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The Future is Ours: Op-eds



Forbes

E-Learning: An Essential Tool For Improving The Public Teacher Corps

Hui-Yin Hsu

Aug. 22, 2016 - As classes start, public school systems across the country are starting down crisis-level teacher shortages.

Rapid City, South Dakota schools have 50 unfilled teaching positions. Georgia's Houston County has 90. San Francisco has more than a 100. Florida's Orange County: a whopping 300.

There's a desperate need for new blood in America's teacher corps. Older educators continue to retire at a steady pace, and there is not enough new talent joining the profession.

Worse still, too many young teachers aren't equipped with the knowledge required to educate effectively. And the teacher corps remains remarkably homogenous, failing to reflect the diversity of the nation.

There is a silver-bullet solution to all these challenges: online teacher certification. E-learning portals empower people from less traditional career tracks to join the teaching profession, bringing their unique perspective, skills and backgrounds into the classroom. More universities should offer online teacher training. And public school systems should value these degrees and recruit heavily from these new pools.

The vast talent pool
E-learning represents the best way to grow and improve the American teaching corps.

Consider Arlene Steenkolk, a former computer engineer in Beaverton, Oregon. She made plenty of money

in her old career, retired early, and wanted to help foster the next generation of computer scientists. So she took up teaching, taking a position as a technology assistant at a local elementary school. "This is my passion," she explained. "I want to encourage (the students) to look ahead for their future."

There are countless Arlenes across the country, motivated professionals in their 30s, 40s and 50s with impressive skills and an ambition to give back through teaching.

This vast talent pool, though, has gone mostly untapped. The biggest reason? Many professionals face a prohibitively high transition cost: They can't afford to quit their jobs and spend several years in a full-time teaching program. Many have kids to support, mortgages to pay and retirements to plan for. They can't forgo several years of wages.

The ideal model
That's where e-learning comes in. Online teacher training programs allow working professionals to get certified at their own pace. They don't have to leave their jobs to start switching careers. And the degrees are just as specialized—and good—as those offered by traditional, brick-and-mortar schools.

The University of Massachusetts, for instance, offers online courses leading to more than 20 teaching degrees.

The ideal model couples flexible online instruction with regular, in-person training sessions in which candidates visit K-12 classrooms and interact

with real students. At my university, New York Institute of Technology, our education school offers online graduate programs and a blended program that incorporates classes and instruction on campus.

This kind of hybrid model has proven exceptionally effective elsewhere, too. One recent study spearheaded by the former president of Princeton University examined over 600 college students and found that those who completed both online and in-class courses performed better than traditional students.

Bridging knowledge and diversity deficits

Empowering more mid-career professionals to join the teaching corps would also address another major problem plaguing public school educators: a serious knowledge deficit. Recent research shows that many middle and high school instructors lack the necessary knowledge about math to effectively teach their students the subject. These educators "are not prepared to teach the demanding curriculum needed for U.S. students to compete internationally," says William Schmidt, the Michigan State University professor that directed the study.

When mid-career professionals migrate into education, they bring their knowledge and professional skills, honed over decades, with them. Students can learn, say, about computer science directly from a Google engineer or about writing from a Fortune 500 advertising executive.

Young minds deserve access to such elite knowledge.

Teachers from non-traditional paths are also more likely to come from diverse demographic backgrounds. Boosting their ranks will make the teaching corps more reflective of the student body.

Indeed, there's currently a serious lack of diversity among educators. While over 40% of U.S. public school students are students of color, more than 80% of their teachers are white. Empowering more mid-career professionals to make the switch can help close this gap.

A desperate need
Our nation can't afford to let the problems with the teaching corps continue unaddressed. The scarcity of qualified, diverse instructors is leading to lower quality instruction and contributing to poor outcomes. Today, the United States isn't even among the top 20 performing countries in international student achievement assessments.

Leveraging online learning technologies to empower adult professionals to become teachers will provide an injection of fresh talent into a school system that desperately needs it.

Dr. Hsu chairs New York Institute of Technology's Teacher Education Program in the School of Interdisciplinary Studies and Education.

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Newsweek

We Need to be Frank About Death with Terminal Patients

Jerry Balentine

August 8, 2016 - When Kara Tippetts, a 38-year-old mother of four, died of breast cancer last year, more than 17,000 people live-streamed her funeral. Tippetts gained national prominence through her blog, where she confronted her impending death directly and offered a refreshingly frank take on what it's like to have a terminal disease.

Unfortunately, the openness Tippetts displayed is usually missing where it's needed most: hospitals. Doctors, nurses and other caregivers are often reluctant to discuss end-of-life plans with terminal patients. Death is considered a taboo topic, until after a patient has died. This lack of patient-provider communication frequently leads to degraded care and needless suffering.

One recent survey of patients with advanced cancers found that only 5 percent knew their projected life expectancy was just a few more months. Another found that only about half of patients dying from renal and pulmonary conditions had been offered consultations on palliative care.

Denied a clear understanding of their situation, terminal patients often pursue invasive treatments that actually make their lives worse. Indeed, over 70 percent of patients with incurable colorectal, breast, lung, pancreatic and

prostate cancers continue to receive aggressive care in their last months of life, treatments which typically induce vomiting, mouth sores and other torturous side effects.

This collective denial of the inevitable imposes a huge cost on patient well-being—and too often, it's for little or no return. Over the past five years, according to a 2015 JAMA Internal Medicine study, nearly 70 percent of cancer drugs were approved without proof that they extended or improved life.

While cost should never be a factor in a doctor's treatment recommendation—or a regulator's decision—the collective denial of death's reality is also putting a financial burden on patients and their families. Indeed, families with cancer patients are nearly three times more likely to declare bankruptcy than other households.

There is no "right" answer for how patients should respond to a terminal illness. It's a deeply personal decision based on a complex array of spiritual, social, financial and emotional needs.

Some people want to keep fighting until the very end. Others prefer to ease up on care—or even die on their own terms—in order to focus on quality of life or time with family.

This month, for example, Jerika Bolen, a 14-year-old suffering from Type 2 spinal muscular atrophy, a terminal genetic condition that causes constant pain, will end her life.

The Wisconsin teen, who spends 12 hours each day connected to a ventilator and most of her time in bed, made this heartrending decision earlier this year after her 38th surgery.

Her final wish? A prom. So on July 22, hundreds of friends, admirers and family members gathered at a ballroom in Appleton, Wisconsin, to dance the night away. Bolen was named prom queen.

Terminal patients can only make these tough choices if their doctors are trained and able to share bad news. Yet most doctors receive zero training on how to have these hard conversations. Less than a third of primary care physicians receive instruction in end-of-life treatment.

Fortunately, some medical schools have noticed this training gap and are evolving their curricula to fill it.

Stanford's medical school orientation now includes a discussion of the ethics of death. George Washington University Medical School offers a full course about dying.

Johns Hopkins goes a step further and actually assigns students to write instructions for their own end-of-life care, an exercise that forces them to confront the difficult decisions terminal patients face.

Here at the New York Institute of Technology, our Gold Humanism Honor Society rewards osteopathic medical students and faculty for tackling personally challenging patient care with compassion and tact. During the academic year, medical lectures include information on ethics and end-of-life issues and care. Our physician assistant studies program also includes a "breaking bad news" scenario in which students encounter actors role-playing as patients with a terminal illness.

If properly informed, many patients with incurable illnesses may want to forgo painful and expensive treatment, choosing quality over quantity for their remaining days, with their doctors and caregivers as compassionate collaborators. Silencing such end-of-life discussions fails our terminal patients in their final need.

Jerry Balentine is vice president for medical affairs and global health at the New York Institute of Technology.

THE HUFFINGTON POST

Green Buildings: Helping the Planet, Helping Our Pockets

Edward Guiliano, Ph.D.

July 5, 2016 - Suppose Henry David Thoreau built his cabin by Walden Pond today. Would he reproduce the spare dwelling of 170 years ago? I doubt it. He'd have electric lights, running water, and refrigerators to simplify his life. But he'd also install solar panels, a rainwater harvest system, and maybe even a wind turbine.

