Middle States Commission on Higher Education
PERIODIC REVIEW REPORT

Presented by THE NEW SCHOOL

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Chief Executive Officer:
The Honorable J. Robert Kerrey, President

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I. EXECUTIVE SUMMARY

Overview

The New School is a university dedicated to its mission of educational innovation, academic freedom, creativity in design and the arts, and progressive engagement with the most relevant and pressing challenges facing society. The past five years at The New School have been a period of remarkable growth and consolidation of our strengths as an institution. Our enrollments have increased, becoming more balanced between the undergraduate and graduate levels and more focused on full-time and degree-seeking students. Our endowment has grown substantially and our fiscal health is greater than at any time in our history. Our faculty has grown larger, spanning a broader range of disciplines and becoming increasingly anchored by full-time and tenure-track appointments. Our levels of quality and effectiveness have increased in both the academic and administrative spheres, and we have built stronger governance processes in order to accomplish even more in the coming years.

Indeed, these improvements are the foundation for even more ambitious growth and continued academic progress that we intend to complete by 2017. We are currently engaged in a transformative strategic planning process that includes faculty, staff and students from every part of the university, focusing on maintaining our current strengths and building upon them to take advantage of new opportunities. Our discussions of the changing New School emphasize an emerging vision: to become more academically integrated and interdisciplinary; to build upon the distinctive strengths of our faculty members across the areas of design, liberal arts and performing arts; and to grow to a sufficient scale to enable us to provide the range of academic programs demanded by a diverse body of highly-engaged students seeking innovative educational experiences that will prepare them to make a difference in the world. This academic vision will not only be reflected in a new administrative structure and new interdisciplinary programs but it will also be anchored in the way we utilize the physical spaces of our New York City campus.

We are confident in our ability to change and to grow, even as we remain attuned to the continuing particularities and challenges of our existing programs and operations. We are committed to assessing our performance in everything we do in order to understand how to improve and how to better serve our core mission and our many constituencies.

History

In order to understand the extraordinary developments at The New School it is important not only to reference the rich history and evolution of the institution, but also to appreciate the major changes that have occurred in the last five years (since our Middle States Self-Study in 2003.)

The New School began in 1919 as the country’s first university for the continuing education of adult students. Building on its initial focus in the social sciences and the arts, the school created the University in Exile in 1933, to provide a haven for scholars and artists whose careers were threatened by National Socialism in Europe and to develop a center for research and scholarship at the highest level. Only after this beginning in continuing and doctoral education did the institution begin to offer undergraduate and professional degrees, beginning with a bachelors in liberal arts for non-traditional aged students (i.e. working adults) in 1943. In 1972, The New School acquired Parsons School of Design, which had been a forerunner in the teaching of design since its own foundation in 1896. In the same decade, the Graduate School of Management and Urban Policy was formed. Eugene Lang College was created in 1987 to provide liberal arts education to traditional-age undergraduates using seminar-style teaching. In 1989, the university added Mannes College of Music, which had been founded independently in 1916. The university also added the BFA program in jazz and contemporary music (initially at Parsons) in 1986, and lastly, formed an MFA program in drama in 1994.

By the time of the self-study, in 2003, The New School was a university of eight diverse schools and colleges delivering a variety of educational programs with somewhat different missions, from continuing education to Master's and Doctoral degrees in management and the social sciences, and undergraduate degrees in such diverse areas as fine arts, product design, fashion, music performance, and the liberal arts. Each division was excellent in its own area, but largely autonomous and unconnected to the other divisions.

The last decade at The New School, and especially in the years since Bob Kerrey has been university president, have been characterized by a move toward becoming a different type of institution, one that functions as a university rather than a collection of schools or divisions. This charge has led to bold discussions for change and the will to become a university with a common mission, whose academic programs and structures support that mission. Our goals include:

- creating a more integrated university;
- maintaining excellence in our existing programs while developing new ones;
- taking advantage of academic strengths to build new interdisciplinary programs;
- developing a better balance of undergraduate to graduate and professional enrollment;
- facilitating student cross-registration and faculty collaboration;
- evolving and responding to changes in higher education and in society;

Major Accomplishments

Some changes have been implemented, some are under discussion and some are prospective. In the five years since the time of our Middle States self-study, we have passed numerous milestones on the road to 'becoming a university.' Some of these milestones are taken for granted at other institutions; their implementation at The New School marks major change.

- We have doubled the size of the full-time faculty, enhancing our governance and service capacity as well as our ability to develop innovative curricula and programs.
- We signed with ACT-UAW, the union representing our part-time faculty, a ground-breaking collective bargaining agreement that was lauded in the Chronicle of Higher Education as a model for other universities across the country. The agreement treats part-time faculty as a university-wide resource, reflecting our belief in the exceptional pedagogical value that practitioner-educators bring to our programs.
- We have developed a newly robust Provost's office with major staffing increases which now oversees academic policy and planning across the university.
- The faculty have created an effective and collaborative university-wide Senate, as well as school-level structures, in order to more effectively share in the governance of the institution.
- We have developed, through a collaboration of the new Faculty Senate and the university and divisional administrations, a new Faculty Handbook.
- We undertook a major initiative to provide enhanced employment and promotion opportunities, including tenure and extended employment, for faculty across the university. The first reviews under the new structure were completed in fall 2007.
- We have greatly improved the delivery and oversight of student services, including admissions, counseling, career services, advising and financial aid.
- We have increased our commitment to providing on-campus student housing, supporting a 36 percent growth in residential students since fall 2002.
- We have improved efficiency and mission focus through the centralization of administrative offices including communications and external affairs, admissions and development.
- We have improved outreach to alumni and enhanced giving through the university development office.
- We have increased the size of the student body—our degree enrollment stands at over 9,300, compared to 7,100 degree students six years ago—without sacrificing quality in admissions.
- At Lang College, in particular, we have increased our enrollment of traditional-age undergraduate students in the liberal arts by 77% in five years, without compromising on either student academic qualifications or on our exceptionally low student-faculty ratios.
- In 2007, the university graduated its largest class in history, some 2,469 graduates. Just six years ago, The New School granted 1,676 degrees.

Fiscal Strength

Many of these changes have been made possible by our continued fiscal health, which has grown even stronger in recent years. The fiscal year ending June 30, 2007 marked our 27th consecutive year of balanced budgets, and the third consecutive record-setting year for increases in unrestricted net assets. Unrestricted net assets have grown by 89% in five years, led by a number of factors including growth in undergraduate enrollments and in unrestricted and capital contributions from trustees and friends of the university.

Total new gifts and pledges set an all-time high of $46.7 million in 2006/2007, more than double the level reported five years ago.

Our endowment has grown to $232 million as of the end of June 2007, up from $94 million just six years ago. In November 2006, Moody's Investors Service increased our bond rating from A3 to A2 and assigned a stable outlook to the rating, based on a review of 2006 audited financial statements, enrollment trends, endowment performance and on discussions with senior university administrators. These strengths give us the ability to pursue our mission and strategic goals with greater confidence than ever.

Facilities

Our fiscal strength has also enabled us to enhance and expand our infrastructure. Recognizing the power of well-designed, state-of-the-art buildings, classrooms, and public spaces to enhance the academic experience, we have reaffirmed our commitment to providing superior facilities. The Sheila C. Johnson Design Center, which opened this spring, created a renewed and vibrant presence on Fifth Avenue for Parsons The New School for Design. Equally impressive work was completed in summer 2007 at 79 Fifth Avenue/Union Square, where three floors were made available for new, state-of-the-art classrooms and faculty offices for The New School for Social Research. The trading floor for the new Global Finance program is stunning and the classrooms are comfortable and fully equipped for technology-driven presentations.

Challenges and Continued Planning

As we celebrate our many positive changes in recent years and embark on an ambitious process of envisioning, planning and building for our future, we are also committed to continuing improvement and attention to areas that challenge us. We have seen a steady decline, for example, in non-credit continuing education enrollments. Part of this was planned as we focused on increased enrollments in degree programs, but part also appears to have resulted from changing demographic and economic trends in the city, which may require a different approach to marketing and targeting our non-credit offerings. We are also working to continue to increase the offerings and enrollments in our online degree programs, particularly the Bachelor of Arts in Liberal Arts and the new Master of Arts in Teaching English to speakers of other languages.

We are also focusing attention, across the institution, on student retention, which has improved significantly over the past five years. We have been collecting and analyzing more detailed data pertaining to retention at both the undergraduate and graduate levels, and continue to discuss both curricular and co-curricular strategies for reducing attrition based on what we are learning.

At this point in our evolution, however, we are most determined to build on our current academic and fiscal strengths in order to tackle our next set of goals. Our existing academic structure and the budgetary and administrative systems that support it made sense for who we were in the past – eight independent divisions with largely nonintersecting bodies of faculty and students. As we have been engaged in our strategic planning process (one that involves conversations at every level of the university) it is increasingly clear that this structure no longer supports our mission or goals. Therefore, our current energies are directed toward re-envisioning and changing this structure in a way that makes sense for who we are and, more importantly, who we want to be as an institution. We are aware that we can become even better at the things we do best, but only if we focus on connecting and integrating those strengths to one another more effectively. Our objectives, still evolving, include:

- Develop new university-wide degree programs that take advantage of the unique strengths of our existing faculty and programs, such as the new bachelors degree in Environmental Studies that links the design orientation of Parsons with the science, mathematics and urban studies courses of Eugene Lang College.
- Develop the structures that will support these new academic initiatives with effective planning, flexible resource allocation and responsive administrative organization.
- Increase undergraduate enrollments in order to support a broader range of bachelors degree offerings and a stronger set of graduate programs.
- Develop a university-wide, interdisciplinary general education plan that integrates the pedagogical strengths of our current faculty and programs with the vision of our new academic programs.

It has been just over five years since we began learning to think like a university, mindful of the enormous change in institutional culture that this entails. We are now poised to develop the capacity to act like one.

II. CHALLENGES AND OPPORTUNITIES

Since the Middle States self-study and review in 2002/03, The New School has made many changes to address the challenges that we, and the visiting team, had probed and analyzed. We have also been deeply engaged in a detailed process of reconsidering what The New School is as an institution, what its resources are, and what it might be in the future – how to realize its potential while remaining true to its traditions.

This section of the report describes some of the changes we have made in response to past challenges and also addresses how we are planning for future changes in response to new opportunities.

The visiting team report made no formal recommendations, but did address a number of specific points with suggestions. It also returned often to a thematic question, perhaps best formulated in its own words: "*The New School is an important constellation in the academic universe; each of the eight stars shines brightly; the struggle is to determine the pattern they reveal*." In many ways, we have taken this as our central challenge in planning for the future of the institution. In conversations among ourselves we have probed the numerous understandings of our history, our mission, our identity and our goals held by different members of our community.

We learned that 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 goals have been embraced by all of our schools as, one by one, they became part of the New School family. We are justifiably proud of our achievements. But we are also aware that our current position and profile and our role as an institution have become less clear.
We learned that our extension into the many disparate educational programs we currently operate has produced peaks of excellence but diluted our capacity, as a university, to pursue and broaden these strengths with the focus and ambition they merit. In capturing these tensions, our conversations also uncovered two clear patterns – patterns that intersect powerfully and distinctly enough to unite our constellation and, we feel, define us as a university. One of these patterns concerns what we stand for; the second, who we are academically.

What we stand for is something that, in one sense, we have always known – for intellectual freedom, for progressive social action, and for creative self-expression. Yet what is striking about The New School, given its decentralized institutional history, is how all of its components have come to embody these values as their own. Faculty, students, and those who have come to know the range of our programs see something unequivocally "New School" in the academic qualities that are inextricably tied to what we value most: critical thinking, interdisciplinary exploration, practice and project based training, civic engagement, international networking and global citizenship.

While none of these qualities on their own make The New School unique, in combination they go a considerable distance in setting us apart from the standard university.

Similarly, these characteristics are not equally distributed across our various schools. But each is sufficiently present to offer new distinctive intersections. Indeed, recognizing this has helped us in formulating the second pattern: who we are.

Who we are academically, our academic identity, is the intersection of liberal arts, design, and performance. In the planning process we have come to see that our future as a university revolves around this intersection, and around our ability to create from it a vibrant space in which to innovate academically and institutionally. By building upon the best of what we already are in liberal arts, design and performance, we can become even better: more relevant to new kinds of students seeking to meet new kinds of challenges in an increasingly global world. The key to this future is to ensure that what we stand for--intellectual freedom, social action, and creative self-expression--remains connected to our programmatic strengths in ways that matter to students, faculty and society.

In order to realize our vision, we must think and act like one university. In doing so, we confront three main challenges. First, we know that this goal requires us to focus on academic quality, organizing ourselves around departments and programs in a way that leverages excellence and builds on our strengths so that investments in one area of the university will benefit academic programs and reputations in other areas.

Second, our current administrative, academic and budgetary structures are built around eight quasi-independent divisions, held together in a complex system that does not encourage academic exchange. This serves to lock resources into the divisions, making cross-divisional or university-wide innovation difficult. Thus, we are working together across our schools and programs to change these structures and unlock creativity and innovation.

Finally, we need to be able to offer a fuller range of undergraduate programs, to give our BA and BFA students more exposure to, and opportunities to acquire depth in, the social and natural sciences. In order to do this we must grow and diversify our enrollments to a scale that will support the full range of high quality academic programs we know inspire our faculty and motivate our students. We need to become a more exciting, desirable place to teach and study, with a larger critical mass of faculty and students, and more challenging programs. Thus, our path to growth can sustain and improve the excellence of existing and new programs.

Process

Central to our identification of challenges and their potential solutions has been an intense multi-year process of input and discussion, with frequent conversations and intersecting strands that have linked faculty members, students, administrators and staff. Specific examples include:

- Leadership groups have studied our current practices and compared them to the best practices of peer institutions, then reported back with seminar papers that led to broader discussions.
- The Deans and Provost, with their senior staff members, held retreats to focus on particular facets of developing issues.

- We conducted university seminars and town hall meetings to packed audiences of students and faculty members, eager to learn about the developing plans and discuss the merits of competing alternatives.
- We engaged design consultants to help us understand how our students' educational experiences intersected with the physical spaces of the campus and the city.
- We convened groups of faculty members from across the university to map out the possibilities for linking their shared interests into new interdisciplinary programs of study, then employed marketing consultants to gauge the interest in and demand for those new programs from prospective students, as well as to help us understand why current students seek us out for our existing programs.
- We analyzed data from student surveys, alumni surveys and student course enrollment patterns.
- We assigned administrative staff to serve on task forces addressing operational questions and organizational restructurings.

Emerging Themes

These overlapping settings have provided opportunities for different stakeholders to help shape a vision for the university as a whole. Our process has been at times intense and focused, at other times diffuse and exploratory, but always guided by the desire to learn about ourselves and to discover shared goals and how best to advance toward them. Through these processes we have arrived at a clear set of goals that will guide us over the next decade, even as we are mindful of the significant change in institutional culture that this involves. We intend to grow the institution – students, faculty and programs – in terms of numbers and in terms of quality. And we intend to achieve this in ways consistent with our values (interdisciplinary work and training at the intersection of theory and practice) and with our current niche in the academic marketplace (the intersection of design, liberal arts, and performance).

