CHAPTER 2: RESOURCES AND INFRASTRUCTURE

INTRODUCTION

This chapter critically examines the structures, processes, and resources that support priority setting, planning, and implementation in the service of The New School's mission, with particular focus on financial, spatial, technological, and organizational resources. A draft strategic plan, the result of a two-year process, will be presented in fall 2013 to the university community and to be approved by the Board of Trustees.

Of particular importance are the deeply intertwined factors of planning and resource availability. As a primarily tuition-dependent university, planning processes necessarily encompass the dual goals of maintaining and enhancing academic quality, while at the same time constantly innovating to develop programs that are attractive the types of students that best fit the university.[1] Tuition and fees account for 90 percent of the university's revenue. Dramatic enrollment growth, along with some fundraising throughout the 2000s, provided revenues sufficient to increase the hiring of full-time faculty[2] and to develop a new physical plant, most especially the University Center. However, pressure to keep up with this growth put stress on many parts of the institution. By January 2011, with the presidential transition from Bob Kerrey to David Van Zandt, it was clear to many stakeholders that programs had become too large, selectivity had compromised too many programs, and providing services to a growing and highly differentiated student body had stretched the limits of both academic and administrative staff. At the same time, operating costs continued to rise and debt service for the University Center was now part of the university's financial obligations. The enrollment downturn of 2011–2012 and 2012–2013[3] created budget shortfalls, which highlighted the urgency to address the university's financial model, as well as the need to create new academic programs that would "right size" the distribution of students across the institution and in order to promote the quality of education. This made President Van Zandt's plan to inaugurate the university's first strategic planning effort all the more timely and important. The draft strategic plan[4] was designed to address these issues and to build upon changes in the academic and administrative structures.

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SECTION I: THE NEW SCHOOL'S STRATEGIC PLAN - PROCESSES AND PRIORITIES

Evolution of Planning at The New School

Following the last decennial review, the university operated largely on an unarticulated set of goals, which defined the course of the university but meant that there was no formal strategic planning. The most prominent of the informal plans was growing the enrollment of degree students by an average of 4 percent per year between 2007 and 2017. This aggressive enrollment growth, and its accompanying revenue stream, was needed not only to fund the University Center, but also to provide the resources needed to cover the university's cost base and for new

[1] A list of degree and diploma programs can be found in Appendix 5.I.
[2] See chapters 3 and 4 for further details on the expansion of the full-time faculty and trends in student enrollment.
[3] A diagram of enrollment trends since 2003 can be found in Appendix 2.I.
[4] The strategic plan can be found both online and in Appendix 2.II.

investment and innovation. Planned increases in tuition would also provide added revenue. While tuition increases were typically at or below the national average for similar institutions, they were nonetheless problematic for The New School.

The aggressive enrollment growth created many stresses, particularly because much of the burden for growth fell on a small number of programs such as the well-known fashion program at Parsons although nearly every program across the seven divisions saw a significant increase.[5] Nevertheless, there was a positive impact on institutional renewal. Increased student housing and other services helped attract new students and created an improved sense of community. The addition of more full-time faculty enhanced and expanded the faculty profile. Additionally, the University Center, scheduled to open for classes in January 2014, should have an immense impact on the university community both practically in terms of space and symbolically in terms of its serving the university's mission and vision.

A less physically apparent goal was to create a better integrated university. In addition to the rebranding efforts detailed in chapter 1 to create a unified voice and brand for The New School, academic divisions were encouraged to work more closely in order to make The New School more distinctive academically and to broaden the opportunities for enrollment growth beyond the largest programs. However, an obstacle to this goal was the divisionally located planning that centered on resource allocation based on reaching or exceeding enrollment targets. This division-centered ethos hampered the capacity to create a university-wide plan. Additionally, the lack of sustained, consistent, and strong academic leadership (as detailed in the preamble and chapter 1) was a serious obstacle to progress as several academic plans were proposed but never formally implemented, preventing a clear link to broader strategic planning. More recently, in 2009 the Board of Trustees remedied this situation by committing to a stronger, better-resourced Provost's Office, which was then given authority over the academic budget.

When David Van Zandt became president in January 2011, the university embarked on a two-year initiative to develop both a formal academic mission and vision statement and a strategic plan. A major focus for President Van Zandt was the development of a mission and vision statement that could guide The New School's planning and resource allocation decisions going forward. One early decision was to curtail the aggressive enrollment growth path. As described later in this chapter, this decision coincided with the recession's impact on student enrollment choices.

Creating a Planning Process

The events of 2008–2009, as discussed in other chapters, brought broader community discussion and desire in transparency regarding the university's direction. Chapter 1 discussed how greater communication and accessibility of the university's leadership was an important part of generating the new mission and vision statement. A similar process unfolded in terms of strategic planning in 2011-2013. Town Halls and electronic communications, which each feature substantive presentations of the university's economic and academic realities, have become

[5] See Appendix 2.I for Enrollment trends.

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regular features on campus and online[6]. The University Facilities Committee has had their membership broadened to include more faculty, and their mandate has been broadened beyond implementation to include planning. The University Faculty Senate and University Student Senate are now included in discussions on strategic issues.

In 2010, a Senior Budget Council (SBC) was formed to include broader administrative representation than the prior budget committee. In 2011, President Van Zandt transformed the SBC into the Leadership Council, which now includes key administrative leadership, the provost, deans from the four largest divisions, and two University Faculty Senate (UFS) representatives[7]. The Leadership Council also expanded its mandate to include a variety of topics governing the university. Additionally, a second group, the Strategic Group, was created and includes all academic leadership and vice presidents. Regular meetings of these groups have helped broaden the understanding of the financial challenges facing the institution and have enabled the deans and vice presidents to gain a clearer understanding of the operations of the academic divisions and administrative offices and move towards university based planning.