Thoreau loved nature, so perhaps that's not surprising. But the tycoon Cornelius Vanderbilt, who cared much less for nature, likely would do the same thing. His thrift was legendary.

The simple reason? Green technology saves money.

Hence we're seeing a revolution, though it could be aptly termed a rapid evolution. It's happening all around us, yet many are unaware of it. Green affordability has arrived gradually over a few decades and been easy to miss.

Green buildings come in many forms, but all save energy and aid the Earth via recycled water, solar panels, good insulation, plenty of natural light,

and cleaner air, to cite some of the common identifiers.

Basically, green buildings cut operating costs, in water, energy, waste disposal, and maintenance. They're like cars that get great mileage. According to the U.S. Green Building Council (USGBC), certified buildings use 25 percent less energy and 11 percent less water, and have prevented over 80 million tons of waste from reaching landfills. The University of Hawaii says its green buildings saved \$3.4 million in 2014 by cutting energy costs alone. One major hotel spent \$184,000 on a green retrofit and saved \$58,035 annually.

It has become much easier to demonstrate that green is a wise investment. The USGBC estimates that if you spend a little more to construct a building that's green, you save over 10 times that cost in its lifecycle. In the stock market, they call that a "ten-bagger," almost as rare as a no-hitter in baseball. But green is a ten-bagger anyone can get, and it's not a gamble.

Poll after poll shows we prefer green

buildings. They command higher rents, yet yield higher occupancy rates. In one study by McGraw Hill Construction, green construction increased the value of new buildings by 10.9 percent and existing ones by 6.8 percent.

"Architecture is the will of an epoch translated into space," Mies van der Rohe said. And the will of our epoch is—or will be—fighting climate change. Buildings account for almost a third of the world's greenhouse gas emissions. Costly damage is coming, but green buildings save people money here too, whether they spend time in them or not.

As a business case, green buildings vs. non-green buildings is like Google Maps vs. paper maps. The changeover is already clear in construction; in 2005, just two percent of nonresidential building starts in the U.S. were green, but last year over 40 percent were.

Today, more people in the United States work in solar than either coal or oil and gas. As the price of solar plunges, sunshine is powering not just

homes, but also streetlights, parking meters, and garden lights.

The shift is global. We think of developing countries as being poor in wealth, but they're poor in energy too. One out of every six people on Earth lives without electricity, but as green technology gets affordable, they may put solar devices on their rooftops and leapfrog the grid.

Globally, by 2018, the companies that expect to have over 60 percent of their building projects green-certified will more than double from 18 to 37 percent. Much of the growth will occur in developing nations. Global universities like New York Institute of Technology help ensure that the local workforce is properly trained and educated to join the ranks of the energy management elite across all fields.

And much more will derive from universities, which continue to lead the way. We must constantly spur dialog to help find solutions to pressing problems, and well as incubate new

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ideas and test them. A professor named Augustin Mouchot invented the first solar device in 1866; at NYIT, we were building hybrid cars in the 1970s and putting roof-top solar panels on our buildings in the 1990s.

More recently, our student teams have built full-scale green homes using their skills in architecture, engineering, design, and communications.

Today, scientists at various

universities are developing solar films that are relatively inexpensive and non-toxic, so glass skyscrapers can have solar windows.

Oil and coal will not disappear tomorrow. Patterns of energy use lie embedded in our infrastructure, issues are varied and complex, and the technology is growing incrementally. We're at a tipping point.

Universities are linking government,

academia, and industry to meet modern challenges; at NYIT's 11th annual energy conference last month we convened experts across many fields to examine the future of green buildings. The ideas put forth there may wind up in the buildings of tomorrow, housing enterprises that employ members of Generation Z, those reared with the benefit of access to technology, but also the burden of

climate change implications.

Today the price is right. We'll never run out of wind, and the sun gives our planet more energy in one hour than we use in a whole year.

So, welcome aboard...the train has left the green station.

Edward Guiliano, Ph.D., President, New York Institute of Technology

THE WALL STREET JOURNAL

Smart Devices Undone by Dumb Security

If hackers can commandeer a baby monitor, you know the Internet of Things needs to wake up to threats.

Babak D. Beheshti

June 1, 2016 - A Washington couple was baffled after their 3-year-old son complained of scary voices in his room at night. Then his mother heard them, too. "Wake up, little boy, daddy's looking for you," said a strange voice. Her blood ran cold. The couple soon discovered that a stranger had hacked their baby monitor. Late at night, he would take over commands—and even the night-vision lens—to whisper disturbing messages to their toddler.

Since CBS 2 in New York reported this story in 2015, consumers have become even more connected to the global Internet of Things, a network of personalized web-connected devices and objects. It's a broad category that includes everything from Fitbits to connected vehicles, from smart oil rigs to thermostats. By 2020, the tech industry forecasts a staggering 50 billion things connected to the Internet—roughly seven devices for every human on the planet.

Yet with technology growing more pervasive each day, all companies that make Internet-connected devices need to anticipate potential security threats and work to neutralize them. If they don't get proactive, they will find themselves regulated by bureaucrats who don't understand their complex technologies.

Billions of Internet-connected devices already have created opportunities for cybercriminals. Tech companies

have stepped up security measures for smartphones, computers and tablets. But other web-connected devices, such as thermostats, smart refrigerators and wearables have received less attention. That lag has created dangerous vulnerabilities. Hackers can extract financial information; terrorists can target the digital infrastructure of our cities; and foreign nationals can exploit security lapses to spy.

Already, high-profile stories have illustrated the yawning gaps in security. For instance, many manufacturers of smart-home devices rely on the end user to secure them, and many customers do not think to change the devices' default passwords—which often are available online as basic product information. This is precisely how more than 73,000 Internet-connected private security cameras were hacked into and displayed on a website in November 2015.

Three years ago, a research team at the University of Texas was able to subtly hijack and remotely pilot an \$80 million private yacht, using a \$3,000 device they created to spoof GPS signals. That's especially chilling considering that 90% of freight world-wide travels the seas, relying heavily on the Internet of Things to navigate.

In 2011 a security expert and diabetic named Jay Radcliffe reported that he had hacked into his own insulin pump, writing a code that could

potentially change settings or turn insulin off. Cybercriminals also could stop an Internet-enabled pacemaker, supercharge a heart defibrillator or increase the drip on a morphine pump. Imagine the potential these hacks create for any sinister group.

While many companies in the smart-home market have now taken serious security precautions, device companies need to educate their workforces and the public about the risks. Consumers must understand the importance of managing their passwords, installing security updates and safeguarding Wi-Fi networks.

Firms should also get smarter about data storage, especially on the cloud. After reviewing more than a billion data points, on Oct. 6, 2015, security services firm Alert Logic reported that attacks against cloud deployments had skyrocketed by 45% in 2014, as compared with 2013. The trade-off the cloud offers—ease of access versus the security of a vault—presents a daunting challenge. Tech companies must ensure that cloud data-storage providers are vigilant.

These are demanding objectives, and they're going to require collaboration. Manufacturers, designers and cloud providers should establish a consortium to address them and to launch a global campaign to educate the public. The Internet of Things Security Foundation could serve as a stepping-off platform.

Launched in September 2015, it has brought together key figures in technology, academia, and government to discuss security challenges.

Academia has a role to play too. At New York Institute of Technology, we run an annual conference to raise public awareness of the gaps in cyberdefenses. Our faculty researchers are working on promising new data-protection technologies—such as continuous authentication, a nonintrusive alternative to the traditional biometrics such as fingerprints. Basically, it involves monitoring the intricate keypresses, movements and pressures applied by an individual's hands on a mobile device, in order to continuously authenticate the identity of the user and detect and cut off an unauthorized user.

As the Internet of Things expands, and as security vulnerabilities keep pace, companies that make web-connected devices must understand that parents won't idly stand by as some stranger's voice seeps through their baby monitor. If manufacturers fail to address security vulnerabilities, heavy-handed regulators surely will.

Mr. Beheshti is professor and associate dean of the school of engineering and computing sciences at New York Institute of Technology.