The process is ongoing and our plan is still developing; yet, articulating these goals has galvanized our discussions and led us to deliberating about the mechanisms for accomplishing them. Four overarching operational themes are consistently emerging as we seek to organize the work ahead. First, we must reorganize our **academic structure** in the three areas of design, liberal arts, and performance, and this must be done while continuing to produce excellence in existing academic programs and curricular innovation through the development of new programs. Second, we must engage, incentivize and support our **faculty members** to ensure their continued investment in the institution and commitment to academic excellence. Third, we must deepen our capacity for **enrollment planning** in order to grow deliberately and manageably in the areas that we see as most important to our academic future. Finally, we must reform our **operational structures and processes** that impact academic programs.

As important as identifying these four areas is integrating them – ensuring that the changes in each of them support the changes in the others. We are still working on how best to sequence the changes, some of which we have already begun and some of which are still before us, but it is clear that their planning and implementation must ultimately go together. Reorganizing our academic structure, and launching new programs that build on our strengths by connecting curricular resources across the various schools, allows us to attract new students and increase revenues. Strengthening our enrollment planning will increase revenues while enabling a broader and more comprehensive set of academic programs. Changing our budgetary processes allows us to more strategically invest in ways that support growth and quality.

These themes also link back to and reinforce the insights and suggestions that emerged from our 2003 self-study and the visiting team report. For example, issues of interdisciplinary education and scholarship, and expectation about the enhanced academic opportunities that could accrue by allowing more students and faculty to work across the existing divisions, were an important part of the visiting team’s suggestions, and they are central to our planning conversations that focus on programs faculty rather than divisions and schools. Questions about strategic priorities and resource allocation were frequently raised during the Middle States process and they have been regular foci of our discussions as well. We have now been considering these challenges in the context of an even broader institutional transformation than contemplated five years ago.

The following section explains these themes in greater detail, describing some of the changes we have already made and how our current planning points to future changes.

1. Academic Programs and Structure

In the last five years we have been very active in introducing new undergraduate majors at Lang including Psychology, Philosophy, Media & Cultural Studies, Economics, and Historical Studies. These have been approved by the state and will become available to students as of Fall, 2008. Thus, for the first time, our liberal arts undergraduates will be able to major in specific disciplines as an alternative to the general liberal arts major. We have also developed new degree programs such as an MA in Teaching English to Speakers of Other Languages, MS in Global Finance, BFA in Interdisciplinary Design Curriculum, and an MFA/March dual degree program in Lighting Design and Architecture. A complete list is attached as Appendix C.

During the past year the provost and deans convened over 60 full-time faculty members to serve on committees charged with developing new cross-disciplinary curricular programs in the areas of Environmental Studies, International Studies, Urban Studies, Media Studies, Management, and Design and Society. These committees have been working actively during the year to develop new university-wide programs. Some of these programs have already been submitted to NYSED for approval and some are in process. These programs will allow us to expand the options of our design and liberal arts students, and will also attract new kinds of students. They allow us to share faculty and academic resources across programs and provide a much more varied set of academic opportunities to our undergraduate students.

The visiting team recognized our early efforts at integrating undergraduate education and developing a university-wide liberal arts core and encouraged us to expand them. As a first step, we created a new program of University Lecture courses taken by undergraduates. These courses, some of which are team-taught by faculty whose appointments are in different divisions of the university, have been required for undergraduates entering the university since the fall of 2002. They are giving faculty and academic leaders experience in dealing with the issues that arise from having different types of students with different preparation, as well as professional and academic aspirations, sitting in the same classroom.

These University Lecture courses can be seen as a transition toward a university-wide general-education curriculum that will anchor our commitment to the integration of liberal arts, design, and arts and performance. Instead of the distribution requirements found in other colleges and universities, we hope to provide students with practical competencies in key areas that are necessary for success in any field. These include: writing, media and knowledge skills, quantitative and scientific reasoning, and project design and management. We are creating a university-wide curriculum committee that will be charged with developing this general education sequence and coordinating future changes to individual programs as well.

The New School has a long history of excellence in its graduate programs in the social sciences, performing arts, and management and policy. However, as the visiting team noted, these areas of excellence have developed independently of one another, often without the synergies needed to make them financially stable. Our goals now include stabilizing these programs in ways that encourage the development of new areas of research and collaboration. Our plan to expand the undergraduate liberal arts base is part of this effort, and will strengthen graduate studies in the humanities, social sciences, and management and policy. This expansion allows for the addition of new faculty in our existing graduate programs by connecting them to undergraduate teaching. We are also encouraging Parsons to develop new cutting-edge graduate programs in design and the new media. These areas, already at the forefront of contemporary changes and destined to become even more important in the future, will, in turn, provide a foundation for the development of new integrative graduate programs in areas such as design and the social sciences, media management, and environmental studies that will place us at the forefront of interdisciplinary work on contemporary issues and problems.

Extensive academic re-structuring reflects an initial focus on the three principal areas of design, liberal arts and performance. Parsons, our design school, is furthest along here. In fall 2008 it will formally inaugurate five “colleges” that organize their existing thirteen programs thematically while providing multiple avenues for connections among them. In the liberal arts, a task force will follow up on the deliberations of the Deans and the Provost regarding the creation of a School of Liberal Arts that will focus on appropriate and seamless connections between undergraduate and graduate coursework and faculty. The task force will develop models for the reorganization for presentation to key stakeholders throughout the university. Another group of faculty and administrators is beginning to look into options for creating a School of Performing Arts.

In addition to restructuring our academic units, the Provost's office itself is also reorganizing in order to better serve the academic units. The visiting team suggested that the Provost's office strengthen its ability to relate educational goals to budgetary decisions and the institution's strategic plan. (See Section VI on Institutional Planning and Budgeting.) Also as suggested in the team report, this office now includes an enhanced institutional research capability that has raised the level of data analysis upon which enrollment goals and program mixes can be considered and contextualized.

The Provost's office has played and continues to play a central role in organizing the process of university-wide participation in planning described above. All these changes have enabled the Provost to become both a more effective leader and a more effective voice in discussions about the university's structure, faculty, facilities, budget, and overall resources.

2. Faculty

The self-study identified our large contingent of part-time faculty as both a strength and a weakness. We have worked to mitigate the weakness by more than doubling the size of the full-time faculty, while also solidifying the strength by entering into a collective bargaining agreement with part-time faculty. The growing numbers of full time faculty enhance our governance and service capacity as well as our ability to develop innovative curricula and programs. The new bargaining agreement with part-time faculty gives them increased job security and benefits, encouraging a stronger attachment to the institution and enhanced commitment to our shared academic goals.

The visiting team also suggested that the university should make further efforts to enhance planning by developing a process for bringing the faculty into the governance of the institution. The faculty have in fact created a university senate, as well as representative bodies at the division level. The senate has begun to share in the growing conversation about academic governance that the Provost and Deans have instituted. The Provost, with the collaboration of the Faculty Senate and the Deans and directors, has developed a new Faculty Handbook that codifies full-time faculty appointments, evaluations, roles and responsibilities across the university.

The new faculty handbook also establishes another major initiative, to provide enhanced employment and promotion opportunities, including tenure and extended employment, for faculty across the university and to make faculty ranks, status, workload, and other responsibilities more uniform university-wide. Prior to 2006/07, full-time faculty members around the university, outside of The New School for Social Research, were simply titled "faculty member," with no applicable rank or tenure system in place. Beginning in 2007/08, all full-time faculty university-wide have been eligible for either tenure or a tenure-like extended employment status, both of which carry the same titled ranks as faculty in The New School for Social Research (viz., Assistant, Associate and Full Professor).

Unlike tenure, which is granted to faculty on criteria of excellence in scholarship and in one of the two areas of teaching and service, extended employment is granted on the basis of excellence in teaching and in one of the other two of those criteria. It is particularly important in those areas of The New School whose programs rely on practice-based expertise, or non-research scholarship. This is true not only in the performing arts (Mannes, Jazz, and Drama) and design (Parsons), but also in management and urban policy (Milano). The first tenure reviews under the new structure were completed in fall 2007.

The university is also discussing faculty workload extensively. This is particularly complex at The New School, given the wide range of programs and faculty who have been hired into those programs. In The New School for Social Research, for instance, a major portion of faculty workload is involved in supervision of doctoral dissertations, whereas in The New School for General Studies, many faculty have been involved historically in student advisement. There are on-going discussions about these issues.

3. Enrollment Planning

In January 2008 the university hired its first ever Vice President for Enrollment Management, tasked with planning for growth in partnership with the Deans and Provost. A ten year enrollment plan is being developed to guide this strategy as we reform our processes for recruitment, application review, and financial aid allocation to support growth while maintaining a high quality student body. Accordingly, the offices of Admissions, Student Financial Services, Enrollment Operations, and the University Registrar are now all reporting to the VP Enrollment Management.

We have also committed to developing a single admissions portal for fall 2009. Today's inquirer or applicant to The New School must find his or her way to a program by first locating it within a division (or school) and then pursuing a single application to that school. The university has internally reorganized so that admissions resources (formerly reporting separately to each college) are under the leadership of the VP of Enrollment Management. As part of this reorganization the university has developed an aggressive operational plan to standardize and centralize admissions processes and procedures in time to support enrollment of the fall 2009 class.

The vision for the Enrollment Management team is to be an externally-focused, student-centric organization that provides a central point of contact for students to interface with university while being admitted, registering for classes, and exploring options to finance their education. The Enrollment Management team will be measured by operational metrics to ensure that students receive consistent, quality service.

4. Operational Issues that Impact Academic Programs

Along with the curricular and organizational changes, there are also operational challenges that we are addressing, such as efforts to establish a common bell schedule. As a result of our divisional history there had previously existed only a disorganized approach to classroom scheduling. Following the self-study, the deans worked to put in place a more rational approach to class start and end times, facilitating more efficient classroom use and allowing students more opportunities to take courses in more than one university division. However, the time slots for scheduling Parsons, Jazz and Mannes classes do not match those of the rest of the university, thus impeding cross-registration.

It is particularly necessary to create more uniformity given plans for university-wide degree programs that include courses from different divisions. A group of deans and administrators are working together to address this challenge.

The visiting team challenged The New School's libraries to reconceive the need for student study space and their service roles in a complex environment. Additionally, the team recommended the need to evaluate resources available to students in the light of diminished purchasing power; to rationalize and expand the breadth of support provided by the Consortium and the consequences of such dependence; the degree to which emphasis should be placed on technology infrastructure and increased access to electronic resources at the expense of traditional print resources. Over the past five years, the libraries have risen to many of these challenges, although much work remains. The temporary relocation of the Fogelman Library to 55 W. 13th Street brings with it the prospect of more attractive and functional study spaces made possible through redesign and an increased proximity to the computer labs. Nevertheless, study space will remain at a premium in all three libraries until they converge in the unified facility planned for the new building. Library instruction has improved in striving to impart broad-based navigational and research skills to its participants.

After the visiting team's evaluation, the libraries embarked on a project to evaluate its print and electronic holdings. A pared-down print collection emerged from this process which also jettisoned volumes that were out-of-date, superfluous to current curricula, or had otherwise outlived their economic and/or academic usefulness. The libraries avail themselves of book approval plans tailored to support university curricula, and otherwise rely on the subject-area expertise of faculty and librarians to build print and electronic collections in ways that support current teaching and study needs. Funds recaptured from the reduction in print acquisitions are repurposed to support electronic holdings. The university has made a substantial investment in full-text electronic databases that may be accessed by any member of The New School community anywhere an internet connection is available. At this time, the libraries subscribe to over 200 electronic databases offering access to more than 30,000 scholarly journals and books. Similarly, the libraries' ability to offer course reserve reading in the electronic environment has given students greater flexibility in how, when, and where they accomplish their reading assignments.

Progress toward major reform of our budgetary processes has moved quickly over the past year, particularly as we have recognized the need to fund the new university-wide programs with university-wide resources. Our goals for these changes are to support strategic planning and academic reorganization and to increase flexibility to invest in planned growth and new initiatives. This will include allocating resources based on instructional needs, strategic priorities, program quality, and growth potential, as well as providing mechanisms for compensating divisions when students take out of division courses or when faculty teach in other divisions. (A discussion of these developments is found in Section VI.)

The visiting team also suggested that the university seek ways to expand external financial support through fund raising. We have addressed this in a number of ways, both administrative and programmatic. The goal of the Development and Alumni Relations Office has been to increase the level of private support to the university in the short term, while laying the necessary groundwork to ensure a philanthropic pipeline for the university in the long term. The short-term objective been achieved through regular cultivation, solicitation and stewardship of our existing donors and volunteer leaders. The longer-term strategy has involved increasing our outreach to alumni, parents, and other constituencies in an effort to maintain a life-long connection with the institution.

The greatest administrative change has been the centralization of the Development and Alumni Relations budget and operations at the start of the 2006 fiscal year. This has created a greater sense of shared responsibility for fund raising and an ever deepening university culture that values the contributions of our alumni and friends. All of these achievements have stabilized and expanded our fund raising platform and given the university the confidence to enter a quiet phase of a capital campaign for a new university-wide facility at the university. We are steadily amassing a nucleus of funds and are optimistic about reaching our goal for the project in the next year or two. (A discussion of these developments is found in Section V.)

Many questions remain and there is much, both organizationally and academically, to be resolved, but we are encouraged in our efforts by a university-wide commitment to change and a willingness to work together to create a structure that will allow students and academic programs to make maximum use of the resources of the institution as a whole.

III. ENROLLMENT AND FINANCE TRENDS AND PROJECTIONS

This section provides an analysis of the enrollment projections for the next five years in the context of our overall strategic planning process and budget. Included as well are the trends from the previous five years and a discussion of the assumptions on which the projections are based.

Attached as Appendix D are audited Financial Statements for Fiscal 2007 and 2006 along with the auditor's management letters' comments for the same two years and financial information submitted to IPEDS for the three previous years.

Enrollment Trends and Projections
Since the last Self Study and Team visit, the university reorganized its enrollment activities in order to centralize all enrollment related services. This has proven to be very successful as evidenced by continued growth in applications and enrollment, particularly at the undergraduate level, while maintaining high academic standards.

The university's current enrollment plan envisions continued growth in several divisions, stability in others, and growth from the addition of new degree offerings. Parsons, The New School for General Studies, and Lang have fueled most of this growth. Partly a product of economic conditions and partly due to planned reductions, continuing education enrollment has declined over the same period and we expect the decline to continue.

The university will continue to grow its degree student population with a focus on increasing its traditional age undergraduate population. Total applications were up 35% from the fall of 2003 to fall of 2007, accepted applicants have averaged 55% for the same period and the percent of enrolled accepted students averaged 47%. Undergraduate applications were up 50% for the same four years and enrollments were up 49% (Exhibit 1).

Exhibit 1

TRENDS IN ADMISSION STATISTICS
FALL 2003 - 2007

	2003	2004	2005	2006	2007	% Change 2006 - 2007
UNDERGRADUATE LEVEL *						
Applicants	5,237	5,827	6,894	7,305	7,831	7.2%
Admitted	2,837	3,328	3,914	4,083	4,506	10.4%
% of Applicants Admitted	54%	57%	57%	56%	57%	
Enrolled	1,417	1,731	1,931	1,905	2,114	11.0%
% of Admits Enrolled (Yield)	50%	52%	49%	47%	47%	
GRADUATE LEVEL						
Applicants	4,188	4,462	4,731	4,538	4,926	8.6%
Admitted	2,004	2,585	2,526	2,373	2,804	18.2%
% of Applicants Admitted	48%	58%	53%	52%	57%	
Enrolled	1,038	1,061	1,037	1,026	1,101	7.3%
% of Admits Enrolled (Yield)	52%	41%	41%	43%	39%	
TOTAL UNIVERSITY						
Applicants	9,425	10,289	11,625	11,843	12,757	7.7%
Admitted	4,841	5,913	6,440	6,456	7,310	13.2%
% of Applicants Admitted	51%	57%	55%	55%	57%	
Enrolled	2,455	2,792	2,968	2,931	3,215	9.7%
% of Admits Enrolled (Yield)	51%	47%	46%	45%	44%	

* Includes first-time freshmen and new transfer students.

