THE 'NEW' NEW SCHOOL

A Paper by Provost Ben Lee
April, 2007

Executive Summary

What do environmental degradation, financial crises, and terrorism have in common? They are all inherently non-linear, socially complex, and riddled with feedback loops that change the nature of the problem even as solutions are enacted. Problems such as these cannot be handled within traditional disciplinary frameworks or national research paradigms. Rather, they require collaborative teamwork that usually results in incremental improvements and, sometimes, setbacks rather than total solutions. These are classic examples of what design theorists call "wicked problems."

Traditional universities struggle to address such complex problems. Over the last two decades a common refrain has been heard across the landscape of American higher education: colleges and universities are not adequately preparing students for their roles in an increasingly interconnected world. A rising tide of similar complaints in places as different as China, India, and Europe indicates that there is now a growing global crisis of higher education in which both the problems and solutions transcend national boundaries. Yet, in most of these cases, the proposed solutions are extensions of existing structures rather than fundamental reassessments of the challenges and opportunities of contemporary globalization.

At the New School, we are poised to create a "new New School" that directly confronts these challenges and seizes the opportunities encoded in complex problems. We have a unique vision based on the understanding that both the form and content of education must be rethought in order to create the rigorous programs and curricula needed in a globalizing world. This vision is based upon our guiding insight that education has to critically engage and continuously reframe the problems that it is designed to solve. This "practice" orientation has been at the heart of the New School ever since its founding shortly after World War I.

Building on academic strengths across the university that are currently siloed in programs and divisions, the new New School will unlock the university's creativity and intellectual energy by creating a site for pedagogical innovation. There are many branches to our strategy but the catalyst is vintage New School. Given the nature of the challenges facing society today and our capacity to direct the university toward creative engagement with them, we will proceed with two intertwined initiatives; university-wide curricula capped by an honors program and a new New School building to house them. The senior leadership of the university and faculty from across all of our divisions have worked together to design a more holistic approach to education today.

The new New School will be populated by students in cross-cutting, university-wide programs, some of which will be collaboratively developed with our overseas partners and instantiate the "micro-democratic" processes needed to design solutions to problems ranging from global equity

to financial crises. Unlike other proposals to internationalize the curriculum that maintain the primacy of traditional disciplines and nation-based educational frameworks, we will devise new curricula in which collaboration (at all different levels, local, national, and international), practice, and civic engagement organize what students learn.

The new New School building will be an environmentally advanced, state of the art structure that will physically transform The New School. It will contain a new library and cutting edge information technologies that will support real time in-the-classroom collaborations with foreign colleagues and students. These synchronous collaborations will train students to work in a global environment even as they participate in remaking their own local landscape. The new New School will be a holding environment for pedagogical innovation that will not only transform the university, but also be a model for higher education in a globalizing world.

This document takes stock of where we are and presents a vision of The new New School in the new signature building. It is a working document intended for discussion and will be revised accordingly.

THE NEW NEW SCHOOL

Over the last two decades a common refrain has been heard across American higher education: colleges and universities are not adequately preparing students for their roles in an increasingly complex world. A rising tide of similar complaints in places as different as China, India, and Europe indicates that there is now a growing global crisis of higher education in which both the problems and solutions transcend national boundaries. Yet, in most of these cases, the proposed solutions are extensions of existing structures rather than fundamental reassessments of the challenges and opportunities of contemporary globalization. In India, for example, a national education commission recently criticized its colleges and universities for inadequately preparing students to confront the problems that India is facing while at the same time calling for 1500 more universities in the next decade. In China, there are calls to drastically increase the number of urban engineers at the same time that there are growing concerns that engineering approaches do not have the flexibility to design the twenty cities per year that China plans to build over the next two decades. In Italy, France, and Germany, the demand for higher education skyrockets even as students protest that their educations only prepare them for unemployment upon graduation.

In the United States, "internationalizing the university" has often meant some combination of adding courses with a more global emphasis, increasing student and faculty exchanges, and collaborative research projects. Harvard's much discussed general education reforms were along these lines. Some, like Duke University's DukeEngage, go a bit further by giving all students the opportunity to have practical experience in civic engagement at either international or local levels. We need to go further and make a fundamental reassessment of general education in light of the challenges and opportunities that globalization provides.

