

NYIT School of Management
Strategic Plan¹ (2008-2016): Section I
Introduction and Executive Summary

The New York Institute of Technology (NYIT), and its School of Management (SOM), aspire to achieve added distinction and increased reputational capital by way of strengthening its academic and co-curricular programs, and engaging into contemporary initiatives that reflect the University mission and best practices in quality institutions of higher education. Fueled by its 2030 strategic plan, the University has made the commitment to support the School in pursuit of target performance metrics that include the attainment of AACSB accreditation.

The University operates in a traditional capitalistic and competitive market, and faces environmental challenges that are not especially unique. The administrative hub for the University is centralized in the New York metropolitan area (NYIT 2030 Plan; Page 18). In this locale the University faces significant competition, both private and public, and while enrollment is an ongoing concern (NYIT 2030 Plan; Page 12), the market base for academic programs is significantly large. The University would like to increase the School of Management capacity to attract qualified students on the basis of academic quality. This applies not only to New York, but also to a number of global campus locations. Although the University recognized in a timely manner the value of pursuing globalization, its ambitious development plans for the School of Management have not been supported by strategies resulting in effective management or operational practices in the School of Management at these locations. The scope of this strategic plan considers advancement at all locations simultaneously and recognizes the School of Management as “one school,” as opposed to a branch campus or autonomous campus model.

The strategies that are presented in the following plan build on NYIT strengths and opportunities “toward meaningful transformation while building on current strengths” (NYIT 2030 Plan: Vision for 2030; Page 6), which include:

1. A strategic plan that guides the University and a commitment to adhere to the plan;
2. Contemporary perspectives, including programs focused on sustainability and green initiatives;
3. Entrepreneurial faculty;
4. Strong technological foundations; and
5. A culture of assessment.

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However, these competencies do not discount the challenges that must be addressed in the plan, which include the need to:

1. Develop identity within the School of Management;
2. Leverage the NYIT brand as a technology leader and “focus faculty attention on teaching with technology and provide them with the support services they will need to be effective” (NYIT 2030 Plan: Challenges; Page 14);
3. Strengthen scholarship and its application to pedagogy;
4. Address issues of faculty sufficiency;
5. Revise academic programs to ensure that they are “career-oriented” and “unique and distinctive” (NYIT 2030 Plan: Vision for 2030; Page 6);
6. Create a sustainable and effective school-level organization since “work processes, organization structures, and management culture too often inhibit improvement” (NYIT 2030 Plan: Challenges; Page 14); and
7. Secure resources to support overall high quality, and address the NYIT position which “remains vulnerable” (NYIT 2030 Plan: Challenges; Page 15).

Suggested strategies and action items to support the advancement of the institutional and school mission will be guided by key performance indicators² to determine the overall success of this plan. These include:

1. Accreditations attained and maintained;
2. Stakeholder engagement and participation;
3. Faculty and staff development;
4. Quality of student learning outcomes;
5. Career placement and advancement; and
6. Resource acquisition.

The School of Management must submit its strategic plan to the AACSB as it pursues accreditation. Hence the framework for this document is driven by the objective of facilitating the linkage of the relevant standards of accreditation and their NYIT 2030 plan linkages to the action plan that derives from the strategies discussed. The plan is thus divided into three major sections: Sections II, III, and IV provide a situational analysis and strategy guidelines for the strategic management, participant, and assurance of learning initiatives, respectively. Sections V and VI present overarching tactical initiatives that are mapped into a five year operational action plan. Sections VII and VIII delineate steady-state maintenance and periodic program review cycles. Lastly, Section IX is by way of the operations/action item timetable. The strategic plan will be reviewed annually, and dynamic updates will be considered that reflect changes in

² Specific metrics will be developed in coordination with institutional units.

the NYIT strategic vision, relevant accreditation standards³, or other external and environmental factors that warrant consideration.

³ In addition to the AACSB, these include local, regional, and ministerial organizations whose accreditation NYIT and the School of Management pursue, or maintain.

NYIT School of Management
Strategic Plan: Section II
Situational Analysis:
AACSB Eligibility and Strategic Management Standards 1-5

NYIT, founded in 1955, offers undergraduate, graduate, and professional degrees in more than 100 fields of study and is a non-profit, nonsectarian, coeducational, independent, private institution of higher education. The University has more than 15,000 students attending campuses in Long Island and Manhattan, online, and at sites throughout the world. It is chartered by the Board of Regents of the University of the State of New York and is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. School of Management undergraduate and graduate programs are among those supported by the institution, and the University is a member of the AACSB. The University's first graduate program, the MBA, was initiated in 1972. The School of Management is supported by ongoing resources and reports to the office of Academic Affairs (e.g. Provost) through the Office of the School of Management Dean, who serves as the school's chief academic and executive officer.

The School supports diversity through its global campus locations. The School's student body, as well as its faculty members, are diverse and hence achieve a broad range of perspectives and viewpoints. However, the School's organizational structure is weak, has not effectively harnessed this opportunity to leverage its diverse cultural context, or to demonstrate assuming a role of "leadership and comparative advantage" (NYIT 2030 Plan: Page 6) in the global higher education community.

The University has a strategic plan (2030 plan) but the School of Management does not. In addition, the school's outreach to external participants is ill-defined; no business advisory board exists. Hence the activities and curriculum of the school are neither driven by external or environmental inputs, nor are they mission-driven outside of the weak linkages that derive from the 2030 plan. There are no periodic review systems in place to ensure mission or activity appropriateness to higher education or the emerging business climate. The school must link its (to be) mission and statements of identification to those in the 2030 plan to validate consonance, and must develop brand recognition in order to "enhance the college's image" (NYIT 2030 Plan: Page 4 and NYIT Strategic Operating Plan). The School must ensure that it develops and delivers all action plan item within the spirit of "providing career-oriented professional education" (2030 plan: Mission; Page 4).

Participant codes of conduct exist and are created and monitored institutionally. The University adheres to a Collective Bargaining Agreement and the Academic Senate Constitution. Additional related matter is located in a faculty handbook, a student handbook, and numerous additional documents that guide behavior for all participant groups.

In addition to the lack of a unified vision and mission statement, the school does not have a designated campaign or a portfolio of overarching strategic initiatives to guide participants in the creation of mission-advancing activities. These activities include student selection. Although SOM admission standards and criteria adhere to institutional practice for undergraduate programs, student selection and curriculum development for all programs is not guided by a mission statement or mission-driven admissions criteria. The School must ensure that admissions standards are derived that offer “access to opportunity to all qualified applicants,” (2030 Plan: Mission; Page 4). Market analysis has not been conducted. This limitation is compounded through the existence of global campus locations where significant diversity exists not only in the student body but also the economic and business environments.

The school’s infrastructure and central administration are cognizant of the importance of applied scholarship but no school-wide support structures exist to encourage the creation and sustainability of such scholarship. The school does not have processes to monitor intellectual contributions and ensure that there are contributions from a substantial cross-section of the faculty in each discipline. There is little evidence of the impact of scholarship on teaching effectiveness. The school must develop scholarship initiatives that result in the production of “applications oriented research that benefits the larger world.” (2030 Plan: Mission; Page 4). While the portfolio of faculty intellectual contributions is weak the faculty investment in teaching is significant, and includes contemporary delivery systems and teaching innovations. Integration of applications-oriented software within the classroom is limited, and must be addresses if the school is to demonstrate its “commitment to integrating technology into all teaching and learning. (2030 Plan: Page 4). The institution supports teaching advancement through its Center for Teaching and Learning, and supports scholarship through its Office of Sponsored Programs and Research.

As noted, external and environmental scanning is weak. In addition to the lack of a business advisory board, alumni outreach has not resulted in a core group of participants, employers are not engaged, feedback mechanisms are not in place, faculty, staff and administrative participation in higher education and accreditation conferences is lacking, community engagement is weak, and membership in local organizations is not monitored or utilized to help guide the school’s mission development and achievement. The school “needs to develop closer relations with its alumni” (NYIT 2030 Plan; Page 16).