FOX NEWS Opinion

How to Fix America's Failing Cybersecurity Capabilities

Nada Marie Anid Ph.D.

March 22, 2016 - Barack Obama just became the first U.S. president to write a line of computer code. The gesture is part of a national push for computer science education. In fact, the White House recently announced a \$4 billion "Computer Science for All" initiative that will help educate the next generation of coders.

It couldn't have come soon enough. In addition to playing an increasingly central

role in business, computer science know-how is vital to America's economic and national security. 2015 was the worst year ever for cybercrime, with nearly 1,000 major data breaches.

These attacks included the theft of 21.5 million records from the federal government's Office of Personnel Management and a T-Mobile breach that exposed the names, addresses,

and Social Security numbers of 15 million customers. Meanwhile, major global enemies, including the Islamic State and North Korea, have developed sophisticated hacking operations to disrupt both commerce and governance.

Efforts to bolster cybersecurity all face the same obstacle: a shortage of talent. Protecting our citizens requires a large-scale effort to attract talented

people to the cyber workforce and then train them to meet and thwart modern, unexpected threats.

There are currently 209,000 unfilled positions for cybersecurity workers in the United States, according to a Stanford University report. Worldwide, the figure totals roughly 1 million.

That shortfall is expected to get worse. Global demand for cybersecurity

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Newsweek

Beware the Classroom Costs of Sports Head Injuries

By Hallie Zwibel and Alice Heron-Burke

January 6, 2015 - Molly Poletto, a University of Utah goalkeeper destined for stardom, was forced to cut her soccer career short after suffering eight concussions. Molly acknowledged that she did not give herself enough time to heal between injuries, behavior that ultimately resulted in years of speech and vision therapy, withdrawals from college courses and short-term memory loss.

Molly is not alone. Every year, thousands of student-athletes who suffer a concussion return to the field before they are fully healed, putting themselves at risk for serious cognitive disabilities. These disabilities can lead to poor academic performance and mood disorders—and can severely compromise life prospects after graduation.

Unfortunately, existing concussion protocols don't properly protect students. The National Collegiate Athletic Association, the organization that regulates college athletics, specifies the stages a student athlete must go through before returning to the field after a concussion. But the NCAA says very little about how to ensure a student's ability to return to the classroom.

That needs to change. A student unable to fruitfully engage in academics isn't ready for competitive athletics. Without a strong "return-to-learn" protocol alongside a "return-to-play" guideline, decision-making responsibility falls to those

most reluctant to keep star athletes sidelined—the students themselves, their coaches and colleges where athletics is big business.

The NCAA should implement a specific, evidence-based strategy that ensures students that have suffered a concussion can return to learn.

Part of the problem with the return-to-play protocol is that it relies on subjective determinations and self-reported symptoms. Most of the time, students who suffer concussions look physically fine, so the health care team must base its evaluations on what students tell them.

But college athletes operate within a competitive culture that discourages reporting symptoms accurately or following proper injury-management protocols. Indeed, by one estimate, five in every six suspected college football concussions go unreported.

That figure is likely similar in other high-risk sports like lacrosse and soccer. In fact, over one in every five college athletes is unlikely to report concussions symptoms to a coach, according to a study by the American Academy of Neurology.

And many students lack the knowledge to recognize concussion symptoms. A survey of over 900 NCAA member institutions revealed that only about seven in 10 schools had an annual process for educating athletes about

concussions. In some cases, this process consists of nothing more than passing out a one-page handout.

As a result, many students who look physically fine but are still struggling to regain full cognitive abilities return to play too early.

Even worse is the danger of another concussion suffered before a student-athlete has fully healed cognitively and physically from the previous one. The student may experience severe changes in behavior and the ability to process information. In some cases, multiple concussions can cause permanent brain damage.

To prevent these problems, the NCAA should implement a "return-to-learn" concussion protocol. This should include required medical assessments, such as neurologic exams and tests for vision and memory, designed to determine if a student-athlete has healed enough to return to the classroom.

It should also incorporate counseling and wellness services that ensure students are mentally prepared to reintegrate into modern university life—beyond college athletics.

The return-to-learn approach works. Consider the case of a student who suffered a concussion at our school, the New York Institute of Technology. Upon entering our Center for Sports Medicine, physicians assessed the student and assigned him a numerical

score based on the severity of his symptoms. They also performed a comprehensive neurological exam, assessed vision and cognitive abilities, and provided physical therapy services for the student.

In performing these assessments, the members of the medical staff were able to identify the student's weak areas and tailor their treatments accordingly. Moreover, access to counseling and wellness services ensured the student was properly equipped to handle any mental symptoms—like anxiety or depression—that could arise after injury. Ultimately, he safely reintegrated back into the classroom—and to his team.

Such success would not have been possible without a holistic protocol involving medical and mental health experts focused on the student's well-being.

The NCAA should take similar steps to ensure students feel supported in their academic environment. Only then will student-athletes be able to return to their sports and classrooms ready to play and learn.

Hallie Zwibel is director of New York Institute of Technology Center for Sports Medicine, where Alice Heron-Burke is senior director of counseling and wellness.

THE WALL STREET JOURNAL.

Architect Licensing Needs a Gut Rehab

No wonder fewer students are signing up—it takes on average 14.5 years after high school to become licensed.

Frank J. Mruk III

September 29, 2015 - The housing industry is making a comeback: A Sept. 17 Commerce Department report revealed that contractors are continuing to build homes at a furious pace. The U.S. is on track to add more than one million units by the end of the year.

Yet even as demand for new houses surges, fewer students are enrolling in architecture programs. Enrollment for first-year architecture students has declined by nearly 20% over the past five years, according to the National Architectural Accrediting Board.

This drop is in many ways attributable to architecture's outdated, costly and time-consuming qualification process, which is a combination of academic studies, internships and licensing tests. The profession has taken some small steps

to reduce requirements, but it hasn't been enough. Training in architecture desperately needs an overhaul.

Aspiring architects begin at an accredited college, where they must complete 150 credits, which typically takes five or more years. The newly minted graduates must then complete an internship, often taking another five years. Then comes the grueling, multipart Architecture Registration Exam. Each of the test's seven sections is taken separately, so finishing the full exam tends to take two to four years. (The test will be reduced to six sections next year.)

This adds up to an extraordinarily long qualification process. According to data from the National Council of Architectural Registration Boards, it takes the average architect 14.5 years after high school to

become licensed.

Compare that pathway with those of other high-expertise professions. Law school is three years, and most graduates take the bar within a few months of earning their degree. Dental school is four years, and graduates can begin practicing as soon as they've passed the qualifying licensing exam. It isn't unusual to meet lawyers or dentists in their mid-20s.

In Silicon Valley, it seems as if tech entrepreneurs are only getting younger. Last year a 13-year-old captured headlines when his vision for low-cost and compact Braille printers won venture-capital funding. Yet even the most brilliant architect typically can't set up shop until reaching his or her 30s.

The qualification regime is driving away top talent. Only about six in 10 students who graduate from schools accredited by the National Architectural Accrediting Board eventually get their license. The rest find jobs elsewhere.

Reforming architecture's qualification system should begin with the creation of a "tiered" system, in which the focus and required length of training are tied directly to the specific skills and goals of students.

Such systems have shown promise in other industries. Consider medicine, which uses a tiered structure for residencies. All aspiring doctors go to medical school. But the length of the required residency after graduation differs depending on specialty. Most states employ a tiered licensure system

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for mental health counselors. In K-12 education, some states are shifting to a tiered-licensing regime, as preschool teachers need different skills from high school educators.

Another important change would align the demands of academia, internships and licensing more closely with the modern industry. The process is designed for self-directed generalists,

requiring participants to learn a wide variety of skills—site design, urban planning, structural systems, history and building technology, typically in addition to numerous liberal arts classes. But today's building industry increasingly rewards specialization and collaboration. Pencils and tracing paper have been replaced with tablets and complex software suites. Thanks to technological

advances, today's architects have tools that enable them to bridge theory and practice in ways that weren't imaginable a few years ago. A generalist education has its benefits and should remain at the top of a tiered hierarchy, but young architects should have more opportunities to learn specialized skills early on.