Today there are many more cross-divisional consultative and governing bodies than existed previously. In addition to the Leadership Council and the Strategic Group there are regularly organized deans-provost meetings, academic associate deans and, though less frequently, administrative associate deans' meetings all of which include members of the central administration.[8]

The new Strategic Plan, discussed below, builds on a range of planning activities[9] conducted across various parts of the university, as well as on a series of externally conducted evaluations and reports. The Provost's Office proposed academic plans in 2006 under Provost Arjun Appadurai and 2008 under Provost Benjamin Lee. In 2010, Provost Tim Marshall also produced an Academic Priorities plan.

Additionally, the university has sought input from consultants to gain an external perspective and strategic advice on a range of administrative, financial, technological, and academic areas. In recent years, these consultants have included Intelligent Solutions (for an Information Technology review), IDEO (for potential differentiators for The New School moving forward), and Alvarez and Marsal (for central administration and divisional overhead cost reduction).

Use of Data and Evidence in Planning

To help develop the strategic plan and mission and vision statement, another early priority for President Van Zandt was to expand the university's collection, analysis, and use of data for

[6] Via the President's twitter, live streaming feeds, and the interactive blog during presentations. As well as through static webpages and electronic communications
[7] The UFS representatives are only in attendance for budget issues.
[8] A list of all standing committees can be found in Appendix 2.III.
[9] At the divisional level, Parsons has produced a number of academic strategic plans over the last eight years; Mannes College The New School for Music has generated a plan for a major reconceptualization and reorganization (Mannes in a New Key); and Eugene Lang College is finalizing a strategic plan conducted with the support of a grant from the Andrew W. Mellon Foundation. The New School for Public Engagement, created from the combining of the New School for General Studies and the Milano School for Urban Policy and Management

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planning purposes and to better understand The New School's place within the trends and landscape of higher education.[10] Board of Trustees meetings and Town Halls now regularly feature comparisons of institutional and benchmark data. There were two projects already underway when President Van Zandt took office that help serve this goal. The first is the Data Warehouse Project, which will help standardize and systematize data collection and analysis across various university offices and functions. The project's groundwork was laid in the year prior to President Van Zandt's arrival and now is in the first year of a three year implementation process[11].

The second project is the Cost of Education Study, which is an extensive effort to determine the full costs of the university's wide array of academic programs.[12] The first phase of this study was completed in fall 2011, after a two-year process that involved extensive consultation with deans, associate deans, vice presidents, and other academic and administrative staff. The result of this phase was a full cost analysis on the cost of education at TNS for fiscal years 2008 – 2010. As of fall 2013, the project has completed additional analyses of 2010-2011 and 2011-2012 creating a five year set of analyses. Phase II of the cost of education project began in fall 2013 and encompasses the moving of the model data from a fragile Excel/Access environment to a more powerful and stabile system provided by Oracle's Hyperion Program Profitability and Cost Management module (HPCM). All past data will move in the HPCM and all future cost of education modeling will be done in this environment.

In addition to the two aforementioned initiatives, a number of new initiatives were needed to support and create the needed data, including the strengthening of the Office of Institutional Research and Effectiveness (OIRE), which now conducts or oversees all official surveys of students and faculty. With the Data Council, a committee of end users, coders and analysts from across the university, the OIRE is developing a shared data dictionary. This began as a shared living document and now is moving into the Data Cookbook (a product from iData) that through consensus on definitions for terms and reporting elements will create a shared language for the University around student, faculty/staff and other institutional data. Together the Data Council, Data Warehouse Project and strengthened OIRE are moving the institution to a unified use of definitions and centralized methods of collection to increase data accuracy and usefulness in both benchmarking and planning at the University level.

The 2013 Strategic Plan

With a new mission and vision statement in place (see chapter 1) and with the many new planning and data projects in progress, in summer 2013 the university leadership drafted a Strategic Plan to establish goals based on the mission and vision statement, to generate strategic priorities, and to identify assessment mechanisms to chart the implementation of the plan. Many of key focuses in the Strategic Plan were drawn from the objectives and data President Van Zandt and Provost Marshall had presented in the previous two years of university communications and Town Halls.

[10] President Van Zandt's opening messages to the community can be found in Appendix 1.V.
[11] Details of this project can be found in chapter 6 and in Appendix 2.IV.
[12] This is discussed in detail in chapter 6.

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A draft plan was presented to both the Leadership Council and the Strategic Group for review, was revised and will be presented to the university community for input in the early weeks September 2013. A revised version of the plan will be formally presented to the Board of Trustees in fall 2013 for review and approval.[13]

This is the first university-wide strategic plan in The New School's history. It identifies five overarching priorities in support of the mission and vision statement:

1. Student Success
2. Academic Success
3. Globalization
4. External Profile
5. Infrastructure

Each priority has a set of assessment tools to measure progress, discussed in detail chapter 6. Details on all the priorities are available in the draft plan[14]. What follows is a discussion of the four priorities. The fifth, *Infrastructure*, will be addressed in the remainder of this chapter discussing the financial, spatial, technological, and human resources deployed by The New School and how these resources will be prioritized and used to better achieve our mission.

Student Success

This signals a focusing of academic and institutional assets on students' learning, educational experiences, and preparation for achievement in their careers. In line with the mission and vision statement, the student success priority emphasizes the 21st century: the hybrid cross-disciplinary nature of learning, the role of technology and collaboration in learning, and the importance of flexibility and innovation in connecting students' education with their roles as professionals and as citizens. Improving student success requires greater emphasis on academic experiences in and out of the classroom, advising, and career placement and services.

Academic Success

The New School will integrate and strengthen the university's programmatic, pedagogical, and knowledge-generating offerings and capacities. The plan places priority on developing new programs, assessing the current programs on how they relate to the mission statement, their economic sustainability, making student access to curricula across the university desirable and seamless, and extending opportunities for project-based learning. Improving academic success means greater emphasis on programs and research that bring together design, liberal arts and the social sciences, and that deploy innovative methods and experiential learning practices.