The strong admissions results have had a major impact on total enrollment of students in for-credit courses which grew from 8,337 in the fall of 2003 to 9,659 in the fall of 2007 (16%). Exhibit 2 shows the breakdown of undergraduate, graduate and maintaining status students for the last five years. The Exhibit clearly shows that the plan to grow the undergraduate population while maintaining level enrollment in graduate program is succeeding. Of the 9,659 students in the fall of 2007, 6,337 were undergraduates, 2,863 were graduates and 459 were maintaining status students. Exhibit 2A charts the headcount over time.

Exhibit 2

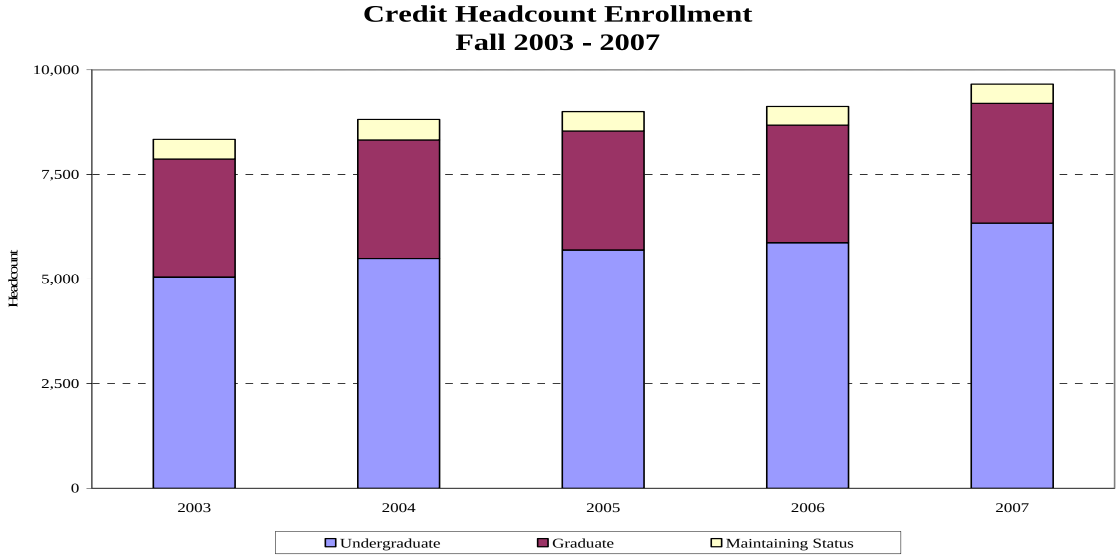
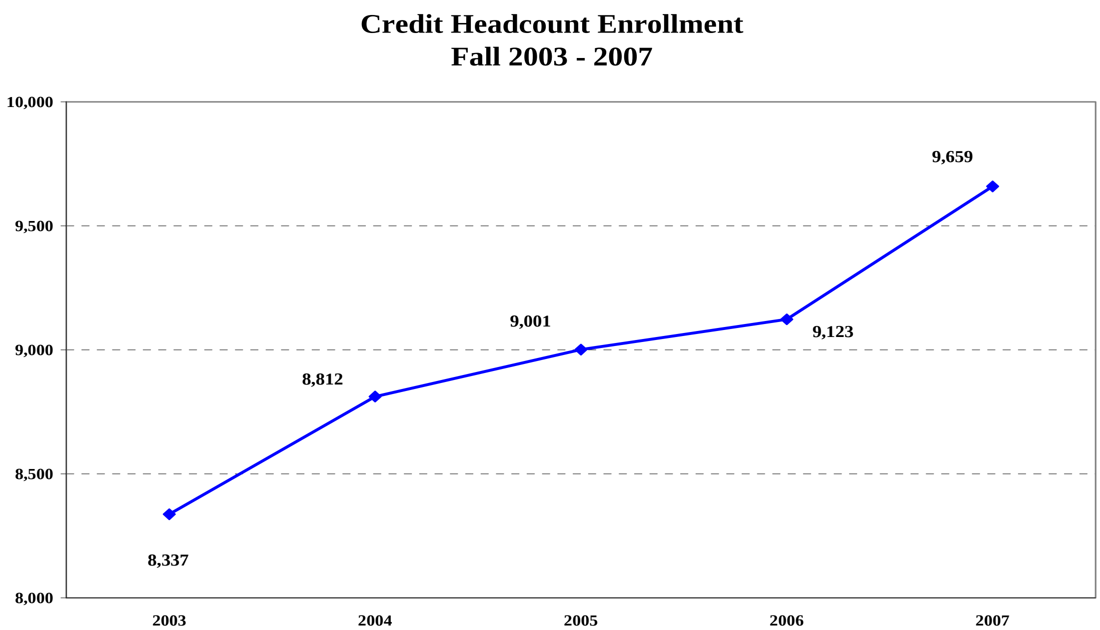


Exhibit 2A



Focusing most of our efforts on undergraduate degree seeking students has also had a remarkable impact on full-time equivalent (FTE) students. Total FTEs have increased from 6,813 in fall 2003 to 8,472 in fall 2007, a growth of 1,659 FTEs (24%). The increase is primarily in undergraduate FTEs which increased by 39% (Exhibit 3). The percentage growth in FTEs is 50% higher than the headcount growth for the same period. This provides more evidence that the enrollment plan is giving us the desired results.

Exhibit 3

FULL TIME EQUIVALENTS
FALL 2003 - 2007

Year	Undergraduate	Graduate	Total
2003	4,049	2,764	6,813
2004	4,517	2,795	7,312
2005	4,965	2,813	7,778
2006	5,178	2,812	7,990
2007	5,626	2,846	8,472

Growing Strength in Geographic Distribution of Enrollments
As our enrollments have grown over the past five years we have also been able to broaden our geographic base. Exhibit 4a demonstrates that we have expanded our representation of students from around the country and around the globe, becoming less dependent on students drawn from New York State. The percentage of enrollments coming from out of state has grown from 59% in 2003 to 70% in 2007, including a half a percentage point increase in international students. In 2007 we drew students from every US state and the District of Columbia, and from 111 foreign countries. Moreover, our international population is equally strong at all degree levels, comprising 22% of enrollments for both undergraduates and graduate students. This increases our confidence in the sustainability of growth, as our name recognition increasingly carries around the world and we become less dependent on the local economic trends of our immediate geographic region. Exhibits 4b and 4c further illustrate this point, showing the broad distribution of countries represented by our international students (4b) and the distribution of regions represented by the permanent home addresses of students who are US citizens (4c).

Exhibit 4a

Geographic Distribution of Degree and Diploma Students

Fall 2003 - 2007

	% New York	% Out of State	% International
2003	40.7%	37.7%	21.6%
2004	35.7%	43.1%	21.2%
2005	34.1%	44.3%	21.6%
2006	31.6%	46.0%	22.4%
2007	30.3%	47.4%	22.3%

Exhibit 4b

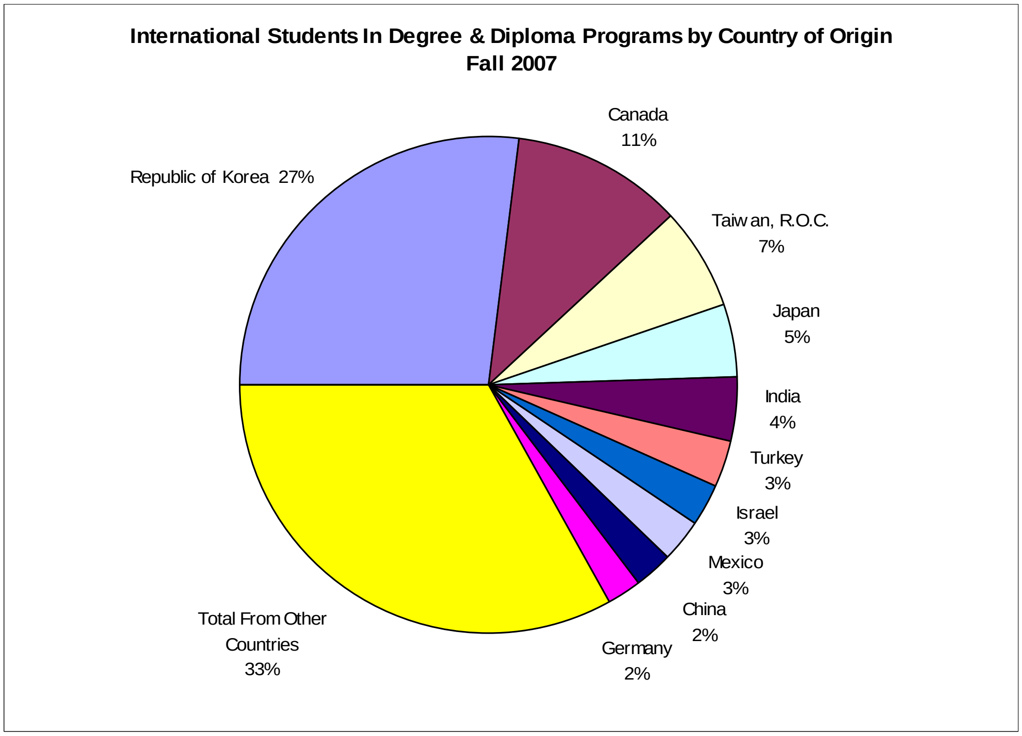
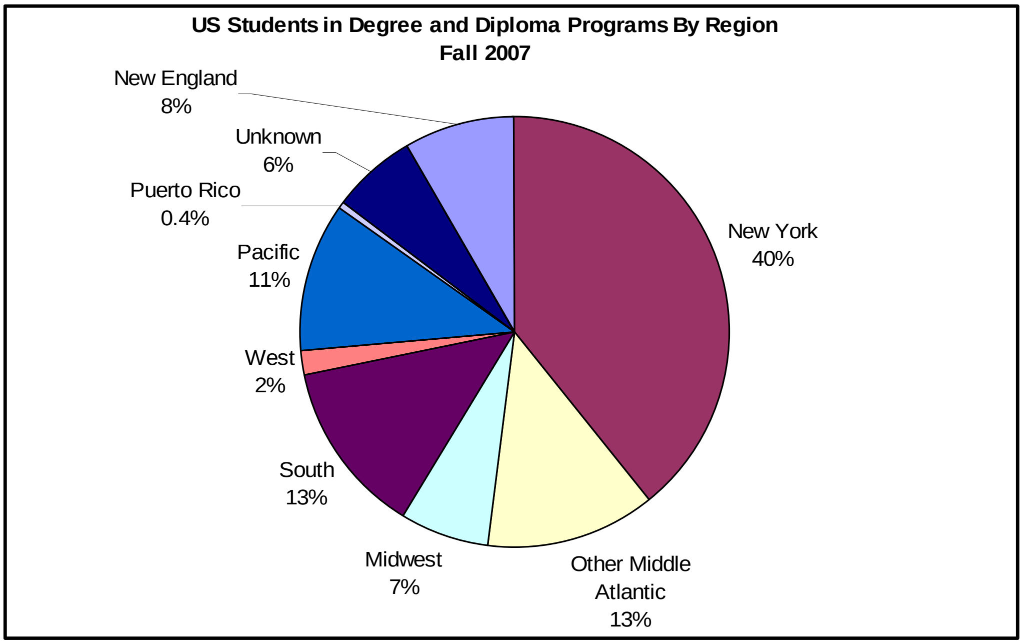


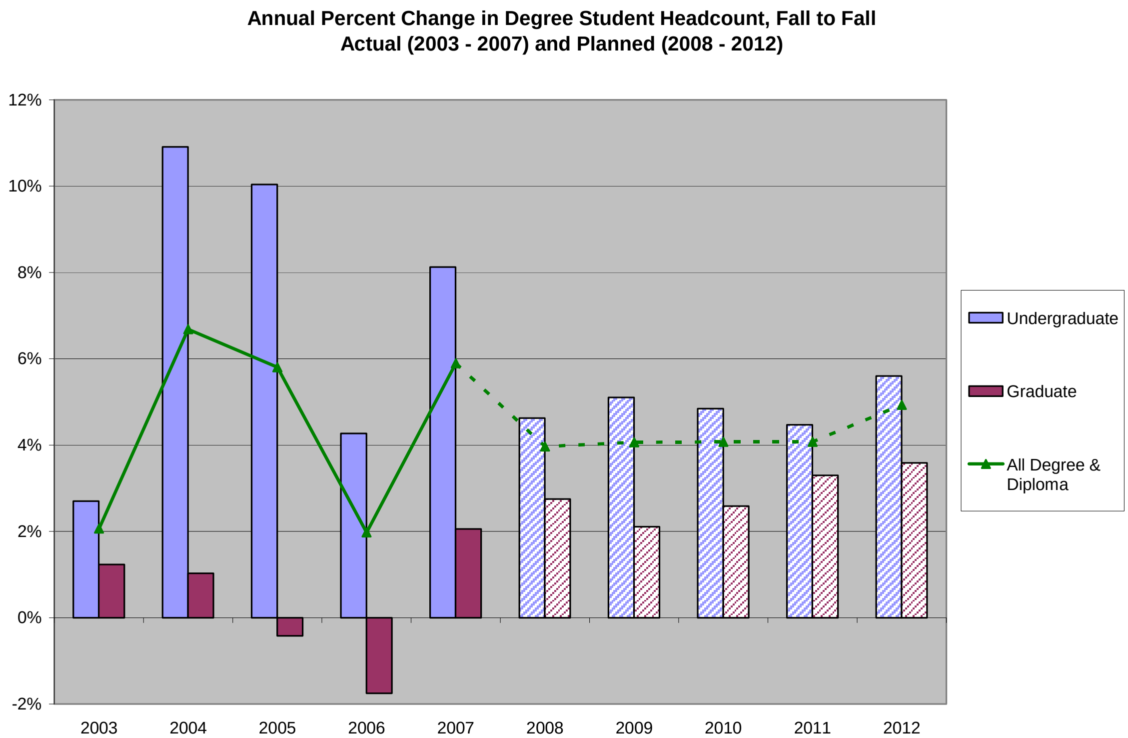
Exhibit 4c



Enrollment Growth Tied to Academic Strategic Plan

Our academic planning process has emphasized the importance of increasing scale in the undergraduate liberal arts divisions, investing in new interdisciplinary programs and increasing the curricular linkages among existing undergraduate programs. The quantitative result of this process is a ten-year plan to increase total degree student enrollments by 50%. Our plan is to accomplish this in increments of roughly 4% per year, reaching almost 13,300 degree students by 2017. In the initial phase, this growth will be predominantly located at the undergraduate level, although some masters and doctoral programs plan to increase in size as well. Most of the growth at each level is expected to come through admissions, but significant improvements in student retention will also contribute. Although the plan, program by program, is ambitious, the overall growth projections, shown in Exhibit 5 for 2008 through 2012, are actually below the average annual growth level of 4.4% during the previous five years. The planned annual growth rate only exceeds this average for one year, in 2012, when we anticipate a higher rate to correspond with the opening of the new building. We are confident that this level of growth is not only sustainable but also healthy in the context of our developing academic strategic plan.

