with Federal Title IV Requirements | x |
| Eligibility Certification Statement: Compliance with MSCHE Requirements of Affiliation and Related Entities Policy | xi |
| SUNY Letter from Office of General Counsel | xii |
| INTRODUCTION | xiii |
| Brief Overview of the Institution | xiii |
| FIT Achievements Since 2002 | xiv |
| Description of Self-Study Process | xv |
| CHAPTER 1 | |
| STANDARD 1: MISSION AND GOALS | 1 |
| Overview | 1 |
| The Mission Statement and Supporting Goals | 1 |
| Communication of Mission and Goals | 2 |
| Integration of Mission and Goals | 2 |
| Mission, Goals, and External Constituents | 3 |
| The FIT Mission and Student Success | 5 |
| Achievements | 5 |
| Challenges and Recommendations | 5 |
| STANDARD 6: INTEGRITY | 5 |
| Overview | 5 |
| Achievements | 9 |
| Challenges and Recommendations | 9 |
| CHAPTER 2 | |
| STANDARD 2: PLANNING, RESOURCE ALLOCATION, AND INSTITUTIONAL RENEWAL | 10 |
| Overview | 10 |
| The Strategic Plan | 10 |
| Unit-Based Strategic Plans | 12 |
| Assessment | 13 |
| Achievements | 13 |
| Challenges and Recommendations | 14 |
| STANDARD 3: INSTITUTIONAL RESOURCES | 14 |
| Overview | 14 |
| Financial Resources | 14 |
| Human Resources | 18 |
| Technical Resources | 19 |
| Facilities | 21 |
| Risk Management | 23 |

| | |
|--|----|
| Assessment of Success in Managing Institutional Resource | 24 |
| Achievements | 24 |
| Challenges and Recommendations..... | 24 |

CHAPTER 3

| | |
|--|----|
| STANDARD 4: LEADERSHIP AND GOVERNANCE | 25 |
| Overview..... | 25 |
| SUNY Board of Trustees..... | 25 |
| FIT Board of Trustees..... | 25 |
| Internal Governance | 27 |
| Other Leadership Organizations..... | 28 |
| President's Councils | 28 |
| Achievements | 29 |
| Challenges and Recommendations..... | 29 |

| | |
|--|----|
| STANDARD 5: ADMINISTRATION | 29 |
| Overview..... | 29 |
| Presidential Leadership..... | 30 |
| Administration and Staff..... | 30 |
| Administrative Decision-making..... | 31 |
| Using Data for Decision-making..... | 32 |
| Information Sharing..... | 32 |
| Administrative Assessment, Evaluation, and Restructuring | 32 |
| Achievements | 33 |
| Challenges and Recommendations..... | 34 |

CHAPTER 4

| | |
|--|----|
| STANDARD 8: STUDENT ADMISSIONS AND RETENTION | 35 |
| Overview..... | 35 |
| Enrollment Statistics..... | 35 |
| Graduation and Retention Rates..... | 36 |
| Efforts to Sustain and Improve Retention Rates | 36 |
| Undergraduate Admissions..... | 37 |
| Graduate Admissions..... | 39 |
| Undergraduate Strategic Recruitment | 39 |
| Graduate Marketing and Recruitment..... | 41 |
| School of Continuing and Professional Studies Marketing and Recruitment..... | 41 |
| Transfer Students | 42 |
| Other Extra-Institutional College Level Learning | 42 |
| Assessment of Student Success..... | 42 |
| Achievements | 43 |
| Challenges and Recommendations..... | 43 |

| | |
|---|----|
| STANDARD 9: STUDENT SUPPORT SERVICES | 44 |
| Overview..... | 44 |
| Academic Support Services..... | 44 |
| Enrollment and Related Administrative Services..... | 45 |
| Extra- and Co-Curricular Support Services..... | 47 |
| Staff..... | 48 |
| Advisement | 48 |
| Student Life: Clubs and Student Government..... | 49 |

| | |
|---|----|
| Student Rights and Responsibilities | 50 |
| Secure Maintenance of Records and Policies for the Release of Student Information | 50 |
| Assessment of Student Support Services | 51 |
| Achievements | 52 |
| Challenges and Recommendations..... | 52 |

CHAPTER 5

| | |
|--|----|
| STANDARD 10: FACULTY | 53 |
| Overview..... | 53 |
| Classroom Faculty | 53 |
| Non-Classroom Faculty..... | 54 |
| Class Size..... | 55 |
| Curriculum Development by Qualified Faculty | 55 |
| Excellence in Teaching, Faculty Development, and Continued Professional Growth | 56 |
| Scholarship, Research, and Service..... | 56 |
| Integrity Through Teaching, Scholarship, and Research | 57 |
| Faculty of the Future Initiative | 58 |
| International Opportunities for Faculty | 59 |
| Policies on Faculty Recruitment, Hiring, Reappointment, Tenure, Promotion, and Evaluation | 59 |
| Assessment | 62 |
| Achievements | 63 |
| Challenges and Recommendations..... | 63 |

CHAPTER 6

| | |
|---|----|
| STANDARD 11: EDUCATIONAL OFFERINGS | 64 |
| Overview..... | 64 |
| Programs | 64 |
| New Program Development | 65 |
| Relationship of Programs to Mission | 66 |
| Synthesis of Learning | 67 |
| Goals and Outcomes..... | 69 |
| Learning Resources and Instructional Support | 69 |
| Enriched Learning Resources..... | 71 |
| Fostering Information Literacy and Technological Competency..... | 71 |
| Comparable Quality of Instruction in Delivery Mode and Location | 72 |
| Implications for FIT's Curriculum of the Future | 73 |
| Meeting the Needs of Adult Learners..... | 73 |
| Transfer of Credit..... | 73 |
| Assessment | 74 |
| Achievements | 75 |
| Challenges and Recommendations..... | 75 |

CHAPTER 7

| | |
|---|----|
| STANDARD 12: GENERAL EDUCATIONAL | 76 |
| Overview..... | 76 |
| SUNY General Educational Requirements | 76 |
| FIT General Educational Offerings | 77 |
| General Education Competencies..... | 77 |
| Critical Thinking..... | 78 |
| Information Management | 78 |

| | |
|-------------------------------------|----|
| Liberal Arts Minors | 79 |
| Assessment | 79 |
| Achievements | 80 |
| Challenges and Recommendations..... | 80 |

| | |
|--|-----------|
| STANDARD 13: RELATED EDUCATIONAL ACTIVITIES | 81 |
| Overview..... | 81 |
| Basic Skills | 81 |
| Credit Certificate Programs | 82 |
| Experiential Learning | 83 |
| Noncredit Offerings | 83 |
| FIT's International Presence | 84 |
| International Students Enrolled at FIT | 86 |
| Distance Learning..... | 87 |
| Achievements | 89 |
| Challenges and Recommendations..... | 89 |

CHAPTER 8

| | |
|---|-----------|
| STANDARD 7: INSTITUTIONAL ASSESSMENT | 90 |
| Overview..... | 90 |
| Accrediting Bodies | 90 |
| Infrastructure to Support Assessment Activities | 90 |
| Assessment of the Strategic Plan..... | 91 |
| Use of Research, National Data, and Survey Information | 91 |
| Formalized Institutional Assessment Processes | 92 |
| Quality Assurance and Improvement Program (Administrative Program Review) | 92 |
| Internal Audit and Risk Assessment Program | 93 |
| Miscellaneous Administrative Program Reviews | 93 |
| Communications..... | 94 |
| Miscellaneous Assessments..... | 94 |
| Achievements | 95 |
| Challenges and Recommendations..... | 95 |

| | |
|---|-----------|
| STANDARD 14: ASSESSMENT OF STUDENT LEARNING..... | 95 |
| Overview..... | 95 |
| General Education Assessment..... | 96 |
| Academic Program Review | 98 |
| Assessment Project Using Rubrics..... | 100 |
| Assessments by Industry | 100 |
| Assessing the Assessment Process | 101 |
| Achievements | 101 |
| Challenges and Recommendations..... | 101 |

| | |
|--|------------|
| SUMMARY, CONCLUSION, AND RECOMMENDATIONS..... | 102 |
|--|------------|

APPENDICES

GLOSSARY

RESOURCES

Executive Summary

Fashion Institute of Technology (FIT), a part of the State University of New York (SUNY), is a college of art and design, business and technology in the heart of New York City. Its mission is to prepare students for professional excellence in design, fashion, and business by providing the premier educational experience that fosters creativity, career focus, and a global perspective. This specialized mission and the College's offerings make it unique within SUNY and the nation.

FIT's accreditation process has provided an opportunity for the College community to reflect on many important changes and accomplishments and to identify future strategies and recommendations. A College-wide strategic planning process begun in 2004-2005 resulted in the identification of five broad goals that continue to serve as a framework for the College's programs, initiatives, and resource allocation. While enrollment has remained stable at approximately 10,000 students, the College also remains competitive in admissions, especially in its high-demand programs such as Fashion Design and Fashion Merchandising Management. New program development has been significant, the integration of technology into the curriculum extensive, and online learning an increasingly popular delivery mode. Many new faculty with high-level industry experience and workplace connections have been recruited. Internationally, FIT's global reach has expanded, with many additional overseas experiences available to students.

The College has focused on creating a more student-centered environment by restructuring the Student Services Division and enhancing student support services and physical spaces. At the same time, FIT has moved forward with its Master Plan, by adding a new residence hall, student dining hall, conference center, state-of-the art technology labs and studios, physical plant upgrades and landscaping, and planning for a new nine-floor academic building called "C²."

Significant advances have been made in moving toward a culture of assessment in both academic and administrative areas, where programs are assessed, and results reviewed and used for institutional improvement.

The College has been transformed in many ways since 2002 and is positioned to meet the complex challenges of the future, which include major operational changes in the industries served by FIT, in the ways students learn and process information, and in the pedagogies most effective to enable students to become competitive in the global marketplace.

All of these accomplishments have been supported and facilitated by a dedicated Board of Trustees, and a restructured Fashion Institute of Technology Foundation and Development and Alumni Relations Division.

The following summarizes the findings and recommendations in the eight chapters in the Self-Study.

Major Findings and Recommendations

Chapter 1

STANDARD 1: MISSION AND GOALS

STANDARD 6: INTEGRITY

Chapter 1 presents FIT's mission and illustrates how it serves as the framework for carrying out its goals, programs, and services. It highlights the College's continuing commitment to its specialized mission in fashion, design, and business and the extent to which the core themes of creativity, a career focus, and globalization are addressed. FIT's mission was reaffirmed through a memorandum of understanding with SUNY in January 2007. The chapter demonstrates compliance with the fundamental elements and how FIT's mission and goals are infused into the schools and degree programs. Recommendations include creating a formalized schedule for periodic review of FIT's mission and goals and further development of FIT as a creative hub. While recognizing the continuing relevance of its ten-year-old mission, the College recommends establishing a process for periodic review of the mission in light of the changes that have taken place within the College since its last mission review.

The chapter also addresses Standard 6, and presents information throughout the report demonstrating compliance.

Chapter 2

STANDARD 2: PLANNING, RESOURCE ALLOCATION, AND INSTITUTIONAL RENEWAL

STANDARD 3: INSTITUTIONAL RESOURCES

Chapter 2 describes the planning process undertaken in developing FIT's Strategic Plan, *2020: FIT at 75*, and its five broad goals – strengthening the academic core, committing to a culture of student centeredness, strengthening FIT as a creative hub, engaging in strategic recruitment, and establishing a process for administrative support of the plan. Key elements of the College's strategic operational plan are also identified, which include objectives, activities, measures, metrics, timetables, and locus of responsibility. The chapter provides examples of unit-based planning from the Gladys Marcus Library and The Museum at FIT consistent with the Strategic Plan, and it indicates how the planning process relates to the allocation of resources and College-wide improvements. In this chapter, the College recommends that each department develop a plan to support the College's Strategic Plan.

This chapter also demonstrates how the College's varied resources – faculty and staff, technology, budget, and space – are effective in meeting its goals and objectives. Three main sources of revenue – city, state, and tuition – are described, as well as the newly restructured FIT Foundation. In addition, FIT's ongoing initiatives to construct a new academic building (C²) and its extensive space renovation and facilities upgrades are highlighted. Recommendations include utilizing the results of the College's 2010 space study to reallocate existing space, and revising and updating the Master Plan in accordance with the findings of the study. FIT's technological advancements are highlighted as well, which include expanded connectivity, enriched labs and software, and ongoing technology training through the Technology Development Team (TDT).

The chapter also illustrates how the College uses data to ensure that appropriate decisions are made in the allocation of space and resources. Effective decisions in human resource allocation are also facilitated through a vacancy review process, begun in 2008, and the protection of college assets through the Internal Audit Office, created in 2007.

Chapter 3

STANDARD 4: LEADERSHIP AND GOVERNANCE STANDARD 5: ADMINISTRATION

Chapter 3 describes how FIT's administration, faculty, and students participate in shared governance. The College is effectively governed by a newly expanded 16-member Board of Trustees. FIT employees are members of the United College Employees of FIT, which is the union that negotiates with the College administration for terms and conditions of employment. Faculty participate in the shared governance of the College through the Faculty Senate, which is comprised of 16 committees. Students are engaged in campus governance through the FIT Student Association (FITSA). The FITSA President also serves ex officio on the Board of Trustees and meets regularly with the President.

The administration of the College is led by Dr. Joyce F. Brown, who joined FIT in 1998 and who oversees a nine-member Cabinet comprised of seven vice presidents, the General Counsel, and the Deputy to the President. These members are assessed yearly. An eight-member Deans Council reports to the Vice President for Academic Affairs. Also described are two new councils formed by the President, one on diversity and the other on sustainability. In addition, the chapter examines the College's current efforts to improve communication across all operational units. Recommendations include expanding communications and increasing collaboration among units.

Chapter 4

STANDARD 8: STUDENT ADMISSIONS AND RETENTION STANDARD 9: STUDENT SUPPORT SERVICES

Chapter 4 demonstrates FIT's commitment to student success and two key goals of the Strategic Plan: "Commit to a culture of student-centeredness" and "Engage in strategic recruitment." It describes the restructuring of the new Enrollment Management and Student Success Division, which merged the existing offices in Student Affairs and Institutional Research. This reshaped division is focused on improving strategic recruitment and student centeredness. The chapter notes FIT's continued focus on maintaining a high one-year retention rate of 87 percent and a historically strong three-year graduation rate of 63 percent. The chapter describes the actions taken by the College to commit to strategic recruitment and its response to a comprehensive recruitment and marketing report and the execution of many of its recommendations. Also included are many changes in key student support areas and other initiatives to improve student life on campus. The chapter also recommends that the College follow through on its plans for a centralized Advisement Center. Other planned student-centered initiatives include an expanded International Programs Center and a new Customer Relationship Management system to automate and track interactions with prospective applicants. The chapter highlights positive improvements in the Student Opinion Survey and the National Survey of Student Engagement survey findings from 2006 to 2010 and recommends that these results be more widely shared and communicated on campus.

Chapter 5

STANDARD 10: FACULTY

This chapter focuses on the increase in full-time faculty lines, and discusses the processes used for recruitment and hiring as well as the professional development opportunities for the College's 1,016 full- and part-time classroom faculty and 82 specialized full- and part-time non-classroom faculty. It describes faculty industry and academic expertise, commitment to students, passion for teaching and learning, focus on remaining current in their field, and consistency in initiating appropriate curricular development to support learning in an ever-changing industry. Details are provided on the Faculty of the Future initiative, launched by President Brown, which outlines how the five core competencies of globalism, instructional design, learning enrichment, professionalism, and technology, are used to recruit and hire all new faculty. Also described is FIT's Center for Excellence in Teaching and its faculty development programs.

Recommendations include continuing to increase the number of full-time faculty, evaluating the structure of the School of the Graduate Studies, and examining several policies directly related to faculty, such as post-tenure review.

Chapter 6

STANDARD 11: EDUCATIONAL OFFERINGS

Chapter 6 describes FIT's diverse and unique academic offerings, which reflect the College's specialized mission in fashion, design, and business. It demonstrates how programs remain current through industry connections and advisory boards, and meet appropriate standards of rigor and coherence. The chapter illustrates the distinctive nature of many of FIT's associate, bachelor's, and master's programs, which emphasize creativity and a career focus. Enriched learning resources are also highlighted, including credit-bearing internships, industry critics, the special collections of The Museum at FIT and the Gladys Marcus Library, FIT's Digital Image Library, and study-abroad experiences. Also described is the incorporation of capstone courses, which reflect experiential learning and a synthesis of theory and practice through real-world projects. Final oral presentations, finished garments, marketing plans, artwork, design plans, videos, and portfolios all typify these student projects. Technology is also pervasive in the curriculum through the ANGEL course management system, generic and discipline-based software, online and blended courses, and FIT's extensive network of computer labs.

FIT's new program development is described, with six undergraduate degree programs, four master's programs, and one online degree program developed over the last decade—all tied to the specialized industries served by the College. Examples include new bachelor's programs in Technical Design, Entrepreneurship, and Accessories Design; master's degree programs in Global Fashion Management, Sustainable Interior Environments, and Exhibition Design; and an MFA in Illustration.

Recommendations include providing students with more opportunities for choosing elective courses and for interdisciplinary collaborations, strengthening students' information literacy skills, and reviewing transfer policies in the major to ensure they result in a fair, effective, and efficient transfer process for students.

Chapter 7

STANDARD 12: GENERAL EDUCATION**STANDARD 13: RELATED EDUCATIONAL ACTIVITIES**

Chapter 7 provides an overview of FIT's program of general education, composed of ten areas and two competencies, according to SUNY guidelines. It illustrates how a diversity of perspectives is incorporated into the College's liberal arts offerings, and how New York State and Middle States minimum credit guidelines and required general education competencies, including critical thinking, are met. Also described is the assessment process in general education, which is currently in its third cycle, as well as examples of measures used to evaluate student learning. The chapter includes a recommendation that the College re-examine its liberal arts requirements in light of a recent revision in SUNY's general education policy.

The chapter also reviews the College's related educational activities, including basic skills, credit certificates, noncredit offerings, international programs, and distance education. It demonstrates the growth of distance education courses and describes the College's array of international offerings, including study abroad, summer and winter overseas courses, residential programs in Florence and Milan, and initiatives with international partner institutions. The chapter recommends that the College assess program outcomes to ensure retention, review certificate programs and the process used to track students, increase support for online learning, and strengthen the College's international outreach.

Chapter 8

STANDARD 7: INSTITUTIONAL ASSESSMENT**STANDARD 14: ASSESSMENT OF STUDENT LEARNING**

Chapter 8 describes the College's institutional assessment processes, including assessment of the goals of the Strategic Plan, the review of administrative units through a program review process begun in 2008, and the use of other means for assessing institutional outcomes. Highlighted here is the College's new Planning, Assessment, and Compliance Office, established in Spring 2011. The chapter also references numerous improvements in student services, using findings from student surveys.

The chapter also illustrates progress made in "assessment of student learning in general education" and "assessment of learning outcomes in the majors" since 2002. Assessment of general education, currently in its third cycle, focuses on ten areas and two competencies through a series of diverse measures. Assessment in the major, in its second cycle, incorporates self-studies, external consultant reports, and the assessment of student learning outcomes. Follow-up action plans with recommendations and timetables for each program are developed and subsequently reviewed for their status. The chapter also provides evidence of how the assessment findings have been used to improve assessment measures, curriculum, pedagogy, learning resources, and more.

Recommendations include developing a plan to communicate assessment results to the campus community on a regular basis and establishing a more formal process for assessing the assessment process.



Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680

Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

Certification Statement: Compliance with Federal Title IV Requirements (For SUNY Community Colleges Effective July 1, 2011)

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm by completing this certification statement that it meets or continues to meet established federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education, transfer of credit, and the assignment of credit hours.

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

If it is not possible to certify compliance with all such requirements, the institution must attach specific details in a separate memorandum.

Fashion Institute of Technology

(Name of Institution)

is seeking (Check one): ____ Initial Accreditation ☒ Reaffirmation of Accreditation

The undersigned hereby certifies that the institution meets all established federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education, transfer of credit, or the assignment of credit hours.

☒ Exceptions are noted in the attached memorandum (Check if applicable)

*See page 87 of Middle States Self Study re: Distance Education

(Campus President)
Dr. Joyce F. Brown

12/6/11

(Date)

(Chair, Campus Board of Trustees)
Edwin A. Goodman

12/9/11

(Date)



Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680

Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

Certification Statement: Compliance with MSCHE Requirements of Affiliation and Related Entities Policy (For SUNY Community Colleges Effective October 1, 2009)

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

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

Fashion Institute of Technology

(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.

(Campus President)

10/10/11

(Date)

(Chair, Campus Board of Trustees)

10/31/11

(Date)

(Chair, SUNY Board of Trustees)

11/9/11

(Date)

Trustee



The State University
of New York

Office of General Counsel

State University Plaza
Albany, New York 12246

www.suny.edu

December 1, 2011

Mary Ellen Petrisko, Ph.D.
Vice President
Middle States Commission on Higher Education
3624 Market Street
Philadelphia, PA 19104-2680

Dear Dr. Petrisko:


Trustee Warren-Merrick 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 518-320-1645 if you have any questions on this matter.

Sincerely,

William F. Howard
Senior Vice Chancellor, General Counsel
And Secretary of the University

To Learn
To Search
To Serve

the Power of  ix

Introduction

Brief Overview of the Institution

Founded by industry leaders in 1944 with just 100 students and two programs of study, FIT was an integral part of the fashion industry from its beginning and remains so today. In the 1940s, fashion and apparel industry members were faced with a dwindling number of qualified people to help them run and sustain their businesses. A group of industry members, led by Mortimer C. Ritter, an educator with an interest in programs for young working people, and Max Meyer, a retired menswear manufacturer, set about organizing a school to ensure the vitality of their businesses. First, they created the Educational Foundation for the Fashion Industries to promote education for the industry. The Foundation then obtained a charter from the New York State Board of Regents to establish a “fashion institute of technology and design.” The institute opened in 1944 and was located on the top two floors of the High School of Needle Trades in New York City. In 1950, the College became the first community college in the state and in 1951 became the second community college of the State University of New York. FIT received Middle States accreditation in 1957. Today, the College continues in this proud tradition by providing an affordable, high-quality education to more than 10,000 students each year.

The State University’s Board of Trustees approves, among a number of items, academic programs and the appointment of the College President. As a community college, FIT has its own 16-member Board of Trustees that establishes policy and provides oversight to the College. The FIT Foundation, the College’s fundraising entity which was restructured in 2010, currently has 21 directors, many of whom are top executives and designers from the world of fashion and design.

FIT is distinctive in its authority to offer programs at the associate, baccalaureate, and graduate levels. While remaining true to its historic roots, the College provides specialized education in 30 different areas of study through 46 programs, some of them unique in the world. Degrees awarded are the Associate in Applied Science (AAS), Bachelor of Fine Arts (BFA), Bachelor of Science (BS), Master of Arts (MA), Master of Professional Studies (MPS), and the recently added Master of Fine Arts (MFA). FIT students who earn the associate degree have the option of moving to an upper-division program or entering the workforce. Increasingly, students are opting to advance to the bachelor’s level, with 40 percent of the 2010 graduates earning this degree. FIT’s art and design programs are accredited by the National Association of Schools of Art and Design (NASAD) and its Interior Design program is accredited by the Council of Interior Design Accreditation (CIDA).

The College has 10,386 full- and part-time students with seven percent from 75 countries, and 24.2 percent from out of state. About 2,300 students live in FIT’s four residence halls. FIT faculty includes 266 budgeted full-time faculty lines and 767 part-time faculty, many of whom are industry leaders practicing professionals with strong industry experience and connections. Faculty in the majors provide students with a unique teaching and learning environment well matched to the industries served by the College, and they are complemented by a cadre of liberal arts faculty who bring extensive knowledge of their disciplines to the classroom.

FIT has five schools – the School of Art and Design, the Jay and Patty Baker School of Business and Technology, the School of Continuing and Professional Studies, the School of Graduate Studies, and the School of Liberal Arts. Its degree programs range from the four largest majors – Fashion Merchandising Management, Fashion Design, Communication Design, and Advertising and Marketing Communications – to mid-size programs such as Illustration, Photography, and International Trade and Marketing for the Fashion Industries, to smaller, one-of-a-kind, high-demand niche programs serving a specific industry need, such as Toy Design, Home Products Development, and Packaging Design. In addition, the School of Continuing and Professional Studies offers a wide array of diverse programs for industry professionals, executives, precollege students, and the local New York City community.

FIT's ten-building campus occupies an entire city block on West 27th Street between Seventh and Eighth avenues in Manhattan's Chelsea neighborhood; a 1,100-bed residence hall, which opened in 2007, is located on West 31st Street between Ninth and Tenth avenues. The campus is comprised of the David Dubinsky Student Center, which houses a student dining hall and bookstore; Business and Liberal Arts Center; Marvin Feldman Center; Fred P. Pomerantz Art and Design Center; Shirley Goodman Resource Center; Conference Center at FIT, which includes the John E. Reeves Great Hall; and three student residence halls. In addition, the College leases several floors at 236 West 27th Street for administrative operations. Several classrooms and drafting rooms are also located in this building.

FIT Achievements Since 2002

Since its last accreditation review in 2002, the college has made progress in many areas. Achievements include:

- The establishment of a College-wide strategic planning process in 2004-2005, resulting in the development of FIT's Strategic Plan, *2020: FIT at 75*, and a companion operational plan with initiatives, tasks, costs, timetable, and designated responsibilities. The plan and its five goals provide the framework for setting college priorities and allocating resources. An FIT Report Card has been developed to measure progress toward achieving the goals.
- The Faculty of the Future initiative, begun in 2010, to build upon and enhance the goals of the Strategic Plan. Its purpose is to engage faculty in College-wide conversations on the competencies required to teach in 2020. Five competencies were identified and are expected of new faculty recruited by the College. Notably, the number of full-time faculty lines has increased by 33 percent over the past ten years.
- New program development resulting in the addition of six new bachelor's degree programs in Accessories Design, Art History and Museum Professions, Entrepreneurship for the Fashion and Design Industries, Fine Arts, Photography and the Digital Image, and Technical Design. In addition, four new master's degree programs were added during this time: Exhibition Design, Global Fashion Management, Illustration, and Sustainable Interior Environments. All are consistent with the College's specialized mission and meet the needs of the industries served by FIT.
- Significant incorporation of technology in the curriculum, with the development of 115 online courses and one online program, the extensive use of the ANGEL learning management system in more than 1,000 course sections, and utilization of state-of-the-art discipline-based software in FIT's network of computer labs and studios.

- Restructuring of student services under a new Vice President for Enrollment Management and Student Success, to better achieve the goal of a student-centered environment. Improvements include the implementation of an electronic portfolio submission in the admissions process, online registration and grading, computerized degree audit (DARS), e-billing, expansion of counseling and health services, and many more initiatives.
- Enhancement of communications, through a new College website, launched in 2009, and improved communications through online newsletters – *FIT Direct* for faculty and staff, and *FIT This Week* for students. New institutional signage and way-finding will also be installed in Summer 2012.
- Implementation of a College-wide assessment process, including academic assessments in general education and in the majors since 2002; institutional assessments through administrative program reviews begun in 2008; assessment of progress in meeting strategic planning goals and objectives; and other assessment initiatives.
- The expansion of campus facilities to include a new 1,100 bed residence hall; a 500-seat Great Hall and conference center (housing nine seminar rooms and the offices of the School of Continuing and Professional Studies); a new dining hall, including a Starbucks; an expanded college bookstore (Barnes & Noble); a state-of-the-art fitness center; and numerous classrooms and studios. The opening of 14 new labs on the fourth, fifth, and sixth floors of the Dubinsky Center in 2011 resulted in an improved academic environment that promotes sustainability and adheres to the highest environmental safety standards. Construction on a new, nine-story academic building, C², is planned pending funding.
- The “greening” of the FIT campus and sustainable College-wide practices, reflected in significant investments in a multitude of sustainability projects and in FIT’s participation in the Clinton Global Initiative, FIT Goes Green: Infusing Sustainability into our Culture. Core elements include a new MA program in Sustainable Interior Environments, a curricular database of sustainability initiatives, a new College-wide Sustainability Council, a grant fund for sustainability projects, interdisciplinary green design student competitions, two green roofs, numerous sustainable energy products and lighting, and annual conferences on sustainability at the College since 2007.
- The reorganization of the FIT Foundation and Development and Alumni Relations Division, resulting in a more effective structure for the College’s fundraising activities.

Description of the FIT Self-Study Process

In Fall 2009, in preparation for the College’s 2012 Self-Study process, President Joyce F. Brown invited selected members of the FIT community to serve on the College’s Middle States Steering Committee. Twenty-five members, including the co-chairs, came from a broad spectrum of the College community and included faculty, department chairs, deans, vice presidents, directors, the Deputy to the President, and student representation. The two co-chairs, Dympna Bowles, dean for Curriculum and Instruction, and Robert Vassalotti, professor of Fashion Merchandising Management, both of whom previously coordinated the College’s 2007 Middle States Periodic Review Report, attended the Middle States Self-Study Institute in November 2009 in Philadelphia. Upon their return, a Self-Study orientation was prepared and the first meeting of the FIT Steering Committee was held in December 2009. At this meeting, the committee began to discuss how the College’s Self-Study would be shaped. All members were provided with copies of the MSCHE document, *Characteristics of Excellence in Higher Education*, as well as a timeline of the Self-Study process, a schedule of meetings, and a PowerPoint presentation of the Self-Study process. A communications website was established on the MyFIT Portal for use by all members throughout the process, which enabled the posting and sharing of pertinent research documents and vital data.

During the next eight meetings, held in Spring 2010, the committee decided upon the “Comprehensive Model” as the format for the Self-Study. The Comprehensive Report Reordering Standards to Reflect an Institution (see Middle States publication, *Self-Study: Creating a Useful Process and Report*, page 23 figure 10). The committee also developed the research questions that FIT would address, discussed the fundamental elements that each of the working groups would be considering for the study, and outlined the intended outcomes of the Self-Study. Eight working groups were formed, paralleling the chapters in the comprehensive model that was chosen. Each group was comprised of approximately ten individuals, which included members of the Steering Committee. Students were invited to participate in the working groups.

In August 2010, the co-chairs convened a meeting of the working group members and the Steering Committee to fully discuss their charge for the Fall. The working groups then embarked upon a series of meetings directed toward researching FIT’s compliance with the Middle States Standards and Fundamental Elements specific to their assigned chapter and addressing related research questions. The co-chairs met with each working group to provide assistance and clarification as needed. Each group prepared a draft working group report that was submitted to the Steering Committee and co-chairs in December 2010.

In January 2011, the co-chairs prepared a first rough draft of the Self-Study that was presented to the Steering Committee in February 2011. The Steering Committee was then guided through a series of eight meetings, which examined each chapter, related standards, research questions, and recommendations. Subsequent to each meeting, the co-chairs incorporated feedback and suggestions from the Steering Committee into each chapter. This resulted in a second draft of the Self-Study in May 2011, which was shared with the President’s Cabinet. A resulting third draft was prepared during Summer 2011, merging all edits from the Cabinet. This draft was shared with the Steering Committee, whose comments were incorporated into a fourth draft, which was shared with the College community and Board of Trustees prior to a College-wide open forum. Open forum comments factored into another draft, which was submitted to the Middle States visiting-team leader in November 2011.

MEMBERS OF THE FIT STEERING COMMITTEE

1. Joanne Arbuckle, Dean for the School of Art and Design
2. Gretchen Bataille**, Former Interim Vice President for Academic Affairs 2010-2011
3. Dympna Bowles*, Dean for Curriculum and Instruction
4. Sherry Brabham, Treasurer and Vice President for Finance and Administration
5. Lisa Braverman**, Former Dean for the School of Continuing and Professional Studies
6. Johanna Brozinsky, Fashion Merchandising Management AAS 2010 and Advertising and Marketing Communications BS 2012
7. Jeffrey Buchman, Professor, Advertising and Marketing Communications
8. Jason Casey, Director, Institutional Research
9. Linda Finnerty, Associate Professor, Advertising and Marketing Communications
10. Ellen Goldstein, Professor, Accessories Design, and President of the Faculty Senate 2010-2012
11. Reginetta Haboucha**, Former Vice President for Academic Affairs
12. Michael Hyde, Associate Professor, English and Speech
13. Deborah Klesenski-Rispoli, Associate Professor, Photography, and Acting Dean for the Jay and Patty Baker School of Business and Technology

14. Marianne Klimchuk, Associate Professor and Chairperson, Packaging Design
15. Erik Kneubuehl, Assistant Vice President and Dean of Students
16. Frank Koe**, Former Acting Dean for the Jay and Patty Baker School of Business and Technology 2010-2011
17. Kam Mak, Associate Professor and Assistant Chairperson, Illustration
18. Denyse Montegut, Associate Professor and Associate Chairperson, Fashion and Textile Studies: History, Theory, Museum Practice
19. Marybeth Murphy, Vice President for Enrollment Management and Student Success
20. Giacomo Oliva, Vice President for Academic Affairs
21. Roberta Paley, Associate Professor, Psychology
22. Shari Prussin, Deputy to the President for Strategic Initiatives and Executive Assistant to the President
23. Yamiley Saintvil**, Former Director of Admissions
24. Scott Stoddart, Dean for the School of Liberal Arts
25. Michelle Tseng, Accessories Design AAS 2010 and Accessories Design and Fabrication BFA 2012
26. Robert Vassalotti*, Professor, Fashion Merchandising Management
27. Patrick Yanez, Assistant Professor, International Trade and Marketing for the Fashion Industries

MEMBERS OF THE FIT WORKING GROUPS

Working Group 1: Mission, Goals, and Integrity

Standard 1: Mission and Goals

Standard 6: Integrity

Steering Committee Liaisons:

- Gretchen M. Bataille**, Former Interim Vice President for Academic Affairs 2010-2011
- Reginetta Haboucha**, Former Vice President for Academic Affairs
- Denyse Montegut, Associate Professor and Associate Chairperson, Fashion and Textile Studies: History, Theory, Museum Practice
- Giacomo Oliva, Vice President for Academic Affairs

Working Group Members:

- Irene Buchman, Professor, Educational Skills, and Coordinator, Presidential Scholars Program
- Judy Ellis, Professor and Chairperson, Toy Design
- Griselda Gonzalez, Affirmative Action Officer and Acting Director of Compliance
- Loretta Lawrence Keane, Vice President for Communications and External Relations
- Jeffrey Slonim**, Former General Counsel
- Valerie Steele, Director, Museum at FIT
- Jane Werner, Professor, Fashion Merchandising Management
- NJ Wolfe, Professor and Director, Gladys Marcus Library

Working Group 2: Planning, Resource, and Institutional Renewal Allocation

Standard 2: Planning, Resource Allocation, and Institutional Renewal

Standard 3: Institutional Resources

Steering Committee Liaisons:

- Sherry Brabham, Treasurer and Vice President for Finance and Administration
- Shari Prussin, Deputy to the President for Strategic Initiatives and Executive Assistant to the President

Working Group Members:

- Richard Balestrino, Assistant Professor and Chairperson, Advertising and Marketing Communications
- Darlene Levy Birnbaum, Assistant to the Dean for the School of Art and Design
- Gregg Chottiner, CIO and Vice President for Information Technology
- Rebecca Corrado, Assistant Vice President for Administration
- Howard Dillon, Associate Vice President for Academic Affairs
- Mina Friedmann, Professor and Director of Financial Aid
- Calvin Williamson, Assistant Professor, Mathematics, and Assistant Chairperson, Science and Mathematics
- CJ Yeh, Assistant Professor, Communication Design

Working Group 3: Leadership, Governance, and Administration

Standard 4: Leadership and Governance

Standard 5: Administration

Steering Committee Liaisons:

- Linda Finnerty, Associate Professor, Advertising and Marketing Communications
- Ellen Goldstein, Professor, Accessories Design, and President of the Faculty Senate 2010-2012
- Marianne Klimchuk, Associate Professor and Associate Chairperson, Packaging Design
- Frank Koe**, Former Acting Dean for the Jay and Patty Baker School of Business and Technology

Working Group Members:

- Arthur Brown, Vice President for Human Resource Management and Labor Relations
- Gwen Ferguson-Pugh, Special Assistant to the Vice President for Academic Affairs
- Mark Higden, Assistant Professor, Fashion Merchandising Management
- Yasemin Celik Levine, Associate Professor, Political Science
- Melanie Reim, Associate Professor, Illustration, and Associate Chairperson, MFA Illustration
- Juliette Romano**, Professor and Counselor, Career Services, and President of the UCE of FIT

Working Group 4: Student Admissions and Support Services

Standard 8: Student Admissions and Retention

Standard 9: Student Support Services

Steering Committee Liaisons:

- Deborah Klesenski-Rispoli, Acting Dean for the Jay and Patty Baker School of Business Technology, and Associate Professor, Photography
- Erik Kneubuehl, Assistant Vice President and Dean of Students
- Marybeth Murphy, Vice President for Enrollment Management and Student Success
- Yamiley Saintvil**, former Director of Admissions

Working Group Members:

- Ursula Forte, Office Manager, Registration and Records
- Terry Ginder, Assistant Professor and Director, Counseling Center
- Erika Massaquoi, Assistant Dean for the School of Art and Design
- Madeleine Meyerson, Educational Skills Associate, Liberal Arts Academic Advisement
- William Mooney, Professor, English and Speech
- Shireen Musa, Assistant Professor, International Trade and Marketing for the Fashion Industries
- Robin Sackin, Professor and Chairperson, Fashion Merchandising Management

Working Group 5: Faculty

Standard 10: Faculty

Steering Committee Liaisons:

- Joanne Arbuckle, Dean for the School of Art and Design
- Jeffrey Buchman, Professor, Advertising and Marketing Communications
- Robert Vassalotti*, Professor, Fashion Merchandising Management

Working Group Members:

- Paul Clement, Assistant Professor, Social Sciences
- Renee Cooper, Associate Professor and Assistant Chairperson, Fashion Merchandising Management
- Julia Jacquette, Assistant Professor, Fine Arts
- Stephan Kanlian, Associate Professor and Chairperson, Cosmetics and Fragrance Marketing and Management
- Elaine Maldonado, Associate Professor and Director, Faculty Development/Center for Excellence in Teaching
- Eric Odin, Senior Generalist, Human Resources
- Esther Oliveras, Coordinator, Faculty Services

Working Group 6: Educational Offerings

Standard 11: Educational Offerings

Steering Committee Liaisons:

- Dympna Bowles*, Dean for Curriculum and Instruction
- Michael Hyde, Associate Professor, English and Speech
- Kam Mak, Assistant Professor and Assistant Chairperson, Illustration

Working Group Members:

- Percess Atteloney, Assistant Professor and Assistant Director, Registration and Records
- Isabella Bertoletti, Associate Professor, Italian
- Andrew Cronan, Associate Professor and Director, Career and Internship Center
- Donna David, Associate Professor and Assistant Chairperson, Communication Design, Graphic Design
- Naomi Gross, Associate Professor and Assistant Chairperson, Fashion Merchandising Management
- Yuniya Kawamura, Associate Professor, Sociology
- James Pearce, Digital Media Coordinator, Information Technology
- Grazyna Pilatowicz, Chairperson, Sustainable Interior Environments, and Assistant Professor, Interior Design

Working Group 7: General Education and Related Educational Activities

Standard 12: General Education

Standard 13: Related Education Activities

Steering Committee Liaisons:

- Lisa Braverman**, Former Dean for the School of Continuing and Professional Studies
- Scott Stoddart, Dean for the School of Liberal Arts
- Patrick Yanez, Assistant Professor, International Trade and Marketing for the Fashion Industries

Working Group Members:

- Jean Amato, Assistant Professor, English and Speech
- Georgianna Appignani, Director, International Programs
- Olufemi Ariyo, Technology Coordinator, Information Technology
- Tamara Cupples, Executive Director, Online Learning and Academic Technologies
- Greta Earnest, Associate Professor, Librarian, and Assistant Director, Gladys Marcus Library
- Roberta Elins, Professor, Advertising and Marketing Communications; Chairperson, Direct and Interactive Marketing; and Acting President of the UCE of FIT
- Brian Fallon, Assistant Professor and Director, Writing Studio
- Sandra Markus, Assistant Professor, Fashion Design

Working Group 8: Institutional Assessment and Student Learning Assessment

Standard 7: Institutional Assessment

Standard 14: Assessment of Student Learning

Steering Committee Liaisons:

- Jason Casey, Director, Institutional Research
- Roberta Paley, Associate Professor, Psychology
- Shari Prussin, Deputy to the President for Strategic Initiatives and Executive Assistant to the President

Working Group Members:

- Frances Dearing, Associate Dean for Institutional Assessment
- Maurice Johnson, Associate Professor, Fashion Merchandising Management
- Taur Orange, Assistant Professor and Director, Educational Opportunity Programs
- Carmita Sanchez-Fong, Associate Professor, Interior Design
- Nancy Su, Budget Director
- Mary Tsujimoto, Executive Assistant to the Dean for the School of Liberal Arts

Support for Middle States Steering Committee and Working Groups:

- Laylage Courie, Institutional Research Analyst

* Co-chairs of the Steering Committee

** No longer at the College

Chapter One

**Standard 1
Mission and Goals**

**Standard 6
Integrity**

Standard 1: Mission and Goals

The institution's mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.

OVERVIEW

FIT's mission is strong, clear, and distinctive, and effective because it is widely understood and embraced by the institution's multiple communities. Its key goals are also well defined and articulated, tying closely to the mission itself.

From its beginnings in 1944, FIT developed and continues to support a mission that prepares its students for careers in fashion, design, and business industries. Over time, its focus has expanded to include a more comprehensive range of offerings emphasizing fashion, design, and business education built on a foundation in the liberal arts.

Significantly revised through a process guided by a new presidential administration in 1998 and formalized in 2001, the FIT mission statement was again considered during a strategic-planning process undertaken in 2004-2005 and is the centerpiece of the resulting plan. *2020: FIT at 75, Bringing the Future into Focus* (see **Chapter 2, Standard 2**) is a reflection of the College's unique mission and goals, is aspirational, and most importantly, drives the College's resource allocation, curriculum development, teaching and learning endeavors, and assessment activity. Both the 2001 and 2004-2005 efforts were wide-ranging in their participation, engaging FIT's faculty, staff, students, trustees and Foundation directors, College advisory council representatives, and industry leaders.

While this chapter demonstrates how FIT's mission guides the life of the institution and how the College's initiatives and activities align with its goals, this document in its entirety may be the best confirmation that FIT's mission and goals are fully integrated throughout the institution.

THE MISSION STATEMENT AND SUPPORTING GOALS

The Fashion Institute of Technology prepares students for professional excellence in design, fashion, and business by providing the premier educational experience that fosters creativity, career focus, and a global perspective.

To fulfill its mission:

- FIT develops students' aesthetic, intellectual, analytical, and technological abilities through programs that integrate theory and practice;
- FIT offers students a rigorous and innovative curriculum taught by faculty with outstanding academic and industry experience;
- FIT is committed to a broad-based education in the liberal arts;

- FIT exposes students to their chosen professions through internships, guest lectures, industry-sponsored projects, and other opportunities for experiential learning;
- FIT promotes student growth and self-development through student support services, programs, and activities;
- FIT provides students with a multifaceted educational experience, which incorporates the vast resources of New York City;
- FIT, an urban institution of the State University of New York, provides an education of exceptional quality and affordability.

Consideration of the College's mission and goals has been undertaken in a number of ways. As noted above, the current mission statement and goals have been in place following a broad-scale revision in 2001. A far-reaching institutional strategic-planning process that looked out 15 years to 2020 was begun in 2004-2005 and used the mission as its foundational underpinning. Also in 2005, as a SUNY college, FIT participated in the University's Mission Review II. The purpose of the SUNY review process was to encourage campus responsibility for higher levels of distinction, performance, efficiency, and system-wide collaboration. This comprehensive and detailed self-study also served as an affirmation and assessment of FIT's mission and goals. A Memorandum of Understanding between SUNY and FIT was developed and finalized in January 2007 as a result of this review process (see [2007 Mission Review II MOU](#)).

Appendix 1.1, Mission, Strategic Plan, and Mission Review II, illustrates the connectedness between FIT's mission and goals, the goals of the Strategic Plan and the initiatives identified to achieve them, and the elements of the SUNY Mission Review II.

COMMUNICATION OF MISSION AND GOALS

FIT's mission and goals are referenced throughout the institution's written and oral communications. Print and electronic communications, such as the FIT website (www.fitnyc.edu/mission), page 11 of the undergraduate catalogue, the Strategic Plan, and the Just the Facts brochure are among the many materials that include this information. Electronic catalogues are presented in PDF format in indexed sections to ensure that the community can find the information needed. The President articulates and discusses the elements and ideals of the mission statement – highlighting key elements such as creativity, globalism, technology, and the liberal arts – at board meetings, faculty meetings, College-wide functions, symposia and conferences, and annual events, such as convocation and commencement, that bring together the various members of the FIT community. These dialogues also continue at the Cabinet, Deans Council, school, divisional, and departmental levels, and are reflected and monitored through meeting minutes and reports.

The Academic Affairs Office assures that changes and issues affecting the College's institutional mission, goals, programs, and operations are disclosed accurately and in a timely manner to the FIT community, to the Middle States Commission on Higher Education, and to all other appropriate regulatory bodies.

INTEGRATION OF MISSION AND GOALS

FIT's effectiveness in realizing its mission and goals is demonstrated through the institution's scholarly and creative undertakings as well as its administrative support. This integration is illustrated in the following examples:

- Each of FIT's five schools has its own mission statement consistent with the College's. In addition, the College-wide periodic review process requires that all academic departments formulate mission statements that guide the curriculum and expected learning outcomes (see [School and Program Mission and Goals](#)).
- Every degree-program proposal requires documentation that objectives and curricular content support the institutional mission. The College-wide curriculum review process assures adherence and relevance to the institutional mission and that program development reflects FIT's current goals (see [Chapter 6, Standard 11](#)).
- Several administrative support units, including Bursar, Communications and External Relations, the Gladys Marcus Library, The Museum at FIT, Registrar, Student Life, and Counseling, have mission statements that guide planning, decision-making, and resource allocation.
- The budget planning process is a College-wide effort undertaken annually (see [Chapter 2, Standard 2](#)) and requires demonstrated alignment with the institutional mission and strategic goals.
- The Campus Facilities Master Plan is a living document that mirrors FIT's goals and priorities (see [Chapter 2, Standard 2](#)).
- In order to enhance its reputation as a center of innovation, the College has created a 501(c)(3) – FIT Creative Solutions, Inc. – to provide the structure and finances needed to engage in higher-level sponsored programs and research.
- The College supports faculty professional development and research through the Teaching Institute, which funds creative and scholarly work; the Grants Office, which identifies available research funding; and the broad range of activities of the Center for Excellence in Teaching, which serves faculty pedagogical interests and needs (see [Chapter 5, Standard 10](#)). The effectiveness of these resources is exemplified by the National Science Foundation grant that FIT was recently awarded to improve both industry-critical science skills of students and teaching effectiveness (www.fitnyc.edu/nsfgrant and www.fitnyc.edu/grantsoffice).
- In Spring 2010, a new Strategic Plan initiative, Faculty of the Future was launched in order to identify the changing criteria and competencies that faculty must possess in order to educate students for the workplace in 2020 (www.fitnyc.edu/facultyofthefuture).

MISSION, GOALS, AND EXTERNAL CONSTITUENTS

The FIT of 1944 was built on its “real-world” connections and the value that the College derives from its key external contexts and constituencies cannot be overstated – in particular, the deep and long relationships it has with the fashion and design industries it has served since its founding.

A central element of the College's mission and the hallmark of an FIT education is experiential learning, which provides students with opportunities that emulate those of industry. Internships are required in almost all majors and student projects, case studies, capstone courses, and industry-sponsored competitions enable students to apply their creativity in a design, business, or marketing environment. In addition, major-oriented student clubs and chapters of professional organizations, such as the Public Relations Student Society of America, and other organizations, such as the American Institute of Graphic Arts and the American Association of Textile Chemists and Colorists, extend the study of various disciplines in an informal way through field trips, guest speakers, and attendance at professional conferences.

Faculty members bring significant industry experience to the classroom. Industry leaders serve as guest lecturers, mentors, and critics in many FIT classes. Nearly all academic programs have advisory boards

comprised of industry leaders who share current best practices that inform curriculum development and technology in the classroom. They are also instrumental in identifying internships and providing employment opportunities for FIT students upon graduation. As noted in **Chapter 3, Standard 4**, the Board of Trustees and Fashion Institute of Technology Foundation are composed of industry practitioners and play a pivotal role in advancing the institution.

FIT has long recognized that the fashion, design, and business industries are international in scope. The College has vigorously pursued myriad international opportunities that have enriched the curriculum, the student and faculty experience, and its own reputation. In addition to a wide range of study-abroad opportunities, the College offers FIT in Italy, its own semester- and year-long programs in Florence and Milan for Fashion Design and Fashion Merchandising Management students. Many other majors sponsor travel abroad – both in and outside of the classroom – providing unique exposure to international aspects of the broader fashion industries. FIT also engages in partnerships abroad with other corporations and institutions of higher learning, providing students and faculty the opportunity to learn, conduct research, and consult as part of their global experience. FIT is a founding member and is represented on the executive committee of the International Foundation of Fashion Technology Institutes (IFFTI), an organization comprised of 40 institutions from around the world. FIT faculty have been active participants at IFFTI annual meetings (see **Chapter 7, Standard 13**).

Exemplary and renowned resources, The Museum at FIT and the Gladys Marcus Library engage publicly with nearly all of the College's internal and external constituent groups. As the only museum in New York City dedicated to fashion – offering outstanding exhibitions, public programs, tours of its singular collection of costumes and textiles, an annual scholarly symposium, Mondays at the Museum programs for the nearby community, and off-site lectures by its curatorial leadership – the museum attracts more than 100,000 visitors annually, including scholars, curators, researchers, designers, students, and members of the public. The Couture Council, a membership group comprised of volunteer supporters, further enhances the museum's goals and objectives through its generous support. The Gladys Marcus Library supports the academic and research needs of the FIT and broader fashion and design communities, and its Special Collections constitute a unique resource of rare books and periodicals, original fashion sketches, design and company scrapbooks, archives, photographs, prints, and digital resources.