There is no evidence of historical capital or financial strategic planning to ensure the school’s achievement of overall high quality and accreditation; this is essential if the school, and NYIT are to “establish a substantially enhanced financial strength” (2030 Plan: Page 4); development has not been prioritized and no endowment or designated funds to support activities exist; “significant further growth is needed to buffer the University from short-term fluctuations” (NYIT 2030 Plan; Page 16). There is no evidence that the choices made under resource

constraints are guided by the mission (institutional or school). However, the institution supports investments into a strong technology infrastructure to advance instruction and scholarship. Unfortunately the school has not utilized the technology opportunity by integrating relevant software, databases and decision support tools into the student learning goals. Library resources are strong and both distance learning platforms and web-enhanced tools are well developed. The school has a large alumni base and a recent emphasis has resulted in expansion of and increased support to the University's development office. Office space is lacking although overall facilities are adequate to support the academic programs.

Strategy Synopsis:

Strengths/Opportunities to Leverage:

- The SOM is guided by the 2030 plan and can utilize this, together with existing strengths in entrepreneurial faculty, technology foundations, and globalization, together with inputs from the external environment, to develop a contemporary mission statement, campaign, and guiding principles that will speak of distinctiveness;
- The University initiatives speak to student success, providing opportunities to integrate both previously developed best-practice platforms (e.g. professional enrichment; experiential education) and new platforms (e.g. student success) into unified campaign deliverables in order to achieve prominence as a "model student-centered university" (NYIT 2030 Plan: 2030 Vision; Page 6);
- The alumni base is large and offers significant opportunities;
- Although historical indications suggest a divisive faculty, there is a current collaborative spirit towards advancing the school. In this spirit departments will be formed and collaborative scholarship initiatives will be created; faculty are innovative;
- Faculty are student advocates and will be called upon to link admissions criteria to market segments; discuss the composition of the students body, and consider student consonance with the mission;
- The Vice President for Finance, and staff, support a culture of strategic planning; the school will work collaboratively with this office and the office of academic affairs (among others) to create financial strategies for success, with an emphasis towards collective ownership of all institutional members that are involved; and
- The lack of statements of identity within the school offer maximum flexibility in deriving the mission and strategic plan for the school; hence significant stakeholder participation will result in a comprehensive and diverse set of inputs to guide appropriate mission development. A large alumni base, the global campus communities, and the New York metropolitan domain offer significant opportunities to develop numerous advisory boards for the purpose of external and environmental inputs.

Challenges/Barriers to Progress:

- No previous school-level strategic planning processes have been revealed; a transformation of culture is required and a transition from individual to collective welfare must be adopted;

no periodic review process or consideration of stakeholder groups has been developed to guide the dynamic revision to the mission;

- The existing, but undocumented, emphasis towards teaching at the expense of scholarship must be appropriately balanced; CBA provisions that encourage excessive teaching are barriers in this spirit; there is a minimal emphasis on scholarship and its impact on advancing the mission and strengthening pedagogy;
- Market analyses are not available for the purpose of exploring feasibility among alternatives for program development \deletion and student selection;
- The organizational structure of the school is weak and ineffective; global campus organization is relatively non-existent; and
- Financial strategies have not been developed to support overall high quality and the attainment of accreditation by either the AACSB or regional ministries.

NYIT School of Management
Strategic Plan: Section III
Situational Analysis:
AACSB Participant Standards 6-14

The School of Management adheres to University practices concerning the admission of students into its academic programs. Undergraduate admissions are monitored against institutional criteria, and while admissions standards for undergraduate programs are well defined, those for the MBA program are typically open to interpretation, and are not adhered to uniformly across the global campus locations. Criteria for MBA admissions are not mission driven but do include those components that reflect common practice (e.g. GMAT). There are no school-level programmatic learning goals or mission-driven platforms that demonstrate and support how the school ensures student success for its target market or how the admissions standards derive from the mission to define characteristics of the student body that support its achievement.

NYIT maintains academic standards and has implemented programs that facilitate monitoring of students that are placed into probation and dismissal, including student notification, centralized advising, administrative review and appeal processes. However, early warning systems, while they exist and include faculty inputs, are not all required and do not include midterm grades or a mandated indication of progress prior to the withdrawal date. MBA/MS program dismissal processes are ambiguous and do not protect against arbitrary decisions.

The School of Management supports its students through an adequate staff in New York, although support staff is non-existent at the global campus locations. New York staff handles academic advisement while faculty members handle this function globally. Academic support is overseen by multiple institutional units; the School of Management does not explicitly have support structures in addition to these. Career advisement is handled institutionally; the school does not have systematic support programs that ensure the development of the student, outside of the academic experience, for workforce entry. Staff support and unique student-centric programs must be developed to address ‘stagnation in student enrollment,’ “and “problems with student services delivery”, which “are eroding student satisfaction and attainment” (NYIT 2030 Plan; Page 12).

Faculty sufficiency is a significant concern. The school supports seven global program locations (including two in the New York metropolitan area) and does not have adequate faculty resources to support the broad portfolio of programs delivered at each. The school does not monitor faculty sufficiency and does not have a faculty hiring, management, or deployment plan in place. There are no deployment data to monitor against the AACSB criteria for coverage across each program by location and discipline.

NYIT policy describes how faculty members are integrated into curriculum development and student support mechanisms, although the school has no assessments in place or indications of how faculty and student collaborate in the learning environment outside the classroom experience. Formalized school platforms and policies are not well-identified, articulated, or developed to the extent that faculty interaction with students is facilitated and can be monitored and measured. Alternative assignments are in place for interested faculty, but their extension to the global campus locations has not been considered and their role in the advancement of the mission is not articulated.

Overall faculty qualifications are weak. While the majority of the faculty members do have appropriate initial qualifications (e.g. terminal degree), the school has not developed criteria for the ongoing maintenance of qualifications. Intellectual contributions are weak both in scope and scale. The lack of faculty planning/hiring policies and priorities has resulted in non-uniform distributions of qualifications across multiple disciplines and locations, and faculty qualifications at non US locations have not been overseen or monitored systematically. There are no established criteria for academically and professionally qualified classification, and the school has no documentation to provide guidelines for the continued professional development of its faculty, or expectations in the areas of teaching, scholarship, or service, although the CBA provides baseline expectations institutionally. There are no processes in place to monitor percentages of faculty across multiple programs at each location, by semester, that have initial and maintained qualifications, and faculty scheduling/deployment processes do not consider the academic and professional qualifications of faculty in a way that encourages appropriate coverage. Faculty members often teach out of their area of domain expertise. Moreover, there exist few, if any, faculty management policies that ensure adequate time-on-task for teaching, scholarship, and service. Release time policies for scholarship are non-existent. Overall, faculty planning, deployment, and management policies do not follow articulated best practice models.

NYIT has established processes for periodic review and promotion/tenure. There is no post-tenure review process. The school has no faculty planning or development processes, and orientation, mentoring, and guidance for new faculty (or existing faculty) are not evident. Support processes for travel and scholarship exist institutionally, but school support services are not well documented or understood. Both “incentives and rewards need to be rethought” (NYIT 2030 Plan; Challenges; Page 13) in order to support ongoing faculty-driven professional development. It is clear that “better rewards and incentives for so doing” are necessary (NYIT 2030 Plan: Challenges; Page 12).

Faculty alternative assignments are not well supported, and do not reflect the individualized competencies that exist within the faculty or the anticipated needs of the school. Global campus locations demonstrate no school organizational structure that ensures effective practice or implementation of school policies.

School of Management faculty responsibilities to curriculum innovation and design (e.g. outcomes-based assessment and development) are not defined outside of CBA designated guidelines. Faculty expectations for achieving professional development are also not well understood, and student development expectations and outcomes are not in place, in support of the NYIT objective to “strengthen recruitment, retention, and student life” (NYIT 2030 Plan: Page 4 and NYIT Strategic Operating Plan). Engagement of the students into the learning processes are not monitored or formalized, and the school’s platforms are inadequate to support collaborative learning and mentored reflection, among other things, in a systematic way. The school offers a portfolio of programs that may be too dense for its multiple campus locations and must consider ways to identify key programs that ensure success at the global campus locations, since “A balanced portfolio of global programs is essential for the University’s long-term growth and financial stability” (NYIT 2030 Plan: Challenges; Page 14).