Exhibit 5



Financial Trends and Projections

We are pleased to report that the university finished last year in excellent shape financially. For the fiscal year ended June 30, 2007 the university achieved a balanced operating budget for the 27th consecutive year. Unrestricted net assets increased by a record $41 million to $210.1 million. This increase is $14.3 million more than the former record increase of $26.7 million achieved in the previous fiscal year. This was the third consecutive record setting year. We take great satisfaction in these results. Exhibit 6 contains statements of unrestricted revenues and expenses, and other changes in unrestricted net assets for the five consecutive years beginning with fiscal 2003. Exhibit 6A shows in graphic form the widening gap of revenue over expenditures for the same period.

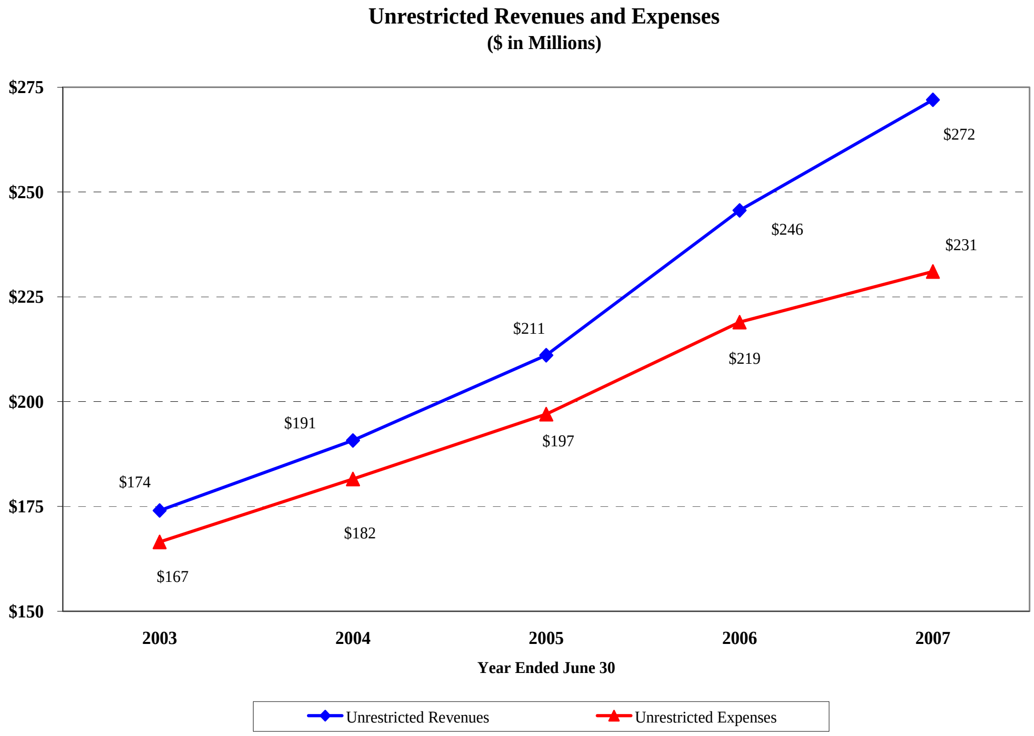
Exhibit 6

STATEMENT OF UNRESTRICTED REVENUES, EXPENSES AND OTHER CHANGES IN UNRESTRICTED NET ASSETS FOR FISCAL YEARS ENDED JUNE 30, 2003 TO 2007 ($000'S)

	2003	2004	2005	2006	2007
REVENUES AND GAINS					
Student tuition and fees	$156,449	$164,532	$186,152	$206,026	$223,904
Less, University sponsored financial aid	(27,814)	(29,388)	(34,975)	(37,496)	(40,535)
Less, externally funded financial aid	(5,285)	(5,634)	(5,717)	(5,405)	(6,044)
Net tuition and fees	123,350	129,510	145,460	163,125	177,325
Contributions	7,257	3,792	8,050	7,374	2,645
State and private grants and contracts	1,870	2,427	1,477	1,154	958
Federal grants and contracts	3,023	4,344	5,158	6,895	7,762
Investment return:					
Pursuant to spending policy	3,141	3,246	3,412	4,041	5,350
Designated for long-term investment	1,222	7,037	5,430	5,492	15,680
Other	1,414	1,405	1,056	3,669	386
Auxiliary enterprises-student dormitories and health center	15,837	17,324	20,432	22,992	26,421
Services of educational departments	1,518	959	712	920	930
Other income	4,205	4,657	6,340	3,677	5,319
Net assets released from restrictions	11,178	16,022	13,544	26,272	28,498
Total unrestricted revenues, gains and net assets released	**$174,015**	**$190,723**	**$211,071**	**$245,611**	**$271,274**
EXPENSES AND LOSSES					
Educational program services:					
Instruction and departmental research	$54,470	$63,651	$70,540	$82,098	$84,437
Academic support	19,341	23,778	24,483	26,844	32,274
Student services	12,015	13,160	13,995	14,663	15,186
Sponsored research and programs	6,432	8,686	8,492	10,329	12,086
Auxiliary enterprises-student dormitories and health center	14,940	21,066	22,916	24,431	24,499
Services of educational departments	649	670	771	771	616
General support services:					
Institutional support	31,290	50,516	53,372	59,760	61,591
Operation and maintenance of plant	15,130	-	-	-	-
Depreciation and amortization	7,294	-	-	-	-
Interest on indebtedness	4,951	-	-	-	-
Loss on early extinguishment of debt	-	-	2,091	-	-
Total expenses and losses	**$166,512**	**$181,527**	**$196,660**	**$218,896**	**$230,689**
Adoption of FASB No. 158					**380**
Increase in unrestricted net assets	**$7,503**	**$9,196**	**$14,411**	**$26,715**	**$40,965**

Based on a change in accounting policies, adopted in 2005, amounts for operation and maintenance of plant, depreciation and amortization, and interest are allocated across are allocated across functional categories.

Exhibit 6A



Overall unrestricted revenues are up $98 million (56%) since fiscal 2003. Although this growth is primarily from net tuition income, which the university relies heavily on for most of its revenue, the good news is that net tuition revenues declined from 70% of revenue to 65% during the same period. Another indicator of the enrollment plan's success is that during the same period the tuition discount rate has remained stable at approximately 21%.

Exhibits 7 and 7A contain historical information on tuition rate increases and discount percentages. The university's tuition rate increases the past five years have been very consistent with national trends for private colleges and universities, as reported by the College Board. In three of the past years our rate increase percentage was below the average, it was above it twice, and the difference was never more than one-half of a percentage point. The university also reviews trends in tuition rate increases among comparable academic programs around the country, using publicly available data. That analysis also shows our rate increases to be consistent with other institutions.

Exhibit 7

Increases in Graduate and Undergraduate Tuition Rates

Academic Year	Increase *
2003-04	5.7%
2004-05	6.0%
2005-06	6.5%
2006-07	6.5%
2007-08	5.9%

* Average increase across university programs.

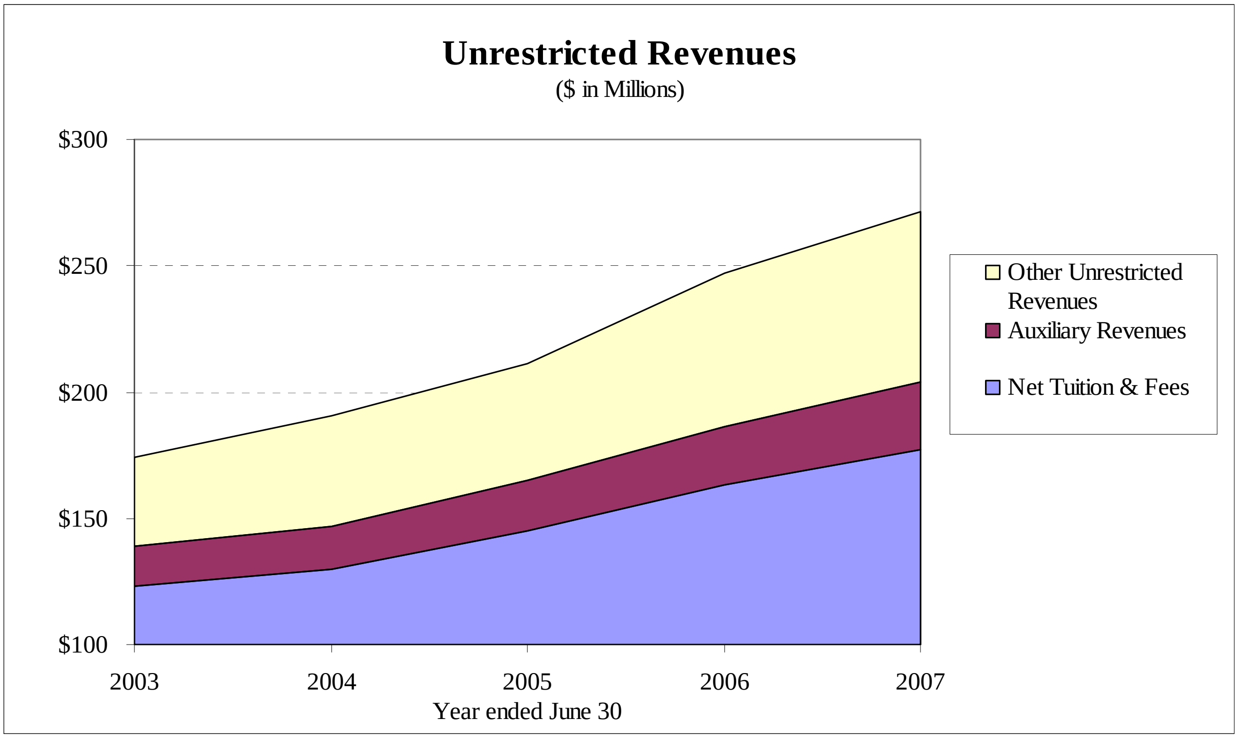
Exhibit 7A

TUITION DISCOUNT
($ in Millions)

Academic Year	Amount	Tuition Discount %
2002-03	$33.1	21.1%
2003-04	$35.0	21.3%
2004-05	$40.7	21.9%
2005-06	$42.9	20.8%
2006-07	$46.6	20.8%

Other factors contributing to revenue growth were investment income which increased by nearly $16 million, auxiliary enterprises which increased by $10 million and federal grants which increase by $5 million. Exhibit 8 depicts the declining reliance on net tuition revenue.

Exhibit 8



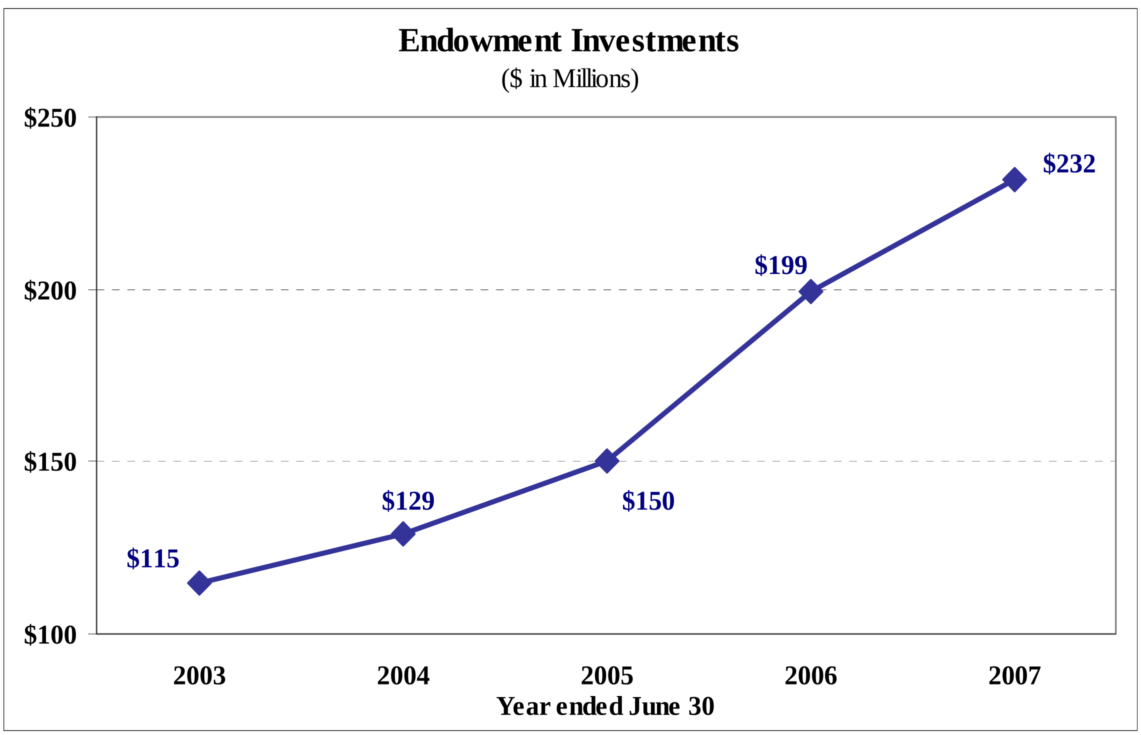
Conservative budgeting and thoughtful monitoring of expenses have kept most expenses at appropriate levels. Expenses were up $64 million for the same four year period that revenues were up $98 million. Contributing to the $64 million increase were expenditures required to cover the one-time costs associated with the part-time faculty vote to unionize and costs associated with negotiating the initial contract and the subsequent increase in wages and benefits resulting from the contract. The other key factor contributing to the larger than usual increase in expenses during this period was the university's decision to substantially increase the size of the full-time faculty. Both expenditures reflect our commitment to the hiring and retention of faculty in support of our primary academic mission.

The university's Statement of Cash Flows depicts a much improved financial position since 2003. Operating cash on June 30, 2007 was $66 million which was $56 million more than in 2003. $41 million in cash was generated from operations in fiscal 2007 versus $8 million in fiscal 2003. Cash from operations, and the cash from financing activities (primarily from the fiscal 2007 bond issue) which totaled $75 million, were used for investing activities, primarily to acquire an additional student residence, perform renovations to campus buildings, and purchase investments in the endowment.

The university's Statement of Financial Position is equally strong. Over the last five years total assets increased by $269 million (from $333 million on June 30, 2002 to $602 million on June 30, 2007), while at the same time liabilities increased by only $77 million ($73 million of which was long-term debt issued in fiscal 2007). As a result net assets increased by $192 million. The increase is primarily in unrestricted and temporarily restricted net assets. The increase in assets comes primarily from three sources: an increase in cash and investments of $163 million, contributions receivable of $34 million and investment in plant of $67 million.

The endowment which totaled $232 on June 30, 2007 grew by $127 million over the last five years. The growth came from: gifts of $30 million, operating surplus added to the endowment of $40 million and earnings in excess of spending of $57 million. Exhibit 9 depicts the growth. The university's endowment is monitored prudentially by the Investment Committee of the Board of Trustees. This Committee meets frequently to review investment results and asset allocations and to receive updates from the investment managers.

Exhibit 9



Endowment investment returns have been very strong compared to other endowments nationwide. Based on the 2007 NACUBO annual survey of college and university endowments, the university's ten year average return of 10.6% ranks us 59th in the nation, slightly below the top 11%. Comparative returns and performances by asset classes are contained in Exhibits 10, 10A and 11.