The drain on young talent, coupled with

a building comeback, is an opportunity to redesign the profession, and revisiting the qualification process would be a good place to start.

Mr. Mruk is an associate dean at New York Institute of Technology's School of Architecture and Design.

Forbes

Students Think They're Ready For The Real World; Employers, Not So Much

John Hyde and Amy Bravo

September 21, 2015 - Many of today's college students are stunningly ill-prepared for the professional world. What's worse, they don't even realize it.

A survey from the Association of American Colleges and Universities finds that about 70% of college students think they possess the critical thinking skills needed to succeed in the workplace. Employers, on the other hand, are far less optimistic. Less than a third think newly minted college grads are ready for the real world.

There's good reason for this divide. Employers increasingly value skills that often aren't taught on the average college campus. And most students are completely unaware of employer demands because they fail to plan for life outside the academic bubble.

Many employers have stopped putting so much stock in academic achievements alone

Colleges need to repair this disconnect. The global job market is only getting more competitive. Faculty and administrators must make sure students develop the aptitudes that can actually secure them long-term, satisfying employment.

Consider soft skills like teamwork and collaboration. While 60% of college

students think they excel here, just 40% of employers agree. When it comes to the quality and speed of their decision-making, student confidence is twice as high as employers'.

At the same time, many employers have stopped putting so much stock in academic achievements alone. In fact, a recent survey from the research firm Millennial Branding found that only 2% of employers consider GPA the most important factor when evaluating job applications.

These discrepancies are exacerbated by the fact that many students fail to take advantage of the opportunities provided by school administrators to acquire professional skills.

Fortunately, there are ways to improve student career readiness.

Colleges can adjust their curricula to better simulate real-world working conditions

For starters, colleges can adjust their curricula to better simulate real-world working conditions. For example, most jobs don't require the sort of sustained, independent work it takes to finish a term paper; collaboration is quite common. That's why Purdue University lends some of its business students out to local small businesses to act as consultants.

Professors in all academic programs should look for similar opportunities.

Leadership matters, too. Only micromanagers provide employees with minute-by-minute orders. At most offices, workers are expected to identify employer needs on their own, adapt accordingly, and guide colleagues when appropriate. Given that, American University has launched a public affairs leadership program, which challenges students to identify a social ill and try to resolve it.

Career service programs also have a role to play in prepping students for life after college. Administrators should focus on increasing the number of internships available, expanding the variety of participating employers, and allowing students to accrue credit from all manner of part-time professional opportunities.

Notably, Alma College in Michigan has installed a forward-looking careers services program that provides students \$2,500 grants toward off-campus internships, fellowships or research.

Narrowing the gap between what the average student learns and what the average employer demands

Here at New York Institute of Technology, we provide extensive professional development opportunities. And the skills our students acquire

translate into real job opportunities. Fully 87% of our graduates are employed in their chosen field within six months of commencement. Nationally, only around 55% of college grads secure full-time jobs before the six-month mark.

Most recently, we started an urban administration course that introduces students to the inner-workings of city governments and non-profits through traditional classroom instruction—and then empowers them to see those dynamics first-hand with a local community service project. This program isn't simply aimed at exposing students to these fields. It also actively cultivates the problem-solving skills relevant employers demand.

American institutions of higher education need to narrow the gap between what the average student learns and what the average employer demands. If not, future generations of graduates are going to find themselves locked out of the job market and deprived of the chance to find meaning and purpose in work.

Mr. Hyde is the dean of New York Institute of Technology's Office of Career Services. Ms. Bravo is the assistant dean.

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expertise is on track to reach 6 million positions by 2019.

With cybercriminals growing more sophisticated each day, we need a long-term strategy to close the cybersecurity talent gap.

To start, computer science must become a central component of our education system.

According to a recent Gallup survey commissioned by Google, less than one third of K-12 teachers and administrators say that computer science is a top priority for their school. In a survey commissioned by defense contractor Raytheon, 82 percent of millennials reported that no teacher or guidance counselor had ever mentioned the possibility of a job in cybersecurity.

Thankfully, some policymakers are attempting to change the status quo. On top of President Obama's national

initiative, New York Mayor Bill de Blasio has committed his city's school system to offering computer science classes to all students within 10 years.

Efforts to ignite a passion for cybersecurity careers should give special attention to young women. According to that same Raytheon survey, men are five times more likely to consider a career in cybersecurity than women. Research from a study I'm conducting with colleagues from Cisco and the wider tech community for an upcoming book called *The Internet of Women* supports Raytheon's findings.

Another valuable step would be the creation of a cybersecurity scholarship program. The National Science Foundation already offers funding for degrees related to cybersecurity, provided recipients work for the government upon graduation.

What's needed is a more ambitious scholarship program, similar in scope to the GI Bill. All American students should know that if they become qualified cybersecurity professionals, the government will help pay for their education.

Private-sector businesses such as technology firms and military contractors should establish related initiatives, offering to pay off education loans for students who accept in-house cybersecurity positions.

But it won't be enough to simply encourage more Americans to earn degrees in computer science. Students also need access to tech immersion programs to see the practical implications of their studies.

My own university, New York Institute of Technology, has worked with industry leaders to create internships

and other real-world experiences and opportunities. And we've dramatically increased our cybersecurity course offerings, hiring expert faculty in biometrics, swarm intelligence, cryptography, data mining and forensics, and network security. We've even added a cybersecurity concentration for undergraduates and a master's program.

America faces mounting cyber threats. And the shortage of professionals who can fend off the hackers is growing. Only through better funding incentives and hands-on immersive training can we hope to attract more young people to the cybersecurity field.

Nada Marie Anid, Ph.D. is dean of the school of engineering and computing sciences at New York Institute of Technology.

The Washington Post

Scientific research needs the humanities, the president of a technical university says

Edward Guiliano, Ph.D.

February 5, 2016 - Washington just made a new commitment to science. The 2016 federal spending bill increases financing for the National Institutes of Health by almost \$2 billion, a nearly 7 percent increase. Science spending at NASA and the Department of Energy will receive similar bumps, and the National Science Foundation's budget will jump by 1.6 percent.

This is welcome news, as these agencies and the researchers they support all across the nation have been treading water for years.

But revolutionary innovation depends on more than robust financing. It also requires doctors, engineers and researchers to embrace the humanities. Indeed, the world's biggest challenges — whether economic, environmental, technological or physical — demand critical thinking, empathy, cultural literacy and creativity. These skills are cultivated through an education that embraces the humanities.

One distinctive characteristic of America's higher education system is the "core curriculum"; most colleges and universities mandate about a third of an undergraduate's coursework include a broad range of non-major courses. These distribution requirements are meant to ensure that students are exposed to great and diverse ideas beyond their own field of study.

The most successful tech companies depend on employees who had this grounding in the humanities. Apple's

often-cited late-CEO Steve Jobs attributed much of his company's success to collaboration between designers and computer scientists, famously noting, "It's technology married with liberal arts, married with the humanities, that yields us the results that make our heart sing."

Other examples abound. Consider Katie Hall, the chief technology officer at WITricity, a start-up developing wireless energy technology to power and charge phones, appliances and electric cars. When Hall first witnessed the company's experimental technology, she instantly recognized an opportunity to help people whose lives depend on implanted medical devices. Hall and her team partnered with a medical device manufacturer to develop a heart pump that can be recharged wirelessly, eliminating the need for intrusive operations to switch out old pumps.

This way of thinking — the desire to improve the human experience through science — is often inspired by the humanities. Indeed, collegiate humanities programs often include unconventional learning experiences that help make students more socially aware and civic-minded. These programs also help students develop the analytical skills needed in today's workforce.

At the Yale School of Medicine, for example, students must take a trip to a museum to study paintings. The requirement is designed to improve

observation and empathy.

Likewise, my school, New York Institute of Technology, runs a quarterly photography contest for our medical students centered on a different theme, such as "hands and touch," designed to help them to think creatively and build sensitivity from different perspectives.