At The New School, we are poised to create a "new New School" that directly confronts these challenges and opportunities. We have a unique vision of how to create the programs and curricula needed in a globalizing world. Building on academic strengths across the university that are currently siloed in programs, the new collaborative programs will unlock The New School's creativity and intellectual energy. This vision is based upon our guiding insight that education has to critically engage and continuously reframe the problems that it is designed to solve. This "practice" orientation has been at the heart of The New School ever since its

founding shortly after World War I. Today we need to rethink what a "practice oriented education" means in a world where the challenges facing humanity are increasingly non-linear, socially complex, and riddled with feedback loops that change the nature of the problem even as solutions are enacted.[1] Problems such as environmental degradation cannot be handled within traditional disciplinary frameworks or national research paradigms. Rather, they require collaborative teamwork that usually results in incremental improvements rather than singular solutions. Today's challenges require a collaborative critical process of continuous reframing—i.e., a "micro-democratic" process—for their improvement, if not their solution. Examples include environmental degradation, sustainability, democracy, urbanization, financial crises, and terrorism.

Why are educational systems across the globe having such difficulty confronting these issues? The most obvious answer is that problems such as environmental degradation cross national boundaries and require new forms of collaboration for their amelioration. Another less obvious reason is the globalization of the university model has led to disciplinary specialization in which problems are framed by the discipline and not the larger social and environmental context. In most cases, the national debates over higher education have been defined by a tension between nationalist agendas developed primarily in the humanities (languages and literatures) and "softer" social sciences (history) on the one hand and universalist assumptions that emerge from research based upon the natural sciences and their extensions into engineering and "harder" social sciences (economics and experimental psychology) on the other. This tension has led to the development of curricula that have emphasized discipline-based knowledge over practice and are thus too specialized for resolving complex global issues such as environmental degradation and urban poverty. Often cited examples include engineering 'solutions' to what turn out to be complex environmental problems; Bhopal and The Three Gorges Dam are some recent Indian and Chinese examples.

From Allan Bloom's *Closing of the American Mind* (1967) to Derek Bok's *Our Underachieving Colleges* (2006) , the particular form that these debates between nationalism and universalism have taken in the United States is between liberal education and research. Advocates of liberal education have traditionally emphasized self-cultivation and democratic citizenship as the core of undergraduate education. This emphasis contrasts with the

---

[1] In the design literature, they are known as "wicked problems".

recommendation of the now famous National Commission on Undergraduate Education (also known as the Boyer Commission) that research based learning should be the standard for undergraduate education. Despite their differences, what they both share is the system of majors and minors in which one form of specialized knowledge (for example, physics or English literature) becomes the organizing principle for a student's undergraduate education; other specialized knowledges and practices (the minors) are determined by the major. Practice based learning, when it exists, might take the form of a junior or senior project. However, it was seen as ancillary and not as an organizing principle for a student's undergraduate experience.

If our standard discipline-based model of undergraduate education cannot prepare students to deal with the complexity of a globalizing world, what is our alternative? The New School has long emphasized interdisciplinarity, practice-based learning, and critical thinking as key ingredients in its educational mission. In the general area of design and the social sciences, our first step is to encourage interdisciplinary collaborations that build upon the strengths of disciplinary knowledge while breaking down the barriers that make discipline-based interventions ineffective. Our second step is to make practice and civic engagement organizing principles for the undergraduate curriculum. We propose to overcome the dichotomy between liberal education and research by replacing the notion of a disciplinary undergraduate major with a multiyear project(s). Instead of one specialized knowledge organizing other specialized knowledges and practices, we envisage a course of study in which a project(s) designed around a specific civic engagement(s) becomes the framework that integrates specialized knowledges (the traditional minors), skills, and practices within a multiyear, BA/MA curriculum. Our third step is to expand the notion of critical thinking by exposing students to a variety of critical practices drawn from across the university. By the time they graduate, students would have had the experience of designing, presenting, implementing, and evaluating a project that would be part of a collaboratively designed curriculum whose goal would be to train students to solve problems that go beyond standard disciplines and methodologies and directly confront the global issues affecting all of us.