Globalization

Globalization emphasizes the importance of global knowledge and experiences for students, institutional aspirations to continue to attract international students, and access to and

[13] A sample of comments can be found in Appendix 2.II.
[14] Ibid.

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development of The New School's academic resources through partnerships around the world. Deepening global learning opportunities means further development of and investment in The New School's presence in the global urban centers; increased international experiences for students to position themselves to better contribute to global well-being; and greater use of innovative, distributed learning technologies.

External Profile

The New School must clearly articulate what differentiates The New School from its peers and articulate and make attractive its identity to prospective students and faculty, potential donors, employers, and the general public. Enhancing our public profile signals a greater emphasis and investment in branding and marketing that communicates the university's unique mix of strengths, as well as its mission of innovation and public engagement. This also includes developing partnerships (such as the ones recently developed with General Assembly and Global Citizenship Year[15]) that accentuate experiential learning for students and the institution's broader contribution to the public good.

SECTION II: BUDGET DEVELOPMENT, RESOURCE ALLOCATION, AND PLANNING

The institution is dependent on tuition and fees for approximately 80 percent of its operating costs. Including other student-related revenue (such as dormitory, dining services, and health center fees), this rises to 90 percent. For this reason, the ten-year enrollment plan developed in 2007 and the plan for building the University Center were based on 4 percent annual enrollment growth from 2006-2007 through 2016- 2017. While the university met or exceeded this goal for a number of years, 2011-2012 saw enrollment growth fall short of this 4 percent goal, with 2012-2013 also posting an overall decline.[16] As a result, plans now assume the university will remain at its current size and develop alternative revenue streams (e.g., global hubs, online strategies, professional education, etc.) to supplement existing resources.

The enrollment challenge has elicited two main actions. First, the university has, on a number of occasions, been forced both to cut spending and forego compensation increases for full-time faculty and nonunion staff. In 2012-2013, the university put in place strategic cost reductions and other changes that will provide economies and efficiencies over the next few years.[17] Second, the university began to emphasize investment in activities that support enrollment and academic quality and that alleviate dependence on only a few popular programs. Included in these plans are goals to tap into new markets and to offer new initiatives in global and online education.[18] This latter goal was already a focus of The New School, and it will receive greater priority under the 2013 Strategic Plan.[19]

In 2007, the University Development and Alumni Relations Office (UDARO) was created to concentrate fundraising efforts. This effort had primary support from the Board Trustees and was

[15] See Appendix 5.XXII
[16] A diagram of enrollment trends since 2003 can be found in Appendix 2.I.
[17] See Appendix 2.V
[18] See Appendix 2.VI
[19] Chapter 5 contains details regarding changes in programmatic offerings.

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led by the president. The largest recent gifts were for the building of the University Center. Currently, most gifts the university receives are from members of the Board of Trustees or the various Boards of Governors. Generally, the deans and faculty have led the divisional fundraising efforts. Endowments and annual gifts, grants, contracts, and other sources account for the remaining 10 percent of the university operating resources.[20] UDARO is working to build a database of alumni in order to increase the university's connection to them and therefore increase alumni giving. To date most fundraising efforts have been divisional or event-based. UDARO is now focusing more explicitly on giving potential regardless of divisional affiliation and on using the new mission and vision statement as a guide for mobilizing resources.

Revenue in Relation to Cost and Investment

The planned enrollment growth provided the resources needed to fund the University Center and to cover structural cost increases and the costs of instruction and related services for the additional students. Beyond these, the additional revenue was devoted to a number of initiatives. The expansion and strengthening of the Provost's Office provided the infrastructure needed to move the university forward academically. Investment in full-time faculty included hiring additional faculty, which improved the student–faculty ratio and institutional reputation. The expansion of Tenure and Extended Employment positions across the university was a major initiative developed in conjunction with the Board. While clearly related to supporting the instruction of a greater number of students, this has also led to an evolution of academic goals. A commitment of resources inherent in the initiative included increasing base research support, internal grants competition, and infrastructure for research grant development, as well as strengthening the research profile of the university.[21]

The University Center required a $301 million bond issuance, the largest in the university's history. This bond issuance will severely limit the university's ability to borrow money over at least the next ten years. With this in mind, planned revenue growth provided the funds to supplement the bond proceeds and gifts needed to complete construction and to cover the costs to operate the building once it opens.

Changes in the Budget Development Process

In 2008, the Vice President of Budget and Planning left the university, and that office became part of the Office of Finance and Business, bringing these two critical and closely related financial functions together[22]. This change coincided with a call for more transparency in the budget and collaboration in the budget development process. Prior to this transition, the budget process was known to each stakeholder only to the extent that it impacted that stakeholder's area of responsibility, with only the highest university leadership privy to the entire process and overall university budget. For example, deans and officers knew only what transpired within their own divisions and departments.

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[20] Details regards gifts are aggregated into an annual report by UDARO
[21] This is detailed in chapter 3.
[22] Organizational Charts are in Appendix 1.V

With the change in leadership in the budget area, the creation of the SBC and its metamorphosis into the Leadership Council, the budget process has become more transparent and collaborative, allowing for an exchange of ideas on how the process should work and how it can better integrate with and reflect the university's current and future structure. The expanded Provost's Office has a more significant role in the budget planning process and more flexible funding sources. The creation of the Deans' Council and regular meetings between the deans and Provost's Office[23] includes an open discussion each spring semester regarding priorities for faculty hiring, in which the deans can make their case for divisional needs. The result has been both a clearer sense of the academic and budget issues across the university and university-wide priorities.

As the process itself has become more fluid and responsive, with fewer balkanized practices, rules, and formulas, the university has implemented a budget development and reporting system (BDRS) that will improve accountability and provide a means for long-range financial planning. The result is a better understanding of the budget outside of the Office of Finance and Business, open discussions around the continuing evolution of the budget process, and close collaboration between the Provost's Office, the Office of Budget and Planning, and the university community.