There is little doubt that this is particularly important for today's physicians. Practicing observation and enhancing creativity helps strengthen connections to patients, which improves overall care and ensures patients get healthy faster.

A study published in the *Archives of Internal Medicine*, for example, determined that lung cancer patients responded more positively to the directions of physicians who were empathetic. Another tracked 20,000 diabetic patients and found that those cared for by compassionate physicians had significantly fewer complications from diabetes.

NYIT also offers a minor in medical humanities so undergraduates can approach medicine and public health from a humanities perspective. It includes a literature course to stretch students' imaginations and expose them to new ideas about illness and society.

Students have responded enthusiastically. One of our aspiring doctors observed, "As a physician, it is often forgotten that people are people and they have their own stories.

Physicians look at patients based on their vitals and diagnoses. These classes have taught me to look at everything holistically, from their culture to their financial situations."

Other universities known for engineering and science are also strengthening their commitment to the humanities.

At Massachusetts Institute of Technology, students are required to dedicate 25 percent of their class time to non-STEM subjects and complete at least eight liberal arts courses. Stanford University recently introduced two joint majors: English and computer science, and music and computer science.

If STEM fields are about exploring essential physical truths, the humanities are about developing the capabilities for such inquiries. They discipline the mind for reason, critical analysis and expressive communication.

Of course we need science, technology, engineering and mathematics to plumb the mysteries of the universe on both the macro and nano scales. But we need the humanities to engage and inspire. Everyone needs to feel the power and beauty of the human experience, especially the scientists who design our future.

Edward Guiliano, Ph.D., president of New York Institute of Technology, writes about why we should humanize science.

The Future is Ours: Website

Old Website

The old website features a complex layout with a blue header containing the NYIT logo and a search bar. Below the header is a yellow navigation bar with categories like 'PROSPECTIVE STUDENTS' and 'CURRENT STUDENTS'. A large map of New York State is the central focus, titled 'VISIT OUR NEW YORK CAMPUSES', with red location pins for Manhattan, Old Westbury, and Long Island. To the left of the map is a sidebar with 'Home', 'Schools & Colleges', and 'Apply Now to NYIT' buttons. Below the map is a 'Request Info' button. The main content area is divided into 'Updates', 'The Box Blog' (with articles on eating disorders and science), 'Events' (listing orientation and art gallery events), and 'Meet Our Students' (featuring photos and bios of students like Okesha Poon and Stephen Solano). A footer contains 'Useful Links', 'Schools and Colleges', 'Resources', 'NYIT Worldwide', and 'Social Media' sections.

New Website nyit.edu

The new website has a clean, modern design with a white background and orange accents. The header includes the NYIT logo and a navigation menu with links for 'PROSPECTIVE STUDENTS', 'CURRENT STUDENTS', 'FACULTY & STAFF', and 'ALUMNI'. A large hero image shows a person in a driving simulator, with a text overlay: 'We Are NYIT. THE FUTURE IS OURS.' Below this is a 'Driving Research' section with a video player and a 'Schools & Colleges' section featuring icons for Architecture & Design, Arts & Sciences, Engineering & Computing Sciences, Health Professions, Interdisciplinary Studies & Education, Management, and Osteopathic Medicine. The footer is a teal bar with 'NYIT by the Numbers' and four key statistics: '90+' (profession-ready degree programs), '#1' (ranking for salary-to-debt ratio), '100,000' (number of alumni worldwide), and '93.4%' (of NYIT grads employed or on to graduate school within six months).

The Future is Ours: Videos

Reputation-building stories nyit.edu/about/nyit_the_future_is_ours



Defenders of Data



Movement of the People

NYIT students: The Future is Ours nyit.edu/communications_and_marketing/the_future_is_ours



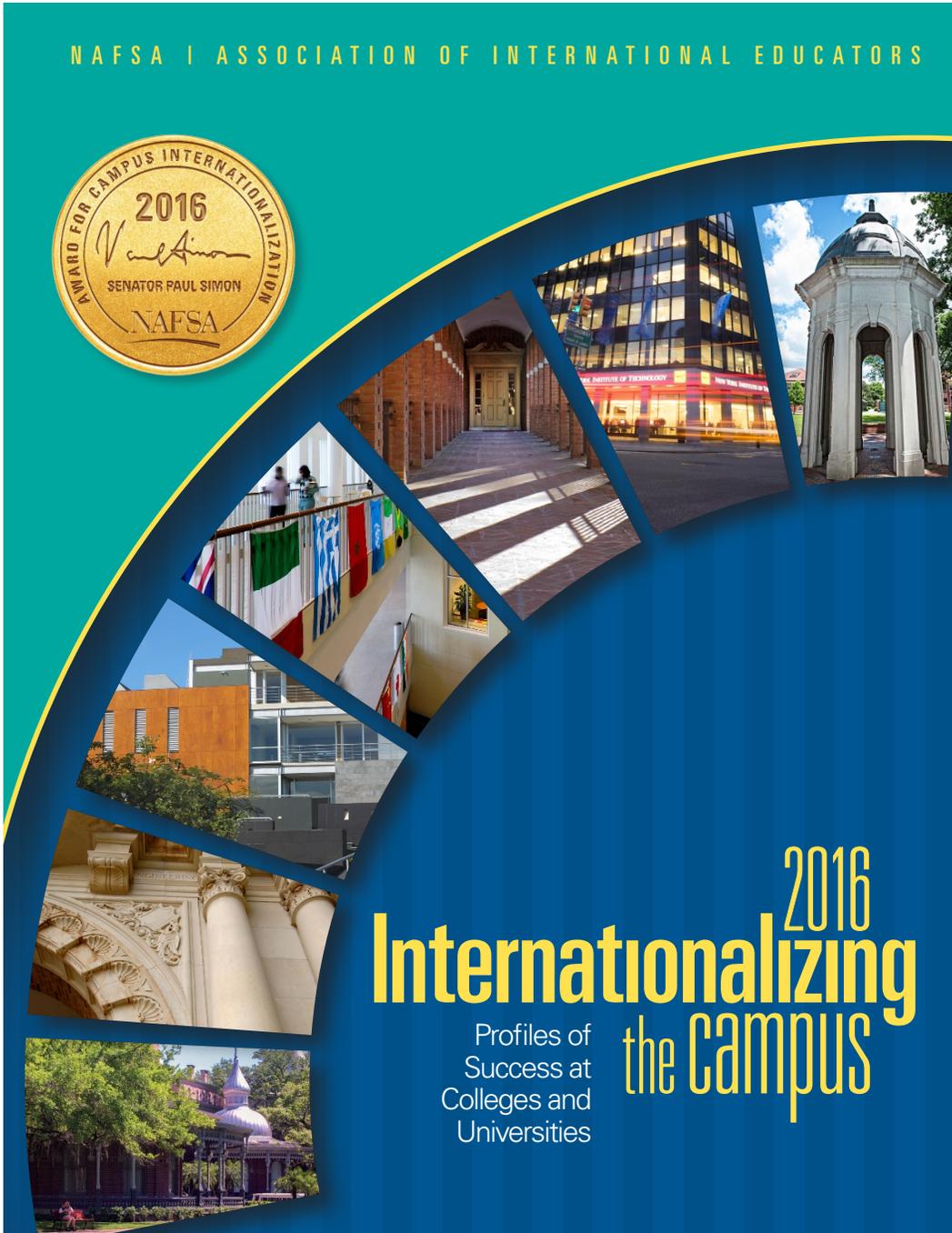
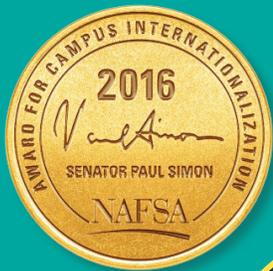
An Architecture Major's Inspiration