Strategy Synopsis:

Strengths/Opportunities to Leverage:

- The school has admissions criteria in place that form a basis for development; faculty advocacy to students will be utilized to drive the development of admissions, retention, and dismissal policies;
- NYIT has in place existing policies that impact on student retention; the school will build on these by developing organizational responsibilities for intervention and remediation to further support these initiatives;
- The school has strong advising support structures and a strong alumni and adjunct faculty base, and the University career development unit is energetic. This will be utilized to develop additional academic advising, academic support, and career development initiatives. The school has one existing center of excellence that speaks to success in career development and advancement and will serve as a prototype for the development of other mission-based centers;
- The NYIT commitment to accreditation will be utilized to prioritize faculty hiring so as to create a sustainable faculty that are sufficient to support the mission;
- School of Management faculty members are entrepreneurial; this will be utilized to strengthen the creation of intellectual contributions;
- School-centric and “thriving graduate” (NYIT 2030 Plan; 2030 Vision, Page 7) Centers of Excellence must be developed so that the “faculty and staff will become increasingly accomplished and prominent” (2030 Plan: Page 4);
- The Provost strongly endorses best practices for faculty hiring, management, and deployment and will serve as a champion for the implementation of accreditation-worthy processes in these areas;
- The University has implemented programs for professional development which can be utilized to drive school-level processes that are in addition to these;

- The University adheres to practices that engage all participants into developing and maintain expectations for instructional improvement and innovation; these guiding principles will support the numerous initiatives the school will adopt; and
- The 2030 plan discusses the importance of student-centric initiatives, and also focuses on career-oriented programs and applied research. Hence institutional priorities are well aligned with AACSB standards and can rationalize the development of platforms of excellence that speak to active student engagement into the learning processes.

Challenges/Barriers to Progress:

- Global campus locations will create significant barriers to the uniform adoption of admissions, probation, and dismissal standards that may impact on enrollment and sustainability but must simultaneously be adopted to support overall high quality of the academic programs;
- The lack of midterm grades or mandated progress reports prior to withdrawal compromise the effective support system for students at risk;
- The school has no corporate alliance program or other structure that attends to student or alumni development and advancement; continuing education (lifelong learning) opportunities are limited to human resources and hospitality/culinary arts;
- There is no evidence of a systematic monitoring of faculty sufficiency, a faculty hiring process, or recognition of the capital investments necessary to support overall high quality in terms of human capital, which will require significant effort to implement globally;
- Faculty investment in scholarship is minimal; there is no history of setting targets, developing criteria for maintenance of qualifications, or faculty planning on an annual basis;
- Institutional history does not suggest a proactive agenda in supporting the ongoing creation of intellectual contributions or appropriate faculty management processes;
- The school does not have adequate faculty, staff and students acknowledgment and reward systems in recognition of participant achievement; and
- Faculty engagement in collaborative learning with students is not documented and academic service learning or reflection has not been considered; academic programs and platforms have not been developed to ensure ongoing student engagement.

NYIT School of Management
Strategic Plan: Section IV
Situational Analysis:
AACSB Assurance of Learning Standards 15-20⁴

The School of Management currently holds IACBE accreditation, and hence has historically considered the development of curriculum management and outputs-based assessment systems. The school is also licensed/accredited by local ministries and other academic and professional agencies that permit its operation and delivery of academic programs in Abu-Dhabi, Bahrain, Canada, China, and Jordan. The school must continue to strengthen curriculum initiatives so as to “Improve academic quality and program development” (NYIT 2030 Plan; Page 4 and NYIT Strategic Operating Plan).

Curriculum management processes include internal vetting and related processes that guide the development of curriculum. However, the school organizational structure neither encourages departmental review nor identifies faculty champions with specific domain expertise to champion the review, innovation, and implementation of contemporary perspectives. Moreover, processes do not include the inputs of external Stakeholders. Despite this limitation, the undergraduate curriculum is well-developed and reflects contemporary trends in undergraduate business education, as does the MS program in the area of human resources. However, the programs in the area of healthcare management are not well developed, the MBA program has no overarching theme and a fragmented curriculum, and the scope of concentration in both the undergraduate and graduate programs is unnecessarily broad.

There are no faculty-led study abroad programs in place, linkages with non-American/NYIT universities are weak for the purpose of semester study-abroad trips, and the curriculum does not have localized components, all comprehensive components of the NYIT aim to become “increasingly global,” “meet the needs of a changing society” (2030 Plan; Page 4) and “known as a global university” (NYIT 2030 Plan: 2030 Vision, Page 6). Finally the curriculum shows little content in support of “collaboration and interdisciplinary programs” (NYIT 2030 Plan; Page 5), or integration across functional disciplines.

Assessment is underdeveloped and reflects little progress from the historical inputs-based methodologies that have been replaced by more recent outputs-based methods. There exist fragmented sets of programmatic learning goals, and these vary across campuses and are neither well articulated nor well structured. Course syllabi contain course learning goals and instruments of assessment but these are neither uniform nor linked to programmatic learning goals. The lack of School of Management statements of identification (e.g. mission) further

⁴ Standard 21 is excluded as the School of Management does not offer doctoral level programs.

contribute to this problem. Finally, there is no ongoing continuous improvement loop or systematic review of student learning outcomes.

Course delivery systems are varied and include, in addition to traditional Socratic delivery systems, hybrid, distance-learning, and online delivery systems. However, if the school is to assist in the NYIT goal to become a “national leader in the use and applications of the latest technologies in all aspects of its curricular and co-curricular offerings” (2030 Plan: Page 4) and be recognized as a “leader in teaching with technology” (NYIT 2030 Plan: 2030 Vision, Page 6) it must adopt new and emerging technologies, such as Web 2.0, Social Media, and the semantic web into effective pedagogical supports; It must also develop competencies and focus on the integration of application-related software in the curriculum. The University must allocate appropriate capital and financial resources to these efforts since “resource provision may not be optimally aligned with the needs of teaching” (NYIT 2030 Plan: Challenges; Page 12).

Organizational structure is weak and does not include departments, and school administrators and faculty with alternative-assignments do not have designated roles and responsibilities. These result in a weakly coordinated process in overseeing consistency in course delivery and uniformity of course content across multiple campuses.

Lastly, faculty sufficiency and qualifications are an issue. Faculty coverage within each discipline, and across global campuses, is insufficient as it concerns both full-time and academically qualified faculty. Adjunct faculty review and deployment processes are also weak.

Strategic Synopsis:

Strengths/Opportunities to Leverage:

- The School of Management faculty is motivated and interested in demonstrating their high quality of teaching, and NYIT is committed to the assessment of student learning outcomes; these will ensure that a deliberate approach to assessment processes may be developed;
- The lack of overall process and the underdevelopment of assessment tools ensures that barriers to entry are minimal, as opposed to a system with poorly structured methodologies and ineffective processes that are well entrenched. School of Management participants embrace the NYIT 2030 plan; and
- School faculty are interested in achieving distinction and appear open to the challenge of adopting emerging practices in outcomes-based educational delivery systems, as supported through their adoption of distance and online learning models; a sequential and iterative development program for introducing methodologies will be instituted.

Challenges/Barriers to Progress:

- The significant scope of platforms for the delivery of programs is vast, including seven campus locations that collectively offer the majority of the School of Management programs;

- Global faculty turnover is significant and there is minimal stability across campuses, with little coordination between these campuses, including global campuses with the New York campuses;
- There is little familiarity among the school participants, including faculty, students, and stakeholders, concerning best practices in assessment and the assurance of learning, and whatever expertise exists is found among a small group of faculty; and
- Faculty sufficiency and faculty qualifications are a major concern at all campuses. There exists no organizational structure within the school to support a systemic and sustainable transition towards compliance with the Assurance of Learning standards.