The School of Continuing and Professional Studies serves precollege youth, career-changers, mid- and high-level executives, entrepreneurs and small-business owners, and industry groups. Each year, more than 13,500 individuals enroll in Continuing and Professional Studies programs and courses. Offering evening and weekend (classroom and online) undergraduate education for degree and non-matriculated course takers, credit and noncredit certificate programs, and noncredit and training courses for adult learners, the School of Continuing and Professional Studies meets educational needs through several units. The Center for Professional Studies focuses on the training needs of the global fashion, design, and business industries' corporate sector as well as the enrichment needs of artists and designers. The Enterprise Center provides educational resources for small businesses and freelancers, and hands-on computer workshops that focus on hardware and software applications used by the fashion-related design and business professions. The Center also offers grant-funded programs to support New York City entrepreneurs and to upgrade the skills of garment workers to meet the needs of a changing industry. The Center for Precollege Programs encourages youth to discover their talents, develop portfolios and prepare for college, and explore potential careers in art, design, business, and technology.

More information about the Gladys Marcus Library, The Museum at FIT, and the Enterprise Center and Professional Studies programs can be found throughout this document.

THE FIT MISSION AND STUDENT SUCCESS

Fundamentally, FIT's mission and goals are fixed on nurturing, assessing, and realizing student success. In particular, the College's aspiration to provide a "premier educational experience" is reinforced and ensured by each of the five goals in the Strategic Plan. This self-assessment itself is the best way to articulate FIT's target of achieving these goals. **Standard 2**, as addressed in this document, provides the institutional outline of the planning process at FIT, one that prioritizes student need in all its aspects. Responses to **Standards 7 and 14** demonstrate the College's commitment to a set of assessment activities that track institutional effectiveness. **Standards 8 and 9** focus on evaluating and assuring the success of prospective as well as current students. And **Standards 10, 11, 12, and 13** address the sustained relevance and viability of the academic core. Taken together, these are the elements that demonstrate an institutional effort to support student learning.

ACHIEVEMENTS

- The institution has developed an effective linkage between its mission statement and Strategic Plan. The development of unit-specific mission statements and accompanying goals reinforces the connectivity to FIT's institutional mission.

CHALLENGES AND RECOMMENDATIONS

- Establish a schedule for periodic review of FIT's mission and goals. It should be noted that a review of the College's mission will be undertaken in 2011-2012.
- Further develop FIT as a national and international creative hub.
- Develop an infrastructure that will integrate grants and external opportunities for funded research and industry support.

Standard 6: Integrity

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

OVERVIEW

FIT's adherence to ethical standards is demonstrated throughout this document. The chart beginning on the next page lists each of the fundamental elements and the location in this document that demonstrates compliance.

| FUNDAMENTAL ELEMENT | CHAPTER, STANDARD, PAGE |
|--|---|
| Fair and impartial processes, published and widely available, to address student grievances, such as alleged violations of institutional policies. The institution assures that student grievances are addressed promptly, appropriately, and equitably. | Chapter 4, Standard 9 <ul style="list-style-type: none"> • Student Rights and Responsibilities, page 50 |
| Fair and impartial practices in the hiring, evaluation, and dismissal of employees. | Chapter 3, Standard 4 <ul style="list-style-type: none"> • UCE, page 27 Chapter 5, Standard 10 <ul style="list-style-type: none"> • Policies on Faculty Recruitment, Hiring, Reappointment, Tenure, Promotion, and Evaluation, page 59 Chapter 7, Standard 13 <ul style="list-style-type: none"> • Study Abroad, page 84 |
| Sound ethical practices and respect for individuals through its teaching, scholarship/research, service, and administrative practice, including the avoidance of conflict of interest or the appearance of such conflict in all its activities and among all its constituents. | Chapter 2, Standard 3 <ul style="list-style-type: none"> • Computer Use, page 20 Chapter 3, Standard 4 <ul style="list-style-type: none"> • Board of Trustees – Conflict of Interest, page 26 • Fashion Institute of Technology Foundation – Conflict of Interest, page 28 • UCE Contract (Section 2.30 – Nepotism) Chapter 4, Standard 8 <ul style="list-style-type: none"> • Disability Support Services, page 36 Chapter 4, Standard 9 <ul style="list-style-type: none"> • Enrollment Services/Financial Aid, page 45 Chapter 5, Standard 10 <ul style="list-style-type: none"> • Integrity in Teaching, Scholarship, and Research, page 57 • Policies on Faculty Recruitment, Hiring, Reappointment, Tenure, Promotion, and Evaluation, page 59 • Preventing Sexual Harassment and Employment Discrimination, page 60 |

| FUNDAMENTAL ELEMENT | CHAPTER, STANDARD, PAGE |
|---|--|
| Equitable and appropriately consistent treatment of constituencies, as evident in such areas as the application of academic requirements and policies, student discipline, student evaluation, grievance procedures, faculty promotion, tenure, retention and compensation, administrative review, curricular improvement, and institutional governance and management. | Chapter 3, Standard 4 <ul style="list-style-type: none"> • Leadership and Governance, pages 25-29 Chapter 4, Standard 8 <ul style="list-style-type: none"> • Undergraduate Admissions, page 37 Chapter 4, Standard 9 <ul style="list-style-type: none"> • Student Rights and Responsibilities, page 50 Chapter 5, Standard 10 <ul style="list-style-type: none"> • Curriculum Development by Qualified Faculty, page 55 • Policies on Faculty Recruitment, Hiring, Reappointment, Tenure, Promotion, and Evaluation, page 59 • Assessment, page 62 Chapter 6, Standard 11 <ul style="list-style-type: none"> • New Program Development, page 65 |
| A climate of academic inquiry and engagement supported by widely disseminated policies regarding academic and intellectual freedom. | Chapter 5, Standard 10 <ul style="list-style-type: none"> • Integrity in Teaching, Scholarship, and Research, page 57 |
| An institutional commitment to principles of protecting intellectual property rights. | Chapter 5, Standard 10 <ul style="list-style-type: none"> • Integrity in Teaching, Scholarship, and Research, page 57 |
| A climate that fosters respect among students, faculty, staff, and administration for a range of backgrounds, ideas, and perspectives. | Chapter 3, Standard 4 <ul style="list-style-type: none"> • Diversity Council, page 28 Chapter 7, Standard 12 <ul style="list-style-type: none"> • FIT General Education Offerings, page 77 |
| Honesty and truthfulness in public relations announcements, advertisements, and recruiting and admissions materials and practices. | Chapter 2, Standard 3 <ul style="list-style-type: none"> • Web Communications, page 20 |
| Required and elective courses are sufficiently available to allow students to graduate within the published program length. | Chapter 4, Standard 8 <ul style="list-style-type: none"> • Graduation and Retention Rates, page 36 Chapter 6, Standard 11 <ul style="list-style-type: none"> • New Program Development, page 65 |
| Reasonable, continuing student access to paper or electronic catalogues. | Chapter 4, Standard 8 <ul style="list-style-type: none"> • Undergraduate Admissions, page 37 • Graduate Admissions, page 39 |
| When catalogues are available only electronically, the institution's web page provides a guide or index to catalogue information for each catalogue available electronically. | Chapter 1, Standard 1 <ul style="list-style-type: none"> • Communication of Mission and Goals, page 2 |

| FUNDAMENTAL ELEMENT | CHAPTER, STANDARD, PAGE |
|--|---|
| When catalogues are available only electronically, the institution archives copies of these as sections or policies are updated. | Chapter 4, Standard 8 <ul style="list-style-type: none"> Undergraduate Admissions, page 37 Graduate Admissions, page 39 |
| Changes and issues affecting institutional mission, goals, sites, programs, operations, and other material changes are disclosed accurately and in a timely manner to the institution's community, to the Middle States Commission on Higher Education, and to any other appropriate regulatory bodies. | Chapter 2, Standard 2 <ul style="list-style-type: none"> Strategic Plan – Communications, page 11 Chapter 3, Standard 4 <ul style="list-style-type: none"> Board of Trustees – Duties, page 26 Chapter 6, Standard 11 <ul style="list-style-type: none"> New Program Development, page 65 Chapter 7, Standard 13 <ul style="list-style-type: none"> Residential Programs, page 85 |
| Availability of factual information about the institution, such as the Middle States Commission on Higher Education annual data reporting, the Self-Study or periodic review report, the team report, and the Commission's action, accurately reported and made publicly available to the institution's community. | FIT Middle States website is live: www.fitnyc.edu/accreditation |
| Information on institution-wide assessments available to prospective students, including graduation, retention, certification and licensing pass rates, and other outcomes as appropriate to the programs offered. | Chapter 1, Standard 6 <ul style="list-style-type: none"> Challenges and Recommendations, page 9 Chapter 4, Standard 8 <ul style="list-style-type: none"> Graduation and Retention Rates, page 36 |
| Institutional information provided in a manner that ensures student and public access, such as print, electronic, or video presentation. | This is evidenced in all chapters that refer to websites and print materials (e.g., Strategic Plan, undergraduate and graduate catalogues, and the Collective Bargaining Agreement, FIT Fact Book, compliance with Clery Act). |
| Periodic assessment of the integrity evidenced in institutional policies, processes, practices, and the manner in which these are implemented. | Chapter 2, Standard 3 <ul style="list-style-type: none"> Risk Management, page 23 Chapter 8, Standard 7 <ul style="list-style-type: none"> Infrastructure to Support Assessment Activities, page 90 |

ACHIEVEMENTS

- The 2007 hiring of an Internal Auditor, reporting to the President and the Audit Committee of the Board of Trustees, has strengthened internal controls and ensured the integrity of financial data.
- The development of guidelines for faculty and staff searches in 2004, and their refinement in 2007, have helped to ensure a fair and equitable employee recruitment process. This includes the certification of the search committee composition, the candidate pool, and the search plan by the Affirmative Action Officer (www.fitnyc.edu/searchguidelines).
- The 2006 implementation of an annual performance appraisal process has helped to ensure the equitable assessment for non-bargaining unit employees' performance (www.fitnyc.edu/performancemanagement).
- From 2008 through 2010, the restructuring and addition of resources in the Institutional Research Office has strengthened the College's ability to gather, maintain, and use data strategically.
- The establishment of an Institutional Review Board in 2010 has helped to ensure that research activities are conducted appropriately.
- The 2010 creation of a Policy Advisory Group and the launch of a project to assess FIT policies and assemble them into a single manual is the first step in the regular assessment of all College policies.

CHALLENGES AND RECOMMENDATIONS

- 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 (**see Chapter 5, Standard 10**). Additional policies regarding patents and trademarks should be addressed as part of the plans to develop an infrastructure to support research.
- 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.

Chapter Two

Standard 2

**Planning, Resource Allocation, and
Institutional Renewal**

Standard 3

Leadership and Governance

Standard 2: Planning, Resource Allocation, and Institutional Renewal

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the Strategic Plan and resource allocation support the development and change necessary to improve and maintain institutional quality.

OVERVIEW

At FIT, planning is an active, ongoing process, spanning all levels of the organization and taking place on a continuing basis. 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.

THE STRATEGIC PLAN

During 2004-2005, FIT began a yearlong strategic-planning process in order to explore key questions of institutional identity and frame a vision of the FIT of the future. Led by the President, the planning process cut across all levels of the community, involving hundreds of members of the faculty, student, staff, administrative, and trustee ranks, and extensively used existing data to inform discussions and conclusions. The resulting Strategic Plan, *2020: FIT at 75, Bringing the Future into Focus*, is FIT's central guidance system, pointing the direction for growth, improvement, innovation, and renewal. The Strategic Plan can be found on the College's website (www.fitnyc.edu/strategicplan).

The plan consists of five main goals:

- Goal 1: Strengthen the academic core
- Goal 2: Commit to a culture of student-centeredness
- Goal 3: Strengthen FIT as a creative hub
- Goal 4: Engage in strategic recruitment
- Goal 5: Establish a process of administrative support for the plan

Establishing these goals was just the first step in the planning process. Immediately following, additional College-wide committees were established to identify specific initiatives and tasks to achieve the five goals. These committees included five school committees (Art and Design, Business and Technology, Liberal Arts, Graduate Studies, and Continuing and Professional Studies), Administrative Enabling, Digital Challenge, Industry Scanning, Strategic Recruitment, and Student Affairs (**see committee reports in Document Room**). The committees' work resulted in the creation of an operational plan containing numerous initiatives, each accompanied by tasks, timetables, and a locus of responsibility – all to ensure that the College is moving forward to achieve its five strategic goals.

The operational plan is reviewed and updated annually, allowing for a renewal of goals and initiatives in light of emerging needs and issues (**see 2010 update of the Operational Plan in Document Room**). Plans are in place to annually post the updated operational plan to the College's website.

Communications The Strategic Plan has been distributed widely to the College community and to external constituents. The College community “lives and breathes” the plan, which has become a central theme in many communications. The President provides regular updates in many forums, including Fall and Spring convocations, Board meetings, conferences, Cabinet and Extended Cabinet meetings, faculty meetings, staff lunches, seminars, and colloquia. A variety of memoranda and publications provide information about the plan and efforts to advance specific planning initiatives (see **Chronicle of Strategic Planning Communications and supporting material in Document Room**). In 2011, FIT produced a publication focused solely on the College’s progress toward achieving the goals in the Strategic Plan. This publication was distributed College-wide as well as to external constituencies (see **Strategic Plan Progress Report: Vision 2020 in Document Room**). In addition, the 2008 and 2010 Annual Reports focus on the Strategic Plan (see **reports in Document Room**).

Updates are also communicated through faculty retreats, and at school and department meetings where the detailed and ground-level impact of strategic planning activities are articulated, vetted, and expanded upon. In each of the schools, the main vehicle for communicating strategic goals, initiatives, and tasks is within the context of school meetings with the dean and department chairpersons, as well as through memoranda and emails.

Communication is not one way. Formally and informally, there are many occasions every semester to receive feedback from all constituents about successes and challenges, opportunities and new ideas. In regular meetings with representatives of the Faculty Senate, the Student Association, the faculty, and the Extended Cabinet, the President, vice presidents, and deans have an opportunity to hear the point of view of the FIT community regarding the plan and its implementation. As noted above, the President’s Office completes an annual assessment of progress in achieving the goals of the Strategic Plan, making revisions and amendments to scope and timeliness as needed.

Decision-making At FIT, the strategic use of data and analysis are at the core of making decisions to support planning and renewal.

- *Enrollment management reports* are produced on a weekly basis and are used to determine the courses and number of sections to be offered each semester and to analyze which offerings yield the strongest enrollments and why. Enrollment projections are used for budget planning (see **Sample Enrollment Management Report**).
- *Five-year financial plans* are updated at least twice a year and used to project future revenue and expenses and make decisions about tuition levels, other revenue issues, and current commitments that have long-term financial implications for the College (see **sample Financial Plan in Document Room**).
- *Survey* results from the Student Opinion Survey (SOS), National Survey of Student Engagement (NSSE), and International Student Barometer (ISB) are used to make decisions regarding key goals in the Strategic Plan, particularly strengthening the academic core and student-centeredness (see **SOS, NSSE, and ISB in Document Room**).
- *Academic and administrative program reviews* are conducted on a regular schedule and the results provide a wealth of data to inform decision-making and the development of priorities for new faculty, curriculum, equipment, resource allocation, and other improvements (see **Chapter 8, Standards 7 and 14**).
- The *annual budget development* process is used to analyze current levels of and make decisions about facilities and human resources needed to support College goals and objectives (see **Appendix 2.1, Budget Calendar FY2011**).

- *Trend data* are provided by members of the academic department's industry advisory boards, whose members serve as professional contacts for faculty and deans. These data, in most cases provided informally, are vetted in vigorous discussions among board participants, allowing FIT to stay abreast of and anticipate changing needs, practices, and demands of industry.

Accountability is a critical component of the planning process. The President empowers vice presidents and deans to review existing practices and activities to identify opportunities for change, improvement, and renewal. She also charges them with implementing initiatives and managing projects to carry out the Strategic Plan. A lead administrator is assigned to each of the strategic planning goals, initiatives, and tasks and is accountable for ensuring progress and completion by an established date. In 2007, to further enforce accountability, a performance appraisal process for administrators was implemented that aligns performance goals with the goals in the Strategic Plan. Salary increases are based on success in achieving these goals.

UNIT-BASED STRATEGIC PLANS

Planning also takes place across FIT – in schools, divisions, and departments – as demonstrated in the following three examples:

- In 2008, the *Gladys Marcus Library* developed a strategic plan with the involvement of a cross-section of faculty, staff, and administrators. Using data collected from internal and external resources, the committee assessed the library's effectiveness in areas such as information access, adequacy of collections, budgetary resources, and the configuration and use of space. The final report, *2020 The Library at FIT – Realizing Our Information Potential*, is aligned with the College's Strategic Plan and consists of a narrative of clear articulated goals, objectives, and metrics to chart change through 2015. An extensive matrix of 11 goals and 30 initiatives, with assigned initiators and date tracking to monitor progress, is used to guide change in the library's operations and workplace culture. The Faculty Senate Library Committee and a Library Strategic Planning Advisory Committee created by the Vice President for Academic Affairs keep abreast of goal attainment and the status of initiatives (see [Library Strategic Plan Executive Summary](#) and [Library Plan with Metrics in Document Room](#)). It should be noted that, since 2002, the College has invested significant resources in support of the library (see page 70 for details). The library's strategic plan has provided a roadmap for this investment as well as future growth and enhancement.
- In 2009, *The Museum at FIT* (MFIT) developed its second five-year strategic plan. This plan includes strategic goals, measurable tasks, timeframes, performance indicators (measures), costs, and accountable individuals for each task. The plan is aligned with the College's Strategic Plan and was developed using the results of market research conducted in 2008. The museum uses existing data and information to assess goal achievement. This includes monthly MFIT web statistics (special exhibition website visits, homepage visits, Facebook, Twitter, MFIT website news, and YouTube video plays), and visitor satisfaction surveys for all public lectures, special events, talk and tour events, exhibitions, and symposia. The plan resides on the museum's website and is also a key component of the museum's recent application for American Association of Museums accreditation (www.fitnyc.edu/mfitstrategicplan).
- In 2010, *Information Technology* developed a strategic plan to articulate its commitment to support and expand the College's role as a leader in technology (see [2011 Information Technology Strategic Plan](#) and [Academic Technology Plan](#)).

While most schools, divisions, and departments have mission statements, they do not have detailed strategic plans (see [School and Program Mission and Goals](#)).

ASSESSMENT

Several tools are used to assess the effectiveness of the College's planning efforts.

At the end of each academic year, the President leads the Cabinet in a review of the Strategic Plan to assess accomplishments and shortfalls, and to determine new tasks and priorities. This assessment and recalibration takes place at a Cabinet retreat or over several of the regularly scheduled Cabinet meetings. As a consequence of these discussions, the Strategic Plan has been regularly updated and enhanced to address critical and timely issues. In recent years, the plan has incorporated major cross-cutting initiatives to improve diversity across the College, focus on sustainability, and envision and plan for the faculty of the future.

Academic and administrative program reviews are effective tools for measuring effectiveness. A schedule of reviews has been created and all academic and administrative departments are aware of this schedule. An Associate Dean for Institutional Assessment was appointed in April 2011 to oversee these reviews. Recommendations emerging from these reviews are transformed into action plans developed by the relevant department or office, and become road maps for moving forward. Resource implications of these recommendations are also addressed.

Results from surveys such as the SOS, NSSE, and ISB are used to develop and implement plans to address weaknesses, determine the allocation of resources, and make decisions about institutional improvements (see **Chapter 4, Standard 9**).

In Spring 2011, the College developed a report card with quantitative metrics for each goal in the Strategic Plan. Targets were drafted in Fall 2011 by a working group to be vetted with a larger task force in Spring 2012. Progress toward achieving these targets will be monitored annually by the Associate Dean for Institutional Assessment (see **Strategic Plan Report Card Glossary**).

While the College does not formally assess its planning efforts, it believes that its fiscal health, progress in implementing the Strategic Plan, and the evidence of academic strength, student accomplishment, and physical plant improvements indicate the effectiveness of these processes.

For more information about assessment, see **Chapter 8, Standards 7 and 14**.

ACHIEVEMENTS

There have been **significant improvements and accomplishments** across the College since 2002, which are detailed in **Appendix 2.2** and demonstrate the effectiveness of planning and of the allocation and use of resources in implementing the goals of the plan.

In summary, the impact of this extensive list includes:

- *Strengthening the academic core* has been realized through the funding of an additional 66 full-time faculty lines between 2000 and 2008; the introduction of curricular changes that bring in new ideas, such as sustainability and the integration of new technologies; and the addition of liberal arts minors, new majors, interdisciplinary approaches, and blended courses.
- The *focus on students* has become an FIT mantra, putting student needs and the quality of campus life front and center at the College. This is evidenced in the increased scores on the Student Opinion Survey (see **Appendix 4.1, SOS Comparison Data: 2006 and 2010**).

- Significant *improvement and expansion of facilities and technology* are apparent across the campus, resulting in a more productive teaching and learning environment. This is evidenced in the construction of new facilities such as a dining hall, residence hall, fitness center, bookstore, and labs, as well as renovations and improvements of landscaping, residence halls, security systems, and student lounges.

CHALLENGES AND RECOMMENDATIONS

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

Standard 3: Institutional Resources

The human, financial, technical, physical facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

OVERVIEW

The fifth goal of the Strategic Plan, "Establish a process for administrative support of the plan," speaks to the College's commitment to ensuring that the deployment of human, financial, and technical resources and the use of the physical plant are aligned with the College's mission and goals. The Strategic Plan drives hiring and budget decisions as well as decisions related to technology infrastructure and software needs. Continuous assessment of the internal organizational structure, operations, and use of the facilities provides the College with the opportunity to restructure departments, redeploy resources, and assign space, consistent with the College's mission and strategic planning goals.

FINANCIAL RESOURCES

Operating budget FIT is "operated and maintained as a community college under the program of the State University of New York" (see **FIT Bylaws, Section I.B.**, www.fitnyc.edu/bylaws). Operating revenues come from three primary sources: the State of New York, the local sponsor (which includes funding from New York City, as well as funds provided in lieu of local sponsor contributions), and student tuition and fees. The New York Education Law envisioned that community college funding would be equally provided from each of these three sources. However, over the last decade, state funding for FIT has declined, with local sponsor funding and student tuition and fee revenue increasing (see **Appendix 2.3, Unrestricted College Revenue FY 2005-FY 2010**).

- *State funding* (known as base aid) is provided through an enrollment driven formula. In FY 2011, New York State provided \$2,260 per FTE. This base aid amount is down from a high of \$2,675 per FTE in the state adopted budget for FY 2010. In addition, the New York State budget for FY 2012 further reduced state funding by five percent to \$2,122 per FTE, for a total reduction of \$553 per FTE or 20.7 percent over two fiscal years. State aid at FIT – which should be 33 percent of total revenues – is significantly less than half that amount in FY 2012 (see **Appendix 2.4, State Aid History FY 2002-2012**).

- Local sponsor funding for FIT is comprised of two parts – funds from New York City and funds from New York State counties with students who attend FIT. New York City has traditionally funded FIT’s mandatory or inflationary costs and costs related to collective bargaining as part of its annual allocation. Funding from other New York State counties is based on a per-FTE amount billed or “charged back” to each county. The formula for this amount is written into New York State Law and calculated by SUNY’s system administration. The College’s chargeback rate and total revenues have increased over the past ten years due to three factors:
 - increasing funding from New York City;
 - increasing non-resident (out of state) tuition rates and revenues;
 - enrollment growth from New York counties outside of the five boroughs.
 • (See Appendix 2.5, [Revenue FY 2012 Budget](#).)

It should be noted that New York State counties are objecting to paying chargebacks, especially those related to bachelor’s and master’s degree students, arguing that these costs should be funded by the state. If the counties are successful, this loss of revenue would have a devastating impact on FIT’s students and programs. FIT is working with SUNY to identify a resolution to this problem.

- Student tuition and fees are the third source of revenue for the FIT operating budget. FIT’s tuition rates for lower-division students are comparable to the tuition rates at other SUNY community colleges, while upper-division and graduate tuition rates are comparable to the rates charged at SUNY’s state-operated campuses (see Appendix 2.6, [FY 2011 and FY2012 Tuition Rates](#)). Total revenues from tuition and fees are approximately 45 percent of the College’s total operating budget. Although FIT’s tuition has increased in recent years, tuition rates are relatively modest, especially when compared with peer institutions (see Appendix 2.7, [Design School Comparisons Projection](#)).

FIT has been negatively affected by the erosion of state funding for higher education in New York over the last three years. In spite of these reductions, however, the College has remained financially strong. This has been possible due to several factors:

- Diversity of funding streams Although state aid cuts have been dramatic and severe, support from New York City and from New York counties has been strong.
- Strong and diverse enrollment Not only has FIT maintained its overall enrollment, it has continued to be a destination college, attracting students from other parts of the state, from out of state, and from other countries.
- Cost containment The College has been deliberate in its budget allocation processes and in its efforts to reduce and contain costs, which include a five-year cost containment program, productivity initiatives, and vacancy review.
- Strategic use of capital funding In FY 2008, the College developed a strategy to use funds provided by New York City to renovate the College’s chiller plant as matching funds that could draw down state capital funding that had been provided in prior years. FIT continues to use targeted city funding and private gifts to draw down state capital funding for critical infrastructure and facility projects.
- Private fundraising The College has strengthened its Development and Alumni Relations Division and invested in efforts to enhance its private fundraising. Believing that public funding may continue to decline, this effort has become especially important.

Operating budget development process The annual budget development process is initiated in January with a review of the prior and current year expenditures and the development of a preliminary financial plan based on assumptions about revenue (see **Appendix 2.1, Budget Calendar FY 2011**). In addition, the phase-in of costs related to priorities that have been determined through the strategic planning process is incorporated in expense projections.

A baseline funding analysis follows, in which each unit examines its current level of expenditure and needs for continued operations. Department chairs and office directors receive listings of employees, their current salaries, and their projected salaries in the new fiscal year. They are also given current year cost-center allocations of OTPS (non-personnel) funding and are asked to sign off on the data they receive as being accurate and adequate for continued operations into the new fiscal year. During this phase of the budget development process, there is no opportunity to request new funds or to seek a major redeployment of resources across operations.

Other considerations:

- **Mandatory needs** The baseline budget process also outlines a procedure for requesting additional funding to comply with legal, federal, state, and local regulations, or for health and safety reasons. For example, the College is required to provide reasonable accommodations for students with disabilities, such as interpreters, note-takers, or adaptive technology. If the number of students requiring accommodation grows in a particular year, additional resources are allocated for the Disability Support Services Office to provide adequate services.
- **Minor capital projects** Each year, funding is provided for small renovation projects in classrooms or offices in order to improve the functionality of an existing space or operation. Generally, these are projects that need to be completed during the Summer or Winter sessions, when there are fewer students on campus and space can be taken off line. Departments are asked to submit their requests for minor renovations (through their deans and/or vice presidents). Costs for these submissions are then estimated, the projects are tested for feasibility and prioritized, and then they are submitted to the President for approval. It should be noted that the process for funding minor capital projects has not been used in the last two years because of the level of ongoing major construction on campus. However, prior to Summer 2008, it was used regularly.
- **New initiatives** Each year, depending on budget availability, the President approves funding for one-time projects requested by deans and vice presidents to implement specific aspects of the Strategic Plan. Funds for these projects are made available as a result of increased state or city funding, tuition, or dollars that have been redirected as a result of cost containment efforts at the College. Because of the fiscal stress in New York State and City in FY 2009 and 2010, funding for new initiatives was not allocated in the adopted operating budget. Instead, after a mid-year review of the budget, the President decided to fund targeted projects in support of student-centeredness. For FY 2012, a series of initiatives in support of the Strategic Plan have been funded in the board-approved budget (see **Appendix 2.8, FY 2012 Expense Highlights**).

The operating budget is presented to the Board of Trustees for approval at its June meeting. Prior to this meeting, the annual budget and related four-year financial plan have been reviewed and vetted internally. At the time of budget approval, the College also seeks board approval of any proposed tuition and fee increases (see **Appendix 2.9, FY 2012 Expense Budget**).

Other revenue streams While city, state, and tuition are the College's primary funding streams, several other sources of revenue support College operations.

- *The FIT Foundation*, an independent 501(c)(3), is the not-for-profit fundraising arm of the College. The College is able to draw on earnings on endowments held by the FIT Foundation to fund scholarships and some targeted academic program needs. The Foundation has assets of more than \$30 million and provides almost \$1 million each year in student scholarships. In addition, unrestricted funding to the Foundation supports the operations of the Development and Alumni Relations Division. FIT is in the process of mounting a ten-year, \$200-million development plan to expand scholarships for students, endow critical academic initiatives, and improve facilities and infrastructure. The Foundation's operating budget, as well as recommendations for scholarship and other endowment spending, is presented to its Finance Committee at an early spring meeting and reported out to the full board.
- *Capital project funding* As a New York State community college, FIT receives both New York State and City funding for capital projects, based on a 50/50 funding formula. The College makes annual requests for state and city funds through its Government and Community Relations Office – both for major construction projects and for minor rehabilitation and renovation projects. In recent years, the College has been successful in receiving city funds through the City Council and the Borough President, which have been matched with state capital appropriations. The College is currently working to secure city matching funds for its C² new building project, which is discussed later in this chapter (see [2004-2012 Summary of Government Funding](#)).
- *Contracts, grants, and other restricted funds* The College has a Grants Office that supports faculty and administrators in their applications for contract and grant funding from public sources. In addition, the development office is increasing its initiatives to secure grant funding through private corporations and foundations. Most notably, the College works with colleges and universities internationally to provide FIT programs. All of these efforts provide funding for restricted educational and scholarly purposes, benefiting FIT by broadening its reach, deepening its commitment to research, and more firmly establishing it as a creative hub.
- The *FIT Student-Faculty Corporation* is an independent 501(c)(3) organization. Its board of directors is made up of faculty, students, and administrators. Revenues from commissions on food services, vending machines, bookstore sales, and facilities rental are managed through this corporation. Each year, the board reviews funding requests made by the FIT community and revenues are distributed to support student and faculty initiatives (see [FY 2012 Allocations](#)).
- The *FIT Student Housing Corporation and FIT Staff Housing Corporation* are independent 501(c)(3) organizations. Revenue and expenses related to residence halls are managed through these corporations. Multi-year financial plans for the corporations ensure that there is sufficient revenue to meet mandatory costs such as debt service payments, security, staffing, maintenance and operations, and capital improvements. The housing corporation budgets are presented to the corporation trustees at their March meetings. If needed, increases in meal plan and housing costs are recommended during this meeting, and a report on occupancy and capital expenditures is provided.

Annual audit The College and its related entities' financial statements are prepared in accordance with generally accepted accounting principles and are audited against those standards by an independent certified public accounting firm (see **recent Financial Statements in Document Room**). The current audit firm, KPMG, was selected after a competitive RFP process in the spring of 2010. The prior audit firm, UHY, had been the College's auditor for five years and had also been selected through a competitive process.

HUMAN RESOURCES

As of Fall 2010, FIT had a total of 1,690 employees – 758 full-time and 932 part-time. Included in this number are 249 full-time faculty (out of 266 allocated full-time lines) and 767 part-time faculty (see **Fall 2010 IPEDS Report in Document Room**). Ninety percent of FIT employees are covered by the Collective Bargaining Agreement of the UCE of FIT (www.fitnyc.edu/ucecontract or www.uce-fit.org). In addition, buildings and grounds personnel, security personnel, food services personnel, and bookstore personnel, who are employees of third-party contractors, provide additional staff support to keep the College operating efficiently and effectively.

Overall, 85 percent of the College's annual operating budget is spent on personnel, either through contracts or as direct salary and benefit expenses. FIT salaries and benefits are competitive, which gives FIT the strength of employee loyalty and longevity (see **Appendix 2.9, FY 2012 Expense Budget**). FIT's rigorous recruitment and hiring processes have yielded the hiring of strong, qualified faculty and staff (see **Chapters 3 and 5 for more about recruitment and hiring**).

Several observations are important in addressing the question of the adequacy of faculty and staff at the College:

- Providing adequate faculty and staff is a top priority of the College. FIT has devoted a significant portion of its financial resources to fund personnel, who represent recurring costs and, in the case of full-time faculty and staff, long-term commitments. In difficult budget years, it has been a College priority to retain personnel, making reductions in non-personnel related expenses to meet cost containment goals.
- The College has maintained small classes and very strong student/faculty ratios: 17:1 in 2009.
- FIT's location in New York City affords the College the opportunity to draw on a rich pool of faculty; many of them have strong ties to key industries and give the College the advantage of currency with changing trends and standards.
- The College has significantly increased its numbers of full-time faculty to ensure a strong base of scholars and practitioners (see chart on page 55 in Chapter 5, Standard 10). It should be noted that increasing the number of full-time faculty lines was a recommendation in the Middle States 2002 report.
- FIT continues to review the balance of full-time and adjunct faculty in light of existing resources and pedagogical needs.
- FIT has been strategic about using contractual services for support functions such as maintenance and operations and security. Through competitive bidding, it has been able to access top businesses and to benefit from their knowledge of the best practices in their particular industries.

Over the past few years, several initiatives were undertaken to ensure that the deployment of human capital is in alignment with the College mission and the Strategic Plan:

- In 2008, the President established a Vacancy Review Committee charged with reviewing requests to fill vacant positions to ensure alignment with the College's mission and strategic direction (www.fitnyc.edu/vacancyreview). The committee, comprised of the Vice President for Human Resource Management and Labor Relations, Vice President for Finance and Administration, and the Deputy to the President, meets monthly to review all requests. Requests must include a justification for filling the position as well as an explanation as to how the position supports the Strategic Plan. Budget impact is also considered.
- In 2008, to ensure equity, fairness, and value to FIT, the College engaged Buck Consultants to complete an analysis of the positions in the Executive Compensation Plan and in the Compensation Plan for Administrators, Directors, and Managers. In 2010, the College hired Fox-Lawson to review the job descriptions and compensation for staff positions covered by the Collective Bargaining Agreement. That work should be completed by Spring 2012.

TECHNICAL RESOURCES

FIT's Information Technology Division (IT) is dedicated to the support of teaching, learning, research, advanced systems, communications, and outreach (www.fitnyc.edu/it). Using established and emerging technologies, IT designs, builds, maintains, and continually evaluates FIT's technology infrastructure. Technology resources have been deployed to advance the priorities of the Strategic Plan, including upgrades of the computing infrastructure, upgrades of instructional software, and implementation of new technology and upgrades of existing systems in administrative and student services areas.

To support the increased use of the internet, IT has tripled the College's available bandwidth, and purchased redundant circuits to provide load balancing and redundancy. Enterprise storage continues to be an expanding commodity, and the unique nature of the FIT curriculum generates terabytes (TB) of data. IT has built a scalable storage infrastructure to support current and future storage requirements, for up to 600 TB of data. Recognizing the need for global access to user data, IT has designed a web-enabled storage retrieval system titled Webfiles, which allows users to access their files from anywhere they have internet access. There are currently more than 12,000 user accounts in Webfiles. FIT has installed wireless networking capability across the campus in academic buildings and the residence halls, with a wireless network that encompasses 90 percent of the West 27th Street campus and 100 percent of the residence hall on West 31st Street. The wireless network uses Network Access Control technology to initially scan all devices to ensure that the latest anti-virus software is installed (www.fitnyc.edu/wireless).

For students, IT maintains 46 computer and specialty labs with more than 1,200 computers available for their use (www.fitnyc.edu/itlabs). Both PC and Apple platforms are available, running the latest versions of Adobe Creative Suite and Microsoft Office software, as well as numerous specialized software programs, such as Gerber Web PDM, Arthur Software, Final Cut Pro, and other many other applications. IT continually evaluates new software, working with software vendors and soliciting input from faculty for establishing software images, which are refreshed every year in the open labs and library.

A Help Desk is available through the Customer Service Department – IT4FIT – which provides phone support, walk-in service, on-site residence hall support, and a website featuring a self-service knowledge base (www.fitnyc.edu/techhelp). Newly renovated walk-in help desks, one for students and one for faculty, opened in Fall 2011.

In Summer 2010, 54 smart classrooms were brought on line, increasing the total number of smart classrooms to 154, each with a projector, screen, podium, laptop, and sound system, and wireless and wired connections. Academic classrooms have software images customized for Apple and Windows platforms and support every academic program.

In collaboration with the School of Art and Design, IT designed and developed an award-winning electronic portfolio (ePortfolio) submission and evaluation system to replace the submission by mail or in person (www.fitnyc.edu/eportfolio). (See Chapter 4, Standard 8.)

The Technology Development Team (TDT) serves many training and instructional technology goals through a broad range of workshops and services for the FIT community (www.fitnyc.edu/tdt). In addition, an online training library (www.lynda.com) was made available, providing hundreds of video tutorials to support faculty and students on the use of software applications. In a six-month period, the FIT community has downloaded more than 50,000 tutorials. The TDT works with the Online Learning Office in supporting

the College's course management system, ANGEL, which is hosted by the SUNY Learning Network (SLN) and used in FIT's 115 online courses, as well as blended and web-enhanced courses (www.fitnyc.edu/onlinelearning). The TDT also collaborates with the Center for Excellence in Teaching (CET) established in Spring 2002 and open 24 hours a day, seven days a week to serve College-wide faculty technology interests and needs (www.fitnyc.edu/cet).

There are three technology committees: the Academic Technology Advisory Council, chaired by the Vice President for Information Technology and comprised of faculty from across the campus who provide feedback regarding instructional computing; the Academic Technology Policy Committee, co-chaired by the Vice Presidents for Academic Affairs and Information Technology and comprised of deans and directors who provide guidance and strategic direction for IT policies; and the Faculty Senate Committee on Instructional Technology, which recommends projects and solutions to problems and provides regular updates to the faculty regarding the status of relevant IT issues.

IT has established a computer refresh program through which faculty and staff desktop computers are upgraded or replaced based on need. When this program was originally rolled out several years ago, desktops were replaced every few years regardless of need. This new process has saved several thousand dollars annually and has allowed IT to reallocate those savings for other critical technology needs (see **Computer Refresh Policy**). Computers located in Academic Computing classrooms are continually refreshed based on changes and updates from software manufacturers (see **Academic Computing Refresh Schedule in Document Room**).

Instructional spaces are also renewed through a fund designated for classroom equipment replacement and upgrades. This fund, administered by the Vice President for Academic Affairs, is replenished each year in an effort to ensure that instructional equipment is a consistent priority of the College.

Computer use Policies addressing computer and network use apply to all FIT students and employees and are posted on the College website and included in printed publications such as FIT Computer and Network Use Policy, Digital Downloading, and Privacy and Confidentiality (www.fitnyc.edu/itpolicies). In addition, students are advised at orientation about the Digital Millennium Copyright Act and the consequences of illegal downloading. FIT tracks illegal copyright use and illegal downloading by IP address. Any student committing an infraction is subject to disciplinary action.

Web communications The Web Communications team in the Communications and External Relations Division ensures the integrity of content on the FIT website with the help of Open Text, the College's content management system used to create and maintain web content on www.fitnyc.edu, permitting College-wide collaboration to create, edit, review, and publish content. Currently, there are more than 200 FIT users contributing to the site.

Pre-designed and populated templates in Webpages ensure the usability, consistency, and accessibility of FIT's web design throughout the site, and reinforce the FIT brand with consistent messaging. Webpages also provides a process for new and edited content to be submitted to a departmental workflow for approval by department heads prior to publishing to ensure the accuracy and appropriateness of the content on those pages.

In addition, the Web Communications team regularly fact checks and reviews changes made through Webpages for adherence to FIT's web publishing policies, Principles of the FIT Web and Web Content Policy (www.fitnyc.edu/webpolicies).

FACILITIES

Located in the heart of Manhattan, FIT's physical plant includes five contiguous academic buildings (1.1 million gross square feet or GSF) and leased classroom and office space on West 27th Street (45,000 GSF). FIT has four residence halls. Three are on West 27th Street (300,000 GSF). The fourth, Kaufman Hall (318,000 GSF), is on West 31st Street, five blocks from campus. In total, FIT manages more than 1.8 million GSF, including housing capacity for 2,300 students (see **Interactive Campus Map** at www.fitnyc.edu/virtualtour).

Over the last ten years, the College has worked continually to upgrade and improve its physical space. A partial list of the many recent improvements is included as part of **Appendix 2.2**. All of these completed projects have improved and expanded the physical space at FIT. However, there is a great need to continue with similar improvements to make the campus more modern, efficient, comfortable, attractive, and student centered.

The College ensures continued upkeep and maintenance of its infrastructure, buildings, and grounds through its Facilities Department, with a College staff of management-level employees, and through contracted services from American Building Maintenance.

Master Plan The 1995 Master Plan was revised and approved by the Board of Trustees in 2005 (see **Master Plan in Document Room**), ensuring that all new renovation and construction projects support the goals of the Strategic Plan. As a result, both renovation projects and new construction that are included in the Master Plan are supportive of and helpful in meeting critical goals of the Strategic Plan. Space shortages, space utilization, and space improvements are all concerns. The Master Plan indicated that the College needs additional classroom space, detailed FIT's 400,000-square-foot shortfall, and proposed not only an expansion of space but also a renovation of approximately 900,000 square feet in existing facilities.

C² Currently in the design phase, this nine-story, 97,000-square-foot major construction project, which won a National Endowment of the Arts award in public works design, would be FIT's first new academic building in more than 40 years. Called "C²," this \$148 million project received \$74 million in funding from New York State and FIT is working with New York City for matching funds. To date, the city has committed \$22 million over the next three years. It will be added to the West 28th Street side of the Marvin Feldman Center.

Space utilization The College is committed to using its existing space efficiently and effectively to support student learning. Currently, the College is conducting a comprehensive space inventory and space utilization study (see **Space Utilization Study in Document Room**). The results of this study will enable the College to determine where there are opportunities to use space more efficiently and to identify areas in need of additional space and the size and scope of deficiencies. The College has already used some of the results of the space inventory. For example, underutilized space in the basement of the David Dubinsky Student Center was transformed into a state-of-the-art Fitness Center for students in January 2011 (www.fitnyc.edu/fitnesscenters). The College is also in the process of implementing the R25 Class and Event Management System, which facilitates scheduling and manages academic and nonacademic events, from simple, one-time meetings to those with complex, multi-occurrence time patterns. R25Live includes an easy-to-use, web-based publishing system, which provides rich capabilities for posting events on campus web pages and portals. The system will enable the College to use its academic and public space more efficiently.

Learning resources facilities Ongoing support to the library is provided through FIT's operating budget, The FIT Foundation, and funding for capital projects. Over recent years, library hours have been increased. A new library facility is envisioned in the Master Plan. Recently, governmental funding to support the library's Special Collections has been a key element of the College's fundraising effort. In addition, in 2008, the College funded the creation of a Writing Studio, an invaluable resource to students and faculty (www.fitnyc.edu/writingstudio). (See Chapter 6, Standard 11, for more about the Library and Chapter 4, Standard 8, for more about the Writing Studio.)

Capital reinvestment study In Summer 2009, the State University of New York Construction Fund organized and supervised a capital reinvestment study to systematically assess the ongoing facility backlog and renewal investment needs at each of the system's 30 community colleges. FIT actively participated in this assessment, providing both funding and personnel to support it. The assessment used a life cycle model based on current replacement values, as developed by an external consultant, Pacific Partners Consulting Group, Inc. (PPCG). PPCG had previously conducted a similar study for all 34 of the SUNY state-operated and statutory colleges, as well as the City University of New York, the University of Texas, the California State University System, and several other large public universities. The methodology of the study included the following steps:

- gathering facility information;
- touring all facilities to perform a condition assessment of four primary areas: building exteriors and superstructures, heating and cooling, interiors, and electrical systems;
- developing a life cycle model based on current replacement values;
- determining resources needed to address backlog and renewal needs.

The SUNY-led assessment generated a report that used percentage values to rank the condition of all building systems and components as either poor, fair, good, or excellent. Next, a dollar value was established, which estimated the cost of repair or renovation. At FIT, the College has used this assessment to prioritize rehabilitation and renovation projects in the face of limited funds and other pressing needs. In addition, the College has made an effort to leverage all capital projects to address and remedy a number of the poor facility and infrastructure conditions identified by the SUNY report. A few examples of this include the improvements to the College's HVAC systems connected with the David Dubinsky Student Center labs renovations; the improvements in technology closets and infrastructure also connected to the labs renovation; and the replacement of the Dubinsky roof, following renovation of the labs. A major capital project to be completed in 2012 is the evaluation and repair of all of the College's building façades. This project, which will ensure that the College is in compliance with New York City's Local Law 11 requirements, will address fair or poor conditions of exteriors walls and roof parapets. (See SUNY's **Capital Reinvestment Study for FIT in Document Room.**)

Campus safety FIT is committed to providing a safe environment and enjoys a solid reputation for safety. The College is in full compliance with the Clery Act and annual online reporting of crime statistics by the Director of Security provides students and their families with data supporting this safety record (www.fitnyc.edu/safetystatistics).

FIT's Security Department assists in the creation of a safe and secure campus atmosphere, which enhances the educational process (www.fitnyc.edu/campussecurity). It closely monitors access to the College by

assigning security officers to each academic building and residence hall lobby, vigorously conducting proactive patrols, and ensuring that all campus visitors are properly signed in at the Marvin Feldman Center. The College is currently implementing phase one of an integrative security system, which will include new state-of-the-art cameras, alarms, and proximity cards for improved monitoring and access control. Additional security cameras incorporating technology have recently been installed in campus building lobbies to enhance security.

The Security Department consists of contract security officers, all of whom have completed security guard training school as well as annual in-service and other health and safety training. The College also employs a proprietary security staff, including the Director, Deputy Director, and Assistant Director, and 16 FIT tour supervisors. The staff works closely with outside law enforcement agencies, meeting with the local precinct of the New York City Police Department to exchange important information. In Fall 2010, Security partnered with the local precinct to provide etching services to students so that they could identify their property if lost or stolen. Security has also provided speakers from the NYPD to talk to the Residential Life staff about how to handle students who report sexual assaults.

FIT also participates in the SUNY Emergency Alert System. A sign-up link is located on the MyFIT Portal and important alerts are sent from the Information Technology Division.

RISK MANAGEMENT

FIT has established a structure to assure that its assets and resources are protected against loss or damage. Some of the policies and controls currently in effect include asset management and inventory control policies, employee policies, policies and procedures governing the accounting and cash management functions, computer and network use policies, security/public safety policies and procedures, purchasing guidelines, inventory control policies, environmental health and safety code of compliance practices, time and attendance reporting policies, a motor vehicle use policy, an identity theft prevention program, and a comprehensive emergency management plan. The College is currently reviewing, revising, and codifying all policies for development of a College-wide policy manual.

To ensure that financial and other assets are safeguarded and that appropriate internal controls are in place, the College established the position of Internal Auditor in 2007. This position reports directly to the President and the Audit Committee of the Board of Trustees and conducts reviews of operations in accordance with an annually approved audit plan (**see 2012 Audit Plan in Document Room**).

Related entities of the College, including the FIT Foundation, FIT Student-Faculty Corporation and the two housing corporations, are subject to College risk management practices, internal controls, annual financial audits, and related policies and procedures.

ASSESSMENT OF SUCCESS IN MANAGING INSTITUTIONAL RESOURCES

Several processes have been implemented to ensure that institutional resources are being used effectively. These include an annual performance appraisal system for administrators, the vacancy review process for administrative positions described on page 18, an annual inventory of equipment, space inventory and space utilization studies, and conducting administrative program reviews to identify areas in which resources could be deployed more efficiently. In addition, vacant faculty lines are allocated by the President based on recommendations from the Vice President for Academic Affairs in consultation with the deans, who assess their school and programmatic needs.

ACHIEVEMENTS

- The annual budget process ensures that resources are allocated for specific initiatives in the Strategic Plan.
- Processes are in place to ensure that appropriate technology hardware, software, and services are provided to faculty and staff.
- A space utilization study and the implementation of R25 will help ensure that space on campus is used efficiently.
- The implementation of a vacancy review process has proven to be an excellent tool for assessing the need to fill vacant positions and determining how best to fill vacant positions to support the Strategic Plan.
- The hiring of an Internal Auditor has placed an additional emphasis on internal controls and risk management.
- Facilities have been significantly improved and enhanced in the past ten years. This includes a National Endowment of the Arts award-winning design for a planned academic building.

CHALLENGES AND RECOMMENDATIONS

FIT's Strategic Plan is ambitious, envisioning the strengthening of the College at many different levels. In order to be successful, it is critical that planning and resource allocation continues to be linked and that new revenue streams are developed to fund important initiatives and critical needs in support of institutional renewal. With that as a focus, the following recommendations are proposed:

- 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.
- Increase grant funding and contracts to support creative research and faculty scholarship.
- Complete space study and establish space usage standards and policies to create more effective and efficient use of existing space.
- Review and update the Master Plan in light of current space issues.
- Include in the College's periodic assessment of the budget process the most effective mechanisms for sharing budget information with the community.
- FIT should continue to work with SUNY to find a permanent solution to issues related to county chargebacks.

Chapter Three:

**Standard 4
Leadership and Governance**

**Standard 5
Administration**

Standard 4: Leadership and Governance

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

OVERVIEW

FIT operates within a framework of policies and structures established by New York State law and by SUNY. It also maintains its own set of administrative units and governance bodies, whose collaborative and productive relationships stem from a common interest in advancing the institution and its mission. Administration and other governance bodies are bound by a shared commitment to College policy, a responsibility for setting high standards, and a determination to achieve FIT's goals and objectives. The FIT Strategic Plan is understood by the FIT community and drives most of the significant decisions of the College.