Financial Management

Since 2003, the university has shown a strong balance sheet and steady financial ratio trajectory and has consistently received an unqualified opinion for its independent auditors. Moody's Investor Services upgraded the university's rating from A3 to A2 in 2006, affirmed the A2 rating in 2009, but then downgraded it to A3 in 2010 to reflect the nearly three-fold increase in debt sold to finance the University Center. Standard & Poor's assigned the university a long-term rating of A-/Stable in 2010.[24]

The New School has extensive budget and accounting controls, policies, and procedures in place. The Office of Finance and Business has developed a standard set of management reports as part of the Budget Development and Reporting System. These reports are distributed to budget owners on a monthly basis and allow the university to monitor budgets and to identify issues that may require corrective action.

SECTION III: FACILITIES AND SPACE PLANNING

The New School's facilities have undergone a dramatic expansion and renewal over the course of the past decade. The most significant drivers of the capital commitments have been enrollment growth, enhancing and augmenting the university's academic and student resources, centralization of administrative functions, and the construction of the new University Center. In recent years the budget challenges associated with funding the operation and renovation of the university's expensive real estate portfolio, as well as the strategic slowing of enrollment growth, has resulted in a shift in planning efforts to a multiyear strategic model that focuses on purposeful curricular adjacencies that foster interdisciplinary academic interaction. The

[23] Agendas and schedules can be found in Appendix 2.VII.
[24] These reports can be found in Appendix 2.VIII.

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university has embarked on a three-year initial phase of a new master plan[25] which includes the opening of the University Center in January 2014; consolidating dormitories to be within walking distance of campus; and moving Mannes College and the Parsons fashion program to Greenwich Village, all of which will create distinctly identifiable academic hubs around various properties.[26] This process affords the strategic goal of reducing operating costs while expanding and enhancing many academic programs. For the first time in the university's history, all of its schools and programs will be located in the Village and arranged in an academically driven configuration.[27]

Growth in programs, the number of enrolled students, and increased faculty and administration has expanded the university's footprint amid expensive real estate, which has precipitated strategies for global initiatives and distance learning, alongside localized tactics for optimizing adjacencies and shared facilities. The new University Center, at 65 Fifth Avenue, has provided opportunities for faculty and student participation in the planning processes, detailed in the following section. Designed to accommodate the steady growth in the number of degree-seeking students, the 16-story University Center is the largest building project The New School has ever undertaken. It will enable the university to consolidate historically dispersed communities into a centralized urban campus that better facilitates its pedagogical and institutional mission.[28]

To illustrate this point, in 2004, The New School comprised 8,812 degree students distributed across 644,671 Net Assignable Square Feet (NASF)/1,084,357 Gross Square Feet (GSF), with 78 percent owned and 22 percent leased. In 2012–2013, there were 10,575 degree students distributed across 790,049 NASF/1,333,778 GSF, with 57 percent of the space owned and 43 percent leased. With the addition of the new University Center (365,000 GSF) and newly leased space at 6 E. 16th Street (16,700 GSF), the lease on the Williams dormitories in lower Manhattan will end (-112,203 GSF), and the owned/leased space ratio will shift to 70/30 in 2014. The University Center will make approximately 600 dormitory beds available in 2013; and 58 instructional spaces, a two-story library, study spaces, and a dining hall in 2014. In 2015, the impending sale of the midtown Schwartz Fashion Center and the Mannes building, and with other terminated leases ending, the owned/leased ratio will shift to 73/27[29].

The University Center

From the early planning stages, the University Center was conceived as a catalyst to promote cross-divisional and university-wide uses that reflect both pedagogical and financial planning goals. Planning of the University Center began in 2006 and engaged architects, consultants, administrators, faculty, and students, resulting in new administrative processes and opportunities for curricular development and shared governance.[30] In 2009, a master planning exercise was conducted, through the University Facilities Committee, to develop the program of the

[25] Appendix 2.IX
[26] Appendix 2.X
[27] Ibid
[28] Details regarding the UC are in Appendix 2.XI.
[29] Ibid
[30] Provost's Strategic Planning White Paper, November 2006; and University Faculty Senate Minutes, May 2006.

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University Center.[31] . In addition to the creation of the University Facilities Committee, a new capital requests process was established to address facility needs driven by this expansion.

Planning initiatives and reports generated during this process reflect an aspiration for the building to provide a unifying, signature identity for the university while respecting the unique histories, characteristics and academic needs of the individual divisions. Several external design consultants were retained to capture the essence of The New School's diverse communities while accounting for the pragmatics of building in New York City. The architectural firm Skidmore, Owings, and Merrill was hired to design and program the new building, and Shepley, Bulfinch, Richardson, and Abbott presented strategies for the new library.[32] Parallel to these efforts, the ethnographic design firm IDEO was contracted to facilitate and incorporate feedback from students, faculty, and support staff in the planning process.[33]

The reports fueled peer-reviewed faculty scholarship;[34] site visits and field research;[35] and faculty and student participation. In 2006, the University Faculty Senate (UFS) elected its first faculty representative for facilities planning, and in 2008 produced its *Integrated Academic Policy, Space, and IT Planning Report*[36] that examined, from a faculty perspective, existing university infrastructure and its alignment with pedagogical missions across divisions.[37] The UFC reviewed and approved final design concepts and plans for the new building.[38]

Sustainability has been central to the new building,[39] which targets a Gold LEED rating, and has stimulated student- and faculty-led initiatives.[40] The University Center was designed to be state of the art. A majority of classrooms in the University Center will be equipped with video and audio equipment that will allow lectures and demonstrations to be posted to Blackboard, Canvas or other digital LMS assistant applications. The Distance Learning Room, a high-end "telepresence" environment fitted with a Polycom video conferencing system, will include three LCD screens, microphones, and controls for distributed learning. Two of these rooms already