We also envisage a curriculum in design, performance, and the humanities in which disciplinary majors (i.e., English literature) are replaced with a set of courses organized around a practice-based theme such as "writing and composition". An expanded notion of writing that would include any form of "narrative" (from digital animation to musical composition) would

organize specialized knowledges, skills, and practices in a way that deepened students' abilities in "writing and composition" by making them fluent across a variety of production modalities. The curriculum would draw upon our strengths in the humanities at Lang College and The New School for General Studies, fine arts and design from Parson The New School for Design, and our performance schools (Mannes, Drama, and Jazz).

Unlike other universities engaged in capital campaigns to do more of what they already do, The New School is talking a holistic approach that integrates the components necessary to transform the university—space, budget and administrative rules, academic planning, combined with faculty, student, and community input and support. Our commitment to build a new signature building on Fifth Avenue gives us the unique opportunity to custom design the learning environments and provide the information technologies that students will need to respond to these issues. We will build a major new, environmentally advanced, state-of-the-art building that will transform The New School. It will contain a new library and cutting edge information technologies that will support real time in-the-classroom collaborations with foreign colleagues and students. These synchronous collaborations will train students to work in a global environment even as they participate in remaking their own local landscape. The new building will be populated by students in crosscutting, university-wide programs, some of which will be collaboratively developed with our overseas partners and instantiate the "micro-democratic" processes needed to design solutions to problems ranging from global equity to financial crises. Unlike other proposals to internationalize the curriculum that maintain the primacy of traditional disciplines and nation-based educational frameworks, we will devise new curricula in which collaboration (at all different levels, local, national, and international), practice, and civic engagement organize what students learn.

III. Legacy of the New at The New School

What differentiates The New School from other institutions of higher learning is the combination of our institutional imperative to seek out the most relevant and pressing challenges facing society and our willingness to engage them in ways that structurally transform the institution and how we teach. Our founding was a response to the repression of faculty protesting the horrors of the First World War. The founders, Charles Beard, John Dewey,

Thorsten Veblen and James Robinson imagined an educational venue where they could freely present and discuss their ideas without censure, where dialogue could take place between intellectuals and the general public and where an education for adult learners would include theory, practice and performance. Our history is a narrative of transformation and civic engagement. When the National Socialist Party rose to power in Germany, we founded The University in Exile as a refuge. When Europe lay in ruins after World War II, New School faculty played central roles in the development of the Marshall Plan. When America began to transition its WWII war machine toward peacetime development, The New School established the Senior College, the first academic institution organized to meet the special higher educational needs of returning World War II veterans and other working adults. When financial crisis hit New York City in the 1970s we transformed our J. M. Kaplan Center for New York City Affairs into what would become Milano The New School for Management and Urban Policy, with a curriculum structured around progressive social, economic, and political change. Subsequent programs and divisions that expanded the university–Parsons, Lang, Jazz, Mannes and Drama-have all strengthened and diversified our practice perspective.

The New School has a legacy of responding to the challenges facing society with creativity and conviction. We have done so by recognizing and supporting the connection between academic knowledge and civic engagement. The New School is not afraid to evolve. Change is encoded in our institutional DNA. Looking back over the past decade the seeds of The new New School can be seen in programs and projects that may now be read as prototypes for the future transformation of the university. These include;

ICI-the need for new collaborations: The Starr Foundation supported India-China Institute (ICI) brings together scholars, cultural practitioners, and activists from China and India in collaborative projects that focus on cutting edge issues in China, India, and the United States. A total of twenty-three fellows from these countries are participating in an ongoing project on *Cities in a World of Migration.* These discussions have transformed our strategic planning by showing how technology might enhance international collaboration. The failure of traditional approaches to urban planning in China and India has led our colleagues to propose that we move beyond incremental changes to a whole-scale reorganization of the way students are trained both here and abroad. Instead what they have proposed is that we use the latest in information technologies to create multiyear project-based curricula built around real-time collaborations that

would provide continuous and up-to-date feedback on specific projects in all three locations. Opening up the curriculum to international collaboration would be one of the most effective ways of creating and implementing "best practices" on a global scale.

Habitat Studies, Mumbai-training students to help the urban poor: The New School is working with the Tata Institute of Social Sciences (TISS) and the Indian Institute of Technology in Mumbai to design and mount a two-year Master of 'habitat studies' program that focuses on educating students to tackle urban problems, such as housing for the urban poor in India. TISS has asked us to work with them and our Chinese ICI partner, the Central Academy of Fine Arts (CAFA, the leading design school in China, now expanding into urban and environmental issues) to co-create an international habitat curriculum. Eventually we plan a five-year BA/MA sequence that explores urban habitation at the local, regional, national and global scales with Habitat Studies programs in New York, Beijing and Mumbai.