SUNY BOARD OF TRUSTEES

SUNY, one of New York State's two public university systems, is comprised of 64 campuses with 34 state-operated colleges governed by the SUNY Board of Trustees and 30 community colleges governed by their own boards. FIT, as one of SUNY's community colleges, must follow many SUNY mandates, but functions under the auspices of its own Board of Trustees.

FIT BOARD OF TRUSTEES

FIT's local sponsor is the Department of Education of the City of New York, and in accordance with Article 126 of the Education Law of the State of New York the College is administered by a Board of Trustees responsible for establishing policies and delegating the administration and execution of those policies to the administrators employed by the College.

FIT's 16-member Board of Trustees includes eight members appointed by the Mayor of New York City, through the New York City Panel for Educational Policy, and seven members appointed by the Governor of New York State. The remaining seat is assigned ex-officio to the FIT Student Association President. Currently, there are also two non-voting trustees emeriti. The Chair and Vice Chair of the Board of Trustees are elected annually and the Treasurer and Board Secretary, positions filled by College employees, are appointed by the Board.

In July 2008, at the request of the College, the New York State Legislature approved the expansion of FIT's Board of Trustees from its original ten members to 16 over a three-year period, in order to expand the College's reach into industry and to better engage the Board with the life of the College through, among other activities, additional committees. New members receive individual orientations regarding the College's mission, finances, and academic programs (see **Trustee Orientation Book in Document Room**).

Because the trustees represent a variety of industries relevant to the FIT mission, they can effectively govern the College and carry out their duties and responsibilities. For a current list of board members, see www.fitnyc.edu/boardoftrustees.

Duties The duties of the FIT Board of Trustees are detailed in New York Education Law Section 6306, in Section 604.2 of the SUNY Code of Standards and Procedures for the Administration and Operation of Community Colleges under the Program of the State University of New York, and in the College's bylaws (www.fitnyc.edu/bylaws). Under New York Education Law, the Board has the authority to appoint a President of the College, subject to SUNY approval, and to establish the fundamental role and mission of the College. Trustees consider the selection and reappointment of the President one of their most important duties. The President has the power, on behalf of the trustees, to take action and execute documents to make effective the actions of the Board or its Executive Committee. The President reports on the condition and affairs of the College at regularly scheduled Board meetings, communicates with trustees on a regular basis, and performs all the duties pertaining to the office and other duties as the Board may direct. The Board conducts an extensive evaluation of the President every five years, which includes interviews and discussions with representatives from all College constituents. The Board also approves policies and actions recommended by the College and approves the College's operating budget each year.

The Executive Committee and Audit Committee are long-standing board committees. In 2011-2012, additional committees were established (see Assessment of Board effectiveness below).

Meetings The Board of Trustees meets at least six times a year. All meetings are open to the general public, except for closed executive sessions for one of several purposes specified by the New York Open Meetings Law. Notice of each meeting is prominently displayed in all College buildings and on the FIT website. The public may attend meetings and listen to discussions. The Board allocates time at the beginning of each meeting for public comments.

The Secretary of the College is responsible for taking minutes at all meetings of the Board of Trustees, which are available in the Office of the Secretary of the College and are posted at www.fitnyc.edu/boardoftrustees.

Conflict of interest Members of the Board of Trustees are bound by the Board's Conflict of Interest Policy, which states that no trustee, officer, or employee of the College, whether paid or unpaid, shall engage in any business or transaction, or shall have a financial or other private interest, direct or indirect, which is in conflict with the proper discharge of his/her official duties. Board members must sign an affirmation statement at the first meeting each academic year.

Assessment of Board effectiveness Since trustees are appointed by, and therefore accountable, to either the Governor or the Mayor, a formal assessment program is not in place. However, in June 2011, the Board engaged an external consultant to facilitate a daylong retreat devoted to developing ways in which the Board can work more effectively and better support the College (retreat notes are available in the President's Office). As a result of the retreat, additional Board committees were established and became operational in 2011-2012. New committees include Trusteeship, Strategic Planning, and Development. The latter two include the participation of selected Foundation directors. In addition, Board bylaws have been rewritten to better reflect the Board's mission and are currently being reviewed by the trustees.

Trustees have been generous in providing funding for institutional renewal. This is evidenced in the Jay and Patty Baker School of Business and Technology, Baker Scholars Program, George S. and Mariana Kaufman Residence Hall, Peter G. Scotese Computer Aided Design and Communications Center, and Fred P. Pomerantz Art and Design Center – all named as a result of gifts from current and former trustees. Other significant gifts have been received from trustees with the request for anonymity. In 2011, all trustees made donations to the College's annual fund, which is a testimony to their support of the institution.

The FIT trustees also serve as trustees for the FIT Staff Housing Corporation and the Student Housing Corporation, each a separate 501(c)(3) (see page 17).

INTERNAL GOVERNANCE

FIT's internal governance is similar to other community colleges within and outside the SUNY system. The College adheres to New York State Education Law as well as the standards for SUNY community colleges.

Faculty Senate In accordance with Section 605.1 of the SUNY Community College Code and the College's bylaws, the Faculty Senate, through its duly authorized officers and committees, plays an active part in the governance of FIT. All classroom and non-classroom faculty are voting members of the Faculty Senate. The Senate has 16 standing committees, including Academic Assessment, Academic Standards, Admissions and Registration, Committee to Evaluate Administrative Personnel, Curriculum, Executive, Personnel Policies, Student Affairs, Sustainability, Tenure and Promotion, and others. Committee members are elected by the Faculty Senate. Through these committees, the faculty present recommendations to the President regarding appointments, reappointments, tenure, certificates of continuous employment, promotions, and sabbaticals. The Faculty Senate also appoints members to serve on search committees for appointments for academic administrators. FIT's President holds regular meetings with the Faculty Senate President, the Faculty Senate Executive Committee, and upon invitation, with the full Faculty Senate.

Student government – Fashion Institute of Technology Student Association (FITSA) Students participate in the College's governance through FITSA, which promotes student welfare through a system of responsible student governance (www.fitnyc.edu/fitsa). FITSA elects a student president, who serves ex-officio on the FIT Board of Trustees with full voting powers. FITSA governs 73 student organizations and allocates and manages a budget of approximately \$1 million. Its responsibilities include nominating and electing the Executive and Programming Board and holding monthly Student Council meetings. FITSA may request or recommend increases in the student activities fee, athletics fee, and health fee for approval by the President and the Board of Trustees. FIT's President meets regularly with the FITSA President and attends council meetings on an ad hoc basis.

In addition, students serve on the Student Affairs Committee of the Faculty Senate and have been influential in the development of a College-wide no-smoking policy, a student ambassadors program, and sustainability initiatives.

United College Employees (UCE) at FIT – the Collective Bargaining Agreement While the Board of Trustees sets policy, it is important to note that terms and conditions of employment are covered by the Collective Bargaining Agreement negotiated between the administration and the UCE of FIT in accordance with the New York State Taylor Law. Collective Bargaining Agreements are approved by vote of the membership of the UCE, the Board of Trustees, and the City of New York. FIT's first Collective Bargaining Agreement was signed on July 1, 1967. Bargaining agreements are usually two to three years in length and generally follow the bargaining pattern of the various New York City collective bargaining agreements. The most recent contract has expired. Negotiations on a successor agreement are expected to begin shortly.

All staff, full- and part-time faculty, and non-classroom faculty are voting members of the bargaining unit. The Vice President for Human Resource Management and Labor Relations holds regular meetings with the officers of the UCE. Other senior administrators also meet with UCE leadership on an ad hoc basis. The President meets with the UCE President at least once per semester. The UCE contract is available in its entirety at www.fitnyc.edu/ucecontract or www.uce-fit.org.

Communications The UCE publishes a periodic print newsletter and weekly electronic newsletter, *This Week with the UCE of FIT*, for subscribing members of the collective bargaining unit.

OTHER LEADERSHIP ORGANIZATIONS

The FIT Foundation As referenced in **Chapter 2**, The FIT Foundation, formerly known as The Educational Foundation for the Fashion Industries, is the fundraising arm of the College. Founded in 1944 in cooperation with the State Board of Regents, it is a designated tax-exempt 501(c)(3). Restructured in 2010 with new bylaws to strengthen the College's fundraising efforts, its directors hold leadership positions in the fashion, design, and fashion-related industries. FIT's President serves as its President, FIT's Vice President for Development and Alumni Relations is its Executive Director, and FIT's Vice President for Finance and Administration serves as its Chief Financial Officer. Foundation directors, all of whom are elected, are bound by conflict of interest policies set by the state and the Internal Revenue Service. The Foundation's board meets four times a year and maintains four standing committees – Audit, Gala, Finance, and Nominating – on which its directors serve. In 2011-2012, joint committees with the FIT Board of Trustees for strategic planning and development were established.

FIT Student-Faculty Corporation Also referenced in **Chapter 2**, the FIT Student-Faculty Corporation is an independent 501(c)(3) organization. Its board of directors is made up of faculty, students, and administrators. The board provides oversight of commissions on food services, vending machines, bookstore sales, and facilities rentals. Each year, the board reviews funding requests made by the College community and funding is distributed to support student and faculty initiatives (see **Student-Faculty Corporation Bylaws**).

PRESIDENT'S COUNCILS

The **Diversity Council**, established by the President in 2008, is an advisory group that assists the President and the Affirmative Action Officer in matters concerning discrimination, equal educational access, and employment opportunities regardless of race, gender, ethnicity, disability, and sexual orientation (www.fitnyc.edu/diversity). Its mission is to “foster a climate of inclusion within the campus community, working to enrich an understanding and respect for each of its members.” The 26-member council is representative of the campus community and includes members from all divisions of the College, as well as students and alumni. The council also administers the President's Diversity Grant Fund and established and conducts an annual Diversity Expo/Diversity Week program of events. It is currently conducting a campus climate assessment, which will contribute to a diversity strategic plan (see also **Diversity Council Annual Reports**).

The **Sustainability Council**, established by the President in 2009, is a 22-member advisory group whose mission is to develop and foster sustainability initiatives throughout the FIT community. (www.fitnyc.edu/sustainability). The council is comprised of faculty, students, staff, and administrators. The council administers the President's Sustainability Grant Fund and hosts the annual Sustainability Conference.

ACHIEVEMENTS

- The number of Faculty Senate committees has increased over the past ten years, demonstrating the strength of the Senate and internal shared governance. Included among the additions are Academic Assessment, Sustainability, and Instructional Technology committees.
- The expansion of the Board of Trustees over the past three years from ten to 16 members has allowed for greater trustee engagement with the College.
- Strengthened collaborations between the College and the Faculty Senate and the UCE have been demonstrated in myriad ways. The last round of contract negotiations were cordial and productive, resulting in contract settlement in a shorter amount of time than in the past. Many of the Faculty of the Future roundtable discussions and workshops during 2010-2011 (see **Chapter 5, Standard 10**) were co-facilitated by the President and the Presidents of the Faculty Senate and the UCE. In 2007, the administration, UCE leadership, and Faculty Senate leadership collaborated in the development of guidelines for faculty and academic administrator searches (see **Faculty Search Guidelines and Administrator Search Guidelines at www.fitnyc.edu/searchguidelines**). The College's administration and the UCE have established a cooperative approach to lobbying against cutbacks to base aid and other legislation that would negatively affect the College and its students.
- The restructuring of The FIT Foundation in 2010 has made this fundraising arm of the College a stronger and more effective organization with the potential to raise significant funds.

CHALLENGES AND RECOMMENDATIONS

- 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.
- Upcoming contract negotiations may be difficult based on limited funding that the City has provided for contracts with its own employees. The College should begin negotiations on non-economic issues.

Standard 5: Administration

The institution's administrative structure and services facilitate learning, encourage research and scholarship, foster quality improvement, and support the institution's organization and governance.

OVERVIEW

Since 2002, the FIT administration has been restructured, streamlined, and strengthened in its overall architecture and in its individual divisions – helping to ensure full community participation and transparency in decision-making processes, accountability, and fulfillment of the goals of the College's Strategic Plan.

PRESIDENTIAL LEADERSHIP

Dr. Joyce F. Brown is President of FIT (www.fitnyc.edu/presidentbrown). Appointed in 1998, she is the College's sixth president and reports to the Board of Trustees. Her responsibilities are defined by New York State law, the SUNY Community College Code, and FIT bylaws. Under Dr. Brown's leadership, FIT instituted an unprecedented multiyear, multimillion dollar initiative coordinating strategic and investment planning to build faculty ranks, increase technology, expand the curriculum, and improve student services. A strong advocate of public higher education, she held a number of senior administrative posts at the City University of New York (CUNY) before arriving at FIT, including Acting President of Bernard Baruch College, Vice Chancellor for Student Affairs, and Vice Chancellor for Urban Programs. Immediately prior to her FIT appointment, she was Professor of Clinical Psychology at the Graduate School and University Center of CUNY, where she is currently Professor Emerita. Dr. Brown also served as a New York City Deputy Mayor for Public and Community Affairs.

While at CUNY, she directed numerous special initiatives, including the Urban Summit of Big City Mayors and collaborations between the then New York City Board of Education and CUNY to focus on improving academic preparation and retention in the secondary schools. In addition, she created and directed programs with the government of South Africa to prepare black South Africans for key positions in business and industry.

Dr. Brown serves as President of The FIT Foundation. Her external board memberships include the Ralph Lauren Corporation and United States Enrichment Corporation. She earned her master's degree and doctorate in Counseling Psychology from New York University and her bachelor's degree from Marymount College in Tarrytown, New York, where she served as a trustee from 1994 to 2000. She also received a certificate from the Institute for Educational Management at Harvard University.

Communications The President sends numerous hard copy and electronic memos to the College community and addresses such subjects as policy, appointments, important initiatives, and commentary about external events. Similarly, she communicates to the FIT Board of Trustees and The FIT Foundation's board on issues of significance and provides President's Reports at every Board and Foundation meeting. Moreover, she holds periodic town hall meetings; speaks at innumerable internal community events, from sustainability conferences to fashion shows to museum openings; holds regular open-door sessions for faculty; and hosts regularly scheduled faculty and staff meetings. The President periodically attends student presentations and FITSA meetings and hosts the annual student award events and the FITSA officers' inaugurations. Print material, video, and the FIT website also carry her messages, often to distant locations. A public figure, the President is often called upon to speak externally at civic, cultural, and educational institutions.

ADMINISTRATION AND STAFF

The President has appointed a nine-member Cabinet to assist in setting the strategic direction of the College, as well as to manage the daily operations of the College (www.fitnyc.edu/administration). The College is comprised of seven divisions, led by seven vice presidents who report to the President. These are Academic Affairs, Communications and External Relations, Development and Alumni Relations, Enrollment Management and Student Success, Finance and Administration, Human Resource Management and Labor Relations, and Information Technology. The seven vice presidents, along with the General Counsel and the Deputy to the President, serve on the President's Cabinet. The President also has an Extended Cabinet, comprised of the Cabinet plus all deans, associate and assistant deans, associate and assistant vice presidents, the Director of The Museum at FIT, and the Internal Auditor.

FIT has seven deans: six academic deans – one for each of its five schools and one for Curriculum and Instruction – as well as an Assistant Vice President/Dean of Students. It should be noted that from 2006-2010, the academic deans reported directly to the President. In 2010-2011, the College returned to a more traditional model with the academic deans reporting to the Vice President for Academic Affairs.

The Director of The Museum at FIT, the Internal Auditor, and the Affirmative Action Officer report to the President.

All division heads are recruited through a College-wide search process. They are thoroughly screened by a six- to eight-member search committee to ensure they possess the appropriate skills and background to carry out their assigned duties (see [Organization Chart](#)). Currently, there is no formal orientation process for division heads.

ADMINISTRATIVE DECISION-MAKING

Administrative decision-making is guided by FIT's mission and goals as well as by statutory and local laws and regulations. Decisions are vetted through several bodies.

The President's Cabinet, which meets approximately every two weeks, consults with the President on a variety of matters and ensures that the interests and concerns of various internal and external stakeholders are taken into account. Since all divisions are represented on the Cabinet, decisions made within this body are interdisciplinary and collaborative. The President also meets individually with Cabinet members throughout the semester.

The Deans Council reports to the Vice President for Academic Affairs and includes the Associate Vice President for Academic Affairs and the six academic deans. The council supports College-wide priorities, develops academic policies and procedures, and approves new programs and curricula prior to submission to the President and Board of Trustees.

School deans conduct regularly scheduled meetings with their department chairs and each vice president conducts divisional meetings. Over the past few years, joint divisional meetings have been held between Academic Affairs and Enrollment Management and Student Success, Administration and Finance and Information Technology, Communications and External Relations and Enrollment Management and Student Success, and Communications and External Relations and Information Technology, with the goal of sharing information and drilling down on issues of common interest and concern.

The President holds a minimum of two faculty meetings a year – one in the Fall and another in the Spring. The President also has open office hours on a periodic basis throughout the academic year for anyone in the College who wishes to meet with her.

The College has a multitude of standing and ad hoc committees of administrators, faculty, and staff to review and recommend policies and procedures, often with representation drawn from throughout the various divisions of the College to ensure a wide range of perspectives. These include the Diversity Council, Enrollment Management Committee, Policy Advisory Group, Sustainability Council, and a committee to assess the process for developing new academic programs (see [List of Committees and Councils](#)). Over the past ten years, the President has worked with her Cabinet and senior leadership to begin to break down the “silos” that tend to permeate academic institutions. While there has been substantial progress to date, particularly through the development of the Strategic Plan, the Faculty of the

Future initiative, and interdivisional meetings, more attention needs to be paid to promoting increased collaboration across the units.

Each of the units and decision-making bodies noted above has specific responsibility for achieving each of the goals in the Strategic Plan. Of all the goals, student-centeredness is the goal most discussed. However, student-centeredness can mean many different things. While some ad hoc customer service and related training has been provided, a more formal and focused effort is required to make this a part of the fabric of the institution.

USING DATA FOR DECISION-MAKING

The Institutional Research Office maintains data and conducts analyses needed for reporting, decision-making, assessment, and planning activities. It also shares information and publishes a fact book. In addition, administrative units use a variety of computer systems and reporting tools such as Banner, Hyperion, BiTech, Degree Audit Reporting System (DARS), Viking, and ePortfolio to store critical data and produce reports.

The FIT intranet, known as the MyFIT Portal, contains policies, reports, forms, and data needed for day-to-day operations and decision-making (myfit.fitnyc.edu). FIT is in the process of merging the older intranet, InsideFIT, with the newer MyFIT Portal to reduce confusion and eliminate redundancy.

INFORMATION SHARING

Communication and mechanisms for information sharing continue to be expanded to keep faculty, chairs, administration, and staff more closely connected to the daily academic and operational decision-making processes. For example:

- The Communications and External Relations Division is a major distributor of internal communications to students and employees, utilizing a variety of tools, from regular publication of print and electronic newsletters and events calendars to mass email to the College's intranet and portal (see [List of Internal Communications](#)).
- Human Resources (HR) maintains a website with user-specific pages for prospective employees, new employees, and current employees (www.fitnyc.edu/hr). Further, three types of information are disseminated to employees via three email channels in order to identify levels of importance; these include HR information and issues requiring immediate attention, general information, and position postings. Critical information, such as changes in health benefits, is distributed via email and hard copy in order to ensure receipt by employees.

While communications across campus have greatly improved over the last ten years, the College must continually review communications, update information systems and work flows, and better share policies and procedures in order to ensure effective operations.

ADMINISTRATIVE ASSESSMENT, EVALUATION, AND RESTRUCTURING

As an outgrowth of FIT's goal to "establish a process of administrative support for the Strategic Plan," all of the College's operational departments are reviewed on a seven-year cycle. These reviews are extensive and include user feedback, benchmarking, and process improvement opportunities, which are described in greater detail in **Chapter 8, Standard 7**. Implementation of recommended process improvements

becomes a key responsibility of the respective vice president and is followed up by the Associate Dean for Institutional Assessment. In addition, several restructuring and reengineering efforts have taken place in response to student and employee concerns and to address the goals in the Strategic Plan (see achievements below).

Although many process improvements have been made, additional work is needed in this area. It is important for each area of the College to closely examine all processes to ensure that they are employing best practices and taking advantage of the latest technologies.

In 2007, the College launched a performance appraisal process for administrators, which includes vice presidents, deans, assistant deans, and other administrative personnel (www.fitnyc.edu/performancemanagement). The President places considerable emphasis and priority on this process, which includes establishing annual goals, reviewing outcomes, and conducting mid-year status meetings with direct reports. While this process has proven to be valuable, greater effort needs to be made to ensure that goals set are aligned with the Strategic Plan and other mission-critical priorities.

The President also receives evaluations of academic administrators, a process which is conducted by the Faculty Senate Committee to Evaluate Administrative Personnel. Evaluations are solicited from the FIT community and submitted anonymously.

As mentioned in **Chapter 2**, in 2008, the President instituted a process through which a Vacancy Review Committee examines all requests to fill vacant positions in relation to the College's mission and Strategic Plan and benchmarks them against similar positions at other institutions.

ACHIEVEMENTS

- The implementation of a performance appraisal process for administrators has emphasized accountability for the senior administration.
- The restructuring of the Human Resources Division has focused on customer service and streamlined processes (**see Chapter 8, Standard 7**). An administrative review is scheduled for 2011-2012 to assess the effectiveness of this restructuring, but initial responses from the community indicate satisfaction among employees.
- The merger of Career Services and the Internship Center has taken advantage of the synergy between the two offices (www.fitnyc.edu/cic). An administrative review is scheduled for 2012-2013 to assess the effectiveness of this merger.
- The restructuring of the Admissions Office has alleviated issues which led to complaints about the timeliness of application processing and the lack of strategic focus on recruitment efforts (www.fitnyc.edu/admissions). The restructuring has resulted in smoother application processing and increased recruitment efforts (**see Chapter 4, Standard 8**). An administrative review is scheduled for 2012-2013 to assess the effectiveness of this reorganization.
- The restructuring of the Development and Alumni Relations Division and The FIT Foundation has helped to better support development efforts. In the Development and Alumni Relations Office, three new directors were added – Alumni and Faculty Relations, Development, and Corporate and Foundation Relations (www.fitnyc.edu/alumni). The Foundation was reconceived with a new Board of Directors. An administrative review is scheduled for 2013-2014 to assess the effectiveness of this new structure.

- The creation of the Government and Community Relations Office in 2003 has been instrumental in raising the College's profile with New York City and State, strengthening lobbying efforts, and enhancing the College's ability to secure government funding for capital projects. This office is led by a director, who serves as the chief liaison between the College and elected officials (www.fitnyc.edu/govrelations).
- A newly created Planning, Assessment, and Compliance Office will strengthen the College's assessment and compliance activities. The Internal Auditor, Associate Dean for Assessment, and Affirmative Action Officer/Acting Director of Compliance, all of whom report to the President's Office, comprise this new unit.

CHALLENGES AND RECOMMENDATIONS

- 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 and ensure that key organizational priorities are the focus of a senior administrator's assessment.
- Although many process improvements have been made over the past ten 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.
- While communications across campus have greatly improved over the last ten 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 updating of all College web pages should be implemented.
- 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.
- 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.
- The College should develop a more formal orientation for senior-level appointments.

Chapter Four:

**Standard 8
Student Admissions and Retention**

**Standard 9
Student Support Services**

Standard 8: Student Admissions and Retention

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

OVERVIEW

The Admissions Office – in collaboration with the deans and faculty of the Schools of Art and Design, Business and Technology, Liberal Arts, and Continuing and Professional Studies – evaluates undergraduate applications for admission based on a variety of factors, including academic ability and, as appropriate, creative potential. The office also offers processing assistance to the School of Graduate Studies faculty, who evaluate applications and offer admission into their programs to a highly qualified group of students. Students who enroll in degree and non-degree programs have the opportunity to participate in an academic and career-focused environment where faculty and administration are committed to the retention of students by supporting their academic and personal development needs with the goal of graduating skilled professionals in the fashion, design, and business industries.

ENROLLMENT STATISTICS

Over the past ten years, FIT enrollment has been consistently strong. In Fall 2010, 10,386 students were enrolled in credit-bearing courses – 10,166 in undergraduate programs and 220 in graduate programs. In the last five years, enrollment has ranged from 9,938 in 2007 to 10,413 in 2009; the average was 10,162. The percentage of students enrolled in degree programs is almost evenly divided between the two large schools, with 50 percent in the Jay and Patty Baker School of Business and Technology and 49 percent in the School of Art and Design. FIT enrolls a large number of non-degree students – 2,089, or 20 percent of the total population in 2010. These students are mainly part-time and from the metropolitan area (see [2010 Fact Book, page 11](#)).

The student population is highly diverse. In 2010, 9,801 of 10,386 students reported their race/ethnicity and 48.2 percent of that group reported themselves as people of color or as international students. A percentage of 51.8 reported themselves as white/non-Hispanic. It is difficult to compare these numbers with previous years, since reporting requirements have changed and a “multi-racial” category was added in 2010 (see [2010 Fact Book, page 22](#)).

Historically, the College has attracted more female than male students. In 2010, 84.6 percent of FIT students were female compared with 15.4 percent male (see [2010 Fact Book, page 19](#)). The College is diverse in terms of age, with 45.2 percent of students of traditional college age (21 or under); 37.9 percent between the ages of 22 and 29; and 17 percent over 30 years of age. The College's non-degree programs enroll older, non-traditional students: 1,761 (84.3 percent) of the non-degree population in Fall 2010 were over 21 (see [2010 Fact Book, page 19](#)).

The College enrolls a geographically diverse group of students as well; however, as a public college of SUNY, the majority of students come from New York City and State. In Fall 2010, 44.9 percent of FIT students were from New York City, 23.4 percent were from New York State (outside of the city), 24.2 percent were from states other than New York, and seven percent were international. This geographic mix has been fairly constant and reflects the College's mission to serve the residents of New York City and State (see [2010 Fact Book, page 20](#)).

GRADUATION AND RETENTION RATES

The College's first-year retention rate is very strong, with 87 percent of incoming full-time AAS students in Fall 2009 returning in Fall 2010. Eighty-six percent from Fall 2008 returned in Fall 2009, and 85 percent from Fall 2007 returned in Fall 2008. FIT's three-year graduation rate is 63 percent for AAS students who entered in Fall 2004. Previous years' figures were 56 percent for those entering in Fall 2002, and 64 percent for those entering in Fall 2003 (see www.fitnyc.edu/enrollmentdata). These retention and graduation rates compare favorably with other public and private urban colleges in the region.

The College takes several steps to ensure that required and elected courses are sufficiently available to allow students to graduate within the published program length: students enrolled in the School of Art and Design majors are scheduled in blocks; departments forecast course offerings based on prior year registration; a degree audit reporting system monitors progress to degree and advises students of course sequence in a degree program; priority registration allows students closest to graduation to select courses first; and additional sections are added when needed.

Data, including graduation rates, retention rates, and enrollment information, are available at www.fitnyc.edu/enrollmentdata. Additional enrollment and program information will be available in the Fall 2011 Fact Book.

EFFORTS TO SUSTAIN AND IMPROVE RETENTION RATES

In Spring 2009, in an effort to support the second and fourth goals of the Strategic Plan – “Commit to a culture of student-centeredness” and “Engage in strategic recruitment,” respectively – the Student Affairs Division was renamed the Enrollment Management and Student Success Division and restructured with more of a focus on data-driven strategic recruitment and support of student success through the provision of strengthened services that promote personal development and growth (www.fitnyc.edu/emss). At the same time, the Institutional Research Office was moved to this division to ensure that data necessary for enrollment and recruitment planning was maintained and appropriate models used. In addition, Career Services was merged with the Internship Center to provide integrated services to students as they prepare for careers through internships and receive career counseling (www.fitnyc.edu/cic).

The College offers a wide range of services for remedial and other academically at-risk students and for students with other special needs. This includes the Academic Skills Tutoring Center, the Writing Studio, an array of English as a Second Language (ESL) and developmental courses, the Counseling Center, the Disability Support Services Office, the Health Services Office, the International Student Advisors Office, and the Educational Opportunity Programs Office (EOP) for economically disadvantaged students (see **Standard 9 for descriptions of these services**). These offices create action plans and develop proactive intervention methods to ensure student achievement and retention. Additionally, they help students develop study skills and understand effective learning strategies. These offices also ensure that members of the campus community understand their mutual roles and responsibilities in helping all students achieve their personal learning goals. For example:

- The *Counseling Center* offers a series of workshops each semester for students who are experiencing academic difficulty or are on academic probation. These workshops assist students with textbook reading, test taking, motivation and goal setting, time management, memory skills, and studying/self-testing. Students can find information on all of these topics at www.fitnyc.edu/counseling (see **Standard 9**).

- The *Disability Support Services Office (FIT-ABLE)* provides services to more than 100 students with special needs (www.fitnyc.edu/fitable). The office arranges for tutoring services, note takers, and sign language interpreters. It also administers exams for students who require a quiet space or other accommodations. The office houses a state-of-the-art computer lab equipped with the latest technology (for example, voice recognition software) to assist students with different learning needs. FIT ensures that communications comply with Americans with Disabilities Act (ADA) regulations and strives to make these policies clear and accessible. FIT-ABLE maintains compliance in all areas of the College and ensures proper communication of new federal guidelines. Special attention is given to guarantee that the FIT website is ADA compliant and web page designs adhere to the specific guidelines outlined by the New York State Technology Policy 99.3 for Universal Accessibility of Websites (www.fitnyc.edu/webaccessibility). FIT also regularly distributes information regarding best practices in web accessibility in its web technology training.
- The *Academic Skills Tutoring Center* and the *Writing Studio* provide one-on-one assistance to students who need help in particular subject areas (www.fitnyc.edu/tutoring and www.fitnyc.edu/writingstudio). An assessment in 2010-2011 found that the retention rate (89.6 percent) of AAS students enrolled in writing courses and using the services of the Writing Studio was higher than the retention rate (82.4 percent) for those not using the service.

These departments are described in more detail on pages 44-45.

The first-year experience plays an important role in helping students adjust to college life and is the first step in retaining them. FIT has an extensive orientation program that connects incoming students to the College and, in 2010, was expanded from one week of activities to a semester-long series of targeted events including workshops on time and money management, networking, and job interviewing.

Students are aware of expectations to succeed in their coursework. Student learning outcomes are stated within the specific faculty course of study and individual course syllabi are distributed to enrolled students.

UNDERGRADUATE ADMISSIONS

The College's admissions policies and information about academic programs are clearly written, well formulated, and readily available to all applicants. Policies for admitting undergraduate, transfer, and international students are found in the Undergraduate Catalogue (www.fitnyc.edu/ugcatalogue) and at www.fitnyc.edu/admissions. The Undergraduate Catalogue is printed and made available on campus upon request every two years. It is also posted on the FIT website, on the Academics home page and the Registrar's page. There are separate links for each section of the catalogue providing a clear guide to content. The previous eight catalogues are archived on the FIT website on the catalogue page, and the print edition is archived in the Gladys Marcus Library and the Registrar's Office. The College now adds a digital watermark to the tuition and curriculum sections of the archived online catalogues in order to ensure that dated information is identifiable when searched through Google (see the 2009-2011 and 2007-2009 catalogues as examples).

Policies are reviewed and discussed regularly through meetings of the Enrollment Management Committee (composed of faculty, staff, and administrators) and in meetings with the Vice President for Enrollment Management and Student Success, the Director of Admissions, the Vice President for Academic Affairs, the Vice President for Finance and Administration, the academic deans, and others as needed. Admissions policies and requirements are established in consultation with the President and if needed, the President's

Cabinet. The admissions policies clearly reflect the mission of the College to “prepare students for professional excellence in design, fashion, and business by providing the premier educational experience that fosters creativity, career focus, and a global perspective” (www.fitnyc.edu/mission). Comprehensive information regarding academic programs, placement, and testing can be found in publications, brochures, catalogues, and on the website (www.fitnyc.edu/placementtests). A number of departments have program objectives and learning outcomes available on their websites.

Prospective students apply through the SUNY general application and must choose an academic major at the time of application. For Fall 2011 admission, FIT instituted a priority application deadline of January 1 as well as a single notification date of April 1. With these deadlines in place and with the re-engineering of admissions operations, the College was able to assure students that if they applied by January 1 and had all supporting materials in by February 1, they would receive an admissions decision by April 1. This new process replaced rolling admissions and allowed the Admissions staff to review the entire applicant pool and select the best qualified students. Students who have applied to FIT can track their application status online through the MyFIT Portal and determine which materials have been received. It should be noted that FIT also admits undergraduate students for spring admission in five majors.

FIT requires all applicants for undergraduate admission to provide official academic transcripts from secondary schools and if applicable, post-secondary schools. Strength of the academic record, grade point average, essay, and portfolio (if applicable) are the main selection criteria. SAT and ACT scores are not required for admissions but are used for placement into English and Mathematics courses. Currently, remedial courses are required for students with English SAT scores below 540 (ACT below 18) and Mathematics SAT scores below 520 (ACT below 22). Details of these placement requirements for English and Mathematics are online (www.fitnyc.edu/placementtests) and in **Chapter 6, Standard 13**. The School of Art and Design requires a portfolio submission and many of its departments also require supplemental essays. Each portfolio is reviewed by two faculty members in the appropriate major to determine if the applicant has the appropriate creative potential for the major and can demonstrate relevant abilities. In 2009, FIT offered an option for electronic portfolio submission, an efficiency that has led to earlier submissions and quicker faculty evaluations (www.fitnyc.edu/eportfolio). In Fall 2011, 67 percent of applicants chose this option rather than submitting their portfolio in hard copy.

International students must take the TOEFL exam for admission as well as the FIT English and Mathematics placement exams before registering for any English, Mathematics, and Science courses. Credentials of applicants who attended secondary or post-secondary school(s) outside the U.S. are evaluated by World Education Services. Information for international students seeking admission can be found at www.fitnyc.edu/internationalapplicants.

Financial aid information is disseminated along with all admissions information and is conveyed in more detail at www.fitnyc.edu/financialaid and on pages 62–65 of the Undergraduate Catalogue. The Financial Aid Office also offers financial literacy workshops, counseling about indebtedness at graduation, and one-on-one advisement about financial aid availability and eligibility. In addition, the refund policy is available on the Bursar’s website (www.fitnyc.edu/refunds). A *Financing Your FIT Education* brochure is in the planning stages and will be available in 2012.

Applications and yield Undergraduate applications have remained strong over the years. Since Fall 2006, the number of AAS applications initiated by students through SUNY has increased by 39 percent, from 10,806 to 15,040. The challenge for FIT has been generating “complete” applications. The number of complete applications (those submitting transcripts, essays, and portfolios) increased at a much slower

rate, from 5,389 in 2006 to 5,907 in 2009 – an increase of only 9.6 percent. In 2009, the Admissions Office developed a plan to increase the number of completed applications with regular email reminders and phone calls informing applicants what materials were still missing. Guidance counselors were also contacted. As a result, the number of completed applications for Fall 2010 increased 5.5 percent and, for Fall 2011, 14 percent. Despite this challenge, the quality of the students submitting complete applications has been very strong and FIT has been able to fill its classes with well qualified students. For Fall 2010, the acceptance rate was 51.2 percent and the yield was 68 percent (see **Appendix 4.2, Undergraduate Application Acceptance and Yield Trends**).

GRADUATE ADMISSIONS

FIT provides accurate and comprehensive information regarding graduate academic programs through publications, brochures, a catalogue, and its website. Beginning with the 2011-2013 edition, the Graduate Catalogue is published online only, with links to individual sections (www.fitnyc.edu/gradcatalogue). Future editions will be archived on the FIT website; older print editions are archived in the Gladys Marcus Library and the Registrar's Office.

Although admissions requirements vary by program, in evaluating candidates for admission, the School of Graduate Studies looks at the applicant's entire record and often interviews the applicant. Among the factors considered are the applicant's communication skills, professional experience, dedication, maturity, passion for knowledge, and potential for growth. Specific admissions requirements and information for each program can be found at www.fitnyc.edu/gradadmissions.

Demand for the college's graduate programs has grown by 19.8 percent from 2006 to 2010. However, like the undergraduate programs, the graduate school is challenged by the number of incomplete applications due to the rigor of the application process. In 2010, 330 out of 416 applications were complete. The quality of the students who complete their applications is strong and allowed the college to offer admission to 139 students, a 42 percent acceptance rate, and enroll 104 students, a 75 percent yield (see **2010 Fact Book, page 7**).

UNDERGRADUATE STRATEGIC RECRUITMENT

In order to achieve the fourth goal of the Strategic Plan, "Engage in strategic recruitment," the College is designing and implementing a comprehensive strategic enrollment plan based on both academic and demographic criteria (see **Strategic Recruitment Plan in Document Room**). To help realize this plan, the Admissions Office was restructured to focus efforts on recruitment rather than solely on application processing. In addition, the Enrollment Management Committee was charged with ensuring that data supported enrollment management and recruitment decisions.

Undergraduate market research and student recruitment audit In 2007, FIT engaged Stamats (a market research consulting firm) to help enhance the College's marketing and recruitment activities in support of the strategic recruitment goal within the Strategic Plan. Among the efforts undertaken were surveys of various constituent groups including potential students, parents, and high school teachers; environmental scans of educational institutions similar to FIT; an audit of FIT's admissions processes and procedures; and a review of FIT's marketing and recruitment communications. Findings and recommendations were shared with many internal constituents as well as with the Board of Trustees. Among the recommendations, Stamats advised that the College develop several key institutional messages and that individual departments consider the overall institutional "brand" in communication with targeted audiences. In response, administration, faculty, students, and staff convened to identify and refine the key messages, bringing consistency to communications across the College (see **Key Messages**).

The same year, Stamats conducted a Student Recruiting Audit for FIT (**see Stamats Report and Student Recruiting Audit in Document Room**). Based on its results, the firm provided extensive recommendations, many of which have been implemented:

- The FIT Look Book, the viewbook given to all visiting students and their families and mailed to students requesting information, was re-conceptualized based on market research findings.
- A general recruitment brochure, *Start Here*, was created for Admissions staff to take on the road when recruiting, providing an overview of FIT programs in a short, easy-to-read, vibrant format.
- The FIT website was revamped to have a strong marketing and recruitment focus (www.fitnyc.edu).
- New recruitment videos were produced.
- An interactive campus map and virtual tour were developed (www.fitnyc.edu/virtualtour).
- Student-led campus tours are now offered.
- A newsletter, *FYI for FIT*, for high school guidance counselors, is produced twice a year.
- Recruitment posters are mailed to 12,000 high school guidance counselors and art teachers each Fall and Spring.
- Admissions information sessions have been restructured to address attendee interests.
- *Hue*, FIT's alumni magazine, was redesigned incorporating market research findings and is distributed to prospective students (**see www.fitnyc.edu/hue and *Hue* in Document Room**).
- The College is using new media, such as Facebook, to reach students and parents (www.facebook.com/fashioninstituteoftechnology).

The College actively engages in other recruitment activities as well:

- In 2009, using market research and the Enrollment Planning Service of the College Board, recruitment efforts were expanded locally and nationally by assigning geographic territories to Admissions recruiters, attending college fair nights, and developing relationships with guidance counselors and art teachers.
- The Educational Opportunity Programs Office and the Financial Aid Office participate in state, regional, and national programs helping to increase the visibility of FIT programs, as well as host on-campus informational events and preparatory programs for prospective students, parents, and guidance counselors.
- FIT has reinstituted the practice of regularly hosting SUNY events for New York City guidance counselors to promote SUNY colleges and showcase FIT's campus and programs. These events support the College's strategic goal to recruit more students from New York City.
- The Admissions Office hosts an open house each Fall for prospective students and families to showcase the College and its programs. Moreover, open houses are held to recruit students to the College's evening/weekend degree program.
- FIT's precollege program enrolls nearly 3,500 high school and middle school students annually in courses that are designed to help students explore careers, develop and enhance their talents, and prepare for college. Each year, approximately 25 percent of entering first-time students had participated in these programs.
- In April 2010, the College began hosting admitted-student days to assist accepted students as they made decisions about whether to enroll. These include information sessions, student panels, and campus tours. Almost 1,800 students and parents visited FIT during admitted-student days in 2010.
- Plans are in place to implement a customer relations management system in Spring 2012, which will provide the ability to track prospective students interested in FIT programs and send communications

to targeted populations.

- To improve website communications, FIT purchased a knowledge-based system, known as ASKFIT, to provide automated responses to frequently asked student questions. It was added to the Admissions website in December 2011.
- In Fall 2010, the College administered the College Board Admitted Student Questionnaire for the first time and plans to do so annually.

While the College has made great strides in its undergraduate recruitment efforts, it also recognizes that as the number of high school graduates in the New York region declines, competition for qualified students will increase. The challenge is to reach out to prospective students and families in strategic and innovative ways. With FIT's recently augmented recruitment activities, the use of new technologies, and the innovative strategies currently planned, the College believes it is ready to manage this decrease in regional high school graduates (www.suny.edu/student/transfer_steps.cfm). (See also Chapter 6, Standard 11.)

GRADUATE MARKETING AND RECRUITMENT

Stamats was also retained in 2008 to evaluate the image and public perception of the School of Graduate Studies (www.fitnyc.edu/gradstudies). Activities undertaken to date in support of findings from this research include the development of a marketing plan with detailed goals, objectives, and action steps for each graduate program; creation of key message points; and enhancement of the school's website. In addition, the first comprehensive School of Graduate Studies viewbook was produced in 2011 (see **Stamats Report in Document Room**).

SCHOOL OF CONTINUING AND PROFESSIONAL STUDIES MARKETING AND RECRUITMENT

In 2009, FIT engaged the Aslanian Group to conduct a market analysis for the School of Continuing and Professional Studies. The overall purpose of the analysis was to gather data that would allow FIT to ensure that the evening/weekend undergraduate policies, practices, and offerings are responsive to changing needs and demands of individuals who live, work, and study in the New York City area. The report concluded that "overall ... FIT has not focused adequately on the specific needs of part-time, local New York City based students," and that a sizable market exists of local adult learners in the fashion and fashion related fields. Thirty recommendations in the areas of recruitment and admissions, marketing, and course/program delivery were made to increase enrollment (see **Aslanian Report in Document Room**). As a result of these recommendations, several actions have been taken:

- Web pages have been enhanced (www.fitnyc.edu/continuinged).
- A broader use of social media is used to market programs and drive traffic to the website; a Facebook page, Twitter accounts, and blogs have been set up to create a more online presence.
- Advertising campaigns have been revamped in response to market research findings.
- The number and frequency of online ads have been increased.
- FIT alumni are actively recruited for School of Continuing and Professional Studies courses.
- New courses/programs created for the adult learner include a survey course in footwear, patternmaking and sewing, and certificate programs in brand management, athletic footwear, retail management, gemology, and digital still photography.

TRANSFER STUDENTS

The criteria for admission of transfer students can be found at www.fitnyc.edu/transferstudents. The Registrar's Office reviews all transcripts from post-secondary institutions for possible transfer credit for liberal arts and general education requirements (www.fitnyc.edu/transferecredits). International applicants are required to submit their educational credentials to World Education Services for an analysis of credit and grade equivalencies before the College awards transfer credit. Faculty members in each department (usually chairs and assistant chairs) review major courses taken at other institutions to determine if credit will be granted.

With the large number of transfer students applying to FIT, the volume and complexity of credit evaluations have grown. Consequently, maintaining timely evaluation of transfer credits is a challenge. In addition, federal and state guidelines are changing and now require colleges to streamline the transfer process and be transparent about which courses will transfer. In response, SUNY has mandated all colleges to participate in its centralized Transfer Mobility Project, which provides easier and clearer transfer procedures. The project requires SUNY colleges to evaluate general education courses along with other lower-division courses to determine transferability. Course equivalencies are uploaded to the SUNY transfer website for students to review before applying or enrolling into a new school. As part of this project, FIT has already provided data for Nassau Community College and Westchester Community College transfer students (both SUNY schools) and will continue to evaluate other courses from other colleges for transferability (www.suny.edu/provost/transfer/BOTpolicies.cfm).

Additional information about transfer equivalencies, residency issues, restrictions on transfer credits, and a tutorial on how to read DARS online is readily available on the Registrar's website (www.fitnyc.edu/dars). (See Chapter 6, Standard 11.)

OTHER EXTRA-INSTITUTIONAL COLLEGE-LEVEL LEARNING

Accepted applicants may apply up to 30 credits earned through the College Level Examination Program (CLEP), Advanced Placement Program (AP) and the International Baccalaureate Program (IB). (See Undergraduate Catalogue, page 19.)

ASSESSMENT OF STUDENT SUCCESS

The FIT Report Card, developed in Spring 2011, contains metrics that enable the College to track student success. This includes first- to second-year retention rates; second-, third-, and fourth-year graduation rates for AAS and BFA/BS students; percentage of students graduating from FIT's AAS programs and continuing directly into FIT's baccalaureate programs; and NSSE aggregate scores in the areas of level of academic challenge and enriching educational experience (see [Report Card Glossary](#)).

The College also uses data from the National Center for Statistics, Institute of Education Services of the U.S. Department of Education, to benchmark itself against the rates of other institutions (www.nces.ed.gov/collegenavigator). FIT, with its strong retention and graduation rates (87 and 63 percent, respectively), compares favorably with other public and private colleges in its region. For instance, Parsons The New School for Design, in New York City, retained 79 percent of its first-year students from Fall 2008 to Fall 2009 and graduated 66 percent of students who entered in 2003. Pratt Institute, in Brooklyn, retained 83 percent of its first-year students from Fall 2008 to Fall 2009 and graduated 57 percent of those who

entered in 2003. Both are private four-year colleges with an art and design focus. Baruch College, a public four-year college with a business focus that is part of the City University of New York (CUNY), retained 88 percent of its first-year students from Fall 2008 to Fall 2009 and graduated 60 percent of those who entered in 2003. In addition, FIT's rates are significantly higher than other local community colleges'. Borough of Manhattan Community College, a two-year CUNY college, retained 61 percent of its first-year students from Fall 2008 to Fall 2009 and graduated 13 percent of those who entered in Fall 2006. SUNY's Westchester Community College, located in nearby Westchester County, retained 63 percent of its first-year students from Fall 2008 to Fall 2009 and graduated 14 percent of those who began in Fall 2006.

Assessments of Student Learning Outcomes, which are part of the academic program review, are also used to assess student success (see Chapter 8, Standard 14).

ACHIEVEMENTS

- FIT maintains consistently strong enrollment figures as well as strong retention and graduation rates.
- Using market research data, FIT created a new Enrollment Management and Student Success Division, which now places strong focus on strategic recruitment. The restructured Admissions Office has assertively incorporated new activities and materials, such as campus tours, recruitment videos, improved collateral materials, and new events targeted at potential students. Assigned to geographic territories, its counselors visit high schools and colleges throughout the region and the country, in a dramatic expansion of strategic outreach. High school visits have increased from less than 100 to more than 500 in the last three years.
- Improved communications and marketing materials across the College reflect consistent institutional messages.
- The admissions processes have been improved with the implementation of ePortfolio, the transition from rolling admissions to an April 1 notification date, and the implementation of imaging and workflow technology.
- The number of completed applications has increased over the past two years, which has resulted in more viable candidates for admission.
- Assessment of all student services has been incorporated into the Administrative Program Review schedule.
- The orientation program for incoming students was expanded to a full semester of activities that support students' personal growth and academic success.
- The merger of Career Services and the Internship Center has provided integrated services to students as they prepare for careers and explore their majors.

CHALLENGES AND RECOMMENDATIONS

- Timely evaluation of transfer credits is a challenge as the number of transfer students and the complexity of transfer credit evaluations has 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 and related electives in the major departments must also be carefully reviewed.

- 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 families.
- 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.

Standard 9: Student Support Services

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

OVERVIEW

FIT provides a broad range of support services to help students achieve their academic, personal, and career goals. Integral to the concept of student-centeredness is a wide range of co-curricular programs, services, and resources that support students in their life-skill development. Students are provided with a comprehensive level of support services, including academic, student development, and enrollment services, to enhance their collegiate experiences and prepare them for the future. An array of social and recreational activities is also provided to students on and off campus (www.fitnyc.edu/campuslife).

ACADEMIC SUPPORT SERVICES

The College offers an array of academic support services to supplement the classroom experience.

The **Academic Skills Center** provides assistance with classroom assignments and projects and offers individual and group tutoring, workshops, and walk-in services (www.fitnyc.edu/tutoring).

The **Career and Internship Center** provides career advice, workshops, internship opportunities, and assistance in finding employment (www.fitnyc.edu/cic). Career counseling assistance is open to all students enrolled in the College, as well as to all alumni, and is a free service.

The **Gladys Marcus Library** provides a rich collection of print resources, special collections, trend reports, and industry-specific trade publications and periodicals (www.fitnyc.edu/library). (See Chapter 6, Standard 10.)

The **International Programs Office** coordinates a wide range of specialized study abroad programs offered by the College, whether it is a short study course during the summer months or an entire semester overseas, and provides administrative and logistical support to faculty and students in study abroad programs (www.fitnyc.edu/studyabroad). Through this office, students have the opportunity to study abroad with programs sponsored by the College or through one of the College's many exchange or consortium programs (see Chapter 7, Standard 13).

The **Liberal Arts Center for Academic Advisement and Placement**, originally launched in 2009 as the General Education Advisement Center, assists students with general education and liberal arts requirements, specific program requirements, academic planning, pre-registration and course selection, the registration process, and declaring liberal arts minors (www.fitnyc.edu/lacaap).

The **Writing Studio**, created in 2008, provides student writers with a non-evaluative environment to work on their writing with tutors (consultants) who understand the particular needs and interests of FIT writers (www.fitnyc.edu/writingstudio). Writing consultants offer one-to-one feedback on any type of writing, from class assignments to personal and professional writing.