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[31] Appendix 2.XIII contains all external facility reports.
[32] Appendix 2.XIV contains all external library reports.
[33] Ibid.
[34] See Appendix 2.XV for the "Chainmaking" & "Chainbuilding" articles and the corresponding NASAD presentation 2006
[35] See Appendix 2.XVI for the Lamont School reports and Sweden Little Houses Project
[36] See Appendix 2.XVII.
[37] Many of these planning reports were accessible to The New School community through the university's website and by Town Hall meetings (detailed in Chapter 1). In 2009, the University Facilities Committee was created, consisting of faculty, students, and administration members. Materials concerning the start of this committee can be in Appendix 2.III.
[38] A 2009 analysis of social spaces across the university was performed "to investigate the effectiveness of social and collective spaces at The New School," including short-term, mid-term and long-term recommendations to support campus-wide transformations. The report is found in Appendix 2.XIII
[39] Innovations include: sustainable construction management in the demolition and removal of the previous building at 65 5th Avenue; efficient fans and mechanical equipment; windows to new standards (including light shelves); use of LED lighting; a green roof; grey water recycling, black water treatment; a cogeneration turbine; and use of biodegradable materials with low VOC finishes. At its completion, the University Center will be fully commissioned to achieve optimal mechanical efficiency, sustained by periodic energy audits that will identify which equipment should be replaced, including exhaust fans, pressure tanks, and hydraulic equipment.
[40]See Appendix 2.XVIII for the 2008 Renew School Student Proposal; also the 2008 Faculty Senate Resolution on Socially Responsible Construction Management

exist on campus, as beta tests, one of which is currently being used by classes. Lecture rooms in the University Center will also have video conferencing capabilities. The Faculty Resource space at the University Center will have a conference room configured for web-based conferencing; and all other conference rooms will be fitted with an LCD screen with laptop hook-ups.

Facilities in Relation to Enrollment Growth and Globalization

Over the past decade, the Office of Design and Construction and the Office of Facilities Management have addressed university enrollment growth through a series of planning and capital projects to bring about new physical space. In addition to the new University Center, examples include new floors and social spaces at the List Academic Center (6 E. 16th Street); 232 W. 40th Street; 566 Seventh Avenue; the Sheila C. Johnson Design Center (2 W. 13th Street); a new Welcome Center at Fanton Hall (72 Fifth Avenue); the Stuyvesant Park Dormitory; the Student Study Center (90 Fifth Avenue); and the Student Health Center (80 Fifth Avenue). A Physical Space Inventory of the entire university campus was created in 2010–2011, and updated in 2012–2013[41].

Enrollment growth is also being addressed through global initiatives that include Parsons Paris and Parsons Mumbai. In Paris, The New School entered into a lease agreement in January 2013 for a 12,400 square foot facility to serve as the home to Parsons Paris.[42] The facility opened for the first group of students in summer 2013. The building contains six floors that include classrooms, studios, a meeting space, a computer lab, office space, and a public meeting area/gallery. It will be capable of serving the needs of a maximum of 375 students. Planning of the new facility was led by The New School's Facilities Department, with input from Parsons New York faculty to ensure that classroom standards of New York were met and even exceeded at Parsons Paris. Students at Parsons Paris will have access to the same digital resources as students in New York, as well as access to the libraries and cultural assets in Paris.

In Mumbai, India, The New School has entered a relationship with a new private college: the Indian School of Design and Innovation (ISDI). ISDI is a completely independent entity, offering four-year bachelor diplomas and one-year graduate certificates. As compared with Parsons Paris, The New School's role in ISDI is only to provide curricula and curricular oversight, quality assurance, and certificates of participation to qualified ISDI students. ISDI launched its first programs in July 2013 in a ten-story, newly constructed facility in downtown Mumbai. ISDI students do not earn a New School degree, and The New School has no direct involvement in the planning or management of the facility, though students can transfer their ISDI credits to The New School.

Science Labs

In 2008, during preparations for the new University Center and relocation of NSSR's Psychology Department, new laboratories were constructed on the sixth and seventh floors of 80 Fifth Avenue.[43] In 2009, the fourth floor laboratory at Eugene Lang College (Room B-459) was

[41] The inventory can be found in Appendix 2.X.
[42] See Appendix 2.XIX for the Parsons Paris Report (2012).
[43] See Appendix 2.XX for the Department research specifications and final floor plans

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extensively renovated to include safer ventilation, Bunsen burners, and a fume hood. In support of pedagogical development across university divisions, such as the Environmental Studies curriculum, infrastructure for six state-of-the-art science laboratories has been incorporated in the new University Center. Until there is a need to expand lab-based science programs, five of these labs will be furnished as general instructional classrooms.

Performance Spaces

During the past decade, several capital projects have been completed for Drama, Jazz, and Mannes. Projects have included a new percussion studio, practice rooms, sound booths, acoustic upgrades, enhanced amplification for piano use, improved ventilation of the Mannes building, and planning new spring floors for Drama.[44] In 2012, a shared digital music lab was created for use by students of Lang, Jazz, Mannes, and Parsons. The new University Center will include a large auditorium with expandable seating (from 610 to 812 seats) and a 60-seat Event Café for impromptu and small student performances and exhibitions.

A major change, previously mentioned, is to move Mannes to the main campus in Greenwich Village, joining Jazz in Arnhold Hall at 55 West 13th Street to create a hub for performing arts in proximity to the new spaces in the University Center. The new Mannes spaces will include a recital hall, classrooms, practice rooms, and rehearsal spaces.[45]

Sharing Space across Divisions and Programs

The scarcity and escalating cost of space for The New School has prompted shared resource initiatives at multiple scales. A comprehensive multiyear capital master plan[46] outlines the realignment of many programs to improve service and foster interdisciplinary work. The goal is to spatially support the broader strategic objective of providing seamless access of all students to different academic resources of the institution, not bounded by division or department. With the new University Center,

- Student service points will be relocated to Fifth Avenue, providing "one stop shopping" for questions related to registration, financial aid, or housing, as well as housing a Welcome Center for prospective students.
- Two axes extending from the University Center will connect outlying hubs clustering many graduate and undergraduate programs along individual axes.
- A technical resources corridor will include a "Making Center" at 25 East 13th Street, a zoning-restricted making facility (ceramic studio) at 2 West 13th Street, and digital facilities at 55 West 13th Street and 79 Fifth Avenue, as well as at the University Center.