NYIT School of Management
Strategic Plan: Section V
Overarching Tactics⁵:

- The School of Management will develop an identity that serves as a guideline for its ongoing development. This includes a stakeholder-driven development of the Vision, Mission, Positioning Statement and Campaign, as well as overarching strategic initiatives that derive partially from the passion of the stakeholder participants;
- The school will develop a strategic plan that articulates action items in support of mission advancement;
- The school, the Office of Finance, and the Development Office will develop financial strategies and a plan that ensures that the infrastructure fits the school's activities, are sufficient to ensure the attainment of overall high quality and accreditation at all global campus locations, including regional accreditations as well as accreditation of the AACSB, and adequate to support mission achievement;
- Faculty recruitment will include approximately six to eight key senior faculty members who are familiar with the new administration's leadership style, assurance of learning methodologies, and AACSB standards. These faculty will provide peer level mentorship to other faculty and should be uniformly distributed among the functional areas of study;
- One-on-one faculty meetings with the Dean will be used to strengthen communication between the administration and the faculty and ensure effective faculty planning; these meetings will help to reinforce the proposed culture of collaboration and teamwork and reinforce a common vision that includes components of all stakeholder participant interests;
- A sustainable and effective organizational structure will be developed, including building departmental structure, assigning chairs, assigning directors to oversee special co-curricular programs that will be introduced and developed to advance the school mission, creating mission-supporting and advancing Centers of Excellence that serve as "invisible hands" strengthening convergence among disparate departments, and developing global school-level administration that ensures effective communication and uniformity of compliance across all campuses⁶;
- The school will develop an understanding of the servant-leadership management paradigm, and apply this school of thought at all levels and across all participants. This will include developing an appreciation for empowerment, support, responsibility and accountability, including the creation of job-specific roles and responsibilities with targets for achievement and periodic review;

⁵ These strategies derive from those previously utilized by the new School of Management administration in attaining AACSB accreditation elsewhere.

⁶ It is assumed that all subsequent steps integrate participants from all campuses.

- Multiple external units will be deployed (e.g. business advisory boards) to enhance the comprehensive nature of inputs and add support to the assurance of learning process;
- Faculty deployment processes will be developed that are centralized at the departmental level; the Associate Dean for Faculty Affairs will oversee deployment strategically across all campuses and ensure ongoing progress towards compliance with the AACSB standards;
- The school will define standards for academically and professionally qualified faculty, and faculty will be cultivated appropriately to ensure that a mission-based blend of intellectual outputs are developed and maintained to strengthen pedagogical inputs that will impact on the student learning outcomes;
- Faculty champions with domain expertise will be identified and resulting curriculum development and management processes will be strengthened to include departmental oversight and inputs from both faculty and external stakeholder groups;
- The School of Management will consider strategies for the selection of students and faculty participants that advance the mission. This includes:
 1. Developing MBA and MS admissions criteria that are driven by the programmatic learning goals and school/institutional mission and result in applicant interest for specific target markets;
 2. Developing criterion standards that ensure appropriate selection of students to enhance the likelihood of success for those enrolled into the academic program;
 3. Planning for the adoption of admissions, probation and dismissal criteria across all campus locations uniformly;
 4. A long-term faculty recruitment plan will be developed that brings the School of Management into compliance with the AACSB standards over a five-year window. This will include all global campuses. Faculty recruitment and screening processes will be strengthened and systematized for all AAUP and non-AAUP full-time and adjunct faculty;
- Student support activities will be introduced that include both faculty and staff into the processes. These will include enhanced:
 1. academic support programs that provide tutorial and recitation-style services to students in need;
 2. academic advising processes to ensure that students are aware and utilize advisement programs effectively;
 3. career development activities to identify and link students to potential employers and industry leaders/experts in the workforce;
 4. internal mechanisms that provide appropriate intervention and remediation for those students that are at risk (e.g. probation; dismissal);
- The scope of personnel required, and effective deployment and professional development of participants will be addressed by way of:
 1. Developing roles and responsibilities for all administrative and staff positions that are both comprehensive and exhaustive and utilize these, together with appropriate

- accreditation materials, to support human capital development and hiring priorities and plans;
2. Creating faculty management policies to ensure adequate time-on-task for faculty to advance the mission by way of their accomplishment in teaching, scholarship and service;
 3. Creating faculty elaborations to guide the ongoing development of faculty and help ensure effective advancement for promotion and tenure;
 4. Adopting a research strategy that increases the scale of intellectual contributions, and the scope of outlets. This strategy will include:
 - (a) Cooperative efforts to present intellectual contributions at conferences;
 - (b) Independent and cooperative efforts to publish in journals;
 - (c) Independent efforts to secure single-authored intellectual contributions;
 - (d) Ongoing efforts to increase quality through the identification of aspirant outlets.
- The school will introduce established best-practice programs (Professional Enrichment and Experiential Education) and develop a new NYIT-centric platform (Student Development) to strengthen student-faculty interaction and support the active engagement of students into the learning processes;
 - A culture and an appreciation of outcomes-based assessment will be developed. The identification of faculty champions, as course leaders, and the concept of course oversight will be included;
 - Programmatic learning goals will be introduced, including the use of selection, course-embedded, and stand-alone direct assessment vehicles, in addition to other indirect assessment vehicles, and general assessment instruments to validate and strengthen school-level institutional assessment;
 - A parallel but synchronized system of program review will be introduced which adheres to the following general process sequence:
 1. Development of programmatic mission – positioning statement - target market – admission standards – learning goals (periodic – five year cycle);
 2. Review and revision of curricula to strengthen the school’s ability to achieve ex-ante declared targets of achievement for the programmatic learning goals (periodic – five year cycle);
 3. Designation of course leaders across the business core courses and major-specific required courses⁷; cultivation of appreciation for the roles and responsibilities of course leaders;
 4. Development of or revision to course-level learning goals to ensure support for the programmatic learning goals, including the liberal arts/general education University core learning goals; creation of or revision to master files that include the master syllabi and master course coverage sheet that guide the development of course outlines that are distributed to students at all campus locations;

⁷ This will be extended to elective coursework as each elective course is offered.

5. Introduction of or revision to the course portfolio process and the role of course leaders and other participants in the utilization of portfolios for the assessment of student learning outcomes;
6. Development of or revision to selection, course-embedded, and standalone instruments of direct assessment that will first result in baseline data of achievement of the course-level and programmatic-level learning goals and subsequently be used to measure continuous improvement;
7. Development of or revision to indirect and general measures of assessment to strengthen information used to validate the degree of achievement of the programmatic learning goals and objectives and School of Management institutional effectiveness;
8. Introduction and maintenance of a Spring full-faculty and staff annual assessment meeting to review, discuss, and revise, as appropriate, direct, indirect, and general assessment results; inputs from external and internal stakeholders, as well as best-practices elsewhere, will be presented and discussed;
9. Introduction and maintenance of an annual review and continuous improvement process, to “close the loop,” wherein:
 - (a) Direct course-embedded assessment data for student learning outcomes is collected and analyzed, together with additional indirect and general assessment information, stakeholder inputs, and best practices elsewhere;
 - (b) A retreat is held for the purpose of identifying course-level and programmatic changes that are expected to achieve incremental positive changes in the achievement of programmatic and course-level learning goals; and
 - (c) Course-specific changes are made to the master syllabi and master course-coverage sheet for each course, and are subsequently applied uniformly across all sections of that course at all locations, moving forward; programmatic changes are brought forward as recommendations for improvement to the curriculum committee for review in the Fall semester⁸;
10. Distribution of an annual report on Assurance of Learning that is distributed to all stakeholders.

⁸ Programmatic revisions resulting from retreats are typically concentration-specific; core program revision is usually affected once each five-year review cycle.

NYIT School of Management
Strategic Plan: Section VI
Operational Action Plan⁹:

Year 0: (December 2007- June 2008) Surveying

1. Meet all school and University participants for the purpose of developing the school statements of identification. Engage all participants in the introduction and adoption of the school Vision, Mission, Positioning Statement, Campaign, and Strategic Initiatives [Dean];
2. Develop a Strategic Plan to guide mission advancement [Dean and all participant groups and inputs];
3. Create organizational structure at the New York campuses, including departments and chairs; introduce roles and responsibilities for department chairs and associate deans [Dean and Associate Deans];
4. Introduce concepts of the servant-leadership management paradigm [Dean];
5. Create a culture of collaboration, a spirit that the school and its partners are a “Professional Family of Friends” and Create appreciation of learning outcomes and assessment [Dean];
6. Introduce Special Platforms, including Professional Enrichment and Experiential Education, that strengthen the school ability to advance the mission; assign directors, define roles and responsibilities [Dean and Faculty];
7. Create mission-driven Centers of Excellence, including Hospitality Management and Risk Management, that complement the academic programs and advance the mission; assign directors; develop strategic plans for the centers, and director roles and responsibilities [Dean and Faculty];
8. Develop a faculty recruitment (faculty hiring) schedule across all programs and locations to bring the School of Management into compliance with the AACSB coverage ratios within a five-year window [Dean];
9. Hold annual faculty one-on-one meetings (faculty planning) for the purpose of understanding faculty goals in the areas of teaching, scholarship, and service, and to also ascertain faculty perspectives on school priorities and limitations¹⁰ [Dean].