ENROLLMENT AND RELATED ADMINISTRATIVE SERVICES

The College provides comprehensive services to assist prospective students through the admissions processes and through all of the necessary steps they need to take to successfully enroll and graduate.

The **Admissions Office** recruits prospective students and provides all of the necessary information to allow informed decisions about the programs and requirements for admission to FIT (www.fitnyc.edu/admissions). In addition, the office is responsible for processing all applications for associate, bachelor's, and master's degree students.

The **Bursar's Office** is responsible for providing professional, efficient financial services to students and their parents and for assisting students in meeting their financial obligations to the College (www.fitnyc.edu/bursar). Its services include a convenient online billing/e-billing system, credit card and web-check payments online, the FIT monthly payment plan, disbursement of financial aid awards, processing refunds/e-refunds, and processing of New York State and county residency forms, among many other services. Students also visit the Cashiering Office for in-person services.

The **Financial Aid Office**, as mentioned on page 38, helps students and their families with scholarships, Federal and State grants, federal loans, and work-study. Endowed scholarships are awarded through the Financial Aid Office based on criteria established by donors. In 2010-2011, \$1,190,827 in scholarships, \$14,890,422 in grants, and \$38,747,879 in loans were awarded (**see Financial Aid Chart in Document Room**). In discharging their duties, the Financial Aid staff adheres to the SUNY Code of Conduct, the National Association of Student Financial Aid Administrators (NASFAA) Code of Conduct, and NASFAA Statement of Ethical Principles, which provide guidelines and principles for those who are responsible for the administration of financial aid. (www.fitnyc.edu/financialaid). The SUNY Code of Conduct specifically addresses the avoidance of conflict of interest in administering student loans. It should be noted that with the rising cost of education, the College must find additional ways to secure scholarships for students.

Information Technology (IT) provides student assistance online, in person at the FIT Help Desk, or by phone via the hotline, 212-217-HELP (www.fitnyc.edu/techhelp). IT supports students, faculty, and staff with all computing needs and maintains, upgrades, and supports all of the information systems at the College, including email, ANGEL, Banner, the MyFIT Portal, the College's network, and others. Over the last ten years, significant technology improvements have been made and systems implemented in the student support areas which have helped streamline processes and provide better service, including:

- an online grade submission function;
- an online information system that provides students with immediate access to grades and unofficial transcripts;

- a secure faculty evaluation function for students in online courses to evaluate professors;
- online access (for viewing and/or printing) to images of all transcripts from the archives in the Registrar's Office;
- a degree audit system that allows students to track progress toward degree completion;
- an automated system (from Adirondack Systems) that allows students to manage their housing assignments online;
- 100 percent web registration;
- the capability for self-publishing to the FIT website, which enables students to create web space for campus clubs and organizations;
- scanning equipment and work flow used by Financial Aid to speed processing and reduce the amount of paper used and filed;
- imaging solutions (including TADIS, NOLIJ, and SCT Xtender) that enhance the admissions process and other online services;
- Capital FSA-Atlas, a software package that facilitates reporting the status of FIT's international students to the Immigration and Naturalization Service;
- electronic check-in at residence halls;
- social networking software for Student Life;
- electronic medical records connecting the Counseling Center and Health Services;
- a new computer lab and updated software and hardware in the Disability Support Services Office;
- e-billing and e-refund, allowing students to pay bills and apply for refunds online;
- an automated Tuition Payment Plan system that allows students to make monthly tuition payments;
- ePortfolio, allowing prospective students to submit their portfolios online for review with their application;
- Simplicity, a software package that manages information needed for internships and jobs;
- the MyFIT information portal, myfit.fitnyc.edu.

International Student Advisors assist international students admitted to FIT degree programs in matters pertaining to their visa status (www.fitnyc.edu/oisa). The office provides advice, orientation, and workshops to assist international students as they transition to life at the College.

The **Registrar's Office** and **Registration Center** provide services including online and in-person registration for courses, advice about course requirements and prerequisites, transfer credit evaluation, and evaluation of eligibility for graduation (www.fitnyc.edu/registrar). The Registrar also manages classroom scheduling and maintains DARS, an automated system that provides students with up-to-date information regarding their progress toward meeting degree requirements. The introduction of an automated classroom scheduling system (R25) is planned for Fall 2012.

The Evening/Weekend and Precollege Programs Office serves as a liaison between the evening/weekend population and the service units mentioned above.

EXTRA- AND CO-CURRICULAR SUPPORT SERVICES

The College provides comprehensive services to support student development and extra- and co-curricular activities. The Assistant Vice President and Dean of Students oversees the following units charged with enhancing the quality of life for students on campus. Moreover, the Dean of Students' Office serves as an advocate for students in distress. The Assistant Vice President and Dean of Students chairs the FIT Care Team, a College-wide advisory group that provides timely proactive intervention resources for students and oversees the student code of conduct (www.fitnyc.edu/careteam).

Athletics and Recreation staffs a state-of-the-art fitness center and offers a comprehensive recreation program on campus (www.fitnyc.edu/athletics). FIT is a member of the National Junior College Athletic Association (NJCAA) and offers a variety of team sports such as track and field, volleyball, and swimming.

As described on page 36, the **Counseling Center** helps students deal with issues relating to stress of college life, time management, anxiety, depression, eating disorders, and alcohol and drug abuse (www.fitnyc.edu/counseling). The center is staffed by five full-time counselors and two part-time psychiatrists and has evening and walk-in hours.

The **Childcare Assistance Program** (CAP) is designed to assist FIT students with parenting responsibilities. Though CAP does not serve as a childcare site, it provides a range of comprehensive support services that include subsidized funding for childcare expenses, personal and academic advisement, support group meetings with other student-parents, access to a parents resource library, guest presenters, and special activities. Each year, the program serves 25 FIT students and provides referrals and information to 50 additional students. The program is funded through a grant from the Carl D. Perkins Career and Technical Education Act, a grant from SUNY Child Care Services funds, and FIT's operating budget.

Disability Support Services (FIT-ABLE) provides services to help students with disabilities become empowered learners, obtain reasonable accommodations to study, participate in college life, and learn how to succeed in the years beyond FIT (www.fitnyc.edu/fitable). Also, a state-of-the-art lab and specialized services, such as notetakers and sign language interpreters, are provided. In addition, for students on the autism spectrum and students with learning disabilities, FIT-ABLE provides a coach through projectTHRIVE (Toward Higher Realization of Individual Visions of Excellence) to assist students with transition difficulties, academic issues, communicating with FIT staff and faculty, independent living skills, time management, organizational skills, and social skills (www.fitnyc.edu/projectthrive). (See New D.A.W.N. materials and Annual Report 2009-2010 in Document Room.)

Educational Opportunity Programs (EOP) offer talented students from disadvantaged circumstances the opportunity to pursue a college education and obtain a degree at the College (www.fitnyc.edu/eop). The program offers tutoring, one-on-one academic and personal advisement, supplemental financial assistance, academic enrichment seminars and workshops, personal and career development retreats, pre-freshman summer programs, and monthly group informational meetings to nearly 200 students each year.

Health Services offers a primary healthcare facility on campus, staffed by nurse practitioners and physicians, that provides general medical and gynecological care, including most medications and lab tests (www.fitnyc.edu/healthservices). The office is generally open six days a week and offers evening hours. It also provides health education, nutritional services, massage therapy, acupuncture, and medical referrals to area facilities and specialists.

Residential Life provides a caring and supportive environment for 2,300 on-campus residents in four residence halls (www.fitnyc.edu/residentiallife). Counselors and student staff live in the residence halls and are available around the clock.

Student Life is responsible for orientations, Homecoming/Parents Weekend, student government (FITSA), leadership development, volunteer services, all student organized programming, more than 70 social and academic student clubs, and other special student-focused programs (www.fitnyc.edu/studentlife).

STAFF

All service areas are directed and staffed by professionals who meet rigorous requirements. Directors and staff have or exceed the required credentials in their field. The Human Resources Office requires detailed job descriptions for all student services positions and ensures that all employees meet the qualifications for their positions. There are College-wide policies that govern the searches and hiring procedures for personnel in these service areas (see **Chapter 3, Standard 5**, and www.fitnyc.edu/searchguidelines). In addition, all student clubs and organizations on campus have faculty members serving as advisors.

ADVISEMENT

Advisement in the major is conducted by faculty in the relevant department. Department chairs and assistant chairs are given release-time for specific hours to advise students in their major. Faculty members are contractually obligated to maintain specific office hours to advise students. In many of the larger departments, group advisement sessions are conducted to help students plan their class schedule for the following semester. Evening students can seek advice from department faculty during regularly scheduled evening hours. Ongoing academic advisement is available to students in several ways.

- The *Liberal Arts Academic Advisement and Placement Center* provides guidance with liberal arts courses or minors (www.fitnyc.edu/lacaap). It also determines placement for students who require remedial courses.
- *Advisement nights* for students in the School of Continuing and Professional Studies are held during the Fall, Spring, and Summer (www.fitnyc.edu/cpsadvisement).
- The *Registrar's Office* advises degree students about degree requirements through walk-in office hours. Students may also access DARS online and monitor their own academic progress (www.fitnyc.edu/dars). Students and faculty advisors use this tracking report during advisement sessions.
- Since 2009, the Jay and Patty Baker School of Business and Technology has assigned faculty advisors to entering students for the duration of their studies at FIT.
- In the School of Art and Design, entering AAS students have a designated faculty advisor. All departments have a liaison to the School's Advisement Committee, which also developed an ANGEL website with advisement FAQs. Upper-division students who need advisement see the department chair and have access to the ANGEL website.

The 2010 SOS indicated that only 45 percent of students reported satisfaction with general advising and only 47 percent were satisfied with advising in their major. While this advisement satisfaction rate is an improvement over the 2006 level of 33.6 percent, the College recognizes that much more needs to be done in this area. Because efforts to situate advisement in each of the schools were not as successful as anticipated, plans are in place to establish a centralized Student Advisement Center staffed with full-time advisors (see **Draft Framework in Document Room**). The College is currently recruiting an Assistant Dean to lead this center. The College will continue to conduct surveys of academic advisement throughout this transition.

STUDENT LIFE: CLUBS AND STUDENT GOVERNMENT

Through the Student Life Department, students are afforded many opportunities to participate in activities and events at the College. Students also have the chance to plan and execute large-scale events, gain leadership skills through student government and clubs, and form lifelong friendships and connections with their fellow students.

There are more than 70 student clubs at the College, all of which reflect student needs and interests, such as the Asian Student Network, Diversity Club, Fashion Art Club, Handbook Club, Interior Design Club, International Film Club, Style Shop, Sustainable Design Club, and many others. Through many of these organizations, students can showcase their creative work, such as in the production of the annual Student Handbook/Calendar, which offers students the opportunity to design, lay out, publish, and distribute a full-color, functional handbook/calendar for use by the entire community (www.fitnyc.edu/studentpubs). The Creative Showcase Club, founded 33 years ago, continues to produce *ICON*, a highly professional publication comprised of student creative work (www.fiticon.com). There is also a campus newspaper, *W-27*, and a campus radio and TV broadcasting station, WFIT.

Students can participate in FIT's student government, FITSA. The FITSA constitution clearly states all of the roles and responsibilities of student government and student leaders, recognizing "that it is their inherent right to regulate, and/or modify and propose that which concerns the students of FIT." FITSA functions under the advisement of the Director of Student Life.

As a Division III member of the National Junior College Athletic Association (NJCAA) with eight varsity teams, FIT complies with all NJCAA rules and regulations and has a clear focus on complementing the academic mission of FIT through open participation. All participants are considered students first, athletes second, and must comply with all student policies and procedures set forth by the College (www.fitnyc.edu/athletics).

Students also have the opportunity to give back to the community and use their special skills and talents to make a difference locally and globally. For instance, FIT students partnered with K.I.D.S. (Kids in Distressed Situations) to design and sew bags filled with supplies for children in need due to the earthquakes in Haiti and Japan. FIT's Baker Scholars hosted a "prom" for senior citizens at the Chelsea's neighborhood community center, Hudson Guild, which included corsages, dancing, and all of the trappings of a high school prom. Large numbers walk each year to support Breast Cancer research, and in 2011, students held an all-night Dance Marathon to raise funds for K.I.D.S. These are just a few examples of the many community service opportunities that are coordinated through the Student Volunteer Community Service Coordinator in Student Life (www.fitnyc.edu/svcs). In addition, students act as student ambassadors, campus tour guides, and resident assistants, helping their fellow students adjust to college life and providing their unique talents to the campus community. In 2011, for the first time, the College was named to President Obama's Honor Roll for Community Service.

The College has been working to provide more student space and to renovate and reconfigure existing student space. As mentioned in **Chapter 2**, the new 5,000 square foot Lari and Barbara Stanton Fitness Center opened in 2011 and provides a state-of-the-art exercise and fitness facility for students (www.fitnyc.edu/fitnesscenters). In its first month, attendance was close to 7,318, compared to 2,237 in the previous space – an increase of 227 percent. To provide an inviting gathering place for students, a Starbucks, incorporating indoor and outdoor seating, was opened in the dining hall in Spring 2010 and has since become a destination for events and activities. A new program, FIT at Night, begun in 2009, provides a schedule of new and exciting events for students in the evenings and at night (www.fitnyc.edu/fitatnight).

In 2004, the College opened a new dining hall, which was then renovated in Summer 2011 to include multimedia technology for student-run events. In 2007, a new residence was opened five blocks from the campus, doubling the student housing capacity. In 2011, the College renovated the lobby in the Dubinsky Student Center to create a gathering place for students and renovated a student lounge on the fifth floor of the center. A landscaping project, begun in 2010, has beautified the campus and provides comfortable outdoor places to sit and socialize.

STUDENT RIGHTS AND RESPONSIBILITIES

Policies and procedures regarding student rights and responsibilities are clearly articulated in the FIT Student Rights and Responsibilities Manual, available in printed form in the Student Life Department and all student-support offices, online (www.fitnyc.edu/rightsandresponsibilities), and on the MyFIT Portal, myfit.fitnyc.edu. FIT has a clear and well-publicized Campus Code of Conduct Policy against harassment and for bias crimes prevention, religious rights, and equal opportunity/affirmative action, and upholds its obligation to the laws of the larger community through fair and impartial judicial procedures. The Assistant Vice President and Dean of Students handles all infractions of the Campus Code of Conduct (www.fitnyc.edu/codeofconduct). A variety of channels exist to assist students who have concerns, recommendations, complaints, and/or grievances. A student can choose the appropriate contact person from an online list of services including Campus Access and Safety, Dining Services, Disability Support Services, Health and Counseling Services, Residential Life, and more (www.fitnyc.edu/campuslife). The Undergraduate Catalogue also has a section on issuing a grievance on harassment (see **Undergraduate Catalogue, page 88**, or www.fitnyc.edu/ugcatalogue). All student complaints and grievances are kept on file in the appropriate dean's office. Other offices that hold such files are Academic Affairs, Educational Opportunity Programs, Enrollment Management and Student Success, and General Counsel.

Grievances and complaints FIT policies governing student complaints, grievances, grade appeals and other academic policies are clearly stated and regularly updated (see **Campus Code of Conduct** or www.fitnyc.edu/codeofconduct). The Faculty Senate Committee on Academic Standards (CAS) makes recommendations on academic policy to the Vice President for Academic Affairs who confers with Deans Council, President's Cabinet, and the President for approval or adoption. The Vice President for Enrollment Management and Student Success or a designee is a consultant to the CAS and provides information and guidance.

SECURE MAINTENANCE OF RECORDS AND POLICIES FOR THE RELEASE OF STUDENT INFORMATION

As a state institution, FIT complies with the records retention policies of the State University of New York System Office of Archives and Records Management (see **NYS Records Retention and Disposition Schedule MI-1**).

All offices that maintain student records also follow all Family Educational Rights and Privacy Act (FERPA) policies (www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). These policies are communicated to all new students and their parents during orientation. The Counseling Center follows policies articulated by the National Association of Social Workers, the American Psychological Association, and the federal regulation CFR42, and requires students to complete the FERPA release form when necessary. All other offices have mechanisms to ensure they follow FERPA guidelines for the release of information. Policies and procedures for the inspection and release of student records are contained in the Student Rights and Responsibilities Manual (www.fitnyc.edu/ferpa).

ASSESSMENT OF STUDENT SUPPORT SERVICES

Support services are assessed in a variety of ways.

As mentioned in **Chapter 2**, each of the student support, enrollment, and academic support services participate in an administrative program review which results in a report with recommendations (see [Schedule of Administrative Program Reviews](#)).

Every three years, the College administers the Student Opinion Survey (SOS). This survey measures student satisfaction in several areas. The results are shared throughout the College and used to improve student service and quality of life. In response to the 2006 survey, the College addressed low satisfaction rates by making several changes such as implementation of electronic billing and refund processing as well as customer service training in the Bursar's Office; improved registration processes; upgraded student facilities, such as the addition of a Starbucks and outdoor seating; new computer labs; extended library and computer lab hours; enhanced extra- and co-curricular activities and social events; additional students spaces; and enhancements to orientation. Results of the 2010 survey show an increase in almost all categories of student satisfaction (see [Appendix 4.1 SOS Comparison Data: 2006 and 2010](#)). It should be noted that the results of the SOS indicate that in 2006, 41.3 percent of the students were satisfied or very satisfied with recreation and intramural programs; in 2010, this percentage increased to 62.6 percent. In 2006, 60.8 percent of the students were satisfied or very satisfied with opportunities for involvement in campus clubs and activities; in 2010, this percentage increased to 74.3 percent.

FIT administered the National Survey of Student Engagement (NSSE) for the first time in 2008, again in 2011, and will participate again in 2013, when comparative data will be reviewed. Comparative data between 2008 and 2011 will be available in Spring 2012.

In 2010, FIT participated in the International Student Barometer (ISB) survey for the first time, and the College will participate again in 2011. The response rate was 14 percent, lower than that of other colleges participating (see [ISB in Document Room](#)). The College is addressing the low satisfaction rates reflected in this survey and other anecdotal complaints from international students on campus by creating an International Programs Center. The center will centralize all services and programs for international students and will also assist FIT students who wish to study abroad.

The College annually administers the Alumni One Year Out Satisfaction Survey. This survey captures perceptions of FIT students one year after graduation and assesses the success of associate and bachelor's degree graduates in areas such as employment and returning to school for additional education. It also provides another snapshot of student satisfaction. In 2010, the Career and Internship Center, Alumni and Faculty Relations Office, and Registrar's Office began to collaborate on the administration of this survey. This survey supports the first and second goals of the Strategic Plan – “Strengthen the academic core” and “Commit to a culture of student-centeredness,” respectively. (See [2010 Survey in Document Room](#))

In 2009, the FIT Student-Faculty Corporation created a committee to address food services provided by the College vendor, Aramark. As a result, prices are lower, extended meal plan bonuses are offered, hours of operation have been extended, the quality of food is better, and items such as vegetarian meals have been added to the menu (see [W27 October 2010 issue, page 6, in Document Room](#)).

ACHIEVEMENTS

- Services have been improved by using technology to streamline processes.
- The Student Rights and Responsibilities Manual can now be found on the MyFIT Portal, myfit.fitnyc.edu, which enhances its visibility. Mandatory portal sign-off was required beginning Fall 2011.
- The Student Rights and Responsibilities Manual and Student Handbook/Calendar have been combined into one comprehensive publication (**see publication in Document Room**).
- The redesign of the Behavioral Assessment Team (now called the FIT Care Team) in Fall 2010 has provided more outreach to the FIT community and a focus on creating a caring, supportive environment for students in distress (www.fitnyc.edu/careteam).
- The inclusion of the Print FX digital service bureau for pre-press printed graphics as part of the Gladys Marcus Library provides enhanced support to students, faculty, and staff academic endeavors (www.fitnyc.edu/printfx).
- Construction and upgrading of facilities (including a new fitness center and labs) for students (**see Appendix 2.2**) have enhanced the academic and co-curricular quality of life for students.
- Increased library and computer lab hours have enhanced the learning environment.
- The Writing Studio, dedicated to the improvement of students' communications abilities, was established in 2008. Writing Studio usage has nearly doubled since opening, from 475 students in 2008-2009 to 922 in 2010-2011.

CHALLENGES AND RECOMMENDATIONS

- 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 mid-semester early warning system should be implemented to notify students who are at risk of failing a course.
- 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 work spaces.
- The results of the 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.
- 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 SOS, 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 non-teaching staff. The College should focus on improving service to students in key administrative areas.

Chapter Five:

**Standard 10
Faculty**

Standard 10: Faculty

The institution's instructional research and service programs are devised, developed, monitored, and supported by qualified professionals.

OVERVIEW

FIT classroom faculty bring a wealth of industry and academic experience to the College and to the heart of the first goal of the Strategic Plan, “Strengthen the academic core.” Full- and part-time faculty engage in scholarly work and research, foster international relationships, participate in professional development activities, develop curriculum, maintain strong ties to industry, and work with students outside the classroom on co-curricular initiatives. In addition, non-classroom faculty, a category unique to FIT, serve the College in academic support and student service areas. The College’s hiring and promotion procedures have been developed to recruit and maintain a cadre of talented and effective faculty. The Faculty of the Future initiative underscores the College’s commitment to attracting the most qualified and skilled faculty members.

CLASSROOM FACULTY

Full-time classroom faculty are leading experts within diverse fields of fashion, art, design, business, technology, communications, and the liberal arts. They bring to the College the collective experience of industry pioneers, artists, designers, authors, consultants, researchers, business executives, and entrepreneurs. New faculty members in the Jay and Patty Baker School of Business and Technology, the School of Art and Design, and the School of Graduate Studies must have five to ten years of industry experience, depending on the school to which they are appointed. Initial appointment in the School of Liberal Arts generally requires the candidate to have earned a doctorate or have met all but dissertation requirements. Due to these required years of industry experience and academic credentials, faculty bring a wide range of skills and knowledge. Adjunct faculty supplement the full-time faculty ranks and also bring diverse expertise and a wealth of industry experience to the classroom. While adjuncts are viewed as contingent workers in many other colleges and universities, at FIT they are considered critical members of the FIT community. The current ratio of full- to part-time faculty is 1:3.

Although adjunct faculty play a key role in college life, the President has made a concerted effort to increase the number of full-time faculty. Over the past ten years, she has budgeted annually for additional full-time lines, resulting in a 33 percent increase. Most notably, in 2007, the President secured funding for an additional 40 full-time faculty lines, bringing the total number of budgeted full-time lines to 266. Many of the new lines have already been filled and others will be filled based on the outcomes of the Faculty of the Future initiative, which identifies the competencies and skills that faculty will need to teach the student of 2020 (see page 58). Continuing to increase the number of full-time faculty lines remains a priority in order to strengthen the academic core (see chart on page 55 for growth in full-time faculty).

Forty-seven percent of full-time faculty are male and 53 percent are female. The same percentages apply to the adjunct faculty. Approximately 18 percent of full-time faculty and 17 percent of adjunct faculty are members of minority groups as defined by federal standards (**see 2009 Affirmative Action Plan in Document Room for further breakdown**). Approximately 16 percent of the full-time faculty hold the rank of professor, 23 percent associate professor, 57 percent assistant professor, and three percent instructor.

Full-time faculty, who select their courses based on seniority, teach a total of 12 contact hours as part of their full-time workload (see **Collective Bargaining Agreement, Section 20.1**, www.fitnyc.edu/ucecontract). The student to faculty ratio is 17:1.

The *School of Graduate Studies*, comprised of seven departments, is served by five full-time faculty members who teach exclusively in the school, four full-time faculty members who also teach at the undergraduate level, and a cadre of adjuncts. Most of the full-time faculty also serve as department chairs (associate chair designation for stipend and release-time purposes). Graduate faculty are expected to teach 12 hours per semester, the same as undergraduate faculty; however, the chairs have six hours of release time for their administrative responsibilities. Because of the small size of FIT's graduate program (about 200 students), the departments must rely on adjunct faculty and existing full-time undergraduate faculty to teach courses that are offered primarily in the evening and on the weekend. In Spring 2011, consultants visited FIT and provided a set of recommendations for strengthening the individual programs and expanding graduate studies in general. The College has recently hired a new Dean for the School of Graduate Studies who will assume the position in the 2012-2013 academic year; under the new dean's leadership, there will be an opportunity to respond to their recommendations. Specific concerns for the school's faculty are twofold: they are not represented on key Faculty Senate committees such as Curriculum or Tenure and Promotion, and they have the same teaching load as undergraduate faculty, which limits the time available for scholarship and research.

The *School of Continuing and Professional Studies* provides both credit and noncredit instruction to approximately 13,500 students each year. Approximately 1,600 credit-bearing sections are offered annually, which are taught primarily by current full- and part-time faculty from the majors. Additionally, some 1,230 sections of noncredit courses are offered annually through the Enterprise Center, Center for Professional Studies, and Precollege Programs. These courses are taught by FIT faculty as well as external instructors who are industry professionals possessing several years of experience in fields such as branding, fashion marketing, innovation management, and small business development. These instructors are hired on a per-diem or course basis.

NON-CLASSROOM FACULTY

Non-classroom faculty serve in support areas such as Admissions, Career and Internship Center, Counseling, Financial Aid, Library, Registrar, and Student Life. Currently, 56 full-time and 26 part-time employees hold non-classroom faculty positions; many also serve as directors of those areas. Individuals in non-classroom faculty positions hold the same rank of instructor, assistant professor, associate professor, and professor as classroom faculty. Non-classroom faculty often serve on committees of the Faculty Senate and have frequent interaction with classroom faculty. Depending on the size of a department, the non-classroom faculty may vote to recommend to the President a director or assistant director for their department. Non-classroom faculty select their assignments in seniority order, similar to how classes are selected by classroom faculty. Non-classroom faculty work 30 hours per week and can earn up to 50 vacation and ten free days per year. Organizational structures in departments staffed by non-classroom faculty, as noted above, may not be similar to those found in other colleges and universities and the compensation of individuals in these areas may be significantly different from other institutions because of the faculty rank. As a result of the last contract negotiation, the President can search for a director from outside the College in any of these support areas; directors are still appointed to a faculty rank (assistant or associate professor) and are given a small stipend for serving as director. New directors still must undergo all the reappointment steps as other non-classroom faculty members (see page 59) and can be awarded tenure in their faculty position.

| YEAR | # BUDGETED FULL TIME FACULTY LINES | # BUDGETED FULL TIME NON –CLASSROOM FACULTY LINES |
|------|---------------------------------------|---|
| 2000 | 200 | 38 |
| 2001 | 208 | 39 |
| 2002 | 213 | 42 |
| 2003 | 216 | 44 |
| 2004 | 223 | 47 |
| 2005 | 223 | 49 |
| 2006 | 226 | 50 |
| 2007 | 246 | 52 |
| 2008 | 266 | 52 |
| 2009 | 266 | 53 |
| 2010 | 266 | 54 |

CLASS SIZE

Class size at FIT is contractual (see **Collective Bargaining Agreement, Section 39.0**, www.fitnyc.edu/ucecontract), with 25 to 27 students; many classes are smaller. Smaller class sizes of 18 are designated for specialized computer classes, lab classes, and other courses where accreditation requirements mandate smaller classes or where lab facilities will not accommodate 25 students. Online courses are capped at 19. The relatively small class size provides students with closely guided instruction, enhanced engagement with their professor, and with more opportunities for in-class discussion, in-class teamwork, and mentoring. Each school at FIT has the same class size requirements, even for classes one might designate as lecture classes. However, some studio classes in the School of Art and Design would benefit by capping classes at 15 to 20 students per class, as stated in NASAD and CIDA guidelines. In some specialized labs, faculty are assisted and supported by classroom and/or lab assistants; these 24 staff positions include eight full-time and 16 part-time. While the benefit of smaller classes in most disciplines is acknowledged, this is a costly model difficult to maintain in the current financial climate.

CURRICULUM DEVELOPMENT BY QUALIFIED FACULTY

All new programs, new courses, and revisions to the curriculum are developed, initiated, and updated by the faculty on an ongoing basis. Curricular changes are reviewed by department curriculum committees and then voted on and approved by the faculty of the academic department. Departmentally approved courses then move forward for approval by the school's chairs and/or dean; in the School of Liberal Arts, the entire faculty review curricular matters. Following school approval, a course is recommended by the College-wide Faculty Senate Curriculum Committee. Finally, the Deans Council votes to approve the course. Further approvals are secured from the President, the Board of Trustees, SUNY, and the State Education Department, as needed. This careful scrutiny provides several checkpoints for additions and/or changes to the curricula. Curriculum is regularly reviewed as part of program review in each of the academic departments (see **Chapter 8, Standard 14**).

EXCELLENCE IN TEACHING, FACULTY DEVELOPMENT, AND CONTINUED PROFESSIONAL GROWTH

FIT's commitment to teaching excellence and professional development is clearly demonstrated by the institution's ongoing and significant support of its faculty development programs. Faculty development activities, including opportunities to travel and present papers, are made available to full-time, part-time, and non-classroom faculty.

The Center for Excellence in Teaching (CET) plays an essential role in the institution's overall faculty development program (www.fitnyc.edu/cet). Created in 2002 by President Brown, the CET defines its mission to "assist and support faculty in the development, use, and assessment of instructional and curricular strategies." Included among these are faculty orientation and mentoring programs, adjunct faculty training, retreats and conferences, and ongoing support for faculty to improve their teaching through activities such as curriculum design, "faculty to faculty" best-practice sessions, tips for teaching, and classroom instructional technologies (including the ANGEL learning management system). In addition, FIT's Online Learning Office provides training and ongoing support to faculty as they develop fully online courses (www.fitnyc.edu/onlinelearning).

In 2009, the College took a snapshot of external scholarly activity undertaken by the faculty in order to demonstrate that their ongoing professional growth and development enhances the student learning experience. Results report that in a period over several years, the faculty produced six films, published 38 books, showed in 200 solo and group exhibitions, won 53 grants and awards, gave 145 external lectures, and wrote 189 articles.

Department chairs are teaching faculty members and play a critical leadership role in the hiring and mentoring practices of new faculty. However, expanded leadership training in this area should be planned with the support of department chairs, others in related titles, and administration. While there is some ad hoc training that is in place and a chairs handbook available (see **Chairs Handbook in Document Room**), it is an area that needs further attention with a formal, "initial orientation/training process" put into place and with regularly scheduled, ongoing training provided throughout the chair's term. New faculty also attend the CET's eight-session faculty orientation program (see **New Faculty Orientation and Mentoring Series** at www.fitnyc.edu/cetmentoring). Every semester, non-tenured faculty are formally observed by their peers and student evaluations are taken in every section and reviewed by the chairs and the dean against benchmark rankings (see **Student Evaluation Form**).

According to the 2010 SUNY Student Opinion Survey, 76 percent of students are satisfied or very satisfied "with the quality of instruction"; 64 percent responded that they were "stimulated by the material covered in class"; and 66 percent responded they "had discussions or meetings with instructors outside of class." Seventy-eight percent reported "having frequently received feedback from instructors on the quality of their work." Seventy-nine percent were satisfied or very satisfied with "faculty respect for students."

SCHOLARSHIP, RESEARCH, AND SERVICE

FIT faculty enjoy a rich partnership with industry and benefit from the opportunity to include strong participation from industry experts in their classrooms. Industry partners frequently sponsor student projects, contests, and research, much of which is integrated into the curriculum, student exhibitions, capstone projects, and symposia. This has provided a broad platform for creative partnerships with leading firms in industry, trade associations, and other public/private organizations. Recent partnerships include Wacoal, the U.S. Army, the New York City Police Department, Li & Fung, Cotton Incorporated, and a joint partnership with LVMH and the New York City Department of Transportation.

In the past ten years, 52 classroom faculty have been awarded SUNY Chancellor's Awards, 35 for excellence in teaching, five for scholarship/creative work, and 12 for faculty service (www.fitnyc.edu/sunyawards). One faculty member has earned the title of distinguished service professor. In addition, a new institutional faculty awards program created by the President, the FIT Faculty Excellence Awards, was launched in Spring 2011 to recognize faculty achievements and accomplishments in diverse areas (**see 2011 Faculty Awards Ceremony brochure in Document Room**). Faculty have also received research grants and fellowships from organizations such as Guggenheim, Fulbright, Kress Foundation, Realize Science Technology, and SUNY, along with industry awards such as the FiFi, in the field of cosmetics and fragrance. The Communications and External Relations Division showcases a wide range of diverse faculty achievements in its alumni publication, *Hue* (**see *Hue* in Document Room and www.fitnyc.edu/hue**), and *FIT Direct*, the online campus newsletter (www.fitnyc.edu/fitdirect).

Perhaps the most public recognition of faculty research is the annual faculty exhibitions, which showcase their creative work. Both The Museum at FIT and the School of Art and Design support faculty exhibitions. A peer-reviewed exhibition of faculty and staff work based on a theme is held twice a year at the College, with the work exhibited in the Marvin Feldman Center.

The synergy between faculty and students in the classroom is clearly demonstrated by the creative work produced. For example, faculty coordinate displays and exhibitions of student work, which include fashion shows, exhibitions in The Museum at FIT, shows in New York City galleries, and installations in campus display areas. Each May, the entire campus is converted to showcase the School of Art and Design senior theses in the Graduating Student Exhibition (www.fitnyc.edu/galleryfit).

In addition, faculty frequently exhibit their own work in group and solo shows in prominent New York City art galleries.

The Grants Office provides support for all faculty seeking grant funding for research and scholarship projects (www.fitnyc.edu/grantsoffice). The office subscribes to a broad range of funding resources through the InfoEd/SPIN database and the locally published *Grants Digest*. In addition, the Grants Office partners with the CET in grant-writing workshops and other activities to disseminate information about funding opportunities, and facilitates the administration of the College's Perkins-VATEA grant. Most recently, two faculty received a \$175,000 National Science Foundation grant to develop sustainable design modules within the science curriculum and support women in design-related Science Technology Engineering and Mathematics fields. Departments have grant liaisons that bring opportunities to the faculty.

The College recognizes the importance of research and scholarship and its importance in promoting FIT as a creative hub. A new corporation known as Creative Solutions, Inc., has been established as a separate 510(c)(3) and constitutes an initial step in enhancing research opportunities for faculty and using their expertise to serve emerging entrepreneurs in the fashion, design, and business industries.

INTEGRITY THROUGH TEACHING, SCHOLARSHIP, AND RESEARCH

FIT's policy on academic freedom is outlined in the Faculty Senate Handbook, which is published by the Faculty Senate (**Faculty Senate Handbook and October 2010 Draft Revision in Document Room**). The College endorses the Statement on Academic Freedom from the American Association of University Professors and their Statement on Academic Freedom as outlined in the 1940 Statement on Academic Freedom and Tenure. Also endorsed is the Statement on Academic Freedom defined by the American Civil Liberties Union in a letter to Senator Edward M. Kennedy dated Feb. 13, 2004.

As FIT focuses more attention on research, it recognizes the need for stronger policies regarding intellectual property and research protocols. A copyright policy for employees and students was reviewed by the UCE and Faculty Senate, and adopted by the Board of Trustees in 2011. The copyright policy is based on models found in similar schools of art and design. In addition, the College has established an Institutional Review Board to monitor the use of human subjects in research projects (www.fitnyc.edu/irb).

FACULTY OF THE FUTURE INITIATIVE

In 2009-2010, President Brown initiated a series of College-wide discussions intended to build on and enhance the goals of the Strategic Plan, particularly strengthening the academic core and committing to a culture of student-centeredness. Underlying these conversations was the conviction that faculty must nurture current skills and continue to develop new competencies to be able to adequately prepare students for a complex and difficult-to-predict future. To empower faculty to help lead the transition to “2020 and beyond,” the Faculty of the Future initiative had two broad goals: to engage the community in a discussion of the profile of new faculty that will be needed to teach at FIT in 2020 and to ensure that the appropriate competencies are possessed by both new and current faculty. This yearlong initiative took shape in a variety of ways.

In Spring 2010, a series of dinner conversations were held with full-time faculty to discuss the skills and competencies required of faculty in the future. These were followed in early Fall 2010 with similar meetings with part-time teaching faculty and non-classroom faculty facilitated by the President along with the Faculty Senate President and the UCE President. Emerging from these meetings was a decision that competencies in five areas – technology, instructional design, learning enrichment, globalism, and professionalism – are critical for success in the changing landscape of students in an increasingly complex and technical world.

In December 2010, a College-wide summit, which included student participation, focused on the faculty of the future. The summit’s goal was to further refine the five competences needed for teachers in 2020. More details about the College-wide conversations and the current plans to use the outcomes of these discussions to inform the recruitment and professional development of the faculty are at www.fitnyc.edu/facultyofthefuture.

In January 2011, President Brown facilitated a roundtable discussion with industry leaders to discuss the skills and qualities of the students entering the workforce and to validate the faculty competencies FIT believes are needed to teach them.

In Spring 2011, a series of workshops were held with department chairs to help define department-specific faculty competencies required to teach the student of the future. Competencies have been defined, and the College began recruiting new faculty members with these competencies in Fall 2011.

The College plans to offer to current faculty development opportunities to hone their skills in the defined competency areas. Continuation of the dialogue regarding the Faculty of the Future is being planned as an ongoing activity.

INTERNATIONAL OPPORTUNITIES FOR FACULTY

FIT fosters strong relationships internationally and they take shape in myriad ways. The College has well-established international educational partnership programs in many countries – including Australia, China, France, Italy, Mexico, and Turkey, among others – that help students gain an appreciation and understanding for other cultures and better understand the globalized nature of international business. Students participate in study-abroad programs through the International Programs Office. Faculty are encouraged to develop classes that can be taught abroad and these efforts are directly supported by the institution (www.fitnyc.edu/studyabroad). Faculty often arrange for overseas trips and travel abroad with students as a supplement to the course curriculum. For example, faculty from the Fashion Merchandising Management program accompanied a team of students to Barcelona in 2009 and Berlin in 2010 and 2011 for a competition sponsored by the World Retail Congress. Faculty also travel overseas to assist other universities in establishing degree and training programs and train local professors in countries such as China and Italy to deliver FIT curriculum. For example, faculty members travel to Hong Kong to train Li & Fung middle managers in Western culture and business practices. In addition, the School of Graduate Studies sponsors the Visiting Scholar Program, in which qualified researchers are granted extended access to FIT's unique collections, including the collections in the museum and library (www.fitnyc.edu/visitingscholars). The presence of these scholars, who also present their work, is enriching for faculty and students, and the broader community.

POLICIES ON FACULTY RECRUITMENT, HIRING, REAPPOINTMENT, TENURE, PROMOTION, AND EVALUATION

FIT has an extensive and collaborative recruitment and selection process. All new full- and part-time faculty are thoroughly reviewed and every effort is made to ensure a diverse pool of qualified candidates from which to draw. Departments have committees designated for search and screening of faculty and for tenure and promotion. Clear recruitment guidelines are outlined in the Guidelines, Policies, and Procedures Manual for Recruiting and Hiring Full-Time Classroom and Non-Classroom Faculty (www.fitnyc.edu/facultysearchguidelines). The Faculty Senate Handbook articulates the approved minimum hiring criteria for each school, including educational and professional experience requirements as set by each school and approved by the College. In addition to these requirements, departments may set additional preferred requirements for specific positions, as long as these exceed the school guidelines. The President has the right to waive any educational or experience requirements as may be appropriate to a specific position.

Recruitment and hiring of full-time faculty begin with the approval by the President to fill a vacant or new faculty line, as requested by a chairperson and dean. Following such approval, a position description is reviewed and approved, a detailed search plan is developed, and a diverse search committee (or the Department Tenure and Promotion Committee) is appointed. Search guidelines for hiring full-time classroom and non-classroom faculty are available at www.fitnyc.edu/facultysearchguidelines. Once a faculty line has been advertised and sufficient time allowed for applications, the school dean reviews the applicant pool to determine if there is sufficient depth and breadth of experience. The department then selects the most qualified candidates to interview and the Affirmative Action Officer reviews this selection and certifies the pool. Interviewing then proceeds with each candidate meeting with the search committee, the department, the dean (for classroom faculty), the Vice President for Academic Affairs or Vice President for Enrollment Management and Student Success, and, finally, the President. In addition to this comprehensive process, selected candidates are subject to a background check, which includes a review of academic credentials, employment history, professional references, and criminal history, prior to being made an offer of appointment.

To allow greater flexibility in attracting qualified candidates, the department and dean can make a recommendation, subject to final presidential approval, to hire the new faculty member at a higher title or salary step than the contractual base salary (see **Collective Bargaining Agreement, Section 15.2**, www.fitnyc.edu/ucecontract).

Once hired, and every other year, full-time faculty as well as all other full-time employees are required to participate in an online training program for preventing sexual harassment and employment discrimination.

Recruitment and hiring of adjunct faculty are not standardized across the College and, historically, have not been closely monitored by Human Resources and the Affirmative Action Officer. In some cases, this is because adjunct faculty may be hired just prior to the start of a new semester in order to teach an unassigned class. To maintain a better pool of “ready-to-hire” candidates, some departments have recently established continuous recruitment of potentially eligible applicants for adjunct positions. This practice could serve as a best practice for other departments to follow.

Reappointment, Tenure, Certificate of Continuous Employment, and promotion Guidelines for reappointment, tenure, Certificate of Continuous Employment (CCE), promotion, and coordination of student evaluations are found in the Faculty Senate Handbook and the Collective Bargaining Agreement.

Faculty are provided with guidance and support, and are mentored by other faculty within their department, throughout all of these processes. Those pursuing promotion also receive assistance through workshops conducted by the Center for Excellence in Teaching, the UCE, and the Faculty Senate.

- **Reappointment** Following their initial appointment, all new faculty are subject to a semester-by-semester review and reappointment until they attain tenure (see **Collective Bargaining Agreement, 17.12**, www.fitnyc.edu/ucecontract).
- **Tenure** is based on the Education Law, Section 2587 – FIT Tenure Law (see **Education Law**). The three-year tenure statute often presents challenges to new faculty members and to the department attempting to evaluate the new faculty. Faculty members must quickly become acclimated to the FIT culture and department requirements. They must develop syllabi and other teaching materials for 12 credits per semester and participate in departmental committees as well as curriculum review and development within a very short period of time. Because the education law dictates tenure on the first day after the third year of employment, a new faculty member has only about two and a half years to develop his/her credentials for tenure – and the department has only had this same limited time to evaluate these individuals. There is a formal application process leading to the awarding of tenure. Tenure is granted in a specific discipline and department. A faculty member is evaluated on evidence of continuing professional competence and growth, effectiveness in teaching, peer evaluations, student evaluations, research, creative activity, and service to the department, school, and the College. Tenure requires the review of all credentials, department vote, and review by the department chair, the respective dean, the College-Wide Tenure and Promotion Committee, and the Vice President for Academic Affairs. Finally, the vice president makes recommendations to the President, who makes the final decision on whether to grant tenure and forward the tenure decision to the Board of Trustees.

It should be noted that unlike most liberal arts faculty, FIT faculty who come from industry typically do not have extensive experience teaching in college. A challenge for them and the College’s faculty development program is helping them to become acclimated to the classroom environment and to develop effective teaching and learning strategies. These additional pedagogical skills take time to develop and the short tenure timetable can place additional burdens on them during the pre-tenure phase.

- *Certificate of Continuous Employment* The Collective Bargaining Agreement provides adjunct faculty who have taught more than 72 hours a CCE, which provides adjuncts seniority rights in course selection and voting rights in several department matters, as well as a process for arbitration if terminated. For example, adjuncts who teach during the day and have a CCE may participate in the election of the department chair.
- *Promotion* Once tenure has been granted, faculty can be promoted from assistant professor to associate professor to professor, provided that educational and other requirements have been met. Full-time faculty may apply for promotion after meeting established criteria as stated in the Collective Bargaining Agreement, 24.2, and Faculty Senate Handbook. All applications are reviewed and considered in the Spring by the College-Wide Tenure and Promotion Committee of the Faculty Senate, which interviews all candidates. Once the process is completed, the College-Wide Tenure and Promotion Committee recommends promotions to the Vice President for Academic Affairs and the President in the form of a ranked list. The Vice President for Academic Affairs also makes recommendations to the President, who makes the final decisions. The most recent Collective Bargaining Agreement provides for promotion of adjunct faculty. In spring 2011, 12 adjunct faculty were promoted from assistant to associate professor.
- *Post-tenure review* Each tenured and CCE'd faculty member has student evaluations taken once every two years. If a faculty member receives a rating of 4.5 or below in a class, the department chair is notified and the faculty member is evaluated in that class in the subsequent semester. If a second evaluation results in a rating of 4.5 or below, the evaluation is reviewed by the dean as well as the chair. If an evaluation is rated 4.0 or below in a class, the dean and the chair are notified and the evaluations are used for developmental purposes. Both the UCE and the administration have agreed to study this issue further (see **Collective Bargaining Agreement, Section 17.17.1**, www.fitnyc.edu/ucecontract).
- *Sabbatical leave* Full-time faculty who have completed six years of service can apply for a full-year sabbatical at half pay or a half-year sabbatical at full pay. In accordance with the Collective Bargaining Agreement, the College can fund ten full-year and four half-year sabbaticals each year. As a result of recent sabbaticals, faculty have mounted exhibits, written books, and created new student support initiatives such as expanding English language learning for international students and developing a math emporium. Faculty have presented the results of their sabbaticals to the FIT Board of Trustees (see **Sabbatical Leaves 2000-2012**).

Grievances The grievance procedure is documented and implemented in accordance with Section 7.1 of the Collective Bargaining Agreement. Also, the disciplinary procedure is documented and implemented per Section 28.28.0 of the Collective Bargaining Agreement. Dismissal of tenured employees is governed by an extensive process, which is set in both the Collective Bargaining Agreement and in Section 2587 of the Education Law, ultimately requiring a vote of the Board of Trustees. To de-tenure a full-time faculty member can take up to two years to process and several thousands of dollars in legal, arbitrator, expert witness, and other fees. At Steps 1 and 2, the grievance process is similar to other organizations'. Grievances can be forwarded to binding arbitration. As with disciplinary procedures, arbitration of grievances can be lengthy and costly.

ASSESSMENT

The President conducts annual performance appraisals of the vice presidents, including the Vice President for Academic Affairs. The Vice President for Academic Affairs conducts performance appraisals of the academic deans. In addition, for the first three years of their appointment and at the end of each succeeding three-year period, academic administrators are evaluated by a Faculty Senate committee. Faculty members, both full- and part-time, are evaluated each semester upon appointment until they achieve tenure or CCE. These evaluations include both peer observations and student evaluations (see **Collective Bargaining Agreement, Section 17.0**, www.fitnyc.edu/ucecontract). Subsequent to achieving tenure or CCE, each faculty member has student evaluations every two years (see **Collective Bargaining Agreement, Section 17.17**, www.fitnyc.edu/ucecontract). Further, individuals may voluntarily receive feedback on their curriculum, instructional methods, and other pedagogic areas through the CET. Assessment of programs offered through the center serve as tools for measuring faculty satisfaction in development activities.

As described on page 58, the Faculty of the Future initiative serves as a vehicle for assessing faculty competencies needed to teach the student of 2020.

ACHIEVEMENTS

- The College continues to recruit full- and part-time faculty who are highly engaged and bring industry and professional experience to the classroom, sharing up-to-date knowledge, skills, and perspectives.
- Full-time faculty lines have increased by 33 percent over the past ten years.
- Fifty-two SUNY Chancellor's Awards and one distinguished service professor title were awarded to FIT faculty between 2001 and 2011.
- FIT received a major institutional grant from the National Science Foundation in 2010.
- The Faculty of the Future initiative, begun in 2009, provided the College with the opportunity to assess the faculty skill sets and competencies needed to effectively teach the student of 2020.
- During the past ten years, the creation of the CET, Online Learning Office, and TDT have provided faculty with assistance in integrating technology into the curriculum. The CET has provided other faculty development activities as well.
- There has been significant growth in faculty use of technology, with more than 1,000 course sections taught using ANGEL in Fall 2011.
- As reported in the Student Opinion Survey, 76 percent of FIT students are "satisfied or very satisfied with instruction."
- FIT has forged many international relationships which have enabled faculty to enhance their global connections.
- A biannual post-tenure review process of tenured faculty was implemented in 2008.

CHALLENGES AND RECOMMENDATIONS

- 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.
- Department chairs play a critical leadership role in hiring and mentoring new faculty. While there is some training and a chairs handbook available, expanded and formalized leadership training in this area should be explored.
- 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.
- 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 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 this committee will require negotiations with the UCE.
- 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.
- 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.
- 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 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.
- Faculty mentoring programs are an invaluable experience for new faculty. These programs exist in many but not all departments and should be expanded as a requirement for all departments.
- Consideration should be given to studying appropriate class size, balancing pedagogic and financial needs. This would be subject to negotiations with the UCE.
- Professionals from the Human Resources Division, 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 described in **Chapter 3, Standard 4**, as a baseline for these efforts.

Chapter Six:

Standard 11 Educational Offerings

Standard 11: Educational Offerings

The institution's educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

OVERVIEW

FIT's educational offerings provide a rigorous, career-focused curriculum aimed at fulfilling the College's mission to prepare students for professional excellence. Specialized coursework – underpinned by a broad base of liberal arts courses and taught by faculty with a unique combination of academic and industry experience – emphasizes real-world projects and academic goals. Student learning is assessed and programs and course content are continually updated to incorporate new technology and respond to industry's changing needs.

PROGRAMS

FIT degree programs meet standards and requirements established by relevant educational agencies and accrediting organizations. These include Middle States Commission of Higher Education (MSCHE) standards, the New York State Education Department's requirement that liberal arts comprise one-third of Associate in Applied Science (AAS) degree coursework and 50 percent of Bachelor of Science (BS) degree coursework, and SUNY's requirement that general education comprise 30 credits of both BS and Bachelor of Fine Arts (BFA) coursework (**see Chapter 7, Standard 11**). The College's art and design programs also meet the National Association of Schools of Art and Design (NASAD) requirements, which specify general studies and art history requirements; and FIT's Interior Design program complies with the standards of its accrediting institution, the College Interior Design Accreditation (CIDA).