Engineering Student Soars to Success

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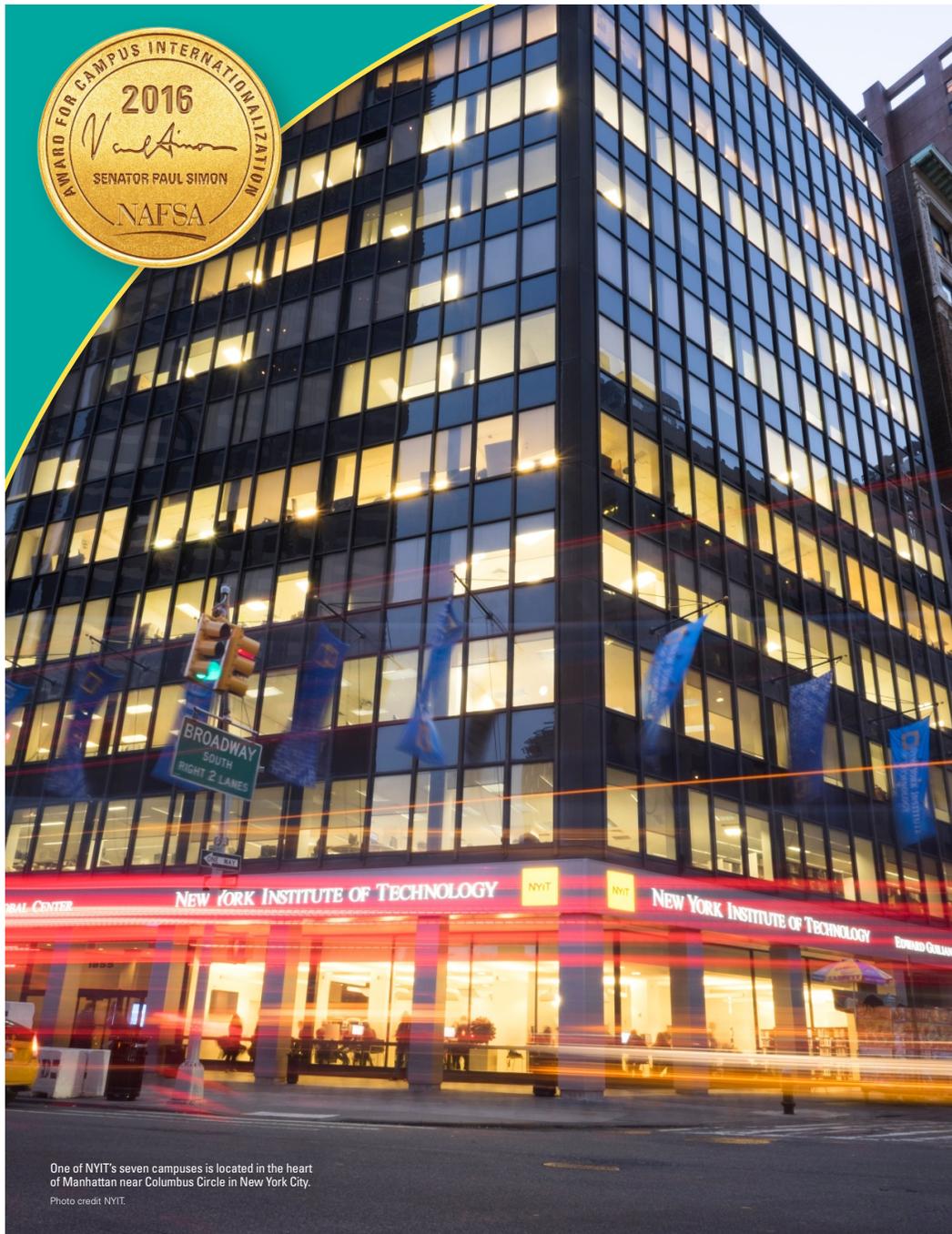
NAFSA | ASSOCIATION OF INTERNATIONAL EDUCATORS



2016 Internationalizing the Campus

Profiles of
Success at
Colleges and
Universities

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NEW YORK INSTITUTE OF TECHNOLOGY

High-Tech, Career-Oriented Education Makes the World
a Little Smaller at New York Institute of Technology

With seven campuses in four countries, New York Institute of Technology (NYIT) gives “global” an entirely new meaning. In addition to its presence around the world, NYIT boasts an exceptionally diverse student body, with nearly 20 percent of its students coming from more than 100 countries. The global perspective, as President Edward Guiliano is fond of saying, is infused into the institutional DNA.

NYIT’s high-tech environment also means that its global campuses in Nanjing, Beijing, Vancouver, and Abu Dhabi are just a few clicks away through state-of-the-art video conferencing that allows students to create and collaborate with their counterparts on the other NYIT campuses.

DEVELOPING A GLOBAL NETWORK

Provost and Vice President for Academic Affairs Rahmat Shoureshi describes NYIT as a high-tech global network. “We have live connections in all of these places, and our students, as well as faculty, can benefit from all of the expertise we have distributed around our network,” he says.

Eschewing the branch campus model, NYIT campuses worldwide follow the same curriculum and are held to the same academic standards. All admissions decisions also go through the Old Westbury campus on Long Island. As Guiliano puts it, “We are one university and offer one curriculum and one degree.”

NYIT also encourages student and faculty mobility between campuses. Students from NYIT-Nanjing,



Photo credit: Chairfoto West.

Provost and Vice President for Academic Affairs Rahmat Shoureshi describes NYIT’s seven campuses as “a global network.”

The Future is Ours: Global PR

for example, spend their senior year in New York. Shoureshi's office will also provide travel scholarships for any NYIT student who wants to spend a semester at one of the global campuses. Faculty who propose research that requires collaboration with other campuses receive priority in allocation of research grants.

The first NYIT global program began in China in 1998; the oldest global campus, NYIT-Abu Dhabi, was founded in the United Arab Emirates (UAE) in 2005 as the first licensed and accredited American university in the UAE capital. NYIT-Nanjing opened its doors two years later, followed by NYIT-Vancouver in 2009. Most recently, NYIT opened a second campus in China in collaboration with the Communication University of China (CUC) in Beijing. NYIT has also just opened a new medical school campus on the grounds of Arkansas State University, in a region of the United States where many people lack access to healthcare.

NYIT also offers a number of dual-degree bachelor's and master's programs. With Centro Universitário da FEI in São Paulo, Brazilian students in engineering spend two and a half years at FEI, then come to New York for one and a half years, and then return to Brazil for their final year. NYIT also has degree partnerships with more than half a dozen Chinese universities, as well as with institutions in Brazil, France, India, Mexico, Taiwan, and Turkey.

CREATING A POSITIVE EXPERIENCE FOR INTERNATIONAL STUDENTS

The presence of more than 2,500 international students on the main New York campuses in Manhattan and at Old Westbury on Long Island helps bring the world to NYIT.

Amanjeet Singh, an engineering major from India, feels like NYIT effectively bridges the gap between domestic and international students. He has done his part to help international students integrate into life at NYIT as an international student ambassador, a program managed by the Office of International Education.

"I take care of the freshmen students that come from India or other parts of the world. We have



Photo credit: Charentre West

Amanjeet Singh, an engineering major from India known as "AJ," toured several U.S. institutions before finally deciding on NYIT because of its diversity.

different events and programs so that people can get involved," he says.

To ensure a positive experience for all international students, the institution convened an international student task force consisting of around 30 faculty and staff in Manhattan and Long Island in 2014–2015. They explored four areas: education, housing and food, jobs and career services, and customer service.

As a result, NYIT created workshops to help faculty and staff understand the challenges international students face, added a range of cultural foods in the dining halls, created on-campus job opportunities, and worked with units across the institution to improve customer service to international students.

The Office of Campus Life also collaborates with the counseling and wellness services offices. For example, it invited in therapists who spoke other languages to help international students understand what counseling entailed, and subsequently saw an uptick in the number of international students seeking counseling services.

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Photo credit: Charlotte West.

Manhattan Dean of Campus Life Ann Marie Klotz created a #NYITdidthat hashtag to brand the campus experience.

Student service, according to Ann Marie Klotz, dean of campus life for Manhattan, is the heart of the NYIT experience. “If I can’t help you, I’m literally going to walk with you to the next office and make sure you have what you need. I think that is the difference maker for a lot of our students,” she explains.

“This is a very special kind of place if you allow yourself to get immersed in the life of students. It doesn’t feel overwhelming. It feels like an overwhelming privilege.”