The collaborative development of the curriculum and coursework will take full advantage of contemporary communication technology, as it will be generated in an open-source environment on the web. This shared curriculum will form an academic core around which specific research projects and academic exchanges will be built.

Pericles Project-training students to become democratic citizens: Lang College is committed to civic engagement, community-based learning and public service as an institutional imperative. Project Pericles, a national consortium of colleges and universities founded to advance the link between civic engagement and curriculum development, is one vehicle to achieve these goals. Signature Periclean projects at The New School include *The Institute for Urban Education*, the *Ruane Educational Internships in Literacy*, and *I Have A Dream: Theory and Practice of Elementary Theater Education.*

The Institute for Urban Education is an interdisciplinary center for engagement related to youth development, public education, and college readiness. Through *Ruane Educational Internships*, students have the opportunity to participate in a literacy program for first-grade students attending schools in Harlem and/or Washington Heights. And at the *I Have A Dream Foundation* internships incorporate field placements with an academic seminar. The seminar component has an emphasis on the theory and practice of theater as an educational tool in elementary schools. Fieldwork involves student participation at PS 33 (located in Chelsea) with an exploration of theater in education, and the connection between theater and literacy.

Community Development Practicum-designing solutions to urban problems: For the last seven years, students from Milano The New School for Management and Urban policy have competed in the JP Morgan Chase Community Development Competition. Working with students from Parsons The New School for Design, the team has designed unique solutions to urban problems that have won the competition four times and placed second twice. Not only has this provided invaluable experience to our students but, when we win, our not-for-profit clients receive $25,000 toward the realization of their projects and, more importantly, a vetted and valued pro forma.

Last year the Milano/Parsons team worked with The Fortune Society, a 39-year old non-profit organization that advocates for incarcerated individuals. Fortune provides services to some 4,000-5,000 ex-offenders every year through 15 programs in three locations around NYC. They do this with an annual budget of $14.2 million and 175 staff, 70% of whom are ex-offenders and/or have histories of substance abuse.

The Design Workshop-designing for civic engagement: The Design Workshop is a unique urban design-build program offered by the graduate program in Architecture at Parsons. Its mission is two-fold: to provide pro bono architectural and construction services to non-profit organizations in New York City and to provide graduate architecture students the unusual academic opportunity to build a student design project. The studio is a two-part course in which students first design a project for a real client during the spring semester, and later build the project themselves over the summer semester. Each year the project and client vary, but a consistent theme to all the projects is that they are engaged in programs with positive social values, and design work expressive of contemporary ideologies of built form.

The Design Workshop is flexible enough to respond to larger challenges when necessary. After Hurricane Katrina devastated the Gulf Coast, Parsons students designed and built a 2,000 square foot information center and laundromat which has become a vital component of rebuilding the town of DeLisle, Mississippi, which was heavily damaged by storm. The client is the Mississippi Katrina Fund.

The Graduate Program in International Affairs-learning by intervening: The Graduate Program in International Affairs is a part of The New School's commitment to bringing tools of social research and critical theory to bear on world issues. Established in September

2001, the International Affairs curriculum is aimed at students who may not be satisfied with the narrow technocratic orientation of many programs in international affairs and global studies.

Over the last five years, the GPIA has sent 225 students to 18 countries to work with local NGO's in environment, human rights, community development and poverty-targeted projects. Some worked in Dakar, Senegal evaluating the long-term impact of a World Bank-assisted urban development project financed in the 1970's. Others identified projects in Argentina, Cameroon, Cambodia and Malaysia supporting local cultural enterprises under a grant from the Ford Foundation to the Institute.

Global Finance Program-teaching the risks of innovation: Unlike MBA programs in finance with their theoretical and quantitative emphasis, the Global Finance program will have an innovative practice-based curriculum which will give students practical experience in risk management, including the creating and trading of complex financial instruments, backroom experience, and regulatory procedures. Students will work with their professors to create project-based working papers on topics at the cutting-edge of finance (for example, the subprime problem or the devaluation of the renminbi) that will be placed on the web for wider circulation and feedback.