In addition, a 2013 master plan for Parsons[47] identifies highest and best uses of existing facilities and details a multiyear capital effort to optimize shared resources for the entirety of the Parsons population, with longer-reaching benefits to the broader New School community. The report generates planning scenarios (for years 2011, 2014, and 2017) that integrate anticipated

[44] Appendix 2.IX
[45] Appendix 2.XIII contains all external facility reports.
[46] Ibid
[47] Ibid

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enrollment growth at Parsons and changes to its undergraduate curriculum in light of spatial and fiscal benefits and challenges presented by the new University Center.

With respect to the university libraries, the Social Science and Humanities, and Art, Architecture and Design Collections will be merged into one location in the new University Center, supporting interdisciplinary engagement across divisions. This new library space has been designed to support multiple patrons with diverse reading areas (e.g., open, quiet, group, lounge) to be used by students, faculty, and staff from all divisions. Additionally, the branch delivery project will enable physical content to be promptly delivered to or returned from any library branch. The Collections budget is now distributed among disciplines and no longer division based. Following the reorganization of the library departments, the new university website presents the library as a point of single service for the entire university. This Patron Driven Acquisition exemplifies equitable distribution of scarce resources among disciplines and according to need. More details on the libraries are below.

SECTION IV: ACADEMIC TECHNOLOGY AND INFORMATION TECHNOLOGY

The university's Academic Technology and Information Technology function together under a single department under the Vice President for Information Technology. These symbiotic offices supply and maintain the many electronic academic environments to the community at large. In 2008, a self-reflective report on Academic Technology and Information Technology (AT/IT) at The New School was produced from a faculty perspective as part of the *Integrated Academic Policy, Space and IT Planning Report*,[48].This document includes a timeline of AT/IT at the university (1980–2006), a self-assessment of the technology infrastructure at the university, its pedagogical impacts, and a set of action points. In 2012, an outside consultant conducted an extensive Information Technology review of Academic Technology (details are in chapter 6).

Two large networking projects have been undertaken in response to the rapid enrollment growth. In 2011, a significant Wide Area Network (WAN) upgrade relieved Internet network congestion and provided space for growth in network usage. Smart phones, tablets, and ultrabooks have greatly increased the use of the wireless network over the last several years. On a daily basis, 1,400 to 1,700 unique wireless devices connect to the university's network.[49] Replacement of the wireless network infrastructure has allowed for greater wireless bandwidth while creating a better-managed wireless networking environment. Having a virtualized server infrastructure has improved the time-to-implementation for these upgrades by weeks or even months, because servers no longer need to be specified, ordered, and set-up in the datacenter, but can be easily provisioned in either hours or days depending on the needs of the application.

Between 2011 and early 2012, The New School migrated all students, faculty, and staff to Google Apps for Education. The New School constituents formerly used Novell GroupWise, which was not popular among faculty or students.[50] Google Apps for Education offers greatly enhanced collaborative tools (Google Docs, Google Calendar, etc.); it also offers advantages in increased email and document storage capacity. To assist in the implementation the AT/IT

[48] This document can be found in Appendix 2.XXI.
[49] See Appendix 2.XXII.
[50] See Appendix 2.XXIII

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offices developed an expansive calendar of digital and in person training sessions, a dedicated website with FAQs, a calendar of tutorials, and helpful information as well as a precise series of communication and reminders.[51]

AT/IT and Distributed Education

To enable a robust distributed environment, the university's online infrastructure has been built out in the recent past. The New School Distributed Education staff (comprising a director, associate director, and two instructional designers), which is a unit of the Provost's Office, provides instructional–design resources, tutorials, and technical support for faculty and students. The university also engages an outsourced 24/7 technical support vendor. Most recently the university has provided access to Lynda.com, a resource that provides 40,000+ videos and tutorials for software and professional development, is now available campus-wide and on mobile media.

Online learning has been a strategic imperative for the university for the last 20 years, gaining greater importance over the past decade. As early as 1985, The New School's pioneering Media Studies program collaborated with an early provider of computer-based courses to offer a small number of online graduate courses. In 1992, the university received a grant of $300,000 from the US Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) to make courses available to adults "anytime, anywhere" using personal computers. By 1995, students in the MA in Media Studies program could complete a graduate degree online. Over the next several years, online classes were offered in most divisions of the university, and in fall 2012, 863 students were enrolled in online classes, for-credit and non-credit.[52] The university now offers four masters degrees that can be earned online.

The university's online portal (MyNewSchool) and course management software (Blackboard) facilitate distributed education for on-campus and online classes. Through the portal the office of Distributed and Global Education and AT/IT offer online assistance with instructional design, maintain tutorials, and gather important experiential data through on-line evaluations. A Blackboard course site is created for every class in the university catalog. Instructional Designers on the Distributed Education team work with faculty course developers to use Blackboard (and other applications, if appropriate) to create a fully operational classroom. As problems or opportunities arise, Distributed Education is the main support point for online faculty and students. Further, the university offers training for all online faculty, and each semester online orientation and training sessions are held for online students and for online continuing faculty.