FIT offers 39 undergraduate degree programs – 15 associate and 24 baccalaureate – all but one offered through either the School of Art and Design or the Jay and Patty Baker School of Business and Technology. One program, Art History and Museum Professions, is offered through the School of Liberal Arts. Each program offers specialized coursework in the major, in related areas, and in liberal arts/general education. Currently, all entering freshmen enroll in one of FIT's AAS programs. Upon completing their AAS degree, students may seek employment in industry or continue their FIT education by applying to a BFA or BS program within one of the three schools (**see Undergraduate Catalogue, page 79, or www.fitnyc.edu/majors**).

Eight intensive one-year programs provide an accelerated option to the associate degree for students who have already completed liberal arts credits comparable to FIT's requirements (**see Undergraduate Catalogue, pages 98-105**). In addition, the one-year program in Fashion Merchandising is also available online. The College offers 11 evening/weekend degree programs to provide flexibility for working professionals (www.fitnyc.edu/evening_weekend). The BS program in International Trade and Marketing for the Fashion Industries is expected to be offered online as well in Fall 2012. These programs are taught by the same faculty as in the traditional program and have been formally approved by SUNY, the New York State Department of Education, and if relevant, by Middle States. In addition, student-learning outcomes are the same, except for liberal arts course requirements in the one-year program, which the student will have met prior to admission.

The School of Graduate Studies' seven programs are consistent with FIT's specialized mission and strategic goals (www.fitnyc.edu/gradstudies). Four of these programs were developed within the last five years, more than doubling the size of the school and furthering FIT's strategic goal to strengthen the College as a creative hub. Graduate offerings include four Master of Arts (MA) programs, Art Market, Exhibition Design, Fashion and Textile Studies, and Sustainable Interior Environments; two Master of Professional Studies (MPS) programs, Global Fashion Management and Cosmetics and Fragrance Marketing and Management; and one Master of Fine Arts (MFA) program in Illustration. In addition to its degree programs, FIT offers a broad array of credit and noncredit offerings for students enrolled in evening and weekend courses through the School of Continuing and Professional Studies (see **Chapter 7, Standard 13**).

NEW PROGRAM DEVELOPMENT

Since the last Middle States visit in 2002, FIT has implemented ten new degree programs, all building upon the College's unique mission, market niche, and strengths. They include:

- Six undergraduate majors: three BFA programs – Accessories Design and Fabrication, Fine Arts, and Photography and the Digital Image – and three BS programs – Art History and Museum Professions (the first interdisciplinary major located within the School of Liberal Arts), Entrepreneurship for the Fashion and Design Industries, and Technical Design. Two undergraduate programs have been phased out: a Restoration BFA and a Patternmaking AAS.
- Four master's degree programs: an Illustration MFA (FIT's first terminal degree), Exhibition Design and Sustainable Interior Environments MAs, and a Global Fashion Management MPS.
- Eight credit certificate programs: Computer-Aided Design (CAD) for Fashion Designers in Art, CAD in Apparel, Digital Still Photography, Haute Couture, Patternmaking, Performance Athletic Footwear, Retail Management, and Gemology (www.fitnyc.edu/certificates). The curriculum in Sustainable Packaging Design is in final stages of approval (see **Chapter 7, Standard 13**).

FIT continues to expand its degree offerings, with four new programs currently under development: a Bachelor of Business Administration (BBA) in Design Management, a BFA in Visual Presentation, a BS in Film and Media, and an MA in Fashion Design (**proposals for new programs are available in the Curriculum and Instruction Office**).

All newly proposed degree programs are subject to internal review and approval by the relevant department and school, the College-Wide Curriculum Committee, and the Deans Council (www.fitnyc.edu/newprogramprocess). A committee of vice presidents also reviews them for their impact on marketing, space, technology, budget, enrollment, and time to completion. They are also approved by the President, the Board of Trustees, and by two external consultants who analyze them for rigor and content before they are sent to SUNY and the New York State Department of Education for approval. They also must be approved by Middle States where required (e.g., additional locations). Once implemented, all degree programs become part of FIT's academic program review process and are evaluated on a regular cycle both internally as well as by two separate external reviewers. The review process includes student input in order to reflect their active engagement in the teaching/learning process and to ensure that programs are meeting their needs (see **Chapter 8, Standard 14**).

In Spring 2010, the School of Liberal Arts began offering minors for students seeking to deepen their understanding of specific areas of study (www.fitnyc.edu/minors). As of 2011, 16 minors are offered, including Asian Studies, Communication Studies, Dance and Performing Arts, Economics, English: Literature and/

or Writing, Fashion Studies, Film and Media, French, History of Art, International Politics, Italian, Japanese, Latin American Studies, Mathematics, Psychology, and Spanish. In the 2011 graduating class, 700 students graduated with a minor and in Fall 2011, 900 students declared minors, demonstrating how enthusiastically students have embraced the option to minor in these disciplines (see **Chapter 7, Standard 12**).

RELATIONSHIP OF PROGRAMS TO MISSION

The College's degree programs support its specialized mission to prepare students for "professional excellence in design, fashion, and business by providing the premier educational experience that fosters creativity, career focus, and a global perspective." All programs embrace and support the College's creative mission. The Strategic Plan's third goal, "Strengthen FIT as a creative hub," and plans for creating an infrastructure to support increased research activity together provide additional impetus for infusing creativity into the curriculum. FIT's promotional tag, "Where creativity gets down to business," is reflected in the artistic and design focus of programs in the School of Art and Design and in the emphasis on innovation and creative strategies in the Jay and Patty Baker School of Business and Technology, whose newest BS program, Entrepreneurship for the Fashion and Design Industries, is structured to enable students to translate their creative ideas and designs into sustainable business ventures.

The College's programs are distinctive as well in their career focus. Industry advisory boards comprised of practicing professionals and business leaders contribute expertise to the College and its academic departments (see **List of Advisory Boards**). Through dialogue with these board members, new practices and technologies are regularly integrated into the curriculum. FIT programs, courses, and teaching methods all continue to evolve with the changing needs of the industries served by the College (see **List of Curricular Actions in Document Room**).

This strong career emphasis is an integral part of an FIT education. Faculty in both the School of Art and Design and the Jay and Patty Baker School of Business and Technology come to the College with a required minimum of five to ten years of industry experience at the managerial/executive or artistic level. They bring their knowledge and experience to the classroom, enriching it with real-world perspectives and examples. As faculty advisors to student clubs, they also guide students in industry practices. This is reflected for instance in the operation of the Style Shop, a successful retail enterprise organized, operated, and staffed by FIT students who are members of FIT's Merchandising Society (see **Chapter 5, Standard 10, for more about FIT faculty**).

Complementing this are the enriched learning resources that come from the deep involvement and support of industry experts, many at the top of their field. These experts regularly serve as guest speakers in and outside the classroom, a reality that is underscored by the high level of student satisfaction (86 percent) with guest speakers outside of class (see **Student Opinion Survey 2010 in Document Room**). Recent speakers have included such luminaries and top business leaders as Bobbie Brown, Kenneth Cole, Mickey Drexler (CEO, J.Crew), Tommy Hilfiger, Terry Lundgren (CEO, Macy's), and Martha Stewart.

More importantly, faculty invite guest speakers to address their students on a regular basis. Industry experts also serve as critics in student projects and exhibitions. FIT alumnus, Calvin Klein, who served as a critic for FIT's 2010 BFA Fashion Design runway show, regularly participates in the College's Fashion Design courses. He is just one of the many professionals – including fashion designers, fine artists, photographers, entrepreneurs, and top executives – who share their expertise with and provide invaluable feedback to FIT students. In addition, a weekly course, Faces and Places in Fashion, brings other top business leaders and designers to campus to share their experiences with students (www.fitnyc.edu/facesandplaces).

This strong industry focus is reflected in the findings of the 2010 Student Opinion Survey, in which 77 percent of the students indicated that FIT had made a very large or large contribution to their growth in “acquiring knowledge and skills needed for a career” (see **Student Opinion Survey 2010 in Document Room**).

A global perspective is also infused into many majors through study-abroad experiences, courses, practica, and optional semester- and yearlong programs. The College’s two largest majors provide study-abroad experiences for a year or more in Milan (Fashion Design) or Florence (Fashion Merchandising Management and Fashion Design), both of which are FIT sites. The BS in International Trade and Marketing for the Fashion Industries has an overseas practicum built into its major, with students visiting countries such as Argentina, Brazil, Panama, and Turkey. At the graduate level, the master’s program in Global Fashion Management incorporates three required two-week seminars – one each in Hong Kong, New York, and Paris – in which FIT students join with fellow graduate students from Institut Francais de la Mode and Hong Kong Polytechnic University. Together they focus on global business developments in the apparel and related industries. Many more majors incorporate overseas study within their courses and programs.

In addition, international students from abroad come to FIT through a series of collaborative partnerships with overseas institutions. This includes FIT’s dual degree program with Istanbul Technical University, which enables Turkish students to complete their degree at FIT in either Fashion Design or Textile Development and Marketing. Many students from Korea enroll in one-year programs leading to an AAS degree (see **Chapter 7, Standard 13; Appendix 6.1, FIT Collaborative Relationships with International Institutions**; and www.fitnyc.edu/studyabroad).

SYNTHESIS OF LEARNING

Almost all undergraduate FIT majors have a culminating capstone course with a senior project that incorporates experiential learning and a synthesis of theory and practice. Many projects result in visible, tangible products, whether exhibits, final presentations, garments, business and marketing plans, artwork, design plans, 3D videos, portfolios, or textile samples. For two weeks at the end of the Spring semester, all available exhibition space at the College is dedicated to displaying the School of Art and Design students’ work (www.fitnyc.edu/graduatingstudentexhibit). Similarly, in the Jay and Patty Baker School of Business and Technology, many student capstone projects and portfolios are presented for review and judging by industry professionals. Design and business competitions, some of which take place in existing courses, also reinforce synthesis of learning. The Fashion Design BFA runway show (www.fitnyc.edu/futureoffashion) and AAS exhibition of final garments are two illustrations of the program’s synthesis of learning.

Advisory board recommendations that are adopted and implemented and final capstone projects that are reviewed by external critics help to assure that FIT programs meet institutional and industry standards and attest to their rigor and quality. The revision of the Communication Design program is a case in point. Responding to changes in the field, the department transformed its existing curriculum to a foundation-year program with pathways to four baccalaureate majors in Advertising Design, Graphic Design, Packaging Design, and Visual Presentation and Exhibition Design, which has been approved internally and will be submitted to SUNY and the New York State Education Department in Spring 2012. This development, a first for FIT, enables students to acquire core design foundation abilities before they move on to more specialized coursework. Additional curricular changes in other programs include revisions in 11 areas of study that have both associate and baccalaureate coursework in the same discipline, resulting in a seamless curriculum from semesters one through eight.

Appropriate levels of rigor apply to FIT graduate programs as well. All master's programs require students to demonstrate independent thinking through the development of a research or design project at the end of the program before being awarded the master's degree. Such projects include a thesis, a capstone project, or a culminating exhibit, depending on the nature of the discipline or program (www.fitnyc.edu/cfmm and www.fitnyc.edu/gfm).

Credit internships, coordinated by the Career and Internship Center and the academic departments, provide students with practical, on-site experience in business and industry. Nearly 2,500 New York City sponsoring organizations provide FIT students with internships, many leading to offers of full-time jobs. Internships serve as a rich resource to FIT programs, and each year 1,600 FIT students work in off-campus settings, honing their skills in the real world. Sixteen of FIT's 24 bachelor's degree programs require internships, and an additional four offer them as an option within the major. Internships are also offered as required or elective courses in a number of associate-degree programs. Many students also elect to enroll in additional internships as their schedules permit. Assessment is conducted at various levels. Student learning in the internship is assessed by faculty and counselors who serve as sponsors and maintain close contact with employers; on-site industry supervisors provide end-of-term feedback; interns complete surveys to assess their educational growth and development; and the Career and Internship Center is included in the Administrative Program Review schedule (see more on internships at www.fitnyc.edu/cic).

Interdisciplinary projects among majors provide students with the opportunity to work with peer groups, external partners, and "clients" from other departments on a diverse array of "real-world" design assignments. A few examples are:

- Packaging Design BFA students worked with Cosmetic and Fragrance Marketing BS students as a creative team to develop a new concept for a personal care brand. They also worked with Photography students to develop design concepts for an extension of a baked goods brand, with the Photography students using images to communicate the brand strategy.
- Photography and Fashion Design students worked together to produce either two fashion look books or a look book and a documentary film. In another semester in the same course, Photography students produced images of work made with recycled garments by Fashion Design students, which became part of a Sustainability Conference at FIT, and also appeared in FIT's alumni magazine.
- The Fashion Merchandising Management, Production Management, and Fashion Design departments collaborated on the development of curriculum focusing on the product lifecycle management process. Once implemented, students from all three departments will work together on joint projects, as they would in industry.

The benefits of interdisciplinary work are many, including team building, learning professional practices that cross disciplines, and gaining an understanding of the convergence of business and design. These initiatives also expand students' critical-thinking and problem-solving skills, better equipping them for the workplace. To further promote such collaborations and encourage faculty to participate, the College needs to make it easier to implement such cross-disciplinary work among the schools and departments. Student perceptions of FIT's programs are positive. Almost two-thirds said their overall impression of the quality of education at FIT was high or very high; 83 percent indicated that FIT's academic experience met or exceeded their expectations (see **Student Opinion Survey 2010 in Document Room**).

Presidential Scholars Program Through the Presidential Scholars program, FIT's honors program, academically gifted students can enroll in specially designed honors courses each semester. These offerings can substitute for required liberal arts classes and include such titles as Creative Imagination: Theory and Process, Politics in the Middle East, and Religion and Religious Dissent in American History (www.fitnyc.edu/honors).

FIT's Presidential Scholars Program provides an interdisciplinary program of study for qualified students, bringing together honors-level students from across all FIT majors. In addition to specialized courses in the liberal arts, students take part in monthly evening colloquia, which feature guest speakers and performers, intended to emphasize cross-disciplinary connections. Each semester, students also engage in at least four extracurricular activities, whether trips to New York City cultural events—such as the Metropolitan Opera, the New York City Ballet, or a Broadway play—or service-learning opportunities such as repairing used clothing for families in need through BabyBuggy@FIT, volunteering at Holy Apostles Soup Kitchen, or supporting the environment as a Riverside Park Fund Volunteer. During their fifth and sixth semesters, Presidential Scholars complete an Honors Project, which allows for groups of three to five students to be paired with faculty mentors who guide students' research into a particular New York neighborhood and culminates with each group presenting their research to fellow students in the form of a neighborhood walking tour.

GOALS AND OUTCOMES

Program goals consistent with FIT's mission are stated in terms of student learning outcomes and are included in all degree programs (see [School and Program Mission and Goals](#)). These outcomes are included in each program's self-study report as part of its academic program review and assessment process in the major. In addition, individual FIT courses of study – including all online and newly proposed courses – contain explicit student learning outcomes. Faculty have been advised that student learning outcomes must be included in their course syllabi, and their compliance with this directive is being assessed by the College. FIT's Center for Excellence in Teaching is available to assist them in this process in order to ensure compliance with this requirement (www.fitnyc.edu/cet).

LEARNING RESOURCES AND INSTRUCTIONAL SUPPORT

FIT provides a wealth of learning resources to enable students to work in realistic settings using the most advanced methods, tools, and equipment. These include 46 specialized computer labs, a 100-seat open computer lab, 154 smart classrooms, and more than 20 studios. Specialized labs are outfitted with extensive discipline-based software and the latest equipment, including the specialized Stoll Knitting Machine, state-of-the-art computer technology, and advanced knitting design software. Other labs include the Cosmetics and Fragrance Lab, the Digital Photography Lab, Production Management's Gerber Cutting Lab, and Technical Design's Marker and Grading Lab.

As mentioned in **Chapter 2** and **Appendix 2.2**, the newest physical resources include 14 state-of-the-art laboratories and studios in 50,000 square feet of space. These labs were opened in 2010 in the David Dubinsky Student Center to support eight programs and include the Advertising and Marketing and Communications Broadcast Studio and Control Room, Jewelry Department's Silversmithing Studio, Textile/Surface Design's Screenprinting Lab, and Toy Design's Haptics Lab, among others.

See www.fitnyc.edu/itlabs for specific information on these learning resources:

- academic computing labs and facilities;
- Academic Computing Center;
- Dubinsky Student Center labs;
- inventory of software.

In addition, FIT offers vital educational programs and services that support faculty and enhance student learning. These include the following resources:

- The *Academic Skills Tutoring Center* serves a high volume of students with a variety of tutoring options, including group tutoring, walk-in services, and workshops (www.fitnyc.edu/tutoring). (See **Chapter 4, Standard 9.**) More than 3,000 students were served by the center in 2010-2011, with scheduled appointments, master tutoring, walk-ins, and proctoring.
- *Disability Support Services* provides additional tutoring for students with learning disabilities through the FIT-ABLE program (www.fitnyc.edu/fitable). (See **Chapter 4, Standard 9.**)
- The *Gladys Marcus Library* supports the academic and research needs of the FIT community (www.fitnyc.edu/library). A well-selected collection of more than 130,000 volumes of print, non-print, and electronic materials supports the instructional programs of the College. Collections also include specialized electronic and digital resources and materials not often found in conventional academic libraries, such as fashion and trend forecasting services, sketch collections, clipping files, and fashion show DVDs. The library's newspapers and periodicals include more than 400 current subscriptions and extensive back issues. Databases provided by FIT, SUNYConnect, and the New York State Library provide access to thousands of full-text journal articles, books, images, research reports, and other resources. Special areas and projects include Special Collections, with scrapbooks, archives, illustrations, and other primary research material in their original formats; the Interior Design Resource Center, a professional-level product literature collection; and the FIT Digital Image Library (FITDIL), a database of approximately 39,000 art and fashion related local digital images and related meta data as of August 2011 (see **FITDIL Growth Chart**). Also under the auspices of the library is Print/FX, a state-of-the-art digital service bureau for pre-press printed graphics. Students also have access to StyleCat databases and LibGuides, research guides prepared by FIT faculty librarians. As a member of local, state, and international consortia, the library participates in resource-sharing programs including the Metropolitan New York Library Council (METRO) and the SUNY Council of Library Directors (SCLD). Through SUNY's Open Access Policy, FIT students have access to and borrowing privileges at all other SUNY libraries. The library is open seven days a week for a total of 90.5 hours.

Securing government funding to support the library's Special Collections has been a College priority. In the last three years, FIT has successfully advocated for \$1 million from New York City and \$1 million from New York State toward renovating the Special Collections facility.

It should also be noted that since August 2011, the number of shared images in FITDIL has increased to more than 64,000. Moreover, the library's operating budget has increased nearly 25 percent since 2004 (see **Annual Library Expenditures for Resources and Operations: 2002-2010**).

- *The Museum at FIT* is a unique campus resource whose award-winning special exhibitions and public programs draw 100,000 visitors a year (www.fitnyc.edu/museum). It is the only museum in the city dedicated solely to the art of fashion and is home to The Fashion and Textile History Gallery, opened in 2005, the only permanent gallery of fashion history in the country. Students and scholars have access to the museum's permanent collection of 50,000 garments and accessories dating from the 18th century to the present. One of its three galleries is dedicated to student and faculty exhibitions. The museum sponsors an annual symposium featuring noted scholars and curators from around the world, and maintains an extensive program of lectures, tours, and classes. From September 2010 through August 2011, 241 classes representing a total of 7,833 students led by 242 faculty members either visited the museum or used the resources of the collections. In 2006, the museum established the Couture Council, a support organization, which annually honors fashion icons such as Giorgio Armani, Karl Lagerfeld, and Valentino. The designers' presence often leads to an opportunity for students to interact directly with them.

- The *Writing Studio*, created in 2008, helps develop and improve students' writing abilities (www.fitnyc.edu/writingstudio). (See Chapter 4, Standard 9.)

ENRICHED LEARNING RESOURCES

FIT's location in the heart of New York City's fashion, design, and retail communities – with the fashion business district to the north and the Chelsea gallery district to the south and west – enables FIT programs to take advantage of the city's many resources and programs. Programs frequently partner with Manhattan-based industry and professional organizations, such as the American Institute of Graphic Arts, the Art Directors Club, and the Society of Illustrators. New York City museums – including The Metropolitan Museum of Art and the Museum of Modern Art – offer free or reduced student memberships/entry fees, giving students access to their renowned collections and exhibitions. Students also have unique opportunities to visit the city's numerous galleries, design showrooms, and manufacturers' showrooms, as well as trade shows at the nearby Javits Center (see **Undergraduate Catalogue, pages 5 and 30**, www.fitnyc.edu/fitandnyc, and www.fitnyc.edu/fiteconomicimpact). This broad array of learning experiences has contributed to FIT's positive ranking in the "enriching educational experiences" section of the 2008 National Survey of Student Engagement report, where FIT surpassed other colleges of art and design and New York State four-year public institutions (see **2008 National Survey of Student Engagement in Document Room**).

FOSTERING INFORMATION LITERACY AND TECHNOLOGICAL COMPETENCY

FIT works to ensure productive collaborations among the faculty, staff, and administrators as part of the College's ongoing effort to promote information literacy and technological competency. Through the Library's Instructional Services Program, librarians and teaching faculty work together to provide research and information literacy support and, since 2008, embed librarians in course classrooms and online course shells (see the **Library Handbook for Faculty 2008-2009**). In 2009-2010, the library offered 244 literacy presentations for 8,061 participants. This included 198 classes with 4,700 attendees.

FIT's Center for Excellence in Teaching also assists faculty in advancing information literacy at the College through its joint projects, seminars, and forums. With its help, library faculty have begun incorporating information resources into faculty courses in the ANGEL learning management system, providing easier access for students and improved understanding of information literacy principles. Seminars on information literacy include a 2009 mini-retreat, Information Literacy and Research: Evaluating Web-based Resources; a forum with faculty and librarians to inaugurate a new library guide on digital resources in sustainability; and a series of student and faculty roundtables on a variety of subjects, including two events on the topic of technology (www.fitnyc.edu/cetprojects).

Technology Day conferences sponsored by the TDT and others over the last five years have enhanced both faculty and students' information literacy abilities (www.fitnyc.edu/edutechday). Personnel from the Gladys Marcus Library, Center for Excellence in Teaching, Online Learning Office, TDT, and academic departments work collaboratively to continually improve students' computer literacy (see www.fitnyc.edu/tdt and www.lynda.com).

FIT's general education assessments in information literacy have been led by the Director of the Gladys Marcus Library (and, in 2010, by the Head of Research and Instructional Services), in collaboration with the Associate Dean for Institutional Assessment. This assessment work incorporated the information literacy competency standards of the Association of College and Research Libraries. Assessments

of student abilities in this area were implemented in 2004, 2007, and 2010, and results demonstrate improvement over time. Results show fewer students in the category of “not meeting the standard” in two outcomes assessed – in understanding and using basic research techniques and in locating, evaluating, and synthesizing information from a variety of sources. Between 2004 and 2010, the percentage of students who did not meet the standard in these two areas decreased, from 62 to 38 percent in basic techniques and from 44 to 24 percent in synthesizing information. While this improvement is noted, the findings also show that there continues to be a need to further strengthen students’ information literacy abilities in these two areas (see [Assessment of Student Learning Outcomes in General Education: Information Management 2004, 2007, and 2010](#)). The College should continue to focus on these areas to ensure that students are fully prepared with these important skills for the future (see [Chapter 7, Standard 12, for more on general education and Chapter 8, Standard 14, for more on assessment of student learning](#)).

In the area of technological competency, almost all majors in the School of Art and Design require an understanding of basic computer competence as well as specialized software, including the Creative Suite with Photoshop and Illustrator. An introductory course is available to students who require basic proficiency in technology. In the Jay and Patty Baker School of Business and Technology, most majors require an understanding of Microsoft Office, specifically PowerPoint and spreadsheets, and the Excel for Business course is required in a number of business majors. In addition, the ANGEL Learning Management System, which requires technological proficiency, is pervasive throughout the campus, with a total of 1,036 FIT course sections utilizing it. The college’s 115 online courses and 16 blended courses – offered by 27 departments and enrolling a total of 4,295 students – further enhance students’ technological abilities (www.fitnyc.edu/onlinelearning). Most final capstone courses and projects require students to demonstrate computer proficiency. An assessment in this area was carried out in 2007, with 73 percent of the students meeting this outcome. However, the instrument was limited in that it was a paper and pencil test, and faculty would like to adopt a computer-based test to assess this outcome. A faculty committee is currently reviewing two options and expects to implement one of them in an assessment process in Spring 2012.

COMPARABLE QUALITY OF INSTRUCTION IN DELIVERY MODE AND LOCATION

FIT’s 115 online courses meet the same academic standards as face-to-face courses. They are taught by the same faculty and follow the same curricular approval process. Prior to teaching online, faculty members receive training in online pedagogy provided by FIT’s Online Learning Office and the SUNY Learning Network. As of Fall 2011, a total of 129 faculty members have been trained to teach online. Faculty teaching online for the first time are evaluated by their peers for two semesters and subject to the same student evaluation process as in face-to-face courses. FIT’s 16 blended courses (in which students spend 50 percent of the time in class and 50 percent online) meet similar standards. Considerable pedagogical and technical support for online and blended courses is provided by the Online Learning Office (www.fitnyc.edu/onlinelearning) and by FIT’s TDT, which provides classes in unique audio and video software (see [Chapter 7, Standard 13](#)).

FIT’s overseas programs in Florence and Milan meet the same standards as FIT’s traditional programs (see [Chapter 7, Standard 13](#)).

IMPLICATIONS FOR FIT'S CURRICULUM OF THE FUTURE

FIT's programs are coherent, industry-relevant, and provide for a synthesis of theory and practice. As the College continues to strengthen the academic core and explore the competencies needed for the faculty of the future (see **Chapter 5, Standard 10**, and www.fitnyc.edu/facultyofthefuture), several key questions regarding the curriculum have emerged:

- To what extent are FIT's programs positioned for the global and technological changes ahead?
- How and to what extent will the majors continue to meet the expectations of the industries they serve, which continue to be transformed and restructured in fundamental ways?
- To what extent will the curriculum meet the expectations of students who learn differently and possess an ever-changing repertoire of digital tools and skills?

Some or all of these questions have been addressed in a variety of ways by individual programs through discussions with their faculty, their industry advisory boards, and alumni. The College plans to extend these discussions to a broader, College-wide conversation that will include input from a variety of sources, including feedback from industry leaders and surveys of businesses.

MEETING THE NEEDS OF ADULT LEARNERS

FIT's history speaks to its institutional commitment to the adult learner and the nontraditional college student. Many FIT graduates and industry professionals return to FIT to advance their skills and abilities. The College's evening/weekend programs provide flexible options for the nontraditional student. Graduate courses and credit certificate programs are offered in the evenings and most classes meet only once a week.

FIT's Writing Studio and the Ask a Librarian program provide online consulting services for students who might not be able to attend open hours on campus. The Educational Opportunity Programs Office's offerings include assistance for childcare and textbooks, weekly group meetings, and weekend retreats on career planning and advancement.

FIT's School of Continuing and Professional Studies offers credit and non-credit certificate programs and noncredit courses for professionals seeking to strengthen career skills (www.fitnyc.edu/continuinged). Housed within the school are the Center for Professional Studies, the Enterprise Center, and the Office of Evening/Weekend and Precollege Programs (see **Chapter 7, Standard 13**).

Support services such as the Academic Skills Tutoring Center, Admissions, Financial Aid, the Gladys Marcus Library, Health Services, Registrar, and the Writing Studio are also offered in the evening to address the needs of evening students, many of whom are adult learners.

TRANSFER OF CREDIT

At FIT, liberal arts transfer credits are evaluated and approved by the Registrar's Office in consultation with the academic departments (www.fitnyc.edu/transferecredits). Major or related-area transfer credits are evaluated and approved by the major department. All approved transfer credits are posted to the student's record by the Registrar's Office. As mentioned in **Chapter 4**, it is clear that existing practices of the academic departments are uneven with respect to the acceptance of transfer credit in the major. A recent review of transfer information on the FIT website revealed discrepancies that may lead to confusion for

transfer students. For this reason, the departments, in collaboration with the Registrar's Office, need to review their policies on transfer of courses in the major to ensure that they are fair and consistent, and result in an effective and efficient transfer process.

Also as mentioned in **Chapter 4**, FIT's participation in the SUNY Transfer Mobility Project has helped in the College's effort to provide a more transparent credit evaluation process for students (www.suny.edu/student/cmpcreditequiv/courseequiv.cfm#results).

Draft articulation agreements in Photography with Nassau and Suffolk community colleges are under review by the Academic Affairs Division.

ASSESSMENT

All degree programs are assessed through the College's academic program review process on a regular cycle (see **Academic Program Review Schedules 1 and 2**). The second cycle of reviews began in Fall 2010 (see **Chapter 8, Standard 14**). Assessments of student learning outcomes also take place in general education on a three-year cycle (see **Chapter 7, Standard 12, and Chapter 8, Standard 14**).

Findings from these reviews have documented the strength of FIT programs, providing evidence that they meet or exceed standards in their field and effectively prepare students for careers. They also highlight the programs' enriched learning resources, currency of the curriculum, availability of technology and software programs, and strong industry connections. Based on the results of the 2010 Student Opinion Survey, 92 percent of students indicated they frequently or very frequently went to class with course readings and assignments completed. Further, 79 percent of them said they were frequently or very frequently required to think critically in completing assignments. This is underscored by the results of the Collegiate Assessment of Academic Proficiency critical thinking test administered in 2011, in which FIT students scored just above the mean in critical-thinking abilities compared with four-year college students nationally. Areas that show improvement over the last three years, but which need further strengthening, are students' information literacy abilities as well as writing and oral communication abilities. FIT's efforts in enhancing student writing, including the creation of the Writing Studio, have helped in this regard and continue to do so.

A common thread among the academic program reviews that is reinforced by student perceptions is the finding that students have very little opportunity to take elective courses because of the many requirements in their majors. Further, since their required course credits and hours tend to be high, there is even less time available for other activities. One recommended solution is more coordination among faculty on joint projects so that students are not overly taxed in order to complete them. The reviewers also identified the need to better integrate foundational skills early in the student's major before they encounter more specialized coursework (see **Chapter 8, Standard 14**).

The FIT Report Card created in Spring 2011 includes metrics to assess academic breadth in a variety of ways, such as the percentage of students graduating with international study experience, percentage of students graduating with four or more semesters of one foreign language, and the percentage of sections offered online or in blended form (see **Strategic Planning Report Card Glossary**).

ACHIEVEMENTS

- The College continues to develop a rich array of diverse and unique programs from the associate to the master's level, reflecting its specialized mission and connection to the industries it serves. Since 2002, ten new degree programs and eight new certificate programs have been added, with more in the pipeline.
- There has been a significant growth in online and blended learning courses and an increased use of ANGEL in web-enhanced courses, now totaling more than 1,000 sections a semester.
- There are significant opportunities for experiential learning culminating in capstone projects, exhibitions, and runway shows.
- Students continue to be engaged with industry experts who are guest speakers and/or who critique student work.
- The curriculum is technology-rich, reflecting the increased use of digital tools in industry. In addition, technology training is provided to faculty.
- Extensive and active relationships between FIT departments and their related industry advisory boards help to strengthen existing programs and identify new programs for consideration.
- Student learning opportunities outside the classroom, such as internships, conferences, and contests, continue to grow.

CHALLENGES AND RECOMMENDATIONS

- 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.
- 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.
- 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.
- The Faculty of the Future initiative has raised many questions regarding the curriculum. The College should engage in a College-wide conversation on 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.
- 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.
- 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.

Chapter Seven:

**Standard 12
General Education**

**Standard 13
Related Educational Activities**

Standard 12: General Education

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

OVERVIEW

FIT is committed to a broad liberal arts education as an integral part of every student's course of study and a required component of all FIT degree programs. Courses are designed to broaden students' understanding of the humanities, strengthen critical thinking and communication skills, provide knowledge of the natural and social sciences, and prepare them to function effectively in a culturally diverse world. FIT's liberal arts component reflects the College's mission and commitment to a "broad-based education in the liberal arts" and plays a significant role in achieving the first goal of the Strategic Plan, "Strengthen the academic core."

SUNY GENERAL EDUCATION REQUIREMENTS

General education credit requirements in all FIT degree programs exceed the minimum required by SUNY. They include 24 credits in AAS programs, 60 in BS programs, and 42 in BFA programs, which include 30 credits in general studies and 12 in art history to meet National Association of Schools of Art and Design requirements. Included in these liberal arts requirements are 30 credits in SUNY-approved general education courses – typically 21 credits in associate programs and nine in bachelor's programs (see **Undergraduate Catalogue**, pages 31-38; www.fitnyc.edu/gened; and www.fitnyc.edu/majors).

The 30 general education credits required for an FIT bachelor's degree are incorporated into each undergraduate major and are drawn from ten general education areas and two general education competencies. The general education program scope, as suggested by the SUNY requirements, contributes to each student's intellectual development.

General education areas FIT's general education requirements include courses in the following ten areas: American history, the arts, basic communication, foreign languages, humanities, mathematics, natural sciences, other world civilizations (non-Western civilizations), social sciences, and Western civilization (see **Appendix 7.1, Student Learning Outcomes in Ten General Education Areas**).

In January 2010, SUNY changed its general education requirements to provide more flexibility to students seeking a bachelor's degree. The new requirements allow students to meet the 30-credit requirement from a total of seven areas (including basic communication and mathematics) instead of ten. At the same time, SUNY indicated that existing degree programs with ten areas built into their majors may continue unchanged.

In response to SUNY's directive, FIT began discussions about whether to maintain its ten-area requirement or adopt SUNY's new seven-area requirement. The consensus was that the seven-area requirement, with the inclusion of science, would provide increased flexibility by giving students more choices, and also ensure consistency between requirements for its native and transfer student populations. If the new requirements are adopted at FIT, students will still need 30 general education credits, made up of courses from the approved general education list. (This is in addition to the two three-credit selective courses in English and social sciences required for the associate degree.)

In addition, students will continue to meet the basic competencies required by Middle States, including basic communication, quantitative reasoning, and scientific proficiency. Critical thinking and information management competencies would continue to be addressed throughout the FIT curriculum rather than within specific courses. FIT has not fully evaluated the impact of this change on FIT students. Discussions continue in 2011-2012.

FIT GENERAL EDUCATION OFFERINGS

FIT's liberal arts requirements and SUNY general education requirements provide students with a broad-based understanding of values, ethics, and diverse perspectives. This can be seen in the variety of disciplines and outcomes represented in the College's general education program, specific liberal arts courses in the majors, and honors courses. General education outcomes and courses in areas such as American history, foreign languages, humanities, other world civilizations, and social sciences (www.fitnyc.edu/gened), as well as liberal arts courses in art history, English, and philosophy, reflect attention to differing perspectives and values and ethics. Also included are courses such as African-American Literature, American History, Asia in Motion, Cross Cultural Studies, Inter-Cultural Communication, Literature of India, Voices of Civil Rights in American History, Sociology of Race and Ethnic Relations, and Religion and Religious Dissent in American History to the Civil War (Honors), and Philosophy of Ethics, which is required of almost all business majors at the College (www.fitnyc.edu/ugcatalogue).

Appreciation for cultural diversity is fostered in many FIT classrooms, where international students comprise seven percent of the student body, reflecting a wide array of cultural identities and perspectives. Many faculty capitalize on this diversity to promote awareness of and respect for other cultures and viewpoints, which is valued as an important aspect of the FIT experience. FIT's well-developed programs of international study in Florence and Milan; its study-abroad courses in foreign language in Italy, Mexico, and Spain; and its many overseas courses in the majors also provide important experiences in appreciating other cultures. These courses and experiences are further reinforced by the Diversity Council, whose goal is to "foster a climate of inclusion within the campus community" (www.fitnyc.edu/diversity).

All general education information is readily available through the catalogue, advisement materials from the School of Liberal Arts, the College's website, and official undergraduate publications. A new FIT website in general education was created as required by SUNY and links to SUNY's general education website. A link to the Liberal Arts Academic Advisement Center is also available (www.fitnyc.edu/lacaap).

GENERAL EDUCATION COMPETENCIES

FIT's course requirements meet Middle States requirements for general education core competencies. All associate degree students are required to take an English course, a basic communication course, and one course each in science and mathematics. In addition, a second writing course is required in all nine baccalaureate programs of the Jay and Patty Baker School of Business and Technology and in eight of the baccalaureate programs of the School of Art and Design. Oral communications is an upper-division requirement for students in five business and technology majors and many students select it as their second required English course. Science and mathematics courses may also be required at the upper division, depending on the major and discipline.

In the past ten years, FIT has been committed to strengthening students' written, oral communications, and critical thinking skills, informed by feedback from industry and from SUNY's General Education assessment. These competencies are incorporated into the majors in myriad ways (see [School and Program Mission and Goals](#)). Capstone courses, in particular, require proficiency in oral and written communications, as well as critical problem-solving skills, as students synthesize information and ideas for their final projects and presentations. Internship courses also require journal writing and reflections on the students' on-site experiences.

Three cycles of basic communication assessment, as well as student survey results, show improvement in both communication areas. These are reflective of changes to curriculum and classroom pedagogy in English and Speech courses and of cross-disciplinary efforts led by the Writing Program Coordinator, the Academic Skills Tutoring Center Coordinator, and the Writing Studio Director. However, while these improvements are noteworthy, further strengthening of students' writing and oral communication skills remains a goal for the College.

CRITICAL THINKING

Assessment of critical thinking was implemented for the first time in March 2006. Assessment results indicated that FIT students scored slightly below the national mean on the ACT Collegiate Assessment of Academic Proficiency (CAAP) test when normed against students in four-year colleges (see [Assessment in General Education: Summary Reports in Critical Thinking](#)). In a subsequent assessment in 2008, FIT students performed closer to, but below, the national mean. In response to these scores and feedback from industry, a Critical Thinking Initiative Committee was formed, with representatives from the three undergraduate schools, the Writing Studio Director, and the Associate Dean for Institutional Assessment. The committee charged itself with the task of making faculty across the College more aware of the current state of FIT students' critical thinking abilities, while offering direction on how to incorporate more activities and assignments that promote critical thinking into the course curricula. In collaboration with the Center for Excellence in Teaching, this committee has presented information on critical thinking, teaching, and learning at mini-retreats, the Adjunct Summer Institute, and in direct, one-to-one consultation with faculty members across the College.

Consequently, FIT's 2011 critical-thinking assessment indicated an increase in scores, slightly above the national mean in analyzing and evaluating arguments (63 percent versus 61 percent) and in developing well-reasoned arguments (62 percent versus 59 percent). (See [CAAP Report of Results, Spring 2011](#).) These results indicate that FIT's goal to improve students' competencies in this area is being realized. However, it is important for the College to continue its efforts to further strengthen students' critical-thinking abilities.

INFORMATION MANAGEMENT

For information regarding information management/literacy and technological competencies, see [Chapter 6, Standard 11](#).

LIBERAL ARTS MINORS

As mentioned in **Chapter 6**, in Spring 2010, the School of Liberal Arts began to offer minors designed to prepare students to work and live as informed citizens in an increasingly global society and to provide more options for students interested in pursuing areas of study outside of their major (www.fitnyc.edu/minors). Minors are categorized in two ways:

- *Traditional subject-based minors* Communication Studies, Economics, English: Literature and/or Writing, Film and Media, French, History of Art, International Politics, Italian, Japanese, Mathematics, Psychology, and Spanish.
- *Interdisciplinary minors* Asian Studies, Dance and Performing Arts, Fashion Studies, and Latin American Studies.

Administrators, faculty, student advisors, department chairs, and registrars work together to increase student awareness of these program options. To date, approximately 1,000 students have enrolled in minors in any given semester.

ASSESSMENT

Since the implementation of the General Education Program in 2001, assessment has been incorporated into the structure for curricular development and modification. The Assessment Committee, a committee of the Faculty Senate, provides oversight of the assessment strategy. This group reviews all general education assessment plans and implementations and provides follow-up recommendations.

Assessment measures are course-embedded and approximately 20 percent of those enrolled in each general education course area (about 200 students) are typically assessed using a combination of methods to ensure that they meet learning outcomes for each general education area. Measures used include faculty-designed exams, rubric-based methods to evaluate written and oral work, and commercial and standardized tests, which are listed below.

- American history, humanities, mathematics, social sciences, other world civilizations, and Western civilization outcomes are assessed through exams designed by the departments.
- Natural science outcomes are assessed through exams designed by the department and the ACT Science exam.
- Critical-thinking outcomes are measured through the use of ACT's CAAP exam.
- Competencies in oral and written communications are measured using a series of rubrics designed by English and Speech faculty.
- Student projects and portfolios are assessed using rubrics developed by departments in the arts.

General education outcomes are also assessed through the College's academic program review process, in particular through assessments in the major (**see Summary Assessments in the Major in Document Room and Chapter 8, Standard 14**). Oral and written communications and critical thinking are assessed within the context of students' final projects and capstone experiences, as these have direct relevance to students' work. Since 2001, the ten general education and two competency areas have been assessed at least twice on a three-year schedule, and most are in their third assessment cycle (**see Appendix 7.3, Schedule for General Education Assessment**).

The Associate Dean for Institutional Assessment, in collaboration with the Dean for the School of Liberal Arts and the Dean for Curriculum and Instruction, provides oversight of the general education assessment process, including faculty training, assistance in planning, and implementation of the assessment plan. The Institutional Research Office assists faculty with the selection of sample data for the assessment. In addition, final or “closing the loop” meetings are held with the relevant departments to follow up on recommendations and develop action plans (**see specific action plans and follow-up reports in Document Room**).

Closing the loop: using general education assessment to improve teaching and learning In January 2009, SUNY required a triennial update of each campus’s general education assessment plan and a Closing the Loop Report. FIT submitted a report detailing each general education area and competency, recommended actions, and implemented improvements (**see FIT Triennial Update of the Campus Assessment Plan and 2009 General Education Closing the Loop Report**). FIT’s report was “approved with no revisions” by SUNY in June 2009. **See also 2011 General Education Closing the Loop Report in Document Room.**

The following two examples illustrate changes that have been made as a result of the general education assessment process.

- The 2008-2009 assessment of American history resulted in increased offerings that include a course in U.S.-Latin American history.
- Following the 2009-2010 assessment of mathematics, the Science and Mathematics Department is piloting an “emporium model,” which changes the method of teaching remedial mathematics courses from a traditional lecture-style to a more student-centered approach using current technology. This pilot is funded by the 2011-2012 VATEA grant.

Despite the many improvements that have been made as a result of general education assessment (**see Appendix 7.2, General Education Assessment Results and Improvements**), FIT continues to face the challenge of ensuring that assessment results and recommendations are effectively used as broadly as possible by faculty and administrators. The College should create a more systematic process for incorporating the results of the general education assessments into the strategic-planning process, promoting institution-wide implementation.

ACHIEVEMENTS

- General education requirements cover a wide range of disciplines and competencies.
- General education requirements in ten areas and two competencies have been incorporated into all majors and cover a broad range of disciplines.
- A sustained assessment process in general education has been developed that is broad in scope, with findings and results available. Results have been used for improvements in the curriculum and other related activities.

CHALLENGES AND RECOMMENDATIONS

- While there has been some discussion about SUNY’s revised general education policy, which requires a minimum of seven areas, rather than ten, a close examination and assessment of this policy has not been conducted. The College should continue discussions and decide on a course of action.

- 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.
- 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.
- 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 systemic process to ensure that assessment results are used across the institution.
- 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.

Standard 13: Related Educational Activities

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

OVERVIEW

FIT offers a wide range of programs and services that meet the educational needs of its diverse student population. The college has specialized programs, activities, and services that address the needs of underprepared students, working adults, distance learners, evening/weekend students, international students, and FIT students wishing to study abroad. Through a broad array of mission-specific offerings, FIT provides credit and noncredit opportunities to these select populations.

BASIC SKILLS

Testing and placement Underprepared students in need of remedial writing and mathematics coursework are identified at the time of admission through the College's Liberal Arts Center for Academic Advisement and Placement (www.fitnyc.edu/placementtests). Historically, the College used the Accuplacer test for identifying and placing under-prepared students into appropriate courses. However, in Fall 2010, it transitioned to using SAT or ACT scores. In Fall 2010, a total of 504 entering students (roughly 28 percent) were identified as underprepared in writing and 648 students (30 percent) were identified as underprepared in mathematics (**statistics can be found in the Document Room**). In addition, to verify the accuracy of the SAT/ACT placement, students enrolled in Educational Skills courses are given a diagnostic test on the first day of class, and instructors are asked to determine placement accuracy. The Accuplacer test is still used for international students who have not taken the SAT or ACT.

- **Remedial credit and 0-credit courses** and credit-bearing courses are offered through the Educational Skills and Science and Mathematics departments. Four 0-credit English courses at the precollege level are offered: Conversation for ESL, Oral Presentation for ESL, Pronunciation for ESL, and Workshop for College English Prep (www.fitnyc.edu/edskillscourses). Mathematics courses at the precollege level include Algebra Review, Developmental Mathematics I, Developmental Mathematics II, Developmental Mathematics for Fashion Design, Developmental Mathematics for Fashion Merchandising Management, and Math Independent Learning (www.fitnyc.edu/mathcourses).

In addition, Survival Grammar is offered for students who need extra support while they are taking English Composition. Basic skills courses available online include College English Preparatory Workshop and Survival Grammar, with additional courses planned for online delivery (www.fitnyc.edu/edskillscourses). Remedial courses do not carry academic credit. In addition, as mentioned previously, the Science and Mathematics Department is piloting an “emporium model,” which changes the method of teaching remedial math courses from a traditional lecture-style to a more student-centered approach using current technology. This pilot is funded by the 2011-2012 VATEA grant.

In 2010, the College launched a six-week Intensive English Language Program, which is run during the Summer for international students who have been accepted to the College for the Fall. This program, which consists of both credit and 0-credit courses, is taught by the ESL faculty in the Educational Skills Department and managed collaboratively by the schools of Continuing and Professional Studies and Liberal Arts. Students receive personalized attention with English writing, speaking, and listening, as well as immersion into American culture. In addition, a proposal for a more comprehensive Intensive English Program is currently under review by the Vice President for Academic Affairs.

Learning resources Learning support in the basic skills is provided through the Academic Skills Tutoring Center, Disability Support Services Office, Educational Opportunity Programs Office, and Writing Studio, which collaborate to expand outreach and deliver services to students in need of learning support (see **Chapter 4 for a full description of these services**). In addition, to enhance student learning, a VATEA grant has supported tutoring services and the purchase of much-needed technology and equipment for the Academic Skills Tutoring Center, the Educational Opportunity Programs Office, and the Writing Studio (**more information about the VATEA grant is available in the Document Room**).

Effectiveness of these academic departments and support services is assessed through general education assessment and administrative program reviews (see **Schedule for General Education Assessment, Administrative Program Reviews, and Chapter 8, Standards 7 and 14**). The Academic Skills Tutoring Center will complete an administrative program review in 2011-2012.

While identifying and placing underprepared students is a strength, FIT needs to further assess program outcomes as they relate to retention of incoming students.

CREDIT CERTIFICATE PROGRAMS

FIT offers 11 credit certificate programs that prepare students for specific areas within the fashion, design, and business industries (www.fitnyc.edu/certificates). Designed for students seeking to develop or enhance specialized skills and learn the latest technology or professional techniques, the programs demonstrate FIT’s close working relationship with the fashion and design industries and its ability to provide affordable opportunities of exceptional quality. Certificate programs include Computer-Aided Design (CAD) for Fashion Designers, Digital Still Photography, Gemology, Haute Couture, Millinery, Patternmaking, Retail Management, and – reflecting one of industry’s newest trends – Performance Athletic Footwear, introduced in Fall 2010. A new certificate program in Sustainable Packaging Design is in the pipeline for approval. Since most certificate programs are comprised of only 12 to 15 credits and have no liberal arts requirements, FIT is able to quickly develop new programs in response to industry’s changing trends. Requirements and sequencing in most certificate programs are highly prescriptive, enabling students to move through these curricula coherently and effectively.

All certificate programs have goals and outcomes. They are developed by faculty in the relevant academic departments and are subject to the same internal approval process as new degree programs. They must be approved by SUNY and the New York State Education Department, and include goals and outcomes aligned with FIT's Strategic Plan. As required by the State Education Department, certificate courses that are similar to those offered in FIT degree programs are transferable to those degrees as relevant. Although academic departments develop certificate programs, they are administered through the School of Continuing and Professional Studies.

Advisement is offered in a multitude of ways. In general, students are offered individual advisement and assistance with registration from faculty advisors in the major area. In addition, the FIT website provides answers to frequently asked questions, with links to additional sources of information and assistance (www.fitnyc.edu/certificatefaq). FIT also holds an open house to provide prospective students with information on programs, program requirements, and program options (www.fitnyc.edu/cpsadvisement).

The College has had difficulty collecting data about students and graduates in these particular programs. There has been no formal system to track students, making it difficult to maintain an accurate count of program enrollments and graduates. To address this problem, FIT instituted a coding and tracking system in 2011 using Banner, the College's student information system. The system requires current students to complete a credit certificate declaration on line (www.fitnyc.edu/certificatefaq).

While the College believes that its certificate programs are successful, it has not institutionalized a formal review process to assess program relevance and effectiveness in meeting student and industry needs. The College is considering moving the oversight of credit certificate programs to the academic departments, at which time they will be included in the academic program review process.

EXPERIENTIAL LEARNING

While FIT offers credit for Advanced Placement as well as the College Level Examination Program, it does not award credit for prior experiential learning. Course substitutions are permitted if a student demonstrates an appropriate level of knowledge and/or experience in the area. However, students must still complete the required number of credits in the major. Internship credit is awarded for FIT-sponsored internship courses.