IV. Designing the Future

These programs are a selective sample of the sites of innovation that exist in the various divisions of The New School. Our greatest challenge is to unlock the creativity and innovation presently locked in individual programs and divisions to create university-wide programs that draw upon strengths across the divisions. One very exciting opportunity for us is to use our expertise in design, performance, and the social sciences to build programs that are at the cutting edge of higher education across the world. Our foreign colleagues have recognized this potential when they seek partnerships in design, management, and the social sciences because these are areas in which they feel their students must be trained if they are to deal with the complexity of a rapidly globalizing world. As an institution we are unique in the world in combining strengths in these areas with the intellectual agility to create new programs that can respond to changing global conditions.

Building on academic strengths across the university that are currently siloed in programs and divisions, the new New School will unlock The New School's creativity and intellectual

energy by creating a site for pedagogical innovation. There are many branches to our strategy but the catalyst is vintage New School. Given the nature of the challenges facing society today and our capacity to direct the university toward creative engagement with them, we will proceed with two intertwined initiatives: the new New School building and the university-wide programs capped by an honors program. We have gathered the senior leadership of the university in collaboration with faculty from all of our divisions to design a more holistic approach to education today. And while these conversations are still in process the past year has proven remarkably fruitful and a clear framework has emerged.

Our new building will bring together components of the entire university. It will contain athletic facilities, performance spaces, and a new state of the art library. The library will be the new information backbone for the university and provide the information and communications infrastructure for our international collaborations. We will move our new undergraduate university-wide academic programs into the building:

- Media
- Design and the Social Sciences
- Management
- Urban and Environmental Studies
- International Affairs
- Design, Performance, and the Humanities

These programs will be designed to maximize cross-program synergies and will form a new interdisciplinary academic space that will support our international collaborations. In addition, all of these university-wide programs will be designed to take advantage of new information and communication technologies.

Each of the university-wide programs will have a practice-based curriculum. The capstone will be a Center in Design and Democracy and an Honors Program with a project-based curriculum built around civic engagement. As a university, we have globally recognized and well-established strengths in both the social sciences and design. Not only is there increasing demand in the United States for expanding design into the liberal arts/social sciences and vice versa, but we have experienced tremendous foreign interest in Europe, East Asia, and South Asia for collaborating with

us to create programs that combine design, management, and the social sciences. We are working with them to create an international curriculum in design, management, and the social sciences that will provide students practical experiences in civic engagement. The honors program will enroll its first class in the fall of 2011 when the new building opens and will draw students from across the world, especially from India and China, in BA and BA/MA programs designed for collaborative work on global issues. Students will learn to identify and define problems and analyze their historical, cultural, political, and economic roots. Through the project-based curriculum they will also develop skills to enable them to design and plan for solutions, participate in their implementation, and assess their impact over time. A sample curriculum might focus in the first two years on providing students with the basic knowledge and skill sets to create a project. By their junior year, they should have developed a business plan and grant proposal for their projects and be able to present and defend them. In their senior year, we will provide "venture" capital for them to implement their projects, and in their MA year they will write a critical assessment of the projects. Students will have access to courses specially selected from across the entire university and will enjoy support throughout their education from highly trained faculty mentors.

The new academic building will be the space where the global and local meet. The performance spaces will revitalize downtown Manhattan into a vibrant, international, cultural district; they will also catalyze our efforts to create a cutting-edge program in design, performance, and the humanities. Along with Tishman Auditorium on 12th Street, we will be able to host a range of international conferences, film festivals, or multimedia cultural events. Currently, no such venue exists in lower Manhattan.

Our new building will rise on the East side of 5th Avenue spanning the full block between 13th and 14th Streets. This is the geographical center of our current campus and houses The New School for Social Research. The new structure will contain 500,000 square feet of performance, learning, library, faculty, and university-wide spaces and will increase our total physical space for students by one-third. It will become the space in which design, social science, performance, humanities, and the liberal arts intertwine. Critically important is our commitment that the new building will adhere to the highest environmental standards. Going beyond this, however, we are working with city and federal authorities to design the building as a teaching tool that will function as the cornerstone of a global environmental program with a distinctive urban focus.

