



# Institutional Effectiveness Plan 2025-2026





## Introduction

In March 2025, President Todd Pfannestiel hosted a series of dinner meetings to explore stakeholder perceptions of Utica University and what makes it unique, and to identify a foundation upon which to build long-term sustainability and growth. There were twenty-four participants including nine regional business leaders, twelve faculty members representing the university's largest enrolling undergraduate programs, and three members of the senior leadership team (President Pfannestiel, Provost Nesbitt, V.P. of Enrollment Management Sykes).

President Pfannestiel used the information collected at these meetings to develop the key foundational themes upon which the re-envisioning plan will be constructed. They are:

- The transformative nature of the college experience
- The importance of career exploration and development
- The benefits of establishing connections

The blending and interplay of these themes generate the university's uniqueness. When this is coupled with its competitive pricing and the economic mobility created for our students, the university demonstrates the exceptional value of its educational offerings.

With this re-envisioning project, Utica University reaffirms its founding mission from 1946: to provide transformative, career-focused education for men and women—many of whom were returning from service in World War II—seeking purpose and prosperity in civilian life. Today and moving forward, the university sharpens its original focus, committing itself to a hands-on, career-driven education that meets the needs of students who seek practical experiences and a direct path to the workforce or graduate education. With programs built around industry needs and student interests, and taught by faculty with practical experience, Utica is a place for career-focused students who value hard work, upward mobility, and education that leads to opportunity.

## Re-envisioning the University

On this foundation, the university will refocus and restructure its operations to ensure its long-term viability and ability to deliver its mission to empower learners to achieve their career and life goals through personally enriching experiences and outstanding educational pathways.

## GOALS

The restructuring process will achieve the following institutional goals.

- Demonstrate Utica University's uniqueness and values.
- Create a transformative educational experience.
- Align the institution's cost structure with anticipated enrollments.



## OBJECTIVES

The university will execute the following objectives to meet the institutional goals.

1. Develop an academic portfolio focused on professional, pre-professional, and STEM offerings that is responsive to regional and national employer needs and student interests and fosters individual transformation.
  - a. Reallocate resources to currently performing or growth opportunity programs.
  - b. Develop new and existing programs for future growth and to meet student interest and employer needs.
  - c. Ensure the skills and dispositions that characterize undergraduate education are embedded in curriculum across the entirety of the academic portfolio. These skills and dispositions include but are not limited to:
    - i. Communication (written and oral)
    - ii. Critical thinking
    - iii. Quantitative literacy
    - iv. Scientific literacy
    - v. Information literacy
    - vi. Problem solving
    - vii. Respect for and ability to navigate cultural differences
    - viii. Understanding of social institutions and complex organizations and the role of the individual in each
    - ix. Recognition of human expression represented by the arts and humanities
  - d. Develop educational offerings that meet students' short, mid, and long-term educational and professional needs, and reflect contemporary students' increasing interests in direct-to-employment educational opportunities.
    - i. Add Associate of Arts (A.A.), Associate of Science (A.S.), and Associate of Applied Science (A.A.S.) degrees.
    - ii. Ensure targeted programs have an array of credit, non-credit, direct-to-employment education, certificate, associate's degree, bachelor's degree, certificate of advanced study, and master's degree paths to provide students with several more meaningful starting and stopping points in their educational journey.
    - iii. Create strong discipline-based and professional advisory councils to ensure the curriculum is and remains current and relevant for our students.
    - iv. Work with BOCES and regional schools to identify earlier and cultivate the career interests of prospective college students aged 12-18.
    - v. Identify and develop appropriate 4+1, 3+1, and 1+3+1 tracks for students to achieve advanced degrees in specific disciplines. Explore partnerships with other higher education institutions to achieve these.
2. Build a career exploration, readiness, and support operation that services our students and alums from their first internship experience and professional position through their mid-career.
  - a. Working from the foundational themes, assess institutional needs and rebuild career services to meet these needs.
  - b. Ensure the reconstituted career services leverages outside career services and employment organizations to maximize opportunities for students, develop strong industry and professional relationships to inform curriculum needs, and maximize operational efficiencies.
3. Complete the final components of the structural financial changes needed to sustain and grow an institution of 3,800 to 4,000.
  - a. Reduce teaching costs.
  - b. Ensure exceptional student service while controlling payroll costs.
  - c. Continue efforts to reduce redundancies and automate processes.
  - d. Leverage technological improvements to support a lean professional staff that is better compensated reflecting the more technical nature of their positions.
  - e. Complete analysis of athletic programs to meet student interests and optimize operational and financial efficiencies.
  - f. Complete the university's exit from satellite teaching locations in Miramar, FL, St. Petersburg, FL, and Clark City Center in Utica, NY.
  - g. Rebuild the Division of Advancement to ensure appropriate skill and staffing.
    - i. i.Hire a new V.P. for Advancement.
    - ii. ii.Assess department and identify needed positions.
  - h. Use financial trend data to assess and plan the adjustments needed to the operating budget.
  - i. Continue reviewing all contracts with external partners and adjust as necessary.
    - i. Complete the exit from the Wiley-Risepoint partnership.