NONCREDIT OFFERINGS

FIT's noncredit offerings fulfill the College's commitment to New York City residents and professionals by providing flexible, short-term courses and programs that respond to the industry's need for just-in-time, career-focused skill building in the fashion and design areas. They extend FIT's unique curriculum through innovative delivery formats and flexible schedules to serve local residents and working professionals. In 2009-2010, approximately 10,500 students participated in FIT's noncredit offerings. Coordinated through FIT's School of Continuing and Professional Studies, noncredit offerings, which include individual courses as well as certificate programs, are administered by three units within the school:

Professional Studies provides industry-relevant training programs to professionals and alumni in the fashion, design, and business industries, both at home and abroad, through short courses and seminar programs on campus, and customized contract training programs on campus and at client sites off campus (www.fitnyc.edu/professionalstudies). Training programs are conducted for a variety of companies and trade groups, such as Babies R Us, Banana Republic, Haddad Apparel Group, QVC, Saks Fifth Avenue, and Toys R Us,

Noncredit certificate programs, some developed by industry professionals and others by FIT faculty, provide shorter routes to earning credentials in specialized areas often not found in more traditional credit-bearing courses. They include a number of online sections that provide asynchronous learning opportunities for busy professionals. A total of 14 noncredit certificate programs are offered through the Professional Studies Program in areas such as Brand Management Experience, Creative Fragrance Development, and Image Consulting (www.fitnyc.edu/certificates). These programs consist of a series of courses that allow students to cumulatively build expertise in a specific area.

Precollege Programs, also known as Saturday Live and Summer Live, offers courses to high school and middle school students, enabling them to explore art and design areas, develop portfolios, and learn more about careers related to FIT majors (www.fitnyc.edu/precollege). Precollege Programs traditionally offers 70 courses and 130 sections in the Fall and Spring and 80 courses and 140 sections in the Summer.

Enterprise Studies offers business professionals practical knowledge and support in planning, building, and operating successful enterprises (www.fitnyc.edu/enterprisecenter). It also offers six noncredit certificate programs and provides conveniently scheduled computer courses with a focus on software essential to the fashion and design industries (see **Enterprise Center Grant Activity 2001-2011**).

The quality of noncredit offerings is assessed through student evaluations, faculty input, and reviews of noncredit offerings for relevance, marketability, and relation to mission in biweekly meetings of the school dean and program directors. Institutional review of annual profit and loss statements provides an opportunity to assess the financial success of offerings and their impact on institutional resources. In addition, a Non Credit Instruction Activities (NCIA) Survey, conducted regularly for SUNY, monitors and documents all noncredit offerings and associated enrollment (see **NCIA Survey 2009 in Document Room**). The College recognizes that an overall review of the School of Continuing and Professional Studies structure, programs, and assessment mechanisms is needed. The Vice President for Academic Affairs has begun this review.

More information on noncredit courses and certificate programs can be found in the Continuing and Professional Studies, Hot Topics, and Precollege Programs catalogues and brochures (**in the Document Room**) and at www.fitnyc.edu/continuinged.

FIT'S INTERNATIONAL PRESENCE

FIT's global presence has grown significantly over the last decade. Each year, more than 400 FIT students study abroad for a year or a semester in FIT residential programs in Florence and Milan, in Summer or Winter study-abroad courses, or in one of the College's many approved or consortium programs, for which the College grants academic credit, in Australia, Canada, China, and Europe, among others (www.fitnyc.edu/studyabroad). (See copies of these agreements in the International Programs Office.)

FIT's International Programs Office coordinates all overseas programs approved by the College and provides administrative and logistical support to participating faculty and students in study-abroad programs. Academic oversight of these programs is provided by the Vice President for Academic Affairs. The academic deans and department chairs approve study-abroad programs for each student to ensure that they meet all accreditation standards.

The College's Strategic Plan calls for global literacy and an emphasis on international programs. In 2006, the Vice President for Academic Affairs convened an internal advisory board resulting in a strategic plan for international initiatives in support of the College's larger plan. This strategic plan has led to better planning, coordination, and communications regarding study abroad and other global activities (see [2006 Strategic Plan for International Initiatives](#); **advisory board meeting minutes are in the Academic Affairs Office**). However, there is still work to be done to streamline the international program approval process and other processes related to maintaining these programs. The new International Programs Center, described in **Chapter 4**, will address the myriad issues affecting the development of international programs.

Academic departments continue to increase the number of study-abroad experiences in their degree programs. This is evidenced by the growth in collaborations with qualified institutions in Asia, Europe, and Latin America increasing both the number of students who study abroad and the international teaching experiences for faculty. These efforts enhance FIT's international presence and establish a firm foundation for the College's overseas offerings (www.fitnyc.edu/studyabroad).

Residential programs in Italy provide students with the opportunity to study Fashion Design or Fashion Merchandising Management for either one semester or one year overseas (www.fitnyc.edu/studyabroad).

- **Florence** Since 1995, FIT has offered qualified FIT students full academic credit for a semester or a year's study at Polimoda in Florence. The program has been registered with the Italian Ministry of Education of Universities and Research (see **copy of decree in the Office of International Programs**). Students study at the associate level in the Fashion Design program and in the third year of the bachelor's program in Fashion Merchandising Management. In 2010-2011, 54 FIT students studied in Florence.
- **Milan** Since Fall 2007, FIT has offered qualified students in either the third or fourth years of the Fashion Design BFA program the opportunity to study at Politecnico University in Milan. In 2010-2011, 25 students elected to study in Milan. In June 2011, the Milan overseas program was approved by Middle States as an additional FIT location (see **Milan Proposal in Document Room**).

FIT faculty members serve as resident directors for each of these programs and provide academic program oversight and student support. In addition, FIT department international advisors, chairs, and/or deans periodically visit each site as do the President and Vice President for Academic Affairs. Courses in Florence and Milan are taught by faculty at the respective site and meet hiring standards established for FIT faculty members teaching the same course in New York. Faculty are appointed by FIT on the recommendation of the resident directors after a review of their credentials by the academic departments, deans, and Vice President for Academic Affairs (**credentials are in the Human Resources Office**). The faculty are observed and evaluated by the resident directors each semester and in visits by the department and school dean. In addition, students evaluate their faculty at the end of each semester and these evaluations are shared with the instructor and kept on file in the Faculty Services Office.

The programs in Florence and Milan provide facilities, libraries, and administrative services acceptable to FIT standards. The terms and conditions of the services to be provided are specified in official contracts between FIT and Polimoda in Florence, and between FIT and Politecnico in Milan. FIT's Office of the Vice President for Academic Affairs maintains these contracts and financial records. The agreements are reviewed and renewed periodically and include detailed provisions for the protection of privacy and records.

Assessment of student work in both the Florence and Milan programs is conducted as part of the academic program review.

Study-abroad programs are also offered to FIT students through formal collaborations with institutions in Australia, Canada, France, Italy, Hong Kong, and the United Kingdom, among other destinations (www.fitnyc.edu/studyabroad). In 2009-2010, 58 FIT students participated in these semester-long study abroad programs and 75 students from international partner institutions studied at FIT. Semester-abroad opportunities are also available to FIT students through the College's membership in the College Consortium for International Study and the SUNY study-abroad programs.

To plan for their semester or year abroad, students are required to meet with their international advisors, department chairs, or assistant chairs to develop a plan to ensure that the subject matter and academic credit earned in overseas courses are comparable to FIT. Unfortunately, industry-specific courses in FIT's curriculum are rarely offered at foreign universities, making it difficult to create opportunities for students to study abroad. Despite this challenge, the College strives to provide students with adequate flexibility to participate in overseas experiences while maintaining FIT's programmatic standards. FIT departments with large study-abroad enrollments have provided faculty release time to serve as study-abroad advisors. Students wishing to study abroad must apply to and be accepted and advised by their department before they can participate in a study-abroad program (www.fitnyc.edu/semesterabroad). Through this process, students are approved in advance for their courses and the credit they will receive. Official transcripts from the host institutions are sent to FIT's International Programs Office and forwarded to the Registrar. Students receive full transfer credit for all courses for which they receive a grade of "C" or better.

The College also sponsors 14 shorter term, faculty-led courses abroad in the Summer and Winter semesters (www.fitnyc.edu/summerwinterabroad). The faculty member offering the course interviews and selects individual applicants. In 2009-2010, 172 students participated in FIT study-abroad programs in Summer and/or Winter. In 2010-2011, 187 students participated.

The College recognizes that the student and peer evaluation process used for courses offered at the College is not feasible for study-abroad courses.

INTERNATIONAL STUDENTS ENROLLED AT FIT

FIT enrolls a significant number of international students, enriching the College's environment. In Fall 2010, 856 international students enrolled from 68 countries, seven percent of total enrollment (see **2010 International Enrollment by Country**). The new International Programs Center, described in **Chapter 4**, is being created to address the myriad issues faced by international students and to coordinate programs and activities to help international students acclimate to the College and New York City. The Executive Director of the Center will review all study-abroad programs to ensure that appropriate student feedback is built into the programs (see **International Programs Center Proposal**).

Among the distinctive FIT programs that bring international students to FIT are a dual diploma program offered in collaboration with Istanbul Technical University and an international visiting student one-year AAS program.

The dual diploma program with Istanbul Technical University is part of a larger SUNY initiative to partner with Turkish universities. Since 2004, FIT and Istanbul Technical University have offered dual bachelor's degree programs, meeting the academic requirements of both institutions, in Fashion Design and Textile Development and Marketing. Since 2008, 64 Turkish students have graduated from this program (see **a copy of this agreement in the International Programs Office and academic transcripts in the Registrar's Office**).

The international visiting student one-year AAS program was launched in Fall 2009. Qualified, matriculated bachelor's degree students from collaborating universities are eligible for admission to FIT in their third year. Upon completion of the year at FIT, students return to their home universities to complete their program. When they are awarded the bachelor's degree by their home university, they also receive an FIT associate degree. Institutions currently collaborating with FIT include Zhejiang Sci-Tec University, Donghua University, and Shanghai Institute of Visual Art in China, and Monterrey Tech University in Mexico (**see copies of agreements in the International Programs Office and academic transcripts in the Registrar's Office**).

DISTANCE LEARNING

Distance learning provides increased accessibility to FIT courses and programs and is another way for students to strengthen their competencies in information management.

The College began to deliver online courses in 1999 and now offers 115, with 129 sections offered by 27 academic departments (**data are available in the Online Learning Office and at www.fitnyc.edu/onlinelearning**). A fully online associate degree program is offered in Fashion Merchandising Management (www.fitnyc.edu/fmmonline) and in Fall 2012, an online bachelor's degree program in International Trade and Marketing for the Fashion Industries will be offered.

In 2009, the College also began offering blended courses, in which students spend 50 percent of their time in class and 50 percent on line. To date, 16 blended learning courses have been offered as part of a pilot program (www.fitnyc.edu/blendedlearning) and assessments of the pilot have been in progress since then (**assessment documents are available in the Online Learning Office**).

The decision to offer an online course in a particular discipline rests initially with the FIT faculty member who proposes it. Working closely with the Executive Director of Online Learning, the faculty member prepares a rationale for the Curriculum Committee describing how the online version will meet the pedagogical and technological goals for the course.

Distance learning offerings are asynchronous and are housed in ANGEL, the campus's learning management system, which is hosted by the SLN. All of FIT's online courses are taught first in the classroom and have the same learning objectives as classroom sections. Before being adapted to the online environment, an online course statement must be submitted to the College's curriculum committee and Deans Council for approval (**see Chapter 6, Standard 11, and the [Online Course Statement](#)**).

FIT ensures that appropriate resources are available to students in distance learning courses and programs. The Gladys Marcus Library, which is accessible through student log-in, provides a wealth of online materials that support the instructional programs of the College. FIT's Writing Studio also provides online assistance through synchronous online consultations where students are able to chat/instant message with a consultant as they work on their writing. Before any distance course goes live, the Executive Director of Online Learning certifies the course using a standard checklist (**see [Online Certification Checklist](#)**). This certification ensures that students will be able to access all information regarding materials and requirements from the first day they access the course, a full week before the semester begins.

In addition, the College's student services, such as Admissions, Bursar, Financial Aid, and Registrar, provide electronic means to enable students to complete these core functions at a distance. For technical support and general questions, students may contact the Online Learning Office and the SUNY Learning

Network (SLN) help desk, or visit the SLN website for general information and in-depth tutorials (sln.suny.edu). In addition, library resources are available on line.

FIT prepares and supports faculty for online instruction in several ways, including extensive technical training and pedagogical guidance (see **tutorials and weekly ANGEL tips** at www.fitnyc.edu/olfacultyresources). Before faculty members can begin to train for online teaching, they must demonstrate basic computer proficiency. If training in basic computer skills is required, the TDT provides this support.

Faculty members attend 13 hours of training, provided by the SLN and FIT's Online Learning Office. After the distance education course and instructor are approved and certified, the Online Learning Office and SLN provide ongoing support.

The College assesses the effectiveness of online teaching and learning using several methods. The Online Learning Office, with the assistance of the Institutional Research Office, tracks grades and withdrawal rates in distance learning courses. Recent data indicate that students in these courses receive fewer grades of "A." In addition, student withdrawal rates tend to be higher, although this may be due to the higher rates of late registration, a predictor of non-persistence noted by other institutions that offer online courses as well as the SLN (**surveys and reports are available in the Online Learning Office**).

Online student evaluations and peer observations are also used to assess courses and instructors. Distance learning students are also surveyed from time to time regarding specific aspects of online or blended learning.

FIT's only fully online program, the one-year associate degree program in Fashion Merchandising Management, is evaluated as part of the department's academic program review. All courses are offered in the same two-semester timeframe as those offered face-to-face. Students who cannot enroll in a course in a particular semester can typically take it in the following semester.

Online/distance education offerings are consistent with the definition of distance education in the Higher Education Opportunity Act (HEOA). They also meet the HEOA legal requirements, including verification that students who register for distance education courses are actually the ones who complete the course requirements. To verify a student's identity, FIT uses systems with secure logins and passwords, and proctored exams. In addition, the College is exploring other means for ensuring the identity of students enrolled in distance learning courses. These include laptop cameras, biometric tools such as eye and hand identifiers, and the increased use of multiple forms of assessment to evaluate student work.

However, as a result of the controversy surrounding state registration to offer distance education, SUNY sent correspondence to all applicable states to seek a blanket approval or exemption, as permitted. Information has been obtained from 36 states. Responses vary: as of December 2011, eight states have granted exemptions for SUNY. Others have replied that no action is needed if there is no physical presence in the state; and still others require individual institutions to obtain certification or request additional information to determine whether there is a need to apply formally for authorization. Some have yet to respond.

FIT is reviewing this information and examining enrollments in its 2011-2012 distance learning offerings to determine if these students are from states in which blanket exemptions or approvals have not been granted. Following this review, FIT will determine whether to apply for approval to offer programs in one or more states, or to suspend enrollment for students from states in which blanket exemptions or approvals have not been granted.

ACHIEVEMENTS

- Since 2002, eight new credit certificate programs have been developed.
- Since 2002, noncredit offerings have grown significantly.
- The website for the School of Continuing and Professional Studies has been enhanced and includes frequently asked questions and guidance for students taking courses administered by the school.
- Opportunities for international experiences for FIT students have grown substantially over the past ten years.
- The number of online courses increased from 21 in 2001 to 115 in 2011. In addition, one program is fully online with a second approved for Fall 2012.
- Noncredit offerings have successfully provided training and skill building for those in the local workforce seeking professional development.

CHALLENGES AND RECOMMENDATIONS

- 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.
- Assessment of certificate programs should be built into the academic program review process.
- 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.
- FIT needs to further assess program outcomes to ensure retention of incoming students.
- Because there is no formal feedback mechanism for study-abroad courses, an evaluation instrument should be developed.
- 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.
- 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.

Chapter Eight:

**Standard 7
Institutional Assessment**

**Standard 14
Assessment of Student Learning**

Standard 7: Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

OVERVIEW

Over the past ten years, FIT has developed institutional programs to assess the Strategic Plan, academic programs, general education requirements, and administrative departments using myriad tools and metrics. To supplement these formal assessment programs, several administrative departments assess the effectiveness of their programs on a regular or ad hoc basis. In Fall 2011, the College created a Planning, Assessment, and Compliance Office and it continues to build the internal infrastructure to support all assessment activities.

These assessment programs have been effective as a result of the broad-scale participation and support of the FIT faculty and administrative staff, who acknowledge the importance of these activities as they relate to student learning.

ACCREDITING BODIES

FIT is accredited by the Middle States Commission (MSCHE), National Association of Schools of Art and Design (NASAD), and the Council of Interior Design Accreditation (CIDA). The College is assessed by these organizations on a regular schedule and responds to recommendations accordingly. In addition, institutional assessment activities are conducted in compliance with standards established by these agencies and SUNY (see **Middle States, NASAD, and CIDA reports and College responses in Document Room**).

INFRASTRUCTURE TO SUPPORT ASSESSMENT ACTIVITIES

Recognizing the increased emphasis on assessment activities, the College has created an infrastructure to provide stronger support for this critical function. In Fall 2011, the College created a Planning, Assessment, and Compliance Office. This unit reports to the President's Office and includes an Associate Dean for Institutional Assessment and support staff charged with managing all academic and administrative program reviews as well as updating the FIT Report Card (see [FIT Report Card Glossary](#)). In addition, the Affirmative Action Officer has assumed new responsibilities in the areas of compliance, policies, and procedures and is part of this unit. Additional responsibilities include ensuring compliance with federal, statutory, and local mandatory regulations and requirements, and routine oversight and centralization of internal policies, procedures, and protocols. The Internal Auditor has joined this unit.

Institutional research is a key component of this infrastructure. In 2009, a Research Analyst was added to the Institutional Research staff to support the academic and administrative program review processes.

ASSESSMENT OF THE STRATEGIC PLAN

Assessing college progress in achieving the goals in the Strategic Plan is one of FIT's most important assessment activities. As described in **Chapter 2**, progress is measured in a variety of ways:

- Each year, the President's Office reviews the operational plan and, in consultation with the vice presidents and deans, documents the status of each initiative and task. The results of this assessment are used to refresh the plan for the following year, either at a retreat or a series of Cabinet meetings.
- In Spring 2011, the College created a Report Card, which is a comprehensive set of quantitative metrics related to each of the five planning goals. Five-year targets are being established and the Report Card will be issued each year, reflecting progress toward these targets (see **FIT Report Card Glossary**).

It is important to note that in 2010, SUNY released a university-wide strategic plan, *The Power of SUNY*, which includes six goals and metrics to measure progress. In Spring 2011, SUNY required its 64 colleges to demonstrate how their individual plans support the University plan. FIT responded by reviewing its plan and summarizing the ways in which it aligns with *The Power of SUNY* (see ***The Power of SUNY Strategic Plan* at www.suny.edu/powerofsuny and the FIT Response in Document Room**). Going forward, FIT will consider this alignment as it annually updates and refreshes its own Strategic Plan.

USE OF RESEARCH, NATIONAL DATA, AND SURVEY INFORMATION

As seen throughout this document, the College uses market research, surveys, and other kinds of data to assess effectiveness, particularly student satisfaction. Results are used to inform all planning decisions.

As described in detail in **Chapter 4**, market research studies conducted of the admissions and recruitment areas, School of Graduate Studies, and School of Continuing and Professional Studies provided useful information that the College used for improvements.

Market research was also conducted for The Museum at FIT. Improvements made as a result of this study include the creation of a Presidential Scholars Greeters Program, in response to frequent requests for more information and a warmer welcoming experience; the installation of new signage, in response to negative comments about the lobby and museum entrance; the addition of new programs and tours; the creation of a Facebook page; enhancement of the website; and expansion of the patron email list, in response to a desire for more information on future exhibitions and programs. In addition, advertising in the *New York Times* has been increased. (See **complete Stamats Report in Document Room**.)

Also, as described in **Chapter 4**, SOS, NSSE, and ISB results have been used to improve the quality of life for FIT students. In addition, internal surveys and focus groups are used as part of the administrative program review process (see Administrative Program Review Process on page 92). Results are used to inform recommendations and develop action plans.

The College also uses national data such as the National Center for Education Statistics College Navigator to compare FIT's retention rate to peer institutions (see **Chapter 4, Standard 8**).

FORMALIZED INSTITUTIONAL ASSESSMENT PROCESSES

FIT has four formalized processes for assessing academic and administrative departments and programs, conducted by faculty and administration on an ongoing basis:

- Quality Assurance and Improvement Program (Administrative Program Review);
- Internal Audit and Risk Assessment Program;
- Academic Program Reviews (**see Standard 14 in this chapter**);
- General Education Assessment (**see Standard 14 in this chapter**).

QUALITY ASSURANCE AND IMPROVEMENT PROGRAM (ADMINISTRATIVE PROGRAM REVIEW)

In 2008, the College introduced a Quality Assurance and Improvement Program (also referred to as Administrative Program Review) for ongoing assessment of administrative departments (**see Appendix 8.1, Administrative Program Review Schedule**). This program, which was piloted by the Bursar's Office in 2009, mirrors the academic program review process begun in 2001 and provides a vehicle for administrative departments to assess the effectiveness of their operations. It uses a comprehensive self-study management tool and provides department managers and their respective staffs a mechanism for conducting an assessment with the goal of improving productivity, operations, and service (**see Quality Assurance and Improvement Program Guidelines/Administrative Program Review Guidelines**).

As of Spring 2012, administrative program reviews for the Academic Skills Center, Accounts Payable Department, Communications and External Relations, Human Resources Management and Labor Relations, Liberal Arts Advisement Center, Purchasing Department, Registrar's Office, and Writing Studio are in progress. The review process for the Gladys Marcus Library is complete (**see Gladys Marcus Library Administrative Program Review Report in Document Room**).

There are several components to this review:

- Self-Study The self-study is a candid assessment, which includes documentation of the department's mission statement and its link to the College's mission and the Strategic Plan, departmental goals and measurable outcomes, current functions and support, and strengths and weaknesses. It also includes the identification of any new and impending risks, the impact of these risks on the department, and how these risks will be mitigated. Selected goals and desired outcomes are assessed using a variety of tools and an analysis of assessment results is provided. Departments are asked for recommendations for improvements based on what has been learned from this study.
- External review Results of the self-study are presented in a preliminary report that is then reviewed by faculty and staff from outside the department for evaluation and validation. This process provides a mechanism for the department to benefit from perceptions and assessments of external reviewers. For the pilot (the Bursar's Office), external reviewers included FIT employees who worked closely with the Bursar's Office. However, moving forward, two external reviewers, with parallel functions to the department being reviewed, will be selected from other colleges. External reviewers are asked to provide a report responding to the self-study and to make additional recommendations for enhancing efficiency and effectiveness. In addition, they are asked to answer some basic questions, including: 1) How well does the department's mission, vision, and core values support FIT's mission and the goals in the Strategic Plan?; 2) How well do the self-study recommendations address strategic-planning goals, weaknesses and challenges described in the self-study, and the department's mission?; 3) Do the short-

and long-term recommendations seem reasonable and doable?; and 4) How can the process as described in the guidelines be made more effective? Based on the findings of the self-study team and the external reviewers, recommendations (an action plan) are finalized and presented to the respective vice president.

- *Final review and recommendations* The final self-study report is issued to the President by the vice president to whom the department reports. The President meets with the respective vice president to review the report and the recommendations and determine next steps. The recommendations they agree upon are incorporated into the annual update of the Strategic Plan, the budget process, and the performance appraisal process. Follow-up is conducted 18 months later to ensure that the recommendations have been implemented. Since this process is still in its infancy, the only completed 18-month report is for the Bursar's Office.
- *Follow-up on recommendations* Recommendations are incorporated as part of the performance appraisal goals established for the director of the department being assessed. Approximately one year after the review, directors of the departments reviewed are asked to submit a follow-up report that includes the status of implementation of the recommendations.
- *Assessing the assessment* Guidelines for completing the self-study require departments to make recommendations for improving the assessment process. External reviewers are asked to do the same. As a result, assessment guidelines are currently being rewritten to address some of the concerns raised, such as the composition of the External Review Committee and the ability to document office functions and services in a timely manner (see the **Bursar's Administrative Program Review documents in Document Room**).

INTERNAL AUDIT AND RISK ASSESSMENT PROGRAM

As described in **Chapter 2**, College financial statements are audited annually. While a component of this audit is a review of selected management processes and procedures, the audit does not cover the wide range of processes that could pose a potential risk to the College if not managed properly. To address this concern, in 2008 the College hired an Internal Auditor who prepares an annual audit plan and conducts comprehensive audits of selected processes. Audits have been conducted of the grading process, the Educational Opportunity Program, compliance with the Clery Act, the New York State Tuition Assistance Program, and travel and expense reimbursements. The audit process includes an entrance interview with the departments under review, a random sampling of data to determine policy compliance, a preliminary report of findings and recommendations, responses to the findings and recommendations, and a final report. A follow-up audit is conducted to ensure that recommendations have been implemented (see **2012 Audit Plan in Document Room or Audit Reports in the President's Office**).

MISCELLANEOUS ADMINISTRATIVE PROGRAM REVIEWS

Prior to the implementation of regularly scheduled administrative program reviews, two departmental reviews were conducted in response to ongoing concerns.

Human Resources In 2008, a consultant was engaged to conduct an analysis of the Human Resources operations to help the division play a strategic role in organizational change, deliver high-quality customer service using best practices, and align the divisional goals with the goals of the Strategic Plan. While not all of the consultant's recommendations were implemented, many significant changes resulted from this study. They include hiring a new Vice President for Human Resource Management and Labor Relations, restructuring the Human Resources operation using a best-practice customer service model, revising search and interview guidelines, automating and streamlining the hiring process using an online applicant

tracking system, and utilizing functionality in Banner that had not previously been used. In addition, the classification and compensation system is currently under review (see www.fitnyc.edu/hr and the **Confidential Consultant Report in the President's Office or the Human Resources Office**). Informal feedback indicates an increase in satisfaction with Human Resources services. The division is currently undergoing an administrative review, using quantitative measures, to assess its effectiveness.

Career Services and the Internship Program In early 2009, a consultant was engaged to assess the Career Services and Internship Program operations to determine if a useful synergy would be created by merging the two departments. As a result, the offices were consolidated in fall 2009, using a best-practice model. The resulting structure positioned the department to better achieve the goals in the Strategic Plan, particularly those that facilitate student-centeredness and administrative support of the plan. The Career and Internship Center has been scheduled for an administrative review in 2012, in order to assess the effectiveness of the new structure (see www.fitnyc.edu/cic and the **Confidential Consultant Report in the President's Office or the Human Resources Office**).

COMMUNICATIONS

As described in **Chapter 2**, the President provides regular updates on the Strategic Plan in many forums, including Fall and Spring convocations, trustee meetings, conferences, Cabinet and Extended-Cabinet meetings, faculty meetings, staff lunches, seminars, and colloquia. A variety of memoranda and publications provide information about the plan and efforts to advance specific planning initiatives (see **Chronicle of Strategic Planning Communications**). Vice presidents, deans, and directors provide informal updates at school, divisional, and departmental meetings. Although the plan resides on the College's website, updates to the plan do not. In addition, the results of administrative program reviews are not shared. The College recognizes the need for more transparency in this area.

MISCELLANEOUS ASSESSMENTS

Although not part of the institutional assessment structure, individual departments and programs informally assess effectiveness in a variety of ways. Such departments and programs include the following:

- The *Center for Excellence in Teaching* establishes annual goals and develops activities to meet them. Metrics used to assess whether the CET is meeting programmatic goals include Google Analytics, web usage reports, computer usage reports, event attendance, yearly surveys, event surveys (paper- and web-based), a suggestion box, anecdotal conversation with faculty, discussion forums using ANGEL, and feedback from ANGEL liaisons' meetings. Participation in faculty development events has increased substantially since 2007. This increase demonstrates that CET activities match faculty needs. The goals of the CET are communicated to the community through routine reporting such as bimonthly reports and detailed annual reports. CET goals and annual reports are posted on www.fitnyc.edu/cet, and the director and coordinator communicate goals directly to faculty at department meetings. Programs are assessed by the faculty and collected data are used to modify and tailor content to meet faculty needs.
- *The Affirmative Action Office's assessment of workforce* As required by law, the Affirmative Action Office collects data on an annual basis to assess FIT's workforce based on federal requirements, and uses the results of this analysis to establish placement goals. Statistics and goals are communicated to the President's Cabinet and Human Resources. Placement goals are also reported in the Affirmative Action Plan, which is on file in the library, the Human Resources Office, and the President's Office, and is available to the FIT community upon request.

- The *Employee Assistance Program (EAP)* is a joint labor and management initiative which was created to offer counseling and guidance to FIT employees through workshops and individual sessions (www.fitnyc.edu/eap). The program is assessed via surveys conducted every few years to identify unmet needs in the community (see **Sample EAP Survey in Document Room**), as well as through periodic surveys sent to families of employees to solicit feedback. Survey participation is not as robust as the EAP would like. The EAP also collects quarterly participation statistics and measures participation against a national benchmark to determine if participation in the program meets national standards (see **EAP Participation Statistics in Document Room**).

ACHIEVEMENTS

- A Report Card has been created, which can be used to quantitatively measure the progress in achieving the goals of the Strategic Plan, along with an annual update of the progress of all initiatives and tasks.
- An administrative review process has been developed, which provides a mechanism for measuring the effectiveness of administrative departments on a regular cycle.
- Administration of surveys has allowed the College to make improvements based on student opinions and perceptions. Improvements have yielded higher student satisfaction rates in subsequent surveys.
- Resources have been added and continue to be added to manage assessment activities.

CHALLENGES AND RECOMMENDATIONS

- 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.
- 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.
- To improve communications, the College should develop an assessment website which includes program review results.

Standard 14: Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

OVERVIEW

At FIT, assessment of student learning is conducted through general education assessment and academic program reviews with assessment in the major. They are carried out within the broader context of SUNY's assessment initiative, begun in 2001. Art and design programs are also reviewed by NASAD and the Interior Design program is reviewed by CIDA. Assessment activities incorporate student learning outcomes related to FIT's mission and goals, a variety of measures and tools appropriate to the discipline, and the involvement of faculty and administrators.

GENERAL EDUCATION ASSESSMENT

The framework for FIT's general education assessment process can be found in the College's 2002 General Education Assessment Plan, which supports the College's mission and student learning objectives as well as SUNY's general education assessment initiative (see [2002-2003 General Education Assessment Plan](#)). Over the past eight years, as described in **Chapter 7, Standard 12**, FIT has implemented assessments in ten knowledge/skill and two competency areas in general education and is now in its third cycle of general education reviews. The ten areas are American history, the arts, basic communication, foreign language, humanities, mathematics, natural sciences, other world civilizations (non-Western civilizations), social sciences, and Western civilization. The two competencies are critical thinking and information management (see **Appendix 7-1, General Education Outcomes**, and www.fitnyc.edu/gened. For further information, see **Chapter 6, Educational Offerings**, and **Chapter 7, General Education**).

Outcomes and measures As part of SUNY's general education initiative, student learning outcomes for the ten knowledge and skills areas and two competency areas have been created. These are consistent with and reinforce the major goals of FIT's Strategic Plan; in particular, its goal to strengthen the academic core. This goal emphasizes fostering student learning outcomes in critical thinking, integrative thinking, proficiencies in technological innovations, and enhanced communication and presentation abilities.

Most of FIT's general education assessment measures are course-embedded and include a variety of tools, such as essays, oral presentations, projects, and multiple-choice tests. The measures used reflect, in part, the general education area being assessed. For instance, science and critical thinking use nationally normed tests from ACT's Collegiate Assessment of Academic Proficiency. Mathematics has changed from using a locally developed multiple-choice test to a more open-ended problem-solving tool in which student work is evaluated using SUNY-normed mathematics rubrics. Basic communication uses rubrics for rating student written work and evaluating oral presentations. And the foreign language assessment uses a combination of measures, including rubrics for assessing students' oral language proficiency, written proficiency, and cultural knowledge (www.fitnyc.edu/genedassessment). (See **FIT General Education Assessment Reports in Document Room**, **FIT Triennial Report**, and **Strengthened Campus-Based Assessment Plan**.)

Assessing Student Work A minimum of two faculty evaluators assess student work and participate in norming sessions to ensure the inter-rater reliability of the assessments. For multiple-choice tests, an item analysis is used to determine if any of the test's questions should be revised before its next use. In scoring students' work, all 12 general education areas use the same framework for assessing proficiency by placing work into one of four levels: "exceeded standard," "met standard," "approached standard," and "did not meet standard." Each standard correlates with proficiency levels determined by the faculty.

Sharing and using assessment information After assessments are completed and data collected and analyzed, general education faculty coordinators prepare a summary report, with the assistance of the Associate Dean for Institutional Assessment. The report – along with assessment data – is shared with faculty and department chairpersons. A follow-up meeting is held with the coordinator, department chair, school dean, the Dean for Curriculum and Instruction, and the Associate Dean for Institutional Assessment to review the findings and discuss possible recommendations. The department is charged with developing an action plan with initiatives, timetables, and recommendations, which is sent to the school dean and the Dean for Curriculum and Instruction. The Associate Dean for Institutional Assessment monitors faculty progress in six-month intervals as the plan is implemented.

Assessment results and action plans are disseminated to members of the Faculty Senate's campus-wide Academic Assessment Committee, which reviews and makes recommendations on the assessment process and the findings. FIT administrators serve as consultants to the assessment committee.

The Academic Assessment Committee meets six times a year and invites faculty assessment coordinators periodically to share their plans, results, and analyses of general education assessment in their specific areas. The committee's discussions are documented and minutes are made available to the Faculty Senate Executive Committee and the FIT campus community (**minutes are in the Faculty Services Office**). The Academic Assessment Committee is committed to using assessment results to lead to improvements and continually communicates the value and importance of implementing change based on recommendations.

Assessment results and key institutional learning outcome An institutional learning outcome that supports the first goal of the Strategic Plan is to strengthen the liberal arts component of an FIT education. The College's general education student learning outcomes reflect FIT's broad-based liberal arts foundation. The assessment results have yielded improvements in pedagogy and curriculum. (See [2009 General Education Closing the Loop Report](#) and assessment results for all general education areas in Document Room.)

Using assessment to improve teaching and learning Each general education area and competency assessment results in an action plan with follow-up to identify tangible improvements in the teaching and learning process. Listed below are two examples of curricular changes resulting from general education assessment:

- **Foreign Languages** assessed learning outcomes for French, Italian, Japanese, Mandarin Chinese, and Spanish in 2003-2004 and 2007-2008. Resulting curricular changes included adoption of new textbooks, greater emphasis of culture in course content, and creation of an Italian curriculum website that provided online access to FIT students in Italy. Moreover, Italian and Spanish faculty coordinated and shared syllabi, exams, readings, and class activities (see [Summary Report of Student Learning Outcomes in General Education: Foreign Languages, Spring 2008](#)).
- **English and Speech** assessed student-learning outcomes in writing in 2003-2004, 2006-2007, and 2009-2010. As a result, the department revised the Basic English composition course, developed a standardized style manual for two courses, implemented a student essay contest, and conducted faculty development workshops on teaching the writing process. Most significantly, increased awareness of a "writing across the curriculum" model and its relation to the Strategic Plan led to the creation of the Writing Studio in 2008, development of a writing resources website for students and faculty, writing coordinator consultations with academic departments across campus, and creation of Writing for Learning sessions (see [Summary Report of Student Learning Outcomes in General Education: Writing](#)).

See Appendix 7.2, General Educational Assessment Results and Improvements, for additional improvements implemented as a result of general education assessments. See 2011 General Education Closing the Loop Report in Document Room.

As described in Chapter 7, General Educational Assessment Results and Improvements, Standard 12, FIT faces the challenge of ensuring that assessment results and recommendations are effectively used as broadly as possible by faculty and administrators throughout the College. A more systematic process for using general education assessments institution-wide is needed.

Faculty and administrative support and collaboration FIT faculty play a critical role in general education assessment, both as assessment coordinators in their discipline and as members of the College-wide

committee on assessment. Coordinators are provided with three credits of release time to implement the general education assessment and oversee the development of assessment instruments. Resources are provided for the scoring of student portfolios in a number of areas, and in previous years SUNY has provided funding to help support the creation of rubrics. The College has also encouraged faculty to attend conferences and workshops on general education assessment and has arranged for on-campus speakers and consultants in this area. The Associate Dean for Institutional Assessment assists faculty as they develop assessment methodology, report their results, and follow through on recommendations.

Assessing the assessment process FIT has developed a feedback system for general education assessment faculty coordinators who meet with the Dean for Curriculum and Instruction and the Associate Dean for Institutional Assessment to share ideas for revising and improving the assessment process. Faculty coordinators are responsible for preparing a Closing the Loop Report, which includes an analysis of the assessment process. The creation of the position of Associate Dean for Institutional Assessment has allowed for a more systematic review of the assessment process. Written procedures have been strengthened, the timeline was restructured, and key forms were revised to better document the process. The assessment process continues to improve with each implementation.

ACADEMIC PROGRAM REVIEW

The College's academic program review process is the major vehicle for assessing the effectiveness of its academic programs. Since the last Middle States visit in 2002, FIT has reviewed all of its undergraduate majors and is now in its second cycle of reviews (see **Appendix 8.2, Academic Program Review Schedules**). In 2008, the College's graduate programs were added to the program review timetable, and three master's degree programs have been evaluated to date. Three to six degree programs are typically reviewed each year.

The review process is a documented and sustained process involving the faculty and administration and consists of the following elements:

- **Development of a self-study** Each program undergoing review prepares a self-study using the Self-Study Guidelines for Undergraduate (or Graduate) Programs (www.fitnyc.edu/programreview). Areas to be addressed include program goals and objectives and their relation to FIT's mission, student learning outcomes, assessment measures (direct and indirect), curriculum coherence, faculty, students, and graduation and retention data. The report also includes program strengths, challenges, and recommendations for the future. A course assessment survey is conducted to explore students' perceptions of the program and the extent to which the curriculum is meeting their expectations. Program alumni are also surveyed regarding their opinion of the value of the program in advancing their career goals and achievements.
- **Assessment of learning outcomes in the major** A major component of the academic program review process is the assessment of student learning outcomes in the major, with recommendations for follow-up actions. Multiple measures are used in these assessments, depending upon the major. They include the review of student projects, portfolios, and final capstone projects using departmentally formulated rubrics. Results reflect the extent to which students are meeting, exceeding, or approaching the program standards (see **Summary Reports of Assessment in the Major in Document Room**). To assist faculty in this process, a student learning assessment framework form is used to link each program goal and outcome to the FIT mission and Strategic Plan. The Associate Dean for Institutional Assessment, in collaboration with the Institutional Research Office, uses this tool and others in assisting faculty in the quantitative assessment process (see **Student Learning Assessment Framework in Document Room**).

- *External consultant visits* For each program assessed, two external consultants – one from academia and one from industry – spend two days on campus reviewing the program. Their activities include observing classes; interviewing the program chair, students, and faculty; meeting with the Vice President for Academic Affairs, the Dean for Curriculum and Instruction, the Associate Dean for Institutional Assessment, and the school dean; visiting program exhibitions; and touring labs (**see Toy Design Consultant Visit**). In addition, the reviewers participate in a luncheon meeting with department faculty, students, alumni, deans, and members of the program’s industry advisory board. This provides an opportunity to share perspectives with individuals from within and outside the College regarding the program and discuss the relevance of the program’s curriculum and emerging trends in the industry. Before leaving campus, the consultants participate in an exit interview with the department chair and school dean, the Dean for Curriculum and Instruction, the Associate Dean for Institutional Assessment, and the Vice President for Academic Affairs. The consultants prepare their report according to SUNY guidelines and submit it before the end of the Spring semester. **See self-studies and consultant reports in Document Room.**
- *Support and collaboration of faculty and administration* The review process is faculty driven, with assistance and support from FIT’s Curriculum and Instruction Office. Both the Associate Dean for Institutional Assessment and the Dean for Curriculum and Instruction actively participate in the program review process to provide direction and support for faculty. Assessment training and communication are two key elements of the coordination process. Early in the fall semester, the Associate Dean for Institutional Assessment holds a program review orientation meeting with the program faculty and school dean. To assist the department in structuring the review process and in meeting specified deadlines, FIT provides basic requirements for the program review process, including a timetable and assessment framework to make collecting, assembling, and evaluating data more manageable. In early fall, the Vice President for Academic Affairs meets with the department faculty and deans to review the recommendations, after which the department prepares an action plan that is submitted in November. This plan includes the specific follow-up actions for each of the recommendations and the timetable for implementing them. It is reviewed a year later to assess the status of the implementation of the recommendations (**see Academic Program Review Action Plans in Document Room**).
- *Closing the loop: using program review findings to enhance student learning* The self-study process, assessment results, and consultants’ reports together provide a wealth of data from which to draw for improving student learning at the course, program, and institutional levels. Recommendations emanating from the seven-year reviews address areas such as curriculum and pedagogy, faculty strength, technology, facilities, student engagement, and currency and relevance to industry. Several examples of curricular change recommendations resulting from the academic program reviews, some of which have been implemented, are as follows:
 - *Photography* is updating its AAS and BFA curricula to reflect current digital-media practices (www.fitnyc.edu/photography), which will be presented to the FIT Curriculum Committee in Spring 2012. The existing darkroom will be replaced to support a digital environment, and a digital darkroom course will be incorporated into the first semester as a photographic craft course.
 - *Textile Development and Marketing* developed and received approval for a global experience course, International Textile Product Development, in which students travel to Italy. The department also expanded its program portfolio to include the electronic scanning and transfer of information and product (www.fitnyc.edu/tdm).
 - *Toy Design* added new workshops in character development to supplement its curriculum, and faculty continue to develop curriculum for the new Haptics (tactile feedback technology) Lab in order to be current with the industry standard (www.fitnyc.edu/toydesign).

- *Visual Art Management* submitted a request to revise its name to Art History and Museum Professions, reflecting the many art history courses contained in its curriculum. The New York State Education Department approved this request in July 2011 (www.fitnyc.edu/ahmp). See **2009 Academic Program Review Closing the Loop Report**. See **2011 Academic Program Review Closing the Loop Report in Document Room**.

ASSESSMENT PROJECT USING RUBRICS

Additional assessment of student learning outcomes in the major includes a rubrics project, funded through a VATEA grant, for all AAS degree programs in the School of Art and Design. During the past nine years, School of Art and Design faculty, working in teams, have helped develop a formal rubric in their respective majors, which they now use to evaluate final projects. Criteria and standards for each major were made explicit, and rubrics are used to evaluate students' work in capstone projects. Rubric criteria include such areas as creativity, technical expertise, and use of color (see **Sample Rubrics**). Each faculty team submitted detailed information regarding the classes, student projects assessed, results of the implementation of the rubric, and recommendations and plans for improvement of the rubrics, projects, curriculum, program, and/or faculty. As School of Art and Design programs are assessed, the rubrics developed are modified as needed to achieve direct assessment of student learning outcomes.

Summary reports in the Curriculum and Instruction Office include assessment goals, student learning outcomes measured, a description of measures and assessment results, and actions to be taken in addressing findings (see **VATEA Assessment Reports in the Document Room**).

ASSESSMENTS BY INDUSTRY

While considerable follow-up has been carried out after the academic program reviews, other forms of assessment also have led to significant improvements in FIT degree programs. Most notable is the input from the industry advisory boards that play a major role in reviewing the revised curriculum and ensuring that current industry expectations are communicated to the programs and students.

Many of FIT's design programs benefit from the expertise of industry professionals who review students' final capstone projects. Members of various industry advisory boards also assist in the review of graduating students' portfolios, providing much-valued feedback to students. In addition, numerous industry-sponsored student competitions and projects are used as a way to judge the quality and innovation of student work in both art and design and business and technology majors. Industry round-tables and breakfast focus groups with industry leaders in 2006 and more recently in January 2011 have provided excellent feedback to the College on the changing needs and requirements of industry and trends for their future workforce (see **Summaries of 2005 Industry Roundtables, 2011 Industry Focus Groups, and 2011 Industry Survey of Fashion and Textile Companies**).

Many major departments at FIT maintain memberships in professional organizations, such as the Society of Illustrators, Graphic Arts Club, Art Director's Club, American Apparel and Footwear Association, Public Relations Student Society of America, American Association of Textile Chemists and Colorists, and the National Retail Federation. Members of these associations – who regularly serve as FIT guest lecturers and student advisors and mentors – often provide internships to FIT students.

ASSESSING THE ASSESSMENT PROCESS

Currently, evaluation of assessment activities is informal. After the program review report is completed, meetings are held with faculty, department chairs, and deans, at which time feedback and recommendations are provided. The College recognizes the need for a more formalized process, including systematic input by assessment coordinators, faculty, and students.

ACHIEVEMENTS

- FIT has made strides since the last Middle States review in the assessment of student learning. The Associate Dean for Institutional Assessment (formerly the Assistant Dean for Curriculum and Instruction) and other resources (including dedicated support from the Institutional Research Office) have developed a more systematic approach to assessment. As a result, faculty knowledge of assessment and participation in the process has increased.
- Student learning outcomes are tied to the College's mission and strategic planning goals.
- Data generated from the general education assessment and academic program review are used to implement curricular and other revisions to programs and disciplines.
- Assessment of the School of Graduate Studies programs has been incorporated into the review process.

CHALLENGES AND RECOMMENDATIONS

- 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.
- Currently, assessing the assessment process takes place informally. A more systematic process for the periodic review of the College's assessment processes should be established.
- The College should engage in discussions to identify the best ways of establishing clear links between student learning assessment and institutional assessment results.
- FIT currently does not assess liberal arts courses outside of the general education assessment structure. Moreover, courses offered outside a major are not subject to assessment. The College should consider an assessment process for these courses.
- 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.

Summary, Conclusions, and Recommendations

Chapter 1: Mission, Goals, and Integrity

Standard 1: Mission and Goals

SUMMARY AND CONCLUSIONS

Since its founding in 1944, FIT has been grounded in a mission that is strong, clear, and effective, and that reflects the institution's commitment to experiential learning. FIT's mission is integrated throughout the institution, and its mission statement provides the framework for the institution's goals and strategic initiatives, as well as for the decision-making processes that enable FIT to carry its goals and plans to fruition. FIT's mission statement also reflects the College's commitment to maintaining its strong and multifaceted relationships with the fashion industry, both nationally and internationally. The College's mission has gone through several revisions over the past 15 years, and plans are now under way to revisit the mission statement and the strategic plan during the 2011-2012 academic year.

CHALLENGES AND RECOMMENDATIONS

With regard to the College's mission-review process and supporting goals, the following recommendations are proposed:

- Establish a regular schedule for periodic review of mission and goals.
- Give strong consideration to the fashion industry's growing desire to seek research and development collaborations with FIT, to the recent growth that the College has experienced in its graduate programs, and to the institution's desire to establish itself as a national and international creative hub.
- Develop an infrastructure that will integrate grants and external opportunities for funded research and expanded industry support.

Standard 6: Integrity

SUMMARY AND CONCLUSIONS

FIT's progress toward ensuring adherence to ethical standards and its own stated policies has been substantial. The development of guidelines and policies for faculty and staff recruitment and searches, the implementation of an annual performance appraisal process, and the creation of a Policy Advisory Group, charged with developing a policy manual, have worked to ensure fair and equitable policies and practices. In addition, the establishment of an Institutional Review Board to ensure the appropriate conduct of research activities and the hiring, in 2007, of an Internal Auditor to oversee internal controls and the integrity of financial data have together worked to ensure FIT's compliance with ethical standards and policies. The College continues to further strengthen communication among its various constituencies.

CHALLENGES AND RECOMMENDATIONS

- An intellectual property policy specific to copyright was approved by the Board of Trustees at the November 2011 meeting. Adopting and implementing such 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.
- Although the College makes graduation and retention rates readily available, FIT has not made the outcomes of individual programs available to prospective students. A plan should be developed and implemented to effectively communicate these outcomes to students.

Chapter Two: Planning, Resource Allocation, and Institutional Renewal

Standard 2: Planning, Resource Allocation, and Institutional Renewal

SUMMARY AND CONCLUSIONS

The development and implementation of the College's Strategic Plan and its integration with the allocation and use of resources have been major achievements of the College. FIT's use of data to support decision-making and institutional renewal has resulted in significant accomplishments in many areas of the College, such as strengthening the academic core through additional faculty lines and academic programs, making FIT a more student-centered campus, and expanding facilities and technology. The College has also provided regular ongoing opportunities for conversation and input about the plan and the progress that is being made toward achieving the goals. As the College moves forward with its efforts to review and revise its mission, it will be important to increase efforts to have all units align their priorities with the overall Strategic Plan and to establish mechanisms for formal assessment of the planning process itself.

CHALLENGES AND RECOMMENDATIONS

- 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 Strategic Plan, the College should consider requiring a strategic plan for all divisions, schools, and departments.
- Since there is no formal process for assessing planning efforts, the College should explore methods for conducting this assessment.

Standard 3: Institutional Resources

SUMMARY AND CONCLUSIONS

The College continues its efforts to provide the fiscal resources necessary to achieve its mission and goals, allocating them through a formal annual budget process to ensure their connection to Strategic Plan initiatives. Similarly, processes are being implemented to ensure that appropriate technology – hardware, software, and services – is available; to inform decisions regarding the allocation of space and the filling of vacant faculty and staff positions; to maximize the effective and strategic use of all available sources of revenue; to assess the performance of administrators; and to protect the College’s resources and assets. Consequently, additional faculty lines have been created and facilities and technology support have been significantly improved and enhanced over the past ten years. Given the pressing need for additional space, the College has been conducting a space utilization study and is also in the process of implementing the Resource 25 Class and Event Management System, to ensure that space on campus is used and allocated efficiently.