PREPARING GLOBAL PROFESSIONALS

One of the core elements of an NYIT education is to prepare students to enter the job market upon graduation. President Guiliano says that NYIT fosters global competency by providing students with real-world experience and exposure to industry as well as opportunities to work with teams around the world. “Global competency means that work experience, connectivity, and collaboration are really part of what we do in the curriculum.”

Under the rubric of career services, Amy Bravo, assistant dean, oversees experiential education, internships, and service learning. Her office also



Photo credit: Charlotte West.

Assistant Dean for Career Services Amy Bravo created Consultants for the Public Good.

coordinates job fairs and organizes mock interviews and networking opportunities.

They take special care to ensure that international students are also able to take advantage of opportunities to gain professional skills while still complying with immigration requirements.

Bravo created a number of alternative opportunities for international students to get practical experience. One such initiative is Consultants for the Public Good, which allows all students to work together on projects such as designing a multimedia art gallery for a school cafeteria.

“The idea is to get students to work in teams on community-based projects as opposed to signing up for a volunteer opportunity one time,” Bravo says.

Her office also oversees on-campus employment for both New York campuses. A few years ago, it created a job lottery for student employment, and several positions were earmarked specifically to international students, she says.

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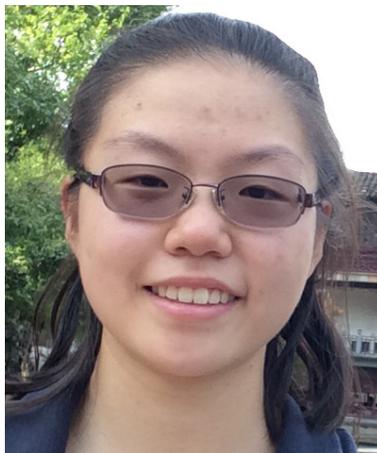


Photo credit: NYIT.

Electrical and computer engineering major Kayla Ho, of Queens, New York, spent a semester at NYIT-Nanjing.

LOCALIZING A GLOBAL CURRICULUM

The curriculum remains the same at each campus, but the content of courses can be adapted to the local context. "If students are taking a course in finance in New York, maybe the examples or the case studies are more focused on the types of investments, stocks, and so forth. The same class in Abu Dhabi follows the same curriculum. But the case studies will be on Islamic finance rather than on the stock market," Shoureshi says.

Harriet Arnone, vice president for planning and assessment, explains it in terms of learning outcomes: "We have to guarantee consistency in learning outcomes across campuses....However, to be relevant to different cultures, particularly as we are so career-oriented, we allow faculty at different locations to add learning outcomes to courses... that reflect the environment...in which graduates will be working."

NYIT is in the process of developing an occupational therapy program in Vancouver, British Columbia, which must be approved by the Canadian National Organization of Occupational Therapists. Jerry



Photo credit: Charlotte West.

Junior Eriana Burdan spent the summer studying filmmaking at Ecole Des Nouveaux Métiers de la Communication (EFAP) in Paris.

Balentine, DO, vice president for medical affairs and global health, says that as a result, students in the occupational health program in New York will be exposed to more information about the Canadian health care system.

BOOSTING STUDENT MOBILITY

Education abroad at NYIT is housed in the Center for Global Academic Exchange, headed by Julie Fratrick. In addition to coordinating services for inbound international students coming to New York from exchanges or other NYIT campuses, her office also offers education abroad advising for outbound domestic students. In 2014-2015, 183 NYIT students participated in education abroad.

Kayla Ho, an American electrical and computer engineering major, spent spring 2015 at NYIT-Nanjing. Her family roots are in China, and she says the experience allowed her to learn more about her heritage as well as about her field of study.

"The chance to go to Nanjing was incredible.... Since it opened its doors, China has been developing technology at an astounding rate; there are new

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technologies and technology companies being created every day,” she says.

Eriana Burdan, a junior communication arts major, attended one of NYIT’s summer programs with its partner in Paris, École des Nouveaux Métiers de la Communication (EFAP). She took a course in documentary filmmaking that gave her a new perspective on her future media career.

She says it made her think about other career options in her field: “It made me realize that I was pigeonholing myself. There are so many more opportunities in and outside of the United States. It expanded the scope of what I could do with my major.”

CREATING ALTERNATIVE OPPORTUNITIES TO TRAVEL THE WORLD

Beyond traditional study abroad, NYIT offers a number of noncredit opportunities for students to travel. Since 2014, President Guiliano has spearheaded

Presidential Global Fellowships, which offers awards for NYIT students to engage in research projects, attend global conferences and symposiums, study abroad at another university, or do an internship at international nonprofit organizations.

Guiliano says the goal is to help students have “transformational experiences” at least 200 miles from students’ home campuses. Since the program’s inception, more than 50 students have received awards.

Usman Aslam is a second-year medical student who received a Presidential Global Fellowship in 2015 to travel to Guayaquil, Ecuador, to spend a week working at a mobile cataract surgery clinic, where he was part of a team that performed 128 cataract surgeries. He received \$2,500 to cover the cost of his airfare and lodging.

Aslam says that the fellowship was instrumental in his ability to travel. “A grant like this allows us



Photo credit: NYIT.

Students at NYIT-Nanjing.

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Photo credit: Charlotte West

President Edward Guiliano has recently launched the Presidential Global Fellowships program, which offers awards for students to seek “transformational experiences” abroad.

to expand our training, our experiences, and helps mold our understanding of what we want to go into. The fellowship provided me with funding to broaden my perspective on medicine,” he says.

In addition to providing funding for students to create their own “transformative experiences,” NYIT also offers a number of service-learning opportunities abroad. For example, the Office of Career Services organizes an alternative spring break that enabled junior Anthony Holloway to travel to Rivas, Nicaragua, with nine other students to work on a project aimed at improving water quality in the community.

“I had never left the country before,” says Holloway, an interdisciplinary studies major.



Photo credit: Charlotte West

As a recipient of the Presidential Global Fellowship, second-year medical student Usman Aslam traveled to Guayaquil, Ecuador, to work at a mobile cataract surgery clinic.

INTERNATIONALIZING THE DISCIPLINES

At its New York campuses, NYIT has seven schools and colleges with more than 90 undergraduate, graduate, and professional degree programs. Schools have a variety of faculty-led programs abroad, opportunities to engage with international issues in the classroom, and programs for international students.

The School of Management, for instance, offers four study abroad programs to Costa Rica, India, the Netherlands, and Germany. Students can also do summer internships at destinations around the world.

Every summer, Associate Dean Robert Koenig runs a 27-day business program in New York for 20



LEFT TO RIGHT

Harriet Arnone, vice president for planning and assessment
Architecture Professor Farzana Gandhi
Architecture Professor Charles Matz

Photo credit: Charlotte West

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Photo credit: NYIT

Associate Dean Robert Koenig of the NYIT School of Management works with New York-based students who go abroad as well as with students from partner universities who attend intensive summer programs in New York City.

students from Hallym University in South Korea. Students take English language and business leadership courses in the morning, and spend afternoons touring business and cultural sites in New York City.

Koenig received the 2015 President's Award for Student Engagement in Global Education, given to faculty and staff who have made major contributions in the area of global education. His Korea program has been so successful that the School of Management will be launching a similar program next summer with the Tourism College of Zhejiang in Hangzhou, China.

The School of Architecture and Design also has a wide variety of study abroad options for its students. It runs three to four short-term study abroad programs every year, usually in the summer. Approximately 24–40 students participate in these programs per year.