The building is estimated to cost $400 million. It is being collaboratively designed by Roger Duffy of Skidmore, Owings and Merrill (SOM), with Geoffrey Freeman of Shepley, Bullfinch, Richardson and Abbott (SBRA) of Boston, MA and the design firm IDEO of Stanford, CA. Central to the design will be an "educational commons," allowing many different types of instructional modalities, study practices, and learning styles to co-exist and inform one another in new and mutually productive ways.

We have raised just under $60 million for this project toward our goal of $165 million. We plan to sell several of our real estate holdings to leverage the rest of the project's cost and plan to initiate construction as soon as spring 2008. Currently we are building over $50 million in projects that will allow us to swing out of the old building as construction begins on the new.

The programming and design of the new building mirror the pedagogic space we are developing to launch the new New School. Students in our cross-divisional programs and the honors college will study in a process-rich environment in which projects organize knowledge, studio methodology is interwoven with seminar and service learning, and lectures from leading international scholars serve to frame the challenges of our time. They will also interact with foreign colleagues in real-time collaborations designed to tackle some of the most complex issues challenging us. The new New School will be a holding environment for pedagogical innovation that will not only speed the transformation of The New School, but also be a model for higher education in a globalizing world.

V. The 'New' New School and the Honors Program in Design and Democracy

The new New School that will educate students who can devise solutions that improve the condition of mankind. We are creating new forms of international collaboration that prepare young men and women across the world to participate in decisions about economic development, the environment, health and other issues. They will need planning, marketing, design, and critical analysis skills. They will also need to understand how laws are written, how political decisions are made, how private and public institutions are built, and how to work with others to convert ideas into a reality. And most of all, they need to be able to work beyond national boundaries to solve the problems they will all face together.

Drawing upon the strengths of the signature academic programs will be an international honors program under the projected Center for Design and Democracy, designed for

collaborative work on global issues. Its academic mission and curriculum will be developed in collaboration with foreign institutions such as TISS and CAFA, where we have growing ties. Our project-based curriculum will attract the best students, faculty, and international scholars to work on projects which improve the human condition and foster international understanding. The Center and the university-wide programs will be housed together in a new state-of-the-art, environmentally sound building on 5th Avenue designed to foster any type of collaboration,, ranging from local classrooms and studios to real-time global interactions.

Consistent with this tradition, the university has launched a series of university-wide curricular initiatives that will position it exceptionally well to address the present and future of cities on areas as diverse as planning, transportation, food supply, resource distribution and the impacts of climate change. Our unique programs in urban and environmental sustainability, international studies, media, design and social sciences, and management will all be housed in a groundbreaking new building. Not only is the combination of disciplinary perspectives within The New School's university-wide curricula distinctive but the decision to locate these programs in one environmentally advanced new building is unmatched in other institutions of higher learning. Locating the programs in one structure will further the collaborative potential of these innovative curricula and build truly cross-disciplinary knowledge that is poised to become a model for future post-secondary education initiatives. The result will be a diverse, influential and far-reaching body of students, teachers, and graduates who are true "solution builders."

The honors program will:

- Enroll its first class in the fall of 2011 when the new building opens;
- Enroll 200 new students per year in a BA and BA/MA for high achieving undergraduate and graduate students from the United States, India, China and other countries. As an important component of this effort, we will expand our presence on the ground in India and China to help recruit superior students;
- Be built around a state-of-the-art library and information infrastructure to support international collaborations of every kind.

The Honors Program for Design and Democracy will be supported by university-wide programs in media, management and policy, international affairs, design and social sciences, and urban and environmental studies, all of which will be housed in the green signature building. In

addition to forming the academic core of the "new" New School, these are areas where foreign colleagues, especially in China and India, have indicated they would like to build collaborative curricula. We will:

- Create a global curriculum to rebuild these areas from the bottom up;
- Ensure that all New School students enhance their studies in New York City with study opportunities abroad;
- Train new leaders to work on vital issues like accountability in governance, urban planning, industrialization and renewal, and land resettlement from both regional and global perspectives;
- Recruit a core of new full-time faculty to assist us in writing and implementing a curriculum featuring law, language, management, analysis, planning, practical politics and design.

Most proposals to internationalize a university do not involve a fundamental, yet symbiotic, reorganization of both its academic and spatial structure. Our plan for a signature building on 5th Avenue offers an unprecedented opportunity to unite a building with a globally-oriented academic plan developed in collaboration with our foreign colleagues and partners. At this intersection of the physical and intellectual lies the foundation of the new New School.