CHALLENGES AND RECOMMENDATIONS

FIT’s Strategic Plan is ambitious, envisioning the strengthening of the College at many different levels. In order to be successful, particularly during this time of decreases in state funding, it is critical that planning and resource allocation continue to be linked and that new revenue streams are developed to fund important initiatives and critical needs in support of institutional renewal. With that as a focus, the following recommendations are proposed:

- Increase private fundraising to support critical strategic goals 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.
- Increase grant funding and contracts to support creative research and faculty scholarship.
- Complete the space study and establish space usage standards and policies to create more effective and efficient use of existing space.
- Review and update the Master Plan in light of current space issues.
- Include the most effective mechanisms for sharing budget information with the community in the College’s periodic assessment of the budget process.
- Continue to work with SUNY to find a permanent solution to issues related to county chargebacks.

Chapter Three: Leadership, Governance, and Administration

Standard 4: Leadership and Governance

SUMMARY AND CONCLUSIONS

Faculty, students, and members of the Board of Trustees all play an active role in the governance of the College. Faculty participate in the College governance process through their individual departments and schools, as well as through the Faculty Senate and the UCE. Students are involved in College governance as well, and are represented on the Faculty Senate Student Affairs Committee, the Board of Directors of the FIT Student-Faculty Corporation, and the Board of Trustees. The past several years have seen a strengthening of the governance process in several ways. The Board of Trustees membership has expanded from ten to 16, and the number of Board committees has increased as well. The addition of three Faculty Senate committees – Academic Assessment, Sustainability, and Instructional Technology – along with the establishment of the President’s Diversity and Sustainability councils, has led to a broader role of the faculty in those critical areas. In addition, more cooperative relationships between the administration, the UCE leadership, and the Faculty Senate leadership have been cultivated, with all three groups participating in the development of search guidelines, efforts to lobby against cutbacks, and more cordial negotiations in the last contract settlement. Lastly, the restructuring of the FIT Foundation in 2010 has made the fundraising arm of the College a stronger organization with the potential to raise significant funds.

CHALLENGES AND RECOMMENDATIONS

- 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.
- Upcoming contract negotiations may be difficult, considering the limited funding that New York City has provided for contracts with its own employees. The College should begin negotiations on non-economic issues that will positively affect student-centeredness.

Standard 5: Administration

SUMMARY AND CONCLUSIONS

The College’s administrative structure includes the President, a nine-member President’s Cabinet, and seven deans, along with the Director of The Museum at FIT, the Internal Auditor, and the Affirmative Action Officer, all of whom play an important role in the decision-making process across the College. Input into decision-making occurs through the work of the Cabinet, the Deans Council, individual deans’ meetings with the department chairs in their respective schools, and a variety of standing and ad hoc committees made up of administrators, faculty, and staff. Formal processes are in place for the regular

evaluation of all members of the College administration. Administration and leadership have been strengthened over the last decade through the implementation of a performance appraisal process for administrators that is tied to the Strategic Plan, as well as through the restructuring of the Human Resources Division, the Admissions Office, and the FIT Foundation. In addition, Career Services and the Internship Center were merged, to take advantage of the synergy between the two offices and to serve students more effectively, and a new Government and Community Relations Office was created, to enhance the College's ability to secure government funding for capital projects. While these administrative restructurings have been positive developments, further refinements will continue to be made, and a determination of their effectiveness will take place when they are formally assessed as part of the administrative program review process. A major development in this regard has been the creation of a Planning, Assessment, and Compliance Office within the President's Office, to strengthen the College's assessment and compliance activities. The Internal Auditor, Associate Dean for Assessment, and Affirmative Action Officer/Acting Director of Compliance compose this new unit.

CHALLENGES AND RECOMMENDATIONS

While significant progress has been made in terms of strengthening administrative effectiveness across the College, there are a number of areas in which there is still work to be done. To address these, the following recommendations are proposed:

- Strengthen the performance appraisal of administrators and ensure that key organizational priorities are the focus of the goal setting.
- Examine ways to improve and streamline operational tasks and share best practices in order to develop more sustainable and efficient operations.
- Review communications and update information systems on a continuing basis, to expand and sustain effective communications across all departments, and adopt a formal process and schedule for updating all College web pages.
- Consider ways to further foster communications and collaborations among divisions and departments, breaking down the silos that tend to exist in a higher education environment.
- Adopt a more formal and focused effort to increase understanding of the concept of student-centeredness, and implement best practices that support it.
- Develop a more formal orientation for senior-level appointments.

Chapter Four: Student Admissions and Support Services

Standard 8: Student Admissions and Retention

SUMMARY AND CONCLUSIONS

FIT's strong track record in admitting and retaining a student body congruent with its mission is reflected in the College's strong retention and graduation rates, which compare favorably with other public and private urban colleges in the region. The College's student population is highly diverse, with a large percentage coming from New York City and State. The past several years have seen a more focused, data-driven emphasis on strategic recruitment, which has employed many new activities and materials, significantly expanding the College's outreach to high schools and colleges throughout the region and the country. Improved technologies, such as ePortfolio and imaging and workflow tools, have helped to increase the number of completed applications. The College has also expanded services for students who are academically at-risk or who have other special needs. One population requiring particular attention is transfer students, who require up-to-date and accurate transfer information and timely transfer of credit evaluations, and the College is working with other SUNY institutions as part of the SUNY Transfer Mobility Project to deal with the increasing complexities of the transfer credit evaluation process.

CHALLENGES AND RECOMMENDATIONS

- 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 students receive timely and accurate evaluation of their transfer credits. Policies for the transfer of equivalent major and related electives must also be carefully reviewed.
- 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.
- 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 students in need.

Standard 9: Student Support Services

SUMMARY AND CONCLUSIONS

The College continues to devote significant attention to its strategic planning goal of establishing a student-centered environment. To this end, FIT student support services are numerous and varied. Recent improvements include expanded technology and communications services; the addition of student lounges and workspace; a state-of-the-art graphics lab for printing; construction and upgrading of facilities, to include a new fitness center and computer labs; the creation of the Writing Studio; and increased library and lab hours. FIT's Care Team, which was redesigned in Fall 2010, has provided more outreach to the FIT community and a focus on creating a caring, supportive environment for students in distress. At present, advisement support is provided by the faculty in each of the academic schools, as well as in the School of Continuing and Professional Studies, and by personnel in the Registrar's Office. Students have numerous and varied opportunities to participate in college life, including more than 70 clubs, the FIT Student Association, eight varsity athletic teams, and community service activities and events. Student support services are assessed in several ways, including the administrative program reviews, Student Opinion Survey (SOS), National Survey of Student Engagement (NSSE), International Student Barometer (ISB), College Board Admitted Student Questionnaire, and the College's Alumni One Year Out Satisfaction Survey. While the results of these surveys speak in significant ways to the improvements noted above, they also point to areas in which continued attention and improvement are warranted – in particular, student advisement and level of satisfaction for international students.

CHALLENGES AND RECOMMENDATIONS

- While improvements in 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, financial aid, and other support services. In conjunction with the development of this center, a mid-semester early warning system should be implemented to notify students who are at risk of failing a course.
- 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 work spaces.
- The results of the ISB reflect strong dissatisfaction among 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.
- 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 SOS, 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, there is still much work 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 non-teaching staff. The College should focus on improving service to students in key administrative areas.

Chapter Five: Faculty

Standard 10: Faculty

SUMMARY AND CONCLUSIONS

FIT has continued to recruit and support a cadre of diverse full and part-time classroom faculty who are highly qualified and engaged in their work and bring a wealth of industry and professional experience to the classroom. The ratio of full- to part-time faculty is approximately 1:3, but a concerted effort has been made over the past several years to increase the number of full-time lines. Undergraduate and graduate teaching loads are similar, at 12 hours per semester. Faculty with administrative responsibilities receive release time. Class sizes are small. Academic support areas are staffed by 82 full- and part-time employees who hold non-classroom faculty positions. Criteria, policies, and guidelines for faculty recruitment, promotion, tenure and continuous employment, and post-tenure review are in place, as are procedures for the development and revision of courses and curricular programs. In addition to teaching, faculty maintain an appropriate array of scholarly and creative activities, as well as important international partnerships and linkages and alliances with industry and professional organizations. The College provides support for faculty development through the Center for Excellence in Teaching, the Online Learning Office, the Technology Development Team, the Grants Office, and assistance with travel to present papers and exhibit work. In addition, the President launched a series of conversations to focus the community on the skills and competencies faculty will need to teach the students of the future and on how to ensure present and future faculty possess those skills and competencies as the College moves forward. Working to further strengthen its processes, the College expects to review a number of undergraduate and graduate faculty practices relating to faculty appointment, time to tenure, promotion, post-tenure review, and peer and student evaluations, among others, and these will require negotiations with the UCE. While full-time faculty lines have increased by 33 percent over the last decade, more attention needs to be paid to the ratio of full- to part-time faculty. Within the context of the Faculty of the Future initiative, increasing faculty diversity is an important goal for the College.

CHALLENGES AND RECOMMENDATIONS

- Because there are natural limitations to the amount of time adjunct faculty can dedicate to college life outside of the classroom – activities such as committee work, event planning, and departmental operations – the College must carefully review the balance of full- and part-time faculty.
- Department chairs play a critical leadership role in hiring and mentoring new faculty. While there is some training and a chair handbook is available, expanded and formalized leadership training in this area should be explored.
- FIT faculty who come from industry typically have little college teaching experience. Pedagogical skills take time to develop, and the short tenure timetable can place additional burdens on new hires. The College should explore effective strategies for assisting faculty during the pre-tenure period.
- FIT's three-year tenure statute often presents challenges to both new faculty members and the department evaluating them. The College should convene a committee to review time to tenure, as well as evaluate and recommend revisions to various policies and procedures related to faculty appointment, reappointment, 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 this committee will require negotiations with the UCE.

- 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.
- 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.
- 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. Some recommendations, such as graduate faculty workload, will require negotiations with the UCE.
- 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.
- 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.
- Consideration should be given to studying appropriate class size, balancing pedagogic and financial needs. This would be subject to negotiations with the UCE.
- 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.

Chapter Six: Educational Offerings

Standard 11: Educational Offerings

SUMMARY AND CONCLUSIONS

FIT's program offerings in fashion, design, and business continue to be a major draw for students admitted to the College. These include 15 at the associate level, 24 at the baccalaureate level, and seven at the graduate level. Ten of these degree programs, along with an additional eight credit certificate programs, have been developed since the last Middle States Review. Four additional degree programs are presently under development. All of the programs are grounded in the College's mission, and are characterized by their industry focus. Many offer FIT students opportunities for study abroad, while also providing opportunities for international students to study at FIT. In addition, the incorporation of capstone projects, credit internships, interdisciplinary opportunities, and participation by guest critics and industry advisory boards all contribute to a curriculum that is relevant and focused, integrating theory and practice. The extensive use of technology through the ANGEL course management system, combined with discipline-based software and online and blended courses, has contributed to further developing skills that will be required of students in their future careers. At present, the College offers 115 online courses, all of which meet the same standards as regular, face-to-face courses. As the College moves forward with its curricular initiatives, it will be important for the faculty to assess the extent to which the curriculum is positioned to meet the emerging and future needs of industry and the changing student population. Along these lines, areas to be examined further include the highly prescriptive nature of the curriculum, the need for more student choice, the need to improve students' information literacy skills and abilities, and options for interdisciplinary collaborations within and between departments and schools.

CHALLENGES AND RECOMMENDATIONS

- Students have very little opportunity within their majors to take elective courses. The College should explore ways to provide students with flexibility and opportunities for taking elective courses from across the College, without increasing credits and hours.
- 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.
- 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.
- 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 and its relevance in meeting future needs of students and industry.
- Information literacy skills need to be further strengthened. The College should continue its initiatives in this area while highlighting the importance of literacy skills to student success.
- 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.

Chapter Seven: General Education and Related Educational Offerings

Standard 12: General Education

SUMMARY AND CONCLUSIONS

FIT's commitment to ensuring a broad liberal arts education is reflected in general education credit requirements that exceed the minimum required by SUNY. The curricular offerings are presently organized in ten general education areas, but initial discussions as to how the curriculum might be reorganized, to provide students who are pursuing a bachelor's degree more flexibility, need to be continued. Outcomes assessment has played a major role over the past ten years in strengthening the liberal arts curriculum. Assessment takes place through measures included in general education courses themselves and through the College's academic program review process. The liberal arts component has also been strengthened through the creation of liberal arts minors and new courses designed to meet general education requirements. Improving students' written and oral communications and critical-thinking skills has been a special area of focus. While assessment results have demonstrated improvements in these areas, more work needs to be carried out to further strengthen those competencies.

CHALLENGES AND RECOMMENDATIONS

- While there has been some discussion about SUNY's revised general education policy – which now requires competency in a minimum of seven areas, rather than ten – a close examination and assessment of this policy has not been conducted. The College should continue discussions and decide on a course of action.
- Although data indicate that students' critical-thinking skills have improved, the College believes that there is more work to be done in this area. The College should continue to further strengthen students' critical-thinking abilities.
- 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.
- Although assessment results have been used to effect positive change, ensuring that assessment results are used as broadly as possible by faculty and administrators has been a challenge. The College should create a more systemic process to ensure that assessment results are used across the institution.
- While the creation of the Writing Studio and the infusion of basic skills into the curriculum have proven successful, students' written and oral communication abilities need to be further strengthened. The College should explore additional ways to bolster these skills across the curriculum.

Standard 13: Related Educational Activities

SUMMARY AND CONCLUSIONS

FIT's record of providing credit and noncredit offerings for students and working professionals alike is significant. The College's extensive array of courses, specialized programs, and certificates has served underprepared students, students who need to study English as a second language, precollege students, and students with special needs. FIT has also provided training and skill building for those in the local workforce. A number of new industry-relevant certificates have been added recently. All credit certificates have goals and objectives, and have been approved by SUNY and the New York State Education Department. However, a formal review and assessment process has not been implemented. This issue is part of a wider conversation regarding whether credit certificate programs should be managed by the academic departments rather than the School of Continuing and Professional Studies. A complete review of the mission and scope of Continuing and Professional Studies is under way, with recommendations due in early summer.

In the international area, FIT maintains a strong global presence through its residential programs in Milan and Florence, as well as through its collaborations and relationships with institutions in China, France, Turkey, and the United Kingdom. These relationships have provided FIT students and faculty with a variety of study-abroad opportunities that have enhanced their global understanding and awareness. These relationships have also resulted in study opportunities for international students. Given the multiplicity of its international offerings and activities, the College has recognized the need for a comprehensive review of all of its international programs and activities, with the overall goal of defining a strategic direction for the College in the international arena as it moves forward.

FIT's distance-learning courses increased from 21 in 2001 to 115 in 2011, and the College now has one fully online program. FIT faculty have increasingly embraced technology and online learning, and many of

the College's services are available online. The Online Learning Office and the SUNY Learning Network together provide training and assistance to faculty as they develop and teach online courses. All courses delivered online are approved through the College's curricular approval process, and the College is presently examining its online enrollment of students from other locations in compliance with the Higher Education Opportunity Act, in order to determine how to move forward with applying for permission to offer its courses and programs in other states.

CHALLENGES AND RECOMMENDATIONS

- The College has not adequately assessed credit-bearing certificate programs for relevance and effectiveness in meeting student and industry needs. It also has had difficulty tracking students in these programs. Steps should be taken to address these issues and ensure that these programs are marketed appropriately.
- Assessment of certificate programs should be built in to the academic program review process.
- 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.
- FIT needs to further assess program outcomes to ensure retention of incoming students.
- Because there is no formal feedback mechanism for study-abroad courses, an evaluation instrument should be developed.
- Exchanges between international and FIT faculty should be established in order to expose students and faculty to diverse cultures and different pedagogies.
- Given the growth of distance-learning 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.

Chapter Eight: Assessment

Standard 7: Institutional Assessment

SUMMARY AND CONCLUSIONS

The College has made significant progress in the area of institutional assessment since the last Middle States review. Major initiatives include the creation of a Report Card, to be used to quantitatively measure the progress in achieving the goals of the Strategic Plan, and the implementation of a review process to assess the effectiveness of administrative departments on a regular cycle. In all, the College employs four formal assessment processes, namely, the Administrative Program Review, the Internal Audit and Risk Analysis Program, Academic Program Reviews, and General Education Assessment. In addition, the administration of surveys has enabled the College to make improvements based on student opinions and perceptions, yielding higher student satisfaction rates in subsequent surveys. These assessment activities have been supported by a new infrastructure created in Fall 2011, namely, the Planning, Assessment, and

Compliance Office, which oversees all assessment at the College. In reviewing its assessment processes, the College recognizes the need to communicate the results of these assessments more broadly to the FIT community and will be taking steps in this regard.

CHALLENGES AND RECOMMENDATIONS

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

Standard 14: Assessment of Student Learning

SUMMARY AND CONCLUSIONS

FIT has also made considerable progress in assessing student learning since the last Middle States review, with a record of assessments in both general education and in the majors. The Associate Dean for Institutional Assessment has taken the leadership role for the past several years, and with the participation of the faculty and others, including dedicated support from the Institutional Research Office, has developed and implemented a more systematic approach to assessment. As a result, there has been an increase in faculty knowledge of assessment and participation in the process. Data generated from the general education and academic program assessments have been used to develop and implement curricular and other revisions to programs. In reviewing its assessment efforts, the College has identified a need to communicate the results more broadly to the FIT community. Also, there is a need for a more formal, systematic way of assessing the process itself, so that improvements can be made and the process further strengthened.

CHALLENGES AND RECOMMENDATIONS

- 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 website.
- Currently, assessing the assessment process takes place informally. A more systematic process for periodic review should be established.
- The College should engage in discussions to identify the best ways to establish links between student-learning assessment and institutional assessment results.
- 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.
- School of Continuing and Professional Studies programs are not formally assessed. The College should consider the best ways to include these in the assessment process.

Appendix 1.1

FIT Mission, Strategic Plan, and SUNY Mission Review II

The following chart illustrates the connectedness between FIT's mission and goals, the goals of the Strategic Plan and the initiatives identified to achieve them, and the elements of the SUNY Mission Review II.

| MISSION/GOAL | STRATEGIC PLAN GOAL | INITIATIVE | SUNY MISSION REVIEW II |
|---|-----------------------------------|---|--|
| 1. Preparing students for professional excellence in design, fashion, and business by providing the premier educational experience that fosters creativity, career focus, and a global perspective. | Strengthen the academic core. | <ul style="list-style-type: none"> Strengthen the liberal arts. Establish standards of excellence for all students. Develop and expand noncredit, credit, degree, certificate, and training programs to extend opportunities to underserved populations, working professionals and adults, and corporate audiences. Clarify and establish a definition of continuing education and continuing education students at FIT. Educate students about choices in bachelor's degree programs and career options. Enhance and strengthen the College's international relationships. Foster growth in School of Graduate Studies. Clarify/strengthen identity of School of Graduate Studies as a research and teaching facility. | <ul style="list-style-type: none"> Campus Role/ Distinctiveness Student Outcomes |
| | Strengthen FIT as a creative hub. | <ul style="list-style-type: none"> Enhance the use of technology in and outside the classroom. Promote FIT as a creative hub. Position The Museum at FIT as a destination for a broad public. Increase The Museum at FIT's public programs. Develop the library to support the work of scholars, students, and others. | |

| MISSION/GOAL | STRATEGIC PLAN GOAL | INITIATIVE | SUNY MISSION REVIEW II |
|---|---|---|---|
| 2. Developing students' aesthetic, intellectual, analytical, and technological abilities through programs that integrate theory and practice. | Strengthen the academic core. | <ul style="list-style-type: none"> • Infuse sustainability into curriculum. • Infuse diversity into the curriculum. • Introduce faculty lines with less traditional format of employment in art and design areas. • Help students achieve the fundamental skills they need to succeed in careers. • Improve academic advisement. | <ul style="list-style-type: none"> • Academic Program Directions |
| 3. Offering students a rigorous and innovative curriculum taught by a faculty with outstanding academic and industry experience. | <p>Strengthen the academic core.</p> <p>Strengthen FIT as a creative hub.</p> | <ul style="list-style-type: none"> • Redefine curriculum to provide more interdisciplinary opportunities among schools leading to breakdown of "silo"-ed departments. • Undertake a sustained effort to increase the size of the full-time faculty. • Develop The Museum at FIT to actively support the work of scholars, students, and others. | <ul style="list-style-type: none"> • Faculty |
| 4. Committing to a broad-based education in the liberal arts. | <p>Strengthen the academic core.</p> <p>Engage in strategic recruitment.</p> | <ul style="list-style-type: none"> • Strengthen the liberal arts. • Assist FIT students to acquire the range and depth of liberal arts knowledge expected of them at graduation. • Incorporate new faculty into the FIT community. • Increase external visibility for the liberal arts. | <ul style="list-style-type: none"> • Academic Program Directions |

| MISSION/GOAL | STRATEGIC PLAN GOAL | INITIATIVE | SUNY MISSION REVIEW II |
|---|--|---|---|
| 5. Exposing students to their chosen professions through internships, guest lectures, industry-sponsored projects, and other experiential learning opportunities. | Strengthen the academic core. Strengthen FIT as a creative hub. | <ul style="list-style-type: none"> Through evaluation, assessment, and revision of curriculum, offer a rich array of two- and four-year programs that provide graduates with skills that can lead to immediate employment and build foundations for long-term educational and professional growth. Increase visibility of student work. | |
| 6. Promoting student growth and self-development. | Commit to a culture of student-centeredness. | <ul style="list-style-type: none"> Improve student communications. Improve quality-of-life service, activity, and facility issues for students. Provide co-curricular activities that enhance understanding of inclusion and tolerance. Enrich graduate student experience through increased opportunity for involvement and development. Enhance graduate student services to maintain and improve satisfaction levels. Enhance first-year student satisfaction and retention. | <ul style="list-style-type: none"> Student Support/ Student Life |
| 7. Providing students with a multifaceted educational experience that incorporates the vast resources of New York City. | Strengthen FIT as a creative hub. | <ul style="list-style-type: none"> Schedule public programs, events, lectures, exhibitions, and celebrations to showcase FIT as a cultural and artistic destination for the New York City community, including partnerships with area museums and cultural institutions. | |

| MISSION/GOAL | STRATEGIC PLAN GOAL | INITIATIVE | SUNY MISSION REVIEW II |
|-------------------------------|--|---|--|
| 8. Quality and affordability. | Commit to a culture of student-centeredness | <ul style="list-style-type: none"> Enhance and strengthen assessment of student needs and expectations Improve student services as they relate to individual schools | |
| | Engage in strategic recruitment | <ul style="list-style-type: none"> Develop strategic enrollment plans and supporting recruitment plans for students in several markets Attract a greater number of applicants from New York City Increase the number of bachelor-degree program transfer cohorts Enhance recruitment efforts focused on the School of Art and Design and the School of Business and Technology Educate prospective students and parents about degree program choices Increase external visibility for the liberal arts Increase visibility of the School of Graduate Studies to attract a strong caliber of students and faculty Enhance strategic recruitment efforts focused on the School of Continuing and Professional Studies | <ul style="list-style-type: none"> Enrollment Admissions |
| | Establish a process of administrative support for the plan | <ul style="list-style-type: none"> Build an administrative structure and develop procedures that facilitate attainment of strategic plan goals Create an infrastructure where decisions are based on data and other quantitative information Infuse sustainability into administrative processes | <ul style="list-style-type: none"> Administrative Structure/ Resource Management |

Appendix 2.1

Budget Calendar FY 2011

| DATE / MONTH | ACTIVITY | RESPONSIBLE PARTY |
|------------------------|--|--|
| October 2009 | 1. Meeting with President to review FY09 Variance/Key Reports | 1. President / Finance Staff |
| November 2009 | 1. Financial Plan Update. 2. New FY 2010-FY 2011 Initiative memo from President to VPs | 1. Finance Staff 2. President / Cabinet Members 3. President / Cabinet Members |
| January 2010 | 1. Analysis of Governor's executive budget 2. Analysis of Mayor's preliminary budget and financial plan 3. Discussion of strategic business plan initiatives: consensus and coordination among President and Cabinet 4. Budget forms to Cabinet | 1. Finance Staff / IGR 2. Finance Staff / IGR 3. President / Cabinet members 4. Finance Staff |
| By February 5, 2010 | 1. Baseline Budget to Vice Presidents | 1. Cabinet Members / Finance Staff |
| February 26, 2010 | 1. Submission of operating and capital new initiatives to President and Finance 2. Baseline review completed by departments | 1. President / Cabinet Members 2. Cabinet Members / Finance Staff |
| March 2010 | 1. Enrollment projections 2. Adopt Tuition Rates for FY 2011 (March 24, 2010) | 1. Enrollment Management Committee 2. President / Finance Staff |
| March-April 2010 | 1. Review and discussion of operating and capital new initiatives. 2. Series of meetings of President / VPs / Finance Staff | 1. President / Cabinet Members |
| April 2010 and ongoing | 1. State Budget 2. Mayor's Executive Budget | 1. Finance Staff / IGR 2. Finance Staff / IGR |
| May 1, 2010 | 1. Bi-weekly status meetings with President to summarize operating and capital new initiatives 2. Financial Plan update 3. Final decisions on operating and capital initiatives | 1. President / Cabinet members 2. Finance Staff |
| May 2010 | 1. Board briefing (after final decisions on budget initiatives) | 1. President |
| June 9, 2010 | 1. Board presentation / approval | 2. President |

Appendix 2.2

Significant Improvements and Accomplishments

There have been significant improvements across the College since 2002, including:

New academic programs:

- Ten new degrees, comprising six undergraduate and four graduate programs, including:
 1. Entrepreneurship for the Fashion and Design Industries BS
 2. Photography and the Digital Image BFA
 3. Sustainable Interior Environments MA
 4. Illustration MFA
- Eight new credit certificate programs approved.
- Sixteen liberal arts minors.

Strengthening of learning resources:

- Development of a Writing Studio, which opened in Fall 2008 as an outgrowth of discussions about reinforcing academic skills in the context of SUNY general education requirements.
- Opening of a state-of-the-art Foreign Language Multimedia Learning Center in Fall 2004.
- Creation of 54 smart classrooms in Summer 2010, increasing the total of such classrooms to 154.
- Upgrading and expansion of the PrintFX Graphics Lab, a digital service bureau serving FIT's students, faculty, and staff.
- Development of the Online Learning Office in 2007 and expansion of distance-learning offerings to more than 115 fully online courses.
- Development of two fully online degree programs: a Fashion Merchandising Management AAS, currently offered, and an anticipated International Trade and Marketing for the Fashion Industries BS (www.fitnyc.edu/onlinedegrees).
- Increase in the number of funded full-time faculty lines (see chart on page 55, Chapter 5, Standard 10).
- Enhancement of FITDIL, an online database intended for research and instructional use by students and faculty (fitdil.fitnyc.edu).
- Hiring of an Assistant Dean of Curriculum and Instruction in March 2008 to focus on assessment. In 2011, the position was upgraded to Associate Dean of Institutional Assessment and housed in the President's Office.
- Implementation in 2001-2002 of an academic review process for all degree programs.
- Series of retreats focused on strengthening the academic core, including a Board of Trustees retreat in Spring 2000; two retreats for department chairpersons, assistant and associate chairpersons, coordinators, deans, and chairpersons of key committees in October 2000 and 2001; and The Student of the 21st Century: Education and Expertise retreat of October 2007. Since 2007, there have been seven faculty mini-retreats held on campus to delve more deeply into topics developed at the larger off-campus retreats.

Improvements in student services:

- Establishment of Parents' Day in 2005 (www.fitnyc.edu/parentsday).
- Establishment of new students' orientation as an integrated, weeklong program (www.fitnyc.edu/orientation).
- Administrative restructuring to establish a new division, Enrollment Management and Student Success, focused on strategic recruitment and student-centeredness.
- Technological advances, including a portal for students and employees; web-based self-service for students for registration, e-bills, e-refunds, financial aid documents, and awards; and academic support software, including the ANGEL learning management system.
- Growth of student clubs (www.fitnyc.edu/clubs) and events in student life (www.fitnyc.edu/FITthisWeek).
- Enhanced Health Services offerings for students and increased Counseling Center staffing, including an additional psychiatrist.
- Introduction of campus tours for prospective students.
- College readiness summer program for Educational Opportunity Program students admitted to FIT.
- Transition of student loans to Direct Lending a year prior to federal transition.
- Increased financial literacy support services for students, including entrance and exit counseling and training in budgeting, credit card debt avoidance, and loan repayment information.
- Enhanced group counseling services focused on LGBT issues, strategies for success for students on academic probation, eating disorders, and personal development.
- Project THRIVE (Towards Higher Realization of Individual Visions of Excellence), serving students on the autism spectrum or with social anxiety disorders.
- Creation of a multipurpose disability support services lab, for use as a testing center and an adaptive technology center.
- Installation of two adaptive technology cubicles in the Gladys Marcus Library.
- Establishment of the Behavioral Assessment Team, later refined and renamed the Care Team, to identify at-risk students for early intervention.

Improvements in facilities:

- Opening of 14 new state-of-the-art classrooms, designed to promote sustainability and adhere to the highest environmental safety standards, in the David Dubinsky Student Center, in Fall 2010.
- Planning completed for a new nine-floor academic building, C², by SHoP Architects.
- Opening of the 15-story George S. and Mariana Kaufman Hall in 2007, a residence hall that accommodates 1,100 and doubled on-campus housing capacity.
- Ongoing and significant capital improvements in the residence halls, including window replacement, lighting upgrades, new Energy Star appliances, replacement of flooring, and bathroom and kitchen upgrades.
- Construction of the new dining hall, bookstore, Conference Center and John E. Reeves Great Hall, and continuing education spaces.
- Landscaping improvements in Fall 2010, creating a greener campus and improved student spaces.
- Health and safety improvements, including surveillance camera upgrades, implementation of NY Alert text messaging, installation of public address system and emergency phones in classrooms, and revised emergency preparedness and response plan.

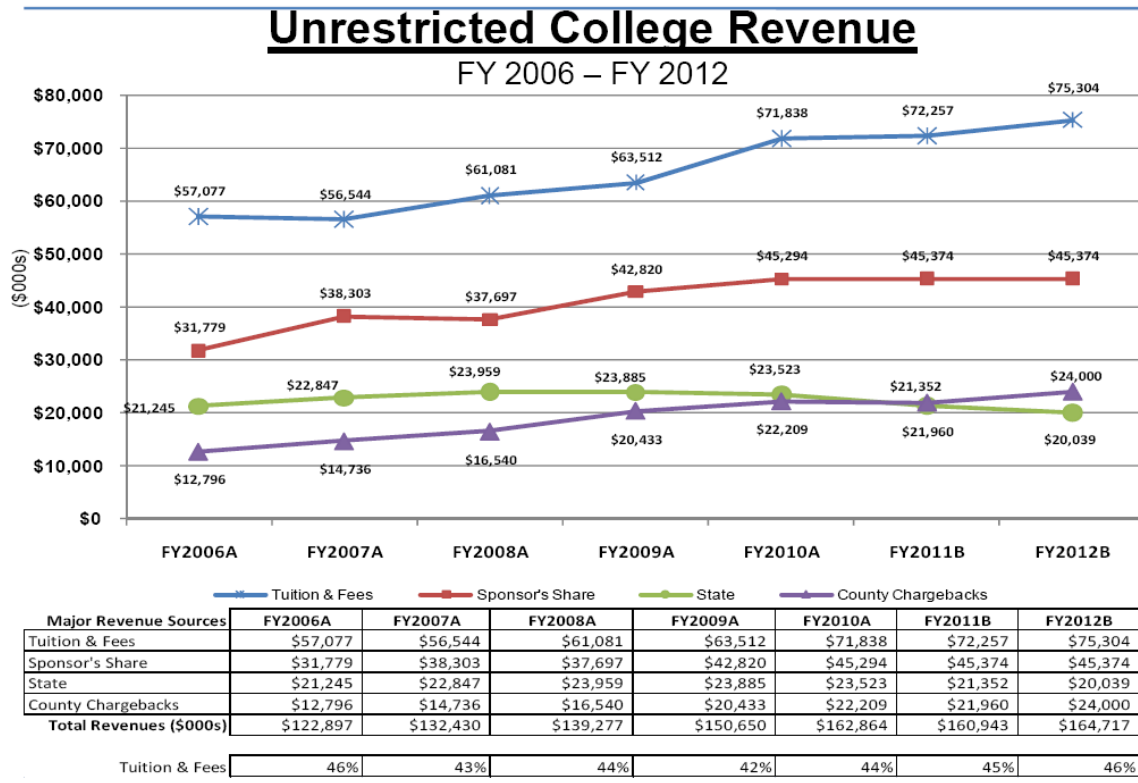
- Opening of the 5,000-square-foot Lari and Barbara Stanton Fitness Center in January 2011.
- Renovation of 700-seat Morris W. and Fannie B. Haft Auditorium in Spring 2012.

Sustainability initiatives:

- A campus-wide lighting retrofit, which reduced energy consumption and provided critical upgrades.
- Installation of a new chiller plant, which reduced energy consumption across the campus.
- Installation of energy-efficient windows and hot water heaters in Coed Hall.
- Replacement of elevator and escalator controls in the academic buildings.
- Construction of Kaufman Hall, which includes energy-efficient heating and cooling systems with variable speed controls, and energy-efficient appliances.
- LEED-certified renovation of 14 new academic labs and studios in the David Dubinsky Center.
- The College joined New York City's Mayor's Challenge, committing to reducing greenhouse gas emissions by 30 percent over ten years. FIT was the first college or university to meet the target in 2010, reducing its carbon footprint by 39.7 percent.
- Installation of a green roof on the Shirley Goodman Resource Center. The Dubinsky Center's roof is scheduled for green renovation in Summer 2012, and the College plans to green all roofs as they are replaced.
- As part of New York City's plan to create 1,000,000 square feet of cool roofs, the roofs on the John E. Reeves Great Hall and the dining hall were painted in Fall 2011.
- Collaboration with Aramark, FIT's food services partner, on a variety of initiatives, including planting a tree for every meal plan purchased.
- A Sustainability Council, established by the President in May 2009, which develops and fosters initiatives at the College (www.fitnyc.edu/sustainabilitycouncil).
- An annual Sustainability Conference was established in 2007 (www.fitnyc.edu/sustainabilityconference).
- The Faculty Senate has established a Sustainability Committee (www.fitnyc.edu/sustainabilitycommittee).
- The receipt of a \$150,000 National Science Foundation Grant in June 2010 for Advancing Design-Related Technological Education: A Three-Way Partnership, which will infuse sustainability throughout the curriculum.
- The establishment of a new MA program in Sustainable Interior Environments (www.fitnyc.edu/sie).
- The implementation of a new sustainability website.
- Recycling containers provided in all campus buildings.
- Development of an online Sustainability Design Resource Guide on the library's new LibGuides content management platform.
- Installation of a library BookScan station and water filling stations in the Dubinsky Center and Business and Liberal Arts Center.

Appendix 2.3

Unrestricted College Revenue



Appendix 2.4

State Aid History: FY 2003–FY 2012

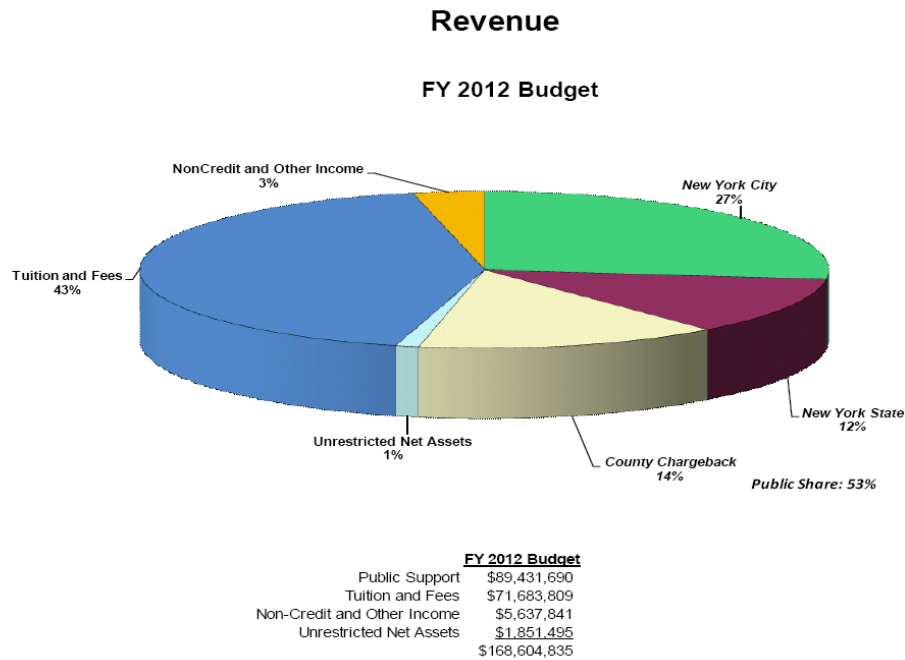
State Aid History – FY 2003-FY 2012

| | <u>FY03</u> | <u>FY04</u> | <u>FY05</u> | <u>FY06</u> | <u>FY07</u> | <u>FY08</u> | <u>FY09</u> | <u>FY10*</u> | <u>FY11</u> | <u>FY12</u> | Cumulative <u>FY12 - FY09</u> |
|-----------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|-------------|-------------|----------------------------------|
| State Aid Rate | \$2,300 | \$2,300 | \$2,235 | \$2,350 | \$2,350 | \$2,675 | \$2,675 | \$2,545 | \$2,260 | \$2,122 | |
| YOY Change | | - | (\$65) | \$115 | \$0 | \$325 | \$0 | (\$130) | (\$285) | (\$138) | (\$553) |
| % Change | 0.0% | 0.0% | -2.8% | 5.1% | 0.0% | 13.8% | 0.0% | -4.9% | -10.7% | -5.4% | -20.7% |

* The \$130 reduction for FY 2010 was applied to only three quarters so effectively the reduction was \$97.50 in FY 2010.
The full FY 2010 reduction of \$130 was recognized in FY 2011.

Appendix 2.5

Revenue FY 2012 Budget



Appendix 2.6

Tuition Increase Proposal

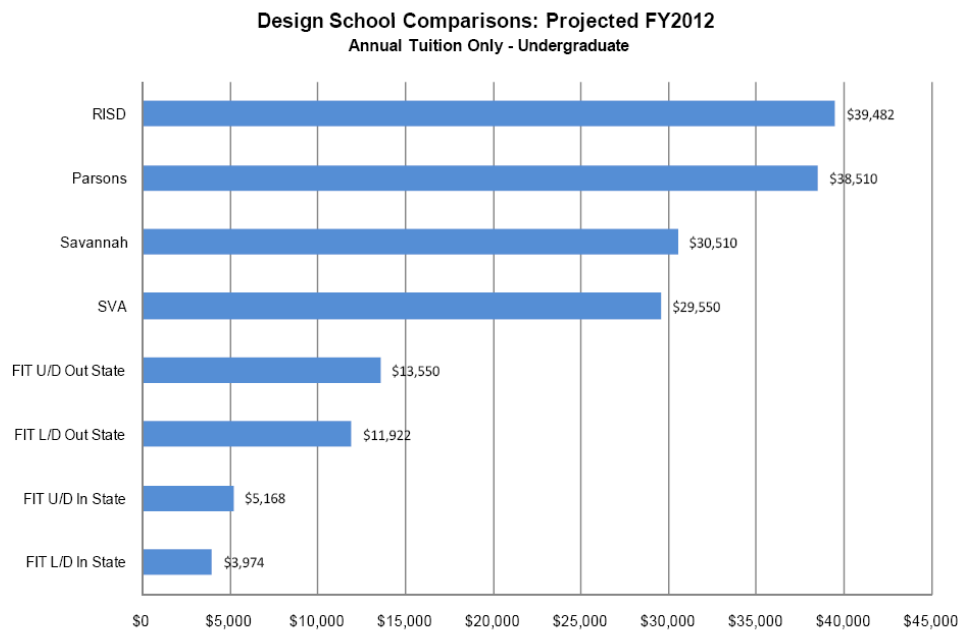
Tuition and Non Credit - \$73,125,536

For all lower division students, a 7% increase is proposed

| <u>Annual FullTime Rates</u> | <u>FY 2011</u> | <u>FY2012</u> | <u>Change</u> | <u>% Change</u> |
|------------------------------|----------------|---------------|---------------|-----------------|
| <u>Resident</u> | | | | |
| Lower Division | \$3,714 | \$3,974 | \$260 | 7% |
| Upper Division | \$5,168 | \$5,168 | \$0 | 0% |
| Grad Division | \$8,198 | \$8,198 | \$0 | 0% |
| <u>Non-Resident</u> | | | | |
| Lower Division | \$11,142 | \$11,922 | \$780 | 7% |
| Upper Division | \$13,550 | \$13,550 | \$0 | 0% |
| Grad Division | \$13,944 | \$13,944 | \$0 | 0% |
| <u>PartTime Per Credit</u> | | | | |
| <u>Resident</u> | | | | |
| Lower Division | \$155 | \$166 | \$11 | 7% |
| Upper Division | \$215 | \$215 | \$0 | 0% |
| Grad Division | \$342 | \$342 | \$0 | 0% |
| <u>Non-Resident</u> | | | | |
| Lower Division | \$464 | \$497 | \$33 | 7% |
| Upper Division | \$565 | \$565 | \$0 | 0% |
| Grad Division | \$581 | \$581 | \$0 | 0% |

Appendix 2.7

Design School Comparisons: Projected FY 2012



Appendix 2.8

FY 2012 Expense Highlights

(as presented at the June 9, 2011, Board of Trustees meeting)

ALIGNING THE BUDGET WITH THE GOALS OF THE STRATEGIC PLAN

Strengthen the Academic Core

- At a time when other schools are cutting back on full-time faculty, the College remains committed to strategically recruiting for some portion of its vacancies. This process will be informed by our recent study of the skills that will be required of our faculty of the future.
- Funding is also included for the establishment of a Center for International Programs.

Commit to a Culture of Student-Centeredness

During the current fiscal year and moving forward into FY 2012, a number of physical plant enhancements have focused and are focusing on this goal, as evidenced by the following projects:

- Landscaping, including additional outdoor tables, is largely completed.
- The Dubinsky Center lobby will be renovated with significantly enhanced student lounge space.
- A new student lounge will be renovated on the fifth floor in the Dubinsky Center.
- Renovations to the dining hall, including the installation of a multi-paneled movie screen, will create a more student-friendly space.
- Glass doors for the escalators have created a more open and inviting appearance.
- The campus is being painted.

Engage in Strategic Recruitment

The budget contains funds for an enhanced recruitment effort; areas of the country with strong high school enrollments are being targeted.

Establish a Process for Administrative Support of the Plan

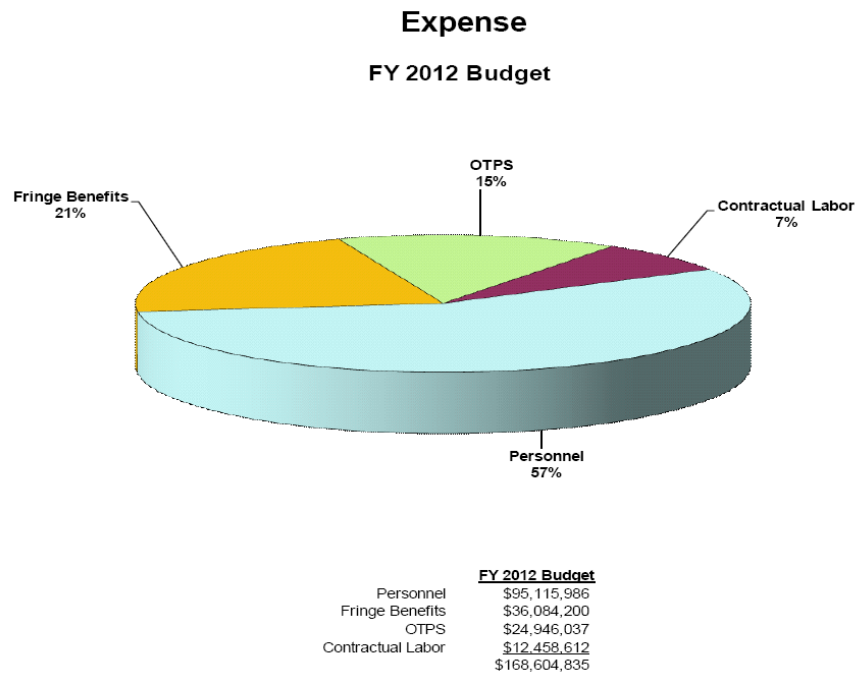
Funding is included for the development of detailed metrics to measure progress on the Strategic Plan and compliance with Middle States requirements, and for the establishment of a Unit of Institutional Effectiveness.

Strengthen FIT as a Creative Hub

Funding is included for a consultant who has been assisting in the development of a business plan for the new Center for Creative Solutions.