Exhibit 10

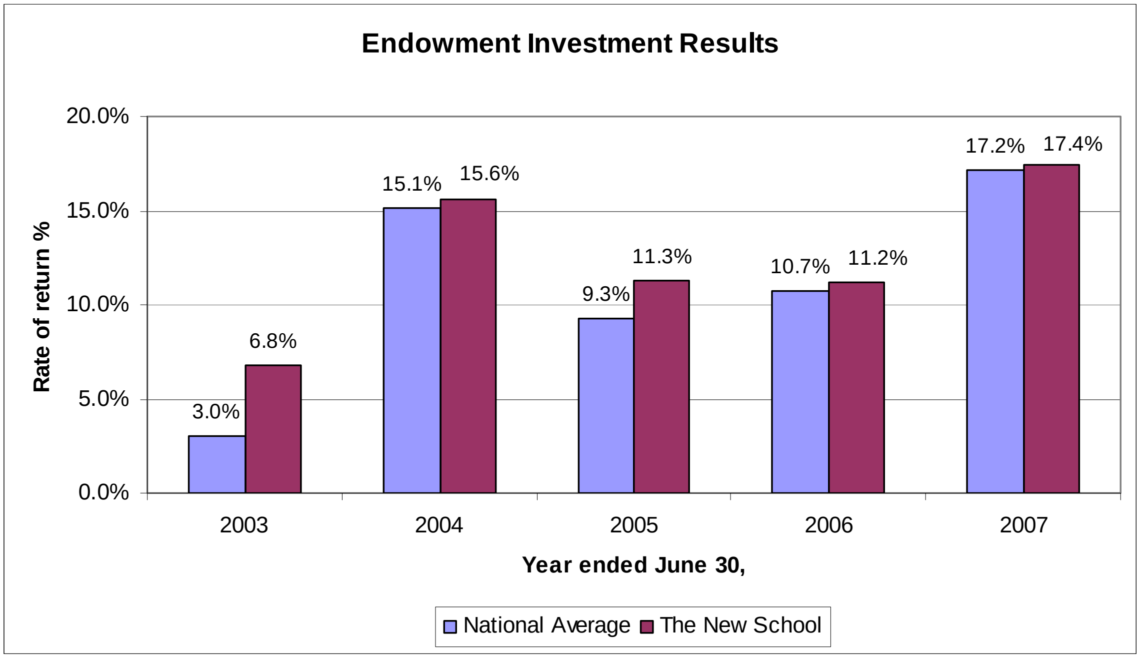


Exhibit 10A

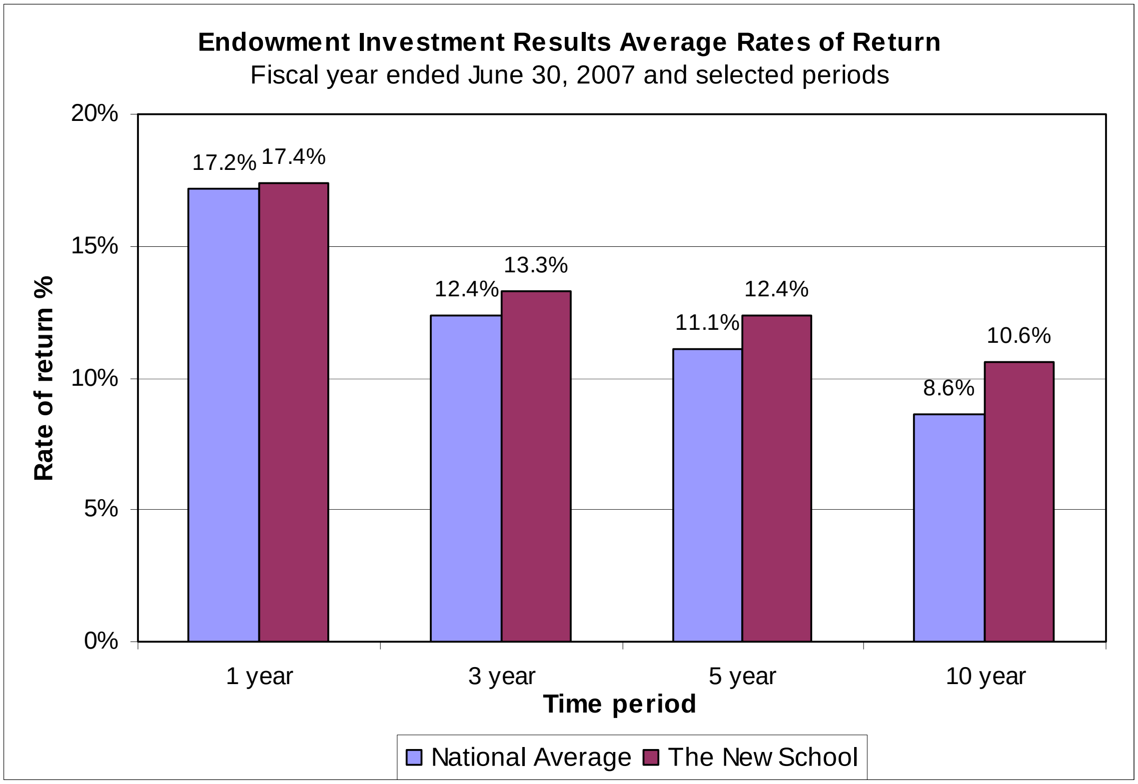


Exhibit 11

Endowment Pool
Asset Allocation Performance Summary
As of June 30, 2007

	Annualized Returns			*Percent of*	*Target*
	One Year	***Three Years***	***Five Years***	***Total Assets***	***Allocation***
Domestic Equity	22.2%	17.9%	18.7%	32.0%	25.0%
International Equity	35.9%	29.7%	21.2%	18.4%	25.0%
Fixed Income & Cash	6.9%	4.1%	4.2%	26.4%	20.0%
Alternative Investments	14.8%	10.1%	9.3%	23.2%	30.0%
Total Fund	17.4%	13.3%	12.4%	100.0%	100.0%

Another equally important indicator of the university's financial position is in development. Contributions to the university, as counted in accordance with CASE standards, have increased from $28 million in fiscal 2003 to $53 million in fiscal 2007. In each of the last five years contributions have exceeded the established goals (Exhibit 12). The financial statement impact, although less than the total above because pledges are reported in accordance with GAAP, are nonetheless impressive, going from $27 million to nearly $47 million over the same period (Exhibit 13).

Exhibit 12

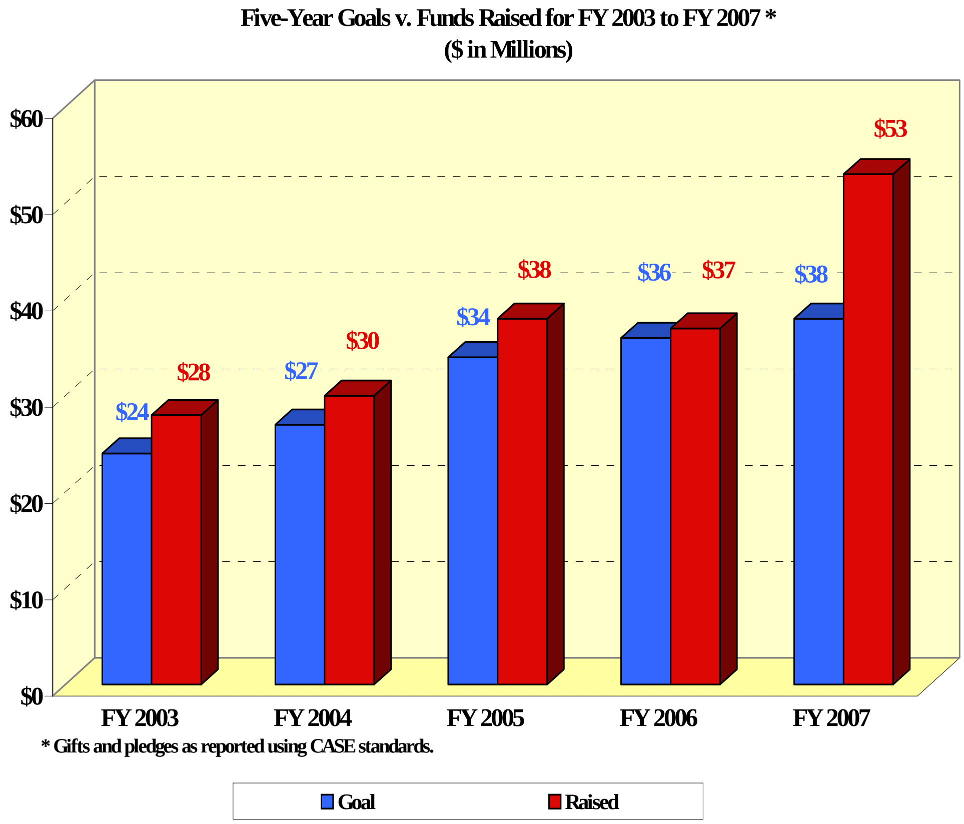
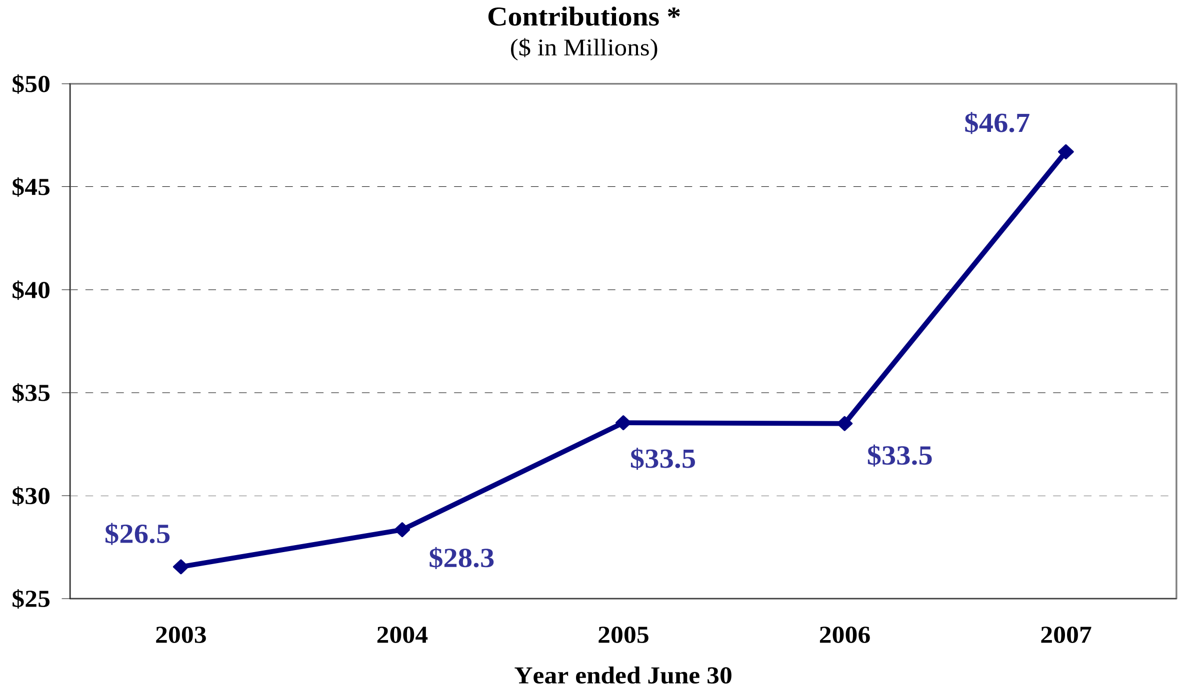


Exhibit 13



* Gifts and pledges as reported in the university's financial statements in accordance with GAAP.

An endorsement of the increasing financial health of the university came from Moody's Investment Services in October 2006. As a prerequisite of issuing tax exempt bonds in November 2006, the administration asked Moody's to provide an underlying rating for the bonds. Moody's increased the university's bond rating from A3 to A2 and assigned a stable outlook to the rating. Moody's made its decision after a review of the university's 2006 audited financial statements, enrollment trends, endowment performance, and discussions with senior university administrators. Moody's based the rating and outlook on:

- Rapid expansion of fundraising, solid investment performance and growing cash flow leading to a growing financial resource base;
- Healthy reputation as an urban university with strong academic programs and a growing undergraduate focus, leading to enrollment growth;
- Strong student demand for graduate and undergraduate programs providing a solid base for ambitious growth plans; and
- History of balanced operating performance, produced by increased tuition revenues and conservative budgeting.

Moody's ratings characterize the risk of holding a bond. The bonds of "A"-rated institutions have many favorable investment attributes. They are considered upper-medium-grade with adequate investor security. The current outlook of "stable" is an opinion by Moody's regarding the likely direction of a rating over the medium term.

In addition to Moody's favorable determination regarding the university's financial health, the university's bond insurer, MBIA, relaxed some of the restrictive financial covenants on all of the long-term debt.

Operating Budget

The university's adopted operating budget for 2007/08 is $253 million. Exhibit 14 shows the adopted revenue budget for this year. As shown approximately 75% of the university's funding is from tuition and fees (net of tuition discount), a percentage that has been consistent for the past five years. After tuition, auxiliary enterprises and contributions provide the next two largest shares of the university revenue budget.

Exhibit 14

Adopted Revenue Budget, 2007/08

	$millions	% of budget
Revenues		
Tuition and fees	244.0	96.4%
Tuition discount	-56.4	-22.3%
Net tuition and fees	187.6	74.2%
Contributions	15.7	6.2%
Government grants and contracts	9.0	3.6%
Investment return	9.6	3.8%
Auxiliary enterprises	26.7	10.6%
Other income	4.4	1.7%
Total revenues	**253.0**	100.0%

The university adopts a balanced budget each year, so the 2007/08 expense budget also equals $253 million. The budget adopted by the university's Board of Trustees is structured to reflect the organization of the institution: schools, officers, plant, etc. However, each year we also prepare an estimate of the expense budget by functional category, as displayed in the financial statement. Exhibit 15 shows both views of the university's expense budget.

Exhibit 15

Expense Budget, 2007/08	$millions	% of budget
As Adopted, by Organization		
Academic Divisions	108.1	42.7%
Administrative Officers	56.7	22.4%
Auxiliaries	26.9	10.6%
Plant, debt, depreciation	48.2	19.1%
Other, including contingency	13.1	5.2%
Total Expense	**253.0**	100.0%
Projected By Functional Category		
Educational Program Services		
Instruction and departmental Research	92.6	36.6%
Academic Support	35.4	14.0%
Student services	16.7	6.6%
Sponsored research and programs	13.3	5.2%
Auxiliary enterprises	26.9	10.6%
Services of educational departments	0.7	0.3%
General Support Services		
Institutional support	67.6	26.7%
Total Expenses	**253.0**	100.0%

The university will develop a multi-year financial plan when the strategic planning process that is currently underway is a little further along. However, we have already done a preliminary projection of the 2008/09 operating budget. That projection shows a budget that will grow approximately 6% over 2007/08 based upon preliminary revenue assumptions. That percentage growth would be equivalent to the increase experienced this year; the 2007/08 budget grew 5.7% over 2006/07.

Each year the university's budget has to cover cost increases for salaries, fringe benefits and other expenses. In recent years, other standard and mandatory cost - higher instructional costs for our growing student enrollment and rising plant costs for additional facilities - have been significant as well. The process we follow to determine the operating and capital budget, and our efforts to link those decisions to institutional planning, are described in detail in Section VI.