Assistant Professor Farzana Gandhi has worked with a group of students to redesign beach architecture in Puerto Rico and led a program to India

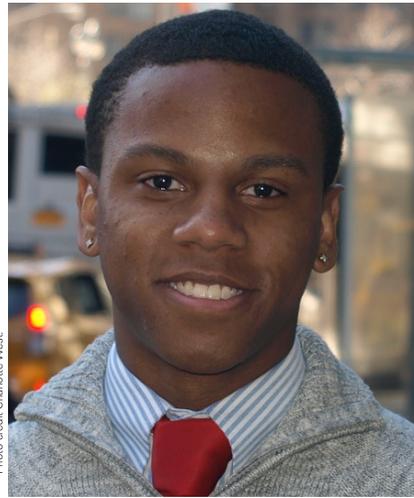


Photo credit: Charlotte West

Junior Anthony Holloway enjoyed his alternative spring break to Nicaragua so much he decided to go back again the next year.

that examined the need for affordable mass housing. Many of her courses are focused on social impact design and seek socially and environmentally conscious solutions to global problems such as mass migration, disaster relief, and climate change.

Gandhi says that study abroad has helped her students see their professional practice in a new light: “They have an appreciation for the end user in a much more thorough way.”

From 2012–2014, Gandhi's students were involved in the Home2O Project, research that led to the development of a roofing system made of recycled plastic bottles and shipping pallets, which has subsequently been patented. Starting with locations like Haiti, they were seeking to develop a kit-of-parts system that could be deployed very quickly at disaster sites in subtropical climates.

NYIT has also provided support for faculty to pursue international research. School of Architecture and Design Associate Professor Charles Matz, who is also director of NYIT's Center for Data

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Students at NYIT-Abu Dhabi.

Visualization, received an institutional grant that allowed him to work with the Ethiopian government and the United Nations Educational, Scientific and Cultural Organization (UNESCO) to laser scan heritage sites.

He has also worked on a number of joint programs with international partners in countries such as Egypt, the United Kingdom, and Iceland. Matz says that international programs allow students to understand the global standard for the architecture profession.

“Students realize that what they’re doing here is exactly what other people in their situation are dealing with abroad. Their work and its seriousness ramps up because they realize they’re dealing with global issues,” he says.

As vice president for medical affairs and global health, Balentine directs NYIT’s Center for Global Health. “The Center for Global Health really teaches our students about other countries and health care needs there and how to deliver it,” he says.

Through the Center for Global Health, medical students and students in the health professions can pursue a global health certificate. In addition to core courses, students do global health fieldwork, a 2–4 week program where students deliver health care

services in countries such as Haiti and Ghana. They also complete an independent research project on global health under faculty supervision.

Balentine says the goal of the certificate is much broader than just getting students to go abroad. “From a teacher’s point of view, the real value is that even if these students never again leave the U.S. to practice medicine, the experience, the difference in health care that they see, the difference in living, the difference in cultures that they see, makes them better physicians back home,” he explains.

NYIT’s College of Osteopathic Medicine also offers a unique Émigré Physicians Program, which each year enrolls approximately 30 students who were trained physicians in their home countries. It’s one of the few programs of its kind in the United States.

PAVING THE WAY TO THE FUTURE

In 2015 the institution launched a new long-term strategic plan, known as NYIT 2030 version 2.0. According to Arnone, “When the plan was first published in 2006 the emphasis was on NYIT’s footprint and its additional locations overseas. In the revised plan, the language of the relevant goal now focuses on the global impact of an NYIT education; correspondingly, the priority initiative in support of this goal focuses on increasing opportunities for deep engagement across cultures.”

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LESSONS learned

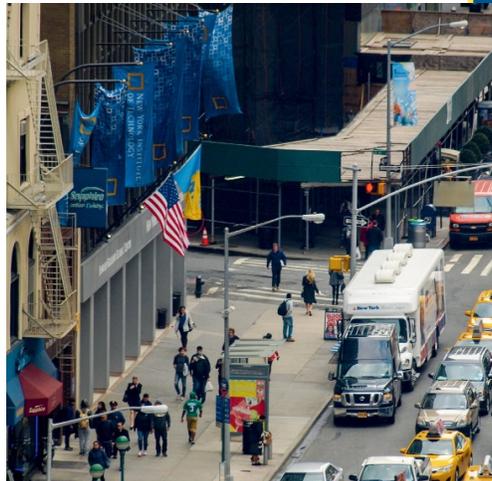
UNDERSTAND THE NEEDS OF YOUR PARTNERS AND THE LOCAL MARKET. Before establishing a global campus or a new academic program, NYIT thoroughly researches the needs of the region where it is considering opening a campus, according to Provost and Vice President for Academic Affairs Rahmat Shoureshi. For a new graduate program in occupational therapy under development at the Vancouver campus, NYIT has worked closely with the provincial government in British Columbia, which has been supportive of the new program because it will meet key health care needs in the region.

BRAND THE CAMPUS EXPERIENCE. Ann Marie Klotz, dean of campus life for Manhattan, says she has tried to help brand the NYIT experience across the various campuses in a number of ways. “When I came here, I didn’t see anybody wearing a NYIT T-shirt. I’ve given out about 8,000 pieces of logo wear in the last two years. We also use this #NYITdidthat hashtag.”

TARGET CAREER SERVICES TO INTERNATIONAL STUDENTS. James Huang is a dedicated international student support specialist in the Office of Career Services in Manhattan. “It is important to have someone on staff who [can] develop intentional and effective programs, create and foster consistent relationships with off-campus partners and employers, liaise with different campus offices, and be a familiar face for an office that may seem unfamiliar or intimidating to foreign students,” he says.

GLOBAL EDUCATION IS AN OUTLOOK. Monique Taylor, campus dean and executive director at NYIT-Nanjing, says that one of the most interesting projects she’s worked on is redesigning classrooms. Because foreign institutions in China have to have a local partner, NYIT-Nanjing is hosted on the campus of Nanjing University of Posts and Telecommunications (NUPT).

The classroom model in China entails bolted-down tables and benches in order to maximize the number of students in the classroom. NYIT-Nanjing convinced its partner to allow it to redesign several classrooms with modular furniture, which have been embraced by NUPT teachers and students. “I think it shows that going global is more than just exporting curriculum or faculty. It’s an outlook, it’s an attitude,” Taylor says.



NYIT's Manhattan campus on a busy street.

Photo credit Charlotte West

The Future is Ours: Advertising



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can be a lifesaver.



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Questioning
the "fiction" in
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Some prescriptions
don't fit
in a bottle.



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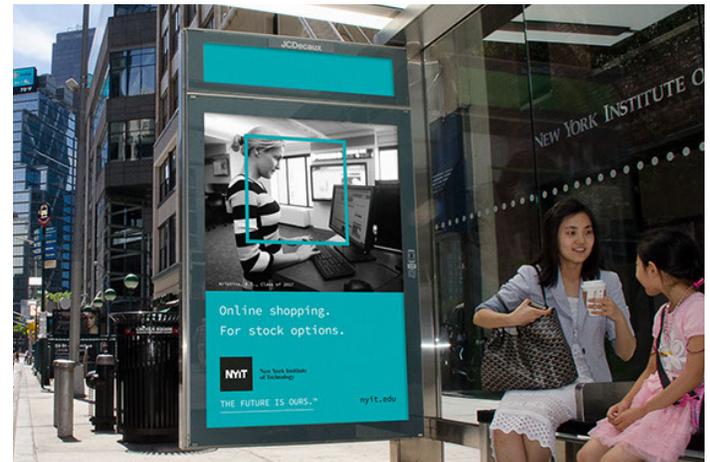


Just sketching.
A global brand
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The Future is Ours: Social Media

NYIT @nyit · 31 Aug 2016
 Tweet a friend who would rather spend a night in the lab than a night at the club.
 #NYIT #NYITProud #TheFuturesOurs

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 December 5, 2016 · 🌐

What does your future hold? #TheFuturesOurs

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The curious, the geeky, the creative, the inventive. We are #NYIT and the future is ours.

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 #TheFuturesOurs #NYIT launches its new advertising campaign, the latest addition to the billboards of Broadway. nyit.edu/box/features/n...

0:00 min

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New York Institute of Technology (NYIT)
 November 22, 2016 · 🌐

#TheFuturesOurs #NYIT launches its new advertising campaign, the latest addition to the billboards of Broadway.
http://www.nyit.edu/b.../features/nyit_unveils_window_displays

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papefats25 I hope they look into baseball. There is a sport that can benefit from this technology and you have a great group of men on the team that

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