While the current online learning management system (LMS)—Blackboard—has been the subject of ongoing analysis by the university community, its use has grown steadily from year to year, by online courses and mixed online/onsite courses. In 2005, there were a total of 306 online-only students and 595 on-campus/online students. By 2010, there were a total of 513 online-only students and 1,528 on-campus/online students.[53] In 2013-2014, the university is transitioning from Blackboard to the Canvas LMS. In fall 2013 both LMSs will be available to

[51] In Appendix 2.XXIV
[52] The New School (TNS) Fact Book 2012
[53] TNS Fact Book 2005, 2010, 2012

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end users as the university migrates to the new platform. As part of the decision-making process, all 1,975 faculty who taught in spring 2012 were sent an online survey about their usage of classroom presentation technology and LMS. The survey was administered during the last two weeks of the spring semester,[54] with an initial email invitation sent on May 1, 2012; a reminder email sent to nonresponders on May 10, 2012; and a final reminder email sent on May 29, 2012. More than 80 instructors, as well as students and staff, took part in the process that led to the selection of Canvas. Canvas was chosen because it is more intuitive and user-friendly than Blackboard, and allows for greater use of media such as video, holding live conferences, and more. The shift from Blackboard to Canvas will enable the widespread implementation of ePortfolios and allow for experimentation of new forms of delivery, such as Massive Open Online Courses or MOOCs. In spring 2014, Canvas will be the sole LMS for all classes at The New School. Other technologies, such as WordPress, Ning, VoiceThread, Snagit, Twitter, Adobe Connect, Google Hangout, Skype, etc., will supplement the LMS in online and on-campus classes, some of which are already integrated into the Canvas interface.

The libraries have made remote access to content a priority collection development and customer service strategy. Investment in electronic resources, including e-books, has increased, making more content accessible to remote users. The e-reserves department at the libraries acquires copyright permissions for online classroom use and digitizes static copies of materials for online classes. The librarians use technology (LibGuides, LibAnswers, Screencasts) to provide services to distance learners. The Archives department of the libraries has begun to oversee and manage digitizing projects, assuring that formerly hidden materials unique to The New School will be accessible online. Details regarding the collection can be found below.

SECTION V: LIBRARIES

Since 2004, multiple reports on The New School's Libraries and Archives were prepared internally and externally,[55] examining their content and organization in light of innovations and changing demands in pedagogy, research, the library profession, and technology. The library will have a newly designed space in the University Center, as well as in the List Center and Arnold Hall. These library spaces have been designed to reflect the goals of academic planning, including a focus on interdisciplinary collections, improved open reading and group study spaces, strengthening student community, and an emphasis on electronic access to, rather than physical storage of, content.

Over the past several years, the Libraries and Archives have aimed to improve their services to existing divisions and programs. *Vision for Renewal* is the first document to come out of this process of self-examination, and was submitted to the Provost's Office in 2011. *Vision for Renewal*[56] identified five areas in which the libraries contribute to the university's academic plan: collection, services, discovery, space, and archives. To meet the demands of these five areas, the university has placed library space and other resources as a central part of future planning.

[54] See Appendix 2.XXV
[55] Appendix 2.XIV contains all external library reports
[56] *Vision for Renewal* can be found in Appendix 2.XXVI.

The collection's development is driven by the university curricula, drawn from course syllabi and from patron requests. Additionally being a member of the University Curriculum Committee has aided The New School's Libraries and Archives resource needs for the development of curricula. In order to facilitate patron request, a program for direct and immediate Patron Driven Acquisition of electronic books has been recently implemented. Services, both virtual and on-site, are offered to all divisions by a staff of eight librarians who offer instruction to users one-on-one, via library-sponsored workshops, and through classroom integration. In addition to providing access to print and electronic course materials, the Reserves Department also creates electronic scans when possible and obtains copyright clearance for all materials on reserve. In 2012, an Archives and Special Collections department was established within the university's Libraries and Archives, with the aim of consolidating various collections of archival materials at The New School.[57]

Over the past five years, The New School's investment in electronic resources has significantly increased to allow the library to acquire quality content that directly supports the academic programs taught at The New School. Consequently, digital resources have expanded so that the collection is now more than 70 percent electronic and growing (the journal collection is 98 percent digital). These digital collections are accessible to both on-campus and distance learners. Increased virtual services are offered through online research guides and an "Ask Us" (an email reference) service. To increase access to e-books, Patron Driven Acquisitions are now offered, leading to an additional 60,000 (and growing) e-book titles that are available to search and download. In 2008, the Libraries and Archives began digitizing The New School's archival collections, providing access to New School students and researchers around the world. Additionally, the Libraries and Archives staff are working with developers on a digital asset management system that will experiment with new modes of presentation and the staff has partnered with New York University staff in the development of next-generation discovery tools, (i.e., an enhanced, integrated catalog) to further enhance the individual university collections and the benefits having the consortium agreement. The library staff continually works with New York University to improve their shared catalog, which incorporates discovery and access of electronic resources in addition to physical holdings.

Interinstitutional Arrangements for Resource Access and Sharing

The New School's community relies on the consortium arrangement with New York University, whose Bobst Library has been the primary library resource for The New School, both in terms of print collection and space. This dependence on another institution limits The New School's capacity to serve students; in particular, the consortium agreement is no longer adequate to meet increasing patrons' demands for remote access to electronic content and improved facilities. In part, this inadequacy is what has driven the acquisitions and digitalizing of The New School's journal access. Likewise, until recently, the shared discovery tool (Bobcat) had been exclusively

[57] At the hub is the Kellen Design Archives at Parsons, which is a part of the library system and has a fully discoverable collection of archived material on the history of Parsons. For the past three years the director and staff of the Kellen Design Archives has digitized materials from the collection for open online accessibility to the public, and for incorporation into graduate and undergraduate curricula and syllabi across The New School divisions. Consequently, the purview of the Kellen Design Archives staff has expanded to include archival materials from across the university.

maintained and supported by New York University. As discovery of electronic content becomes more complex, The New School staff is increasing its participation in developing Bobcat to better respond to it own constituent needs. A new bargaining contract with New York University has been negotiated to increase access to electronic content at a much lower cost. Additionally, the university's participation in the Metropolitan Library Council and other library consortia[58] has also produced discounted electronic resources.