IV. ASSESSMENT OF STUDENT LEARNING OUTCOMES

The self-study report described student outcomes as the primary focus of the university's comprehensive Outcomes Assessment Plan. This plan, based on the Albany Outcomes Assessment Model, emphasizes the decentralized character of the institution by giving each division or school the flexibility to determine the outcomes appropriate for their respective students, while also containing a set of university-wide outcomes important for all students. This section describes the operation of the outcomes assessment plan since the self-study in two contexts: first, an increasing level of central administrative attention to university-wide outcome measures and second, a growing level of comfort and experience with the theory and practice of assessment among faculty members and academic leaders within the divisions. We note that as our plans develop for new university-wide programs and a general education curriculum, our assessments of student outcomes will become even more integrated across the university.

The divisions have enhanced and refined their learning assessment practices, benefitting from: increased support from the office of the Provost; increased integration of data systems and reporting ability from the offices of Information Technology and the Registrar; and increased analytic capacity from the office of Institutional Research. The implementation of a centralized administrative data system ("BANNER") has been an essential key to this progress. As we developed consistent coding to track student cohorts at both the undergraduate and graduate level, we increased our ability to integrate student data from across the university and we have increased our responsiveness at each of the stages of the assessment cycle. We are now better able to identify answerable questions that relate what we already know about our students to what we want to know about their progress and outcomes. We are better able to provide rapid data analysis and reporting when responding to those questions. And, most importantly, we are better able to interpret and contextualize that analysis in our conversations about teaching and learning both within and across the programs.

University-wide measures

University-wide outcomes measures such as the Student Satisfaction Survey, the Alumni Survey, National Survey of Student Engagement (NSSE) and the Cooperative Institutional Research Program (CIRP) Freshman Survey have been the first beneficiaries of these efforts.

The student satisfaction survey that we conducted in fall, 2007 used for the first time a web-based instrument linked to BANNER. Compared to our previous paper survey we found this format offered lower cost and improved ability to obtain a representative sample from all degree programs with reliable response rates, while requiring significantly less staff effort. This makes us more confident in our ability to repeat the survey on a regular basis as part of our continuing assessment cycle.

We were also able to link the student satisfaction survey responses directly to student demographic characteristics, as well as to academic variables such as admissions ratings, progress in program and grade performance, in ways not possible in the previous survey. Thus, we are now able to analyze the results to identify particular groups of students and areas of the student experience that present the most promising opportunities for improvement, and to develop strategies for improvement in each of the key areas of academics, student services, administration, and facilities.

Our current university-wide alumni survey (in the field in April, 2008) also employs a web-based instrument, thus providing analytical improvements similar to those recognized in the student satisfaction survey. The alumni survey will, for the first time, include graduates from multiple class years, allowing us to analyze progress and changes in our academic programs over time. It will also allow us to consider alumni assessments of the quality of their academic programs, to augment what we are learning from current students. Key question items ask alumni to rate the value of certain skills and learning outcomes in their current professional and personal lives, and then also to rate the degree to which their program at The New School contributed to their development of those skills or outcomes. We expect the results form these items to help inform our learning assessment efforts, particularly in our more practice-based programs, as we understand more about how alumni views may change with increasing maturity and career advancement.

Our implementation of the National Survey of Student Engagement (NSSE) has enabled us to track improvement on national benchmarks of effective educational practice for our undergraduate population against a national comparison group of other private not-for-profit universities. We take pride in consistently strong levels of NSSE's "academic challenge," "student faculty interaction" and "active and collaborative learning" benchmarks revealed by our students relative to their counterparts at peer institutions. In response to our performance in the "supportive campus environment" benchmark we have increased our efforts in student activities and services.

Annual participation in the Higher Education Research Institute's CIRP freshmen survey provides another means for us to contextualize our internal student outcome measures, providing deans and program directors with a deeper understanding of how our students are distinct, or not, from those of other institutions. Our students, for example, arrive on campus having spent slightly less time per week on homework when in high school, on average, but significantly more time reading for pleasure, compared to their peers at other private universities.

Student Retention and Success

Our regular reporting of student retention and attrition rates, a key outcome measure for all of the divisions, has become more detailed and informative. Student cohort retention analysis and reporting is performed by the Office of Institutional Research, and has recently expanded to include not just the traditional undergraduate first-time, full-time freshmen cohorts defined by IPEDS, but also transfer students, non-full-time students and graduate students. These new reporting categories have been made possible by improved administrative coding of student cohort types, as well as by new agreements on appropriate retention and completion measures for students in graduate and non-traditional programs. Retention rates and reports are regularly discussed among Deans and Officers, a reflection of the broad understanding that improvements in retention and attrition result from campus-wide efforts to focus on analysis of data, identification of weaknesses and measurable steps towards change.

For example, focused analyses of freshman retention at Lang in 2006 and 2007 have resulted in specific strategies for improving performance on this key outcome measure. Some of the strategies now in place include:

- We have increased the opportunities for freshmen to be exposed to our best teachers in their first two semesters on campus.
- We have assigned each freshman to a course with his or her advisor to ensure that advisors get to know their advisees well, *as* students.
- We are monitoring the progress of all students with reports six weeks into the semester, and meeting with both the low-performing students who may be at risk of dropping out and the high-performing students who may be thinking of transferring out.
- We have enhanced our programs for internships, theater, the newspaper, and arts in the city to give students more opportunities for a rich educational life outside the classroom.

Finally, acting on the recommendations of a university-wide task force on enrollment and student success, we are instituting a regular review of retention performance by the Provost and Deans, which will look at targeted analyses of data to identify areas of strength and weakness to be acted upon as quickly as possible. These data include: student satisfaction surveys, exit interviews, Clearinghouse reports on subsequent enrollments or transfers, usage reports from libraries and learning support services, contacts with advisors and faculty members, financial aid packaging, GPA, credits earned and program evaluations. With these efforts we hope to see improvements of 4 to 5 percentage points in freshman retention in the next five years.

One part of our student support, retention and success network, the University Writing Center (UWC), deserves mention for its particularly strong emphasis on data and focused assessment, along with the direct service to students that it provides. The UWC provides writing support in the form of one-on-one coaching sessions to students as well as in-class workshops (requested by faculty) to undergraduates and graduates in all eight divisions and schools of the university.

The UWC administers and scores writing diagnostics to assess writing levels for entering students in Milano (over 100 students per semester) and for students in the Parsons Communication Design and Technology MFA program (over 100 students per year). Trained UWC tutors review the student writing samples and provide the academic units with diagnostic results and recommendations for follow up with individual students. In the case of Milano, a recent review pointed to a need to streamline communication of the results of the diagnostics to faculty members. This led to direct attention and improvement.

The University Writing Center saw 1,206 unique students in 2006/07 (up from 818 unique students in 2005/06) and conducted 2,759 coaching sessions (up from 2,463 in 2005/06). Records are kept for each coaching session, which include an assessment of writing ability at the start of the session and goals for improvement during and following the session. Desired writing outcomes are defined by the instructors who refer students to the UWC, as well as by students themselves who bring assigned work to the center.

Academic Strategic Planning and Learning Assessment

As The New School gains experience with using both divisional and university-wide learning outcomes measures and assessment cycles, a culture of assessment and improvement is growing among faculty, deans and administrators who are responsible for our academic programs and curriculum. This has led to a natural movement within our academic planning process to build learning assessment into the new academic plans from the ground up.

As we assemble faculty committees to help develop new undergraduate general education guidelines, for example, our charge to those groups will include the expectation that they begin with clear student learning goals and a set of measures, both direct and indirect, against which progress towards those goals can be gauged. Our current thinking suggests that these goals will include research and knowledge skills in working with both new and old media, narrative analysis and writing across the disciplines, quantitative and scientific reasoning, and project design and management. As courses are identified or created under each of these competencies, instructors will understand the importance of the learning outcomes. We also anticipate establishing a general education committee of faculty members from across the university that will work to ensure, among other things, that the assessment process for student learning in this part of the curriculum is consistent across divisions.

Similarly, faculty members developing curricula for each of the new university-wide programs, including media, environmental, urban, management and international studies, are including student learning outcomes in their respective core statements about program goals and expectations. Some have already included outcome measures (such as senior projects and capstone experiences) into their plans for the majors. The assessment process for these programs will be embedded in the culture of participating faculty and administrators from the start.

Finally, part of our planning for future learning outcomes assessment includes a rethinking of our use of student ratings of instruction. After many years of using local ratings forms and procedures, managed at the divisional and, in some cases, departmental levels, we are currently engaged in a university-wide trial of the student ratings system developed by the IDEA Center at Kansas State University. This system offers the potential to link instructors' stated learning objectives for students, at the outset of each course, with the students' assessments of their progress against those objectives at the end of the course. Should we choose to adopt it, the learning-focused instrument employed in this system could provide a diagnostic mechanism to help balance our summative evaluations of teaching performance with formative conversations about the appropriateness of the instructor's goals for student learning and the teaching methods used to pursue them.

We anticipate that this system may help faculty members to better understand the importance of clear learning objectives at the course level, and to become more comfortable with using assessment data on a regular basis to monitor and revise their instructional methods. Part of our interest in the system also derives from its potential to adjust score reports to correct for systematic differences in student ratings by academic discipline, by the type and level of students enrolled in the course, and by the students' actual intent and level of desire in taking the course, thus allowing instructors from widely different disciplinary and pedagogical backgrounds to benefit from a uniform instrument. We are completing a pilot test of the system in spring, 2007. We plan to test it more thoroughly in over 300 courses in fall, 2008, to determine whether it can meet our needs throughout the range of disciplines that we teach.

Divisional Learning Outcomes Assessment

As divisions have gained experience and confidence in implementing their outcomes assessment plans, they have also increasingly shifted from a focus on the details of what and how to measure toward a growing attention to the assessment cycle of asking questions, measuring results regularly, discussing findings, identifying strategies for improvement and implementing them in anticipation of the next round of questions and measurement. In what follows we summarize some of the current practice and results of these cycles as they operate in the divisions. As the assessment plans are generally similar within each of our three main areas of instruction, the liberal arts, design and performing arts, we have grouped them accordingly. We note, however, that although these summaries give a sense of the central focus, much of the value of the assessment cycles emerges from the texture of individual discussions among faculty members and academic administrators at the level of academic programs and departments.

Assessment in Liberal Arts and Professional Programs

The liberal arts undergraduate programs have focused recent learning assessment efforts on two areas: student writing and general education. In both cases faculty members have analyzed results from the NSSE and CIRP surveys, internal student surveys, transcript reviews and faculty surveys. Some programs have also administered diagnostic writing tests for all incoming students in order to establish learning baselines and further inform the assessment conversation.

At Lang College, the writing assessment results suggested that students were not benefiting from the first-year writing courses as had been anticipated. In response, these courses were restructured to focus more on developing basic argumentative writing skills, narrowing, in some cases, student options and increasing the teaching emphasis on effective construction of argument, logical reasoning, and grammar fundamentals. The courses had also been taught exclusively by part-time faculty, and the college determined that this was no longer satisfactory for an effective program. Thus, a search is beginning for a full-time director of the program and planning is under way to hire additional full-time writing faculty over the next few years.

At The New School for General Studies, writing assessment had a different outcome. The results from two years of diagnostic writing assessments showed that the vast majority of new students were writing at college level and could benefit from a greater array of academic writing courses in the disciplines. This led to new courses that have been developed for both online and on-site and a new program-wide focus on writing-intensive courses throughout the curriculum.

Assessment of general education outcomes at Lang suggested that students needed broader exposure to a variety of disciplines. Faculty members and academic administrators have responded by reviewing literature, attending conferences, and discussing ways to best ensure that students are broadly educated and develop the necessary skills to become informed and responsible citizens, while also keeping within the ethos of a college that emphasizes student-directed learning. The abilities-based model promoted by Alverno College holds particular interest, and staff will be participating in Alverno seminars to deepen their understanding.

At the graduate and professional levels, assessment activities generally remain unique to each individual degree program. Evaluation of student thesis projects, practica, capstone internships and research seminars tend to provide the primary learning outcomes data, while some of the professional programs have added data from performance on applied assignments and projects with professional clients and authentic audiences.

Student retention and time-to-degree are also critical metrics by which the programs assess student progress and success. In the graduate programs at New School for Social Research, additional indicators include student publications and participation in academic conferences, participation in teaching fellowships and workshops, and graduates' job placement in academic and non-academic settings. Increasingly in the graduate programs, dialogues resulting from consideration of student outcomes data have become vital parts of strategic planning by deans, chairs, admissions officers and faculty members—in the contexts of program-level curricular decisions, departmental staffing plans, and individual course organization.

Assessment in Design Programs

Student outcomes assessment at Parsons is focused on measurable goals for learning in the field of study, in general education, in personal growth, and in retention and graduation. Regular critiques and exhibitions of student work provide ongoing assessment of progress toward goals in the field of study, and a capstone senior studio experience provides an opportunity to assess comprehensive outcomes in each undergraduate degree program. In the past year, additional effort has focused on developing assessment strategies for the situated learning objectives of student internships and students' collaborative projects with external partners. These privileged components of the Parsons education are where students learn to apply their classroom experiences to authentic contexts. The office of the assistant dean for curriculum and instruction, which coordinates assessment activities, has been working closely with all stakeholders for these programs (e.g. internship advisors, career services staff, office of external partnerships) to discuss assessment goals and measurement strategies. Already, data have been collected on the practices of each internship program and a universal set of learning goals has been created.

Parsons is also commencing a comprehensive review of its undergraduate programs (see Section V). This review will closely attend to monitoring student outcomes and the extent to which learning outcomes designed in the curricula match the skills and education needed for graduates of art and design schools today. As a result of this criterion as well as others, we expect curricular changes and the thoughtful re-writing of learning outcomes and assessments of student learning.

Assessment in Performance Programs

Mannes, Jazz and Drama each assess the accomplishments of their students in several ways to ensure that the instructional programs meet their goals of training students for professional careers. Primary among these are faculty evaluations of student performances at juries, auditions, ensembles, as well as high-profile performances such as festivals and concerts. Thus, evaluation of student achievement against acceptable standards of performance is ongoing, and feedback is constantly informing faculty members and curriculum administrators as they consider how to improve programming and instruction. The performance programs also track graduates and survey alumni who are working in the field to gain additional information about student outcomes such as preparation for careers as professional musicians and performers.

V. ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS

Since the self-study, The New School has made significant administrative and academic changes, enabling a more flexible and focused approach to accomplishing institutional goals. To gauge our success, we are establishing more systematic procedures for the gathering, evaluating, and assessing of data throughout the institution. Analyses of these broad sets of data continue to inform the ways in which we strengthen our institution. Here we report on recent efforts undertaken in specific administrative areas, in faculty affairs, in assessment and evaluation, and in curricular innovation.

Administrative Restructuring

The self-study report made clear that one of the university's priorities was to enhance the effectiveness of administrative services. Spread out over the eight schools (or divisions), the services of Admissions and Enrollment Operations, Communications and External Affairs, and Development and Alumni Affairs followed different procedures, often duplicated efforts, and lacked discrete areas of expertise. Following the successful centralization of student services, the university began to centralize these other key administrative units, taking them out of the individual schools.