Year 1: (July 2008 – June 2009) Structural

1. Review and strengthen School of Management New York and global organizational structure [Dean, Provost, and Vice President of the NYIT Global Division];

⁹ The action plan includes items that impact both directly and indirectly on the achievement of programmatic learning goals. The Plan includes the initial introduction of all action items but sustained activities are not included for purposes of clarity and can be identified by way of the Action Plan Timetable (Section IX). Compliance with all AACSB standards is anticipated upon the completion of this plan, and sustained activity is expected to follow from the completion of this plan through the AACSB accreditation visit.

¹⁰ Initial one-on-ones were held in December 2007 for the purpose of discussing faculty perspectives on the School identify (i.e. statements of identity: vision, mission,).

2. Create and implement roles and responsibilities and annual reporting process for all School of Management personnel with administrative or staff responsibilities [Dean, Administrators and Staff];
3. Introduce and implement a faculty elaborations document for the purpose of guiding faculty, enhancing professional development, and facilitating promotion and tenure [School Personnel Committee and Faculty];
4. Strengthen faculty review processes to include internal vetting of global full-time contracted faculty; coordinate hiring processes with the Global division [Dean, Provost, and Vice-President of the NYIT Global Division];
5. Introduce and maintain systematic processes for review of adjunct faculty applicants for both New York and global campus locations, and the distribution of applicants to department chairs for deployment purposes [Associate Dean for Faculty Affairs and Department Chairs];
6. Introduce and maintain faculty deployment processes that are centralized at the departmental level; integrate roles and responsibilities of School of Management personnel assigned to global campuses [Associate Dean for Faculty Affairs, Assistant/Associate Deans at Global Campus locations and Department Chairs];
7. Create and maintain qualifications for Professionally Qualified faculty [Dean, Associate Dean for Faculty Affairs, Chairs and Business Advisory Board];
8. Align School of Management and NYIT statements of identification [Dean];
9. Introduce standards for academically and professionally qualified faculty; develop and implement processes for coverage ratios immediately (but provide a two-year cultivation window prior to formal imposition across faculty resources) [Dean and School Personnel Committee];
10. Hold Fall School of Management Business Advisory Board meeting [Dean];
11. Hold annual Stakeholders' Conference [Professional Enrichment Program Director];
12. Initiate Business Research Forum Program [Associate Dean for Faculty Affairs];
13. Designate appropriate officer(s) and implement pathway for student queries and oversight of student affairs [Associate Dean for Student Affairs];
14. Deliver and maintain Professional Enrichment, Experiential Education, and other School of Management special programs; Deliver Center of Excellence action items¹¹ [Special Program Directors];
15. Introduce new Platform for Student Success¹² [Dean and Program Director]
16. Develop Statements of Identification¹³ for the School of Management BSBA program [Faculty/Associate Dean for Assurance of Learning/Chairs/Stakeholders];
17. Develop BSBA programmatic learning goals¹⁴ [Faculty/Associate Dean for Assurance of Learning/Chairs/Stakeholders] ;

¹¹ School of Management special programs support the advancement of the school mission and are often linked to the achievement of programmatic learning outcomes, either directly or indirectly.

¹² This program was subsequently renamed the "Student Advancement Program."

¹³ Statements of Identification include the Mission Statement, Positioning Statement, Target Market Statement, Admissions Criteria, Probation and Dismissal Criteria, Repeat Policy, and Graduation Requirements.

18. Drill down to create metric-based BSBA learning objectives for each undergraduate programmatic learning goal [Faculty/Associate Dean for Assurance of Learning/Chairs];
19. Monitor Center of Excellence Deliverables annually [Dean and Center Directors]

Year 2: (July 2009 – June 2010) Structural

1. Develop set of School of Management peer-institutions for the purpose of comparative benchmarking [Dean];
2. Develop a financial strategy and plan to achieve overall high quality [Dean, Provost, Vice President of Finance, Office of Development]
3. Implement departmental summer research bonus program for summer 2010 [Dean];
4. Formalize processes for hiring global full-time faculty [Dean, Provost and VP of NYIT Global Division];
5. Formalize academic advising processes at global campus locations [Assistant/Associate Deans]
6. Create Student Advisory Board [Director for Student Success - Associate Dean for Student Advancement¹⁵];
7. Create and maintain School of Management Executive Council [Dean];
8. Conduct market analysis and determine effective portfolio of programs to deliver at multiple global campus locations [Division of Enrollment Management, Assistant/Associate Deans, with assistance from the Dean];
9. Formalize Graduate Assistant processes in New York and Globally (teaching/research/administrative orientations) [Associate Dean for Student Affairs and Associate Dean for Faculty Affairs];
10. Affect mission-driven BSBA program revision to strengthen alignment with undergraduate programmatic learning goals [Faculty];
11. Assign course leaders to BSBA business program core courses; course leaders for elective courses are assigned one semester prior to next expected date of delivery [Department Chairs];
12. Develop BSBA program core course-level learning goals that are derived primarily from the undergraduate programmatic learning goals [Course Leaders];
13. Choose BSBA course-embedded instruments of assessment that will validate the degree of achievement of both the undergraduate core programmatic and course-level learning goals [Course Leaders];
14. Create BSBA master course syllabi for all undergraduate core courses that have assigned course leaders [Course Leaders];
15. Develop BSBA concentration-specific learning goals and objectives [Department Chairperson, Faculty and Stakeholders];

¹⁴ This process considers inputs from all participants, including external inputs (e.g. Business Advisory Board, Stakeholder inputs, community inputs, best practices elsewhere), internal inputs (faculty, staff, administration, School of Management Student Advisory board, and other University personnel), accrediting agencies (e.g. AACSB, ministries, field-specific accrediting agencies; professional agencies), and the NYIT 2030 plan.

¹⁵ This position title was changed from Director to Associate Dean in AY10-11 and is referred to by the resulting title henceforth.

16. Develop Statements of Identification¹⁶ for the School of Management MBA program [Faculty/Associate Dean for Assurance of Learning/Chairs/Stakeholders];
17. Develop MBA programmatic learning goals¹⁷ [Faculty/Associate Dean for Assurance of Learning/Chairs/Stakeholders];
18. Initiate and maintain spring full-faculty and staff annual assessment meeting where direct, indirect and general assessment results of school-level institutional effectiveness are reported and discussed; revise direct, indirect and general assessment methodologies as necessary; discuss inputs drawn from the Business Advisory Board membership; Student Advisory Board membership; Adjunct faculty and School of Management alumni; Stakeholder Conference participants; Global Communities; Peer institutions; and accrediting agencies (e.g. AACSB, ministries, field-specific accrediting agencies; professional agencies) [Executive Director of Indirect Assessment];
19. Hold first Annual Assurance of Learning Summer Retreat for the purpose of mentoring faculty on the use of the Master Syllabi [Dean];
20. Hold Stakeholder Conference at Global Campus Locations [Assistant/Associate Deans];
21. Create and Maintain Business Advisory Boards at Global Campus Locations [Assistant/Associate Deans].