Changes to Library Resources

From a budgetary standpoint, The New School's library is moving from an ownership to a leasing model. Subscription costs regularly outstrip budgets, requiring new strategies. Organizationally, the Libraries and Archives shifted from a branch-based structure to a centralized model based on common functions, which more efficiently uses a small staff.[59] These functions are: Patron Services, Reference and Instruction, Digital Library and Technical Services, and Archives and Special Collections. Whereas the previous structure had a distinct manager at each branch/location, the centralized model moves the directors to functional areas. Library services are adapting to new technologies, such as instant virtual reference and self-checkout, which were each launched in 2012. Discovery tools and catalogs require more customization and development to meet student and faculty needs.

SECTION VI: ADMINISTRATION

Profile of the Administrative Staff

The university currently employs 3,023 administrative staff, working either in one of the university's seven divisions or in the central administration.[60] The roles and functions of the key individuals (and when appropriate, the administrative units that they inhabit) are identified in organizational charts and are discussed below.[61] While administrative staff numbers have increased over time, especially in response to the growth of student enrollments, full-time faculty hiring has been a bigger priority. For example, between 2007 and 2010, total staff increased by about 7.5 percent while total full-time faculty increased by approximately 25 percent.

As mentioned previously in this chapter and chapter 1, many administrative functions and positions were transferred in the mid-2000s from the divisions to the central administrative office. The most significant of these reorganizations are detailed in the following section. Communications and external affairs, development and alumni relations, and admissions reporting shifted from the deans to the vice presidents, albeit sometimes with a dotted line report back to the division. The benefits of centralization were clear; in principle, at least, it would be easier to avoid duplication, develop and implement university-wide policies and priorities, offer consistent service to students and faculty, and facilitate collaboration. In practice, centralization

[58] See Appendix 2.XXVII for consortia information
[59] See Appendix 1.V for organizational charts
[60] An organizational table detailing the overall administrative structure of the university can be found in Figure 1 in Appendix 1.V. Figures 2–8 provide more fine-grained, division-level organizational tables.
[61] As evidence of the qualifications and suitability of key office holders, CVs and functional job descriptions are available upon request

became part of the growing antagonism between the divisions and the central administration, and more generally between academic structures and administrative offices.

Under the current leadership, there is strong recognition that central administrative capacity, in coordination and communication with locally based colleagues, is critical for efficient human resource allocation in a tight economic climate, especially for planning and the implementation of the 2013 strategic plan. Administrators and academics now regularly collaborate as part of joint management bodies and committees, while the relatively recent move in oversight of the academic budget to the Provost's Office, and the increased staff to manage it, has deepened working relationships within the central office with divisional deans' office.

In addition to the physical and organization efforts to improve service with the centralization of key services, the coordination between central and local service providers has been one facet of the President's Service Improvement Initiative. The President's Service Improvement Initiative has been a key administrative change since 2011. The quality of service is measured according to established service metrics.[62] These metrics are designed to monitor performance and to determine areas for improvement. To bring into focus the commitment to refine and improve service, the university also launched a feedback website to collect "kudos," "challenges," and "suggestions" which is administered by the Office of the President.

An employee performance assessment program has been facilitated by the Human Resources department since 2006. Both administrative staff assessments and professional development are facilitated by Human Resources. Staff assessments are an annual, mandatory procedure. Standardized forms for evaluation provide consistency in evaluation guidelines. Performance assessment training is available for both staff training during the assessment periods. Extensive instructions and guidelines are available on the Human Resources webpage

To improve academic and administrative communication, President Van Zandt reorganized the reporting structure of the university's central administration. He also eliminated the Executive Vice President's (EVP) position and the Office of the Secretary of the Corporation. Certain officers and functions previously reporting to the EVP now report as follows:

- The Senior Vice President for Human Resources and the Senior Vice President for Information Technology report to the Chief Financial Officer and Senior Vice President for Finance and Business.
- The Vice President for Design and Construction, and all of Facilities and Security, report to the Vice President General Counsel, and Secretary of the Corporation. This position took on many of the responsibilities of the Secretary of the Corporation when the office was dissolved. The position remains, while the remainder of office has been redistributed.
- The following positions report directly to the President:
    1. Provost
    2. Vice President General Counsel, and Secretary of the Corporation
    3. Chief Financial Officer and Senior Vice President for Finance and Business
    4. Senior Vice President for Enrollment and Career Services

[62] See Appendix 2.XIX for metrics.

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5. Senior Vice President for Student Services
6. Vice President for Communications and External Affairs
7. Vice President for Development and Alumni Relations

Leadership Skills

Within the past five years, job descriptions for several vice president positions and deans have included the following desired or required qualifications

- Leadership and management skills
- Communication skills
- Collaborative interpersonal skills
- Sophisticated understanding of high-level management issues related to operating a university
- An understanding of the higher education marketplace
- Proven experience in disciplines related to their position at The New School
- Advanced academic training

Restructuring of Admissions and Recruitment

Given the importance of meeting enrollment targets under what had been an ambitious growth plan, admissions and recruitment have received considerable attention. In 2005, all admissions and recruitment efforts were centralized and an Assistant Vice President of Admissions position was created. This Assistant Vice President of Admissions, the Office of Student Financial Services, Student Accounts, and the Registrar were therefore consolidated under the Senior Vice President for Student Services. Then in 2007, the university appointed a Vice President for Enrollment Management under which all admissions and recruitment functions reported. All student service functions remained under the the Senior Vice President for Student Services. Since this restructuring:

- All admissions coding and processing have been standardized.
- Online applications have been implemented.
- Electronic test score reporting has also been implemented.
- The production of standardized university-wide admissions reporting has been established.
- The online prospect tracking has been implemented.
- Student profile reports have been standardized.
- The Financial Aid and Student Accounts/Bursar were merged to form Student Financial Services.
- The Welcome Center was created in 2007 to develop a campus tour program.
- The Student Contact Center was implemented in fall 2011 to handle all incoming phone calls for the Enrollment Management offices, including Registrar, Student Accounts, Financial Aid, and Admissions, with the goal of improving customer service to prospective and current students.

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