Admissions and Enrollment

Responding to a range of needs in Admissions and Enrollment Operations, the university appointed an Assistant Vice President to whom all admissions offices would report. The office of Enrollment Operations could focus on back-office operations, thus freeing up the Admissions staff to focus on recruiting. Coding in the institutional data management system, Banner, was rationalized to allow for centralized collection of student application and enrollment data. And, a Vice President for Enrollment Management has just been hired to emphasize the critical role this area represents for the future of the university.

As a result, we now have clear admissions reports for all programs, standardized online applications, and a comprehensive prospect management system. This means that cross-divisional data can now inform planning and decision-making in, for example, the strategic allocation of financial aid. At the same time, we have worked to ensure that the criteria for admission, the standards, and the marketing, still reflect the unique strengths and characteristics of each school.

During the last few years, the university began a partnership with EMBARK to develop an online application and prospect management system so that inquirers and applicants can now communicate with us and submit pertinent documents online. The new system not only allows for much increased collection of student data and greater analysis (such as comparison of prospective applicants to matriculated students, of admitted to rejected, financial resources and acceptances, and so forth) but also leads to better communication with our prospects and applicants. Moreover, the new tracking system improves our ability to create an integrated and seamless entry into the community for students who subsequently are admitted and matriculate.

Admissions and Enrollment offices have now been working more closely with Student Services, which has benefited from the new tools at its disposal to gauge student needs. This has helped the university focus on student retention by better coordination among the offices of Student Health Services, Student Disability Services, and Student Support and Crisis Management. These offices have developed a series of new committees and groups that promote coordination of efforts to support students in multiple ways. One such group, established following the events of 9/11, is the Student Support Group. This group identifies at risk students and follows up by developing appropriate supports. The group also conducts training sessions so that faculty and staff can learn how to identify and assist a student in need of support.

As the demand for student counseling services has grown, the university has expanded hours for services from 9am until 7pm and on Saturday. Consideration is underway to expand hours for medical services as well. Most recently, the university has partnered with a nurse response unit so that students can call with medical or psychological concerns 24 hours per day and speak directly to a clinician.

Communications and External Affairs
Before this central office was established, each school ran and funded its own marketing campaigns. The newly integrated office of Communications and External Affairs (CEA) works to give a unified voice to all university materials and to provide an overarching visual identity and brand to the eight divisions. This effort began with a major branding campaign to leverage the brand value of our most prominent divisions and to strengthen other areas with increased visibility. Currently, CEA is redesigning the university website and creating new recruitment and marketing materials.

Development and Alumni Affairs
With their locations in the eight individual divisions, development offices at The New School formerly had multiple development databases, overlapping and competing efforts from different schools, and insufficient staff in critical areas. Over the last four years, the university has created a central Office of Development and Alumni Affairs that oversees all fundraising efforts, and provides dedicated staff focusing on areas such as gift accounting, research, and stewardship. Development staff now oversee all solicitations (both central and divisional) using a central database and sharing research.

Moreover, the physical integration of this office has created a greater spirit of collaboration and collegiality between development staff members as well as between development staff and the academic divisions. The result of these efforts has been visible in our philanthropic revenue, as the development team has increased our commitment to building personal relationships with potential donors and to soliciting gifts face-to-face. Since 2003 the university's fund raising dollars have increased by 93 percent. These funds have been secured for scholarships, professorships, research, lectures, and programs as well for the annual fund.

The value of these changes has also been evident in Alumni Relations, for which an office was reinstituted in 2006. The Alumni Relations team now ensures that our contact information for alumni is current and that all alumni receive regular newsletters, electronic communications and invitations to events and reunions. The office has also made a point of traveling nationally and internationally to make contact with alumni and to reconnect them with each other and the university. In 2007/08 alone, there have been alumni events in Seoul, Los Angeles, Southern Florida, and Washington, DC. Finally, we have made progress involving alumni with the university's admissions process as well as with our efforts to place graduates through our career services departments.

Human Resources

The Office of Human Resources was one of the first centralized departments of the university. But in the past five years it, too, has strengthened university-wide procedures, streamlining the application process for both administrative and academic positions that used to rely on more ad-hoc procedures. This has allowed the university to collect richer and more reliable data on job applicants while ensuring shared and equitable hiring practices. Enhanced applicant data also allows the university to look at its past hiring practices across the institution, analyzing the applicant pool and employment outcomes in terms of diversity and other key goals.

Human Resources has also been one of the first offices to undergo a formal assessment cycle, including a client satisfaction survey and suggestions for improving client satisfaction. Each of the administrative units will undergo a similar evaluation process over the next few years. In addition, a group of administrators from across the university meet as a Staff Advisory Committee to identify issues of concern and propose policies to respond to those concerns. Two major initiatives have originated from this group: a standardized process for conducting staff performance appraisals, and an employee wellness program. The first initiative has introduced a clear, systematic, and uniform method for evaluating all administrative and union staff. In addition, this project includes a training program for managers, with a particular focus on new managers. The second initiative seeks to improve staff morale and well-being with a series of fitness and nutrition workshops. Other recent human resources training programs have included team building, career development, customer service skills and communication skills.

Institutional Research

At the core of any assessment program lies institutional research. Previously, the Institutional Research office had two full-time staff members and was located in the Office of Budget and Planning. Following the suggestion of the Middle States Self-Study Report, Institutional Research was moved into the Provost's Office and given a broader charge to provide the contextualized data analyses required for informed institutional decision-making. Currently comprised of four researchers, the office provides centralized data, research and analytical services to all offices and schools. It reports enrollment and program information in an expanded Fact Book and anticipates the information needs for sound academic policy and decisions. As discussed earlier in Section IV, currently underway are the student satisfaction survey and an alumni survey, as well as cohort analyses of student retention, graduation and time to degree for programs across the university. The office of Institutional Research currently supports the university's academic and administrative improvements, and will continue to do so moving forward.

Technology and Communication

All of the changes noted above rely on effective and well-supported data managements systems. The development of university technology has facilitated the creation of a new self-service information environment for students, faculty, and staff -- a goal set out in the 2003 Self-Study. The new environment, called "MyNewSchool," is a customizable web portal enabling all approved members of the university community to securely access personal data, employee benefits information, student registration and academic information, class websites, university resources, a calendar of events, online courses and student services, and more. The university plans to continue to tap into the robust features of this portal and further enhance its capacity to serve the community.

Faculty

Transformation of the Faculty

At the time of the Middle States Self Study, The New School had just initiated the hiring of full-time faculty in several divisions (notably Parsons, NSGS and Lang). At the same time, it was improving and standardizing the salaries and benefits of the part-time faculty. The Middle States team wrote: "The team encourages the administration and faculty expeditiously to conclude their shared work on issues of full time and part time faculty appointments and evaluations." Over the past five years, two major developments have altered and accelerated these processes dramatically: the unionization of part-time faculty by ACT-UAW, on the one hand, and the creation of "principal faculty" throughout the university on the other. These developments provide opportunities for improving the quality of our faculty and, by implication, our effectiveness as an institution. These developments, in turn, also created the need for tools for assessing the work of faculty in relation to both their own career trajectories and to The New School's academic mission.

Part-Time Faculty

The ACT-UAW contract, negotiated in 2005, has changed how we evaluate, select, and rehire part-time faculty across the university. The contract has instituted varying degrees of employment security for part-time faculty, differing levels of benefits, and clear guidelines governing each of these areas for faculty members at each level of seniority. The implementation of the contract has also required the university to mine past data on approximately 1,800 part-time faculty members, as well as to create ongoing procedures for the gathering of relevant and comprehensive new data.

For instance, part-time faculty members now go through a series of evaluations and observations which begin with their initial hiring. The chair observes new faculty hires and every three years writes up a comprehensive report on each one. Students write evaluations for every course they take and these become part of the chair's comprehensive report and annual assessment. In addition, chairs conduct classroom observations and an administrative assessment. At least two such comprehensive evaluations occur before the faculty member becomes "annual," with guaranteed employment in his or her eleventh semester. With the “annual” status, faculty members receive a set “baseload,” or guaranteed number of courses with course cancellation fees, baseload reduction fees, paid leaves and seniority privileges.

The data now available on part-time faculty ranges from hourly pay rates and teaching loads to subject matter and discipline. Chairs and directors can now assign courses in a new manner, share faculty across divisions, standardize compensation, and assess performance across the university. To ensure the correct implementation of the union contract, the university also established a University Committee for Part-Time Faculty, created the position of Director of Part-Time Faculty Affairs in the Provost’s Office, and hired a specialist in labor law in the office of Human Resources.

Currently the Part-Time Faculty Committee is developing new ways to gather and store course syllabi and resumes for all part-time faculty. They are also helping to create standardized reporting and observation forms for the chairs, as well as procedures for hiring, rehiring, termination, and paid/ unpaid leaves. The committee is seeking to improve the student course evaluations through the use of a new system currently being pilot-tested across the university (see description of IDEA Center in Section IV). We anticipate that this system, if implemented, will provide a more equitable metric for evaluating faculty members across different instructional levels and disciplines, and against both university and national norms.

Finally, the ACT-UAW contract introduces a new category for part-time faculty: that of Multi-Year status. This status provides a three-year contract for certain annual part-time faculty, who have applied and been selected for this category. As such they can participate at a higher level within the university academic community, serving on committees for instance and taking on more additional duties. The Provost Office annually organizes a faculty committee to conduct peer reviews of those who apply for multi-year status. The review is rigorous and not every applicant succeeds in achieving this status. The new procedures for assessing part-time faculty at all stages of their employment thus provides The New School with a rich and complex set of data, enabling the chairs to make highly informed decisions about hiring and rehiring of part-time faculty across the university.

Full-time Faculty

Radical transformations have also affected the status, assessment, and role of full-time faculty at The New School. Most significant is a new Full Time Faculty Handbook, sections of which have already received approval by the Board of Trustees. The Faculty Handbook introduces comprehensive procedures for reviewing, assessing and evaluating all full-time faculty and dramatically strengthens The New School’s commitment to them. Among many important outcomes, we expect these changes will have a major impact on our effectiveness in retaining outstanding current faculty and recruiting new faculty to The New School.

Unlike many other universities, however, The New School has developed two categories of continued employment based on evaluation of excellence in the three broad areas of teaching, research and/or professional practice, and service. Tenure is intended for faculty who achieve excellence in scholarship, publication and/or professional practice. Extended employment is designed for faculty who are excellent in their teaching and/or who make major contributions to the institution in terms of service. While the distinction recognizes that excellence is expressed in different ways, it is worth noting that rank and salary are unaffected by the distinction. The criteria and standards for both categories are explained in the Faculty Handbook, which establishes a common basis for comparative evaluation of faculty across divisions and disciplines.

As defined in the faculty handbook, full-time principal faculty are assessed in three different ways. First, there are annual reviews conducted by the Chairs, who serve to direct and mentor the faculty. Second, in the fourth year a comprehensive review is conducted by the Chair and relevant Dean. Dismissal is a possibility at this review, but the more likely outcome is input on what the faculty member needs to achieve in order to have a chance at permanent employment at the institution. In their seventh year faculty stand for a final review, leading either to continued employment (as tenured or extended) or to dismissal. The Provost's Office has mobilized a university-wide committee comprised of already-tenured faculty and, in the first few years, outside experts as well, to make final recommendations on the candidates. After promotion, faculty performance is reviewed on a yearly basis, and multiple negative yearly reports can trigger a post-promotion assessment.

The university's investment in and support for principal faculty's scholarship, professional practice, and professional development are directly reflected in new provisions for faculty leaves and sabbaticals. Junior faculty members are guaranteed a semester's sabbatical in their 4th or 5th year to prepare for tenure review, and all faculty members are granted a semester's sabbatical after seven years of employment. Similarly, all full-time faculty are provided with yearly "research" funds, ranging from $1,000 to $2,000 a year. (Previously there was sporadic and uneven support for faculty research and for sabbaticals.) In addition, the Provost's Office offers professional workshops in dossier preparation for faculty approaching their 4th or 7th year reviews.

Finally, there is a third category for faculty, that of "Term" appointments, intended to fill specific and temporary hiring needs. These are short-tem in nature, usually ranging from one to five years. Visiting appointments allow for professors from other university to come for a semester or a year.

Faculty Governance

The Middle State Committee's Report also encouraged "the institution's efforts to develop a process for bringing the faculty and relevant stakeholders into the governance of The New School...." Since the report, as the university has clarified the categories and roles of the faculty at The New School, it has also supported the creation of the Faculty Senate. In its advisory role, the Senate informs academic decisions, including the development and, when necessary, revision of the Faculty Handbook. Senate sub-committees inform provostial decisions on faculty affairs, academic policy, and divisional faculty governance. The university's eight divisions are themselves exploring the development of more systematic structures of local faculty governance, with faculty executive or appointment committees in some cases working directly with the dean.

Curriculum

The New School's capacity to coordinate the development of new academic programs has grown significantly in the past few years. Working with the Deans, administration, and faculty, the Provost Office now plays a central role in overseeing the creation of new curricula, submitting new programs for NY State approval, and planning their implementation.

The most visible and direct result of this new coordination is the creation of university-wide curricula at the level of degree programs general education, and university lectures courses. The Provost's Office is planning for several new multidisciplinary undergraduate majors across the university, in such areas as International Studies, Media and Integrated Design and Society, Urban Studies, and Environmental Studies. This last has already been submitted to the State for approval, while the others are in process. By reviewing curricula across the university, the Provost's Office and the Deans located these particular strengths; each of these four areas already existed as themes running across the current curriculum and across several divisions. As a result, the university is now capitalizing on these existing synergies to develop an array of vibrant and exciting new majors and five-year programs to attract new cohorts of students.

One example is Urban Studies. While The New School had no undergraduate degrees and only one a small graduate degree in Urban Planning at Milano, there are more than 100 courses taught across the university in different divisions that are "urban" in topic or nature. After studying the course listings and course syllabi, the Provost and Deans asked a group of faculty interested in urban related fields to develop an undergraduate degree program based on the most pertinent course offerings regardless of division. Different tracks in the curriculum would appeal to different kinds of students (e.g. design or liberal arts students). This model was then successfully repeated with faculty teams planning undergraduate degree programs in these other areas.

We have successfully submitted several programs (including some of the new university-wide programs mentioned above) to NYSED, as listed in Appendix C. Simultaneous with the submission for state approval, the Provost Office coordinates a university-wide internal process for launching new programs. The relevant deans and administrative offices on campus—library, registrar, financial aid, admissions, information technology, communications, human resources, space and planning—contribute to a complete implementation plan that includes new program budget, marketing, student recruitment, and faculty and administrative capacity. The result of this coordination and planning is a smoother introduction of new programs.

The Provost's office coordinates a growing set of University Lecture courses to provide the foundations for a general education requirement. The lecture courses naturally involve faculty with colleagues and students from outside their home school, becoming a focus for discussions on pedagogy. For example, a faculty member from The New School for Social Research has teamed up with a Mannes faculty member to teach a University Lecture course on Music and the Mind. The next step, to be undertaken next fall, will be for a university-wide faculty committee to develop our New School version of general education, based on the bridging of design and the liberal arts as well as on our traditional commitment to linking theory and practice.

The Provost's office and Deans also identified academic areas that needed to be strengthened in order to support curricula throughout the university. Two such areas are Science and Quantitative Literacy and Foreign Languages. In each case, a Task Force was established to make recommendations on the best configuration for integrating these areas into the undergraduate curriculum. The task forces conducted independent analyses of the existing curriculum in these two areas. The quantitative literacy task force surveyed faculty members to identify courses with science and math concepts already embedded in them and to assess the levels of need for incorporating additional content into the curriculum. The report of the task force described the type of hiring, administrative and academic infrastructure, and of assessment required to support a general education requirement in scientific and quantitative literacy. Similarly, the Foreign Language task force identified the foreign language needs across the university, and produced a set of recommendations leading to the formation of a university-wide Foreign Language Department, housed in The New School for General Studies.