Year 3: (July 2010 – June 2011) Strengthening

1. Create and Maintain Adjunct Advisory Board [Dean, Associate Dean for faculty Affairs, Associate Dean for Student Advancement; Associate Dean for Student Affairs];
2. Create mission-driven research/scholarship statement [Dean and Faculty];
3. Create Staff Council to strengthen integration of staff and promote staff development [Dean and Staff Council Director];
4. Create and Deliver Special Platforms at Global Campus Locations [Localized Directors];
5. Implement individualized faculty summer research bonus program [Dean];
6. Initiate Personalized General Education Career Track Program [Associate Dean for Student Affairs and Chairs];
7. Initiate and maintain Web Content Management Process [Dean and all Assigned Content Managers];
8. Initiate Development of Goal-Validation System to Monitor Assurance of Learning (Input Module) [Executive Director of Assessment Analysis];
9. Student Advisory Board Evaluation of Mission Elements [Student Advisory Board];
10. Create and Maintain Faculty Scholarship Portfolios [Associate Dean for Faculty Affairs and Faculty];

¹⁶ Statements of Identification include the Mission Statement, Positioning Statement, Target Market Statement, Admissions Criteria, Probation and Dismissal Criteria, Repeat Policy, and Graduation Requirements.

¹⁷ This process considers inputs from all participants, including external inputs (e.g. Business Advisory Board, Stakeholder inputs, community inputs, best practices elsewhere), internal inputs (faculty, staff, administration, School of Management Student Advisory board, and other University personnel), accrediting agencies (e.g. AACSB, ministries, field-specific accrediting agencies; professional agencies), and the NYIT 2030 plan.

11. Track Mission Element Inclusion in Faculty Scholarship Portfolios [Associate Dean for Faculty Affairs and Faculty];
12. Assign course leaders to BSBA concentration courses; course leaders are assigned to elective courses one semester prior to next expected date of delivery [Department Chairs];
13. Develop BSBA concentration course-level learning goals that are derived primarily from the BSBA concentration-specific learning goals [Course Leaders];
14. Choose BSBA concentration course-embedded instruments of assessment that will validate the degree of achievement of the BSBA core programmatic, concentration-specific and course-level learning goals [Course Leaders];
15. Conduct Master Syllabi Adjustment for BSBA core courses at the Annual Summer Retreat [Associate Dean for Assurance of Learning, Executive Director for Assessment Analysis and Associate Dean for Student Affairs];
16. Affect mission-driven MBA program revision to strengthen alignment with undergraduate programmatic learning goals [Faculty];
17. Assign course leaders to MBA business program core courses; course leaders are assigned to elective courses one semester prior to next expected date of delivery [Department Chairs];
18. Develop MBA program core course-level learning goals that are derived primarily from the programmatic learning goals [Course Leaders];
19. Choose MBA course-embedded instruments of assessment that will validate the degree of achievement of both the programmatic and course-level learning goals [Course Leaders];
20. Create MBA master course syllabi for all core courses that have assigned course leaders [Course Leaders];
21. Develop MBA concentration-specific learning goals and objectives [Department Chairperson, Faculty and Stakeholders];
22. Develop Statements of Identification¹⁸ for the School of Management MS program [Faculty/Associate Dean for Assurance of Learning/Chairs/Stakeholders];
23. Develop MS programmatic learning goals¹⁹ [Faculty/Associate Dean for Assurance of Learning/Chairs/Stakeholders].

Year 4: (July 2011 – June 2012) Strengthening

1. Implement criteria for faculty deployment including faculty-enacted standards for academically qualified faculty [Associate Dean for Faculty Affairs and Department Chairs];

¹⁸ Statements of Identification include the Mission Statement, Positioning Statement, Target Market Statement, Admissions Criteria, Probation and Dismissal Criteria, Repeat Policy, and Graduation Requirements.

¹⁹ This process considers inputs from all participants, including external inputs (e.g. Business Advisory Board, Stakeholder inputs, community inputs, best practices elsewhere), internal inputs (faculty, staff, administration, School of Management Student Advisory board, and other University personnel), accrediting agencies (e.g. AACSB, ministries, field-specific accrediting agencies; professional agencies), and the NYIT 2030 plan.

2. Explore, develop, and deliver New York-based academic support functions for student in need [Associate Dean for Student Affairs and Associate Dean for Student Advancement];
3. Implement faculty management policies for faculty at global campus locations [Dean];
4. Implement eighteen (18) credit hour load program for interested faculty with enhanced levels of scholarship [Associate Dean for faculty Affairs];
5. Initiate and Maintain Student Ambassador Program [Professional Staff Designee];
6. Develop and Maintain Society of Women in Leadership in support of diversity initiatives [Designated Industry Professional and Associate Dean for Student Affairs];
7. Implement Survey/Phone survey to ascertain causes for probationary/withdrawal status [Associate Dean for Student Affairs];
8. Implement development of BSBA course-level course portfolios across all sections of those courses with course leaders and ensure score maintenance [Associate Dean for Assurance of Learning and Executive Director for Assessment Analysis];
9. Continue Development of Goal-Validation System to Monitor Assurance of Learning (Analysis and Reporting Modules) [Executive Director of Assessment Analysis];
10. Collect and present baseline data for BSBA Student learning Outcomes at the Annual Assurance of Learning Summer Retreat [Executive Director for Assessment Analysis, Associate Dean for Assurance of Learning and Associate Dean for Student Affairs];
11. Assign course leaders to MBA concentration courses; MBA course leaders for elective courses are assigned one semester prior to the next expected date of delivery [Department Chairs];
12. Develop MBA concentration course-level learning goals that are derived primarily from the concentration-specific learning goals [Course Leaders];
13. Choose MBA course-embedded instruments of assessment that will validate the degree of achievement of the programmatic, concentration-specific and course-level learning goals [Course Leaders];
14. Conduct Master Syllabi Adjustment for MBA core courses at the Annual Assurance of Learning Summer Retreat [Associate Dean for Assurance of Learning, Executive Director for Assessment Analysis and Associate Dean for Student Affairs];
15. Affect mission-driven MS program revision to strengthen alignment with programmatic learning goals [Faculty];
16. Assign course leaders to MS business program core courses; course leaders for elective courses are assigned one semester prior to the next expected date of delivery [Department Chair];
17. Develop MS program core course-level learning goals that are derived primarily from the programmatic learning goals [Course Leaders];
18. Choose MS course-embedded instruments of assessment that will validate the degree of achievement of both the core programmatic and course-level learning goals [Course Leaders];
19. Create MS master course syllabi for all core courses that have assigned course leaders [Course Leaders];

20. Develop MS specialization-specific learning goals and objectives [Department Chairperson, Faculty, and Stakeholders].

Year 5: (July 2012 – June 2013) Strengthening

1. Develop SOM Codes of Conduct for Students {Student Advisory Board};
2. Develop faculty-driven Continuous Education programs [Associate Dean for Faculty Affairs and Faculty];
3. Implement Department Chairperson mid-term evaluation process [Dean and Leadership Team];
4. Hold School Career Fair and Strengthen School Career Development Programs [Associate Dean for Student Affairs and Associate Dean for Student Advancement];
5. Continue Development of Goal-Validation System to Monitor Assurance of Learning (Strengthen Analysis and Reporting Modules; develop Student Assessment Scorecard) [Executive Director of Assessment Analysis];
6. Conduct Assurance of Learning continuous improvement effort, and maintain annually, for the BSBA program at the Annual Assurance of Learning Summer Retreat [Associate Dean for Assurance of Learning, Executive Director for Assessment Analysis and Associate Dean for Student Affairs];
7. Implement development of MBA course-level course portfolios across all sections of those courses with course leaders and score maintenance [Associate Dean for Assurance of Learning and Executive Director for Assessment Analysis];
8. Collect and present baseline data for MBA Student learning Outcomes at the Annual Assurance of Learning Summer Retreat [Executive Director for Assessment Analysis, Associate Dean for Assurance of Learning and Associate Dean for Student Affairs];
9. Assign course leaders to MS specialization courses; MS course leaders are assigned to elective courses one semester prior to next expected date of delivery [Department Chair];
10. Develop MS concentration course-level learning goals that are derived primarily from the MS concentration-specific learning goals [Course Leaders];
11. Choose MS course-embedded instruments of assessment that will validate the degree of achievement of the MS core programmatic, specialization-specific and course-level learning goals [Course Leaders];
12. Conduct Master Syllabi Adjustment for MS core courses at the Annual Assurance of Learning Summer Retreat [Associate Dean for Assurance of Learning, Executive Director for Assessment Analysis and Associate Dean for Student Affairs].

