

## Task Force Deliverable: Part I

(Table A)

PRIMARY DIMENSION: STUDENT SUCCESS						
SECONDARY DIMENSION: CAREER PREPARATION						
<b>Goal I: Provide all students with curricular and co-curricular education in the principles and practices of leadership.</b>						
Strategy	Associated Dimensions	Responsible Unit(s)	Implementation Sequence	Cost Range <sup>1</sup>	Implementation Sequence	Funding Source <sup>2</sup>
1a. Determine indicators of leadership ability for RIT applicants.		Admissions Dept. Chairs	#1	-	Jan. 2016	-
1b. Include the leadership indicator(s) above as admissions criteria for 20% of undergraduate applicants.		Admissions	#2	\$	Fall 2016	EMCS Budget
1c. Include “Leadership” category in coop employers’ evaluations.		Coop Office	#1	-	July 2015	-
1d. Using open source tool like Mozilla’s <i>Open Badges</i> , design and document a “Leadership” competency badge reflecting student experience/proficiencies in leadership.	CIC, OA, GE&IE	Wallace Ctr. Assessment Office		\$	Fall 2017	AA Reallocatn.

<sup>1</sup> \$\$\$ = ≥ \$5M  
 \$\$ = \$1M - \$5M  
 \$ = < \$1M

<sup>2</sup> On the electronic form, we will provide a drop-down menu of the choices that are provided on p. 2 of this document.

Funding Source Choices:

1. Reallocation of budget dollars within college/department/division
2. Reallocation of budget dollars between colleges/departments/divisions
3. Existing budget
4. Capital campaign
5. Grant (specify name and whether we have received award)
6. Endowment
7. Central funds
8. Tuition
9. Other

## Task Force Deliverable: Part II

(Table B)

<b>PRIMARY DIMENSION: STUDENT SUCCESS</b> <b>SECONDARY DIMENSION: CAREER PREPARATION</b>	
<b>Goal 1: Provide all students with curricular and co-curricular education in the principles and practices of leadership.</b>	
Rationale and Fit with Vision	Anticipated Outcomes
<p>The vision calls for graduates with multiple competencies; leadership is frequently cited as one of the critical skills along the horizontal line of the T-shaped employee. While we can build curricular and (mostly) co-curricular experiences with documentation of demonstrable competency, looking for incoming students with leadership talent would help to shift the student population in that direction <i>and</i> distinguish RIT as a university that looks for leaders.</p>	1. We would need to set a % goal for applicants demonstrating leadership skills.
	2. The competency badges are key to this goal. They provide an innovative and increasingly accepted (among employers) proof of competency. They could also be used for other skills along the horizontal part of the T.
	3. The ultimate outcome of this goal would be that more (and we'll need a %) of our graduates are either hired into leadership positions, or attain leadership positions within x years of graduation.
<b>Goal 2: Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do</b>	
Rationale and Fit with Vision	Anticipated Outcomes
<p>Assiduus usus uni rei deditus et ingenium et artem saepe vincit.</p>	1. Absentem laedit cum ebrio qui litigat.
	2.