Appendix 2.9

FY 2012 Expense Budget



Appendix 4.1

SOS Comparison Data: 2006 and 2010

| SOS items on which the percentage of respondents who agreed or strongly agreed increased. | 2006 | 2010 |
|---|-------------|-------------|
| Is your current plan to graduate from this college? | 90.9% | 96.3% |
| Acts of racial prejudice are rare on this campus. | 73.8% | 80.8% |
| The rules governing student conduct are clear to me. | 60.7% | 74.1% |
| I have developed a mentoring relationship with a faculty/staff member. | 40.5% | 46.3% |
| Academic advising is available to me when I need it. | 45.5% | 57.4% |
| SOS items on which the percentage of respondents who felt the college made a large or very large contribution increased. | 2006 | 2010 |
| Contribution of college to growth and learning in ... | | |
| acquiring information, ideas, and concepts. | 61.4% | 69.9% |
| acquiring analytical thinking skills. | 41.7% | 54.0% |
| developing understanding of self. | 43.4% | 54.2% |
| working with others. | 49.6% | 54.4% |
| acquiring knowledge and skills needed for a career. | 69.1% | 76.8% |
| understanding and appreciating ethnic/cultural diversity and other individual differences. | 40.6% | 48.5% |
| writing clearly and effectively. | 29.8% | 37.1% |
| speaking clearly and effectively. | 35.8% | 44.1% |
| using computer and information technology effectively. | 49.8% | 59.0% |
| developing leadership skills. | 34.6% | 43.3% |
| understanding political and social issues. | 21.7% | 27.5% |
| understanding your rights and responsibilities as a citizen. | 17.9% | 22.6% |
| acquiring knowledge and skills for further academic study. | 46.6% | 55.5% |
| acquiring knowledge and skills for intellectual growth throughout life. | 46.8% | 56.4% |

SOS items on which the percentage of respondents who selected frequently or very frequently increased.
2006 2010

How frequently have you...

| | | |
|---|-------|-------|
| been intellectually stimulated by the material covered in class? | 55.4% | 63.7% |
| had faculty who used innovative technology to facilitate learning? | 26.9% | 35.9% |
| gone to class with course readings and assignments completed? | 80.4% | 92.1% |
| been required to think critically in completing assignments? | 68.1% | 79.0% |
| collaborated with other students on class assignments? | 58.0% | 64.0% |
| received feedback (written or oral) from instructors on the quality of your work? | 69.1% | 78.0% |
| had faculty who required you to make judgments about the value of information, arguments, or methods? | 39.1% | 51.8% |

SOS items on which the percentage of respondents who were satisfied or very satisfied increased.
2006 2010

Indicate your level of satisfaction with ...

| | | |
|--|-------|-------|
| classroom facilities. | 54.5% | 62.2% |
| general academic advising. | 33.6% | 45.4% |
| library resources. | 78.5% | 85.6% |
| library services. | 74.1% | 82.5% |
| computer support services. | 53.4% | 61.8% |
| course-related laboratories (not including studios). | 51.4% | 66.9% |
| availability of instructors outside of class. | 57.6% | 69.0% |
| class size considering the type of class. | 72.4% | 78.0% |
| availability of courses in major. | 56.0% | 62.1% |
| availability of general education courses. | 51.8% | 63.6% |
| availability of internships. | 39.7% | 55.9% |
| quality of instruction. | 67.4% | 75.6% |
| financial aid services (not the amount of financial aid received). | 41.6% | 55.0% |

| | | |
|--|-------|-------|
| college food services. | 22.0% | 32.1% |
| course registration process. | 36.1% | 40.9% |
| billing and payment process. | 42.4% | 57.1% |
| college bookstore services. | 59.3% | 63.7% |
| library facilities. | 72.7% | 86.0% |
| study areas (not including studios). | 45.0% | 59.4% |
| fine and performing arts studios (art, dance, film, music, theater). | 42.2% | 53.3% |
| athletic and recreational facilities. | 28.8% | 43.6% |
| campus center/student union. | 31.3% | 48.6% |
| general condition of residence halls. | 39.2% | 59.1% |
| general condition of buildings and grounds (other than residence halls). | 53.4% | 62.1% |
| personal safety/security on this campus. | 68.7% | 82.9% |
| your sense of belonging on this campus. | 48.5% | 60.3% |
| freedom from harassment on campus. | 80.1% | 86.3% |
| racial harmony on campus. | 77.5% | 85.2% |
| faculty respect for students. | 70.7% | 79.1% |
| non-teaching staff respect for students. | 52.2% | 61.6% |
| campus acceptance of individual differences. | 78.9% | 84.4% |
| campus openness to opinions of others. | 70.3% | 78.8% |
| educational programs regarding alcohol and substance abuse. | 44.3% | 61.5% |
| sexual assault prevention programs. | 41.5% | 62.3% |
| recreation and intramural programs. | 41.3% | 62.6% |
| student health services. | 54.2% | 70.1% |
| health and wellness programs. | 41.7% | 68.3% |
| new student orientation. | 59.1% | 71.0% |
| career planning services. | 41.1% | 55.8% |

| | | |
|---|-------|-------|
| purposes for which student fees are used. | 22.3% | 30.4% |
| college help in finding part-time jobs. | 25.4% | 35.8% |
| college social activities. | 40.6% | 58.1% |
| cultural programs (art, dance, film, music, theater). | 50.1% | 61.2% |
| guest speakers outside of class. | 62.7% | 86.3% |
| opportunities for involvement in campus clubs/activities. | 60.8% | 74.3% |
| your social support network on campus. | 49.0% | 66.3% |
| opportunities for community service. | 40.3% | 53.6% |
| personal counseling services (excluding academic advising). | 47.3% | 56.5% |
| residence hall services/programs. | 38.3% | 54.0% |
| clarity of residence hall rules/policies. | 55.7% | 66.4% |
| student newspaper. | 25.5% | 59.7% |
| student radio station. | 18.9% | 44.1% |
| religious/spiritual activities and programs. | 30.6% | 45.3% |
| student input in college policies/plans. | 28.5% | 40.5% |
| student government. | 33.5% | 47.9% |

Appendix 4.2

Applicant Data

ASSOCIATE DEGREE APPLICANTS: FIVE-YEAR COMPARISON

| | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | One-Year Change (2009- 2010) | Five-Year Change (2006-2010) |
|--------------------------------|-----------|-----------|-----------|-----------|-----------|---------------------------------------|------------------------------------|
| Art and Design | | | | | | | |
| Applications | 6053 | 6546 | 6562 | 7275 | 7815 | 7.42% | 29.11% |
| Completed Applications | 2913 | 2987 | 3245 | 2830 | 3087 | 9.08% | 5.97% |
| Accepted Applications | 1500 | 1674 | 1618 | 1617 | 1609 | -0.49% | 7.27% |
| Paid Deposit | 1265 | 1416 | 1353 | 1368 | 1327 | -3.00% | 4.90% |
| Enrolled Applicants | 1132 | 1260 | 1187 | 1178 | 1136 | -3.57% | 0.35% |
| Acceptance Rate | 51.49% | 56.04% | 49.86% | 57.14% | 52.12% | -8.78% | 1.22% |
| % of Accepted Who Paid Deposit | 84.33% | 84.59% | 83.62% | 84.60% | 82.47% | -2.51% | -2.21% |
| Yield Rate | 75.47% | 75.27% | 73.36% | 72.85% | 70.60% | -3.09% | -6.44% |
| Business and Technology | | | | | | | |
| Applications | 4756 | 5377 | 5921 | 6592 | 7225 | 9.60% | 51.91% |
| Completed Applications | 2476 | 2759 | 3064 | 3077 | 3143 | 2.14% | 26.94% |
| Accepted Applications | 1458 | 1462 | 1520 | 1495 | 1579 | 5.62% | 8.30% |
| Paid Deposit | 1124 | 1189 | 1180 | 1142 | 1190 | 4.20% | 5.87% |
| Enrolled Applicants | 970 | 1024 | 1001 | 1001 | 1028 | 2.70% | 5.98% |
| Acceptance Rate | 58.89% | 52.99% | 49.61% | 48.59% | 50.24% | 3.40% | -14.68% |
| % of Accepted Who Paid Deposit | 77.09% | 81.33% | 77.63% | 76.39% | 75.36% | -1.34% | -2.24% |
| Yield Rate | 66.53% | 70.04% | 65.86% | 66.96% | 65.10% | -2.77% | -2.14% |
| Overall | | | | | | | |
| Applications | 10809 | 11923 | 12483 | 13867 | 15040 | 8.46% | 39.14% |
| Completed Applications | 5389 | 5746 | 6309 | 5907 | 6230 | 5.47% | 15.61% |
| Accepted Applications | 2958 | 3136 | 3138 | 3112 | 3188 | 2.44% | 7.78% |
| Paid Deposit | 2389 | 2605 | 2533 | 2510 | 2517 | 0.28% | 5.36% |
| Enrolled Applicants | 2102 | 2284 | 2188 | 2179 | 2164 | -0.69% | 2.95% |
| Acceptance Rate | 54.89% | 54.58% | 49.74% | 52.68% | 51.17% | -2.87% | -6.77% |
| % Accepted Who Paid Deposit | 80.76% | 83.07% | 80.72% | 80.66% | 78.95% | -2.11% | -2.24% |
| Yield Rate | 71.06% | 72.83% | 69.73% | 70.02% | 67.88% | -3.06% | -4.48% |

BACHELOR'S DEGREE APPLICANTS: FIVE-YEAR COMPARISON

| | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | One-Year Change (2009- 2010) | Five-Year Change (2006- 2010) |
|--------------------------------|-----------|-----------|-----------|-----------|-----------|---------------------------------------|--|
| Art and Design | | | | | | | |
| Applications | 1293 | 1151 | 1033 | 1149 | 1180 | 2.70% | -8.74% |
| Completed Applications | 883 | 873 | 872 | 947 | 940 | -0.74% | 6.46% |
| Accepted Applications | 781 | 789 | 795 | 872 | 812 | -6.88% | 3.97% |
| Paid Deposit | 718 | 724 | 738 | 799 | 748 | -6.38% | 4.18% |
| Enrolled Applicants | 613 | 614 | 667 | 714 | 686 | -3.92% | 11.91% |
| Acceptance Rate | 88.45% | 90.38% | 91.17% | 92.08% | 86.38% | -6.19% | -2.34% |
| % of Accepted Who Paid Deposit | 91.93% | 91.76% | 92.83% | 91.63% | 92.12% | 0.53% | 0.20% |
| Yield Rate | 78.49% | 77.82% | 83.90% | 81.88% | 84.48% | 3.18% | 7.64% |
| Business and Technology | | | | | | | |
| Applications | 1190 | 1606 | 1150 | 1334 | 1368 | 2.55% | 14.96% |
| Completed Applications | 819 | 916 | 891 | 1021 | 1012 | -0.88% | 23.57% |
| Accepted Applications | 727 | 802 | 815 | 926 | 930 | 0.43% | 27.92% |
| Paid Deposit | 677 | 728 | 761 | 852 | 860 | 0.94% | 27.03% |
| Enrolled Applicants | 555 | 638 | 687 | 777 | 757 | -2.57% | 36.40% |
| Acceptance Rate | 88.77% | 87.55% | 91.47% | 90.70% | 91.90% | 1.33% | 3.53% |
| % of Accepted Who Paid Deposit | 93.12% | 90.77% | 93.37% | 92.01% | 92.47% | 0.50% | -0.70% |
| Yield Rate | 76.34% | 79.55% | 84.29% | 83.91% | 81.40% | -2.99% | 6.62% |
| Liberal Arts | | | | | | | |
| Applications | 49 | 61 | 60 | 75 | 57 | -24.00% | 16.33% |
| Completed Applications | 31 | 38 | 34 | 46 | 40 | -13.04% | 29.03% |
| Accepted Applications | 29 | 31 | 27 | 34 | 30 | -11.76% | 3.45% |
| Paid Deposit | 27 | 27 | 25 | 31 | 24 | -22.58% | -11.11% |
| Enrolled Applicants | 24 | 26 | 22 | 25 | 22 | -12.00% | -8.33% |
| Acceptance Rate | 93.55% | 81.58% | 79.41% | 73.91% | 75.00% | 1.47% | -19.83% |
| % of Accepted Who Paid Deposit | 93.10% | 87.10% | 92.59% | 91.18% | 80.00% | -12.26% | -14.07% |
| Yield Rate | 82.76% | 83.87% | 81.48% | 73.53% | 73.33% | -0.27% | -11.39% |

| | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | One-Year Change (2009-2010) | Five-Year Change (2006-2010) |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|-----------------------------------|------------------------------------|
| Overall | | | | | | | |
| Applications | 2532 | 2818 | 2243 | 2558 | 2605 | 1.84% | 2.88% |
| Completed Applications | 1733 | 1827 | 1797 | 2014 | 1992 | -1.09% | 14.95% |
| Accepted Applications | 1537 | 1622 | 1637 | 1832 | 1772 | -3.28% | 15.29% |
| Paid Deposit | 1422 | 1479 | 1524 | 1682 | 1632 | -2.97% | 14.77% |
| Enrolled Applicants | 1192 | 1278 | 1376 | 1516 | 1465 | -3.36% | 22.90% |
| Acceptance Rate | 88.69% | 88.78% | 91.10% | 90.96% | 88.96% | -2.21% | 0.30% |
| % Accepted Who Paid Deposit | 92.52% | 91.18% | 93.10% | 91.81% | 92.10% | 0.31% | -0.45% |
| Yield Rate | 77.55% | 78.79% | 84.06% | 82.75% | 82.67% | -0.09% | 6.60% |

GRADUATE DEGREE APPLICANTS: FIVE-YEAR COMPARISON

| | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | One-Year Change (2009-2010) | Five-Year Change (2006-2010) |
|-----------------------------------|-----------|-----------|-----------|-----------|-----------|-----------------------------------|------------------------------------|
| School of Graduate Studies | | | | | | | |
| Applications | 347 | 280 | 340 | 376 | 416 | 10.64% | 19.88% |
| Completed Applications | 337 | 269 | 300 | 345 | 330 | -4.35% | -2.08% |
| Accepted Applications | 125 | 144 | 147 | 133 | 139 | 4.51% | 11.20% |
| Paid Deposit | 97 | 122 | 112 | 116 | 112 | -3.45% | 15.46% |
| Enrolled Applicants | 87 | 106 | 102 | 105 | 104 | -0.95% | 19.54% |
| Acceptance Rate | 37.09% | 53.53% | 49.00% | 38.55% | 42.12% | 9.26% | 13.56% |
| % of Accepted Who Paid Deposit | 77.60% | 84.72% | 76.19% | 87.22% | 80.58% | -7.62% | 3.83% |
| Yield Rate | 69.60% | 73.61% | 69.39% | 78.95% | 74.82% | -5.23% | 7.50% |

Appendix 6.1

FIT Collaborative Relationships with International Institutions

ADDITIONAL SITES

Polimi (Politecnico di Milano), Milan, Italy
Polimoda, Florence, Italy

COLLABORATIVE INSTITUTIONAL AGREEMENTS

Zhejiang Sci-Tech University (ZSTU), Hangzhou, China

DUAL DIPLOMA PROGRAMS

Istanbul Technical University (ITU), Istanbul, Turkey

ONE-YEAR AAS INTERNATIONAL VISITING STUDENT PROGRAMS

Donghua University, Shanghai, China
Shanghai Institute of Visual Art (SIVA), Shanghai, China
Tecnológico de Monterrey, Monterrey, Mexico
Zhejiang Sci-Tech University (ZSTU), Hangzhou, China

RECIPROCAL ONE-SEMESTER STUDENT EXCHANGE

Camberwell College of Art, London, England
Chelsea College of Art and Design, London, England
ENSCI – Les Ateliers, Paris, France
Hong Kong Polytechnic University, Hong Kong, China
Institut Commercial de Nancy (ICN) Business School, Nancy, France
Manchester Metropolitan University, Manchester, England
Nottingham Trent University, Nottingham, England
Nova Scotia College of Art & Design (NSCAD) University, Halifax, Nova Scotia, Canada
Royal Melbourne Institute of Technology (RMIT) University, Melbourne, Australia
Tecnológico de Monterrey, Monterrey, Mexico
University of Westminster, London, England
Winchester School of Art, Winchester, England

**NON-RECIPROCAL OUTBOUND FIT STUDENTS –
ONE-SEMESTER SPECIAL EXCHANGE**

American University of Paris, Paris, France
American University of Rome, Rome, Italy
Central Saint Martins, London, England

**NON-RECIPROCAL INBOUND STUDENTS –
ONE-SEMESTER SPECIAL EXCHANGE**

Copenhagen School of Design and Technology (KEA), Copenhagen, Denmark
Hochschule Albstadt-Sigmaringen University, Sigmaringen, Germany
Iberoamericana University, Mexico City, Mexico
Zhejiang Sci-Tech University (ZSTU), Hangzhou, China

**NON-RECIPROCAL INBOUND STUDENTS –
ONE-YEAR SPECIAL EXCHANGE**

Bunka Gakuen University, Tokyo, Japan

NON-RECIPROCAL (SHORT TERM)

London College of Fashion, London, England
Moscow State University, Moscow, Russia
Universidade de Santiago de Compostela, Santiago de Compostela, Spain

Appendix 7.1

Student Learning Outcomes in Ten General Education Areas

American History Students will demonstrate knowledge of a basic narrative of American history – political, economic, social, and cultural. This will include knowledge of unity and diversity in American society, knowledge of common institutions in American society and how they have affected different groups, and an understanding of America’s evolving relationship with the rest of the world.

The Arts Students will demonstrate understanding of at least one principal form of artistic expression and the creative process inherent therein.

Basic Communication Students will produce coherent texts within common college-level written forms; demonstrate the ability to revise and improve such texts; research a topic, develop an argument, and organize supporting details; develop proficiency in oral discourse; and evaluate an oral presentation according to established criteria.

Foreign Language Students will demonstrate basic proficiency in the understanding and use of a foreign language and knowledge of the distinctive features of culture(s) associated with the language they are studying.

Humanities Students will demonstrate knowledge of the conventions and methods of at least one of the humanities, in addition to those encompassed by other knowledge areas required by the General Education Program.

Mathematics Students will demonstrate the ability to interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics; represent mathematical information symbolically, visually, numerically, and verbally; employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems; estimate and check mathematical results for reasonableness; and recognize the limits of mathematical and statistical methods.

Natural Sciences Students will demonstrate understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis; and the application of scientific data, concepts, and models in one of the natural sciences.

Other World Civilizations (Non-Western Civilization) Students will demonstrate knowledge of either a broad outline of world history or the distinctive features of the history, institutions, economy, society, culture, etc. of one non-Western civilization. Courses in this area would have to be non-Eurocentric and non-U.S. in focus. In addition to courses on the civilizations of Asia or Africa, this would, for example, allow courses on the civilizations of indigenous peoples of the Americas.

Social Sciences Students will demonstrate understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis; and knowledge of major concepts, models, and issues of at least one discipline in the social sciences.

Western Civilization Students will demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc. of Western civilization and relate the development of Western civilization to that of other regions of the world. Courses that satisfy the Western civilization learning outcomes should be focused on a foundational aspect of the development of Western civilization, not on a narrowly defined topic or chronological period.

Appendix 7.2

General Education Assessment Results and Improvements

American History was assessed in 2004-2005 and 2008-2009. As a result of the 2008-2009 assessment, course offerings are being increased to include a course on U.S.-Latin American history; several other courses are planned.

English and Speech assessed student learning outcomes in writing in 2003-2004, 2006-2007, and 2009-2010. As a result, from the time of the 2003-2004 assessment to the present, the department revised the Basic English Composition course, developed a standardized style manual for two courses, created and implemented a student essay contest, and conducted faculty development workshops on teaching the writing process. In addition, one professor received a Teaching Institute grant to hold a faculty development seminar for adjuncts teaching the English Composition course. Most significant, there was increased awareness of a “writing across the curriculum” model and its relation to FIT’s Strategic Plan. Initially, this led to writing coordinator visits to various departments across campus, the creation of a writing resources website for students and faculty, and “Writing for Learning” sessions held in the Center for Excellence in Teaching. Based on recommended actions in 2006 and a formal proposal in 2007, this writing initiative culminated in the creation of the College’s Writing Studio in September 2008. As a result of the 2009-2010 assessment, release time was given to a faculty member to serve as a Writing Program Coordinator in the English and Speech Department and supervise faculty development and maintain standards of instruction for English Composition and Creative Nonfiction courses. The Writing Program Coordinator will create faculty development workshops for improving student writing, specifically focusing on revision skills and best-practice teaching methods that improve student writing.

Foreign Languages assessed learning outcomes for French, Italian, Japanese, Mandarin Chinese, and Spanish in 2003-2004 and 2007-2008. Resulting curricular changes included adopting different textbooks in a number of these areas and increasing course content to emphasize culture and cultural literacy. In addition, one professor created a Milan website that was integrated into the Italian curriculum and provided a virtual class and homework activities for students in Italy. Also, in meetings in their respective language areas, Spanish and Italian faculty coordinated syllabi, exams, readings, and class activities and shared information with full-time and adjunct professors.

Mathematics was assessed in 2006-2007 and 2009-2010. As a result of the 2009-2010 assessment, the department plans to pilot the “emporium model” to redesign the remedial program. This model will change the method of teaching remedial mathematics from a traditional lecture-style to a student-centered approach that utilizes current technology. Faculty will develop a workbook to assist fellow faculty with options to address general education outcomes. Another change to the curriculum resulting in part from the mathematics assessment was the collaboration between faculty in mathematics and faculty in Fashion Merchandising Management and Fashion Design, which resulted in the creation of two developmental mathematics courses, each tailored to the specific needs of students in these programs and providing instruction in mathematics basics.

Oral Communication was assessed in 2006-2007 and 2009-2010. As a result of the 2009-2010 assessment, the Public Speaking syllabus is undergoing revision by members of the Speech faculty. In addition, meetings are scheduled throughout the year to provide instructors with resources and a forum to provide conversations on pedagogy.

Appendix 7.3

Schedule for General Education Assessment

Cycle 1

Spring 2004

Natural Sciences
Information Management
Basic Communication
Mathematics
Social Sciences
The Arts
Western Civilization

Spring 2005

Humanities
American History
Foreign Language
Other World Civilizations

Spring 2006

Critical Thinking

Cycle 2

2005-2006

Natural Sciences
Social Sciences
Western Civilization

2006-2007

The Arts
Basic Communication (Writing)
Information Management
Basic Communication (Oral)

2007-2008

Foreign Language
Humanities
Other World Civilizations
Critical Thinking
National Survey of Student Engagement (NSSE)

2008-2009

American History

Cycle 3

2008-2009

Natural Sciences
Social Sciences
Western Civilization

2009-2010

The Arts
Basic Communication (Writing)
Information Management
Basic Communication (Oral)
Mathematics

2010-2011

Foreign Language
Humanities
Other World Civilizations
Critical Thinking
National Survey of Student Engagement (NSSE)

Cycle 4

2011-2012

American History
Natural Sciences
Social Sciences
Western Civilization

2012-2013

The Arts
Basic Communication (Writing)
Information Management
Basic Communication (Oral)
Mathematics

2013-2014

Foreign Language
Humanities
Other World Civilizations
Critical Thinking
National Survey of Student Engagement (NSSE)

Appendix 8.1

Institutional Assessment Calendar (Administrative Review) – Seven/Eight-Year Cycle Revised – September 2010

ASSESSMENT DESIGN

- Department mission
- Documentation of functions and support
- Goals and outcomes
- Documentation of strengths, weaknesses, current and impending risks
- Development and implementation of assessment tool and metrics
- Analysis of assessment results
- Recommendations for improvement
- Quality Assurance Committee review
- President review
- Incorporation of recommendations for implementation

| SPRING AND SUMMER 2009 | | FALL 2009 | FALL 2009 AND SPRING 2010 | SPRING AND SUMMER 2010 |
|--|--|---|---|---|
| Pilot 1: Bursar's Office Tasks: <ul style="list-style-type: none"> Document department mission statement Document current functions and support Document department goals and measurable outcomes Document strengths, weaknesses, current and impending risks Develop assessment tool and metrics Develop assessment sample | | Pilot 1: Bursar's Office Tasks: <ul style="list-style-type: none"> Implement assessment/effectiveness measures using the sample Tabulate Begin analysis | Pilot 1: Bursar's Office Tasks: <ul style="list-style-type: none"> Complete analysis Develop recommendations/action plan Submit recommendations/action plan to QA committee for review QA committee review Submit recommendations/action plan to President for review President review | Pilot 1: Bursar's Office Tasks: <ul style="list-style-type: none"> Incorporate recommendations for implementation |
| FALL 2009 | | SPRING 2010 | SUMMER AND FALL 2010 | SPRING 2011 |
| FALL 2009 Pilot 2: Library Tasks: <ul style="list-style-type: none"> Document department mission statement Document current functions and support Document department goals and measurable outcomes Document strengths, weaknesses, current and impending risks Develop assessment tool and metrics Develop assessment sample | | Pilot 2: Library Tasks: <ul style="list-style-type: none"> Implement assessment/effectiveness measures using the sample Tabulate Begin analysis | Pilot 2: Library Tasks: <ul style="list-style-type: none"> Complete analysis Develop recommendations/action plan Submit recommendations/action plan to QA committee for review QA committee review Submit recommendations/action plan to President for review President review | Pilot 2: Library Tasks: <ul style="list-style-type: none"> Incorporate recommendations for implementation |
| FALL 2010 | | SPRING 2011 | SUMMER 2011 | FALL 2011 |
| Departments: <ul style="list-style-type: none"> Registrar Accounts Payable Purchasing Writing Studio Academic Skills Advisement Center (Liberal Arts) Tasks: <ul style="list-style-type: none"> Document department mission statement Document current functions and support Document department goals and measurable outcomes Document strengths, weaknesses, current and impending risks Develop assessment tool and metrics Develop assessment sample | | Departments: <ul style="list-style-type: none"> Registrar Accounts Payable Purchasing Writing Studio Academic Skills Advisement Center (Liberal Arts) Tasks: <ul style="list-style-type: none"> Implement assessment/effectiveness measures using the sample Tabulate Begin analysis | Departments: <ul style="list-style-type: none"> Registrar Accounts Payable Purchasing Writing Studio Academic Skills Advisement Center (Liberal Arts) Tasks: <ul style="list-style-type: none"> Complete analysis Develop recommendations/action plan Submit recommendations/action plan to QA committee for review QA committee review Submit recommendations/action plan to President for review President review | Departments: <ul style="list-style-type: none"> Registrar Accounts Payable Purchasing Writing Studio Academic Skills Advisement Center (Liberal Arts) Tasks: <ul style="list-style-type: none"> Incorporate recommendations for implementation |

| FALL 2011 | SPRING 2012 | SUMMER 2012 | FALL 2012 |
|---|--|--|--|
| Departments: <ul style="list-style-type: none"> Human Resources Payroll Communications and External Relations | Departments: <ul style="list-style-type: none"> Human Resources Payroll Communications and External Relations | Departments: <ul style="list-style-type: none"> Human Resources Payroll Communications and External Relations | Departments: <ul style="list-style-type: none"> Human Resources Payroll Communications & External Relations |
| Tasks: <ul style="list-style-type: none"> Document department mission statement Document current functions and support Document department goals and measurable outcomes Document strengths, weaknesses, current and impending risks Develop assessment tool and metrics Develop assessment sample | Tasks: <ul style="list-style-type: none"> Implement assessment/effectiveness measures using the sample Tabulate Begin analysis | Tasks: <ul style="list-style-type: none"> Complete analysis Develop recommendations/action plan Submit recommendations/action plan to QA committee for review QA committee review Submit recommendations/action plan to President for review President review | Tasks: <ul style="list-style-type: none"> Incorporate recommendations for implementation |
| FALL 2012 | SPRING 2013 | SUMMER 2013 | FALL 2013 |
| Departments: <ul style="list-style-type: none"> Admissions/Recruitment Financial Aid Career and Internship Center Counseling Facilities Rental Information Technology | Departments: <ul style="list-style-type: none"> Admissions/Recruitment Financial Aid Career and Internship Center Counseling Facilities Rental Information Technology | Departments: <ul style="list-style-type: none"> Admissions/Recruitment Financial Aid Career and Internship Center Counseling Facilities Rental Information Technology | Departments: <ul style="list-style-type: none"> Admissions/Recruitment Financial Aid Career and Internship Center Counseling Facilities Rental Information Technology |
| Tasks: <ul style="list-style-type: none"> Document department mission statement Document current functions and support Document department goals and measurable outcomes Document strengths, weaknesses, current and impending risks Develop assessment tool and metrics Develop assessment sample | Tasks: <ul style="list-style-type: none"> Implement assessment/effectiveness measures using the sample Tabulate Begin analysis | Tasks: <ul style="list-style-type: none"> Complete analysis Develop recommendations/action plan Submit recommendations/action plan to QA committee for review QA committee review Submit recommendations/action plan to President for review President review | Tasks: <ul style="list-style-type: none"> Incorporate recommendations for implementation |
| FALL 2013 | SPRING 2014 | SUMMER 2014 | FALL 2014 |
| Departments: <ul style="list-style-type: none"> Institutional Research Student Life Residential Life Facilities Management Operational Services Budget | Departments: <ul style="list-style-type: none"> Institutional Research Student Life Residential Life Facilities Management Operational Services Budget | Departments: <ul style="list-style-type: none"> Institutional Research Student Life Residential Life Facilities Management Operational Services Budget | Departments: <ul style="list-style-type: none"> Institutional Research Student Life Residential Life Facilities Management Operational Services Budget |
| Tasks: <ul style="list-style-type: none"> Document department mission statement Document current functions and support Document department goals and measurable outcomes Document strengths, weaknesses, current and impending risks Develop assessment tool and metrics Develop assessment sample | Tasks: <ul style="list-style-type: none"> Implement assessment/effectiveness measures using the sample Tabulate Begin analysis | Tasks: <ul style="list-style-type: none"> Complete analysis Develop recommendations/action plan Submit recommendations/action plan to QA committee for review QA committee review Submit recommendations/action plan to President for review President review | Tasks: <ul style="list-style-type: none"> Incorporate recommendations for implementation |

| FALL 2014 | SPRING 2015 | SUMMER 2015 | FALL 2015 |
|---|---|--|---|
| Departments: <ul style="list-style-type: none"> Internal Audit Security Center for Excellence in Teaching International Programs Health and Safety | Departments: <ul style="list-style-type: none"> Internal Audit Security Center for Excellence in Teaching International Programs Health and Safety | Departments: <ul style="list-style-type: none"> Internal Audit Security Center for Excellence in Teaching International Programs Health and Safety | Departments: <ul style="list-style-type: none"> Internal Audit Security Center for Excellence in Teaching International Programs Health and Safety |
| Tasks: <ul style="list-style-type: none"> Document department mission statement Document current functions and support Document department goals and measurable outcomes Document strengths, weaknesses, current and impending risks Develop assessment tool and metrics Develop assessment sample | Tasks: <ul style="list-style-type: none"> Implement assessment/effectiveness measures using the sample Tabulate Begin analysis | Tasks: <ul style="list-style-type: none"> Complete analysis Develop recommendations/action plan Submit recommendations/action plan to QA committee for review QA committee review Submit recommendations/action plan to President for review President review | Tasks: <ul style="list-style-type: none"> Incorporate recommendations for implementation |
| FALL 2015 | SPRING 2016 | SUMMER 2016 | FALL 2016 |
| Departments: <ul style="list-style-type: none"> Educational Opportunity Programs Placement/Testing Disability Support Services Affirmative Action Development and Alumni Relations Employee Assistance Program | Departments: <ul style="list-style-type: none"> Educational Opportunity Programs Placement/Testing Disability Support Services Affirmative Action Development and Alumni Relations Employee Assistance Program | Departments: <ul style="list-style-type: none"> Educational Opportunity Programs Placement/Testing Disability Support Services Affirmative Action Development and Alumni Relations Employee Assistance Program | Departments: <ul style="list-style-type: none"> Educational Opportunity Programs Placement/Testing Disability Support Services Affirmative Action Development and Alumni Relations Employee Assistance Program |
| Tasks: <ul style="list-style-type: none"> Document department mission statement Document current functions and support Document department goals and measurable outcomes Document strengths, weaknesses, current and impending risks Develop assessment tool and metrics Develop assessment sample | Tasks: <ul style="list-style-type: none"> Implement assessment/effectiveness measures using the sample Tabulate Begin analysis | Tasks: <ul style="list-style-type: none"> Complete analysis Develop recommendations/action plan Submit recommendations/action plan to QA committee for review QA committee review Submit recommendations/action plan to President for review President review | Tasks: <ul style="list-style-type: none"> Incorporate recommendations for implementation |

Appendix 8.2

Academic Program Review Schedules

PROGRAM REVIEW SCHEDULE – CYCLE 1

FIT Degree Programs 2001–2008

The following is the Fashion Institute of Technology's schedule for the five- to seven-year cycle of assessment of majors, as required by SUNY. Reviews for all programs listed through 2007-2008 were completed by June 2008.

School of Art and Design

| | |
|-----------|---|
| 2001-2002 | - Accessories Design - Advertising Design/Graphic Design - Toy Design |
| 2002-2003 | - Textile/Surface Design - Fashion Design - Fabric Styling |
| 2003-2004 | - Menswear |
| 2004-2005 | - Illustration |
| 2005-2006 | - Display and Exhibit Design - Packaging Design |
| 2006-2007 | - Interior Design (with FIDER accreditation) - Jewelry Design |
| 2007-2008 | - Computer Animation and Interactive Media - Fine Arts |

Baker School of Business and Technology

| | |
|-----------|---|
| 2001-2002 | - Advertising and Marketing Communications - Home Products Development |
| 2002-2003 | - Direct Marketing |
| 2003-2004 | - Textile Development and Marketing |
| 2004-2005 | - Fashion Merchandising Management |
| 2005-2006 | - Cosmetics and Fragrance Marketing |

- | | |
|-----------|---|
| 2006-2007 | - Production Management: Fashion and Related Industries - International Trade and Marketing for the Fashion Industries |
| 2007-2008 | - Home Products Development |

PROGRAM REVIEW SCHEDULE – CYCLE 2

FIT Degree Programs 2008–2014

The following is the Fashion Institute of Technology’s schedule for the five- to seven-year cycle of the assessment of majors, as required by SUNY.

School of Art and Design

- | | |
|-----------|--|
| 2008-2009 | - Accessories Design and Fabrication - Graphic Design |
| 2009-2010 | - Toy Design - Textile/Surface Design - Photography and the Digital Image |
| 2010-2011 | - Fashion Design - Fabric Styling |
| 2011-2012 | - Advertising Design - Menswear |
| 2012-2013 | - Illustration - Visual Presentation and Exhibition Design - Interior Design (with CIDA accreditation) |
| 2013-2014 | - Packaging Design - Jewelry Design |
| 2014-2015 | - Computer Animation and Interactive Media - Fine Arts - Communication Design |

Baker School of Business and Technology

- | | |
|-----------|--|
| 2008-2009 | - Advertising and Marketing Communications |
| 2009-2010 | - Textile Development and Marketing |
| 2010-2011 | - Fashion Merchandising Management |
| 2011-2012 | - Cosmetics and Fragrance Marketing |

- 2012-2013
 - Production Management: Fashion and Related Industries
 - Direct and Interactive Marketing
- 2013-2014
 - International Trade and Marketing for the Fashion Industries
 - Technical Design
- 2014-2015
 - Home Products Development

School of Liberal Arts

- 2009-2010
 - Visual Art Management (now Art History and Museum Professions)

School of Graduate Studies

- 2008-2009
 - Art Market: Principles and Practices
- 2009-2010
 - Fashion and Textile Studies: History, Theory, Museum Practice
- 2010-2011
 - Global Fashion Management
- 2011-2012
 - Cosmetics and Fragrance Marketing and Management
- 2012-2013
 - Exhibition Design
- 2013-2014
 - Illustration
- 2014-2015
 - Sustainable Interior Environments

Curriculum and Instruction Office, September 2011

Self-Study Glossary

| | |
|----------------|--|
| AAS | Associate in Applied Science |
| ACRL | Association of College and Research Libraries |
| ADA | Americans with Disabilities Act |
| ANGEL | A course management system software that enables faculty without knowledge of HTML to use the web to enhance their courses |
| BFA | Bachelor of Fine Arts |
| BS | Bachelor of Science |
| C ² | C-Squared: planned 97,000-square-foot academic building addition to Feldman Center |
| CAAP | ACT Collegiate Assessment of Academic Proficiency |
| CAD | Computer Aided Design |
| CAP | Childcare Assistance Program |
| CAS | Faculty Senate Committee on Academic Standards |
| CCE | Certificate of Continuous Employment |
| CET | Center for Excellence in Teaching |
| CIDA | Council of Interior Design Accreditation |
| CUNY | City University of New York |
| DARS | Degree Audit Reporting System |
| EOP | Educational Opportunity Programs |
| ESL | English as a Second Language |
| FERPA | Family Educational Rights and Privacy Act |
| FIT-ABLE | Disability Support Services Office |
| FITDIL | FIT's Digital Image Library |
| FITSA | FIT Student Association |
| HEOA | Higher Education Opportunity Act |

| | |
|------------|---|
| IPEDS | Integrated Postsecondary Education Data System |
| ISB | International Student Barometer |
| LYNDA | Online Training Library |
| MA | Master of Arts |
| METRO | Metropolitan New York Library Council |
| MFA | Master of Fine Arts |
| MFIT | The Museum at FIT |
| MPS | Master of Professional Studies |
| NASAD | National Association of Schools of Art and Design |
| NCOA | Non-Credit Instruction Activities Survey |
| NJCAA | National Junior College Athletic Association |
| NSSE | National Survey of Student Engagement |
| OTPS | Other Than Personnel Services |
| R25 | Class and Event Management System |
| SCLD | SUNY Council of Library Directors |
| SLN | SUNY Learning Network |
| SOS | Student Opinion Survey |
| SRRM | Students Rights and Responsibilities Manual |
| SUNY | State University of New York |
| TDT | Technology Development Team |
| UCE of FIT | United College Employees of FIT Union |

Resources

Comprehensive List

WEBFILES, LINKS, AND DOCUMENT ROOM MATERIALS

FIT SELF-STUDY REPORT CHAPTER ONE: MISSION GOALS AND INTEGRITY

Standard 1: Mission and Goals

Webfiles:

- 2007 Mission Review II MOU
- Mission, Strategic Plan, and Mission Review II (Appendix 1.1)
- School and Program Mission and Goals

Links:

- www.fitnyc.edu/mission
- www.fitnyc.edu/nsfgrant
- <http://www.fitnyc.edu/grantsoffice>
- www.fitnyc.edu/facultyofthefuture

Standard 6: Integrity

Links:

- www.fitnyc.edu/searchguidelines
- www.fitnyc.edu/performancemanagement

CHAPTER TWO: PLANNING, RESOURCES, AND INSTITUTIONAL RENEWAL

Standard 2: Planning, Resource Allocation, and Institutional Renewal

Webfiles:

- Chronicle of Strategic Planning Communications
- Sample Enrollment Management Report
- Budget Calendar FY 2011 (Appendix 2.1)
- Significant Improvements and Accomplishments (Appendix 2.2)
- Library Strategic Plan Executive Summary
- Library Plan with Metrics

- 2011 Information Technology Strategic Plan
- Academic Technology Plan
- School and Program Mission and Goals
- Strategic Plan Report Card Glossary
- SOS Comparison Data: 2006 and 2010

Links:

- www.fitnyc.edu/strategicplan
- www.fitnyc.edu/mfitstrategicplan

Additional Material in Document Room:

- Committee Reports
- 2010 Update of the Strategic Operational Plan
- Chronicle of Strategic Planning Communications and Supporting Material
- Strategic Plan Progress Report: Vision 2020
- Annual Reports 2008 and 2010
- Sample Financial Plan
- SOS 2006 and 2010
- NSSE 2008
- International Student Barometer (ISB)
- Library Strategic Plan
- Library Strategic Plan Executive Summary
- Library Plan with Metrics

Standard 3: Institutional Resources

Webfiles:

- Unrestricted College Revenue FY 2005 – FY 2010 (Appendix 2.3)
- State Aid History FY 2002-2012 (Appendix 2.4)
- Revenue FY 2012 Budget (Appendix 2.5)
- FY 2011 and FY 2012 Tuition Rates (Appendix 2.6)
- Design School Comparisons Projection (Appendix 2.7)
- Budget Calendar FY 2011 (Appendix 2.1)
- FY 2012 Expense Highlights (Appendix 2.8)
- FY 2012 Expense Budget (Appendix 2.9)
- 2004-2012 Summary of Government Funding
- FY 2012 Allocations
- Computer Refresh Policy

Links:

- www.fitnyc.edu/bylaws
- www.fitnyc.edu/ucecontract
- www.uce-fit.org
- www.fitnyc.edu/vacancyreview
- www.fitnyc.edu/it
- www.fitnyc.edu/wireless
- www.fitnyc.edu/itlabs
- www.fitnyc.edu/techhelp
- www.fitnyc.edu/eportfolio
- www.fitnyc.edu/tdt
- www.lynda.com
- www.fitnyc.edu/onlinelearning
- www.fitnyc.edu/cet
- www.fitnyc.edu/itpolicies
- www.fitnyc.edu
- www.fitnyc.edu/webpolicies
- www.fitnyc.edu/virtualtour
- www.fitnyc.edu/fitnesscenters
- www.fitnyc.edu/writingstudio
- www.fitnyc.edu/safetystatistics
- www.fitnyc.edu/campussecurity

Additional Material in Document Room:

- Recent Financial Statements
- Fall 2010 IPEDS Report
- Academic Computing Refresh Schedule
- Master Plan
- Space Utilization Study
- SUNY's Capital Reinvestment Study for FIT
- 2012 Audit Plan

CHAPTER THREE: LEADERSHIP, GOVERNANCE, AND ADMINISTRATION**Standard 4: Leadership and Governance**

Webfiles:

- FIT Student-Faculty Corporation Bylaws
- Annual Reports

Links:

- www.fitnyc.edu/boardoftrustees
- www.fitnyc.edu/bylaws
- www.fitnyc.edu/fitsa
- www.fitnyc.edu/ucecontract
- www.uce-fit.org
- www.fitnyc.edu/diversity
- www.fitnyc.edu/sustainability
- www.fitnyc.edu/searchguidelines

Additional Material in Document Room:

- Trustee Orientation Book/Resource Guide

Material in Other Locations:

- Board of Trustees Retreat Notes (President's Office)

Standard 5: Administration

Webfiles:

- Organization Chart
- List of Committees and Councils
- List of Internal Communications

Links:

- www.fitnyc.edu/presidentbrown
- www.fitnyc.edu/administration
- www.fitnyc.edu/hr
- www.fitnyc.edu/performancemanagement
- www.fitnyc.edu/cic
- www.fitnyc.edu/admissions
- www.fitnyc.edu/alumni
- www.fitnyc.edu/govrelations

CHAPTER FOUR: STUDENT ADMISSIONS AND SUPPORT SERVICES**Standard 8: Student Admissions and Retention**

Webfiles:

- Fall 2010 Fact Book
- Undergraduate Application, Acceptance, and Yield Trends
- Key Messages
- Report Card Glossary

Links:

- www.fitnyc.edu/enrollmentdata
- www.fitnyc.edu/emss
- www.fitnyc.edu/cic
- www.fitnyc.edu/counseling
- www.fitnyc.edu/fitable
- www.fitnyc.edu/webaccessibility
- www.fitnyc.edu/tutoring
- www.fitnyc.edu/writingstudio
- www.fitnyc.edu/ugcatalogue
- www.fitnyc.edu/admissions
- www.fitnyc.edu/mission
- www.fitnyc.edu/placementtests
- www.fitnyc.edu/eportfolio
- www.fitnyc.edu/internationalapplicants
- www.fitnyc.edu/financialaid
- www.fitnyc.edu/refunds
- www.fitnyc.edu/gradcatalogue
- www.fitnyc.edu/gradadmissions
- www.fitnyc.edu
- www.fitnyc.edu/virtualtour
- www.fitnyc.edu/hue
- www.facebook.com/fashioninstituteoftechnology
- www.suny.edu/student/transfer_steps.cfm
- www.fitnyc.edu/gradstudies
- www.fitnyc.edu/continuinged
- www.fitnyc.edu/transferstudents
- www.fitnyc.edu/transfercredits
- www.suny.edu/provost/transfer/BOTpolicies.cfm

- www.fitnyc.edu/dars
- www.nces.ed.gov/collegenavigator

Additional Material in Document Room:

- Strategic Recruitment Plan
- Stamats Report and Student Recruiting Audit
- *Hue*
- Aslanian Report

Standard 9: Student Support Services

Webfiles:

- NYS Records Retention and Disposition Schedule MI-1
- Schedule of Administrative Program Reviews
- SOS Comparative Data: 2006 and 2010

Links:

- www.fitnyc.edu/campuslife
- www.fitnyc.edu/tutoring
- www.fitnyc.edu/cic
- www.fitnyc.edu/library
- www.fitnyc.edu/studyabroad
- www.fitnyc.edu/lacaap
- www.fitnyc.edu/writingstudio
- www.fitnyc.edu/admissions
- www.fitnyc.edu/bursar
- www.fitnyc.edu/financialaid
- www.fitnyc.edu/techhelp
- www.fitnyc.edu/oisa
- www.fitnyc.edu/registrar
- www.fitnyc.edu/careteam
- www.fitnyc.edu/athletics
- www.fitnyc.edu/counseling
- www.fitnyc.edu/fitable
- www.fitnyc.edu/projectthrive
- www.fitnyc.edu/eop
- www.fitnyc.edu/healthservices
- www.fitnyc.edu/residentiallife
- www.fitnyc.edu/studentlife
- www.fitnyc.edu/searchguidelines

- www.fitnyc.edu/cpsadvisement
- www.fitnyc.edu/dars
- www.fitnyc.edu/studentpubs
- www.fiticon.com
- www.fitnyc.edu/svcs
- www.fitnyc.edu/fitnesscenters
- www.fitnyc.edu/fitatnight
- www.fitnyc.edu/rightsandresponsibilities
- www.fitnyc.edu/codeofconduct
- www.fitnyc.edu/campuslife
- www.fitnyc.edu/ugcatalogue
- www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html
- www.fitnyc.edu/ferpa
- www.fitnyc.edu/printfx

Additional Material in Document Room:

- Financial Aid Chart
- New D.A.W.N. materials
- FIT Annual Report: 2009-2010
- Draft Framework for Advisement Center
- International Student Barometer (ISB)
- 2010 One Year Out Satisfaction Survey
- W27 October 2010 issue
- Student Rights and Responsibilities Manual and Student Handbook/Calendar

CHAPTER FIVE: FACULTY

Standard 10: Faculty

Webfiles:

- Student Evaluation Form
- Education Law
- Sabbatical Leaves: 2000-2012

Links:

- www.fitnyc.edu/ucecontract
- www.fitnyc.edu/cet
- www.fitnyc.edu/onlinelearning
- www.fitnyc.edu/cetmentoring
- www.fitnyc.edu/sunyawards

- www.fitnyc.edu/hue
- www.fitnyc.edu/fitdirect
- www.fitnyc.edu/galleryfit
- www.fitnyc.edu/grantsoffice
- www.fitnyc.edu/irb
- www.fitnyc.edu/facultyofthefuture
- www.fitnyc.edu/studyabroad
- www.fitnyc.edu/visitingsscholars
- www.fitnyc.edu/searchguidelines

Additional Material in Document Room:

- 2009 Affirmative Action Plan
- The Chairperson's Handbook: 2003
- 2011 Faculty Awards Ceremony brochure
- *Hue*
- Faculty Senate Handbook and 2010 Draft Revision

CHAPTER SIX: EDUCATIONAL OFFERINGS

Standard 11: Educational Offerings

Webfiles:

- List of Advisory Boards
- FIT Collaborative Relationships with International Institutions
- School and Program Mission and Goals
- FITDIL Growth Chart
- Annual Library Expenditures for Resources and Operations: 2002-2010
- Library Handbook for Faculty: 2008-2009
- Assessment of Student Learning Outcomes in General Education – Information Management: 2004, 2007, and 2010
- Academic Program Review Schedules 1 and 2
- Strategic Planning Report Card Glossary

Links:

- www.fitnyc.edu/majors
- www.fitnyc.edu/evening_weekend
- www.fitnyc.edu/gradstudies
- www.fitnyc.edu/certificates
- www.fitnyc.edu/newprogramprocess
- www.fitnyc.edu/minors

- www.fitnyc.edu/facesandplaces
- www.fitnyc.edu/studyabroad
- www.fitnyc.edu/graduatingstudentexhibit
- www.fitnyc.edu/futureoffashion
- www.fitnyc.edu/cfmm
- www.fitnyc.edu/gfm
- www.fitnyc.edu/cic
- www.fitnyc.edu/honors
- www.fitnyc.edu/cet
- www.fitnyc.edu/itlabs
- www.fitnyc.edu/tutoring
- www.fitnyc.edu/fitable
- www.fitnyc.edu/library
- www.fitnyc.edu/museum
- www.fitnyc.edu/writingstudio
- www.fitnyc.edu/fitandnyc
- www.fitnyc.edu/fiteconomicimpact
- www.fitnyc.edu/cetprojects
- www.fitnyc.edu/edutechday
- www.fitnyc.edu/tdt
- www.lynda.com
- www.fitnyc.edu/onlinelearning
- www.fitnyc.edu/facultyofthefuture
- www.fitnyc.edu/continuinged
- www.fitnyc.edu/transferecredits
- www.suny.edu/student/cmppcreditequiv/courseequiv.cfm#results

Additional Material in Document Room:

- List of Curricular Actions
- Student Opinion Survey: 2010
- 2008 National Survey of Student Engagement

Material in Other Locations:

- Proposals for New Programs (Office of Curriculum and Instruction)

CHAPTER SEVEN: GENERAL EDUCATION AND RELATED EDUCATIONAL ACTIVITIES**Standard 12: General Education**

Webfiles:

- Student Learning Outcomes in Ten General Education Areas
- School and Program Mission and Goals
- Assessment in General Education: Summary Reports in Critical Thinking
- CAAP Report of Results, Spring 2011
- Schedule for General Education Assessment (Appendix 7.3)
- FIT Triennial Update of the Campus Assessment Plan
- 2009 General Education Closing the Loop Report
- General Education Assessment Results and Improvements (Appendix 7.2)

Links:

- www.fitnyc.edu/gened
- www.fitnyc.edu/majors
- www.fitnyc.edu/ugcatalogue
- www.fitnyc.edu/diversity
- www.fitnyc.edu/lacaap
- www.fitnyc.edu/minors

Additional Material in Document Room:

- Summary Assessments in the Major
- Specific Action Plans and Follow-up Reports of General Education Assessment
- 2011 General Education Closing the Loop Report

Standard 13: Related Educational Activities

Webfiles:

- Schedule for General Education Assessment
- Administrative Program Reviews
- Enterprise Center Grant Activity 2001-2011
- 2006 Strategic Plan for International Initiatives
- 2010 International Enrollment by Country
- International Programs Center Proposal
- Online Course Statement
- Online Certification Checklist

Links:

- www.fitnyc.edu/placementtests
- www.fitnyc.edu/edskillscourses
- www.fitnyc.edu/mathcourses
- www.fitnyc.edu/certificates
- www.fitnyc.edu/certificatefaq
- www.fitnyc.edu/cpsadvisement
- www.fitnyc.edu/professionalstudies
- www.fitnyc.edu/precollege
- www.fitnyc.edu/enterprisecenter
- www.fitnyc.edu/continuinged
- www.fitnyc.edu/studyabroad
- www.fitnyc.edu/summerwinterabroad
- www.fitnyc.edu/onlinelearning
- www.fitnyc.edu/fmmonline
- www.fitnyc.edu/blendedlearning
- sln.suny.edu
- www.fitnyc.edu/olfacultyresources

Additional Material in Document Room:

- Statistics on Placement in Basic Skills
- Description of VATEA Grant
- NCIA Survey: 2009
- Hot Topics and Precollege Program Catalogs and Brochures
- Milan Proposal

Material in Other Locations:

- Copies of International Agreements (International Programs Office)
- Advisory Board Meeting Minutes (Office of the Vice President for Academic Affairs)
- Faculty Credentials (Human Resources Office)
- Copy of Florence Decree (International Programs Office)
- Copy of Istanbul Technical Agreement (International Programs Office)
- Academic Transcripts for Istanbul Technical University (Registrar's Office)
- Online Data (Office of Online Learning)
- Online Assessment Documents (Office of Online Learning)
- Online Learning Surveys and Reports (Office of Online Learning)

CHAPTER EIGHT: ASSESSMENT**Standard 7: Institutional Assessment**

Webfiles:

- FIT Report Card Glossary
- Administrative Program Review Schedule
- Quality Assurance and Improvement Program Guidelines/Administrative Program Review Guidelines
- Chronicle of Strategic Planning Communications

Links:

- www.suny.edu/powerofsuny
- www.fitnyc.edu/hr
- www.fitnyc.edu/cic
- www.fitnyc.edu/cet
- www.fitnyc.edu/eap

Additional Material in Document Room:

- Middle States, NASAD, and CIDA Reports and College Responses
- FIT Response to Power of SUNY
- Stamats Report
- Gladys Marcus Library Administrative Program Review
- Bursar's Administrative Program Review Documents
- 2012 Audit Plan
- Sample EAP Survey
- EAP Participation Statistics

Material in Other Locations:

- Audit Reports (President's Office)
- Human Resources Confidential Consultant Report (President's Office or Human Resources Office)

Standard 14: Assessment of Student Learning

Webfiles:

- 2002-2003 General Education Assessment Plan
- General Education Outcomes
- FIT Triennial Report
- 2009 General Education Closing the Loop Report
- Strengthened Campus-Based Assessment Plan
- Summary Report of Student Learning Outcomes in General Education – Foreign Languages: Spring 2008

- Summary Report of Student Learning Outcomes in General Education: Writing
- General Education Assessment Results and Improvements (Appendix 7.2)
- Academic Program Review Schedules
- Toy Design Consultant Visit
- 2009 Academic Program Review Closing the Loop Report
- Sample Rubrics
- Summaries of 2005 Industry Roundtables
- 2011 Industry Focus Groups
- 2011 Industry Survey of Fashion and Textile Companies

Links:

- www.fitnyc.edu/gened
- www.fitnyc.edu/genedassessment
- www.fitnyc.edu/programreview
- www.fitnyc.edu/toydesign
- www.fitnyc.edu/photography
- www.fitnyc.edu/tdm
- www.fitnyc.edu/ahmp

Additional Material in Document Room:

- FIT General Education Assessment Reports
- Assessment Results for General Education Areas
- 2011 General Education Closing the Loop Report
- Summary Reports of Assessment in the Major
- Student Learning Assessment Framework
- Self-Studies and Consultant Reports
- Academic Program Review Action Plans
- 2011 Academic Program Review Closing the Loop Report
- Additional Academic Program Review Assessment Materials for Degree Programs
- VATEA Assessment Reports (Curriculum and Instruction Office)

Material in Other Locations:

- Academic Assessment Committee Minutes (Faculty Services Office)