Year 6: (July 2013 – June 2014) Refinement and Sustainability

1. Develop set of School of Management aspirant-institutions for the purpose of comparative benchmarking [Dean and Dean's Student Intern];
2. Survey Stakeholder groups for the purpose of ascertaining School of Management Core Values [Dean];

3. Conduct survey aligning intended student population and actual student composition [Associate Dean for Student Affairs and Executive Director of Indirect Assessment];
4. Formalize revised articulation agreements with neighboring community colleges [Leadership Team];
5. Conduct survey to ascertain alignment between mission elements and actual student composition [Associate Dean for Student Affairs and Executive Director for Indirect Assessment];
6. Implement course-wide surveys to assess student perspectives for time-on-task [Course Leaders];
7. Continue Development of Goal-Validation System to Monitor Assurance of Learning (Strengthen and roll out Student Assessment Scorecard) [Executive Director of Assessment Analysis];
8. Conduct Assurance of Learning continuous improvement effort, and maintain annually, for the BSBA and MBA program at the Annual Assurance of Learning Summer Retreat [Associate Dean for Assurance of Learning, Executive Director for Assessment Analysis and Associate Dean for Student Affairs];
9. Implement development of MS course-level course portfolios across all sections of those courses with course leaders and score maintenance [Associate Dean for Assurance of Learning and Executive Director for Assessment Analysis];
10. Collect and present baseline data for MS Student learning Outcomes at the Annual Assurance of Learning Summer Retreat [Executive Director for Assessment Analysis, Associate Dean for Assurance of Learning and Associate Dean for Student Affairs].

Year 7: (July 2014 – June 2015) Refinement and Sustainability

1. Conduct Assurance of Learning continuous improvement effort, and maintain annually, for the BSBA, MBA, and MS program at the Annual Assurance of Learning Summer Retreat [Associate Dean for Assurance of Learning, Executive Director for Assessment Analysis and Associate Dean for Student Affairs];

Year 8: (July 2015 – June 2016) Refinement and Sustainability

NYIT College of Management
Strategic Plan: Section VII
Steady State Assurance of Learning Maintenance Program

1. Fall – Outcomes reported from the summer retreats and inputs received from the School of Management Executive Council and Business Advisory Board [Dean];
2. Fall - Outcomes reported from prior year and new inputs received from the annual Stakeholders’ Conference [Dean];
3. Fall - Inputs received from the Student Advisory Board [Associate Dean for Student Advancement];
4. Fall - Inputs received from the Adjunct Faculty Advisory Board [Associate Dean for Student Advancement];
5. Fall - Inputs received from Alumni and Community [Dean];
6. Fall - Benchmarks reviewed from peer and aspirant institutions [Dean];
7. Spring – Indirect assessments from prior year collected, analyzed, and presented to the full faculty at each campus location [Director of Indirect Assessment];
8. Spring: Centers of Excellence inputs received that contribute to attainment of learning goals [Center and Academy Directors];
9. Spring: Experiential Education inputs received that contribute to attainment of learning goals [Director of Experiential Education];
10. Fall and Spring - Collection of all course portfolios/GVS reports generated [Associate Dean for Assurance of Learning and Executive Director for Assessment Analysis];
11. Fall and Spring - Individual faculty review of course contributions to programmatic, major-specific, course-level, contextualized, and instructor specific learning goals [Faculty];
12. Late Spring [Associate Dean of Assurance of Learning, Executive Director for Assessment Analysis and Associate Dean for Student Affairs] – Full-faculty annual assessment retreat) to discuss inputs (gathered from 1-8, above), together with assurance of learning validation scores and their contribution to the attainment of:
 - a. Programmatic learning goals;
 - b. Major specific learning goals;
 - c. Course-level invariant learning goals;
 - d. Contextualized learning goals;
 - e. Instructor specific learning goals.

Results of the retreat include:

- a. Discussing the impact of the proposed changes from the prior year;
- b. Introducing a set of learning goals that form the basis of discussion for the current retreat;

- a. Department meetings to discuss contributions to the specified Major-Specific Learning Goal(s) [Department Chairs]. Recommendations collated and distributed to the Course Leaders.
 - b. Faculty Meeting to discuss contributions to the specified Programmatic Learning Goal(s) [Associate Dean for faculty Affairs]. Recommendations proceed to the Course Leaders.
 - a. Course Leaders determine what changes are to be made to the invariant components, or other elements, of the Master Syllabi.
13. Summer – Changes made to the Master Syllabi. Associate Dean for Assurance of Learning distributes annual report summarizing outcomes and recommendations made. Contributions to the report include those of the Executive Director for Assessment Analysis and the Associate Dean for Student Affairs.

The following table itemizes what individuals or groups may change in the Master Syllabi.

MASTER SYLLABI SECTION	Individual Faculty	Course Leaders
1		
2		
3		
4		
5A		
5B		
5C		
6		
7	With Course Leader Approval Only	
8		
9	Incremental to Elements from 5A, 5B	
17	With Course Leader Approval Only	
10-16		

NYIT School of Management
Strategic Plan: Section VIII
Program Review Process for AACSB Purposes

1. Year 1: Purpose and Relevancy
 - a. Review and revise Statements of Identification: program mission - positioning statement - target market – admission/probation/dismissal/graduation standards/repeat policy for the specific program; consider sustainability, dynamic market conditions, best practices and emerging trends, and other inputs; consider possible program/concentration deletions or new program/concentration development that are mission driven; and
 - b. Review and revise programmatic learning goals for the specific program; drill down to review and revise objectives for each programmatic learning goal.
2. Year 2: Core Curriculum Design
 - a. Revise curriculum structure accordingly to strengthen alignment with specific programmatic;
 - b. Review and revise assignment of course leaders to credit-bearing core courses;
 - c. Review and revise core Master Syllabi components;
 - d. Review and revise material/composite core course-level learning goals and course-embedded instruments of assessment that will validate the degree of achievement of both the programmatic, major-specific, and course-level learning goals;
 - e. Review and revise other Master Syllabi elements; and
 - f. Review and revise concentration learning goals for the specific program; drill down to review and revise objectives for each concentration learning goal.
3. Year 3: Course Design
 - a. Review and revise assignment of course leaders to credit-bearing concentration courses;
 - b. Review and revise concentration Master Syllabi core components;
 - c. Review and revise concentration Master Syllabi components;
 - d. Review and revise material/composite concentration course-level learning goals and course-embedded instruments of assessment that will validate the degree of achievement of both the programmatic, major-specific, and course-level learning goals;
 - e. Review and revise other Master Syllabi elements;
4. Year 3: Summer
 - a. Conduct core Master Syllabi adjustments.

Strategic Plan “Out-Years”: Conduct Steady State Assurance of Learning Maintenance Program (see Section VII)

PROGRAM REVIEW CYCLE*:

PROGRAM	ACADEMIC YEAR								
	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
BSBA	PROGRAM REVIEW			MAINTENANCE	MAINTENANCE	MAINTENANCE	MAINTENANCE	MAINTENANCE	PROGRAM REVIEW
MBA	MAINTENANCE	PROGRAM REVIEW			MAINTENANCE				
BPS	MAINTENANCE		PROGRAM REVIEW			MAINTENANCE			
BS/MBA	MAINTENANCE			PROGRAM REVIEW			MAINTENANCE		
MS-HR/LR	MAINTENANCE				PROGRAM REVIEW			MAINTENANCE	
EMBA	MAINTENANCE					PROGRAM REVIEW			MAINTENANCE

LEGEND: PROGRAM REVIEW MAINTENANCE

* The Action plan includes an accelerated timetable for these activities for the purpose of ensuring adequate time for Assurance of Learning in support of AACSB accreditation standards.