Beyond these university-wide activities, many of the programs and schools at The New School have launched major academic initiatives within their own divisions. We cannot report on them all, but will highlight a few. As noted in Section II above, in 2006, Lang College began preparing to offer majors to current and new students beginning fall 2008. Up until now, Lang students have only been able to receive a BA in Liberal Arts degree, whether they focused on writing, media and cultural studies, or psychology. Now, a series of majors has already been individually approved by NYSED while others are being prepared for submission (Appendix C).

On-line programs are being developed both at the graduate and undergraduate levels. As a pioneer in on-line teaching since the late 1980s, NSGS is continuing its investment in this new pedagogical system with a Master's in Teaching English to Speakers of Other Languages. This on-line Master's joins the already existing Media Studies graduate program, available fully online as well as on-site. At the undergraduate level, the university received NYSED approval to offer BS and BA degrees in liberal arts fully online. The AAS in Fashion Marketing has also been approved as a fully online program. As a result, the Bachelor's Program is currently developing a comprehensive curriculum and student academic support system for its online students, partially funded by a substantial Sloan Foundation Grant. Some on-campus programs, especially at Milano, have found hybrid classes, mixing online and on campus delivery for the same course, to be very successful.

Parsons is in the second year of an extensive curricular review and structural reorganization that will insure the School's continued position at the vanguard of art and design education. Increasingly, art and design schools have come to recognize that narrowly defined disciplinary frameworks do not provide the curricular or pedagogic space to adequately or fully train students to excel in a complex, and interconnected world. Parsons is, therefore, drawing together affiliated departments into five larger school units that afford students mobility and a cross-disciplinary education that will teach them how to leverage design toward solving culturally, ecologically, and economically complex challenges. This new structure also positions Parsons to collaborate with other New School divisions on university-wide initiatives and to offer design education as a core literacy to a broader range of New School students.

The simultaneous undergraduate curricular review is intended to transform Parsons' foundation program that is currently the basis of the BFA degree and to better balance student workload with student learning goals across the School. Course types, credits, and expectations will be normalized across the School adding flexibility and transparency to a curriculum that has emerged and expanded over time. Taken together, the structural reorganization and the curricular reforms, these changes reposition the school to answer the challenges of design education today and into the future

Lastly, as noted in the MSCHE visiting team report, the university is strengthening its external reviews of existing academic programs. Over the past five years Lang College and Parsons have evaluated existing departments. At the same time, the Provost's Office commissioned a school-wide self-study and external review for Milano, which had experienced decreased enrollment and a loss of program focus. The external review report offered constructive suggestions for a major overhaul of the curriculum. The Milano faculty is working on implementing these recommendations and on establishing courses to contribute to undergraduate education in new program areas (such as management and urban studies).

VI. LINKED INSTITUTIONAL PLANNING AND BUDGETING

The New School has long endeavored to link academic and administrative planning with resource allocations. Our 2003 self-study had included a list of planning documents developed during the previous decade that had identified needs within each of our academic divisions and areas of university-wide concern (e.g. facilities and information technology), along with university-wide financial goals. The implementation of those plans and the evaluation of needs through the annual budget process both strengthened our finances and enabled improvements in academic programs and the administrative infrastructure.

The self-study was an extremely important planning document for this institution because it provided a broad, consultative process for our new agenda, "becoming a university." Since the self-study was completed, our planning efforts have consistently focused on moving to a more unified approach to academic and administrative planning and management. We started with consolidating some administrative functions: admissions, communications, and development. Soon thereafter, the Provost and Deans began discussing ways to better integrate academic initiatives and, in particular, to create more joint and university-wide academic programs. The strategic planning process currently underway (described in Section II), and which emerged from those discussions, will have a long-term and far-reaching impact on The New School of the future.

This section describes our current discussions about altering budget procedures to align with strategic planning goals. Following that, we have provided examples of how our current budget and planning processes have supported academic and administrative initiatives in recent years, as well as a description of our annual operating and capital budget development processes. Finally, the section concludes with a description of the planning process for our new building.

Changing the Budget Process

Through its recent history, the university's budgeting and planning process has mirrored the university's school-based academic structure. In budgetary parlance, the university operated with a modified “tub on its own bottom” approach to its finances. Each division developed its own long-term plans regarding enrollment, academics, fund-raising and financial goals, on a five-year cycle. Academic divisions received additional funds to spend (beyond inflationary growth) based upon revenue generation, with a certain proportion of revenues held back to cover university-wide needs and to permit some discretionary allocations to the academic divisions.

As mentioned above, The New School conducted university-wide planning to implement major initiatives during the 1990s, such as facilities and technology planning. During the 1997/98 academic year, a Board of Trustees Subcommittee conducted a financial strategic planning exercise to determine how we could improve our finances and fund even more improvements. That planning process identified areas for growth and retraction, established financial and non-financial criteria for new program development, and recommended administrative changes to improve efficiency. The implementation of those recommendations helped improve our finances, which have grown even stronger in recent years under the leadership of President Kerrey (see Section III). These financial improvements have enabled the university to invest significant new funds in our programs.

Still, our approach to academic planning and budgeting remained divisional. In 2001 the university implemented budget allocation guidelines that, among other items, considered the net income of each divisions – revenues minus full costs, including a share of university-wide expenses – as one factor in making expense allocation decisions. The university's 2003 self-study provided a thorough and honest account of the issues raised by those guidelines within the university. The Committee recommended on-going discussions about the budget, such as the dialogue that had taken place during the self-study process, as a method to resolve the issues that had arisen.

That discussion has continued, but it has not been guided solely by budget considerations. Rather, the changes in the budget development process currently under discussion have, properly, been driven by academic and administrative goals. As the Provost and the Deans discussed ways to integrate the university's academic programs, they noted that the budget guidelines based upon division-level finances were an obstacle to developing university-wide academic plans and programs. Since the budget and the budget process had been developed to mirror the division-based organizational structure of the university, this conclusion was no surprise. It became increasingly apparent that changes in the way we organize our academic and administrative activities require a simultaneous change in the budget guidelines and planning process.

Like the strategic planning process itself, our discussions of the new budget guidelines and process are still underway. But, we do know that we plan to de-link automatic expense allocations from revenue generation. Future expense allocations to the academic programs and departments will be guided by instructional needs, strategic priorities, program quality and growth potential, and informed by new metrics including costs per student credit hour, per student FTE, and per faculty instructional contact hour. We also know that we are planning a more university-wide approach to determining improvements, with the Provost establishing priorities for the academic programs and departments through consultation with the Deans. The goal of these changes will be to create a true university-wide budget that better reflects institutional priorities, while maintaining the budgetary discipline that has contributed to our improved financial results.

Recent Initiatives

The academic and administrative initiatives advanced by the university in recent years are discussed in various sections of this report. The following is a sampling of the ways in which these plans and initiatives have been linked to and supported by the budget development process.

Increase full-time faculty and "hire like a university." Increasing the number of full-time faculty has been at the top of our academic and funding priorities for several years. The university has more than doubled its full-time faculty in the past five years, reaching 333 full-time faculty members in fall 2007. Significant university funds from general and restricted sources have been dedicated annually to achieving this goal. Equally important to the number of faculty added has been a new process of evaluating and supporting faculty additions on a university-wide basis to foster inter-divisional cooperation. Approximately one-third of the new faculty positions created in recent years were joint appointments between two or more divisions.

Create university-wide undergraduate courses. The university has funded the creation of a series of university-wide undergraduate courses to provide common experiences to all undergraduates. In Fall 2007, 950 students registered for at least one of these courses, almost 16% of our total undergraduate population.

Create new academic programs. We described in Section II the university's goals of creating new academic programs that build on our current strengths, create linkages between and among our schools and programs, and develop new student markets for growth. Investing in these programs as they are developed is a high priority and we have already built into our academic budget the funds for several successful launches. In Fall 2007, for example, we started two new graduate-level programs, one in Global Finance and the other in Teaching English to Speakers of Other Languages (MATESOL). We are now building investment funds into the 2008/09 budget for the launch of new undergraduate programs in Environmental Studies, International Affairs, and Media Studies and are reviewing new MA programs in Parsons. Even in advance of implementing our new university-wide budgeting processes, we are finding ways within the existing budget structure to fund these cutting-edge academic initiatives.

Part-time Faculty Improvements. The university and the part-time faculty union (ACT-UAW) reached its first contract agreement in October, 2006. The contract called for the implementation of a host of new procedures touching on all aspects of the university's employment relationship with the part-time faculty. The university has invested funds in hiring staff to implement this contract, as well as funding the significant increases in salaries and benefits afforded the part-time faculty under its terms.

Digital Library. As access to information moves from books to electronic form, the university has invested each year to expand the availability of electronic databases as part of our library services. Planning for our future library needs, including integrating information technology and library resources even further and providing an opportunity to test new modes of access in a new building, requires further investment.

Online and on-site technology access. Expanding the university's online classes and enrollments is one of the university's priorities for the coming years. The new MATESOL program, entirely online, is one of a number of new programs being developed to achieve this goal. To improve these programs - and online access to course information - the university implemented a new tool (Blackboard). We also have hired instructional designers to work on online course development. On-campus, we have undertaken a program to create "smart" classrooms throughout the university.

Administrative coordination. Our planning process over the last five years has centered on the goal of efficiently improving administrative functions. Rather than just adding new positions and costs to enhance these activities we have reorganized and centralized several key administrative functions, as well. Three examples are admissions, development and communications. In each area activities and budgets have been consolidated, creating enhanced opportunities for overall interaction and more seamless cooperation and support.

Facilities. At the beginning of this decade the university updated its campus master plan and, with the understanding that "facilities matter" to our students' educations, began the most extensive expansion and renovation of facilities in the university's history. Breaking away from the division-by-division space planning that had guided prior master planning exercises, we began to plan facilities for the university as a whole. While this has not precluded renovations that benefit specific programs or divisions more than others, the selection of projects to be taken on in any given year has been determined by academic needs and enrollments, as well as health and safety upgrades.

In the past five years the university's owned and rented space has increased by approximately 15% to just under $1.3 million square feet. New facilities have included a dormitory on 20th Street and seven floors for academic and administrative functions at 79 Fifth Avenue. On two corners of Fifth Avenue and 13th Street we opened, in March, 2008, the Sheila C. Johnson Design Center and a new Student Welcome Center. Major renovations have been completed in other facilities including the Parsons complex, 66 West 12th Street and Parsons midtown. The new building, discussed in more detail later in this document, will be the culmination of this stage of the university's facilities investments.

Budget Development Process

The 2003 self-study provided a comprehensive description of the university's annual budget development process. The cycle for developing the operating and capital budgets have remained the same, as have the financial issues considered as we approach the new budget each year. However, consistent with the broader institutional changes that are currently underway, we have begun to alter the processes for evaluating funding priorities to develop a true university-wide budget.

The annual operating budget development process is centered around three annual meetings of the Budget Planning Committee of the Board of Trustees. In October, the Office of Budget and Planning provides the Committee an update on the current year's budget and preliminary information about the revenue and expense assumptions that will be used to develop the next year's budget. In January, the Committee is provided with a preliminary budget in order to evaluate the key revenue guidelines (enrollment, tuition rate, etc.) and to begin reviewing requests for improvements. The final budget is presented in April for full Board adoption in early May. In addition to these reviews, the Building and Grounds Committee of the Board reviews facilities acquisition and renovation plans and recommends the capital budget to the Budget Planning Committee.

In preparation for the Board-level actions on the budget are a series of internal budget reviews and discussions. The budget cycle starts each year with a discussion among the Deans and officers, led by the president, of institutional priorities that will inform the budget development process. Within the divisions, Deans discuss budgetary issues with academic program chairs and directors to set their priorities for the new year. Similarly, university officers review needs with their respective senior staffs. In addition, each year a university-wide budget seminar is held to inform the community of the budget process and to receive input from students, faculty and staff.

Until recently, each dean and officer would prepare a budget memorandum outlining enrollment and revenue assumptions as well as requests for faculty, facilities improvements and other needs for the new year. Where applicable, these memoranda also suggested funding sources (gifts, internal reallocations, etc.) to support the requests. The University Budget Committee (UBC)[1] would review the memoranda and meet with each dean and officer and recommend new items to the president for funding.

The more unified academic planning process that has developed in recent years has led to some changes in this process. During the planning process to develop the 2007/08 budget, the Provost and the Deans, for the first time, reviewed all full-time faculty requests as a group. This year, enrollment discussions were held with the Deans as a group, as well, and the Provost is, even further, coordinating the academic planning process by reviewing all improvement requests with the Deans. Similarly, the Executive Vice President is reviewing the academic support budget for 2007/08 with the administrative vice presidents. At the end of the cycle, recommendation will be made to the President to determine the improvements that will be included in the final budget.

The university Office of Budget and Planning coordinates the budget process, prepares budget projections and assists school budget liaisons and officers with their internal budget reviews. Throughout the process the office provides revenue projections, estimates of the standard and mandatory costs increases that will impact the next year's budget (e.g. salary, fringe benefit and facilities cost increases), and projections of the funding that will be available for investments for new items. Capital projects also are reviewed by the Vice President of Design, Construction and Facilities and her staff to evaluate the scope of potential projects and prepare cost estimates.

[1] The University Budget Committee membership is the Provost, the Executive Vice President, the Vice President for Budget and Planning, the Senior Vice President for Finance and Business, the Vice Provost, the Associate Provost for Curriculum and Research and the Assistant Vice President for Budget.

Planning a New Building

The new building at 65 Fifth Avenue aims to provide a hub for academic programs and student activities that will unite our academic divisions. Over the past two years we have been engaged in a comprehensive university-wide discussion of future space needs to inform new construction.

The process of developing a program for the new building reflected the parallel evolution of joint academic and administrative thinking about the future of the university as a whole. While accommodating enrollment growth was the prime programming objective at the start, other equally important goals quickly emerged. Among them is the need to support new collaborative and interdisciplinary curricula, to bring closer together distinctive elements of the university, to provide community-building amenities that have been lacking, to increase the ratio of useable space per student and to create a hub of resources for the entire campus.

Specific functions that need to be accommodated were identified by a team of expert consultants who analyzed existing space resources and conducted interviews with representatives of every university constituency. All of the data collected was also analyzed by a higher education planning firm, in order to verify the number, size and types of spaces required to support the projected enrolments and pedagogical goals of each program.

The consultants' preliminary findings were presented to the entire university community at a series of town-hall meetings and were further refined through focused design workshops with students, faculty and administrators. The program that emerged from this broad-based collaborative process is not only a compendium of various room types, it also sets out a series of principles for organizing instructional and support activities around academic themes and productive adjacencies.

Other important university interests, such as sustainable environmental design and civic engagement, were also identified explicitly in the program to guide the ultimate design of new facilities in relation to the rest of the campus and to its urban context.

While new building programming was underway, a financial planning process also was commenced to review the long-term impact of this major undertaking on our financial statement and budget. A Long-term Financial Planning Subcommittee of the Board of Trustees met several times during the 2006/07 academic year to review planning models and scenarios. This work is on-going and will be merged with the financial plan that emerges from the current planning process.