NYIT School of Management
Strategic Plan: Section IX
Operational Action Plan Timetable

INITIATIVE		YEAR								
		Phase 0	Phase 1		Phase 2		Phase 3			
		08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16
GENERAL	Stakeholder Meetings Across All Groups/Development of Statements of Identity	√								
	Develop and Strengthen School of Management Organizational Structure (New York)	√	√	√	√	√	√	√	√	√
	Develop a Strategic Plan (Reviewed Annually)	√	√	√	√	√	√	√	√	√
	Create Culture of Collaboration; Servant Leadership	√	√							
	Create appreciation of learning outcomes and assessment	√	√	√	√					
	Introduce and Maintain Special Platforms	√	√	√	√	√	√	√	√	√
	Develop, and Revise Accordingly, Faculty Recruitment Plan	√	√	√	√	√	√	√	√	√
	Create and Maintain Mission-Driven Centers of Excellence	√	√	√	√	√	√	√	√	√
	Initiate and Maintain Annual One-on-One Faculty-Dean Meetings	√	√	√	√	√	√	√	√	√
	Strengthen School of Management Global Organizational Structure		√	√	√	√	√	√	√	√
	Create and Implement Roles and Responsibilities Creation and Annual Reporting Processes		√	√	√	√	√	√	√	√
	Create and Implement Faculty Elaborations Document		√							
	Introduce, Implement and Strengthen Faculty Review Processes for Global Faculty		√	√	√	√	√	√	√	√
	Introduce, Implement, and Strengthen Adjunct Faculty Review Process		√	√	√	√	√	√	√	√
	Implement Centralized Faculty Deployment Processes		√	√	√	√	√	√	√	√
	Introduce Qualifications for Academically Qualified Faculty		√							
	Introduce/Maintain/Strengthen Qualifications for Professionally Qualified Faculty		√	√	√	√	√	√	√	√
	Implement Research Forum Program		√	√	√	√	√	√	√	√
	Implement and Strengthen Faculty Support Program (Travel; Memberships; Journals)		√	√	√	√	√	√	√	√
	Designate Appropriate Officer(s) and Create Pathway for Student Queries		√							
	Hold Business Advisory Board Meetings (New York)		√	√	√	√	√	√	√	√
	Hold Annual Stakeholder Conference		√	√	√	√	√	√	√	√
	Professional Enrichment and Experiential Education Development and Deliverables		√	√	√	√	√	√	√	√
	Introduce and Maintain new Platform for Student Success		√	√	√					
	Center of Excellence Deliverables		√	√	√	√	√	√	√	√
	Link School and NYIT mission and statements of Identification		√							
	Indirect, General, and Direct Standalone/Selection Instruments Administered		√	√	√	√	√	√	√	√
	Create and Maintain Continuing Education Opportunities (including Centers)		√	√	√	√	√	√	√	√
	Develop Financial Strategies and Review Annually			√	√	√	√	√	√	√
	Create and Maintain Executive Council			√	√	√	√	√	√	√
	Create and Maintain Student Advisory Board			√	√	√	√	√	√	√

	Develop and Implement Systematic Global Faculty Hiring Process			√	√	√	√	√	√	√
	Implement Process for Assignment of Graduate Assistants at All Campus Locations			√	√	√	√	√	√	√
	Peer-Schools Identified			√						
	Annual Full-faculty and Staff School of Management Indirect Assessment meeting held			√	√	√	√	√	√	√
	Summer Assurance of Learning Retreat Conducted			√	√	√	√	√	√	√
	Formalize Academic Advising Processes at Global Campus Locations			√	√	√	√	√	√	√
	Implement and Maintain Departmental Summer Research Bonus Program			√	√	√	√	√	√	√
	Hold Stakeholder Conference at Global Campus Locations			√	√	√	√	√	√	√
	Create Business Advisory Boards at Global Campus Locations; Hold Periodic Meetings			√	√	√	√	√	√	√
	Conduct Market Analysis; Determine Program Portfolio for Global Campus Locations			√	√	√	√	√	√	√
	Create and Maintain Adjunct Faculty Advisory Board			√	√	√	√	√	√	√
	Generate Mission-Driven Research/Scholarship Statement (Standard 1)			√						
	Creation and Deliverables for Special Programs at Global Campus Locations			√	√	√	√	√	√	√
	Create Staff Council			√	√	√	√	√	√	√
	Initiate Personalized General Education Career Track Program									
	Oversee Web Content Management			√	√	√	√	√	√	√
	Integrate Goal Validation System to Monitor Assurance of Learning			√	√	√	√	√	√	√
	Student Advisory Board Evaluation of Mission Elements (Standard 1)			√						
	Create and Maintain/Update Faculty Intellectual Contributions (Scholarship) Portfolios			√	√	√	√	√	√	√
	Track Mission element inclusion in the portfolio of faculty intellectual contributions)(Stand 1)			√	√	√	√	√	√	√
	Explore, Develop and Deliver New York Academic Support Services			√	√	√	√	√	√	√
	Implement Eighteen Hour Teaching Load Program for Designated Faculty			√	√	√	√	√	√	√
	Implement Faculty Management Processes at Global Campus Locations			√	√	√	√	√	√	√
	Initiate Student Ambassador Program			√	√	√	√	√	√	√
	Implement Survey Instrument to Ascertain Causes For Probationary/Withdrawal Status (Stand 7)			√	√	√	√	√	√	√
	Implement Qualifications for Academically Qualified Faculty			√	√	√	√	√	√	√
	Develop SOM Codes of Conduct for Students					√	√	√	√	√
	Deliver Faculty-Driven Continuing Education Seminars					√	√	√	√	√
	Survey: Intended Student Population Elements/Actual Program Student Composition (Stand 3)					√	√	√	√	√
	Department Chairperson Mid-Term Evaluations Implemented						√	√	√	√
	Hold School Career Fair and Strengthen School Career Development Programs						√	√	√	√
	Survey: Mission Elements and Actual School Student Composition (Standard 6)						√	√	√	√
	Formalize articulation agreements with two-year Community Colleges (Stand 6)						√	√	√	√
	Implement Course-Wide Surveys to Assess Student-Perspectives for Time-on-Task						√	√	√	√
	Survey Stakeholders and Ascertain School of Management Core Values						√			
	Aspirant Schools Identified						√	√		
BSBA	Statements of Identification Developed			√						
	Programmatic Learning Goals Developed			√						
	Programmatic Learning Objectives Developed			√						
	Program Core Course Leaders Assigned			√						
	Program Core Curriculum and Course Revision Affected including Master Syllabi Creation			√						
	Concentration-Specific Learning Goals Developed			√						
	Concentration Course Leaders Assigned			√						

	Concentration Curriculum and Course Revision Affected Including Master Syllabi Creation				√						
	Program Core Master Syllabi Piloted				√						
	Summer Retreat Held for the Purpose of Master Syllabi Adjustment				√						
	Baseline Learning Outcomes Collected					√					
	Course Portfolio Creation, Collection, and Review				√	√	√	√	√	√	√
	Retreat for Assurance of Learning Initiated and Maintained						√	√	√	√	√
MBA	Statements of Identification Developed				√						
	Programmatic Learning Goals Developed				√						
	Programmatic Learning Objectives Developed				√						
	Program Core Course Leaders Assigned					√					
	Program Core Curriculum and Course Revision Affected including Master Syllabi Creation					√					
	Concentration-Specific Learning Goals Developed					√					
	Concentration Course Leaders Assigned						√	√	√	√	√
	Concentration Curriculum and Course Revision Affected Including Master Syllabi Creation						√				
	Program Core Master Syllabi Piloted						√				
	Summer Retreat Held for the Purpose of Master Syllabi Adjustment						√				
	Baseline Learning Outcomes Collected							√			
	Course Portfolio Creation, Collection, and Review							√	√	√	√
	Retreat for Assurance of Learning Initiated and Maintained								√	√	√
	MS	Statements of Identification Developed					√				
Programmatic Learning Goals Developed						√					
Programmatic Learning Objectives Developed						√					
Program Core Course Leaders Assigned							√				
Program Core Curriculum and Course Revision Affected including Master Syllabi Creation							√				
Specialization-Specific Learning Goals Developed							√				
Specialization Course Leaders Assigned								√	√	√	√
Specialization Curriculum and Course Revision Affected Including Master Syllabi Creation								√			
Program Core Master Syllabi Piloted								√			
Summer Retreat Held for the Purpose of Master Syllabi Adjustment								√			
Baseline Learning Outcomes Collected									√		
Course Portfolio Creation, Collection, and Review									√	√	√
Retreat for Assurance of Learning Initiated and Maintained										√	√